

Hillel's Standards of Excellence

Each area has a number of standards, shared in **bold**. These suggest the overall standard or benchmark that is meant to lead to accomplishment in the given area of a Hillel. Below the standard are practices. These practices are recommended ways to accomplish the given standard. The practices offer Hillels a great blueprint for action, even while every Hillel might not follow every practice.

Breadth and Depth of Jewish Life

Strategic Plan Goal #1:

Hillel will double the number of Jewish students who are involved in Jewish life and who have meaningful Jewish experiences.

Entry Points, Making Contact, Campus and Student Readiness for Engagement

- ENG.1 Hillel offers students opportunities that have low-barrier entry points into Jewish life and that facilitate contact with as many students as possible.**
Note: In previous versions of the Standards, these opportunities were referred to as "High Contact Opportunities".
- ENG.1A The low-barrier, entry point opportunities are attractive to students and compete successfully with comparable campus events.
- ENG.1B Designated Hillel professionals and students focus their time on creating connections and conversations with students in attendance. They deliberately aim to have conversations that are purposeful, (for example, conversations are utilized as a method for learning more about individual students so that professionals can offer Jewish opportunities that are particularly relevant to students, or conversations allow for the introduction of more meaningful Jewish topics).
- ENG.1C These activities maximize the potential for students to meet each other and to learn about other Jewish opportunities. Materials and information about future opportunities are available.
- ENG.1D Publicity for entry point experiences is wide and utilizes a variety of modes, including electronic contact and word-of-mouth recommendations.
- ENG.1E Hillel ensures that there are effective name collection mechanisms in place and that there is an articulated strategy for follow-through with these students.
- ENG.1F Hillel evaluates the efficacy of its entry point activities to reach new student populations and periodically experiments with new strategies.
- ENG.1G Hillel is involved in some mapping or analysis (for example, a student survey, focus groups or other data-gathering mechanism) that provides information about Jewish

students who are not being reached. New entry points are created and tested as mechanisms to reach them.

ENG.2 Hillel creates an environment of readiness for engagement on campus by offering highly visible opportunities for students that position Jewish life and values as benefiting the entire community and that ensure that Hillel is seen as a valuable addition to the campus community.

Note: In previous versions of these standards, these opportunities were referred to as “High Visibility Opportunities”.

ENG.2A Hillel initiates at least one initiative each year in which Jewish life is presented as accessible, public, and offering value to the campus community as a whole.

ENG.2B Planning for this initiative involves student leadership from diverse social networks and levels of involvement in Jewish life.

ENG.2C Hillel makes strategic partnerships with other student, non-student organizations, and appropriate University student life professionals in order to facilitate these opportunities.

ENG.2D Hillel utilizes public space or spaces that are not necessarily identified as Jewish spaces on campus.

ENG.2E Hillel effectively utilizes publicity mechanisms to maximize awareness of its highly visible opportunities.

ENG.3 Hillel implements an engagement infrastructure appropriate to its student population size that can help identify and reach uninvolved students.

Note: This engagement infrastructure may include the Campus Entrepreneurs or Peer Engagement Initiative, a Campus Israel Fellow, or another strategic method by which Hillel professionals and/or students deliberately use networks to reach those who are uninvolved.

ENG.3A Hillel’s engagement infrastructure is based around the methodology of relationship-based engagement.

ENG.3B Immersion experiences and ongoing follow-through opportunities are a key element of the engagement infrastructure.

ENG.3C Over time, Hillel connects more students to Jewish life.

ENG.3D Hillel utilizes software technology (such as REACH) that aids in relationship management, ongoing interactions.

ENG.4 All programmatic opportunities take place in an atmosphere that is welcoming and respectful to students.

ENG.4A Hebrew and Jewish phrases and other “insider language” are translated, explained, and contextualized.

ENG.4B Students’ opinions are sought and valued.

ENG.4C When appropriate there is a mechanism to ensure that all students are greeted.

ENG.4D Professionals and/or designated students are tasked with meeting new students.

Relationship Building and Maintaining the Process of Engagement

RLT.1 Hillel staff members spend appropriate time and resources building purposeful, one-on-one relationships with students in order to connect them to Jewish opportunities and motivate them to continue to be involved in Jewish life.

- RLT.1A All Hillel staff members focused on Jewish student life allot an appropriate amount of time for one-on-one relationship-building with students.
- RLT.1B The relationships that are developed lead to the creation of new opportunities as a result of student interest (student interest leads to new student opportunities).
- RLT.2 All opportunities are planned to include a strategy for following-through with participants in order to further their involvement in Jewish life and their personal Jewish growth.**
- RLT.2A Students are contacted personally by a Hillel professional or by designated students within a short and reasonable time after an opportunity in order to build and maintain relationships with students.
- RLT.2B Hillel staff members and students meet on an ongoing basis to strategize about appropriate follow-through and ongoing engagement plans, to share information, and coordinate activities.
- RLT.2C Hillel staff members set a measurable goal for further involvement and growth of students who have been involved previously in a Jewish experience.
- RLT.2D Hillel utilizes software technology (such as REACH) that aids developing ongoing relationships that connect students to Jewish life.

Jewish Opportunities for Continuing Involvement in Jewish Life

- OPP.1 There is an expressed strategy and purpose for each opportunity (programs, initiatives and relationships) that reflect Hillel’s mission and goals.**
- OPP.1A Students drive many or most Jewish opportunities available through Hillel.
- OPP.1B Staff are involved in a planning process to lay out the year, semester, or quarter-long strategy for student offerings, particularly large-scale student offerings (such as immersion experiences, new learning opportunities, and new offerings for student populations/ social networks on campus who are not involved in Jewish life).
- OPP.1C Staff are aware of and can articulate the strategy and purpose of any given opportunity.
- OPP.1D Board members are involved in discussions of purpose and strategy in regards to student opportunities.
- OPP.1E The strategy is varied and diverse and includes opportunities designed to increase student ownership of Jewish experiences.
- OPP.2 Hillel offers meaningful Jewish experience opportunities for students.**
Note: In previous versions of the Standards, these opportunities were referred to as “High Impact Opportunities”.
- OPP.2A Hillel attempts to maximize the number of students having meaningful Jewish experiences.
- OPP.2B Hillel offers Jewish educational opportunities that are inspired by Hillel’s values, (Israel and global Jewish peoplehood, Tzedek, pluralism, spirituality, etc.,) and provides opportunities for students to have in-depth learning experiences.
- OPP.2C Hillel offers a variety of meaningful Jewish experience opportunities that appeal to different groups of students, such as small-scale discussion groups, Jewish learning, and other opportunities designed to combine the four elements that lead to ownership of Jewish experience.

