



Hillel



# EMERGING ADULTS: The Hillel Model for Jewish Engagement



## HILLEL'S VISION

Hillel seeks to inspire every Jewish student  
to make an enduring commitment to Jewish life.

## HILLEL'S MISSION

Hillel's mission is to enrich the lives of Jewish undergraduate  
and graduate students so that they may enrich  
the Jewish people and the world.

## HILLEL'S STRATEGIC GOAL

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

*Hillel's Strategic Planning Report, May 2006*



Hillel is grateful to all the investors who made possible  
the development and expansion of these initiatives:

Jim Joseph Foundation

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Thomas Spiegel Family Foundation

Dear Colleagues,

The Jim Joseph Foundation is pleased to present the midterm evaluation report from the *Senior Jewish Educator and Campus Entrepreneur Initiative* (SJE/CEI), an innovative peer-to-peer Jewish learning strategy launched by Hillel: The Foundation for Campus Jewish Life.

The goal of this report is to contribute to the conversation about Jewish education and emergent adulthood. In the foundation's work with grantees which serve young adults, we consistently ask ourselves what forms of Jewish education engage these young adults in meaningful, authentic and relevant encounters with their Judaism.

Hillel's attempt to answer that question has been to grow and diversify Jewish peer networks on campus while providing talented, accessible educators, capable of making Judaism personally relevant to students' lives. This strategy reflects what the Jim Joseph Foundation board has come to understand in its short history of grantmaking: that the classroom for young Jews - its location, composition and especially its educators - has changed. More and more, peer networks are the classrooms and peers are the educators.

For the Jim Joseph Foundation, this is an experiment to see whether training and educating student leaders to foster learning and connection to community among their peers will lead to a more vibrant, engaged campus community. This first-year report provides some early lessons, plots next steps and poses some interesting questions that are relevant across the field of Jewish education for emergent adults. **Ultimately this first-year report concludes that the student Interns and Senior Jewish Educators are effective in reaching large numbers of previously less-connected Jewish students and facilitating their personal Jewish growth.** This is an exciting finding even in its early stages.

We look forward to learning together.

Chip Edelsberg and Adene Sacks  
Jim Joseph Foundation



# THE OPPORTUNITY

In an era of extended emerging adulthood, where personal interests and social networks reign over institutions and organizational membership, organizations are being pushed to define new ways to connect the next generation to the richness of Jewish life. Hillel has taken this challenge to heart and has committed itself to doubling the number of students who are involved in Jewish life and who have meaningful Jewish experiences.

Knowing that approximately 85 percent of American Jews go to college, and recognizing the uniqueness of the college experience as a period in life when students explore who they want to be in the world, Hillel has positioned itself to impact the Jewish journeys of hundreds of thousands of young Jews.

Through a new pilot project, the Campus Entrepreneur/Senior Jewish Educator Initiative, Hillel has found a way to leverage students' social networks and to infuse them with substantive Jewish enrichment.

This effort is engaging thousands of young Jews who were not previously involved in Jewish life. It is creating new avenues for Jewish involvement and education created by and tailored to young adults.

The initial evaluation of this project indicates early success: **In the past year, 8,000 students across ten campuses have been impacted by this work.** This success demonstrates that Hillel can scale this initiative more broadly and adapt its methodologies throughout our global network.

We also believe that the relevance of this initiative goes beyond Hillel, as the methodologies are transferrable to other organizations working with young adults. Hillel now seeks to build on these successes and scale this initiative more broadly, adapting its methodologies throughout our global network.



TOGETHER WITH NUMEROUS  
OTHER PARTNERS IN THE JEWISH  
WORLD, HILLEL IS WELL POSITIONED  
TO BE A PREMIERE VENUE FOR  
EQUIPPING THIS GENERATION OF  
EMERGING JEWISH ADULTS  
TO BE THE BUILDERS AND  
SHAPERS OF THE JEWISH FUTURE.



# THE CONTEXT

In 2006, Hillel: The Foundation for Jewish Campus Life released a five-year strategic plan that enunciated a new mission: ***"Enrich the lives of Jewish undergraduate and graduate students so that they may enrich the Jewish people and the world."***

Hillel also set an ambitious goal: ***"To double the number of Jewish students who are involved in Jewish life and who have meaningful Jewish experiences."***

This goal commits Hillels to work simultaneously in two areas:

## 1. Breadth

"Doubling the number of students involved in Jewish life," necessitating an engagement strategy to reach ever-increasing numbers of Jewish students; and,

## 2. Depth

"Having meaningful Jewish experiences," demanding relevant and compelling Jewish experiences and learning opportunities that facilitate students' growth and that deep their Jewish journeys.

