

NECHE 2020 Self-Study

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Institutional Characteristics Form Revised August 2020

This form is to be completed and placed at the beginning of the self-study report:

Date: **August 7, 2020**

1. Corporate name of institution: **Hebrew College**
2. Date institution was chartered or authorized: **1927**
3. Date institution enrolled first students in degree programs: **1927**
4. Date institution awarded first degrees: **1931**
5. Type of control:

<u>Public</u>	<u>Private</u>
<input type="checkbox"/> State	<input checked="" type="checkbox"/> Independent, not-for-profit
<input type="checkbox"/> City	<input type="checkbox"/> Religious Group
<input type="checkbox"/> Other	(Name of Church) _____
(Specify) _____	<input type="checkbox"/> Proprietary
	<input type="checkbox"/> Other: (Specify) _____
6. By what agency is the institution legally authorized to provide a program of education beyond high school, and what degrees is it authorized to grant? **Commonwealth of Massachusetts Department of Higher Education – Bachelor of Arts in Jewish Studies (BAJS), Bachelor of Jewish Education (BJE), Master of Arts in Jewish Studies (MAJS), Master of Jewish Liberal Studies (MJLS) & Master of Jewish Education (MJEd)**
7. Level of postsecondary offering (check all that apply)

<input type="checkbox"/> Less than one year of work	<input type="checkbox"/> First professional degree
<input type="checkbox"/> At least one but less than two years	<input checked="" type="checkbox"/> Master's and/or work beyond the first professional degree
<input checked="" type="checkbox"/> Diploma or certificate programs of master's level at least two but less than four years	<input checked="" type="checkbox"/> Work beyond the but not at the doctoral level (e.g., Specialist in Education)
<input type="checkbox"/> Associate degree granting program of at least two years	<input type="checkbox"/> A doctor of philosophy or equivalent degree
<input type="checkbox"/> Four- or five-year baccalaureate degree granting program	<input type="checkbox"/> Other doctoral programs _____
	<input type="checkbox"/> Other (Specify) _____

8. Type of undergraduate programs (check all that apply)

- ☐ Occupational training at the crafts/clerical level (certificate or diploma) ☒ Liberal arts and general
- ☐ Occupational training at the technical or semi-professional level (degree) ☐ Teacher preparatory
- ☐ Two-year programs designed for full transfer to a baccalaureate degree ☐ Professional
- ☐ Other _____

9. The calendar system at the institution is:

- ☒ Semester ☐ Quarter ☐ Trimester ☐ Other _____

10. What constitutes the credit hour load for a full-time equivalent (FTE) student each semester?

- a) Undergraduate **12** credit hours
- b) Graduate **9** credit hours
- c) Professional **NA**

11. Student population:

a) Degree-seeking students:

	Undergraduate	Graduate	Total
Full-time student headcount	40	70	110
Part-time student headcount	2	53	55
FTE	49	139	189

- b) Number of students (headcount) in non-credit, short-term courses: 10 (includes visiting student and students pursuing one of our ordination-only programs)

12. List all programs accredited by a nationally recognized, specialized accrediting agency.

Program	Agency	Accredited since	Last Reviewed	Next Review

13. Off-campus Locations. List all instructional locations other than the main campus. For each site, indicate whether the location offers full-degree programs or 50% or more of one or more degree programs. Record the full-time equivalent enrollment (FTE) for the most recent year.

Add more rows as needed.

	Full degree	50%-99%	FTE
A. In-state Locations			
B. Out-of-state Locations			

14. International Locations: For each overseas instructional location, indicate the name of the program, the location, and the headcount of students enrolled for the most recent year. An overseas instructional location is defined as “any overseas location of an institution, other than the main campus, at which the institution matriculates students to whom it offers any portion of a degree program or offers on-site instruction or instructional support for students enrolled in a predominantly or totally on-line program.”
Do not include study abroad locations.

Name of program(s)	Location	Headcount

15. Degrees and certificates offered 50% or more electronically: For each degree or Title IV-eligible certificate, indicate the level (certificate, associate’s, baccalaureate, master’s, professional, doctoral), the percentage of credits that may be completed on-line, and the FTE of matriculated students for the most recent year. Enter more rows as needed.

Name of program	Degree level	% on-line	FTE
<u>BJE</u>	<u>Bachelor</u>	<u>100%</u>	1
<u>MJE</u>	<u>Master</u>	<u>100%</u>	<u>50</u>
<u>MAJS</u>	<u>Master</u>	<u>100%</u>	<u>79</u>
<u>MJEJS</u> – this is a program in which the student completes both MJE and MAJS simultaneously	<u>Master</u>	<u>100%</u>	<u>8</u>
<u>MJLS</u>	<u>Master</u>	<u>100%</u>	0

16. Instruction offered through contractual relationships: For each contractual relationship through which instruction is offered for a Title IV-eligible degree or certificate, indicate the name of the contractor, the location of instruction, the program name, and degree or certificate, and the number of credits that may be completed through the contractual relationship. Enter more rows as needed.

Name of contractor	Location	Name of program	Degree or certificate	# of credits

17. List by name and title the chief administrative officers of the institution. (Use the table on the following page.)

18. Supply a table of organization for the institution. While the organization of any institution will depend on its purpose, size and scope of operation, institutional organization usually includes four areas. Although every institution may not have a major administrative division for these areas, the following outline may be helpful in charting and describing the overall administrative organization: ***Please see “Org Chart” found in workroom documents.***
- a) Organization of academic affairs, showing a line of responsibility to president for each department, school division, library, admissions office, and other units assigned to this area;
 - b) Organization of student affairs, including health services, student government, intercollegiate activities, and other units assigned to this area;
 - c) Organization of finances and business management, including plant operations and maintenance, non-academic personnel administration, IT, auxiliary enterprises, and other units assigned to this area;
 - d) Organization of institutional advancement, including fund development, public relations, alumni office and other units assigned to this area.
19. Record briefly the central elements in the history of the institution:

Midway through his announcement of the opening of Hebrew College, on the front page of the August 18, 1921 issue of the Jewish Advocate, Louis Hurwich issued a call to revolution: “In the next five years, no less than 75 percent of the present Jewish teachers in Boston will go over to other professions,” warned Hurwich, the superintendent of the Bureau of Jewish Education of Boston. “The inability of the Jewish school to hold its own is sufficient challenge to the American Jewish community to wake up and to create bases for permanent improvement.”

Hebraist Roots

Hurwich’s aspirations were not just institutional. He was sounding the themes of a new movement that had arrived in the early 20th century with the influx of Eastern European immigrants to cities across the country. Known as the Hebraist movement, this ambitious attempt to create a vital Hebrew culture in America flourished for a brief period, in the years from World War I to World War II.

Its proponents urged social change, motivated by the Zionist conviction that building a Hebrew movement in the Diaspora communities was essential to securing the dream of Jewish life in Eretz Yisrael. These were the intellectual heirs of Ahad Ha-am (1856-1927), the Russian thinker and founder of cultural Zionism, who taught that the everyday use of Hebrew would serve as a barrier against the pressures of assimilation and as a spiritual and cultural bridge between the dispersed Jewish communities of the Diaspora and Eretz Yisrael.

A New System of Jewish Institutions

The revival of the Hebrew language was the movement’s first principle, and it mobilized, through committed Jewish educators such as Hurwich, a new system of Jewish institutions to teach and promote Hebrew literacy at every level. The network of Hebrew schools, colleges and summer camps that exist today remains its great, tangible legacy.

Established at the height of the movement, in November 1921, Hebrew College was a model of the Hebraist approach to education. Indeed, Hurwich made the European “ivrit b’ivrit” (Hebrew in Hebrew) teaching method the first principle of the college: Hebrew would be the exclusive language for instruction, and the Hebrew courses, its most intensive effort.

His appointment of Nissan Touroff, former director of the Hebrew educational system in Palestine, as the school’s first dean, set the standard for the faculty. Primarily European scholars and ardent

Zionists, they taught the Bible, the Talmud, and Hebrew literature and emphasized a nationalist, secular interpretation of Jewish texts and history.

Founded as the Hebrew Teachers College in a converted Crawford Street house in Roxbury, the college, from its inception, included education courses in the curriculum. But this was a training not just of teachers. Graduates, Hurwich envisioned, would become lifelong educators of “pioneer character” who would create a “dynamic Jewish consciousness that the dream of the world’s Jewry of Jewish rejuvenation in Palestine may be realized.”

A daunting time commitment, as well as economic considerations, were significant factors in limiting the college’s initial enrollments. Yet the numbers grew annually. By the end of the first year, there were 23 students; at the end of the second, 50. In 1923, a two-year preparatory course was added, which later became the “Hebrew High School,” and local primary schools began vying to prepare their students for admission. An annex was erected to accommodate more classes. By the mid-1930s, when classes were filled with talented students such as the future celebrated author Theodore H. White, the college had expanded its degrees to include bachelors, masters, and doctorates of Hebrew literature, laws and Jewish education.

The Move to Brookline

In 1952, friends of Hebrew Teachers College purchased a new home for the growing institution — a classical beaux arts mansion at 43 Hawes St. in Brookline, former home of George Wightman, a turn-of-the-century industrialist. The elegant structure was a striking change from the college’s humble beginnings on Roxbury’s Crawford Street. But the college’s mission remained the same — a commitment to promoting the highest quality Jewish education as vital to the survival of the Jewish people.

No longer the child of the Bureau of Jewish Education, the college became a constituent agency of Associated Jewish Philanthropies, forerunner of Combined Jewish Philanthropies. The college was first accredited by the New England Association of Colleges and Secondary Schools in 1955; in 1962, it was also accredited by Israel’s Ministry of Education and Culture to train certified elementary-school teachers for Israel. Today, Hebrew College is a constituent agency of Combined Jewish Philanthropies of Greater Boston.

Newton Centre Campus

In 2002, Hebrew College moved into its first true campus in Newton Centre. Under the leadership of the college’s seventh president, David M. Gordis, the college had expanded its mission to bridge the worlds of academy and community. Innovative programming in adult learning, including Me’ah and the Me’ah Graduate Institute, expanded degree and certificate programs for Jewish professionals, path-breaking approaches to teen education in the Prozdor Hebrew High School — all had brought the college national recognition as a leader in pluralistic Jewish education, more students, and the need to expand physically.

In 2003, the college opened its Rabbinical School, the first full-time pluralistic rabbinical program at an accredited college; the following year, the college launched its pluralistic Cantor-Educator Program, part of what is now the School of Jewish Music. Hebrew College rabbis and cantor-educators have joined the ranks of the College’s alumni — distinguished Jewish educators, scholars, communal and spiritual leaders throughout the world.

Securing the College’s Future

Following Gordis’ retirement in 2008, the board of trustees tapped Rabbi Daniel L. Lehmann, founding headmaster of Gann Academy, an internationally acclaimed pluralistic Jewish high school in Waltham, MA, as Hebrew College’s eighth president. Lehmann has renewed the college’s

commitment to pluralistic Jewish education in the realm of graduate studies, community learning and youth education.

Under his leadership, Hebrew College established the Center for Global Judaism, now the Betty Ann Greenbaum Miller Center for Interreligious Learning and Leadership, and the School of Jewish Music (formerly the Jewish Music Institute); became a member of the Boston Theological Institute (BTI), a consortium of 10 theological schools and seminaries in the Boston area; began partnerships with Northeastern University to provide a Doctor of Education in Jewish Education Leadership, and Boston University's School of Management, to provide a certificate program in nonprofit management for rabbis and rabbinical students; increased adult-learning options to include Parenting Through a Jewish Lens, Parenting Your Teen Through a Jewish Lens, Eser, and Open Circle Jewish Learning; and expanded the successful Prozdor supplemental Jewish high school program to middle-school-age students, with the establishment of Makor.

In summer 2012, Lehmann oversaw a plan to refinance the school's real-estate debt, reducing its original bond obligation by 75 percent and securing ownership of the campus. The occasion was marked with a building rededication celebration in December 2012.

New Leadership

In July 2018, Rabbi Sharon Cohen Anisfeld, former Dean of the Rabbinical School of Hebrew College, became Hebrew College's ninth president and the first woman to hold this position in the College's history. Rabbi Anisfeld was officially installed on October 15, 2018 with approximately 600 people in attendance.

Our Search for a New Home

In August 2018, Hebrew College announced the sale of our Newton Centre campus to rededicate resources to educational programs and people.

CHIEF INSTITUTIONAL OFFICERS

Function or Office	Name	Exact Title	Year of Appointment
Chair Board of Trustees	Andrew Offit	Chair, Board of Trustees	2017
President/CEO	Sharon Cohen Anisfeld	President	2018
Chief Academic Officer	Michael Shire	Chief Academic Officer	2015
Deans of Schools and Colleges	Dan Judson	Dean, Rabbinical School	2018
	Michael Shire	Dean, Shoolman School of Education	2011
	Elana Rozenfeld	Interim Dean, School of Jewish Music	2019
Chief Financial Officer	Keith Dropkin	Vice President, Finance and Administration	2016
Chief Student Services Officer	Daniel Klein	Dean of Students	2020
Institutional Research	Bob Gielow	Senior Director, Office of Student Services	2018
Development	Alan Sherman	Vice President, Marketing and Institutional Advancement	2015
Library	Harvey Sukenic	Director, Library	2007
Chief Information Officer	Jim Kenn	Director, Information Technology	2011
Continuing Education	Sara Brown	Interim Director, Community Learning	2019
Admissions	Daniel Klein	Director of Admissions, Rabbinical School & Dir. Student Life	2011
	Deborah Ron	Administrative Assistant, Shoolman School of Education	2016
Registrar	Marcia Spellman	Registrar	2020
Financial Aid	Bob Gielow	Senior Director, Office of Student Services	2018
Other	Laura Bellows	Director, Prozdor, Makor, and Youth Initiatives	2019

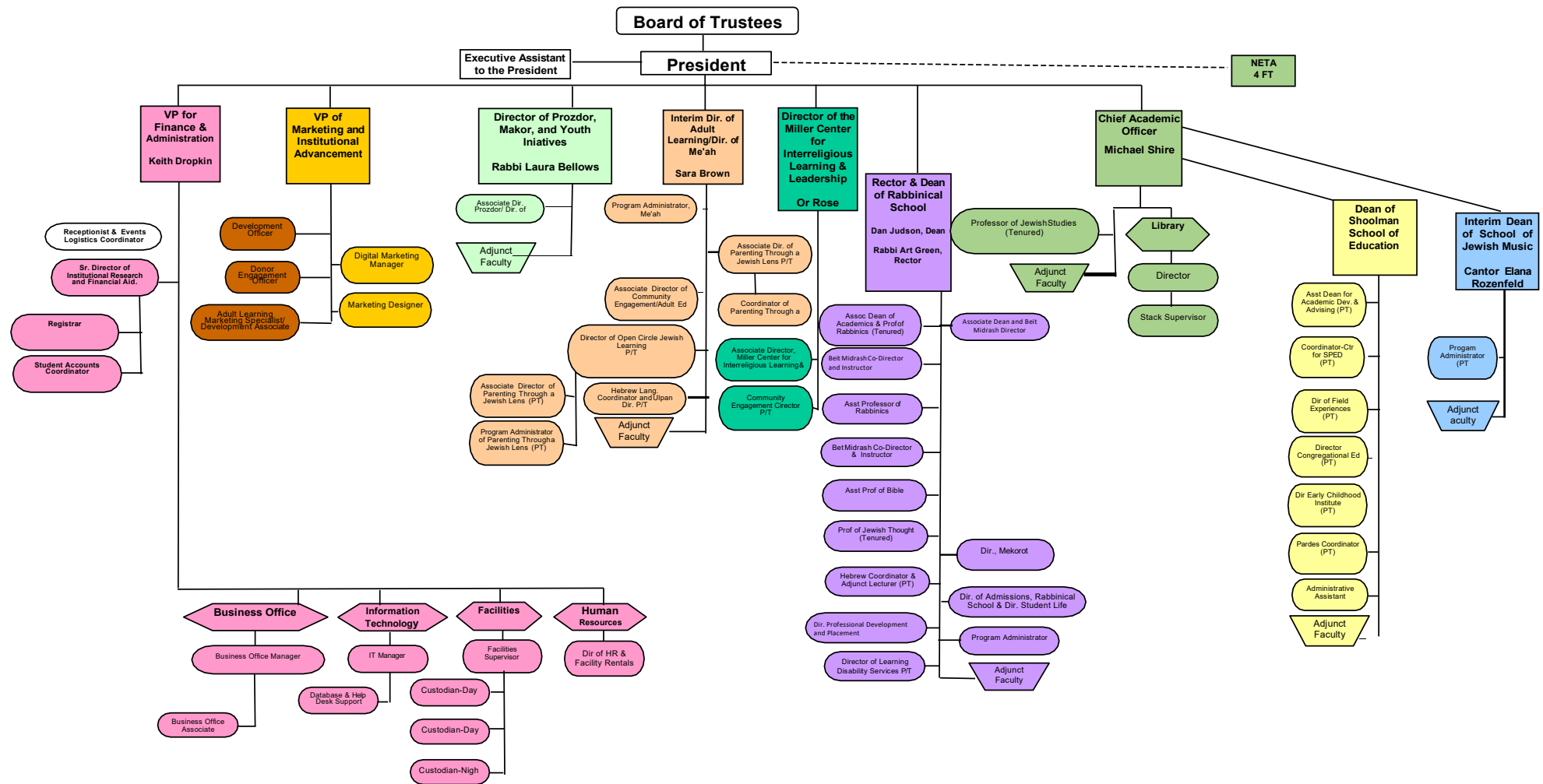


TABLE OF NECHE ACTIONS, ITEMS OF SPECIAL ATTENTION, OR CONCERNS

Date of NECHE Letter	Detailed Actions, Items of Special Attention, or Concerns	NECHE Standard Cited for Each Matter	Self-Study Page # Where Matter is Addressed
04/29/2020	In “the self-study prepared in advance of the Fall 2020 evaluation,” Hebrew College will address “the matters that led to a Notice of Concern with attention to the College’s success in achieving positive operating results and unrestricted net assets.”	Standard 7.4, 7.5, 7.6 & 7.14	2-63 through 2-68
03/13/2019	Hebrew College must “give emphasis to our success in ... <ul style="list-style-type: none"> continuing to develop an enhanced process for planning and evaluation,” and “identifying a permanent location for (our) continued operations.” 	Standards 2.1, 2.3 & 2.6 Standard 7.21	2-8 through 2-27 1-14, 2-5, 6, 12, 13, 67 and 71
01/23/2017	Hebrew College must schedule a <ul style="list-style-type: none"> “site visit to assess implementation of the Kivunim program” and a “report prepared in advance of the Fall 2017 visit give emphasis to the College’s success in ensuring the effective integration of the program into the College’s governance structures.” <p>Also, Hebrew College must “give emphasis in ... <ul style="list-style-type: none"> implementing the recommendations from the faculty committee regarding student assessment,” and “assuring that students enrolled in distance education courses and programs have access to appropriate support services.” </p>	Standard 3.18 Standards 4.46, 5.9, 5.10, 8.3, 6.19, 8.3, 8.5, 8.6, 8.7 & 8.8	2-37, 42, 50 and 3-7 2-57, 58 and 2-73 through 2-79
10/27/2014	In “the self-study prepared in advance of the fall 2018 evaluation,” Hebrew College will give emphasis to our success in ... <ul style="list-style-type: none"> “continuing to enhance (our) financial stability,” and “assessing student learning and using the results for improvement.” 	Standard 2.2 Standards 4.2 & 4.52	2-63 through 2-68 2-57, 58 and 2-73 through 2-79

INTRODUCTION TO THE SELF-STUDY

Rabbi Michael Shire, PhD, Chief Academic Officer of Hebrew College, was tasked with overseeing the self-study process. He attended the NEASC (now NECHE) self-study seminar in October 2015 in preparation for launching the self-study at Hebrew College. Due to several internal changes, including the transition to a new President, Hebrew College requested and was granted a deferral of the NECHE comprehensive site visit until late October 2020.

Over the last four years, incremental steps were taken to prepare for the self-study. The first formal step, in 2016, was the establishment of faculty working groups to assess the key points of the interim NEASC report, including: (a) student assessment; (b) faculty teaching; and (c) evaluation. A year-long process of deliberation and study of best practice in these areas culminated in a spring faculty retreat that proposed and subsequently implemented various new policies in these areas. Following this intensive work, faculty meetings were held each semester for two years, explicitly focused on teaching and learning issues, building a culture of deliberation, and reflection on practice throughout the graduate leadership programs.

Other key initiatives during 2016 and 2017 included examination of operational procedures, including staff and student relations, building security, IT provisions, database and CRM improvement, and sexual harassment policy, as well as complete revisions of the student policies handbook and faculty manual. Much of this was undertaken through the leadership team of a dozen staff and faculty working collaboratively in small task forces.

In the fall of 2018, Dr. Shire convened a steering group for the NECHE self-study, which included the director of institutional research and a tenured member of the faculty, as well as a senior administrator to serve as editor. The steering group set out a two-year process for the self-study with a scheduled timeline, responsibilities, and personnel. Nine standard working groups were established, each with a chair specifically chosen as a non-specialist for that particular standard. Over 35 members of the Board of Trustees, faculty, and staff, as well as select students, were tasked with participating in these working groups over a period of 18 months. There was some turnover in the working groups, particularly among the chairs, in response to shifting roles or unanticipated demands of other work that needed to be accommodated. Each member of the steering group was assigned as a liaison to two or three working groups, and assumed responsibility for monitoring their meetings and working documents throughout this period. A central online data storage area was created for shared use by all groups in order to facilitate collaboration and joint communication and ensure oversight of all working materials. Each working group had access to NECHE guidelines for their standard and completed Data First Forms, workroom documents, and ongoing reports.

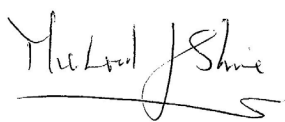
Members of the steering group attended a NECHE self-study workshop and all chairs of the working groups attended a briefing and orientation to the self-study by Carol Anderson of NECHE. Data First forms were compiled and completed by the Director of Institutional Research, with support from relevant personnel. Each working group commenced by accumulating data and documents relevant to their area. Preliminary reports with descriptive sections completed were requested by June 2019. Chairs were then tasked with deliberating on appraisal and projection for their standards, and creating a first draft for the steering group to review in December 2019. A copy of this first draft was sent to Carol Anderson in April 2020 and editing began on each section. This stage of work was followed by a single editor overseeing the editing of the final draft. The President and Chair of the Board reviewed this final draft and wrote the Institutional Overview.

From mid-March 2020 through early September 2020, the campus was closed due to the COVID-19 pandemic. During this period, all work on the self-study was conducted through virtual meetings and online communication.

Public notice of the comprehensive visit was posted in June 2020 on the College's website and shared in the College newsletter and in College social media outlets, reaching over 13,000 people who have connections with the College. An intended orientation visit by the chair of the NECHE visiting panel was cancelled at the last minute due to the COVID-19 pandemic and the necessary closure of the campus. Faculty, students, and staff were encouraged to review the completed self-study and the steering group initiated online town hall meetings to discuss the results and content of the self-study.

This two-year period of completing the self-study saw marked change in the organization, structure, and personnel of the College, requiring careful and candid consideration of all the standards to incorporate the most up-to-date information. At the beginning of the process, a major external review of the College was completed, leading to a strategic review process and the appointment of a new President. As a result, by the time of the final draft, some of the programs considered in the self-study no longer existed or had been substantially changed.

The self-study period concluded with significant disruption due to the COVID-19 pandemic. We are deeply gratified that we were able to maintain all of our educational programs in a virtual format during this time, with a tremendous amount of hard work on the part of faculty and staff, and positive feedback from students in all of our programs. In this context, it was also a remarkable achievement that we were able to complete a comprehensive review of the College on schedule, given the pressures of changing work demands and staff and student needs. It is with great appreciation to all staff and faculty who persevered under these challenging circumstances that we submit this self-study report. We are inspired by and grateful for the spirit of collaboration and goodwill, commitment to self-improvement, and dedication to excellence demonstrated by all involved.

A handwritten signature in black ink, reading "Michael J. Shire". The signature is fluid and cursive, with a long horizontal line extending from the end of the name.

Dr. Michael Shire

INSTITUTIONAL OVERVIEW

APPROACHING 100 YEARS: CELEBRATING OUR PAST AND SECURING OUR FUTURE

Hebrew College, founded in November 1921, is approaching its centennial in the fall of 2021. Over the last century, it has both reflected and responded to enormous changes in the Boston Jewish community, in the North American Jewish landscape, and in the state of global Jewry. One of the enduring strengths of the College has been its visionary capacity to adapt to changing circumstances, while remaining steadfast in its core commitments to Jewish literacy, community, and creativity.

The College has relocated three times in its 99-year history. Originally founded as Hebrew Teachers College, with 23 students in its inaugural year, it was first located in a converted house on Crawford Street in Roxbury. Its curriculum was focused on teacher training, although it was also proudly part of the broader Hebraist Movement, dedicated to creating a vibrant Hebrew culture in North America and strengthening the ties between Jews in the Diaspora and in the land of Israel.

In 1952, friends of Hebrew Teachers College purchased a new home for the growing institution—a classical beaux arts mansion at 43 Hawes Street in Brookline. But the College’s mission remained the same: promoting high quality Jewish education as vital to the survival of the Jewish people. The College became a constituent agency of Associated Jewish Philanthropies, a forerunner of Combined Jewish Philanthropies. The College was first accredited by the New England Association of Colleges and Secondary Schools in 1955.

In 2002, Hebrew College moved into its campus in Newton Centre. The College had expanded its mission to bridge the worlds of the academy and the community, providing innovative programming in adult learning, expanded degree and certificate programs for Jewish professionals, and path-breaking approaches to teen education through its Prozdor Hebrew High School. In 2003, the College opened its Rabbinical School, the first full-time pluralistic rabbinical program at an accredited college; the following year, the college launched its pluralistic Cantor-Educator Program. Hebrew College rabbis and cantor-educators have joined the ranks of the College’s alumni—distinguished Jewish educators, scholars, communal and spiritual leaders throughout the world.

Three years ago, in 2017, Hebrew College’s Board of Trustees reached a decision to sell the Newton Centre campus, in order to secure the College’s financial future, respond to changing communal demographics, and to enable the College to optimize its resources by investing in people, programs, and strategic partnerships. In August 2018, the sale was finalized, and the College is now preparing to relocate to a new campus in July 2022.

The current president of the College, Rabbi Sharon Cohen Anisfeld, was faced with three critical challenges when she formally assumed leadership of the institution in July of 2018:

1. Undertaking a strategic planning process to define the College's future direction;
2. Balancing the budget and developing a sustainable financial model for the College; and
3. Identifying a new location for the College's continued operations that would be both affordable and inspiring, aligned with the institution's evolving mission and purpose.

Strategic Planning: Shared Purpose, Communal Impact, and Sustainability

In December 2018, following her installation as the ninth President of Hebrew College, Rabbi Anisfeld launched a strategic planning process with a team of key stakeholders. The group was intentionally composed of both “insiders” and “outsiders”—“insiders” who knew the institution well and had a strong understanding of its strengths and weaknesses, but could work non-defensively together, along with “outsiders,” who offered deep knowledge of the local and national Jewish community, had significant experience with strategic planning, and brought a “fresh perspective” on some of the College's persistent challenges. The group included representation from faculty, staff, students, alumni, and local community leaders, as well as the College's Board of Trustees. Their mandate was to develop a strategic vision for Hebrew College that would:

- Bring our vision for Jewish life into the world;
- Amplify and enhance our impact in the community;
- Identify and draw on our distinctive strengths;
- Provide a sustainable business model;
- Rebuild trust and excitement to broaden philanthropic support; and
- Guide and inform our search for a new home.

Over the past year and a half, the College has implemented a number of key recommendations emerging from this 2018-2019 strategic planning process, making significant strides towards each of these goals.

1. Organizational restructuring focused on bridging silos has laid the foundation for a sustainable business model and has strengthened a culture of institution-wide collaboration and quality assurance.

Highlights include:

- Cost savings of close to \$1 million identified in total in FY20 and FY21.
- Nurturing of interaction and collaboration between Graduate Leadership Education and Community Education, including drawing more effectively on faculty, staff, and student resources and talent.
- Creation of a College-wide Office of Student Services, and implementation of more consistent policies, procedures, and data management.
- Development of opportunities for research, innovation, and student mentorship through the Innovation Lab and graduate internships in Teen and Adult Learning.

2. College-wide marketing and advancement efforts that deepen relationships in the community, highlight our distinctive strengths, and promote the brand of “One Hebrew College” have yielded significant improvements in friend-raising and fund-raising efforts and begun to broaden the College’s base of philanthropic support.

Highlights include:

- Improved design and execution of marketing and development plans in FY20 (in spite of impacts of COVID-19 on spring fundraising).
- Successes in fundraising and in College-wide cost saving efforts enabled us to reach a near break-even budget in FY20 (in spite of impacts of COVID-19).
- Re-engaged lapsed donors and cultivated new donors.
- Enhanced online presence, including regular blogs, videos, podcasts, online lectures and courses, etc.

3. The College’s search for a new home, informed by our strategic direction and supported by talented and dedicated lay leadership, has yielded an extraordinary opportunity for a shared campus in West Newton.

Highlights include:

- The site provides an ideal physical location for the College’s base of operations, including access to parking and public transportation.
- The terms of the deal (now documented in a non-binding MOU that has been approved by the Board of Trustees) are favorable, meet the College’s financial needs, and provide ongoing opportunities for cost reduction and resource optimization.
- The shared campus with other mission-aligned organizations is uniquely suited to the College’s strategic emphasis on integration of graduate leadership training programs with community education and service.
- The shared campus represents an exciting national model for communal partnership and collaboration that has garnered interest and support from both local and national individuals and foundations.
- As of September 2020, we have secured \$3.5 million in gifts and pledges (out of our \$7 million target) in the quiet, leadership phase of the campaign.

Responding to COVID-19

Like all other institutions of higher education and communal non-profits, Hebrew College has been faced with the challenge of responding to COVID-19 since March 2020. Throughout this period, the faculty, staff, and lay leadership of the College have worked tirelessly to sustain four core commitments:

OUR COMMITMENT TO PUBLIC HEALTH AND SAFETY OF ALL COMMUNITY MEMBERS

The physical campus of the College has been closed for regular operations since mid-March, with protocols in place for staff who need to come into the building on a limited basis. A College-wide reentry planning group has been working since early

June to develop a plan for a partial return to campus on September 8, 2020, in close consultation with medical authorities, the Massachusetts Department of Health, and state guidelines.

All community education classes will continue online this fall. The rabbinical and cantorial graduate programs will take a hybrid approach, with approximately 30 percent of classes meeting in person (with required social distancing and other protocols) and the rest using platforms for virtual learning. Staff and faculty will be encouraged to work remotely through the fall semester, coming in as needed for teaching and other work that requires physical presence.

The reentry planning group has been working closely with the facilities team to prepare the building for partial reopening, with appropriate signage, room set-ups for social distancing, cleaning protocols, daily attestations by all students and staff, etc. We will continue to assess the situation throughout the fall semester and will continue to communicate clearly about any changes through our website, weekly e-newsletter, and faculty, student, and alumni list serves. Preliminary plans for second semester will be announced by early December 2020.