- OPP.3 Immersion Experiences are a central element of the meaningful Jewish experiences that Hillel offers.**
- OPP.3A Hillel provides immersion experiences (for example, *Shabbatonim*/retreats, Israel trips, and Alternative Breaks) and dedicates staff time to recruitment, staffing these experiences, and engaging students before, during and after these activities.
- OPP.3B Hillel offers a campus-based Taglit-Birthright Israel trip. The Taglit-Birthright Israel trip process, selection, communication with students and staffing is facilitated by the local Hillel, even if the local Hillel uses a provider other than Hillel: FJCL.
- OPP.3C Hillel provides opportunities for campus-based Alternative Breaks.
- OPP.4 Hillel provides Jewish opportunities that offer a broad spectrum of choices for Jewish experiences and that aim towards strengthening ownership of Jewish experience. The diversity and balance of the opportunities are reflective of the resources available and the interests of the Jewish student population.**
- OPP.4A Programmatic opportunities are created and informed by students with a range of experiences, commitments to, and involvements in Jewish life.
- OPP.4B Opportunities for participation in large group, small group and individual activities are offered to students.
- OPP.4C Amongst its opportunities, Hillel offers activities that are of specific interest to particular sub-groups of students (for instance, a Jewish journal published by journalists and creative-writing majors; professional networking and connections to Jewish community members for graduating seniors) as opposed to the singular strategy of drawing all students to one program or to one community.
- OPP.4D There is a culture of creativity and support for risk-taking with new ideas.
- OPP.5 Hillel expresses the value of pluralism and meets the needs of diverse Jewish students.**
- OPP.5A Diverse groups and individual students report there is tolerance for, and acceptance of, their different views.
- OPP.5B Through its activities, partnerships, and communications, Hillel is inclusive of students of diverse backgrounds (for example, ethnicities like Israeli, Russian, Sephardic, Mizrahi, sexual identities including bisexual, lesbian, gay, queer, gender identities including genderqueer, transgender, man, woman, races, varying levels of physical and mental ability, family makeup including interfaith, same sex parents, single parent families, etc.).
- OPP.5C Appropriate activities are offered for each religious denomination as dictated by student needs.
- OPP.5D Hillel offers alternatives to the established denominations for spiritual expression and experiences on Shabbat and holidays.
- OPP.5E Partnerships exist with rabbis and/or Jewish educators representing the breadth of the religious local communities.
- OPP.5F Hillel makes ritual observances accessible to students from all backgrounds. Students are encouraged, and trained, if necessary, to lead services.
- OPP.5G Religious needs are met on-campus or through cooperation with off-campus institutions (offering kosher food, rabbinical guidance, etc.).
- OPP.5H Program staff members are proactive in engaging students from a range of ethnic, political, and religious backgrounds.
- OPP.5I Jewish opportunities are representative of diverse political positions.

- OPP.6 Hillel has a monitoring and evaluation mechanism in place that allows it to assess the effectiveness of its student-related activities.**
- OPP.6A Hillel sets goals for the growth of Jewish student life annually or regularly.
 - OPP.6B Indicators of effectiveness (benchmarks) for Hillel's goals have been identified by staff and serve as the basis for monitoring and evaluating activities.
 - OPP.6C Hillel routinely collects data on attendance, program effectiveness, impact, costs and other indicators of effectiveness.
 - OPP.6D Hillel professionals and appropriate students engage in regular overall evaluation of Hillel's Jewish life efforts in relation to Hillel's mission and goals and create and implement changes necessary to accomplish the mission and goals.
 - OPP.6E This evaluation is brought to the Board for discussion and input.
 - OPP.6F Hillel facilitates focus group discussions with students from diverse levels of involvement in Jewish life on campus in order to evaluate the reach and impact of student opportunities.
 - OPP.6G Hillel actively experiments with different measurement and evaluation techniques in order to improve its performance and impact.
- OPP.7 There are multiple student leadership opportunities for students with different levels of commitment.**
- OPP.7A Hillel maximizes its leadership opportunities by offering an array of such opportunities for students, ranging from core leadership to one-time opportunity-based roles. Students outside of the formal leadership groups report that they have the chance to initiate, plan and execute activities.
 - OPP.7B If Hillel employs a core leadership or executive student leadership model, the executive leadership does not exist solely to facilitate programs. Student leadership is offered opportunities to engage in community organizing and engagement. Executive student leadership advocates for and creates leadership opportunities for students outside of the core leadership group.
 - OPP.7C Students not yet engaged in Jewish life are actively encouraged to take on leadership roles.
 - OPP.7D Students from different levels of involvement in Jewish life on campus serve on Hillel's Board of Directors.
- OPP.8 Funding is provided to student groups for implementing student opportunities.**
- OPP.8A Students are involved in the process of allocating these funds.
 - OPP.8B Students are responsible (given authority to expend funds) for the budget of the activities they organize.
- OPP.9 Students participate in leadership development opportunities.**
- OPP.9A Hillel offers students ongoing leadership development that reflects Hillel's mission and goals.
 - OPP.9B Hillel offers regular leadership development opportunities for one or more groups of student leaders, such as a weekend retreat, course, or participation in a Hillel: FJCL training opportunity.
 - OPP.9C Hillel utilizes the leadership development resources available on campus.
 - OPP.9D Hillel utilizes one-on-one relationships to provide students with the tools and coaching to be Jewish leaders.

Staff Who Are Responsible for Jewish Student Life

STF.1 Hillel hires diverse professional staff.

STF.1A Hillel staff has a variety of professional and Jewish backgrounds.

STF.1B Hillel professionals have credibility among a diverse set of social networks within the Jewish and university communities.

STF.2 All Hillel professionals have portfolios that reflect Hillel's mission and goals.

STF.2A Staff are accessible, friendly and welcoming.

STF.2B All Hillel staff spend a portion of their time focused on un-involved students.

STF.2C Staff spend a portion of their time developing one-on-one relationships with students outside of the Hillel building or dedicated space.

STF.2D Staff are familiar with Jewish resources on campus and in the broader community.

STF.3 Hillel work study students or part-time student interns receive the appropriate amount of supervision and have portfolios that reflect Hillel's mission and goals.

STF.4 Hillel professionals are Jewish role models for students.

STF.4A Within the work context, staff have regular opportunities for Jewish learning.

STF.4B Outside the context of work, all Jewish Hillel professionals are actively engaged with exploring their own Jewish connections, whether through structured or unstructured opportunities.

STF.4C Staff are comfortable speaking about their Jewish background and journey in order to prompt students to consider their own journeys.

STF.4D All Jewish staff participate in opportunities for their own Jewish growth throughout the year.

STF.4E All Jewish staff have a level of Jewish knowledge and experience appropriate for their position.

STF.5 Hillel staff strive to meet those of Hillel's Success Factors that outline strategies for building strategic relationships on campus in their daily work.

STF.6 Hillel employs an appropriate number of staff, at different levels, who work with students.

Note: This standard is only appropriate for Hillel Foundations with more than three full-time professionals.

STF.6A There is a senior staff person responsible for student opportunities, to ensure that they are purposeful and value-driven.

STF.6B There is a senior staff person (it may be the same person as above) responsible for ensuring that the appropriate level of resources are focused on engaging students unconnected to Jewish life.

STF.6C Hillel's staff includes a senior (Jewish) staff member with significant Jewish and educational expertise.

Building or Dedicated Space

Note: While this category is mostly relevant to Hillels with buildings, there are some practices that are also relevant to those with dedicated spaces.

BLDG.1 Hillel building/space is a welcoming environment for students.

- BLDG.1A Students are aware of the building's location.
- BLDG.1B The building is a center for some student activities and this is reflected in the materials and publicity found in the building.
- BLDG.1C The signs and the publicity in the building/space are attractive, clear and translated if Hebrew is utilized.
- BLDG.1D Upon entering the building, students are greeted.
- BLDG.1E The building is available for use by other student or campus organizations.
- BLDG.1F Hillel ensures that the building is not the only place where Hillel-sponsored Jewish activities take place.

BLDG.2 Hillel endeavors to accommodate the *kashrut* needs of the broadest spectrum of Jewish students as possible.

- BLDG.2A Hillel space should be welcoming to and accommodating of both students who observe *kashrut* as well as those who do not. This may include thoughtfully designated space in the building for each type of food as well as sensitive and thoughtful messaging at events in and outside of the building which is inclusive of all populations of Jewish students on campus.
- BLDG.2B The level of *kashrut* observed is clearly explained and publicly placed in writing in the building and on appropriate Hillel materials (such as the website) so that students and guests know what is available and feel welcome.

