

Jessica Ingram

40th ANNIVERSARY ALUMNI STUDY
OF THE
HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION
SCHOOL OF JEWISH COMMUNAL SERVICE

By

Jessica Ingram

Capstone project submitted in partial fulfillment of the requirements for the degree of Master
of Arts in Jewish Communal Service

Hebrew Union College - Jewish Institute of Religion

April 2009

Jessica Ingram

HEBREW UNION COLLEGE - JEWISH INSTITUTE OF RELIGION
LOS ANGELES SCHOOL

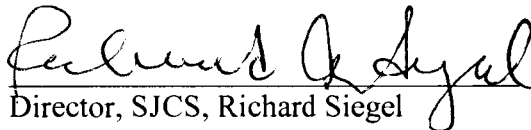
SCHOOL OF JEWISH COMMUNAL SERVICE

40th ANNIVERSARY ALUMNI STUDY
OF THE
HEBREW UNION COLLEGE-JEWISH INSTITUTE OF RELIGION
SCHOOL OF JEWISH COMMUNAL SERVICE

Approved By:



Advisor, Lori Klein


Director, SJCS, Richard Siegel

Jessica Ingram

SUBMISSION AND RECEIPT OF COMPLETED PROJECT

I, Jessica Ingram, hereby submit two copies of my completed project in final form, entitled:

The 40th Anniversary Alumni Study of the Hebrew Union College-Jewish Institute of Religion School of Jewish Communal Service.

Degree Program

Date

Student Signature

Student Signature

Student Signature

RECEIPT BY SCHOOL OF JEWISH COMMUNAL SERVICE

The above named project was received on

Date

School Official Signature

Table of Contents

Abstract.....	p. 5
Forward	p. 6
Introduction	p. 7
Background of Alumni Relations at the HUC-JIR School of Jewish Communal Service.....	p. 10
Overview.....	p. 10
History.....	p. 10
Staffing.....	p. 11
Early Alumni Activities.....	p. 11
College Alumni Affairs Programs.....	p. 12
Literature Review.....	p. 14
Historical Background.....	p. 14
Moving Forward.....	p. 15
Internal Audits.....	p. 16
Alumni Profiles.....	p. 17
Methodology.....	p. 18
SJCS Internal Audit: Where we are Today.....	p. 20
SJCS Strategic Planning Process.....	p. 20
Current Alumni Association Activities.....	p. 20
Alumni Association Challenges.....	p. 21
SJCS Alumni Studies.....	p. 23
40 th Anniversary Alumni Study.....	p. 25
Alumni Profile: Survey Findings.....	p. 27
1. Respondent Demographics.....	p. 27
Chart 1.1 Geographic Breakdown.....	p. 27
Chart 1.2 Gender Trends by Decade of Graduation.....	p. 28
2. Religious Identification and Modes of Observance.....	p. 29
3. Attitudes.....	p. 32
Chart 1.3 Attitudes towards Jewish Communal Service.....	p. 33
4. Affiliations.....	p. 36
Chart 4.1 Affiliations with Federation.....	p. 36
Chart 4.2 Affiliations with Jewish Community Centers.....	p. 37
Chart 4.3 Affiliations with Jewish Social Service Agencies.....	p. 37
Chart 4.4 Affiliations with Political Organizations.....	p. 38
Chart 4.5 Affiliations with Educational Organizations.....	p. 38
Chart 4.6 Affiliations with Israel/Zionist Organizations.....	p. 39
Chart 4.7 Affiliations with Social Action Organizations.....	p. 39
5. Education.....	p. 40
Chart 5.1 Graduate programs by Gender.....	p. 42
6. Careers.....	p. 44
Chart 6.1 Salaries of SJCS alumni.....	p. 46
Chart 6.2 Salaries by Gender.....	p. 46
Chart 6.3 Salaries by Decade of Graduation.....	p. 47
7. Alumni Engagement.....	p. 48
Chart 7.1 Interest in Continuing Education by Decade of Graduation.....	p. 50
Reflections on Data Analysis.....	p. 52
Recommendations.....	p. 54
Conclusion.....	p. 57

Abstract

Now in its 40th year, the Hebrew Union College-Jewish Institute of Religion (HUC-JIR) School of Jewish Communal Service (SJCS) has graduated more than 600 people. Of these alumni, around 500 are still living and maintain a relationship with HUC-JIR. As the school celebrates its 40th year and enters its next phase with a fresh and clear vision, mission, and values, it is important to evaluate the relationship between the SJCS and its alumni.

This thesis discusses the history of the SJCS Alumni Association and the challenges currently facing the field of alumni relations that will inform how the Alumni Association continues to move forward. It identifies where SJCS alumni are today, both in terms of their career successes and their reflections on how the school prepared them for their careers. Additionally, it points to opportunities to build and strengthen connections between HUC, the SJCS, and the program's alumni.

Opportunities for furthering alumni relations include offering professional development webinars and videoconferences. This research also identifies structural issues. Marketing is one such challenge, as most people do not know that they automatically become members of the Alumni Association upon their graduation from the SJCS. Fundraising is another example: alumni donate to many causes, but they give much less frequently, if at all, to the SJCS.

Alumni relations can be used as a tool in strengthening a college as well as a means for measuring the success of a college's goals. By looking at our alumni's perceptions of the SJCS and what they hope to gain by maintaining a connection to the school, the SJCS alumni relations program can continue to develop and grow stronger.

Foreword

This project would not have been possible without the vision and support of my advisor, Lori Klein. Thanks is also due to Richard Siegel for providing me with practical concepts and ideas for further developing it into this paper, and to Dr. Sarah Benor for her help in designing the survey and helping me figure out SPSS. Finally, thank you to all the alumni who took the time to provide their valuable feedback.

Introduction

Today, the Hebrew Union College-Jewish Institute of Religion, School of Jewish Communal Service (HUC-JIR, SJCS), provides an excellent case study of the changing field of alumni relations. Despite having graduated over 600 students who are now achieving professional success throughout the Jewish community, the school's Alumni Association is not as strong as it could be, and staff and lay leaders are working diligently to revitalize the group. However, a comprehensive assessment of the SJCS for the specific purpose of alumni relations has never been conducted. While alumni studies have been done fairly regularly over the school's 40 year history, these studies, each with a slightly different focus, primarily looked at where alumni were in their careers and their reflections on the school. They focused on the alumni's roles as professionals; none focused solely on their role as alumni of the school and as ambassadors for the SJCS program. Each study asked the alumni to share feedback on the SJCS program and their experiences in the field, but none of the studies intended to use the data specifically to identify opportunities to build connections between the alumni and the School.

Recognizing this gap, and in light of the 40th year anniversary of the school, I decided to look at how best to make connections between the SJCS and its alumni. My intention was two-fold: to identify how the SJCS's Alumni Association had evolved over time within the larger context of alumni programming at Hebrew Union College-Jewish Institute of Religion; and secondly, to use information I gathered from alumni as action steps for the SJCS Alumni Association.

I began by looking at the literature in the field of alumni relations, which lays out both how the field is changing and how alumni relations professionals can best equip

themselves to prepare for and address these changes. Specifically, as the field adapts to challenges facing the status quo, brought about in many ways by increasingly global alumni bodies and technological advancements, alumni relations professionals need to evaluate how their work fits in to the broader institution of which they are a part, as well as the needs of the population they seek to serve; the alumni of their programs.

Following experts' recommendations, I created an internal audit and an alumni profile, around which I ultimately framed my research. First, to construct the audit, I conducted interviews with current and former professionals at the SJCS whose responsibilities specifically included working with alumni. With their help, I was able to create a timeline of how the SJCS Alumni Association developed and how its activities fit in with the larger alumni programming being done at the College-Institute. Then I focused on alumni. I developed a survey and distributed it to alumni as well as to graduating students about to enter the professional world. The survey sought to determine:

- Who the graduates of the SJCS are.
- How participation in the SJCS program impacts its graduates.
- How attending HUC has influenced them as professionals.
- If alumni have an interest in staying connected to the school, and, if so, in what capacity.

This study, based on my survey, attempts to uncover how alumni view their educational experiences, where they are in their careers, and how they serve the Jewish community. The study also explores alumni interest in the Alumni Association and what services or opportunities would motivate them to get involved.

Using the data I received from the survey, I created a comprehensive alumni profile to provide staff and lay leaders insight into the needs of our particular alumni population. The alumni profile highlights the current demographics of the SJCS alumni. It looks at attitudes towards the field of Jewish Communal Service, and how alumni are involved with the different organizations with which they are affiliated. The profile then focuses on alumni's reflections on the academic program and professional training they received at the SJCS as it relates to their career paths. Finally, the profile addresses the issue of alumni engagement: whether or not people consider themselves involved members of the Alumni Association and in what capacity they are involved. It highlights why people want to be involved, and in what ways they would be most willing to engage with the School and the Alumni Association. This data in particular will help SJCS Alumni Association leaders be both creative and effective in exploring ways to develop and expand their program.

Based on the alumni profile, and drawing on insights from professionals who helped contextualize the history and role of the SJCS Alumni Association within the larger College-Institute, I hope this study will help generate successful activity within the Alumni Association, and provide a road map for future endeavors.

Background of Alumni Relations at the HUC-JIR School of Jewish Communal Service

Overview

The SJCS has a proud history, having graduated 603 alumni since its creation in 1968. The School of Jewish Communal Service of HUC-JIR was founded to address the need for more highly trained and Jewishly committed professionals in Jewish life. Over the past 40 years, the SJCS has earned a distinguished reputation as a premier center for the education of Jewish professional leaders with an interdisciplinary approach.

Most of the school's alumni now serve in leadership positions within synagogues, Jewish community agencies, organizations, and institutions (HUC, www.huc.edu/spp/). However, the SJCS Alumni Association does not have a long active history, despite the fact that students automatically become members upon their graduation.

History

The first official meeting of the SJCS Alumni Association took place in 1990 and was coordinated by Esther Shapiro, an HUC staff member and SJCS alumna in charge of outreach to alumni. Shapiro invited a number of local alumni into her home to discuss the future of the Alumni Association. At the meeting, they created a dues structure, in which alumni paid dues to cover the cost of a newsletter and enabled them to pay reduced rates at alumni events. This planning group also decided that the Alumni Association would host an annual social event. Prior to this meeting, the only thing in place was an alumni year-in-review letter sent out by Jerry Bubis, founding director of the School of Jewish Communal Service, to alumni and friends of the school. This letter evolved into an alumni newsletter, originally produced and distributed by Esther Shapiro, and then continued by her successors.

Staffing

When Shapiro left shortly after the creation of the Alumni Association, Rita Lowenthal, Director of Field Education, maintained the newsletter. In 1992, Marla Abraham was hired as the new Director of Field Education, at which time alumni relations was introduced into her portfolio. In 1995, Abraham served as the Interim Director for one year. As she assumed new responsibilities, Abraham hired a part-time person to staff the Alumni Association. In 1996, when Steven Windmueller was hired as the Director of the School of Jewish Communal Service, Abraham returned to managing alumni relations, now as the school's Associate Director. As the school grew and staff demands became greater, it became evident that an additional staff person was needed to run the Alumni Association. Eventually, the SJCS hired someone to assume this position. From that time through 2007, a few different people held the position, and each worked independently from home, in different cities across the country. In the fall of 2007, Lori Klein was hired as the part time Assistant Director of the School of Jewish Communal Service, assuming the portfolio of field education and alumni relations.