OUR COMMITMENT TO LEARNING AND COMMUNITY

Our teaching and learning continued almost without interruption as we moved all of our classes to virtual learning environments within five days in mid-March. After closing the building on March 13, 2020, due to a confirmed case of COVID-19 on the part of one of our part-time adult learners, all graduate and community classes resumed on March 18, 2020 on Zoom and other online platforms. Thanks to extraordinary efforts of faculty and staff in all of our programs, our dedication to learning and community-building was creatively adapted, but undiminished. We were also inspired by the fierce commitment, flexibility, and patience of our students as we adjusted to this rapidly evolving situation.

We did not lose any students—in our graduate or community education classes—to withdrawal or attrition during this time. Enrollment in our adult learning classes increased significantly over the spring and summer as we offered a wide range of new online learning opportunities. Enrollment in our graduate programs was unaffected during the spring semester. Recruitment for the fall semester was stronger than ever before, with an incoming class of 21 rabbinical students and three cantorial students. One returning rabbinical student recently decided to take a leave of absence for this academic year for medical reasons (she has been suffering from migraines due to extensive use of Zoom technology).

OUR COMMITMENT TO SERVICE

Across the College, special efforts have been made to enhance services to the wider community in response to the pandemic, including pastoral care, religious rituals and other services, and special learning opportunities focused on providing wisdom, connection, and hope in a time of crisis.

OUR COMMITMENT TO SUPPORTING STAFF AND STUDENTS

As an institution, Hebrew College is deeply committed to the well-being of its faculty, staff, and students. In addition to the health and safety measures mentioned above, the following steps were taken:

1. A loan of \$1.12 million was secured in PPP (Paycheck Protection Program) funds through the Federal CARES Act. These funds enabled us to fully protect all staff salaries and benefits through the end of FY20. (The vast majority of these funds are anticipated to be converted from a loan to a grant through the required application and approval process this fall.)
2. A student emergency fund was created through the generosity of individual donors, to provide small grants of up to \$500 for students in need of basic support for food, housing, and/or medical care.
3. Enhanced advising, counseling, and student support services were provided for students in need of additional learning support or emotional support during the spring semester, over the summer, and in preparation for the fall.

Responses to NEASC/NECHE concerns (in previous self-study and subsequent communications)

Previous self-study:

1. College's culture needs to continue to evolve so that the newly created financial controls and strategic planning are naturally embedded in the College's routines, ensuring commitment to continuous improvement for institutional renewal and maintenance of quality.

See Standard 2 on Strategic Planning and Evaluation, Standard 7 on Institutional Resources, and Standard 9 on Integrity, Transparency, and Public Disclosure.

- Regular and rigorous processes of strategic planning and evaluation have become part of the College's routine and are tied to measurable outcomes.
 - Significant and ongoing improvements in financial controls have been recognized and appreciated in our annual audits in recent years.
 - A general culture of institutional reflection, renewal, and quality assurance has been cultivated by senior leadership and supported by faculty and staff throughout the institution.
2. Need to restore compensation and benefit levels to create an appropriate level of goodwill towards the college and thus avoid faculty and staff erosion. See Standard 7 on Institutional Resources (Human Resources).
- The College has been very focused on creating an equitable pay environment, reviewing both the salaries of people in equivalent positions (vice presidents, administrative assistants, department managers) and the male vs. female pay scales (full-time faculty members, department managers).
 - Changes were made in the FY20 budget to create more equity within these groups.

- Ongoing attention needs to be paid to faculty and staff compensation, benefits, and morale. While improvements have been made, we continue to rely heavily on a highly mission-driven culture and sense of personal loyalty and devotion, without consistent cost-of-living or performance-based salary increases.

3. Need to develop systematic and comprehensive data gathering and analysis, particularly with regard to institutional effectiveness. See throughout the 2020 self-study indications of improved data-gathering and analysis, and attention to institutional records and research.

In addition, the College has recently purchased and implemented a new database, Campus Cafe, to replace a chronically underperforming Jenzabar system. This new platform will greatly enhance the admissions, advising, registration, and financial aid management processes, as well as help to track students, faculty, staff, alumni, and donors. A Data Management Group has been formed to lead next steps in continued Campus Cafe normalization and institutional utilization/performance, review general IT policy and procedures in support of the institutional IT function, and guide a Cloud Migration Project currently being undertaken.

APRIL 2020 NECHE LETTER OF CONCERN

NECHE asked that “because the institution is scheduled to undergo a comprehensive evaluation in Fall 2020 . . . the self-study prepared for the evaluation [should] include evidence of the College’s success in addressing the matters that led to the formal Notice of Concern. In addition, the College is asked, in Fall 2020, to report on its continued progress to achieve positive operating results and unrestricted net assets. This request is in keeping with our standard on Institutional Resources (cited above).”

See throughout the 2020 self-study, including this Institutional Overview and especially Standard 7 on Institutional Resources, significant improvement in the College’s operating results and unrestricted net assets.

MARCH 2019 NECHE RESPONSE TO ARFE 2018-2019

NECHE asked that “in the fall 2020 self-study,” we give emphasis to our success in:

- “continuing to develop an enhanced process for planning and evaluation”
- “identifying a permanent location for (our) continued operations”

See especially the Institutional Overview, Standard 1 on Mission and Purpose, and Standard 2 on Planning and Evaluation for indications of ongoing commitment to enhanced processes for planning and evaluation.

See especially the Institutional Overview and Standard 7 on Institutional Resources for detailed descriptions of progress toward identifying a permanent location for continued operations.

As we submit our NECHE self-study, Hebrew College is continuing to implement the recommendations of its recent strategic plan and preparing to announce a potential move to a shared campus in West Newton. As we work to better connect programs

and break down silos as an institution, The NECHE processes has been extremely illuminating, helping us collaborate despite challenging and ever-changing circumstances while exploring our mission and purpose, examining our programs and processes, and evaluating our effectiveness as an institution of higher education. We look forward to continuing to strengthen our academic programs, enhance our community impact, and partner with other organizations to optimize resources and create a new paradigm for Jewish life and leadership education in Greater Boston and beyond.

STANDARD 1: MISSION AND PURPOSES

MISSION STATEMENT

Hebrew College promotes excellence in Jewish learning and leadership within a pluralistic environment of open inquiry, intellectual rigor, personal engagement and spiritual creativity. We empower and inspire individuals to contribute their voices and vision to the Jewish community and to bring Jewish values to bear on the critical issues of our time.

CORE VALUES

Dedicated to building bridges between the academy and the community, we offer diverse educational and cultural programs for youth, adults, and Jewish professionals, and seek to invigorate Jewish life through the following core values:

AHAVAT TORAH: A LOVE OF LEARNING

At the heart of Hebrew College is our vibrant learning community. We share the conviction that education is the key to Jewish vitality, and we are devoted to rigorous study of the full breadth of Jewish religion and culture. Together, we foster lifelong Jewish learning that engages the whole person, challenging the mind and nourishing the soul.

AREIVUT: EMBRACING COMMUNAL RESPONSIBILITY

Jewish leaders in the 21st century must assume responsibility for both the Jewish future and the future of our planet. Hebrew College promotes learning in a context of communal commitment and concern—for our own local community, for Israel and Jewish communities around the world, and for all inhabitants of the earth. Through education, activism, service, and interfaith cooperation, we seek to bring healing to a world in need of repair.

ELU V'ELU: ENGAGING DIVERSITY

As a pluralistic institution, we recognize and value human diversity. Within our own *K'lal Yisrael* community, and in dialogue with people from other faith traditions, we actively engage a multiplicity of experiences and perspectives in an environment of mutual respect. The encounter with different points of view prompts us to ask honest and searching questions of ourselves and of one another, and to see this process as a source of wisdom and strength.

YETZIRA: FOSTERING JEWISH CREATIVITY

Judaism, at its best, is a creative intellectual and spiritual encounter between the individual, the community, and the received tradition. Hebrew College encourages and empowers learners to see themselves as both inheritors and innovators—active participants in the unfolding story of the Jewish people. We embrace music, literature, and the visual and performing arts as sources of inspiration and as vital modes of Jewish discovery and expression.

DESCRIPTION

Hebrew College, founded in 1921, is approaching its Centennial in the fall of 2021. While the College's mission and purposes have evolved in significant ways over nearly a century, its central commitments to Jewish education and the rigorous academic study of Jewish literature, language, history, and culture have remained constant.

For much of its history, Hebrew College was a local institution focused mainly on serving the educational needs of the Greater Boston and New England Jewish community. In the last several decades, it has become an institution of national and even international prominence, with on-campus and online degree programs providing graduate education for diverse cohorts of future Jewish educational and religious leaders. As the scope and impact of Hebrew College's graduate leadership programs have expanded—to include masters and ordination programs for educators, rabbis, and cantors who go on to serve throughout North America and beyond—the College has maintained its commitment to providing dynamic, high-quality Jewish educational opportunities for youth, adults, and professionals in the Greater Boston area.

The mission statement of Hebrew College was last reviewed and updated in 2010. In July 2009, the College undertook an institution-wide process to revisit its mission and rewrite its mission statement. A committee was appointed by the President of the College to conduct the mission review process. The committee was led by then Dean of the Rabbinical School—and now President—Rabbi Sharon Anisfeld and included stakeholders from different parts of the College. Together, they developed an inclusive process with significant opportunities for all members of the College community—staff, faculty, students, alumni, and lay leadership—to be in conversation with each other about the core mission and values of the institution. We were extremely gratified by the seriousness and depth with which various members of the College community participated in these discussions.

The new statement was discussed and ratified with unanimous and enthusiastic support at a meeting of the Hebrew College Board of Trustees on Thursday, January 7, 2010. The process yielded a statement that felt both descriptive and prescriptive,

reflecting the distinctive qualities and strengths of the College at the time, while also giving meaningful direction to the next stage in the life of the institution.

APPRAISAL

LESSONS FROM THE LAST MISSION REVIEW PROCESS

The institution-wide review of our mission and purposes during the academic year 2009-2010 was a positive and productive process for all involved. Through the process, we gained insight into some of the important continuities in the mission of Hebrew College since its founding in 1921. For instance, the rigorous study of Jewish civilization in all its facets has remained a constant priority throughout our history. A sense of communal responsibility has also informed the educational atmosphere at the College since early on. We have long seen ourselves as a bridge between the academy and the community—engaged in serious scholarship but also concerned with how that scholarship can contribute to the continued vitality and enrichment of the Jewish community in Greater Boston and beyond.

While these continuities were striking, there were also some new priorities and points of emphasis that came to light with greater clarity during this process of mission review. Four central themes that emerged during the review of our mission and purposes are worth highlighting here:

- **Spirituality:** Our mission has expanded to include a deeper engagement with Judaism's rich spiritual traditions, including the study of Jewish religious texts and the training of religious leaders (both rabbis and cantors).
- **Interfaith engagement:** Our sense of communal responsibility has broadened to include active engagement with other faith communities and with critical issues facing humanity in our generation.
- **Pluralism:** Our commitment to diversity has become more intentional, with the embrace of pluralism as a core intellectual and religious value.
- **Creativity:** Our commitment to sustaining a vibrant Jewish community has remained constant, but as we have become less preoccupied with existential concerns about Jewish survival, we have become more focused on opportunities to nurture Jewish intellectual, and artistic and religious creativity, as both personal and communal values.

These new priorities reflected significant developments not only within the institution, but within the changing landscape of the North American Jewish community.

The mission statement developed in 2009-2010 has served the College very well for almost a decade. Indeed, a mission review committee that met in the fall of 2019 agreed that the core values identified in the existing mission statement continue to be a compelling articulation of our key institutional commitments. That said, in the spirit of ongoing institutional reflection, we will be reviewing the mission statement again during the coming academic year, 2020-2021. We expect that the next iteration of the mission statement will not be dramatically different but will reflect a subtle shift in emphasis, reflecting the key recommendations that emerged from our 2018-2019 Strategic Planning process. (A full description of our recent strategic planning process can be found in Standard 2.)

The College is now reviewing its mission statement in light of our new strategic directions. The Strategic Planning Committee and the internal Strategic Plan Implementation Team have both had preliminary conversations about the strengths and challenges of the current mission statement and have identified key goals for the development of a new mission statement. Strengths of the current mission statement include:

- The current mission statement was developed through a highly inclusive process in which stakeholders felt their voices were heard.
- Faculty, students, and staff continue to be motivated by a strong sense of commitment to the institution's educational mission.
- The mission reflects the College's dual commitment to graduate leadership education and community education, which continues to play a central role in the life of the institution.
- The core values identified in the last mission review process continue to be defining features of the College's educational ethos and culture.

Concerns or challenges related to the current mission statement include:

- There is interest in a shorter mission statement, with language that all stakeholders can easily remember and share with others.
- There is interest in a reinvigorated mission statement, with language that feels crisper, more compelling, more poetic, and more inspiring.

- There is a desire for a sharper mission statement, with language that can help articulate and align us with our strategic priorities in the next phase of planning and growth.

PROJECTIONS

The strategic planning process of 2018-2019 yielded agreement on three core elements of our educational philosophy and approach, and our new mission statement will likely reflect these distinctive strengths:

1. **A commitment to depth and openness**—to deep literacy and rich creativity, deep spiritual search and freedom of religious expression, deep Jewish rootedness and universal human concern.
2. **A commitment to relational education and engagement**—to cohort-based immersive educational experiences, learning and community-building as mutually enriching goals, the relational model of the Beit Midrash.
3. **A commitment to both theory and practice**—to academic rigor and commitment to community, the relationship between learning and service, being an incubator for innovation.

The 2018-2019 strategic planning process also yielded a deeper understanding of the synergistic relationship between our role as an institution committed to graduate leadership education (preparing rabbis, cantors, and educators for leadership in the Jewish community), and our role as an institution committed to community education (providing dynamic, high quality lifelong learning opportunities for teens and adults of all ages and stages).

The implementation of key recommendations from that process has already begun to yield significant impacts. In particular, those recommendations have focused on bridging internal silos, strengthening the synergy between the College's academic and community education programs, reducing institutional overhead, optimizing resources, and enhancing the College's impact in the community.

One of the most important transitions we are facing as an institution is the relocation to a new site in summer 2022. It is critical that the College's new home is both financially affordable, and meaningfully aligned with our core mission.

Fortunately, the 2018-2019 Strategic Planning Process has set the stage for a highly successful real estate search process, by helping to clarify our core mission and values. The dual emphasis on graduate education and community education—in which

the College is a kind of living laboratory for Jewish learning, leadership, and innovation—has made it abundantly clear that our ideal home would be located on a shared campus with other mission-aligned communal organizations.

As of fall 2020, we are excited to be moving forward with precisely such an opportunity—on a shared campus in West Newton with a synagogue, an afterschool program, a community mikveh and family education center, a Jewish arts organization, and other potential partners who hope to join this community collaborative. The vision for a shared campus offers a powerful national model, bringing institutional partners together to create a new paradigm for Jewish life and leadership education, optimizing community resources, and enhancing communal impact.

As noted above, we will be undertaking further review of the College's mission statement during academic year 2020-2021 with three key goals in mind:

1. To refresh and sharpen the language of the mission statement in alignment with our strategic direction, in preparation for our Centennial in Academic Year 2021-2022 and in preparation for our move to a new shared campus in summer 2022. The Centennial and the campus relocation effort both present exciting opportunities for the renewal of the College's institutional message and brand, and a refreshed mission statement can be an important part of that process.
2. To clearly articulate the ways in which our new shared campus model and community collaborative reflect the evolving mission of the College.
3. To give the entire Hebrew College community the valuable opportunity to participate in the process of mission review. Hebrew College is a highly mission-driven institution, and it is important for stakeholders to periodically reflect together on the values and purpose at the heart of our work.

TIMELINE FOR MISSION STATEMENT REVIEW:

Fall 2020: Review of current mission statement and discussion of potential changes within the context of the 2019-2022 Strategic Plan.

Winter 2020-2021: Discussion of mission statement among diverse groups of stakeholders, including graduate and community education students, faculty, staff, alumni of both graduate and community programs, and members of the Board of Trustees.

Spring 2021: Proposed new mission to be brought to Board of Trustees for approval.

Spring 2021: Marketing and advancement staff to promote new mission statement on webpages and social media, and in publications focused on both student recruitment and philanthropic support.

Summer 2021: The mission statement and strategic plan will continue to guide policies and practices, shape institutional priorities, inform personnel decisions, inspire the case for philanthropic support, and play a major role in the selection of the College's new home and choice of strategic communal partners.

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website location	Date Approved by the Governing Board
Institutional Mission Statement	https://hebrewcollege.edu/about/mission-statement	2010

Mission Statement published	Website location	Print Publication

Related statements	Website location	Print Publication

Please enter any explanatory notes in the box below

STANDARD 2: PLANNING AND EVALUATION

In the past several years, Hebrew College has been involved in planning and evaluation activities that have been comprehensive in nature and have involved representatives from our many constituencies. Planning and evaluation work has focused on financial sustainability, academic rigor, enrollment growth, and service to both our students and the larger Jewish community, as well as the relationship between local and national constituencies. These foci continue to be the central concerns of our administration and faculty.

PLANNING

DESCRIPTION

Planning at Hebrew College is an ongoing and interconnected set of activities. The major planning activities since 2017—including Hebrew College’s 2019-2022 Strategic Plan—are rooted in previous NECHE evaluations, as well as an external review completed by the Harvard University Community Action Partners (CAP) team in 2016-2017, and Hebrew College’s leadership transition in 2018. The May 2017 findings from the Harvard CAP team led to planning that focused on the following issues:

- Hebrew College’s current strategies were operationally complex, financially unsustainable, and needed to be simplified.
- Surviving in a small market with limited growth opportunities required a fundamental shift in approach, including:
 - a more narrow and focused vision;
 - greater synergies between programs;
 - a reconfigured overhead structure;
 - more clear and compelling messaging; and
 - more clear and compelling messaging; and
 - comprehensive marketing/positioning and development plans.
- Hebrew College needed to simplify operations, including a reduction of overhead through the merging of some programs with others.
- Hebrew College was uniquely positioned for the trends emerging within the larger Jewish community (e.g., pluralistic Jewish education is broadly

recognized as important to the non-Orthodox Jewish community in the United States).

After serving as president for nine years (beginning in 2008), Rabbi Daniel Lehmann announced his departure in July 2017, effective June 30, 2018. Following the announcement, Hebrew College Board Chair Andy Offit formed a transition team of several board members to plot a strategy for the upcoming leadership transition. This, in turn, led to the creation of a Presidential Search Committee that was chaired by veteran educator and scholar Dr. Sara Lee and included representatives from the faculty, alumni, and Board of Trustees.

This cross-institutional Presidential Search Committee deliberated for five months (July-November 2017) before recommending to the Hebrew College Board that it hire Hebrew College Rabbinical School Dean Rabbi Sharon Anisfeld as the ninth president of the institution. On November 30, 2017, the Board voted unanimously to name Rabbi Anisfeld President-Elect, and to have her serve as Acting President from January-July 2018, when Rabbi Lehmann took a semester-long sabbatical due to him. Rabbi Anisfeld became President of Hebrew College July 1, 2018, and was officially installed at a public ceremony attended by more than 600 people, on October 15, 2018.

From January through June 2018, Rabbi Anisfeld led a transition team of three senior staff and three board members in conducting a comprehensive review of all programs of the College. The mandate of the transition team was to gain an in-depth understanding of the strengths and weaknesses of each of the College's educational programs, and to make recommendations regarding initial changes that could enhance quality and efficiency across the institution. The transition team met with leaders and budget managers of each department of the College in a transparent process that created open lines of communication, fostered opportunities for reflection, and yielded several key insights and concrete recommendations.

Key insights included:

- There were two different kinds of programs at Hebrew College (academic/professional leadership with a national reach and community education with a local focus).
- There was a need to do more to develop a shared vision for professional leadership for Jewish life.
- Silos persisted throughout the institution and were exacerbated by a sense of scarcity and competition for resources and recognition.

- The proliferation of small programs muddled focus, was not cost effective, and put a strain on staff.
- The College needed structures that would generate ongoing conversations about the institution as a whole.
- We needed to explore opportunities for the future of Community Education in Boston.

From these insights, five key recommendations emerged for FY19:

- To discontinue the Hevruta gap year program in partnership with the Hartman Institute in Jerusalem.
- To pause admissions to online MAJS and MJLS programs while evaluating opportunities for on-campus programs integrated with the Rabbinical School.
- To review and reduce certificate programs.
- To integrate the budget planning process for greater collaboration across the institution, with a focus on eliminating duplication and increasing efficiency where possible, and investing in faculty and staff sense of fairness, satisfaction, and institutional support.
- To begin to implement key changes in personnel and leadership structure.

These preliminary recommendations were implemented in spring and summer of 2019, as Hebrew College entered FY19.

At the same time, the College successfully concluded the sale of its Newton Centre campus. The decision to sell the property had been made earlier, but it took some time for the real estate transaction to be completed. The sale of the campus allowed the College to begin the new fiscal year without debt or annual rent payments, and with a five-year period to develop a sustainable financial model and find a new home.

In December 2018, following her installation as the ninth President of Hebrew College, Rabbi Sharon Cohen Anisfeld launched a more comprehensive strategic planning process with a team of faculty, staff, alumni, community leaders, and members of the College's Board of Trustees. The group's mandate was to develop a strategic vision for Hebrew College that would:

- Bring our vision for Jewish life into the world;
- Amplify and enhance our impact in the community;
- Identify and draw on our distinctive strengths;

- Provide a sustainable business model;
- Rebuild trust and excitement to broaden philanthropic support; and
- Guide and inform our search for a new home.

This phase of strategic planning was conducted from December 2018 through June 2019. Guided by the central question, “What is Ours to Do?”, the Strategic Planning Committee worked in subgroups with an emphasis on two key areas of activity:

1. Identifying distinctive strengths to define and sharpen institutional focus; and
2. Rebalancing the budget, optimizing resources, and developing a sustainable business model.

The Committee quickly confirmed the conclusion of the earlier Harvard CAP and transition teams that one of the most wide-ranging and pervasive challenges facing the institution was its large number and great diversity of programs and offerings. The problem was not only the number of programs but also the isolation of the programs from one another. In a small institution like Hebrew College, that meant a number of difficulties and a demonstrable lack of efficiency.

This “silo” problem was manifest in the quality and quantity of the programs themselves and in the impact on the overall ethos of the institution. It resulted in a lack of shared vision and culture and a loss of synergy and creativity. The silo problem was also evident in the administrative structures at the College, which operated totally independently of each other and were numerous and unwieldy.

The Strategic Planning Committee presented five key recommendations from this phase of the Strategic Planning Process to respond to these issues:

1. Create an integrated vision for graduate programs, with tracks preparing rabbis, cantors, and educators.
2. Create an integrated vision for community education programs, with initiatives serving youth, adults, and professionals.
3. Create meaningful constructs for synergy between the graduate and community programs.
4. Pursue opportunities for partnerships to amplify and enhance communal impact (and prioritize the search for shared campus).

5. Develop a new business model and rebalance the institutional budget to better focus resources on teaching, learning, and communal impact.

ONGOING FINANCIAL PLANNING

As part of the College's annual planning cycle, the senior leadership team reviews and assesses its resources and functional team in light of its financial position and priorities for the coming year (see sections five and seven for further details).

Ongoing financial reporting and analysis processes are in place to review, measure, and evaluate monthly financial performance against the budget. The Business Office balances, reconciles, and closes the books by the tenth of each month. At that time, the books are ready for review by the VP of Finance. This review is a combination of quality control, data analysis, and preparing monthly financials profit and loss and balance sheets, as well as a dashboard and an executive summary that explains the numbers. It is provided first to the President for approval and then to the Chair of the Finance Committee. During the academic year, it is distributed to and reviewed by the entire Finance Committee.

REAL ESTATE PLANNING

Based on a space-needs assessment, we have determined that we need approximately 25,000 square feet for our core operations (classrooms, library, faculty and staff offices, auditorium, and café). Our preference is to remain in the Newton/Brookline/Boston University area, but we have also considered properties in Watertown and Waltham.

We seek to maintain our own identity and autonomy but are interested in a shared campus model. In our opinion, a shared campus model would be advantageous from a cost savings perspective, while also allowing us to retain our identity from an institutional and accreditation perspective. Also, a shared campus model would align with our strategic direction, helping to simplify and strengthen our ability to build synergy between graduate and community programs.

Members of our Board Finance Committee, together with other volunteers with relevant financial expertise, are working closely with senior management on financial planning for relocation in 2022. Financial modeling includes:

- Opportunities for further cost-saving measures, particularly through strategic partnerships;
- Opportunities for increased philanthropy through both grants and contributions; and

- Opportunities for enrollment growth and increased tuition revenue.

The first step in this process was a significant reduction in costs for our FY20 and FY21 budgets, so that we can meet our fundraising goals and rigorously preserve remaining proceeds from the sale of our building to put toward future rent/mortgage expenses. We plan to continue to set well-defined and realistic goals for each of these areas for FY22 and FY23.

PLANNING FOR INSTITUTIONAL ADVANCEMENT

Meeting our fundraising goals has been an ongoing challenge for years. For FY20, a comprehensive Development Plan was written to provide a structured approach towards reaching the College's fundraising goal. We knew the components of a successful year—major gifts, smaller Annual Fund gifts, re-engaging recently lapsed donors, and identifying new donors—but we needed to quantify each component of the plan, with a firm grounding in reality, and we needed action steps to accomplish them. The plan was written by our development team in close partnership with President Anisfeld. Board Chair Andy Offit then reviewed the plan, made suggestions, and presented it to the Board of Trustees.

Throughout the year, the development team, together with President Anisfeld and Chairman Offit, is monitoring progress towards these goals, both in terms of donor outreach, as well as in financial results. They report to the Board of Trustees on a monthly basis by email, and in person during Board meetings. At the end of the year, we anticipate achieving this goal, and will review the plan and our implementation of it with an eye towards improving the plan and the process for next year and beyond.

The plan sets dollar goals for each component and identifies the steps to achieve them. This includes goals for: (1) major gifts; (2) recently lapsed donors; (3) outreach to increase participations and increase gifts; (4) addressing “donors not yet known” (e.g. congregants and students of alumni, significant donors lapsed more than five years). Each of these components is critical to the success of the plan, providing clarity on the “who,” “what,” and “how” of the development team's activities.

We are pleased that, working with a well-thought-out and specific plan, we were able to come close to achieving our FY20 fundraising goals, despite the challenges posed by COVID-19 in the spring of 2020. Building on this success, and gleaning some important lessons learned about donor engagement, cultivation, and stewardship, we have prepared an updated development plan for FY21.

Planning and evaluation have been central to the major transformations of Hebrew College. Wherever possible, we include students and alumni in our planning—to the

extent that their time and expertise allows them to participate. We are fortunate to have a high level of student and alumni investment in the institution, and in general, they are willing and eager to contribute their time, energy, and ideas to institutional planning efforts. Board members are also deeply committed and receive regular reports from the committees involved in the strategic planning process and implementation.

APPRAISAL

The Harvard CAP study served as a valuable planning document to provide our new president with a strong basis for initiating a transitional review and new strategic planning cycle. The study's findings around narrowing focus, refining the College's marketing and message, achieving greater synergies, strengthening fundraising efforts, and reconfiguring the business model and overhead structure have become major foci of the strategic plan that is currently being implemented. Though the CAP study argued that recapitalization alone would not provide Hebrew College with long-term financial sustainability, recommendations from the CAP teams helped put into motion the plans to sell the current Hebrew College campus.

The recommendations made by the Harvard CAP team—including details related to target audiences, organizing philosophy, program offerings, operating model, cost structure, and a fundraising plan—laid a solid foundation for the work of the transition team in 2018 and the work of the strategic planning committee in 2018-2019. Operational efficiencies have been brought about by the reorganization, realignment, and personnel changes that were recommended (see, for example, the work of the Office of Student Services). But the merging and reduction of programs recommended by the Harvard CAP team also caused understandable uncertainty for faculty and staff. Several long-serving staff members lost their jobs during the transition, while others saw their responsibilities increased or altered as roles shifted.

Ongoing changes in the North American Jewish landscape suggest that Hebrew College will continue to benefit from the synergy that exists between our pluralistic-centered mission and the declining denominational affiliations occurring within the larger Jewish community, as identified by the CAP team. The continuing success of our Rabbinical School is evidence that there is a real shift in the approach of American Jewry away from denominations and a thirst for more pluralist institutions like Hebrew College. Our challenge is to infuse that pluralist ethos—which is incredibly effective in our Rabbinical School—within our other Hebrew College programs.

President Anisfeld's ascension to the Presidency represents an opportunity to reassess our future while building on the successes of our past. President Anisfeld is a highly respected scholar, teacher, administrator, and advocate for the College. She has

strong ties to the community and to donors and has done significant work building on existing ties—in some cases repairing and reengaging relationships that may have frayed or become dormant over time—as well as building new connections. In addition, President Anisfeld has focused our collective attention on how the proliferation of “silos” at Hebrew College is one of our key institutional challenges.

Significant progress has been made in implementing the key recommendations of the strategic planning process led by Rabbi Anisfeld in 2018-2019. The work of implementation will continue through the spring of 2021 and beyond, with a clear timeline for progress toward key milestones.

Initial outcomes include:

- Rabbi Dan Judson, PhD, has been appointed Dean of Graduate Leadership Programs, tasked with creating a more integrated approach to the training of rabbis, cantors, and educators. Rabbi Judson is overseeing greater interaction between graduate programs on both a faculty and student level, as well as optimization of administrative resources and program and curriculum reviews, to ensure consistency of educational quality and mission alignment across all graduate programs.
- Dr. Susie Tanchel has been appointed Vice President of Community Education, tasked with creating a more integrated vision for teen, adult, and professional learning opportunities in Greater Boston and beyond. Dr. Tanchel brings a wealth of experience in pluralistic educational settings, educational and institutional leadership, reflective practice, and professional development.
- The Dean of Graduate Leadership Programs, the Vice President of Community Education, and the Vice President of Finance and Administration are working closely with the President to create a stronger sense of shared mission, culture, and commitment to quality for the College as a whole.
- An integrated Office of Student Services is now providing resources, support, and data management for all academic and non-academic programs. This office now includes integrated functions for registration, financial aid, and student accounts, as well as institutional records and research. The College’s implementation of the Campus Café Campus Management Student Information System in July 2019 also strengthened integration. Institutional overhead and administrative costs have been reduced by a total of \$800,000 over the last two years, leading to a break-even budget in FY20 (despite COVID-related challenges) and a clear path to a balanced budget in FY21 and FY22.

- Our search for a new home and preparation for relocation in summer 2022 has been guided by a strategic understanding of our distinctive strengths as an institution dedicated to both graduate leadership education and community education and informed by a commitment to strategic communal partnerships.

The work of implementing the direction laid out by the Strategic Planning Committee Strategic is now being carried out by several teams of board and staff members. All are focused on the continuing effort to leverage our distinctive strengths as an institution; to explore opportunities for increased institutional efficiency, integration, and alignment; to identify areas for strategic innovation and investment; to pursue strategic partnerships; and to secure a new home for the College.

Several teams, including both professional staff and lay leaders, are involved in ongoing planning efforts related to each of these areas:

1. **The Senior Leadership Team**, consisting of President Anisfeld, the Vice President of Community Education, the Dean of Graduate Leadership Education, and the Vice President of Finance and Administration, is responsible for overseeing all aspects of the College and ensuring continued progress toward mission alignment, financial stability, quality assurance, and ongoing improvement and growth. With new leadership and collaboration, there is an opportunity to bring in fresh thinking and innovation on the future of the College's programs in the context of a changing Jewish landscape, and to build on the vision of a unified College and brand.
2. The **Strategic Plan Implementation Team** of staff, working in close collaboration with President Anisfeld during the fall of 2019, focused on strengthening our internal culture of collaboration and developing a shared language and goals. This group has contributed significantly to the development of institution-wide plans for marketing and institutional advancement, which are now updated and renewed annually.
3. **The Masters of Jewish Education Planning Group**, under the leadership of Rabbis Judson and Shire, did extensive work in fall 2019, and, after a pause because of COVID in spring 2020, will be resuming its work in fall 2020.
4. The **Economic Subgroup of the Strategic Planning Committee** has continued its work, in close collaboration with senior management and the **Finance Committee** of the College's Board of Trustees.
5. **The Real Estate Committee**, comprised of board members and real estate professionals, worked closely with President Anisfeld throughout the academic year 2019-2020 to identify a new home for Hebrew College that aligns with our

strategic goals regarding educational mission, financial sustainability, and communal partnership and impact.