Collaboration with Jewish Organizations

JORG.1 Hillel supports and partners with the Jewish Federation and its constituent agencies and engages them in the work of Hillel and student life on campus.

- JORG.1A Where appropriate, Hillel partners with the local Jewish Community Relations Council (JCRC) or other appropriate community relations organizations in Tzedek programming.
- JORG.1B Hillel makes attempts to work with Federation or other local Jewish organizations to sponsor a mentoring/internship program for college students.

JORG.2 Hillel supports and partners with local synagogues and organizations (Jewish and non-Jewish) in advancing Jewish life on campus.

- JORG.2A Hillel facilitates connections for students with area Temples and Synagogues so as to help them teach and lead youth programming.
- JORG.2B Students are referred to a variety of local Jewish community resources.
- JORG.2C (Where available) Hillel or students use space off campus at local Jewish organizations.
- JORG.2D Hillel co-sponsors or promotes activities from local synagogues and organizations.
- JORG.2E Hillel encourages students to volunteer in programs or activities in local organizations.
- JORG.2F Hillel shares its resources with other organizations in the community, such as offering speakers or participation in special events.
- JORG.2G Hillel accesses local Jewish resources (speakers, materials, etc.) for programs when appropriate.

Marketing and Publicity

MRKTG.1 Hillel utilizes a marketing and publicity strategy that reaches diverse populations on campus and heightens awareness of Hillel and its offerings beyond the immediate involved community of students. (see also “Operational Excellence,” Section “Communications and Branding”)

MRKTG.1A Hillel utilizes social networking strategies to inform diverse populations of its presence, offerings and opportunities.

MRKTG.1B The publicity for a particular opportunity is appropriate for the event and appropriate for the particular culture on campus.

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Talented Professionals

Strategic Plan Goal #2:

Hillel will recruit, develop and retain highly talented professionals.

Recruitment

- RECR.1 Recruiting talented and suitable Jewish professionals is a professionalized process.**
- RECR.1A The hiring manager, or employer, uses best practices and Hillel's behavioral interviewing protocols associated with interviewing and hiring during the candidate management process. The employer also uses Hillel's Success Factors in identifying appropriate talent.
- RECR.1B The hiring manager treats all candidates with respect and provides timely communication.
- RECR.1C The hiring manager appropriately uses the services of Hillel: FJCL Human Resources Department to recruit, interview and hire talent (for example, OpenHire, posting job descriptions on www.hillel.org website).

- RECR.2 Hillel uses as many sources for recruitment as possible, looking continually and strategically on campus and within the Hillel system for potential talent.**
- RECR.2A The hiring manager develops and implements an active and strategic recruitment plan, utilizing existing networks and identifies new recruiting venues.
- RECR.2B A culture of recruiting is evident as staff regularly searches for students, alumni, colleagues and/or community prospects who have the potential to become exceptional Hillel and/or Jewish professionals.

- RECR.3 Hillel follows proper personnel protocols when hiring.**
- RECR.3A The hiring manager puts all job offers in writing.
- RECR.3B Final executive director candidate(s) are interviewed by Hillel: FJCL. The Director who has been hired has received a formal letter of hire from the President of Hillel.
- RECR.3C Appropriate personnel files are maintained by the local Hillel and each employee has completed an employment application, provided a C.V., documented

references, and interviewing notes and comments are maintained and legal guidelines followed.

- RECR.3D Each staff person has signed and dated a Human Resources checklist for their personnel file showing they have been presented with a formal job description. The standard letter of hire as recommended by Hillel: FJCL is used. New hires understand and have signed Hillel personnel policies. All applicable paperwork has been forwarded to Hillel: FJCL.
- RECR.3E Individual staff roles and responsibilities are clearly defined in writing and understood by staff and students.
- RECR.3F Salaries for staff are in-line with salaries for comparable-sized Hillels according to Hillel: FJCL standards as well as local Jewish and general non-profit organizations. (For information about Hillel salary standards, please contact the Hillel: FJCL Human Resources team.)

Training and Professional Development

- TRAIN.** Training and Professional Development is a priority and the budget allows for participation in local, regional and national growth opportunities.
- TRAIN.1 A comprehensive on-boarding (orientation) program exists for new employees that includes but is not limited to participation in Hillel's New Directors Institute and summer training for new professionals. Goals and priorities are set for the first few months, strategic relationships are conveyed, etc.
- TRAIN.2 The local Hillel strives for 100% participation of all full-time staff every year in the annual Hillel: FJCL International Professional Staff Conference.
- TRAIN.3 The Director and Board members actively seek out and support local opportunities for professional development (for example, community or university resources, mentors, workshops, courses, etc). Individual professional development is facilitated by supporting staff participation in local, national and/or regional learning opportunities and through the payment or partial payment, if applicable, of relevant professional association dues. Staff meet together to review research and ideas related to Hillel's work learned through relevant conferences.
- TRAIN.4 Staff members are encouraged to and actually do use various training venues, on-line resources, international experiences, grants and more available through Hillel: FJCL to enhance professional growth and development. A portion of Hillel's budget is dedicated to professional development above and beyond Hillel: FJCL conferences.
- TRAIN.5 Staff members are encouraged to share what they have learned from professional developmental opportunities with one another.
- TRAIN.6 Continuing education is encouraged by arranging flexible work schedules; outreach inquiries are made to the university and local community regarding providing reduced rates for courses if it does not conflict with work responsibilities.
- TRAIN.7 Leadership of Hillel recognizes that all staff has different levels of Jewish knowledge and experiences and individualized Jewish learning plans have been created and are being followed for each staff person.
- TRAIN.8 Jewish learning takes place together as a full staff and is varied based on the interests, needs and learning styles of the staff team.

Supervision and Professional Growth

- SUP.** Quality supervision occurs regularly and clear performance goals are continually set and evaluated. Hillel uses the Success Factors provided by Hillel: FJCL to supervise, train and evaluate employees.
- SUP.1** Each staff person receives and participates in regular supervision appropriate to their needs and level of experience and it is considered to be valued time by both parties (for example, meetings are kept, the door is closed, the phone is not answered, both parties prepare, etc).
- SUP.2** Hillel supervisors and supervisees use the Hillel Success Factors model and the related Planning, Feedback and Evaluation (PFE) tool at the outset of each year to articulate expectations for performance and outcomes as well as opportunities for growth. Staff members participate in training offered by Hillel: FJCL related to the Success Factors and to giving feedback.
- SUP.3** The supervisory experience of each staff member not only includes the discussion of tasks and priorities but also focuses on individualized career planning and development. Staff members experience ongoing performance management from supervisors including having clear performance goals and an annual written performance evaluation that follows best practices in this area.
- SUP.4** Supervisors seek to establish relationships with mentors in their local community at regular intervals to sharpen their supervisory techniques and to bring in new best practices in this area.
- SUP.5** Hillel supports high performing and high potential employees who are ready to move on to new positions. Hillel facilitates their movement within the Hillel system (for example, by working with Hillel: FJCL to identify talent, referring high potential employees to other Hillels, etc).
- SUP.6** Work-study and other part-time student interns receive an appropriate amount of supervision based on the number of hours they work each week.

Hillel Talent

- TLNT.** Hillel professionals strive to meet Hillel’s Success Factors in their daily work.
- TLNT.1** Hillel professionals model their behavior based on the Success Factors that are designed for their individual job cohort.