Early Alumni Activities

Throughout the 90's, the SCJC used the United Jewish Communities General Assembly (GA), as an opportunity to bring alumni together. The GA is the annual gathering of the organized Jewish community, attracting about 5,000 participants including lay leaders, professionals, and students. According to Marla Abraham, many people were working for federations at this time. It was at the GA gatherings that the SJCS "Proud Alum" button was first introduced as a way for alumni to identify each other and promote the school to other GA attendees. Additionally, because the GA is always held in large cities, alumni not

Jessica Ingram

currently employed in the federation world could still attend. Regularly 20-30 people could be expected to attend these alumni gatherings, comprised of both social and educational components. The meetings were often headlined with a keynote speaker and followed by a dialogue session.

In addition, alumni served on a national professional and lay advisory council maintained by Jerry Bubis, as well as on a national professional advisory board maintained by the School. Other alumni activities included: regional meetings in areas with large numbers of alumni, such as New York; and LA Campus based activities, such as Founder's Day.

Shortly after the 25th anniversary of the school in 1994, there was a push for Honorary Doctorate degrees to be awarded to HUC-JIR graduates working in the field for 25 years, beyond those ordained from the Rabbinical School and the School of Sacred Music. This would enable graduates of both the Rhea Hirsch School of Education and the School of Jewish Communal Service to receive Honorary Doctorate degrees. When the HUC Board of Governors and Committee on Honors approved the measure in the late 1990's, it helped legitimize the Alumni Association. It also encouraged alumni to pay their membership dues; remaining current with dues payment is one of the guidelines used for assessing eligibility for receiving the Honorary Doctorate degree.

College Alumni Affairs Programs

HUC-JIR maintains six alumni associations for each of its separate schools/programs: the Rhea Hirsch School of Education; the New York School of Education; the School of Sacred Music; the Rabbinic School; the School of Graduate Studies; and the School of Jewish Communal Service. Joy Wasserman, HUC-JIR's National Director of Alumni

Jessica Ingram

Affairs, oversees these associations along with the professional alumni coordinators and lay leaders of each group. Together, they comprise the HUC-JIR Alumni Council. This group meets regularly - in phone conferences and at an annual two-day conference - to share best practices, to further develop the College's methods for alumni engagement and to serve as a link between alumni, the various alumni associations, and the College. Each alumni association has its own unique character and culture and each group is in a different stage of development. All are responsible for overseeing basic Board governance but, beyond that, each alumni association faces its own unique challenges.

Literature Review

Historical Background

The field of alumni relations dates back to the 1600s, although it was far from standardized practice. Harvard University and the College of William and Mary were the first schools to cultivate voluntarism and philanthropy among their graduates. In 1792, Yale sponsored the first alumni activity based on graduation year. In the 1820s and 30s, alumni membership societies were first established at various schools. Shortly after initial programmatic endeavors, staff organized alumni fundraising campaigns, with annual funds originating at Yale and Dartmouth in 1890 and 1904, respectively. As the concept of alumni relations developed, it expanded to include regional club activities, alumni recognition programs, legislative advocacy groups, career networks, continuing education programs, and other, more celebratory activities like homecomings, reunions, and family and parent weekends. Constituent groups were developed to support these programs; including alumni volunteer boards, class officers, and student alumni associations (Moore and Smith, 2000).

Today, alumni relations professionals and groups around the world struggle to maintain their relevancy in an increasingly fast-paced, technological world in which alumni are looking to connect with each other and their alma mater in new ways. The original structures developed years ago are no longer meeting the needs of 21st century graduates. Additionally, there is a heightened sense of a need to compete for recognition and to secure adequate funding (Moore and Smith, 2000). Paul Clifford, associate Vice Chancellor for Alumni Relations at East Carolina University and co-editor of the book Alumni Clubs and Chapters, expands on this idea. He explains that within universities, just like in business, various departments compete for resources, and alumni relations departments and programs

are often overlooked, in part because of increased spending on marketing and recruitment (Clifford, 2007). A third challenge facing the field is that alumni professionals are still working to develop effective tools to evaluate their programs: because their work is about making connections and building community, finding a quantifiable way to assess and report their activities and success can be challenging. Additionally, the need for international outreach is growing as alumni populations are increasingly global. All of these difficulties, combined with the ongoing challenge of collecting and maintaining accurate and up-to-date data, provide obstacles that alumni professionals deal with regularly (Moore and Smith, 2000).

Moving Forward

Armed with the knowledge that the standard practices of the field of alumni relations are challenged as they confront an increasingly technological world, alumni relations professionals can meet these challenges head on. One resource they can turn to is CASE, the Council for Advancement and Support of Education. In 1974, CASE was born out of a merger between the American College Public Relations Association and the American Alumni Council. Today, CASE is one of the largest nonprofit education membership associations, comprised of nearly 3,400 colleges, universities, independent elementary and secondary schools, and educational associations in 60 countries around the world. CASE provides standards and an ethical framework for the profession. It helps its members build stronger relationships with their alumni and donors, raise funds for campus projects, produce recruitment materials, market their institutions to prospective students, diversify the profession, and foster public support of education. CASE seeks to help its members by doing extensive research and subsequently publishing its findings.

One way to address the notion that the field of alumni relations is in need of an overhaul, is to reframe the issue. By placing emphasis on the value of maintaining strong alumni relations, and not on the cost of running alumni programs, alumni relations professionals might state their case for developing strong alumni programs and address current concerns more effectively (Clifford, 2007). The benefits of alumni contributions to their schools continue to be strong and concrete: alumni donate time, money and professional expertise; they advocate on behalf of the institution; and they serve as liaisons to corporate leaders. An informed and supportive alumni base can significantly elevate the perception of the institution to the outside community (Clifford, 2007).

The consensus among many alumni relations professionals is that the success of an alumni program rests on the ability to take into account two distinct factors: the goals of the institution; and the needs of the alumni. According to Clifford, core alumni programs need to rest at the intersection of the institution's mission and alumni needs (2007). Yet these factors are not completely separate; to navigate this often complex relationship successfully, alumni managers must first assess each factor individually. This can be done by conducting internal audits and creating alumni profiles.

Internal Audits

Conducting an internal audit or a self-assessment of the institution is critical to understanding how best an alumni program can be integrated into the institution's overall goals and vision. CASE sets forth a comprehensive checklist for alumni managers to use as a tool in assessing how their institution currently handles alumni relations. The checklist suggests that alumni professionals collect documents that create a comprehensive picture of the institutional environment, including: the mission statement; a list of major milestones and

traditions; an organizational chart or documents explaining the structure of the governing body and volunteer leadership; a list of the school's top competitors; and major publications, marketing materials, and communications to alumni (CASE, "Management Checklist for Alumni relations"

www.case.org/Content/AboutCASE/Display/cfm?CONTENTITEMID=6934&PF=1). Once this information is collected, it is used to create and inform the internal audit.

Taking this self-assessment one step further, alumni managers should conduct ongoing alumni relations audits. An audit would include a compilation of internal fundraising documents as they relate to alumni, including: annual reports; key donors and giving history; an evaluation of revenue generating programs, such as events that primarily target alumni; membership appeals and outreach, including networking opportunities and recruitment; and assessing communication with alumni (e.g., frequency of communication and the number and types of publications sent to alumni) (Clifford, 2007).

Alumni Profiles

Alumni managers cannot simply focus on the outputs of their institutions. Rather, they should spend equal energy on the population they seek to serve: alumni. The needs, wants, and interests of this constituency are of utmost importance, and can only be fully assessed by conducting an alumni survey or focus groups (Clifford, 2007).

The findings from these efforts will serve as the basis of a strong alumni program. Alumni relations programs can serve alumni by offering myriad alumni services, such as continuing education, facilitating connections to other alumni, and creating opportunities for alumni to serve the institution. Beyond giving financially and opening fundraising doors, alumni can recruit and mentor students, and identify internships and job options (Jones2006).

Methodology

In bridging the gap between the past, present and future of the SJCS Alumni Association, it became apparent that I needed to do both an internal audit of the SJCS Alumni Association as well as a comprehensive alumni profile. I determined that I would need to pursue two different kinds research for this project. To conduct the internal audit I created a comprehensive overview of the history of the SJCS Alumni Association, a list of current projects and activities, and how the SJCS Alumni Association fits into the broader HUC Alumni Association. To do this, I interviewed those people involved with the Association from its inception through today, including: Joy Wasserman, HUC National Director of Alumni Affairs; Lori Klein, Assistant Director of the SJCS; and Marla Abraham, former Associate Director and immediate past Interim Director, of the SJCS. I also attended the 2008 annual Alumni Council meeting in New York, which provided a clear picture of the role of staff and lay people involved in each alumni association and how the Council works in conjunction with the College-Institute in general.

Then, to create a thorough alumni profile, I designed a survey on SurveyMonkey (www.surveymonkey.com). The survey asked alumni to identify themselves, their Jewish practices, educational experiences, career achievements, and attitudes towards both the School of Jewish Communal Service and the profession. The survey also attempted to gauge the desire among alumni to maintain a connection to the SJCS- how they are involved now, and what they are looking for as alumni, if anything, that might increase their involvement.

I sent the survey to all alumni for whom the College-Institute has contact information. Originally, 126 people responded. Then, I sent a request out to members of the HUC-JIR

Jessica Ingram

School of Jewish Communal Service Facebook group, which yielded an additional 16 responses. The data analysis in this paper refers to all of the 142 responses that I collected.

While the data allows us to view overall trends among the SJCS alumni, it is also important to recognize that breaking down the data and looking at it through particular lenses also provides valuable insight. Therefore, I also analyzed the data focusing on gender, decade of graduation, and the second degree that students earned in conjunction with the SJCS program (ex. Masters of Business Administration (MBA), Masters of Public Administration (MPA), Rabbinic Ordination, etc).

SJCS Internal Audit: Where we are Today

SJCS Strategic Planning Process

Following the HUC-JIR strategic plan, passed in March 2006, the College Institute's Board of Governor's questioned whether the mission and purpose of the SJCS were fully in line with the broader mission and vision of HUC while working within the frameworks of both excellence and financial sustainability (HUC "A Current Snapshot of the College Institute." 2006-2007, www.huc.edu/spp/).

In response, School of Jewish Communal Service Interim Director, Richard Siegel, was commissioned to develop a strategic plan in direct response to questions raised by the HUC-JIR strategic plan.

The SJCS strategic planning process highlights a number of strategic directions that speak directly to the issue of alumni engagement. Siegel recognizes the important contributions that alumni can make, and therefore his plan calls for the development of local groups and increased communication between the School and alumni, in an attempt to harness the energy, talent, and skills that alumni can provide. Another potential strategic direction that could directly appeal to alumni is the creation of various professional development and continuing education opportunities (Siegel, 2008).

Current Alumni Association Activities

As the Alumni Association continues to evolve, the scope of its activities has expanded and developed. Today, the Alumni Association is exploring new ways of outreach, by building a stronger lay board, and engaging "class captains" to serve as liaisons to the individual classes. Additionally, the leadership is working toward developing a more comprehensive and relevant committee structure. They are also increasing the use of

technology, as HUC has expanded its capabilities. The school now has the ability to videoconference between its three campuses, and has a smart classroom, creating three potential hubs or gathering spots for alumni across the country and opportunities for distance learning. The SJCS is also specifically taking advantage of technology by creating an on-line newsletter and a Facebook page, and has recently offered continuing education opportunities offered in the form of webinars. Other continuing education opportunities recently offered include guest speakers and a summer salon series.

Alumni Association Challenges

As it continues to develop, the SJCS has discovered a number of challenges along the way. One reality is that SJCS alumni work in diverse settings, and this can be seen as both a challenge and an opportunity. Through the late 1980's the vast majority of alumni came together regularly through the national Jewish Communal Service Association. However, Abraham explains that the group ultimately stopped attracting large numbers of people as it became more locally based, with local affiliate chapters attracting larger numbers of people. Today, Wasserman says, SJCS alumni are likely to belong to professional organizations based on the other degrees they have earned or on the setting in which their career has unfolded. By contrast, almost all Rabbinic School graduates are part of the Central Conference of American Rabbis (CCAR), and most alumni of the RHSEO and the NYSEO are members of National Association of Temple Educators (NATE). Klein sees this as an opportunity for the SJCS Alumni Association. Whereas the CCAR or NATE might wind up competing for alumni of the rabbinic and education programs in terms of time and donations, the SJCS Alumni Association can serve as a unifying force for its members.

