THE DRIVE TO EXCELLENCE

The 2014-2019 Hillel International Strategic Implementation Plan
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HILLEL’S MISSION
Enriching the lives of Jewish students so that they may enrich the Jewish people and the world.

HILLEL’S VISION
We envision a world where every student is inspired to make an enduring commitment to Jewish life, learning and Israel.
“Hillel has created the opportunity for us to fulfill the Jewish vision for everlasting Jewish community, no matter where we have been, where we are, and where we are going. You make Jewish journeys possible.”

— Maayan, Engagement Intern at Stony Brook Hillel
Hillel: The Future of the Jewish People
Under the extraordinary leadership of Richard Joel, continued under the guidance of Avraham Infeld and Wayne Firestone, along with the inspiring lay leadership of Edgar Bronfman, z”l, Michael Steinhardt, Lynn Schusterman, and so many others, Hillel built an unparalleled infrastructure of open and welcoming centers of pluralistic Jewish life on college campuses across North America, and began expanding around the world.

Today, the Hillel International network reaches more than 550 campuses on five continents, including extensive operations in Latin America, the former Soviet Union and Israel. The “Hillel brand” is among the best-known names in the Jewish world and in academia.

This generation of young Jewish adults is the first truly global Jewish generation. It is worth noting how revolutionary this development is. Because of our love of tradition, we Jews still study the separate teachings of the rabbis of the Babylonian and Jerusalem Talmuds, and appreciate the vast time and travel gulfs that historically separated those communities of Jewish scholars in their day. The fact that they were so geographically close and yet so distinct from one another seems quaint today. During the last 60 years, the notion that a Jew either lived in the Diaspora or made Aliyah to Israel seemed the obvious distinction. Yet, today, Jews are living and doing business in Tel Aviv and Moscow, or in the Silicon Valley and Jerusalem, more or less simultaneously.
Hillel International comes as close to reflecting the new shape of global Jewry as any major international Jewish organization. As a result, we can truly lead the way in building a worldwide Jewish people for the 21st century.

While many generous donors have contributed to Hillel in North America and around the world, the growth of the movement has far outstripped its capacity to support programmatic excellence wherever we have planted our flag. The failure to do so has real-world consequences. First, we cannot hope to fulfill our mission of serving Jewish students if we don’t have the necessary resources available on the campuses and in the local communities where students reside. Second, we cannot generate the resources we need if the local programs, the most visible evidence of our worthiness as a philanthropic investment, are uneven in quality.

The Hillel International Board of Directors and President and CEO Eric Fingerhut are dedicated to the continued growth of Hillel as a global movement. Indeed, we have already underscored this commitment by adopting “Hillel International” as the public operating name of our organization, even as our legal name continues to be “Hillel: The Foundation for Jewish Campus Life.”

We understand that a successful global organization must be operated according to clear organizational principles and structures, rigorous financial management, accountability and transparency, and programmatic integrity. The steps necessary to meet these standards are embedded throughout this plan.

The choice of the name “Hillel International” reflects not only the growth of the global movement, but also the reality that the phrase “campus life” is no longer sufficient or accurate. It is not an apt descriptor of Jewish college life in parts of the world where college-age students do not tend to live on campus. A further complication is that many local Hillel affiliates serve multiple colleges and universities, not just a single campus. Finally, it does not reflect the deep symbiotic relationship between colleges and their communities. Therefore, the subject of this plan really is building effective engagement of college students wherever they can be found — on campuses and in communities. Nevertheless, “campus” is an evocative, common phrase used to describe Hillel’s local affiliates in many parts of the world, and will likely continue to be used in a general sense to describe Hillel’s work.

Therefore, where this plan refers to the “campus,” we hope that all local Hillel affiliates worldwide will see themselves reflected in that phrase.
NOW IS THE TIME FOR THE DRIVE TO EXCELLENCE

As Hillel enters its tenth decade, there is a reason why the organization presents the single greatest opportunity for the Jewish world to invest in its future.

While Jewish communities are increasingly fragmented and dispersed, and many Jewish families are isolated by choice or inaction from organized Jewish life, the college years are exactly the opposite – a time when we concentrate ourselves together, studying and living in close proximity and interacting regularly.

This formative time of life, when young adults are making their own decisions about who they want to be and what they want to do, is a critical time in the Jewish journey that we want young Jewish adults to embrace.

The numbers are impressive. Each fall, approximately 100,000 new Jewish college students arrive on campus, the newest addition to the estimated 400,000 Jewish undergraduates in the U.S.

Roughly 80 percent of these Jewish college students in America — 320,000 young men and women — are concentrated on 200 college campuses. Globally, the number of Jewish college-age students, both graduate and undergraduate, is likely twice the U.S. undergraduate total.

There are, of course, different approaches called for by the different types of student life.

What is required for a campus with thousands of Jewish students in a community of tens of thousands of students and professors is different than what is called for by small campuses and small Jewish communities. And, of course, there are cultural differences that are important across a global movement. Hillel affirmatively seeks to navigate these differences because we are committed to the next generation of Jews wherever they live and wherever they are studying.

Yet there is much in common as well, and Hillel has learned a great deal about what it takes to fulfill its important mission in a wide range of settings. Surely we can implement the best practices for supporting Jewish student life on as many campuses and in as many communities as possible. This is the goal of the Drive to Excellence.

Seeking to implement our best practices across the Hillel network does not mean that we can afford to stop growing and innovating. The Drive to Excellence recognizes the need to continue exploring new approaches that will work on specific types of campuses and in specific communities.

In addition, it is critical to remember that each new class of students challenges us in different ways. They bring new ideas, priorities and passions to campus, providing Hillel with fresh opportunities to connect in life-altering ways. But they also require that we not cling to old ways of doing business, or we will not succeed in our mission.
In today’s fast-moving social and political currents, it is more important than ever that each Hillel have the professional talent, training, and resources necessary to touch the life of every Jewish student. Hillel’s Drive to Excellence articulates the path to this goal and describes how we will support each Hillel in its effort to achieve success.

Last year’s report by the Pew Research Center on the Life of Jewish Americans documents the increasingly diverse backgrounds of Jewish college students. None of this was news to Hillel professionals. We know that a student’s understanding of Jewish life and sense of connection to the Jewish people are heavily influenced by the makeup of his or her family and community.

We understand that major geopolitical events, cultural and political shifts, and a transformation of news, entertainment and information channels have impacted the Jewish people profoundly during their lifetime.

Hillel is responding to these ever-changing realities on campus with innovative programs of outreach and engagement, creative educational initiatives, and intense efforts to send students to Israel with a goal of fostering connection deeply with the global Jewish community. We are immensely proud of these efforts, as we are of the professionals and students who have led them. And we are grateful to the donors and lay leaders who have made this work possible. But we also understand that these efforts have not reached enough students and that our efforts are uneven in quality.

We know that even our successes cannot be taken for granted. They must be documented and studied so that our work can be presented fairly to our donors, and the best practices can be replicated for our students across the world.

In a recent essay in The Peoplehood Papers (Volume 13), Larry Moses1, a member of Hillel International’s Board of Directors, wrote:

“The overwhelming diversity and secularization of Jewish life as we transition away from the Holocaust and Israel master stories make Jewish Peoplehood harder to define. A different chapter has begun but the plot is unclear. The new chapter will be different than the current chapter, no matter how hard we struggle to steer it. It will be built upon our shoulders, but also beyond our reach.”

As the largest Jewish student organization in the world, Hillel knows that our shoulders must be broad and strong. We must bring to Jewish college-age students the best, most engaging Jewish educators and leaders, Jewish lessons and experiences. If we do so, we can be confident that the Jewish future will be in good hands.

Hillel’s vision and mission are sound. With this Drive to Excellence, we commit to building open, welcoming, pluralistic Jewish communities serving as many college-age young Jewish adults as possible, thereby building and helping secure the future of the Jewish people in the 21st century.

As Larry Moses concluded his essay, so do we “fully trust that the next generation’s strength will carry us, once again, to the other side of the Jordan.”

