B'NAI B'RITH HILLEL-JACY

STRATEGIC PLANNING

FINDINGS AND RECOMMENDATIONS

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Ukeles Associates, Inc.

May, 1988

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MAJOR FINDINGS

1. The Universe of Need: Number and Distribution of Jewish Students in the New York Metropolitan Area

Using "the Jewish student" as the unit of need, our starting point was to answer two basic questions: How many Jewish students attend colleges in the New York area and where are they enrolled? We reviewed a comprehensive list of institutions of higher education and identified 37 four-year undergraduate schools where we had some expectation of finding even a modest Jewish enrollment. (Two-year colleges were not included. Nationally Jewish students make up only 1.4% of freshman at two-year colleges. Selected community colleges in New York (e.g., Queensborough and Kingsborough) however, may have significant Jewish enrollments. Decisions on whether and how to serve this institutional category are a separate issue.)

An estimated 56,000 to 66,000 Jewish students are enrolled in four-year colleges and universities in New York City, Westchester and Long Island (Exhibit A). Five schools, taken together, account for more than half (55%) of this total: NYU (9,700 -12,900), Columbia-Barnard (7,000), CUNY/Queens (4,000-6,300), CUNY/Brooklyn (5,800) and SUNY/Stony Brook (4,000) (Exhibit B). Within the region Manhattan has the greatest share of Jewish students, 54%. Significant numbers are enrolled at campuses on Long Island (19%), in Brooklyn (12%) and in Queens (11%). Relatively few Jewish students attend schools in Westchester (3%) or on Staten Island (1%).

2. Presence of B'nai B'rith Hillel-JACY in Relation to Aggregate Need

Next we looked at where Hillel-JACY's presence was in relation to aggregate need (Exhibits B and C). With a few exceptions, Hillel-JACY is serving the campuses with the largest Jewish enrollments; the agency is in a position to reach potentially three quarters of the Jewish student population. In addition, Hillel-JACY reaches a modest number of students outside its campus network through its UJA Campaign and internship programs. (In recent years the only local school outside the campus network that has been represented in the intern programs has been Yeshiva University.)

3. The Extent to Which the Need is Being Met

Although, in general, Hillel-JACY has focused on the right campuses, the agency has not reached its full potential for serving Jewish college students in the New York area.

- In part, this reflects a minor mismatch between the location of Hillel-JACY campus programs and centers of Jewish enrollment. Several schools with sizable Jewish populations (over 500) are served only peripherally, if at all. CUNY/Baruch, SUNY/FIT, St. John's and The New School fall into this category. Conversely, a few schools now in the Hillel-JACY campus network (e.g., Pace downtown and Pace Westchester) have surprisingly few Jewish students.

- More significant, and harder to rectify, is the problem that at campuses served by Hillel-JACY the agency is not meaningfully reaching as many students as it could or should. While it is not realistic to expect all Jewish students to participate or even, perhaps, most, still participation rates appear to be lower than what could be achieved. Participation (Exhibit D) generally ranges from 2% to 38%. On average 17% of the estimated target populations are on mailing or membership lists and 7% actively participate in programs.

4. Barriers to Meeting the Need

Why are so many Jewish students not being reached by Hillel-JACY? First, because the challenge is great. The college environment is a difficult service arena; and this is especially true in New York. Second, because the agency is seriously underfunded - both relative to the size of the job and relative to national standards.

Environmental constraints

- Prevalence of commuter students

  Thirty-six per cent of Jewish college students in the New York area are enrolled at commuter campuses. Another 47%

attend schools where a quarter to two-thirds of the students live off-campus. Only two schools currently in Hillel-JACY's network are primarily residential campuses: Columbia-Barnard and Sarah Lawrence, a very small school. At one additional school, SUNY/Stony Brook, the majority of Jewish students live on campus, although the student body as a whole is about evenly split between residents and commuters.

It is generally acknowledged that students living off-campus are harder to reach than their more "captive" counterparts at residential schools. Commuters tend to come from less affluent backgrounds and are likely to hold part-time jobs. Much of their out-of-class time is taken up working, studying and commuting. They spend little free time on campus. Hillel-JACY activities scheduled for "club" or "dean's hours" must compete for student attention with a myriad of other extracurricular activities.

Apart from the time factor, the needs of commuter students are different. Jewishly affiliated residential students have traditionally looked to Hillel to hold religious services and holiday observances. For affiliated commuters these basic needs are more likely to be met in their family and community environments. The service gap that is therefore probably greatest is for the marginally affiliated commuter students.

- Dependence on variable and changing student leadership

Nearly every field director agreed that the quality, personalities and movement affiliations of the student leaders in any given year had a major impact on the success of their program. While some directors try to recruit students with leadership potential, the quality of student leadership overall reflects a large element of chance.

- The richness of New York's Jewish environment

  Paradoxically, the richness of the Jewish environment in New York can sometimes make Hillel-JACY's job harder. Put directly, Hillel-JACY is not the only game in town. Students have lots of alternatives if they are seeking Jewish-oriented activities. Moreover, some Long Island Queens and Brooklyn schools have such a large Jewish presence that many students may feel no need to seek out Hillel-JACY involvement in order to be with other Jewish students or "feel Jewish".

- The diversity of New York's Jewish community

  In comparison to other regions, the Jewish experience in New York is more diverse. The spectrum of practices and beliefs is wider and the distinctions among groups are more pronounced. This raises a great challenge to any organization, like Hillel-JACY, which has as its mission to serve as the common ground or umbrella.

- The late 1980's student context

  In contrast to the 60's and 70's, today's college students are much more preoccupied with personal academic and career goals; they see the college years ideally as preparation for that high-paying job (Exhibit E). In this context it is simply harder to sell the typical student Hillel-JACY's traditional stock-in-trade: communal action, programs to heighten Jewish social, political and cultural awareness, religious study, self-discovery, etc.

<u>Inadequate resources</u>

- New York spends the lowest level of dollars per Jewish student of any major region in the country (Exhibit F).