Wasserman has also identified specific challenges she faces as she oversees all HUC alumni programs. One example is that SJCS alumni seem to be looking for more opportunities to connect with one other and the SJCS, but they have very little connection with the College-Institute. This disconnect dates back to the beginning of the SJCS history, primarily because SJCS students take most of their Communal Service classes in the summer, making it hard for them to be part of the larger HUC-JIR community.

Additionally, she points out that the diverse needs of each alumni association has made it virtually impossible for the Alumni Council to develop a standard of significant, quantifiable benchmarks for success. While this is a challenge more specifically facing the Alumni Council, her concern is that without common benchmarks that can be applied to all the alumni associations, it is harder for the smaller, newer programs, like the SJCS Alumni Association, to identify and replicate proven methods for success. This is not to say that programs that prove successful cannot be shared and replicated. Wasserman, an alumna of the RHSOE who was hired as part of the implementation of their 1994 strategic planning process and who helped create the RHSOE Alumni Association, feels that lessons learned by one group could prove valuable to others, including Klein and the lay leaders being recruited to lead the SJCS Alumni Association. For instance, the Rabbinical Alumni Association has been working diligently over the past few years to recruit class captains among the graduating classes, and this has proved a valuable outreach and fundraising tool for their Association. Now, the SJCS Alumni Association is working to implement a similar structure.

SJCS Alumni Studies

Few institution-wide internal evaluations have been conducted throughout the history of the SJCS, but students have never hesitated to turn to alumni to ask for feedback and insight into issue areas that interested them. Many students have developed alumni surveys over the years that seek to answer various professional questions. These studies influenced how I designed the current 40th Anniversary Alumni Study; based on findings from earlier studies, I recognized the importance of evaluating my own data in particular ways. For instance, I knew that looking at gender and the particular program from which alumni graduated, would provide deeper insights than just looking at overall responses. In addition, by using the same wording and content from earlier studies to inform my own questions, future studies will be able to create longitudinal portraits of how alumni attitudes have shifted over 40 years of the SJCS program.

Founding director Jerry Bubis conducted the first studies, even as he continued to build the program. Three years after the school opened, Bubis looked back at the development of the SJCS to assess how the school met the original goals set forth by a national Technical Advisory Committee. Relying primarily on surveys distributed to first-year students at the end of the first and second summers of the program's existence, Bubis analyzed various components of the curriculum and whether or not students planned to return. Students felt very positive overall, with almost all planning to return for their second summer. Bubis consistently reviewed the progress of the SJCS and the feedback he received from alumni for the entirety of his tenure as its director. Students soon began to conduct their own studies, writing theses focusing on alumni.

In an early study, Ballin and Prum compared two groups of University of Southern California social work graduates employed in Jewish agencies (Ballin and Prum, 1978). They looked at motivations and expectations in accepting these positions as well as job satisfaction once thoroughly integrated into the agency. One group of alumni received an MSW degree, while the second group earned the MSW degree and the MAJCS degree. They found that graduates with the double masters were less satisfied in their jobs than MSW recipients, in terms of their lay-professional relationships and salary achievements. Ballin and Prum speculated that because double Masters graduates had entered the workforce with higher expectations and goals, they were more easily disappointed. The popularity of the MSW program at USC has decreased significantly since this study was done in the late 70's but the questions and concerns that prompted the study continue today.

I was also interested in the professional expectations of graduates, although I wanted to focus on the entire alumni population, rather than single out graduates of one particular program. However, Ballin and Prum's study highlighted that there may be very real differences in the experiences and perceptions of alumni from different programs. Their study prompted me to look at how graduates from the various SJCS programs responded to the survey, in case it provided insight in how to meet the needs of that particular group.

Five years later, Goldfarb, Lambert and Schlossberg took advantage of the "Bar Mitzvah year" of the school, examining the motivations of alumni for enrolling in the program and the professional realities they encountered after graduation (Goldfarb, Lambert and Schlossberg, 1983). They wanted to know if, how, and to what extent alumni become part of the HUC community after graduation, and they measured this by asking about different attitudes alumni had towards the SJCS. Their study found that many alumni felt the

Jessica Ingram

most valuable part of the SJCS was gaining a sense of confidence in doing Jewish Communal work, rather than being prepared for specific challenges.

The most recent studies addressed emerging trends in the field, including the effects of women in the field, technology and job satisfaction among professionals in the field (Burg-Shnirman, D., Dubin, R., Flaum, T., Hollander, H., Li-Dar, E., Maht, Michel, K. & Ney, L. 1988; Altmann, Badack, and Martin, 1999). To measure job satisfaction, Altmann, et al., explored the factors contributing to job burnout for SJCS alumni; they found that while burnout levels were generally low, women experience higher levels of burnout than men. They note two potential causes of this trend: the significant discrepancy in income between men and women; and the fact that women tend to leave the field without returning. Burg-Shnirman, et al. found that alumni perceived a need for more skill development around Jewish knowledge, as well as more experience with financial issues and advocacy work.

The results of the Burg-Shnirman, et al., and Altman, et al. studies illustrate the differences between how male and female alumni function in the professional world and experience burnout. This, for me, emphasized the need to look at survey responses according to gender. Their studies also reminded me that no matter how academically relevant SJCS classes are, because the field is constantly changing the needs of the alumni will change too. Being attuned to the emerging trends of the field and the expressed needs of alumni is therefore critical.

40th Anniversary Alumni Study

The idea for a 40th anniversary study was first suggested by Richard Siegel. Because he was simultaneously using the earlier studies as research for the SJCS strategic plan and planning a celebration for the 40th anniversary of the school, he noticed an opportunity for

Jessica Ingram

reflection on where the school has been and how far it has come. Working with both him and Lori Klein to develop something that would have practical value and be useful in strengthening the school, the idea for this study took shape.

The survey attempts to compile a comprehensive alumni profile that will allow staff and lay leaders to be creative and effective in exploring ways to develop and expand the SJCS Alumni Association. By posing some of the same questions that have been asked in other studies over the past four decades, it also lays the groundwork for future studies and creates an opportunity to form a longitudinal picture, showing how attitudes and perceptions of the SJCS have changed over time.

Alumni Profiles: Survey Findings

Of the 603 alumni of the SJCS, about 500 are still living and have current contact information on file with the school. Of those, 142 responded to the survey, for a response rate of about 24%. However, not all respondents replied to all questions, which did have an impact on the reporting results.

1. Respondent Demographics

When designing the survey, it was natural to begin with a section on demographics. This was true in part because the results from this kind of information can be easily used in two critically important ways. Demographic information is the quickest and easiest way to identify trends and make comparisons between earlier alumni studies and today's alumni. Secondly, if the Alumni Association is looking to reach out to alumni and provide easily accessible services, knowing about location and what life stages people are at can have practical implications.

A. Location

Of the 142 respondents, 65 are currently living in California with graduates scattered throughout the rest of the country. Additionally, five respondents live in Israel and three are currently residing in Canada. Chart 1.1 illustrates this geographic breakdown:

Chart 1.1 Geographic Breakdown

Arizona (3 respondents)	California (65 respondents)	Colorado (2 respondents)
Connecticut (1 respondent)	Delaware (1 respondent)	Florida (5 respondents)
Georgia (1 respondent)	Illinois (2 respondents)	Kansas (1 respondent)
Maryland (4 respondents)	Massachusetts (6 respondents)	Michigan (3 respondents)
Minnesota (2 respondent)	Mississippi (1 respondent)	Missouri (2 respondents)
New Jersey (10 respondents)	New York (5 respondents)	North Carolina (1 respondent)
North Dakota (1 respondent)	Ohio (4 respondents)	Pennsylvania (2 respondents)
Rhode Island (1 respondent)	Texas (3 respondents)	Virginia (1 respondent)
Washington (2 respondents)	Wisconsin (1 respondent)	
CANADA (3 respondents)	ISRAEL (5 respondents)	

B. Gender

Slightly more than two-thirds of the respondents, 68%, are female. This reflects overall trends in the field: the number of women in the SJCS program has always been higher than that of men, and the gap has continued to grow over the years. This trend is not unique to the SJCS- HUC has experienced a similar shift, as has the Jewish community at large. Chart 1.2, below, indicates how the proportion of male and female students at the SJCS has shifted over the years, based on decade of graduation.

Chart 1.2 Gender Trends by Decade of Graduation

Gender Trends by Decade of Graduation						
	NR	70-79	80-89	90-99	00-09	Total
NR	0	0	1	0	1	2
F	1	10	17	31	25	84
M	0	8	12	13	8	41
Total	1	18	30	44	34	127

C. Age

While respondents between the ages of 26-45 comprise 56% of the sample, the age distribution of respondents is fairly even. The oldest graduate who responded is 81. It is interesting to note that no graduates between the ages of 66-70 responded to the survey.

D. Marital Status

The majority of respondents are married (70%), while 18% are single and have never been married. Seven percent of respondents are divorced or separated, 5% are in domestic partnerships and just one respondent is widowed.

E. Demographic Summary

It is clear that California remains the major hub for most SJCS alumni, although there is a large presence in the Northeast Corridor of New York, New Jersey, Pennsylvania, Connecticut and Massachusetts. This clearly has implications for whether or not, and how,

alumni programs will be developed and conducted in the future. It might not be realistic to expect that traditional models of group gatherings and social events would be successful outside of California, and that other models will need to be explored.

2. Religious Identification and Modes of Observance

Religious identification and modes of observance, never before measured in an alumni study, can potentially play a significant role in alumni outreach and engagement. The questions of pluralism and how Judaism and Jewish practice interact with the professional world are built in to the SJCS curriculum, and are discussed in a variety of contexts. Because the SJCS is a non-denominational program within the context of a Reform seminary, these conversations are rich and offer diverse viewpoints and perspectives. Recognizing where alumni are in their Jewish journey can provide insight into programs or learning opportunities that might appeal to them.

Overwhelmingly, graduates responding to the survey come from families with four Jewish grandparents (91%). Most, therefore, also have two Jewish parents. Just 6% of respondents have a parent who converted to Judaism and only 2% of respondents have a non-Jewish parent.

According to the sample, graduates of the SJCS were raised primarily within the Reform and Conservative movements and remain heavily identified within those movements today. Forty-nine percent of respondents (69 people) were raised in a Reform environment and 47% (65 people) now identify as Reform. Thirty-two percent of respondents (45 people) were raised within a Conservative environment, and 18% now identify as Conservative. This significant decline in the number of alumni who identify as Conservative is interesting. Even though the SJCS is a non-denominational program, it is reasonable to state that students who

come from a non-Reform background are open to the idea of pluralism and studying in a Reform institution. Therefore, it is possible that after being in a Reform institution for two years, people have a less firm connection to their Conservative roots. However, because the number of people who currently identify as Reform is not larger than those who were raised within the movement, it is also possible that spending two years studying in a pluralistic environment has an impact on how all SJCS students identify religiously.

Other denominations were also represented in the sample, with Orthodoxy and “Just Jewish” much less represented than the Reform and Conservative movements. Even fewer people were raised as or currently identify as Reconstructionist, Renewal, or with multiple denominations or no denomination. While not statistically significant, it is interesting to note that more people currently identify as Orthodox and “Just Jewish” than were raised in either of those backgrounds. This could represent a slight polarization in religious identification, or could highlight the impact that studying in a pluralistic setting has had on some of the SJCS students.

