



THE JACOB RADER MARCUS CENTER OF THE AMERICAN JEWISH ARCHIVES

MS-831: Jack, Joseph and Morton Mandel Foundation Records, 1980–2008.

Series D: Adam Gamoran Papers. 1991–2008.

Subseries 5: General CIJE Files, 1991–2008.

Box
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Lay Leadership. Correspondence, meeting minutes, and notes.
Lay Leadership Research Consultation. "Jewish Educational
Leadership Development", 1997-1998.

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

CONFIDENTIAL – FINAL

MINUTES: CIJE STAFF TELECONFERENCE

DATE OF MEETING: September 29, 1997

DATE MINUTES ISSUED: October 7, 1997

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

CC: Shahrazad Ahmed, C.C. Cruz (for Megan Ifill), Sarah Feinberg, Adam Gamoran, Ellen Goldring, Elie Holzer, Mort Mandel, Dan Pekarsky, Lester Pollack, Susan Stodolsky, Chava Werber

I. Staff Learning

NH led the staff learning session with excerpts from Mishna Sota 9:15 and Talmud Sota 49b.

II. Review of Previous Minutes

September 11 Minutes were reviewed, corrected and accepted.

III. GA

Decision was made not to get a suite.

Assignment: NR to call Marty Kraar about getting a meeting room instead. It was agreed that CIJE staff attending GA would depart on Sunday and return on Tuesday on 4:00 pm flight.

IV. Lay Leadership Forum

PCH distributed questions on Forum to be raised at Board Meeting. Questions and issues were discussed and prioritized and list of questions was revised. The question was raised whether Forum should be a lay/professional event. Possible Forum planning committees discussed:

- Working committee – staff plus several Board members.
- Representative from each planning partner (e.g., JESNA, CJF) and from some communities.

Also discussed was possibility of interviewing 20-25 lay people about their ideas. KAB will introduce Forum to Board and put questions on the table, and each Board member will be interviewed later to get their ideas on all the questions. It was suggested that Forum be a piece of every Board meeting, and that the Board be a "committee of whole" for Forum planning.

V. Lay Leadership Research

There was a discussion about if and what type of lay leadership research should be done in preparation for the Forum. Potential questions for research:

- Why and by what process do lay people get involved in Jewish education, and what are obstacles to this process?
- What are the demographics of lay leadership?

It was agreed that research should be contracted out and that a prominent researcher was needed. Possible candidates were Barry Kosmin, Calvin Goldschieder, Sam Heilman, Reynold Levy, Charles Kadushin, Pearl Beck, Steve Cohen.

Assignment: NR to obtain advance copy of Ma'yan study of composition of national boards coming out this fall from Pearl Beck/Bethamie Horowitz.

KAB announced that CIJE has hired Steve Cohen as a consultant on the Indicators Project to write a paper on existing data sets.

Assignment: NR to call Reynold Levy and Ma'yan to get names of people who have studied women in philanthropy.

Assignment: KAB and PCH to discuss consultation on research.

Assignment: PCH to set up consultation with Sam Heilman, Charles Kedushin, and Steve Cohen and others.

VI. Staff Positions

KAB presented new CIJE staff positions to be filled:

- In-house researcher/evaluator – half-time
- Development person (grant-writing, matching donors with programs) – half-time
- Senior education person to share duties with KAB and GZD

There was a discussion of suggested candidates. Several names were mentioned.

Assignment: KAB to meet with Pearl Beck.

Assignment: PCH to contact candidates to set up meetings with KAB.

It was agreed that it would be great to have a full-time development person. Discussion to be added to next week's agenda.

VII. Board Meeting Agenda

Board Meeting agenda time allocation discussed and revised, and attendees confirmed (EH not coming, Sr. Joel Read is coming).

Assignment: JSH to call Sr. Joel Read regarding hotel accommodations.

(KAB reported that Sr. Joel will take KAB to a meeting with Ford Foundation religion department.)

Assignment: Materials to go out ahead of Board Meeting to KJ by end of today, September 29.

Assignment: PCH to revise Lay Leadership Forum questions for Board discussion.

Assignment: NR package with annual report.

All other documents will go into the book for the meeting.

VIII. YU/JTS Gift

EG's aunt is still waiting for our recommendation regarding gifts to YU and JTS.

Assignment: GZD to call Moshe Sokolow regarding YU gift.

Assignment: KAB to call Bob Hirt to set up meeting regarding YU gift.

KAB reported on her conversation with Bill Lebeau on strategic planning for JTS rabbinical school. KAB offered to do it with DP, and KAB will meet with Lebeau on September 30. KAB suggested possible use of JTS gift for this.

IX. Budget

KJ reported that we have a budget. KAB will meet with LP today, September 29, and MLM tomorrow, September 30. KAB will meet with LP and MLM on Erev Yom Kippur.

Assignment: KJ to distribute a copy of each individual budget to project group leader.

X. Professors

Staff discussed the possibility that Professors will not go to Israel due to staff time constraints, and the idea of a 5-day (not 10-day) program held in the U.S.

Assignment: KAB to discuss with ADH and Annette Hochstein.

There was a discussion of cost of holding Professors at Chauncey, as well as scheduling and attendance issues raised by possible change of location. To be placed at top of agenda for next meeting.

XI. Staff Development

GZD reported that Staff Development will start today, September 29, on teaching and learning, using an 18-minute TEI video.

CONFIDENTIAL

CIJE ASSIGNMENTS

Staff Meeting Assignments as of September 29, 1997

NO.	DESCRIPTION	ASSIGNED TO	DATE ASSIGNED	DATE DUE
1.	KJ to put in staff manual the senior staff policy regarding the acceptance of outside compensation.	KAB	10/6/97	
2.	NR to call Marty Kraar about getting a meeting room at the GA.	NR	9/29/97	
3.	NR to obtain advance copy of Ma'yan study of composition of national boards coming out this fall from Pearl Beck and Bethamie Horowitz.	NR	9/29/97	
4.	NR to call Reynold Levy and Ma'yan to get names of people who have studied women in philanthropy.	NR	9/29/97	
5.	KAB and PCH to discuss consultation on research for Lay Leadership Forum.	KAB/PCH	9/29/97	
6.	PCH to set up consultation on research for Lay Leadership Forum.	PCH	9/29/97	
7.	KAB to meet with Pearl Beck.	KAB	9/29/97	
8.	PCH to contact candidates for new staff positions to set up meetings with KAB.	PCH	9/29/97	
9.	JSH to call Sr. Joel Read regarding hotel accommodations.	JSH	9/29/97	
10.	Materials to go out ahead of Board Meeting to KJ.	All Staff	9/29/97	9/29/97
11.	PCH to revise Lay Leadership Forum questions for Board discussion.	PCH	9/29/97	
12.	NR to put together package with annual report for Board Meeting.	NR	9/29/97	
13.	GZD to call Moshe Sokolow regarding YU gift.	GZD	9/29/97	
14.	KAB to call Bob Hirt to set up meeting regarding YU gift.	KAB	9/29/97	
15.	KJ to distribute a copy of each individual budget to project group leader.	KJ	9/29/97	
16.	KAB to discuss June Professors with ADH and Annette Hochstein.	KAB	9/29/97	

