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CIJE Steering Committee meeting book, 1996.

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MASTER SCHEDULE CONTROL

COUNCIL FOR INITIATIVES IN JEWISH EDUCATION

Date Prepared: 8/9/96

--- 1996 ----- / ----- 1997 -----															
ELEMENT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
1. Steering Committee 9:30 AM - 4:00 PM	N.Y. 10/16		N.Y. 12/5		N.Y. 2/6		N.Y. 4/9		N.Y. 6/26		N.Y. 8/7				N.Y. 12/3
2. Executive Committee 6:00 - 7:30 PM	N.Y. 10/16						N.Y. 4/9								
3. Board of Directors 7:45-10:00 PM; 9:30 AM - 3:30 PM	N.Y. 10/16 - 17						N.Y. 4/9 - 10								N.Y. 12/3 - 4
4. Sub-Committees:															
A. Building the Profession	N.Y. 10/17						N.Y. 4/10								N.Y. 12/4
B. Community Mobilization	N.Y. 10/17						N.Y. 4/10								N.Y. 12/4
C. Content & Program	N.Y. 10/17						N.Y. 4/10								N.Y. 12/4
D. Research & Evaluation	N.Y. 10/17						N.Y. 4/10								N.Y. 12/4

MINUTES: CIJE STEERING COMMITTEE
DATE OF MEETING: August 15, 1996
DATE MINUTES ISSUED: October 10, 1996
PARTICIPANTS: Morton L. Mandel (Chair), Sheila Allenick, Karen Barth, John Colman, Gail Dorph, Ellen Goldring, Lee M. Hendler, Allan Hoffmann, Barry Holtz, Josie Mowlem (sec'y), Dan Pekarsky, Dalia Pollack, Lester Pollack, Nessa Rapoport, Charles Ratner, Esther Leah Ritz, Richard Shatten, Jon Woocher

COPY TO: Dan Bader, Seymour Fox, Adam Gamoran, Annette Hochstein, Stephen Hoffman, Henry Zucker

I. Master Schedule Control

The master schedule control for 1997 was reviewed. The current thinking is to hold all of our Steering Committee meetings in New York. The chair noted that the October 1997 date needs to be rescheduled.

II. Announcements

Mr. Mandel warmly welcomed Karen Barth, who has joined the leadership team of CIJE, initially as a Senior Consultant. Karen is part-time leading to full-time by 1997. Until recently, Karen has been a Senior Engagement Manager with McKinsey and Co. and has specialized in helping organizations (both profit and non-profit) through change processes.

III. Minutes and Assignments

The minutes and assignments of June 26 were reviewed.

IV. Early Childhood

CIJE has committed itself to continuing to search for a person to head up an early childhood initiative and gather information and advisors to work together in this project.

Assignment Staff will make a recommendation at a subsequent meeting on this topic.

V. The Professors: Summer 1996 and Beyond

Barry Holtz briefly described the context of the Summer Program for Professors, noting that the project grew out of an enduring issue: the "capacity problem", or who will do the work. There are only 30 professors of Jewish education in the country, so we needed to find another way to draw more into our orbit. The idea is to recruit outstanding professors of education who are also Jewish and give them an opportunity to contribute to the Jewish community in their area of expertise. We recruited a group of 12-15 people, all of whom were excited and want to be involved. Of this group, 9 were able to participate in the summer

program, which was a joint project of CIJE and the Center for Advanced Professional Educators (CAPE) of the Mandel Institute.

Barry then introduced Susan Stodolsky, Professor of Education and Psychology at the University of Chicago, who does observational and survey research and teaches program evaluation and other research methods. Ms. Stodolsky said that she was thrilled to become more directly engaged in Jewish education, both personally and professionally, because this gave her a new context for her professional skills. The program was an extraordinary chance to interact with outstanding colleagues. Although she expressed her initial misgivings as to how the program would come together, she was impressed at the way the curriculum was structured to address educational and Jewish ideas of importance. She noted that a variety of structures were used: large groups and small groups; there were great teachers and field visits. The program, whose theme was pluralism, was demanding and intense. She said that the participants want to continue to be involved and need to determine the best way for each of them to contribute.

Barry Holtz reported that these sentiments were shared by all the participants, and that a meeting will be planned in the winter, at which time we may include those professors who did not attend this summer. There is the issue of how to integrate new people into the group and this will be discussed further. In response to a question about venue (Jerusalem), the answer was that it is very important to conduct such a seminar in a retreat format, and to take advantage of the unusual resources of people and facilities which Jerusalem offers.