Workplace Culture

- GPW.** Hillel is a “Great Place to Work” because it is professionally managed, employs exceptional staff, creates an open and exciting atmosphere and upholds policies that demonstrate Jewish values and support a healthy work-life balance.
- GPW.1** Hillel demonstrates top-quality professional standards in daily management.
- GPW.1A** Workspace is sufficient and all staff members have adequate tools to perform their jobs (for example, a well-running computer, individual email account, telephone, fax and copying systems, personal work area, etc).
- GPW.1B** Staff team meetings take place on a consistent basis, weekly or biweekly, and they help to prioritize on-going projects and provide a forum for teambuilding,

- communication and collaboration. All staff members are encouraged to actively participate at staff team meetings.
- GPW.1C Hillel is adequately staffed to meet the needs of its student community or has a plan in place to increase the number of staff. (For additional information about staff structures and student/staff ratios, please contact Hillel's department of Organizational Learning.)
- GPW.1D Departing employees are expected to complete the web based exit interview survey provided by Hillel: FJCL and the feedback is used to improve the recruitment and retention of current and future employees.
- GPW.1E All primary operating procedures such as understanding building security (if applicable), proper use of equipment and an explanation of policies and procedures have been explained and provided in writing to all employees.
- GPW.1F Safety and risk management plans are in place and are communicated and understood by employees.
- GPW.2 The goal of retaining exceptional staff is evidenced by recognizing hard work and talent and by maintaining policies and practices that are considered to be family friendly and that promote a reasonable work-life balance.**
- GPW.2A High achieving and high performing employees are recognized through expanded job responsibilities and salary increases. Outstanding effort is also rewarded in innovative ways (for example, enhanced professional development opportunities, extra personal time, acknowledgements, etc). Talent is recognized by expecting and encouraging staff members to follow best practices in all areas (for example, student development, university relations, time management, etc). Professionals feel valued and when appropriate, Hillel makes every effort to help professionals to be recognized locally and nationally for their accomplishments.
- GPW.2B Taking into consideration the dynamic nature of Hillel's programming, each staff member has a set number of hours they are expected to work each week. At the same time, staff members are able to take personal time within a reasonable period of time to compensate for the long hours and intensity of the work.
- GPW.2C Work schedules are constructed equitably to allow all staff members to have personal *Shabbatot*, *chagim* (holidays) and weekends off. Formal and informal policies reflect the importance of family time in Jewish life and family time is defined in a manner that includes all staff members.
- GPW.2D Hillel is welcoming to families of staff and encourages participation in student opportunities and Hillel events when appropriate.
- GPW.2E Funds have been set aside to cover special personnel situations (for example, hiring temporary employees for professionals on family leave).
- GPW.3 Policies establish a "Great Place to Work" environment that fosters open communication and supports innovation and reflects the core values of the organization.**
- GPW.3A As is outlined in Hillel's Success Factors, there is a positive energy and "can do" environment that pervades Hillel's culture.
- GPW.3B An environment exists that promotes high performance, open feedback and honest communication. Staff members report an atmosphere of approachability, transparency and collaboration and feel part of a cohesive team that supports, empowers and inspires each other. There is a set protocol to address grievances within Hillel.

- GPW.3C Hillel encourages and supports professionals in innovation and risk-taking and understands the educational value of learning from failure.
- GPW.3D Policies and practices demonstrate Jewish values such as *b'tselem elohim*, treating each person with respect, and *derekh erez*, “living” Jewish ideals such as *mishpat* (justice), *hesed* (kindness), and *rahamim* (compassion).

Board Responsibilities

- BRD.** The Board has designated an individual or committee to monitor and engage in all aspects related to Human Resources (referred to subsequently as The Board).
- BRD.1 All Board members receive a copy of and understand all standards pertaining to human resources.
- BRD.2 The Board is engaged in the recruiting and hiring of the Executive Director.
- BRD.3 The Board follows Hillel: FJCL search guidelines for the hiring of an Executive Director and follows appropriate protocol by involving key stakeholders in the hiring process.
- BRD.4 The Board is committed to investing in professional development and retaining high performing and high potential employees and financial resources have been set aside in the budget to support professional growth.
- BRD.5 The Board is aware of and uses the Hillel Success Factors model as a resource in understanding what is expected of a successful Hillel professional.
- BRD.6 The Board uses the Standards, Hillel's Success Factor model, and the related Planning, Feedback and Evaluation (PFE) tool to set clear expectations for performance and measurable outcomes for the Hillel Director at the outset of each year and then uses this as the basis for on-going feedback and end-of-year evaluation.
- BRD.7 The Board serves as the Director's supervisor in providing quality supervision, regular feedback, clear performance goals, generally encouraging excellence and providing an annual written performance evaluation employing best practices. The annual review process includes all key constituents associated with Hillel (students, staff, university, Board, community, Hillel: FJCL, etc).
- BRD.8 The Board notifies Hillel: FJCL in cases of questionable performance of the Director so that necessary support can be provided.
- BRD.9 Board members regularly seek to identify new venues for professional and career development for the Executive Director and for all staff. Board members ensure that staff members are experiencing professional development and are rewarded appropriately for good work.
- BRD.10 Staff turnover is evaluated carefully by the Board for specific trends and/or issues if present.

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Campus Community

Strategic Plan Goal #3:

Hillel will be regarded by the campus community and administration as an indispensable partner in enhancing student life.

Note: While the singular (of college and university) is used throughout this section, we mean to include multi-campus Hillels equally in these Standards. Recognizing that this is a challenge, we mean that multi-campus Hillels should work to be an indispensable partner to the varied institutions with which it has relationships and not with only one institution.

Campus Community

- CMPS.1 Hillel is regarded by the campus community and administration as a valued and fully integrated partner in enhancing student life.**
- CMPS.1A Hillel leadership understands, appreciates, and can articulate the critical issues and aspirations of the University (and/or College); leadership also assists the University (and/or College) in addressing those issues and in achieving their goals.
- CMPS.1B Hillel knows the inner workings of the University and can map which departments and personnel have political capital.
- CMPS.1C University administrators report that Hillel is viewed as a strong, important and visible organization on campus.
- CMPS.1D University administrators report that Hillel professionals proactively and continually inform them about Jewish life on campus.
- CMPS.1E University administrators know and value the mission of Hillel.
- CMPS.1F University administrators recognize the role that Jewish students play in enhancing and diversifying the campus culture.
- CMPS.1G Hillel invites administrators who can add value to Hillel to serve on the Board and/or key committees.
- CMPS.1H Hillel helps University leaders tell the story of University life to its multiple stakeholders.

- CMPS.2 Hillel builds, deepens and maintains strategic alliances with key University administrators and volunteer leaders (for example, The Office of the President, Institutional Advancement /Development Alumni Affairs, Student Life, Residential Life, Admissions, Health, Career and Food Services, Chaplaincy or Campus Ministry).**
- CMPS.2A Hillel has a relationship with the University President and other senior officers of the University.
- CMPS.2B Hillel seeks to integrate its development efforts with that of the University through a variety of means (for example, enabling donors to give to Hillel through the University to obtain credit; sharing data, co-soliciting gifts; connecting local donors to the University, etc).
- CMPS.2C Hillel assists admissions in both the recruitment and matriculation process through a variety of means (for example, reaching out to Jewish students through one on one communications, arranging for housing of prospective students, speaking with parents about Jewish life, engaging Jewish day school college advisors, providing brochures about Hillel and Jewish life on campus, representing the University/College at Jewish College Fairs, participating in Pre-Orientation activities, etc).
- CMPS.2D Hillel provides information to the University community on Jewish holidays, observance, traditions and values. Hillel works cooperatively with campus ministers and/or chaplains to support student spiritual life.
- CMPS.2E Hillel proactively invites top University administrators to Hillel events.
- CMPS.2F Hillel professionals serve on at least one active university committee or working group.
- CMPS.2G Hillel professionals participate in and support/lead RA/Counselor training.
- CMPS.2H Food services are sensitive to Jewish students' dietary needs and ensure that kosher food is available and accessible.
- CMPS.2I Hillel actively participates in important University occasions and celebrations such as Freshman Orientation, Homecoming, Parents Weekend and Commencement.
- CMPS.2J Hillel advocates for Jewish undergraduate and graduate student needs on campus.
- CMPS.3 Hillel builds, deepens, and maintains strategic alliances with the University's chief academic office (for example, Provost, Dean of Faculty and key University academic departments and graduate programs including Jewish and/or Religious studies).**
- CMPS.3A Hillel collaborates and co-sponsors initiatives with a variety of academic departments and graduate programs including Jewish Studies and Jewish Education programs.
- CMPS.3B Hillel encourages academic departments and graduate programs with high concentrations of Jews to, where possible, hold classes in Hillel's facility.
- CMPS.3C Hillel serves as a resource for faculty and staff in the educational life of the University.
- CMPS.3D Hillel professionals create social encounters with and for Jewish faculty and staff with students. Hillel professionals encourage Jewish faculty members to serve as mentors for students.
- CMPS.3E Hillel invites key faculty to attend the Hillel: FJCL Summit and related conferences; leadership travels with them to the program and reflects on it with them upon their return to campus.