While New York spends from $21 to $32 per Jewish student (depending on whether you count all Jewish students or only those at schools currently served) other regions spend from $41 (Chicago) to $73 (Cleveland) per student. Notwithstanding possible economies of scale in New York, there still appears to be inadequate funding. Looked at in another way, New York's largest campus budget (excluding Columbia and NYU which have university-funded Jewish student affairs offices) is about $100,000 from all sources. Schools with comparable large Jewish enrollments in other parts of the country are often spending twice that amount or more. U. of C. at Berkeley (5,500 target population), San Francisco State (4,200 target population) and the University of Chicago (1,750 target population) all have annual budgets over $200,000. The University of Michigan, with 6,000 Jewish students, spends $400,000 a year. Princeton University is building a $3.5 million Center for Jewish Life. To date they have raised $1.5 million, with the University's fund-raising effort being spear-headed by the Hillel chaplain and a Hillel trustee and faculty department chairman.

In particular, Hillel-JACY field directors in New York are underpaid. Campus program directors with 4 to 12 years experience are earning on average in the low thirties, a figure at or below the mean salary for directors with 1 or 2 years experience in other parts of the country, where living costs are often lower. This adds to the difficulty of attracting and retaining good people in New York.

- The agency relies on two major sources of funding: the national B'nai B'rith Hillel Foundation and Federation; neither of these are likely to be able to provide any significant increases in funding in the immediate years ahead.

STRATEGIC ISSUES AND OPTIONS FOR HILLEL-JACY

I. SELF-IDENTITY AND IMAGE

[HOW SHOULD HILLEL-JACY DEFINE ITS CENTRAL MISSION AND WHAT IMAGE SHOULD IT SEEK TO PROJECT IN THE COMMUNITY]

Issues	Options
1) Should Hillel-JACY self-define its central mission as service or coordination?	A. To coordinate Jewish student activities on campuses in the New York metropolitan area. B. To serve Jewish college age students from the New York metropolitan area
2) Should Hillel-JACY be viewed as an agency defined by an <u>age group</u> i.e. all services from mental health through recreation to the college-age group OR as an agency defined by a <u>type of service</u> -- i.e. Jewish identity enhancement for all age groups?	C. To enhance the Jewish identity of young people of all ages (e.g. teen-agers, college-age, post-college) in the New York area D. TO ENHANCE THE JEWISH IDENTITY OF JEWISH COLLEGE AGE STUDENTS ·PRIMARY: ON CAMPUSES IN THE NY AREA ·SECONDARY: FROM THE NY AREA
3) Should the agency define its mission as serving students <u>from</u> the greater New York area, OR students attending colleges <u>in</u> the New York area or both?	BY SERVING AND COORDINATING SERVICE TO JEWISH STUDENTS [UMBRELLA AGENCY]
4) Should the agency retain its current name?	DEFER TO NEXT ROUND OF STRATEGIC PLANNING

II. CLIENTS/NEEDS

5)	What should be the emphasis among residential; commuter and mixed campuses?	A. The agency should serve primarily residential and mixed campuses B. THE AGENCY SHOULD SERVE ALL CAMPUSES WITH A PROGRAM APPROPRIATE TO THE RESIDENTIAL/COMMUTER BALANCE
6)	What should be the balance among graduates and under-graduates; day/full-time and evening/part-time students; students at 4-year and 2-year colleges?	A. The agency should serve all types of students equally B. THE AGENCY SHOULD SERVE JEWISH STUDENTS AT 4-YEAR COLLEGES · PRIMARY: FULL-TIME UNDERGRADUATES · SECONDARY: OTHER STUDENTS DEFER ISSUE OF TWO-YEAR COLLEGES TO THE NEXT ROUND OF STRATEGIC PLANNING
7)	What should be the role of the agency vis-a-vis campuses under Jewish auspices (e.g. Yeshiva)?	A. Provide service on same basis as other campuses B. COORDINATE CITY-WIDE STUDENT ACTIVITIES WITH STUDENT ORGANIZATIONS AT JEWISH CAMPUSES; INVOLVE STUDENTS FROM JEWISH CAMPUSES IN HILLEL-JACY OUTREACH
8)	Should the agency define its role in terms of the needs of the individual students OR of the needs of the community in relation to the campus?	A. The Needs of individual Jewish students B. The Needs of the Jewish community C. THE INTERSECTION AMONG COMMUNAL NEEDS AND INDIVIDUAL NEEDS
9)	Which areas of need should be viewed as primary (e.g. social, developing future communal leadership, etc.)?	A. All equally B. ACTIVITIES WHICH ENHANCE JEWISH IDENTITY, RECOGNIZING A MULTIPLICITY OF MODELS OF JEWISH IDENTITY
10)	Should the agency's goals be quantitative -- reach as many students as possible; OR qualitative -- reach fewer students but try to make more of an impact on those reached?	A. Reach as many students as possible B. Maximize impact on individuals C. SET PARTICIPATION RATE GOALS FOR THREE LEVELS OF INVOLVEMENT BY CAMPUS: HIGH, INTERMEDIATE, LOW; FOCUS EFFORTS ON THE INTERMEDIATE LEVEL -- MEANINGFUL EXPERIENCES FOR A SIGNIFICANT NUMBER OF STUDENTS

III. SERVICE/FACILITIES/LOCATION

11)	Should the agency emphasize city-wide programs OR campus-based programs?	A. Emphasize city-wide programs B. Emphasize campus-based programs C. STRENGTHEN CAMPUS-BASED PROGRAMS BY FUNNELING CITYWIDE RESOURCES THROUGH CAMPUSES
12)	Should the emphasis be on "outreach" to the marginally affiliated; outreach to the unaffiliated or "inreach" to the already affiliated?	A. Serve whoever comes (in effect, "inreach" to the affiliated and response to the curious) B. Emphasize outreach to the unaffiliated C. EMPHASIZE OUTREACH TO THE MARGINALLY AFFILIATED (ESPECIALLY ON COMMUTER CAMPUSES); BALANCE EMPHASIS AMONG AFFILIATED & MARGINALLY AFFILIATED ON RESIDENTIAL & MIXED CAMPUSES; DEFER MAJOR EFFORTS TO REACH THE UNAFFILIATED
13)	Should the emphasis be on strengthening existing campus programs or expanding to currently unserved schools?	EMPHASIS SHOULD BE ON RATIONALIZING THE PATTERN OF SERVICE SO AS TO SERVE THOSE CAMPUSES WITH THE LARGEST NUMBERS OF JEWISH STUDENTS (REGARDLESS OF PAST HISTORY)
14)	Should resources be concentrated on the campuses with the largest Jewish populations; the most isolated residential campuses; what other criteria?	THE LARGEST CAMPUSES SHOULD RECEIVE SIGNIFICANT RESOURCES; CAMPUSES WITH INTERMEDIATE-SIZED JEWISH POPULATIONS SHOULD BE "CLUSTERED" BASED ON GEOGRAPHY, SIZE AND TYPE OF SCHOOL TO CREATE A CRITICAL MASS
15)	What should be the strategy for serving campuses with relatively low Jewish populations?	PROVIDE TECHNICAL ASSISTANCE ON A "RESPONSE TO A REQUEST" BASIS
16)	What is the correct balance of initiatives between expanding programs and upgrading space (larger quarters or better location)?	DEFER ISSUES OF NEW FACILITIES OR MAJOR UPGRADING TO NEXT ROUND OF STRATEGIC PLANNING