It was suggested in the discussion that the participants should document the process of their own education as adult Jewish learners. This will form the basis of a valuable record for future training. In addition, the possibility of a similar program for lay leaders, to help make them partners in this enterprise, was raised. Mr. Mandel noted that lay leaders are critical, because it is they who set the policy and direction, which is then jointly executed. It is hoped that the summary of the program will include the outcomes and findings and a proposal for new initiatives for lay leaders.

We need to find a way to capture not only the "glow", but also the substance and content to give to others outside of CIJE the idea of what an exceptional program this was.

VI. Planning Process for 25 Year Vision

Mr. Hoffmann said that this is the first time at an August meeting of the Steering Committee that the following year's work plan is being presented. He noted that the staff had just completed a three day retreat devoted to this topic. In his introductory comments, he said that in November 1993, a 10 year total vision was developed and the programs of 1994, 95 and 96 grew out of that plan.

CIJE is now at the next step, to set our course on a multi-year vision and plan for 1997 and beyond. The staff discussion had focused on: what would success look like down the road? whether or not the domains are the right way to talk about the work of CIJE? what we have accomplished? what was not done and why?

Ms. Barth has designed a process to articulate CIJE's role into the future. This will require the involvement of the members of the Steering Committee in a 5-6 month process. This will incorporate both planning and strategic thinking in a process which will pull in staff, consultants and experts as well. She noted that there are 4 phases:

- I. Vision - what will the North American Jewish community look like if we succeed? What is our "emerald city"?
- II. Change Process - what is the process of getting from here to there?
- III. CIJE Mission and Vision - what is CIJE's role in making it happen?
- IV. CIJE Strategy - How will CIJE work towards fulfilling this role? How to refine this strategy on an ongoing basis? This phase is the basis for our work. It is the skills, the funding, and the human resources to get the job done.

Ms. Barth reviewed each phase in depth.

I. Phase I - Vision

Objective: Describe what the North American Jewish community will look like in 25 years if we succeed, with an emphasis on envisioning the educational system and where it fits in.

Key Issues: The role of education in Jewish life, education models, profession, institutional landscape and funding.

Activities: Interview staff, consultants, Steering Committee; synthesize into "strawman" option/s; one-day workshop; Steering Committee discussion.

II. Phase II - Change Process

Objective: Describe the change philosophy for getting from here to there.

Key Issues: New vs. existing institutions; level of focus (institution, movement);

steps in change process; building/ energizing leadership; pilot vs. national; addressing cultural issues and other barriers to change; measuring success;

Activities: Summarize lessons learned; understand educational change/ review literature; map landscape of existing change efforts, best practices and stumbling blocks; estimate number of people and dollars currently involved; one day workshop; Steering Committee discussion.

III. Phase III - CIJE Mission and Vision

Objective: Describe CIJE's role in the next 5-10 years in facilitating that change process and what CIJE will look like in 5-10 years

Key Issues: CIJE tasks/role; functions needed to accomplish this role: in-house, spin-off; out-source; key skills; CIJE structure

Activities: Interview staff and consultants; draft strawman mission/vision; one-day staff workshop; Steering Committee discussion

IV. Phase IV - CIJE 5 Year Strategy

Objective: Describe how CIJE will work towards accomplishing vision and mission

Key Issues: Major change initiatives to be completed over next 5 years; building CIJE: Board, reputation, fundraising; ongoing refinement of vision and strategy

Activities: Discuss with consultants, staff and Steering Committee; one day staff workshop; Steering committee.

The deadlines for completing each of the four phases are built around the dates of Steering Committee meetings in 1996-97. Current CIJE staff will be deeply involved in the process, but in order to do much of the legwork, Ms. Barth suggested engaging a full-time person for 5 months to gather the data, do the synthesis and the writing of the final document. An effort will be made to reach out and take a broad scan of the community. There was acknowledgment that the proposed timetable is very tight. It was noted that the planning process for change is the first part of the implementation process. In order to get the best available thinking, a wide range of thinkers, educators and lay leaders will be contacted.

The "Emerald City" vision is a collective of every local community's vision and communities should be encouraged to follow this process as well. The capacity question was raised and tabled for a future meeting.

VII. 1997 Work Plan - Strategic Thrusts

Mr. Hoffmann said that the staff had begun preparing the 1997 work plans by responding to several questions: what remains to be done in 1996 and what will not be accomplished; 1997 proposals and outstanding issues.

