



**Experiential Educator Exemplars Program End  
of Year Report  
Submitted to the  
Jim Joseph Foundation  
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**Hillel**

The Foundation for Jewish Campus Life

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Per the terms of the April 9, 2008 Grant Agreement between Hillel: The Foundation for Jewish Campus Life (Hillel), and the Jim Joseph Foundation (JJF Grant No. 08-6), this document reports on this first year, 2008-2009, of the Experiential Educator Exemplars (E3) Program. For purposes of this report, this report uses the terminology Senior Jewish Educator (SJE) when referring to the E3 educators. The report is generally organized into four parts, as follows:

**PART 1: REFLECTIONS ON YEAR ONE – EMERGING THEMES AND LESSONS LEARNED**

**PART 2: SELECTION OF THE SECOND COHORT OF SJE CAMPUSES**

**PART 3: HIRING SECOND COHORT OF SJES**

**PART 4: UPDATE ON FUNDRAISING AND CAMPUS FINANCIAL TARGETS**

The attached appendices are integral parts of this report. The appendices include:

- A. Slides from each Senior Jewish Educator (SJE) and their Hillel director, that offer an overview of each SJE's student relationship numbers and the sources for those relationships, samples of learning communities facilitated by the SJE, reflections on their work with the Campus Entrepreneur Initiative interns and general reflections on the successes and challenges of this first year.
- B. A document from Lori Yadin, the Director of the Campus Entrepreneur's Initiative (CEI) created with input from each CEI supervisor that summarizes the progress of CEI on each of the five campuses, including total number of student relationships, successes and challenges and key projects. These reports provide an excellent snapshot summary of each campus involved in the CEI/SJE initiatives, as well as the impact the initiative is having on the operations and activities of the five participating Hillels.
- C. A spreadsheet outlining the key Success Factors for the Campus Entrepreneurs Initiative
- D. A spreadsheet tallying the total relationships of the CEI interns and SJEs for 2008-2009
- E. Resumes for all the newly hired SJEs

**PART 1: REFLECTIONS ON YEAR ONE – EMERGING THEMES AND LESSONS LEARNED**

During the 2008-2009 academic year five campuses participated in the pilot of the Senior Jewish Educator Initiative:

1. New York University
2. UCLA
3. University of Texas
4. Berkeley
5. University of Chicago

Our February 23, 2009 mid-year memo suggested some emerging themes and learnings that were already becoming clear in the first half of this year. Those themes are still relevant. Instead of repeating them here, this report reflects on the year overall and expands upon some of the themes that are reflected in the individual campus reports and notes changes that Hillel is planning to implement in the coming year.

***SJEs are Generally Meeting or Exceeding their Targets:***

As we near the end of the school year the SJEs have recorded a over 1,000 relationships. Four of the five exceeded their target relationship numbers with 200+ relationships recorded. The only exception is at the University of Chicago, which is only midway through the final quarter as this report is submitted, there are 135 relationships. The other campuses, aside from UCLA, are already in finals week.

The specific campus reports (comprised of the slides in the appendices) show that the SJEs met students in a variety of ways – through CEI, other staff members, on immersion experiences (alternative spring breaks, Taglit: Birthright Israel), and via networking within university departments, student life, etc. On each campus the most successful venues for relationship building varied depending on the campus culture and Hillel infrastructure. For nearly all CEI was an important foundation for their work.

As the research with Platforma continues, we look forward to learning more about the nature of these relationships to gain a better understanding of the impact the SJE is having on the individuals she/he meets.

***Models of Jewish Learning***

In the February 23 memo, we suggested a number of various models for learning that were beginning to emerge. These models have remained relatively consistent as the year has progressed. We have come to call the most prominent way that the SJEs have been working with students this year “learning communities.” In Learning Communities, a group of students who share a common social network, interest, or a class, come together for regular interaction with the SJE around their interests and questions. (Note: The term “learning community” is now being used to encompass three models suggested in the earlier February 23 memo: interest groups, classes and social networks.) The educators’ slides illustrate the rich variety of the types of learning communities that have developed this year. In addition to this model, there are three additional notable models that the SJEs have used as educators this year:

- **As a Jewish Resource:** While in many of the learning communities, the SJE is the primary facilitator/educator to a group of students, SJEs also help student leaders infuse Jewish themes into the initiatives they are creating for their peers. At Texas, instead of being the primary teacher for the CEI interns Jewish learning, the SJE, Devora Brustin helped each CEI intern prepare to lead a Jewish learning session for the group. At UCLA, as CEI has transformed Jewish student life, the SJE, Brett Krichiver often found himself as a resource to the many student-led initiatives. Students would seek him out for coaching to make their programs richer in Jewish content, or help to enable them to lead their own conversations.
- **As a Jewish Life/Spiritual Counselor:** While the SJEs often worked with students in groups, both as a means of efficiency to meet relationship targets and because of the power of a group experience, all found themselves providing 1:1 life and spiritual coaching to students. At Chicago, Ruthie Gelfarb, the SJE found this to be a significant focus of her time in the fall as she developed

relationships with students. At NYU the SJE, Dan Smokler, found that this practice often grew out of the relationships he developed with students in the Jewish Learning Fellowship who sought him out outside the classroom for guidance on their own life questions.

- **As Role Models of Jewish Living:** Several SJE's invited students to their home to share a Shabbat meal or to partake in a Passover seder. Through these rituals, the SJE's modeled authentic ways of Jewish observance and practice and provided a forum for students to observe, partake and ask questions as they considered how they might incorporate various rituals into their own lives.

### ***The Unique Role of the SJE As A Member Of The Staff Team***

At each Hillel the SJE and the staff team experienced a learning curve to integrate this new position into the organization. In some ways, Hillel created the challenge in the project's design, positioning the SJE as an "insider/outsider." We knew a certain amount about what we wanted the SJE to do, and even more specifically what we did *not* want them to do – in effect what would make them different than campus rabbis and other existing roles in Hillel. We wanted them simultaneously to be part of the staff team yet apart, reaching into student networks far beyond the current reach of the Hillel.

The educators who had the most seamless integration were careful observers of staff culture and figured out how to insert themselves into the existing culture, demonstrating their value and then suggesting innovations or changes. The SJE's who have had the most difficulty integrating into the team, more actively set themselves apart, drawing strong boundaries about their roles as the SJE. For next year we have already begun to implement a few changes that we hope will lay a foundation for strong teamwork between the SJE and the local staff team:

- **Hire Team Players:** Reflecting on this year's class of SJE's, we realized that we had many entrepreneur-types who had owned their own businesses, served as consultants and been solo-practitioners in earlier careers. These individuals experienced more challenge as they integrated into the existing campus Hillel team. As part of the interviewing process for the new class of SJE's we consciously focused more on the candidate's ability to work as part of a team. We turned away several talented candidates who were less inclined toward teamwork.
- **More Clearly Define Expectations:** At Hillel's Summer 2009 Engagement Institute the curriculum will more clearly spell out the expectations for the SJE as a member of the campus Hillel team, clearly defining their role with CEI and creating a training experience that has the SJE immediately working from day one as a member of their staff team with the Director and CEI supervisor.
- **Manage the Initiative in Closer Collaboration with the Local Hillel Directors:** While Jennifer Zwilling had ongoing conversations with most of the Hillel directors throughout the year, she often spoke more frequently with the SJE him/herself. While often this was to hear stories about the SJE's work, at times it meant clarifying questions only with the SJE and not with the director. In the coming year she will create more opportunities for direct, three-way conversations between her, the Director and the SJE to address questions or challenges that arise.

### **Collaboration With The Campus Entrepreneurs Initiative**

As noted in my February memo, the Campus Entrepreneurs Initiative has been an important infrastructure for the SJE to build relationships, but not the only vehicle. At the same time, Hillel believes that not only is CEI a critical avenue for the SJE to build meaningful relationships with students

but also that the SJE's role within CEI significantly enhances the ability of the CEI interns to develop personal Jewish journeys for themselves and their contacts.

The payoff of a strong SJE/CEI relationship is particularly evident at UCLA where CEI is in its 3<sup>rd</sup> year and has effectively transformed the culture of Jewish student life at UCLA so that it is becoming hard to tell who is a "core" student and who comprises the "periphery", with active micro communities of Jewish students blossoming throughout the campus. SJE Brett Krichiver was an essential resource to the CEI interns as a teacher, a resource in the development of their initiatives, and as a coach to help them maximize their ability to be Jewish connectors. He continues to be a resource also for the CEI Advisors (alumni of CEI) who have transitioned into other formal and informal roles as Jewish leaders on campus. We believe that this transformation is possible on other campuses and are already seeing the seeds of this elsewhere this year, particularly at Texas Hillel.

While the coupling of CEI and SJE has not been without some challenges this year, we believe the work of these two programs in tandem can be a transformative way to reach more students with increasing Jewish depth. Based on the feedback received from the SJE's, the CEI supervisors and the Hillel directors, we are working hard to further integrate these initiatives to maximize success in the future. A few practices we are focusing on for the coming year:

- **Starting Earlier:** Based on the feedback that the SJE's felt like late-comers to CEI and the relationships with their interns, the returning SJE's have been integrally involved in the recruitment and selection process of next year's interns. Additionally, many new SJE's have been invited to participate in CEI interviews before formally starting their new role.
- **Clearly Defining Responsibilities:** On the campuses where CEI and SJE did best, the staff roles in working with CEI were more clearly defined, and the interns were clear from the outset about the role of the SJE and the relationship he/she would have to CEI over the course of the year. We will be working to more explicitly define roles with each campus in the coming year.
- **Further Integrating Training:** At this summer's Engagement Institute, we will be offering a more unified CEI supervisor/SJE training and the SJE's will join for more of the intern training experience in order to reinforce early relationship building and establish the SJE as part of the overall CEI team.
- **Developing A More Integrated Back-End Management:** Jennifer Zwilling, the Director of the SJE Initiative and Lori Yadin, the Director of CEI are exploring ways to more effectively integrate the management of CEI and SJE in terms of on-going communication with the campuses, visits and evaluation of the initiatives on each campus so that we can more effectively coach both CEI and the SJE to success.