This process also set forth new metrics for Hillel's success. **Rather than focusing on the number of participants in Hillel programs alone, Hillel now evaluates its success based on students' Jewish growth.** *Participation* in one-off activities, it is felt, is a limited measure of success, as it only denotes attendance at a Hillel event. On the other hand, *growth* implies a meaningful transformation, laying the foundation for students to embark on lifelong Jewish journeys far beyond their four years on campus.

### CAMPUS ENTREPRENEUR INTERN: SHAYNA HORWITZ Virginia Tech

Shayna Horwitz was not involved in Jewish life on campus when she arrived at Virginia Tech from Virginia Beach, Va., her freshman year. That changed when she was recruited for the Campus Entrepreneurs Initiative. As a CEI Intern, she was responsible for developing relationships with 60 other Jewish students who were similarly disconnected from Jewish life.

Among her achievements, Shayna worked with fellow student Arielle Kohr to create a chapter of the Make a Wish Foundation on campus. While other students attend blow-out parties on Super Bowl Sunday, Shayna, Arielle and a group of others hold a large Super Bowl Sunday fundraiser to grant local children their wishes.

Shayna became president of "Hokies for Israel" upon returning from her Taglit-Birthright Israel trip and is using her genuine passion and ability to develop relationships to build the new Israel organization. This year she will attend the first summer alternative break in Israel where the students will work with an Ethiopian community.

Now in her senior year, Shayna continues to engage Jews as a CEI Advisor who mentors CEI Interns. Her Hillel director, Sue Kurtz, says that Shayna inspires fellow students: "She has truly brought Jewish values and the relevance of Jewish life to the lives of many."



# THE METHODOLOGY

Today's college students are diverse, highly social and collaborative. Members of a generation that eschews particularism, the vast majority are reluctant to access Jewish institutions as a regular outlet for social networking or community-building. At the same time, they are openly proud of being Jewish.

In this landscape, Hillel embraced two methodologies to move its work beyond "the institution" and "the program" to help each student connect to, explore, and affirm their Jewishness: "Relationship-Based Engagement" and "Meaningful Jewish Experiences."

## RELATIONSHIP-BASED ENGAGEMENT

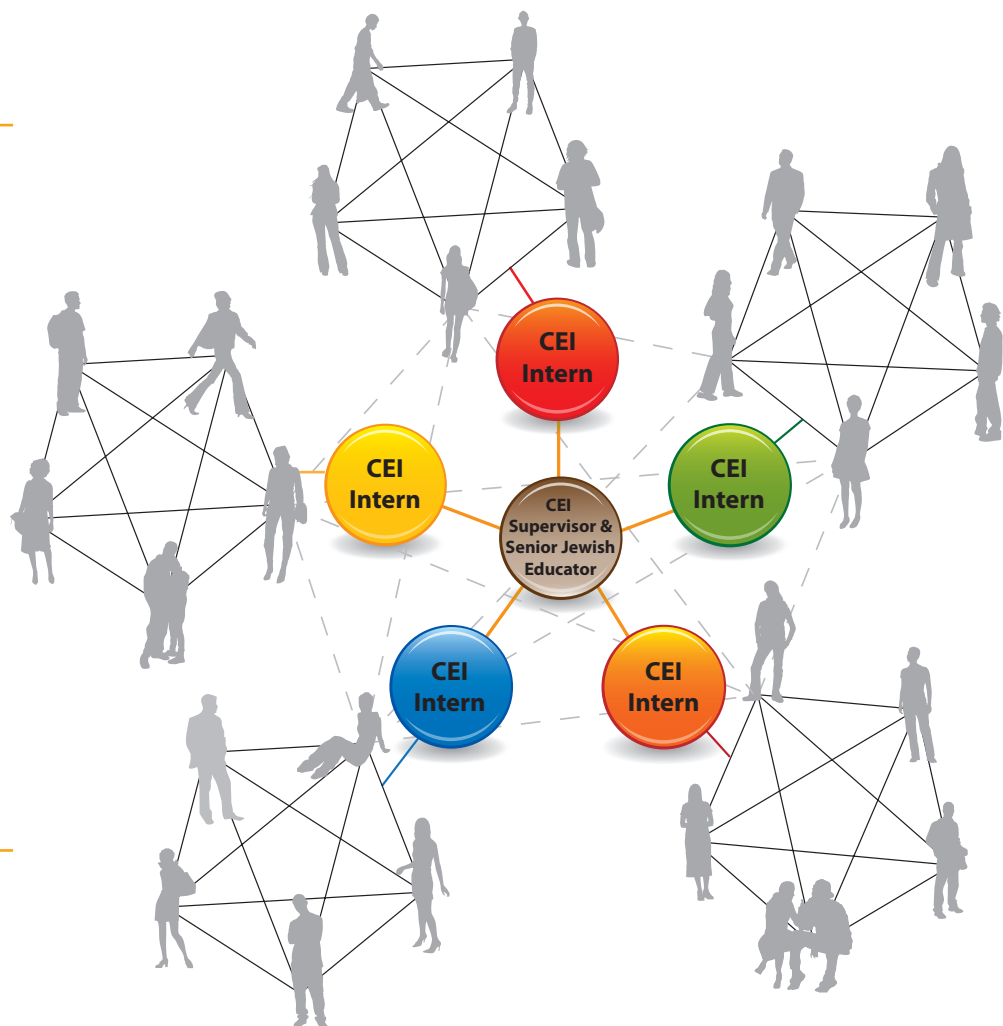
Relationship-Based Engagement is an outreach method based on building relationships with students as individuals, learning about their stories, gaining an understanding of what is of interest and value to them, and connecting them to Jewish life in ways that support their development and growth. Hillel uses this methodology in the context of **students' own peer networks**, building Jewish connections between and among peers as well as with Hillel professionals.

