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Minutes, newsletters, and notes. Includes summary of National Jewish High School Leadership Seminar, 1998-1999.

For more information on this collection, please see the finding aid on the American Jewish Archives website.

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Memorandum

To: Board Members
From: CIJE Staff
Date: March 10, 1998
Re: Guiding Principles

After the completion of the outlines of our strategic plan, we were left with two critical planning tasks:

1. Creating a workplan for the first year of implementation of the strategic plan;
2. Laying out the principles that would guide our work and our work culture

The first of these tasks focuses on **what** we are going to do; the second on **how** we will do it. The workplan is now complete. The work on the guiding principles will probably take years to complete. The development of a useful set of guiding principles, almost by definition, must be the result of a long process of reflection by lay and professional leaders about our values, our beliefs and experiences.

We are enclosing for your review, a document which represents the first step in such a long-term process. It is our hope that we can revise this list of fourteen basic principles and then begin to engage in fleshing out each one of them. The eventual end-product would be a half-page to a page on each principle that would explain more deeply what each principle means to us.

A discussion of this draft set of principles is on the agenda of our upcoming Board meeting.

We look forward to an interesting dialogue.

CIJE GUIDING PRINCIPLES

How we work to revitalize Jewish education in North America

- Continually define and refine a paradigm of Jewish education and of institutional change, “a school of thought” that the foundation of our work
- Focus on outcomes and on demonstrating the successful application of this school of thought
- Use a fact-based problem-solving approach
- Bring powerful ideas from the fields of Jewish education, Jewish studies, Business, General education as well as other fields, to bear on the problems of Jewish education
- Apply an “educational lens” to every aspect of our work
- Create partnerships with other organizations, wherever and whenever appropriate
- Infuse and inform our work with Jewish content

How we operate internally

- Adhere to standards of professional and ethical practices based in Jewish texts and ideas
- Create a reflective, self-evaluative culture
- Maintain a focus on our mission and strategies
- Work in a team-based, non-hierarchical, collegial manner
- Create a lay/professional partnership guided by decisions and direction set by our Board
- Model excellence in organizational management
- Invest in the development of staff at all levels
- Only move into new areas when we have superior leadership and responsible funding plan

CONFIDENTIAL – FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: January 7, 1998

DATE MINUTES ISSUED: March 19, 1998

PARTICIPANTS: Karen Barth, Gail Dorph, Nellie Harris, Cippi Harte, Jessica Holstein (secy.), Barry Holtz (via telephone), Karen Jacobson, Nessa Rapoport

CC: Shahrazad Ahmed, Sarah Feinberg, Adam Gamoran, Ellen Goldring, Alan Hoffmann, Elie Holzer, Megan Ifill, Mort Mandel, Dan Pekarsky, Lester Pollack, Susan Stodolsky, Chava Werber

I. Admin.

- KJ informed staff that all end of year forms must be submitted.
- KJ asked staff to inform their support staff person when they are planning a teleconference, since teleconferencing costs need to be put on a budget form. Also, staff should keep a record of any long phone meetings with consultants or calls to Israel and note which project calls are related to.
- Any staff needing keys should put a note in KJ's box.
- NR asked staff to please help themselves to publications, but be sure to inform CW which publications they are taking.
- NR asked staff to keep track of anyone interesting they speak to on the phone with whom we might want to keep in touch so that their names and data can be added to the database.

II. Recruiting Conference

KAB reported that Joe Reimer would be delighted to do study piece at the conference.

III. Professors

GZD reported that Wally Feinberg said yes about the ed. review. The sessions for the Professors seminar have been blocked out, as follows:

- Fran Jacobs, GZD
- Wally Feinberg, BWH
- Synagogue Change Research
- Lay Leadership Research
- Roles of Goals and Vision in educational change – DNP

Assignment: BWH to write to the professors to inform them about what will occur at the seminar.

Assignment: GZD to discuss content of Professors sessions with Fran Jacobs.

Assignment: BWH to discuss content of Professors sessions with Wally Feinberg. Davening, *chevruta* learning and *parshat hashavua* study have been discussed. Attendance was discussed, and it was agreed that Professors seminar should be a small working meeting to discuss research projects, to draw on professors' research skills. It was suggested that a written proposal be developed for the closing session in order to get the most out of the group, in terms of moving the Professors Group from an enrichment experience to a working group.

IV. Chairman's Council

LP, MLM, ADH attending February 3 Chairman's Council to be held at LP's office with breakfast served. Kekst is attending, and we expect NY people will attend. KAB will present strategic plan and logic behind it. ADH will discuss transition to his current work. LP will discuss gestalt of CIJE and raison d'être of Chairman's Council.

Assignment: KAB, NR to meet regarding outline for LP for Chairman's Council.

V. February 2 Board Meeting

Minutes, Introduction 9:30 – 10:00

Assignment: KJ to give completed December Board minutes to KAB.

Budget (KAB) 10:00 – 10:45

No materials to go out with the Board mailing.

Assignment: KAB to prepare budget document to be sent to HPlus.

Break 10:45 – 11:00

JEWEL 11:00 – 12:30 (including Mike Rosenak's learning piece)

GZD, PCH, EG are working on slides for the JEWEL presentation; there are no JEWEL documents for the mailing, but there will be a piece in the book. MR's text should be in the book.

Lunch 12:30 – 1:15

Forum 1:15 – 2:30

For the Forum discussion, there is nothing for the mailing, but there will be materials in the book.

Updates 2:30 – 3:00

Materials to go in the book:

- Early Childhood - ?
- Professors - schedule
- Recruiting Conference - brochure
- Policy Brief
- Synagogue Change Research - notes from meeting

The deadline for materials for the Board book is January 22.

VI. Forum

There is a Forum Committee meeting scheduled for 3:00 pm, February 2, immediately following the Board Meeting.

VII. Brochure

NR led discussion of need for quotation in Hebrew expressing connection between Jewish education and Jewish continuity.

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CIJE ASSIGNMENTS

Staff Meeting Assignments January 7, 1998

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	GZD to discuss content of Professors sessions with Fran Jacobs.	GZD	1/7/98	
2.	BWH to discuss content of Professors sessions with Wally Feinberg.	BWH	1/7/98	
3.	BWH to write to the professors to inform them about what will occur at the seminar.	BWH	1/7/98	
4.	KAB, NR to meet regarding outline for LP for Chairman's Council.	KAB, NR	1/7/98	1/30/98
5.	KAB to prepare budget document to be sent to HPlus for February 2 Board meeting presentation.	KAB	1/7/98	
6.	KJ to give completed December Board minutes to KAB.	KJ	1/7/98	1/7/98
7.	All staff to submit end of year expenses to KJ.	All staff	12/15/97	12/31/97
8.	BWH to report on Melton short-term programs and to find out who was recruited for new Melton PhD program.	BWH	10/27/97	
9.	KAB to set up meeting with Ford Foundation.	KAB	10/13/97	

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NOTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: January 22, 1998

DATE MINUTES ISSUED: March 19, 1998

PARTICIPANTS?: Karen Barth, Gail Dorph, Nellie Harris, Cippi Harte, Sarah Feinberg (secy.), Barry Holtz (via telephone), Karen Jacobson, Nessa Rapoport

CC: Shahrazad Ahmed, Pearl Beck, Adam Gamoran, Ellen Goldring, Alan Hoffmann, Jessica Holstein, Elie Holzer, Megan Ifill, Lisa Malik, Mort Mandel, Dan Pekarsky, Lester Pollack, Susan Stodolsky, Furman Thomas, Chava Werber

I. Board Meeting

Agenda:

- Budget – first agenda item; document and slides to be done by H+; to be decided if it will be handed out.
- Professors (BWH)
- Policy Brief (BWH) – draft outline to be given out.
- Wexner Conference (KAB) – brochure.
- Community High School (DNP) – would be good to tell board before meeting.
- Chairman's Council (LP)
- Synagogue Research (KAB) – short update.
- JEWEL Planning – document for H+; by the end of the day it will be decided if we need to send it out.
- Learning – Mike Rosenak to teach story of Naaman and Elisha, who is the leader/who is the authority? Text to be put in binders. Good English Tanach needed.
- Forum - By Monday something for the Forum to go into book. Chuck Ratner to make Forum presentation. KAB to talk to MLM, LP, Stanley Horowitz about the Forum. DNP, ADH, BWH, EG have not yet seen Forum document.

Not attending: Steve Hoffman, Pearl Beck, Lisa Malik, AG, SS, Dan Bader (resigned from Board). SS to receive board meeting invitation and minutes, but attending board meeting may not be best use of her limited

time (2 days/month). It was suggested that a brief update newsletter be sent out before board meetings to update all staff. NR agreed it would be feasible only if all staff wrote own pieces. To be discussed further at staff retreat. Monday deadline for all meeting materials.

Assignment: SDF to give Policy Brief with "Draft" stamp to CW for Board meeting materials.

II. Staff Retreat

Agenda sent out before KAB left for vacation.

- JEWEL Planning* and start-up (GZD, PCH, EG, Pearl Beck)
- CFWW* start-up (KAB)
- Change Research* (KAB, PCH, LM, plus DNP, NR)
- JTS (KAB)
- Shearim (GZD, NH, EH)
- Forum (GZD, PCH)
- Torah Umesorah (KAB, EH, GZD)
- Community Day High School (DNP)
- Professors* (BWH)
- TEI* (GZD, NH) – Evaluation, Video, Network, Consultations, Policy Brief
- Rabbinic Education Conference (KAB)
- ✓ • Indicators (AG)
- Economics of Jewish Education (NH)
- Early Childhood (GZD)
- Evaluation Institute (KAB)

(* indicates major project.) Teams need to decide who is going to write up and present. Concern was expressed that staff retreat can end up being reporting session and not a time for assisting with problem areas. Small projects and TEI to end of agenda. KAB to lay out day and prioritize agenda items in terms of which projects need more time for discussion.

Assignment: NR to compile list of 1998 publications.

III. March Luncheon Seminar

NR asked that someone else chair in case she does not attend. GZD volunteered.

IV. Professors

Some issues on the "insides" of our work to be raised with professors for their input and assistance.

- Change Project (KAB)
- Lay Leadership Research – who should do this? Research consultation notes to be given out as starting point for discussion. Monday staff

retreat discussion to include discussion of this project and how to present to professors. Pearl Beck should attend, but she should be briefed first.

Assignment: KAB to review Lay Leadership Research Consultation notes for distribution.

V. Alverno College

GZD, NH, PCH expressed interest in attending program at Alverno. KAB to ask their representative to come to NY to work with us, and it was agreed that it would great if she could give 2 hours that day to Shearim.

VI. Pre-GA Program

Mark Gurvis discussed with KAB possibility of bringing group of lay people early to GA in Israel for content and personal enrichment program. He would like CIJE to help design program and have other communities be involved. Lee Hendler and Chaim Botwinick would also like CIJE to do program for lay leaders\, and they have been talking to melitz about doing a program for lay leaders in Israel. Can we do something with CAPE and/or maybe Melitz and invite other communities to join this? If Educated Jew is pulled together by July, it would be good curricular stuff. This is a project, ie. it will require substantive time for us. Further discussion needed.

VII. David Hirschhorn

David Hirschhorn wants to be able to teach people to measure the outcomes that they really care about (Jewish identity, etc.). We may put off Evaluation Institute until we develop new approaches. Program evaluation that looks at if, and how, people have fundamentally changed their values over time.

VIII. Filing

It was discussed that an archives person is needed and that we need to think about how to keep track of articles and materials. SDF reported that support staff is working on a new filing system, and CW is working on creating a database for articles and other materials.

IX. Computers

We will be on new file server as of today. There will be public domain on documents on the network. There will be training tomorrow for the network.

X. Furniture

Filing cabinets scheduled to arrive next Thursday, but we are trying to push it up.

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CIJE ASSIGNMENTS

Staff Meeting Assignments January 22, 1998

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	SDF to give Policy Brief with "Draft" stamp to CW for Board meeting materials.	SDF	1/22/98	
2.	NR to compile list of 1998 publications.	NR	1/22/98	
3.	KAB to review Lay Leadership Research Consultation notes for distribution.	KAB	1/22/98	
4.	GZD to discuss content of Professors sessions with Fran Jacobs.	GZD	1/7/98	
5.	BWH to discuss content of Professors sessions with Wally Feinberg.	BWH	1/7/98	
6.	KAB, NR to meet regarding outline for LP for Chairman's Council.	KAB, NR	1/7/98	1/30/98
7.	KAB to prepare budget document to be sent to HPlus for February 2 Board meeting presentation.	KAB	1/7/98	
8.	KJ to give completed December Board minutes to KAB.	KJ	1/7/98	1/7/98
9.	All staff to submit end of year expenses to KJ.	All staff	12/15/97	12/31/97
10.	BWH to report on Melton short-term programs and to find out who was recruited for new Melton PhD program.	BWH	10/27/97	
11.	KAB to set up meeting with Ford Foundation.	KAB	10/13/97	

CONFIDENTIAL – FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: January 26, 1998

DATE MINUTES ISSUED: March 19, 1998

PARTICIPANTS: Karen Barth, Gail Dorph, Nellie Harris, Cippi Harte, Jessica Holstein (secy.), Elie Holzer, Karen Jacobson, Nessa Rapoport, Mike Rosenak

CC: Shahrazad Ahmed, Sarah Feinberg, Adam Gamoran, Ellen Goldring, Alan Hoffmann, Barry Holtz, Elie Holzer, Barry Holtz, Megan Ifill, Mort Mandel, Dan Pekarsky, Lester Pollack, Susan Stodolsky, Chava Werber

I. Staff Learning

EH led staff learning on the hidden story in *Parashat Chayei Sara*.

II. Review of Previous Minutes

Staff meeting minutes and assignments for December 22, 1997 were reviewed, corrected and accepted.

III. Computer Training

KJ reminded staff that they may go for individual computer training if they participated in the computer training session on December 13.

IV. Admin.

KJ informed staff that all 1997 flex-spending bills must be submitted as soon as possible so 1997 books can be closed. Deadline is March 1998.

KJ announced that the filing cabinets are arriving on January 27.

V. Chairman's Council

Michael Steinhart and Allan Jaffe will attend Chairman's Council on February 3. LP will ask council members' permission to list them in the

CIJE brochure. The brochure will be given to the council for feedback. KAB, NR and KJ to meet today regarding documents for council meeting. There was a discussion of the size and composition of the council. Staff attendance at meetings was discussed, and it was decided that KAB and ADH will attend February 3 meeting. KAB is putting together documents on the strategic plan to present at the meeting; copying and slides will be needed.

Assignment: KJ to add a note to the February 2 Board mailing inviting Board members to attend the Chairman's Council if they are staying over in New York after the Board meeting.

VI. February 2 Board Meeting

Agenda:

Intros. 9:30 – 10:00 am

- Condolences to DNP
- Dan Bader's resignation
- Lisa Malik introduction
- AG in Israel

Budget 10:00 – 10:45 am

- HPlus documents to be presented.

JEWEL Planning 11:00 am – 12:30 pm

- EG to present HPlus documents
- GZD to introduce MR
- MR learning 20-30 minutes

Lunch 12:30 – 1:15 pm

Forum 1:15 – 2:30 pm

Assignment: KAB, PCH to meet today, January 26, to plan Forum discussion.

Updates 2:30 – 3:00 pm

- Chairman's Council (LP) – list of participants, list of invitees
- Professors (BWH) – agenda in Board book
- Policy Brief (BWH) – outline in Board book
- Wexner Recruiting Conference (KAB) – brochure in Board book
- Community Day High Schools (DNP)
- Brochure (KAB) – color proof to be presented, time permitting

Updates at next Board Meeting

- Hank Levin
- Videotape project

NR reminds staff that her letter to the Board can include any information that is not included in the Updates.

Documents for Board mailing due today, January 26, and documents for Board book due January 30.

Assignment: GZD to update John Colman about Indicators discussion at December Board Meeting.

Assignment: GZD to call Stanley Horowitz.

Assignment: GZD to call EG regarding JEWEL Planning and to update on Forum.

VII. Professors

GZD distributed Professors schedule for staff review. DNP not attending. Motzei Shabbat program changed to policy brief on professional development. It was decided that individual meetings should not be held on Shabbat, and were moved to before Shabbat, during scheduled break. Kiddush to be made before break on Shabbat morning. MR to open Torah discussion on Shabbat morning with role of *parshat hashavua* (weekly Torah portion) and Pesach as model for learning.

Assignment: EH to Fedex book to KAB.

Assignment: GZD to give Twersky's book to Mike Rosenak.

Assignment: SDF to give list of Professors and their CV's to Mike Rosenak.

The following CIJE projects to be discussed with Professors:

- Synagogue Change Research (but without LM)
- Early Childhood
- Lay Leadership Research
- Professors group and its future
- Vision and goals

VIII. Staff Retreat

Projects from work plan to be discussed:

- JEWEL Planning – Pilot, Leading Jewishly
- TEI Evaluation – SS, EG
- Rabbinic Education Conference – not a high priority right now
- Indicators – no
- Economics of Jewish Education – no
- CFWW
- Forum – medium-length discussion
- Evaluation Institute – logistics discussion
- Change
 - 1) Research – brief discussion
 - 2) Think tank on institutional change – where are we on this project
- Professors – medium-length discussion

- TEI – report on entire project with focus on evaluation
- School of thought on Forum, CFWW, Leading Jewishly
- Lay Leadership Research

All projects with no in-depth discussion planned to be reported on briefly. EG to arrive 11am-12 noon on Wednesday. MR to leave around noon on Thursday. EH to attend Thursday only. There is no access to phone or fax at Baruch College meeting site. All contact will be handled through CIJE office; SA to make several runs a day to office. All documents and equipment requests should be submitted to SA ahead of time.

IX. Travel costs

KAB led a discussion about CIJE's high travel costs, and informed staff that we must use least expensive travel options. For example, PanAm has a \$99 fare JFK to Boston. Also, we should check for inexpensive flights out of JFK which are first leg international flights. \$220 each way on the shuttle to Boston is too expensive. Support staff should look at calendar and plan ahead to be able to get best prices.

Car services are also very expensive, and research should be done on lower priced services. Locally, staff should take taxis or call Tel Aviv or New Family car services.

X. Sister Joel

KAB spoke with Sister Joel, and she would be delighted to assist us. She suggested the Alverno College operations person as the best person to discuss with us the insides of vision and curriculum and approach to assessment, and she is willing to come to CIJE.

Assignment: GZD to set a date for Alverno College operations person to come to CIJE. April 23 visiting day at Alverno, and it was discussed that JEWEL Planning Committee should attend. In the June, there will be a week-long workshop in applying Alverno's approach to one's own situation. Participants to bring a project with them. It was decided that EH, NH, GZD and She'arim people should attend, using She'arim as the project.

XI. GA

KAB reported that Chaim Botwinick and Mark Gurvis have asked if CIJE would be interested in doing a program on Jewish education the week before the GA (November 9-14) in Jerusalem. This could be used as a pilot to jump-start our own work. There was a discussion if there was anyone outside CIJE who could do such a program.

Assignment: JSH to see KJ about booking travel and hotels in Jerusalem.

XII. Clippings

It was discussed that each staff member should be assigned one or two publications to scan and clip articles relevant to CIJE's work. There should be a central clippings file and a point person.

Assignment: KAB, KJ to discuss clippings file.

XIII. NJPS

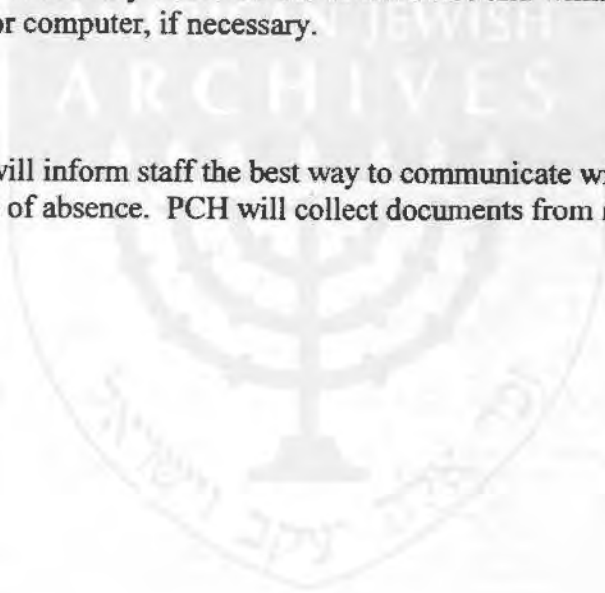
We have been asked by NJPS for input on Jewish education, but they will not be ready for our input for four to five months.

XIV. Office space

Allocation of office space for next several weeks was discussed as we will have up to 17 people in the office at one time. KJ asked staff for days and times when they would be out of the office and willing to share their office and/or computer, if necessary.

XV. NR

NR will inform staff the best way to communicate with her during her leave of absence. PCH will collect documents from meetings for NR.



CONFIDENTIAL

CIJE ASSIGNMENTS

Staff Meeting Assignments January 26, 1998

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	KJ to add a note to the February 2 Board mailing inviting Board members to attend the Chairman's Council if they are staying over in New York after the Board meeting.	KJ	1/26/98	1/26/98
2.	KAB, PCH to meet to plan Forum discussion.	KAB, PCH	1/26/98	1/26/98
3.	GZD to update John Colman about Indicators discussion at December Board Meeting.	GZD	1/26/98	
4.	GZD to call Stanley Horowitz.	GZD	1/26/98	
5.	GZD to call EG regarding JEWEL Planning and to update on Forum.	GZD	1/26/98	
6.	KAB to set a date for Alverno College operations person to come to CIJE.	KAB	1/26/98	
7.	GZD to meet with Mike Rosenak regarding learning text for Professors.	GZD, MR	1/26/98	
8.	EH to Fedex book to KAB.	EH	1/26/98	
9.	GZD to give Twersky's book to Mike Rosenak.	GZD	1/26/98	
10.	SDF to give list of Professors and their CV's to Mike Rosenak.	SDF	1/26/98	
11.	JSH to see KJ about booking travel and hotels in Jerusalem for week prior to GA.	JSH, KJ	1/26/98	
12.	KAB, KJ to discuss clippings file.	KAB, KJ	1/26/98	
13.	SDF to give Policy Brief with "Draft" stamp to CW for Board meeting materials.	SDF	1/22/98	
14.	NR to compile list of 1998 publications.	NR	1/22/98	
15.	KAB to review Lay Leadership Research Consultation notes for distribution.	KAB	1/22/98	
16.	GZD to discuss content of Professors sessions with Fran Jacobs.	GZD	1/7/98	
17.	BWH to discuss content of Professors sessions with Wally Feinberg.	BWH	1/7/98	
18.	KAB, NR to meet regarding outline for LP for Chairman's Council.	KAB, NR	1/7/98	1/30/98
19.	KAB to prepare budget document to be sent to HPlus for February 2 Board meeting presentation.	KAB	1/7/98	

20.	KJ to give completed December Board minutes to KAB.	KJ	1/7/98	1/7/98
21.	All staff to submit end of year expenses to KJ.	All staff	12/15/97	12/31/97
22.	BWH to report on Melton short-term programs and to find out who was recruited for new Melton PhD program.	BWH	10/27/97	
23.	KAB to set up meeting with Ford Foundation.	KAB	10/13/97	

CONFIDENTIAL – FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: February 17, 1998

DATE MINUTES ISSUED: March 19, 1998

PARTICIPANTS: Karen Barth (by phone), Gail Dorph, Nellie Harris, Jessica Holstein (secy.), Karen Jacobson

CC: Shahrazad Ahmed, Pearl Beck, Sarah Feinberg, Adam Gamoran, Ellen Goldring, Cippi Harte, Alan Hoffmann, Barry Holtz, Elie Holzer, Megan Ifill, Lisa Malik, Mort Mandel, Dan Pekarsky, Lester Pollack, Nessa Rapoport, Susan Stodolsky, Furman Thomas, Chava Werber

I. March 19 Board Meeting

KAB led a discussion about status of projects in the work plan and which to present and discuss with the Board. MR is not attending March 19 Board Meeting; he is coming in May. EG coming in early for JEWEL meeting March 18.

Assignment: NH to contact Hank Levin to invite him to March 19 Board Meeting.

II. Staff Retreat

Staff retreat currently scheduled for March 31, April 1 and 2. ADH working on coming. EG cannot attend 3 days, but will come for part.

Assignment: KJ to call Chauncey Conference Center regarding Staff Retreat dates.

III. Pre-GA Program

KAB reported on February 13 teleconference with Chaim Botwinick and Mark Gurvis. Cleveland might be doing a pre-GA mission to Eastern Europe instead; Gurvis will let us know by February 19. Staff agreed that Botwinick and Gurvis should come to New York for a meeting to develop curriculum for pre-GA program. Harley Gross will be lay leader from Cleveland. Lee Hendler is not available to chair Baltimore group, but she suggested someone else. Botwinick and Gurvis suggested inviting Boston after program has been planned.

Assignment: KAB to contact Annette Hochstein and Avraham Infeld regarding pre-GA program.

Assignment: KAB to meet with CAPE and Melitz in Israel in April.

IV. Shearim

Meeting to be rescheduled with Devorah Steinmetz and Dovid Silber at Drisha to lay out working agreement between CIJE and Shearim.

Assignment: KAB, GZD to discuss proposal for Shearim regarding CIJE's responsibilities now through June, as well as for the first year of the program.

V. Kashrut Policy

KAB asked that we look back at kashrut policy which was developed last year and re-evaluate it.

VI. Furniture

KJ reported that she spoke to Linda, and the furniture is in. KJ will have a conference call with Linda and Susan regarding delivery. Staff agreed that delivery this week posed no problems.

Assignment: KJ to contact building regarding furniture delivery.

VII. Consulting Class

Consulting class scheduled for March 3 has been postponed to March 10, 2:30 to 4:30 pm.

VIII. Staff Schedules

- KJ will be out February 23 and possibly February 24.
- KAB out week of March 23.
- KAB in Israel April 18-26 (approx.).
- GZD out week of May 4.
- KAB in Israel from June 29 for 4 weeks.

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CIJE ASSIGNMENTS

Staff Meeting Assignments February 17, 1998

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	NH to contact Hank Levin to invite him to March Board Meeting.	NH	2/17/98	
2.	KJ to call Chauncey Conference Center regarding Staff Retreat dates.	KJ	2/17/98	
3.	KAB to contact Annette Hochstein and Avram Infeld regarding pre-GA program.	KAB	2/17/98	
4.	KAB to meet with CAPE and Meilitz in Israel in April.	KAB	2/17/98	4/26/98
5.	KAB, GZD to discuss proposal for Shearim regarding CIJE's responsibilities between now and June as well as for the first year of the program.	KAB, GZD	2/17/98	
6.	KJ to contact building regarding furniture delivery.	KJ	2/17/98	
7.	GZD to update John Colman about Indicators discussion at December Board Meeting.	GZD	1/26/98	
8.	GZD to call Stanley Horowitz.	GZD	1/26/98	
9.	GZD to call EG regarding JEWEL Planning and to update on Forum.	GZD	1/26/98	
10.	KAB to set a date for Alverno College operations person to come to CIJE.	KAB	1/26/98	
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18.	NR to compile list of 1998 publications.	NR	1/22/98	
19.	GZD to discuss content of Professors sessions with Fran Jacobs.	GZD	1/7/98	

20.	BWH to discuss content of Professors sessions with Wally Feinberg.	BWH	1/7/98	
21.	KJ to give completed December Board minutes to KAB.	KJ	1/7/98	1/7/98
22.	All staff to submit end of year expenses to KJ.	All staff	12/15/97	12/31/97
23.	BWH to report on Melton short-term programs and to find out who was recruited for new Melton PhD program.	BWH	10/27/97	
24.	KAB to set up meeting with Ford Foundation.	KAB	10/13/97	

CONFIDENTIAL – FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: February 24, 1998

DATE MINUTES ISSUED: March 19, 1998

PARTICIPANTS: Karen Barth, Gail Dorph, Nellie Harris, Cippi Harte, Jessica Holstein (secy.), Karen Jacobson

CC: Shahrazad Ahmed, Pearl Beck, Sarah Feinberg, Adam Gamoran, Ellen Goldring, Alan Hoffmann, Barry Holtz, Elie Holzer, Megan Ifill, Lisa Malik, Mort Mandel, Dan Pekarsky, Lester Pollack, Nessa Rapoport, Susan Stodolsky, Furman Thomas, Chava Werber

I. March 19 Board Meeting

KAB presented draft agenda, as follows:

- Introduction 9:30 – 10:00
- Lay Leadership Research 10:00 – 11:00
Pearl Beck to be introduced. Consultation and research plan to be discussed. It was suggested that the Board be involved in thinking about who to involve in the research sample.