Lay leaders conf call 11/21/97

PLH - can they bring something in advance

what do we want to learn

- ① what's been done already on lay leadership research?
- 5 common or other
- ② share res q's, get their comments
- ③ what kind of res would make sense to answer?
- broad disc of approaches

EG - res q's

- ① who is involved, why
- ② how do they understand their involvement

NR PLH

- ① From other areas of lay leadership

objective - find a strategy to mobilize more lay leaders

~~NR~~ mobilize for educ is the focus

- so talk to those involved in other areas of J life

subgroups

- those ^{Jews} in non-J orgs
- Jews in Jewish but non edu orgs

2

cons. Itats

- what do parties want
- what models of research

Judith McGlothin

- Harvard - highered - working w/ boards of trustees
- developing lay board

KAB - write a 1-page descrip of purpose of inst,
w/ agenda that has 4 parts + intro

1. what has been done already on lay leadership
2. tentative ^{res q's} 3-4 reasonable questions
3. methodology ideas + issues
4. wrap - up

Nessa will write - up what she finds

- will try to develop questions

K B will write g's

PCH will write the context

syn change

- Larry Hoffmann, Ron Wolfson, Isadora call
- KAB discussed poss res planning
- KAB will write it up, get feedback

Suggested Agenda for Telecon with Adam, Ellen, Nessa, KAB, PCH

11/21/97

Set agendas for consultations:

- Lay Leadership Research Consultation
- Synagogue Change Research Consultation

Lay Leadership Research Consultation:

Who will lead the discussion?

Provide a context for the consultation and background about CIJE?

Frame the questions?

Facilitate the meeting?

Set goals and objectives for the 3 hour consultation.

Introduction and Welcome:

- Provide a framework about CIJE, the strategic plan and how this fits in to JEWEL, Leadership Forum and the Lay Leadership component.
- Have CIJE packets available.
- Have participants introduce themselves.

Part 1:

Sharing of what research has been done in the area of Jewish Educational Leadership and Jewish Leadership. Content, findings, goals of research and achievements, questions that remain. Round table format for participants to offer what they know has been done in the field.

Part 2:

What questions do we need more information about?

- To shape the forum and provide for a presentation of the data
- To mobilize lay leaders to support Jewish Education
- Mobilize professionals to support Jewish Education
- Who are the folks who sit on the boards of Continuity Commissions, Religious School Boards, Bureau Boards, Day School Boards, Federation Jewish Education Committees
 - Previous lay leadership involvement
 - Prior Jewish educational leadership connections
 - Future leadership aspirations
- Is there a path/ladder between any of the above named organizations and the status ascribed to the leadership positions
- How do these lay leaders think about Jewish education
- How do lay leaders in Jewish education see leaders in Jewish communal service

Potential Data collection:

- Demographic profiles
- Motivation of lay leaders
- Benefits received by lay leaders-tangible and non-tangible

Discussion about ideas for a qualitative study on aspects of lay leadership research.

Part 3:

Summary and wrap-up

Next Steps

This is meant to be a guide to help frame our conversation today. Cippi

Pearl Beck

public policy / social psychology

study of lay leadership in major nat'l orgs

- K B has copy of rpt
 - client - American org - interested in extend women
 - women lack financial/bod skills
 - but only 25% are repres, have power
 - found - women's partic is sim to US non-jwt
 - female f-t volunteers had most power among
 - once on the boards, succeed in officership
 - need more women on boards (benefit most)
- (was res Director of Hadassah for yrs)

methods

- experts sorted out most imp't orgs
- selected 42
- list of board members - surveyed
- low resp rate - phone follow-up
- identified 2 dozen leaders - interviewed
- among women, many were f-t volunteers

res needs

- what turns them on?
- how att for rethinking of phil
- local vs national leaders
- rather than total non-partics,
more imp't to look at leaders who
are not contr.b Jewishly

William Helmreich ^{Added to the}
- Balt Orth ^{work of Helene}
experiences

research on volunteerism

on non-profits boards of directors
- ask Kadushin for references

other res

evaluation of L.J.W.s in Action - Michael Steinhaub

- direct-mail targeting coll ss
- ² focus grps ^{eqn} in 5 colls - UCLA, BU, UGA, Na, Pa.
- local people recruited the ss
- product-oriented review
 - ss did not take it w/ them
 - readers had not read it
- clients could not hear negative assent
- meth probl

sch-based mental health prog for State of NY

- help them think not measures
- track utilization

lay leadership res

- no-active
- multi-methods
 - face-to-face interviews
 - focus grps - after have identified the g's
 - surveys

start by asking priorities - es, what's most pressing

first g is wrong standing place ^{g for Am T common} - where does education

- answers could be fed back to leaders

- what do they think it takes to be an educator

what other g's? what other ways to tackle it?

prog & JS / ed can't survive w/o offering opps for scholarship

Stanford - grad prog in Res & Eval in J ed

- brought in M Rosenat, M Ben-Poretz, M Zeldin, A Davidson, T Reine

- there are very few who do res in J ed

- ^{try to} admit 2 ss per yr - ^{in J ed} 9/10 total

- prog continuing despite end of Werner block grant

- ss major in existing area - w/ concentration in J ed

- ex. d. ss in ed psych - Deborah Barani - Devel of relig. identity

Lisa Malik - Diffusion of Jewish family ed among adolescents

Kathy Simon - Spirituality & Moral educ in

Mari Blocker - how is interp of J ed sch Cath sch - bl sch

- research is NOT parochial - interest beyond J ed concern

- 6.3 mbl - absence of at least one person doing res on J ed

① AG introduce LS;

② DS descr our prog

③ AG asks LS

① talk abt his prog at Stanford

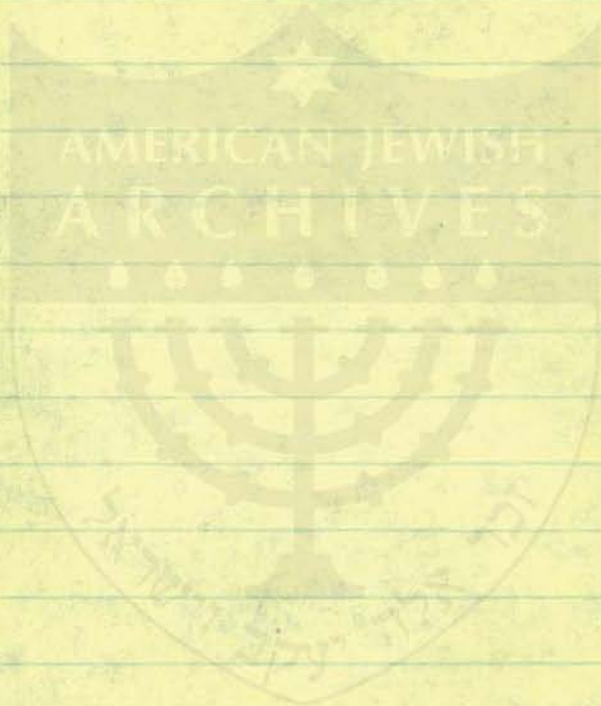
② talk abt challenges of res capacity in Ted