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1 Larry Moses is the Senior Philanthropic Advisor and President Emeritus of the Wexner Foundation and a former President of Hillel under the B’nai Brith Organization
The term “excellent Hillel” evokes many images: a space teeming with students day and night, joyous Shabbat celebrations, lively interactions between students and staff, delicious kosher food, a positive campus culture that is welcoming of Jewish students, a rich calendar of events, and deep conversations about Israeli politics and culture overheard in English and Hebrew (and in Spanish, French and Russian, among others).

An excellent Hillel must cater to the diverse students who arrive at its doors, as well as to those who may never have considered entering.

Hillel’s atmosphere and activities must be open and welcoming to all forms of Jewish religious and spiritual practice. At the same time that Hillel is a home for all approaches to religious life, Hillel must strive to make each student feel that their own place on the spectrum of religious expression is valued.

Hillel professionals must be gifted networkers with a palpable enthusiasm for Judaism, and capable of creating a safe and supportive environment for exploration and growth. They build relationships that help students manage their journeys through college, and provide opportunities for meaningful Jewish experiences.

Hillel’s substance should represent the full diversity of Jewish life: holiday celebrations, social activism, cultural expressions, learning, relationships and community. Serving as an
entry point for students to build relationships with Israel and connect to the global Jewish people, Hillel offers opportunities to find contemporary wisdom and meaning in ancient Jewish tradition.

Hillel nurtures student leaders who represent the plurality of Jewish life, supports self-directed students to innovate, and embraces a distinct strategy to engage the not-yet-engaged, meeting them where they are and inspiring them to Jewish connectedness.

An excellent Hillel builds warm and welcoming spaces for community to come together, facilitates intimate conversations among small groups of peers, and recognizes the importance of the university quad as a critical locus of activity. It plays host to conversations that are both universally human and relevant to the entire campus, while modeling and contributing distinctively Jewish values to the campus culture.

The staff and leadership of an excellent Hillel incorporate the unique cultural context of their university culture, linking its aims with the talents and interests of its students.

An excellent Hillel evaluates its progress, builds on its success and strives for ongoing improvement.

Excellence is a tall task, but a worthy one. While other Jewish institutions struggle to fill one or more components of the work described above, Hillel must excel at them all.

We offer this description to underscore the need for a plan dedicated to excellence. Excellence will not happen by luck, but by design and deliberate action.
In recent years, Hillel has made tremendous strides in providing positive influences on the Jewish journeys of many college students. Hillel is enormously proud to have pioneered new relationship-building methodologies for Jewish engagement and education. We have watched and studied our most successful campuses to understand the ingredients necessary to achieve excellence in creating Jewish life on each campus.

These ingredients include:
**A Talented Executive Director**

The Executive Director is responsible for leading the organization with vision and passion, engaging students, effectively managing staff, and cultivating lay leaders. Talented executive directors frequently participate in the leadership of the Hillel International network and share their knowledge with others.

**Jewish Educational Vision & Plan**

The staff of an excellent Hillel should include at least one well-trained Jewish educator, while others on the team should be proficient and informed Jewish professionals capable of engaging students in meaningful Jewish conversations. All Hillels should offer substantive, diverse, pluralistic Jewish experiences that cater to the wide diversity of students on campus. All Hillel professionals should understand and be committed to Hillel’s educational vision.

**Israel Education & Engagement**

Support for Israel comes first and foremost from an understanding and sense of attachment to the global Jewish people and our ancestral homeland. Hillel is committed and uniquely positioned to lead the way in building an enduring generation of young Jews who identify positively with Israel and will make the nation’s well being a priority in their lives. Excellent Hillels have robust Taglit-Birthright Israel participation and provide substantive follow-through experiences, preferably with the support of a full-time dedicated professional. Utilizing the skills of a campus Israel Fellow and other well-trained staff, excellent Hillels offer Israel education and engagement experiences and proactively engage students, university leadership, academics, stakeholders and external partners in conversations about Israel. They are also prepared to respond promptly and substantively to anti-Israel activities on campus.

**Student Engagement & Leadership**

Excellent Hillels seek to engage all Jewish students and offer a range of opportunities for Jewish students of all backgrounds. In their efforts to reach all students, excellent Hillels teach peers to engage peers, building opportunities for leadership throughout the vast network of Jewish students on campus. An excellent Hillel provides student leaders with substantive training that empowers them to create Jewish experiences and build community.

Hillel has developed a peer-to-peer engagement practice, empowering students to build relationships with other Jewish students on campus to help them form personal connections to Jewish life. Hillels that have utilized these methods diligently have dramatically increased their market penetration on campus and have customized the methods to address the unique cultures of their campus environments.

**Capacity & Organizational Excellence**

An excellent Hillel has adequate financial resources relative to student population size and is managed with fiscal integrity. The Hillel has an engaged and effective board that provides appropriate oversight and guidance, represents Hillel to its various stakeholders, and contributes and raises funds to ensure its vitality. Excellent Hillels cultivate meaningful partnerships with its university hosts and community organizations. The Hillel’s staff is supported to succeed and to develop on the job, and the Hillel has an appropriate facility for its role on campus or in the community.
Hillel International aspires to implement best practices and deploy all necessary resources in a comprehensive manner across the global movement in order to see a positive effect on local campuses. The five elements of excellence are derived from in-depth observation across the entire Hillel system, but the reality is that few local Hillels have the resources to meet them all.

The lingering question is whether we will be able to do so in a timely manner to reach students on campus right now.

Hillel operates within a strict timetable. Undergraduates are traditionally on campus for four years, and often less when study abroad and other educational opportunities are taken into account. Even while they are on campus students have multiple choices competing for their time and attention.

Hillel does not have time to waste. We have, therefore, answered one question: “How do we achieve excellence on campus?” with another question: “By investing the resources we need, can a local Hillel be transformed by implementing our best practices to reach students on campus today?”

This challenge is being addressed in Hillel International’s Comprehensive Excellence Initiative, a partnership among local Hillels, entrepreneurial philanthropists and the Schusterman International Center.

The identification of a lead investor who is committed to comprehensive excellence for
a specific Hillel is critical to the successful implementation of this strategy. It is hoped that this investor would make a significant financial investment in the local Hillel that can be leveraged to help increase its funding sources both immediately and over time.

A local Hillel pursuing comprehensive excellence will undergo an assessment and planning process conducted by a team of professionals from the Schusterman International Center, high-performing Executive Directors from peer Hillels, and members of our Board of Directors. During the site visit the assessment team will evaluate the current status of the local Hillel and compare it with desired benchmarks. This will help in determining what is needed to achieve excellence over a three-year period. From that point forward, an individualized plan will be developed to outline the specific strategies for achieving comprehensive excellence, including an outline of incremental investments needed to support the desired outcomes. Each local plan will include a timeline for achieving desired goals, benchmarks that the local Hillel will need to attain each year, a multi-year budget, and a plan that will identify prospective investors who may be partners in investing in the excellence strategy.

Hillel International will utilize its resources to support the local Hillel’s pursuit of excellence. This will include: consulting, capacity-building services, hiring support, professional training, program support for various initiatives (Taglit-Birthright Israel, Onward Israel, peer engagement, Jewish education, Israel Engaged Campuses, etc.), as well as coaching, fundraising support, and the use of reliable measurement tools.

Each participating Hillel will work in collaboration with the Schusterman International Center to convene an oversight body comprised of local and national stakeholders that will guide this effort. The task force will use the business plan developed at the outset of this process as their road map, and will be responsible for guiding the project and insure accountability toward the desired outcomes.

The local Hillel will participate in an ongoing evaluation to chart progress toward achieving excellence using Hillel’s methodologies.

A pilot of the Comprehensive Excellence Initiative is currently underway on multiple campuses in the 2014-15 school year, thanks to the generous support of the Beacon and Shapira Foundations and the active involvement of David and Cindy Shapira. The pilot will be carefully evaluated with the hope to expand to additional Hillels as the results justify. It is hoped that this strategy will contribute significantly to meeting the goal of at least 50 campuses performing at the highest levels of excellence at the end of five years.
THE THREE PILLARS

The Schusterman International Center must focus its work on the core functions that will have the greatest impact on our movement’s global mission. While we cannot define all of the organizational and governance structures that will be necessary to achieve our goals, we will establish priorities and develop the institutional discipline to commit to them.