Knowing how committed the SJCS is to pluralism and its non-denominational foundation, it was worth considering why the sample was so overwhelmingly Reform. One hypothesis is that those who identify with the Reform movement are more connected to the College in general, given that HUC is a Reform institution, and therefore maintained those connections more strongly than those alumni who identify with other denominations. This is likely, especially because the College reaches out to alumni as well, in addition to outreach done by the SJCS.

More than 75% of respondents report belonging to a synagogue or minyan. Almost half of the synagogues or minyanim attended by SJCS graduates are Reform and an

additional third are Conservative. SJCS graduates attend organized prayer services (although not necessarily in a synagogue) on a fairly regular basis: about half of all respondents attend services weekly or several times a month. Twenty percent of respondents say they attend services about once a month, almost a quarter attend a few times a year, half attend on special occasions (such as bar/bat mitzvahs) and almost 60% attend on High Holidays.

However, knowing that more and more young people are choosing not to identify with a particular synagogue or minyan, and that sociologists are beginning to look at ‘alternative’ modes of observance, the survey also looked at how SJCS graduates celebrate holidays. To get a sense of how graduates identify religiously, the survey asked people how they celebrate Shabbat and which holidays they celebrate, either at home or in a communal context.

People overwhelmingly celebrate Shabbat by eating a festive meal with family or friends (87%) and saying the blessings at home (84%). The majority of respondents (96 people, 73%) also attend services at a synagogue or minyan and/or do something they find enjoyable (60%). Much less frequently, people refrain from doing work (34%), refrain from carrying money or using transportation (12%), or adhere to additional halakhah (12%).

In terms of celebrating holidays, all respondents say that they celebrate Rosh HaShanah, Yom Kippur, and Passover. Almost everyone, 97% of respondents, celebrate Hanukkah, while about 84% celebrate Sukkot, 80% celebrate Purim and 72% celebrate Simchat Torah. We then see a significant decrease in the number of people who celebrate Shavuot (56%), Tu B'Shvat (47%), Tisha B'Av (28%), and Lag B'Omer (26%). Other respondents commented that they also celebrate Yom HaShoah, Yom HaZikaron, Yom Ha'Atzmaut, Yom Yerushalyim, and Rosh Hodesh. Another person noted usually working

on the holidays, but because the work is in a synagogue, the individual is still able to mark the day in some capacity.

It is clear that most graduates of the SJCS program are religiously engaged with the Jewish community in a number of diverse ways. While this information can be used purely as a reflection of the student body and could help identify any shifting trends about who is coming to the school, it can also provide opportunities for engagement and learning. A major issue raised throughout the curriculum is the importance of keeping the “J” in Jewish communal institutions and in the work of the Jewish communal professional. Knowing how alumni identify, and how they express their Judaism could provide opportunities for coming together and processing how the “J” is present or absent in the workforce, or ways to maintain the values of pluralism and tolerance in a diverse learning and working environment.

3. Attitudes

In the past, student theses have attempted to identify how graduates of the program view the field of Jewish Communal Service. Responses to such questions can provide insight into how alumni attitudes have changed over the years and opportunities that currently exist for reaching out to alumni. Chart 3.1 provides an overview of responses to these questions:

Chart 3.1 Attitudes towards Jewish Communal Service

	Strongly Agree	Agree	Disagree	Strongly Disagree
I knew I wanted to work in the Jewish community even before I started college	20.3%	19.6%	<u>40.6%</u>	19.6%
At this point, I could not see myself working outside the Jewish community	20.4%	29.2%	<u>33.6%</u>	16.8%
Jewish communal service is essential to the American Jewish Community	<u>61.6%</u>	36.2%	2.2%	0
In my experience, people are unclear as to what Jewish communal service is	43.4%	<u>44.9%</u>	11.8%	0
Jewish communal professionals do not receive the respect they deserve	35.6%	<u>48.1%</u>	16.3%	0
I am less enthusiastic about Jewish communal service now than I was as a student	16.5%	18%	<u>51.9%</u>	13.5%
I would recommend Jewish communal service as a career	24.3%	<u>64%</u>	8.8%	2.9%
I would recommend the HUC SJCS program	<u>57.6%</u>	37.4%	4.3%	.7%
My career in Jewish communal service has contributed to my own Jewish growth	<u>50.4%</u>	41.5%	8.1%	0
My involvement in the field of Jewish Communal Service gives me a personal sense of connection to the Jewish community	<u>57.3%</u>	35.9%	5.3%	1.5%
My work as a professional in the Jewish community fulfills my spiritual needs as a Jew	13.1%	32.3%	<u>43.8%</u>	10.8%

I knew I wanted to work in the Jewish community even before I started college.

While a good number of people agreed with this statement, most disagreed. The trend continues even when looking through the lens of graduation date.

At this point, I could not see myself working outside the Jewish community.

While the majority of respondents indicated that they COULD see themselves working outside the Jewish community, it was almost an even split: 49.6% of respondents agreed and 50.4% disagreed. However, when looking at the responses when they are broken down by year of graduation, the alumni who graduated in the 1990's are much more likely than graduates from other decades to consider leaving the Jewish professional world.

Jewish communal service is essential to the American Jewish Community.

Respondents almost unanimously stood behind this premise, regardless of the year of their graduation, the other degrees they pursued, and the directions in which they took their careers.

In my experience, people are unclear as to what Jewish communal service is.

While there is little dissention about the validity of this idea, it is the more recent graduates of the program who feel most strongly that the term Jewish Communal Service creates confusion. This trend is addressed by Richard Siegel in his Strategic Plan, when he recommends changing the name of the school to the HUC School of Jewish Non-Profit Management.

Jewish communal professionals do not receive the respect they deserve. A widely held belief, only 16% of alumni disagree with this statement. Of that 16%, the majority are people who graduated in the 80s and 90s.

I am less enthusiastic about Jewish communal service now than I was as a student. Two thirds of respondents disagree or strongly disagree with this statement. Those alumni who graduated in the 90s were slightly more inclined to agree with the statement than graduates of any other decade.

I would recommend Jewish communal service as a career; I would recommend the HUC SJCS program. The vast majority of SJCS alumni agree with these statements. Of the 16 people who would not encourage others to enter the field, about half are graduates of the program from the 1990s. Respondents almost unanimously say they would recommend the SJCS program. If most alumni are recommending this program, then using

them as ambassadors, to help with recruitment and the admissions process and possibly mentoring applicants and students along the way, is a feasible option.

My career in Jewish communal service has contributed to my own Jewish growth; my involvement in the field of Jewish Communal Service gives me a personal sense of connection to the Jewish community. Almost all respondents agreed with these statements as well, with a few dissenting alumni from graduating classes in the last two decades.

My work as a professional in the Jewish community fulfills my spiritual needs as a Jew. This question was somewhat divisive: Almost 44% of respondents disagreed with the statement, and combined with those who strongly disagreed, the number increased to 55%. Year of graduation seems to have little or no bearing on how alumni responded to this question. However, when you break SJCS alumni into degree programs, trends do emerge; graduates with a single masters in JCS vastly agreed with this statement (on a 3:1 ratio), while certificate graduates were evenly split. Graduates of the Joint Masters and USC MPA programs were almost evenly split, with one or two more people agreeing than disagreeing. And, while USC MSW graduates disagreed with the statement, MSW students from Washington University in St. Louis *did* agree on a 2:1 ratio.

It is interesting to note that many people do receive at least some kind of spiritual fulfillment from their professional work. This knowledge may provide insight into new modes of engagement or program ideas. Alumni might be interested in exploring ways to overcome the challenges of achieving spiritual fulfillment and in finding ways to achieve spiritual meaning in the daily activities of their work.

Also worth noting is that alumni who graduated from the program during the 1990's often expressed attitudes different from graduates from other decades. One possible explanation for this is that the field has changed rapidly and significantly since they completed the SJCS program and they have had to adjust to different work environments and expectations. Another possibility is that these alumni are most likely products of Generation X, typically characterized by independence, self-reliance, cynicism, impatience, and being task/result oriented. However, it is also fair to point out that the early 90's were a time of change and adjustment within the SJCS, as Jerry Bubis retired during that time and the School transitioned into new leadership. These changes could have impacted the way students experienced their time at the School and their entry into the professional world.

4. Affiliations

SJCS graduates are involved with various Jewish organizations as lay leaders, professional leaders, and by taking classes. However, outside of their professional capacities, people are most commonly affiliated with these organizations through their financial contributions or by maintaining their status as “dues-paying members.” This is true for Federations, JCCs, Jewish social service agencies, Israel/Zionist organizations, political organizations, educational institutions, and social action organizations.

A. Federation

Chart 4.1 Affiliations with Federation

Pay dues/Make financial contribution	Lay leader	Professional leader	Take Classes	Total Response
90.7% (88 respondents)	8.2% (8 respondents)	15.5% (15 respondents)	4.1% (4 respondents)	97

Ninety-one percent of respondents are affiliated financially with Federation, while 8% are lay leaders, 16% are professional leaders, and 4% take classes.

Women report giving to Federations at a slightly higher rate than men (78.2% of women versus 73.5% of men), yet men are more involved on a professional level. Twenty percent of male respondents are professional leaders at federations, while only 9% of women are in that role.

B. Jewish Community Centers

Chart 4.2 Affiliations with Jewish Community Centers

Pay dues/Make financial contribution	Lay leader	Professional leader	Take Classes	Total Response
70.7% (29 respondents)	14.6% (6 respondents)	17.1% (7 respondents)	31.7% (13 respondents)	41

Seventy-one percent of respondents are affiliated financially with JCCs, 15% are lay leaders, 17% are Professional leaders, and 32% take classes.

Twice as many male respondents make financial contributions to JCCs than do female respondents (83.3% versus 44.2%). However, women are slightly more involved in both professional and lay capacities, and 30% of female respondents indicate that they take classes at JCCs, whereas no men report taking classes.

C. Jewish Social Service Agencies

Chart 4.3 Affiliations with Jewish Social Service Agencies

Pay dues/Make financial contribution	Lay leader	Professional leader	Take Classes	Total Response
73.9% (34 respondents)	4.3% (2 respondents)	23.9% (11 respondents)	4.3% (2 respondents)	46

Seventy-four percent of respondents are affiliated financially with Jewish social service agencies, 4% are lay leaders, 24% are professional leaders, and 4% take classes.

More respondents are professional leaders in social service agencies than in any other kind of organization. This is not a surprising statistic, considering how many graduates from

the SJCS also earned an MSW. While men report working with social service agencies in a professional capacity at a slightly higher rate than their female counterparts, female alumni report giving financially to these organizations more than men do.

D. Political organizations

Chart 4.4 Affiliations with Political Organizations

Pay dues/Make financial contribution	Lay leader	Professional leader	Take Classes	Total Response
81.1% (30 respondents)	16.2% (6 respondents)	16.2% (6 respondents)	2.7% (1 respondents)	37

Eighty-one percent of respondents are affiliated financially with political organization, 16% are lay leaders, 16% are professional leaders, and 3% take classes. While men give to political organizations at a slightly higher rate than women do, involvement in other areas doesn't seem to vary, based on gender.

E. Educational Organizations

Chart 4.5 Affiliations with Educational Organizations

Pay dues/Make financial contribution	Lay leader	Professional leader	Take Classes	Total Response
52.2% (24 respondents)	26.1% (12 respondents)	26.1% (12 respondents)	30.4% (14 respondents)	46

Fifty-two percent of respondents are affiliated financially with educational organizations, 26% are lay leaders, 26% are professional leaders, while 30% take classes.