Gail Dorph presented the staff work plan for Building the Profession. For the remainder of 1996, there are several consultations on the schedule; an active search is underway for a person to work on early childhood; three seminars - TEI in December, leadership and professors in January. In 1997, the following is on the docket: ongoing planning and consultation; TEI (including 5-6 seminars and the creation of a package of 5 video tapes); leadership seminars; and several planning projects - JEWEL (national center of Jewish educational leadership), early childhood and TEI spin-offs. TTT will not take place in 1996. Critical issues for this domain are how to find the staff to work on these projects; how to bring in staff to support the TEI work and finding the time for excellent planning in 1997.

Barry Holtz presented the Best Practices workplan. Still to be accomplished in 1996 are the redesign of the first two Best Practices volumes: Supplementary Schools and Early Childhood Jewish Education; develop a concept and plan for the dissemination of the above as well as for their use in other CIJE projects and plan for a policy brief type publication on best practice in contemporary general education with implications for Jewish education.

In 1997, Barry Holtz proposed the following: implement the dissemination plan for the volumes; implement the plan for the use of the BPs in CIJE projects; write the "policy brief" type publication referred to above. Not in the plan are a "Best Practices" on professional development and a BP on Hebrew in Day Schools, as originally suggested. The issue facing the domain is if and how we would develop new BP volumes in the future.

Dan Pekarsky presented the Goals Project workplan. From August to December, the following items remain: integration into other CIJE domains; continue to work on pilot projects and publications; build capacity by identifying new resources and encourage new vision-guided institutions. 1997 projects will include continued involvement in ongoing CIJE projects, continuation of the three pilot projects, publications, building capacity and encouraging new vision-driven institutions. Not in the workplan are the development of a consortium of vision-driven institutions, a strong community vision emphasis and denominational work. Issues include: how much capacity will the pilot projects require and the involvement of other CIJE domains in pilot projects.

Nessa Rapoport reported on Community Mobilization, listing the following items for 1996: develop the Milwaukee leadership project; create a publications and

dissemination plan; publish Art Green's essay, Ramah essay and the Integrated Teacher Report; complete the CIJE database; plan GA participation; hold two luncheon seminars and the Board seminar/ meeting. 1997 plans include: create a design for increasing the involvement of communal leadership and begin to implement it; continue to add to the Steering Committee; implement the Milwaukee project; edit, publish and disseminate 1997 publications, including annual report; develop CIJE/CJF/JESNA relationship; hold two luncheon seminars and Board Seminar and meeting. Not in the 1997 work plan are new communities beyond current pilots and no "CIJE on the road."

Ellen Goldring reported on the Research and Evaluation workplan, listing the following for 1996: evaluation of CIJE's Teacher-Educator Institute; write three reports on TEI. On the 1997 workplan are: the ongoing evaluation of TEI, two TEI reports; consultations to consider building an infrastructure for a National Center for Research in Jewish Education; complete "Policy Brief on Early Childhood Education and on Educational Leaders in Schools" and continue planning the Evaluation Institute. Evaluation of other CIJE pilot projects and initiatives will not take place in 1997. Issues include: how to use documents, data and information from research and evaluation for maximum impact and as we plan, how can we move comprehensively to evaluate progress toward our vision of success.

Assignment

Revised copies of the workplan will be mailed out before the next meeting. At a future meeting, we will need to consider the major issue of hiring additional core staff.

VIII. Goals Seminar

Dan Pekarsky reported on the Goals Seminar which took place in Jerusalem following the Professors Seminar. He noted that there are enormous needs for written materials and for consultants to work with institutions. This seminar also was a collaborative process with CAPE. The participants were high quality professionals, who are in the process of building new institutions or revitalizing existing ones.

Mr. Pekarsky introduced Rabbi Daniel Lehmann who is the founding Headmaster of the new Jewish High School of Greater Boston, a community Jewish day high school. Rabbi Lehmann said that he owed a debt of gratitude to CIJE for the Seminar, which was not only a learning experience but also an opportunity for networking with colleagues. The content of the Seminar has helped to answer some of his questions and produced a whole new series of questions. He noted that by bringing together people engaged in these projects, CIJE is influencing a new level of infrastructure in North America.

IX. Board Redesign

This item was deferred for another agenda. In the meantime, we will add two more people to this group.

X. Next meeting

The next meeting of the Steering Committee will be October 16; followed by the Board Seminar in the evening and the Board meeting the following day.