IV. SYSTEM RELATIONSHIPS

17)	How should the agency work with other Jewish organizations on or interested in the college campus?	DEFER TO NEXT ROUND OF STRATEGIC PLANNING
18)	How should the agency work with other agencies in the Federation network: e.g. Community Centers, Family Agencies? Synagogues?	DEFER TO NEXT ROUND OF STRATEGIC PLANNING

V. RESOURCES & COSTS

19)	How should the agency enhance its limited resources? Is a program endowment fund feasible? What should be the agency's programmatic response to scarce resources?	A) Seek more funds from UJA-Federation B) Seek more funds from foundations C) SHORT-RUN: MAXIMIZE USE OF EXISTING RESOURCES (SEE SPECIFIC RECOMMENDATIONS BELOW) D) LONG-RUN: DEVELOP A PROGRAM ENDOWMENT FUND
20)	What should be the appropriate unit cost within each major program (e.g.,internships/ campus programs)?	AGENCY SHOULD SET UNIT COST STANDARDS APPROPRIATE FOR EACH TYPE OF PROGRAM
21)	What are the priorities for additional resources?	(1st) HIGHER SALARIES AND BENEFITS FOR PROGRAM DIRECTORS (2nd) ADDITIONAL FIELD STAFF (3d) HIGHER SALARIES AND BENEFITS FOR PROGRAM STAFF New Programs

VI. LEADERSHIP

22)	What should be the role of the Board looking towards the 1990's? What skills and backgrounds should new Board members have and what is the best way to recruit them?	DEFER TO NEXT ROUND OF STRATEGIC PLANNING
23)	Should each campus program respond to the skills and interests of the individual campus director or is there "model program(s) requiring a particular set of skills and interests which should form the basis for recruitment?	CORE SKILL IS DESIGNING, IMPLEMENTING & EVALUATING PROGRAMS; CORE VALUE IS STRONG PERSONAL JEWISH IDENTITY AND A COMMITMENT TO PLURALISM; JOB DESCRIPTION SHOULD BE TAILORED TO EACH CAMPUS TYPE (E.G. COMMUTER/RESIDENTIAL)
24)	Can the agency respond to the "ups and downs" in the quality of student leadership generations or is it a given?	GREATER EMPHASIS SHOULD BE PLACED ON IDENTIFYING, RECRUITING, DEVELOPING AND TRAINING STUDENT LEADERS

RECOMMENDATIONS

Self-identity and Image

1. We recommend that Hillel-JACY clearly set forth as the centerpiece of its mission:

> the strengthening of Jewish identity among Jewish college students through the provision and coordination of services to this group.

For the practical reasons of logistics and limited resources, the agency's primary focus should be on serving Jewish students attending colleges in the greater New York area. Jewish students from New York enrolled at colleges outside the region should comprise a secondary target population (e.g., for participation in summer programs).

2. Reflecting the history of its origins, the agency's name carries with it the weight and name recognition associated with its parent organizations. Yet it is long and awkward to use. While a new name might be advantageous, implementing the change would be costly. It would require a major commitment of Board and executive energy. In the current tight resource climate we therefore recommend deferring this issue to the next round of strategic planning.

Clients and Needs

3. Full-time undergraduates at 4-year colleges comprise the largest category of Jewish students in the New York area. We recommend that the agency focus its energy on this core client group because

- substantial numbers of Jewish undergraduates are not being reached, and
- the agency's experience and role recognition are greatest among this population, thus increasing the likelihood of positive impact for given levels of expenditure.

Second priority should be given to serving other students (part-time, evening and graduates) attending campuses where Hillel-JACY has an established base. Other students (e.g., graduates at free-standing professional schools) should be ranked third.

Future planning should include efforts to identify 2-year colleges which may have sizable Jewish enrollments such as Kingsborough and Queensborough. Based on such an analysis the agency should reevaluate whether and how to serve community colleges. Potential criteria would include the number of Jewish students at the school and its proximity to other campuses in the Hillel-JACY network with which it could be linked.

4. We recommend that the agency serve all campuses with a program appropriate to the mix of residential and commuter students at each respective school.

As we stated in the section on findings, the needs of students living on and off-campus vary. At residential campuses, Hillel-JACY often assumes the role of synagogue and, to some extent, family for students living away from home. It is sometimes argued that less priority should be given to commuter students because their Jewish needs are still being met at home and by community institutions. It is important to remember that this only applies to <u>affiliated</u> commuter students; the marginally affiliated commuter is probably the least served and the hardest to reach.

Because commuter students are such a large part of the New York picture, we feel that it is crucial for Hillel-JACY to develop an explicit strategy for better reaching this population. We recommend that the agency begin this effort with the following steps:

- meet with commuter students (individuals and groups; affiliated and marginally affiliated) to solicit ideas about types of programming, scheduling, location (including consideration of various sites on and off campus) and their personal needs (e.g., a place to get a cup of coffee, help finding part-time jobs, finding parking spots to attend evening events, etc.)

- develop program concepts (consider pairing a Jewish angle with a non-Jewish need, e.g., job placement at Jewish-sponsored summer camps)

- preview specific concepts with focus groups of affiliated and marginally affiliated commuters to solicit reactions and modify plans

- specifically cultivate student leaders from target groups and involve them in planning and outreach

- test concepts at one or more schools.