### ***Campus Transformation (CEI and SJE as Change Initiatives for the Hillel)***

As alluded to in the earlier section, the SJE and CEI are not only powerful stand alone investments, but are actually serving as catalysts to transform Hillels. Aside from UCLA which has the longest history with CEI and an SJE, we are beginning to see evidence that having an SJE (and CEI) helps a Hillel to understand the possibilities for more meaningfully engaging students on the periphery with Jewish content using a relationship based engagement model.

Rabbi Dorothy Richman, the Interim Executive Director at Berkeley Hillel remarked, “We are all beginning to increasingly ‘use our CEI/SJE head’ in thinking even about our standard core programs here at Berkeley Hillel. We look forward to continue to integrate the methodology.”

It also appears that these investments have the potential to transform more than Jewish student life. As David Komerofsky, the Executive Director at Texas Hillel wrote, “The SJE helped us to rethink the way we measure everything we do against our mission. This change impacts how we engage students, donors, board members, parents and the community.”

The Hillels who are part of SJE/CEI are beginning to see themselves truly as educational institutions. UCLA is actively working to develop an educational vision that will inform their work as an institution. As Brett at UCLA wrote in his report, “By the end of the year, we will have a dynamic educational vision statement for our Hillel – showing the full range of educational opportunities and entry points offered by our educators, clergy and other professionals. Most importantly this tool will help us understand the ways in which each opportunity furthers student ownership of their Jewish journey.”

In the coming year, Hillel will begin to make this process explicit with each of the ten SJE campuses, leading the senior staff teams from each (including the Executive Directors, SJE and CEI supervisors) through an educational visioning process that will kick off at the Engagement Institute and continue throughout the year through exercises, learning, on-going discussion forums and site visits. We believe that this effort will not only lead to the total integration of the SJE into the life of the Hillel but ultimately help us to transform ten Hillels into models of Jewish educational institutions for emerging adults.

## **PART 2: SELECTION OF THE SECOND COHORT OF SJE CAMPUSES**

As previously reported to JJF, four of the five SJE and their campuses will be continuing with the initiative in the upcoming 2009-2010 academic year. The four continuing campuses for 2009-2010 are:

1. New York University
2. UCLA
3. University of Texas
4. Berkeley

Six new campuses were selected to be part of the second cohort of the SJE Initiative for the coming year include:

1. Tufts University
2. University of Maryland
3. Ohio State University
4. University of Pennsylvania
5. University of Kansas
6. University of Delaware

Over twenty Hillels inquired and ultimately eleven Hillels applied to become part of the second cohort. Campuses were assessed by the following criteria.

1. The campus has a significant Jewish student population
2. The Hillel already has an existing engagement infrastructure, whether the Campus Entrepreneurs Initiative, Peer Network Engagement Internship, or another structure of their own design.
3. If a Hillel is not already a part of the Campus Entrepreneurs Initiative, it must be committed to also meet the requirements of hosting CEI as part of their participation.
4. The Hillel has a proven track record of working collaboratively and fulfilling requirements on any prior initiatives executed in partnership with Hillel’s Schusterman International Center
5. The Hillel has a proven track record recruiting students for immersion experiences (Birthright, Alternative Breaks, etc.) and has a follow through strategy for working with students upon their return to campus.
6. There is stability in the Hillel’s professional leadership and the Executive Director commits to continuing in his/her role in the year ahead.
7. The Hillel has a balanced budget and is organizationally sound (as determined by the Annual Hillel Assessment data and any recent accreditation reports)
8. The Hillel has demonstrated fundraising abilities that indicate its ability to assume responsibility to support and ultimately sustain this initiative at the Hillel.
9. The Director (or another mature senior professional) must be willing and capable of providing high quality supervision to the educator.
10. The Hillel’s Board of Directors understands the expectations and requirements and supports the application.

Each director had a conversation prior to applying with Jennifer Zwilling to help them assess their candidacy against the above criteria. Campuses wrote a statement of interest, and were required to submit information about their budgets and a letter of support from their board of directors. Once the applications were received, they were reviewed in consultation with key personnel from Hillel’s Campus Operations, Immersive Experience and Campus Entrepreneurs Initiative teams who could offer insight into the campuses’ fulfillment of the criteria. Finally data provided by Hillel’s Organizational Learning team aided the review of all the applications.

**History With CEI:**

Of the six campuses ultimately selected, five are currently campuses who have prior success with the Campus Entrepreneurs Initiative. Only the University of Pennsylvania is new to CEI, but they have a robust existing engagement infrastructure that led us to believe that they would have a relatively low learning curve in adopting CEI along with a Senior Jewish Educator.

**General Data on Selected Campuses**

Campus	Jewish Student Population	FY 09 Budget	CEI or Engagement Infrastructure and	Staff Size and Composition	Notes
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			<b>Immersion Experience Notes</b>		
Tufts	1,500	\$1,117,258	<p>Completing their first year of CEI, met 81% of relationship building target. Place a strong emphasis on depth of relationships</p> <p>Immersive Experience Numbers: Taglit Birthright Israel (TBRI):81 Alternative Breaks (AB): 46</p>	Staff of 5: Executive Director, Associate Director (Operations), Assistant Director (Jewish Student Life), Development, Engagement Professional	Highly talented staff, known for excellence, a great “demonstration campus.” Rabbi executive director who is an educational thought leader, but who doesn’t have enough time to focus on student learning opportunities with his director responsibilities.
OSU	2,500	\$1,309,650	<p>Completing first year of CEI; Exceeded their relationship building targets</p> <p>TBRI: 56 apps/ 19 seats AB: 10</p>	Staff of 8: Director, Associate Director, Campus Rabbi, Operations Director, Engagement Professional, Israel Fellow, Administrative support	Outstanding Hillel from an operations perspective, Jewish student life is beginning to be transformed by CEI and will continue to be so by SJE. Executive Director is a wonderful leader and influential across the broader organization
Maryland	6,500	\$1,569,487	<p>Completed their 3<sup>rd</sup> year of CEI; Exceeded their relationship targets</p> <p>TBRI:188 apps /82 seats AB: 109</p>	Staff of 11: Director, Assistant directors, Director of Jewish Student life, 2 engagement coordinators, JLI (orthodox) couple, development and administrative staff	One of the largest Hillels in the nation. Organizationally sound and actively pursuing an engagement agenda and increasing the number of immersive experiences offered. A large Orthodox presence often turns off other students. The SJE is intended to engage and inspire this population of

					non-Orthodox students.
Kansas	1,600	\$522,465	<p>Completing first year of CEI; Exceeded their relationship building targets</p> <p>TBRI: 50 apps/40 seats AB: 21</p>	Staff of 5: Director, 2 student life coordinators, development and operations	A strong Hillel that boasts an outstanding director. KU has a significant population of quintessential engagement students. Prior to this investment, no one on staff was capable of providing any significant Jewish experience or content for students.
Delaware	1,600	\$385,425	<p>Completing first year of CEI; Exceeded their relationship building targets</p> <p>TBRI: 125 apps/ 60 seats AB: 35</p>	Staff of 4: Director, Director of Engagement, Israel Fellow, Administrative support	An up-and-coming Hillel and talented young director. Delaware is a growing Hillel with a significant population of quintessential engagement students. Prior to this investment, no one on staff was capable of providing any significant Jewish experience or content for students.
U Penn	2,800	\$1,147,300	Penn Hillel has been on the forefront of engagement methodology with their Jewish Renaissance Project – a pioneering effort in Jewish student engagement. This year they will add CEI to their engagement infrastructure.	Staff of 8 Retiring director, incoming director/rabbi, director of engagement, JLI (orthodox) couple, 2 student life/engagement staff, operations staff.	A premier Hillel and university. Their talented campus rabbi (who has been more of an SJE figure) is transitioning to become the executive director over the next year. Penn is institutionally sound and supported by the infrastructure of the Hillels of Philadelphia.

			TBRI: 66 AB: 36		
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### **PART 3: HIRING SECOND COHORT OF SJES**

Hillel was blessed to have over 120 applicants for the Senior Jewish Educator position this year and ultimately all campuses had the opportunity to interview at least three finalist campuses before deciding upon the right SJE for their campus.

While the economy was certainly on our side, we believe that in its own right, the unique SJE position created quite a buzz among talented educators. At the same time Hillel actively utilized a variety of methods to get the word out about the SJE job openings. In addition to visiting nearly all of the major rabbinic seminaries in the US, Hillel reached out to numerous institutional partners (Pardes, PLP, YCT, Drisha, Brandeis) and utilized our recruiting networks to share the job description and invite suggestions for possible candidates. Current SJEs also suggested colleagues who might make good SJEs.

Applicants were screened and those with potential were interviewed by a small panel that included Jennifer Zwilling, the Director of the SJE Initiative, an SJE, and members of Hillel’s HR and CEI staff teams. For each of these interviews, the panel utilized the same set of behavioral based interview questions that helped us assess candidates against the criteria we were seeking in an SJE. Questions included:

- Tell us about a time you made Jewish life relevant/compelling for someone who doubted that it had value/meaning for his/her life.
- Tell us about a time you started something from nothing
- Tell us about a time you failed at something you tried to do
- Case Study: preparing students for Birthright Israel
- Tell us about a time you had to make strategic decisions about who to give your time to
- Tell us about a time you worked as part of a team – what role did you play?
- Tell us about a time you drew upon your own networks or others networks to achieve a goal
- Tell us about a time when you changed your approach because of feedback you received
- Tell us about a time when you had to establish rapport with a new person or group

Hillel checked references for candidates who passed the first round of interviews and at least one member of Hillel’s Schusterman International Center staff team met each finalist before they were sent to interview on campus. We also invited six prospective SJEs to participate in Hillel’s Professional Staff Conference. Two of these guests were ultimately hired as SJEs.