We have concluded that the International Center should focus on three areas, which we refer to as the Three Pillars. This plan describes each of the Three Pillars and establishes metrics by which Hillel’s stakeholders can measure our progress. We believe the Three Pillars provide a solid foundation for our work moving forward and set us on the path to ushering in a period of global growth grounded in the principles of excellence.

Reflecting on the five elements of an excellent Hillel, it is clear that achieving excellence is not possible without the right professionals. Recruiting and developing appropriate talent to support the global Hillel movement cannot be effectively accomplished by each local affiliate, but must be the responsibility of Hillel International. Once these professionals are recruited, they must have access to the best practices that the movement has to offer, as well as effective tools for measuring and improving their work. Finally, they must have the financial resources to implement these best practices on their campuses or in their communities.
THE THREE PILLARS OF THE SCHUSTERMAN INTERNATIONAL CENTER ARE:

Excellence in Recruiting and Developing Talent

Hillel International, through its International Center, will:

- Improve its human resource practices and increase professional support and job satisfaction to be counted among the best places to work in the Jewish world.
- Build and maintain a talent pipeline for its available positions, and assist Hillel professionals in transferring their skills to other areas of professional and communal life.

Excellence in Student Engagement

Hillel International, through its International Center, will:

- Develop and implement a robust organizational measurement tool to regularly assess performance and drive improvement, including the creation of a consistent and comprehensive student tracking system.
- Support the spread of best practices to ensure that all local Hillels have the knowledge and tools to achieve excellence.
- Build an ongoing commitment to innovation in engagement and Jewish education so that the Hillel movement continues to create relevant, positive and meaningful Jewish experiences for students.

Excellence in Resource Development

Hillel International, through its International Center, will:

- Build a robust, movement-wide advancement infrastructure to generate the resources necessary to support excellence on every campus.
- Demonstrate to philanthropists who are committed to the future of the Jewish people that Hillel’s work is essential to the fulfillment of their vision.
PILLAR ONE
EXCELLENCE IN RECRUITING AND DEVELOPING TALENT
THE PREMIER JEWISH WORKPLACE

To achieve our mission to build the global Jewish future, Hillel needs dedicated professionals who inspire students to make an enduring commitment to Jewish life, learning and Israel.

Hillel International’s biggest responsibility is to recruit the finest Jewish professionals, nurture their professional growth and development, and deploy them effectively within the Hillel network.

Our well-trained professionals will undoubtedly be desired by other Jewish organizations and will have more options to pursue throughout their careers. Hillel will provide superior training that is highly valued in the Jewish organizational world and in the broader economy.

Our work to develop the best talent in the Jewish, non-profit and business worlds is a key component of the Drive to Excellence. We want to be known as the “go-to organization” in providing the top-notch professional and lay leadership so desperately needed throughout the Jewish world.

Two important facts about the current environment for professional talent drive our strategy:

- First, professional careers are increasingly made up of many shorter steps on a path that includes work at multiple organizations, as compared to a long career with a single employer. Hillel, therefore, must view its talent pipeline challenge as fundamentally one of collaboration and partnership with like-minded organizations.

- Second, the Jewish professional world is deeply concerned that there are not enough leaders emerging to provide the talent required by the complex world of Jewish communal service. With former Hillel professionals serving so many critical roles across the Jewish world, Hillel is a cornerstone of the Jewish talent ecosystem. By virtue of its essential work with the next generation of the Jewish people, Hillel has much to share with other organizations seeking similar talent.

For these reasons, Hillel International’s Chief Talent Officer should sit at the most important tables where the development of Jewish professionals is discussed and planned.

Whether a Jewish professional is seeking to build a career in Jewish communal service, or is unsure where their career path will take them, Hillel wants the very best people to put us at the top of their job wish list. To accomplish this goal, we will focus on the following elements.
BUILDING A ROBUST TALENT PIPELINE

Hillel offers more entry-level jobs in more locations than most other Jewish organizations. Our connection to graduating students across North America and the world means that Hillel is a key gateway into the Jewish professional world. Thousands of Jewish student leaders graduate annually and can be recruited directly into exciting first jobs within Hillel and the greater Jewish community.

Hillel has served as the foundation of Jewish professional life for many organizations and is well positioned to establish a reliable and steady talent pipeline of early-career professionals. The Jewish Campus Service Corps Fellowship, a prestigious engagement fellowship sponsored by Hillel from 1994-2008, was the starting point for countless former Fellows who today serve in leadership roles throughout the broader Jewish community, including as Hillel directors, foundation professionals, rabbis, educators, and executives of Jewish organizations.

More recently, through peer-engagement internships, Hillel has focused our energy on training a diverse cross section of Jewish students for leadership in Jewish life. However, we have not expended similar energy on recruiting and placing these student leaders in Hillel jobs upon graduation. While some have found their way to Hillel and other Jewish professional roles, Hillel International can and should do more to ensure that there is a robust pipeline of students graduating college who are ready to join the professional ranks of the Jewish community.

Hillel is also an important first professional stop for graduates of Jewish professional programs and seminars. Here, too, Hillel plays an important role in providing the skills, training and experience that will be utilized by Jewish communal organizations of all types.
Better tracking and understanding of career paths will help Hillel collaborate with our partners in the Jewish world on recruitment and professional development. It is easy to imagine fellowships, co-ops, and other such programs that expose young Jewish professionals to a variety of organizational environments both for skill-building purposes and to identify the settings that the professionals find most inspiring. Logical partners include organizations such as BBYO, Moishe House, Foundation for Jewish Camp, JCCs and Jewish Community Federations.

Hillel International will seek the support of all partners in the Jewish world to realize the full potential of its unique position in the Jewish professional talent pipeline.

Hillel International will ensure that its foundational human resource practices meet contemporary best-practice standards, and will strive to set new and better examples for employee development and mentorship guided by consistent practices of feedback and evaluation.

As part of its effort to measure excellence, Hillel will track “employee engagement,” an industry standard marker of employees’ commitment to their organization’s goals and values, which directly correlates to an organization’s success.
REIMAGINING KEY ROLES

An important step in making Hillel the employer of choice for the most talented Jewish professionals is to create jobs that are challenging and fulfilling for those with varying skill sets and passions.

To achieve this goal, Hillel will continuously re-examine the job descriptions of the key professional roles on campus and across the global movement, in order to attract the best talent who are capable of doing the necessary work.

Among the specific issues to be addressed are:

- Ensuring that the roles and responsibilities of the Executive Directors are realistic and allow them to focus more energy on achieving student outcomes. This could include increasing the amount of support offered to campuses by the International Center, thereby decreasing the administrative responsibilities of the position.
- Developing robust roles and responsibilities for Assistant Directors as a complement to a redesigned Executive Director role, and creating a pool of future Directors through a developed cohort experience, including training and mentorship.
- The qualifications, support and deployment of development professionals.
- The role of Jewish and Israel education in all Hillel positions.
Hillel is home to the greatest diversity of religious expression of any major global Jewish organization. Religious pluralism is a core value, and helping every Jewish student develop his or her own comfort level with religious and spiritual expression within the broad expanse of Jewish life is a fundamental Hillel responsibility.

Hillel’s Jewish educators are therefore unique in the Jewish world in that they must not only be welcoming and respectful to students from all religious perspectives, but must also know how to help them nurture their individual Jewish journeys even when, as is often the case, the path the student chooses is different from that of the educator.

After the demonstrated success of Hillel’s Senior Jewish Educator pilot program, conducted through a generous partnership with the Jim Joseph Foundation, it is clear that the role of a Jewish educator on the staff of each local Hillel is vital. In order to expand and upgrade the quality of its Jewish educational outreach and capacity, Hillel International plans to hire and train more Senior Jewish Educators, cultivate new engagement educators, and create a culture where every Hillel professional has the skills and understands the expectations to serve as a Jewish educator.
Senior Jewish Educators

Currently, there are approximately 30 rabbis and educators working as full-time Jewish educators in the Hillel network. At this time, not all are utilizing the methods employed by the original Senior Jewish Educator pilot.