5. New York is unique in being home to several Jewish affiliated institutions of higher education (Yeshiva University, Touro, Jewish Theological Seminary, Hebrew Union College). Hillel-JACY should co-ordinate its city-wide student activities with student organizations at these campuses. In addition, we recommend that Hillel-JACY tap these institutions as resources (e.g., by arranging field placements for social work and rabbinic interns to augment Hillel-JACY staff, by involving faculty and students in inter-campus workshops and panel discussions, by offering field directors opportunities to take appropriate courses, etc.).

6. Areas of need can be defined from two points of view: (1) that of the student (personal, social, academic, etc.) and (2) that of the larger Jewish community (strengthening identity, developing future leaders, etc.). In Exhibit G we present a conceptual framework that incorporates both perspectives and spells out the specific needs. It is our recommendation that Hillel-JACY define its role as the intersection among individual and communal needs. The programmatic implications of this approach are suggested in an illustrative matrix. This model is also useful in analyzing the current mix of campus and city-wide programs to identify service gaps and areas of emphasis. We have included a second matrix that shows these relationships.

7. In meeting the various needs articulated in our model, primary emphasis should be given to activities which enhance Jewish identity. Identity building is at the heart of Hillel-JACY's mission; it is the unique contribution that distinguishes the agency from other student service organizations.

8. Certain programs, such as dances, reach large numbers of students, while others, such as a small study group examining a fine point of Jewish law will reach few students, but with far deeper impact. In structuring overall programming we recommend that participation rate goals be set for three levels of involvement by campus; high, intermediate and low. Efforts should be focused on the intermediate level - meaningful experiences for a significant number of students.

Service/Facilities/Location

9. We recommend that campus-based programs be strengthened by funneling city-wide resources through campus operations. The exceptions would be tasks which clearly are more effectively managed centrally. For example, contacting Jewish agencies to identify internship positions would be handled centrally, but funding for slots would be allocated equitably among individual campus budgets.

10. Consistent with its identity building mission, Hillel-JACY should emphasize outreach to the marginally affiliated. This particularly applies to commuter schools for reasons articulated earlier. On residential and mixed campuses Hillel-JACY should balance its obligation to serve affiliated students with a strong commitment to outreach. Given the need to maximize the payoff from existing limited resources, major efforts to reach the unaffiliated should be deferred.

11. In the present tight fiscal climate, it is especially important that resource allocation decisions (e.g., whether to strengthen existing programs v. expand to currently unserved schools; whether to concentrate efforts at campuses with the largest Jewish enrollments v. reaching Jews that are more isolated) be guided by criteria designed to maximize the number of students who will be meaningfully reached.

We recommend that the pattern of service be rationalized in order to serve those campuses with the largest numbers of Jewish students (regardless of past history).

- The largest campuses, designated as major free-standing centers, should receive substantial resources.

- Campuses with intermediate-sized Jewish populations should be "clustered" (based on geographic proximity of similar schools or common specialized fields of study) to create a critical mass to support staffing and program expenditures.

- Schools with relatively small Jewish populations can either be linked to a large campus center (where feasible and appropriate) as a satellite program or served through a combination of technical assistance and small program grants, relying on student leaders and a system of faculty advisors in lieu of paid on-site staff. A centrally-based director for small school programs would provide back-up support and co-ordination.

A proposed service model structured along these lines is presented in Exhibit H.

The potential benefits to be gained by "clustering" schools include:

- creating a critical mass of Jewish students and resources needed for successful, high quality programming

- bringing together compatible students from different campuses, thereby expanding their social opportunities

- offering an appropriate strategy for commuter campuses where the campus tends to be less a center of student social life

- introducing a more obvious career ladder for field staff and providing the basis for increasing salary levels for positions with greater responsibilities, and

- creating entities that could attract stronger, more prestigious local boards.

The arguments against this approach include:

- introducing more levels of supervision in some cases (assistant directors at constituent schools would report to a cluster director)

- the risk of decreasing participation if students were less likely to attend events off their "home" campus (e.g., because of a fear that they would not know anyone, because they didn't know how to find the place, it was too much trouble, etc.), and

- the risk of some loss of campus identity.

12. The location, quality and size of space available at local campuses obviously is a critical factor affecting the success of Hillel-JACY programs. We recommend that a campus by campus analysis be undertaken to evaluate current administrative office space as well as the options and costs for program space (for holding events, etc.). This process would encourage field staff to develop new options. The information would also become the basis for future budget decisions and trade-offs between upgrading space and expanding staff or program funds.

System relationships

13. Defer to next round of strategic planning.

Resources and Costs

14. To redress the problem of inadequate resources, Hillel-JACY needs to adopt

(1) a short-run strategy aimed at maximizing the use of existing resources, and

(2) a longer-run strategy to diversify and expand its resource base.

To make maximum use of current resources, we propose

(1) implementing a rationalized service pattern (Exhibit H) that more equitably allocates staff and program funds in relation to the size of Jewish enrollment

- concentrating significant resources at the largest centers and clusters, and

- pooling resources for smaller schools, relying more on technical assistance and the use of student leaders guided by faculty advisors

(2) decentralizing selected city-wide programs, equitably allocating the associated resources and responsibilities to field budgets

(3) setting unit cost standards appropriate for various types of programs (e.g., internships, large social events) and evaluating the effectiveness of programs in this context, and

(4) leveraging existing dollars by

- co-sponsoring activities with academic departments, other campus organizations and nearby off-campus institutions (e.g., a performing arts center or local synagogue). Joint sponsorship would enable Hillel-JACY to run bigger budget, higher quality events and attract broader audiences.

- holding more inter-campus events

- making greater use of paid (or academic credit) rabbinic and social work interns

- generally increasing faculty involvement, particularly at small campuses where they could provide useful continuity, guidance and liaison to college administrators

- requiring matching funds for internships from corporate and Jewish agency sponsors (This is generally a good idea in principle because sponsors tend to make better use of interns if they are picking up part of the tab.)

- tapping New York's Jewish-affiliated institutions as a resource

- increasing in-kind support (and space, if possible) from host campuses, and

- more aggressively pursuing outside grants.

As a long-run strategy, Hillel-JACY must diversify and expand its resource base. Our chief recommendation is for the development of a program endowment fund. We see this as an essential step for securing the agency's future.