Finally, finalists were matched with campuses and after an initial campus screen, local Hillel directors invited the candidates to campus for in-person interviews. The candidates met with students, staff and often lay leadership. They all taught at least once during their campus interviews. Students were integrally involved in assessing finalists.

Ultimately all six of the candidates to whom offers were extended, accepted the position. We are thrilled with this year's class and have included the resumes of all six new SJE's in the appendix to this report.

#### **PART 4: UPDATE ON FUNDRAISING AND CAMPUS FINANCIAL TARGETS**

In addition to the funding for the Jim Joseph Foundation, this year Hillel received \$100,000 for the SJE Initiative and \$600,000 for CEI. Hillel also recently received a \$100,000 grant to support Hillel's 2009 Engagement Institute, the training venue where all of the SJE campuses will gather with their staff teams and student interns in August.

Throughout this past year, Hillel initiated several discussions seeking support for the Senior Jewish Educators initiative, but given the economic downturn and a challenging fundraising environment, Hillel was not successful in securing another designated gift specifically for the Senior Jewish Educators Initiative. However, based on the "buzz" Hillel is receiving from potential funders, community leaders, professionals and others, Hillel believes that the public profile of the program is relatively high.

At the local level, the five pilot Hillels did not raise funds this year to underwrite their participation in the SJE/CEI initiative. However, they do not have a set expectation to do so until year three of the grant. However, several of the first cohort Hillels did lay important groundwork for future fundraising by educating board members, donors and other stakeholders about the Senior Jewish Educator Initiative and CEI and helping them to understand the impact that these initiatives have on the ability of a Hillel to reach more students in more significant and meaningful ways.

At Texas Hillel, Director David Komerofsky has involved the SJE in the board meetings and held a special meeting devoted to board learning with the SJE and to developing an understanding of the impact that SJE and CEI are having at Texas Hillel. As David reported, "So often our board members ask 'How many Jews are on campus? How many are we reaching? And how can we get the ones we're not reaching?' The SJE and CEI Initiatives tell a compelling story about how to reach the uninvolved in meaningful ways." He also noted a dramatic increase in board involvement this year, in part because of the excitement generated by the Jim Joseph Foundation investment.

The Executive Director of the Bronfman Center at NYU has brought the Senior Jewish Educator along to meet with prospective donors to help tell the story of SJE and student engagement. UCLA Hillel is

making plans to have the SJE engage with their Board of Directors in the fall. UCLA Hillel is also beginning to cultivate donors to make long term investments to endow funds for Jewish learning.

Even a few of the newly selected campuses for the 2<sup>nd</sup> cohort are laying important groundwork. For example, during a visit to the University of Kansas, the Executive Director invited Jennifer Zwilling to join him for a meeting with a local Jewish community foundation to help explain the SJE initiative and the investment being made in KU Hillel and the future funding requirements that KU Hillel will need to sustain an SJE at the Hillel.

Tufts Hillel has also actively engaged their board at the outset of this investment. At the beginning of the last academic year they held a board meeting specifically featuring CEI, inviting interns to attend to share the story of this initiative and to discuss their commitment to relationship based engagement. They are already laying important groundwork for further board engagement with the new SJE and for future fundraising from their stakeholders.

While all Hillels are reporting diminished income this year due to a drop in donor giving in this challenging economic climate, we remain optimistic that campuses will meet their fundraising targets set for year three. This summer at Hillel's Engagement Institute, Eran Gasko, Hillel's VP for Institutional Advancement, will be working with each director to create a development plan for sustaining the SJE Initiative on their campus.

## **FINAL REFLECTIONS**

The SJE and CEI initiatives have been tremendous investments for all the campuses involved and at the administrative level, we have strived to create an operation that is continuously learning, reflecting and making changes. We hope that many of them are expressed here in this report and look forward to sharing new insights as we continue into the second year of the initiative.

We are also excited how the Theory of Change developed in collaboration with JJF and Platforma effectively articulates the aims and strategy of the SJE Initiative and the paradigm shift it represents for Hillel. We eagerly await the results of Platforma's student survey and site visits research. While we have already learned a tremendous amount already in the implementation of this initiative, we would like to know more about the efficacy of the various models the SJEs are employing in their work. Are some more impactful than others? What makes the teaching style or methods of an SJE unique? We hope that Platforma can shed some light onto these questions and help Hillel to more effectively hire, train and replicate this model at additional Hillels in the years to come.



## INDIVIDUAL HILLEL REPORTS

**Appendix to Hillel's May 2009 Report to the Jim Joseph Foundation**

**Hillel Include:**

- Hillel at UCLA
- Berkeley Hillel
- The Bronfman Center at NYU
- Texas Hillel
- University of Chicago Hillel



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# Hillel at UCLA



## Total SJE Relationships

220

## RELATIONSHIPS by the NUMBERS

List below an approximate number of relationships for the following categories (feel free to add additional relevant categories specific to your campus). Note, some relationships may fall into multiple categories – this is OK.

CEI Relationships (relationships with CEI interns and those who they connected you to through their relationships and initiatives)	190
Learning communities aside from those developed with CEI Interns	60
Birthright Israel trips (both Hillel trips and non-Hillel trips)	38
Alternative Breaks	10
1:1 Pastoral mentoring	30
Courses taught – Israeli and Palestinian Theatre and Performance Art	25



**WHAT:**

Discussion group for Jewish Persian women on campus. Each month ten to twenty students would talk about issues related to being female and Persian, being a first generation American, balancing the pressures of family, work and relationships.

**HOW THIS GROUP CAME TO BE:**

The group was formed by two CEI'ers as their initiative, and to build upon the group that existed in past years as a CEI initiative. A Persian social worker, as well as the Senior Educator have been important resources for the group – finding speakers, teaching and bringing text to the group.

**SAMPLE CONVERSATIONS/QUESTIONS/TEXTS/ACTIVITIES:**

Speakers include Persian women in various professional fields. Subjects ranged from defining what is a “good girl” in Persian culture, making career and family choices, understanding the opposite sex, to exploring intergenerational issues with their mothers and relatives.

**OUTCOMES:**

Students have become more involved in Hillel because of this initiative in various ways. Several one on one counseling sessions resulted from the group as well – for the social worker and the SJE.

**ROLE OF THE SJE:**

I supported this group in various ways – I was present to teach text a few times this year, and met regularly with the student leaders to process what was happening in the group. I also connected them with various other resources and speakers to bring.



**WHAT:**

Group to explore alternative connections to Judaism through nature and the outdoors. This year the group has offered beach bonfire havdallah experiences, hikes and a camping trip. In addition, the group meets each week for a casual lunch on campus for 20-30 students to discuss Jewish values as they relate to the environment, and brainstorm programming.

**HOW THIS GROUP CAME TO BE:**

This was a CEI initiative this year, combining the interests of three CEI'ers.

**SAMPLE CONVERSATIONS/QUESTIONS/TEXTS/ACTIVITIES:**

At one beach bonfire, the group used a program called an "Ice Cream Havdallah," in which each havdallah symbol is expressed as a topping on an ice cream sundae – a good introduction to havdallah for "resistant" students. For hikes, the leaders brought various texts about meditation and blessings, offering participants an opportunity to pray using a very different mode from the traditional prayerbook.

**OUTCOMES:**

This initiative has developed into a large and successful group on campus. We did not see other initiatives grow out of this group, but a strong foundation has been laid for us to build upon next year.

**ROLE OF THE SJE:**

I was instrumental in providing the group with resources, texts, and programming ideas. I met weekly with the student leaders to develop their ideas and keep the group on track.



### **WHAT:**

This group meets weekly to read a modern Israeli or Palestinian play by dividing up the parts and reading out loud. The plays selected follow the curriculum of a course taught this quarter through the theatre department (it's much more fun than reading the play alone in your dorm room!)

### **HOW THIS GROUP CAME TO BE:**

In conjunction with Professor Salamensky who is teaching the course, I lectured several times in the course and met several of the students who were interested in organizing a group. I suggested the idea for the group and a few students offered to help coordinate.

### **SAMPLE CONVERSATIONS/QUESTIONS/TEXTS/ACTIVITIES:**

Each week the students are required to read at least one play. They each take a part, or share parts if there are more students than parts. The conversation flows naturally from the material. We are hoping to include both Jewish and Muslim (and other) students from the class, which will enrich the conversation during the reading, and also help prepare the students to discuss the play in class that week.

### **OUTCOMES:**

I am hopeful that this group will gel, and will continue to meet after the course has ended. Two students have approached me about “producing” a full-scale production of a Jewish play during the coming summer/fall. They have already proven to be important connectors to other Jewish theatre students, and we are currently in the process of choosing material and finding a space.

### **ROLE OF THE SJE:**

The idea for this group was mine, and I have coordinated all aspects of the group to this point. I hope to help establish this group as an important point of dialogue between Jewish and Muslim students.



**Jewish learning with the CEI interns:**

This year at UCLA Jewish learning has been integral to each weekly CEI meeting. We explored three areas of learning through Jewish text. (1) we studied Jewish values, and developed strategies for incorporating those values into their initiatives – to facilitate participants' ownership of their Jewish journey. (2) we studied Jewish views on "hot topics" such as relationships, tattoos and piercings from a list the students generated. (3) we also explored Jewish concepts of leadership, and learned together what it meant to be an entrepreneur.