- CMPS.3F Hillel invites faculty who can add value to Hillel to serve on the Board and/or key committees.
- CMPS.3G Hillel seeks to identify major donors of Jewish studies to develop joint asks and to develop reciprocal relationships; and link local Hillel websites to all academic departments that work in partnership with Hillel.
- CMPS.4 Hillel builds, deepens and maintains strategic partnerships with key student organizations and leadership on campus. These partnerships could be with other student religious, cultural, ethnic and social action groups; student government; fraternity and sororities, sports-oriented groups, and student-run media.**
- CMPS.4A Jewish student groups and/or Hillel access and leverage student government funds when available and advocates for these funds when they are not available.
- CMPS.4B Hillel plays a role with Jewish students who are leaders of University activities and groups.
- CMPS.4C Hillel co-sponsors initiatives with other University-affiliated groups, (for example, Black Student Alliance, LGBTQ, fraternities and sororities, etc). Hillel partners with non-Jewish groups and programs.
- CMPS.4D Student-run media highlight Hillel activities and issues relevant to Jewish life on campus.
- CMPS.4E Hillel professionals proactively reach out to and engage non-Jewish students who lead key campus organizations such as Greek Houses, Student Government, and the school newspaper in order to expose these students to Hillel's strengths and ultimately, to use their social networks and opportunities to connect to other students.

Hillel's Standards of Excellence

Each area has a number of standards, shared in **bold**. These suggest the overall standard or benchmark that is meant to lead to accomplishment in the given area of a Hillel. Below the standard are practices. These practices are recommended ways to accomplish the given standard. The practices offer Hillels a great blueprint for action, even while every Hillel might not follow every practice.

Operational Excellence

Strategic Plan Goal #4:

Hillel will embrace a culture of high-performance, excellence and collaboration.

Governance

Note: Hillels that are part of a larger system, and therefore have an "Advisory Committee" rather than a legal Board of Directors, should strive toward these Standards when applicable. Below, "the Board" refers to both legal Boards of Directors and Advisory Committees.

- GOV.1 Hillel's Board has grappled with Hillel's Five Year Strategic Plan for the USA and has considered how its research, vision, mission, and values guide those of the Hillel.**
- GOV.2 Hillel has written a clearly articulated mission statement consistent with the mission of Hillel: FJCL and known by the Board, staff, and students.**
 - GOV.2A Board, staff and relevant stakeholders are engaged in development of the mission statement.
 - GOV.2B The mission statement is on file.
 - GOV.2C The mission statement is posted in Hillel and/or has been distributed to the Board of Directors.
 - GOV.2D Board members, staff, university partners and other stakeholders are able to articulate the mission of Hillel.
- GOV.3 Periodic review of the mission statement and strategic goals is conducted. Review of the strategic goals impacts the setting of priorities.**
 - GOV.3A The mission is reviewed at least every three years by the Board, staff, and relevant stakeholders resulting in the establishment (or affirmation) of goals and the adoption of program priorities.
 - GOV.3B An action plan or strategic plan has been prepared within the past 3 years.

- GOV.3C The action plan goals include reference to all functional areas, measurable outcomes, measurement, tools, responsibility assignments and time frame.
- GOV.3D Hillel's portfolio of activities is consistent with its mission.
- GOV.4 There is a culture of transparency, mutual respect, constructive debate, integrity, and ethical values.**
- GOV.4A Staff and volunteer leaders engage in constructive partnership.
- GOV.4B There is an open and inclusive process by which decisions are made.
- GOV.4C Board members are involved in the strategic decisions of the organization. The Board invites thoughtful debate on issues of consequence.
- GOV.5 The Board is composed of individuals who represent Hillel's multiple stakeholders.**
- GOV.5A Positions are filled by diverse stakeholders (for example, students, parents, alumni, faculty, university administrators, Federation leadership, community leadership, donors, etc).
- GOV.5B By-laws identify stakeholders and specify their inclusion on the Board.
- GOV.5C The by-laws specify specific terms for Board members and officers.
- GOV.5D The current Board's composition is in compliance with Hillel's by-laws with regard to numbers, tenure, and term limits.
- GOV.6 Board members are committed to furthering Hillel's mission.**
- GOV.6A Board members fulfill their legal and fiduciary responsibilities as indicated in the Board's by-laws.
- GOV.6B Board members attend and participate in meetings of the Board as appropriate (including committee meetings).
- GOV.6C All Board members make a financial contribution to Hillel. Hillel has and fulfills a meaningful gift requirement for Board members.
- GOV.6D Board members readily volunteer for or respond to requests for participation in activities (for example, fundraising, committee service, etc).
- GOV.6E Board members advocate for Hillel and Jewish student life with the community, university, and in other venues.
- GOV.6F Board members are evaluated annually by the nominating committee to determine if Board members are meeting their obligations.
- GOV.7 Board members understand their roles and responsibilities. Hillel staff members communicate constructively with Board members.**
- GOV.7A Board members receive ongoing communication and updates on the financial, development, and programmatic operations.
- GOV.7B Board orientation is provided for new members to welcome and orient them to the Board.
- GOV.8 A systematic methodology exists for the recruitment and nomination of new Board members.**
- GOV.8A Diversity which includes, but is not limited to, age, gender, economic, religious, and political orientation that represents the community being served is considered in recruitment.
- GOV.8B Future leadership skills and needs are identified and recruitment plans focus on bringing these individuals onto the Board.