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### A New Model for Building Communities

*Rather than connecting all Jewish students on campus with one central focal point, Hillel's relationship-based peer-education model creates smaller groups of students who are engaged through student interns. These smaller groups share similar interests and offer the opportunity to create deeper and more meaningful relationships among themselves, with the Jewish community, and with their Jewish heritage.*

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## MEANINGFUL JEWISH EXPERIENCES

Meaningful Jewish Experiences are experiences that create positive Jewish memories, Jewish self-confidence, Jewish knowledge and connections to Jewish people/community. Meaningful Jewish Experiences lead students to develop *ownership* of their own Jewish experiences - making active choices to advance their Jewish journey and ultimately, although often later in the future, to make an enduring commitment to Jewish life.

The following two methodologies are at the core of the Campus Entrepreneurs/Senior Jewish Educator Initiative.

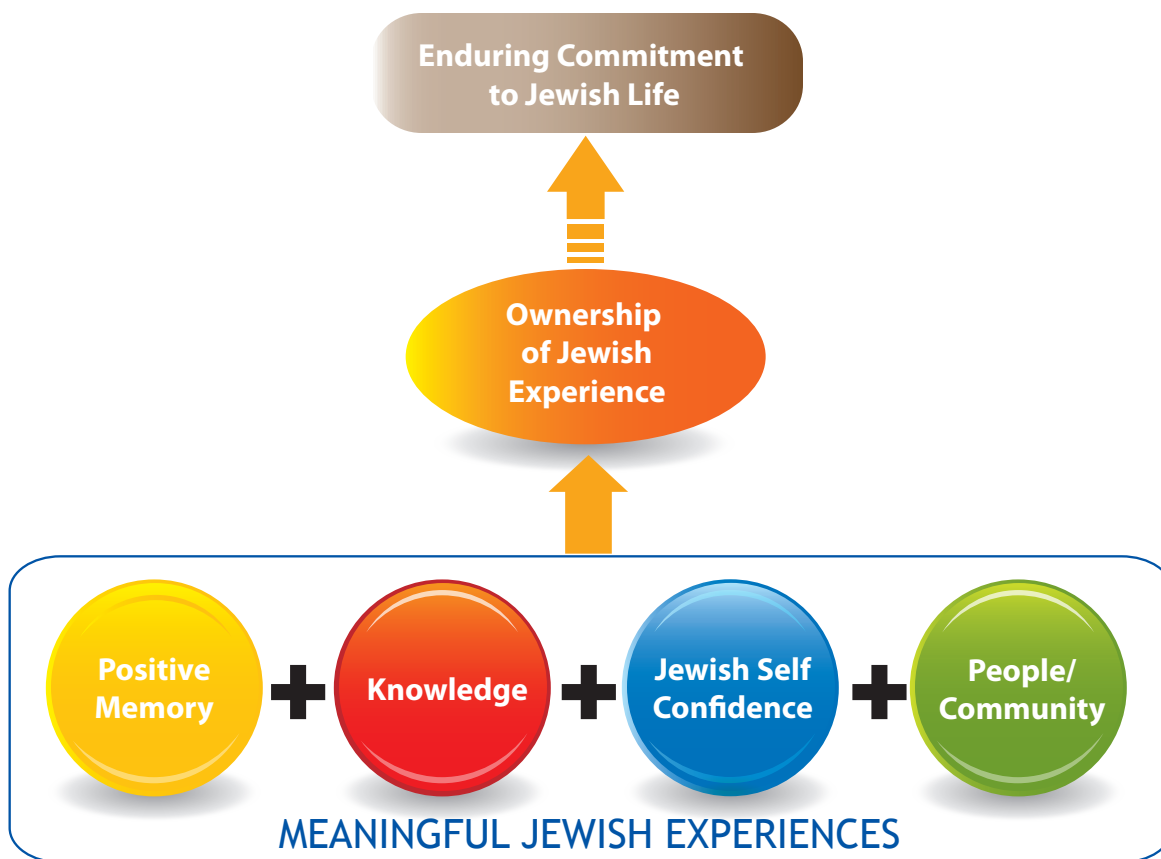
### CAMPUS ENTREPRENEURS INITIATIVE

Campus Entrepreneurs Initiative Interns are previously uninvolved Jewish students, from broad