Assignment: KAB, PCH to discuss Board Meeting with Pearl Beck.

- Forum 11:00 – 12:00
Date and site need to be discussed at committee meeting. (Jewish Funders Network 1999 date to be set in at their upcoming meeting.) Forum program ideas which were developed at the Staff Retreat to be presented to the committee and then to the Board. Speakers list to be on staff meeting agenda for today. There was a discussion about the possibility of having Chuck Ratner or another member of the committee present via telephone if they are not present at the Board Meeting.
- Lunch 12:00 – 12:45

- New Board Members 12:45 – 1:15
KAB reported that she is working on a list of potential new board members. She has asked people in the community for ideas and will bring list to next staff meeting. It was discussed that we should invite a couple of new members by the June meeting. It was suggested that one or more new members should be living in New York. It was raised that the west coast and the southern US are also underrepresented on our board.
- Guiding Principles 1:15 – 2:15
KAB reported that she has integrated ideas from Staff Retreat into the original document on Guiding Principles, and it will be distributed to staff for review before sending out with the Board mailing.
- Updates 2:15 – 3:00
Updates to be discussed at next staff meeting.

Chuck Ratner and Lee Hendler not attending March 19 Board Meeting. John Colman should be updated on the last two Board Meetings. It was suggested that for Board members who are unable to attend meetings, we should get their input beforehand, and update them afterwards.

Schedule of document deadlines as follows:

Documents due by March 5 for Board mailing going out week of March 9.

- Guiding Principles – document to be sent out.
- Lay Leadership Research – notes to be looked at and possibly sent out.
- Updates – no documents to be sent out.
- Current Activities – NR on leave, no updated current activities to be sent out.
- New Board Members – list to be given out at Board meeting.
- Minutes – to be sent out.

II. Staff Update

KJ informed staff that SA will be leaving CIJE at the end of May. Pearl Beck started on February 23, 1998. She is currently working in ADH's office and will be coming in on Mondays and Wednesdays. It was suggested that she attend staff meetings when it involves her work.

III. Admin.

KJ reminded staff that 1997 flex-spending is due.

IV. Budget

KAB reported that a budget has been worked out that is in concert with work we want to do.

V. Forum

The following list of possible Forum speakers was discussed:

Hank Levin

Bob Kegan – adult development

Ron Heifetz

Lee Shulman

Reynold Levy

Mike Smith

Ann Swidler

Linda Darling-Hammond

Art Green - Judaica

It was discussed that these people should be called regarding their availability and asked to hold the date. Having pairs of speakers was suggested with one speaker and one responder who would present applications for the Jewish community. Speakers to be discussed further at Staff Retreat.

Assignment: GZD to distribute to staff notes from Bob Keegan's Harvard Seminar presentation.

Assignment: GZD to contact Bob Keegan and Lee Shulman regarding availability to speak at Forum.

Assignment: KAB to contact Hank Levin regarding availability to speak at Forum.

Assignment: KAB to speak to Seymour Fox and ADH about calling Mike Smith.

VI. Deborah Oppenheim

KAB reported that she met with Deborah Oppenheim regarding JEWEL director and CFWW director.

VII. Bob Gordon

Bob Gordon has submitted a proposal on internal office issues. KAB will distribute to staff for feedback.

VIII. Furniture

KJ gave an update on the furniture delivery schedule for this week. Furniture delivery is in progress.

Assignment: KJ to check if JCCA conference room is available for meetings on morning of February 27.

IX. Misc.

The issue of synergy between Synagogue Change and TEI Cohort III was raised for future discussion.

For March 2 Staff Meeting, BWH not available and GZD to do Staff Learning.

NH informed staff that Hank Levin's prospectus is their boxes, and asked that they please return them by tomorrow, February 25.

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CIJE ASSIGNMENTS

Staff Meeting Assignments February 24, 1998

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	KAB, PCH to discuss Board Meeting with Pearl Beck.	KAB, PCH	2/24/98	
2.	GZD to distribute to staff notes from Bob Keegan's Harvard Seminar presentation.	GZD	2/24/98	
3.	GZD to contact Bob Keegan and Lee Shulman regarding availability to speak at Forum.	GZD	2/24/98	
4.	KAB to contact Hank Levin regarding availability to speak at Forum.	KAB	2/24/98	
5.	KAB to speak to Seymour Fox and ADH about calling Mike Smith.	KAB	2/24/98	
6.	KJ to check if JCCA conference room is available for meetings on morning of February 27.	KJ	2/24/98	
7.	NH to contact Hank Levin to invite him to March Board Meeting.	NH	2/17/98	
8.	KJ to call Chauncey Conference Center regarding Staff Retreat dates.	KJ	2/17/98	
9.	KAB to contact Annette Hochstein and Avram Infeld regarding pre-GA program.	KAB	2/17/98	
10.	KAB to meet with CAPE and Meilitz in Israel in April.	KAB	2/17/98	4/26/98
11.	KAB, GZD to discuss proposal for Shearim regarding CIJE's responsibilities between now and June as well as for the first year of the program.	KAB, GZD	2/17/98	
12.	KJ to contact building regarding furniture delivery.	KJ	2/17/98	
13.	GZD to update John Colman about Indicators discussion at December Board Meeting.	GZD	1/26/98	
14.	GZD to call Stanley Horowitz.	GZD	1/26/98	
15.	GZD to call EG regarding JEWEL Planning and to update on Forum.	GZD	1/26/98	
16.	KAB to set a date for Alverno College operations person to come to CIJE.	KAB	1/26/98	
17.	GZD to meet with Mike Rosenak regarding learning text for Professors.	GZD, MR	1/26/98	
18.	EH to Fedex book to KAB.	EH	1/26/98	

19.	GZD to give Twersky's book to Mike Rosenak.	GZD	1/26/98	
20.	SDF to give list of Professors and their CV's to Mike Rosenak.	SDF	1/26/98	
21.	JSH to see KJ about booking travel and hotels in Jerusalem for week prior to GA.	JSH, KJ	1/26/98	
22.	KAB, KJ to discuss clippings file.	KAB, KJ	1/26/98	
23.	SDF to give Policy Brief with "Draft" stamp to CW for Board meeting materials.	SDF	1/22/98	
24.	NR to compile list of 1998 publications.	NR	1/22/98	
25.	GZD to discuss content of Professors sessions with Fran Jacobs.	GZD	1/7/98	
26.	BWH to discuss content of Professors sessions with Wally Feinberg.	BWH	1/7/98	
27.	KJ to give completed December Board minutes to KAB.	KJ	1/7/98	1/7/98
28.	All staff to submit end of year expenses to KJ.	All staff	12/15/97	12/31/97
29.	BWH to report on Melton short-term programs and to find out who was recruited for new Melton PhD program.	BWH	10/27/97	
30.	KAB to set up meeting with Ford Foundation.	KAB	10/13/97	

CONFIDENTIAL – FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: March 3, 1998

DATE MINUTES ISSUED: March 19, 1998

PARTICIPANTS: Karen Barth, Gail Dorph, Cippi Harte, Jessica Holstein (secy.), Karen Jacobson

CC: Shahrazad Ahmed, Pearl Beck, Sarah Feinberg, Adam Gamoran, Ellen Goldring, Nellie Harris, Alan Hoffmann, Barry Holtz, Elie Holzer, Megan Ifill, Lisa Malik, Mort Mandel, Dan Pekarsky, Lester Pollack, Nessa Rapoport, Susan Stodolsky, Furman Thomas, Chava Werber

I. Bob Gordon

Bob Gordon has submitted a consulting proposal and is coming to meeting with us today, March 3.

II. Furniture/Equipment

KJ reported on furniture, equipment, and office space arrangements. KJ updated staff on the current situation with printers, modems and email, and described to staff the new network drives. Each staff member has a p:\ drive for personal files to which others do not have access, and an s:\ drive for shared files. Both p:\ and s:\ drives will be backed up regularly. Files stored on one's c:\ drive will not be backed up. Vlad will work with each staff member on access codes.

III. Budget

KAB led a discussion on the need to make a few additional adjustments to the budget before it is finalized.

Assignment: KAB and KJ to meet with each staff member regarding budgets.

IV. Board Meeting March 19

Attendees: MLM, LP, John Colman, Steve Hoffman, Esther Leah Ritz. Chuck Ratner not attending, but he can be on the phone for one hour for the Forum discussion. Phone will be needed in the Board Meeting room. Guiding Principles document to go out ahead of meeting due Thursday to CW.

Assignment: KAB to discuss Lay Leadership Research board meeting discussion with Pearl Beck.

V. Staff Retreat March 30 – April 1

ADH will arrive Sunday night and leave Wednesday night. It was decided that staff should arrive Sunday night in order to have three full days for staff retreat. Pearl Beck should come for Forum discussion. There was a discussion regarding which support staff member is needed to attend. It was agreed that a better strategy for staff retreat notes is needed. It was announced that minutes and documents from previous staff retreat are done and will be distributed today.

Assignment: KJ to contact Chauncey regarding Sunday night, March 29 arrival for staff retreat.

Assignment: SA to e-mail all staff regarding Sunday night, March 29 arrival for staff retreat.

VI. Admin.

KJ distributed to staff interview procedures and policies.

CONFIDENTIAL

CIJE ASSIGNMENTS

Staff Meeting Assignments March 3, 1998

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	KAB and KJ to meet with each staff member regarding budgets.	KAB, KJ	3/3/98	
2.	KJ to contact Chauncey regarding Sunday night, March 29 arrival for staff retreat.	KJ	3/3/98	
3.	SA to e-mail all staff regarding Sunday night, March 29 arrival for staff retreat.	SA	3/3/98	
4.	KAB, PCH to discuss Board Meeting with Pearl Beck.	KAB, PCH	2/24/98	
5.	GZD to distribute to staff notes from Bob Kegan's Harvard Seminar presentation.	GZD	2/24/98	
6.	GZD to contact Bob Kegan and Lee Shulman regarding availability to speak at Forum.	GZD	2/24/98	
7.	KAB to contact Hank Levin regarding availability to speak at Forum.	KAB	2/24/98	
8.	KAB to speak to Seymour Fox and ADH about calling Mike Smith.	KAB	2/24/98	
9.	KJ to check if JCCA conference room is available for meetings on morning of February 27.	KJ	2/24/98	
10.	NH to contact Hank Levin to invite him to March Board Meeting.	NH	2/17/98	
11.	KJ to call Chauncey Conference Center regarding Staff Retreat dates.	KJ	2/17/98	
12.	KAB to contact Annette Hochstein and Avraham Infeld regarding pre-GA program.	KAB	2/17/98	
13.	KAB to meet with CAPE and Melitz in Israel in April.	KAB	2/17/98	4/26/98
14.	KAB, GZD to discuss proposal for Shearim regarding CIJE's responsibilities between now and June as well as for the first year of the program.	KAB, GZD	2/17/98	
15.	KJ to contact building regarding furniture delivery.	KJ	2/17/98	
16.	GZD to update John Colman about Indicators discussion at December Board Meeting.	GZD	1/26/98	
17.	GZD to call Stanley Horowitz.	GZD	1/26/98	

18.	GZD to call EG regarding JEWEL Planning and to update on Forum.	GZD	1/26/98	
19.	GZD to set a date for Alverno College operations person to come to CIJE.	GZD	1/26/98	
20.	GZD to meet with Mike Rosenak regarding learning text for Professors.	GZD, MR	1/26/98	
21.	EH to Fedex book to KAB.	EH	1/26/98	
22.	GZD to give Twersky's book to Mike Rosenak.	GZD	1/26/98	
23.	SDF to give list of Professors and their CV's to Mike Rosenak.	SDF	1/26/98	
24.	JSH to see KJ about booking travel and hotels in Jerusalem for week prior to GA.	JSH, KJ	1/26/98	
25.	KAB, KJ to discuss clippings file.	KAB, KJ	1/26/98	
26.	SDF to give Policy Brief with "Draft" stamp to CW for Board meeting materials.	SDF	1/22/98	
27.	NR to compile list of 1998 publications.	NR	1/22/98	
28.	GZD to discuss content of Professors sessions with Fran Jacobs.	GZD	1/7/98	
29.	BWH to discuss content of Professors sessions with Wally Feinberg.	BWH	1/7/98	
30.	KJ to give completed December Board minutes to KAB.	KJ	1/7/98	1/7/98
31.	All staff to submit end of year expenses to KJ.	All staff	12/15/97	12/31/97
32.	BWH to report on Melton short-term programs and to find out who was recruited for new Melton PhD program.	BWH	10/27/97	
33.	KAB to set up meeting with Ford Foundation.	KAB	10/13/97	

CONFIDENTIAL – FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: March 10, 1998

DATE MINUTES ISSUED: March 19, 1998

PARTICIPANTS: Karen Barth, Gail Dorph, Nellie Harris, Cippi Harte, Jessica Holstein (secretary), Barry Holtz (via telephone), Elie Holzer, Karen Jacobson

CC: Shahrazad Ahmed, Pearl Beck, Sarah Feinberg, Adam Gamoran, Ellen Goldring, Alan Hoffmann, Megan Ifill, Lisa Malik, Mort Mandel, Dan Pekarsky, Lester Pollack, Nessa Rapoport, Susan Stodolsky, Furman Thomas, Chava Werber

I. Staff Learning

GZD led staff learning on the Jacob's ladder story in *Bereshit 28: 10-13* used in the TEI Video.

II. Minutes

January 7, January 22, January 26, February 17, February 24 and March 3 staff meeting minutes and assignments were reviewed, corrected and accepted.

III. Travel

There was discussion on airline travel and difficulties with the travel agent regarding travel on prop planes as well as prices, especially to Boston. It was suggested that a longer discussion is needed and that we should meet with the travel agent to discuss problems.

IV. March 19 Board Meeting

- Directors' and Officers' Insurance
KAB to lead short discussion on necessity for D and O insurance to protect against personal lawsuits.

- Lay Leadership Research
KAB reported that she met with Pearl Beck regarding the Board Meeting. KAB to introduce Pearl and give context of project, and Pearl to present Lay Leadership Research proposal to Board. KAB to lead Board discussion on basic design, research questions and people to talk to.
- Forum
PCH reported that on the March 13 committee telecon agenda are:
 1. Program themes
 2. Site options
 3. Dates
 4. Networking plan of telephone calls (not a roadshow, as previously planned) to get names of lay leaders to invite to Forum.
 These issues will be discussed at the Board Meeting. Chuck Ratner will be on the phone from 11 am to 12 noon for Forum discussion.
- Guiding Principles
KAB reported that she has drafted Guiding Principles document to be distributed to staff today, and asked for staff feedback.
- New Board Members
KAB distributed a list of potential new Board members, and staff discussed it, and made some additions to the list.
- Updates
 High School – NH
 TEI Video – NH
 TEI Cohort I alumni meeting – GZD
 TEI Cohort III recruiting – GZD
 Torah Umesorah – KAB
 Wexner – KAB
 Change Research – KAB
 Conference on Rabbinic Education – KAB
 Little Things – KAB

Materials as follows:

- Lay Leadership Research – proposal in book (PB)
- New Board Members – list in book (KAB)
- Guiding Principles – document to be sent out (KAB)
- Wexner Conference – photos ? (KAB)
- High School – Agendas, list of participants in book (NH)
- Conference on Rabbinic Education – invite letter, invitee list, responses (JSH)

All materials due Monday morning, March 16. It was suggested that each staff member present Updates to other staff prior to Board Meetings.

Assignment: KAB to call Andy Koren regarding photos from Wexner Conference.

Assignment: NH to contact Hank Levin to invite to June Board Meeting.

V. Professors

BWH reported that he has sent an email to the Professors regarding the June meeting. There have been 5 positive responses, 7 negative and 5 have yet to respond. BWH suggested inviting David Kaplan, a professor at the University of Delaware who does advanced research in statistical analysis and gives a faculty seminar in the Hebrew University Sociology Department.

Assignment: GZD to contact Hank Levin, Sam Meisels, Mike Millstein to invite to June Professors Seminar.

Assignment: BWH to call Deborah Ball, Sharon Feiman-Nemser, Bill Firestone, Deborah Kerdeman, Barbara Schneider, Ken Zeichner regarding June Professors Seminar.

VI. Budget

Meetings have been set up with staff regarding program budgets.

VII. Recruiting

Phone calls are in progress for the following positions:

- Fundraiser
- Recruiter
- Research and Evaluation Director

KJ to be central repository for names and resumes. KAB, PCH, and KJ screen resumes and conduct initial interviews.

Assignment: KAB, PCH, KJ to meet regarding candidates for fundraiser, recruiter, and research and evaluation director.

VIII. March Staff Retreat

Assignment: KAB to draft March staff retreat proposal for staff review.

IX. Pre-GA Program

KAB reported that pre-GA program is back on.

Assignment: JSH to reschedule telecon to plan pre-GA program.

X. Amy Amiel

Amy Amiel is a possible candidate for short-term internship to help Lisa Malik with interviews for 2-3 days per week for 3-4 weeks in order to keep project on schedule.

CONFIDENTIAL

CIJE ASSIGNMENTS

Staff Meeting Assignments March 10, 1998

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	NH to contact Hank Levin to invite to June Board Meeting.	NH	3/10/98	
2.	KAB to call Andy Koren regarding photos from Wexner Conference.	KAB	3/10/98	
3.	GZD to contact Hank Levin, Sam Meisels, Mike Millstein to invite to June Professors Seminar.	GZD	3/10/98	
4.	BWH to call Deborah Ball, Sharon Feiman-Nemser, Bill Firestone, Deborah Kerdeman, Barbara Schneider, Ken Zeichner regarding June Professors Seminar.	BWH	3/10/98	
5.	KAB, PCH, KJ to meet regarding candidates for fundraiser, recruiter, and research and evaluation director.	KAB, PCH, KJ	3/10/98	
6.	KAB to draft March staff retreat proposal for staff review.	KAB	3/10/98	
7.	JSH to reschedule telecon to plan pre-GA program.	JSH	3/10/98	
8.	KAB and KJ to meet with each staff member regarding budgets.	KAB, KJ	3/3/98	
9.	GZD to distribute to staff notes from Bob Kegan's Harvard Seminar presentation.	GZD	2/24/98	
10.	GZD to contact Bob Kegan and Lee Shulman regarding availability to speak at Forum.	GZD	2/24/98	
11.	KAB to speak to Seymour Fox and ADH about calling Mike Smith.	KAB	2/24/98	
12.	KAB to contact Annette Hochstein and Avraham Infeld regarding pre-GA program.	KAB	2/17/98	
13.	KAB to meet with CAPE and Melitz in Israel in April.	KAB	2/17/98	4/26/98
14.	GZD to update John Colman about Indicators discussion at December Board Meeting.	GZD	1/26/98	
15.	GZD to set a date for Alverno College operations person to come to CIJE.	GZD	1/26/98	
16.	JSH to see KJ about booking travel and hotels in Jerusalem for week prior to GA.	JSH, KJ	1/26/98	

17.	KAB, KJ to discuss clippings file.	KAB, KJ	1/26/98	
18.	All staff to submit end of year expenses to KJ.	All staff	12/15/97	12/31/97
19.	BWH to report on Melton short-term programs and to find out who was recruited for new Melton PhD program.	BWH	10/27/97	

CONFIDENTIAL – FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: March 16, 1998

DATE MINUTES ISSUED: April 16, 1998

PARTICIPANTS: Karen Barth, Cippi Harte, Jessica Holstein (secretary), Barry Holtz (via telephone), Karen Jacobson

CC: Shahrazad Ahmed, Pearl Beck, Gail Dorph, Sarah Feinberg, Adam Gamoran, Ellen Goldring, Nellie Harris, Alan Hoffmann, Elie Holzer, Megan Ifill, Lisa Malik, Mort Mandel, Dan Pekarsky, Lester Pollack, Nessa Rapoport, Susan Stodolsky, Furman Thomas, Chava Werber

I. Staff Learning

BWH led staff learning on *Parshat Ki Tisa*. A discussion followed on the nature of religious leadership.

II. Minutes

March 10 staff meeting minutes and assignments were reviewed, corrected and accepted.

III. Lay Leadership Research

There was a discussion about possibly consulting with an outside statistician on methodology for the Lay Leadership Research. David Kaplan was suggested for this; AG knows him.

IV. Professors

Assignment: JSH to email Ken Zeichner's email address to BWH.

V. Misc.

BWH reported that the clocks will change in Israel on Thursday night, March 19, making the time difference 8 hours between New York and Israel until we change our clocks and the time difference goes back to 7 hours.

VI. Pre-GA Program

CIJE will work with CAPE on curriculum and logistics. People in Cleveland will be responsible to contact prospective participants, and then participants to sign up with Federation.

Assignment: JSH to contact CAPE to hold hotel reservations for CIJE staff for November 5 to 19 in Jerusalem.

VII. Forum

KAB and PCH reported on the March 13 Forum Planning Committee meeting, highlighting the issue of theory and ideas versus practical solutions and the challenge of curricularizing this. The planning committee suggested holding the Forum at a luxury conference center in the New York or Chicago area, and suggested that the date be later in spring 1999. CJF quarterly meeting on April 9 to 13, 1999 should be considered when scheduling the Forum. Prices and availability should be presented to the planning committee at its next meeting with a memo sent to the Board before a deposit on a site is made.

VIII. Board Meeting

Staff reviewed agenda and list of materials for March 19 Board Meeting.

- D and O Insurance
- Lay Leadership Research – PB to revise format of proposal.
- Forum – Board approval is needed on site options, dates, networking plan and program themes. Chuck Ratner will be on the phone and will lead board discussion on Forum. Documents to board book as follows: site options, March-May 1999 calendar, one-page networking plan and list of lay and professional contact people.
- New Board Members – KAB to incorporate changes in list of possible new board members and give to CW. LP to lead discussion.
- Guiding Principles – Revised document to book. KAB to lead discussion.

Assignment: KAB to call LP regarding Chairman's Notes for March 19 Board Meeting.

Assignment: KJ to remind GZD and NH about Updates for March 19 Board Meeting.

IX. JEWEL

There is an all-day JEWEL planning meeting on Wednesday, March 18.

X. Luncheon Seminar

Luncheon seminar with Moshe Sokolow has been postponed to May. Everyone who signed up has been called and informed of change, and it was suggested that a letter should go out confirming the change. It was agreed that luncheon seminars should not be scheduled on the day before a board meeting.

XI. Staff Meeting Schedule

KAB is on vacation March 20 to 29, so there will be no staff meeting on March 23. There will be a staff meeting on March 19 after the Board Meeting from 4 to 5 pm.

XII. Staff Retreat

There was a discussion of staff retreat agenda in light of availability and arrival and departure times of staff and consultants. BWH agreed to be on the phone on Monday, March 30, 8:30 to 10:30 am for Forum concept discussion. SDF will take minutes during staff retreat and SA will provide logistical support. Transportation to Chauncey was discussed, and staff was asked to inform SA of all travel plans. Tuesday evening after consultants leave will be devoted to internal communication, team building and office culture, and it was suggested that, if possible, a consultant should be brought in to facilitate discussion. Staff brainstormed ideas for evening social activity, and it was decided that learning and outdoor activities should be added to staff retreat schedule. DNP to do learning on Monday morning of staff retreat.

Assignment: JSH to get directions to Chauncey for PCH.

Assignment: MI to get revised staff retreat agenda from KAB.

Assignment: PCH, KJ to develop evening social activity and present plan to KAB.

CONFIDENTIAL

CIJE ASSIGNMENTS

Staff Meeting Assignments March 16, 1998

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	JSH to email Ken Zeichner's email address to BWH.	JSH	3/16/98	3/16/98
2.	JSH to get directions to Chauncey for PCH.	JSH	3/16/98	3/27/98
3.	JSH to contact CAPE to hold hotel reservations for CIJE staff for November 5 to 19 in Jerusalem.	JSH	3/16/98	
4.	KAB to call LP regarding Chairman's Notes for March 19 Board Meeting.	KAB	3/16/98	3/18/98
5.	KJ to remind GZD and NH about Updates for March 19 Board Meeting.	KAB	3/16/98	3/18/98
6.	MI to get revised staff retreat agenda from KAB.	KAB	3/16/98	3/19/98
7.	PCH, KJ to develop staff retreat evening social activity and present plan to KAB.	PCH, KJ	3/16/98	3/29/98
8.	NH to contact Hank Levin to invite to June Board Meeting.	NH	3/10/98	
9.	KAB to call Andy Koren regarding photos from Wexner Conference.	KAB	3/10/98	3/18/98
10.	GZD to contact Hank Levin, Sam Meisels, Mike Millstein to invite to June Professors Seminar.	GZD	3/10/98	
11.	BWH to call Deborah Ball, Sharon Feiman-Nemser, Bill Firestone, Deborah Kerdeman, Barbara Schneider, Ken Zeichner regarding June Professors Seminar.	BWH	3/10/98	
12.	KAB, PCH, KJ to meet regarding candidates for fundraiser, recruiter, and research and evaluation director.	KAB, PCH, KJ	3/10/98	
13.	KAB and KJ to meet with each staff member regarding budgets.	KAB, KJ	3/3/98	
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15.	GZD to contact Bob Kegan and Lee Shulman regarding availability to speak at Forum.	GZD	2/24/98	
16.	KAB to speak to Seymour Fox and ADH about calling Mike Smith.	KAB	2/24/98	
17.	KAB to contact Annette Hochstein regarding pre-GA program.	KAB	2/17/98	

18.	KAB to meet with CAPE in Israel in April.	KAB	2/17/98	4/26/98
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22.	KAB, KJ to discuss clippings file.	KAB, KJ	1/26/98	
23.	All staff to submit end of year expenses to KJ.	All staff	12/15/97	12/31/97
24.	BWH to report on Melton short-term programs and to find out who was recruited for new Melton PhD program.	BWH	10/27/97	

CONFIDENTIAL – FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: March 19, 1998

DATE MINUTES ISSUED: April 16, 1998

PARTICIPANTS: Karen Barth, Gail Dorph, Ellen Goldring, Nellie Harris, Cippi Harte, Jessica Holstein (secretary), Karen Jacobson

CC: Shahrzad Ahmed, Pearl Beck, Sarah Feinberg, Adam Gamoran, Alan Hoffmann, Barry Holtz, Elie Holzer, Megan Ifill, Lisa Malik, Mort Mandel, Dan Pekarsky, Lester Pollack, Nessa Rapoport, Susan Stodolsky, Furman Thomas, Chava Werber

I. Staff Retreat

Staff reviewed staff retreat agenda. It was raised that JEWEL Pilot Planning needs more time allocated at the staff retreat, and it was suggested that a working group of ADH, EH, GZD, EG spend time working on the insides. CFWW may also need more time, and the Goals Project needs clarification. It was decided that Tuesday morning, March 31, the staff would split into two groups. Other staff retreat agenda items (listed in no particular order) to be prepared as follows:

- JEWEL Pilot – GZD, EG
- Forum marketing plan – PCH
- Pre-GA program – KAB
- Guiding Principles/School of Thought – KAB
- Brainstorming session – KJ
- Evening social activity – PCH, KJ
- 1999 work plan – KAB

The learning assignments for the staff retreat are as follows:

Monday, March 30 – DNP

Tuesday, March 31 – EH

Wednesday, April 1 – NH

Assignment: NH to email EH regarding staff retreat learning assignment.