**Briefly describe the overall role you played with CEI this year.**

- In addition to directly supervising several of the initiative groups (our CEI'ers worked in teams) I also brought Jewish learning to most initiatives on a regular basis. I also met with each CEI'er monthly to support their personal journey, and to further develop the "content" of their initiatives.
- I succeeded with most initiatives to position myself as a strong ally. Most of the projects this year were built from the ground up, and needed a great deal of input from the staff. For example, the first events of the Outdoors initiative offered little or no Jewish content. Once I was able to develop more of a personal relationships with those CEI'ers, we explored ways to make each event a meaningful Jewish experience in creative and informal ways.
- Towards the end of the year (once I had a few months to get to know the group) I was able to begin asking about the CEI'ers "relationships" I am looking forward to beginning this spring with the next group of CEI, because I will have so much more time with them.
- At the beginning of the year, I was supervising initiative teams, but not CEI'ers directly.
- We have so many talented and engaged CEI advisors, we are in the process of transferring supervision of initiative teams to the advisors, who will in turn be supervised by our Director of Student Life, Arlene. This new structure is only possible because of the success of four years of CEI at UCLA. This will allow me to focus on developing personal connections, and offering Jewish spiritual guidance to individuals and initiatives.

**Briefly evaluate:**

- I experienced the most success with CEI once I was able to get past the initial stages of relationship building, and offered Jewish content and learning in the context of each initiative.
- The most challenging aspect of CEI for me was making up for lost time. I did not really meet our CEI'ers until second quarter. In addition, our staff has realized the importance of a certain emotional depth and maturity necessary for a CEI'er to reflect on their own Jewish journey and to support others. This type of leadership was lacking in our CEI program this year, and is a key element we are looking for as we interview candidates.



**Successes:** What do you think were your most significant achievements this year? What made them successful?

- I was very successful this year in establishing relationships with CEI advisors and existing initiatives.
- Several new CEI initiatives really took off this year, and integrated Jewish learning in creative and engaging ways – including two Persian initiatives and the Humanistic Jewish initiative.
- I also made substantial new partnerships on campus, including our continuing partnership with the Center for Community Learning through ASB, and the theatre department.
- By the end of the year, we will have a dynamic educational vision statement for our Hillel – showing the full range of educational opportunities and entry points offered by our educators, clergy and other professionals. Most importantly this tool will help us understand the ways in which each opportunity furthers student ownership of their Jewish journey.

**Challenges:** What were the most significant challenges to your work this year? Why?

- Our CEI team was not as strong this year as it has been in past years; our success this year was the result of a great deal of time and effort, and took up more of my time than I expected.
- I arrived on campus halfway through the first quarter, and needed a great deal of guidance in order to hit the ground running, and to transition from the pulpit back to Hillel work.
- Interestingly, an important challenge at UCLA was the fact that the campus was ready for the next evolution of an SJE, and Jen, Arlene and I needed to quickly establish parameters for the position.

**Most Significant Lessons Learned:**

Over the course of the year, we developed a document which included our best thinking about “year two” of the SJE initiative. We concluded that the SJE must become a member of the Hillel senior staff, and to help envision the trajectory of strategic planning and long-term goals in order to be effective.



**Successes: In what ways/areas did the SJE have the most significant impact for your Hillel this year?**

Provided depth to the program

Became a thought partner to Associate Director for Jewish Student Life

Positioned himself as a go-to person for students

Created an atmosphere of Inclusiveness for all staff with regards to Jewish learning

Had ability to make all people feel comfortable in thinking about ideas and inviting people into process about what Judaism means in their life

Interacted well and developed strong rapport with CEIers

As CEI has had a transformative impact on student life at UCLA, the SJE has served as an invaluable role to myriad student groups and learning communities, teaching in some and providing resources and support to others.

**Challenges: What were the most significant challenges to having an SJE join your team this year?**

We were not in a position to provide the most desirable office space

As SJE started ½ way into fall quarter, we had to be additionally patient with the acclimation period and the learning curve

**Most Significant Lessons Learned:**

Each SJE is different and brings their own unique experience to campus

The idea of learning is not only not alienating but students are excited about the possibility given the right circumstances and approach. The SJE becomes a facilitator and uses his skills in building communities through shared learning.

**What are some changes you will make in the coming year?**

The SJE will be integrated from the beginning as he is continuing in his second year with a special focus on Jewish Learning at the Student Life Department Summer Staff Retreat.

UCLA is overhauling its entire student leadership structure to focus more squarely on relationship based engagement. As part of their leadership experience, students will participate in Jewish learning. The SJE will create a series of quarterly classes on a diversity topics, taught by himself and other educators. Student leaders won't only be invited to participate but will be welcome to bring their peers.

Our Israel Fellow will have a more formal relationship with the SJE specifically established and articulated during their orientation so as to include more reflective opportunities for students with regards to their relationship with Israel.

The SJE will have greater access to faculty outreach with the support of Rabbi Chaim Seidler-Feller.



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# Berkeley Hillel



## Total SJE Relationships

205

## RELATIONSHIPS by the NUMBERS

List below an approximate number of relationships for the following categories (feel free to add additional relevant categories specific to your campus). Note, some relationships may fall into multiple categories – this is OK.

CEI Relationships (relationships with CEI interns and those who they connected you to through their relationships and initiatives)	38
Learning communities aside from those developed with CEI Interns	45
Birthright Israel trips (both Hillel trips and non-Hillel trips)	65
Alternative Breaks	36
1:1 Pastoral mentoring	33
Courses taught with or in collaboration the university or other Jewish learning initiatives	27
Other: (Random encounters, Drop-Ins, Staff or friend introductions)	15



## **WHAT:**

*A half-credit course, registered through the University Decal (Democratic Education) system. 12 students enrolled. Organized by 2 CEIers, facilitated by SJE.*

## **HOW THIS GROUP CAME TO BE:**

*Idea first came up in conversation between CEIer and SJE. Felt her contacts had a weak sense of Jewish Identity. SJE suggested discussion group. CEIer eventually brought up the idea of making it a full-fledged class .*

## **SAMPLE CONVERSATIONS/QUESTIONS/TEXTS/ACTIVITIES:**

*Themes covered: Search for values, Love and Sexuality, Connection to Israel, Assimilation, Intermarriage. Texts utilized: Bible, Talmud and other Rabbinic Texts*

## **OUTCOMES:**

*Students were able to clarify and strengthen their Jewish Identity. Also began to attend Jewish events on campus, such as Yom Haaztmaut celebration.*

## **ROLE OF THE SJE:**

*SJE helped CEI clarify her interest, suggested discussion group, facilitated majority of classes, and provided support to help students facilitate some.*



**WHAT:**

*Bi-weekly discussion group in AEPi basement for fraternity members. Organized by CEler in AEPi, facilitated by SJE. 15 participants*

**HOW THIS GROUP CAME TO BE:**

*Idea developed in one-on-one meeting between CEler and SJE. Felt there was nothing “Jewish” about his Jewish Fraternity. SJE suggested discussion group similar to UCLA “Men’s Night.” CEler didn’t like the theme, found it “cheesy.” Suggested instead focusing on the fraternity motto: “Jewish Leadership.”*

**SAMPLE CONVERSATIONS/QUESTIONS/TEXTS/ACTIVITIES:**

*Themes covered: Types of Leaders, Role of Parents in Leadership, “What if Obama Were a Jewish King?”, Free Will, Intermarriage, Death.*

*Texts utilized: Bible, Talmud and other Rabbinic Texts*

**OUTCOMES:**

*Fraternity culture in general became more comfortable with serious Jewish dialogue.*

*Smaller, intimate community developed in larger house.*

*Some group members began attending other Jewish events on campus.*

*Brothers were able to exchange profound ideas and sincere feelings in what is usually a cynical, irreverent environment, articulate their own Jewish identities, and respect differences in one another’s Judaism.*

**ROLE OF THE SJE:**

*SJE suggested discussion group, chose first few topics, facilitated all discussions, and eventually encouraged participants to begin suggesting topics they wanted to hear more about.*



**WHAT:** A group which meets at a local cafe every week with a rotating facilitator who chooses the topic.

**HOW THIS GROUP CAME TO BE:** CEIer expressed frustration with the lack of substantive discussion in his Jewish community. I shared with him the style of learning and conversation I have with my Jewish community. We also talked about using the Sartre “café-philosophy” culture as a model.

**SAMPLE CONVERSATIONS/QUESTIONS/TEXTS/ACTIVITIES:** “Do we have a soul?” “Are People Inherently Good or Bad?” “Free Will vs. Determinism” “The Oedipal Complex” “Can you work for a company you feel is unethical?”

Texts included: Bible, Talmud, and other Rabbinic Texts

**OUTCOMES:**

- Students had a regular time and place to expect meaningful Jewish conversation and could stop-by whenever convenient.
- One participant became extremely devoted and passionate, and will now be applying for CEI for next year.
- Students expressed desire to record their ideas.
- Students began to see the SJE’s relationship to Jewish text as parallel to their own thinking about “Big Questions.”

**ROLE of the SJE:**

Developed a model based on students needs, sharpened vision, helped guide conversation, brought Jewish perspective, empowered other students to lead discussions.



**Jewish learning with the CEI interns:** Led learning every other week. Topics included: Searching for Values, Relationships, Drinking, Work and Teambuilding, Holiday celebration. That these sessions were successful is most prominently exemplified by the request that for the Decal learning group, the SJE do “exactly what you do with our group.”

**Briefly describe the overall role you played with CEI this year.**

- **Did you play a formal role with interns in the development of their initiatives?** Yes. Collaborated with 5 students in creating discussion groups, scheduling them, and facilitated them.
- **Informally, did you serve as a resource for the interns as they created initiatives?** Yes. Provided students with Jewish sources to enrich their planning of holiday dinners. Pushed students to clarify what was Jewish about their large social events.
- **Did you actively discuss the CEIers “relationships” with them?** Yes. Helped students when they were struggling with how to build meaningful community, and when they encountered resistance and pushback from individual relationships.
- **Did you play what you would describe as a supervisory role with the interns?** No.