and diverse social networks, who are hired by Hillel and trained to use relationship-based engagement methods in building and developing their own social networks to connect their uninvolved Jewish peers to Jewish life. (Hillel is also experimenting with the Peer-Network Engagement Internship (PNEI), which applies the principles of CEI to train a smaller cohort of student interns to connect 40 of their uninvolved peers with Jewish life.)

### SENIOR JEWISH EDUCATORS

Senior Jewish Educators are talented educators with deep Jewish knowledge and authentic Jewish personalities who serve as mentors and teachers for students' Jewish journeys, focusing particularly on those students who are not already involved in Jewish life on campus.



# THE STRATEGIES

## CAMPUS ENTREPRENEURS INITIATIVE

The **Campus Entrepreneurs Initiative (CEI)**, supports the work of 12 paid student Interns per campus. These Interns tap into their own friendship networks and connect peers to Jewish experiences (not necessarily through Hillel), or create new opportunities tailored to students' interests and questions. This strategy enables students to make Jewish connections within their own friendship circles. Since each CEI Intern is tasked with building 60 relationships with uninvolved Jewish students, CEI engages a total of 720 previously uninvolved students per campus in Jewish life.

Interns are trained at Hillel's Summer Engagement Institute, an intensive immersive experience designed to prepare them for their work on campus. They continue to receive weekly training and supervision when they return to campus, following a nationally provided curriculum customized to each campus context. For many students, the regular Jewish enrichment sessions provided as part of these trainings are the first time they have participated

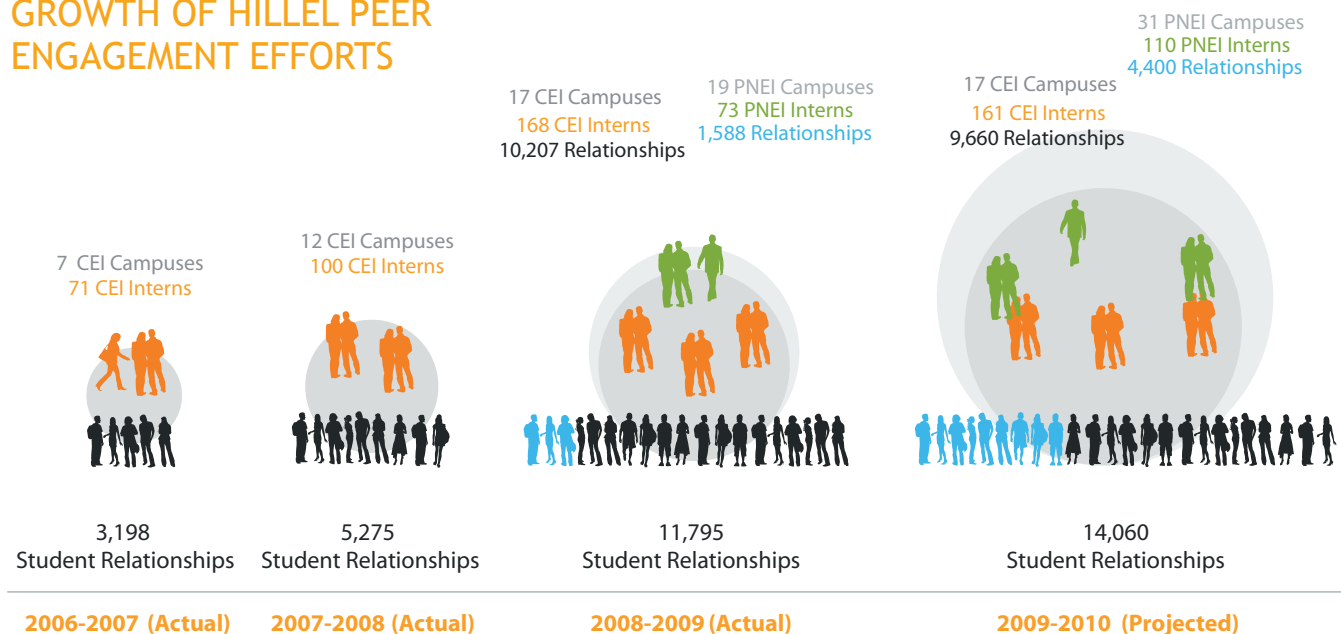
in sophisticated Jewish learning and discussion. Each Intern also receives a stipend to create and support Jewish initiatives of interest to their uninvolved Jewish peers.