II. Cummings

Staff discussed plan for 2-3 page interim report on Cummings grant. It was suggested that the report could be a written narrative based on the JEWEL presentation to the CIJE Board, including the Harvard seminar and consultation as pilots. EG will draft report following a discussion with ADH, KAB, GZD to be scheduled during one of the meals at the staff retreat.

III. Rabbinic Education Conference

KAB announced that the first planning meeting for the Rabbinic Education Conference would be held on May 4 or 5 from 12:00 to 3:00 pm at the CIJE offices. Norman Cohen, Bill Lebeau, Sami Barth and Marcia Prager have all agreed to the dates.

Assignment: PCH to call David Teutsch regarding Rabbinic Education Conference planning meeting.

Assignment: PCH to send out letter to Rabbinic Education Conference planning committee regarding May meeting.

IV. JEWEL

There will be a breakfast meeting regarding JEWEL with MLM in Cleveland on May 7 from 7:30 to 10 am. KAB, EG, and PCH to attend. Steve Hoffman and Stanley Horowitz to be invited. JEWEL Board presentation to be gone over with MLM at morning meeting.

An afternoon meeting will be held with Mark Gurvis and Steve Hoffman. Mark Gurvis should be asked to suggest other people to invite to the afternoon meeting to help design needs assessment and pilot for qualitative questions, to help us better understand leadership development in the Cleveland community, and to bounce off plans and thinking for JEWEL pilot.

Assignment: PCH to confirm meeting with MLM's office, or reschedule if GZD cannot attend on May 7.

V. Chairman's Council

There will be a make-up meeting of the Chairman's Council for those members who were unable to attend last meeting. MI has list of people to whom LP has sent letters regarding dates for the meeting.

Assignment: KJ to work with MI on strategy for scheduling Chairman's Council.

VI. Economics of Jewish Education

It was discussed that there is thinking and planning we need to do ourselves before the meeting with Hank Levin on April 6, and that Economics of Jewish Education needs to be on the staff retreat agenda.

Assignment: NH to send out Hank Levin's papers to all staff and consultants for comments.

Assignment: NH to bring copies of Hank Levin's paper and comments to the staff retreat.

KAB reported that she met with Nachum Sicherman, a Columbia Business School labor economist specializing in the education market, and invited him to attend April 6 meeting. NH sent him Economics of Jewish Education package and CIJE information packet.

Assignment: NH to send letter to Nachum Sicherman, confirming attendance at April 6 Economics of Jewish Education meeting.

There was a discussion regarding data-gathering for this project, and it was decided that Bill Robinson and Hank Levin should meet on April 6 before meeting. It was suggested that Mark Kramer also attend April 6 meeting. There was a discussion about who else to invite to the meeting, and it was decided that John Ruskay be invited to get Federation perspective.

Assignment: NH to call John Ruskay to invite him to April 6 Economics of Jewish Education meeting.

VII. Recruiting

PCH and KJ have some resumes, calls are in progress, and ads are being placed. It was suggested that AG and EG should be involved in screening process in recruiting research director.

Assignment: AG, EG to review ad for research director and suggest additional publications to place it in.

It was also suggested that ads be sent to the CUNY Graduate Center, Teachers College, NYU, etc. for posting. KAB reported that she has interviewed two candidates, one for recruiter for joint position with CAPE to do recruiting and planning, and one candidate for a junior fundraising position.

Assignment: PCH, KJ to meet with candidate for recruiter position.

VIII. Miscellaneous

GZD mentioned that Louise Stein from Milwaukee is coming to New York.

Assignment: KAB, GZD to talk to Ellen Mazer and schedule a meeting with Belda Lindenbaum.

IX. Research Conference

There was a discussion regarding what CIJE should present at the research conference. DNP attending. AG not attending. EG not planning to attend, but could attend if she postpones trip to Israel. Deborah and Sharon could be invited if we want. It was suggested that a presentation could be given on maps of professional development.

X. Budget

Assignment: KAB to give 1998 budget update at April 1 staff meeting.

CONFIDENTIAL

CIJE ASSIGNMENTS

Staff Meeting Assignments March 19, 1998

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	NH to email EH regarding staff retreat learning assignment.	NH	3/19/98	
2.	PCH to call David Teutsch regarding Rabbinic Education Conference planning meeting.	PCH	3/19/98	
3.	PCH to send out letter to Rabbinic Education Conference planning committee regarding May meeting.	PCH	3/19/98	
4.	PCH to confirm May 7 JEWEL meeting with MLM's office, or reschedule if GZD cannot attend.	PCH	3/19/98	
5.	KJ to work with MI on strategy for scheduling Chairman's Council.	KJ/MI	3/19/98	3/27/98
6.	NH to send out Hank Levin's papers to all staff and consultants for comments.	NH	3/19/98	
7.	NH to bring copies of Hank Levin's paper and comments to the staff retreat.	NH	3/19/98	3/29/98
8.	NH to send letter to Nachum Sicherman, confirming attendance at April 6 Economics of Jewish Education meeting.	NH	3/19/98	
9.	NH to call John Ruskay to invite him to April 6 Economics of Jewish Education meeting.	NH	3/19/98	
10.	PCH, KJ to meet with candidate for recruiter position.	PCH/KJ	3/19/98	
11.	KAB, GZD to meet with Ellen Mazer and Belda Lindenbaum.	GZD/KAB	3/19/98	
12.	KAB to give 1998 budget update at April 1 staff meeting.	KAB	3/19/98	4/1/98
13.	JSH to email Ken Zeichner's email address to BWH.	JSH	3/16/98	3/16/98
14.	JSH to get directions to Chauncey for PCH.	JSH	3/16/98	3/27/98
15.	JSH to contact CAPE to hold hotel reservations for CIJE staff for November 5 to 19 in Jerusalem.	JSH	3/16/98	
16.	KAB to call LP regarding Chairman's Notes for March 19 Board Meeting.	KAB	3/16/98	3/18/98

17.	KJ to remind GZD and NH about Updates for March 19 Board Meeting.	KAB	3/16/98	3/18/98
18.	MI to get revised staff retreat agenda from KAB.	KAB	3/16/98	3/19/98
19.	PCH, KJ to develop staff retreat evening social activity and present plan to KAB.	PCH, KJ	3/16/98	3/29/98
20.	NH to contact Hank Levin to invite to June Board Meeting.	NH	3/10/98	
21.	KAB to call Andy Koren regarding photos from Wexner Conference.	KAB	3/10/98	3/18/98
22.	GZD to contact Hank Levin, Sam Meisels, Mike Millstein to invite to June Professors Seminar.	GZD	3/10/98	
23.	BWH to call Deborah Ball, Sharon Feiman-Nemser, Bill Firestone, Deborah Kerdeman, Barbara Schneider, Ken Zeichner regarding June Professors Seminar.	BWH	3/10/98	
24.	KAB, PCH, KJ to meet regarding candidates for fundraiser, recruiter, and research and evaluation director.	KAB, PCH, KJ	3/10/98	
25.	KAB and KJ to meet with each staff member regarding budgets.	KAB, KJ	3/3/98	
26.	GZD to distribute to staff notes from Bob Kegan's Harvard Seminar presentation.	GZD	2/24/98	
27.	GZD to contact Bob Kegan and Lee Shulman regarding availability to speak at Forum.	GZD	2/24/98	
28.	KAB to speak to Seymour Fox and ADH about calling Mike Smith.	KAB	2/24/98	
29.	KAB to contact Annette Hochstein regarding pre-GA program.	KAB	2/17/98	
30.	KAB to meet with CAPE in Israel in April.	KAB	2/17/98	4/26/98
31.	GZD to update John Colman about Indicators discussion at December Board Meeting.	GZD	1/26/98	
32.	GZD to set a date for Alverno College operations person to come to CIJE.	GZD	1/26/98	
33.	JSH to book travel and hotels in Jerusalem for week prior to GA.	JSH, KJ	1/26/98	
34.	KAB, KJ to discuss clippings file.	KAB, KJ	1/26/98	
35.	All staff to submit end of year expenses to KJ.	All staff	12/15/97	12/31/97
36.	BWH to report on Melton short-term programs and to find out who was recruited for new Melton PhD program.	BWH	10/27/97	

April 20, 1998

Dear Colleagues:

The National Jewish High School Leadership Seminar was launched with a recent two-day conference attended by many of you and entitled "Jewish Spirituality and Secondary Education." Based on formal feedback (in conference evaluation forms) and on informal conversations with many of the participants, we are pleased to report that participant-responses to the conference paralleled our own enthusiasm. Participants felt that they had experienced a meaningful opportunity to reflect seriously about the place of spirituality in their schools (both in the ideal and in actuality); and the sense of the group seemed to be that we had jointly succeeded in creating a community that allowed for candid, reflective dialogue, uncontaminated by posturing or pretense. The mix of seriousness, playfulness, intellectual stimulation, and even song bodes well for the future of our group.

As those of you who attended already know, the conference included a variety of elements. Participants had opportunities to encounter two very different conceptions of Jewish spirituality; to wrestle with the challenge of systematically embedding one or the other of these conceptions in the life of a high school; to encounter competing perspectives on the development of spirituality in the young, with special attention to adolescence; to listen to the graduates of institutions like our own reflect on the way spirituality did and did not figure in their own high school experience; and to talk together about the way spirituality has and has not fitted into our schools—and, in a more personal vein, into our own lives.

Throughout the conference, we identified and began addressing some critical questions. For example:

1. Powerful contexts. Based on our work and personal experience, what seem to be the contexts or conditions that allow for or give rise to powerful spiritual experiences?

2. Obstacles. Reflecting on the widespread perception of conference participants that our schools have not generally been very hospitable to serious discussion or cultivation of spirituality, we found ourselves asking why this was the case. A host of significant obstacles were identified, including: the organizational structure and academic demands of schools; the background, training, temperament and skills of teachers and administrators; the embarrassment or discomfort that members of our culture often feel when talking about spiritual matters publicly; and the absence of an adequate language for articulating our spiritual questions and insights. This discussion led us to rich conversations concerning what our educational contexts would have to look like if we were committed to treating spirituality seriously.

3. Place of spirituality in our mission. What should the place of spirituality be in Jewish secondary schools? Under this general rubric, a number of questions were addressed. Should spirituality in any one of its senses figure in the mission of schools like our own—and if so, how central is it to the school's *raison d'être*? Is it the job of the school to help students cultivate their spiritual selves, or should it limit itself to acquainting them with different perspectives on and forms of spirituality? Since schools cannot do everything under the sun, is it really possible to make the encouragement of spirituality a primary educational aim without letting go of, or weakening other educational priorities? Are schools capable of doing a good job cultivating spirituality—and, if not, might they and our students be better off not even trying???

4. Spirituality in pluralistic settings. A sub-set of #3: what approach to spirituality is desirable and feasible in a school that identifies itself as pluralistic? Is it possible for a pluralistic school to offer its students any kind of powerful, non-parve approach to spirituality?

For a richer account of the way these and other matters were explored, please review the enclosed conference-summary.

As this summary suggests, at the end of the conference, we gave thought to "next steps back home." Several participants expressed the view that while the questions, concerns, and concepts we had encountered would in various ways influence their work back home, it was premature to try to implement any new, systematic approach to spirituality. At this stage, they suggested, we might be better served by careful observation of the way spirituality presently fits—or doesn't fit!—into the life of our schools and by providing our various stake holders with meaningful opportunities to speak about how spirituality enters into their own lives and aspirations. If, as most seemed to feel, it would be important for us to continue with the question of spirituality at our next conference, information and insights gained by attending carefully to such matters could be invaluable. We encourage you to undertake such explorations, guided (if it is helpful) by the exercise-sheet that is enclosed.

The sense of the group was that we should try to meet again either this summer or after the Holidays in the fall. Various considerations will enter into this decision, and we will be in touch with you soon about this matter.

Our thanks to those of you who participated in the conference for your role in creating a convivial, thoughtful experience, and our best wishes to those of you who couldn't attend this conference but who will, we hope, join us in the future.

Sincerely,



Daniel Lehmann



Daniel Pekaratsky

JEWISH SPIRITUALITY AND SECONDARY EDUCATION

SUMMARY OF DAY 1

INTRODUCTION

In his opening comments, Daniel Lehmann described the origins of this group. Alluding to the frustration he had long felt about the absence of contexts that encouraged serious reflection about the "big questions" concerning the mission of schools, he spoke of the excitement he had felt when he had an opportunity for such a discussion in a CIJE-Mandel Institute Seminar on educational purposes in Jerusalem. Out of that experience there emerged conversations between him and CIJE about the desirability of establishing such opportunities for the broader group of high school leaders. Out of those conversations emerged this seminar.

The seminar is conceived of as an on-going group that will meet two or three times a year. The seminar will be serious in a number of important ways: 1) it will deal with fundamental questions that bear on educational mission; 2) it will infuse the discussion with rich intellectual and other in-puts -- for example, significant readings and speakers who can expand our understanding of the topic; 3) it will include serious pre- and post-seminar assignments designed to enrich our work together and its fruitfulness for our professional lives. The aim is to create a community that will, intellectually and otherwise, support our professional work and prove a rewarding arena for our own growth.

The topic of spirituality and secondary education emerged as an important one in a meeting last February that was a forerunner to the present conference. At that meeting the sense of the group seemed to be that the issue is important but surrounded by a lot of unclarity concerning the nature of spirituality and its place in educational settings (especially transdenominational settings). In introducing the topic, DL reminded us that this week's Parsha, Ki Tisah, deals with a question at the heart of our conversation -- namely, with Moses' desire to know God and God's ways in the aftermath of the Golden Calf incident.

One of the seminar's guiding ideas is that it would be important to encounter more than one conception of spirituality. The two that we will deal with are non-arbitrary (in the sense that both are recognized as very powerful), but DL stressed that they are just two examples, and that others could have been chosen. These were chosen not because they are the only reasonable options, but because of their capacity to evoke reactions (negative or positive) that may help us clarify our own understandings of spirituality and its place (if it has one) in our institutions. In relation to each conception, we'll try to clarify it, react to it, and (especially in Day 2) to consider its educational implications.

Another seminar input will focus on the nature of adolescence. In addition to a chance to meet with Joe Reimer around the theme of adolescence and spirituality, we will have the chance to listen to a group of young graduates of Jewish high schools reflect on the nature of

the spirituality they encountered (or failed to encounter) in these schools and the impact of this experience on their own spiritual growth. The seminar will also include opportunities to reflect on spiritual experiences we may ourselves have had, as well as opportunities, as we go along, to do some private reflecting (via journals) on what we're finding interesting, important, troubling, etc.

THEMES/ISSUES CONCERNING SPIRITUALITY AND JEWISH SECONDARY EDUCATION

As we went around the room in our introductory session, a variety of concerns pertaining to the seminar's subject-matter were articulated. Below an attempt is made to group them thematically.

The sources of spirituality: transmitted, discovered, or evoked? Some comments suggested that spirituality is something that is acquired by us through a process of transmission of some kind (for example, via a powerful role-model or a context like Israel). Others wondered whether spirituality is already there within us, and that our challenge is not to instill it, but to listen patiently and carefully for the signs of it and then to build on what one's heard in a meaningful way. In a similar vein, others spoke about the need not to transmit, but to evoke the student's spirituality.

Building on the child's expressions of religiosity. The idea (noted above) that implicit in the child's ordinary experience are sentiments and insights which are in a significant sense religious in character was commented on by several people, one of whom offered the following challenge: how can we respond to the child's religiosity in ways that give his/her experience a Jewish cast -- or that meaningfully connect his/her experience to Jewish ideas and forms of expression?

The need for "a language of spirituality". The unavailability to many of us (or to some of the students that met with us in the evening) of a rich language in which to articulate our spiritual concerns, aspirations, and experiences was noted by more than one person as a troubling matter.

The role of observance in school settings. Most and probably all of the schools represented at our conference include elements of religious observance or practice. But in relation to this phenomenon, at least three concerns were raised:

- a) Sometimes these practices are enacted in ways that do not carry any sense of spiritual significance for the participants;
- b) Religious practice can be a very problematic matter in a transdenominational setting in which the participants bring different sensibilities and norms (Witness our own anxiety about doing the Grace After Meals together). It was added by one person that even in ostensibly "Conservative" settings this can be a problem due to the diversity of the clientele.
- c) While there may be a lot of religious practice going on in our schools, there is very little serious, authentic dialogue going on

about the nature of God and matters of faith and the spirit. It was noted by at least one person that such dialogue would be very important to encourage between students, between students and teachers, among the teachers, and with the parent-community. Why, it was asked in this connection, is such dialogue not going on?

Obstacles to the adequate inclusion of the spiritual dimension in school-settings. A number of significant obstacles were identified, including significant school-related variables:

a) The intense pressures on teachers and students in our high schools to achieve academically, to get good grades, to get into the best colleges -- the competitiveness and the evaluative atmosphere -- don't lend themselves to the creation of a thoughtful community in which the participants are emotionally and otherwise ready to address spiritual matters. Everyone's too busy and pressured!

b) The day is broken into "time-bytes" of thirty-something minutes that aren't conducive to conversations of much depth.

c) School-norms -- our ideas of what's appropriate in classroom settings -- sometimes preclude introducing questions pertaining to spiritual concerns.

d) Teacher-(dis-)comfort! Some teachers are much too uncomfortable with spiritual matters to talk about them with their students; others, on the other hand, are so comfortable (and self-confident) with their own approach to spiritual matters that they are not particularly sensitive and responsive to students whose spiritual sensibilities may be very different, and they therefore don't deal with them particularly well.

The power of embarrassment. Embarrassment was another obstacle to meaningful dialogue concerning spirituality that was mentioned. Embarrassment was identified as a characteristic both of the larger culture (which seems to silence dialogue on spiritual matters) and, perhaps even more strongly, in adolescence (where it may evoke derision).

Powerful contexts for spiritual growth -- and the problems they cause! A number of comments focused on how to make schools more fruitful contexts for spiritual growth: in addition to the desirability asserted by some of encouraging more meaningful religious practice and more dialogue concerning religious matters, someone else noted that it is important to introduce spiritual concerns into the secular as well as the Judaic dimensions of school-curriculum and life.

A number of people noted how much more powerful contexts other than school often prove for spiritual growth -- including summer camps, retreats, and Israel-experiences. These comments led in three directions: a) an attempt to understand why they might be different from school experiences; b) questions concerning the possibility of turning schools into places where such experiences could be had; and c)

discussion of the circumstance that students who participate in these special experiences return to more "normal" settings (schools, synagogues, families) that do not build on or reinforce the powerful experiences they've had, with possibly worrisome results.

Towards spiritually richer lives. Building on the observation that spiritual experiences undergone in powerful, out-of-the-ordinary contexts are often discontinuous with what the student experiences "back home" and responding to the suggestion that schools should embed spiritual concerns throughout the totality of school-life, one person commented that we should recall that our challenge is not to embed spirituality in institutions but to find a way of making it a part of the students' lives.

Nurturing spirituality -- tools, desire, opportunities. To make spirituality part of the lives of students may involve helping them apprehend opportunities for spiritually meaningful experiences (something as simple as an unexpected rainbow) that can be found every day. Beyond this, a challenge of Jewish education, it was suggested, is to offer students the Jewish tools to respond meaningfully to such opportunities, and to accomplish this in a way that encourages them to use these tools as vehicles of spiritual expression when these opportunities actually present themselves.

A worry about spirituality as withdrawal from world. A concern was expressed about whether the recent interest in spirituality represents a kind of turning-inward (into the self or into the Jewish community) that involves disengaging from the concerns and problems of the larger society.

How central to the school's mission should spirituality be? If spirituality (in some significant sense) should enter into the school's mission, should it be one aim among many, or should its cultivation be an especially important school aim (as reflected in school-practice)? Alternatively, should we consider the possibility that perhaps spirituality should not be included at all among the aims of our schools -- especially if there is a likelihood that we will do badly with this aim? Perhaps it's better not "to do spirituality" than to do it badly!

This session ended with accounts by representatives of the different schools of how spirituality presently fits into their statements of mission and, more briefly, into their institutions. These comments won't be summarized here, but a suggestion was made that since a number of people had written up statements about this, perhaps we should share them amongst ourselves. This remains a possibility to explore.

A MAIMONIDEAN CONCEPTION OF SPIRITUALITY

With apologies to Bernie Steinberg (this part of the summary is being done last, and the night is late), below are glimpses of his account of Maimonides' (the Rambam) account of spirituality and some of the discussion it generated.

Central tensions. Bernie began by noting 4 central tensions, found in Maimonides' discussions, that were also at work in our first session that focused on our own issues. These tensions: 1) between philosophy (thought/contemplation/interior life) and Halacha (understood as practice in general and also as Jewish normative practice; 2) between theology and ethics; 3) between the universal that applies to all human beings and the particular that applies to Jews, and 4) between the individual and the community.

"The knowledge". Our first text was "The Book of the knowledge", the title of the first book of M.'s 14 volume Mishna Torah. The emphasis on the "the" clues us into the fact that he would be addressing the knowledge that underlies all knowledge, the foundation of foundations. That he begins his treatise with this matter of fundamental knowledge distinguishes his treatise qualitatively from the more "practical" structure of the Shulchan Aruch, the organization of which follows the concrete rhythm of our life beginning with what we do when we get up.

Bernie articulated the sections of this "Book of the Knowledge": 1) Foundations of Torah; 2) Moral dispositions; 3) Talmud Torah; 4) Idolatry; and 5) Teshuva. We spent considerable time thinking about the possible or possibly multiple significances of this order. Among the many points made:

1) That "foundations of Torah" is first again reminds us that, for Maimonides, our spiritual life springs from, has its deepest significance through, our grasp of the most important intellectual matters;

2) Individually or even jointly, knowledge of basic principles, the possession of moral dispositions, and the engagement in study are no sure protection against idolatry; and the correction to idolatry (tshuva) requires going back to the foundation of foundations, the principles of Torah.

3) Of special interest is how #1 is connected with #2 -- the relationship between knowledge of basics and the ethical life.

Bernie noted the proof-text that accompanies the title "The Book of the Knowledge", which he translated (not without some controversy) as "Your love extends to those who know you; your righteousness extends to the upright of heart." (Psalms, 36:11), indicating that whole structure of M.'s thought is captured here. We went on to look at some key-terms (Chesed/love; Yode-cha/those who know you; zedek/righteousness; and yishrei lev/upright of heart). We especially focused on the unconditioned, rich love that is more than our due (Chesed) that extends to the one who knows God.

What is the most basic foundational knowledge? Turning to Chapter 1 of Section 1 of Book 1, we encounter the most fundamental of principles -- the importance of the intellectual contemplation of God, that is, the knowledge that God exists and that God is wholly Other than us and beyond our understanding. What we grasp is not the essence of God that Moses may

have hoped for, but the knowledge that God is and the God is beyond our knowing.

Love and fear in our relationship to God. As we turned to chapter 2, we focused on the complexly related love and fear (or awe, or angst) that mediate our relationship to this God who is beyond our understanding. By observing God's Creation, we glimpse God's wisdom, and are filled with love (a yearning to be very close to God and joy in His existence) but also with a sense of awe that's connected to the awareness of God's grandeur and our own smallness and insignificance. In this connection, Bernie offered a powerful example: a group of adolescents on an Israel trip are brought to the edge of the extraordinary (a word that doesn't do justice to the reality) crater at Machtesh Rimon in Israel. One of the young people reacted with self-belittling awe (Nothing I do will ever amount to anything); but another reacted with an overpowering sense of joy.

For Maimonides, love and fear/awe intermingle in sometimes complex ways in our relationship with God. Since Maimonides is often associated with "intellectuality", we should not ignore how powerful is his love-imagery, which includes terms like "love-sick" and compares the human being's love of God to that of a man for a woman -- God as our "significant Other".

God's Otherness and our identity with fellow human beings. Our grasp of God's Otherness, and our intellectual grasp that God has a full existence quite apart from us (in the way our parents did before we were born) is a powerful antidote to human narcissism. It is also the basis of ethics, in that it gives rise to the powerful recognition of how alike we are to one another. As compared with the fundamental Otherness of God, the ways in which we differ from each other pale, and we recognize each other as members of the same human community, whom we love and honor as fellow-creatures of God. Indeed, the inner love we feel for God expresses itself through, among other things, loving actions towards His creatures.

The role of Halacha (Jewish Law). Taking us to a new text, we focused on the relationship between philosophy and Jewish practice. Maimonides emphasizes that while the contemplation of metaphysical truths is the most important religious matter and the most fundamental commandment, in our development, "the bread and the meat" ("the small things", the details of Jewish Law) must come first. This is true for the following reasons:

- 1) Composure to the mind: Attention to the Law settles the mind, responding to the fact that we are not initially ready for "the Big questions of life", and must start with concrete matters.
- 2) Social welfare: attention to the Law protects against the danger that the life of contemplation will cause us to withdraw from the life and needs of the community.
- 3) Social bonds: shared participation in life dictated by the Law, which is possible for all, helps to create a stable social context in which to live together.

Is Maimonides convincing in giving priority to "the small things"?

Someone expressed some doubt concerning Maimonides' suggestion that we begin with the little things before getting to the most important things. In this connection, Bernie remembered how as a student in a rabbinical seminary, he was put off and even alienated when forced to deal with all sorts "small things" (grammar, background-material of little inherent interest, etc.) before being given a chance to address the really big questions of his spiritual life.

Big matters/details -- mission statement/concrete details. In the course of discussing this matter, Bernie offered a Maimonidean position that sounded a little "softer" -- namely, that one cannot engage in wrestling with "the big questions" without simultaneously sustaining one's efforts and informing them through engagement in "the small things". Both are necessary. In this connection, someone made the analogy to the relationship between the attention we pay to the mission-statements of our educational institutions and the attention to various details (on the surface often remote from lofty questions of mission) to which we must attend if our institution (mission and all) is to remain vital for us. That each needs to inform and enrich the other -- If we lose sight of either, we're in trouble! -- seems important in both the Maimonidean and the educational contexts.

Our discussion noted that in M.'s account, Abraham was able to dispense with the informing background of practical details, but was able - unaided and in a hostile culture -- to reason his way to fundamental truths. But then again, we are not all like Abraham. For us, the Halachic infrastructure is necessary: it's necessary not as an alternative to the kind of relationship Abraham evolves with God during the course of his spiritual journey but as an aid to the development of such a relationship.

SPIRITUALITY AND ADOLESCENCE

Exploring the relationship between key-concepts. Beginning with an account of spirituality which identifies it with "feeling the presence of God in one's life", Joe Reimer expressed his interest in exploring the relationship between cognitive development in adolescence, identity formation (becoming an individuated person with an identity of one's own, distinct from one's parents), spirituality, and an additional element which he called Halachic (or religious) discipline. This last one is important because (except in the work of a very small minority of thinkers like Buber) Jewish spirituality has always lived close to, and often in tension with Halachic discipline; in fact, this tension is itself part of Jewish spirituality.