15. As increased resources become available, we recommend that priority be given

first, to higher salaries and greater benefits for field staff

second, to hiring additional field staff, and

third, to higher salaries and benefits for program staff.

Leadership

16. We recommend that as part of its continuing strategic planning the Board give consideration to what its own role should be looking ahead to the next decade. This vision will help guide decisions about recruitment of new Board members.

17. Having able and highly motivated field directors is obviously critical to the success of Hillel-JACY's mission. The core skills required include designing, implementing and evaluating programs. Core values to be sought are a strong personal Jewish identity and a commitment to pluralism. Within this context, job descriptions should be tailored to the specific campus. In addition, we recommend the following measures to aid in recruitment and retention of directors:

- raising salaries (in conjunction with implementation of a more rational service pattern)
- enhancing job satisfaction and engagement with additional non-cash benefits (e.g., negotiate with Federation to allow selected directors to participate as staff on domestic and possibly Israel missions, tuition breaks or subsidies for relevant courses)
- using interns more extensively to supplement staff, and
- staff training and development in sessions that are tailored to the needs of subgroups of directors, that treat topics in depth and use both in-house and outside experts.

18. A second critical variable determining the success of campus programs is the quality of student leadership. We recommend that Hillel-JACY place greater emphasis on identifying, recruiting, developing and training student leaders, specifically grooming leaders for coming years. Future strategic planning efforts should examine the role of student leaders in determining the scope of campus activities, planning and running programs, and engaging in student-to -student outreach.

Ukeles Associates, Inc.
May 1988

Exhibit A

Geographic Distribution of Jewish College Students in New York Metropolitan Area

Location (# of schools)	1984-85 Total Enrollment	Estimated # Jewish	% of Jewish Students	
New York City (26)				
Bronx (2)	14,547	400	1%	
Brooklyn (4)	30,022	7,200	12%	
Manhattan (16)	164,594	29,480-36,440	54%	
Queens (2)	34,950	5,900- 7,500	11%	
Staten Island (2)	13,112	500	1%	
subtotal:				79%
Long Island (5)				
Nassau (4)	40,821	6,800- 8,100	12%	
Suffolk (1)	16,248	4,000	7%	
subtotal:				19%
Westchester (6)	25,015	1,670- 1,870	3%	
subtotal:				3%
Total:		55,850-66,050		100%

Exhibit B

WESTCHESTER

Key
CP = campus program
UJA = 1986-87 Campaign
I = interns in 1986-87

College	1984-85 Total Enrollment*	%Jewish	# Jewish	Hillel/JACY
Mercy College	8,762	8%	700	
SUNY College at Purchase	2,149 (FT)	18%	400	CP, UJA, I
Sarah Lawrence College	1,084**	28-37%	300-400	CP, I
Pace Univ. Westchester-Pleasantville/ Briarcliffe/ White Plains	9,341**	2-3%	200-300	CP, UJA, I
Manhattanville College	1,275	4%	50	
Marymount College	1,202	2%	20	

(2)
LONG ISLAND

College	Total Enrollment*	% Jewish	# Jewish	Hillel/JACY
SUNY Stonybrook (incl. 1572 at Health Sciences)	16,248	25%	4,000	CP, UJA, I
Hofstra Univ.	11,542**	25-35%	2900-4000	CP, UJA, I
Long Island Univ./ C.W. Post Campus	9,670**	20%	2,000	CP
Adelphi Univ.	10,727**	12-14%	1300-1500	CP, UJA
N.Y. Institute of Technology (Old Westbury Campus)	8,882**	7%	600	CP

Touro
(see NYC)

(3)
NEW YORK CITY

College	Total Enrollment*	% Jewish	# Jewish	Hillel/JACY
New York Univ.	32,266**	30-40%	9700-12900	CP, UJA, I
CUNY/Queens	15,827**	30-40%	4700-6300	CP, UJA, I
Columbia - Barnard (combined)	19,704**	36%	7,000	CP, UJA, I
CUNY/Brooklyn	14,426**	40%	5,800	CP, UJA, I
Yeshiva Univ.	1,660 (UG) 2,700 (G) 4,360 (T)	100% (UG) 60% (G)	1,660 (UG) 1,620 (G) 3,280 (T)	UJA, I
CUNY/Baruch	15,581	13%	2,000	
CUNY/Hunter	18,606**	10%	1,900	CP, I

(4)
NEW YORK CITY (cont'd)

College	Total Enrollment*	% Jewish	# Jewish	Hillel/JACY
SUNY/Fashion Inst. of Tech.	10,732	7-20%	800-2,200	
St. John's Univ.	19,123	6%	1,200	
Touro College (campuses throughtout the region. Jewish students located mainly at Manhattan, Brooklyn, and Long Island sites)	3,433	32-35%	1100-1200	
CUNY/City College	12,793**	6%	800	CP, I
New School for Social Research/ Parsons School of Design	6,371	9-26%	600-1700	
School of Visual Arts	5,082	10-27%	500-1400	
Polytechnic Inst. of NY(Brooklyn)	5,105	19%	1000	
Fordham Univ.	12,340	6%	700	
Bronx Campus	3,000	2%	60	
Pace Univ. (Manhattan)	12,695**	2-4%	300-500	CP, UJA

(5)
NEW YORK CITY (cont'd)

College	Total Enrollment*	% Jewish	# Jewish	Hillel/JACY
CUNY/Staten Island	10,877	4%	400	
Cooper Union	1,065	24-37%	300-400	
CUNY/Lehman	9,810	3%	300	
CUNY/John Jay	6,518	4%	300	
Wagner College (Staten Island)	2,235	4%	100	
LIU Brooklyn	6,888	3%	200	
Pratt Institute	3,603	6%	200	
Marymount Manhattan	1,895	10%	200	
Manhattan College (Riverdale)	4,737	3%	100	
Juillard School	1,153	N.A.	N.A.	

*Source: NYS Education Department, enrollment for 1984 unless otherwise noted.