Not surprisingly, a large number of those involved with educational organizations are graduates from the Joint Masters program with the Rhea Hirsch School of Education. Of the 24 respondents who are affiliated financially, nine were Joint Masters students, while three lay leaders and five professional leaders are graduates of that program. Five of the 14 people who take classes at educational institutions are also RHSOE alumni.

Also not surprising, women work in this setting at a far higher rate than men; 24% of women work for an educational organization, while none of the male respondents indicated that they were professional leaders in this capacity.

F. Israel/Zionist Organizations

Chart 4.6 Affiliations with Israel/Zionist Organizations

Pay dues/Make financial contribution	Lay leader	Professional leader	Take Classes	Total Response
88.0% (44 respondents)	16.0% (8 respondents)	4.0% (2 respondents)	4.0% (2 respondents)	50

Eighty-eight percent of respondents are affiliated financially with Israel organizations, 16% are lay leaders, 4% are professional leaders, and 4% take classes. Men and women are equally involved in Israel/Zionist organizations.

G. Social Action organizations

Chart 4.7 Affiliations with Social Action Organizations

Pay dues/Make financial contribution	Lay leader	Professional leader	Take Classes	Total Response
89.3% (50 respondents)	7.1% (4 respondents)	7.1% (4 respondents)	5.4% (3 respondents)	56

Eighty-four percent of respondents are affiliated financially with social action organizations, 7% are lay leaders, 7% are professional leaders, and 5% take classes. Men and women are also equally involved in social action organizations.

While it seemed appropriate to create the above categories to evaluate alumni involvement in various types of Jewish organizations, the categories did not allow for alumni to adequately portray the breadth of their involvement in the Jewish community. Alumni were happy to share the agencies with which they are affiliated. Alumni in Israel are active

in Israeli politics and causes. Those alumni with children also stated that they are involved in their children's schools, many of which are Jewish nursery schools or day schools.

These statistics are important for a number of reasons. First, it is clear that alumni are willing to give both their time and money to organizations outside of their professional setting. Yet, most alumni give very little time and money to the SJCS. Therefore, it is not unreasonable to think that there is a disconnect between the SJCS and its alumni. Are alumni interested in maintaining a connection with the SJCS program and supporting it? Does the problem stem purely from a marketing challenge? This is an important point for the Alumni Association to explore further.

Conversely, this information may also provide opportunities for the Alumni Association to engage its alumni. With so many alumni involved in various capacities at different organizations around the country, developing partnerships with different agencies might be a way to engage alumni. The partnerships could be directly between the agency and the School, or perhaps there can be common ground around programmatic areas supported by both institutions.

5. Education

A. Overview

One of the unique qualities of the SJCS program is that it allows and even encourages students to pursue other skills and interests while developing what they will need to be leaders in the Jewish community. Formal partnerships exist with the University of Southern California and the HUC Rhea Hirsch School of Jewish Education. At one time there was also a partnership with the School of Social Work at Washington University in St. Louis.

Due to the limited number of responses received, it is not possible to fully assess if the survey responses paint a totally accurate picture of alumni attitudes, reflections, and willingness to connect with the School. However, it is not unreasonable to assume that those who took the time to respond to the survey are more likely to engage in other opportunities to connect to the SJCS and the College-Institute. If their responses and insights are what will ultimately be used to develop alumni programs, it is likely that these respondents will be on point and reflect general alumni interests.

According to the survey responses, just over two thirds of respondents received a second degree from USC: Almost 50% earned an MSW, 12% graduated with an MPA, and 4% of respondents earned either an MBA or a degree in Communications Management. Sixteen percent of respondents also earned a second degree from HUC in Jewish Education and another 14% earned either a single MA or Certificate in Jewish Communal Service. An additional 6% of survey respondents graduated from Washington University with an MSW.

Overwhelming, the majority of graduates had a BA before coming to the SJCS (88%), as opposed to a Masters or other advanced degree (10%). Men were slightly more educated than their female counterparts, with 11% of male respondents already having earned an MA, as compared to 4% of female respondents.

B. Gender

It is also interesting to see the gender breakdown in the each of the academic programs represented in the survey, represented in chart 5.1:

Chart 5.1 Graduate Programs by Gender

	USC MSW	USC MBA	USC MPA	USC CM	Single MA, JCS	Joint MA, JCS	Cert. JCS	MSW, WashU
Male	16	1	9	0	3	3	7	4
Female	51	0	9	3	7	16	2	3

Fifty-one female and 16 male respondents also received an MSW from USC; nine male and nine female respondents received an MPA from USC; one male respondent earned an MBA from USC; three female respondents earned a degree in Communications Management from USC and one female respondent earned an MA in Gerontology from USC. Seven female and three male respondents earned a Single Masters in Jewish Communal Service; 16 female and three male respondents have earned a Joint Masters in Jewish Education from HUC; and seven male and two female respondents earned a Certificate in JCS. Seven respondents earned an MSW from Washington University in St. Louis: four male respondents and three female respondents.

C. Breakdown by degree and year of graduation

It is also interesting to see how different programs have ebbed and flowed in popularity by year. This is evident from a number of trends illustrated by the respondents; for instance, the popularity of the Certificate program seems to have decreased significantly since the inception of the school- the last survey respondent to have earned a Certificate graduated in 1981. Conversely, newer programs such as the MBA, MPA and Communications Management programs at USC that have been added to the SJCS offering more recently, seem to be gaining in popularity. The two respondents from the MBA

Jessica Ingram

program graduated in 2007, and the three respondents from the Communications Management program graduated in the late 90's and 2000's. The MPA program at USC seems to be the program that is growing most steadily: three respondents with this degree graduated in the 80's, five respondents graduated in the 90's, and ten respondents graduated in the 2000's.

D. Reflections on SJCS classes

Alumni found most of the classes offered by the SJCS very valuable in preparing them for their future careers, and appreciated the non-academic opportunities offered by the program, including fieldwork/internships and mentorship relationships. While core courses have generally remained constant throughout the years, new courses have been introduced along the way, and electives have varied throughout the years.

The classes alumni found most useful in preparing them for the work they have done in the field since graduation are Organizational Development, followed closely by Leadership, then introduction to Jewish Communal Institutions (also known as “Wacky Wednesday”) and Fundraising. More than half of all respondents also felt their Jewish studies classes prepared them for their careers. About 40% felt their strategic planning classes prepared them well and a much smaller group acknowledged that the skills they gained from their research classes prepared them for their careers.

Alumni also shared other classes and topics they found especially helpful: Community Relations; Informal Jewish Education; Group Work; Synagogue Management; Budgeting and Grant Writing; Contemporary Issues of the American Jewish Community; The Jewish Family; and classes exploring Jewish identity and appropriate boundaries.

One alumnus (a) wrote that he or she found none of the classes particularly useful, indicating that classroom learning was much different than real work. Anticipating this response to a degree, the survey also asked respondents to identify other aspects of the SJCS that prepared them for the field. Overwhelmingly, respondents indicated that they found their fieldwork and internship experiences useful. Many also responded that their mentor relationships, particularly with those professionals with whom they worked, helped prepare them to enter the field. A few respondents also wrote that the relationships they formed with the faculty and administration of the SJCS program were what they found most useful.

Alumni were also asked to share what they felt was lacking from the SJCS curriculum. For a comprehensive overview of responses, many of which are positive suggestions for moving forward, see Appendix B. This list, in conjunction with what alumni state they would like to see offered in terms of continuing education opportunities, may provide a comprehensive starting point for a continuing education curriculum.

6. Careers

A. To Stay or to Go: Working within the Jewish Community

More than half of all respondents have worked solely in the Jewish community since their graduation from the SJCS; another 28% have had more than half their jobs within the Jewish community. Currently, 75% of the respondents work in the Jewish community. Of those who work outside the Jewish community, 63% are working for non-profit organizations.

The breakdown does get slightly more complicated when involvement in the Jewish professional world is looked at according to the other degrees alumni earned. While the majority of respondents have spent much of their career working for the Jewish community,

Jessica Ingram

there are small pockets of graduates that have not; 33% of single Masters graduates have had fewer than half or none of their post-graduate jobs within the Jewish community. Eighteen percent of USC MSW graduates, 20% of USC MPA graduates, and 29% of Washington University graduates have had between zero and half their jobs outside the Jewish community.

Within the Jewish community, respondents are almost evenly split in terms of the settings in which they work; between 11 and 14% of survey respondents work in synagogues, federations, schools or educational institutions and social service agencies. Most people responded to this question by choosing 'other,' and writing in their response. A complete list of responses can be found in Appendix C. For those working outside the Jewish community, just under two-thirds of respondents works in the non-profit world. For a complete list of respondents' careers outside the Jewish community, see Appendix D.

This information may be an indicator of whether or not these graduates feel any connection to the SJCS. For some, the School remains their link to the Jewish non-profit world, fostering a sense of connection. But for others, who may have left the field because of feelings of frustration, being unfulfilled, or whose new professional roles simply overshadow their previous interests, the School and the Alumni Association may hold no appeal.

B. Gender

Gender does not seem to be a factor in terms of employment within the Jewish community; just under half of male respondents and slightly more than half of female respondents have worked entirely in the Jewish community. Currently, about 71% of men and 77% of women work in the Jewish community. Outside the Jewish community, men are

split evenly between the non-profit and for-profit worlds, while two-thirds of women are involved in the non-profit world.

C. Salary

Salaries of SJCS alumni vary widely, with a large number of alumni falling at the lower end of the spectrum, although there are a number of factors that influence the distribution. Chart 6.1 illustrates the breakdown of alumni salaries:

Chart 6.1 Salaries of SJCS alumni

	Response %	Response Count
Under \$40,000	16.4%	19
\$40,000 – \$49,999	10.3%	12
\$50,000 - \$59,999	9.5%	11
\$60,000 - \$69,999	14.7%	17
\$70,000 - \$79,999	10.3%	12
\$80,000 - \$99,999	16.4%	19
\$100,000 - \$149,999	12.9%	15
\$150,000 - \$199,999	7.8%	9
\$200,000 and over	2.6%	3

Past student surveys indicated that women working in the field experience burnout more quickly than do men, in part because of the differences in pay (Altmann, et al., 1999). Therefore, it is worth looking at this data in more detail, breaking the numbers down by gender, to see if this trend is still commonly practiced in the field. Chart 6.2 provides an overview of alumni salaries by gender.

Chart 6.2 Salaries by Gender

	Male Count	Male %	Female Count	Female %
Under \$40,000	2	5.6%	17	21.8%
\$40,000 – \$49,999	3	8.3%	7	9%
\$50,000 - \$59,999	2	5.6%	9	11.5%
\$60,000 - \$69,999	2	5.6%	15	19.2%
\$70,000 - \$79,999	3	8.3%	9	11.5%
\$80,000 - \$99,999	5	13.9%	14	17.9%
\$100,000 - \$149,999	9	25%	6	7.7%
\$150,000 - \$199,999	8	22.2%	1	1.3%
\$200,000 and over	3	8.3%	0	0%

Almost 22% of women make under \$40,000.00 per year, while only 9% of female respondents make over \$100,000.00 per year. This could be the case because a number of women are choosing to take time off or work part-time in order to be at home with their families. Men on the other hand, are significantly more financially successful. Only 5.6% of men make under \$40,000.00 per year, while 57% of men make \$100,000.00 or more per a year.

However, gender is not the only factor that might contribute to the disparity in salaries among alumni. It is quite possible that those earning less are younger or more recent graduates who have been in the field for a shorter period of time than their more established colleagues. Chart 6.3 shows the salary breakdown by year of graduation.