Two images of spirituality. As an aid to our thinking, Joe sketched out a continuum at one end of which are to be found thinkers like Buber and Wordsworth for whom the essence of spirituality is the discovery and expression of ourselves; and at the other end, thinkers like Soloveichik for whom spirituality is shaped through religious discipline. As we

thought about the development of spirituality, he encouraged us to reflect on where we stood on this continuum.

Three accounts of the development of authentic spirituality. Our thinking about the nature of spirituality and its development was further enriched by the chance to encounter three different conceptions of these matters.

Fowler's conception. According to James Fowler, the faith-orientation (which focuses on matters of ultimate concern but does not necessarily make reference to a divinity) develops over-time through a process that involves forming images of spiritual realities which are successively destroyed in favor of newer more adequate images. There is an iconoclasm at work in our development. Like Abraham in the story of Terach, we are idol-breakers in the sense that we destroy our inherited or present conceptions of the spiritual realm or of God and strive for new, more adequate images. That is, our idol-breaking is in the service of faith.

This tendency towards idol-breaking is especially pronounced in adolescence, and Joe suggested that the Abraham of the Midrash may well have been an adolescent! As an example of this idol-breaking tendency that is suffused not just with glee but also with quest and faith, he pointed to Philip Roth's Ozzie in "The Conversion of the Jews" who challenges Rabbi Binder's conception of God.

If faith-development is enriched by the adolescent's tendency to smash idols, it is also enriched by processes of identity formation in adolescence -- the impulse to discover one's distinctive self, different from one's parents. For this also leads one to search for one's own image of God, an achievement that Fowler finds laudable. Moreover, Joe suggested, there is some sympathy for such a view in Judaism -- for example, in the Zusia story or in the Hassidic saying that we speak of the God of Abraham, the God of Isaac, and the God of Jacob (rather than about the God of A., I., and J.) in order to suggest that each of them addressed and interpreted God differently.

From a Jewish standpoint, two features of Fowler's view may be problematic: 1) it's utterly open-ended with respect to the outcome of the process of development; 2) there is in Fowler's account great discomfort with external norms -- there is little room for what Joe called "Halachic discipline".

Coles' conception. In a comment that echoed observations made in the day's opening session, Joe noted Coles' belief that a number of cultural forces collude to silence serious expressions of and conversations about spiritual matters. In a sharp dissent from the developmentalists, Coles believes that profound forms of spirituality don't have to await a long process of development, but are already present in even very young children. We don't realize this, because we don't create welcoming contexts that encourage youngsters to reveal their spiritual concerns and ideas to us, and because we don't listen patiently to them. If we listen carefully to young children, we will discover a deep well of spiritual insight. What educators need to do is to create the meditative spaces in

which students can tune into, articulate to themselves, and share with others their spiritual ideas.

Joe noted that Coles is silent on the question of adolescence, but suspected that he'd be very critical of the way developmentalists discuss it. If adolescents are breaking idols, it's probably in order to clear a space where they can, in silence, discover the insights that lurk inside them.

Rabbi M. Friedman's conception. Rabbi Friedman views the ideal of individualized identity-formation as the great enemy. Sharing Coles' view that spirituality already exists within us early on, Rabbi Friedman denies that it can be accessed and expressed in an authentic way through what developmentalists call identity formation. Rather, its meaningful, authentic expression requires the discipline of a tradition. That is, it requires accepting Jewish Law and shaping one's spiritual life around it.

The role of the teacher in Rabbi Friedman's conception is to debunk popular ideas that glorify identity formation so as to encourage acceptance of the Halachic path. For those who've started on the wrong path, the cure is re-socialized in a total social environment that is structured along Halachic lines.

Issues raised by Joe Reimer's comments. In response to Joe's presentation, a number of comments/questions were raised.

1) In response to a question about the traditional idea that we glimpse the image of God in God's creatures, especially in human beings, Joe pointed us to the movie "Dead Man Walking", which deals with a Nun's conviction that the image of God could be seen in the face of a murderer. He suggested that such a movie might be a powerful pedagogical tool with adolescents, possibly leading to important reflections about the Holocaust.

2) Questions of various kinds were raised about implications for curriculum development. Points made included the following:

a) Perhaps we should give up thinking about any single conception of spirituality either for an individual or for a school. Perhaps schools should house opportunities for "tough-minded iconoclasts who break idols" as well as opportunities for non-rational spiritual encounters (as in prayer), either for different kinds of students, or for the same students at different moments in their experience.

b) Given the diametrically opposed views of Fowler and Coles, it would appear that they have radically dissimilar implications for what schools should be doing to encourage adolescent spiritual growth. What in the world is the educator to do, faced with such different views? Joe's comment: the presence of such different views among deeply thoughtful people speaks to the puzzling nature of adolescence! [There was a lot of interest in the curricular

implications of these two views, and this matter may bear further discussion.]

3) A Reimer-interpretation of counter-cultural schools: At a time when we still believed in heroes and had faith that we inhabited a reasonably pure world, iconoclasm was safer and perhaps needed. In a world when many have come to mistrust heroes (e.g. debunking of Kennedy, etc.) and many have little faith in anything authoritative, perhaps our job as educators is to help youngsters think about what we can put our faith in.

4) The power of the group in adolescence also surfaced in this session, and its role in helping to create or to make impossible a climate in which spiritual matters can be expressed and discussed without embarrassment was underscored. How, it was asked, might we create a social context where "religious discipline" might be owned by the group and where talk about spiritual matters is allowable? Unfortunately, there are no formulaic ways to create such contexts where they don't exist. On the other hand, social contexts do exist (like some camps, or the Nesiya Israel program) which support spirituality, and advantage should be taken of them.

REMAINDER OF THE DAY

Fresher in our minds (because later) and therefore not summarized here were last night's activities: the rich conversations we had with the graduates of institutions like ours and our efforts to articulate the insights prompted by these conversations. Also not summarized, because of their more personal nature, are the informal small group conversations that focused on spiritual texts and experiences that have been significant for us.

JEWISH SPIRITUALITY AND SECONDARY EDUCATION CONFERENCE, 3/98
SUMMARY OF DAY 2

ON REVIEWING THE SUMMARY OF DAY 1

Day 2 of the conference began with a review of a fairly lengthy summary of the first day's proceedings. This review elicited the following observations.

Should Jewish schools focus on spirituality? Responding to a comment (made the day before) that if Jewish schools are not going to "do spirituality" well, perhaps they shouldn't do it at all (a proposition that not everybody agreed with), one person wondered whether there were good reasons for Jewish education in the absence of a commitment to spirituality. See below for a second "take" on this debate.

Are typical Jewish high schools very weak in their handling of spirituality? Someone indicated that she was deeply disturbed by the tendency of the graduates of Jewish high schools whom we had met with the day before to characterize their high school experience as so very empty of spirituality. But after we ourselves had done an exercise in which we identified individual "spiritual experiences", she was beginning to wonder whether we elicited such negative responses from the students because our questions were inadequate. Responding to her comment, another participant offered his view, based on his own school and others he was familiar with, that the students' negative views ably captured the reality in these schools, that is, their failure to identify and respond to the spiritual needs students have.

The place of creativity in our spiritual lives. Commenting on the fact that a number of the young people we had talked with the day before had tended to refer to "creativity" as central to their spiritual experiences, one participant suggested that creativity is also central to the conception of spirituality articulated by Soloveichik in HALAKHIC MAN. This reference to creativity prompted another participant to emphasize the exciting role that writing their own prayers can play in the spiritual development of young people.

Reflecting together on spirituality can itself be very spiritual. Commenting on the informal group activity held the night before (in which participants were invited to talk together in small groups about spiritual experiences they had undergone and/or to share texts relating to spirituality that they found particularly meaningful), one participant commented that the opportunity to talk together about such experiences had itself been a spiritually rich experience for her, and she suggested that this might be pertinent to us as educators thinking about nurturing spirituality in our institutions. The challenge may be to create contexts in which participants feel safe expressing themselves about such matters and listen to one another in sensitive and respectful ways.

A HASSIDIC APPROACH TO SPIRITUALITY

Is pluralism the core-ideology of pluralistic educating institutions? Introducing himself as proudly post-denominational and pluralistic, Art Green began his presentation to our pluralistically-minded group by asking a hard question concerning pluralistic institutions. The most powerful educating institutions he had encountered (personally or in literature) were non-pluralistic, ideological institutions. Does a pluralistic school let go of all ideological values except those connected to pluralism itself? Is it capable of standing seriously and passionately for anything other than pluralism?

Background to a Hassidic conception of spirituality: a few words about Art Green and our situation. As a preface to our work, Art explained to us that his own work focuses on a reading of Jewish of Jewish Mysticism and Hassidism, informed by the question: how might this body of materials and ideas be useful to us (contemporary American Jews)? Does it, can it, speak to us? Can it help us to forge a Judaism that works for us?

In Art's view, we are in the midst of one of the most mammoth changes in Jewish history. While he feels deeply connected to Judaism in the traditional forms that he's inherited and looks on our moving beyond it with a measure of nostalgia and sadness, he does not think we should be passing it on in those forms. Our world is simply too different! For a transitional generation like our own (which is a bridge between the Old World that is dying and the new one that is coming into being) the real challenge is to nourish the new world with those elements of the old that can powerfully enrich it. Art's own approach to Hassidism exemplifies what he has in mind: a serious student of Hassidism, he is not himself a Hassid who is prepared to step back into the world of the Hassidism. But as a contemporary seeker, he does look to it as a source of personal meaning for someone like himself who is very much a member of the modern world.

Art explained that we would be focusing on Hassidic ideas found in the writings (originally Drashot given on Shabbat) of the Sfat Emet, a Hassidic rabbi, who served as the "Ger'er Rabbi"; he was the rabbi of Gura Calvaria (literally "Calvary Hill"), a small Polish town not far from Warsaw from 1870 - 1904. The Sfat Emet originally presided over the Jewish community of Warsaw, a community that was both large and filled with many secular Jews. It was characteristic of the Sfat Emet that he did not attack these secular Jews, focusing instead on the spiritual payoff of living in the world of Mitzvot. In the end, though, troubled by the assimilationist-power of Warsaw, he moved his Hassidic community to Gura Calvaria. Most of that community was killed off in the Holocaust, but today in Israel its descendant community has enjoyed something of a renaissance. In Gura Calvaria, itself a very small town, the presence of a gigantic railway station is a reminder (but only to those who know history) that long ago many Hassidim would crowd on to trains to come to Gura Calvaria to spend Shabbat within this Hassidic community.

Commenting on the Sfat Emet's name (which literally means "True speech", or "Honest Talk"), Art offered the following thought. The Sfat Emet

derives from Menachem Mendel of Kotzk's Hassidic tradition. The Kotzker was known for being brutally honest in his spiritual life, tolerating no lies or self-deception. Though committed to Truth in this uncompromising way, he also fell silent, withdrawing into deep solitude for many years. In contrast, the Sfat Emet is able to combine Truth with Speech, and perhaps this is the source of his name.

Art explained that his own interest in the Sfat Emet was prompted by his teacher, A.J. Heschel, who urged him to read the Sfat Emet in response to Art's indication that he was interested in Radical Theology. He is now concluding a book that includes translations of Drashot given by the Sfat Emet (along with discussions of the material by Art). The book will be out this summer.

Art indicated that he would use Drashot from this book to draw out the Sfat Emet's perspective on spirituality. After distributing the appropriate texts in both Hebrew and English, we entered the material.

The Sfat Emet's Drash on Parshat Shlach Lecha. The passage from the Torah that we focused on is the Commandment (that immediately follows the Shma in religious services) that we should take the tzitzit and "you shall look at it." "At it" is the standard translation of the Hebrew phrase "oto", but the Sfat Emet interprets it very differently. According to the Sfat Emet, "oto" should be translate "at Him" -- "at God": Which is to say, "In looking at the Tzitzit, we strive to encounter, or to see, God's presence."

What this means is that the job of the Tzitzit, or of the Commandment to focus on them, is to open our eyes so that we can see the face of the Shchinah (the Divine Presence), God's glorious kingdom, which is hidden in everything (as it is written "The whole earth is filled with His Glory"). Wrapping oneself in the Tzitzit is designed to cast aside everything but the desire "to look at Him," to see and come to know the glory of God's name. This involves a "whole-hearted act of self-negation" -- a negation of the ego which is somewhere between the ethical requirement that we overcome the ego's self-interested demands and the Mystic's relegation of the ego to the realm of mere illusion.

The suggestion that God's glory is, though hidden to our 'normal' eyes, everywhere, calls to mind the Kotzker Rebbe's response to the question, "Where is God? - namely, "Wherever Man lets him in." In the spirit of the Kotzker and the Sfat Emet, Art commented that most of us fly from our spiritual selves, and that, according to the Sfat Emet, the job of the Mitzvot is to help us to re-discover these selves.

Embedded in this passage is the Sfat Emet's most basic position regarding the Mitzvot: Mitzvot are instruments in the service of our religious experience. The job of the Tzitzit and of Mitzvot generally is "to open our eyes" to the presence of God in the world that surrounds us. If they don't do this, says the Sfat Emet, then we're not doing them in the right way/spirit! Art's question: do the Mitzvot help us do this? And if not, what might we do to make them work for us more effectively?

In the view of the Hassidim, the difference between their own attitude towards the Mitzvot and that of the Mitnagdim could be summarized as follows: for the Mitnagdim, Commandments are to be performed because "It's in the Shulchan Aruch -- it's in the book!"; for the Hassidim, the commandments are to be performed because we're commanded to do so and because it's a way of being close to God.

Art noted in passing that the Sfat Emet's drash is relevant to a debate between Gershom Scholem and Martin Buber concerning the Hassidic view of where and how God is to be found: according to Scholem interpretation, the world is transparent, and one needs to look through Nature to see God; according to Buber, the glory of God is to be found everywhere. The passages of the Sfat Emet that we are considering offer support for Buber's perspective, as does the Ba'al Shem Tov's great interest in nature.

The Sfat Emet's drash on Parshat B'Ra-alotcha. Art used this Drash as a springboard to expanding our understanding of the Sfat Emet's approach to spirituality. In this Drash, the Sfat Emet plays with the imagery of candles/lamps and Light -- the Commandments being the lamps (or candles) and the Light being Torah (or God's Presence).

Originally, Israel was given the essence of Torah, the Light itself, as expressed at the beginning of the Ten Commandments, "I am the Lord Your God." But Israel fell from this rung, proving itself incapable of encountering the real Light of Torah in its totality. This is part of the significance of the incident of the Golden Calf; it reveals the need of ordinary human beings (as compared with Moses) for Forms that will mediate our religious experience. It is, for example, not an accident that the Mishkan (a form representing an abode for God) is constructed shortly after the Golden Calf incident. More immediately relevant, since Israel's fall from that high rung, we have had the 613 Mitzvot (the Lamps), which enable us to approach the Light through Forms that "can contain the infinite divine light."

All of this is true for the Week! But on Shabbat, we have an extra Soul, and with its help we re-ascend to that rung where we can experience a light that comes from the essence of Torah, a light that is not mediated by and is higher than what we glimpse through the 613 Commandments.

Near the conclusion of his presentation, Art again raised some critical educational questions: are we teaching Mitzvot as vehicles of spirituality in the way that is urged by the Sfat Emet? Are there ways of meaningfully doing so that are not (or will not be viewed as) indoctrinatory?

Responses evoked by the encounter with the Sfat Emet's ideas. The encounter with the Sfat Emet's ideas evoked varied responses, some pertaining to their implications for education and some to his understanding of spirituality. Below some of the issues raised are summarized:

1) Comparing the Sfat Emet and Maimonides.

One participant commented on what he viewed as the similarity and the difference between these two thinkers. They are alike in that for both of them the Mitzvot are utilitarian and play a critical role in making possible our spiritual experience, but the role they play is very different!

In the case of Maimonides, the Mitzvot serve to ground us in a political-ethical reality, providing a necessary framework within which we can engage in the search for that knowledge that is the heart and aim of our spiritual existence. In the case of the Sfat Emet, the Mitzvot are intrinsically connected to -- in fact, they lead us towards -- the Light of God.

2) On the teaching of the Sfat Emet's approach to spirituality in high school and other educational setting.

One member of our group noted that his school emphasizes Maimonides, but that Maimonides' perspective doesn't really speak to the kids' concerns and sensibilities. Perhaps the Hassidic Masters would prove a more effective bridge to their spiritual concerns and needs.

This prompted Art to note that the prominence of Maimonides (and the relative absence of Hassidic sources) in the curriculum of Jewish educating institutions (including Seminaries) largely reflects Jewish apologetics -- our way of communicating to ourselves and the outside world that we are "rational" in the best modern way. Now this is changing: Mystic/Hassidic sources are showing up in the curriculum of the Seminaries, and, he thinks, will soon make their way into the curriculum of high schools and other educating institutions.

If a Hassidic approach to spirituality is to be introduced into the curriculum of high schools, should the kinds of materials we had been studying with Art be included in the effort? A number of folks cautioned against this, on the grounds that these texts may prove difficult and not as helpful as one might hope with populations that aren't aware of the rich references to other texts embedded in them. The important thing, they suggested, is not these texts but the religious sensibilities and insights that they point us to and that we may use as guides to the encouragement of spirituality in the school setting.

Identifying himself with the idea that we not try to use the kinds of texts he had studied with us in the high school setting, he indicated that he would encourage educators interested in cultivating spirituality to take advantage of out-door settings, and to integrate Text-study with powerful encounters with Nature. He also urged us not to launch on an approach to "the spiritual realm" that short-changes the ethical domain. Many of the children that come to us, he suggested, are the children of the wealthy, and their ethical development is of the utmost importance.

3) Is it possible to meaningfully teach spirituality in the high school setting?

Whereas some of our discussion focused (see above) on the desirability of teaching spirituality in the high school setting, part of it focused on whether it would be possible to do it justice in this setting.

Is there room in the curriculum? It was noted that the curriculum is already packed with "stuff" to do and to learn. Can we do all these things and still do justice to spirituality, given limitations of time and resources? We can't, after all, do everything!! This prompted a rich discussion, some of it critical, of the curriculum of typical educating institutions. One person suggested that much of the curriculum of American secondary schools reflects thoughtless adherence to tradition, rather than careful reflection on what skills, understandings, knowledge, and dispositions are genuinely important to cultivate; if educators were willing to be thoughtful and courageous in making decisions about what really is essential for students to learn, we might find a less cluttered curriculum, with more room for spirituality.

This comment was challenged by the suggestion that in fact it's not as easy as one might think to change the curriculum of secondary schools -- to unclutter it; for a variety of reasons. High schools are fairly locked-in. BUT, it was added, this is not true of the Judaic Studies component of the curriculum; in this area, there would be room, if one wanted, to make spirituality an (if not the) organizing center of the curriculum.

In response to this, Art interposed that the tendency of Jewish educating institutions (again, including the Seminaries) not to make the cultivation of spirituality central and instead to clutter the curriculum up with knowledge and know-how reflect an anxiety that our graduates would prove "embarrassments" because they are viewed as "not knowing anything". Counseling us away from this anxiety, he encouraged us to learn from Catholics, who make what they call "spiritual formation" a central part of their educational missions.

The competence of educators to nurture spirituality?? Another participant pointed to another matter that may preclude the cultivation of spirituality in the high school setting: namely, the teachers don't know how!! Art seconded this observation, suggesting that too many teachers seem to fall into one of two problematic categories: there are those who haven't had much personal or professional background in this area, and there are those who are concerned with spirituality but don't approach it in an open-minded/open-hearted way.

Accepting the suggestion that too many teachers are ill-equipped to help the young articulate and address their spiritual concerns, another person responded with the suggestion that the teaching of spirituality might be made a focus of in-service education for a school's faculty. But at least a few others seemed to feel that the problem went much deeper -- and that if schools are to be more effective in the area of spirituality, 1) they will need to attract and hire different kinds of educators; and

2) educator-preparation programs will need to incorporate spirituality meaningfully into their work.

Is there "an after" to the teaching of spirituality? Another difficulty facing educators interested in spirituality, said one participant, is that unlike other curricular areas (like math-skills), educators could not point to a future life-context in which the learning in question would prove useful and relevant.

4) **The theme of translation.** At the conclusion of our session with Art, someone noted an essential similarity between Art's work and that of high school educators: both are engaged in the activity of translating Jewish sources into idioms that will speak to and engage contemporary Jews. Art's translations of and commentaries on the work of Hassidic masters are informed by this desire; and this is also the challenge of high school educators seek "to reach" their student-clientele.

ON TAKING AIMS SERIOUSLY

In our next session, Dan Pekarsky tried to build a bridge from our encounter with powerful conceptions of spirituality with Bernie and Art to the afternoon's activity, which would engage us in thinking about what would be involved in translating such conceptions into educational practice in a meaningful way in a high school setting.

Basic -- but often unattended to -- questions. Dan began by reminding participants that one of the central purposes of the conference was to encourage greater thoughtfulness amongst us concerning the place of spirituality in the life of our schools. This involves asking a number of very different questions:

1) What kind of spirituality (if any) -- spirituality in what sense? -- would it be desirable and appropriate to incorporate into our school's mission? This question that may be all the more difficult in the context of a pluralistic institution.

2) If spirituality is to figure in our mission, in what way will it fit in? For example: a) are we interested in teaching students "about" it, in acquainting them with it? Or do we see it as part of our mission to cultivate spirituality in them?, and b) is our interest in spirituality one of many educational aims, with which it is on a par? Or is spirituality at the heart of the school's mission?

3) Given an answer to questions 1 and 2, how might we thoughtfully organize the school to support its aims in this area?

For a variety of reasons, Dan suggested, such questions rarely attract the kind of sustained thinking that he feels they deserve. More often than is desirable, we find in schools:

a) Educational activities (like Tfillot, or Jewish history, or Text Study) uninformed by any clear aim or sense of purpose;

b) Aims articulated in mission-statements which, if at all represented in the life of the school, are not meaningfully embedded in educational practice. The practices that are in theory designed to achieve these aims are often weakly connected to them and are sometimes counter-productive.

c) Lip-service to educational aims which are not genuinely identified with by critical stake holders, the teachers.

In contrast to this (alleged) reality, Dan characterized a "vision-driven school" as an institution which is organized around a clear and compelling vision or sense of purpose, which is meaningfully embedded not just in the curriculum but in the totality of school-life -- in its social organization, in its hiring practices, in the lunchroom, etc.

Exemplifying a vision-driven institution. Dan tried to exemplify a vision-driven institution with the help of John Dewey's turn-of-the-century school in Chicago. This was a school systematically organized around Dewey's vision of what human beings, both as individuals and as a community, are like at their best.

Dan emphasized two features of Dewey's view, the first being Dewey's ideas about the relationship between the individual and the community. In Dewey's view, social life should be organized so that everyone's work is congenial to his/her aptitudes, a source of personal growth, and a contributor to the well-being of the community. Work should not pit us against one another, but should bring us together. In the ideal community, there is room for individuality (we all work and grow in different ways), but all of us contribute to the life of the community.

A second powerful Deweyan ideal is that of "life-long learning", which Dewey understood on the model of scientific learning that involves identifying a problem, formulating an hypothesis, developing a test for the hypothesis, and then, through observation of the test, reconsidering the hypothesis. For Dewey, scientific thinking had enriched our grasp of the natural world, and now it was time to apply it to human affairs.

Dan went on to show how these ideas were deeply embedded in the life of the Dewey school, beginning by reconstructing a cooking-class in the Dewey school. Whereas cooking-classes in other kinds of schools are often associated with learning about nutrition or "becoming a good housewife", in the Dewey school it was an arena in which to serve the school's fundamental purposes.

It's not just that cooking (without recipes!!) became a vehicle of learning scientific method, but that the cooking activity was embedded in a social context: the challenge was to prepare a meal for another class that had been invited for dinner. Some cooked, some made menus, some priced foods, some shopped, etc.: in the spirit of Dewey's ideal, each had a meaningful, growth-inducing responsibility, but each was also contributing to the life of the community.

After trying to mine that example, Dan invited members of the group to reflect on how the attitudes and skills associated with scientific method might be encouraged in the Dewey school in a variety of contexts (other than cooking or science class); together we began considering the potentialities of an English class, shop-class, Tfillot, grading-policies, etc. for the cultivation of the habits of mind associated with scientific thinking.

Relevance to us. Concluding his presentation, Dan stressed that to have "a serious aim" is to have an aim in which one really believes, one of the proofs being that one makes a systematic effort to enable it to live in a rich way in the culture, the curriculum, and the pedagogy found in the school. The relevance to us is this: can we do with spirituality what Dewey did with his guiding ideals? That is, what would our schools look like if we took Jewish spirituality (in any one of its significant meanings) as a central aim and set out to embed it meaningfully in the life of our schools? This was to be the challenge of our next session.

TRANSLATING SPIRITUALITY INTO EDUCATIONAL PRACTICE

The challenge of this activity was to imagine what a school might look like in a variety of arenas (tfillot, grading, science class, physical education, hiring policies, etc.), were it to take one or the other conception of spirituality we had been examining as a guiding ideal. Armed with some guide-question, we worked for close to an hour in a number of small sub-groups, each organized around one of the thinkers we had examined. At the end of the session, the groups had a chance to compare the schools they had imagined.

What these groups accomplished will be exemplified by looking at the work of one of the sub-groups, a group which happened to focus on the Sfat Emet's conception of spirituality, as articulated by Art (and interpreted by them). The group began by articulating some core-concepts they associated with the Sfat Emet. These included: God is everywhere; it's possible to get close to God; the emotional life is, must be, linked to the ethical; Mitzvot are vehicles of attaching ourselves to God. This sub-group also identified itself as sympathetic to Robert Coles' idea that in trying to become more spiritual the challenge is to empty ourselves of all the clutter that's in us and that's bombarding us.

Against this background, this group described a school with the following features:

Admissions/hiring. In admissions and hiring decisions, they would be more concerned with attitudes than with skills. In the hiring of teachers, they would be on the lookout for teachers who bring an interest in and openness concerning their own spiritual experience and are capable of encouraging the same in others; they would be individuals who are themselves deeply appreciative of nature.

Evaluation. There would be no testing or grading in the school, at least as conventionally understood. The great challenge would be to assess whether the students are growing beyond the materialistic into a more

spiritual mode of being that includes creativity and contemplation. The school would rely on portfolios to assess students' progress on their personal journeys.

Science. Embedded in the science classroom will be the idea that God is in nature and opportunities to marvel at the sacredness of the natural realm. It may be that science-class will begin with an appropriate Brachah to signify that we are entering into a realm where God's glory can be encountered.

Tanach/Bible. The Bible will be studied as a record of the spiritual journeys of our ancestors and as a source of models of relations among human beings [and between human beings and God?]. Shabbat, the day on which (according to the Sfat Emet) we can experience the Divine Light in a way that is impossible on the week days, will be strongly emphasized in the life of the school.

Athletics. The athletic program will be designed to offer opportunities for serious togetherness (as in crew!) and for solitariness in nature (perhaps long-distance running).

Architecture. A glass-enclosed square building in the heart of a powerful natural setting.

A question arose concerning whether this school would hire Maimonides, i.e., a praiseworthy individual representing a different perspective on spirituality. This matter was left open.

Reflecting on the translation exercise. Our reflections on this exercise brought forth a number of points:

1) The clearer the conception of spirituality that we were trying to translate -- that is, the better able we were to identify the constellation of attitudes, skills, dispositions, understandings, etc. that we hoped to cultivate -- the easier was the translation activity. In the absence of such clarity, effecting the translation was next to impossible.