6. Working closely with the Real Estate Committee is a newly formed **Capital Campaign Cabinet**, launched in July 2020 and comprised of board and community members, which will lead the process of raising philanthropic support for Hebrew College's new home. (The campaign goal is \$7 million, and, as of September 2020, approximately \$3.6 million in gifts and pledges has been secured from individuals and foundations.)

Planning for a sale and relocation of the Hebrew College campus has been under consideration for years. The sale of our campus helped to reduce expenses dramatically in the near term, eliminated debt, and gave us the ability to restructure our business model. The sale also gives us the opportunity to review our student/constituent demographics, and to evaluate where New England's "new" center of Jewish learning should be. In the meantime, we have an influx of cash from the sale that takes pressure off day-to-day cash flow, enables us to resume longer-term financial planning, and allows us to invest in student and community programs. We realize we need to effectively manage our funds to ensure they can support us when we start "paying rent" again.

Our thorough financial review has identified many opportunities to achieve new synergies and reduce costs. With the implementation of Campus Cafe, for example, we are removing silos, centralizing functions, and reducing cost.

The new marketing plan takes into consideration Hebrew College's current mission and past communications, marketing materials, and online channels and looks toward the future. The marketing plan follows the recommendations of the strategic plan to break down silos across graduate and community education programs. In addition, the marketing department has created persona and journey maps, in collaboration with program directors, to help answer prospective student questions at every stage of inquiry, and to support and strengthen the application and enrollment process.

In all areas of planning, Hebrew College is drawing much more heavily on institutional research to support important decision making. With a new data-base system in place, and a college-wide data management committee to support the director of Institutional Records and Research, the College is engaging in in-depth data analysis to support intensive work in a number of areas. These include multi-year budget planning; setting of tuition and financial aid; setting of fundraising targets; and planning for annual and capital campaigns.

For several years, Hebrew College did not achieve our annual fundraising goal because the target was set too high each year and because we lacked a detailed plan to achieve our goals. To address this challenge, we set this year's goal at a more realistically achievable level and developed a detailed plan to achieve it. The plan provides target numbers of conversations and lists of specific individuals with whom to speak for larger gifts, as well as the type and volume of outreach for broader solicitation campaigns.

The College does a very good job of managing cash and budgeting, as well as expenses and revenue associated with enrollment. The lack of rent as an expense and income from the building sale are major assets, contributing to the College's improved financial situation. However, as mentioned above, there have been shortcomings in the budgeting of development activities that are hard to recoup. On a positive note, better assumptions have narrowed the development deficit in recent years, and we believe a detailed development plan should help further our ability to meet our budget in the future.

From a reporting and control point-of-view, the College has good processes for reviewing monthly financial performance with College management, the Finance Chair, and the Finance Committee. The annual audit also enables the College to review processes and practices. We do not have resources to implement all the auditor's recommendations, but feel we are putting reasonable controls in place for the level of resources we do have. We provide budget managers with a "snapshot" mid-year and near budget time, but realize it would also be beneficial for if we had a system to report budget-to-actual more regularly to help us adjust expenses faster.

The processes of reporting financial status to management and the Finance Committee are continuously evolving. Data is pulled from QuickBooks and formatted appropriately, after which it is reviewed by the Business Office Manager, to ensure it is an accurate representation of the QuickBooks reports. Any deviations from expectations are discussed by the management and Finance Committee. We often come in under budget in terms of expenses, which offsets enrollment revenue shortfalls, but we are susceptible to shortfalls in development and grant budgets. This is why we have defined the need for a Development Plan.

EVALUATION

DESCRIPTION

Evaluating what we learn from our planning activities involves coordinated communication and analysis between our board, our management, and our faculty.

We also include outside participants and experts in our planning processes to avoid institutional myopia. The goal is to translate recommendations into action.

Beginning in November of 2016, in order to understand the major challenges and opportunities we were facing, Hebrew College arranged for a team from Harvard University Business School's Community Action Partners (CAP) to conduct a comprehensive institutional review. Hebrew College asked CAP to help us to develop a strategy that would prioritize our efforts over the subsequent three to five years, with an emphasis on identifying programs and target audiences with the greatest potential for growth. We hoped that the developed strategy would help us to meet our institutional mission, capitalize on our strengths, and achieve financial sustainability. At the same time, we wanted to adapt to the departure of our neighbor and collaborative partner in interfaith education, Andover Newton Theological Seminary.

The external evaluation by the Harvard CAP team involved the following steps and process:

- Visioning Exercise with the Board of Trustees (November 2016).
- Individual meetings with Trustees, members of senior staff, select alumni, and peer institutions (including CJP, BU, ANTS and others).
- Analysis of program economics.
- Survey of graduate program students and alumni.
- Strategy-development workshop with senior staff, focused on identifying strengths and opportunities.
- Program by program analysis using ranking criteria.

As they were selecting Rabbi Anisfeld to become Hebrew College's next President, the Presidential Search Committee articulated several key selection/evaluation criteria:

- Leadership experience in a major Jewish institution or academic department.
- Recognition as a thought-leader in the Jewish community (scholarly or popular).
- In-depth knowledge of classical and modern Jewish textual sources.
- Awareness of contemporary issues and trends in the North American and global Jewish communities.

- Commitment to fostering a pluralistic ethos at Hebrew College.
- Fundraising and managerial experience and demonstrated proficiency.

When hired, Rabbi Anisfeld asked for her work to be evaluated on a regular basis. The goal of the evaluation would be to provide valid and usable feedback to the President and the Board of Trustees about the President's performance to support her continued growth and development, and to determine specific goals for the future. In order to do this, the evaluation committee identified seven aspects of leadership that are currently important to the Hebrew College's success:

- To articulate emerging visions and strategies for enacting it throughout the College.
- To demonstrate academic, intellectual, and spiritual depth.
- To communicate with multiple constituencies.
- To raise community awareness of the College.
- To understand and manage the College's finances.
- To raise money.
- To attract and inspire personnel.

The Committee recognizes that some of these attributes must be done directly by the President while others are the responsibility of the senior staff and faculty whom she supervises.

The components and methodologies of the evaluation process involve a self-assessment by the President, a survey of the Board of Trustee, and semi-structured interviews with Trustees and select members of the Hebrew College community. Once a written report is drafted, the findings are shared with the Board of Trustees and then discussed with the President, the Board Chair, the Chair of the Evaluation Committee, and any other Board members that the President and Board Chair include. The final report is put on file.

The most recent strategic planning process illustrates both the central role and the ongoing nature of planning and evaluation at Hebrew College. It was important for our new President to help shape this process and, at the same time, make use of the previous strategic plan, which provided a useful starting point for the new Strategic Planning Committee.

The Strategic Planning Team consisted of a diverse team of College administrators, clergy, board members from industries including finance, public service, Jewish leadership and philanthropy, academia, and law, as well as students and alumni. The group's mandate was to develop a new strategic vision for the College, including recommendations for a sustainable business and operational model, along with decisions designed to inform planning for the College's relocation in December 2022. This process included a comprehensive analysis of strengths and weaknesses of all Hebrew College programs, including surveys, focus groups, and one-on-one interviews with full-time faculty. It also included a deep analysis of our business model and a comprehensive review of several major aspects of our operations—in an effort to identify more substantive opportunities to reduce complexity and cost, optimize resources, enhance quality, and reinvest a greater portion of our resources in teaching and learning. The results of this strategic planning process are expected to impact all units of the institution and have an impact on almost every aspect of the College's academic, financial, and enrollment circumstances.

Given the proliferation of programs and silos at the College, a subgroup of the Strategic Planning Committee was formed to address the following questions: What are our distinctive strengths as an institution? What should our focus be moving forward? What is ours to do? In order to address these questions, the subgroup undertook a series of focus groups, surveys, and one-on-one interviews. Focus groups and surveys were conducted with students and alumni of each of the College's graduate and community programs. One-on-one interviews were conducted with each of the College's full-time faculty members.

As a result of the study, four Strategic Planning Committee subgroups have been created to study and make recommendations about:

- Graduate and Community learning integration;
- The Master of Jewish Education program (MJEEd);
- Youth programs; and
- Prayer Leadership (Rabbinical) and the Role of Music (Cantoral)

On August 16th, 2018, the Hebrew College Board of Trustees finalized an agreement to sell the College's Newton Centre campus. The agreement allows Hebrew College to remain in its current location for several years under favorable terms. While the sale of Hebrew College's campus was not seen in the Harvard CAP analysis as being a sufficient long-term remedy, former President Lehman and the Board of Trustees

decided to move ahead with the sale of the campus based on the following evaluation:

- Hebrew College's ongoing debt was not sustainable; and
- The campus of our neighbor and partner, Andover Newton Theological Seminary, had been sold.

Andy Offit, Chair of the Hebrew College Board of Trustees, said at the time: "This will afford us the ability to rededicate precious resources to expanding our educational programs and investing in the people who truly make Hebrew College what it is."

In summer 2018, Hebrew College established a Real Estate Search Committee that includes several lay leaders with extensive real estate experience and expertise. The committee currently works in consultation with several brokers, a real estate consultant from Combined Jewish Philanthropies, and an architectural consultant.

In addition to the examples of institution-wide planning and evaluation initiatives that are described above, we should also mention several of the annual cycles of planning, evaluation, and action that occur on an ongoing basis (see sections five and seven for further details).

A financial and operational review took place from January through March of 2019, when a transition team of three senior staff and three board members undertook an evaluation of the finances and operations of all programs of the College in order to identify cost-saving efficiencies for the FY20 budget. This was a systematic, inclusive, and comprehensive approach to the budgeting process that engaged all budget managers (department heads and program directors) and that significantly informed planning for FY20.

In preparation for the November 2018 launch of a new College website, Hebrew College conducted the following evaluation strategy:

- Interviews with students, alumni, and faculty about their goals, and obstacles to their enrollment and giving. From that research, we created "personas" or fictional customers based on real customers for prospective rabbinical, cantorial, and education students.
- A comprehensive audit of the old website, including an analysis of website metrics (unique page views, bounce rate, time on page) to determine the pages where customers were most engaged.
- "Journey maps" that documented customers' buying/admission cycle from awareness through admission.

- Work with an outside web firm to move and create written, visual, and multimedia content for the new site template.

We have contracted with the web firm to assess and grow organic (SEO) and paid traffic (SEM) to the site through ongoing review, consulting, and pay-per-click advertising based on keywords. This traffic is being analyzed and assessed on an ongoing basis—and web content is being adjusted accordingly to maximize traffic and engagement. Key Performance Indicators (KPIs) were included for all plan activities and can be tracked through the website’s digital dashboard.

Prior to 2017, responsibility for institutional research at Hebrew College was shared across all administrators involved in planning, evaluation, and strategic decision-making. In the fall of 2017, Hebrew College hired a “Financial Aid Officer and Institutional Research Analyst.” In the summer of 2018, Hebrew College replaced this departing staff member with a “Senior Director of Institutional Research and Financial Aid,” whose role, along with other duties, is to oversee the collection and dissemination of data that supports both short and long-term planning.

Hebrew College had a long history of missing its development goal, although forecasting has improved over the past few years, reducing the shortfalls. We now have a better understanding of the components of a development plan, and in our most recent plan, have quantified each component, identifying in detail donors and numbers for each category of giving.

The annual budgeting process, monthly financial reporting, and independent audit are all on-going processes to plan, measure, and review the financial health of the College, and to ensure that proper business processes and controls are in place.

The College doesn’t have a set format for student involvement when new politics and plans are developed; but, as initiatives start, students are enlisted as full participants or reviewers.

APPRAISAL

In data-gathering with the Harvard CAP team, alumni and student participation was limited to voluntary surveys. The sharing of results from the evaluation were limited to the Board of Trustees and senior staff, with much of the report being withheld from that later group—because of the uncertainties the report could cause and the ways in which it could impact certain positions. As a result, though, some of the leaders on the staff missed out on the context and discussion around certain

recommendations. For example, they did not fully understand the timing and execution on the sale of the campus.

The Board of Trustees and College leadership assembled a very strong search committee. Inclusion of strong internal and external membership with Dr Lee at the lead was a clear strength. The committee created a strong set of evaluation criteria that was well aligned with the present and future needs of the College. Accepting President Anisfeld's recommendation to have yearly reviews against a set of well-defined criteria was also crucial to the ongoing success of the College. These annual reviews are worth the effort put into them by the Board and College, as they are essential to determining whether the leadership is successful in accomplishing the institutional mission and keeping the institution healthy and vibrant going forward.

Although the strategic planning process is still a work in progress, there are important take-aways that we have already been able to act upon:

- We have a clear understanding of our strengths and challenges.
- We have begun to organize for greater integration of Graduate and Community Education
- We have already started to break down silos (e.g. combining Rabbinical and Cantorial programs and centralizing functions such as Registrar, financial aid, and student accounts)
- We have brought in new leadership for community education programs, with a focus on individuals who will be able to bring together community and graduate learning, provide opportunities for graduate students to participate in the larger community, and bring new students into graduate programs from community program).
- With the implementation of Campus Cafe, we are already realigning and achieving savings from our cost structure.
- We believe there is a strong team working on the location search. An appraisal of this process will have to wait until new campus spaces are identified for Hebrew College.

The financial review as part of the strategic planning process looked at every aspect and function within the College. It was broad and deep, involving functional managers and department heads, identifying approximately five hundred thousand dollars in potential savings, which was reflected in the FY2020 budget. The College's annual budget process has been comprehensive, but the incremental planning activities implemented in FY2019 will continue for the FY2021 budget.

The impetus for the new marketing plan was to set priorities for the academic year around marketing initiatives that help (1) generate revenue for the College; and (2) implement outcomes from the strategic planning process. The plan was designed after a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis and involved developing relevant “buying” personas. The priorities and key initiatives are to:

- Build brand awareness and synergy between graduate programs and community education;
- Increase quality leads for Hebrew College graduate leadership and community education programs; and
- Inspire donor engagement.

After launching the new website, we have contracted with the same web firm to measure the site’s success. Success is being measured by: (1) unique page views; (2) time on page; (3) bounce rates; (4) social media traffic to the site; (5) email traffic to the site; and (6) paid and organic search success. We will be creating a dashboard that integrates Google Analytics web traffic metrics, social media, iContact (and now EMMA) email traffic, and HubSpot traffic so we can assess which digital communications are driving traffic to the website and how web visitors are engaging with the website and completing important conversion goals such as: (1) filling out request information forms; (2) signing up for courses; and (3) applying.

As Hebrew College is adjusting to the administrative shift towards a more focused responsibility for institutional research, we are beginning to learn when and under what circumstances a dedicated institutional researcher can support evaluation and planning efforts. We are also beginning to appreciate the value of gathering and utilizing data beyond the simplistic level we might have generated in the past. Institutional research brings quantitative data to our annual planning process, tying matriculation and financial data together to help us more successfully meet our budget goals.

Our Certificate in Interfaith Family Jewish Engagement (CIFJE) offers an example of when curriculum/ programs have been changed based on data. The CIFJE program was designed to bring in a cohort of seven new people every year. We quickly learned there wouldn’t be a new seven-person cohort every year, but there would be one every two years. We had funding for two cohorts and decided to use that funding in years one and year three, rather than in two subsequent years, utilizing the money over the extended period. Through data analysis, we better understood the number of inquiries we needed to convert into matriculations.

The Cantorial Ordination for Spiritual and Educational Leadership (COSEL) program offers another example of our use of data to drive strategic decision-making. Watching the numbers, we created a cantorial program that we thought would be attractive and was somewhat successful. The COSEL program, although marginally successful, is not creating enough interest. As a result, we are recreating and refashioning the cantorial program from the ground up. We are trying to envision a program that will bring the cantorial program into greater alignment with the culture of the rabbinical program and the rest of the College. We are conducting interviews with people involved in Jewish music in all walks of life. We are conducting interviews with leading cantors and Jewish musicians and asking them for their help in thinking about what a cantorial program should look like in the 21st century.

We believe that with the implementation of Campus Cafe, we will be able to collect more data in a centralized way that will further increase the value of this function. With the help of institutional research, we do a better job tracking program and course interest and planning for the future.

Committing to creating a development plan is a real step forward to ensure long-term financial success to once-and-for-all meet budget goals for tuition and for development. Although FY2020 has been a challenging year to measure success, creating a formal plan that can be measured, we believe, will result in more realistic goals and better financial results.

At the time of the previous NECHE review, the College was experiencing significant financial challenges and ongoing scrutiny of our financial health became a daily priority. The financial health of the College has improved since that time, but rigorous budgeting analysis and review is still very much a part of the leadership's DNA and priorities—with regular reviews with senior leadership, and at Board and Finance Committee meetings.

The staff and faculty are very sensitive to respecting and valuing the needs and opinions of the student body. They are invited to be involved as their free time and availability permit. Recently, one brand new graduate joined the Board.

PROJECTION

The College will review the implementation of the Strategic Plan and monitor communications internally and externally regarding structural, programmatic, and personnel changes to ensure consistency and coherence in messaging and mission in this new period. This will be conducted throughout the year by the senior staff and the Strategic Plan Implementation Committee, which reports to the Board.

The College will communicate current research and planning using timely and accurate data to a wider audience, internally and externally enabling effective decision-making for enrollment, financial planning, program continuation, student success, and alumni relations. This will be implemented by the Director of Institutional Research in conjunction with the senior staff and President.

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

Immediately prior Strategic Plan
Current Strategic Plan
Next Strategic Plan

Year approved by governing board	Effective Dates	Website location
?	?	?
11/21/2011	2012 - 2015	

Other institution-wide plans*

Master plan
Academic plan
Financial plan
Technology plan
Enrollment plan
Development plan

Year completed	Effective Dates	Website location
2020	2020-2021	
2019	2019-2020	

Plans for major units (e.g., departments, library)*

?			

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated:
Program review schedule (e.g., every 5 years)

Website location

?

Sample program review reports (name of unit or program)*

?

System to review other functions and units

Program review schedule (every X years or website location of schedule)

--

Sample program review reports (name of unit or program)*

Other significant institutional studies (Name and web location)*

Example: Advising: www.notrealcollege.edu/advising

Date
2014

*Insert additional rows, as appropriate.

Please enter any explanatory notes in the box below

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STANDARD 3: ORGANIZATION AND GOVERNANCE

GOVERNING BOARD

DESCRIPTION

Hebrew College relies on a board of 19 Trustees (as of FY20) for key decision-making and oversight. They meet approximately nine times over each academic year, as well as regularly in smaller, targeted subcommittees. Currently active subcommittees are focused on development, finance, governance, real estate, and marketing. In addition to current Trustees, some of these committees include past members and other interested community members. Since 2017, Hebrew College has 10 new members on its 19-member Board. The President is an ex officio member of the Board. She and the two Vice Presidents [Finance and Marketing/Development] attend all Board meetings. The VP/Finance also attends all Board Finance Committee meetings. Minutes of all meetings of the Board are circulated to the Board shortly after each meeting. There is regular communication between the President, the two present Vice Presidents [Finance and Marketing/Development] and the board— sometimes daily when the need arises.

The board has a comprehensive and recently updated set of bylaws governing the conduct and relationships of the board. When new Trustees join the board, they receive a document that expresses the College's expectations of Trustees. Board members are also reminded annually—or more often—of the identities and charges of all committees. All Trustees are expected to serve on at least one committee. The 2019 revision of the bylaws provides a more robust role for the Governance Committee with respect to Board development and evaluation.

The Board appoints the President of the College. The by-laws also provide for an annual review of the president. That review is currently underway for President Sharon Cohen Anisfeld, whose first full year of a five-year term ended on June 30, 2019. The review committee completed its work with a report to the Board in January 2020. Thereafter, the review committee will produce a proposed template for use in future annual reviews.

The formal role of the faculty in governance is limited, though the Chief Academic Officer and the Deans are consulted on governance matters. There is a Faculty Advisory Council. The faculty makes faculty appointments and tenure recommendations.

The formal role of students is more limited. There is a student government structure in the Rabbinical School that includes a role for students in the School of Jewish Music. There is no such participation by students in the Education School yet. Students of all schools were previously invited to meet the President each semester for him to obtain feedback and comment directly from each program's students.

APPRAISAL

The Chairman of the Board of Trustees, Mr. Andy Offit, is in his fourth year as board chair. There are 19 members on the board and ten have been appointed since Mr. Offit became chair. Mr. Offit regards this as a "good thing," as there had been a lot of board members who had served for a very long time and were "tired" or "distracted." Newer members have brought a lot of energy and are very engaged.

The board has a very active governance committee headed by lawyer and alumnus Rabbi Van Lanckton, and is actively working to update bylaws. For instance, the bylaws included an overseers committee, but Hebrew College no longer has overseers, so the Board removed this to more accurately reflect the work of the board. In addition, the Board added term limits so that everyone serves three-year terms with three term limits. The board has staggered terms to create more continuity. Similarly, according to the bylaws, officers are permitted to remain on the board beyond the 9-year limit in order to provide continuity, as desired.

The board chair speaks with the President regularly, several times a week, and there are six full board meetings and eight finance committee meetings each year. The board also meets occasionally for special or emergency circumstances, such as when finalizing the recent real estate sale. This was required because the sale had been delayed by eight months and the board needed to be consulted quickly so the deal could be finalized.

When new members are recommended, their names are brought to the President and Board Chair. They pass along the names to the governance committee, which researches the potential new members and, once vetted, makes a recommendation to the board. This process is much more professional than in the past. Rabbi Van Lanckton, a former attorney and a member of the board, has helped to professionalize this process.

Prior to each board meeting, the chair meets for at least an hour with the President to discuss significant and pressing issues and plan a meaningful agenda. In addition, they plan the board agendas for the whole year so that members know in advance

what topics will be discussed at each meeting. The board also has a process for adding urgent issues to the agenda when they arise.

Each of the 19 board members serves on a subcommittee—development, capital campaign, finance, investment, governance, real estate, academic programs, and arts and culture. Last year, members also served on a presidential evaluation subcommittee. Trustees are also involved in other areas. For instance, last year, one of the board members did a lot of work to support the VP of Finance and Administration on researching the COVID-19 federal government Paycheck Protection Program. The board member volunteered as the College's lead person, attending online seminars hosted by law firms and spending hundreds of volunteer hours on the project. This ensured that the College was able to receive a substantial payment to protect its staff.

The board was also actively engaged in the Strategic Planning Process in 2018-2019. The committee included several board members, as well as faculty, students, alumni, and leaders from the local Jewish community with expertise in strategic planning. Extensive information was shared with the board throughout the process, ultimately resulting in a unanimous vote on its approval.

The Chair and President work closely together to keep the board informed about key decisions, while respecting appropriate boundaries between the board's fiduciary role and the responsibility of professional staff to make decisions about the operations of the College.

A major challenge facing the Hebrew College Board is the relocation of the College by December 2022 (but effectively July 2022, if the College is to move during the summer vacation). This has been extensively discussed by the board and the President has created a real estate committee made up of Trustees and experts from the local community. The College relocation was a two-phase process; the College had to finalize the sale of the building, which was a drawn-out process because it needed approval from six abutting landowners whose land was ambiguously encroaching on the easement that rests between their land and the College's land. Several Trustees met and negotiated with them. Once that was completed, the board led a process to assess needs and space requirements, recognizing that the current space is larger than necessary. The board has prioritized remaining relatively close to Newton or Brookline and finding a location that has access to public transportation and parking.

The Board has a real estate committee which has now identified a new location for the College at the site of Temple Reyim in West Newton. The chair of the real estate committee has worked very closely with the President and the board chair on negotiating the detailed terms of a deal with the synagogue. Early in the process, the full board visited the site and had an opportunity to discuss a variety of space issues

in broad terms—including the opportunity to renovate part of the site, as well as building an office addition for the College. Most recently, the board has unanimously approved an MOU outlining the terms of the deal, and the College is preparing to enter a 90 day period of due diligence, after which, assuming all goes well, the full board will vote on the final contract. Throughout this process, the board chair and president have carefully managed communications with the board—including presentations and discussions at full board meetings, in one-on-one conversations, and in small group meetings, as needed. At this point, there is a high degree of enthusiasm and support for the relocation plan.

The Board has always tried to aim for a balanced budget and normally achieves this in terms of tuition and operating costs. However, fundraising numbers often throw off the budget each year. Revenues come in spot on plus or minus one-half of one percent. Graduate education has been a little soft, but there's also been less financial aid given out on a net basis, resulting in a positive bottom line. The number that keeps being missed, unfortunately, is development. Two years ago, the College had a development budget of \$2.4 million that was inherited from prior budgets and administration, but fundraising came in at just \$1.9 million. The goal was reduced to \$2 million this past year, and the College brought in \$1.9 million again. The goal has now been lowered to \$1.6 million, given anticipated COVID impacts and the upcoming Capital Campaign, so the Board hopes this will allow the College to meet the target. The Chairman reports that, financially, the College is in better shape now than previously. Due to the recent real estate sale, this is the first time that Hebrew College is debt free in more than two decades.

INTERNAL GOVERNANCE

DESCRIPTION

Policy development to a large extent happens with the board's involvement at such times as it seems appropriate to engage the board and ask Trustees for their input. At other times, when the full board's involvement is not needed, the President regularly consults with the Chair, the Vice Chair, and Committee Chairs while developing policies. The President also consults with other members of the board and administration, as needed.

For many years, a senior staff team of approximately 12 people comprised of administrators, heads of departments, and faculty leaders met weekly with the President. The agenda of these meetings varied from weekly reports to single issues of substance to small group work tasked with specific issues. Recent working groups

included a review of the security of the building following a synagogue shooting in Pittsburgh, staff relations and customer care, publications, and IT and database implementation. The President invited participants to discuss matters of common interest, including the reading of relevant material pertaining to organization and management. There have also been town hall meetings with all staff and faculty, particularly when relevant issues need to be discussed or communicated.

The appointment of the new President has resulted in a different leadership style, with the creation of a four-person Senior Leadership team, and additional regular meetings with all department heads, individually and in small groups as needed. Since the closure of the campus in March 2020—during a meeting of the senior staff called to discuss the issue—the President has called a number of all-staff meetings to facilitate communication about the current situation, as well as to share announcements about staff turnover and the potential of a new location for the College in 2022.

The Board and the Chief Financial Officer manage the operating budget through regular Finance Committee meetings, including the annual external financial audit. The Chief Academic Officer reports to the President biweekly and, in concert with the faculty and other academic administrators, is responsible for the quality of the academic program. He is currently chairing the steering committee of the NECHE Self Study and therefore is reporting to the President on the deliberations of the nine standard working groups. In addition, he is updating all academic policies for faculty and students, as well as handling cases of inappropriate academic practice by students as needed and determined by the academic conduct policy.

The institution uses contractual arrangements and written agreements involving credits and degrees with its partners. This includes the work of the Miller Center for Interfaith Dialogue, in partnership with Boston University; the PhD program in Jewish Education, in partnership with Lesley University; and the Hebrew College Pardes Educators program, in partnership with the Pardes Institute in Jerusalem. The College is a partner in a consortium of theological Colleges involving joint programming and cross registration for students. Other partnerships include the Kivunim program for gap year students and rabbinic students attending the Conservative Yeshiva or alternative in Jerusalem as part of their program in Israel. Each partnership is coordinated by a faculty member to ensure quality assurance for the delivery of coursework, the assessment of student achievement, and the review of the effectiveness of the partnerships as well as financial arrangements.

We are currently undergoing a significant change in organization and management as a result of the strategic plan. The plan calls for a de-siloing of programs and personnel, which has resulted in a series of changes across the College. As the

rabbinic and cantorial programs came together under the umbrella of the new graduate division, Rabbi Dan Judson was appointed to oversee the smooth consolidation of resources and staffing. Some administrators were reassigned to other positions in the College and a search was made for a lead faculty member for Jewish music. Cantor Elana Rosenfeld was appointed to an Interim role in 2019, but in summer 2020, emigrated to Israel. Cantor Lynn Torgove, a well-respected and longtime member of the College faculty, was recently hired for the position. At the end of the 2019 academic year, Dean Dan Judson took on responsibility for the Education program, which was being curtailed in its programming at the same time. Dean Michael Shire, currently also acting as Chief Academic Officer, has now been given the title of Academic Director of the Master in Jewish Education program, reporting to Dean Judson.

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Senior administrative staff include CFO Keith Dropkin, Human Resources Director Steffi Bobbin, Registrar Marcia Spellman, and Director of Student Services and Financial Aid Bob Gielow, who also acts as Institutional Research Officer. Senior faculty include the Chief Academic Officer Rabbi Michael Shire, Rector Rabbi Art Green, Dean Rabbi Dan Judson, Dean of Students Rabbi Daniel Klein, and Associate Dean Rabbi Jane Kanarek.

A number of programs were curtailed over the last two years, including the online Master's in Jewish studies and Liberal Studies, the online Hebrew program, the Interfaith Family Jewish Engagement program, the Hevruta gap year program,

specializations in the education degree program, summer programming for the Cantorial program, and the Early Childhood Institute.

This major shift in culture, personnel, and programming has necessarily occurred in a very short time. As a result, it has been challenging to ensure that up-to-date information about programs and personnel is communicated in a timely and clear way to all staff, faculty, students, and board members. We have yet to communicate all our internal management changes to the outside world. Some areas still under review, such as the Early Childhood Program, will need to be communicated to concerned alumni and other stakeholders as decisions are made regarding the College's future.

Various committees are actively involved in College decisions. The Academic Advisory committee under the leadership of the Chief Academic Officer has reviewed student policies and faculty conditions including promotions and titles. Two faculty members have been approved for tenure in the last two years under the recommendation of the committee.

PROJECTION

The College plans to develop a comprehensive student governance system that incorporates students from all programs in the Graduate School, to be developed in association with the current student governance group and the Director of Student Life and implemented by Spring 2021.

We will ensure timely and accurate communication internally and externally on changes at the College through social media communications, town hall meetings, presidential communications, and College publications.

Standard 3: Organization and Governance (Board and Internal Governance)

Please attach to this form:

- 1) A copy of the institution's organization chart(s).
- 2) A copy of the by-laws, enabling legislation, and/or other appropriate documentation to establish the legal authority of the institution to award degrees in accordance with applicable requirements.

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity

Website location of documentation of relationship

Governing Board

By-laws

Board members' names and affiliations

Website location
https://hebrewcollege.edu/about/board-of-trustees/

Board committees *

? Academic Affairs
Development
Finance
Governance
Real Estate
Inactive Committees: Audit, Compensation & Facilities

Website location or document name for meeting minutes

Major institutional faculty committees or governance groups*

Website location or document name for meeting minutes

Major institutional student committees or governance

Website location or document name for meeting minutes

Other major institutional committees or governance groups*

Strategic planning committee

Website location or document name for meeting minutes
https://hebrewcollege.edu/hebrew-college-strategic-planning-committee/

*Insert additional rows as appropriate.