** At Hillel-JACY campuses marked with two asterisks the estimated percent of Jewish students was applied to a 1985 enrollment base to calculate the number of Jewish students

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Exhibit C

SUMMARY TABLE: DISTRIBUTION OF JEWISH STUDENTS IN NEW YORK METROPOLITAN AREA BETWEEN CAMPUSES WITH AND WITHOUT HILLEL-JACY PROGRAMS

Total Enrollment

(UG and G at selected NY area colleges and universities*)	ESTIMATED # OF JEWISH STUDENTS		
	Total	w/Hillel-JACY	w/o Hillel-JACY
Total # campuses	37	15	22
Total # students 342,079	56,000-67,000	42,000-49,000	14,000-18,000
Midpoint in estimate	61,500 (100%)	45,500 (74%)	16,000 (26%)

*Does not include some very small or highly specialized institutions, some religious colleges, free-standing graduate and professional schools or junior colleges.

Exhibit D

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JEWISH STUDENTS AND EXPENDITURES ON CAMPUSES SERVED BY HILLEL/JACY *

College	Fall 1985 Enrollment UG (FT&PT) Total(UG&G)	% Jewish	# Jewish (UG&G)	Est. # of Participants in Hillel-JACY	# of Interns 1986-87	Partic. rate	1986-87 Budget Total $ (Expend)	Total $/student	$ per Particip.
NYU	14,782 23,266	30-40%	9,700-12,900	200-900 (w/JCF)	8	2-8%	N.A.		
Columbia-Barnard	8,032 19,704	36%	7,000	400-1,100 (w/JO)	33	6-16%	40,854 (H-J Only)	6	54
CUNY/Queens	12,525 15,827	30-40%	4,700-6,300	200-800	6	4-15%	76,190	14	152
CUNY/Brooklyn	11,102 14,426	40%	5,800	150-300	3	3-5%	98,719	17	439
SUNY/Stonybrook (incl. Health Sciences)	11,388 15,949	25%	4,000	500-900	5	13-23%	85,391	21	122
Hofstra	8,024 11,542	25-35%	2,900-4,000	75-300	3	2-9%	70,381	20	375
LIU/CW Post	6,011 9,670	20%	2,000	70-200	0	4-10%	N.A.		
CUNY/Hunter	14,993 18,606	10%	1,900	75-280	4	4-15%	35,362	19	199

Jewish Students and Expenditures on Campuses Served by Hillel/JACY

(cont'd)

College	Fall 1985 Enrollment UG (FT&PT) Total(UG&G)	% Jewish	# Jewish (UG&G)	Est. # of Particip.in Hillel-JACY	# of Interns 1986-87	Particip. rate	1986-87 Budget Total $ (Expend)	Total $/student	$ per. Particip.
Adelphi	6,130								
	10,727	12-14%	1,300-1,500	75-350	0	5-25%	27,404	20	129
Pace-downtown	9,552								
	12,695	2-4%	300-500	40	0	10%	N.A.		
CUNY/CCNY	10,412								
	12,793	6%	800	80-300	1	10-38%	32,279	40	170
NY Tech	7,082								
	8,882	7%	600	30-100	0	5-17%	N.A.		
SUNY/Purchase	2,149 (FT)								
	3,875	18-20%	400	80-150	3	20-38% (of UG-FT)	15,810		
Sarah Lawrence	955								
	1,084	28-37%	300-400	30-50	3	9-14%	N.A.		
Pace-Westchester (Pleasantville/ Briarcliffe/White Plains)	6,259								
	9,341	2-3%	200-300	30	1	12%	N.A.		
TOTAL:	197,387(UG&G)	22-25%	42,100-48,800	1,935-5,800		7-17%			

* Explanatory Notes

Enrollment figures from the N.Y.S. Education Department

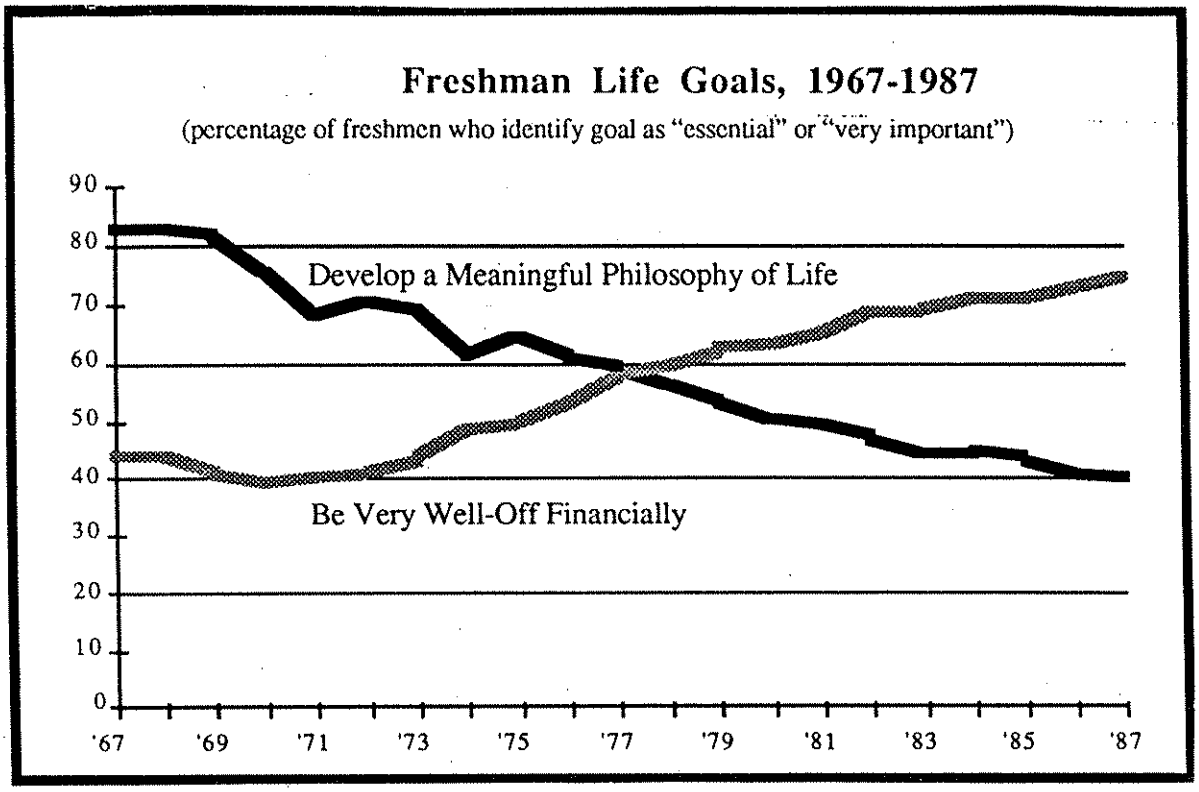
# of Interns includes both academic year and summer interns for the years 1986-1987. In addition 2 academic year interns came from Yeshiva-Stern and 33 summer interns came from other schools.