2) The exercise might have been more successful if, instead of leaping to the question "What would practice look like if we accepted this conception of spirituality?", we had first asked some intermediate questions -- questions like: if you take this or that conception of spirituality as a guide, what would the ideal product of a Jewish education look like? What would a spiritual person look like?

3) In addition to having a clear conception of spirituality, the exercise also required having an explicit or implicit perspective on the nature of the student -- a perspective that reflects views on human nature and on the student's cultural background and circumstances. For example, do we assume that children already have spiritual hungers of one kind or another, and that our job is to awaken or discover them? Or, do we assume that there is no pre-existing spiritual impulse already in the child, and that part of the educator's job is to implant it? etc.

CONCLUDING THE DAY

Routes to a deeper understanding of spirituality. As we moved into the last phase of our conference, we took note of the two very different routes we had taken in trying to deepen our understanding of spirituality. One of them asked us to look at classical perspectives (in Maimonides and Hassidism) that suggested insights concerning the nature or and road to a rich spiritual life, as well as languages for articulating spiritual concerns. b) The other -- more inductive, experiential route -- invited us to unearth and reflect on spiritual experiences we've had and to listen to others describing theirs, as a way of becoming clearer in our own minds and hearts about how the spiritual fits into our own lives. The hope animating the conference is that each of these routes will enrich the other, as we work towards understandings of spirituality that will be relevant to ourselves and our institutions.

The place of spirituality in our schools re-visited. The last session brought further reflection on the rightful place of spirituality in our schools. In this context, a question was raised concerning the possible dangers of emphasizing spirituality in the secondary schools. Concerns mentioned included the following: 1) the danger of intruding on the privacy of students; 2) taking time and resources away from other important school agendas; 3) if we do it badly, we not only waste valuable resources, but we may do harm to our students, to the cause of spirituality, and to the morale in our institution; 4) is it possible in a pluralistic setting to ground someone meaningfully in any single conception of spirituality?

While these concerns were taken seriously, they evoked the strong reiteration on the part of some that spirituality must remain central to -- the heart and soul of -- secondary schools.

Is text-study an effective vehicle of nurturing spiritual growth in pluralistic settings? In response to the question (see above) about how to nurture spirituality in a pluralistic setting, one person, basing his comments on experience, voiced skepticism about the idea, sometimes expressed, that the encounter with Jewish texts will of itself help address the spiritual concerns of students. Another member of the group responded by noting that for some individuals the encounter with texts does seem to be spiritually rewarding, and he noted the powerful role that text-study played for one of the graduates we spoke with the night before. Another noted Soloveichik's report that after suffering a succession of painful losses, it was only the daily encounter with classical text (where, in reading the commentators, he felt he encountered his companions) that kept him going.

More generally, someone wondered whether the right question might be not "Does Text-study address us spiritually?", but "Under what conditions might Text Study address students spiritually? What pedagogy, what texts, what role-models, what social context, what state of readiness, etc. might need to be in place for Text Study to be a spiritually rich experience?"

Next steps in our institutions?? As we thought about what, if anything, we should do differently when we go back to our institutions, one person cautioned against rushing to implement anything very different too quickly. This person felt that we need to do some more thinking about the nature of spirituality and especially about its place in transdenominational settings. We need, he suggested, to continue the conversation we had launched.

Someone else suggested that "to implement or not to implement" needn't be thought of as an All-or-Nothing proposition. Even if it's true that we're not ready to do any systematic implementation at this point, the questions, concepts, and insights that had been at the heart of these two very intense days would probably begin to transform the way we looked at the practices and missions represented by our institutions and to infuse the way we approached things. Perhaps in the short-run, this was enough.

To this someone added that perhaps the most important immediate thing we could do was to follow Robert Coles' advice, and to begin by listening carefully to the spiritual concerns, questions, and experiences of those who make up our school-communities -- the students, the teachers, the students' families. For at least some members of our conference, this kind of listening to our own spiritual voices, to the voices of recent graduates, and to the voices of other participants at the conference had been one of the more important elements of our work together. Perhaps it should be encouraged back home! This might involve creating contexts that would, without violating anybody's privacy, invite individuals that make up these constituencies to begin talking about such matters without the embarrassment that we had earlier discussed.

Next steps for us. After filling out conference evaluations, we went on to discuss next steps for our own group. There seemed to be a lot of enthusiasm for the group and excitement about how far we had come. Several people expressed their sense that this topic requires more attention, rather than moving on to something else. We discussed the possibility of meeting again in the summer or after the Chaggim. At the very end, someone lauded the conference for the sense of intimacy that had been established and urged that in growing the group we be careful not to lose this sense of closeness. He also suggested that to forward our work it may be valuable for some readings to be sent out for study before our next conference. People seemed sympathetic to these suggestions, as well as to the suggestion that in whatever ways seemed appropriate they should try back home to continue using the questions we had been thinking about as tools for inquiring into the mission and reality of their own institutions.

Spirituality

רוחניות

Arthur Green

Spirituality as an essential value of the Jewish tradition is a striving for the presence of God and the fashioning of a life of holiness appropriate to such striving. As such, the spiritual life that stands at the center of Judaism is the shared goal of biblical priest and prophet, of Pharisee and Essene sectarian, of Hellenistic contemplative and law-centered rabbi, of philosopher, halakhist, kabbalist, and *hasid*. Among these there are vast differences of opinion as to precisely how life in the presence of God is to be defined and achieved, but all would assent to the importance of this value. Postbiblical Judaism has striven to cultivate in ordinary human affairs the quality of holiness that was originally associated with sacred space and time, the temple precincts, and the holy days. The notion of the entire people of Israel as a "kingdom of priests" (Ex. 19:6) is essential to the Pharisaic transformation of biblical religion and stands at the center of any Jewish religious self-definition.

The definition of spirituality proposed here does not coincide with *ruḥanīyut*, the Hebrew equivalent of the term *spirituality*. This Hebrew term, not found in the Bible or in early rabbinic speech, is an artifice of the medi-

eval translators, first created to express philosophical and scientific concepts that were Hellenic in origin and taken over only afterward by kabbalists and pietists to describe a religious ideal that by then was a thorough amalgam of the spiritual legacies of Israel and Greece. Spirituality in the Western sense, inevitably opposed in some degree to "corporeality" or "worldliness" (all apologetics to the contrary notwithstanding), is unknown to the religious worldview of ancient Israel and is a latecomer, though an important one, among the elements that comprise the religious legacy of medieval and later Jewry.

The appreciation and cultivation of those ways of living, including inward states, in which the divine presence is most to be felt takes many forms in the history of Judaism. The rabbinic admonition that *ruaḥ ha-kodesh* (the holy spirit) is the culmination of a long series of moral and religious virtues becomes standard fare in the Jewish moral curriculum. Such influential later moralistic works as Ḥayyim Vital's *Sha'arei Kedushah* (Gates of Holiness) or Moses Ḥayyim Luzzatto's *Mesillat Yesharim* (Path of the Upright) begin their instruction with such "outer" virtues as patience, modesty, discipline, and the conquest of anger, only afterward moving toward those more esoteric aspects of training that lead to the evocation of God's presence. Many a Jewish moralist has deprecated the search for "religious experience" altogether, claiming that such a quest is in itself only a subtle form of pride, inappropriate to the true goals of holy living. While both spiritual and material blessings are frequently promised as a reward for faithfulness, the higher path has always been seen as that which "serves not in order to receive reward" (M. Avot 1:3). For some authors, even the reward of "gaz[ing] upon the beauty of the Lord" (Ps. 27:4) itself is seen as a reproachful goal.

The style of Jewish spiritual life has always found its common expression in the deed, meaning specifically the commandments of the Torah as amplified by the classical halakhah. The formulations of mystical or pietistic spirituality often grow out of the halakhic institutions themselves, as in the relationship between sanctifying the act of eating and the dietary laws of *kashrut* or "building a palace in time" (cf. Abraham J. Heschel, *The Sabbath*) and the institution of the Sabbath. In these cases the halakhah is the soil in which the spiritual expressions take root. In modern times, all attempts to build a spiritual life on the foundations of Judaism have had to contend with the issue of halakhah. A certain unfortunate polarization may be seen in such attempts, in which those committed to halakhah lose their spiritual focus in the great struggle to preserve the forms of traditional Jewish piety while the nonhalakhic (the primary example here is the kibbutz movement) drift toward secularism. The possibility of a heterodox or nonhalakhic Jew-

ish spirituality, such as is powerfully evoked by the writings of Martin Buber, is only in our generation beginning to move toward realization.

While all of the commandments are capable of spiritual interpretation, it is especially around the act of prayer that Jewish spiritual teachings have tended to cluster. Some teachings offer interpretations of the prescribed liturgy or instructions for prayer as contemplation, turning the essentially public and communal act of group worship into a meditative exercise in which the individual, even in the midst of a congregation, is alone with God. Others have added the practice of *hitbodedut*, solitary concentration on the presence of God, as a separate discipline. Spiritual masters of various ages, including kabbalists such as Abraham Abulafia and Hayyim Vital, and such Hasidic masters as Nahman of Bratslav and the leaders of the *Habad* school, have each offered their own instructions for the meditative art. It should be noted, however, that rationalist as well as kabbalist versions of Judaism contain a commitment to the spiritual life. Maimonides' description of the love of God as "a great and exceeding love, so strong that one's soul shall be knit up with the love of God and one should be continually enraptured by it, like a love-sick individual, whose mind is at no time free from his passion" (MT Teshuvah 10:3), as well as the beatific vision with which he concludes his *Guide of the Perplexed*, bear ample witness to the fact that Jewish philosophy bears within it a contemplative ideal fully as intense as that of the kabbalists.

The love and fear of God, as well as the proper balance between the two, comprise the emotional groundwork of Jewish spiritual strivings. Each of these has several aspects, as articulated by Jewish moralists, and the subtle gradations within them fill many a treatise on the spiritual life. Love of God may range from a lowly love of divine reward for doing good to a lofty and pure basking in God's presence or to an utterly unselfish sense of fulfillment in following his will. A sense of deep longing for utter absorption within divinity, including an annihilation of the separate self, is also frequently to be found in the teachings of Jewish mystics. The fear of God includes both fear of wrath and punishment, at the lowest end of the spectrum (said by some to be an entirely improper motivation for religious behavior), and a trembling and awestruck sense of divine grandeur, the emotion most associated with the thunderous presence of God at Sinai, surely the greatest single paradigm in the tradition for later religious experience. The psalmist's "rejoice with trembling" (Ps. 2:11) might be said to be especially characteristic of Jewish piety; the awesome and overwhelming presence of God is occasion for exaltation rather than terror. Awe and intimacy tend to go hand in hand in the life of Jewish piety: the object of worship may indeed be the

king of kings, majestic emperor of the universe, but the worshiper is that king's beloved child or faithful servant, one whose plea the king will never spurn. A sense of being "at home" in the king's palace, including an ability at times to argue with him and challenge what seems to be divine injustice, is an ancient part of Israel's spiritual legacy.

Acceptance of the love of God bears with it a willingness to suffer for the sake of that love. *Kabbalat yissurim be-ahavah*, the acceptance of suffering in love, is a long-standing virtue in the world of Jewish spirituality. The challenge to divine justice is usually taken up for the sake of others; for one's own life, a joyous resignation to God's will is seen as the proper attitude. This was especially the case in those ages when suffering and martyrdom for God's sake were a common experience among Jews, but is applied in all ages to the universally known pains of illness, death, and loss. Israel serves as God's witness in the world; its testimony is significant only because it has known suffering as well as goodness at his hand. The witness of those who have known such pain is tortured, and in modern times even ambivalent, but the affirmation that emerges from it is profound and not easily contradicted.

The love of God also calls forth a love of God's creation, and specifically a love of all humans, who are created in his image. There is also a special sense of love and mutual responsibility among Jews, *ahavat yisra'el*. At its best this specific love, like that within an extended family, is expansive rather than exclusive. The love of God's creatures calls for a sense of responsibility in the realm of human affairs, compassion for the oppressed and the poor, and a willingness to serve as peacemaker within the human community. Judaism's commitment to the reality of this world, rooted in the demands of Israel's ancient prophets, does not allow for a spirituality of an entirely otherworldly character. The only true test of one's love of God is one's ability to share in the love of God's creatures. Only in human community are the virtues learned in spiritual training made real. The careful balancing of worldliness—including the commitment to halakhic responsibility—and inwardness is perhaps the most clearly distinguishing mark of Jewish spirituality. The fact that Jewry has no special class of "religious" to devote themselves wholly to spiritual pursuits, but rather demands both the life of holiness and the responsibilities of family and worldly sustenance from all its folk, lends reality to this sense of balance. The ultimate spiritual and parental models here are Abraham and Sarah, showing the love of God to others and bringing them "under the wings of the *Shekhinah*" (divine Presence) and thereby enriching their own lives with God as well.

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- Arthur Green, ed., *Jewish Spirituality*, 3 vols. (1985).
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Lawrence Kushner, *The River of Light* (1981).

The National Jewish High School Leadership Seminar
JEWISH SPIRITUALITY AND SECONDARY EDUCATION CONFERENCE
Cambridge, MA ❖ March 8 – 9, 1998

SCHEDULE

SUNDAY, MARCH 8

- | | |
|---------------|---|
| 9:00 - 9:30 | Registration and coffee |
| 9:30 - 11:15 | Introductory Session: Concepts, Issues, Questions

Led by: Rabbi Daniel Lehmann
Headmaster, New Jewish High School of Greater Boston |
| 11:15 - 11:30 | BREAK |
| 11:30 - 1:00 | Encountering a Powerful Conception of Spirituality

Led by: Dr. Bernard Steinberg
Executive Director, Harvard-Radcliffe Hillel |
| 1:00 - 1:45 | LUNCH |
| 1:45 - 3:00 | Further Developing and Reacting to Conception #1 |
| 3:00 - 4:30 | BREAK |
| 4:30 - 6:30 | Spirituality and Adolescence

Led by: Dr. Joseph Reimer
Associate Professor of Jewish Communal Service, Brandeis University |
| 6:30 - 7:30 | Listening to the Voices of Recent Graduates
RECEPTION & HORS D'OEUVRES |
| 7:30 - 8:30 | DINNER |
| 8:30 - 9:45 | Informal Small Group Activity |

MONDAY, MARCH 9

8:00 - 8:30 BREAKFAST

8:30 - 9:00 Review Proceedings of Day 1

9:00 - 11:30 Encountering a Second Powerful Conception of Spirituality

Led by: Dr. Arthur Green

Philip W. Lown Professor of Jewish Thought, Brandeis University

11:30 - 11:45 BREAK

11:45 - 12:30 On Taking an Aim Seriously

Led by: Dr. Daniel Pekarsky

Professor of Educational Policy Studies, University of Wisconsin & CIJE Consultant

12:30 - 1:15 LUNCH

1:15 - 3:15 Translating a Conception of Spirituality into Educational Practice

3:15 - 3:30 BREAK

3:30 - 4:15 The Personal and the Professional: Reflecting on the Encountered Conceptions of Spirituality

4:15 - 5:00 CONCLUDING SESSION

CONFIDENTIAL – FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: April 6, 1998

DATE MINUTES ISSUED: April 29, 1998

PARTICIPANTS: Karen Barth, Gail Dorph, Nellie Harris, Cippi Harte, Jessica Holstein (secretary), Barry Holtz (via telephone), Karen Jacobson

CC: Shahrazad Ahmed, Pearl Beck, Sarah Feinberg, Adam Gamoran, Ellen Goldring, Alan Hoffmann, Elie Holzer, Megan Ifill, Lisa Malik, Mort Mandel, Dan Pekarsky, Lester Pollack, Nessa Rapoport, Susan Stodolsky, Furman Thomas, Chava Werber

Agenda:

- Minutes
- June Board Meeting
- Budget
- Professors
- Economics of Jewish Education
- Workplan Meeting
- Gil Graff
- Staff Retreat
 - a) debrief
 - b) next
- NJPS/Indicators
- Pesach
- Susan Cane
- JEWEL Meeting
- Rabbinic Education Conference
- Board Pesach

I. Minutes

March 16 and March 19 staff meeting minutes and assignments were reviewed, corrected and accepted.

II. Alverno College

GZD asked staff for dates in May for meeting with Alverno College operations person.

III. Chairman's Council

Chairman's Council breakfast has been scheduled for June 11.

IV. June 23 Board Meeting

1. An afternoon program was discussed for the June 23 Board meeting on how CIJE is creating a revolution in teacher training with presentations on the following:

- TEI
- Shearim
- Torah Umesorah

Possible attendees include:

- TEI graduates on how their work has been impacted by TEI
 - Shearim
 - Dovid Bernstein and EH on TEI for Torah Umesorah
2. Another possible topic is the Economics of Jewish Education if Hank Levin is available. He is currently trying to arrange his schedule to be able to attend.
 3. The Forum needs to be on the agenda.
 4. Pearl Beck to present a brief update on Lay Leadership Research.

V. August 13 Board Meeting

Synagogue Change and Change Think Tank to be presented at the August Board meeting when Lisa Malik can attend.

Work plan 1999 to August Board meeting agenda. KAB suggests that 1999 budget be an 18-month budget from January 1999 through June 30, 2000. MLM, LP, and KAB will meet in late August with MPP Board, and a rough 18-month budget will be needed.

The following items also might part of the August Board meeting:

- First draft of JEWEL strawman
- CFWW
- Introduction of new hires

VI. 1998 Budget

KAB reported that budget would be re-cast to make it more readable when we find an outside person to do our books. We are looking for a bookkeeper and an accountant. Suggested names should be given to KJ.

Assignment: KAB, KJ to meet about outsourcing bookkeeping and accounting services.

VII. Professors

The Professors Seminar will be held from Tuesday, June 16, 1:00 pm to Friday, June 19, 12:00 noon. There will be no Shabbat program. BWH will arrive on Sunday, June 14. BWH reported that he is following up with professors before Pesach and that Moti Bar-Or and Melila Eshed-Hellner are coming as Judaica faculty.

Assignment: GZD, BWH to discuss June Professors (i.e., Moti and Melila, Change Think Tank).

BWH reported that Fran Jacobs is not coming, so Early Childhood will not be on the program. Barbara Schneider is hopefully coming, but AG and EG are not coming, so we will probably not do Indicators. It was decided that DNP should be asked to hold a second Think Tank meeting during the Professors and have Professors attend.

Chauncey is not available for the June Professors. SDF is currently looking for a site in the New York area, near an airport. It will be decided later which staff should attend, but seminar should be budgeted for all full-time staff attending.

VIII. Economics of Jewish Education

There is meeting today with Hank Levin at 1:00 pm to further review the plan for this research project. The discussion outline for the meeting was reviewed.

IX. Gil Graff

It was discussed that we might like to invite to the April 29 Change Think Tank meeting.

X. Work Plan Meeting

There is a work plan meeting tomorrow, April 7, from 1:30 to 3:00 pm.

XI. Pesach

The memorandum on CIJE's Pesach food policy has been distributed, and should go into the office manual for next year. It was suggested that a memo be sent out to the Board with Pesach greetings.

Assignment: CW to send out memo with Pesach greetings to Board.

XII. NJPS/Indicators

Bethamie Horowitz will be CIJE's representative to the National Jewish Population Study. She will interview staff for 4 to 5 days to find out what they think is important to be measured, and she will prepare a paper for staff review. The NJPS meeting is on May 18, and Jim Schwartz, Bethamie and KAB will meet in May, after the May 18 meeting. NJPS work falls under the Indicators budget. Bethamie has also agreed to start working in the fall on a paper on "The State of the Art in Measuring Jewish Identity" for the Indicators Project.

XIII. Susan Cane

KAB reported that Susan Cane, a consultant, will be coming to the staff meeting on April 13 to discuss helping us with internal management issues. Her resume will be in staff's boxes today. She is available immediately.

XIV. Staff Retreat

A complete de-brief on the staff retreat will be on the agenda for next week's staff meeting. A 1 to 2 day retreat was discussed for the end of May to be devoted to the work the consultant is doing with us. Tuesday and Wednesday, May 26 and 27 were set as tentative dates, and it was suggested that the retreat be held at KAB's summer house, or at Union or Baruch if it is only a one day retreat. The 1999 work plan will also be on the agenda.

CONFIDENTIAL

CIJE ASSIGNMENTS

Staff Meeting Assignments April 6, 1998

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	KAB, KJ to meet about outsourcing bookkeeping and accounting services.	KAB, KJ	4/6/98	
2.	GZD, BWH to discuss June Professors (i.e., Moti and Melila, Change Think Tank).	GZD, BWH	4/6/98	
3.	CW to send out memo with Pesach greetings to Board.	CW	4/6/98	
4.	PCH to reschedule May 7 JEWEL meeting with MLM's office.	PCH	3/19/98	
5.	PCH, KJ to meet with candidate for recruiter position.	PCH/KJ	3/19/98	
6.	KAB, GZD to meet with Ellen Mazer.	GZD/KAB	3/19/98	
7.	KAB, GZD to meet with Belda Lindenbaum.	GZD/KAB	3/19/98	
8.	KAB to give 1998 budget update at April 1 staff meeting.	KAB	3/19/98	4/1/98
9.	JSH to contact CAPE to hold hotel reservations for CIJE staff for November 5 to 19 in Jerusalem.	JSH	3/16/98	
10.	NH to contact Hank Levin to invite to June Board Meeting.	NH	3/10/98	
11.	BWH to call Deborah Ball, Sharon Feiman-Nemser, Bill Firestone, Deborah Kerdeman, Barbara Schneider, Ken Zeichner regarding June Professors Seminar.	BWH	3/10/98	
12.	GZD to distribute to staff notes from Bob Kegan's Harvard Seminar presentation.	GZD	2/24/98	
13.	KAB to meet with CAPE in Israel in April.	KAB	2/17/98	4/26/98
14.	GZD to update John Colman about Indicators discussion at December Board Meeting.	GZD	1/26/98	
15.	GZD to set a date for Alverno College operations person to come to CIJE.	GZD	1/26/98	
16.	JSH to book air reservations to Jerusalem for week prior to GA.	JSH, KJ	1/26/98	
17.	KAB, KJ to discuss clippings file.	KAB, KJ	1/26/98	

CONFIDENTIAL – FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: April 13, 1998

DATE MINUTES ISSUED: April 29, 1998

PARTICIPANTS: Karen Barth, Gail Dorph, Cippi Harte, Jessica Holstein (secretary), Karen Jacobson

CC: Pearl Beck, Sarah Feinberg, Adam Gamoran, Ellen Goldring, Nellie Harris, Alan Hoffmann, Barry Holtz, Elie Holzer, Lisa Malik, Mort Mandel, Dan Pekarsky, Lester Pollack, Nessa Rapoport, Susan Stodolsky, Furman Thomas, Chava Werber

I. Staff Learning

KJ led staff learning with various sources on the Hagadah on the issues of creation of a leader and leadership/"followership".

II. Minutes

March 16 and March 19 staff meeting minutes and assignments were reviewed, corrected and accepted.

III. Change Think Tank

It was reported that Gil Graff cannot attend Change Think Tank.
Assignment: BWH to talk to DNP regarding Change Think Tank and Professors.

IV. Pre-GA Program

There was a discussion of hotels and air travel needs for the pre-GA program in Israel, and a preliminary list of attendees was suggested. It was discussed that GZD should attend institute on "Training for Leadership in the Jewish World" November 12-16.
Assignment: JSH to contact travel agents regarding air travel for pre-GA program.

V. Alverno College

GZD to attend April 23 visiting day and meet with Mary Diez about her coming to visit CIJE. EH is interested in attending June program at Alverno.

VI. Board Meeting

June 23 proposed agenda:

- Economics of Jewish Education (?)
- Forum
- 1998 Work plan review/1999 Work plan preview
- Lunch
- Teacher Education
 - TEI
 - Shearim
 - Torah Umesorah
- Updates
 - Lay Leadership Research

For the Teacher Education discussion, GZD could invite Devorah Steinmetz, 2-3 TEI people and possibly Dovid Bernstein. It was raised that possibly SDF should sit in on Teacher Education section of Board meeting. Another suggestion for the afternoon program was to present all consultations to the Board, e.g., Machon L'Morim, etc.

Assignment: GZD to develop a couple of plans for Teacher Education Board presentation.

LM, DNP to be contacted regarding attendance at August 13 Board Meeting.

VII. Economics of Jewish Education

It was discussed that a lead researcher is needed and that we may need to wait till the end of the year.

Assignment: KAB to call Hank Levin.

VIII. Staff Retreat

Staff retreat dates May 26-27 were confirmed. EH and DNP to be invited, Susan Cane to attend and probably no support staff will come. Meeting and accommodations at KAB's summer house were discussed, as well as additional nearby accommodations and how to deal with the catering and food issues.

Assignment: KAB, KJ to discuss logistics for May staff retreat.

The August staff retreat was rescheduled to August 5-6. EG will be in New York the week of August 3, and one day of staff retreat to be devoted to JEWEL.

Assignment: KJ to email consultants about August 5-6 staff retreat.

IX. Schedules

Schedules for upcoming meetings, staff travel and vacations were discussed.

Assignment: JSH to revise and distribute CIJE calendar.

X. Forum

KAB reported that she spoke with MLM and LP regarding the Forum. It is possible that a smaller conference would be held in the spring of 1999, and the Forum would be held in the spring of 2000. It was decided that the planning committee needs to meet on this issue, and that a Board conference call may be need to make a final decision.

XI. Recruiting

KJ gave a brief report on incoming resumes in response to ads, and schedule of publication of additional ads. There was a discussion about how to network to find candidates.

XII. Lay Leadership Research

Various cities were mentioned for the Lay Leadership Research Pilot, including Cleveland, Baltimore, Boston and Miami, and it was decided that Cleveland should be the first city for the pilot.

CONFIDENTIAL

CIJE ASSIGNMENTS

Staff Meeting Assignments April 13, 1998

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	BWH to talk to DNP regarding Change Think Tank and Professors.	BWH	4/13/98	
2.	JSH to contact travel agents regarding air travel for pre-GA program.	JSH	4/13/98	
3.	GZD to develop a couple of plans for Teacher Education presentation for June Board meeting.	GZD	4/13/98	
4.	KAB to call Hank Levin.	KAB	4/13/98	
5.	KAB, KJ to discuss logistics for May staff retreat.	KAB/KJ	4/13/98	
6.	KJ to email consultants about August 5-6 staff retreat.	KJ	4/13/98	
7.	JSH to revise and distribute CIJE calendar.	JSH	4/13/98	
8.	KAB, KJ to meet about outsourcing bookkeeping and accounting services from an outside organization.	KAB, KJ	4/6/98	
9.	GZD, BWH to discuss June Professors (i.e., Moti and Melila, Change Think Tank).	GZD, BWH	4/6/98	
10.	PCH to reschedule May 7 JEWEL meeting with MLM's office.	PCH	3/19/98	
11.	PCH, KJ to meet with candidate for recruiter position.	PCH/KJ	3/19/98	
12.	KAB, GZD to meet with Belda Lindenbaum.	GZD/KAB	3/19/98	
13.	BWH to call Deborah Ball, Sharon Feiman-Nemser, Bill Firestone, Deborah Kerdeman, Barbara Schneider, Ken Zeichner regarding June Professors Seminar.	BWH	3/10/98	
14.	GZD to distribute to staff notes from Bob Kegan's Harvard Seminar presentation.	GZD	2/24/98	
15.	KAB to meet with CAPE in Israel in April.	KAB	2/17/98	4/26/98
16.	GZD to update John Colman about Indicators discussion at December Board Meeting.	GZD	1/26/98	
17.	GZD to set a date for Alverno College operations person to come to CIJE.	GZD	1/26/98	
18.	KAB, KJ to discuss clippings file.	KAB, KJ	1/26/98	

CONFIDENTIAL – FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: April 21, 1998

DATE MINUTES ISSUED: May 8, 1998

PARTICIPANTS: Gail Dorph, Sarah Feinberg, Cippi Harte, Jessica Holstein (secretary), Barry Holtz, Karen Jacobson

CC: Karen Barth, Pearl Beck, Adam Gamoran, Ellen Goldring, Nellie Harris, Alan Hoffmann, Elie Holzer, Megan Ifill, Lisa Malik, Mort Mandel, Dan Pekarsky, Lester Pollack, Nessa Rapoport, Susan Stodolsky, Furman Thomas, Chava Werber

I. Professors

SDF gave the following report on her visit to Pearl River Hilton:

- They work with 2 kosher caterers.
- Room rate is \$130 per night single.
- Meeting space is either \$100 or free.
- Located 45 minutes from Newark airport.