Chart 6.3 Salaries by Decade of Graduation

	No Response	1970- 1979	1980-1989	1990-1999	2000-2009	Total
No Response	0	5	4	5	8	22
Under \$40,000	0	4	4	6	3	17
\$40,000-49,999	1	1	1	1	6	10
\$50,000-59,999	0	1	0	3	6	10
\$60,000-69,999	0	0	3	7	4	14
\$70,000-79,999	0	1	3	3	5	12
\$80,000-99,999	0	1	4	10	1	16
\$100,000-149,999	0	2	4	7	1	14
\$150,000-199,999	0	1	5	2	0	8
\$200,000 and up	0	2	1	0	0	3
Other	0	0	1	0	0	1
Total	1	18	30	44	34	127

In some ways, this breakdown is very clear. When looking at those graduates from the years 2000-2009, almost all of them are earning below \$80,000 and about half are earning \$60,000 or under. However, the data is not as consistent when looking at older

graduates, so it is not likely that this is the primary factor motivating salaries, or at least is not a factor that can stand alone, without considering other factors such as gender.

7. Alumni Involvement

This section of the survey looked at reasons why graduates of the SJCS may or may not have been engaged in the Alumni Association, what sorts of services they would be interested in receiving from the Alumni Association, and what opportunities might encourage their involvement.

When students graduate from the SJCS, they are automatically enrolled in the Alumni Association. However, according to the survey responses, only one third of all graduates are aware of this fact. This shows that there might be an opportunity for staff and lay leaders within the Alumni Association to do outreach early on to current students about the Alumni Association.

Most people (88%) do not consider themselves active members of the Alumni Association. About 60% of those say they are not involved because event/meeting times and locations are not convenient; 43% say they are not involved because of a lack of time; 34% say it's because they have never been asked; and 22% say that participation in the Association offers few tangible benefits. Ten percent say they are not involved because their friends are not involved, while another 10% say it is because participation in the Association does not provide meaningful interactions with alumni or students. Only 3% say they are not involved because they have no interest in maintaining a connection to the School.

Just 16 people say they ARE active in the alumni association. However, 26 people responded to the follow-up question, indicating that they are involved because they maintain their giving. Thus, we can conclude that they do not see donating money as involvement.

Jessica Ingram

An additional seven people say they have attended alumni events, while four people indicated that they served on an alumni committee.

Thirty-eight people replied to the question as to why they are involved. Eighty-seven percent (33 people) want to maintain a connection to the School, 82% (31 people) believe in giving back to the SJCS, and 50% (19 people) want to strengthen the SJCS program. Between 10-18% of the respondents indicated that the other reasons listed (alumni networking, job placement, and the opportunity to serve as a mentor) were motivating factors for them. One person said she or he is involved because she is interested in the continuing education opportunities it provides, and another person indicated involvement because of Steven Windmueller and Jerry Bubis. This data has very interesting ramifications for how the Alumni Association should proceed. The answer as to whether or not alumni want something tangible seems to be no; it seems as if alumni are more interested in giving than receiving.

Only 34% of respondents are regularly in contact with other alumni; 42% are sometimes in contact with other alumni; and 24% are never in contact with other alumni. While the majority of graduates, even those from the earliest years of the SJCS program, state that they sometimes interact with other alumni, the more recently the respondents graduated, the more frequent their interactions with other alumni are. This indicates that many alumni keep in touch with their classmates, especially in the early years after graduation as they get settled in the field. These connections can be used as a way to facilitate organized alumni activity. In fact, Klein and Alumni Association lay leaders are already working to capitalize on this; class captains are being recruited to help rally class involvement in and support of the Alumni Association and the SJCS.

Seventy-eight percent of respondents say that if given the opportunity to participate in continuing education learning opportunities, they would, which is significant. Respondents are interested in the following topics: 73% would like to learn more about emerging trends in the field; 63% of respondents would like courses on management; 60% on leadership; 55% on Jewish studies; 41% on fundraising; and 38% on lay/staff relations. According to the survey responses, interest in these topics does not vary by gender but there is some variation by decade of graduation, as illustrated in chart 7.1.

Chart 7.1 Interest in Continuing Education Topics by Decade of Graduation

	1969	1970-79	1980-89	1990-99	2000-09	Total Response
Emerging Trends	1	10	10	24	20	65
Jewish Studies	1	10	10	11	16	48
Lay/Staff relations	0	3	5	8	19	35
Leadership	1	7	9	21	20	58
Management	1	3	9	22	24	59
Fundraising	1	2	2	14	21	39
TOTALS	5	35	45	100	80	

While most alumni primarily want programs on emerging trends in the field, the USC MBA, MPA, and Communications Management graduates are also looking for topics related to management. The MBA students are also interested in leadership programs, and Washington University alumni expressed an interest in Jewish studies classes as well. This is interesting, given that graduates from these programs probably had more courses on these topics than other students while in school. However, it is likely that they also hold more management-type positions, based on their degrees, and they probably need to hone their skills as the field evolves.

In terms of format, people indicated that they want seminars (58%), e-classroom learning opportunities (54%), articles (51%), webinars (48%) and lectures (46%).

Donating to the SJCS

Currently, the Alumni Association maintains a dues structure for members of the Alumni Association: SJCS alumni pay an annual dues fee. They may designate \$36, \$54, \$100, \$500, or 'other'. Essentially dues are \$36.00, but alumni always have the option to donate beyond this minimum.

The majority of alumni who responded to the survey give money to the College once a year, however, 25% of respondents state that they do not give at all. Others wrote in their response to this question, explaining that they give periodically: if a faculty member is being honored; if there is a special appeal; or whenever they can, depending on other financial obligations. Interestingly, ten alumni responded that they give whenever they are asked. This could indicate an opportunity to increase alumni giving, both in terms of frequency and amounts, if the time is invested to reach out and appeal to SJCS alumni in a meaningful way.

Based on survey responses, alumni are generally more interested in maintaining a connection to the School and giving back, rather than looking for the School to provide them with tangible benefits. While this might refer to their financial support of the program and the larger College-Institute, it could also mean that alumni are looking for more professionally relevant or substantive ways to maintain a connection to the School.

Reflections on Data Analysis

As surveys were completed, the feedback I received from alumni allowed me to think about issues I had not previously considered. Some respondents felt that the questions did not appropriately take into account the following experiences and reflections:

- 1) Alumni whose careers are unfolding within the synagogue world.
- 2) Alumni living in Israel.
- 3) Alumni who are choosing to stay at home – either part-time, full-time, or temporarily to raise children - but who remain active in the Jewish community in a lay capacity.

Synagogue professionals correctly point out that their careers are overlooked in a number of places within the survey and I apologize sincerely for that oversight. For those alumni living in Israel, there was a concern that the survey did not take into account the differences in the structure of the organized Jewish community in Israel and the fact that many careers in government agencies, the military, and other fields all operate with a Jewish lens, essentially meeting the criteria of what we would define as Jewish Communal Service. While this too was an oversight, the reality is that the majority of alumni do reside in the U.S., and the survey was designed with that mentality. Additionally, an argument can be made that they are considered Jewish professionals by the fact that they have chosen to live and work in Israel. Finally, many stay-at-home parents are still very much engaged in the Jewish community on a volunteer basis, and there was some feedback that the survey did not allow for those experiences to be shared. This is an issue that arises in a number of capacities, particularly with respect to the granting of Honorary Doctorate degrees. The SJCS fully supports those who have made the choice to stay home and raise children, recognizes the importance of volunteering, and values the alumni perspective in a lay role.

Jessica Ingram

However, the SJCS is not teaching and training students to become volunteers, so the survey focused more on their roles as professionals. Regardless, I want to state that it was not my intention to overlook or exclude anyone, and I greatly appreciate those who shared their thoughts with me and allowed me to have a more accurate perspective as I analyzed the data.

Recommendations

Findings from this survey provide a number of insights for the Alumni Association professionals and lay leaders at the SJCS. While some of the findings are purely practical in nature, others are more thought provoking and should provide opportunities for a rich discussion about possible directions to explore as the Alumni Association moves forward.

Practically speaking, it may not make sense to focus significant energy on live, person to person interactions. Because alumni are scattered throughout the country, the greatest potential for these kinds of traditional gatherings would be in California, likely in conjunction with events that are taking place at the LA campus of HUC-JIR. However, because these events preclude the participation of a large number of alumni, a way to include those living outside of Los Angeles, would be to develop local alumni chapters that would serve the needs of alumni who have not remained in the southern California area. This would also allow small SJCS communities to develop and those alumni to network with one another. Additionally, it would also create hubs that, combined with the College-Institute's advances in technology, could facilitate continuing education opportunities between the HUC-JIR campus and other SJCS alumni.

Technology can also address the fact that the vast majority of alumni respondents say they would be interested in pursuing continuing education opportunities. Because alumni express a willingness and interest in using technology as a means of learning, through e-classroom opportunities, webinars, and articles, a logical next step might be piloting programs that take advantage of the technological advances HUC-JIR has made in recent years.

Alumni are also very open about the issues that are affecting them and what they want to know more about. Within the survey, they report wanting to learn about emerging trends in the field, management and leadership, Jewish studies, fundraising, and lay-staff relations to varying degrees. However, many alumni took advantage of this question being posed to insert their own ideas and more thorough explanations of what they are experiencing in the field. A complete list of topics of interest to alumni, based on what they think is missing from the SJCS curriculum or how to improve upon it, can be found in Appendix B. If these topics can be developed into programs or classes that can be executed either in person or using the technology available, there could be significant alumni participation.

Survey responses also highlighted some bigger issues that could play a role in helping the Alumni Association move forward. For instance, alumni are very active religiously-attending synagogues or minyans regularly, and celebrating holidays both within their homes and in communal settings. However, many alumni state that they do not get a sense of spiritual fulfillment from the work they do. While this could be attributed primarily to respondents who work outside the Jewish community, the Alumni Association could consider addressing this apparent disconnect. Alumni might be interested in exploring ways to overcome the challenges of achieving spiritual fulfillment or ways to find spiritual meaning in the daily activities of their work. Perhaps professionals in the field need and want to be reminded about how to find or put the “J” into their work.

The survey data also identifies and highlights a number of other organizational issues that the SJCS Alumni Association needs to address. Primarily, people need to know that as soon as they graduate they are members of the Alumni Association. Most graduates are unaware of this fact, which can be easily corrected through education and marketing.

Jessica Ingram

Perhaps there is an opportunity for second year students to have a program where they learn about the Alumni Association and how they can get involved. Or, once programs are up and running, current students could be invited to participate in online educational opportunities.

Additionally, there is the question of donating money to the school. Clearly, alumni donate money to lots of causes, but, for some reason, they aren't donating to the SJCS. This could be due to the current dues structure: Perhaps because alumni are automatically part of the Alumni Association and would rather give than receive, they see no need to pay dues. It is possible that moving from a dues structure to a system that is based solely on contributions would be more effective. Another possibility is that they may be more interested in donating specifically to the SJCS as opposed to the larger College-Institute.

Conclusion

Alumni of the SJCS program, while working in many different capacities in different settings throughout the country, share similar beliefs and values. They are committed to the Jewish community and seek to use their individual talents, interests, and skills to contribute what they can to making it stronger. Most alumni look back fondly at their time at the SJCS and credit their career successes to at least some of their academic and professional experiences provided by the school. The results of this survey indicate that alumni are interested in maintaining contact with other alumni and with the School, in a number of ways.

As the SJCS Alumni Association develops further, the leadership will have to keep additional factors in mind. The field of alumni relations is changing rapidly, and the SJCS Alumni Association will need to be prepared to deal with younger leaders in a more professional field, who are used to working with cutting edge technology but who remain motivated by personal relationships. These alumni, serving as ambassadors for the school, will be expected to ‘friend-raise’ as well as fundraise, and they in turn, expect that the School is doing the same. Especially in the current financial climate, developing campus partnerships is ever more important. Finally, as networking continues to grow with the increased use of technology and websites such as “Facebook” and “LinkedIn,” alumni will increasingly think outside the natural organizational boundaries that alumni managers have traditionally used, such as class relationships. Instead, they will connect with people based on their own areas of specialization and interest, which will certainly play a role in developing continuing education opportunities.