Please enter any explanatory notes in the box below

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Standard 3: Organization and Governance (Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior (FY 16/17)	1 year prior (FY 17/18)	Current year (FY 18/19)
 Main campus	Newton Centre, MA	1921	64	75	75
 Other principal campuses					
 Branch campuses (US)					
 Other instructional locations (US)					
 Branch campuses (overseas)					
 Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY 16/17)	1 year prior (FY 17/18)	Current year (FY 18/19)
Distance Learning Programs					
Programs 50-99% on-line	3		15	12	0
Programs 100% on-line	7		98	77	72
 Correspondence Education					
Low-Residency Programs					
Competency-based Programs					
Dual Enrollment Programs					
Contractual Arrangements involving the award of credit	2		43	40	41

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

"Main Campus" enrollment includes COSEL & Rabbinical School students only. "Distance Learning Programs" w/55-99% on-line previously included BAJS, MAJS & MJSO. "Distance Learning Programs" w/100% on-line include BJE, MJE (includes Pardes), MJEJS, MJLS, CJSM, CIFJE & JLDS. "Contractual Arrangements" includes Kivunim and Hevruta.

STANDARD 4: THE ACADEMIC PROGRAM

GRADUATE PROGRAM

DESCRIPTION

At this stage in its history, Hebrew College's academic programs almost exclusively serve a graduate population. In the 2018-2019 academic year, our programs hosted 120 graduate students and only one undergraduate. With 73 full-time and 47 part-time students, our FTE graduate student body totals 131. During the 18-19 school year we also hosted 17 non-matriculated students for courses on campus or online (equating to only three FTE, considering limited coursework taken). We accredit the gap year program operated by Kivunim, which enrolls 40 students.

The rabbinic program is a five-year full-time program with typically a semester or year-long study in Israel at a partner institution. Many incoming students without the required level of Hebrew or Jewish Studies knowledge undertake an extra preparation year (Mekorot) with introductory and skill-building classes. Students with the required requisite skills can place out of this Mekorot year. The Rabbinical School combines an academic approach to Jewish Studies with sacred texts in their original languages with a pastoral, spiritual, and leadership formation program. Rabbinic students have the opportunity to take specializations or concentrations in a variety of subjects, including Jewish Education, Jewish studies, cantorial arts, and social justice. There is a placement requirement for students in the program, which is supervised by the placement director.

The program in Cantorial Arts is a program leading to cantorial ordination and has recently been reorganized under the auspices of the rabbinic program, sharing introductory classes and faculty resources. The program's length has changed to reflect the closing of a summer residency in favor of a longer course. The College also recently introduced a dual-ordination rabbi-Cantor (Rav-Hazan) program.

The Master's in Jewish education is primarily an online course with various specializations, including Interfaith Family Engagement, Israel Education, Early Childhood Education, and Special Needs Inclusion. The Strategic Planning Committee concluded that the Master's in Jewish Education should only be offered on campus, so Hebrew College is doing a teach-out with students in the current program. The College decided in July 2020 to offer one more cohort of the online Master's in Jewish Education, with a new two-summer residency requirement, along with four semesters online. a dual-ordination rabbi-Cantor (Rav-Hazan) program.

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The College accredits an international gap year program for advanced American high school graduates that is based initially in Israel, followed by extensive travel and study around the world. As an academic program with accredited faculty and student assignments including term papers and examinations, as well as a language requirement, Kivunim complements the ethos and mission of Hebrew College.

Hebrew College is a full member of a consortium of New England theological colleges (Boston Theological Institute), which allows students to register for classes in any other member institutions as a cross-registered student. Hebrew College students with a full course load have found it challenging to take courses at other institutions. However, rabbinic and education programs at Hebrew College have welcomed students from BTI member institutions in our courses each year.

The Education and COSEL (cantorial ordination) programs employ complementary sequencing (alternating years) to reduce faculty costs and ensure critical masses of students in each course. These are intricately designed and cost-saving for the college, but periodically lead to inconsistency in sequencing. Course content and course offerings are constantly assessed to ensure that each student has the appropriate academic building blocks for success in coursework and fieldwork across all programs.

Hebrew College's small size ensures that administration and faculty participate together in close academic oversight of on-campus and online programs. Since advisors are also instructors and vice versa, the College has an organic set of checks and balances to assure quality at all levels.

For more than 10 years, Hebrew College has not accepted first-time undergraduate students. Our BA Completion program, which has only two active students in 2019-2020, requires completion of all general education requirements outside of Hebrew College, with 60 undergraduate credits as a prerequisite for admission. Students take courses with graduate students but are assessed and accommodated for at an undergraduate level, where appropriate. They focus their studies in Jewish Education, but also take a broad range of elective Jewish Studies courses to meet their 120 credit threshold for graduation. Hebrew College BA students are almost always en

route to an MA degree, and one of the goals is to correct whatever swerve in their path kept them from originally completing their undergraduate degree. The College has suspended this program as of 2018.

APPRAISAL

Hebrew College's academic programs are indeed diverse and somewhat diffuse, a realization that drove the de-silo approach in the recent strategic plan. For example, the online Jewish Studies program, which over the last 10 years has had one full-time faculty member, has maintained its courses primarily through adjunct instructors. Hebrew College has been able to sustain a group of adjunct faculty, who have returned to us many times over to teach. This has been essential to maintaining content-rich courses and faculty familiar with our online learning systems and approaches. Jewish Education likewise employs many adjunct faculty members. Hebrew College uses virtual apprenticeships to onboard new faculty, but it is a continual challenge to assimilate these individuals. Hebrew College instructors receive mid- and end-of-semester evaluations and review this feedback and refine their courses accordingly, ideally alerting students to changes that were catalyzed by these evaluations.

Faculty credentials meet or exceed sufficiency, as demonstrated in their academic CVs. As a professionally-oriented program, Hebrew College's faculty are a combination of practitioners (rabbis or cantors) and scholars (with a doctorate in the field), or both—and leverage their experience and network to help students develop in their fields. Faculty members' combination of academic and professional expertise results in rigorous coursework that is targeted toward excellence in application and practice. This is demonstrated in our success in graduate employment and the role of our students and graduates in the wider Jewish community (publishing, online presence, teaching, synagogue service, and so forth). Due to the applied nature of our graduate program (which involves a pastoral component), we recognize that available faculty time is often insufficient to meet all student needs, particularly advising, as well as to invest in program improvement.

Our online Hebrew program was affiliated with JETS (Jewish Educational Technology Services) as an attempt to improve service delivery to our small number of students who required Hebrew studies online. Ultimately, however, we discontinued the program and have begun referring students to an external partner for completion of this prerequisite. Since those early Hebrew levels are not credit-bearing, this has served student needs appropriately with high quality and at a lower price for our student body. Our collaboration with Kivunim to deliver credit-bearing courses for

their gap year program continues to meet our institutional needs and expectations in terms of academic and administrative excellence. We continue to audit these collaborations and solicit regular student feedback to ensure quality of content and ease of administration.

ASSURING ACADEMIC QUALITY

DESCRIPTION

Through the refurbished [College website](#) (2018), information is available on the learning goals and academic requirements of each graduate program, including professional and creative skills. Course requirements are listed for each program: the [Rabbinic](#) program, the [COSEL](#) program (Cantorial Ordination for Spiritual and Educational Leadership), and the [Jewish Education](#) program. Course descriptions can otherwise be accessed by students in the registration portal and are available publicly in advance of registration. The website lays out both the curriculum and the approach to essential creative and “soft skills” acquisition on the road to becoming a clergy person or religious educator, including a focus on spiritual education. The website also gives information on the rationale and the professional objectives of our programs; curricula/program overviews share content-area objectives; and syllabi give a more granular look at each course’s place in the larger outcomes. Achieved outcomes of graduates are reflected in the website’s [alumni pages](#).

Planning and evaluation have been at the forefront of the College’s work over the past couple of years. As referenced in Standard 2, with a leadership transition and launch of a strategic plan, Hebrew College has winnowed its programs to better serve its core mission and to recognize resource limitations. For example, the online MA in Jewish Studies has shifted to being available to new applicants only on campus, leveraging our faculty’s limited resources and seeking to create more integration between programs.

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The Hebrew College admissions process reflects our ethos as an institution. It is deep and personally engaging throughout. The application and interview are only the early

stages of a lengthy relationship building and vetting process that can happen over a year or several years.

We have historically collaborated with doctoral programs at other universities, such as Northeastern University and Lesley University, to offer a [Certificate in Jewish Educational Leadership](#) that pairs with their PhD (EdD in the case of Northeastern). Hebrew College faculty members served as outside readers for these doctoral candidates, but the methodological training and research process were based exclusively at the other institutions. For these reasons, we do not currently offer research methodology courses or have an IRB to approve student and faculty research projects. At this point, we have no current students in this collaboration though, the program remains active on Lesley's website. This liminal partnership officially ended in May 2020, given that Hebrew College is not planning to reinitiate recruitment in the coming year.

Hebrew College's graduate coursework is designed exclusively to prepare students for professional careers. Graduates are prepared not just to apply or transmit existing knowledge, but to transform it. As described in Standard 1 and beyond, the transformational work of Hebrew College in its mission is to help students make personal meaning of Jewish text and tradition and to enable them to make an exponential impact on future students, congregants, and community members.

Hebrew College has a predetermined set of course credits that we accept through our partnership with the Pardes Educators Program. We have a written and long-standing partnership with Pardes to accept students' simultaneous text study toward advanced standing in our graduate program. Students graduating from this program are particularly well-prepared for teaching roles that require advanced text study.

Hebrew College carefully reviews any institutions from which we are considering accepting course credits, including reviewing courses, syllabi, and assessments, where appropriate. Credits are accepted from accredited institutions only and limited to 12 credits toward graduate degrees. Exceptions may be made on a limited basis by a dean with knowledge of the institution and detailed documentation of completed work. For instance, students in the Pardes Educators Program are entitled to advanced standing based on their Jewish studies text work at Pardes in Jerusalem.

There are published guidelines in the Student Policies section on the website regarding satisfactory academic progress and conduct, which are influenced by the US Department of Education's definition of Satisfactory Academic Progress. However, satisfactory academic progress in ordination programs is determined by more than grades and course requirements. It also reflects evaluation of clergy presence,

interpersonal skills, communication skills, spiritual clarity, and more, which are more subjective criteria. Success in these areas is determined by the faculty of the rabbinic and cantorial programs through mid- and end-of-year reviews of student progress. Deans then meet with students who are not making sufficient progress in the programs to determine continuation or not. We have a new revision of student policies on the website that addresses these concerns.

APPRAISAL

When we have made substantive changes in the past (for example, creating the MJLS, Master in Jewish Liberal Studies degree and accrediting the Kivunim program), we did work with our accrediting agency to receive approval for the changes in accordance with these policies. We have no immediate plans to undertake substantive expansions of our degree offerings. Rather, we are in a phase of streamlining and winnowing our many existing degree programs.

We invested significant time in screening prospects for our undergraduate completion program and process of assessing their credit counts was particularly taxing on admissions. In addition, it was unusual for us to admit more than one applicant each year, which severely limited the capacity for a BA cohort experience. While we have had several extraordinary students succeed in our BA completion program and convert to a highly successful MA experience, the institutional cost-benefit analysis did not recommend continuing. A few of remaining students are on track to graduate and each has an individualized plan to complete necessary credits and requirements.

As a College, through our Strategic Planning process, we have now committed to investing in several larger programs rather than trying to maintain many tiny ones. While this can be disheartening when we have to turn down an excellent candidate, our attempts to create too many individualized programs to accommodate those candidates has historically pulled energy away from core programs. Our agility and intimacy as a small institution means that we know the personal narratives of every candidate and can craft degree programs for one. But we have learned that our energies and nimbleness are better spent where it can impact many students and/or prospects and thus enable a more sustainable future for the College.

As enrollment declined over the 2010s in the online Jewish Studies program, the President commissioned the Chief Academic Officer to develop a new strategy for this graduate program. The Chief Academic Officer brought in an external expert in adult Jewish learning and graduate education for consultation in developing a new strategy, which involved, market research, outreach to partner organizations, and horizon scanning of potential competitors. Noting the widespread position of Jewish studies programs in many colleges and universities with multiple faculty and course offerings,

it was decided not to compete with a general Jewish studies degree, but rather to offer a unique “niche” program that integrated with the strengths of the College and its current faculty.

Two pathways were offered: Jewish Spirituality and Jewish Social Justice. A full-time director of Jewish Studies was engaged in the fall of 2016 (Dr. Ariel Mayse), supported by a generous grant from an individual donor and work was done on marketing, recruitment, curriculum development, and faculty engagement. The first year of the program did not bring large enrollment, with only five students start the program, despite having obtained agreement that this could be a pathway towards Jewish Chaplaincy accreditation by the National Association of Jewish Chaplains. Unfortunately, the director of the program decided to take up a prestigious appointment at Stanford University within the year and the grant for the position lapsed. It was reluctantly decided to freeze recruitment to the program while an alternative on-campus MA in Jewish Studies was established that overlaps with the Mekorot program (preparatory year) for Rabbinic and Cantorial students. The current online Jewish Studies students are now in a teach-out program, with the last remaining six students scheduled to complete their degrees by 2022.

Hebrew language is required as a graduation requirement in all programs and the existing online program has been operating on outdated technology for 15 years. The College decided to develop a new online platform for Hebrew instruction using an Israel-based educational technology company, which was funded for three years by an individual donor. This proved to be a very successful curriculum development program with both Hebrew College graduate students as well as independent students registering for all levels of the language instruction. Using contemporary methods of language proficiency and acquisition, the online Hebrew program supplied learning tools that were interactive, where the learner was provided with instant feedback and correction, as well as weekly face-to-face time with a native Hebrew speaker in a small cohort for language practice and review. The four domains of language—speaking, writing, listening, and reading—as recommended by ACFTL (the American Council on the Teaching of Foreign Languages), were promoted. Further, assessment tools were implemented for effective placement and level promotion each semester. In addition, high school classes seeking an online Hebrew program were brought into the program, resulting in increased revenue.

In the third year of the curriculum development, however, the grant was discontinued, resulting in a decision to terminate the program and cancel the online Hebrew instruction. In the light of the Strategic Plan that sought to simplify and integrate our programming, and enhance relational learning on campus, with a focus

on our key target populations, this was a challenging but ultimately valuable decision for sustainability and streamlining of limited resources. Alternative providers were recommended to students enrolled in the online Hebrew language program, and guidelines were initiated for assessment criteria and requisite requirements. The College continues to operate on-campus Hebrew instruction, both within the graduate school and for the local community through the Ulpan program.

In 2017-18, NECHE requested a “substantial change” process for the Kivunim gap year program, which had been offering undergraduate accreditation as an associated program. The Chief Academic Officer documented the substantial change process and hosted a review committee on campus, including staff and students from the Kivunim program. The program was accepted for accreditation and it was commended not only for academic rigor, but also for its educational vision in addressing the needs of Jewish teens, in alignment with the College’s strategic mission. Hebrew College monitors quality assurance of the teaching and learning in the program through supervision of faculty and student work, particularly written assignments and classroom/travel observation.

Objectives and major assessments are the same for on-campus and online courses as they are for semester-long and week-long intensives. To ensure sufficient space for reflection on the material during a week-long intensive, instructors in Jewish Studies and Education courses require pre-course reading (the course site opens about a month before the course) and students have several weeks after the course to complete their final assessment. Faculty members are available to students during the pre- and post-course periods. One exception to this approach is the Prayer Leader Summer Institute (PLSI), which is offered to clergy and visiting students and has a more practice-oriented bent, so therefore does not extend beyond the intensive time on campus.

We are a small institution, so on-campus students have regular access to faculty, and online courses use a platform and pedagogic approach, which requires constant interaction between faculty and students. In course syllabi, faculty offer office hours and other ways of contacting them for discussion. This includes faculty of online courses. Our student evaluations pointedly ask the question of whether students feel they have easy access to meet/communicate with their faculty. Responses are overwhelmingly positive. As a result of this ongoing communication, faculty members can ensure a match between the registered student and the student doing the academic work.

INTEGRITY IN THE AWARD OF ACADEMIC CREDIT

DESCRIPTION

For example, the MJEd thesis project has a research orientation, which seems to be a significant stumbling block for one or two students each year. This needs reassessment to determine an alternative approach by which students could demonstrate completion of program objectives and ensure that qualified students are able to graduate on-time and fully prepared for the field, having met all program objectives. To that end, in 2020, we are experimenting with a final teaching portfolio for our Pardes Educators. Since these students study for two years in Israel and are likely to be novice teachers, the emphasis on practical applications and refining/reflecting on their teaching seemed of greater importance than a research-based thesis. Once those projects are complete, the Education Department will review the outcomes to ensure that the portfolio approach meets both our rigorous standards for final projects and our program objectives. This is true also of the rabbinic program's capstone process, which has seen a number of students struggle with independent writing towards a synthetic approach to their rabbinic studies. A task force is currently in place to review the capstone requirements at sister seminaries and develop a new rationale for capstone projects for rabbinic students.

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Each program ensures that the courses being offered each semester match what enrolled students need to move forward in their programs. Students in the rabbinical and cantorial programs know what required courses they will be taking in each year of their programs, as these trajectories are predominantly defined by a linear schedule. As a result of the many tracks toward the MJEd, education students take their courses

in a less linear fashion. Prerequisites are always listed in course descriptions to ensure proper sequencing.

Program requirements for each year are archived by the registrar, who keeps the written requirements from the time that the student was admitted in the student's file. As we “teach out” our Jewish Studies and BA courses (in phasing out these programs), we have been closely focused on fulfilling our commitments to current students to complete their original requirements. We recognize this may be a short-term drain on resources, but acknowledge and honor our legal and ethical commitment to these students as they complete their degrees.

Hebrew College maintains a contract with Schoology as our LMS (Learning Management System). Students receive information on using Schoology and all distance students are enrolled in a two-week non-credit course to orient them to Schoology and to Hebrew College.

Capstone and MA thesis projects are our primary conduit for inquiry and information literacy and are one avenue for independent research and learning. We also allow independent studies with discretion. All projects are advised by a member of our faculty or a qualified outside reader. In the final stages, a second reader is invited to evaluate the project. Further independent study opportunities are available with individual faculty to complement rather than replicate courses. A process of approval with requirement of a self-designed syllabus has been set up, to guarantee that students are thorough about their intentions and mode of evaluation, and that faculty are not overloaded. In addition, opportunities at other institutions in the Boston area—such as Harvard Divinity School and Boston College—are available through BTI Consortium (The Boston Theological Institutes), at no extra cost to students.

APPRAISAL

Rabbinical School students are graded pass-fail; Education and Jewish Studies students are graded with letter grades; and COSEL students are graded with a combination. For students in rabbinical and cantorial programs, there are subjective, values-based criteria used to evaluate competencies in addition to academic criteria. Criteria for grading is published and available to students, though the difference in types of grading may cause uncertainty about academic progress. Though this has not caused issues in the student body, but reinforces the silo effect of the different programs and needs to be reassessed in the light of the reorganization of graduate programs.

All matriculated students review graduation requirements with their advisors and monitor their progress towards completion. This will soon also be part of available resources on Campus Cafe in the student record by 2021. Departments vet student

transcripts to assure that requirements are met before recommending that their degrees be awarded at graduation. In public formats, i.e. the website, there is information on the curriculum of each program, and for the Education programs, is it clearly labeled as “degree requirements.” Within each program, there are documents for students and advisors to use to monitor completion of degrees.

In the rabbinical school, students are given the opportunity to choose their faculty advisor, with the exception of Mekorot students (in their preparatory year), who all share the same advisor uniquely suited to handling the issues that come up for novices. Every effort is made to meet the students’ first choice of advisor, without over-burdening any one faculty member. Given the systematization of the curriculum grid for each student (with a very clear record of the credits they have completed and those yet to be met), advising has shifted from academic guidance to counseling for spiritual growth. Advisors may change each year in the rabbinic program, whereas advisors in the other graduate schools remain consistent over the students’ time at Hebrew College.

As of the start of the 2019-2020 academic year, grades are entered directly by faculty in a secure records system known as “Campus Cafe.” The prohibition of cheating and plagiarism, and other issues bearing on academic integrity, are addressed in the Student policies section on the website. Disciplinary measures are taken on a case-by-case basis, with consequences of violation being either non-academic probation or expulsion, depending on the circumstances and the severity of the violation. Our summer seminar and distance courses match requirements for any academic course offered on campus, though the modalities are quite different.

Degree-bearing programs are deeply and coherently designed, though sequencing and gaps between goals and achievements present a weakness in certain areas of the College. In the case of certain Rabbinical School curriculum overviews, a recent review revealed a gap between expectations (specifically in *Tanakh*/Hebrew Bible) and outcomes. To bridge this gap, for example, the Hebrew language department and the *Tanakh* department have been coordinating the content of weekly classes in order to better meet the overall goals of the curriculum. In the case of *Talmud*, there does seem to be coherence between expectation and student achievement (when weighing student evaluations against teacher goals, and what students achieve by the end of the program, more generally). Other overviews (Jewish Thought and *Hasidut*) have yet to be written. Rabbinical faculty plan to reassess the existing *Tanakh*/Bible curriculum overview and to craft curriculum overviews for Jewish Thought and *Hasidut* in the coming year.

The appointment of a new registrar in February 2020 has initiated a more centralized control on course requirements, credit levels, and transfers, etc. The deans and advisors are now regularly consulting with the registrar on these matters, ensuring that there is consistency of policy and practice across the graduate programs. The registrar is tasked with ensuring that the College adheres to timetables for academic calendaring, registration, and grading, as well as updating the course catalog on an annual basis. She has been involved in the updating of student policies and will communicate updates to faculty and students as needed throughout the academic year.

As we refine this document during a period of physical distancing due to COVID-19, we are in the midst of a campus-wide shift to distance learning. For courses already online, this has not required a full overhaul but faculty have taken into consideration the dramatically changed life situations of our students (many of whom are doing child or elder care while still balancing teaching jobs which pivoted online overnight). Some students expressed that having learned online radically transformed their understanding and appreciation for the faculty.

For courses that are typically taught on campus, the new reliance on Schoology and Zoom required some shifts in expectations and pedagogic approaches. Hebrew College used its internal resources and expertise in online learning to ensure that all departments could make the change effectively. The Rabbinical School, for example, put together a special team to revamp the schedule in the second part of the spring semester of 2020, including the introduction of flipped classroom techniques, changing some courses into independent study units, and allowing for shorter classes and more breaks to enhance the capacity for students to concentrate. The process has been transformative and programs have worked creatively to retain our core institutional ethos—depth and openness, relational education and service—despite the shift to the online in platform and the loss of physical togetherness.

PROJECTION

In terms of curriculum development, there are several task forces staffed by faculty members to review aspects of the rabbinic program. These include Hebrew language, *Tanakh/Bible*, *Hasidut* (Jewish mysticism) and *Halacha* (Jewish law). In addition, a separate task force is undertaking and implementing a review of the rabbinic capstone process. The following are details of this curriculum development work to be carried out in the 2020-2021 academic year:

- The Hebrew language and Bible curriculum for Mekorot (pre-rabbinic and cantorial students), which is part of the MA program, as well as the First-Year

Rabbinic students (*Shana Aleph*) is being revised to reflect a more holistic, integrated approach to the program.

- The Rabbinical School is also working on creating a leveled curriculum in teaching Tanakh/Bible for Year 3 and above. For example, two sections for *BeMidbar* ("The Book of Numbers"), combining year 3 and 4, will be offered next year.
- There are also plans to develop a specialized track in *Hassidut* and Jewish Thought, as well as *Halacha*.

The final capstone project is undergoing redefinition to ensure that the rabbinical students acquire independent research skills, which will further their learning once they complete the program. The student will choose a specialized track (in Bible, *Midrash*, *Talmud* or *Halacha*, Jewish Thought and *Hassidut*), and then meet with their chosen advisor several times over the course of the semester, and write up a final project (curriculum, lesson plan, academic paper or creative response to the texts).

As indicated above, the implementation of new capstone processes for the Pardes Educator program and the rabbinic program will be monitored over the year with a review of its effectiveness at the culmination of the year. This will be led by the lead faculty in each of these two areas.

The rabbinical and cantorial programs, in which personal and professional formation are such an important part of preparation for work in the field, have long placed an emphasis on individual student mentoring and advising. However, in response to student and faculty feedback gathered over the last several years, the decision was made in 2018-2019 to develop a new and more formal advising protocol, for all students that would emphasize: regularly scheduled check-ins with students about their progress in the program; consistency of communication about their personal experience of learning and growth; training of advisors in Campus Cafe to ensure continuity of record-keeping, alignment between student registration and advising modules, and student access to the details of their own academic requirements. A full-time Dean of Students was hired to oversee these changes and to assume responsibility for other aspects of student life and personal and professional formation.

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Graduate Level Certificates	Rabbinic Preparatory Prgm (Mekorot)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	NA	0	70	0	0	NA	NA	70
Main Campus PT	NA	0	5	0	0	NA	NA	5
Other Principal Campus FT	NA	NA	NA	NA	NA	NA	NA	0
Other Principal Campus PT	NA	NA	NA	NA	NA	NA	NA	0
Branch campuses FT	NA	NA	NA	NA	NA	NA	NA	0
Branch campuses PT	NA	NA	NA	NA	NA	NA	NA	0
Other Locations FT	NA	NA	NA	NA	NA	NA	NA	0
Other Locations PT	NA	NA	NA	NA	NA	NA	NA	0
Overseas Locations FT	NA	NA	NA	NA	NA	NA	NA	0
Overseas Locations PT	NA	NA	NA	NA	NA	NA	NA	0
Distance education FT	NA	1	2	0	0	NA	NA	3
Distance education PT	NA	2	67	14	0	NA	NA	83
Correspondence FT	NA	NA	NA	NA	NA	NA	NA	0
Correspondence PT	NA	NA	NA	NA	NA	NA	NA	0
Low-Residency FT	NA	NA	NA	NA	NA	NA	NA	0
Low-Residency PT	NA	NA	NA	NA	NA	NA	NA	0
Unduplicated Headcount Total	0	3	144	14	0	0	0	161
Total FTE	NA	2.80	123.30	11.60	0.00			137.70
Enter FTE definition:	NA	≥ 12 Credits/ semester = "full-time"	≥ 9 Credits/ semester = "full-time"	≥ 9 Credits/ semester = "full-time"	≥ 9 Credits/ semester = "full-time"	NA	NA	
Degrees Awarded, Most Recent Year	NA	0	33	9	0	NA	NA	42

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Hebrew College does not offer Clinical or Professional doctorates. These columns were replaced with "Graduate Level Certificates and Rabbinic Preparatory Prgm (Mekorot)."

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students/BTI	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	NA	0	0	0	70	70
Main Campus PT	NA	204	3	207	5	212
Other Principal Campus FT	NA	NA	NA	0	NA	#VALUE!
Other Principal Campus PT	NA	NA	NA	0	NA	#VALUE!
Branch campuses FT	NA	NA	NA	0	NA	#VALUE!
Branch campuses PT	NA	NA	NA	0	NA	#VALUE!
Other Locations FT	NA	NA	NA	0	NA	#VALUE!
Other Locations PT	NA	NA	NA	0	NA	#VALUE!
Overseas Locations FT	NA	NA	NA	0	NA	#VALUE!
Overseas Locations PT	NA	NA	NA	0	NA	#VALUE!
Distance education FT	NA	40	0	40	3	43
Distance education PT	NA	1	0	1	83	84
Correspondence FT	NA	NA	NA	0	NA	#VALUE!
Correspondence PT	NA	NA	NA	0	NA	#VALUE!
Low-Residency FT	NA	NA	NA	0	NA	#VALUE!
Low-Residency PT	NA	NA	NA	0	NA	#VALUE!
Unduplicated Headcount Total	0	245	3	248		248
Total FTE	NA	101.60	1.00	103	137.70	240.30
Enter FTE definition:	NA	≥ 12 Credits/ semester = "full-time"	≥ 12 Credits/ semester = "full-time"	≥ 12 Credits/ semester = "full-time"		
Certificates Awarded, Most Recent Year	NA					

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

"BTI" = Boston Theological Interreligious Consortium

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)



For Fall Term, as of Census Date

Certificate (add more rows as needed)

	Number of credits*	3 Years Prior (FY 15/16)	2 Years Prior (FY 16/17)	1 Year Prior (FY 17/18)	Current Year (FY 18/19)	Next Year Forward (goal) (FY 19/20)
Do NOT offer undergraduate certificates						
Total		0	0	0	0	0

Associate (add more rows as needed)

Do NOT offer this degree program						
Undeclared						
Total		0	0	0	0	0

Baccalaureate (add more rows as needed)

BA Jewish Studies	120	0	2	3	-	-
BA Jewish Education	120	3	1	-	2	1
Undeclared						
Total		3	3	3	2	1
Total Undergraduate		3	3	3	2	1

* Enter here the number of credits students must complete in order to earn the credential (e.g., 69 credits in an A.S. in Nursing)

Please enter any explanatory notes in the box below

Standard 4: The Academic Program (Headcount by GRADUATE Major)

For Fall Term, as of Census Date

Number of credits*	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 15/16)	(FY 16/17)	(FY 17/18)	(FY 18/19)	(FY 19/20)

Master's (add more rows as needed)

Jewish Education						
MJE: MA in Jewish Education	36	48	40	38	27	17
MJE: Pardes	52	11	9	8	10	8
MJE: Rabbinic	36+	8	14	15	18	16
MJE: Cantorial (no longer offered)	36+	4	2	0	1	0
MJE: COSEL	36+	3	4	9	10	7
MJERK: Rabbinic/Cantorial	36+	0	1	0	1	0
MJESK: COSEL (MJEJS dual degree)	36+	0	0	1	0	0
MJEJS: Dual degree	45	9	10	14	10	12
Jewish Studies						
MAJS: MA Jewish Studies	36	13	9	10	12	9
MAJS: Rabbinic	36+	54	42	48	43	44
MJSRK: Rabbinic/Cantorial	36+	0	1	0	1	1
MAJS: Cantorial (no longer offered)	36+	2	0	0	0	0
MJSK: COSEL	36+	0	0	1	1	2
MJLS: MA Jewish Liberal Studies	31	8	7	8	7	2
Total		160	139	152	141	118

Doctorate (add more rows as needed)

Total		0	0	0	0	0

Graduate Certificate Programs

Rabbinic Prep Program (Mekorot)	20	0	1	0	0	0
Cert: Early Childhood Education	18	2	0	1	0	0
Cert: Interfaith Family Jewish Engagement	15	0	6	6	2	2
Cert: Jewish Special Education	18	1	1	0	0	0
Cert: Jewish Educational Leadership	15	4	5	3	2	0
Cert: Jewish Experiential Education	18	0	0	0	0	0
Cert: Jewish Sacred Music	19	9	8	6	2	2
Cert: Jewish Liturgical Music	21	1	1	1	0	0
Cert: End of Life Pastoral Care	12	0	1	0	0	0
Total		17	23	17	6	4

Other; specify (add more rows as needed)

RABOR & RB: Rabbinic Ordination Only	36+	2	0	0	0	1
CO: Cantorial Ordination Only	36+	0	0	0	1	2
Total		2	0	0	1	3

Total Graduate 179 162 169 148 125

* Enter here the number of credits students must complete in order to earn the credential (e.g., 36 credits in an M.B.A.)

Please enter any explanatory notes in the box below

The Rabbinic, Cantorial and COSEL Programs require additional credits beyond the Masters credits if the student is going to graduate with the full credential and ordination. Additional credits vary by student and program, but total credits will be

between 150-160 over the three to six years of the programs. If the student leaves before ordination, they must meet the same degree requirements as the non-ordination programs to obtain the Master's Degree.