SDF will inform Professors that June seminar will be located there.

BWH led a discussion of June Professors attendees. GZD or SDF to call Professors if BWH does not receive responses regarding attendance.

Assignment: BWH to confirm June Professors attendees by April 30.

Assignment: BWH, GZD to set up phone meeting with Moti Bar-Or.

II. Miscellaneous

NR is returning to work on May 4. BWH is teaching full-time first semester next year at JTS, and second semester he will be on leave and full-time at CIJE through the end of the summer.

BWH reported that CAPE (Shmuel Benalal and the Jerusalem Fellows) and the School for Educational Leadership are moving to a new space on Derech Hevron.

BWH raised for future discussion the issue of informal education (e.g. Ramah) and why CIJE concentrates so much on schools. GZD responded that JEWEL would address this issue.

III. Change Think Tank

Assignment: CW to email list of participants to all staff.

IV. JEWEL

Assignment: PCH to contact KAB in Israel regarding MLM's availability for JEWEL meeting in Cleveland.

V. Schedules

Upcoming meeting schedules were reviewed.

CONFIDENTIAL

CIJE ASSIGNMENTS

Staff Meeting Assignments April 21, 1998

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	BWH to confirm June Professors attendees by April 30.	BWH	4/21/98	4/30/98
2.	BWH, GZD to set up phone meeting with Moti Bar-Or.	BWH, GZD	4/21/98	
3.	CW to email list of Change Think Tank participants to all staff.	CW	4/21/98	
4.	PCH to contact KAB in Israel regarding MLM's availability for JEWEL meeting in Cleveland.	PCH	4/21/98	
5.	BWH to talk to DNP regarding Change Think Tank and Professors.	BWH	4/13/98	
6.	JSH to contact travel agents regarding air travel for pre-GA program.	JSH	4/13/98	
7.	GZD to develop a couple of plans for Teacher Education presentation for June Board meeting.	GZD	4/13/98	
8.	KAB to call Hank Levin.	KAB	4/13/98	
9.	KAB, KJ to discuss logistics for May staff retreat.	KAB/KJ	4/13/98	
10.	KJ to email consultants about August 5-6 staff retreat.	KJ	4/13/98	
11.	JSH to revise and distribute CIJE calendar.	JSH	4/13/98	
12.	KAB, KJ to meet about outsourcing bookkeeping and accounting services from an outside organization.	KAB, KJ	4/6/98	
13.	GZD, BWH to discuss June Professors (i.e., Moti and Melila, Change Think Tank).	GZD, BWH	4/6/98	
14.	PCH to reschedule May 7 JEWEL meeting with MLM's office.	PCH	3/19/98	
15.	PCH, KJ to meet with candidate for recruiter position.	PCH/KJ	3/19/98	
16.	KAB, GZD to meet with Belda Lindenbaum.	GZD/KAB	3/19/98	
17.	BWH to call Deborah Ball, Sharon Feiman-Nemser, Bill Firestone, Deborah Kerdeman, Barbara Schneider, Ken Zeichner regarding June Professors Seminar.	BWH	3/10/98	
18.	GZD to distribute to staff notes from Bob Kegan's Harvard Seminar presentation.	GZD	2/24/98	

19.	KAB to meet with CAPE in Israel in April.	KAB	2/17/98	4/26/98
20.	GZD to update John Colman about Indicators discussion at December Board Meeting.	GZD	1/26/98	
21.	GZD to set a date for Alverno College operations person to come to CIJE.	GZD	1/26/98	
22.	KAB, KJ to discuss clippings file.	KAB, KJ	1/26/98	

CONFIDENTIAL – FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: April 27, 1998

DATE MINUTES ISSUED: May 8, 1998

PARTICIPANTS: Karen Barth, Gail Dorph, Cippi Harte, Jessica Holstein (secretary), Barry Holtz (via telephone), Karen Jacobson

CC: Pearl Beck, Sarah Feinberg, Nellie Harris, Adam Gamoran, Ellen Goldring, Alan Hoffmann, Elie Holzer, Megan Ifill, Lisa Malik, Mort Mandel, Dan Pekarsky, Lester Pollack, Nessa Rapoport, Susan Stodolsky, Furman Thomas, Chava Werber

I. Staff Learning

PCH led staff learning with the following sources:

- “The Young Dead Soldiers” by Archibald MacLeish, Memorial Day reading from the Reconstruction Siddur.
- *The Web Inclusion* by Sally Helgesen, book review from the Servant Leader Newsletter.
- Quote from Theodore Herzl on leadership and the power of ideas.

II. Minutes

April 13 and April 21 staff meeting minutes and assignments were reviewed, corrected and accepted.

III. Blaustein

KAB reported that she will meet with David Hirschhorn in Baltimore on April 30 regarding shifting over some of our grant funds from the Evaluation Institute to the Indicators Project. It was discussed that an annual grant report needs to be written. AG has written such reports in the past.

Assignment: KAB to email AG to ask if he can write grant report for Blaustein.

IV. Staff Retreat

Staff retreat to be held on May 26-27. One day each will be devoted to following agenda items:

- Susan Cane, management consultant report
- 1999 Work plan

It was discussed that consultants should attend if possible, as follows:

- EG – both days
- DNP – both days
- SS – one night, one day for work plan discussion
- PB – one day for work plan discussion

Assignment: KJ to contact EG and SS regarding May 26-27 staff retreat.

V. Susan Cane

It was suggested that Susan Cane interview ADH and BWH, and that EH should received just the instruments.

VI. Sectors/Mandel Institute Board Meetings

KAB reported that the Mandel foundations are being organized into 3 sectors, each with a head whose role will be worked out over time. There is a committee in Cleveland working on this. The sectors are:

- Jewish education (including leadership training for Jewish education)
- Urban renewal
- Leadership and management

A roundtable will be created with lay and professional heads of all of the major programs to help advise the foundation. KAB reported on the last week's Mandel Institute board meetings in Israel.

VII. Baltimore Lay Leadership Program

There was a discussion of the program for senior lay leaders that Lee Hendler and Chaim Botwinick would like CIJE to develop. KAB will meet with them. BWH would work on this program. A rough one-year budget and staff time allocation were discussed for a program with 8 evening sessions. Baltimore would handle all on-site support.

VIII. JEWEL

A. Planning

PCH, GZD and EG met last week, and they suggested that we should move ahead and meet with Steve Hoffman and Mark Gurvis on JEWEL pilot planning, possibly after TEI in Cleveland on May 20 or 21.

Assignment: KAB, GZD, PCH to meet regarding scheduling of meetings for JEWEL planning.

B. Scans

Mike Milstein has agreed to do the educational leadership scan. GZD will meet with Nancy Axelrod in Washington, DC, on May 13 regarding boards of trustees scan; PB to attend. PCH will interview Tom Ference regarding public sector/not-for-profit scan.

Assignment: GZD to contact Ron Heifetz regarding JEWEL business scan.

IX. Torah Umesorah

Torah Umesorah seminar in Israel may be held at the end of June; it is not yet confirmed.

X. Meetings to be Scheduled

The following Cleveland meetings need to be scheduled:

- Community maps – KAB, Mark Gurvis
- PB's research
- Sally Gottesman's research
 - Needs assessment
 - Leadership development
- JEWEL planning meetings

It was suggested that we also should meet with Cliff Baden from PPE at Harvard to brainstorm about JEWEL, and contact the person from Vancouver GZD met at Alverno.

XI. Alverno College

GZD reported on her visit to Alverno College. She met with Mary Diez, director of teacher education, and Austin Dougherty, operations officer. It was suggested that we might want to invite a team from Alverno to present at the Conference on Rabbinic Education. Mary Diez will be in New York on August 17-18. KAB will hold the dates. It was suggested that maybe Anna Richert could be involved in the Alverno consultation.

Assignment: GZD to contact EG regarding August 17-18 visit to CIJE from Mary Diez.

XII. Professors

BWH reported on current list of attendees for June Professors and on his meeting with Moti Bar-Or and Melila Eshed-Hellner. There are 5-6 sessions planned with one session on first and last days, two sessions on each day in between, on the following issues:

- How learning changes people
- Learning and individual change
- Learning and institutional change
- Discussion of expansion of the group

The main theme is educational change. The seminar will also focus on CIJE's work on the Lay Leadership Research and Synagogue Change Research. LM could be on the phone, and hopefully DNP will attend. Staff attending will be KAB, GZD, SDF, and BWH. PB will attend for the part on lay leadership.

Assignment: KAB to contact Hank Levin regarding Board Meeting and Professors.

Assignment: GZD to call Mike Milstein regarding attendance at June Professors.

Assignment: GZD to contact LM regarding Professors.

XIII. Staffing Options

KAB discussed the possibility of asking Sasha Lipman to do a one-year internship at CIJE starting June 1 with funding pieced together from various projects. He could do the leg-work for the creation of a business plan for the CFWW with Nancy Raybin's supervision, work on going out to the institutions to pilot the Economics of Jewish Education, as well as to take 4-5 other things off KAB's plate.

XIV. Board Meeting

- Economics of Jewish Education - If Hank Levin attends.
- Forum – Planning Committee telecon to be held in May.
- Work plan – to come out of May staff retreat.
- Teacher education – GZD to develop by the end of May.
- Updates – PB to give update on Lay Leadership Research.

Individual meetings between staff and board members are needed between now and the board meeting. GZD will talk to John Colman, and maybe KAB should meet with Chuck Ratner. To be discussed further at next week's staff meeting.

XV. TEI

TEI Cohort II graduation will be held in Cleveland on Tuesday night, May 19. CIJE staff and board members in Cleveland will be invited to attend.

XVI. Health insurance

KJ reported on her discussions with the insurance agent regarding changing our health insurance plan. United has a limited roster of doctors, but the cost increase of renewing our Oxford plan is 9.6%. The agent suggests we stay with Oxford, and to lower our cost, we could raise our

deductible from \$250 to \$300 and increase our prescription co-payments from \$5-10 to \$7-20. The decision was to stay with Oxford and review during the year.

XVII. Conference on Rabbinic Education

PCH reported on the attendees for the May 5 planning meeting, and discussed the issue of Orthodox attendance. It was suggested that we talk to Saul Berman and Avi Weiss, who do professional development programs for rabbis, and Steve Shaw, who does rabbinic retreat work at JTS. KAB presented 4 topic areas for the conference:

- Future role of the rabbi – linked to piece on vision of rabbinic education
- Alverno – abilities and assessment
- Adult learning
- “After-sales service” – training of rabbis after rabbinical school

It was suggested that real work, not just presentations, could be done on each of these topics, and perhaps institutions should send teams rather than individuals. Some possible presenters for conference are a team from Alverno College, and Alison Bernstein of the Ford Foundation.

Assignment: KAB to discuss Conference on Rabbinic Education with Shmuel Wygoda.

Assignment: PCH to call Saul Berman.

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CIJE ASSIGNMENTS

Staff Meeting Assignments April 27, 1998

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	KAB to email AG to ask if he can write grant report for Blaustein.	KAB	4/27/98	
2.	KJ to contact EG and SS regarding May 26-27 staff retreat.	KJ	4/27/98	
3.	KAB, GZD, PCH to meet regarding scheduling of meetings for JEWEL planning.	KAB, GZD, PCH	4/27/98	
4.	GZD to contact Ron Heifetz regarding JEWEL business scan.	GZD	4/27/98	
5.	GZD to contact EG regarding August 17-18 visit to CIJE from Mary Diez.	GZD	4/27/98	
6.	KAB to contact Hank Levin regarding Board Meeting and Professors.	KAB	4/27/98	
7.	GZD to call Mike Millstein regarding attendance at June Professors.	GZD	4/27/98	
8.	GZD to contact LM regarding Professors.	GZD	4/27/98	
9.	KAB to discuss Conference on Rabbinic Education with Shmuel Wygoda.	KAB	4/27/98	
10.	PCH to call Saul Berman.	PCH	4/27/98	
11.	BWH to confirm June Professors attendees by April 30.	BWH	4/21/98	4/30/98
12.	CW to email list of Change Think Tank participants to all staff.	CW	4/21/98	
13.	JSH to contact travel agents regarding air travel for pre-GA program.	JSH	4/13/98	
14.	GZD to develop a couple of plans for Teacher Education presentation for June Board meeting.	GZD	4/13/98	5/29/98
15.	KAB, KJ to discuss logistics for May staff retreat.	KAB/KJ	4/13/98	
16.	KJ to email consultants about August 5-6 staff retreat.	KJ	4/13/98	
17.	KAB, KJ to meet about outsourcing bookkeeping and accounting services from an outside organization.	KAB, KJ	4/6/98	
18.	PCH, KJ to meet with candidate for recruiter position.	PCH/KJ	3/19/98	

19.	KAB, GZD to meet with Belda Lindenbaum.	GZD/KAB	3/19/98	
20.	GZD to update John Colman about Indicators discussion at December Board Meeting.	GZD	1/26/98	
21.	KAB, KJ to discuss clippings file.	KAB, KJ	1/26/98	

CONFIDENTIAL – FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: May 21, 1998

DATE MINUTES ISSUED: June 9, 1998

PARTICIPANTS: Karen Barth, Gail Dorph, Nellie Harris, Cippi Harte, Jessica Holstein (secretary), Barry Holtz (via telephone), Karen Jacobson, Nessa Rapoport

CC: Pearl Beck, Sarah Feinberg, Adam Gamoran, Ellen Goldring, Alan Hoffmann, Elie Holzer, Megan Ifill, Lisa Malik, Mort Mandel, Dan Pekarsky, Lester Pollack, Susan Stodolsky, Furman Thomas, Chava Werber

I. Staff Learning

KAB led staff learning with a discussion of *God in Search of Man* by Abraham Joshua Heschel and the notion of awe and Godliness in people, things and events, and perspective as presented in *Powers of Ten: About the Relative Size of Things in the Universe* by Philip Morrison and Phyllis Morrison et al.

II. Minutes

May 4 staff meeting minutes and assignments were reviewed, corrected and accepted.

III. Telecon phone

Following on-going problems, it was decided that the telecon phone will be returned to the manufacturer.

IV. Travel

Problems with World Travel were discussed. It was decided that some staff will try a new travel agent, and if they are satisfied, the organization would switch.

V. Susan Cane

Susan Cane will be in the office on June 15 reviewing instruments and giving feedback on the instruments to support staff. She will also be available in June if staff need any further individual work on the feedback from the instruments. KJ reviewed Susan's proposal with staff to clarify what she will be providing to us. It was reported that Susan has not yet contacted BWH, ADH, and AG.

VI. Torah Umesorah

The date of the Torah Umesorah seminar in Jerusalem has been changed to June 24 to July 1. EH and DNP will not be able to attend. KAB will attend. BWH could be available to attend part of the seminar. GZD may possibly attend. CAPE is a partner in this seminar. The seminar program is as follows:

- Goals seminar – 3 days
- Strategy (led by KAB) – 2 days
- Designing in-service teacher education program – 2 days

Assignment: KAB, GZD, BWH to discuss Torah Umesorah seminar.

VII. Alverno College

GZD reported that Anna Richert would like to attend the meeting with Mary Diez on August 17-18 on Alverno College's educational strategy and how it could help inform JEWEL planning. It was suggested that there should be a separate discussion on administration with Austin Dougherty and Cliff Baden from Harvard.

VIII. Professors

BWH reported on June Professors attendance. DNP will attend. Deborah Ball is not confirmed. LM will attend part of the seminar by phone. Barbara Schneider has not said she isn't coming. BWH reported that he will meet with Moti and Melila on Sunday (May 24) about their topic for Professors, Jewish texts on the issue of change as it relates to the effects of teaching and learning on people. It was discussed that the following staff should attend the Professors seminar in June: KAB, GZD, PCH, BWH, NR (1-2 days), PB (possibly one day).

Assignment: SDF to find out about teleconference capabilities at Professors site.

Assignment: GZD to call Deborah Ball regarding June Professors.

Assignment: GZD, BWH to prepare agenda for June Professors.

IX. Conference on Rabbinic Education

Mary Diez and Margaret Early who is in religious studies at Alverno College could be possible people to talk to about the conference. The issue of Orthodox participation in the conference was also discussed. KAB also reported that Rachel Cowan of the Cummings Foundation would like to meet with the Lilly Foundation with KAB to discuss the Conference on Rabbinic Education.

Assignment: BWH to call Craig Dykstra at the Lilly Foundation regarding meeting with KAB.

X. Staff Retreat

KAB reported on May 26-27 staff retreat times, logistics and agenda, and distributed the 1998 workplan and a draft of the 1999 18-month workplan, which will be needed along with preliminary budget numbers for the MPP meeting in August.

Assignment: All staff to review 1999 workplan and prepare to discuss new projects at staff retreat discussion.

XI. Board Meeting

There will be no board meeting in June since MLM and LP cannot attend. It was decided that all board members should be contacted by phone about the cancellation. It was decided that the new brochure should be included in today's mailing to the Forum Committee with a cover memo regarding cancellation of the June board meeting. Stanley Horowitz is not on the Forum Committee so he will get a separate mailing with the memo and brochure only. The workplan must be presented to the board prior to the MPP meeting in August. Steve Hoffman, Stanley Horowitz and John Colman are on the MPP board. It was discussed that GZD and PCH should go meet with John Colman, Esther Leah Ritz and Lee Hendler in late June or July. KAB to see Stanley Horowitz, Steve Hoffman and Chuck Ratner. It was suggested that CIJE should send something to Esther Leah Ritz at home, following a recent injury.

Assignment: GZD to call John Colman, Esther Leah Ritz regarding June board meeting cancellation.

Assignment: KAB to call Lee Hendler, Stanley Horowitz, Steve Hoffman regarding June board meeting cancellation.

Assignment: PCH to call Chuck Ratner's office regarding June board meeting cancellation.

Assignment: NR to call Gary Wexler.

Assignment: KAB to email Hank Levin regarding June board meeting cancellation and August board meeting.

XII. Communications

NR reported that an update letter was being started for members of the CIJE board, Chairman's Council, consultants and staff. Initially, a monthly letter will be written by NR with information provided by the staff. It was discussed that this should be a letter and not a publication. NR stressed the importance of good and regular communication with the board. The first letter will go out by the end of June.

Assignment: All staff to bring items for update letter to June 2 staff meeting.

NR announced that the new CIJE brochure is now in-house, and dissemination has already begun. As a result, "Current Activities" is being discontinued.

NR reported that there is now a library of publications above SDF's former desk, and staff were encouraged to compile packets with publications as needed.

XIII. Upcoming Schedule

May 26-27 Staff Retreat

June 2 Staff Meeting – KAB to participate by phone.

June 15 Susan Cane – BWH will be in the office.

June 22 KAB leaves for Israel.

August 3 JEWEL meeting (EG, GZD, PCH)

August 4 Synagogue Change meeting

August 5-6 Staff Retreat – August 5 JEWEL consultation

August 10 Board Meeting

XIV. CFWW

Nancy Raybin, a former colleague of KAB's from McKinsey who now does not-for-profit consulting, will be a "planning partner" for CFWW. She has met with JTS, and they would like her to do the strategic planning consultation for JTS in which DNP could also be involved. It was suggested that perhaps Nancy should attend the discussion on change at the Professors seminar.

XV. Forum

The staff will recommend to the Forum committee at the May 28 telecon that the Forum go ahead as planned and that it be held in the spring of 2000. MLM and LP supported the idea.

XVI. Pre-GA

KAB reported on the pre-GA conference call on May 7. There will be meeting here on the pre-GA program on June 8. Shmuel Benalal, Mark Gurvis, Chaim Botwinick and Harley Gross will be here for the meeting, and Linda Blumenthal will participate by phone.

Assignment: JSH to distribute to staff Mark Gurvis's notes from the May 7 pre-GA telecon.

XVII. GA

BWH will probably not attend the GA, but should be kept on the list of attendees for now.

XVIII. Staffing Update

KJ reported that NH has been offered a leadership position at the Temple Israel supplemental school in White Plains, and will be leaving CIJE as of May 22.

XIX. Miscellaneous

KJ asked that staff submit summer vacation requests before the next staff meeting.

It was decided that JSH will handle staff meeting agendas.

Assignment: JSH to distribute new staff meeting/learning schedule.

CONFIDENTIAL

CIJE ASSIGNMENTS

Staff Meeting Assignments May 21, 1998

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	KAB, GZD, BWH to discuss Torah Umesorah seminar.	KAB, GZD, BWH	5/21/98	
2.	SDF to find out about teleconference capabilities at Professors site.	SDF	5/21/98	
3.	GZD to call Deborah Ball regarding June Professors.	GZD	5/21/98	
4.	GZD, BWH to prepare agenda for June Professors.	GZD, BWH	5/21/98	
5.	All staff to review 1999 workplan and prepare to discuss new projects at staff retreat discussion.	All staff	5/21/98	5/26/98
6.	GZD to call John Colman, Esther Leah Ritz regarding June board meeting cancellation.	GZD	5/21/98	
7.	KAB to call Lee Hendler, Stanley Horowitz, Steve Hoffman regarding June board meeting cancellation	KAB	5/21/98	
8.	PCH to call Chuck Ratner's office regarding June board meeting cancellation.	PCH	5/21/98	
9.	NR to call Gary Wexler.	NR	5/21/98	
10.	KAB to email Hank Levin regarding June board meeting cancellation and August board meeting.	KAB	5/21/98	
11.	All staff to bring items for update letter to June 2 staff meeting.	All staff	5/21/98	
12.	JSH to distribute to staff Mark Gurvis's notes from the May 7 pre-GA telecon.	JSH	5/21/98	
13.	All staff to review JEWEL Jewish community scan interview template and return to Sally Gottesman as soon as possible.	All staff	5/4/98	
14.	KAB to email AG to ask if he can write grant report for Blaustein.	KAB	4/27/98	
15.	KAB, KJ to meet about outsourcing bookkeeping and accounting services from an outside organization.	KAB, KJ	4/6/98	
16.	KAB, GZD to meet with Belda Lindenbaum.	GZD/KAB	3/19/98	
17.	KAB, KJ to discuss clippings file.	KAB, KJ	1/26/98	

CONFIDENTIAL – FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: May 4, 1998

DATE MINUTES ISSUED: June 9, 1998

PARTICIPANTS: Karen Barth, Pearl Beck, Gail Dorph, Sally Gottesman, Cippi Harte, Jessica Holstein (secretary), Barry Holtz (via telephone), Karen Jacobson, Nessa Rapoport

CC: Sarah Feinberg, Adam Gamoran, Ellen Goldring, Nellie Harris, Alan Hoffmann, Elie Holzer, Megan Ifill, Lisa Malik, Mort Mandel, Dan Pekarsky, Lester Pollack, Susan Stodolsky, Furman Thomas, Chava Werber

I. Minutes

April 27th staff meeting minutes and assignments were reviewed, corrected and accepted.

II. Miscellaneous

Teleconference phone problems were discussed.

Assignment: KJ to have someone come in to solve telecon phone problems.

Assignment: JSH to document calls from World Travel.

NR has returned from maternity leave.

III. Professors

Hank Levin and Mike Milstein cannot attend June Professors seminar.

IV. JEWEL Scans

There was a discussion about the letter being sent out in advance of phone calls to set up interviews with Sally Gottesman for the JEWEL Jewish community scan of leadership development programs for lay and professional leaders. Overlap with PB's list of people to interview for Lay

Leadership Research was discussed, and it was suggested that during the interviews Sally mention PB's work and that interviewees may be contacted by PB in the future. The list of people to interview was reviewed, and the interview template was distributed.

Assignment: All staff to review JEWEL Jewish community scan interview template and return to Sally Gottesman as soon as possible.

Assignment: KJ to meet with Sally Gottesman regarding support staff needs.

Assignment: KAB to talk to Alan Finkelstein about JEWEL scan.

V. Staff Retreat

There was a discussion of scheduling for the May 26-27 staff retreat in light of Susan Cane's availability on May 27 only. Work plan to be discussed on May 26. Full-time staff plus EH, EG, DNP, PB will attend staff retreat, and SS still needs to be contacted.

Assignment: KJ to confirm with Susan Cane for May 27 staff retreat.

Assignment: KJ to email staff and consultants regarding May 26-27 staff retreat.

VI. Susan Cane

BWH reported that he has not yet been contact by Susan Cane. It was discussed that Susan Cane needs one full day before the staff retreat with staff as a group including support staff to give data feedback on the interviews and instruments. Possible dates for her were May 20, 21 and 27. Staff agreed that they could give part of the day on the May 21.

Assignment: KJ contact Susan Cane regarding who needs to attend at what times during all day data review.

Assignment: KJ to email staff to hold May 21 for data review with Susan Cane.

VII. Board Meeting

LP cannot attend, and there was a discussion of possibly rescheduling the board meeting, otherwise MLM could chair. It was raised that staff should update board members individually since board has not met since March. DNP should also be updated if he attend board meeting. Updates should be done after May 21. It was suggested that a list of the issues to update board members on should be prepared and faxed to board members ahead of calls from staff.

Agenda:

- Economics of Jewish Education – Hank Levin will attend. Thinking still to be done on presentation.
- Forum – Decision on Forum will have been made before board meeting, so discussion will be short. Timetable needs to be mapped out.

- Work plan – There will be an in-depth discussion led by KAB, following staff's work on an 18-month work plan at the May staff retreat. This will be the last opportunity to discuss the work plan with the board before the Mandel board meeting in August.
- Teacher Education – GZD to plan discussion on how CIJE is changing the world of teacher education.

Assignment: KAB to call LP regarding June 23 board meeting.

Assignment: GZD to find out if John Colman will be in New York and set up update meeting to also include KAB.

Assignment: KAB to update Stanley Horowitz, Steve Hoffman, and Chuck Ratner before June 23 board meeting.

Assignment: PCH to update Esther Leah Ritz and Lee Hendler before June 23 board meeting.

Assignment: KAB to distribute draft work plan to staff before May 26-27 staff retreat.

VIII. Forum

A Forum committee telecon will be held on May 28. Three possible plans for the Forum were discussed:

- Forum as planned in 1999 will be difficult due to time constraints.
- Forum to be pushed off one year but otherwise as planned in terms of size, program, etc. with a smaller conference possibly to be held in 1999.
- Series of lay conferences over the next years instead of a large Forum.

Assignment: KAB, GZD, PCH to meet regarding Forum.

Assignment: PCH to give Forum document to GZD.

IX. Conference on Rabbinic Education

A planning meeting is being held on May 5 with heads of the rabbinic schools.

X. Pre-GA Program

Shmuel Benalal is here at CIJE today planning logistics for the pre-GA program with KAB. There will be a teleconference on May 7 to discuss the insides of the program.