Participation Rate = H-J participants/midpoint estimated # of (UG&G) Jewish Students. Rates would appear higher if only FT-UG were used as the base.

Total $/Student does not include internships held by the students on that campus.

N.A. - Data merged with other budget items.

Exhibit E



Source: The American Freshman: National Norms for Fall 1987
by Astin, Green, Korn and Schalit
Cooperative Institutional Research Program
American Council on Education, UCLA

Exhibit F
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REGIONAL COMPARISONS OF EXPENDITURE LEVELS AND JEWISH STUDENT POPULATIONS

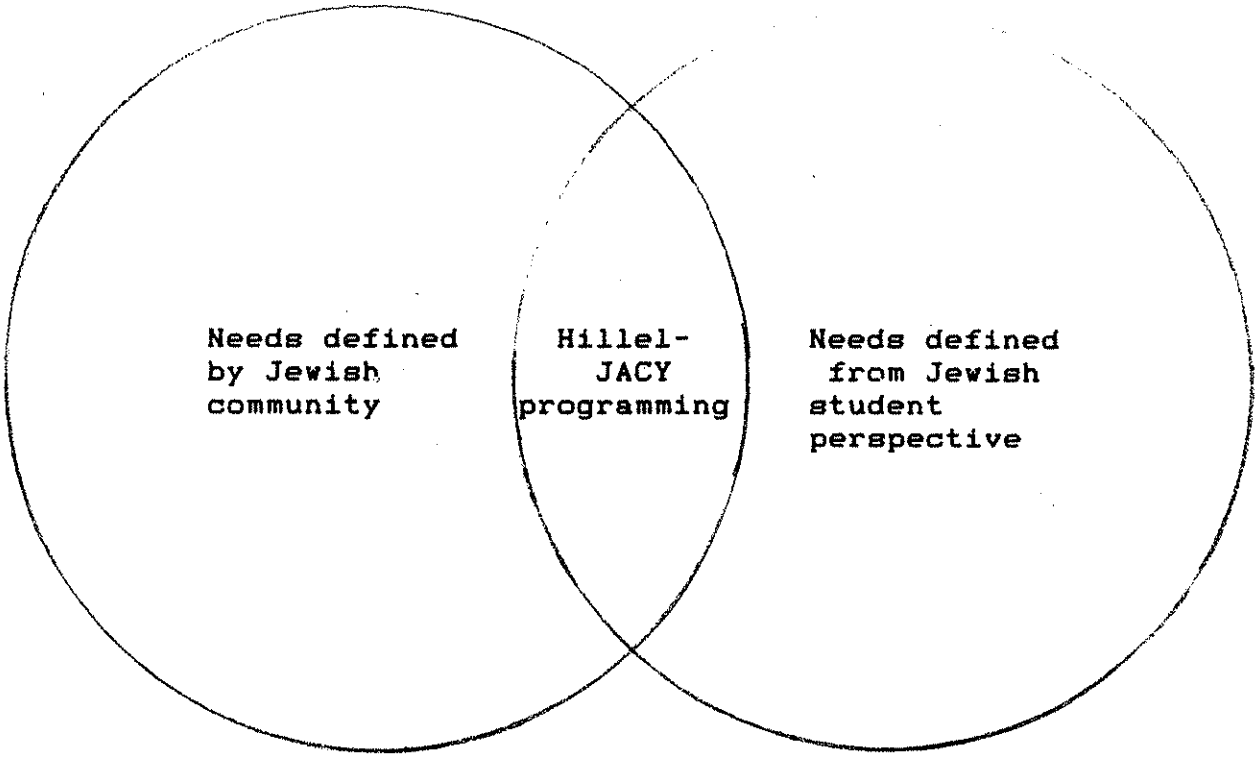
Area	1986-87 Budget Total $ * (Fed. portion)	Est. Jewish # students	Total $/Student (Fed. $/student)
B.B.H.F. of Greater Boston (Fed. allocation)	$ 1,489,203 (355,419)	22,000	$68 (16)
B.B.H.F. of Miami/Florida	$ 913,057 (618,112)	21,000	$43 (29)
Los Angeles Hillel Council	$ 1,377,977 (940,351)	29,500	$47 (32)
B.B.H.F. - J.A.C.Y. New York	$ 1,473,819 (778,158)	70,000 total # Jewish students)	$21 (11)
		45,500 (# Jewish students on H-J campuses)	$32 (17)
B.B.H.F. of Northeastern Ohio (Cleveland)	$ 337,254 (312,074)	4,600	$73 (68)
Jewish Campus Activities Board (Phila.)	$ 769,595 (649,595)	18,000	$43 (36)
B.B.H.F. - C.A.Y.S. of Chicago and Illinois	$ 862,065 (495,900)	21,000	$41 (24)

*Including B'nai B'rith Hillel Foundation allocation, Federation allocation and self-generated funds.

Source of data: B'nai B'rith Hillel Foundation's national office.