③ talk abt teacher trainings in Ted at sec univ

- for next 10 yrs - Must be able to stand on ~~own~~ merits
in secular context
- ~~be~~ get job in secular dept

for teaching meths

- top J educators brought to MSU for 1 yr
- teach methods
- take grad courses



PEARL BECK
310 West 106th Street
New York, New York 10025
(212) 866-3419

EDUCATION

Ph.D. Social Psychology
Graduate Center of the City University of New York, 1983

A.B. Barnard College, 1973
Magna Cum Laude

PROFESSIONAL EXPERIENCE

Research Director

Evaluation of New York State School-Based Mental Health Initiative
Hunter College School of Social Work
March, 1997 - present

Senior Research Fellow

City University of New York Graduate Center- Center for Jewish Studies
Present

- Directed evaluation of educational outreach project to Jewish college students
- Conducted study on attitudes and gender composition of boards of directors of major national Jewish organizations

Research Director

Hadassah; The Women's Zionist Organization of America
November, 1993 - August, 1996

- Directed organizational research, including membership and fundraising analysis
- Developed research instruments, collected data, designed databases, analyzed and presented results to high level decision makers
- Conducted focus groups
- Supervised professional staff

Research Associate

Institute for Health, Health Care Policy and Aging Research
Rutgers University
June 1988 - October, 1993

- Directed a survey and needs assessment of New Brunswick's elderly; devised recommendations for improving the city's social and health services for the elderly
- Directed the evaluation of New Jersey's Respite Care Program: analyzed utilization trends and caregiver experiences.
- Directed research on HIV+ patients in psychiatric facilities
- Directed an AIDS prevention research and intervention program for the sexual partners of IV drug users.
- Directed the evaluation of New Jersey's Contact Notification Program for the partners of HIV+ individuals.

Project Director: Adult Services Research

New York City Human Resources Administration (HRA)
Office of Policy and Economic Research
July 1983 - May 1988

- Directed an evaluation of a homelessness prevention program
- Directed New York City's Single Room Occupancy Resident Survey
- Project and Research Director: Home Care Fiscal Management Project

Beck - 2

PROFESSIONAL EXPERIENCE, CONT'D**Project Coordinator January 1980 - July 1983****New York City Board of Education; Office of Educational Evaluation**

- Directed the evaluation of dropout prevention programs

Research Associate**Vera Institute of Justice****January 1979 - December 1979****Assistant Project Director****Hospital Audiences, Inc.****March 1978 - September 1978****Research Assistantships****Graduate Center, City University of New York****September 1975 - June 1976****Center for Policy Research****August 1973 - June 1975****COMPUTER ANALYSIS****January 1979 - December 1983**

- Conducted computer and statistical analyses using SPSS
Affiliations of clients included: Albert Einstein Medical Center; Doubleday Publishers; American Jewish Committee

SOCIAL SERVICE EXPERIENCE**Administrator****Project Ezra - a friendly visiting program serving the isolated elderly****June 1973 - September 1974****Psychotherapist****Community Services for Human Development****September 1981 - August 1982****Clinical Intern****Coney Island Hospital****Adult and Child Psychiatry Services****January 1980 - June 1981****TEACHING EXPERIENCE****Hunter College; City University of New York****February 1979 - January 1980**

- Taught courses on social research skills

PUBLICATIONS**Beck - 3**

Beck, P., and Crystal, S. Survey and needs assessment of New Brunswick's elderly. Final report to New Brunswick Tomorrow, May, 1993.

Crystal, S., and Beck, P. A room of one's own: The SRO and the single elderly. The Gerontologist, 32(5):684-692, 1992.

Crystal, S., Beck, P., Dengelegi, L., and Krishnaswami, S. Service utilization, participant outcomes and waiting list caregivers in the New Jersey state-wide respite care program. Final report to New Jersey Department of Human Services, 1992.

Crystal, S., Dejowski, E., and Beck, P. Evaluation of the New Jersey respite care pilot project. Final report to New Jersey Department of Human Services, 1991.

Dejowski, E., Dengelegi, L., Crystal, S., and Beck, P. Partner notification in AIDS, in Homosexuality (edited by J. Weinrich and J. Gonsiorek), Beverly Hills: SAGE Publications, 1991.

Crystal, S., Dengelegi, L., Beck, P., and Dejowski, E. AIDS contact notification: initial program results in New Jersey. Journal of AIDS Education and Prevention, 2(4), 284-295, 1990.

Crystal, S., Dengelegi, L., Dejowski, E., and Beck, P. Contact notification and the control of the HIV epidemic, in Santé Publique et Maladies à Transmission Sexuelle, Des Voies de Recherche Pour L'Avenir (Colloque INSERM) (edited by N. Job-Spira). Montrouge, France: John Libbey Eurotext, 1990.

Crystal, S., Dengelegi, L., and Beck, P. Contact notification for AIDS prevention in New Jersey. Final Report to New Jersey Department of Health, 1989.

Crystal, S., Guttmacher, S., Beck, P., and Karus, D. AIDS-related knowledge, attitudes, and behaviors of inner city, non-school attending youth. Final report to Robert Wood Johnson Foundation and New Jersey Department of Health, 1989.

Beck, P. The changing face of New York city's SRO's: A profile of residents and housing. New York City Human Resources Administration Office of Policy and Economic Research, 1988.

Crystal, S., Flemming, C., Beck, P., Smolka, G. The management of home care services. New York: Springer Publishing Co., 1987.

Gottesman, R., Hankin, D., Levinson, W. & Beck, P. Neurodevelopmental functioning of good and poor readers in urban schools. Journal of Developmental and Behavioral Pediatrics. 1984, 5(3), pp. 109-115.

Beck P. Two successful interventions in nursing homes; the therapeutic effects of cognitive activity. The Gerontologist. 1982, (22), pp. 378-383.

Weinglass, J. & Beck, P. Psychology and Jewish women. In S. Elwell & E. Levenson (Eds.), The Jewish Women's Study Guide. New York: Biblio Press, 1982, pp. 33-53.

Langer, E., Rodin, J., Beck, P., & Weinman, C. Environmental determinants of memory improvement in late adulthood. Journal of Personality and Social Psychology. 1979, (37), 2003-2013.

Beck - 4

PAPERS PRESENTED

Horowitz, B., Beck, P. and Kadushin, C. Key players on the American Jewish scene: the networks of American Jewish organizations. Presented at the Association for Jewish Studies, Boston, 1995.

Beck, P., Krishnaswami, S., and Crystal, S. Respite care utilization trends and correlates in a state-wide respite care program. Presented at the American Public Health Association Annual Meeting, Washington, D.C., November, 1992.

Beck, P. New Jersey's respite care program. Presented at the Coolfont Conference "The changing face of informal caregiving." Coolfont, West Virginia, October, 1992.

Beck, P., Dejowski, E. and Crystal, S. The implications of New Jersey's respite care program for a national respite policy. Presented at the Gerontological Society of America Annual Meeting, San Francisco, November, 1991.

Beck, P., Dejowski, E. and Crystal, S. Using respite care to alleviate caregiver burden and isolation. Presented at the American Public Health Association Annual Meeting, Atlanta, November, 1991.

Crystal, S., Beck, P., Guttmacher, S., Karus, D., and Dengelegi, L. Dangerous myths: misconceptions about AIDS among inner-city, non-school attending youth. American Public Health Association Annual Meeting, New York, October, 1990.