Standard 4: The Academic Program
(Credit Hours Generated and Information Literacy)

Credit Hours Generated By Department or Comparable Academic Unit



3 Years Prior (FY 15/16)	2 Years Prior (FY 16/17)	1 Year Prior (FY 17/18)	Current Year (FY 18/19)	Next Year Forward (goal) (FY 19/20)
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Undergraduate (add more rows as needed)

BA Jewish Studies	48	45	12	0	0
BA Jewish Education	31	0	0	18	15
Total	79	45	12	18	15

Graduate (add more rows as needed)

Jewish Education					
MJE: MA in Jewish Education	431	395	270	256	156
MJE: Pardes	155	122	96	105	98
MJER: Rabbinic	239	462	324	492	463
MJE: Cantorial (no longer offered)	86	32	0	0	0
MJEK: COSEL	111	183	389	468	311
MJERK: Rabbinic/Cantorial	0	0	0	13	0
MJESK: COSEL (MJEJS dual degree)	0	57	42	0	
MJEJS: Dual degree	122	106	107	105	152
Jewish Studies					
MAJS: MA Jewish Studies	76	92	54	79	96
MJSO: MA Jewish Studies	22	0	0	0	0
MJSR: Rabbinic	1,123	1,032	1,083	900	915
MJSRK: Rabbinic/Cantorial	33	46	0	59	53
MAJS: Cantorial (no longer offered)	51	0	0	0	0
MJSK: COSEL	0	54	46	40	81
MJLS: MA Jewish Liberal Studies	55	39	26	35	0
Graduate Certificate Programs					
Rabbinic Prep Program (Mekorot)	0	35	0	0	0
Cert: Early Childhood Education	6	3	0	0	0
Cert: Interfaith Family Jewish Engagement	0	33	48	12	18
Cert: Jewish Special Education	4	3	0	0	0
Cert: Jewish Educational Leadership	16	26	13	8	
Cert: Jewish Experiential Education	0	0	0	0	0
Cert: Jewish Sacred Music	56	34	7	5	7
Cert: Jewish Liturgical Music	3	3	0	0	0
Cert: End of Life Pastoral Care	0	12	0	0	0
Ordination Programs Only					
RABOR & RB: Rabbinic Ordination Only	15	0	0	0	33
CO: Cantorial Ordination Only	0	0	0	31	33
Total	2,589	2,769	2,505	2,577	2,350

Information Literacy Sessions

Main campus

Sessions embedded in a class

Free-standing sessions

Branch/other locations

Sessions embedded in a class

Free-standing sessions

Online sessions

3	3	3	3	0
0	0	0	0	0
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA
0	0	0	0	0
NA				

URL of Information Literacy Reports:

Please enter any explanatory notes in the box below

STANDARD 5: STUDENTS

ADMISSIONS

DESCRIPTION

Currently there are 72 students in the rabbinic program, and nine students in the Cantorial program. There are two students in the Rav Hazzan program who combine both rabbinic and cantorial studies. There are 37 students who are not rabbinic or cantorial students in the Masters of Jewish Education program. There are also 11 students in a teach-out of the Masters in Jewish and Liberal Studies programs. There are four certificate students who are graduating this year.

The Hebrew College admissions process reflects our ethos as an institution and our mission of diversity and inclusion. As stated on the [Policies and Accreditation](#) page:

Hebrew College welcomes students of all backgrounds and beliefs to join in the academic study of Judaism, and to become knowledgeable, creative participants, educators and leaders in the Jewish community and the larger world. (Admissions Policies)

The admissions process is deep and personally engaging. The application and interview are only the early stages of a lengthy relationship-building and vetting process that can happen over a year or several years.

Applicants to the Rabbinical School must have a bachelor's degree from an accredited college or university and a competitive GPA. Official transcripts for all post-secondary academic study are required. All applicants are interviewed in-person or online by a committee consisting of the Dean and the Associate Dean of Admissions, as well as by at least two other faculty members and an outside community member (a local rabbi or alumnus, for example). In the interview, academic qualifications are considered, as well as suitability for clerical work.

The graduate programs at Hebrew College for rabbinic, education, and Jewish music seek professionals in their fields whose values align with the mission of the College as a whole. (See Standard 1: Mission and Purpose.) The administrations of the various schools describe the characteristics of the students they seek during their recruitment and admissions processes.

Potential students meet for an interview with the Dean of the School of Jewish Music, the Dean of the School of Education, or the Dean of the Rabbinical School, as well as the respective faculties. The School of Jewish Music requires an audition and completion of a music exam. Both the School of Jewish Music and the Rabbinical

School require a level of Hebrew proficiency. Applicants write essays and provide three references. Applicants to the Rav-Hazzan program must go through the application process for both the School of Jewish Music and the Rabbinical School. Prospective students for the School of Education meet initially with the Associate Dean for Academic Development prior to meeting with the Dean.

Admission decisions are made after reviewing all the application materials and the interview, and, where applicable, the prospective rabbinical students complete a Hebrew language and text-skills assessment to determine class placement. All Hebrew College rabbinic and cantorial students decide whether to pursue a Master's degree in Jewish Education or a Master's degree in Jewish Studies during their third year of rabbinical/cantorial school.

Other applicants for a Master's degree in Jewish Education (MJEd) and Master's degree in Jewish Studies (MAJS) must have a bachelor's degree from an accredited college or university. Some exceptions include students who have attended two years of undergraduate studies but wish to transfer to Hebrew College in order to both complete their undergraduate Bachelor's degree and also to pursue a Master's degree. Official transcripts are required. All applicants are interviewed in person or online. In the interview, academic qualification is among the matters considered, though capacity for work in the field is also assessed. Admission decisions are made after reviewing all application materials and the interview.

As you will see in the Data First Forms, Hebrew College does not enroll freshmen undergraduates or doctoral degree students. Having ended our bachelor-completion programs, we are no longer enrolling new transfer students who have at least two years of undergraduate study credits (40-60 credits). In the past, almost all transfer students completed both their Bachelor's degree and their Master's degree at Hebrew College. We have also phased out our certificate programs.

Over the past several years, Hebrew College has admitted more than 75 percent of the students who completed their applications for admission to one of our master's degree programs. Well over two thirds of all accepted master's degree students have chosen to enroll, including applicants to our various ordination programs.

As a pluralistic institution, as stated on the [Apply webpage](#), Hebrew College admits graduate students without regard to age, sex, disability, race, color or national origin.

As indicated in table 5.6, Hebrew College's enrollment increased between FY16 and FY17, but then declined by more than ten percent over each of the next two years. FTE decreased from 172 in 2017 to 109 in 2020. This was due entirely to the teach-out

of the online programs in Education, Jewish Studies, and Hebrew language, all of which comprise part-time students.

Table 5-7 shows the demographics of enrolled students for the current year (2019-2020) and demonstrates that Hebrew College has achieved the mission driven goal of attracting a diverse pool of applicants. Enrolled students come from 32 states and five foreign countries.

APPRAISAL

The screening of applicants to our programs often takes place several years before students commence their formal application, which provides a long-standing relationship with potential students. Two-thirds of those accepted matriculate into our programs. We believe the reasons for non-matriculation at this stage may be due to primarily financial aid decisions that are finalized when an offer is made. It may also reflect the fact that numbers of students apply for programs in alternative institutions sometimes within their own particular Jewish denomination as a default position. The resulting headcount in the rabbinic program has been stable over the last four years while the headcount in the Education and Cantorial schools have decreased in the last two years, as a review has been taking place about their futures and enrollment paused. The online Masters in Jewish Studies programs as well as the certificate programs have been curtailed and so there is currently a teach-out of existing students only in those programs.

We aim to develop a growing number of students interested in rabbinic and cantorial positions through our Rav-Hazaan program. We also are engaged in a review of the future of the Masters in Jewish Education program and hope to establish a new vision of this program in the coming academic year. As our strategic plan has called for more relational learning within the physical space at Hebrew College, the new Master's in Jewish Education program will call for a residential fulltime student population sharing courses and student life with other students in the graduate programs.

Our relationship with Kivunim, an independent pluralist continues to flourish with over 40 students annually registering for undergraduate credit. The substantive change process to document our relationship with Kivunim took place in 2019 and was a successful testament to the rigorous work undertaken by these internationally-minded high school students discovering the diversity of Jewish ethnicity and culture while appreciating the historical bonds that tie the Jewish People together. Kivunim's strong yet independent minded relationship to Israel is also a reflection of Hebrew College's approach to the land, the people, and the State of Israel.

Our current student headcount includes certificate programs, which have come to their conclusion, including a doctoral certificate program with Lesley University, an

online Hebrew language program and grant funded certificate in leadership for Interfaith families. We are therefore overall showing a reducing and smaller headcount and FTE than in the previous four years, though this is strategically driven based on the commitments of the Strategic Plan. It should be noted that the establishment of a new centralized graduate leadership program reflects the de-siloing of existing programs and the potential for growth within the rabbinic, cantorial, and education programs of the future.

Eighty-four percent of current ordination (full-time) students receive institutional financial aid while fifty percent receive aid in the Education and Jewish Studies programs (part-time). Federal Student loans are taken up by 35 percent of ordination (fulltime) students and 45 percent by Education and Jewish Studies students (part-time), who are often juggling a small salary with expenditures of a mature family. The different financial needs are reflected in the age ranges of ordination (full-time) students—in their late twenties and early thirties—and Education and Jewish Studies (part-time)—who range in their thirties and forties. The age range of full-time students, particularly in the rabbinic program, has come down since the early days of the program, when it attracted its first cohorts of second career individuals.

Our IPEDS data reflects that two-thirds of our students are female and one-third are male. However, this does not reflect the gender make-up of the Hebrew College student population. The College is committed to gender diversity rather than a binary expression of students' gender and sex. We are currently developing a broader set of data concerning gender, which will allow us to honor the gender choices of students themselves.

In terms of retention and graduation rates, we have struggled to produce College-wide results due to the swiftly changing nature of programs and the teach-out situation. We can report that there has typically been an average of 91 percent retention rate between the first and second year of the rabbinic program over five years. We believe that is a healthy and complimentary reflection of the College's teaching and student support systems. We can also report, but with less confidence, that there is an average graduation rate of 85 percent from the rabbinic program over the same period. We are less confident about this data due to the lack of tracking of students who may have entered at different times and graduated early or late vis-a-vis their cohort. We aim to strengthen our tracking process for all programs so that we can record an annual graduation rate percentage with certainty. However, our headcount is such that we can focus on each individual case where there is withdrawal and ascertain the criteria for it. This is true also for the part-time programs, which has seen an increase in withdrawals over the last two years.

Anecdotally, the rising cost of tuition -- coupled with limited scholarship support -- appears to be a factor in this trend.

For the last five years or so, Hebrew College has been attracting more new rabbinical students than any other single rabbinical school campus in the United States (this is based only on data for non-Orthodox rabbinical schools; we do not have the data for Orthodox rabbinical schools). Furthermore, this indicates a growing market share, as overall there has been a slight decrease in the total number of students attending rabbinical school in this country. Up until this year, on average, Hebrew College annually received 60 inquiries, 35 applications, offered 25 acceptances, and welcomed 15 incoming rabbinical students. The incoming class for the fall of 2020 is composed of 22 rabbinical students, reflecting the largest incoming class to date. Given that Hebrew College is the newest of the rabbinical schools in North America, the high number of incoming rabbinical students is a testament to the reputation and quality of the program, as well as the growing number of well-respected alumni in the field.

Another indicator that Hebrew College has a good reputation is that the median starting age for students is now at 26-27, which is roughly the demographic of people who are “delayed first career.” This is important as a marker of health for this school—that people are coming here at the point when most people are going to graduate school rather than later in their careers. That means that people who are considering graduate school are thinking about Hebrew College as a desirable place to pursue graduate studies.

STUDENT SERVICES AND CO-CURRICULAR EXPERIENCES

DESCRIPTION

Hebrew College provides comprehensive student support, advising, and co-curricular experiences.

The Disabilities Policy is described in detail on the [Policies and Accreditation](#) page under the Health Policies and Procedures menu. Within the Disabilities Policy, it is clearly stated that Hebrew College adheres to two federal statutes that govern the rights of individuals with disabilities: Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA).

The website also describes the rights of all students with disabilities, and the responsibilities of students regarding communicating with the Office of Student Support and providing appropriate documentation in order to obtain accommodations and academic adjustments. The website further describes the rights and

responsibilities of Hebrew College as an institution. Finally, the website gives detailed procedures for students who wish to request special accommodations.

The students are encouraged to participate in a variety of co-curricular experiences, including *Tefilla* (Prayer), Torah Godly Play seminars twice a year, and the Ruderman Inclusion seminar. Co-curricular experiences expand upon academic learning to provide hands on experiences for students that can be replicated in their professional work.

Furthermore, to support students, all information regarding Financial Policies and Procedures, Code of Personal Conduct, Class Attendance Policy, Grades and Educational Records, Copyright Infringement Policy, Plagiarism, Disciplinary Policy, Ethical Standards, Academic Grievance Procedures, and Sexual Harassment procedures are provided in full detail on the [Policies and Accreditation page](#).

Each of our schools has a different orientation program. The School of Education has a half-day program before classes begin. The focus of the orientation is to describe academic expectations and provide information on support services. School of Jewish Music students have a two-week orientation focusing on the academic curriculum and expectations, the mission of the School of Jewish Music and of Hebrew College as a whole, as well as social and spiritual aspects of the coming year and program. Students meet with their assigned advisors, as well as other faculty and program administrators. The Rabbinical School has a multi-day program orienting new students, as well as reintegrating returning students. This culminates in an opening weekend Shabbaton retreat. It is followed by “*Elul Zeman*,” several days of study, in which all students, beginning and more advanced, learn together about the incoming new Jewish year.

Each of our schools has a different orientation program. The School of Education has a half-day program before classes begin. The focus of the orientation is to describe academic expectations and provide information on support services. School of Jewish Music students have a two-week orientation focusing on the academic curriculum and expectations, the mission of the School of Jewish Music and of Hebrew College as a whole, as well as social and spiritual aspects of the coming year and program. Students meet with their assigned advisors, as well as other faculty and program administrators. The Rabbinical School has a multi-day program orienting new students, as well as reintegrating returning students. This culminates in an opening weekend Shabbaton retreat. It is followed by “*Elul Zeman*,” several days of study, in which all students, beginning and more advanced, learn together about the incoming new Jewish year.

The Rabbinical School has evaluations in place for mid- and end-of-semester that are reviewed by both the faculty and the administration. The Associate Dean for Admissions and Student Life personally oversees and responds to school and student life issues in the community.

Advisors and deans can refer students for special support. Students meet with advisors at least two to four times a year. Instructors provide academic support on an as needed basis. There are consistent open office hours, both by appointment and impromptu. Faculty are readily available to students as mentoring and advising are core components of Hebrew College's school culture. Rabbinical students may choose their advisor and every effort is made to honor their first choice, without overburdening any one faculty member. In response to student feedback, the advising system has shifted from a sole focus on academic concerns to parallel priorities of guidance in spiritual and intellectual growth.

Students seeking student support meet with the Director of Student Support to Prospective determine if they are eligible for accommodations and/or direct instruction for support. Students for whom the admission team seeks clarification on the student's academic needs will request that the Director of Student Support meet with the prospective student. The director shares the findings with the admission team.

Matriculated students who meet the requirements for Student Support Services are given an individualized education plan, called an Individualized Student Plan (ISP) that outlines students' current level of performance, annual goals, and accommodations. Hebrew College does not discriminate based on students' learning profiles or disabilities. Rabbinical, cantorial, Jewish education and Jewish studies students with identified learning disabilities as defined in sections 504 of the ADA (American with Disabilities Act) and Title III of the ARA (American Rehabilitation Act) may request to meet with Hebrew College's Director of Student Support to determine if they are eligible for accommodations and/or direct instruction for support. The Director of Student Support and the student discuss accommodations that can be reasonably employed. The accommodations, specific academic goals, and accommodation explanations are documented in an Individualized Student Plan (ISP). The ISP is signed by and distributed to the Director of Student Support, the student, the student's advisor, and the dean of the appropriate School. A copy of the ISP is kept in the student file separate from the academic file. Full confidentiality of the student's privacy rights are maintained.

Since the re-establishment of the Office of Student Support three years ago, students seeking academic support are now receiving both direct and ancillary support. Rabbinical and cantorial programs meet students' needs using both differentiated

instruction and accommodations outlined in each student's ISP. In 2019-2020, 15 percent of the student population received support services.

Detailed policies regarding financial aid, ethical standards, and student grievance procedures are posted publicly on the Hebrew College website under the [Policies and Accreditation](#) page.

Students will find all instructions and requirements regarding submitting payments, obtaining refunds, financial obligations, and applying for Financial Aid. Forms of financial aid available to students include Hebrew College merit-based fellowships and scholarships, need-based grants, tuition discounts and federal loans. Definitions of all Financial Aid related terms are provided, including for the following terms: eligibility, financial need, and need-based costs. Several examples of Hebrew College Financial Aid package calculations are provided for both the Rabbinical school and the Graduate Education program, to give prospective students a clear understanding of what their financial obligation will be to Hebrew College. Information is also provided for scholarships, grants and loans that our managed outside of Hebrew College including: Undergraduate Federal Pell Grant, state grants and scholarships, Veteran's assistance, federal loan programs, William D. Ford Federal Direct loan, Undergraduate William D. Ford federal Direct loan, and the GradPlus Loan. Advice and guidance are given about the return of Title IV funds, requirements for maintaining financial aid, financial aid for future years, financial aid for international students, employee tuition remission benefits, and the financial aid process.

Students are provided with procedures to follow in order to obtain transcripts under the Grades and Educational Records menu of the [Policies and Accreditation](#) page. Within this section is a full description of all grades and weighted values; instructions to request an Incomplete, the procedure to extend and Incomplete, withdrawal policy, and standard requirements for minimum GPAs for degree candidates. Instructions are also provided to request transcripts or other educational records.

PROJECTIONS

Hebrew College will continue to encourage prospective students of diverse backgrounds to apply by displaying the diversity of the student body through photographs on the website and social media feeds depicting students of diverse ethnic backgrounds and gender identities. Also, Hebrew College will continue to update and maintain all student demographic data, financial aid and debt load data, and alumni placement data on the website. This will now also include retention and graduation data.

Hebrew College will continue to update all student resources and policies that are publicly available on the website. The student resources and policies are designed to provide all information necessary to support prospective and current students.

Faculty and staff at Hebrew College will continue to work closely with students, in all capacities— pedagogical, advisory, or providing student services—consistent with the desire to build genuine and caring relationships.

Student services will be expanded to support all students in all programs both on campus and online. The dean of the Rabbinical school will implement this expansion by including provisions within the budget to provide personnel to apply new policies over the coming academic year.

Consistent with the school-wide desire to eliminate silos, the Director of Student Life will strive to encourage connections amongst students at all schools (Education, Rabbinical, and Cantorial) over the current academic year.

Furthermore, to provide more complete data, systematic self-assessment of student support services will be expanded from consulting only rabbinical students in student government, to consulting all students in all programs (Graduate Education, Rabbinical, and Cantorial).

Standard 5: Students
(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 15/16)	2 Years Prior (FY 16/17)	1 Year Prior (FY 17/18)	Current Year (FY 18/19)	Goal (specify year) (FY 19/20)
Freshmen - Undergraduate					
Completed Applications	NA	NA	NA	NA	NA
Applications Accepted	NA	NA	NA	NA	NA
Applicants Enrolled	NA	NA	NA	NA	NA
% Accepted of Applied	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
% Enrolled of Accepted	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Percent Change Year over Year					
Completed Applications	na	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Applications Accepted	na	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Applicants Enrolled	na	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Average of statistical indicator of aptitude of enrollees: (define below)					
Transfers - Undergraduate					
Completed Applications	8	1	1	3	0
Applications Accepted	7	1	1	2	0
Applications Enrolled	6	1	1	2	0
% Accepted of Applied	87.5%	100.0%	100.0%	66.7%	-
% Enrolled of Accepted	85.7%	100.0%	100.0%	100.0%	-
Master's Degree					
Completed Applications	56	68	70	55	65
Applications Accepted	48	52	61	53	60
Applications Enrolled	36	38	51	34	48
% Accepted of Applied	85.7%	76.5%	87.1%	96.4%	92.3%
% Enrolled of Accepted	75.0%	73.1%	83.6%	64.2%	80.0%
Graduate Certificates					
Completed Applications	11	17	10	5	8
Applications Accepted	10	14	7	5	6
Applications Enrolled	7	10	4	4	5
% Accepted of Applied	90.9%	82.4%	70.0%	100.0%	75.0%
% Enrolled of Accepted	70.0%	71.4%	57.1%	80.0%	83.3%
Doctoral Degree					
Completed Applications	NA	NA	NA	NA	NA
Applications Accepted	NA	NA	NA	NA	NA
Applications Enrolled	NA	NA	NA	NA	NA
% Accepted of Applied	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
% Enrolled of Accepted	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!

Please enter any explanatory notes in the box below

Rabbinic and Cantorial applicants are counted under "Master's Degrees." Because Hebrew College does not offer "First Professional Degree" programs, this section was replaced with "Graduate Certificates," which are all credit-bearing and graduate level. "Current Year" data is as of 11/28/18. Note that "Current Year" applicant counts may increase given that Bachelor's completion, Master's Degree and Certificate programs all enroll new students in the spring semester.

Standard 5: Students
(Enrollment, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 15/16)	2 Years Prior (FY 16/17)	1 Year Prior (FY 17/18)	Current Year (FY 18/19)	Goal (specify year) (FY 19/20)
UNDERGRADUATE		?				
First Year	Full-Time Headcount	?	0	0	0	0
	Part-Time Headcount	?	0	0	0	0
	Total Headcount		0	0	0	0
Second Year	Total FTE	?	0	0	0	0
	Full-Time Headcount		1	1	0	0
	Part-Time Headcount		1	0	0	0
Third Year	Total Headcount		2	1	0	0
	Total FTE		2	0	0	0
	Full-Time Headcount		0	0	0	0
Fourth Year	Part-Time Headcount		1	1	1	0
	Total Headcount		1	1	1	0
	Total FTE		1	1	0	0
Unclassified	Full-Time Headcount	?	17	39	29	40
	Part-Time Headcount		3	9	18	5
	Total Headcount		20	48	47	45
Total Undergraduate Students			18	40	31	39
	Full-Time Headcount		18	41	30	40
	Part-Time Headcount		5	10	18	5
	Total Headcount		23	51	48	45
% Change FTE Undergraduate	Total FTE		21	42	32	39
			na	100.0%	-23.8%	40.6%
						-13.3%
GRADUATE		?				
	Full-Time Headcount	?	70	67	75	73
	Part-Time Headcount	?	102	99	73	70
	Total Headcount		172	166	148	145
% Change FTE Graduate	Total FTE	?	144	172	150	109
			na	19.4%	-12.8%	-27.3%
						0.0%
GRAND TOTAL						
Grand Total Headcount			195	217	196	199
Grand Total FTE			165	214	182	154
% Change Grand Total FTE			na	29.7%	-15.0%	-15.4%
						-3.9%

Please enter any explanatory notes in the box below

Data not indicated in thousands.

Standard 5: Students (Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve?

? Three-year Cohort Default Rate

? Three-year Loan repayment rate
(from College Scorecard)

(FY 2013)	(FY 2014)	(FY 2015)
4.8	2.3	3.3
NA	NA	NA

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 15/16)	(FY 16/17)	(FY 17/18)	(FY 18/19)	(FY 19/20)

? Student Financial Aid

Total Federal Aid

Grants

Loans

Work Study

Total State Aid

Total Institutional Aid

Grants

Loans

Total Private Aid

Grants

Loans

\$820,322	\$919,211	\$953,845	\$940,618	\$900,000
\$12,303	\$7,680	\$2,070	\$3,048	\$0
\$808,019	\$911,531	\$951,775	\$937,570	\$1,000,000
\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0
\$770,888	\$633,525	\$883,868	\$1,352,237	\$1,500,000
\$770,888	\$633,525	\$883,868	\$1,352,237	\$1,500,000
\$0	\$0	\$0	\$0	\$0
\$40,000	\$69,102	\$70,000	\$119,500	\$85,000
\$40,000	\$69,102	\$70,000	\$119,500	\$85,000
\$0	\$0	\$0	\$0	\$0

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates

Graduates

First professional students

50%	50%	NA	NA	NA
20%	30%	39%	61%	42%
NA	NA	NA	NA	NA

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates

Graduates

First professional students

\$29,750	NA	NA	NA	NA
\$48,730	\$90,560	\$60,088	\$63,441	\$60,000
NA	NA	NA	NA	NA

Average amount of debt for students leaving the institution without a degree

Undergraduates

Graduate Students

First professional students

NA	NA	\$24,403	NA	NA
\$56,301	\$90,560	\$64,876	\$9,608	\$60,000
NA	NA	NA	NA	NA

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language

English (reading, writing, communication skills)

Math

Other

Please enter any explanatory notes in the box below

Data not indicated in thousands.

Standard 5: Students (Student Diversity)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, first generation status, Pell eligibility), provide information on student admissions and enrollment below. Use current year data.

Undergraduate Admissions information	Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed					
NA					
Graduate Admissions information					
	Completed Applications	Applicants Accepted	Applicants Enrolled		
Category of Students (e.g., male/female); add more rows as needed					
Female	43	40	29		
Male	29	25	13		
Transgender/Non-Responding	3	2	1		
International	4	3	1		
20-29	28	25	16		
30-39	16	14	7		
40-49	14	14	11		
50-59	9	6	5		
60+	8	6	4		
Undergraduate Enrollment information					
	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
Category of Students (e.g., male/female); add more rows as needed					
NA			0		
			0		
Graduate Enrollment information					
	Full-time Students	Part-time Students	Total Headcount	FTE	Headcount Goal (specify year)
Category of Students (e.g., male/female); add more rows as needed					
Female			107		
Male			50		
International			13		
20-29			51		
30-39			46		
40-49			22		
50-59			26		
60+			13		
			0		

Please enter any explanatory notes in the box below

32 states and five foreign countries represented in current addresses of students.

STANDARD 6: TEACHING, LEARNING, AND SCHOLARSHIP

FACULTY AND ACADEMIC STAFF

DESCRIPTION

The various degree-granting programs at Hebrew College employ a mix of full-time, part-time and adjunct faculty, most of whom are listed on the Hebrew College website. Our academic programs offer degrees in four fields: Jewish Education, Rabbinical Studies, Cantorial Arts (COSEL) and Jewish Studies, including Hebrew language (see Standard 4.1).

Hebrew College's use of faculty and part-time or adjunct teachers is overseen by the Dean of the Rabbinical School, Rabbi Dan Judson, and the Chief Academic Officer and Director of the Masters of Jewish Education program, Rabbi Michael Shire.

Most of the core faculty in the rabbinical school are full-time and well-integrated into the department and adhere to the mission of the school as a whole. The cantorial program is composed of a combination of part-time and adjunct teachers. A search for a dean for the School of Jewish Music was conducted to better integrate the rabbinic and cantorial programs, and an "Interim Program Director" of the cantorial program was hired in the fall of 2018. She is leaving at the end of the 2019/20 academic year to move to Israel.

Our Chief Academic Officer was appointed in summer 2015. He combined this new role with his position as Dean of the Shoolman Education School. He was tasked with developing the quality of teaching and learning at the College overall and taking overall responsibility for academic quality and assurance issues. In addition, he developed new strategic directions for the online Jewish Studies program and the online Hebrew program as detailed below.

APPRAISAL

Monthly meetings of deans and meetings of all core faculty and adjuncts have been held every semester since the fall of 2015. Each meeting includes a component of professional learning as well as reflection on practice. Items covered have included student assessment criteria, syllabus creation, student accommodations, novice teachers and their professional growth, and so forth. Attendance has been consistently good (all full-time faculty have attended, along with some part-time

faculty); faculty have expressed appreciation at the opportunity to work together across the schools and departments.

During the academic year 2015-2016, the Chief Academic Officer organized faculty into four working groups to deliberate on key issues identified by NECHE (see interim accreditation report NEASC 2015). These included student assessment, faculty enhancement, and teaching methods, including the use of smart boards and online learning strategies. Technological developments led to the purchase of further digital projectors in more classrooms, as well as the appointment of a director of online learning.

At the end of the 2015-2016 academic year, Hebrew College organized a one-day faculty retreat for all core faculty, funded by a grant from the Wabash Centre for Teaching and Learning. The retreat focused on student assessment and response to student feedback and evaluations. It led to concrete recommendations, which were implemented in the fall semester of 2015, including mid-term evaluations, a more integrated curriculum, and alternative assessment strategies for students with ISPs (Individualized Study Plans).

In addition, based on recommendations from the working group report, the College developed full profiles of the faculty, including key research and writing interests, courses taught, and a personal statement, which were uploaded to the Hebrew College website.

Another recommendation called for peer observations, pairing faculty up to observe each other's teaching (on campus and online). In addition, the Chief Academic Officer observed all new faculty in their first semester of teaching and supported their ongoing professional learning by providing reflection and feedback, advice and support, as well as funding for professional development opportunities.

The Chief Academic Officer handled two tenure-track processes during spring of 2018 and the spring of 2019 respectively, both of which were successful. In association with the academic advisory committee and the protocols in the faculty manual (see page 11-12), he solicited external testimonials and reviewed them in the light of the tenure-track process criteria, including scholarly output, teaching quality, collegiate contribution, and so forth. This led to the promotions from Assistant Professor to Associate Professor for Rabbi Dr. Michael Rosenberg in the field of Rabbinics, and for Dr Rachel Adelman in the field of Hebrew Bible. Over the past five years, three Assistant Professors have become Associate Professors, following the promotion path as laid out in the faculty manual. In addition, the academic advisory committee decided to widen the range of academic titles at the College to provide other means of promotion for non-tenured faculty. Two of the faculty are now recognized as "Senior Lecturer," which is a new faculty designation.

TEACHING AND LEARNING

DESCRIPTION

Hebrew College maintains an adequate number of faculty and academic staff, including instructors, librarians, advisors, and professional development support staff (as in cantorial coaching and rabbinic counseling through a “Spiritual Direction” program called Ikvotekha). We also have a Director of the Office of Student Support, who works part-time as a special needs instructor (Ariel Margolis).

For the Rabbinical School, the full-time faculty are required to teach two to four 4 classes per semester. According to the Faculty Handbook: “A full time teaching load generally consists of six courses per academic year (Summer, Fall and Spring semesters).” Instructors are also expected to advise and guide independent study projects, interview and assess incoming students, and attend weekly faculty meetings. In addition, some faculty carry extra administrative duties—such as overseeing the preparatory Mekorot program, the Beit Midrash (study hall) learning, or the study-in-Israel program (usually for third year)—which may or may not entail a course release. This is adjudicated on an ad-hoc basis. Because this is a small school with a limited core faculty, teaching and administrative responsibilities depend on whether another member of the faculty is on leave/sabbatical. Gaps for any given course may be filled in by adjunct teachers.

APPRAISAL

The appointment of a dedicated Chief Academic Officer has been a boost to the quality of teaching and learning at the college, as demonstrated by the student evaluations of teaching and the quality assurance of courses and programs, especially for the online Jewish Studies and Hebrew language programs.

The director of online learning, Ariel Margolis, was instrumental in ensuring quality assurance for new faculty and enabling sophisticated course design and use of extra applications, including Schoology, “Perusall” (an online learning app), voice thread and so forth—critical features for digital/online learning that enhance the tradition mode of Jewish learning in the *Beit Midrash* (collaborative learning). In time, the director of online learning, Ariel Margolis, became the Director of Special Needs, and developed the Office of Student Support (OSS). This change has enabled the Rabbinical School to address the needs of students who have learning disabilities or require additional support in reading comprehension, writing proficiency, or other issues.