**Briefly evaluate:**

- **Where did you have the most success in your work with the CEI Interns?** When I responded to specific frustrations with the lack of “Jewishness” in their social networks by suggesting informal discussion groups.
- **What was most challenging?** 1. Scheduling 2. Students’ fear that their engagees would be scared off by too much Jewish content.
- **How do you plan to change your approach to working with CEI in the year ahead?** Be more clear from the start about my role in CEI. Give examples of successful programs from the past year.



**Successes: What do you think were your most significant achievements this year? What made them successful?**

- Tapping into a new system for building learning communities. By harnessing the resources of the university, I was able to offer increased incentive to attend and overcome the challenges of scheduling.

**Challenges: What were the most significant challenges to your work this year? Why ?**

- I experienced profound challenges with the existing staff culture around Jewish Learning. This was largely the product of a great disparity between the original vision for the SJE role and that of the leadership of my Hillel. This situation has since been resolved.
- On a more practical level, the most severe challenge was securing attendance in the face of packed schedules and a de-prioritizing of anything non-academic.

**Most Significant Lessons Learned:**

- How to work successfully in a less than ideal support structure. How to analyze the existing landscape and discover new opportunities for Jewish enrichment. Must be patient and flexible in order to be successful.

**How did your work change over the course of the year?**

- I became a better teacher. I learned to understand the needs of the students better, both in terms of teaching style and content, and adjusted accordingly.

**What are some changes you will make in the coming year?**

- I will work more closely with Hillel staff and the JSU board to help create the cultural shift that will both enrich our existing program and foment support for independent SJE projects.



**Successes:** It was only at the final CEI ceremony, when I heard the group reflect on their initiatives and David's involvement in them, that I really got a sense of the depth and reach of his influence this year on students "outside the building." Having said that, I think we are also beginning to see how his work is changing the atmosphere "inside the building" as well, as Hillel regulars become increasingly aware of CEI/SJE communities and use begin to David as a Jewish resource. In addition, the culture of staff learning has taken off, due to David's leadership and talent.

**Challenges:** David joined in a time of a difficult leadership transition at Berkeley Hillel and it was therefore initially difficult to integrate his role into the staff structure. However, David was proactive in creating strong relationships with staff members, and actually took a lead role in helping with the transition and acting as a staff representative. By year's end, the SJE is an essential and greatly valued member of our team.

**Most Significant Lessons Learned:** A good model is always worth using, but it must be tailored to its environment. The SJE program has been tremendously successful this year at Berkeley Hillel, but partially because David was perceptive and flexible - willing to learn the terrain and able modify his methodology to match his environment.

**What are some changes you will make in the coming year?** As I said in a staff meeting recently, we are all beginning to increasingly "use our CEI/SJE head" in thinking even about our standard core programs here at Berkeley Hillel. We look forward to continue to integrate the methodology, and we are thrilled to begin work with our new Executive Director.



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# The Bronfman Center at NYU



**Total SJE Relationships**

**251**

**RELATIONSHIPS by the NUMBERS**

*List below an approximate number of relationships for the following categories (feel free to add additional relevant categories specific to your campus). Note, some relationships may fall into multiple categories – this is OK.*

CEI Relationships (relationships with CEI interns and those who they connected you to through their relationships and initiatives)	38
Learning communities aside from those developed with CEI Interns	26
Birthright Israel trips (both Hillel trips and non-Hillel trips)	2
Alternative Breaks	2
1:1 Pastoral mentoring	27
Courses taught with or in collaboration the university or other Jewish learning initiatives	139
Other: JLL and JLL Relationships	17



**WHAT:**

A group of 15 (in each session, drawing from a larger pool of 23-25) Men who met weekly from December – May for 90 minutes to learn one ‘Middah’ or Jewish character trait that would lead to personal growth as a man.

**HOW THIS GROUP CAME TO BE:**

The President of a Jewish fraternity initiated contact with SJE to discuss personal matters. After a series of pastoral meetings that the president found helpful, SJE suggested sharing some of the wisdom with a wider group of men. The President invited fellow fraternity brothers, SJE invited students from the Jewish Learning Fellowship classes he taught.

**SAMPLE CONVERSATIONS/QUESTIONS/TEXTS/ACTIVITIES:**

Cultivating Gratitude: study from Pirke Avot Chapter 2; Examining the role of wealth and financial success in shaping our identity as men: Sections from Pirke Avot, Rav Yisrael Salanter. Understanding Joy: Sections from Deuteronomy.

**OUTCOMES:**

This group went from a single meeting to a regular weekly learning community. Students experienced exceptional personal meaning from learning and group as evidenced by email correspondence, available upon request.

**ROLE OF THE SJE:**

Served as role model for a different vision of masculinity and Jewish manhood (aside from drinking and money making) by providing learning texts, leading personal conversations, sharing events of personal life appropriately, and meeting individually with students to provide pastoral care and *Hadracha* (spiritual Counseling)



## **WHAT:**

A 10 week course on Judaism and Sexual Ethics with nearly 60 students that included 1 hr interactive lectures, individual meetings with every student, an essay on the students' Jewish identity, a shabbat experience and students learning how to give a *dvar torah* of their own.

## **HOW THIS GROUP CAME TO BE:**

Part of the Jewish Learning Fellowship where students apply for a 500\$ stipend to study with Jewish educators weekly in classes, small groups and individual mentoring sessions. After guest lecturing classes in fall, was asked to lead a special track in spring.

## **SAMPLE CONVERSATIONS/QUESTIONS/TEXTS/ACTIVITIES:**

Classes included: Tzelem Elokim – human dignity in intimate relationships; On'ah: providing for a partner's needs; Cultivating a post-modern Jewish sexual ethic; Queeriness and Jewish Sexuality. Every class had several classical Jewish sources. Full syllabus and source sheets available upon request.

## **OUTCOMES:**

The student essays and surveys show a dramatic attitudinal shift of 50% who reported at the end of the class 'I know feel like I am a part of the Jewish community'. A Behavior shift of 47% who continued either (1) learning Torah one on one or in a group (2) Attending shabbat meals and (3) holiday attendance such as seder, purim seudah and megillah.

## **ROLE OF THE SJE:**

Developed entire curriculum from scratch. Lectured weekly. Met individually with students at least once for each and multiple times upon request. Provided pastoral guidance. Served as connector for students to find additional avenues for Jewish engagement such as fellowships, learning, services, travel.



**WHAT:**

2 CEIers convened a group of 20 students on 3 occasions. Students assembled in a dorm common space and wrote down any question they wanted addressed by the SJE on a piece of paper. Papers were put in a hat (anonymously) and drawn by the SJE who responded and then began a discussion.

**HOW THIS GROUP CAME TO BE:**

SJE pitched the idea to two CEIers explaining that it had been a success at other campuses. The CEIers took the idea and ran with it.

**SAMPLE CONVERSATIONS/QUESTIONS/TEXTS/ACTIVITIES:**

Questions ranged from ‘Is it ok to be Gay and Jewish’ to ‘What if I don’t believe in G-d’ to ‘I want to be more religious than my boyfriend, what do I do?’ to ‘How can you explain where the Torah came from’.

**OUTCOMES:**

Several of the students in the group sought individual pastoral meetings with the SJE. A few students went and enrolled in the SJE’s Jewish Learning Fellowship class. Another student convened a learning series in his own social network (Persian students).

**ROLE OF THE SJE:**

Served as provider of educational content and facilitator of conversation and address for follow up but did not play any significant role in convening students or organizing event.



**WHAT:**

A series of Jewish learning sessions with leaders and members of the Greek community at NYU.

**HOW THIS GROUP CAME TO BE:**

Dan tried multiple times to convene a learning with CElers and contacts in Greek community to no avail. Finally was invited by student life professionals at university to address counsel of Greek presidents of which 20% are Jewish. Did a Jewish learning session on practical spirituality based on Jewish sources. Was invited to address individual sororities.

**SAMPLE CONVERSATIONS/QUESTIONS/TEXTS/ACTIVITIES:**

Used many of the learnings that were successful in the Men's group of which all the members were fraternity brothers such as Cultivating Gratitude: study from Pirke Avot Chapter 2; Examining the role of wealth and financial success in shaping our identity. Did a special focus on stress management through spirituality (sections from Talmud).

**OUTCOMES:**

Students reported it was the 'best session of the Council of Greek Presidents from the whole year' (see email) and was invited to work with individual sororities. Spoke in sororities on similar topics during the year

**ROLE OF THE SJE:**

Served as resource and role model to make the case that Jewish learning can be a unique resource to cope with the practical difficulties of student life. Provided content but did not convene or organize.



**Jewish learning with the CEI interns:** Learned with CEI interns every other week. These topics explored a range of Jewish themes from theology (Creation, Covenant and Redemption) to specific holidays (Shabbat, Rosh HaShana, Purim) to Value Dilemmas (When *not* to tell the truth). In each of these learnings were 90 minutes with texts in original and translation. Students learned in seminar format and chevruta. Emphasis placed on personal meaning each student drew from the learning and articulating that meaning to SJE and the group. These learnings led students to seek pastoral meetings on several occasions, to join the Jewish Learning Fellowship in one case and to organize a learning initiative (Infrequently Asked Questions) in another.

**Briefly describe the overall role you played with CEI this year.**

- At the beginning of the year I helped interns develop initiatives such as Infrequently Asked Questions and a large (100 plus person) Bone Marrow drive. During this time I also taught and met individually. In the second semester the focus became more teaching and mentoring.
- I helped connect students with community resources, such as local artists – screenwriters and musicians – for an arts initiative. I brought in speakers, including Micha Odenheimer of Tevel B'Tzedek, an Israeli NGO that does learning and development work in Nepal.
- I discussed relationships only with a few interns, and only at their request.
- I did not supervise the interns in a professional manner. I mentored and taught them.