Guttmacher, S., Kohn, S., and Beck, P. Helping women to reduce the risk of HIV infection: an assessment of community based programs in New York. American Public Health Association Annual Meeting, New York City, October, 1990.

Crystal, S., Schiller, N., Dejowski, E., Hansell, S., Merzel, C., and Beck, P. Female family members as mediators of utilization of health and social services. Fifth Annual International Conference on AIDS, Montreal, June 1989.

Beck, P. Helping activities & helping norms in informal participatory prayer groups. Association for Jewish Studies Annual Conference. Boston, Mass, December 1986.

Flemming, C. & Beck, P. The home care fiscal management project. Presented at the National Council on Aging Conference. Washington D.C., April 1984.

Beck, P. & Flemming, C. Use of a consortium approach in home care fiscal management. Presented at the American Public Welfare Association Research and Demonstration Conference. Washington D.C., November 1984.

Beck, P. Sex, expressivity and religious orientation: Comparing traditional and non-traditional groups. Presented at the American Psychological Association Annual Convention. Anaheim, August 1983.

Beck, P. Memory improvement in the aged as a function of increased motivation. Presented at the Gerontological Society Meeting. San Diego, November 1980.

Beck, P. Therapeutic interventions with the elderly. Presented at the American Orthopsychiatric Association Convention. Toronto, April 1980.

MEMORANDUM

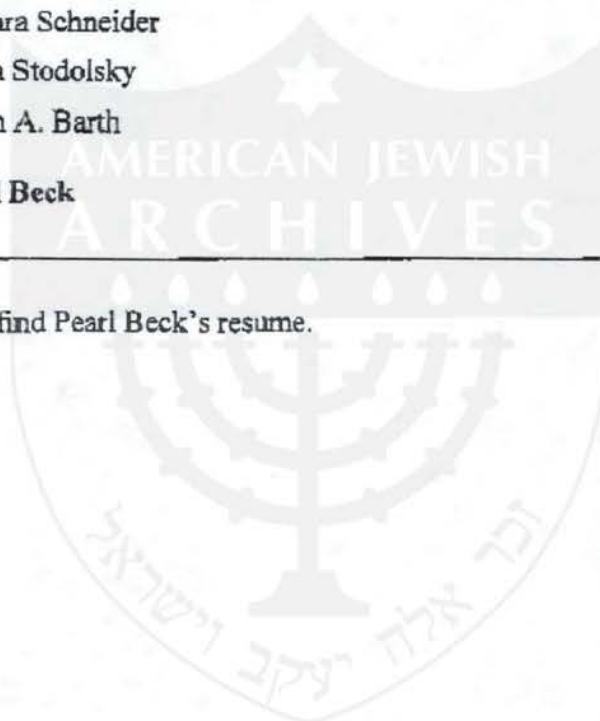
DATE: November 20, 1997

TO: Gail Dorph
Adam Gamoran
Ellen Goldring
Alan Hoffmann
Barbara Schneider
Susan Stodolsky

FROM: Karen A. Barth

RE: Pearl Beck

Attached please find Pearl Beck's resume.



Lay Leadership Research Consultation Participants
December 24, 1997

Steven M. Cohen is Professor at the Melton Centre for Jewish Education at the Hebrew University of Jerusalem. His current research (with Arnold Eisen) explores the Jewish identity of moderately affiliated American Jews through in depth interviews and survey research.

Samuel Heilman is Harold Proshansky Professor of Jewish Studies and Sociology, Queens College and is on the faculty of the CUNY Graduate Center. He is author of numerous books, articles and reviews, including *Synagogue Life*, *The People of the Book*, and *Cosmopolitans and Parochials: Modern Orthodox Jews in America* (co-authored with Steven M. Cohen).

Charles Kadushin is Professor of Sociology and Psychology at the CUNY Graduate Center and is coordinator of its Advanced Social Research Concentration. He is a member of a team studying differences between men and women board members of leading national Jewish organizations.

Barry Kosmin is Director of Research at the Institute for Jewish Policy Research, London and is on the faculty of the Ph.D. Program in Sociology at the CUNY Graduate Center. Kosmin is also a Senior Associate at the Oxford Centre for Hebrew & Jewish Studies, and former Research Director of the CJF.

Reynold Levy is President of the International Rescue Committee. He has recently written two books, one on the exercise of corporate social responsibility and the other on the renaissance in American philanthropy. Previously, Levy was a senior officer at AT&T, and prior to that, he was Executive Director of the 92nd Y. Levy has served on the boards of directors of over two dozen non-profit and public organizations in the United States.

Jonathan D. Sarna is Joseph H. and Belle R. Braun Professor of American Jewish History at Brandeis University. His many books include *The American Jewish Experience* and *The Jews of Boston* with Ellen Smith.

Susan Shevitz is Director of the Hornstein Program in Jewish Communal Service at Brandeis University. She has planned and/or evaluated several congregational change efforts on a regional and national basis and conducts research on institutional change in synagogues and schools. Shevitz is especially interested in the non-rational aspects of decision-making and planning.

Jack Wertheimer is Provost and Joseph and Martha Mendelson Professor of American Jewish History at the Jewish Theological Seminary. He is also Director of the Joseph and Miriam Ratner Center for the Study of Conservative Judaism at the JTS. Wertheimer is the editor of the two-volume history of the JTS, *Tradition Renewed*, and author of *Unwelcome Strangers: East European Jews in Imperial Germany* and *A People Divided: Judaism in Contemporary America*.

CIJE Staff:

Karen Barth
Gail Dorph
Nellie Harris
Cippi Harte
Nessa Rapoport

CIJE Consultants:

Adam Gamoran
Ellen Goldring
Susan Stodolsky

facsimile

TRANSMITTAL

to: Adam Gamoran
fax #: (608) 265-5389
re: Ellen's fax on volunteering
date: December 1, 1996
pages: 5, including cover sheet.



From the desk of...

Bill Robinson
Staff Researcher
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1525 Wood Creek Trail
Roswell, Georgia 30076

(770) 552-0930
Fax: (770) 998-0860

FROM : PEARBODY ACADEMIC

PHONE NO. : 615 322 8400

Dec. 17 1997 06:09PM F1

①

Bill,

I'm in a meeting and wanted to get you my comments in both of the recent documents you faxed. Since I'm at a meeting please fax a copy of these comments to Adam as well since I won't re-type them for e-mail.

LT Document

This is great - I have a few comments - then I suggest Adam + I forward this on to NV (Adam if you agree).

I. Throughout the document you seemed to have used the Gonen/Parkosky document to determine if there are quality indicators. Two comments - 1) There is a more recent document presented to the Board - Have you seen + used that. This more recent document should be the one you reference + use. 2) I would like to know if within each data set there are indicators that we perhaps didn't specifically delineate but could be useful (saying let's use what is out there first). You could specify indicators suggested in our documents, other possible indicators. Please look at this throughout all data sets.

FROM : PEARBODY ACADEMIC SERVICES

PHONE NO. : 615 322 8400

Dec. 17 1997 06:09PM P2

(2)

NELS

Please give specific questions (item) next to indicator or example of type of item if its a scale.

HS EB

This also has a school, teacher and principal survey. Did you/can you use them as well? Please investigate

NPSAS

You need indicate how many Jewish cases there are.