For example, at the University of Pennsylvania, CEI Intern Liz Wessel formed the Social Entrepreneurs Network, inviting other Jewish peers with an interest in business or entrepreneurship to participate. Together, the group hosts a series of dinners with successful entrepreneurs from the local Jewish community.

At other times, CEI Interns serve as connectors who introduce students to existing Jewish opportunities that are relevant to their interests. David Berman, an Intern at New York University, helped connect a student who was passionate about ecology and the environment to an Internship at the Jewish National Fund, where he is now exploring his interest in the environment in a Jewish context.

To view a video about the CEI program, visit <http://www.campusinitiative.org>

## GROWTH OF HILLEL PEER ENGAGEMENT EFFORTS





## SENIOR JEWISH EDUCATORS

**Senior Jewish Educators (SJE)** build educational relationships with at least 180 uninvolved Jewish students every year. They mentor and teach the CEI Interns and meet students through the CEI Interns' social networks and through their own engagement efforts.

The SJE's approach is based on an understanding of the developmental stage of emerging adulthood. As most adults in their late teens and twenties separate from their parents, they confront the key messages and values that they have received from family, community and broader society, and they reconsider which of these values will form the basis for their future choices and dreams.

On campus, most students lack formal mentoring relationships and peer communities through which to explore these commitments. Students usually do not or cannot ask their professors their big life questions. Hillel's Senior Jewish Educators are unique guides for students' journeys, enabling students to explore their

big questions through the lens of Jewish tradition, and helping each student navigate his/her own Jewish journey.

At the University of Texas, Senior Jewish Educator Devora Brustin met on a regular basis with a group of student artists to study Jewish sources related to themes of freedom. The students' study inspired their art and led to a gallery exhibition of their works in spring 2009. More than 35 students, most of whom had never participated in Jewish or Hillel-related activities, were involved.

At New York University, Rabbi Daniel Smokler was invited to the AEPi fraternity for a regular "men's night" where the brothers gathered with the rabbi to talk about key questions in their lives. They used the study of Torah as the lens for conversations about such topics as parental expectations, personal aspirations, money and intimacy.

To hear podcasts from Senior Jewish Educators, visit, [www.hillel.org/schmooze](http://www.hillel.org/schmooze)

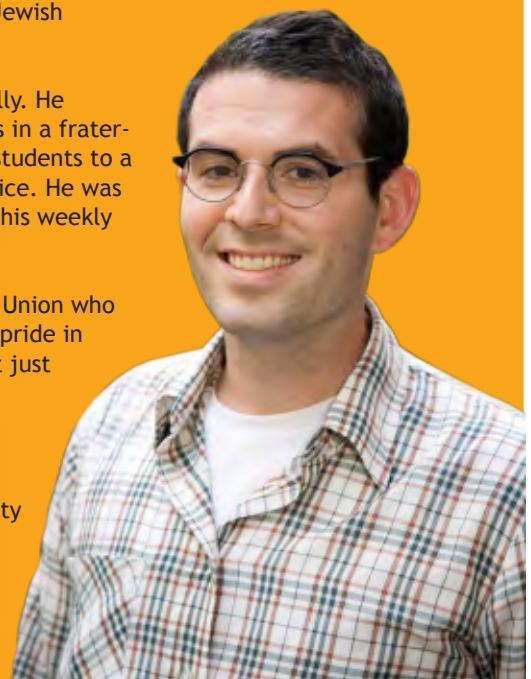
### SENIOR JEWISH EDUCATOR: RABBI DAVID KASHER

*University of California, Berkeley*

As Senior Jewish Educator at the University of California, Berkeley Rabbi David Kasher is responsible for exposing the depth of Jewish heritage to 180 Jewish students every year.

In his first year on campus, Kasher built his network of students gradually. He created a weekly "Philosopher's Club." He taught a Jewish identity class in a fraternity. He participated in a Taglit-Birthright Israel trip. He traveled with students to a political convention and explained the Jewish approaches to social justice. He was invited to give credit-bearing courses in the university. Within the year his weekly teaching schedule and his roster of students filled.

His 180th student turned out to be the president of the Jewish Student Union who asked him to add depth to weekly Shabbat dinners. Rabbi Kasher takes pride in reaching 180: "My relationship with her symbolized an achievement not just of the number goal, but of a crossing over into a wider kind of impact: My work with unengaged students on campus was successful enough to actually begin trickling back and having an impact on the cultural consciousness at Hillel itself. Ultimately the work of the Senior Jewish Educator is to create a cultural shift so that the whole Jewish community on campus comes to see that Judaism is an ongoing, profound conversation about the most important questions of Self, and God, and the World - and that everyone is welcome and able to join this conversation."