The ideal Senior Jewish Educator has the time, training and resources to engage students one-on-one and in small groups, and to work closely with the peer engagement interns — students employed to reach out to less-engaged Jewish students with a mission of inspiring their deeper involvement in campus Jewish life. The International Center will provide training and incentives to support the transition and training of the existing cohort to utilize Senior Jewish Educator methodologies. Between this initiative and the creation of new positions, Hillel International will seek to have 50 Senior Jewish Educators operating in the network at the end of five years.

Achieving this goal will require not only increased recruiting efforts, but also partnerships with seminaries and educator-training programs so that more rabbis and young Jewish educators graduate with the appropriate skill sets to start their rabbinic/educator careers at a local Hillel as a Senior Jewish Educator.

Engagement Educators

Hillel International will also increase the number of educators in the network by training and deploying Engagement Educators. These educators will be professionals with less formal training in Jewish education, but who possess a foundational skill set in engagement, including backgrounds in Jewish camp or other informal educational settings. The International Center will recruit and train these educators utilizing the cohort of Senior Jewish Educators to mentor and provide them with relevant Jewish content and resources, and will assess their ability to achieve the desired outcomes. It is our goal to have 50 Engagement Educators deployed in the network within five years.

The Jewish Learning Initiative on Campus (JLIC)

Another key educational asset is the Jewish Learning Initiative on Campus (JLIC), a 15-year-old partnership between Hillel and the Orthodox Union (OU). There are currently JLIC rabbinic couples on 20 campuses, plus an additional full-time rabbi on another campus. While the JLIC rabbinic educators receive their training and support from the OU, Hillel International has increasingly sought to include them in our Jewish educational strategies, both for the benefit that Hillel’s professional skill building can bring to the JLIC educators and the knowledge and skills the JLIC educators can bring to the rest of the Hillel professional world. We also hope to work with the OU to increase the number of Hillels with JLIC rabbinic couples. Finally, Hillel will readily explore the opportunity to replicate the JLIC model with other denominational organizations.

Culture of Jewish Education

Hillel International will invest resources to build a culture where everyone is a Jewish educator through learning seminars and with the expectation of teaching roles for most professionals. New professionals will participate in Jewish educational boot camps, particularly those who come to Hillel as recent college graduates. Career planning and professional support will include opportunities and the requirement to pursue higher levels of Jewish learning.
Many Hillel professionals have found a career progression within the Hillel network that has allowed for satisfactory personal and professional growth. A number of these individuals have been nurtured in this process by Hillel International’s human resource efforts, including programs such as Weinberg ACCELERATE: Hillel’s Executive Training Program and the David M. Cohen Fellowship. However, Hillel has been unable to expand these programs in a comprehensive manner.

For the Drive to Excellence to succeed, best practices in the field of professional development and career planning must be an essential priority of the organization. The International Center must care about the success of its professionals as deeply as the professionals themselves care about the success of each Jewish student on campus.

Many Hillel professionals go on to serve in key positions throughout the Jewish professional world in North America, Israel and globally. We expect, therefore, to find willing partners in other Jewish organizations who will assist us in developing the courses, mentorships and experiences needed to achieve this goal.
FOSTERING PROFESSIONAL SUCCESS THROUGH:

- The development, in partnership with higher-education institutions, or other groups, of industry-leading certificate courses in which all Hillel professionals are expected to participate.

- The creation of high-level, skill-specific training that will be immediately applicable on the job.

- Using the talent throughout the Hillel network to mentor, educate and train colleagues on the full range of practices needed to support excellence.

- Greater opportunities for professional gatherings and conferences, both within Hillel and with other organizations. To this end Hillel International is reinstating an annual professional conference to assemble its professionals from around the world for learning, networking and inspiration.

- A more specific and detailed understanding of likely job openings and timing to help professionals plan their career path.

- Helping Hillel professionals in transferring their skills to other areas of professional life when they choose to do so (or need to do so for personal reasons), staying in close contact with Hillel professional alumni, and welcoming back those who both Hillel and the professional would like to have return to the field when appropriate opportunities arise.
PILLAR TWO
EXCELLENCE IN STUDENT ENGAGEMENT
Excellent Hillels never take their eyes off the prize: engaging meaningfully with the majority of Jewish students on campus.

Fulfilling our mission on every campus is a work of love, not a precise science. Nevertheless, it is critical that Hillel become an organization dedicated to constant self-reflection and continual improvement so that we can be effective stewards of the resources that are generously committed to do our essential work.

Excellence in Student Engagement obliges Hillel to become a data-driven organization, and central to this effort is the regular measurement of progress toward our goals. This pillar aspires to support the ongoing improvement of each local Hillel, defines a set of shared student outcomes and metrics of excellence, and calls for rigorous collection of data to track our progress.

While these goals are shared, how we achieve them may not always be. One of the great strengths of higher education is the vast difference between the types of institutions and the characteristics of the students who attend them. We, therefore, must not only allow, but encourage, flexibility and innovation at each local Hillel, and for each individual student.

Excellence in Student Engagement requires Hillel to not only codify and spread best practices, but also to encourage experimentation and innovation across the global Hillel movement, so that every local Hillel’s programs are relevant to its students.

Keeping our “eye on the prize” means allowing a local Hillel to devote the majority of its resources to students. This pillar outlines the operational support that Hillel International seeks to provide so that local Hillels can be primarily focused on student engagement.
DEFINING COMMON MEASURES OF EXCELLENCE

In developing this plan, a task force comprised of directors from a diverse array of local Hillels, International Center staff, lay leaders and funders worked to define excellence for Hillel and to develop common measures that can be tracked movement-wide to help each Hillel benchmark its progress against its peers.

The group set out to define the student outcomes that an excellent Hillel should achieve, as well as the operational measures that would support the achievement of student outcomes.

The task force articulated the following student outcomes:

Where a Hillel has achieved excellence, the Jewish students engaged by Hillel will:

- See Judaism as an integral part of their adult lives.
- Knowingly use Jewish values to make life decisions.
- Be able to articulate how Judaism adds value to their life.
- Feel ownership of their Jewish life.
- Confidently create Jewish experiences for themselves and their peers.
- Access further Jewish experiences and growth opportunities.
- Interact with the Jewish calendar as part of the rhythm of their life.
- Be connected to a community of Jewish friends.
- Increase their Jewish cultural knowledge and literacy.
- Build a relationship with Israel, the Jewish homeland.
- See themselves as part of a global Jewish people.
- Be connected to the Jewish world and care about its well being.
In addition to the student outcomes, the task force set out to define ambitious measures for student engagement that would encourage local Hillels to set their sights on all Jewish students, and to encourage deepening levels of engagement that lead to the desired student outcomes.

From previous measurement efforts, we know that the more interactions students have with Hillel programs, professionals and peer leaders the more they grow as Jews, and different experiences have different levels of impact in meeting our desired outcomes. Therefore, the task force determined that Hillels should measure both the frequency of contact with students as well as the number of students having high-impact Jewish experiences. Based on the work of the task force, Hillel International has set the following benchmarks for each of our local affiliates across the network.
<table>
<thead>
<tr>
<th>Category</th>
<th>Metric</th>
<th>Description</th>
<th>Annual Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact</td>
<td># of students for whom local Hillel has name and contact information</td>
<td>Name and at least one of the following pieces of information: email address, mailing address, phone number, Facebook friends, Twitter handle</td>
<td>90% of total population</td>
</tr>
<tr>
<td>Push</td>
<td># of students who received push communication</td>
<td>Hillel has reached out to each Jewish student at least once through one communication channel using information above</td>
<td>100% of above</td>
</tr>
<tr>
<td>Gateway</td>
<td># of students who have had 1+ interaction with Hillel</td>
<td>Student has participated in at least one social interaction (conversation, coffee date), or attended at least one event or program</td>
<td>70% of total population</td>
</tr>
<tr>
<td>Relationship/ Frequency</td>
<td># of students who have had 4+ interactions with Hillel</td>
<td>Student has participated in 4 or more events or activities</td>
<td>40% of total population</td>
</tr>
<tr>
<td>High-Impact</td>
<td># of students who had high-impact experiences</td>
<td>Students who have participated in high-impact experiences</td>
<td>20% of total population</td>
</tr>
</tbody>
</table>
HIGH-IMPACT EXPERIENCES

High-impact experiences are initiatives that are ongoing or sustained over a period of time and are rich in Jewish content. They are at least partially student created and led, giving students an opportunity to reflect on their experiences and help create a sense of community.