SAAS

The presentation of Responses is not clear. What is Total referring to?

How many teachers responded in Jewish schools? Are there any indicators from the student records? etc, etc.

GSS

It would be interesting to compare current religion + religion raised.

Thought - Given these are long surveys should we propose doing a mini-survey to see how many + which of these

FROM : PEABODY ACADEMIC AFFAIRS

PHONE NO. : 615 322 8400

Dec. 17 1997 06:10PM EST

(3)

indicators from these data sets?

My answer would be yes - + if so should be part of the report!!

Volunteering Document

This is more complicated so we may want to talk. The main comment is; it is written too academic, with too many details.

Can you try to write much more straight-forward

I. What questions are addressed in the literature.

A. Who volunteers? (Determinants is an academic "statistic" term.

B. How are people motivated to volunteer?
etc

It's. You must say a few words about how you are using / defining the term volunteer - + what literature / key-words etc you used to compile the report, and types of organizations studied.

III. Then, under each question give some of the findings in bullets w/ references - so who volunteers -

1. Tend to be higher educated, wealthier...
2. Small community connections etc...

FROM : PEARBUDY ACADEMIC SERVICES

PHONE NO. : 615 322 8400

Dec. 17 1997 06:10PM Pd

(4)

The ~~covered~~, etc commentary on the research are not necessary at this point. These bullets should be under the categories of context, personal etc. perhaps issues or something as compared to variables.

You could summarize this with the two models - again use bullet, then explain them.

End with a Section on the Research - up point about usefulness to practitioners (although I'm not sure of the point here) + new types of Research needed.

In short, the info is good, but needs to be presented clearly, simply so folks will know - where + what you looked at (what type of volunteering is covered in this review) + what you found + then summarize what you didn't find, + add reference list



MEMO TO: Steven M. Cohen, Samuel Heilman, Charles Kadushin, Barry Kosmin, Reynold Levy, Jonathan D. Sarna, Susan Shevitz, Jack Wertheimer

CC: Gail Dorph, Adam Gamoran, Ellen Goldring, Nellie Harris, Cippi Harte, Nessa Rapoport, Susan Stodolsky

MEMO FROM: Karen A. Barth

DATE: December 5, 1997

Re: Lay Leadership Research Consultation

Thanks to each of you for agreeing to join us and offer your expert input at our consultation on research about lay leadership in Jewish education.

Central to CIJE's philosophy and approach is the belief that through a partnership between lay leaders and professionals, meaningful progress can be made in advancing the quality of Jewish education in North America. Yet we and others have encountered significant challenges as we work to achieve this vision.

We hope this consultation will help us sharpen our thinking about lay leadership development.

Some questions we are asking ourselves about this issue are:

- A. Why and how do lay people volunteer their time and/or money in support of Jewish education?
 - How do they get involved?
 - What keeps them involved?
 - What different roles do they play?
 - What obstacles/frustrations do they encounter?
- B. What keeps other people from getting involved?
 - Why do active lay leaders who are involved in other Jewish causes stay out of Jewish education?
 - Why do Jews who are active in non-Jewish philanthropy stay out of Jewish education?
 - What would it take to get them involved?

Do the answers to A. and B. above differ by segment?

- Age
- Number of generations that the family has lived in the US
- Level of wealth/giving
- Jewish education
- Family status
- Gender
- Lay role
- Geographical location
- Institutional setting

Given trends in the American Jewish Community, how are future lay leaders likely to differ from current/past lay leaders?

The proposed agenda for the consultation is:

AGENDA

1. How could research help answer these questions? Are they the right questions?
2. How can we best tap into existing research in the Jewish and secular world on this subject? In what ways would using existing research be appropriate or not to the area of Jewish education?
3. What are some appropriate research methodologies?
 - a. What would be the most useful methods to investigate the above questions?
 - Focus groups
 - Interviews
 - Quantitative surveys
 - Other
 - b. Who would you survey and interview? How would you choose, etc.
 - c. What would it take to get information that has clear policy implications out of a research project like this?
4. Would a research project such as this be a useful step in an effort to push forward a community mobilization agenda?

We would appreciate any feedback on the agenda via e-mail to:
pcharte@compuserve.com.

We have included a CIJE information packet and look forward to seeing you on December 24th. If you have any questions, please feel free to call Cippi Harte at 212-532-2360 ext. 21.

Enc.

Date: Tue, 23 Dec 1997 12:26:48 -0500
From: Bill Robinson <74104.3335@compuserve.com>
Subject: Revised Volunteering Paper
Sender: Bill Robinson <74104.3335@compuserve.com>
To: Adam Gamoran <GAMORAN@ssc.wisc.edu>,
Ellen Goldring <GOLDRIEB@CTRVAX.VANDERBILT.EDU>
Content-Disposition: inline

Adam and Ellen,

I'm faxing you now the revised volunteering paper (without references) to the usual fax numbers. If you want it to go to a new fax number or (after reviewing it) be faxed to NY for a tomorrow morning arrival, please e-mail.

I tried to make the paper more concise and more readable. [By the way, who is the audience for this paper outside CIJE and academic consultants on the lay leadership project?] I'm not sure it is as concise as Ellen wants though, as I left in a good amount of the commentary (in the second, third, and fourth sections).

In sum and as detailed in the report, there are really no "useful" findings on who volunteers. And, the research on volunteering is not very insightful into the question of how to motivate people to volunteer. A major reason for this is that the research tends to group different types of volunteering into the same category. I suggest (in the report) that the type of research that may be useful to us is anthropological. Yet, we have to know what specific type of volunteer activity in what particular type of organization people are being motivated to do (by CIJE) BEFORE we can determine what specific anthropological studies are most relevant. Of note: Benthamie Horowitz piece on havurah Jews is exemplary in being of the type of research that needs to be done. However, to know whether or not findings about havurah Jews is important to CIJE, I first need to know what CIJE's specific, practical aims are in this area -- that is, Are they interested in increased giving? Are Havurah Jews a target group?

Please review this revised draft. If you approve, I will add the references. If you require more substantial changes, we should talk on the phone.

Bill

Lay leadership mts 12/24/97

Defining the problem

KAB - at all levels

AG - T ed as top priority

BK - Tens as citizens or consumers
- probl of polarization

NR - lay mobilz an end a/u/a means

SMC - to what extent do variat. in
quality of T ed correlate w/
lay leadership?

RL - Is it true that Ted is
 defined by lay leadership?
 what is size of boards
 of Ted instits
 what are models of good
 lay leadership?

why is the wealth of Jews
 going outside the T community?

BK - Where do contribs go?

CK - two models

① so where the money is
 - this assumes prob is
 lack of money
 - study the non-buyers

② how set interest - status?
 meaning?

EG ③ how set time

AG - what abt 5 true barriers
 - es cont. mkt can't reach sell

LM - struc at micro + macro levels

RF - are people being asked
to volunteer for Ted?

SH - do we know what the
pop of potent volunteers is?
- do we know abt how to ask?

RF - parents of kids in Ted
as potent pool of parents
- "a farm team of lay leaders"
- a way to take advantage
of the decentraliz struc of Ted
- lots of wealth has been
created in T community - an opp
- so it's not look back,
won't get good answers

CK - what are the mechs that
link the structural to the personal?