Exhibit G

Conceptual Framework for Analyzing Needs



Needs defined by Jewish Community

1. Instill greater and more positive Jewish identity among Jewish college students

2. Promote socializing among Jews to encourage better understanding and greater unity among Jews and to foster building Jewish families as foundation for the future

3. Develop interest, skills and commitment to Jewish communal leadership and participation post-graduation

Needs defined from student perspective

1. Express Jewish Identity
   To express one's Jewish identity through religious observance, self-exploration of identity and values, opportunities for creative and political expression, and study

2. Social
   To make and enjoy friendships, to find a potential mate, to to feel "at home" away from home, to have a sense of belonging

3. Personal
   Resolving personal problems, adjusting to college, resolving conflicts between Jewish and secular demands

4. Academic
   To make academic decisions, to pursue study in fields of interest, to do well academically

5. Career path
   To make choices, test possibilities, preparation and training

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Illustrative

NEEDS DEFINED BY JEWISH COMMUNITY

NEEDS DEFINED FROM JEWISH STUDENT PERSPECTIVE	Instill Greater, Positive Identity	Promote Socializing (Jewish unity & families)	Build foundation for future communal leadership
Express Jewish Identity *self-discovery *political action *study *artistic expression *religious observance	Jewish arts/dance festival Holiday observances Relig. services Prominent Israeli & Amer. Jewish speakers with reception	Kosher dining service Purim costume ball co-sponsored by several Jewish campus groups Israeli music/dance performance followed by reception	Serve as an umbrella for and give start-up assistance to other Jewish special interest groups on campus Organize participation in rallies (e.g., Soviet Jewry)
Social	Orientation-social event for in-coming freshman Sponsor film series w/ Jewish interest	Dances/parties/barbecues Recreational, sports activities (e.g., ski trip, aerobics to Klezmer, baseball)	UJA-Federation fund-raising social event
Personal	Chaplaincy & pastoral counseling	Counseling	Mediating w/ admin. (e.g., tests on Jewish holidays)
Academic	Co-sponsor for credit course/ seminar w/academic dep't on topic of Jewish concern (e.g., Jewish writers, Hebrew, Holocaust) Info and referral for study in Israel College advisory service (Kesher)	Inter-campus network e.g. workshop bringing together faculty and students on topics such as crisis in Israel, Jewish outlook on current issues, new Jewish immigrants, Jewish unity and pluralism	Fund graduate student research on relevant topics (e.g. Jewish demographics, student surveys)
Career-path	Develop jointly w/ college placement office-information center on job opportunities in Jewish sector Internships	Panel discussion/ workshop on managing career and family (incl. Jewish perspective and relevant research) or business ethics	Internships in Jewish agencies and with private sector role model-mentors

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NEEDS DEFINED FROM JEWISH STUDENT PERSPECTIVE	NEEDS DEFINED BY JEWISH COMMUNITY: Instill Greater Positive Identity	Promote Socializing	Foundation for Future Communal leadership
Express Jewish Identity *self-discovery *polit. action *study *artistic expression *religious observance	Campus Programs (Major emphasis)	Campus Programs	Campus Programs City-wide *student leadership council *Project Otzma
Social	Campus Programs City-wide * Summer in the city	Campus Programs (major emphasis)	City-wide *UJA - Federation campaign *Student leadership council
Personal	Campus Programs	Campus Programs	Campus Programs
Academic	City-wide *Kesher		
Career-path	City-wide *Community service summer and corporate internships		City-wide *Community service, summer and corporate internships

Exhibit H

For Discussion

B'nai B'rith Hillel-JACY Service Model for N.Y. Metropolitan Area

FREE-STANDING CENTERS WITH SATELLITES
CLUSTERS: REGIONAL OR FIELDS OF STUDY
SMALL CAMPUS PROGRAMS
SPECIAL CATEGORY: JEWISH SPONSORED COLLEGES
NO FORMAL PROGRAM

****
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****

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For Discussion

B'nai B'rith Hillel-JACY Service Model for N.Y. Metropolitan Area

FREE-STANDING MAJOR CENTERS WITH SATELLITES

Criteria:
4,000+ Jewish students

Staffing:
Director
Assistant director, outreach
Assistant director, inreach
Support staff

1. Columbia-Barnard	2. NYU	3. CUNY/Queens	4. CUNY/Brooklyn	5. SUNY/Stony Brook
(7,000)	(9,700-12,900)	(4,700-6,300)	(5,800)	(4,000)
|		|	|	
Sarah Lawrence (300-400) (option A)		St. John's (1,200)	Polytech. I. (1,000) LIU/Brooklyn (200)	
7,000-7,400	9,700-12,900	5,900-7,500	7,000	4,000

CLUSTERS: REGIONAL OR FIELDS OF STUDY

Criteria:
500-4,000 Jewish Students
Geographic proximity of similar schools

Staffing:
Director
1 professional per campus
(part or full-time based on need)
Support staff

6. Arts and Design

SUNY/FIT
(800-2,200)

Parsons (New School)
(180-450)

School of Visual Arts
(500-1,400)

Cooper Union
(300-400)

Pratt Institute
(200)

1,980-4,650

7. Long Island Region

Hofstra
(2,900-4,000)

LIU/CW Post
(2,000)

Adelphi
(1,300-1,500)

NY Tech.
(600)

6,800-8,100

8. CUNY-Manhattan Commuter Campuses

CUNY/Baruch
(2,000)

CUNY/Hunter
(1,900)

CUNY/City College
(800)

CUNY/John Jay
(300)

5,000

Plus (Option B)

Fordham-Lincoln Ctr.
(700)

Pace-Downtown
(300-500)

New School
(420-1,250)

6,420-7,450

SMALL CAMPUS PROGRAMS

Criteria:
Approx. 300-500 Jewish Students
Geographically isolated from
comparable schools

Staffing:
Director based in central office
Faculty advisor/salaried graduate student
with Central Office support
(technical assistance and small program grants)

Mercy
(700)

SUNY/Purchase
(400 UG-FT)

Sarah Lawrence
(300-400)
(Option C)

Pace-Westchester
(200-300)

CUNY/Lehman
(300)

1,900-2,100

Plus Option D

Fordham-Lincoln Ctr.
(700)

Pace-Downtown
(300-500)

New School
(420-1,250)

3,320-4,550

SPECIAL CATEGORY: JEWISH SPONSORED COLLEGES

Criteria:
Predominantly Jewish student body

Service mode:
Participation in city-wide programs
Tap as resource for other campuses

Yeshiva-Stern
(3,280)

Touro
(1,100-1,200)

Jewish Theological Seminary
(383)

Hebrew Union College
(all graduate students)

4,800+

NO FORMAL PROGRAM

Criteria:
Less than 200 Jewish students

Service mode:
Invite participation in city-wide programs

CUNY/Staten Island
(200)

Wagner
(100)

Marymount Manhattan
(200)

Manhattan
(100)

Fordham-Bronx
(60)

Manhattanville
(50)

Marymount
(20)

Juilliard
(n.a.)