In the midst of navigating these ongoing changes, alumni managers and institutions

Jessica Ingram

will need to be on the lookout for potential hurdles along the way. Recruiting and retaining the right staff and lay leaders, and tracking programs and evaluating them thoroughly are no small feats and can make or break the best-laid plans. As it moves forward, the SJCS needs to prepare for a marathon, not a sprint (Clifford, 2007)!

References

- Abraham, Marla. Former Associate Director of the School of Jewish Communal Service. Interview, February 23, 2009.
- Altmann, Robyn, Andrea Bardack and Alyssa Martin. 1999. "Thirty Something – An in Depth look at the Alumni of the HUC-JIR School of Jewish Communal Service." MA thesis, HUC-JIR School of Jewish Communal Service.
- Ballin, J. & Prum, M. 1978. "Motivations, Expectations and Career Fulfillment of Workers in Jewish Agencies." MA thesis, HUC-JIR School of Jewish Communal Service.
- Bubis, G. 1971. "The Birth of a School." Central Conference of American Rabbis Journal. Winter, 2-20.
- Burg-Shnirman, D., Dubin, R., Flaum, T., Hollander, H., Li-Dar, E., Maht, Michel, K. & Ney, L. 1988. "The Chai Report: 18 Years of HUC-JIR School of Jewish Communal Service Alumni Speak." MA thesis, HUC-JIR School of Jewish Communal Service.
- CASE <http://www.case.org/container.cfm?CONTAINERID=40&CRUMB=2&NAVID=54>
<http://www.case.org/Content/AboutCASE/Display.cfm?CONTENTITEMID=4211>
- Clifford, Paul J. 2007. "Building the case for an alumni program." CASE – article is chapter in an upcoming book, "Alumni relations, Launching your program."
- Goldfarb, L., Lambert, M.J., and Schlossberg, D. 1983. "Evaluation of HUC-JIR School of Jewish Communal Service." MA thesis, HUC-JIR School of Jewish Communal Service and University of Southern California.
- Hebrew Union College-Jewish Institute of Religion. 2006. "Strategic Planning Committee Report." www.huc.edu/spp/
- Hebrew Union College-Jewish Institute of Religion. 2006-2007. "A Current Snapshot of the College Institute." www.huc.edu/spp/
- Jones, Mark R. January 2006. "It's the Alumni, Stupid." From, "Come Together," Currents Magazine, CASE.
- Klein, Lori. Associate Director, School of Jewish Communal Service, HUC-JIR. Interviews November 18, 2008 and March 17, 2009.
- Moore, Iain and Betsy Cannon Smith. October 2000. Spreading the Good Word CASE
- Siegel, Richard. Fall 2008. HUC-JIR SJCS Strategic Plan.
- Wasserman, Joy. National Director of Alumni Affairs, HUC-JIR. Interview, October 24, 2008.

Appendix A: Survey Questions

Page 1: Demographic Information

1. In what state do you currently reside?
2. How old are you now?
3. What is your gender?
4. What is your current marital status?
5. Of your grandparents, how many were raised Jewish?
6. Were your parents raised Jewish, converted to Judaism, not Jewish?
7. What denomination (if any) were you primarily raised in?
8. How do you identify (if at all) now?
9. Do you currently belong to a synagogue/minyan?
10. If so, is the synagogue/minyan:
(*Orthodox; Conservative; Reform; Reconstructionist; Renewal; Traditional; Non-Denominational*)
11. Are you affiliated with other Jewish organizations? If so, please indicate which: (check all that apply)
(*Organizational choices: Federation; JCC; Jewish social service agency; Political; Education; Israel/Zionist organization; Jewish social action organization*)
(*Involvement options: Pay dues/make financial contribution; Lay leader; Professional leader; Take classes*)

Page 2: Educational Experiences

1. What year did/will you graduate from the SJCS?
2. What degree(s) did/will you receive upon graduating?
(*Single Masters in JCS; Joint Masters: Jewish Education; HUC Rabbinic Ordination; USC Double Masters: MSW; USC Double Masters: MBA; USC Double Masters: MPA; USC Double Masters: Communication Management; USC Double Masters: Public Art Studies; Washington University Double Masters; Certificate*)
3. What was the highest level of education you had received prior to the SJCS?
(*BA/BS; MA/MS; MAHL; Ph.D; JD; Professional Degree (ex. MSW/MPA); Other*)
4. At what institution did you receive the prior degree?
5. Of the classes you took in the JCS program, which do you feel were useful preparation for the work you have done in the field since graduation? (Check all that apply)
(*Fundraising; Research; Leadership; Strategic Planning; Organizational Development; Jewish Studies; Intro to Jewish Communal Institutions/"Wacky Wednesday"*)
6. What other aspects of the JCS program prepared you for the work you have done in the field since graduation? (Check all that apply)
(*Fieldwork/internships; Field practicum/seminar; Israel seminar; Interaction with other HUC programs (ex. DeLeT, Rabbinic, Education); Other educational opportunities (ex. Lunch and Learn); Mentor relationships*)
7. If you checked mentor relationships above, please indicate which of the following mentor relationships prepared you for the work you have done in the field since graduation?
(*Academic; Professional; Lay; Informal*)
8. What (if anything) did you feel was lacking from the SJCS curriculum, based on your current knowledge of the field and your own career opportunities?

Page 3: Career Opportunities and SJCS Experiences

1. How many positions have you held since graduating from the SJCS?
2. How many of these positions have been within the Jewish community?
(*All; More than half; Half; Less than half; None*)
3. How would you describe the setting of your current position?

(Within the Jewish community; Outside the Jewish community)

4. If you work within the Jewish community, indicate in what setting:

(Federation; School/Educational institution; JCC; Social Service Agency; Political; Synagogue; Israel/Zionist organization; National Jewish Agency (including local branch); Other)

5. If you work outside the Jewish community, indicate in what setting:

(For-profit; Non-profit)

6. What is your current job title?

7. What is the salary range (pre-tax, on an annual, full-time basis) for your current position?

(Under \$40,000; \$40,000 – \$49,999; \$50,000 - \$59,999; \$60,000 - \$69,999; \$70,000 - \$79,999; \$80,000 - \$99,999; \$100,000 - \$149,999; \$150,000 - \$199,999; \$200,000 and over)

8. Please name one significant professional accomplishment, or achievement, of which you are proud.

Page 4: Attitude towards Jewish Communal Service and the SJCS

Please answer the following questions by choosing Strongly Agree, Agree, Disagree or Strongly Disagree:

- I knew I wanted to work in the Jewish community even before I started college
- At this point, I could not see myself working outside the Jewish community
- Jewish communal service is essential to the American Jewish Community
- In my experience, people are unclear as to what Jewish communal service is
- Jewish communal professionals do not receive the respect they deserve
- I am less enthusiastic about Jewish communal service now than I was as a student
- I would recommend Jewish communal service as a career
- I would recommend the HUC SJCS program
- My career in Jewish communal service has contributed to my own Jewish growth
- My involvement in the field of Jewish Communal Service gives me a personal sense of connection to the Jewish community
- My work as a professional in the Jewish community fulfills my spiritual needs as a Jew

Page 5: Traditional Modes of observance

1. When I celebrate Shabbat, I: (check all that apply)

(Say blessings at home; Attend services at a synagogue or minyan; Eat a festive meal with friends and/or family; Do something enjoyable; Refrain from doing work; Refrain from carrying money or using transportation; Adhere to additional halakhah)

2. I celebrate the following holidays, either at home or in a communal context: (check all that apply)

(Rosh HaShana; Yom Kippur; Sukkot; Simchat Torah; Hanukkah; Tu B'Shvat; Purim; Passover; Lag B'Omer; Shavuot; Tisha B'Av)

3. Over the past year, I attended some type of organized Jewish prayer services (Check all that apply):

(Never; On High Holidays; On special occasions (such as bar/bat mitzvahs); A few times a year; About once a month; Several times a month; Weekly; Daily)

Page 6: Alumni Involvement

1. Are you aware that as a graduate of the SJCS program, you are automatically a member of the SJCS Alumni Association?

2. Do you consider yourself to be an active member of the SJCS Alumni Association?

3. If you are an active member, how are you involved?

(Attend alumni events; Serve on an alumni committee; Donate money to the school)

4. If you are involved, why? (Check all that apply)

(Alumni networking; job placement opportunities; maintain a connection to the school; belief in giving back to the SJCS program; Desire to strengthen the SJCS program; Opportunity to serve as a mentor)

5. If you are not involved, why? (Check all that apply)

(Lack of time; event/meeting times and locations are not convenient; friends/classmates are not involved; participation in the association offers few tangible benefits; Participation in the association does not provide meaningful interactions with alumni or students; No interest in maintaining a connection to the school; Never been approached to get involved)

6. How often do you interact with other SJCS alumni?

(Regularly; Sometimes; Never)

7. If given the opportunity, would you participate in continuing education learning opportunities?

8. If so, what topics interest you? (Check all that apply)

(Fundraising; Management; Leadership; Lay/staff relations; Jewish studies; Emerging trends in the field; other)

9. Which of the following formats would interest you? (Check all that apply)

(Seminars; Lectures; Webinars (Not interactive); E-classroom (interactive); Articles)

10. How frequently do you donate money to HUC/SJCS? (Check all that apply)

(Never; Once a year; Whenever I'm asked; Other)

Appendix B: Respondent Comments on what is missing/how to improve the SJCS program

General Comments

- I couldn't imagine having only one of the degrees. They totally complement each other. I would not have had enough depth of Jewish knowledge with only the SJCS curriculum.
- I was at the school when the personality of Gerry Bubis was the center of activity. Programming was experimental and the connection with people, both faculty and students, has proved very valuable.
- I actually thought the JCS program was lacking in academic rigor. Particularly in comparison to my classes in the school of education, I found the communal service classes paled. My classmates constantly complained about the work assigned in graduate level courses and convinced professors to cut reading, assignments or exams. As much as I loved Steve Windmueller, his classes were not well organized and Management Skills lacked cohesion. I was very disappointed in the program upon graduation and today I really struggle when asked to recommend the program to prospective students.
- The program seemed very focused on skill, and less on theory. While learning the budgeting process was important, many skills can be quickly learned on the job. Learning about and how to research, in order to both learn theory and stay up-to-date with studies is crucial to success.
- I think overall the curriculum is good, the issue is though, some classes are taught by people who are not communal service professionals. They may be lay leaders, or something to that effect, but I don't know how many would classify themselves as JCS professionals. Also, I think it's less curriculum based, more that the SJCS lacks strong faculty numbers. Frequently the SJCS outsources classes to professionals who may not be good teachers, and vice versa.
- The biggest obstacle I faced immediately following my graduation was the lack of awareness of my graduate experience by other professionals, including supervisors and management. I was led to believe my training and education was very important and translated immediately into the professional arena. However I ran into challenge after challenge with supervisors and executives claiming all I had was an intern experience and nothing more than that.

Jewish Community

- Focus on Jewish life and organizations OUTSIDE of Los Angeles. There are incredible partnerships that can be forged with SJCS and organizations around the country. E.g. Rather than have students write fictional strategic plans, fundraising plans or programs, they can partner with organizations around the country. With limited funds and staff, many organizations would love the time and expertise of JCS graduate students in this capacity. This would allow students to more fully contribute to Jewish communal life, provide assistance to organizations AND be great PR for the SJCS.
- Wacky Wednesday and other aspects of the program were very focused on developing LA-based careers, but didn't pay as much attention to professional concerns for working in smaller communities.
- More religious training, Hebrew; Seminars on the broad cross-section of the community. Topics that the community tries to hide: addiction, abuse, sexual behavior, psych concerns, power and abuse in institutions and in leadership.
- I was not prepared for the blatant sexism and glass ceiling that exists in the Jewish Community.