- 3 prongs
 - personal
 - structural
 - links b/w personal & structural

Handbk of Research on NonProfits
-incl by leadership - dated 6

Journal of Voluntary Action Resear

W. Isaac + Musick in ASP Oct '9
— no data set (Changing American Lives)

David Horton Smith,
"Determinants of Voluntary Assoc Partec
& Volunteering: A Lit. Review"
Nonprofit & Voluntary Sector Quarterly
23: 243-263 (1994)

5

SMC - need some transcripts
to focus the conversation

RF - for success stories,
need to go outside J commun-
es from local to national

SS - career analysis + network analysis

SMC - probl. is of 1/1 in non-
setting
SH - need to treat ortho g
separately + seriously

KAB ① parolics, non parolics,
recruiters

② ortho + non ortho

③ instit, local community, nat

④ ~~for~~ lots of settings

LM - also need observations

SMC - need to focus

6

RL - need to get the facts on

lay leadership
- EG - calls for a survey

- need to ask lay leaders + pros
what they think the key g's are

- look at barriers to entry



300 007
1500 wt

Staff Retreat 8/5/98

Pearl

no info on ^{lay} leaders in J ed

need to know

① ^{lay} leaders for J ed

② lay leaders in J, non-ed

— this will assess prog towards ATA goal

Cleveland

- involunt in J ed gives opp for pers trans &
- involved persons are at early stage of partic

orig plan - profile the leadership - leaders & instite

KAB - what gets people into lay leadership for J ed
- what keeps them in
- how do we know there's a probl, & what s it?

Scans

ADH - all rbt struc & process
- where is content?

recruitment for JEWEL pilot

ADH - transformation is the key

- need those w/ potential for trans leaders

Date: Tue, 30 Jun 1998 13:54:51 -0400
From: beck-fisher@worldnet.att.net
X-Mailer: Mozilla 2.01E (Win95; U)
To: ckadushi@email.gc.cunyedu, bethamie@sel.org.il,
ellen.goldring@vanderbilt.edu, gamoran@ssc.wisc.edu
Cc: karenbarth@aol.com
Subject: lay Leadership Survey

Hi,

The lay leadership research is underway. I have already conducted a series of interviews with lay leaders of Jewish educational institutions in Cleveland. I -- along with Karen B. --also interviewed Lester Pollack, the CIJE Board President.

The interviews have gone well and seem to be reaping much information about respondents': Jewish backgrounds, reasons for philanthropic involvement, reasons for Jewish educational involvement, lay careers, perception of lay-professional relationship, attitudes regarding personal and board training needs and views regarding board need for enhanced Jewish knowledge (including attitudes regarding integrating Jewish learning into Board activities.), etc.

However, there is one issue that was brought up during the December consultation that we feel has not been adequately addressed and that is: "What is the nature of the problem on the lay level?" (Of course, this assumes that there is a problem with the boards).

Since the unit of analysis is the individual board member and his/her background, skills, perceptions, values and attitudes it has been difficult to capture this organization-level information. Although we have been asking questions such as "What are the gratifications as well as frustrations of serving on the board of a Jewish educational organization (and have even asked for specific examples), this question seems too broad. We have also asked what types of training they believe the boards require in order to improve their functioning.

At this stage, we thought it might be beneficial to turn this over to the "experts" - YOU! What techniques and/or questions (if any) do you suggest using to elicit better information about how board members think their boards are functioning & to get at the "What is the problem" issue?

Looking forward to receiving your wise words.

Hope your summer is going well!

Pearl

JEWISH EDUCATIONAL LEADERSHIP DEVELOPMENT

In the spring of 1998 the Mandel Foundation-New York (formerly, The Council for Initiatives in Jewish Education) commissioned a study to scan the landscape of leadership training programs in the Jewish community. This document summarizes what was learned in interviews with over 40 individuals who have responsibility for professional or lay leadership education programs. The interviewees included people responsible for a wide range of national and local organizations. All self-described Jewish Leadership Training Program qualified. These programs vary in length from "three hours" to "three years."

The interviews for lay and professional leadership training programs are summarized separately and provide information in the following areas: **types of programs, goals, program characteristics, recruitment of participants, and challenges.**

TRAINING THE PROFESSIONAL EDUCATIONAL LEADER

Types of Programs

In total, 27 interviews were conducted pertaining to professional leadership development programs:

- *Eight programs were degree-granting* - These programs are for full-time or part-time students at Jewish colleges and universities under Jewish auspice. They range from full-time Masters programs at schools, such as the Jewish Theological Seminary, to part-time programs at local colleges, such as Cleveland College of Jewish Studies.
- *Nineteen programs were non-degree granting* - almost exclusively for professionals who are already employed by an organization. Many of these programs are "professional development" programs, ranging from in-house lectures to full-year courses offered in conjunction with local universities. Central Agencies for Jewish Education, national organizations, and local federations all sponsor some form of non-degree granting professional leadership training.

Goals

- **The goals of the degree granting programs are very general in terms of preparing personnel for positions in Jewish education.**

As one interviewee commented, the programs at his institution are geared "*...to create professional leaders who understand the importance of creating holistic environments of study, and to train the best possible graduates for Jewish institutions and organizations and to assume leadership roles in their jobs.*"

- **Non-degree granting programs aim to improve those currently employed Jewish educators.**

"Our goal is to enhance Jewish knowledge and skills of the participants as well as the

professional and management skills. We seek to integrate the two as well as always be sure to address the question, 'what does this mean to the individual participant and their leadership in the Jewish community?' This course has made a tremendous impact on our Jewish community because it has taught people to think more about, 'what are the Jewish policies in our organization?'

Program Characteristics

- **The curricula of the programs vary, but all programs have Jewish Studies and leadership components.**

All interviewees mentioned a tension between *"educating our students in 'Jewish topics' and offering our students leadership and management skills."*

For example, one program recently changed the curriculum in response to this tension:

"In response to organizational demand (i.e. job requirements in the marketplace) and interviews with alumni, we began a program which we hope will increase the management skills and "risk taking" of our students. We reduced the required course-load in other areas."

- **To improve linkages to the field, most degree granting programs try to incorporate some aspect of formal mentoring.**

In many respects, mentoring is the central component of the leadership training offered. In several schools, the constraint on the number of students is due to the limited number of "field placements" and "mentors" rather than the number of students who can fill the classroom.

"Our affiliation with schools and our (denominational) movement is vital to our training because it allows us a place to provide for research, training, and mentoring experiences for faculty and students."

- **Faculty from the institutions of degree granting programs teach in the leadership programs, while non-degree granting programs tend to use outside teachers as well as on-site staff members.**

In degree granting institutions, it is the faculty of the particular institution who teach leadership classes, although from time to time, specialists in the community are asked to give lectures. By and large, many interviewees bemoaned the fact that finding quality faculty who can integrate Jewish content and leadership is a major constraint.