XI. Office Safety

KJ reported there are now 4 fire extinguishers in the office: one in the conference room, one in the kitchen, one for electrical fires in the supply room, and one in the HVAC closet. There is a first aid sign in the kitchen indicating the location of the first aid kit.

XII. Filing System

KJ reported that SDF and CW were in the office all day Sunday, May 3 working on the filing system, and they will be contacting staff on filing system needs and files to go to the central files.

XIII. Office Space

KJ discussed office space problems, especially regarding storage of publications. GZD's and BWH's files need to be relocated. SDF is moving to the back area, and the HR assistant will be moving into the back office with PB.

CONFIDENTIAL

CIJE ASSIGNMENTS

Staff Meeting Assignments May 4, 1998

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	All staff to review JEWEL Jewish community scan interview template and return to Sally Gottesman as soon as possible.	All staff	5/4/98	
2.	KJ to meet with Sally Gottesman regarding support staff needs.	KJ	5/4/98	
3.	KAB to talk to Alan Finkelstein about JEWEL scan.	KAB	5/4/98	
4.	KJ to confirm with Susan Cane for May 27 staff retreat.	KJ	5/4/98	
5.	KJ to email staff and consultants regarding May 26-27 staff retreat.	KJ	5/4/98	
6.	KJ contact Susan Cane regarding who needs to attend at what times during all day data review.	KJ	5/4/98	
7.	KJ to email staff to hold May 21 for data review with Susan Cane.	KJ	5/4/98	
8.	KAB to call LP regarding June 23 board meeting.	KAB	5/4/98	
9.	GZD to find out if John Colman will be in New York and set up update meeting to also include KAB.	KAB	5/4/98	
10.	KAB to update Stanley Horowitz, Esther Leah Ritz, Steve Hoffman, and Chuck Ratner before June 23 board meeting.	KAB	5/4/98	
11.	PCH to update Esther Leah Ritz and Lee Hendler before June 23 board meeting.	PCH	5/4/98	
12.	KAB to distribute draft work plan to staff before May 26-27 staff retreat.	KAB	5/4/98	
13.	KAB, GZD, PCH to meet regarding Forum.	KAB, GZD, PCH	5/4/98	
14.	PCH to give Forum document to GZD.	PCH	5/4/98	5/12/98
15.	KAB, GZD, PCH to meet regarding scheduling of meetings for JEWEL planning.	KAB, GZD, PCH	4/27/98	
16.	GZD to contact EG regarding August 17-18 visit to CIJE from Mary Diez.	GZD	4/27/98	
17.	GZD to contact LM regarding Professors.	GZD	4/27/98	

18.	KAB to discuss Conference on Rabbinic Education with Shmuel Wygoda.	KAB	4/27/98	
19.	BWH to confirm June Professors attendees by April 30.	BWH	4/21/98	4/30/98
20.	GZD to develop a couple of plans for Teacher Education presentation for June Board meeting.	GZD	4/13/98	5/29/98
21.	KAB, KJ to discuss logistics for May staff retreat.	KAB/KJ	4/13/98	
22.	KAB, KJ to meet about outsourcing bookkeeping and accounting services from an outside organization.	KAB, KJ	4/6/98	
23.	KAB, GZD to meet with Belda Lindenbaum.	GZD/KAB	3/19/98	
24.	GZD to update John Colman about Indicators discussion at December Board Meeting.	GZD	1/26/98	
25.	KAB, KJ to discuss clippings file.	KAB, KJ	1/26/98	

CONFIDENTIAL – FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: June 2, 1998

DATE MINUTES ISSUED: June 16, 1998

PARTICIPANTS: Karen Barth (via telephone), Gail Dorph, Cippi Harte, Jessica Holstein, Barry Holtz (via telephone), Karen Jacobson, Nessa Rapoport

CC: Pearl Beck, Sarah Feinberg, Adam Gamoran, Ellen Goldring, Alan Hoffmann, Elie Holzer, Lisa Malik, Mort Mandel, Dan Pekarsky, Lester Pollack, Susan Stodolsky, Furman Thomas, Chava Werber

I. Staff Learning

BWH led staff learning with a source from Rambam's *Mishnah Torah*, Hilchot Talmud Torah (laws of studying Torah), Chapter 1, on who is obligated to study and who is obligated to teach.

II. Minutes

May 21 staff meeting minutes and assignments were reviewed, corrected and accepted.

III. Change Think Tank

A debrief was given on the April Change Think Tank meeting, and there was a discussion about integration with the rest of CIJE's work.

Assignment: DNP and NR to develop proposal for sessions and work to be done for Change Think Tank through the end of 1998.
Michael Fullan, Peter Senge, and Michael Hammer were mentioned as good people to talk to about the Change Think Tank.

IV. Board Meeting

The August board meeting has been rescheduled to August 10.
Assignment: KJ, CW to send letter to board regarding meeting date change to August 10 and condolences to Steve Hoffman on the death of his mother.
It was decided that a 2-page written update on JEWEL should go out to the board.

V. Clippings file

It was discussed that support staff should each ask their senior staff about which publications should be scanned for interesting articles which are relevant to our work.
Assignment: NR to create a list of possible publications to be scanned for clippings file.

VI. Forum

PCH reported on the May 28 Forum telecon, and that the Forum committee has agreed that the Forum should be held in 2000. The need for a PR person was raised, and the necessity of crafting an image early on. It was discussed that the marketing piece is crucial. Staff discussed the number of communities we are connected to, e.g. 10 communities through TEI, but we don't have lay component. It was agreed that we need to start now to develop a strategy of whom to meet and when. If we target 10 big communities plus 25 national foundation people, then the rest will come.

VII. Pre-GA Program

JSH reported on flights to Israel in November.

VIII. Update letter

The update letter should be short, timely items to keep the board and others abreast of CIJE's activities.
Assignment: NR to contact point person on each project to get a few sentences on each project for the newsletter.

IX. JEWEL Scans Update

Mike Milstein has finished the education scan. Nancy Axelrod of A.T. Kearney and former director of the Center for Not-for-Profit Management has been hired to do the board scan to be done by the end of June. Dennis Young of the Mandel Center at Case Western has been hired to do the not-for-profit scan to be done by the end of July. Sally Gottesman is currently in the process of conducting the interviews for the Jewish community

scan. We are still looking for someone to do the business scan. KAB has given a list of names to EG to follow up on. By August 3 JEWEL meeting, EG will have a first draft of what we have learned from the scans. PB is adding a question on leadership training to her interviews for her research.

X. Chairman's Council

There was a reminder that the Chairman's Council will be held on June 11.

XI. Staff Retreat

A debrief was given following the May 26-27 staff retreat. At the staff retreat, projects were discussed conceptually and how they are integrated, though there is still no closure on the workplan. "Unpacking" and discussing the insides of projects and the work to be done and feasibility of doing it still needs to be done, and is on the agenda for the August staff retreat.

Assignment: JSH to prepare notes from first day of staff retreat.

Assignment: PCH to have flipcharts from first day of staff retreat typed up.

There was a discussion of various sites for the August staff retreat. Good lighting and ventilation, windows, and comfortable chairs were all seen as important for a suitable site. Distance was also seen as an issue, but it was raised that, despite the distance and expense, it is good to go away from the city once a year.

Assignment: KJ to email Hank Levin about the possibility of holding the August staff retreat at the Kellogg Center at Columbia.

Assignment: All staff to submit suggestions of staff retreat sites to KJ.

XII. Susan Cane

Staff agreed that they think that Susan Cane has a good sense of our organizational issues, but we would like her to have some perspective from the consultants and part-time staff as well.

Assignment: KJ to contact Susan Cane to schedule meetings with BWH and EG, and to ask if she needs Myers Briggs results from staff.

Assignment: KAB to discuss June 15 agenda with Susan Cane, and find out role of the work wheels.

2 committees have been set up, on staffing issues and meeting structure, and will report at the June 12 staff meeting or at the June 15 meeting with Susan Cane.

Assignment: NR, PCH to develop proposal for staff meeting plan.

Support staff need to be informed about what senior staff has decided to do in light of the interview results, and KAB will summarize and present as part of the June 15 meeting.

XIII. Workplan/budget

3 tasks need to be done on the workplan during the summer:

- Decide on a coherent plan of what projects we are doing
- Develop a process for breaking out the insides of projects
- Discussion of the insides of the projects to be done before the August staff retreat.

There was a discussion about the difficulties with last year's template for delineating project tasks, as the projects themselves are very different and the way each person represents the perspective of his/her project is also different. There is a generic set of management tasks for each project, but the contents of the each project are unique. It was suggested that we ask Susan Cane for ideas on this process. It was decided to take 3 different kinds of projects (a training program, a research project, and a publication) and have 3 different staff people create a description of one of the projects. KAB will then compare them and propose the method to be used for all projects.

Assignment: NR to create a description of project tasks for the Professional Development Policy Brief.

Assignment: GZD to create a description of project tasks for JEWEL planning and pilot.

Assignment: KAB to create a description of project tasks for the Economics of Jewish Education.

It was then decided to schedule 2 meetings in July to decide on the list of projects for the workplan and the process for delineating project tasks.

Assignment: JSH to schedule 2 meetings in July on the workplan.

XIV. Research update

LM has made good progress on the Synagogue Change Research. Sally Gottesman is half way through her interviews on the JEWEL Jewish community scan. PB is about to start interviews for the Lay Leadership Research. SS is done with the Professors interviews. Renee Wohl has some information on the TEI interviews.

It was suggested that one research project should be reported on at each staff meeting over the summer. This would fit in to the work NR is doing on developing a way to share information on the work of big projects.

Assignment: KAB to give NR list of research projects.

It was also suggested that the researchers should meet to share their work with us and with each other, though it was recognized that it would be better to bring together researchers after a research director is hired. A report was given on the candidates for this position.

XV. Publications

NR reported that the brochure has arrived, and she is working on dissemination.

XVI. Mark Rosenberg/Internet

Following the last TEI seminar, SDF is moving forward with Mark Rosenberg on linking the TEI graduates via the internet. We are also moving towards developing a CIJE website, and we already have a CIJE domain name on the internet. CGS is coming in this week to work on our internet connection. Mark Rosenberg will move ahead with the website. KJ will coordinate the team of technical people to get the system in place and functioning. SDF is the lead person on the project.

Assignment: KJ, GZD, NR, SDF to meet about CIJE's internet issues (external communication, website, TEI alumni network, etc).

CONFIDENTIAL

CIJE ASSIGNMENTS

Staff Meeting Assignments June 2, 1998

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	DNP and NR to develop proposal for sessions and work to be done for Change Think Tank through the end of 1998.	DNP, NR	6/2/98	
2.	KJ to contact Susan Cane to schedule a meetings with BWH and EG, and to ask if she needs Myers Briggs results from staff.	KJ	6/2/98	
3.	KAB to discuss June 15 agenda with Susan Cane, and find out role of the work wheels.	KAB	6/2/98	
4.	KJ, CW to send letter to board regarding meeting date change to August 10 and condolences to Steve Hoffman on the death of his mother.	KJ, CW	6/2/98	6/2/98
5.	NR to create a list of possible publications to be scanned for clippings file.	NR	6/2/98	
6.	NR to contact point person on each project to get a few sentences on each project for the newsletter.	NR	6/2/98	
7.	KJ to email Hank Levin about the possibility of holding the August staff retreat at the Kellogg Center at Columbia.	KJ	6/2/98	
8.	All staff to submit suggestions of staff retreat sites to KJ.	All staff	6/2/98	
9.	NR, PCH, KJ to develop proposal for staff meeting plan.	PCH, NR, KJ	6/2/98	
10.	JSH to prepare notes from first day of staff retreat.	JSH	6/2/98	
11.	PCH to have flipcharts from first day of staff retreat typed up.	PCH	6/2/98	
12.	NR to create a description of project tasks for the Professional Development Policy Brief.	NR	6/2/98	
13.	GZD to create a description of project tasks for JEWEL planning and pilot.	GZD	6/2/98	
14.	KAB to create a description of project tasks for the Economics of Jewish Education.	KAB	6/2/98	
15.	JSH to schedule 2 meetings in July on the workplan.	JSH	6/2/98	
16.	KAB to give NR list of research projects.	KAB	6/2/98	

17.	KJ, GZD, NR, SDF to meet about CIJE's internet issues (external communication, website, TEL alumni network, etc).	KJ, GZD, NR, SDF	6/2/98	
18.	KAB, GZD, BWH to discuss Torah Umesorah seminar.	KAB, GZD, BWH	5/21/98	
19.	SDF to find out about teleconference capabilities at Professors site.	SDF	5/21/98	
20.	GZD to call Deborah Ball regarding June Professors.	GZD	5/21/98	
21.	GZD, BWH to prepare agenda for June Professors.	GZD, BWH	5/21/98	
22.	All staff to review 1999 workplan and prepare to discuss new projects at staff retreat discussion.	All staff	5/21/98	5/26/98
23.	GZD to call John Colman, Esther Leah Ritz regarding June board meeting cancellation.	GZD	5/21/98	
24.	KAB to call Lee Hendler, Stanley Horowitz, Steve Hoffman regarding June board meeting cancellation	KAB	5/21/98	
25.	PCH to call Chuck Ratner's office regarding June board meeting cancellation.	PCH	5/21/98	
26.	NR to call Gary Wexler.	NR	5/21/98	
27.	KAB to email Hank Levin regarding June board meeting cancellation and August board meeting.	KAB	5/21/98	
28.	All staff to bring items for update letter to June 2 staff meeting.	All staff	5/21/98	
29.	JSH to distribute to staff Mark Gurvis's notes from the May 7 pre-GA telecon.	JSH	5/21/98	
30.	All staff to review JEWEL Jewish community scan interview template and return to Sally Gottesman as soon as possible.	All staff	5/4/98	
31.	KAB to email AG to ask if he can write grant report for Blaustein.	KAB	4/27/98	
32.	KAB, KJ to meet about outsourcing bookkeeping and accounting services from an outside organization.	KAB, KJ	4/6/98	

1999 CIJE Calendar of Upcoming Meetings & Events
(excluding staff meetings) as of June 16, 1998

DATE	EVENT	TIME	PLACE	LEAD PERSON	POINT PERSON
Jan. 17-20, 1999	TEI Cohort III			GZD	
Feb. 7-9, 1999	Conference on Rabbinic Education			KAB/PCH	JSH
March 7-10, 1999	TEI Cohort I and II Reunion			GZD	
April 25-28, 1999	TEI Cohort III			GZD	
July 4-15, 1999	TEI Cohort III		Israel	GZD	

1998 CIJE Calendar of Upcoming Meetings & Events
(excluding staff meetings) as of June 16, 1998

DATE	EVENT	TIME	PLACE	LEAD PERSON	POINT PERSON
June 22-26, 1998	Alverno College program		Milwaukee	GZD/EH	
June 24-July 1, 1998	Torah Umesorah seminar		Israel		
July 14, 1998	Project Template meeting	9-12	CIJE	KAB	
July 16, 1998	Workplan meeting	9-12	CIJE	KAB	
July 26-29, 1998	TEI Cohort III		Cleveland	GZD	SDF
Aug. 3, 1998	JEWEL Meeting	All day	CIJE	GZD	SDF
Aug. 4, 1998	Synagogue Change Meeting	All day	CIJE	LM	CW
Aug. 5-6, 1998	Staff Retreat	All day		KAB	
Aug. 10, 1998	Board Meeting		JCCA	KJ	
Aug. 10-12, 1998	Mandel Institute Steering Committee	All day	CIJE	--	JSH
Aug. 17/18, 1998	Mary Diez		CIJE	GZD	
Aug. 19, 1998	Change Think Tank		CIJE	DNP/NR	
Aug. 27, 1998	MPP Board Meeting		Cleveland	KAB	
Oct. 22, 1998	Chairman's Council Breakfast			KAB	
Oct. 22, 1998	Board Meeting		JCCA	KJ	
Oct. 25-26/Nov. 1-2?, 1998	High School Seminar			DNP	
Nov. 10-16, 1998	Pre-GA Seminar	All day	Jerusalem	KAB/PCH	JSH
Nov. 16-19, 1998	UJA/CJF General Assembly	All day	Jerusalem		
Dec. 3, 1998	Board Meeting		JCCA	KJ	

MANDEL FOUNDATION NEW YORK MONTHLY UPDATE
February 18 – March 19, 1999

FEBRUARY MEETINGS

When Seymour Fox and Annette Hochstein were in America in February, we held two days of meetings in the New York office. These included three large group meetings (attendees mentioned in body of report) and several smaller planning meetings.

• **Day One-February 17, 1999: The Indicators Project**

We reviewed the current status of the Indicators project, hearing reports from Bethamie Horowitz and Ellen Goldring on developing indicators in new areas (Jewish identity and high quality educating institutions). Seymour Fox, Annette Hochstein, Alan Hoffmann, Mike Inbar and Daniel Marom joined Adam Gamoran and Ellen Goldring, directors of this project, Gail Dorph, Mark Gurvis, Barry Holtz, Elie Holzer, Nessa Rapoport, Barbara Schneider (a member of our professors group who is a professor at the University of Chicago and a senior researcher at the National Opinion Research Center) and Leah Strigler for this meeting.

The following decisions were taken:

- Bethamie and Ellen were asked to continue the development of background review papers in the areas of Jewish identity and high quality Jewish educating institutions;
- Hire a part time researcher to continue to work on current national data sets that have implications for Jewish education
- Develop a plan to pilot the use of the information from national data sets

The detailed notes from this meeting are being distributed by Adam Gamoran and appear under separate cover.

• **Day Two-February 18, 1999:**
Completing our commitments

The purpose of this meeting was to review seven documents highlighting some of the work done in 1998. Each paper was connected with a different project. The group included all of the participants from the previous day except for Adam Gamoran and Barbara Schneider. Dan Pekarsky was part of this meeting as well. After suggesting some substantive changes, the group agreed to the following strategy:

1. The four documents that had been prepared as a result of interviews would be distributed as promised to those interviewed and to funding agencies (where appropriate). This includes documents summarizing:
 - 27 synagogue change projects
 - Profiles of lay leaders in three communities
 - Interviews with directors or central figures in lay and professional leadership programs in the field of Jewish education

- TEI evaluation report
- 2. Dan Pekarsky would be encouraged to devote his 1999 time to developing his portrait of Beit Rabban into a longer, more detailed description of a vision driven institution.
- 3. Barry Holtz would be encouraged to turn the draft of the paper on professional development, grounded in the work at TEI, into an academic article.
- 4. Ellen Goldring's report on the findings of the leadership survey in Atlanta, Baltimore, Milwaukee would be distributed to three groups: members of the Network for Research in Jewish Education, faculty members of the Association of Institutions of Higher Learning for Jewish Education, and the graduates of the Melton Senior Educators Program and the Jerusalem Fellows.

• **Update on Jewish Education and Continuity Division**

At lunch on this second day of meetings, Seymour Fox updated the entire staff on the recent Mandel Foundation meetings held at the Carnegie foundation. He distributed a list of attendees.

• **Next Steps**

Gail Dorph and Barry Holtz will come to Israel at the beginning of May for more extended planning work.

There will be meetings with the leadership team of the Jewish continuity and education division and also collective and individual meetings with leadership of the Mandel School in Israel. The main purposes of these meetings will be to share information and expertise so that we can work together more easily.

In addition, Barry and Gail will bring some suggestions for the future workplan for the Mandel Foundation, New York including ideas about how we might work toward making the Professors Group a "global" resource. Included in this discussion will be issues, such as, the makeup of the group, the size of the group, the recruitment of additional members and possible kinds of involvement of the members in the Foundation's projects.

Barry and Gail will also join Shmuel Benalal in consulting with the JCCA (see below).

TEACHER EDUCATOR ALUMNI ASSOCIATION, MARCH 7- 10

During the week of March 7, alumni of cohorts 1 and 2 of TEI met for the first time. The seminar had two foci:

- Work on a problem-based learning module that focused on issues of implementation of a serious content driven professional development initiative in a school setting;
- Reports and critical (helpful/ analytical/ reflective) feedback on graduates' current work in the field.

Of the 50 potential participants, 27 attended. All of the communities and movements that came in teams had participation. An interesting thing to note is that except for four participants, everyone found at least partial funding. Thirteen participants were able to secure total funding.

This clearly speaks to the importance of this group and its agenda in the lives of these educators and their institutions.

Curricularly, we tried out several new approaches:

- With Ellen Goldring's help, we developed a problem-based learning module that dealt with implementing a multi-year, content driven study group. Deborah Ball helped frame the implementation of this professional development initiative as an instructional problem. We felt this approach would enable participants to bring the teaching/ learning perspective that they had developed as they learned to design new in-service initiatives to the area of implementation and institutionalization of initiatives.
- In addition to preparing a several page description of one professional development initiative in which she is currently engaged, each participant prepared a poster board presentation which was shared on the final day of the seminar. This was a wonderful opportunity for everyone to get a chance to prepare and get feedback on their work.
- Sharon Feiman-Nemser and Anna Richert developed a session that aimed at conceptualizing the work of teams more carefully. We heard a presentation from the Reconstructionist team describing the way in which they brought their TEI learning to a national conference of their Cooperating Schools Network.
- One of the highlights of the seminar was the Jewish learning conceptualized and taught by Elie Holzer. Elie's session was both a model of the kind of content driven professional development that could be part of an initiative that they could think about designing and implementing, as well as an unbelievably high quality learning experience for each participant.

All of our core faculty members (Deborah Ball, Sharon Feiman-Nemser, Anna Richert) were present at some part of the seminar. In addition, we benefited from sessions led by Ellen Goldring—on problem-based learning, Nessa Rapoport—on creating effective oral presentations, and Susan Stodolsky—on creating an evaluation strategy for programs and their implementation.

In terms of next steps, we talked about a seminar in Israel for alumni of all three cohorts next summer. Participants requested that we send them educational articles during the year and try to orchestrate some Internet text learning. Elie and Leah have been working on an experimental text lesson which will be sent out during the week before Passover to all members of the TEI listserve (includes all graduates of both cohorts).

TEI VIDEOTAPE PROJECT

During the last few months, Leah Strigler and our videographer, Mark Rosenberg, have videotaped materials of classrooms at a Reform synagogue school in a suburb of Boston, Massachusetts. In total, four different teachers teaching TaNaKH and Tefillah to six different classes, for a total of sixteen hours of classroom footage, were filmed. In addition, the four teachers, the school principal, and five groups of children were interviewed on film. We are now in the process of reviewing these materials and creating edited versions of two packages: one of a male teacher teaching a fifth grade Hebrew/Tefillah class, and one of a female teacher teaching a third grade unit on God. In consultation with Deborah Ball, these edited clips will be developed into videotape packages, which can be used by our faculty in developing TEI seminars and by

TEI participants and graduates as they design and implement in-service education opportunities in their own settings.

JCCA

On March 18, Barry Holtz and Gail Dorph participated with Shmuel Benalal at a consultation with the JCCA. Approximately 12 people from the national office as well as representatives of Jewish educators from the center world participated in the meeting. This was the beginning of a process of consultation to develop a proposal for further strengthening the ability of the JCCA to support exciting Jewish educational work in local centers.

NJPS

On March 19, Mark Gurvis, Bethamie Horowitz and Gail Dorph met with Jim Schwartz, research director of CJF of the National Jewish Population Survey. Bethamie has been on the advisory committee to the team creating the survey. We reviewed the version of the survey that the National Technical Advisory Committee reviewed on March 14.

The purpose for our meeting was to review the draft of the survey with a particular emphasis on those items that relate to Jewish education and continuity. We were pleased that issues and concerns raised in earlier meetings (between Karen Barth, Cippi Harte, Bethamie with advice from Adam Gamoran and Ellen Goldring) are currently being addressed. At this point Adam, Annette, Bethamie, Ellen, Gail, and Mark have copies of the 30 pages of the survey on these topics.

The problem is that at this point, the survey is still too long and after receiving feedback from a variety of constituencies, some cuts will be made. The good news is that Bethamie has been asked to be part of the small team which will negotiate the final form of the survey. One cannot yet say with assurance, that all of our concerns will be addressed in the final version.

The four donors who have supported the survey at the same level of the Mandel Foundation can opt in advance for the right to carry out follow-up data gathering with some subset of the survey sample. Jim suggested that we contact the Avichai Foundation, also a donor at this level, since it is also concerned with issues of education and has already indicated its interest in such a follow-up strategy. Mark has already spoken with Yosi Prager of Avichai. We will need to talk in the near future about how we are going to move this agenda forward.

PROFESSORS GROUP SEMINAR IN JUNE

The Professors Group will be holding its first seminar of 1999 from Thursday, June 3 through Sunday, June 6. In order to accommodate the participation of our West Coast members, we will hold the seminar in the Los Angeles area. Between 12-16 professors are expected to attend.

At the seminar we wish to address two important areas related to our work and get input from the Professors Group. First, in regard to "The Jewish Indicators Project," we are going to have the

chance to discuss the two short papers—one on Jewish identity and one on high quality Jewish educating institutions—that have been commissioned to help move the project forward.

Second, we want to talk together about some of the issues that have been emerging in our work in teacher education. In particular we have been finding through the TEI program that a number of questions have arisen for us about what it means to teach professionals a complicated practice (like being a teacher educator). What does it mean to "transfer" knowledge from one realm to another? We believe that the Professors Group can be an important forum to help us clarify our thinking about these matters.

For the Jewish study dimension of the program, we have engaged two teachers that have worked with the Professors Group on other occasions: Moti Bar-Or and Melila Eshed-Helner. Gail and Barry have been working with Moti and Melila to help fashion an intensive Jewish study experience that would also relate to some of the educational items on our agenda.

RECRUITMENT FOR JERUSALEM FELLOWS AND MELTON SENIOR EDUCATORS

Interviews for the Jerusalem Fellows and the Melton Senior Educators were held in New York in February (18 + 19) and March (4 + 5). Fourteen people were interviewed, six for the Fellows and eight for the Senior Educators. The interviews were conducted by Zvi Bekerman, Tova Halbertal, Elie Holzer, Mordecai Nisan, and Leah Strigler. One interview for Melton will be held in Atlanta on April 19. To date, three of the interviewees were accepted by Melton, and one by the Fellows. Two were placed on the Fellows waiting list. The beginning of the recruitment process for the fall of 2000 will begin with a series of interviews being planned for June and August. Leah has done a great job in finding serious candidates and planning for the interview process to take place in a timely manner.

UPCOMING MEETINGS AND EVENTS:

April 12: Adam Gamoran and Gail Dorph will be meeting with David Hirshhorn in Baltimore. Purpose of the meeting is to bring him up to date on our evaluation work, particularly the Indicators project.

April 25 –28: Second Seminar of Cohort 3 of TEI in Chicago

May 9, 10: Barry Holtz and Gail Dorph will be teaching the participants in an IDP program in Great Britain

May 11—14: Consultations in Israel

ADAR UPDATE

Two days of meetings were held in February.

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The following decisions were taken:

- To ask Bethamie and Ellen to continue the development of background review papers in the areas of Jewish identity and high quality Jewish educating institutions
- To hire a part time researcher to continue to work on current national data sets that have implications for Jewish education
- To develop a plan to pilot the use of the information from national data sets

The detailed notes from this meeting are being distributed by Adam Gamoran and appear under separate cover.