- GOV.8C The Executive Committee has a plan for its succession.
- GOV.9 The Board has a written constitution or by-laws.**
- GOV.9A The constitution and by-laws are reviewed every five years.
- GOV.9B The by-laws clearly state the following: responsibilities of the Board, Executive Committees, criteria of selection, appointment or election of officers, terms of office, and rotation of members, voting, and other procedures.
- GOV.9C By-laws reflect consideration of the following: Board development/ recruitment, risk management, strategic planning, financial/ budget oversight, advocacy and public relations, fundraising, human resources/ personnel, facility management (as appropriate), technology, and community/ stakeholder relations.
- GOV.9D Boards should strongly consider having their members sign a conflict of interest document at the beginning of their term.
- GOV.10 The Board completes a self-assessment at least every two years (contact Hillel: FJCL for a sample assessment).**
- GOV.11 The Board meets on a regular basis. A quorum is present at meetings and the Board is able to conduct business.**
- GOV.11A The Board has a meeting schedule distributed in advance of first Board meeting of the academic year.
- GOV.11B The Agenda contains discussion and/or action items for each meeting and is distributed in advance.
- GOV.11C The Board meets at least four times per year.
- GOV.11D Minutes are recorded and distributed to the Board in a timely manner.
- GOV.11E Attendance is sufficient either in person or via teleconference to fulfill the quorum as stated in the by-laws.
- GOV.12 The Board views the Executive Director as its professional partner and provides him/her with the responsibility for the implementation of its policies.**
- GOV.12A The Board, or the relevant committee, participates in setting annual (performance) goals for the Director.
- GOV.12B The Director has received a written performance evaluation within the past 12 months, which had significant input from a variety of stakeholders.
- GOV.13 Student members of the Board have all rights, privileges, and obligations of all other Board members including an annual gift of an amount to be determined by the Board.**
- GOV.13A Student seats on the Board are outlined as full voting members in Hillel's by-laws.
- GOV.13B Within the designated number of seats, students on the Board reflect the myriad of Jewish voices on campus.
- GOV.13C Student Board members are oriented to their role and responsibility on the Board. Student Board members have opportunities such as orientation with the Board President and the Hillel Director and mentorships that are established with appropriate Board members.
- GOV.13D Student Board members report that their involvement is meaningful and that their voices are heard.
- GOV.13E Student Board members or students writ large are included in all staff search processes.

Financial Management

FINCE.1 The Foundation is fiscally sound.

- FINCE.1A Hillel is able to meet its monthly expenses and annual financial commitments.
- FINCE.1B Hillel has diversified funding sources to guard against shortfalls in any one source of income.
- FINCE.1C Hillel has a multi-year financial plan that has been developed over the last five years.
- FINCE.1D An operational/emergency financial reserve exists.
- FINCE.1E The Board sends a letter attesting to the fiscal soundness of Hillel annually to Hillel.

FINCE.2 Appropriate fiscal policies and procedures are in place and followed.

- FINCE.2A Fiscal policies are documented in writing.
- FINCE.2B Hillel has established a plan for separation of financial responsibilities among staff to reduce the risk of fraud or embezzlement.
- FINCE.2C The Board approves the budget prior to the onset of the fiscal year. The budget (likely) includes a narrative that describes the programmatic, administrative and development goals and strategies for the year.
- FINCE.2D The budget process is clearly defined and consistently implemented and allows adequate time for development prior to each fiscal year (approximately 4 months).
- FINCE.2E Appropriate and up-to-date accounting systems are in place that enable the Director and Board to make financial decisions accurately and in a timely manner. An efficient and adequate computerized accounting system is used to track revenue and expenses.
- FINCE.2F The budget or components are shared as appropriate with staff, students and student leaders.
- FINCE.2G Policies are in place regarding signatures, number of signatures, invoices, and checks.
- FINCE.2H Hillel has a Finance Committee.
- FINCE.2I The Executive Board, President, or Treasurer reviews a cash flow report and operating statements monthly.
- FINCE.2J A trained bookkeeper or other qualified person handles Hillel funds and bookkeeping.
- FINCE.2K Standard receipts, invoices and backup documentation of income and expenses are used and are maintained in proper files.
- FINCE.2L An accrual basis or modified cash basis, rather than a cash basis, is used for accounting.
- FINCE.2M If there are cash reserves, restricted funds, or endowment, guidelines and documented restrictions exist for the expenditure of these funds. Contributions, earnings, and expenses are tracked within relevant restrictions.
- FINCE.2N All pledges have proper backup documentation and timing of payment prior to being recorded as a receivable.
- FINCE.2O Credit or charge card transactions are reviewed by the treasurer or designated officer monthly.
- FINCE.2P All staff members are trained in their financial roles.
- FINCE.2Q Accounting systems are structured to facilitate reporting to stakeholders and governmental entities.

- FINCE.3 The financial resources and affairs of Hillel are managed in a professional, responsible, and ethical manner by the Board and Director.**
- FINCE.3A The annual budget is analyzed on a monthly basis. Appointed members of the Executive Committee review actual activity at least quarterly and approve year-end projections.
- FINCE.3B The Director is accountable for day-to-day fiscal management (for example, reviews regular financial reports, including cash flow, and anticipates financial problems).
- FINCE.3C The treasurer reviews quarterly cash flow statements as well as the necessary back up, such as bank and credit card statements.
- FINCE.3D The accounting system (such as Quick Books) is updated in a timely manner.
- FINCE.3E Appropriate checks and balances are in place. This will likely involve the Director and/or treasurer opening all bank statements. Bank statements are reconciled in a timely manner.
- FINCE.3F Hillel complies with local, state, and federal laws regarding financial management, labor laws and reporting.
- FINCE.3G Expenditures are authorized in writing.
- FINCE.3H Hillel has the ability to receive gifts of stock and guidelines of how to receive them.
- FINCE.3I Hillel has investment policies where appropriate.
- FINCE.3J Hillel maintains an inventory of fixed assets.
- FINCE.3K The Board authorizes opening of bank accounts and approves signature authority.
- FINCE.3L All payroll matters are documented in writing with proper approvals.
- FINCE.3M Expense reimbursements are reviewed and authorized by the Director or other designated staff.
- FINCE.3N The Director's reimbursements are authorized by a designated Board member (treasurer, chair).
- FINCE.4 For Hillels with a budget of \$750,000 or more, an independent audit of Hillel's finances, practices, and procedures is conducted annually.**
- FNCE.4A A certified auditor completes the audit.
- FNCE.4B The Board (or the Finance Committee or Executive Committee) selects and retains an accounting firm that directs its findings to this committee.
- FNCE.4C The audit is performed by a disinterested party, neither by a member of the Board or by an immediate relative of a Board member or staff person.
- FNCE.4D At least every five years, the accounting firm is reviewed and new bids are solicited.
- FNCE.4E The finance committee, or at minimum, the treasurer, meets with auditors to review the audit and a copy is sent to Hillel: FJCL and to any other appropriate stakeholders.
- FNCE.4 For Hillels with a budget between \$250,000 and \$750,000, an independent financial review is conducted annually.**
- FNCE.4F A certified auditor completes the review.
- FNCE.4G The Board of Directors (or if so designated the Finance Committee or Executive Committee) selects and retains an accounting firm, which directs its findings to this committee.
- FNCE.4H The review is performed by a disinterested party, neither by a member of the Board or an immediate relative of a Board member or staff person.
- FNCE.4I At least every five years, the accounting firm is reviewed and bids are solicited.

FNCE.4J The finance committee, or at minimum, the treasurer, meets with auditors to review the audit and a copy is sent to Hillel: FJCL and to any other appropriate stakeholders.

Jewish Federation Relationship

FED. Hillel positions itself as a sophisticated partner with the Jewish Federation and its constituent agencies in the community.

FED.1 Hillel's Board includes volunteers who are active in Federation and other community agencies.

Operations

OPER.1 Adequate Administrative staff exists to support Hillel's program.

OPER.1A Hillel has adequate administrative support; staff members feel supported or have strategies to accomplish their administrative tasks.

OPER.1B The administrator is computer literate and able to assist students and staff with their technology needs.

OPER.1C Hillel makes an annual investment in having the administrator participate in Hillel's International Professional Staff Conference or other professional growth opportunities.

OPER.2 Computer technology is current and adequate for staff and students.

OPER.2A Each full time professional has an individual, personal workspace which is appropriate for his/ her job assignments (for example, the bookkeeper has a secure desk or file cabinet).

OPER.2B Staff members have the hardware and software necessary to perform their job duties.

OPER.2C All email accounts are known by Hillel's Schusterman International Center.