CRITERIA OF HIGH-IMPACT EXPERIENCES

- **Sustained/Ongoing**
  Same group meets over several days or regularly over a period of several weeks and/or months.

- **Jewish-rich content**
  Participants gain new Jewish content, which could be about people, texts, traditions, history, Israel, cultural practices, etc.

Plus at least two of the following three criteria:

- **Students as Producers**
  Participants are not merely consumers of the experience, but producers of it as well.

- **Reflective**
  The experience must explicitly elicit some reflection on what the participant experienced.

- **Community Building**
  The experience helps to create a sense of community among its participants.

HIGH-IMPACT EXPERIENCES INCLUDE:

- Taglit-Birthright Israel trips with follow-through
- Alternative Break trips
- Fellowships: Israel engagement, peer engagement, Jewish learning, Ask Big Questions
- Student leadership roles
- Longer-term Israel programs: Onward Israel, Masa Israel Journey
- American Jewish immersive experiences: Brandeis Collegiate Institute, summer internships
- Immersive Shabbaton experiences
- Ongoing Jewish learning experiences, 1:1 or in small groups with a Jewish educator
MEASURING EXCELLENCE

The main focus of the common measures of excellence should appropriately be the impact Hillel is having on Jewish students. Because measuring impact is a long-term proposition, a successful system of continuous improvement must also measure key inputs that we know support a local Hillel’s ability to achieve the desired outcomes. Therefore, the task force also articulated the measures of operational excellence believed necessary for supporting the student outcomes.

These measures include:

**Employee Engagement**
An industry accepted measure that correlates employees’ satisfaction with their overall work environment and the success of the organization overall.

**Financial Strength**
The local Hillel meets its current financial needs while enhancing its ability to sustain operations over the long term. The dollar investment per student is one likely measure.

**Board and Partner Engagement**
Recognizing the significance of the local board and university and community partners, the task force recommended Hillel should assess the engagement (knowledge of, involvement with and feelings about the local Hillel) of critical stakeholders.

**Brand**
Determination of a Hillel’s net promoter score, which gauges whether students would recommend Hillel to a friend.

These measurements will be incorporated into an **Excellence Dashboard** that will be used to support a process of continual improvement at all local Hillels. The **Dashboard** will allow a local Hillel and its stakeholders to know how well it is doing compared to similar Hillels, while concurrently identifying areas for growth and improvement.

Since the purpose of the **Dashboard** is to provide a positive guide toward continuous improvement, the International Center will build a measurement and best-practices team, comprised of key stakeholders, to support ongoing measurement. The team will ensure that the **Dashboard** is addressing the correct data elements, that the data collected is used effectively to support the improvement of local Hillels, and to identify places that require investment in talent and resources.

Currently, 18 Hillels are engaged in a **Measuring Excellence** pilot that will become the foundation of this benchmarking process. The pilot Hillels are experimenting with data collection and analysis to verify the measures articulated above in the areas of finance, employee engagement, student outcomes, and student engagement. The lessons learned from this pilot will be incorporated into the refinement of the **Dashboard** and its rollout across the movement.

To achieve these ambitious goals, the International Center will undertake a number of significant initiatives to support local Hillels in a variety of ways.
SUPPORTING EXCELLENCE

MEASUREMENT, DATA COLLECTION AND STUDENT TRACKING

In addition to overseeing the development and administration of a Dashboard that will provide local Hillels with relevant data to help them track their progress, the International Center will develop a student-tracking system that can be reliably and easily utilized on each campus to manage relationships with students and track progress toward our goals. We will also develop reliable data about the number of Jewish students on campus, and capture as much student contact information as possible to enable local Hillels to initiate relationships.
EXPAND METHODOLOGIES CRITICAL TO HILLEL’S SUCCESS

Through its work over the past years, Hillel has developed methodologies and defined specific roles on campus that have proven critical to success. The International Center will support each Hillel in its ability to make use of key methods and initiatives and to have access to staff positions critical to achieving the desired student outcomes.

From Ask Big Questions to Senior Jewish Educators, Engage2Educate professionals to Jewish Agency Israel Fellows, and IACT and Israel Education Coordinators dedicated to Israel immersive experiences, Hillel will continue to support these initiatives via resource procurement, recruitment and hiring, training and networking. As new programs and methodologies are developed, whether in the field or at the International Center, we will ensure that they have the necessary support to achieve scale across the movement.

The International Center’s aim is to provide the backbone for key methodologies that can help individual Hillels achieve the common measures of excellence. It is up to the individual Hillel to determine which mix of programs they believe will achieve these measurements.

One notable exception to this approach is Taglit-Birthright Israel (TB-I), where Hillel International serves as the liaison to TB-I and is responsible to the larger Jewish community for Hillel’s market share in TB-I recruitment and follow-through. All available evidence suggests that TB-I is a proven method of student engagement, but the work required to utilize the program effectively transcends each local Hillel. Therefore, while the rest of Hillel’s measures of excellence represent broad categories of student engagement (see “Defining Common Measures of Excellence” above), Hillel International has set a specific programmatic goal in regards to TB-I follow through: **As a movement, Hillel should engage 80% of all Taglit-Birthright Israel alumni on campus.**
Peer Engagement Methodologies
Hillel’s successful peer-to-peer engagement strategies are widely embraced, but have not yet been fully implemented across the entire system for reasons having to do with funding, training and supervision. Hillel International is committed to making these effective strategies available to all campuses and to offering student trainings that enable all student leaders to utilize these methods as a critical skill of their leadership on campus. In addition, Hillel International will support the development and proliferation of new methods of student engagement that enable Hillels to achieve our ambitious engagement targets.

Deepen Jewish Educational Experiences
Hillel’s Senior Jewish Educator model has demonstrated the critical role of serious, pluralistic Jewish education on campus. Yet too many campuses do not have access to the talent and resources to provide such quality Jewish experiences. Hillel International is committed to helping campuses gain this critical asset, thereby supporting the growth of Jewish educational positions to more campuses, offering training for Jewish educators and networking local Hillels with Jewish educators to help them share best practices and approaches to the Jewish education of college students.

Meyerhoff Center for Jewish Experience
Hillel will also invest in strategies to improve the Jewish knowledge and teaching skills of all Hillel professionals on campus, using the platform and resources provided by the Meyerhoff Center for Jewish Experience.
Jewish Learning Initiative on Campus
Hillel’s long-standing partnership with the Orthodox Union and its Jewish Learning Initiative on Campus (JLIC) has brought rabbinic couples to 20 local Hillels. Hillel welcomes further partnerships of this nature with other denominational entities.

Facilitate Effective Israel Education and Engagement
While it is a critical part of a local Hillel’s mission to help students learn about Israel and develop a sense of personal engagement with Israel, it is a task well beyond local resources and capabilities. Taking full advantage of opportunities like Taglit-Birthright Israel, Onward Israel, Masa Israel Journey, Jewish Agency Israel Fellows, and other Israel education and engagement programs requires active support from the International Center. Local Hillels also need support in countering anti-Israel activities, as these incidents not only drain local resources and outrun local capabilities, but quickly become the focus of attention far beyond the individual campus. Local Hillels are not equipped, nor can they be expected, to handle international media attention and even organize and accept the support of well-meaning organizations seeking to assist in the effort. Hillel International’s new department of Israel Education and Engagement – Hinenu – will lead this effort.

Taglit-Birthright Israel Follow-Through
High-quality post-Birthright trip engagement with participants is instrumental in maximizing the “return on investment” in the Taglit-Birthright Israel endeavor. As the largest single provider of Taglit-Birthright Israel experiences for college-age students, Hillel is well positioned to be the central address for post-trip engagement on campus. Many local Hillels have already made a commitment to follow-through for the students who travel on Hillel-led Taglit-Birthright Israel trips, but local Hillels should seek to engage all returnees on campus, embracing a set of practices and methods for effective follow through, and utilizing the lists of names and contact information provided by Hillel International for all participants.