As one President of an institution said, *"There is a lack of people who can integrate leadership training with Jewish thought -- it takes time and those who teach these subjects must give it a lot of thought to do it well. The problem is that most Jewish scholars are scholars -- and don't think about these issues very much."*

Recruitment of Participants

- **Degree Granting Programs face recruitment challenges**

Everyone discussed recruitment as a primary concern of the field of Jewish education, both for the field itself and the impact on an institution's ability to offer "quality Jewish leadership training." The interviewees said that it was difficult to work with students who are not of the highest quality and try to develop them as leaders. This difficulty stems from a number of issues. Most students do not have any prior experience in education, Jewish education or related fields. Many students do not have a comprehensive background in Jewish studies. Some of the institutions do not have high standards of admission. In essence, people said, *"because we are unable to recruit quality people into the field, it is almost impossible for us to produce quality leaders."* Variations on this were offered again and again:

- The best and the brightest go into the rabbinate rather than education. This can be attributed to:
 - higher salaries
 - greater prestige, mystique and respect
 - more opportunities for advancement

As a director of a program for rabbinical students and educators said, *"One of the biggest problems our community faces is that with rare exception, quality people are not entering into the field of education. Our program is almost entirely filled with rabbis. And the truth is, we still have to stretch our standards in order to allow education students in. It is very disheartening."*

- There are many pre-service experiences for potential Jewish educators (i.e. working in a camp, a Hebrew school, etc.) and these experiences are often negative ones. In contrast, there are no direct pre-service experiences for rabbis. Thus, many people choose to become rabbis rather than educators. As one Director of Education stated, *"I have seen many people who are considering whether to become a rabbi or Jewish educator decide to work for a while in the field of Jewish education. Their experience is the following: they are poorly supervised, the kids are unruly, and they don't feel they are making an impact. So they decide to become rabbis instead, figuring in this case, the devil they don't know is better than the devil they do."*
- Full-time programs are by-and-large filled with young people who have not had any, or a great deal, of work experience. Older people, who are more keenly aware of salary and life-style issues, tend to shy away from Jewish education as a career. (Although many people mentioned that salaries for senior administrators are rising.) In addition, some full time programs have an Israel component, which may not work for potential applicants. *"The majority of our students are in their early twenties and have not had a great deal of work experience. Thus, many leadership skills we are teaching are*

'like theory' to them, whereas with older, more experienced people they are able to translate our training from the theoretical to the practical."

- An increasing number of people with weak Jewish backgrounds are interested in a career in Jewish education. This affects a school's curriculum because they feel they must devote considerable attention to Jewish studies. This problem was repeatedly mentioned. *"We have a major problem in that many more students are coming to us with poor backgrounds in Judaism itself. Thus, we must devote an increasing number of class hours to 'Jewish classes' and reduce the number of hours in which students study 'other subjects' – including leadership skills'."*
- The regional schools (i.e. Boston, Cleveland, etc.) primarily serve the local community. Few people move to a city because of a training institution, especially since the majority of people study part-time.

The "lack of competition" among schools is an important dilemma to note when broadly considering how to influence the field of Jewish education. To put it simply, few students move to attend a regional school (such as Boston Hebrew College or Graetz College). And, although students do move to attend schools such as HUC or YU, these institutions draw the vast majority of their students from within their own denominations. Thus, there is a "low level of competition" between institutions.

- There has been little success in attempts to recruit people into Jewish education who currently work in public or private schools. One director of a Masters program in Jewish Education noted,

"We will definitely have to invest greater resources of time and money to locating those people who may be interested in 'crossing-over' to Jewish education. In fact, we will need to devote greater resources overall to recruitment. This year we advertised in school-administrator publications and sent information to every Bureau of Jewish Education and every Jewish school in existence. And we were still quite disappointed in the numbers of people who were interested in our program, despite the fact that it is clearly a well-funded, quality program associated with a premier institution. So next time we will both have to spend more money as well as place greater importance on developing personal connections to recruit people."

Another Jewish educator said, *"When we first designed the program it was our hope to encourage really outstanding people from other careers to think about entering the Jewish world and this has not worked. It has been successful with people who were inclined this way already and with some second career people -- but real shift, this has failed."*

Despite these facts, most schools were at or near enrollment.

- **Non-degree granting programs tend to recruit locally, through self-selection or through an expectation of participation at the place of work.**

Challenges

DEGREE GRANTING PROGRAMS:

- **There is no continuum of programs for graduates.**

Few programs have clear prerequisites for admission in terms of specific degrees and programs. By and large there are no programs for alumni of individual institutions. Therefore, there is not a clear progression of continuing education and degrees for the field

- **There are limited opportunities for formal induction into Jewish education.**

More than one person recommended that the Jewish community, or some institutions, determine how to create residencies for graduates.

"How to find year-long residencies for people who have finished formal education ... so they are capable of being hired (like MD programs) is crucial for our community to consider. There is often a great deal of longevity in private school careers – and we, as a community, do not invest enough in the education of our educators. What the recent alumni are missing is the orchestration piece – the practice of putting it all together...not on their first jobs but in an environment dedicated to their learning. We need to find ways to create practical experiences for people before they are hired into permanent positions. This is especially true because small schools need better people more now than ever before. This is a crucial issue and this model is a rich and important one."

- **There is little evaluation of program impact.**

Few interviewees thought it was possible to measure the impact of leadership training on students. As suggested, many people interviewed did not think they were actually preparing leaders in their programs. Therefore, if they evaluated leadership, there would be misalignment between the evaluation criteria and the program curricula. Several program directors were reluctant to evaluate students because they thought that "only a handful" of their students would truly be leaders.

"We aren't attracting potential leaders into the program, so that despite our efforts at leadership education, the impact is still not what we would like. All is not lost – we are helping to mold some better educators. But if we are talking about visionary leadership, I have to question the impact we are having."

One school had a unique program which addressed this issue, "we know that all our graduates won't be leaders. So we tap those who we think have the greatest leadership potential and we

offer them stipends, extra classes, registration fees for conferences, and meetings every two weeks with leaders in the Jewish world. This way they are exposed to today's leaders and how they think – and hopefully this will also give them the opportunity to develop their own skills and begin to see themselves as leaders."

Others noted, *"Schools measure impact by whether or not we place our graduates. And yes, we are placing our graduates."* Indeed, some interviewees felt that due to the lack of experienced professionals in the field, several of their graduates had received "leadership positions" which were *"senior for the graduates at this point in their careers."*

"Time will tell" was perhaps the attitude which most predominated the discussion of impact. As one interviewee said *"we haven't been doing concerted leadership training for all that long. We will need time to evaluate its success and failure."*

- **People were not satisfied with the types of leadership development programs available for professionals.**

Interviewees commented that their programs are not rigorous. However, they explained this may be the case because the incentives are not there. They felt that the field of Jewish education does not value its graduates and does not offer them adequate status. Furthermore, money is not allocated for the task of training leaders.

In many respects, leadership development for adults in degree-granting programs mirrors the frustration people feel about Jewish education for children, *"...people talk a great deal about how we have to have more, but in fact, in many places in the community the reality is that hours are shorter than ever before."*

A significant environmental issue affecting these programs is that jobs are available for the graduates of these institutions. (*"Not a week goes by when I don't get a call for someone looking to fill a position with an experienced, quality educator."*) Thus, pressure to change or excel is not being placed on them directly by the market place. Rather, it is a general sense of despair about Jewish education that seems to be the primary cause of their evaluation.

- **Interviewees were surprisingly unfamiliar with what other schools were doing in terms of leadership education.**

There are very few forums for authentic sharing and discussion about what each program is trying to accomplish.