OPER.3 The Foundation has completed a risk assessment and has developed and implemented a plan, clearly defined and in writing, for managing risk within the organization.

OPER.4 Hillel annually reviews a risk management plan. Security, property, income, reputation, personnel, and liability waivers should be reviewed by counsel and consistent with state law.

OPER.4A Hillel has evaluated its insurance needs and has purchased insurance to address those needs. Insurance levels are consistent with current assets value and levels of risk.

OPER.4B A documented review of the risk management plan exists.

OPER.5 Hillel's facility is adequate or Hillel has alternative arrangements for the requirements of its program.

OPER.5A The amount and configuration of space is appropriate to the activities of Hillel.

OPER.5B Commuter settings have accessible and easily identified bases for activities (for example, satellite offices in student neighborhoods).

OPER.5C The facility provides an attractive, hospitable, and comfortable environment.

- OPER.5D All documents required by city, state, fire dept., etc. are posted and up to date.
- OPER.5E Operation and use of the facility is in compliance with all applicable fire and building codes and use permits.
- OPER.5F Where possible, Hillel strives to use energy-efficient practices in its building/space.
- OPER.6 The facility is clean and well maintained.**
- OPER.6A Repairs are made and other maintenance needs are attended to on a regular basis.
- OPER.6B A day-to-day operational plan exists for the maintenance of the facility and grounds.
- OPER.6C A long-term plan exists for the maintenance of the facility and grounds.
- OPER.6D Maintenance staff is adequate according to the size and needs of the facility.
- OPER.6E The hallways are clear and the common spaces are clear of clutter.
- OPER.7 Hillel's grounds are well maintained.**
- OPER.8 Hillel has a plan for the security of the facility and the safety of the people using it.**
- OPER.8A The facility is well lit.
- OPER.8B An appropriate fire escape plan exists.
- OPER.8C The facility is appropriately secure during "office hours" (for example, a receptionist or security guard is stationed by the facility entrance).
- OPER.8D The facility is appropriately and visibly marked to allow for the easy identification of the building.
- OPER.8E Hillel has purchased adequate insurance for physical damage to property facility or grounds.
- OPER.8F The facility is appropriately secure at night (for example, keys are only held by the necessary staff and a few specific students).
- OPER.8G The facility is a smoke-free environment.
- OPER.8H A relationship exists with campus security.
- OPER.8I There is a written catastrophe plan.
- OPER.9 When/ if the facility is rented to other organizations, appropriate policies and procedures are in place.**
- OPER.9A Hillel programs and Hillel students remain the priority (for example, the decorations and furniture in the building reflect the needs of college students at all times).
- OPER.9B Appropriate rent is charged and certificates of insurance requested.
- OPER.9C Security deposits are received where appropriate.
- OPER.9D Renters and their guests use Hillel facilities appropriately.

Communications and Branding

- COMM.1 Hillel employs methods of communication that are appropriate to, and effective with, students (for example, printing and electronic campus media for students).**
- COMM.1A Advertising is evaluated based on students' response.
- COMM.1B Communication is targeted to students with specific interests.
- COMM.1C Opportunities and events are publicized in appropriate venues.

- COMM.1D Materials are of a high quality in both content and design.
- COMM1E Promotional and public relations activities achieve the intended result for the particular activity.
- COMM.2 Hillel makes its presence known where students live, whether it be on campus or in the community, by use of campus media, information tables, publicity in neighborhood/student “hang-outs”, co-sponsorship of programs, etc.**
- Note: See also “Entry Points, Making Contact, Campus and Student Readiness for Engagement”.
- COMM.2A Students report awareness of Hillel programs and publicity.
- COMM.2B Hillel is known by and maintains relationships with, campus departments and organizations, which enhance Hillel’s visibility and accessibility to students.
- COMM.3 Hillel has a plan for communicating with other stakeholders (for example, alumni, parents, supporters, the university, and the Jewish community).**
- COMM.3A Hillel uses a variety of communication vehicles and forms to effectively reach a variety of audiences (for example, e-mail and print newsletters, invitations to appropriate events, appropriate telephone calls).
- COMM.3B Promotional and public relations activities help achieve the intended result for the particular activity.
- COMM.4 Hillel has a website that effectively communicates with all stakeholders.**
- COMM.4A A functional, attractive web presence exists that includes the following at a minimum: contact information, updated calendar, a listing of student leaders, staff, and Board, campus links, link to Hillel.org web site., etc.
- COMM.4B The website is updated monthly.
- COMM.5 Publicity and fundraising materials are attractive and represent Hillel in an accurate and professional manner.**
- COMM.5A General publications are of a professional quality.
- COMM.5B Publications are compelling and convey their message in an appealing manner.
- COMM.6 Hillel maintains relationships with key communication partners.**
- COMM.6A Staff develops and maintains relationships with editors and reporters of the campus, local and Jewish community newspaper, University public affairs/communications department, and Jewish Federation public affairs/communications director.

Knowledge Collaboration

- KNOWL. Hillel participates in the knowledge gathering efforts of the Hillel movement.**
- KNOWL.1 Hillel completes the Annual Hillel Assessment, formerly known as the Self-Assessment Survey, annually.
- KNOWL.2 Hillel provides information to Hillel: FJCL for performance measurement and knowledge gathering efforts when requested.
- KNOWL.3 Hillel considers the local metrics as designed by a Hillel: FJCL/ Field Advisory Committee and measures its performance accordingly (metrics will be publicized as developed).

Hillel's Standards of Excellence

Each area has a number of standards, shared in **bold**. These suggest the overall standard or benchmark that is meant to lead to accomplishment in the given area of a Hillel. Below the standard are practices. These practices are recommended ways to accomplish the given standard. The practices offer Hillels a great blueprint for action, even while every Hillel might not follow every practice.

Financial Resources

Strategic Plan Goal #5:

Hillel will dramatically expand and diversify its funding sources.

Development Plan and Implementation

- PLAN.1 Hillel begins each fiscal year with a development plan identifying specific strategies for soliciting key stakeholders including parents, alumni, community members, philanthropic foundations, and other stakeholders.**
- PLAN.1A The plan has specific, realistic, quantitative goals for each fundraising technique (for example, face-to-face solicitations, special events, foundation grants, mail, etc.) and for supporting constituencies (for example, parents, alumni, foundations, community, etc).
- PLAN.1B The plan outlines appropriate staff and volunteer responsibilities dedicated to each component of the campaign and Hillel devotes the appropriate staff time and resources to ensuring that each campaign activity meets or exceeds development goals.
- PLAN.1C If Hillel's development goal comprises at least 50% of the Hillel's overall budget, Hillel has a Director of Development or equivalent. With a development goal of less than 50% of budget, Hillel has devoted adequate staff resources to achieving that goal.
- PLAN.1D The plan takes into consideration that stakeholders may not be located locally and offers strategies for penetrating those communities.
- PLAN.1E The plan involves the entire Board in major gifts prospecting and identifies key Board members and other stakeholders to be involved with the solicitation and stewardship of major annual, capital, endowment, and planned gift prospects.
- PLAN.1F The plan engages the University as a partner in Hillel's fundraising efforts.
- PLAN.1G The plan includes a training component for both staff and volunteers.