**Briefly evaluate:**

I had my most success in teaching and mentoring. The feedback from the learnings was dramatic. Students found them meaningful and stimulating. Most challenging was building a cohesive working group among the interns. Also, the division of labor among three staff members was clumsy and led to no one taking responsibility or being accountable. Next year we are reducing staff to the SJE and one Administrator with a clear division of labor. I have personally interviewed every single applicant and will put more focus on building a cohesive group. Moreover, we plan on focusing our students on a smaller range of initiatives rather than asking them to reinvent the wheel.



**Successes:** What do you think were your most significant achievements this year? What made them successful?

NYU is a campus inundated with fundamentalist denominationalism. Strong Orthodox and *kiruv* movements along with HUC and JTS nearby. I think I provided a different model of traditional learning that values rigor, seriousness, intellectual openness and a holistic educational perspective. I received positive feedback from scores of students who attended classes and pastoral sessions. In that sense the change happened to a large number of individuals, but only some groups.

I think I also had a strong impact on the culture of the staff. We conducted regular staff learnings where each staff member led the learning multiple times. This broke the split between rabbinic and programming staff to create a sense that all Jewish professionals need to be studying and learning Torah.

**Challenges:** Getting traction with building learning communities. I built some, but I had much more success in classroom settings where students were already attending, ready to learn. This could be for several reasons: 1) the learning community model is not an absolute but one possibility 2) the synergy with the CEIers did not work this year and will in the future 3) NYU has a more individualistic culture rather than a club or small group culture.

**Most Significant Lessons Learned:**

Students yearn for serious study and ideas. Previously I have been hesitant to introduce texts or content too soon into a group or interaction. This year students and staff demanded it much sooner and more vociferously.

Also, pastoral work played a more significant role than I ever imagined.

**How did your work over the course of the year?**

Initially I invested my energy in building learning communities with CEI. This was not too successful. I switched tracks and began teaching more in the fellowships and found a much wider audience, more engagement students and better follow up opportunities. I began to reach out more proactively to students who I sensed needed pastoral care in the second semester. This was received well. I also did more teaching with the core community as a guest teacher to make my presence known in the second semester.

**What are some changes you will make in the coming year?**

I am recruiting a group of CEIers I have some relationships with now and am going to push the idea of learning communities from the beginning as an important initiative. I am recruiting a wider group of JLLers and I am going to consciously do alumni learning with the JLF students to build more learning groups.



**Successes:** In what ways/areas did the SJE have the most significant impact for your Hillel this year?

Dan Smokler was very helpful to me as director in thinking through what the student engagement model could mean for NYU, where we already had something of a hybrid model.

He helped the staff feel comfortable with learning by showing them how to teach and learn.

His educational philosophy brought a very important new dimension to our educational program that has promising implications for future development and filled the space between religious and academic education.

He helped guide students who came in through our many doors to find the right Jewish activities for their personal journey.

He reached out to groups that are peripherally connected to the Center.

He established close bonds with many students.

**Challenges:** What were the most significant challenges to having an SJE join your team this year?

Dan was a special case of SJE with a dual report to Hillel International which made it challenging at times.

Making his way on a new campus that was very different than UCLA which required new strategies. He was more successful reaching the students who were coming to us from the periphery for other programs than he was in reach communities or individuals who we have been unable to reach.

While his educational philosophy adds an important element to what we are doing, it is still a form of religious education which we already do well. I am looking to broaden our educational approach to include other parts of the Jewish tradition.

There was a lack of clarity as to how the division of labor and responsibility works vis a vis CEI

**Most Significant Lessons Learned:**

Dan can make an important contribution to this campus with his educational philosophy that can be a model for an age-appropriate Jewish educational program for college students.

**What are some changes you will make in the coming year?**

Need clear job description

Need better partner for him who can manage CEI, leaving him to only teach.

Need closer communication with Hillel International



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# Texas Hillel



**Total SJE Relationships**

**200+**

**RELATIONSHIPS by the NUMBERS**

*List below an approximate number of relationships for the following categories (feel free to add additional relevant categories specific to your campus). Note, some relationships may fall into multiple categories – this is OK.*

CEI Relationships (relationships with CEI interns and those who they connected you to through their relationships and initiatives)	30
Learning communities aside from those developed with CEI Interns	65
Birthright Israel trips (both Hillel trips and non-Hillel trips)	35
Alternative Breaks	25
1:1 Pastoral mentoring	30
Courses taught with or in collaboration the university or other Jewish learning initiatives	10
Other: dorm and greek housing visits	10



**WHAT:**

*A group of thirty five student artists who came together over a period of months to study themes of freedom and redemption in Jewish tradition, focusing particularly on the Passover Haggadah, Yom HaShoah and Yom Ha'aztmaut.*

**HOW THIS GROUP CAME TO BE:**

*SJE (Devora) met three different students in different social networks (a TBRI alum, an art history major, and a first year student who was active in his high school arts program and interested in getting involved in the arts on campus). Knowing they were all artists SJE introduced them and facilitated a conversation about things they might like to explore together. Students met again, each bringing 1-2 friends and SJE facilitated a learning session with them on the topic of "What is Jewish Art?" Each brought more friends to subsequent meetings.*

**SAMPLE CONVERSATIONS/QUESTIONS/TEXTS/ACTIVITIES:**

*At the four learning sessions we studied text, articles, and artwork from each of these events in our Jewish history and reflected on our personal experience, how to visually communicate universal themes using Jewish iconography and imagery.*

**Discussion themes included:**

*What does it mean to be free? Is it possible for restriction or boundaries to create freedom?*

**Texts included:** *the Exodus story, Chaim Brovender's "Towards Ahavat Hashem: Art and the Religious Experience" and films that showed images from liberation of the concentration camps, a video of the day of Israel's independence with Jews dancing in the street and that same day going to war.*

**OUTCOMES:**

- *Nine of the students created works of art and hosted a gallery exhibit at Texas Hillel. Over 50 individuals came out to meet the artists and view their exhibition. Artwork has remained part of the gallery exhibit for Texas Hillel for the month of April open to the UT and Austin community. Students participated with the national Hillel Board of Governors at their annual conference in a learning group and as docents in the gallery.*
- *Student artists also took their works and displayed them as part of a campus-wide Yom Hashoah event, and remaining present to share their artwork and their stories with other students.*
- *One student has decided to pursue an MA in Fine Arts in Israel in the coming year*
- *Returning students are discussing continuing to learn together in the next academic year, exploring a different theme*

**ROLE of the SJE:**

*Meet students, clarify learning interest, develop curriculum, facilitate learning, provide mentorship and leadership training for gallery exhibit execution. Follow through with individuals.*



**WHAT:**

*Jewish learning group Integrating Judaism and wellness. Began in November, 2008. Ends May, 2009*

**HOW THIS GROUP CAME TO BE:**

*CEI intern attended a workshop facilitated by SJE (Devora) on Jewish meditation. Intern wanted to continue learning back at campus. Intern met student, "A" and learned she was a yoga instructor at the University Fitness center. He also learned that she was Jewish but was not involved with any Jewish practice or organization. CEI invited SJE to join himself and "A" for a conversation pool-side about our shared interest in yoga. The idea of offering an integrated Judaism and wellness class was born. SJE would work closely with "A" to incorporate both philosophies and experiences into the weekly class offering. Intern would serve as the coordinator and marketer for this initiative. We each invited students that we knew would be interested and had 6 students attend. The following week we had 12. Between 8 – 10 core students attend each week often bringing new students.*

**Class Outline:**

*SJE Introduction of Hamsa Yoga – what is a Hamsa, why Judaism and wellness. Invite others to introduce themselves and share something meaningful opening up in their Jewish and / or wellness journey.*

*SJE leads class in to a light relaxation and then reads a text out loud with a follow-up reflective question. The questions is offered as a place to set the students intention for the class. (see below)*

*Yoga instructor facilitates poses and incorporates 1 or 2 poses related to the theme or a specific Hebrew letter (Otiot) pose with a blessing or commentary that accompanies it. Toward the end of class, in a relaxed pose, SJE or instructor would offer a guided Jewish or reflective imagery and close the class in a chanting of Shal-OM.*

**Sample Text:**

*Our physical demand is great. We need a healthy body. We dealt so much in soulfulness, we forget the holiness of the body. We neglected physical health and strength; we forgot that we have holy flesh, no less than holy spirit. Rav Abraham Isaac Kook, Orot*

*Reflective questions: How does caring for oneself add to one's (Jewish) life? Why is self-care an important part of being a successful student?*

**OUTCOMES:**

*Students from this yoga group were impacted as evidenced by participation and subsequent choices and actions: Birthright, ASB, other initiatives, JOBS , Passover Seders, individual mentorship with SJE, two romantic relationships*

**ROLE OF THE SJE:**

*Connector, educator, facilitator, follow-through, supervisor*



**WHAT:**

*Formed in November, 2009 with three participants. Now includes sixteen participants. The group has had a monthly gathering to learn about Judaism and the environment and exchange ideas of being sustainable on campus.*

**HOW THIS GROUP CAME TO BE:**

*October, 2008: SJE met one non-involved Jewish student interested in renewable sources and had started a business. We shared a common interest in this topic and shared a common history of attending Camp Ramah. We met and he brought another Jewish friend also interested. Simultaneously I met two other students interested in similar topics. One who had just returned from a year in Israel but not particularly interested in religious opportunities at Hillel and another student curious about eco-Kashrut and communal living.*

**Activities and learning:**

*Vegetarian, local pot-luck on campus; Dinner at local, vegan, organic community restaurant; Co-op housing hang-out and learning session, planting a garden with Biblical plants learning sessions with CEI intern partnership*