This change also left open the position of director of online learning. A new candidate, Mikheal Reuven, was appointed in the fall of 2018, bringing new strengths and approaches to the work of supporting faculty, improving online design, and advising students, as needed.

Tenure track for a small college is a challenge but the institution remains committed to providing stability to the core faculty, noting that they are essential to the high level of achievement and the attraction of many enrollees. There are now six tenured faculty—Arthur Green, Barry Mesch, Nehemiah Polen, Jane Kanarek, Michael Rosenberg and Rachel Adelman—not including the President, Dean of the Rabbinic program, and the Chief Academic Officer, all of whom make a total commitment to teaching and collegiate engagement in the long term, and, in many ways, define the institution and its academic reputation.

Hebrew College has a secure, settled, and excellent core faculty, as well as high-level adjuncts in the fields of expertise that they teach. They are all nationally recognized as leaders in their fields and well received by the student body (see student course evaluations). However, the silos that pertain to the whole college apply here as well. Key Judaic scholars such as Professor Art Green are mainly focused on teaching rabbinic students, while Education faculty have not been engaged fully in developing teaching and learning at the College. The appointment of the Chief Academic Officer from the Education faculty has helped in this regard.

There has been a culture of scarcity at the college that began during the lean years, from 2008-2012, including a paucity in technological support, supplies, and infrastructure, and inability to meet special needs, administration demands, and so forth. Conditions of working, promotion, tenure and so forth, are all well received; however, no provision is made for retirement benefits for faculty. There is a strong sense of community responsibility and this is appreciated by the student body. For instance, all the core faculty attend the annual student retreat program as part of their teaching and advising responsibilities. Faculty are committed to advising, incoming assessment, interviewing prospective students, supervising independent studies and Capstone projects, and intensive mid-year and end-of-year student reviews, in addition to their full-time teaching load, which generally consists of six courses per academic year (Summer, Fall and Spring semesters).

PROJECTION

Given Hebrew College's agenda to create a more integrated, less compartmentalized institution, there are several changes on the horizon. The first concerns the search for a new Director for the School of Jewish Music, who would work closely with the Dean of the Rabbinical School (Rabbi Dan Judson) to integrate the cantorial program with

the rabbinical school program. The College has also hired Dr. Suzie Tanchel to oversee the Community Education Programs. Given her unique expertise in leading Jewish Day Schools for over a decade, she could also be engaged to enhance pedagogical development in our academic programs (Rabbinic, Education, and Jewish Studies).

While the core faculty in Rabbinical School has stabilized over the years, the struggle to integrate adjunct faculty continues (with regard to student reviews, assessment, and curricular design). Further, while full-time faculty on the academic track can access limited conference funds (typically \$500/annum), the process for requesting funds is still informal at this stage and not guaranteed. While remuneration for academic conferences and professional development is offered, it is not explicit in the Faculty manual. Faculty petition the administration for further funds for professional growth for full-time and adjunct instructors.

Teaching observation and feedback is available to all faculty, but not required by the departments. Several suggestions for raising the level of pedagogy have been proposed such as:

- Special workshops to enhance online teaching/learning strategies (particularly relevant to conditions created by the COVID-pandemic);
- Pairing between rabbinical junior faculty and senior faculty member for weekly learning to help integrate them into the department and teaching and learning norms;
- Peer observation and feedback on teaching; and
- Participation and/or organization of seminars in the teaching of Talmud or *Tanakh*.

The Chief Academic Officer will continue to offer these opportunities to faculty and encourage their take-up in faculty meetings throughout the year.

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(FY 15/16)	(FY 16/17)	(FY 17/18)	(FY 18/19)

? Number of Faculty by category

Full-time	17	19	17	15
Part-time				
Adjunct	33	55	75	60
Clinical				
Research				
Visiting				
Other; specify below:				
Total	50	74	92	75

Percentage of Courses taught by full-time faculty

--	--	--	--	--

? Number of Faculty by rank, if applicable

Professor	8	8	8	4
Associate	9	11	9	9
Assistant				
Instructor	33	55	75	60
Other; specify below:				
Total	50	74	92	73

? Number of Academic Staff by category

Librarians	2	2	2	2
Advisors				
Instructional Designers				
Other; specify below:				
Total	2	2	2	2

Please enter any explanatory notes in the box below

Standard 6: Teaching, Learning, and Scholarship (Highest Degrees, Fall Term)



		3 Years Prior (FY 15/16)	2 Years Prior (FY 16/17)	1 Year Prior (FY 17/18)	Current Year (FY 18/19)
Highest Degree Earned: Doctorate					
Faculty	Professor	8	8	8	6
	Associate	5	7	5	5
	Assistant				
	Instructor	10	14	28	20
	No rank				
	Other				
	Total	23	29	41	31
Academic Staff	Librarians	0	0	0	0
	Advisors				
	Inst. Designers				
Other; specify*					
Highest Degree Earned: Master's					
Faculty	Professor	0	0	0	0
	Associate	4	4	4	4
	Assistant				
	Instructor	22	38	43	36
	No rank				
	Other				
	Total	26	42	47	40
Academic Staff	Librarians	1	1	1	1
	Advisors				
	Inst. Designers				
Other; specify*					
Highest Degree Earned: Bachelor's					
Faculty	Professor	0	0	0	0
	Associate	0	0	0	0
	Assistant				
	Instructor	1	3	4	4
	No rank				
	Other				
	Total	1	3	4	4
Academic Staff	Librarians	1	1	1	1
	Advisors				
	Inst. Designers				
Other; specify*					
Highest Degree Earned: Professional License					
Faculty	Professor				
	Associate				
	Assistant				
	Instructor				
	No rank				
	Other				
	Total	0	0	0	0
Academic Staff	Librarians				
	Advisors				
	Inst. Designers				
Other; specify*					

* Please insert additional rows as needed

Standard 6: Teaching, Learning, and Scholarship

(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

3 Years Prior		2 Years Prior		1 Year Prior		Current Year	
(FY 15/16)		(FY 16/17)		(FY 17/18)		(FY 18/19)	
FT	PT	FT	PT	FT	PT	FT	PT

Number of Faculty Appointed

Professor
Associate
Assistant
Instructor
No rank
Other

	9	3	6	1	0	0	12
0	9	3	6	1	0	0	12

Number of Faculty in Tenured Positions

Professor
Associate
Assistant
Instructor
No rank
Other

0	0	0	0	0	0	0	0

Number of Faculty Departing

Professor
Associate
Assistant
Instructor
No rank
Other

		3		13		5	
0	0	0	3	0	13	5	0

Number of Faculty Retiring

Professor
Associate
Assistant
Instructor
No rank
Other

0	0	0	0	0	0	0	0

Fall Teaching Load, in credit hours

Professor Maximum
Professor Median
Associate Maximum
Associate Median
Assistant Maximum
Assistant Median
Instructor Maximum
Instructor Median
No rank Maximum
No rank Median
Other Maximum
Other Median

Explanation of teaching load if not measured in credit hours

Standard 6: Teaching, Learning, and Scholarship (Faculty and Academic Staff Diversity)

For each type of diversity important to your institution (e.g., gender, race/ethnicity, other), provide information on faculty and academic staff below. Use current year data.

Faculty	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
<div>?</div> Category of Faculty (e.g., male/female, ethnicity categories); add more rows as needed				
			0	
			0	
			0	
			0	
			0	
			0	
			0	
Academic Staff	Full-time	Part-time	Total Headcount	Headcount Goal (specify year)
<div>?</div> Category of Academic Staff (e.g., male/female, ethnicity categories); add more rows as needed				
			0	
			0	
			0	
			0	
			0	
			0	
			0	

Please enter any explanatory notes in the box below

STANDARD 7: INSTITUTIONAL RESOURCES

HUMAN RESOURCES

DESCRIPTION

As of FY20, Hebrew College has a total of 191 employees, including 10 full-time instructional staff, 127 part-time instructional staff, 35 full-time non-instructional staff, and 19 part-time non-instructional staff.

In the past year, there has been a rebalancing of the number of staff members in different departments, based on growth in particular areas. For example, the Business Office transitioned from three full-time employees to two full-time employees and the third person was shifted to the Department of Student Services as Student Accounts Coordinator/Assistant Registrar.

Aside from the President of the College, who works under a contractual agreement, all Hebrew College employees are considered “at-will” and can be terminated for any reason or no reason at all, per Massachusetts labor laws. All employees receive an offer letter when they begin employment; this letter includes specific information about the terms and conditions of their employment at Hebrew College.

The President of the College and the Vice President for Finance and Administration review all of the College’s policies and operating procedures regularly, including those concerning staff, and oversee the development and review process for new policies and policy updates. All employees are covered by an Employee Handbook, which will be comprehensively reviewed and updated in FY20. When deemed necessary, new policies are also submitted to the Board of Trustees before being shared with the College community.

The College instituted an annual performance review process several years ago. The review consists of a job description to be completed by the employee, a self-evaluation form that employees complete and submit to their supervisors prior to the receiving their evaluations, and a performance review that supervisors complete and deliver to employees during a face-to-face meetings. When either the supervisor or employee requests it, the Human Resources Director may also be present for the meeting.

In March 2020, our Registrar retired after 18 years in the role. Her successor was identified from within the College and has taken over responsibilities for this critical position.

APPRAISAL

The College has been very focused on creating an equitable pay environment, reviewing both the salaries of people in equivalent positions (vice presidents, administrative assistants, department managers) and the male vs. female pay scales (full-time faculty members, department managers). Changes were made in the FY20 budget to create more equity within these groups.

The College has been able to make practical changes within its staff to accommodate the ever-evolving needs of the institution. Among our part-time staff members, we have been able to successfully manage workflow in many areas, utilizing current staff to cover administrative needs in various departments, including the Marketing, Institutional Advancement, and Adult Learning areas.

Several factors have hampered the performance review process, mostly due to the strategic changes that have occurred at the College in the last two years. With the change in leadership halfway through FY18, most of the Senior Staff (people who are the supervisors in the College) have been very busy with large projects, including the sale of the building (August 2018), the Presidential Inauguration (October 2018), changes in security following the Pittsburgh synagogue shooting (October 2018), restructuring as part of the ongoing strategic planning (Spring/Summer 2019), and office moves (Summer 2019) for example. This was also compounded by the COVID 19 closure of the building in March 2020. However, it is our plan to reestablish timelines for the continuation of the performance review process.

FINANCIAL RESOURCES

DESCRIPTION

The Vice President for Finance and Administration reports directly to the President, managing the College's fiscal operations, including financial accounting, budgeting, auditing, accounts payable, billing and receivables, purchasing, contracts, and fiscal control of restricted contributions and grants. The VP for Finance and Administration also reports to the Treasurer elected by and from the Board of Trustees, who also serves as Chair of the Finance Committee. In undertaking financial and other responsibilities, the VP for Finance and Administration supervises six direct reports including the Business Office Manager, the Human Resources Director, the Senior Director in the Office of Student Services, the Director of Information Technology, the Facilities Manager, and the Library Director. The Business Office has a full-time Business Office Manager and a full-time Business Office Associate.

The financial stability of the College as evidenced in the audited Annual Report has improved considerably with the August 2018 finalization of sale of land and building. In doing so, the College retired \$6.75 million in bond debt and a \$1.25 million bank line of credit. Cash position of the College has been strengthened by \$2.8 million in mortgage payments received in seven \$400,000 quarterly increments through April 2020. The remainder of the \$5.2 million from the sale, due to the College in thirteen subsequent mortgage payments through July 2023 will be retained by Combined Jewish Philanthropies (CJP), in settlement of a \$5.2 million contingent liability from a prior restructuring that became due upon sale of land and building.

The College's main sources of revenue are student tuition for accredited graduate programs, participation fees from adult and youth community programs, and fundraising. The College also receives revenue through licensing offices to other organizations and meeting spaces for conferences and events. The Hebrew College Board of Trustees approves tuition levels and the institutional budget on an annual basis. Student tuition has been increased in annual increments of approximately 3 percent in recent years. In the FY21 Budget, Net Tuition and Fees accounted for 43 percent of revenue; Grants and Contributions 50 percent, Other Income for 5.3 percent and Endowment Releases for 1.7 percent.

Hebrew College directs its fundraising efforts toward the fulfillment of institutional purposes and conducts them in accordance with policies that stipulate the conditions and terms under which gifts are solicited and directed. Each year, the College builds a budget based on the resources needed to run programs and to provide student aid. That money is raised from individual donors and foundations throughout the year by the President, Board members, and staff. Roughly half of our fundraising dollars support student aid. Conversations with contributors accurately portray our needs and how gifts make an impact on Hebrew College's mission of offering Jewish learning and leadership and its capacity to sustain and grow its activities.

We can track the application of gifts toward donors' intentions through use of a database and careful attention from staff members. On the financial management side, Annual Fund gifts that are held as temporarily restricted until appropriately utilized are tracked monthly, with qualifying releases from restriction based on project coding in Campus Café and QuickBooks. Gifts received for designated "beyond budget" purposes are similarly tracked and released upon execution of purpose, which is generally accomplished within a matter of weeks/months for asset acquisitions or one to two years for programs or projects.

The official financial records of the College are held by the VP for Finance and Administration. The underlying data is maintained in a QuickBooks accounting system in accordance with Generally Accepted Accounting Principles. An annual independent

audit verifies that the College follows these standards. The annual audit is conducted by Alexander Aronson Finning CPAs (AAF CPA), a firm the College has retained for this task since 2009. The Annual Report and Management Letter are presented by the auditors to the Finance Committee and the Board of Trustees with the completion of the audit process each year.

Financial and Administrative Policies and Procedures are outlined in a series of Operating Memos that are updated annually or more often as needed and reviewed annually by the auditors. These include memos on Operations, Cash Management, Cash Disbursements, Payroll, Financial Aid, Financial Reporting, Fixed Assets, Future Rent, and Investments. These memos are contained in a specific folder on the Business Office J drive for reference as needed.

The annual budget process formally starts during the month of January preceding the applicable fiscal year, which begins July 1 of that year. The VP for Finance and Administration distributes instructions, guidelines, templates, and prior period Budget-to-Actual reports to each program and cost center director. Budget meetings are held with each budget manager to provide guidance in the budgeting process and address underlying assumptions. The HR Director, Senior Director Student Services and VP for Marketing & Advancement each have significant supporting roles in validating departmental budgets in the areas of personnel expense, net tuition, and fees and fundraising respectively. Departmental Budgets typically go through many iterations before being approved by the President for inclusion in a proposed Institutional Budget. The VP for Finance and Administration presents the proposed budget to the Finance Committee and then, with their preliminary approval, to the full Board of Trustees for final approval at the Annual Meeting held in June.

In controlling execution of the annual budget, purchases with a value of \$1,000 or more must be documented by Purchase Orders that require prior approval by the applicable budget manager and by the Vice President for Finance and Administration. Purchase Orders that exceed \$25,000, as well as all new hires, must be approved by the President. All contracts are reviewed by the Vice President for Finance and Administration or the President, with a signed contract serving the same control purpose of and in lieu of a Purchase Order. Budget-to-actual reports are provided to each budget manager incrementally during the fiscal year.

The bulk of the College's endowment is invested in a portfolio managed by the Jewish Community Endowment Pool, LLP (JCEP), and the investment arm of Combined Jewish Philanthropies of Greater Boston (CJP). These investments are pooled together with other non-profit organizations in the CJP sphere of influence. The College also maintains a smaller mutual fund-based endowment portfolio with Vanguard.

APPRAISAL

Hebrew College's financial position going forward, especially from an unrestricted working capital perspective is the healthiest that it has been in many years. As of June 30, 2020, representing the FY20 fiscal year end, Hebrew College's cash positions were as follows:

- Unrestricted Cash.....\$1.784 million
- Cares Act PPP Conditional Grant.....\$1.120 million
- Voluntarily Segregated Temporarily Restricted Funds.....\$374,000
- Total Working Capital..... \$3.278 million

With four months of working capital on hand and no bank financing obligations to meet, this position compares very favorably with any point in the College's recent past. The College now has the resources available to strategically plan and implement for a healthy and vibrant future.

For the fiscal year ahead, the management of Hebrew College, with support of the Finance Committee and the Board of Trustees, have identified multiple highest priority objectives:

- Adapting to a range of uncertainties in the current pandemic environment.
- Implementing operational cross-utilization and efficiencies consistent with strategic objectives.
- Preparing to meet financial and operational requirements and opportunities of proposed new location partnerships.

From an operational perspective, planning for Fall 2020 in a pandemic environment has been an unprecedented challenge. The financial aspects of meeting that challenge, including provisions for necessary supplies, enhanced cleaning routines, extensive signage, and supplemental equipment are being met through budgeted allocations from cash reserves. It is anticipated that enrollment and thereby net tuition revenue will not be materially impacted as Graduate Studies will be offered in hybrid mode while Community Education programs are offered virtually. Direct contact with Rabbinical School students indicates that all students remain committed

regardless of mode of academic delivery. Contributions in FY21, however, are anticipated to reflect a decrease from FY20 of approximately \$200,000 in a “COVID-A” approved budget or down \$300,000 in “COVID-B” budget that features a comparative sensitivity analysis. Total allocations from cash reserves to meet these needs and gaps are budgeted at \$400,000 and \$500,000 in the two scenarios. Fortunately, \$1.12 million in Cares Act PPP funds used to protect payroll primarily during FY20 are anticipated to be forgiven during FY21 at or near 100 percent.

With support from a disciplined and creative Economic Subcommittee of the Strategic Planning Committee, management has reduced its operating budget by over \$1.0 million during a two-year period. Personnel Expense which was budgeted at \$6.237 million for FY19 has been reduced in two increments to \$5.693 million in FY21. Non-Personnel Operating Expenses budgeted at \$2.556 million in FY19 has been reduced to \$2.005 million in FY21. Personnel savings have been the result of strategic realignment within Graduate Studies and Community Education, featuring cross-utilization of instructional resources across programs, centralization of student services functionality, and other efficiency reductions. Non-Personnel Operating Expense savings have been achieved through a wide range of efficiency initiatives in facilities, utilities, professional services, and discretionary expenses that have been identified and implemented incrementally over this two-year period.

Given the sale of campus finalized in FY19 with a leaseback expiration of December 2022, College leadership, in collaboration with Trustees and additional external resources from the community, formed a Real Estate Committee in search of the College’s new home. As of this writing, a fantastic opportunity to establish a multi-use campus in collaboration with other entities of shared synergies is nearing finalization. The project will include minor renovations to an existing synagogue combined with the construction of a new wing, creating a dynamic cross-utilized facility that may prove to be a vibrant model for the community, of future similar partnership possibilities. It is anticipated that the development, construction, renovations, furnishings, and moving costs will amount to \$7.0 million. A capital campaign in its very early stages has already secured commitments of 50 percent of the total needed. Operational efficiency initiatives built into the FY21 budget, plus strategic remodeling in progress on net tuition and fee revenue for both graduate studies and community education, represent next steps in right-sizing the budget to fit the requirements of the anticipated new location and meet the estimated \$200K in incremental annual occupancy costs.

The College’s budgeting process culminates in a financial plan that encompasses all areas of the College. Personnel costs make up the majority of annual expenses,

representing 74 percent of the FY21 operating budget. Regularly scheduled month) Finance Committee meetings monitor the execution of the budget and identify potential deficit or surplus variances. The Finance Committee consists of appointed members of the Board of Trustees, former members of the Board of Trustees, the President and the Vice President for Finance and Administration. The Board Chairman also serves on the Finance Committee.

Currently, the College does not have a multi-year capital plan, primarily due to strategic planning in process and a pending transition in identifying a future home for Hebrew College. Virtually all capital improvements undertaken in recent years were in the areas of Facilities Maintenance and IT infrastructure. During calendar year 2020, the College is actively implementing significant enhancement to its IT infrastructure, including expansion of bandwidth, advancement to Office 365, and migration of data storage to the cloud.

The College has received several years of unqualified audit opinions on its financial statements with no findings, documented or otherwise. Audited financial statements are presented in accordance with NACUBO, GASB, and GAAP guidelines for colleges and universities. Monthly financials are prepared by management and custom formatted to meet requirements specified by the Finance Committee to best assess key operational considerations. The College takes the audit process and its ongoing fiduciary responsibilities very seriously and would establish resolution of any audit findings as a highest priority.

The College recently purchased and implemented a new database, Campus Cafe, to replace a chronically underperforming Jenzabar system. This new platform, once fully customized and integrated into operating processes, will greatly enhance admissions, advising, registration, and financial aid management, as well as track the activities and advancement of students, faculty, staff, alumni, and donors. At the beginning of FY18, Business Office accounting functions were transitioned from Jenzabar to QuickBooks, with data continuing to upload on a monthly basis from the new Campus Cafe system and vastly improving financial analysis and reporting capabilities.

INFORMATION, PHYSICAL, AND TECHNOLOGICAL RESOURCES

DESCRIPTION

The library houses 90,000 print volumes of Jewish studies and Judaica, primarily in Hebrew and English. Library holdings are strong in the areas of Bible; Hebrew language; Jewish history; Jewish thought and philosophy; Jewish mysticism and Hasidism; and Hebrew literature and Rabbinics. In addition, the library has about 3,400 audio-visual items.

The library has shifted a majority of the materials budget to support online resources. With subscriptions to the Ebsco Academic Complete e-book collection and the ACLS Humanities e-books, the library provides access to 160,000 e-books. Most of the library journal subscriptions are now online. The library subscribes to various databases including the Atlas Religion Database, Ebsco Religious and Philosophy, Ebsco Jewish Studies, and a number of JSTOR collections, including the JSTOR Jewish Studies and Hebrew journals collections. Combined, we provide access to approximately 24,000 online journal titles.

The library staff currently consists of one professional librarian and one full-time library assistant. The librarian has an MLS and advanced degrees in Jewish History, with 30 years of service in the library.

Hebrew College's information technology (IT) organizational structure consists of two full-time employees: a Director of IT and a Desktop Support Technician. Until July 2019, the department also included a Report Writer, but this staff person was reallocated to the Office of Student Services as the Student Accounts Coordinator/Assistant Registrar. The IT Department services all of the College-owned computer equipment for faculty and staff.

Beginning in 2003, Hebrew College used Jenzabar as its database for all student, faculty, staff, and donor information. In July 2019, the College switched to Campus Cafe for all of its data information storage and tracking. The conversion proved more difficult than anticipated, but a dedicated Campus Cafe representative continued to work onsite with the College's major stakeholders to solve all of the remaining issues.

To maintain compliance with the various state and federal laws regarding information security, the Director of IT continually reviews the regulations and requirements to keep Hebrew College in compliance with the required standards. This includes a Written Information Security Program ("WISP") to comply with regulations issued by the Commonwealth of Massachusetts.

The 6.7-acre campus of Hebrew College consists of two buildings with an aggregate square footage of approximately 67,400 square feet. Administrative and academic offices, classrooms, and the auditorium are primarily housed in the Friedman Building, while the library, Rabbinic School study space, IT department, Facilities Department, and five conference center rooms are found in the Gann Building.

Hebrew College is located at the top of a hill in a residential area in the central eastern section of the city of Newton. Our closest neighbor is the former campus of Andover Newton Theological School ("ANTS"), who formally affiliated with Yale Divinity School in 2017. Their former campus is now the home of Adelaide of Newton

Centre, a memory care facility; and, Boston Psychoanalytic Society and Institute. Remaining parts of the campus are expected to be developed into an educational institution. The current home of Hebrew College was built specifically for the College by the famed architect Moshe Safdie.

Disability access was a major concern when building the current Hebrew College location. All of our buildings are ADA compliant, with ramps for wheelchair access at both main entrances (Friedman Building and Gann Building). There is always a person located at the reception area of the Friedman Building who can assist people with mobility issues. Each building is equipped with an elevator for easy access to all floors.

Hebrew College has a Safety Committee composed of staff and faculty members. Based on the findings of Guy Sapirstein, owner of Resilience Consulting, LLC, the Safety Committee created an emergency handbook that is shared with all faculty, staff, and students. The handbook gives a thorough description of what to do in emergency situations (fire, active shooter, bomb threat) and who is in charge in various scenarios. Because the handbook is so large and packed with information, a shorter “tips” version is also distributed to the community.

The College became a locked campus in the summer of 2017. Faculty, staff, and registered students obtain photo ID cards through the IT Department that allow them to access the campus from various entrances that have been equipped with electronic card readers. All visitors without ID cards must go to the main entrance and use an intercom to announce their visit to the receptionist and wait to be buzzed in. There is also an emergency button located beneath the receptionist's desk and beneath the President's assistant's desk. These buttons silently contact the Newton Police Department.

After the tragic shootings at the Tree of Life Synagogue in Pittsburgh, PA in October 2018, the College increased its level of security by researching security companies, ultimately enlisting the services of Omnium Security. This change allows the College to have full-time security, utilizing Omnium when our regular, full-time front desk receptionist is not onsite.

Hebrew College obtains its workers' compensation insurance through Independent Schools Compensation Corporation (“ISCC”). As clients of ISCC, we are required to attend various health and safety presentations sponsored by ISCC throughout the year. Most often, our Facilities Director represents Hebrew College at these meetings. ISCC also sends an inspector each year to tour the College and check the safety and compliance of our maintenance area and equipment.

The prime objectives of the Rae and Joseph Gann Library of Hebrew College are to actively support and advance the academic mission of the College by providing for the informational and research needs of faculty and students. The library encourages faculty and students to pursue their study, instruction and research through all means available and from any repository of information required for the support of institutional offerings.

The library print circulation figures for the past few years have seen a continuing decline, especially compared to the past decade: 9,101 books circulated in fiscal year 2009, while 2,500 circulated in fiscal year 2016, 2,240 in fiscal year 2017, and 2,124 in fiscal year 2018. The library has had a harder time tracking use of online databases, being reliant on vendor statistics. Use of online resources has increased over the past few years. In 2017-18, there were about 1,335 journal articles viewed online, and 450 e-books read. In 2018-19 there were 1,286 journals viewed and 858 e-books titles read. In 2017-18, one of the online resources, the Rav-Milim Hebrew English dictionary, averaged 3,800 searches per month.

The overall usage of the library has diminished over the last number of years with more and more materials available digitally. Professors have also been providing scanned articles and chapters from books directly to the students on our LMS platform (Schoology). The library changed its collection development policy a few years ago from aspiring to maintain a research library for Judaic Studies to one of providing books and materials in support of the curricular needs of courses and faculty research requests.

In anticipation of the College move to smaller quarters, the Hebrew College President in 2018 appointed a senior faculty member, Dr. Barry Mesch, to head an initiative outlining a vision for the future library in its new setting and to prepare a report to present to the board of Directors. Harvey Sukenic, the Library Director, and Dr. Mesch have been meeting with constituent groups in the College, including the Rabbinical School faculty, the graduate education faculty, and a focus group of students, to get their input. They also sent out a survey to all students. Implementation of findings and reduction of holdings will take place over the next two years.

The plans for the College's new shared campus in West Newton are currently under development and reflect the outcomes of the most recent Strategic Planning process, as well as projections regarding on-campus and on-line program growth. A careful analysis of future needs is being undertaken by senior leadership in consultation with several architectural consultants, including most recently, projections regarding planning for a post-COVID environment, in which some staff may continue to work remotely, and some community education courses may continue online. The College

looks forward to implementing the plan, which includes identification of funding for needed capital projects.

PROJECTION

The Library project to de-accession major parts of its holdings will be implemented over the next two years. Faculty will be asked to identify core resources for teaching and learning and institutions identified for the distribution of current holdings. In addition, the mission of the library as an information and resource center for teaching and learning at the College will become its focus. As a result, it will have a smaller footprint in the College's new location.

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 15/16)			(FY 16/17)			(FY 17/18)			(FY 18/19)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	16	36	52	13	42	55	14	29	43	9	41	50
Research Staff			0			0			0			0
Public Service Staff			0			0			0			0
Librarians	1		1	1		1	1		1	1		1
Library Technicians	1		1	1		1	1		1	1		1
Archivists, Curators, Museum staff			0			0			0			0
Student and Academic Affairs	3		3	3	3	6	3		3	2		2
Management Occupations	24	10	34	22	12	34	16	12	28	16	11	27
Business and Financial Operations	4		4	4		4	4		4	4		4
Computer, Engineering and Science	3		3	3		3	3		3	3		3
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media			0			0	2	1	3	3		3
Healthcare Practitioners and Technical			0			0			0			0
Service Occupations			0			0			0			0
Sales and Related Occupations			0			0			0			0
Office and Administrative Support	6		6	4	1	5	4	1	5	6	4	10
Natural Resources, Construction, Maintenance	4	2	6	4	2	6	4	2	6	4	2	6
Production, Transportation, Material Moving			0			0			0			0
Total	62	48	110	55	60	115	52	45	97	49	58	107

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (/)		2 Years Prior (FY 15/16)	1 Year Prior (FY 16/17)	Most Recent Year	Percent Change	
					2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)						
<input type="checkbox"/>	Cash and Short Term Investments	\$568,138	\$680,893	\$974,106	19.8%	43.1%
<input type="checkbox"/>	Cash held by State Treasurer				-	-
<input type="checkbox"/>	Deposits held by State Treasurer				-	-
<input type="checkbox"/>	Accounts Receivable, Net	\$10,399	\$98,764	\$25,119	849.7%	-74.6%
<input type="checkbox"/>	Contributions Receivable, Net	\$2,705,266	\$2,310,091	\$2,044,668	-14.6%	-11.5%
<input type="checkbox"/>	Inventory and Prepaid Expenses	\$22,271	\$13,228	\$189,318	-40.6%	1331.2%
<input type="checkbox"/>	Long-Term Investments	\$2,377,213	\$2,596,137	\$2,606,942	9.2%	0.4%
<input type="checkbox"/>	Loans to Students				-	-
<input type="checkbox"/>	Funds held under bond agreement	\$401,647	\$402,852	\$404,193	0.3%	0.3%
<input type="checkbox"/>	Property, plants, and equipment, net	\$15,982,650	\$15,342,721	\$14,679,333	-4.0%	-4.3%
<input type="checkbox"/>	Other Assets	\$153,945	\$2,000,000	\$0	1199.2%	-100.0%
	Total Assets	\$22,221,529	\$23,444,686	\$20,923,679	5.5%	-10.8%
LIABILITIES (in 000s)						
<input type="checkbox"/>	Accounts payable and accrued liabilities	\$1,112,991	\$1,454,553	\$1,564,943	30.7%	7.6%
<input type="checkbox"/>	Deferred revenue & refundable advances	\$653,928	\$576,340	\$564,875	-11.9%	-2.0%
<input type="checkbox"/>	Due to state				-	-
<input type="checkbox"/>	Due to affiliates				-	-
<input type="checkbox"/>	Annuity and life income obligations	\$396,116	\$393,494	\$358,490	-0.7%	-8.9%
<input type="checkbox"/>	Amounts held on behalf of others				-	-
<input type="checkbox"/>	Long-term investments	\$8,528,793	\$8,858,268	\$7,485,272	3.9%	-15.5%
<input type="checkbox"/>	Refundable government advances				-	-
<input type="checkbox"/>	Other long-term liabilities				-	-
	Total Liabilities	\$10,691,828	\$11,282,655	\$9,973,580	5.5%	-11.6%
NET ASSETS (in 000s)						
	Unrestricted net assets					
	Institutional	\$2,202,823	\$3,011,453	\$1,665,705	36.7%	-44.7%
<input type="checkbox"/>	Foundation				-	-
	Total	\$2,202,823	\$3,011,453	\$1,665,705	36.7%	-44.7%
	Temporarily restricted net assets					
	Institutional	\$2,736,204	\$2,502,959	\$2,636,055	-8.5%	5.3%
<input type="checkbox"/>	Foundation				-	-
	Total	\$2,736,204	\$2,502,959	\$2,636,055	-8.5%	5.3%
	Permanently restricted net assets					
	Institutional	\$6,590,674	\$6,647,619	\$6,648,339	0.9%	0.0%
<input type="checkbox"/>	Foundation				-	-
	Total	\$6,590,674	\$6,647,619	\$6,648,339	0.9%	0.0%
	Total Net Assets	\$11,529,701	\$12,162,031	\$10,950,099	5.5%	-10.0%
	TOTAL LIABILITIES and NET ASSETS	\$22,221,529	\$23,444,686	\$20,923,679	5.5%	-10.8%

Please enter any explanatory notes in the box below

\$2MM Other Asset in FY'17 was a Deposit Receivable, collected in FY'18, on a real estate sale transaction consummated in FY'19. \$1,050,000 of the funds received were used in FY'18 to pay off a revolving line of credit.