# THE RESULTS

The Jim Joseph Foundation commissioned an independent evaluation<sup>1</sup> of the Campus Entrepreneurs/Senior Jewish Educator Initiative on ten campuses in 2009. The evaluation included interviews, site visits to these campuses, an analysis of Hillel's relationship-tracking data, and the largest survey to-date of Jewish college students (2,846 respondents). The study also included a control group of five campuses with neither initiative.

The evaluation found that the initiatives work:

*"The Senior Jewish Educator/Campus Entrepreneurs Initiative, at least in its first full year of operation, is clearly an effective strategy for broadening the reach of Hillel in engaging students in Jewish life on campus ... [T]he combination of SJE and CEI enables outreach to previously uninvolved students and stimulates Jewish growth."*

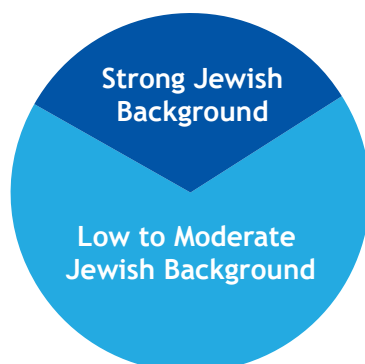
**FINDING:** **Senior Jewish Educators and CEI Interns facilitate Jewish growth.** By engaging in conversation about Jewish ideas and big questions, CEI interns help students increase their involvement in Jewish life. Senior Jewish Educators deepen students' sense of Jewishness *significantly*, growing their Jewish confidence, sense of belonging, and knowledge.

**IMPLICATION:** Organic and informal Jewish conversation leads not only to increased Jewish knowledge, but also to a greater sense of personal and Jewish confidence. A student emailed UCLA Hillel Senior Jewish Educator Brett Krichiver:

*"I wanted to thank you for meeting with me on Friday. It was quite eye-opening for me and I'm pretty excited to learn more about what's actually written in the Torah, as opposed to the story versions that I was taught as a kid. I also enjoyed our discussion on the freedom of choice... Most importantly however, I think I'm most grateful to learn that there is WAY more to Judaism than I originally thought."*

**FINDING:** **Senior Jewish Educators and CEI Interns reach significant numbers of students from a wider spectrum of Jewish backgrounds than those typically active in Hillel.** On the ten campuses evaluated in 2008-2009, these initiatives reached an estimated 8,000 Jewish students. Of these, about two-thirds (over 5,000) came from moderate or weak Jewish educational backgrounds.

**IMPLICATION:** The Relationship-Based Engagement methodology employed by the CEI Interns and SJE's serves as an effective approach for reaching greater numbers of Jewish students.



**TWO-THIRDS - 5,000 OF 8,000 STUDENTS - REACHED BY SJE/CEI COME FROM MODERATE TO LOW JEWISH BACKGROUNDS**

<sup>1</sup>Evaluation was conducted by Research Success Technologies and Ukeles Associates, Inc., which included Drs Steven M. Cohen, Ezra Kopelowitz, Minna Wolf, and Jack Ukeles



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**FINDING:** CEI Interns help Jewish students make more Jewish friends. Other research shows that knowing more Jews promotes more Jewish activity and involvement.

**FINDING:** Senior Jewish Educators enable continuity of Jewish experiences or “follow-through.” Through direct relationships with students, SJEs are able to focus on who students are and what they want, rather than on planning programs in which they expect students to participate. Through this paradigm of “relationship-based engagement,” SJEs direct students from one meaningful Jewish experience to the next, ensuring that each student experience follows and builds on the previous experience.

**IMPLICATION:** The CEI/SJE model answers the challenge of creating effective “follow-through” experiences for participants of Taglit: Birthright Israel and Jewish service trips.

Devora Brustin, the Senior Jewish Educator at the University of Texas, met Joe, the child of a mixed marriage, on a 2009 Taglit-Birthright Israel: Hillel trip. Devora invited him to participate in a number of post-trip activities, and Joe soon asked her to mentor him in a film project documenting the Birthright Israel experience. Through his experience working with Devora, Joe was inspired to create a film club on campus to explore questions of Jewishness and spirituality through film. A dozen other Jewish students are already involved.

THE CEI/SJE MODEL  
ANSWERS THE CHALLENGE  
OF CREATING EFFECTIVE  
“FOLLOW-THROUGH” EXPERIENCES  
FOR PARTICIPANTS OF  
TAGLIT: BIRTHRIGHT ISRAEL  
AND JEWISH SERVICE TRIPS.