To support this effort, Hillel International will seek to expand the “IACT” model, developed by Combined Jewish Philanthropies in Boston. IACT provides a local Hillel with a dedicated professional focused on recruitment and follow through for Israel immersive experiences.
PROVIDE TRAINING AND FACILITATE NETWORKS THAT SUPPORT EXCELLENCE

To support the adoption of critical practices, Hillel will actively curate and make accessible best-practice materials developed both at the International Center and on campus. Hillel will also provide training to professionals on core methodologies and create networks of educators, engagement professionals, Israel educators and other relevant roles to learn together in networks of peers.

BUILD PARTNERSHIPS THAT BENEFIT THE ENTIRE MOVEMENT

From its global perch, Hillel's International Center has the ability to develop strategic relationships and broker partnerships that benefit the entire movement. From Taglit-Birthright Israel, to Alternative Break providers, to relationships with organizations that can help us increase the data we have on Jewish students before they come to campus, the International Center will continue and expand its efforts to create meaningful partnerships.

SUPPORT SOCIAL ENTREPRENEURSHIP

The current generation of college students is creative, entrepreneurial and globally connected. We must provide these students as many opportunities as possible to work together on projects large and small, local and global. By doing so, we know from experience that these young adults will generate new ideas, projects and organizations that will benefit the global Jewish people as a whole. Successful programs, such as Challah for Hunger, Ask Big Questions, TAMID Investment Group and Moishe House were all started by students connected to Hillel. Hillel International's new Division of Social Entrepreneurship will build student-leadership cohorts across the global network, deepen our partnerships with other organizations that have expertise in working with Jewish youth, and support and encourage new student-driven entrepreneurial initiatives all aimed at engaging more students.

FOSTER INNOVATION

While the elements of excellence will be critical to our success, we must continually find new ways to connect to our students who are on the outside looking in. We must deepen what we offer to all Jewish students, whether they come to campus with strong Jewish identities or not. For more than 90 years, the Jewish community has entrusted Hillel to pass down the traditions of Jewish life, literature, history, culture, philosophy and rituals in ways that offer context and meaning to college students. Over the next decade, as Hillel approaches its centennial, the network must be positioned to perform those duties in newer and more innovative ways to meet the challenges of the ever-changing times.

As a critical part of this plan, Hillel International will actively support innovation in Jewish student life so that ideas and methods for exploring and celebrating Jewish life have the opportunity to grow and spread across the network. Hillel will do so by creating an Office of Innovation, distinct from the day-to-day work of the International Center and with dedicated financial resources, to function as an incubator of new ideas. The Office of Innovation will investigate and support promising practices from both inside and outside of the Hillel movement to help our organization meet its mission more effectively.
BUILDING ORGANIZATIONAL CAPACITY

In addition to talent and financial resources, excellent Hillels have engaged boards, successful partnerships in the community and with their host universities, and the operational capacity to do their work effectively. The International Center must help organize the system so that the collective expertise is shared and resources are managed efficiently.

Key areas of focus will be:

Shared Services
Current efforts include shared payroll and human resources services, as well as some financial accounting assistance. These efforts will be expanded to both seek cost savings and allow local professionals to focus on higher priority, mission-focused tasks.

Lay Leadership
All successful local Hillels have strong and supportive lay leaders serving on governing boards and assisting in other important capacities. Helping to build and sustain local leadership is a critical area of support needed by local Hillel professionals. As part of the Drive to Excellence, members of Hillel International’s Board of Directors have already begun to partner with local lay leaders on a number of campuses. Going forward, Hillel International will build a comprehensive plan to build and sustain strong and effective local boards.

University Partnerships
The best Hillels are indispensable partners to their university communities. This partnership is a full expression of Jewish values and benefits both the university and the local Hillel. Providing assistance in developing, sustaining and deepening partnerships, and drawing on the best practices found across the system will benefit the entire Hillel movement. As the Measuring Excellence effort expands, Hillel will begin assessing the level of engagement of key partners for each local Hillel and determine an effective strategy and measures for supporting efforts to deepen and enrich these partnerships.

The measure of success for all of the practices described above is their ability to support each local Hillel’s achievement of continuous improvement. All of the aforementioned supports will be continuously evaluated and adjusted to ensure that they are meeting their intended goals.
PILLAR THREE
EXCELLENCE IN RESOURCE DEVELOPMENT
MOVEMENT-WIDE FUNDRAISING

The entire Hillel International movement raises roughly $90 million annually. Of that total, $65 million is raised at the local level, with the remainder raised at the International level. While the total number may seem impressive, it is not so remarkable when distributed across 200 professionally staffed locations and an equal number of smaller campuses that may not have full-time professionals.

When it is further considered that a small number of local Hillels — perhaps less than 10% of the total — have budgets that top $1 million per year, with a few above $2 million per year, the resources available to the remainder pale in comparison.

The discrepancy in resources between Hillels serving similar student populations – from the best-funded organizations to the least – is unacceptable. Too many local Hillels have been unable to generate the funds necessary to run adequate, let alone excellent, programs. In addition, the International Center, working on its own and in isolation from individual campus fundraising efforts, has not raised enough funds in recent years to make meaningful contributions to local Hillel budgets.

The expectation that all local Hillel affiliates will, on their own, be able to fund excellent programs is unrealistic. Hundreds of separate annual campaigns require a huge commitment of local staff time and expertise that may be present at a few Hillels, but not on most. However, by collaborating and compiling resources, we can work towards developing such expertise.

This plan embodies the aspiration of Hillel International to more than double annual fundraising capacity from $90 million to $200 million by the 2018-19 fiscal year, and to close the gaps between the best-funded and least-funded Hillels. By achieving this goal, we will be able to support excellence across the movement.

All Hillel fundraising is for the benefit of students. The International Center will be dedicated to achieving the goal of excellence throughout the Hillel network, and will devote intensive efforts to generating the resources necessary to meeting this goal.
The above chart plots North American Hillels by the number of Jewish undergraduates and dollars invested per student. Hillels with larger Jewish undergraduate populations typically spend less per student due to economies of scale.
Achieving excellence is the result of both the work that happens at local Hillels and the work performed by the International Center to develop and support the local experience.

Therefore, Hillel’s resource needs fall into two broad categories – the resources raised for a particular local affiliate and the resources raised for the International Center to support its responsibilities under this plan.

Each component offers both strengths and challenges.

Local Hillels benefit from the affiliation that alumni and families of students feel to a particular school, as well as the connection and pride that the local Jewish community and individual philanthropists feel to the schools in their area. On the other hand, not all schools have a strong alumni base from which to draw. Many are not located in an
organized Jewish community, and for many donors there will always be a limit to the scale of philanthropy they will commit to a local Hillel. This has resulted in great disparities in available resources even among campuses that have similar numbers of Jewish students.

Hillel International benefits from the ability to appeal to donors interested in making a significant impact on the future of Jewish life across the globe. We see this both in commitments of support for system-wide programming and initiatives as well as in the desire to improve the quality of Jewish life on multiple campuses simultaneously. There are few places to invest resources that offer donors the opportunity to shape the Jewish future to the degree that a broad commitment to Hillel International’s mission does or to achieve the significant return on investment that Hillel can offer. Indeed, comparatively speaking, the amount of resources spent per young Jewish adult at Hillel is significantly less than that provided by other organizations’ programming options.

On the other hand, the work of the International Center, like many headquarters of large decentralized organizations, can sometimes lack the immediacy and direct connection to students that motivates donors and convinces them that their contributions are being spent directly on the organization’s primary mission. Every university president knows that it is easier to attract donors to high-visibility, high-impact giving opportunities on a campus than it is to find support for equally important-but-less-visible activities. Unlike the universities in which we operate, Hillel has no alternative source of revenue, such as student tuition payments or state tax dollars, to support our basic administrative needs.