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

Fiscal Year ends - month& day: (/)		3 Years Prior (FY 15/16)	2 Years Prior (FY 16/17)	Most Recently Completed Year (FY 17/18)	Current Year (FY 18/19)	Next Year Forward (FY 19/20)
OPERATING REVENUES (in 000s)						
<input type="checkbox"/> Tuition and fees		\$3,875,495	\$3,583,862	\$3,581,539	\$3,744,502	Not yet
<input type="checkbox"/> Room and board						
<input type="checkbox"/> Less: Financial aid		-\$865,268	-\$852,111	-\$1,023,431	-\$1,336,264	
Net student fees		\$3,010,227	\$2,731,751	\$2,558,108	\$2,408,238	\$0
<input type="checkbox"/> Government grants and contracts						
<input type="checkbox"/> Private gifts, grants and contracts		\$3,690,157	\$3,809,180	\$3,234,157	\$3,736,300	
<input type="checkbox"/> Other auxiliary enterprises						
Endowment income used in operations		\$110,000	\$100,000	\$100,000	\$100,000	
<input type="checkbox"/> Other revenue (specify): Participation fees		\$1,173,496	\$1,012,807	\$1,120,142	\$1,203,754	
Other revenue (specify): Facility rentals, Conferences, Interes		\$317,950	\$452,798	\$482,793	\$525,200	
Net assets released from restrictions		\$998,835	\$780,048	\$695,181	\$882,648	
Total Operating Revenues		\$9,300,665	\$8,886,584	\$8,190,381	\$8,856,140	\$0
OPERATING EXPENSES (in 000s)						
<input type="checkbox"/> Instruction		\$5,689,277	\$5,570,389	\$5,416,659	\$5,302,232	
<input type="checkbox"/> Research						
<input type="checkbox"/> Public Service						
<input type="checkbox"/> Academic Support		\$579,589	\$588,179	\$495,519	\$570,246	
<input type="checkbox"/> Student Services		\$325,688	\$332,367	\$276,812	\$227,546	
<input type="checkbox"/> Institutional Support		\$2,776,311	\$2,634,591	\$2,446,656	\$2,378,701	
Fundraising and alumni relations		\$446,645	\$414,643	\$213,772	\$315,376	
<input type="checkbox"/> Operation, maintenance of plant (if not allocated)						
<input type="checkbox"/> Scholarships and fellowships (cash refunded by public institution)						
<input type="checkbox"/> Auxiliary enterprises						
<input type="checkbox"/> Depreciation (if not allocated)		\$690,553	\$692,001	\$691,248	\$59,507	
<input type="checkbox"/> Other expenses (specify):						
Other expenses (specify):						
Total operating expenditures		\$10,508,063	\$10,232,170	\$9,540,666	\$8,853,608	\$0
Change in net assets from operations		-\$1,207,398	-\$1,345,586	-\$1,350,285	\$2,532	\$0
NON OPERATING REVENUES (in 000s)						
<input type="checkbox"/> State appropriations (net)						
<input type="checkbox"/> Investment return		-\$137,291	\$154,216	\$4,537	\$0	
<input type="checkbox"/> Interest expense (public institutions)						
Gifts, bequests and contributions not used in operations						
<input type="checkbox"/> Other (specify): Deposit on Real Estate Transaction			\$2,000,000			
Other (specify):						
Other (specify):						
Net non-operating revenues		-\$137,291	\$2,154,216	\$4,537	\$0	\$0
Income before other revenues, expenses, gains, or losses		-\$1,344,689	\$808,630	-\$1,345,748	\$2,532	\$0
<input type="checkbox"/> Capital appropriations (public institutions)						
<input type="checkbox"/> Other (specify):						
TOTAL INCREASE/DECREASE IN NET ASSETS		-\$1,344,689	\$808,630	-\$1,345,748	\$2,532	\$0

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY 15/16)	2 Years Prior (FY 16/17)	Most Recently Completed Year (FY 17/18)	Current Year (FY 18/19)	Next Year Forward (FY 19/20)
	Long-term Debt					
	Beginning balance	\$7,655,124	\$7,464,348	\$7,267,141	\$7,063,621	\$170,755
	Additions					
	Reductions	(\$190,776)	(\$197,207)	(\$203,520)	(\$6,892,866)	(\$24,400)
	Ending balance	\$7,464,348	\$7,267,141	\$7,063,621	\$170,755	\$146,355
	Interest paid during fiscal year	\$267,182	\$254,660	\$236,632	\$39,216	\$0
	Current Portion	\$190,767	\$203,723	\$6,750,995	\$24,400	\$24,400
	Bond Rating					
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	-1.43	-1.44	-0.09	0.98	Not budgeted
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets	0.65	0.60	0.65	0.02	Not budgeted
	Debt to Assets Ratio Long-term Debt / Total Assets	0.34	0.31	0.34	0.03	Not budgeted

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

In August 2018 Hebrew College completed the sale of its campus, eliminating all long-term bank debt. As part of the sale agreement, the college retained a five year lease on the entirety of the property. Remaining long-term debt is an interest free loan obligation to CJP that is scheduled to be paid down in equal installments over the next 7 years.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

In August 2018 Hebrew College paid off and terminated a line of credit with Brookline Bank. No other line of credit has been established as of this date.

Future borrowing plans (please describe) .

A Strategic Planning Committee comprised of Trustees, Staff and respected members of the community are presently undertaking a strategic planning process to develop a sustainable business model and provide thoughtful, strategic direction for future decisions about focus, innovation and relocation. Additionally, the college has convened a Real Estate Committee to begin assessing needs and gaining familiarity with relocation options. One option still on the table is remaining long-term as a tenant in the college's current facilities. Future borrowing plans remain uncertain until these planning processes have been completed.

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY 15/16)	2 Years Prior (FY 16/17)	Most Recently Completed Year (FY 17/18)	Current Year (FY 18/19)	Next Year Forward (FY 19/20)
NET ASSETS						
	Net assets beginning of year	\$11,494,823	\$11,529,701	\$12,162,031	\$10,950,499	\$8,731,852
	Total increase/decrease in net assets	\$34,878	\$632,330	(\$1,211,532)	(\$2,218,647)	
	Net assets end of year	\$11,529,701	\$12,162,031	\$10,950,499	\$8,731,852	\$8,731,852
FINANCIAL AID						
	Source of funds					
	Unrestricted institutional	\$566,526	\$391,489	\$432,005	\$637,616	Not known
	Federal, state and private grants	\$188,742	\$360,622	\$491,426	\$598,648	at this time
	Restricted funds	\$110,000	\$100,000	\$100,000	\$100,000	
	Total	\$865,268	\$852,111	\$1,023,431	\$1,336,264	\$0
	% Discount of tuition and fees	22.3%	23.8%	28.6%	35.7%	
?	% Unrestricted discount	14.6%	10.9%	12.1%	17.0%	
	Net Tuition Revenue per FTE	\$18,244	\$12,765	\$14,056	\$13,454	
?	FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE	0.6	0.6	1.4		

Please indicate your institution's endowment spending policy:

5% of the previous twelve quarter average of total market value of endowed funds held in investments.

Please enter any explanatory notes in the box below.

The college submits an irrevocable letter of credit, currently in the amount of \$455,686 as an alternative method to demonstrate financial responsibility. The college's Federal Financial Responsibility Composite Score increased substantially to 1.4 at the most recent reporting period. With the liquidity provided by the recent sale of campus, it is anticipated that the composite score will continue to increase beyond the 1.5 level required to discontinue the irrevocable letter of credit.

**Standard 7: Institutional Resources
(Liquidity)**

FISCAL YEAR ENDS month & day (/)		3 Years Prior (FY 15/16)	2 Years Prior (FY 16/17)	Most Recently Completed Year (FY 17/18)	Current Year (FY 18/19)	Next Year Forward (FY 19/20)
CASH FLOW						
	Cash and Cash Equivalents beginning of year	\$141,036	\$203,502	\$315,163	\$573,990	
	Cash Flow from Operating Activities	(\$295,547)	(\$435,594)	\$1,611,018		
	Cash Flow from Investing Activities	\$72,915	(\$22,077)	\$26,122		
	Cash Flow from Financing Activities	\$285,098	\$569,332	(\$1,378,313)		
	Cash and Cash Equivalents end of year	\$203,502	\$315,163	\$573,990	\$573,990	\$0
LIQUIDITY RATIOS						
	Current Assets	\$1,205,217	\$3,319,154	\$16,715,572		
	Current Liabilities	\$2,494,809	\$3,480,026	\$9,018,723		
	Current Ratio	0.48	0.95	1.85	0.00	0.00
	Days Cash on Hand [Cash and Cash Equivalents / (Operating Expenses + Depreciation and other noncash expenses)] / 365	5.03	7.26	12.06		
Please enter any explanatory notes in the box below that may impact the institution's cash flow. Hebrew College has monetized its real estate holdings in a sale that closed during the month of August (FY'19). Positive cash flow realized included \$536K in cash at closing plus \$8.0MM in mortgage receivables to be received quarterly in twenty \$400K increments beginning in September 2018. A leaseback agreement through December 2022 consummated as part of the deal at a nominal \$10 per year, will further lower operating outflows by the \$35K per month that the college was previously incurring in bond principal and interest payments.						
Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the stat's authority. No						
Please enter any explanatory notes in the box below. Current Assets and Current Liabilities for FY'18 increased significantly due to recognition of \$14.6M in Property Held for Sale and \$6.8M in long-term debt as Current in preparation for the sale of real estate and payoff of bonds.						

Standard 7: Institutional Resources (Information Resources)

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 15/16)	(FY 16/17)	(FY 17/18)	(FY 18/19)	(FY 19/20)

Total Expenditures

Materials	\$37,477	\$27,328	\$33,520	\$36,400	\$38,220
Salaries & wages (permanent staff)	\$73,333	\$73,333	\$73,333	\$73,333	\$73,333
Salaries & wages (student employees)	\$0	\$0	\$0	\$0	\$0
Other operating expenses	\$6,740	\$6,216	\$5,890	\$5,900	\$6,200

Expenditures/FTE student

Materials	\$227	\$128	\$184	\$203	
Salaries & wages (permanent staff)	\$444	\$343	\$403	\$410	\$410
Salaries & wages (student employees)	\$0	\$0	\$0	\$0	\$0
Other operating expenses	\$41	\$29	\$32	\$33	\$33


Collections

Percent available physically	47%	45%	42%	40%	40%
Percent available electronically	53%	55%	58%	60%	60%
Number of digital repositories	0	0	0	0	0

Personnel (FTE)

Librarians - main campus	1	1	1	1	1
Librarians - branch /other locations	NA	NA	NA	NA	NA
Other library personnel - main campus	1	1	1	1	1
Other library personnel - branch/other locations	NA	NA	NA	NA	NA

Availability/attendance

 Hours of operation/week main campus	50	45	45	45	45
Hours of operation/week branch/other locations	NA	NA	NA	NA	NA

Consortia/Partnerships

Boston Theological Institute

URL of most recent library annual report:

Please enter any explanatory notes in the box below

The salary and budget line does not include benefits. Salary figures for next year assume no raises.
Materials & expenses from figures from library section of IPEDS and library ACRL reports
Percent available physically & electronically is based on title counts of books and serials from the library catalog and electronic records
Current year expenditures exact through January but estimated through the end of the fiscal year. Expenses for next year based on estimated 5% cost increases for materials and databases.. Next year Expenditures/FTE using this year's FTE

See Form 4.5 for data about Information Literacy

Standard 7: Institutional Resources
(Technological Resources)

				?
3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Next Year Forward (goal)
(FY 15/16)	(FY 16/17)	(FY 17/18)	(FY 18/19)	(FY 19/20)

Course management system

Schoology

Number of classes using the system

155	171	190	144	133
-----	-----	-----	-----	-----

Bandwidth

On-campus network

--	--	--	--	--

Off-campus access

- commodity internet (Mbps)
- high-performance networks (Mbps)
- Wireless protocol(s)

Typical classroom technology

Main campus

Projector, A/V system, Interactive Whiteboard

Branch/other locations

NA

Software systems and versions

Students

--

Finances

--

Human Resources

--

Advancement

--

Library

--

Website Management

--

Portfolio Management

--

Interactive Video Conferencing

--

Digital Object Management

--

Website locations of technology policies/plans

Integrity and security of data

--

Privacy of individuals

https://hebrewcollege.edu/privacy-policy/

Appropriate use

--

Disaster and recovery plan

--

Technology replacement

--

Please enter any explanatory notes in the box below

"Number of classes using the system" includes Me'ah courses (2 in FY16, 21 in FY17, 33 in FY18 and 34 in FY19).

Standard 7: Institutional Resources

(Physical Resources)

Campus location	Serviceable Buildings	Assignable Square Feet (000)
Main campus		
Other U.S. locations		
International locations		

	3 Years Prior (FY 15/16)	2 Years Prior (FY 16/17)	1 Year Prior (FY 17/18)	Current Year (FY 18/19)	Next Year Forward (goal) (FY 19/20)
Revenue (\$000)					
Capital appropriations (public institutions)					
Operating budget					
Gifts and grants					
Debt					
Total	\$0	\$0	\$0	\$0	\$0
Expenditures (\$000)					
New Construction					
Renovations, maintenance and equipment					
Technology					
Total	\$0	\$0	\$0	\$0	\$0

Assignable square feet (000)	Main campus	Off-campus	Total
Classroom	5,828		5,828
Laboratory			0
Office	9,964		9,964
Study	2,841		2,841
Special			0
General	16,207		16,207
Support			0
Residential			0
Other	4,087		4,087

Major new buildings, past 10 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet (000)	Cost (000)	Year

New buildings, planned for next 5 years (add rows as needed)

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Major Renovations, past 10 years (add rows as needed)

The list below includes renovations costing 5,000 or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year
Main building	Replace hot water heater		\$6,000	2018
Main building	Art storage room walls	154.00	\$5,500	2018
Main building	Chiller repair		\$7,120	2018
Main building	Replace lighting		\$6,800	2017
Main building	Parking lot		\$14,000	2015

Renovations planned for next 5 years (add rows as needed)

The list below includes renovations costing \$XXX or more

Building name	Purpose(s)	Assignable Square Feet	Cost (000)	Year

Please enter any explanatory notes in the box below

Square feet and costs not indicated in thousands

STANDARD 8 - EDUCATIONAL EFFECTIVENESS

DESCRIPTION

Hebrew College demonstrates its educational effectiveness by regularly collecting and assessing quantitative measures and qualitative assessment of student achievement. Both quantitative and qualitative data are reviewed by faculty at regular intervals to adjust ongoing courses mid-term, and to plan adjustments for future offerings of the course after assessing feedback gathered at the end of the term. Furthermore, alumni data is harvested, published, and saved for future reference to revise and/or refine curriculum as needed.

Student placement data is harvested and published on the [Fast Facts Page](#) of the website. It confirms effectiveness as measured by our Mission Statement, described in Standard 1. Namely, Hebrew College measures educational effectiveness when students demonstrate a desire for lifelong learning, embrace communal responsibility, engage diverse points of view, and foster Jewish creativity by incorporating music, literature, and visual and performing arts into their practice. Detailed data regarding [Our Alumni](#) describe the number of individuals who are served, impacted and/or influenced by Hebrew College graduates.

Hebrew College's academic programs are integrated to support each student's particular learning objectives in terms of areas of expertise. Rabbinical students have the option to complement their rabbinic studies with a Masters in Jewish Education (MJED) or Master of Arts in Jewish Studies (MAJS), and/or with cantorial classes to obtain a combined Rav-Hazzan degree (joint Rabbinic and Cantorial ordination). Students in the Masters in Jewish Education program include education graduate students, as well as rabbinical and cantorial studies. Rabbinic students have the choice to specialize their MJED program in Pastoral Care, Spirituality and Social Justice Leadership, or Jewish Sacred Music. Comprehensive curriculum requirements were thoughtfully established and are published on the website for [rabbinical studies](#), [cantorial studies](#), and for [Jewish education](#) studies.

Hebrew College's academic programs are taught both online and in person. To supplement quantitative alumni data, qualitative feedback data is harvested from students and alumni to assess the efficacy of the mode of online learning vs. in-person learning, as well as assessing student motivations for choosing Hebrew College. Feedback is collected with regard to the flexibility of online coursework, the pluralistic mission of Hebrew College, the quality of faculty pedagogy, and the

affordability of Hebrew College. Faculty Focus Group meetings convene to solicit and review feedback.

APPRAISAL

The data that demonstrates graduates are able to achieve the mission of embracing communal responsibility by engaging fully in the Jewish community, are alumni placement rates and the characteristics of alumni employers. The alumni placement rate for rabbinical students is 94 percent; for cantorial students it is 97 percent, and for MJED-Pardes students, it is 100 percent. Overall, the placement rate is nearly 100 percent. Alumni employers include synagogues, Jewish day schools, Hillels, Jewish communal/nonprofit organizations, and assisted living/hospital chaplaincy. Nearly all graduates are employed by institutions that comprise the key organizations within the Jewish community.

Personal testimonials further support the quantitative data with regard to embracing communal responsibility:

“In addition to building blocks to be a teacher, something I felt valuable was the energy of the institution helped me refine my professional goals. One of the things I felt off-putting about other schools was a sense of competitiveness or intensity for the sake of intensity . . . What I felt from Hebrew College was—what we’re all trying to do is make the Jewish community better and stronger and how can we do that? I went through my classes with that as a goal and stepped into my current job feeling that was why I was there and that I had come out of an experience that had prepared me for it.”

Other quantitative data that is presented on the website and can be used as demonstrable factors in Hebrew College’s efforts to improve learning opportunities and result for students include the low Loan Default rate (three percent); the number of Jews worldwide reached by Hebrew College ordained rabbis (300,000); the number of students in the past two years educated by Hebrew College Graduate Education alumni (90,000); and the number of individuals served by Hebrew College ordained cantors (18,000).

Qualitative data include alumni feedback with regard to educational effectiveness. For example,

“All of my core education classes were outstanding. The lessons I learned were amazing and so valuable to everything that I do.”

“I felt my courses at Hebrew College gave me a lot of insight into how to convey Jewish education to people who didn’t deal with it every day, which is

a lot of what my organization deals with. I felt the subject matter of the courses was really well suited to what I was doing. In terms of my own teaching, I felt that the Hebrew College program really gave me fantastic role models. I really learned so much from seeing how the teachers of my courses were teaching PHD students. Really gave me a lot of tips and insight into how I might be able to structure courses as a teacher.”

The data that demonstrates graduates are able to achieve the mission of desire for lifelong learning is not explicit and may be difficult to assess since it requires a longitudinal study.

Quantitative data that demonstrates graduates have the ability to engage diverse points of view are the categories of alumni positions and the broad distribution of rabbis amongst synagogues in different denominations. Rabbis work in Reform movement synagogues (28 percent), Conservative movement synagogues (28 percent), Independent synagogues (28 percent), Reconstructionist movement synagogues (13 percent), and Renewal movement synagogues (2 percent). Alumni positions range from spiritual leaders to executive directors, pastoral counselors, scholars, educators and heads of school, musicians, artists, social activists and community organizers. Furthermore, alumni work in 22 different states in the United States and in Australia, Brazil, Canada and Israel.

Qualitative data that demonstrates graduates engage diverse points of view include feedback comments harvested from graduates. One representative comment regarding the pluralistic nature of Hebrew College that supports learning about diverse topics for students with complex backgrounds was:

“The number one factor was that you did not have to tow a party line for any part of our Jewish community. That was very important to me that it was not specific to one movement. I went to Orthodox day school, Camp Ramah, had a Reconstructionist rabbi in College . . . I don’t affiliate with one movement although I am very happy in my reform congregation.”

Furthermore, Hebrew College faculty regularly analyze student evaluations mid-semester, at the end of the semester, and after graduation, to assess whether students are achieving goals they want to achieve, as well as to assess whether the faculty need to adjust curriculum or co-curriculum to achieve student-centered learning objectives as well as faculty defined learning objectives. One comment that demonstrates educational effectiveness with regard to incorporating performing arts into their practice, regular course-assessment, as well as diverse perspectives, follows:

“I was in the first year of COSEL. Came in with a masters . . . Liked the focus on vocal arts—high standards. Also loved that it was pluralistic. Didn’t grow up feeling like part of a denomination. Also a three year program, U was drawn to that. Met Michael Shire a year before auditioning when the program was still in the works. Got to sit down and talk about the program even before it came out . . . All along the way we’ve had meetings like this with deans and professors . . . Hebrew College is continuously evolving. That’s something that drew me towards it as well.”

To demonstrate the ability of alumni to bring music into their practice and work, alumni interview videos are posted and available on the [Our Alumni](#) page. For example, [this interview video](#) with Rabbi Jessica Kate Meyer ’14 and Rabbi David Fainsilber ’14 demonstrates the effectiveness of incorporating performing arts into their practice, in alignment with Hebrew College’s stated goals.

Curriculum for [rabbinical](#), [cantorial](#) and [Jewish education](#) studies are designed to give a solid foundation in Jewish texts (Biblical, Rabbinic, *Talmudic*, *Mishnaic*) as well as Medieval and Modern Jewish Thought, Christianity (for rabbinic students), Jewish Prayer (for rabbinic students), Jewish history (Ancient and Modern), Jewish holidays, Hebrew and Aramaic, Pedagogy (for rabbinic and education students), Hermeneutics, Pastoral counseling (for rabbinic students), and Human development (for rabbinic and education students).

Faculty curriculum assessment and student feedback led to a dramatic change of the *Talmud* and *Halacha* curriculum a few years ago. In the original version of the curriculum, all classes were offered to each class cohort that would be ordained together. One challenge to this model was not being able to stratify text classes. As a result, faculty and students found that the range of text skills and Hebrew/Aramaic language knowledge in the classroom was too broad to serve all students in the class. The school shifted to leveled classes to address this problem. The consistent feedback is that this was a positive and helpful change to promote better student learning.

The Rabbinical School has two primary areas of co-curricular learning: *tefillah* (prayer) and professional internships. For the former, in addition to classroom and experiential prayer opportunities for learning, the school has small, faculty led reflection groups, which afford the opportunity for both peer and faculty advice, support, feedback, and assessment.

For the latter, the school has required internships that generally happen in the final two years of a student’s time in school. The Rabbinical School helps students find internships and also gives them the freedom to find their own. As part of their internship, students have an onsite supervisor who assesses and supports the student. If there is not an appropriate onsite supervisor, a Rabbinical School faculty member

serves as a mentor, providing advice, support, and feedback. The internship supervisor, or an appropriate person at the internship site, does a mid-year and end-of-year evaluation of student interns that is shared with the Director of Professional Development and with the student.

Other co-curricular experiences for which evaluations and feedback are collected and considered during regular program re-assessment include: the required year in Israel for rabbinic students; orientation; annual school-wide seminar; and the advising system.

As a direct result of student feedback with respect to the advising system for rabbinical students, the original system of assigning one academic advisor per student was changed so that each rabbinical student has both an academic advisor, as well as a spiritual advisor. These two advisors are supplemented by the internship mentor. The new advisory structure affords greater faculty-student one-on-one conversation about rabbinic formation, including a student's prayer life. Faculty will have a better ability to assess and support student growth in this area within the new advising structure.

Outcomes of alumni feedback include adjustments of course reading loads; the introduction of a Teaching Hebrew course; focus on online framing of on-campus summer seminars; and the division of summer seminars into two consecutive weeks.

In the last six years, the institution has twice engaged in a process to rethink the structure of the Cantorial program, including the current restructuring process. Both cases were driven by low enrollment numbers and a concern that the learning approach was not sufficiently in line with the College mission to educate students with a depth of knowledge and meaningful personal engagement as a basis for spiritual leadership. Therefore, the cantorial program is being integrated into the rabbinical program so that students may take cantorial courses on an elective basis.

Traditionally the MJED program enrolled midcareer Jewish educators across the country working in situ in a wide variety of settings including day schools, supplementary schools, JCCs, camps, educational agencies, Hillels etc. More recently, novice educators have been attracted to the MJED program as well. It has offered a number of concentrations, widening the pool and diversity of coursework, and has attracted financial and other partners over the last eight years, including the Legacy Heritage foundation, iCenter for Israel Education, Crown Foundation, and Covenant Foundation.

The Strategic Plan calls for all programs to be reviewed in the light of three criteria:

1. Depth and Openness
2. Relational Education and Engagement
3. Learning and Service

The consensus around these core elements of our educational ethos creates a valuable opportunity to foster an even greater sense of shared vision, culture, and quality in all of our degree programs. For the Masters of Jewish Education program, currently under review, this represents a deepening and strengthening of already existing commitments (rather than a radical reworking of the program). Prior to the pandemic, serious consideration was given to bringing the MJED program onto campus, in order to facilitate greater integration of all three graduate leadership programs. However, the group working on the MJED program review is now looking toward enhancing the online program (in accordance with these core values), in order to respond to the growing interest in and need for online learning opportunities in a post-COVID environment. The existing MJED program has already begun to give serious attention to the promotion of relational education and engagement in an online setting, through its development of an approach called Digital Academy Community. Student and alumni feedback suggest that this provides a strong foundation on which to build.

The opportunity for *Beit Midrash* study and culture of learning is currently only partially achieved in the program, but there is no ostensible reason why *Beit Midrash* learning cannot be conducted more fully as part of the online program, as we have done in the MAJS program.

PROJECTION

Hebrew College will continue to collect alumni placement data to quantitatively demonstrate educational effectiveness. Furthermore, Hebrew College will continue to collect qualitative data in the form of oral and written evaluations through mid-term, end-of-course, and graduation evaluations.

Currently, Alumni Placement data is not provided for students in the Master of Jewish Education program because these students are mid-career professionals and already are employed. In the future it will be more informative to include a promotion or progression rate for Master of Jewish Education graduates. This will be implemented by the staff in the Master of Jewish Education program.

The annual evaluation of the Rabbinical School's Israel program, including thorough written and oral evaluations from students, led to the recognition of the need for greater immersive programming in life in Israel for rabbinical students in Israel. The

school recently received a major grant to transform and deepen the Israel program experience for students. The grant is being used for the revised Ba'levav Year-in-Israel program. The revised Ba'levav program includes more immersive learning with American faculty with expertise in Israel studies, as well as Israeli faculty, and immersion in two communities in Israel: The Arava Institute and Kehilat Zion. Once travel to Israel becomes safe again, the Ba'levav Year-in-Israel program will be reimplemented to increase educational effectiveness of the rabbinical program.

Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 15/16)	2 Years Prior (FY 16/17)	1 Year Prior (FY 17/18)	Current Year (FY 18/19)	Next Year Forward (goal) (FY 19/20)
IPEDS Retention Data					
Associate degree students	NA	NA	NA	NA	NA
Bachelors degree students	NA	NA	NA	NA	NA
? IPEDS Graduation Data (150% of time)					
Associate degree students	NA	NA	NA	NA	NA
Bachelors degree students	NA	NA	NA	NA	NA
? IPEDS Outcomes Measures Data					
First-time, full time students					
Awarded a degree within six years	NA	NA	NA	NA	NA
Awarded a degree within eight years	NA	NA	NA	NA	NA
Not awarded within eight years but still enrolled	NA	NA	NA	NA	NA
First-time, part-time students					
Awarded a degree within six years	NA	NA	NA	NA	NA
Awarded a degree within eight years	NA	NA	NA	NA	NA
Not awarded within eight years but still enrolled	NA	NA	NA	NA	NA
Non-first-time, full-time students					
Awarded a degree within six years					
Awarded a degree within eight years					
Not awarded within eight years but still enrolled					
Non-first-time, part-time students					
Awarded a degree within six years					
Awarded a degree within eight years					
Not awarded within eight years but still enrolled					
? Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
1 Year one to year two retention: Ordination students	89%	88%	78%	96%	90%
2 Eight-year graduation rate: Ordination students	100%	78%	93%	81%	85%
3					
4					
5					
? Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
1 NA					
2					
3					
Definition and Methodology Explanations					
1 "Year one to year two retention" equals percent of first-year students enrolled during second year. (NOTE: AY20 percentage represents average since AY04.)					
2 "Eight-year graduation rate" equals percent of first-year students who have graduated after eight years. (NOTE: Ordination program designed to take 5-6 years. AY20 percentage represents average since AY04.)					
Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)					
Notes:					
Retention and graduation data not yet calculated for Jewish education or Jewish studies students.					

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

Category of Student/Outcome Measure	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago
First-time, Full-time Students				
Degree from original institution	NA	NA	NA	NA
Not graduated, still enrolled at original institution	NA	NA	NA	NA
Degree from a different institution	NA	NA	NA	NA
Transferred to a different institution	NA	NA	NA	NA
Not graduated, never transferred, no longer enrolled	NA	NA	NA	NA
First-time, Part-time Students				
Degree from original institution	NA	NA	NA	NA
Not graduated, still enrolled at original institution	NA	NA	NA	NA
Degree from a different institution	NA	NA	NA	NA
Transferred to a different institution	NA	NA	NA	NA
Not graduated, never transferred, no longer enrolled	NA	NA	NA	NA
Non-first-time, Full-time Students				
Degree from original institution			NA	NA
Not graduated, still enrolled at original institution			NA	NA
Degree from a different institution			NA	NA
Transferred to a different institution			NA	NA
Not graduated, never transferred, no longer enrolled			NA	NA
Non-first-time, Part-time Students				
Degree from original institution			NA	NA
Not graduated, still enrolled at original institution			NA	NA
Degree from a different institution			NA	NA
Transferred to a different institution			NA	NA
Not graduated, never transferred, no longer enrolled			NA	NA

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 15/16)	(FY 16/17)	(FY 17/18)	(FY 18/19)	(FY 19/20)

Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)

--	--	--	--	--	--

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

Rabbinical student placement rate				94%	
Cantorial student placement rate				97%	
Master of Jewish Education – Pardes program placement rate				100%	

Definition and Methodology Explanations (& website links)

Placement rates calculated for all alumni (not for a graduating year cohort) beginning in 2019
For rabbinical student alumni career placement information, with sample lists of employment titles and employers, go to https://hebrewcollege.edu/graduate-leadership-programs/become-a-rabbi/alumni/ .
For cantorial student alumni career placement information, with sample lists of employment titles and employers, go to https://hebrewcollege.edu/graduate-leadership-programs/become-a-cantor/alumni/ .
For Jewish education student alumni career placement information, with sample lists of employment titles and employers, go to https://hebrewcollege.edu/graduate-leadership-programs/become-an-educational-leader/alumni/ .