THE CEI INTERN EXPERIENCE ITSELF  
IS TRANSFORMATIVE FOR MOST INTERNS.  
AKIN TO THE EXPERIENCE OF JEWISH CAMP  
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JEWISH EXPERIENCE.



**FINDING:** The CEI Intern experience itself is transformative for most Interns. Akin to the experience of Jewish camp counselors, who facilitate transformative experiences for campers through which they too grow Jewishly, most CEI Interns find reaching out to their peers to be a transformative, meaningful Jewish experience.

**IMPLICATION:** CEI is generating a pipeline of future Jewish leaders. CEI challenges Interns to understand the unique interests of their Jewish peers and to think creatively and strategically about which activities/initiatives will be most relevant and compelling to them.

CEI *Advisors* (a designation all Intern alumni are given as they continue to impact their Jewish peers as volunteers) go on to serve as Jewish leaders and community builders, impacting the Jewish world and beyond as Teach For America educators, Fulbright scholars, volunteers, Jewish professionals, and more.

### CAMPUS ENTREPRENEUR INTERN: MARISA JOHNSON

*Northwestern University*

My journey to Jewish leadership began with my year as an intern for Hillel's Campus Entrepreneurs Initiative, my first glimpse of the Jewish community's most pressing mission: to engage the uninvolved, show them a world of Jewish possibilities, and give them the tools to build a meaningful Jewish life.

Now, as an advisor to the current interns, I have mentored a young woman who led a 28-student humanitarian mission that brought 1000 lbs of medical aid to Cuba. Another intern reignited the Holocaust Awareness group on campus, bringing together more than 100 students for the opening of the Illinois Holocaust Museum, a Yom Hashoah walk and a memorial service on campus.

I have learned that my actions can have a much broader impact beyond my direct reach. And I continue to realize how much is possible, not only for the Jewish community, but also for myself.

I approach the future with enthusiasm and confidence that I have gained through my experiences with Hillel. Ready to be part of our Jewish community wherever my journey takes me, I go forward with the knowledge that everything is possible.

*Excerpted from remarks to the opening plenary of the 2009 Jewish Federations of North America General Assembly. To view the entire presentation, visit, [www.hillel.org](http://www.hillel.org).*





Jason Leivenberg, a CEI Advisor (alumnus) from Berkeley, traveled to Rome the year after his Internship. Utilizing the leadership skills he gained through CEI, he organized a Passover Seder for over 140 students studying abroad in Europe.

Suzie Sheetz, a CEI Advisor (alumna) from Northwestern University, shared how her CEI Internship inspired her continued leadership in the Jewish community: "I have helped plan the volunteer and activism aspects of two Alternative Student Break trips to Argentina — Hillel's trip and work with LIFE last year — and the Northwestern University Human Rights Conference trip to Buenos Aires this spring. I continue to use the networking and project-management skills that I learned. I also constantly refer back to the individual entrepreneur skills I learned in order to best represent myself and push new initiatives."

**FINDING:** **Senior Jewish Educators and CEI Interns complement each other in valuable ways.** Students who know both a Senior Jewish Educator and a CEI Intern are more likely to have grown Jewishly than those who know only one. In general, students who know a CEI Intern are more likely to be in contact with a Senior Jewish Educator, since CEI Interns connect students to Senior Jewish Educators. In particular, CEI Interns help Senior Jewish Educators reach students with less intense Jewish backgrounds.

**IMPLICATION:** Peer networking — through CEI Interns — serves as the primary initiator of contact with students. Senior Jewish Educators then deepen the students' Jewish knowledge and strengthen their Jewish connections. There is, therefore, a substantial benefit to having both programs on a given campus.

Josh Gillerman, a CEI Intern at the University of Maryland, started a philosopher's circle with a few of his contacts who were interested in big life questions. Josh reached out to James Kahn, the Senior Jewish Educator on campus, to help him facilitate the conversation and to bring Jewish sources to enrich the discussion. A group of eight to ten students are now meeting regularly.

### CAMPUS ENTREPRENEUR INTERN: ALAN YANCELSON

*University of Texas, Austin*

Born in Mexico, City, Mexico, Alan moved to Texas a few years after becoming a bar mitzvah. Although he was bilingual, he found the high school transition difficult: "Every time I spoke, kids would laugh. I was a double minority as an immigrant and as a Jew."

Alan found comfort in baseball, a sport he has played since he was three. When it came time for college picked a school that has both a baseball team and a large Jewish population. His involvement with the Jewish fraternity, Alpha Epsilon Pi, brought him to Hillel on Friday nights. Alan took up yoga while recovering from a baseball injury and worked with Senior Jewish Educator Devora Brustin to co-found a weekly yoga class called "Hamsa Yoga" - yoga with a Jewish twist.