ASSIGNMENTS

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Function:	CIJE STEERING COMMITTEE		
Subject/Objective:	ASSIGNMENTS		
Originator:	Josie Mowlem	Date:	8/15/96

NO.	DESCRIPTION	PRIORITY	ASSIGNED TO (INITIALS)	DATE ASSIGNED STARTED	DUE DATE
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1.	Send copy of Professor Art Green's paper to Luncheon Seminar invitees.		NR	6/26/96	9/9/96
2.	Prepare 1997 Work Plan for discussion at Steering Committee		ADH	8/15/96	10/16/96
3.	Prepare recommendations for dissemination of the study of educational leaders for review by the Steering Committee, after the policy brief is drafted.		AG/NR	6/8/95	TBD
4.	Prepare plan for major initiative in Early Childhood.		ADH/ GZD	5/1/96	TBD
5.	Develop plan with Dr. Devorah Steinmetz to design educational component of training day school teachers.		GZD	3/6/96	TBD
6.	Show TEI video tape to Steering Committee.		GZD	6/26/96	TBD
7.	Send out article by Adam Gamoran printed in "Journal of Religious Education."		ADH	6/26/96	TBD

PLANNING PROCESS IN JEWISH EDUCATION AT BRANDEIS

OVERVIEW—DRAFT

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

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

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

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

The task force is considering the following questions:

- What are Brandeis's current involvements in Jewish education?
- What are the educational needs of the North American Jewish community?

- How can Brandeis build upon its strongest resources to meet a set of identified needs of the Jewish community?
- What are the University's highest priorities in developing its resources to serve the identified educational needs of the Jewish community?

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

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

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

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

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

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

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

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



Task Force Roster

Joyce Antler, American Studies
Marc Brettler,* Near Eastern and Judaic Studies
Joshua Elkin, Solomon Schechter Day School/Hornstein Program
Sylvia Barack Fishman, Near Eastern and Judaic Studies
Arthur Green, Near Eastern and Judaic Studies
Irving Epstein, Provost
Alan Hoffmann,* Council for Initiatives in Jewish Education
Barry Holtz,* Council for Initiatives in Jewish Education
Edward Kaplan, Romance and Comparative Literature
Daniel Lehman, Head, New Jewish High School in Boston
Daniel Margolis, Bureau of Jewish Education/Hornstein Program
Alan Mintz, Near Eastern and Judaic Studies
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Joseph Reimer,* Hornstein Program in Jewish Communal Service
Shulamit Reinharz, Women's Studies/Sociology
Bernard Reisman, Hornstein Program in Jewish Communal Service
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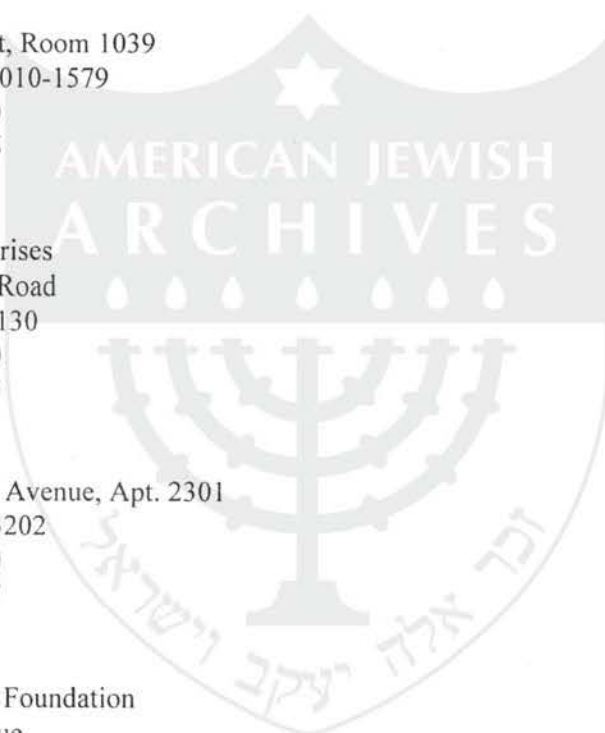
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**COUNCIL FOR INITIATIVES IN JEWISH EDUCATION
STEERING COMMITTEE**

AGENDA

Wednesday, October 16, 1996
9:30 am - 3:30 pm
New York

		<u>Tab</u>	<u>Assignment</u>
I.	Master Schedule Control	1	MLM
II.	Minutes	2	JM
III.	Assignments	3	JM
IV.	1997 Work Plan		ADH
V.	Strategic Plan		KAB
VI.	Review of Board Seminar and Meeting		MLM
VII.	Update on Brandeis Planning Process	6a	ADH/BWH
VIII.	CIJE General Update		ADH/KAB