Though Hillel’s two critical areas of resource needs — the local Hillel and the International Center — are sufficiently distinct to discuss separately, it is inaccurate to portray them as entirely different. In fact, many areas of need overlap and can be paid for at different levels. Professional recruitment and training, for example, often involves costs incurred at both levels. Student engagement initiatives, including Israel-immersive experiences such as Taglit-Birthright Israel, involve work and expense at both the campus and the International Center. Even administrative tasks, such as payroll and tax filings, are handled both by local Hillels and the International Center. There is truly no reason why any category of expense must be paid for by funds raised exclusively at the local Hillel or at the International Center. Obviously, both should be working collaboratively together to optimize the resources available to the entire system.

To say that this has not been the case to date would be an understatement. Indeed, the lack of coordination between local fundraising and that of the International Center has frequently resulted in tensions and conflicts, not to mention confusion and frustration on the part of donors. This must, and will, be fixed.
The primary goal of Hillel International’s Development Pillar will be to generate the resources necessary to see that our Drive to Excellence is fully funded, both on the local level and at the International Center. Success will be measured comprehensively, not simply by whether the International Center’s fundraising is “up or down.” Like the best universities, we will not be happy if just one department or college is doing well, but will only be satisfied if the entire university is excellent and meeting its mission.

The goal of raising our collective annual fundraising capacity from $90 million at present to $200 million by the 2018-19 fiscal year is clearly a “stretch goal” from an organizational perspective. Hillel International is a long way from having in place the culture of fundraising and the operational systems necessary to reach this goal. From the perspective of fundraising potential, however, this is not in the least a stretch goal.

The number of people who have had a positive experience with Hillel and are committed to our important mission is large. We are currently asking only a very small percentage of this donor universe to support our work. At the same time, we are tripping over ourselves soliciting the relatively small number of donors who have provided consistent support. This is frustrating and confusing donors with multiple requests from various Hillel entities. Even given that fact, we fail to share information that might convince donors to invest larger amounts of money in a larger number of Hillels.

To succeed, this effort will require both a significant expansion of the International Center’s fundraising capacity and a collaborative approach across the movement. Simply put, to raise more money Hillel International must grow its development capacity and deploy more fundraisers to work on behalf of the entire global system.

Most importantly, this effort will require a profound shift in organizational thinking from a “silo approach,” in which each local Hillel and the International Center are “on their own,” to a new paradigm in which the entire global movement is committed to achieving the funding needed to meet our mission on every campus and in every community.

This does not mean Hillel professionals on campus should simply hand over their fundraising responsibilities to the International Center or that Hillels with successful fundraising programs will be asked to abandon them. Rather it means that we will work collaboratively to build a better, more effective and efficient system that enables campus leadership to focus on what they do best — engaging students — while still engaging donors in meaningful ways. And it means that the International Center will judge its success not merely by whether it meets its own annual budget goals, but by whether it has measurably contributed to the resources available to achieve excellence on campus.
The International Center will implement a comprehensive strategy over the next five years, utilizing these methodologies:

- Build a team of advancement professionals focused geographically in key cities and regions to identify prospective donors for all Hillels and make available shared development personnel to support local Hillels that cannot or choose not to employ their own high quality development team.

- Dedicate key network stakeholders, both locally and internationally, to work collaboratively to increase the number of major gifts given to Hillel International and to local Hillels by sharing information on the cultivation and stewardship of potential donors.

- Articulate a clear set of movement-wide goals and the programs that will deliver them in order to excite and extend our supporter base.

- Coordinate management of back-end donor research and donor pipeline efforts to build greater efficiency of scale to fundraising efforts.

- Create a robust fundraising database that is accessible to all Hillel advancement personnel and that is continually updated and upgraded with the best leading-edge technology.

In addition, the International Center will continually experiment with new strategies aimed at raising funds to support local efforts and allowing local professionals to focus as much time as possible on excellence in student engagement.
MEASURING THE SCHUSTERMAN INTERNATIONAL CENTER
While the work of student engagement takes place at the local level, it is clear that the success of the movement as a whole requires highly effective work both at the local level and at a central organization that supports the work of the local affiliates.

In this respect, Hillel is similar to other large, decentralized organizations, all of which face the challenge of defining and nurturing the relationship between the central office and its affiliates. Hillel International has surely not been exempt from this challenge. It is important to acknowledge that there have been serious disconnects between some local Hillels and the International Center. We acknowledge this not to dwell on the past but rather to commit ourselves to a relationship of mutual respect and collaboration.

The development of this plan, coupled with the arrival of new leadership at both the lay and professional levels of the movement, presents an opportunity to build a new partnership between the International Center and local affiliates.

This relationship must be framed by two mutually supportive concepts. First, our
collective efforts are focused on serving students in the most-effective manner. Second, delivering excellence requires activities and resources found at both local and international levels. The exact division of resources and service delivery between the local Hillels and the International Center will constantly change and evolve. What makes sense at the international level today may no longer make sense in five years. In the meantime, other needs will surely arise. Similarly, the division of resources and service delivery may vary from region to region, and country to country. Student life is very different outside North America. Neither the local nor the international leadership should get locked into a position where they view a particular aspect of the work as exclusively the province of one or the other. Rather, all of us in the global movement must remain flexible, with the goal of excellence in meeting our responsibilities as the key fixed point on our horizon. This plan seeks to describe such a system.

This flexibility requires effective methods of communication between professional and lay leaders scattered across the globe, which is always a challenge for busy people doing important work. There is currently a mix of formal and informal methods for maintaining these necessary communication channels. For example, six executive directors of local Hillel affiliates sit on the Hillel International Board of Directors, alongside four students. More informally, a "Directors Cabinet," appointed by the professionals themselves in collaboration with the President and CEO, meets regularly with the President and senior staff of the International Center. In addition, the President has appointed a task force consisting of the lead professionals from each of the countries that comprise Hillel International's global network to work on projects, such as shared programming and fundraising strategies.

And there is clearly more that can and should be done to connect professionals from across the globe and lay leaders.

These efforts are referenced throughout the Drive to Excellence. It is tempting to create new structures in this document, but probably unwise to try and predict the exact form of such governance arrangements. Form must follow substance. Rather than dictating structure, this plan chooses to measure the results of collaboration between the International Center and local Hillels and the satisfaction of the participants.

At its heart the Drive to Excellence rests on the belief that we are all stronger working together than we are individually. To be successful there are several principles that we all must embrace:

1. **A commitment to excellence, accountability, and results.**
   This plan will move Hillel International closer to becoming a data-driven organization, using the results of our individual and collective performance to drive ongoing improvement.

2. **This plan seeks to share wisdom and best practices, innovate, and to problem solve together.**
   There is tremendous creativity across the network and extraordinary talent that can help spread best practices and co-create solutions to our toughest challenges.

3. **The potential to make our work more affordable, effective, and capable of generating new resources when we collaborate.**
   This plan will explore a variety of collaborations that are intended to build the capacity of local Hillels. This will require openness and trust, which will be built by a willingness to tread together into uncharted new waters, open dialogue and shared experiments.
As noted throughout this plan, Hillel’s International Center has a critical role to play in supporting excellence across the Hillel network.

While excellence in student engagement is the ultimate product of Hillel’s work, it simply cannot be accomplished without the active involvement of a skilled and committed organizational headquarters.

The International Center must know how to work effectively with Hillel professionals across the globe as well as with other organizations and dedicated lay leaders, to achieve success. Therefore, while the Dashboard containing the local measures of excellence gauges the effectiveness of each local Hillel, the total number of local Hillels that are meeting the desired benchmarks is the ultimate reflection of the leadership and quality of the International Center’s work.

Therefore, a Dashboard is necessary for the International Center. Since this plan is intended to be implemented over five years, the Dashboard will include the following goals for the International Center:

- 50 Hillels are meeting all criteria and are therefore rated as “excellent”
- 85% of Hillels are showing year-over-year improvement in most categories

These two metrics will ensure that the International Center staff is constantly focused on what can be done to assist campuses in meeting their measures of success, aligning the success of the International Center with the success of our affiliates.