NON-DEGREE GRANTING PROGRAMS:

- **Non-degree training of professionals face the following challenges:**
 - high overlap in need for Jewish, communal and skills training;
 - significant problems with retention and burn-out (including lack of attention paid to

caring for professional and career planning);

- significant time and money constraints;
- few long-term programs available with planned curriculum, and if they are available, they are "seemingly" expensive investments in staff;
- organizational mentors and national networking are important.

The "graduates" were considered to be "positive forces" in their workplaces, in terms of both management skills and their ability to make Jewish values more central to their institution or organization.

There was, nevertheless, concern that some of the participants "left their professional positions" in the Jewish community shortly after the program was over and "took their human capital elsewhere." In smaller communities, where fewer jobs are available this was of lesser concern.

Among the major issues addressed in this area was the feeling that there are insufficient evaluative goals for staff training at different levels throughout an organization and thus, there is tremendous reluctance to heavily invest in training because people do not know how to "value" it and whether it makes a difference. The one exception to this seems to be in the area of fundraising. Organizations are much more willing to train their professionals in fundraising because it is very easy to measure results.

It was noted that "mid-level" employees are likely to leave the "Jewish world" thus employers are unwilling to invest heavily in their education. "Expensive leadership training programs" for high-level executives are often costly because there is a very limited number of "top-positions" for which to train these individuals.

TRAINING THE LAY LEADER

Type of Programs

Twenty-four interviews were conducted in which Jewish Lay Leadership Training was discussed.

- Seven programs were run by "local" Federations which confined their work to a specific geographical region. These programs train lay leaders to enhance the specific mission of their own organizations. *"Our mission is to train a new generation of young leaders committed to our organization's mission."*
- Seventeen programs were sponsored by "national" organizations (i.e. concerned with leadership throughout the United States), although many of these program used a combination of national and local training with their students (for example, the Wexner Heritage program trains people in their home communities but also has National gatherings participants which are integral to their training program). About one-fourth of these

programs are truly national in scope, such as Wexner. These programs train lay leaders to enhance the “Jewish people” and are quite particular in their selection process. Three-fourths of the programs are aimed at specific national level organizations (such as, American Jewish Committee, New Israel Fund).

Goals

- **Lay Leadership programs have varied goals:**

- To help people understand the work of the organization and to train them to be able to talk with people about the organization
- To bring people closer to the organization (vision, culture, etc.);
- To increase the number of people donating time to the organization, the amount of time each individual gives, and to increase the effectiveness of the time they give;
- To increase the amount of financial support individuals give;
- To train people to assume specific leadership roles (and to help them avoid burn-out as well as chart a “career path” to this role);
- To help people understand that being Jewish and Jewish learning is important to the individual and to the Jewish community;
- To help those already actively engaged in the Jewish community to develop and trust their own Jewish authenticity;
- To inspire individuals who are excited about Judaism;
- To create a network of individuals involved in leadership in the Jewish community.

The conflict between “involvement as an end in itself” and “training for substantive leadership” is a critical one that was mentioned. In other words, some programs foster participation at a very general level, such as serving on the board or a specific committee with no real attention to leadership.

One Federation director said, *“Not all of our ‘leadership training programs’ fit even the loose definition of this word. However, we use this phrase because it is a term which people are likely to respond to.”*

Program Characteristics

- **Programs tend to focus on four general areas: the mission of the organization, leadership skills, issues related to the Jewish community at large, and Jewish content.**

Jewish content refers to both text teaching and making the Jewish context of an organization's mission more explicit.

"We offer our leaders various learning opportunities on subjects such as Israel, Judaism and other 'things Jewish' which we feel are essential for them to know. We have also begun to incorporate Jewish experiences into what we provide for our leaders such as Shabbatonim or simply Shabbat dinners. What we are trying to do is teach people about Judaism, so they can assume positions of Jewish leadership and also help them to enjoy the experience."

- **There is a trend toward long-term Jewish education programs to provide a sustained, more intensive learning experience. (At the national level these programs include CLAL and Wexner and at the local level there are programs such as Me'ah in Boston and Limmud in Baltimore.)**
- **Some organizations offer various levels of training.**

"In the past we were criticized for 'burning-out' our potential leaders by giving them too much to do too soon. We are thus constantly trying to balance keeping these folks engaged with our organization and avoiding burn-out. One method we have developed which helps to circumvent this is offering multiple levels of leadership training. We also try to help people design an appropriate 'volunteer career-path' with our organization."

- **It is very uncommon for professional and lay leaders to participate together in leadership development.**
- **Programs are generally free or of minimal cost to participants.**
- **Few, if any programs, have institutionalized mentoring or formal networking components.**

Recruitment

- **National programs recruit locally, often relying on the local Federation.**

Some lay leaders do not want to participate in national organizations. In addition, because many lay leaders are recruited locally, the same people are being tapped again and again.

- **There is not a "path to leadership" for lay people. Therefore, when training is completed, there is not a systematic focus on placement.**
- **Lay people tend to be nurtured by professionals, not by other lay people. This contributes to the sense that a small net is cast to recruit and place lay people for leadership positions.**

Challenges

- **Faculty** - There is a shortage of faculty that can incorporate teaching both Jewish content, leadership and work effectively with adults. Thus many programs have a “fly in” model, where individual instructors teach specific components of a program. It is uncommon for lay leaders to teach other lay leaders.
- **Money** - “Everyone talks about wanting to invest in leadership training, but it is one of the first items to be cut from the budget each year.”
- **Time** - Lay leaders have limited time to devote to volunteer commitments including training programs.
- **Gender** - Women are under represented in training programs.
- **Rewards** - A consciousness to nurture and reward lay leaders needs to be developed. This is considered vital to developed in order to recruit a cadre of future lay leaders.

Summary

Many organizations and institutions in the Jewish community offer programs in the area of leadership development. However, the interviews with senior personnel of these programs suggest that there is little consensus as to what encompasses leadership development. Programs for both professional and lay leaders varied widely in terms of their scope, curricula emphases, and intents. Despite this wide variation, common themes emerged from the interviews. There is a strong desire to integrate Jewish learning with leadership development; programs want to be able to respond more effectively to the leadership needs of the field and their constituents; and, there is a recognition that some programs are not as rigorous as necessary. Interviewees noted that some of the greatest challenges include limited faculty and shared expertise in this area, a shortage of financial resources for serious programs, and issues that are part of the field of Jewish education, such as low status, limited mobility and career ladders, and lack of widespread recruitment. It is hoped that this summary provides the basis for further discussions about the development of professional and lay leadership for the North American Jewish community.

Final Interview List

Organizations

American Jewish Committee
Atlanta Federation
Baltimore Federation
Baltimore Hebrew University
Boston Federation
Boston Hebrew College
Brandeis
Brandeis Bardin
CAJE
CJF
CLAL
Cleveland College
Hadassah
Hillel
HUC-School of Communal Services
JCCA
JESNA
Jewish Funders Network
JTS
L'Atid
Los Angeles, BJE
Milwaukee Federation
National UJA
New Israel Fund
NY UJA/Federation
Philadelphia Federation
Philadelphia Auerbach CAJE
Rabbinical Assembly
Ramah
Rhea Hirsch (HUC)
UAHC
United Synagogue
University of Judaism
Wexner
Wexner Heritage
Yeshiva University (REITS)