Day Two-February 18, 1999:

Completing our commitments

Update on Jewish Education and Continuity Division of the Sector

The group read seven papers in advance of our morning meetings. After suggesting minor changes, the group agreed

1. The four documents that had been prepared as a result of interviews would be distributed as promised to those interviewed and to funding agencies (where appropriate). This includes documents summarizing
 - 27 synagogue change projects
 - Profiles of lay leaders in three communities
 - Interviews with directors or central figures in lay and professional leadership programs in the field of Jewish education
 - TEI evaluation report
2. Dan Pekarsky would be encouraged to devote more time to developing his beginning portrait of Beit Rabban into a longer, more detailed description of a vision driven institution.
3. Barry Holtz would be encouraged to turn the paper on professional development grounded in our work at TEI into an academic article.
4. Ellen Goldring's report on the findings of the leadership survey in the communities of Baltimore, Milwaukee would be distributed to members of the Network for Research in Jewish Education, faculty members of the Association of Institutions of Higher Learning for

Jewish Education, and the graduates of the Melton Senior Educators Program and the Jerusalem Fellows

Teacher Educator Alumni Association

During the week of March 7 – 10, alumni of cohorts 1 and 2 of TEI met for the first time. The seminar had two foci:

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- Reports and critical (helpful/ analytical/ reflective) feedback on graduates' current work in the field.

Of the 50 potential participants, 27 attended. All of the communities and movements that came in teams had participation. An interesting thing to note is that except for 4 participants, everyone found at least partial funding. 13 participants were able to secure total funding. This clearly speaks to the importance of this group and its agenda in the lives of these people.

Curricularly, we tried out several new approaches:

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- In addition to preparing a several page description of one professional development initiative in which she is currently engaged, each participant prepared a poster board presentation which was shared on the final day of the seminar. This was a wonderful opportunity for everyone to get a chance to prepare and get feedback on their work.
- One of the highlights of the seminar was the Jewish learning conceptualized and taught by Elie Holzer. Elie's sessions were both a model of the kind of content driven professional development that could be part of an initiative that they could think about designing and implementing as well as an unbelievably high quality learning experience for each participant.

All of our core faculty members (Deborah Ball, Sharon Feiman-Nemser, Anna Richert) were present at some part of the seminar. In addition, we benefitted from sessions led by Ellen Goldring—on problem based learning, Nessa Rapoport—on creating effective oral presentations, and Susan Stodolsky—on creating an evaluation strategy for programs and implementation.

In terms of next steps, we talked about a seminar in Israel for alumni of all three cohorts next summer. Participants requested that we send them educational articles during the year and trying to orchestrate some internet text learning. Elie and Leah have been working on an "experimental text lesson" to go out in the next week before Passover to all members of the TEI listserve (include all graduates of both cohorts).

April, 1999 Update Mandel Foundation, New York

Professors

We are moving ahead on planning of our June professors conference. We had decided to meet on the West Coast in order to encourage the attendance of our West Coast professors. As a result our 3 professors from Seattle (who have not yet been able to join us) will be attending.

Moti Bar-Or and Melilah Eshed-Hellner, who were teachers of this group at our first seminar in Israel, will be joining us. This will be the fourth professor's seminar for which they have prepared Judaica materials and served as our teachers. Barry and Gail have been talking with them about preparing materials that are related to some of the challenges that we face in our work.

The two background papers for the Indicators project (one on Jewish Identity by Bethamie Horowitz and one on High Quality Educating Institutions by Ellen Goldring) will be presented in draft form at this conference. The Indicators project has benefited from feedback from this group in the past. We are planning for this input to be incorporated into revisions of the papers, which will then be available for wider distribution and feedback within the Foundation.

The future shape of Professors project is one of the topics that Barry and Gail will be discussing in the May meetings in Jerusalem. Barry has prepared a background paper, which describes the history of the group, makes recommendations for the future of the project (including a discussion of using its members as a global resource for the foundation) and posits a series of questions for discussion. We look forward to rich discussions and new plans for this group in the year 2000.

TEI

The second seminar of Cohort 3 met in Chicago, April 25 – 29. We continue to develop new strategies, curriculum and ideas about how to help people become excellent teacher educators. Two groups of participants in this cohort are pushing our ideas still further: they are the group from the Experiment in Congregational Education and the group of eight early childhood educators.

We were able to make use of our new equipment (Infocus projector and printer) in this seminar. On the simplest level, participants were gratified to see the use of new modes of presentation and were interested in learning more about the technology itself. On a more complex level, Elie produced two power point presentations to introduce two of our text study sessions. Elie felt that the modes of presentation influenced his pedagogy and in that respect, we the faculty are interested in exploring the implications of their use.

Part of the plan for this cohort of TEI is local seminars for TEI participants along with their rabbis and lay leaders. Gail has begun to set up the schedule for these meetings. The first ones will take place on the West Coast, when she is there for the professors seminar.

We are in the process of looking for a new place in the Chicago area to hold our seminar starting in July. We have been working on this for the last month. Bena Medjuck and Leah Strigler visited another site while we were in Chicago. It turned out to be inappropriate and we're back to the drawing board. One of our participants, Joy Wasserman, who lives in the Chicago area is trying to help us with this problem. Elie Holzer and Bena will be following through in the next few weeks. This has turned out to be quite a time consuming project. Being without a set place that we use and little infrastructure to do "conference planning work" has put a lot of stress and strain on the office staff. In the last two months, we have spent quite a bit of time on searching out locations both for TEI and the professors.

Indicators

The Indicators Project is working on three main initiatives. First, papers are in process reviewing the literature on indicators of identity and indicators of high quality institutions. Second, we devised and submitted recommendations for revisions to the NJPS 2000 survey, and held preliminary discussions about an NJPS supplement that would include additional items of use to the indicators project. Third, we are attempting to move forward on our analyses of Jewish indicators in U.S. secular data sets, but we have been stalled by lack of success in hiring research assistance. We thought we had found a likely candidate, but it turned out her skills did not match those we needed for the job. We have another possibility that came from the search for a researcher we carried out last year, and we will contact him to find out if he is still available and if his skills are appropriate. If that does not work out, we will have to conduct a wider search.

Recruiting For the Jerusalem Fellows

Leah Strigler was in Jerusalem in order to have a "year-end" meeting with the staff of the Jerusalem Fellows and Melton Centre programs. On their agenda were issues such as, beginning the recruitment cycle for each cohort at an earlier date, adding another round of interviews to the schedule, and updating communication strategies between New York-Israel and potential candidates. The latter is particularly important in view of the many changes in personnel in these programs in the near future.

Office Systems

Sarah Feinberg is supervising two new support staff members (Orli Austen and Bena Medjuck) who began working in February. Orli is the administrative assistant responsible for all the billing and is working with Leah Strigler on issues related to the Jerusalem Fellows program. Bena is the program assistant responsible for coordinating TEI and the Professors Group as well as working directly with Gail Dorph.

We recently leased a new copy machine, which can handle larger quantities and has more features, enabling us to do more in-house duplicating and saving costs on outsourcing materials. We also bought a portable computer projector, which we have used at TEI and TEA with much

success. It has allowed us to display PowerPoint presentations and take notes which everyone can see during the sessions.

We have spent considerable time working on our computer system. A computer rack was installed which safely holds all of the network equipment and provides easier access. Sarah is working with the computer consultants to review our system for Y2K readiness and implement a backup system should there be problems with the network server.

At this point, all in-house staff has switched to our new email system (mandelny.org).

Our financial system has been completely transferred to Cleveland. Sheila Allenick and Sarah Feinberg have created a system to effectively manage the bills and personnel matters.

We continue to look for rental possibilities for the back offices. Recently we have had some communications with the Cohen Centre at Brandeis University, which is contemplating renting offices in the New York area.

Upcoming Events in May

- May 9, 10 – Seminar for Head Teachers in Great Britain
Gail and Barry are teaching along with Tovah Avichai Kremer
- May 11-14 Barry and Gail are in Israel for meetings
They will make a presentation about their work on May 11
- May 25, 26 Consultation with Deborah Ball and Sharon Feiman-Nemser
- May 26, 27 Consultation with JCCA
Gail and Barry will join Shmuel Benalal in a consultation with JCCA

MANDEL FOUNDATION – NEW YORK MAY UPDATE

Seminar for Head Teachers In Great Britain

Barry and Gail served as the faculty along with Tovah Avihai Kremer at a seminar for approximately 25 British day school principals. IDP organized the program, which focused on creating professional development for Jewish studies teachers in their schools. Tovah (from IDP) and Philip Skelker (from Great Britain) coordinated the program.

Two suggestions that we made to Tovah, Philip, and Jonny Ariel (and to Shmuel, Seymour and Annette) based on our own experiences with TEI:

- ◆ It would be important to develop a core faculty for the program that is present each time the group meets. In that way, each seminar would be able to build more efficiently and effectively on the learning and the relationships developed. (Developing rapport, trust and credibility on the first day of this 1 ½ day seminar reduced the impact of what people could actually learn from us.)
- ◆ It would be helpful to recruit some professors of education based in Great Britain to this faculty. Bringing research and strategy from North America (or Israel) to address the needs of Great Britain is useful and helpful. But... it would be better if it were “mixed and matched” with scholarship based in Britain. British professors would make it more possible to bring contextually relevant research and learning to the seminars.

Israel Meetings

We engaged in three kinds of activities:

- ◆ A series of meetings to discuss our workplan for 2000 with Seymour, Annette and Shmuel.
- ◆ Individual meetings with Tovah Avihai Kremer, Shmuel Benalal, Avital Darmon, Howie Deitcher, David Deri, Mordecai Nissan, Varda Schiffer.
- ◆ A presentation of the work of TEI to the directors, faculty and staff of the programs of the Mandel School.

All of these meetings were interesting and productive. For this report, the focus will be on the suggestions regarding moving the 2000 workplan forward:

Continuing current work; Options include:

1. Completing the work for TEI Cohort 3
2. Completing 2- 3 additional videotape packets to complement the existing ones
3. Meeting with 4 – 6 community-based groups of TEI participants and alumni
4. Maintaining and enhancing the use of both our TEI and TEA (alumni) listserves
5. Developing 2 Indicator Reports based on large scale research already available (e.g., General Social Science Survey)

Professors:

Based on the paper prepared for the Israel meetings, the workplan for the Professors Group for the year 2000 might be built on the five recommendations included in the paper:

1. Expanding the Professors Group by at least 5 members in the coming year (1999-2000).
2. Building an organizational infrastructure for communicating with and directing the activities of the Professors in Mandel Foundation projects.
3. Developing the Professors as a resource to the global enterprise of the Foundation:
 - a. Doing ongoing consultation or evaluation work in various Foundation programs.
 - b. Teaching in Mandel programs (e.g., TEI, Jerusalem Fellows, SEL).
 - c. Delivering papers and talks at conferences on Mandel Foundation work.
 - d. Commissioning Professors to write papers on issues of importance to current and future Foundation work.
4. Expanding the Mandel Fellows program (which currently funds doctoral students in Jewish education at Hebrew University) to doctoral students who would study with our professors as preparation for work in the field of Jewish education. (e.g., someone who wanted to work in research and evaluation would become a doctoral student of Susan Stodolsky or Adam Gamoran; someone who wanted to work in teacher education would become a doctoral student of Sharon Feiman-Nemser or Deborah Ball)
5. Developing a program of offering grants for research in Jewish education to members of the Professors Group (perhaps developing a model similar to Spencer Foundation).

Additional possibilities for the workplan for 2000:

- ◆ Working with a cadre of TEI graduates and others both here and in Israel to create capacity to do more TEI-like work. This would enable us to expand TEI's work. We would be able to develop regional seminars and to mentor current alumnae and future participants.
- ◆ Developing a seminar in Israel for Summer 2000 for our burgeoning Teacher Educator Association (graduates of the 3 cohorts will include approximately 85 – 90 people)
- ◆ Developing a new long term program on issues of instructional leadership
- ◆ Developing a "Harvard" type short-term program for leaders in the field
- ◆ Helping JCCA develop a program for the professionals that they target as important (if the JCCA consultation ends up in this place)

Professors Seminar

12 professors will be attending the seminar to be held June 3rd – 6th. In addition to Jewish studies, this seminar will focus on the following issues:

The Indicators Project: Ellen Goldring and Bethamie Horowitz have prepared background papers on high-quality educating institutions and on Jewish identity respectively. These papers have been sent out to the members of the group who will be attending the conference. We look forward to their feedback.

Using Knowledge: A critical issue in training programs is the transfer of knowledge. In our case, the question is: How do we create training programs that not only teach people

new ideas and practices, but also help them use this knowledge in their work settings? We have sent out two questions in advance of the seminar and asked our professors to address themselves to this topic during the course of the seminar.

Indicators Project

In addition to presenting the two background papers to the Professors Group, we are planning to have the papers reviewed. We will send them out for review to other experts in the field who are not associated with our ongoing work. We are also scheduling a consultation with Seymour, Annette and the rest of our advisory team for August.

TEI

Leah, Barry, Elie and Gail spent two days with Sharon and Deborah planning for the TEI seminar in July and working on the videotape project. We hope to produce our first videotape package on co-planning, a form of mentoring that helps beginning teachers learn more about the content of their teaching while improving their pedagogic skills. We plan to use these materials for the first time in our July seminar with Cohort 3. (Sharon will be using an early version in her presentation to the Jewish Education Research Network, where she is the keynote speaker—see Calendar Update below).

JCCA Consultation

Gail, Barry and Danny Pekarsky joined with Shmuel Benalal for a two-day consultation with the JCCA about its plans to move toward establishing a Department of Jewish Education. The meetings included a day of work with a team from JCCA (Allan Finkelstein, Don Scher, Len Rubin, Ruth Feldman, Cippi Harte) and a day during which four prominent layleaders (Lester Pollack, Jane Gellman, Phil Margolius, Betty Melaver) joined the discussions. In advance of the meetings Shmuel had prepared a detailed summary of the major JCCA publications in the area of Jewish education during the past decade (beginning with COMJEE). These documents helped us move rapidly into the issue of exploring the possible mission of the proposed Department of Jewish Education.

Considerable progress was made:

- ◆ delineating the areas of programming that might be affected by such a department (such as early childhood Jewish education, camping and adult education),
- ◆ outlining suggested activities which the department might undertake (such as professional and lay development work, curriculum development, etc.)
- ◆ suggesting ways in which such a department might be structured within the JCCA.

The next two days of planning consultations are planned for June.

Recruitment for Jerusalem Fellows and Senior Educators

Leah Strigler spent a week in Israel at the beginning of May, meeting with administration and staff of both the Jerusalem Fellows and the Melton Senior Educators. The meetings served to assess the work of this year and to plan for the coming year.

In order to give participants, particularly in the Fellows program, more lead time to plan for a two-year program in Israel, two additional rounds of interviews have been scheduled for this summer, in June and in August. This summer, Leah will also contact all of the North American alumni to update them on developments in the program and to ask if they have applicants to recommend.

Progress was made toward putting the database of alumni on computer. The database will be accessible to both the New York and Israel office.

A number of the meetings concentrated on brochures and publicity for the programs.

Administration Update

We are in the process of subleasing the back office space to the Cohen Center at Brandeis University. We had anticipated a June 1 move-in date, but it is taking the Cohen Center longer than planned to get approval of the sublease document. At this point, the move-in date has not been finalized. The lease is on a month-to-month basis. Three to four people are expected to utilize the space.

Sarah Feinberg has announced that she will be leaving the Mandel Foundation July 30 to attend Boston University School of Management. We have begun a search for a new Office Manager.

Upcoming Events:

- June 3 – 6: Professors Conference in Southern California
- June 6 –9: Jewish Education Research Network, Annual Conference
Barry, Ellen Goldring and Gail will be presenting research on professional development
Sharon Feiman Nemser, one of the members of Professors Group, is the keynote speaker (she will be using two tapes developed in TEI as part of her presentation)
- June 10: TEI Community Meeting in Orange County. Participants will include the four TEI participants, two of whom are school principals. The other two work at the Central Agency as director and assistant director of the central agency. The rabbis and lay leaders connected to these institutions will also be participating in these seminars.
- June 11: TEI Community Meeting in LA (participants will include 3 TEI graduates from Cohort 2 and 3 current TEI participants – all of whom work at the Bureau of Jewish Education in LA—4 lay leaders and 3 other BJE professionals, including director)
- June 17, 18: JCCA consultation (Shmuel Benalal, Dan Pekarsky, Gail, Barry and Dan will all be present)
- June 20—29: Elie Holzer and Gail Dorph will participate in the Revivim consultation at Hebrew University

MANDEL FOUNDATION – NEW YORK AUGUST UPDATE

TEACHER EDUCATOR INSTITUTE (TEI)

During the month of August, we have moved forward in several directions:

- ◆ We have talked with all members of the third cohort about their upcoming work in professional development.
- ◆ We have begun to implement a strategy for investigating and evaluating the professional development work of alumni of cohorts 1 and 2.
- ◆ We have sketched out a beginning table of contents for a book about TEI.
- ◆ We are in the process of making the final choices of the videotape materials, which will be included in our videotape bank.

◆ Talking with members of Cohort 3

In order to learn more specifically what plans members of cohort 3 have for their work in the coming academic year, we decided to call each one. These phone calls had two purposes:

1. To learn about their professional development work for the upcoming academic year, in particular about their work mentoring a novice teacher in their school or a new colleague in their agency. (We hoped to learn in particular how they think the work they are doing reflects their TEI learning experience.)
2. To help strengthen the initiatives in which they are engaged by “mentoring them” in whatever ways seem appropriate (asking probing questions, making suggestions, supplying educational readings or Jewish text sources)

We have scheduled a meeting in September to share the findings of our conversations and incorporate what we have learned in planning the October seminar for this group.

◆ Evaluating the work of TEI alumni

The question we all have with regard to TEI is: does it make a difference? We know from previous evaluation work that participants feel that the experience is valuable. We know that they change their ideas about what constitutes substantive professional development. We know that they have started to design professional development that is in consonance with the ideas and experiences that they encountered at TEI. We want to know more about how the TEI ideas are actually being implemented. What we don't know is whether the new initiatives that they are planning make a difference in the practice of their target audiences. (That is, if a TEI graduate creates a new kind of professional development for the teachers in her school, does the work that teachers do in that school actually change, and how).

Susan Stodolsky is working with a small team (Elie Holzer, Danny Pekarsky and Renee Wohl) to investigate this question in the cases of four alumni of TEI cohorts 1 and 2. We hope that this investigation will begin to help us address this kind of question.

◆ **Book about TEI**

We had two meetings in August about ways to think about the TEI book. Both these meetings included Barry, Gail and Deborah Ball. At this point we have generated a beginning outline and are in the process of fleshing it out. Each of us has an assignment to be completed in the next few weeks as we continue this process.

◆ **Choosing remainder of videotape materials**

Leah Strigler and Miriam Heller have now reviewed all of the materials that we have collected and catalogued their contents. By mid-October, Gail, Elie, and Leah will decide which materials will be in the final version of the materials to be produced in this project. As we reach these decisions, Mark Rosenberg, our educational video technician, continues to work on producing the videoclips, transcripts and ancillary classroom related materials.

Miscellaneous Updates

1. In August, when Seymour and Annette visited New York, they brought Barry and Gail into the picture regarding the decision to launch a block program for the US. Many of the members of the professors' group should now be thought of in terms of their potential as faculty in this new enterprise.
2. When our staff and consultants met in February with the Jerusalem team we reviewed many papers that were then in the making and, together with Seymour, Nessa, Mike Inbar, Danny Marom and Annette as ad-hoc editorial group. Many of those papers have already been completed. Two additional papers, one by Ellen Goldring, the other by Bethamie Horowitz are near completion.
3. One other promising paper was Dan Pekarsky's paper on Beit Rabban (a rich description of a vision-driven day-school at work). Danny was asked to expand the paper for possible future publication. I am pleased to report that it is progressing well and a draft should be completed by late December. This paper is of particular importance to the Educated Jew - Project Content. Progress here is particularly important in light of the discussions being held with Danny regarding his possible involvement with the idea of a block program.
4. As an outgrowth of the same meetings in February, David Kaplan, a member of our professors' group, a professor at the University of Delaware and a distinguished researcher in statistical analysis is working with Adam and Ellen on reviewing large-scale surveys in general education. There seems to be data on some large-scale surveys about Jewish schools that could be important for our own understanding of the North American reality. He is progressing and we expect that by the end of the year, two briefs will be drafted. The one on schools and staffing and one on Jewish identity.
5. All R&D work is now being coordinated with Annette in an effort to get all work to be prioritized and to contribute maximally to foundation endeavors overall. Adam, Annette, Ellen, and Gail had a conference call last week about all of the above and also a preliminary conversation (for clarification purposes mainly) about a suggested study of all Chicago day and supplementary schools. Both the Spencer Foundation and the local Bureau are interested in a collaborative and jointly funded project. But we need to learn more and bring it to the Foundation for discussion

MANDEL FOUNDATION – NEW YORK JULY UPDATE

TEI

1. July Seminar

The July seminar was the third of the six seminars planned for Cohort 3. In addition to our own learning of Jewish texts, we focused on strategies for using the videotapes to engage teachers in serious conversations about the teaching and learning of Jewish content. The Jewish content area that we focused on both in our own learning and in the tapes was the teaching and learning of prayer/ praying/ God since this is a critical curricular area in our schools.

We also used videotapes to learn more about the practice of mentoring. Sharon Feiman-Nemser presented the results of her cross-cultural study of mentoring as well as materials that we are developing on mentoring in Jewish settings. For our October seminar, each participant has been asked to design and begin to document a mentoring experience for her/ himself and be prepared to report back on their progress.

2. Evaluation Plans

We have been working on the overall plan for the evaluation of TEI. The third stage of the original evaluation plan was the creation of several case studies, which “follow” graduates into the field. As we now have two groups of educators who have graduated from the field, approximately 55 people, we are now ready to enter this phase of the evaluation process.

In her March, 1999 report on Cohort 2, Renee Wohl concluded that TEI had altered the thinking of the participants on professional development. Participants in Cohort 2 are able to articulate new formulations of professional development that included placing Jewish content knowledge in the foreground of their practice. The participants were reflective about teacher learning, Jewish content and professional development. Through TEI, they had clarified their beliefs and thinking about teaching and learning and their role as teacher educators and developed a shared language about change and professional development. Yet strong evidence was missing to link changed conceptions to changed practice in their local settings.

Questions such as the following remain:

- ◆ How did TEI influence their work within their schools and organizations?
- ◆ Did it change the culture of professional development?
- ◆ Did it change the role of collegiality within the school or organization?
- ◆ Were graduates able to operate as teams within their community following TEI?
- ◆ What do teachers’ classrooms look like in their schools?

In sum, to what extent were these teacher educators able to translate TEI’s orientation into practice in their local settings?

The general plan for the next phase of the work includes targeting four or five TEI graduates, each from a different community, to be included in the study. Susan will head the team that will

design and implement this study. Susan, Renee Wohl, Elie Holzer, and Dan Pekarsky will be involved as “researchers” on this project. The study will include phone interviews and on-site visits. This will permit the collection of first hand information about the programs themselves and provide rich opportunities to learn about the professional development activity occurring in each of these settings. Based on the information they gather they will develop four to five cases which document these individuals’ work.

We are very excited about this phase of the evaluation work. To the best of our knowledge, a literature of case studies on professional development focused on the professional development personnel (teacher educators) as opposed to the teachers they serve is lacking. Thus, the case studies will not only provide feedback to the TEI faculty and the Foundation vis a vis TEI program impact and areas in which additional impact may be desirable, but will also be a major contribution to the field of general education on the topic of professional development.

3. Videotape Project

The videotape project has entered high gear. We plan to complete the project by next summer.

At our TEI seminar in July, we used videotaped materials from three different settings:

- ◆ mentoring videotapes from a Conservative congregation (which included both a planning session between mentor and novice teacher and a segment of the novice teacher’s teaching)
- ◆ a lesson from a 5th grade tefillah teacher in a Reform congregation
- ◆ a lesson from a kindergarten/first grade class talking about God from a Reconstructionist congregation.

Participants found the tapes to be useful in developing their own skills of observation and assessment of teaching and learning. In so far as several asked if they could borrow these materials and begin to use them in their own work, it is clear that they are also begin to have images of how these kinds of materials can enhance and improve their current practices.

In addition to the work on these tapes at the TEI seminar in July, we have engaged in a series of consultations to move the development work forward. We are now creating a plan for the entire bank of materials. Materials will include videotapes of classrooms, interviews with teachers and student and additional ancillary materials.

4. Plans to document our work at TEI

TEI has been a groundbreaking program in Jewish education. Recently, at a meeting of some of our outside academic advisers, we were pleased to learn that the TEI program is probably unique in the world of **general** education as well. Susan Stodolsky, Sharon Feiman-Nemser and Deborah Ball have all urged us to take on a serious writing project that would document what we have learned from TEI. There is no doubt that this would be a major contribution to the field of Jewish education, with the potential to influence practice and policy in Jewish communities and schools. What our advisers have added is that such a book could make a strong contribution to

American education as well. In Deborah's view a prestige education publisher such as Teachers College Press might be interested in such a project.

Therefore we have begun a series of meetings to plan such a project and begin the writing process. In July Deborah spent a day meeting with us, as we began to conceptualize a book. The current concept is that this will be a book with multiple contributors, the main editing and organizing being done by Gail and Barry. Susan, Sharon and Deborah will be involved and will probably write individual chapters. Elie will write a chapter on the Judaica component of TEI. The evaluation work on TEI will be included and will thus involve Danny Pekarsky who is helping in the evaluation project. A section on the research study of professional development in local communities will be included and thus involve Adam and Ellen. Over the next 6 to 8 weeks we will be developing an outline and "prospectus" for the book. In our view the book project will develop over the course of the 1999-2000 year.

PROFESSORS – A NEW IDEA

Since the professors workplan contents are still pending, I want to share one new idea that Deborah suggested to Barry and me. When she returned from the Revivim consultation convened by Hebrew University's Mandel Center for Jewish Continuity, many of her Jewish graduate students made meetings with her to find out more about the nature of her involvement with Jewish educational projects. They were very interested and wanted to talk about how they could live "in both worlds" when they finished their doctoral work. It occurred to us that there could be a version of a "professors to be" program that we could be running for promising Jewish doctoral students. This might create a capacity for research, consultation and teaching in the world of Jewish education.

JCCA CONSULTATION

The second group planning meeting took place July 29th and 30th. Shmuel Benalal, Dan Pekarsky, Barry and Gail took part in this two-day meeting. Significant progress was made toward the development of a Jewish education department/ center based in the national offices of the JCCA. I am noting our participation here, I am sure that Shmuel will be providing a more detailed update. There are also "Dan Pekarsky" style notes available that give a lot of detailed information about these meetings.

Shmuel's project

lines blurred btw training & consulting

- when agency sends staff for training, relation / agency becomes one of consulting - need to learn needs, etc.
 - eg Johannesburg, Mexico, London, SSR institutes
- but no "client"

also - desire to learn if any impact has occurred

- recognize that training not enough
- if eval as result of training, results will be partial (limited)
- lay leaders, finances, infrastructure, + training, curriculum, res, polit mobilization
- tension btw need to assess ch, & know that ch is not great

need clients

- some exist
- but how approach larger groups
 - why would they want such an intervention?
- one way to start - w/ friends - then could speak w/ experience

AG - what would you like to get from them?

- SB - outcomes - "an advanced community"

- AG - incentives - finance

- limits - control - ^{monitor} read Ba-m

Lois Turner, 01:28 PM 9/24/99 , Ben Nalal called. See below

X-Sender: ljturner@facstaff.wisc.edu
Date: Fri, 24 Sep 1999 13:28:45 -0500
To: gamoran@ssc.wisc.edu
From: Lois Turner <ljturner@facstaff.wisc.edu>
Subject: Ben Nalal called. See below

Adam- Ben called. He will meet you at O'Hare airport on 9/26. He will be landing at 8:24 AM on American flight 305. Wait for him at the exit of the plane.