In addition, there are several areas of activity in which the performance of the International Center directly impacts the performance of local Hillels, and it is therefore appropriate to hold the International Center accountable for results.
## THE DASHBOARD: SCHUSTERMAN INTERNATIONAL CENTER
### MEASUREMENTS OF SUCCESS

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<tr>
<th>Category</th>
<th>Base-Line</th>
<th>Goal</th>
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<td># of Hillels considered excellent based on articulated measures&lt;sup&gt;1&lt;/sup&gt;</td>
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<td>50</td>
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<td>Excellence in Recruiting and Developing Talent</td>
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<td># of full time Jewish educators employed in the system</td>
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<td># of Executive Directors receiving ongoing training and coaching</td>
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<tr>
<td># of excellent candidates for each open Executive Director search</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Net promoter score of Hillel professionals who would recommend Hillel as a place to work to a colleague/peer&lt;sup&gt;1&lt;/sup&gt;</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Excellence in Student Engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of Hillels participating in measurement</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>% of college students known to their local Hillel</td>
<td>TBD</td>
<td>90%</td>
</tr>
<tr>
<td>% of college students participating in high-impact activities&lt;sup&gt;1&lt;/sup&gt;</td>
<td>TBD</td>
<td>20%</td>
</tr>
<tr>
<td>% of Taglit-Birthright Israel alumni who have follow-through experiences while still in college&lt;sup&gt;1&lt;/sup&gt;</td>
<td>TBD</td>
<td>80%</td>
</tr>
<tr>
<td>Excellence in Resource Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dollars invested in the entire Hillel network</td>
<td>$90,000,000</td>
<td>$200,000,000</td>
</tr>
<tr>
<td># of Hillels who achieve at least the minimum threshold of dollars invested per student</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Excellence in Operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td># of shared services offered to Hillels and the # of Hillels who avail themselves of these services</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td># of local lay leaders receiving ongoing mentorship and support</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

### Notes:
1. These metrics will be calculated during the Measuring Excellence Pilot which is currently underway on 18 campuses.
2. Defined as any sustained or immersive Jewish training.
Hillel was “born” before the Holocaust and before the State of Israel. It was created long before the cell phone and the internet. Hillel’s organizational structure must reflect the world in which it currently operates, not the world that existed throughout the first 90 years of our history.

Since Hillel’s emergence as an independent organization, the relationships among individual Hillels and the international organization — indeed, even the very right to use the Hillel name on campus — have been the subject of intense discussion.

Various categories of affiliation with Hillel have been created at different times and with different purposes in mind. The result has been a patchwork of agreements and procedures, policies and guidelines that govern a wide variety of situations and campus relationships. Each was certainly well-intentioned and was probably well-suited to the time when it was adopted. But today this patchwork is showing its age, and the holes in Hillel’s operating structure are readily apparent.

One example involves a category of affiliation known as Hillel Student Organizations (HSOs). This category was created to allow Jewish student groups on campuses with a small number of Jewish students and no professional staff to identify themselves as a Hillel group. The assumption was that carrying the well-known Hillel name would assist students in promoting Jewish life on campus. However, the mutual understandings and
expectations of Hillel International and the student groups were left largely unaddressed.

The deficiencies of this model became apparent when outside groups began to encourage HSO student leaders to violate Hillel International's guidelines regarding Israel programming.

It is our desire to build a robust relationship with all campuses, including those with smaller Jewish student populations, in order to provide solid support from Hillel International to promote Jewish life while maintaining the quality and integrity of our organization.

Similar affiliation issues have arisen in the context of Hillel’s expanding presence outside of North America. In these situations, Hillel International’s relationship is often with the Jewish leaders of a particular community, or even an entire country, instead of a partnership with a university.

For these reasons, and because of the wide diversity of campuses and communities we seek to serve, Hillel must update and modernize its affiliation categories, including its standards and agreements, to reflect the needs of Jewish students in the 21st century. In this modernization process, Hillel International will be clear about what it offers local affiliates and what it expects with regard to quality and integrity.

This process will be accomplished in stages, with each new affiliation category fully vetted and ultimately adopted by the Hillel International Board of Directors.

This will not be a facile or quick process. It will require extensive consultation and participation from many stakeholders, including lay leaders, Hillel professionals and university leaders. On the global front, it will require a thorough understanding of the laws of different countries regarding not-for-profit corporations. A task force created by the Hillel International Board of Directors, and supported by Hillel International’s general counsel, will lead the process. It will have in the forefront of all discussions the goal of committing all affiliates to a menu of activities that are consistent with the overarching goals of the Drive to Excellence. This process will be closely monitored by Hillel’s leadership and reported to the Hillel International Board of Directors.

Rebuilding the legal structures that governs Hillel International is essential, but cannot substitute for the personal relationships that make this work possible. Hillel International has long sought to connect all Hillel professionals across the movement, and these efforts will be significantly increased under this plan.

One thing is certain about this new era of Hillel’s history: thanks to ubiquitous technology and the intensity of the local and global issues in which Hillel is engaged, what happens at one Hillel impacts all Hillels.
COMMUNITY PARTNERSHIPS

An accurate description of Hillel’s work is supporting Jewish college-age students wherever they are found – on campus and in the community. This is certainly true where there is no real campus life to absorb the Jewish students, but it is true as well even where there is campus life.

Many communities generously support Jewish life on campuses even when the majority of the students they are supporting are not from the local community and will not likely settle there after college. Indeed, it is simply a fact that Hillel would not be reaching the number of students it currently serves without the extraordinary support of the organized Jewish community Federations across North America, as well as generous individual donors in communities who see their local Hillel as within their communal responsibilities. Federations also help recruit board members who are often not affiliated with the particular college or university. They are indispensable partners, as is their collective organization, the Jewish Federations of North America. Hillel’s gratitude runs deep.

These community relationships are critical if we are to build and maintain programs of excellence serving all Jewish students. Building and sustaining these relationships will be an important goal both of the Hillel International Board of Directors and the President of Hillel International. The extent of these relationships will also be monitored closely and reported regularly to all Hillel stakeholders.
HOW THE STRATEGIC IMPLEMENTATION PLAN WAS DEVELOPED

“One who says something in the name of its speaker brings redemption to the world, as is stated (Esther, 2:22), “And Esther told the king in the name of Mordechai.”

_Pirkei Avot, Ch. 6. Mishnah 6._

Despite the admonition of _Pirkei Avot_, it is not a simple matter to give credit to the individuals responsible for the ideas in this Strategic Implementation Plan (SIP).

Hillel International President and CEO Eric Fingerhut commissioned the SIP prior to the January 2014 Board of Directors meeting. He had been on the job approximately six months and felt that it was time to create a comprehensive plan to guide the organization’s work in future years. In addition to his own assessment of Hillel’s progress in fulfilling its vision and meeting its mission, the organization had developed a trove of strategic-planning documents and consultant reports commissioned in preceding years that could be drawn upon to support this plan. These included Hillel’s 2012 Strategic Plan framework, Monitor Institute’s scaling strategy for Hillel’s Senior Jewish Educator and Campus Entrepreneurs’ Initiatives, their subsequent Organizational Assessment of the Hillel system, and the recommendations of the Organizational Design effort led by KatesKesler in 2013. Participants in those planning efforts will find their work amply reflected in this plan.

A draft of the plan was reviewed by the Board of Directors at the May 2014 board meeting held at the Jewish United Fund in Chicago. A revised draft based on the Board’s input was circulated for comment in September 2014. The Board finalized the plan at its November 2014 meeting at the University of Maryland.

The ideas contained in this document are the product of countless conversations among Hillel stakeholders over a period of months and years. It is impossible to link an idea with a specific individual or task force. This is truly a shared vision and effort.
“BY EMBRACING YOUNG ADULTS ON COLLEGE CAMPUSES AND IN COMMUNITIES AROUND THE GLOBE, HILLEL IS ENGAGING THE NEXT GENERATION OF JEWISH LEADERS: IT IS AT THE CUTTING EDGE OF THE JEWISH FUTURE.”

— EDGAR M. BRONFMAN, Z”L
“IF I AM NOT FOR MYSELF, WHO WILL BE FOR ME?
IF I AM NOT FOR OTHERS, WHAT AM I?
AND IF NOT NOW, WHEN?”

— HILLEL THE ELDER