- PLAN.2 A database exists that facilitates the effective management of prospect and donor information and provides Hillel with the ability to collect and process gifts and pledges.**

- PLAN.2A The database distinguishes among alumni, parent, and other donor constituency records and tracks giving history over a multi-year period.
- PLAN.2B The database allows for the processing of gifts and pledges according to the protocols established by Hillel.
- PLAN.2C Security functions are in place to protect donation information from unauthorized users.
- PLAN.2D Contact information is updated annually through the National Change of Address program or by another means.
- PLAN.2E Donations can be accepted in a variety of forms including cash, check, credit card, wire transfers and stock transfers.
- PLAN.2F Hillel has evaluated the merits of soliciting gifts via e-mail and/or via the web, and when appropriate, accepts and acknowledges gifts electronically.
- PLAN.2G An annual accounting of Hillel's annual, capital, and endowment fundraising efforts, including totals raised, number and source of gifts, and other relevant information, is forwarded to Hillel: FJCL via the Annual Hillel Assessment.
- PLAN.3 A development committee (or group of lay leaders responsible for development activities) exists and has a clear understanding of the fundraising goal, their role in reaching the goal, and the ability to articulate Hillel's needs to existing and prospective donors.**
- PLAN.3A The development committee (or other group of lay leaders) has a chair and/or co-chairs committed to working with the Hillel professional(s) and the entire Board toward the successful implementation of the development plan.
- PLAN.3B These volunteer leaders have a clear understanding of their roles and responsibilities as they relate to the development plan and take an active, leading role in ensuring that all members of the Board make their own gift and also participate in the Hillel's overall fundraising efforts.
- PLAN.3C The development committee consists of individuals representing the specific stakeholder groups being targeted for funds (parents, alumni, community, etc.), and have access to key individuals or organizations necessary to ensure the campaign's success.
- PLAN.3D Development committee members have access to and are willing to approach prospects for major gift solicitations.
- PLAN.3E The development plan includes solicitor training/workshops as appropriate.
- PLAN.4 Materials (for example, a brochure, newsletter, pledge card, website, etc) exist to support the fundraising process and communications strategies are in place to ensure that Hillel is regularly communicating with its stakeholders.**
- PLAN.4A Fundraising materials clearly articulate Hillel's vision, accomplishments, and needs, and indicate specific ways to make a donation.
- PLAN.4B Communication is maintained throughout the year with donors and other stakeholders for stewardship purposes.
- PLAN.4C Donors receive appropriate gift acknowledgements in a timely fashion, which include (or are in addition to) a tax substantiation.
- PLAN.4D Where appropriate, materials are specifically developed to reach particular constituencies (for example, giving opportunities and wish lists).

Major Gifts, Planned Giving & Endowments

- GIFTS.1 Hillel’s development plan has a major gifts component that includes lay leaders in the identification and solicitation of prospects and donors.**
- GIFTS.1A Hillel’s development plan includes an extensive and specific list of major gift prospects (including a “top 50-100” list), and a strategy for cultivating and soliciting these individuals and philanthropic foundations.
- GIFTS.1B Board members participate in face-to-face major gift solicitations every year.
- GIFTS.1C Hillel develops close ties with the University, and seeks to engage the relevant University decision makers as partners in soliciting major gifts for Hillel.
- GIFTS.1D Where appropriate, Hillel uses written gift agreements to confirm major gifts, especially those which seek to impose conditions upon Hillel’s use of the gift, or are intended to establish a restricted endowment, or where Hillel relies upon the gift to advance a capital project.
- GIFTS.1E A system is in place to realize payment of pledges in an agreed upon time frame.
- GIFTS.1F A system is in place to appropriately recognize and steward all major gift donors.
- GIFTS.1G Research takes place on an ongoing basis in order to refresh major gifts prospects. Staff and, when possible, Board members conduct this research.
- GIFTS.2 Hillel is taking appropriate steps to build an endowment to ensure Hillel's long-term financial stability, including use of gift planning strategies (for example, wills, trusts, etc).**
- GIFTS.2A Hillel’s development plan includes a planned giving component.
- GIFTS.2B Hillel has evaluated the merits of launching an endowment campaign and, when appropriate, launches one.
- GIFTS.2C Hillel’s giving opportunities and other marketing materials list planned giving and endowed giving options for donors.
- GIFTS.2D Hillel accepts and encourages gifts in the form of bequests (gifts through a will), insurance and retirement plan beneficiary designations, charitable trusts, stock, and personal and real property, and has adopted gift acceptance policies and procedures to govern the review and acceptance of certain gifts.
- GIFTS.2E Current and prospective donors are encouraged to consider endowing their annual gifts or making independent endowment gifts.
- GIFTS.2F Hillel has built awareness and partnerships with the University, Jewish Federation and/or Jewish Community Foundation planned giving and endowment professionals so that they market Hillel as a giving option to their donors.
- GIFTS.2G Hillel actively markets planned giving vehicles to its major donors and to its more senior donors.
- GIFTS.2H Hillel has determined the best possible management of its endowment funds, taking into account community relationships (for example, with university, federation, community foundation, or other competent managers).

Collaboration with the University

Note: See also Campus Community, section CMPS2.

- UNIV. Hillel pursues a strategic fundraising partnership with its host University.**
- UNIV.1 Hillel proactively develops relationships with the University’s Development and Institutional Advancement officers.
- UNIV.2 Hillel explores mechanisms for obtaining University recognition of gifts to Hillel, including annual, capital, planned and endowed gifts.
- UNIV.3 Hillel has explored mechanisms for being included in University campaign efforts and, wherever feasible, is a full partner in such efforts.

- UNIV.4 Hillel has explored the sharing of data with the University, including access to the university's fundraising database.
- UNIV.5 Hillel actively coordinates with the University on the identification, cultivation, solicitation and stewardship of major gift prospects.

Collaboration within Hillel

- COLLB.** Hillel makes best efforts to share with one another information on parents, alumni, philanthropic foundations, community stakeholders and major gift prospects who may have ties to multiple campuses to facilitate ongoing stewardship and solicitation efforts.
- COLLB.1 Hillel professionals share information about their Board members and additional stakeholders with their colleagues at other Hillels.
- COLLB.2 In sharing such information, Hillel respects the privacy of the donor and is not obligated at any time to disclose specific information on the donor's or prospect's support that is not otherwise publicly available.
- COLLB.3 Hillel Board members are encouraged to give to Hillels at their alma mater, to the Hillels of their children's schools, etc.
- COLLB.4 Hillel consults with Hillel: FJCL regarding prospects that are potential major givers for the Hillel, whether they are individuals or philanthropic foundations.
- COLLB.5 Hillel seeks to create opportunities for joint solicitations of major gift prospects to secure a "capacity" gift for the Hillel enterprise from such prospects; Hillel's collaborative and respectful approach is evident to the donor.
- COLLB.6 When it is to the advantage of the Hillel, Hillel takes advantage of special events organized by other Hillel entities, such as the Hillel: FJCL annual Renaissance Award gala or regional events as stewardship opportunities for its own donors and prospects.

Jewish Federation Relationship

- FED.** Hillel works with the Jewish Federation and its constituent agencies to enhance fundraising efforts.
- FED.1 Federation leadership report that Hillel is viewed as a strong, important and visible organization in the community.
- FED.2 Hillel knows the inner workings of the Federation system and can map the departments and personnel that have political capital.
- FED.3 Federation understands Hillel's goals and helps it to address its critical issues.
- FED.4 Hillel's director attends meetings of agency directors. Hillel Director meets proactively with the Federation professional leadership.
- FED.5 Hillel stakeholders, including students and Board members, are encouraged to contribute to the Federation's annual campaign.
- FED.6 Hillel applies for appropriate funding from Federation.
- FED.7 Hillel works with Federation professional and volunteer leadership to identify and recruit volunteer leaders, to cultivate donors and, when appropriate, to raise funds for Hillel outside of standard Federation grants and allocations.
- FED.8 Hillel makes an effort to make presentations annually to the Federation, Board, or appropriate committees.
- FED.9 Hillel invites Federation representatives to attend meetings of Hillel's Board.