Brimming with charisma, Alan used the opportunities offered to him as a CEI Intern to develop his and others' awareness of the importance of Judaism and Jewish community. A business major, Alan also founded JOBS, the Jewish Organization of the Business School, which holds weekly meetings for any Jewish students interested in business.

Alan will put his Jewish passion and his relationship-building skills to work upon graduation this spring as a field representative for AEPI.





# THE FUTURE

While the immediate impact of Campus Entrepreneur Interns and Senior Jewish Educators can be measured by tracking the number of relationships built and Jewish connections created, its significance extends far beyond these data points. CEI Interns and Senior Jewish Educators encourage students to become an active part of defining or expanding their Jewishness. This principle of self-efficacy lays the groundwork for students to continue to find their own meaning in Jewish life long after they graduate. Thus, these initiatives not only connect students to Jewish life on campus, but also provide them with a framework for making an enduring commitment to Jewish life in

the years beyond, laying the foundation for students walking across campus today to be leaders of Jewish communities for years to come.

The early success of this project has implications for the entire Hillel movement and for other organizations that are also working with young adults. Hillel is excited to adopt this strategy across our organization and to be key partners in a national conversation, as we collectively empower and equip this generation of emerging adults to lead and shape our Jewish future.

## CAMPUS ENTREPRENEUR INTERN: AKINYI SHAPIRO

*Brown University*

What does it mean to be Jewish? What does it mean to be African-American? What does it mean to be an artist?

As Brown University CEI Intern Akinyi Shapiro explored profound issues of identity, she helped others to explore them as well.

The child of a Jewish-American father and a non-Jewish Kenyan mother, Akinyi came to campus with loads of questions. As a spoken word artist, she created performance events on campus that enabled students to discuss their identities and belief systems. Another popular art installation she produced in the Hillel building encouraged passersby to express their own approaches to God and faith.

Akinyi's participation in a Taglit-Birthright Israel program was life-changing. Not only did the trip connect her with dozens of students on campus, it deepened her involvement with Jewish texts: Her weekly Jewish learning sessions with the campus rabbi became more meaningful.

As she approaches graduation and the next stage of her personal development with new questions, she is actively seeking opportunities to return to Israel for a longer period of study.



Some of Hillel's next steps include:

- ♦ Expanding the number of campuses with Interns and Educators from 10 to 20.
- ♦ Scaling the methodologies developed by the Interns and Educators to campuses throughout our system, and experimenting with a variety of other models.
- ♦ Redefining the work of Hillel professionals away from creating programs to serving as Jewish teachers, conversationalists and mentors. This redefinition will require training to better equip professionals for these roles.
- ♦ Broadening our understanding of student leadership to include those who create Jewish life for themselves and their peers, both within and outside an organizational structure, and offering training to equip student leaders to more effectively build Jewish life within their social networks.
- ♦ Hosting, in conjunction with the Jim Joseph Foundation, the Third Space Conference in New York City on June 20-21, 2010. This conference will invite others working with Jewish emerging adults to further discuss and develop the language and methodology of learning Torah with emerging adults.
- ♦ Partnering with other Jewish institutions to teach and learn together as synagogues, federations and seminaries begin to experiment with these methodologies.

Hillel is well positioned to equip this generation of emerging Jewish adults to be the builders and shapers of the Jewish future. Serving as the connectors and network-hubs of an expansive array of vibrant Jewish communities, today's young adults will be prepared to lead the Jewish world through the changing landscape of our flattening global society. This is a challenge Hillel is excited and honored to undertake in the months and years ahead together with myriad partners committed to the continued growth, development and prosperity of Jewish civilization.

THESE INITIATIVES NOT ONLY CONNECT STUDENTS TO JEWISH LIFE  
ON CAMPUS, BUT ALSO PROVIDE THEM WITH A FRAMEWORK  
FOR MAKING AN ENDURING COMMITMENT TO JEWISH LIFE IN THE YEARS  
BEYOND, LAYING THE FOUNDATION FOR STUDENTS  
TO BE LEADERS OF JEWISH COMMUNITIES  
FOR YEARS TO COME.





“THE SENIOR JEWISH EDUCATOR/CAMPUS ENTREPRENEURS INITIATIVE, AT LEAST IN ITS FIRST FULL YEAR OF OPERATION, IS CLEARLY AN EFFECTIVE STRATEGY FOR BROADENING THE REACH OF HILLEL IN ENGAGING STUDENTS IN JEWISH LIFE ON CAMPUS ... [T]HE COMBINATION OF SJE AND CEI ENABLES OUTREACH TO PREVIOUSLY UNINVOLVED STUDENTS AND STIMULATES JEWISH GROWTH.”

[www.hillel.org](http://www.hillel.org)

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