Leadership

- Administration, Leadership and Management.
- Supervision; working with other pros (managing up), deal with the frustration of the slow process.
- Course (or mini-course) on how to be a supervisor (but not using the social work model). This topic wasn't addressed in our coursework, and as someone who is now in a supervisory position, it would have been most helpful.

Jessica Ingram

- Instruction in education as much of what we all do is educating others; learning more theories of both formal and informal education, including things like learning styles, would have been very helpful.
- Leadership, Strategic Planning, Management (including supervising staff).
- Leadership and supervision courses.
- I think there needs to be more emphasis on problem solving and lay leaders and professionals working together.
- More training for Gen Y-ers on how to manage up, additional public speaking opportunities.

Mentorship

- A true mentorship program where professionals in the community were matched with students- would have allowed the opportunity for honest dialogue for students to learn about the actual day-to-day operations of an organization in a different way than we were exposed to through our internships.
- A stronger mentor program would have been great!
- Mentorship program post graduation.

Job Preparation

- Help with job placement.
- A realistic overview of the job potential upon graduation. Job opportunities were very scarce in Los Angeles at the time and unless you were able to relocate, it was difficult to find a job.

Work/family balance

- Advice on how to balance work and family. There was usually an expectation in Jewish organizations I worked for that one would put their job above any family obligations. There almost seemed to be a competition as to who was the greatest workaholic.
- How to make a decent living without giving your entire life to work.
- How to have a family, live Jewishly, and still manage to have the career for which we were studying and preparing. Hours demanded are very high and not conducive to families (combined with very low pay for skill level).

Fundraising and Finances

- Much more fundraising. I think one full year of internship should be dedicated to fundraising. It is a critical skill that is requisite for non-profit executive level positions, and one that wasn't emphasized enough (especially outside the federation context) in our studies.
- More fundraising and finance courses, more business courses to prepare for Federation work.
- Working with a budget.
- More fundraising/leadership development.
- Financial- How to read spreadsheets, developing budgets, etc.
- More exposure to fundraising - mock solicitations.
- More extensive course work regarding fundraising technique, models, etc.
- Practical training in fundraising and motivating lay leaders to participate in whatever aspect of the fundraising process they are comfortable.
- How to understand the details of an endowment (financial terms, types of investments, etc.).
- Administration and Finance, Budgeting.

Jewish Studies, Israel and Hebrew

- Israel Studies and Israel Diaspora Relations.
- Not enough classes dealing with real issues of the field. Also would have appreciated more Judaic education classes, including Hebrew.
- I wish I had more Jewish Studies and time to learn Hebrew.
- Hebrew.

Jessica Ingram

- Jewish sources/values re: social change/social justice/Tikkun Olam, and how to DO that in Jewish Communal Service:
- More Jewish studies, Hebrew.

HUC Community

- Knowledge of the other concentrations, i.e. as a communications management master's I didn't learn enough about finance or social work, etc.
- More interaction with the other HUC programs -- especially taking classes together.
- Interaction with the other HUC programs (DeLeT, Rabbinic, Education), more time on budgeting and creating a master plan/strategic planning.
- Integration with Rabbinic program.
- Stronger relationships with other Jewish professionals: rabbis, cantors, educators. Hebrew.

Other

- Planning & Allocations, Strategic Planning, Budgeting, Practical survival in highly political organizations, Career Development.
- The curriculum was totally lacking for those interested in public policy (the MPA track).
- Group formation, community organization and development.
- Lack of concrete skills were taught, How to be political, Demographics.
- Program Development, Nonprofit Administration such as making budgets, management of staff.
- Classes on Marketing, public relations.
- Realist view of organized Judaism Being Jewish in non-Jewish organizations.

Appendix C: Additional Places of employment within the Jewish Community

- Consulting/Advocacy with various Jewish Communal institutions
- Jewish Summer Camp
- Volunteer in Synagogue
- JCRC -- why are we always left out?!
- Synagogue school
- Currently at home full time raising my children
- Part time at Federation, part time at Hillel
- Fundraising for Israel-based charity
- Stay at home mom/volunteer
- Private Foundation
- Hillel
- Research Center
- I live and work in Israel
- Your survey is faulty in assuming I have a current paid position. I'm parenting Jewish kids, though, so that's got to count for something.
- Not currently working
- Consulting at synagogues, agencies, seminaries, new group formation
- Jewish Camps
- JCRC, Hillel
- Interning at a Bureau of Jewish Education
- Not working right now - stay at home mom. Used to work at the Jewish family service
- Foundation
- Museum
- URJ; not sure if that is what you mean by "National Jewish Agency"
- Foundation
- JCRC independent, not Federation program or committee
- Mom, not working outside house at this time
- I run a school AND I teach through Federation
- I work in Israel
- I worked in both Synagogue and Educational Jewish settings
- 32 years in Israel's social welfare system, specializing in community and organizational development, presently freelancer
- Volunteer at Jewish Day Schools as well as occasional work-for-pay at these same day schools, Maimonides
- Community Care at Home, affiliate of JVS
- URJ
- Founder and owner of consulting firm

Appendix D: Places of employment outside the Jewish community

- Government
- Community relations for Pfizer within the Jewish Community
- Grant writing for a health care organization
- Banking
- Advocacy/lobbying
- Psychotherapist/Psychoanalyst in private practice
- Education
- Sales
- Community outreach
- Hospice
- Fundraising
- I work for public radio.
- Geriatric social work
- County Government
- Finance and Investments
- I am retired and serve on the Town Board and Committees as a volunteer
- I have worked outside the J Com in higher education
- Fundraising
- Private practice-psychotherapy
- Mental health
- Higher Education
- Medical Social Work
- Training and Org Effectiveness for large insurance co
- Higher Education, professor
- My own company - social entrepreneur
- Health Care Management
- Hi-tech
- Government
- Social work and health issues/hospitals
- Cleaning Association
- Private practice past work in JFCS and synagogues and Jewish education
- Founder and owner of consulting firm

Appendix E: Significant Accomplishments

- Organizing national agency participation for political demonstration in 2004.
- Creation of a multi-generational celebration community at the Israel Levin center in Venice, California.
- Receiving Woman of the Year Award from Soroptomists International.
- Katrina Recovery Effort; Mobilization of community during intifada.
- President, World Council of Jewish Communal Service.
- Honorary doctorate awarded by HUC.
- Founding and directing the Aliyah Demonstration Project at the LAJFC (1986-89) with Gerry Bubis as Committee Chair.
- Received the Innovator's Award and helped to earn a Legacy Heritage Grant and the renewal of that grant at my previous job.
- Started a synagogue religious school in 1996, took over as director again in 2007, and help the school triple in size.
- Developed and grew a community wide interfaith outreach program housed at a JCC.
- My work with ECE (Experiment in Congregational Education) that helps congregations rethink why they do what they do.
- President of NATE, 2000-2002.
- Founding Director, Berlin (Germany) Office of AJC.
- Jewish - Directed the first Million Dollar+ Super Sunday for the Denver Jewish Federation in 1985. In Banking, it would be taking over an in-store bank, tripling business over 2 yrs., then having them build a new free standing bank branch to accommodate them.
- Houston Federation Jewish Education award.
- Development of Alcohol/Drug Action Program (ADAP) and subsequent programs dealing with addiction, domestic and sexual abuse in Jewish community.
- Incorporating (and receiving awards for) active learning and service learning into my teaching.
- Being a part of the creation of a new and different advocacy/PAC organization in Canada.
- Development of the first business plan for the agency with a marked business orientation.
- Designing a 3-day educational seminar for emerging eastern European leaders.
- Taking charge of the organization when I had no boss for 6 months.
- Building a development department at Westside Jewish Community Center.
- Earned "Senior Member" designation in the National Association of Temple Administrators (NATA).
- Co-editor, "The Jews of Rhode Island," Brandeis University Press and University Press of New England, 2004.
- Development of Geller Leadership Project.
- Earning a doctorate in psychoanalysis.
- Engaging people in Jewish life - helping them find the joy of being Jewish.
- Getting a PhD.
- I just celebrated 5 years as a career employee at UCLA Medical Center.
- Getting a good public servant elected.
- Raised money for two new buildings at one organization.
- I am very proud of the case work I do with refugees, and that I am often the first Jewish person many of my clients know personally. In particular, I am proud of the resettlement work I do with Iraqi refugees.
- In 1994 pushed my organization to host a full day seminar on HIV/AIDS in the Jewish Community. The result was a new understanding of how this issue was impacting the community and a full-time position was created at JFS as a result. I think the position still exists.
- I received the Samuel A. Goldsmith Award, given annually by the Jewish Federation of Metropolitan Chicago, to a professional under 35, nominated by my supervisor.

- The LEAP Program - created a professional coaching program for youth and teens that is being used throughout the Northeast, Canada and Korea.
- I am really proud to have played a part in revitalizing the Hillel in my community.
- Effective merger of the Cleveland Federation's Commission on Jewish Continuity with the Bureau of Jewish Education, to build a strengthened central Jewish education agency.
- Achieved much success as Camp Director in Jewish Federation in Cleveland and San Francisco (7 years). Built important campus development while CEO of Jewish Federation in Orange County; Acted as mentor for many staff over the years.
- Brought a Jewish culture and arts event to a new venue with new programming attracting 30,000 people of which 10,000 were teens.
- Helping an educational program for older adults to grow and run more efficiently.
- "Communities of Learning" - new model of outreach and community building through Jewish study and learning; a very successful program that builds community and secures donor loyalty long term.
- Developed, lead and teach project on domestic violence in the Jewish community after original research.
- Wrote Mourning & Mitzvah.
- Most proud of family. Glad to have helped communities and agencies further their goals with both fundraising and community support/education. Raised millions and held great events...
- 25 years in the pulpit.
- Launched major community response to Carter's book.
- The revitalization of a summer day camp program as well as 8th and 9th grade students who want to come to Sunday school.
- Turning a vital agency with significant financial hardship into a vibrant organization that is financially strong.
- Created, implemented and received \$250,000 in grants to fund the Wisconsin Educators US Holocaust Memorial Museum Trip and Educational Seminar, providing an opportunity for more than 400 teachers from Wisconsin to visit the U.S. Holocaust Memorial Museum in Washington.
- I am used on a national level as training facilitator for helping congregations build 20s and 30s communities.
- Organizing Regional Events that are very well received.
- Created and implemented a curriculum for a seminar for graduate students interested in working in the Jewish community.
- Founding of a Community Center in Haifa, Israel (1997).
- That JFS of the Desert has become one of the leading social service agencies in my community, both sectarian and secular.
- 2006 & 2007 named on Training Top 100 executive list by Training Magazine.
- Staffing the community demographic survey.
- Coordinated programming for high-level Jewish Communal lay and professional leaders.
- Helped raise \$16million at a recent conference of 700 women.
- Camp enrollment was up 10% last year.
- Defeated anti-Israel legislation.
- Passage of multiple legislative initiatives to benefit the U.S.-Israel relationship.
- As the Assistant Director of the Women's Division, I am very proud of the fact that when the Director of the Women's Division left her position 4 months before the close of our campaign, I was able to guide Women's Division to exceed our goal of \$11.5 million and reach \$11.9 by the close of our 2008 annual campaign.
- I helped to turn a deteriorating Hillel into a vibrant community.
- Mentoring college students to make decisions within a Jewish framework.
- Established Young Hadassah International-- a volunteer network in 12 countries united to raise money for the Hadassah Medical Organization in Jerusalem.
- My company Your Personal Coach, LLC.