**Sample text:**

*And six years you shall sow your land, and you shall gather in its produce. And the seventh year you shall release it from work and abandon it, and the poor among your people will eat. **Shemot (Exodus), 23:10-11***

**Questions students asked or discussed together:**

*What is the benefit of taking time out to rest? Do we have an obligation to feed the poor? What do you do when you feel like you hardly have enough for yourself? What does this have to do with how we treat guests and neighbors?*

**OUTCOMES:**

*Eco-Seder at Devora's home – 10 students, Alternative Summer Break – Jewish Farm School – 2 students, Sustainable garden at Texas Hillel with a focus on social justice – 14 students and impacts more than 200 students and homeless people*

**ROLE OF THE SJE:**

*SJE' with help of connectors, convened the group, provided learning, facilitate student leadership process to enable them to manage a group, create an initiative with CEI*



**WHAT:**

**Jewish Film Student Organization and learning group**

*Formed in November, 2008 with three participants. Now includes nine participants.*

**HOW THIS GROUP CAME TO BE:**

*November, 2008: SJE met three separate students interested in this topic and brought them together for a brainstorming session on creating a group on campus. SJE “pitched this idea to the CEI interns and one student became particularly interested in working on this initiative.*

**SAMPLE CONVERSATIONS::**

*What makes a film Jewish? Who are the Jewish leaders in the film world? How are they influenced by their Jewish heritage? How does that show up in their work?*

**OUTCOMES:**

*Jewish film students filmed a 16 mm seven minute piece using Texas Hillel as the filming location. The film’s topic integrated historically Jewish content around the theme of dictatorship.*

*The film is being submitted to be shown at the Austin Jewish Film Festival for Fall 2009*

*The group plans to meet again in the Fall for regular activities involving a Jewish film and discussion group*

**ROLE OF THE SJE:**

*Outreach, Sounding Board, Jewish content and resources.*



## Jewish learning with the CEI interns:

*I met with nine CEI students eight times during the year for two hour Jewish learning sessions. I also met with each CEI intern to study so that they could facilitate a ten minute Jewish learning experience at their weekly meeting.*

**Topics / Themes:** *Jewish Values, Teshuvah, Am Yisrael, Tzedaka, Mitzvot, Kedusha, Ge'ulah, Pluralism*

• *A topic that really resonated for the group was “Lashon Harah – gossip”. They all expressed at a later session how they had been more actively aware of how gossip impacts their lives and stopped themselves or extract themselves from these situations. Another area was in becoming more pluralistic in their approach with perceptions, judgments, and expectations of their peers. Several CEI expressed a more accepting outlook and interest in meeting and learning about other Jewish students. One CEI invited me to sit with her and her friends and talk about relationships and body image.*

## Briefly describe the overall role you played with CEI this year.

• *Two students formally requested that I work with them in developing their initiatives to include Jewish learning. Alan Yancelson attended a workshop I facilitated at the Atlanta Engagement institute on Jewish meditation. Together we created “Hamsa Yoga – a Judaism and Wellness class” . Danny Korin invited me to work with him on creating learning around building a Biblical Garden. I facilitated more than a dozen learning sessions for Hamsa Yoga and three learning sessions for the Biblical Garden.*

• *Informally, I served as a resource for 5 interns as they created initiatives. With two, I served as a sounding board, resource and mentor for JOBS (Jewish Organization at the Business School). With 2 CEIs I worked on a Birthright follow-through engagement initiative which resulted in an ongoing Krav Maga (Israeli self-defense) initiative. With one I encouraged and provided resources for the Jewish Film Group which ultimately he was not involved with but I continued with the engagement students. I regularly discussed with CEI who they were meeting and how I could serve as a resource; some of their contacts are now future CEI. I have assisted in connecting others to Jewish opportunities including jobs, internships, study in Israel, learning communities, and individual mentoring.*

• *My role as a supervisor was to learn with each CEI individually so that they could then facilitate a group learning session at their CEI meetings.*

## Briefly evaluate:

• **Successes:** *CEI became articulate in sharing their own Jewish story and in gaining confidence and expanding their capacity in facilitating Jewish learning.*

• **Challenges:** *I was not part of the initial recruitment efforts, students had previous relationships with the other two supervisors, insufficient bonding in Atlanta, unmet expectations in terms of thinking the group wanted what I had to offer (i.e. Jewish learning),.*

• **Future:** *Co-supervising the group, contributing to CEI curriculum, current applicants are part of my pre-existing relationships from this past year, work with SIC to be more connected at Engagement Institute.*



**Successes:**

- *Having CEI participants gain confidence in facilitating Jewish learning modules.*
- *Connecting with the Austin Jewish community and making valuable connections for meaningful Jewish opportunities for UT students.*
- *Developing over 200 relationships and creating meaningful relationships with nearly half of those 200 relationships.*
- *Began five successful learning groups on campus that are sustainable.*
- *Generated a powerful follow-through experiences for Birthright participants.*

**Challenges:**

*I spent a lot of time and energy throughout the year attempting to clarify my role with the CEI group. I tried many ways throughout the year to navigate the pre-existing relationship of the supervisors with one another and the pre-existing bond the supervisors had with the students.*

**Most Significant Lessons Learned:**

*I need to check in with students to determine if they are interested in what I have to offer educationally, personally and Judaicly. How I offer Jewish content is as important as what I have to offer; it is important to share the Jewish conversation and education at the student's pace.*

**How did your work change over the course of the year?**

*Where I thought I would be spending a significant amount of time in the Fall learning with the CEI interns and their contacts, I had to change tactics to be able to meet, build relationships, and deliver content to peripherally connected Jewish students. I also learned the culture and working style of the Texas Hillel staff and communicated and negotiated new ways of working as an entrepreneur in a large organization that worked more effectively for everyone.*

**What are some changes you will make in the coming year?**

*I will use my experiences from the past year to effectively strategize with my supervisor and colleagues. I will clarify expectations with my SIC supervisor on a regular basis and frequently share my work with her. Now knowing the academic calendar, I will pace myself more responsibly given the high and low tides of the academic year.*



**Successes:** In what ways/areas did the SJE have the most significant impact for your Hillel this year?

The SJE helped us to rethink the way we measure everything we do against our mission. This change impacts how we engage students, donors, board members, parents and the community.

The presence of the SJE impacted how we do Jewish student life in that this new model necessitated asking questions about priorities and content.

**Challenges:** What were the most significant challenges to having an SJE join your team this year?

How best to incorporate a senior staff person with a new job description into an existing staff structure.

How to differentiate in practice what an SJE does from what other Jewish student life professionals do.

How to fold the SJE into the CEI framework when they were not selected coincident with each other.

Managing the expectations of the SJE herself as the year progressed (versus expectations when the year began).

**Most Significant Lessons Learned:**

Set priorities and define roles vis-à-vis each other, recognizing that they may change over the year.

Be flexible with the description of the SJE initiative and embrace the newness of the experiment.

Be open and clear about expectations both from the existing staff and the SJE.

**What are some changes you will make in the coming year?**

The SJE will be more directly involved with CEI, including recruitment and hiring.

The SJE, Director of Jewish Student Life, Israel Fellow and Executive Director will collaborate as a team for all areas of student engagement.

Diversifying the initiatives offered by the SJE and CEI so that we can reach a broader group of peripheral students.



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# University of Chicago Hillel



**Total SJE Relationships**

**135 (with ½ academic quarter remaining)**

**RELATIONSHIPS by the NUMBERS**

*List below an approximate number of relationships for the following categories (feel free to add additional relevant categories specific to your campus). Note, some relationships may fall into multiple categories – this is OK.*

CEI Relationships (relationships with CEI interns and those who they connected you to through their relationships and initiatives)	30
Learning communities aside from those developed with CEI Interns	70
Birthright Israel trips (both Hillel trips and non-Hillel trips)	25
Alternative Breaks	12
1:1 Pastoral mentoring	35
Courses taught with or in collaboration the university or other Jewish learning initiatives	2 (Queer Religious and Feminist Majority)



**WHAT:**

A group of 25 students organized social justice projects and learning sessions. The group met weekly.

**HOW THIS GROUP CAME TO BE:**

*Students who went on ASB-NO in 2008 wanted to continue to do social justice work in Hyde Park & within a Jewish framework. The core group was supplemented by participants, by new ASBers and by students that SJE introduced to the group. The group engaged in a variety of direct service and learning projects.*

**SAMPLE CONVERSATIONS/QUESTIONS/TEXTS/ACTIVITIES:**

*Religion and the Enviornment –Read A Greener Faith, had representative from Grace Seed ministries speak about food security, community gardening and faith, studied and participated in Blessing of the Sun.*

*Housing and Homeless – Partnered with Habitat for Humanity and did construction (3xs). Maimonides texts.*

*Shabbat Lunch and learning at SJE home.*

*Cleaning and gardening at local cemetery. Discussion of K’vod Ha’met in Jewish tradition.*

*Moses as World’s First Community Organizer.*

**OUTCOMES:**

Students from this group plan an 2009/10 Alternative Spring Break in Chicago. With Interfaith Justice, the group will work community projects, live in local neighborhoods, and study role of Judaism in their social justice efforts.

Several seniors have applied to Avodah, the Jewish Service Corp and to American Jewish World Service

**ROLE OF THE SJE:**

The SJE facilitated student leadership in a process to enable them to manage the group, taught sessions, modeled an expression of Jewish observance, brainstormed ideas for both volunteer projects and student led teachings.



**WHAT:**

*LGBT learning community which met throughout the year. Comprised of 25 students.*

**HOW THIS GROUP CAME TO BE:**

*SJE met several LGBT students at Queer 101 open house in September 2008 and then faculty, students, & administrators introduced me to other Jewish LGBT students. SJE met for coffee with individual students to develop individual relationships and then introduced students to each other and suggested gathering as a group. Group first met for GLBT Shabbat (model expression of Jewish identity) organized and hosted by SJE and then group evolved from there.*

**SAMPLE CONVERSATIONS/QUESTIONS/TEXTS/ACTIVITIES:**

*Model an Expression of Shabbat – challah making, ritual meal, blessings, Birkat Hamazon*

*Group Seder using Stonewall Seder Haggadah.*

*Viewing of Paper Dolls, a Philipino Israeli film, on Purim.*

*With groups including U of C fraternities, participated in counter activities during Reverend Fred Phelps' visit to campus.*

*Study and analysis of Genesis chps. 1 and 2 (creation of human beings)-*

*Toward a Queer Jewish Theology, Gender in Talmud.*

**OUTCOMES:**

*Two of the students in the group applied to be CEI interns. One of the students in this group went on ASB trip with SJE. One student in group is 09 student leader for campus group, Queer Religious. Members participated in other campus Jewish activities,, i.e. blessing of the sun on Lake Michigan & hosting student seder.*

**ROLE OF THE SJE:**

*Convened the group, modeled expression of Jewish identity, nurtured/mentored Student leadership, & taught sessions, recommended learning session ideas.*



**WHAT:**

Around the Jewish new moon celebration, a group of women gathered at participants' homes to explore issues of contemporary concern to college women.

**HOW THIS GROUP CAME TO BE:**

Early in the academic year, SJE was guest speaker at Feminist Majority Group on campus. The leader of that group, in conjunction with two other students, asked for SJE to teach them about tefillin. SJE hosted "tea and tefillin" workshop for the group and then suggested group continue to meet regularly. Great interest. Two students stepped up to lead the group and the SJE mentored them.

**SAMPLE CONVERSATIONS/QUESTIONS/TEXTS/ACTIVITIES:**

"Tea and Tefillin," -Contemporary Israeli poetry, Talmudic source about Beruria, Practicing putting on phylacteries, discussion of "What has been and can be the purpose and role of tefillin?"

"Good/Bad Girls: Esther and Vashti," –Purim gathering and discussion of women and personal power.

Shabbat Dinner at member's apartment.

Havdallah bonfire (initiated and planned by member)

Importance of Nature's rhythm vs. Industrial man's rhythm.

"Graduation as Liminal State/Mikvah Ritual for graduating seniors."

**OUTCOMES:**

Student leader in Year 1 expressed desire to continue Rosh Hodesh Group and to lead group in Academic year 2009-2010. Jewish engaged students began attending the group too. One member has decided to teach Sunday school next year.

Student ownership of Jewish rituals and Jewish learning.

**ROLE OF THE SJE:**

Mentored and worked with individual students they could lead and facilitate sessions/activities, modeled Rosh Hodesh Rituals, suggested ideas/topics/sources for gatherings, taught sessions.



**WHAT:**

*A group of 20 students who have meeting since January 2009 to explore their relationship with Israel as well as contemporary issues in Israel. To date, participants have meet five times and continues to meet. Next year, group hopes to meet with Arab students too.*

**HOW THIS GROUP CAME TO BE:**

*A student, a 2007 Birthright alum, approached SJE (Ruth) expressing desire to explore her post Birthright relationship with Israel, given the current political situation in the Middle East and on campus. The SJE suggested that other students might want to have a forum to explore these issues too. SJE recommended students from additional networks that SJE had developed. The group has met regularly and considered multiple modalities (texts, cinema, spoken word, theater, & food).*

**SAMPLE CONVERSATIONS/QUESTIONS/TEXTS/ACTIVITIES:**

Study session on Just Warfare Theory in Jewish Tradition (Maimonides Hilkhoh Milchamah)

Attendance at theatrical performance of Arab-Israeli Cookbook and follow-up discussion (areas where two cultures overlap and how politics affects day to day lives)

Viewing of Encounter Point, a documentary about families impacting by violence and follow-up discussion.

Brief examples of the themes covered, texts utilized, conversation areas or activities that were part of the overall learning experience

**OUTCOMES:**

*Two of the students who attended this learning initiative applied to CEI and two (one Jewish and one Christian) participated in the ASB trip.*

*Group facilitator will be spending summer in Israel both studying and volunteering for a social justice organization.*

**ROLE OF THE SJE:**

*Identified, recommended and developed programs with student leaders, taught individual sessions, facilitated group processing of material, and most importantly mentored student leaders.*



**Jewish learning with the CEI interns:**

SJE participated in all CEI meetings and developed/facilitated and taught the Jewish learning sessions.

Following education philosophy of Paulo Ferrari, SJE developed curriculum based on questions CEIers articulated. Accordingly, CEIers had ownership of their Jewish learning. Accommodating different learning styles, SJE employed variety of modalities—discussion, movement, *hevruta* learning, group study, singing and music, television watching and creating art projects. Jewish sources included Talmud, Torah, Mussar, Hasidic thought, Jewish Cook Books, Megillot, Siddur and writings of Nachmanides and Maimonides. Subjects included “What is the purpose of our lives?” “What is parsha ha’Shavua & how do you do it” “Body Image and Self Care,” “Does Prayer Work?” “Purim: The Masks we Wear,” “Moral Intuition and Global Responsibility”

**List some examples of ways that the interns integrated your teaching into their lives or their work as an intern? (Ex: Can you think of any examples of times when the learning inspired an intern to invite you to meet/teach his/her peers? )**

The war in Gaza was deeply upsetting to one of our CEI interns and I taught a session on “Just Warfare in Jewish Tradition.” She invited me to teach the material to a group of 15 students. I also mentored her in facilitating and teaching a session to CEI and her friends on Our Relationship with Israel. Discussion of “Kosher Sex” has led students to request I teach a session to their dorm mates on the same topic.

**Briefly describe the overall role you played with CEI this year- I was a Jewish Educator & provided spiritual guidance..**

I attended and participated in each CEI meeting.

Did you play a formal role with interns in the development of their initiatives? Yes, for some. I met with students to develop their initiatives and how to include Jewish content and build community.

Informally, I was a resource to students as they created and planned their initiatives. One student met with me to plan he initiative on Jewish identity and work. She also, for example, requested that I be a resource at subsequent dinners for her group. I was a mentor /resource/guest at her Judaism and Social Justice careers dinner.

I also met with participating individual CEIers regularly to explore Jewish, ethical , and meaning questions as directed by the CEIer. Students topics ranged from “What would be meaningful work for me to do with my life?” , “Should I date this non-Jewish person?” “I’m interested in going to Israel what options exist?” “I’m scared/depressed and may need to take time off from school?” “Why don’t I have a girlfriend?” “How does Maimonides compare to Aristotle?”

SJE met with individual CEIers to plan Jewish CEI sessions that the intern taught him/herself.

**Did you play what you would describe as a supervisory role with the interns?** No Engagment Director held supervision meetings weekly.

**How do you plan to change your approach to working with CEI in the year ahead?** NA



**Successes: What do you think were your most significant achievements this year? What made them successful?**

The one on one meetings with individual students (approximately 100) who therefore experienced a Jewish mentor/role model who cared about them as individuals and as Jews. This was cornerstone of all future success. Students who were alienated from Hillel and organized campus Jewish life but who cared deeply about their Jewish identity and Judaism became involved in creating their own Jewish communities, with support of SJE, and were comfortable including their non-Jewish friends.

5 of 9 students selected to be CEIers for academic year 2009-2010 had significant relationship with SJE (two were on ASB with SJE, one had regular 1:1 spiritual guidance, 2 were in LGBT learning community and 1 was in It's a Women's Thing group)

LGBT learning community. Some 25 students over the year, who had never gathered as Jews, participated in GLBT Shabbat at SJE's home; learning community response to Anti-Gay Activist Rev. Phelps, GLBT Stonewall Seder at SJE home, Havdallah Bonfire at Lake Michigan, invited to participate in Campus Queer Religious program. Two of the students in this group will be in CEI next year.

It's a Women's Thing /Rosh Hodesh Group-This community, comprised of 18 students, gathered and based on their interests activities/curriculum were developed. One of the group's members, a junior, has already signed on to facilitate Rosh Hodesh with SJE next year and one of the current leaders requested that SJE, be the faculty advisor to campus group, Feminist Majority, a very active campus group.

ASB experience (high quality orientation, excellent experience in New Orleans, and ongoing ASB learning group following trip. SJE had opportunity to build and develop relationship with individuals and with and for the entire group. The relatively small size and that all were from U of C.

**Challenges:** Significant SJE time and resource went to develop a quality CEI curriculum yet given small size of the group (4), the impact was limited. 2 of 4 of the Campus Entrepreneurs resigned and 2 others stopped participating regularly. Quarter system presents unique challenges (more mid-terms and final exams and papers) and during the 2<sup>nd</sup> quarter (January-March) students hibernate.

**Most Significant Lessons Learned:**

Relationships and groups take time to cultivate, especially in quarter system. Yet, developing one-on-one relationships is essential for development of learning communities.

**What are some changes you will make in the coming year? NA**



**Successes:** In what ways/areas did the SJE have the most significant impact for your Hillel this year?

SJE developed relationships with some categories of students (e.g., LGBTQ) that our Hillel had not had many relationships with in the past

SJE had time to carry more relationships than typical staff member can, so we were able to expand the total number of relationships that our Hillel had with students

**Challenges:** What were the most significant challenges to having an SJE join your team this year?

SJE's interests were limited --she connected very well with some categories of students but did not connect well with others (I.e., not enough of a "generalist," although there is some questions whether anyone can be a good enough generalist)

**Most Significant Lessons Learned:**

Serious question as to whether rabbi is appropriate training for this position--must make sure that person understands that they will not function in a clergy role (and will not miss that too much)

**What are some changes you will make in the coming year?**

Not continuing with the SJE program