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

	3-Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	(FY 15/16)	(FY 16/17)	(FY 17/18)	(FY 18/19)

? State Licensure Examination Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1									
2									
3									
4									
5									

? National Licensure Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1									
2									
3									
4									
5									

? Job Placement Rates

	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1										
2										
3										
4										
5										

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
(FY 15/16)	(FY 16/17)	(FY 17/18)	(FY 18/19)	(FY 19/20)

? Completion Rates

1					
2					
3					
4					
5					

? Placement Rates

1					
2					
3					
4					
5					

Please enter any explanatory notes in the box below

Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 15/16)	(FY 16/17)	(FY 17/18)	(FY 18/19)	(FY 19/20)

? Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year					
Graduation rates @ 150% time					
Average time to degree					
Other measures, specify:					
Year one to year two retention: Ordination students	89%	88%	78%	96%	90%
Eight-year graduation rate: Ordination students	100%	78%	93%	81%	85%

? Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year	NA	NA	NA	NA	NA
Graduation rates @ 150% time	NA	NA	NA	NA	NA
Average time to degree	NA	NA	NA	NA	NA
Other measures, specify:					

? First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year	NA	NA	NA	NA	NA
Graduation rates @ 150% time	NA	NA	NA	NA	NA
Average time to degree	NA	NA	NA	NA	NA
Other measures, specify:					

Distance Education (Add definitions/methodology in #4 below)					
Course completion rates					
Retention rates					
Graduation rates					
Other measures, specify:					

Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates	NA	NA	NA	NA	NA
Retention rates	NA	NA	NA	NA	NA
Graduation rates	NA	NA	NA	NA	NA
Other measures, specify:					

Definition and Methodology Explanations	
1 "Year one to year two retention" equals percent of first-year students enrolled during second year. (NOTE: AY20 percentage represents average since AY04.)	
2 "Eight-year graduation rate" equals percent of first-year students who have graduated after eight years. (NOTE: Ordination program designed to take 5-6 years. AY20 percentage represents average since AY04.)	
3	
4	

STANDARD 9 - INTEGRITY, TRANSPARENCY & PUBLIC DISCLOSURE

Hebrew College strives to adhere to all of the NECHE standards of communication including aspects related to integrity, transparency and public disclosure. To maintain integrity, Hebrew College communicates with a wide variety of internal and external constituents, providing a natural feedback channel in order to regularly self-assess, self-monitor, and self-improve as an institution. To provide transparency, Hebrew College uses a wide variety of communication platforms and venues to communicate with the public, as well as faculty, staff, and students, and to provide timely updates on College-wide news, policies, or changes. As a matter of good practices regarding public disclosure, Hebrew College collects and provides information and statistical data and communicates it publicly to help prospective students make informed decision regarding enrolling in programs and courses or applying for degrees and certificates, and provides current students with the resources, policies, forms and ethical standards expected of both students and the institution. We also seek to inform the general public of any news or updates through print and electronic communications and outreach to the press, including Boston-area news organizations and Jewish media.

Hebrew College communicates news and information through our website and blog, email messages, social media, and printed materials. Hebrew College is able to maintain high standards of institutional integrity, transparency, and public disclosure, especially after the 2018 redesign of the [Hebrew College website](#). The process of writing the NECHE report has also resulted in highlighting and identifying inadvertent omission of data, so that the website now presents a more complete view of Hebrew College's mission, academic programs, informal learning opportunities, professional development programs, faculty degrees, student demographics, financial data, and alumni placement data.

In addition to the website, Hebrew College also sends out a "News & Views" weekly newsletter and maintains a blog. Furthermore, Hebrew College maintains social media presence on [Facebook](#), [YouTube](#), [Twitter](#), [LinkedIn](#), and [Instagram](#). Content editors post content about Hebrew College courses, programs, and other study opportunities (including links to more comprehensive information on the Hebrew College website) regularly on these channels.

DESCRIPTION

In presenting Hebrew College to students, prospective students, faculty, and other members of the public, the [Hebrew College website](#) provides information that is

complete, accurate, timely, readily accessible, clear, and sufficient for intended audiences to make informed decisions about the institution, and to provide guidance to faculty with regard to the services Hebrew College provides to students.

To maintain the integrity and transparency of the website, Hebrew College openly and honestly communicates with and solicits regular feedback and data from internal and external constituencies including current students, alumni, prospective students, faculty and staff, governing boards, college partners, renters, contractors, consultants and vendors, and the general public. In compliance with the federal regulations Higher Education Act mandate, Hebrew College includes the NECHE Public Comments Statement, Policy and Procedures for Public Comments, and instruction on how to submit comments to the Commission on Institutions of Higher Education NECHE on its [Policies & Accreditation page](#).

Hebrew College also communicates timely and honest information with its internal and external constituencies and partners using traditional media (phone and print communications), as well as digital media (email, social media, blogs, and the College's website). All press releases, newsworthy articles and e-letter archives are easily accessible on the [News & Media Coverage](#) webpage of the Hebrew College website.

The [Hebrew College website](#) provides information that is complete, accurate, timely, readily accessible, clear, and sufficient for intended audiences to make informed decisions about the institution, and to provide guidance to faculty with regard to the services Hebrew College provides to students.

The Hebrew College website is organized by the main menu items, "Graduate Programs" and "Community Learning," consistent with the findings of the latest Strategic Planning Committee—to focus on two areas of strength, while maintaining its pluralistic values—as described in Standard 1. The "Resources" main menu provides links to documents and policies providing students, faculty, and members of the public any information needed regarding Hebrew College.

[Hebrew College's website](#) describes Hebrew College consistent with its [mission statement](#) as discussed in Standard 1, and sets forth the obligations and responsibilities of both students and the institution. Contained within the Hebrew College website, the user will find the [Policies & Accreditation page](#), including information regarding Hebrew College affiliation, accreditation, nondiscrimination statement, sexual harassment policy, academic conduct code, academic grievance policy, and class attendance policy. The [Fast Facts page](#) includes information regarding the institution's founding, affiliation, location, status, president, annual

budget, student body, alumni including current placement and testimonials, information for prospective students including faculty demographics, degree descriptions, and college partners. The [Admissions page](#) reiterates the degree programs and details the admissions process and provides links to the application, registration and payment procedures, transfer credit guidelines, and gives contact information to people who can provide answers to other questions regarding admissions.

All necessary information regarding Hebrew College's admissions process and standards is available on Hebrew College's [Apply](#) webpage, which is accessed via the "Apply Now" selection from the "Admissions" main pulldown menu. Applications, deadlines, and instructions are provided for the Rabbinic Ordination Program, Rav-Hazzan Dual Ordination Program, Cantorial Ordination for Spiritual and Educational Leadership, Master of Arts in Jewish Studies, and Master of Jewish Education Pardes Educators Program. Contact information for further inquiries related to Rabbinical and Cantorial School admissions and Graduate Education Admissions is also provided. Links from the Apply webpage point to [Admissions & Financial Aid: Become a Rabbi](#), [Admissions & Costs: Become a Cantor](#), and [Educational Leadership Programs](#).

The Hebrew College website provides information regarding student fees, charges and refund policies for both formal academic graduate programs and certificates as well as for informal community learning programs.

Tuition and fees for graduate degrees and certificates for 2020-2021 are clearly outlined on the [Tuition and Fees](#) webpage under the "Admissions" pull-down menu on the Hebrew College home webpage. An Estimated Cost of Attendance is also provided on this page. Course specific fees are listed on the [Register for Courses](#) webpage that is listed under the "Resources" pull-down menu on the Hebrew College home webpage.

The Hebrew College Refund Policy for formal academic courses is clearly stated under the Refund Schedule on the [Course Withdrawal Form](#) document listed under "Forms" on the [Registrar](#) webpage. Tuition and fees for non-matriculated students are nonrefundable, as stated on the "Tuition and Fees" webpage.

Hebrew College publicly discloses information about financial aid, scholarships, and fellowships on the [Financial Aid and Scholarships](#) page. Specific sources of financial aid available to rabbinical ordination students are listed on the [Admissions & Financial Aid: Become a Rabbi](#) page. Specific sources of financial aid available to graduate education students are listed on the [Admissions: Become an Educational Leader](#) page.

Many of the abovementioned student resources originally appeared in the [Hebrew College Student Handbook](#), a resource provided to students with information

regarding admissions and course registration, grades and educational records, student responsibilities, health policies and procedures, student life and services, financial policies and procedures, and financial aid. Gradually all of the contents contained in the Student Handbook will be migrated over to the Hebrew College website.

A resource for faculty is the [faculty manual](#). The faculty manual has not been revised since May 2012 and is only available on the [Intranet](#). The employment page also needs to be updated, as there is no overarching language about how to apply to jobs at Hebrew College. Similarly, we discovered that the Student Handbook has not been updated since 2013-2014.

Hebrew College's [Graduate Leadership Programs](#) web page clearly states goals for students' education and the success of students in achieving those goals. Hebrew College's stated goals include preparing students for leadership in the Jewish community and/or of advancing students in their leadership of the Jewish community.

Under the page entitled, [Become an Educational Leader](#), the goals for graduates from the Jewish Education department of Hebrew College are stated as: the ability to become entrepreneurial in their practice of Jewish Education in a rapidly changing world; and a deep understanding of the complexity of Jewish life through a pluralist approach to Judaism.

More detailed student goals are provided on the webpage, [Alumni & Career Placement: Become a Rabbi](#) where it states that our graduates are prepared to be: Spiritual leaders, Executive Directors, Pastoral counselors, Scholars, Educators and Heads of School, Musicians, Artists, Social activists, Community organizers, and Rav-Hazzans. Regarding the goals of the Cantorial school, the [Become a Cantor](#) webpage says the goals are to create cantors who are thoroughly trained in the liturgical history of the Jewish people, and who can, at the same time, address the needs of an increasingly complex and diverse world. Hebrew College cantors will graduate with an appreciation for the diversity of contemporary Jewish life, and serve as role models for shared learning and friendship among Jews of all experiences and convictions.

A summary of all Hebrew College alumni career placement outcomes can be found on the [Our Alumni](#) page. Statistics are presented showing how many Jews across the world have been reached by Hebrew College ordained rabbis, cantors, and graduate education alumni. Statistics regarding the number of adult learners and teens inspired by informal community programs is also provided. Specific names of alumni and their placement are noted per US state and country, with representative alumni showcased in personal testimonial profiles.

The Hebrew College website publishes a list of its continuing faculty, indicating departmental or program affiliation, showing degrees held and the institutions granting them. The names and positions of administrative officers, and the names and principal affiliations of members of the governing board are also included. Faculty and adjunct faculty names, departmental affiliations, and degrees held are listed on the [Faculty](#) webpage as well as vocal/cantorial, coaches, community learning faculty, Miller Center faculty and staff, and Kivunim faculty.

Names and positions of Administrative officers are listed on the [College Leadership](#) webpage that can be accessed from the About pull-down menu of the Hebrew College homepage.

Names of the governing board are listed on the [Governing Boards](#) page. Names and biographies of the Board of Trustees and the Strategic Planning Committee are published.

Print publications are also available for physical distribution. Marketing materials include one-page fact sheets describing different Hebrew College programs, a viewbook college-wide brochure, a rabbinical school brochure, and an annual report.

Examples of timely Hebrew College communication include:

- **Our communication about the building sale.** When Hebrew College announced the sale of our Newton Centre campus in August 2018, we made sure to [announce the news](#) to our internal constituents— including the Board of Trustees, faculty, staff, students, and alumni, donors and friends, College partners and renters, and the general public in Boston and across the country. We disseminated a [press release](#) and letter from the Chair of the Board of Trustees to local and national press and published an article in the College's [e-newsletter](#) (circ. 11K) and social media channels.
- **Our communication about the College's new strategic plan.** Similar to the announcement about the building sale, Hebrew College communicated information about the Strategic Planning process to both internal and external audiences, via updates in the College's weekly e-newsletter, a [page](#) on the College website that includes the Strategic Planning Committee members (and their bios), and an update from the President on the Hebrew College blog. The College is in the process of summarizing the findings and once completed, will publish a written summary online and in print of the Strategic Plan and next steps.

Hebrew College provides a broad range of data that prospective students can use to assess whether a Hebrew College degree will empower, equip, and guide them towards their career goals. As a result of a reassessment and update of the website in 2018, the majority of the information provided on the Hebrew College website with regard to mission statement, institutional status, admissions, academic programs, community programs, student fees, financial aid and refund policies, student goals and alumni outcomes, responsibilities of students and the institution, and faculty is mostly complete, and fulfilled in accordance with NECHE standards for full transparency, integrity, and public disclosure.

Hebrew College is responsive to requests for information about itself through multiple touch points on its website. An advisory on the College's website page under About/Fast Facts/Annual Budget provides an opportunity to request a recent audited financial statement through the President's Office.

To facilitate ease of use by prospective students and by the public in general, the college provides a "Request Info" button on the top of every website page. This link takes the visitor to a web form where they can inquire about any of the College's programs. Each program page has a "Contact Us" call-to-action button that takes the visitor to a form or email. Requests for information received through the website are routed to those best positioned to respond to the nature of the inquiry.

We discovered that we need to increase our transparency of faculty and staff policies by updating and monitoring the Employee Handbook and Faculty Handbook and implementing regular review cycles for each. Similarly, we discovered that the Student Handbook also needed updating.

Regarding budget information, the website provides an opportunity to request a recent audited financial statement through the President's Office, but the financial statement is not available online. This audit also helped us discover that the reference to \$10.6M FY2017 Annual Budget found in "Fast Facts" is outdated (as it is now FY19). Further, we were reminded that we had not published an Annual Report for several years. We are finalizing a 2018-2019 report, which will include current financial data.

PROJECTION

While Hebrew College provides a great deal of information that prospective students will find helpful for deciding whether to apply to Hebrew College, and for current students to determine policies and procedures for ongoing course needs, updating such a large amount of data will need to be reviewed continuously and updated on a

regular schedule. Implementation of a monitoring and updating schedule is to be prepared by the Chief Academic Officer

Hebrew College administration will discuss how best to proceed with regard to collection and publication of student retention and graduation data for formal degrees to help prospective students evaluate Hebrew College's student outcomes as they consider applying to Hebrew College. Furthermore, Hebrew College administration will discuss how best to proceed with regard to public disclosure of student loan debt upon graduation.

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)

? Policies	Last Updated	? Website location where policy is posted	Responsible Office or Committee
Academic honesty		https://hebrewcollege.edu/resource	
Intellectual property rights			
Conflict of interest			
Privacy rights		https://hebrewcollege.edu/privacy-	
Fairness for students		https://hebrewcollege.edu/resource	
Fairness for faculty		https://myhc.hebrewcollege.edu/IC	
Fairness for staff		https://myhc.hebrewcollege.edu/IC	
Academic freedom		https://myhc.hebrewcollege.edu/IC	
Research			
Title IX		https://hebrewcollege.edu/resources	
Other; specify			

Non-discrimination policies

Recruitment and admissions		https://hebrewcollege.edu/resource	
Employment		https://myhc.hebrewcollege.edu/IC	
Evaluation		https://hebrewcollege.edu/resource	
Disciplinary action		https://myhc.hebrewcollege.edu/IC	
Advancement			
Other; specify			

Resolution of grievances

Students		https://hebrewcollege.edu/resource	
Faculty		https://myhc.hebrewcollege.edu/IC	
Staff		https://myhc.hebrewcollege.edu/IC	
Other; specify			

? Other	Last Updated	Website location or Publication	Responsible Office or Committee

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	http://info.hebrewcollege.edu/request-information-from-hebrew
Notice of availability of publications and of audited financial statement or fair summary	Individuals can sign up for College e-newsletter in website footer
Processes for admissions	https://hebrewcollege.edu/resources/register-for-courses/
Processes for employment	https://hebrewcollege.edu/resources/employment-opportunities/
Processes for grading	https://hebrewcollege.edu/resources/register-for-courses/
Processes for assessment	https://hebrewcollege.edu/resources/register-for-courses/
Processes for student discipline	https://hebrewcollege.edu/resources/register-for-courses/
Processes for consideration of complaints and appeals	https://hebrewcollege.edu/resources/register-for-courses/

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

[illegible]

Date of last review of:	
Print publications	
Digital publications	

Please enter any explanatory notes in the box below

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Standard 9: Integrity, Transparency, and Public Disclosure (Public Disclosure)

Information	Website location
Institutional catalog	https://hebrewcollege.edu/resources/register-for-courses/
Obligations and responsibilities of students and the institution	https://hebrewcollege.edu/resources/register-for-courses/
Information on admission and attendance	https://hebrewcollege.edu/about/fast-facts/
Institutional mission and objectives	https://hebrewcollege.edu/about/mission-statement/
Expected educational outcomes	https://hebrewcollege.edu/about/our-alumni/
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://hebrewcollege.edu/about/fast-facts/
Requirements, procedures and policies re: admissions	https://hebrewcollege.edu/graduate-leadership-programs/become-a-rabbi/admissions/ , https://hebrewcollege.edu/graduate-leadership-programs/become-a-cantor/admissions/ and https://hebrewcollege.edu/graduate-leadership-programs/become-an-educational-leader/admissions/
Requirements, procedures and policies re: transfer credit	https://hebrewcollege.edu/resources/register-for-courses/
A list of institutions with which the institution has an articulation agreement	https://hebrewcollege.edu/about/our-partners/
Student fees, charges and refund policies	https://hebrewcollege.edu/resources/register-for-courses/
Rules and regulations for student conduct	https://hebrewcollege.edu/resources/register-for-courses/
Procedures for student appeals and complaints	https://hebrewcollege.edu/resources/register-for-courses/
Other information re: attending or withdrawing from the institution	https://hebrewcollege.edu/resources/register-for-courses/
Academic programs	https://hebrewcollege.edu/graduate-leadership-programs/
Courses currently offered	https://hebrewcollege.edu/resources/register-for-courses/
Other available educational opportunities	https://hebrewcollege.edu/community-learning/
Other academic policies and procedures	https://hebrewcollege.edu/resources/register-for-courses/
Requirements for degrees and other forms of academic recognition	https://hebrewcollege.edu/resources/register-for-courses/
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	https://hebrewcollege.edu/about/faculty/
Names and positions of administrative officers	https://hebrewcollege.edu/about/college-leadership/
Names, principal affiliations of governing board members	https://hebrewcollege.edu/about/board-of-trustees/
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	https://hebrewcollege.edu/graduate-leadership-programs/become-a-rabbi/curriculum/
Programs, courses, services, and personnel not available in any given academic year.	
Size and characteristics of the student body	https://hebrewcollege.edu/about/fast-facts/
Description of the campus setting	https://hebrewcollege.edu/about/fast-facts/
Availability of academic and other support services	
Range of co-curricular and non-academic opportunities available to students	
Institutional learning and physical resources from which a student can reasonably be expected to benefit	https://hebrewcollege.edu/resources/gann-library/
Institutional goals for students' education	https://hebrewcollege.edu/about/
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	https://hebrewcollege.edu/about/our-alumni/ , https://hebrewcollege.edu/graduate-leadership-programs/become-a-rabbi/alumni/ , https://hebrewcollege.edu/graduate-leadership-programs/become-a-cantor/alumni/ and https://hebrewcollege.edu/graduate-leadership-programs/become-an-educational-leader/alumni/
Total cost of education and net price, including availability of financial aid and typical length of study	https://hebrewcollege.edu/admissions/financial-aid-scholarships/
Expected amount of student debt upon graduation and loan payment rates	https://hebrewcollege.edu/admissions/financial-aid-scholarships/
Statement about accreditation	https://hebrewcollege.edu/resources/policies-accreditation/

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- 1. Credit Hour:** Federal regulation defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (NECHE Policy 111. See also *Standards for Accreditation* 4.34.)

URL	https://hebrewcollege.edu/wp-content/uploads/2020/08/Fall-2020-Course-Offerings-for-website-final-1-1.pdf
Print Publications	N/A
Self-study/Fifth-year report Page Reference	Pages 2-44 through 2-47

- 2. Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.38, 4.39 and 9.19.)

URL	https://hebrewcollege.edu/admissions/
Print Publications	N/A
Self-study/Fifth-year Report Page Reference	Page 2-51

- 3. Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.19.)

URL	https://hebrewcollege.edu/resources/policies-accreditation/
Print Publications	N/A
Self-study/Fifth-year Report Page Reference	Page 2-57

- 4. Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	See Attached
Self-study/Fifth-year Report Page Reference	Page 2-44 and 2-45

- 5. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment:** The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

URL	https://hebrewcollege.edu/resources/policies-accreditation/
Print Publications	N/A
Self-study Page Reference	Page 1-11

The undersigned affirms that Hebrew College _____ (institution name) meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: 

Date: September 14, 2020

Distance and Correspondence Education: Method(s) used for verification.

In order for students to apply for admission to a Hebrew College distance education program, they need to provide social security numbers and, in most cases, complete a personal interview prior to being accepted and matriculating. Then, when they register for an online class, they need a unique user name and password to log into the registration portal. This login information is attached to a Hebrew College ID number. The same Hebrew College ID number is used to add the student to the class on Schoology, our online LMS. Therefore, only the student who is in our system and is registered may be added to the class list in Schoology. At the start of the semester, program administrators check registration lists against Schoology class lists. For matriculated students, Schoology only uses student email addresses (with first.last@hebrewcollege.edu) which were assigned by the College. Instructors and advisors are required to only communicate with matriculated students via their Hebrew College email addresses.



FEDERAL STUDENT AID  START HERE. GO FURTHER.™

UNITED STATES DEPARTMENT OF EDUCATION

FEDERAL STUDENT AID SCHOOL ELIGIBILITY SERVICE GROUP SCHOOL PARTICIPATION TEAM NEW YORK - BOSTON TEAM

Rabbi Sharon C. Anisfeld
President
Hebrew College
160 Herrick Road
Newton Centre, MA 02459-2237

02/07/2020

OPE ID 00215700

Dear Rabbi Anisfeld:

The New York - Boston School Participation Team is pleased to inform you that, based upon the information included in your Application for Approval to Participate in Federal Student Financial Aid Programs, the Secretary of Education (Secretary) has determined that Hebrew College (Institution) satisfies the definition of an eligible institution under the Higher Education Act of 1965, as amended (HEA). Hebrew College will be listed in the next edition of the Directory of Postsecondary Institutions published by the U.S. Department of Education (Department).

OPE ID NUMBER

The OPE ID Number 00215700 is a unique identifier for the Institution. The OPE ID Number will also be the Institution's identification number for the Title IV, HEA programs. Please use the OPE ID Number in all communications with the Department.

ELIGIBILITY AND CERTIFICATION APPROVAL REPORT

Please print a copy of the **Eligibility and Certification Approval Report (ECAR)** Together, the **Program Participation Agreement (PPA)** that has been signed on behalf of the Secretary and the ECAR constitute the New York - Boston School Participation Team's determination that the Institution has qualified to participate in programs under the Higher Education Act of 1965, as amended (HEA) and the Federal student financial assistance programs (Title IV, HEA programs).

The Institution must retain the ECAR and the PPA together.

The ECAR contains the most critical of the data elements that form the basis of the Institution's approval, and also a list of the highest level of offering, any nondegree or short term training programs, and any additional locations that provide 50 percent or more of an educational program that have been approved for the Title IV, HEA programs. The Institution may not award, distribute or disburse any Title IV, HEA program funds for any educational or training program that is beyond the scope of the approval contained

in the ECAR, nor for any additional location providing 50 percent or more of an educational program that has not been approved and is not listed on the ECAR.

- In order to comply with the requirements of 34 CFR 668.8(1), some vocational or nondegree programs may have been approved for fewer credit hours than requested in the Institution's application.
- Vocational and nondegree programs that do not meet the requirements of 34 CFR Parts 600 and 668 have not been approved and are marked in the ECAR as not approved.
- The listing of Vocational Programs in the ECAR contains those nondegree programs that the New York - Boston School Participation Team has determined are eligible programs for participation in the Title IV, HEA programs.
- The ECAR contains a list of HEA programs other than Title IV, HEA programs, for which the Institution is eligible to apply. This list does not mean that the Institution will automatically be eligible to participate in or receive funds under any HEA competitive grant program. Information concerning applications for, and the individual requirements of, the competitive grant program can be obtained from:

Deputy Assistant Secretary Office of Higher Education Programs U.S. Department of Education 400 Maryland Avenue, S.W. Washington, DC 20202-5140

PROGRAM PARTICIPATION AGREEMENT

The PPA contains the agreement between the Institution and the Secretary concerning the Institution's participation in the Federal student financial assistance programs (Title IV, HEA programs).

CERTIFICATION FOR TITLE IV, HEA PROGRAMS

As explained in the PPA, Title IV, HEA programs administered by participating educational institutions are subject to applicable laws, regulations, and guidelines. Listed below are the appropriate telephone numbers for further information on the HEA programs:

- Federal Pell Grant Program (800) 474-7268 [§](#)
- Federal Family Education Loan Program (202) 377-4008 [§](#)
- Federal Direct Student Loan Program (800) 848-0978 [§](#)

If the Institution wishes to begin participating in the Direct Loan Program or to request a change in its funding method, contact COD School Relations at the Federal Direct Student Loan Program number above or send an email to codsupport@acs-inc.com

- Federal Campus-Based Programs (877) 801-7168 [§](#)

The Federal Campus-Based Programs are (a) the Federal Supplemental Educational Opportunity Grant Program, (b) the Federal Work-Study Program, and (c) the Federal Perkins Loan Program. To obtain funding under any or all of these programs, the Institution must file the Fiscal Operations Report and Application to Participate (FISAP) annually. FISAP packages are typically available at the end of July each year and the due date for electronic submission of this data is generally a postmark or transmission date of October 1. Please keep in mind that the October 1 submission is to obtain funding for the Award Year that begins the following July 1.

If the Institution does not already participate in the Title IV, HEA programs, the Institution must complete Fundamentals of Title IV Administration (Precertification) Training no later than 12 months after the Institution executed the PPA. Completion of this training must be not earlier than one year before beginning to participate in any Title IV, HEA program for which the Institution has not previously participated. If you wish to register for Fundamentals of Title IV Administration (Precertification) Training, please register at <http://www.register123.com/event/profile/web/index.cfm?PKwebID=0x112117625&varPage=info>. For information concerning the training, contact the New York - Boston Team at the telephone number listed later in this letter.

Participating educational institutions will be reviewed at least once every six years to determine whether the institutions remain administratively capable and financially responsible to administer Title IV programs and funds.

REPORTING AND REAPPLICATION REQUIREMENTS

The Institution must report promptly to the Department certain changes and actions that affect the Institution's participation approval, as specified in 34 CFR 600 and 668, including, but not limited to:

- Change of name and/or address;
- New contract or significant modification of existing contract with a third party servicer;
- Change in exercise of a person's substantial control over the Institution, e.g., a change in the chief executive officer or members of the board of trustees or board of directors.
- Change in the way the Institution measures educational program length;
- Change in the level of course offerings;
- Additions and/or closures of non-main campus locations that offer at least 50% of an educational program;
- Change of accrediting agency;
- Change of the State agency that confers legal authority on the Institution to offer programs of postsecondary education; or
- Change in ownership *whether or not* that ownership change results in a change in control of the Institution.

If the Institution fails to report any such changes within ten days after the change occurs, the ability of the Institution to administer the Title IV student financial assistance programs properly will be called into question. As a consequence, we will consider whether it is necessary to monitor the Institution's receipt of Federal funds more closely. Failure to report changes within the time frame required may also result in an adverse action being taken against the Institution in accordance with 34 CFR 668, Subpart G.

Automatic Termination of Approval

This Approval for Institutional Participation automatically terminates on the happening of any of the following events:

- December 31, 2023
- The date the Institution loses the legal authority to offer programs of postsecondary education in the State in which it is located;
- The date the Institution loses accreditation from its designated primary accrediting agency;
- The date the Institution ceases to offer all approved postsecondary instruction;
- The date the Institution merges with another institution;
- The date the Institution undergoes a change in ownership resulting in a change of control;
- The date the Institution files for bankruptcy; or
- The date the Institution otherwise ceases to meet the definition of an eligible institution of higher

education.

Please send all information or documentation required by this letter to:

United States Department of Education
Federal Student Aid, Schools Channel
Attention: New York - Boston School Participation
Team
Financial Square
32 Old Slip 25th Floor
New York, NY 10005-3534

One of the institutional eligibility requirements is that the institution must admit as regular students only persons who have a high school diploma; have the recognized equivalent of a high school diploma; or are beyond the age of compulsory school attendance in the State in which the institution is physically located (see 34 CFR 600.4, 5 or 6). This means if the student is not yet beyond the age of compulsory school attendance in the State in which the institution is physically located, the institution can only enroll the individual as a regular student if he or she has a high school diploma or its equivalent.

One of the student eligibility requirements is that an eligible student is one who is not enrolled in either an elementary or secondary school (see 34 CFR 668.32). This means that an institution cannot accept as a regular student at this school, an individual who is also enrolled at the same time in elementary or high school.

The telephone number for the New York - Boston Team is (646) 428-3750. The fax number is (646) 428-3742.

Sincerely,



Tracy Nave
Team Leader
School Participation Team, NE
New York/Boston Team

cc: Mr. Christopher R. Gielow, Director, Office of Student Services & Financial Aid
New England Commission of Higher Education
Guarantee Agency
MA Department of Higher Education

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published?	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree?	(3) Who interprets the evidence? What is the process?	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review?
At the institutional level:	Learning outcomes are published on the website (https://hebrewcollege.edu/about/mission-statement/)	Each program has a capstone requirement or portfolio review. Registrar, Deans and Advisors check for program requirements fulfilled prior to graduation. Exit interviews conducted for rabbinic and cantorial programs.	Overall program change is currently determined by the new strategic plan adopted by the College. Further detail of curriculum development, faculty needs and student outcomes is determined by faculty program committees. Committees for Cantorial and Education degree programs are currently actively meeting monthly.	Several previous programs and certificates have been curtailed with some in a teach-out phase. Major restructuring of the Cantorial program with reorganization of curriculum and emphasis on dual rabbinic cantorial (Rav-Hazzan) program. Online programs in teach-out phase with new hybrid structure for Master's in Jewish Education.	Overall program review - 2019 (Hebrew College strategic Review).
Kivunim credits (undergraduate)	Learning outcomes are published on the Kivunim & Hebrew College websites (https://hebrewcollege.edu/programs/kivunim/ & https://www.kivunim.org/academics/)	Hebrew College monitors academic quality of teaching and learning through review of student writing and classroom observation. Credits are awarded on receipt of grades from faculty. Quality assurance provided by Hebrew College on review of grading criteria and level of assignment	Academic Director of Master's program acts as external examiner monitoring faculty assignments, criteria for grading and reviewing written work at high, median and low achievement.	Course changes have been made to incorporate input from Academic Director. Faculty have been incorporated into Hebrew College professional learning.	Successful Substantive Change process (NECHE) - 2019
Degree programs:					
Rabbinic and Rav-Hazan (dual ordination)	Student outcomes listed on website (https://hebrewcollege.edu/graduate-leadership-programs/become-a-rabbi/)	Student advising and internship supervision is a component of ongoing student assessment over five years. Capstone projects synthesizing the five year curriculum are required and exit interviews are conducted. Comprehensive exams (oral and written) required for dual program.	Annual end of year faculty meetings review individual student achievement and progress.	Substantial changes made to Hebrew literacy program as a component of the rabbinic requirements. Options for higher level electives in Jewish Law, Hasidut and Kabbalah. Levelled classes for rabbinic texts. Review of dual program requirements.	Levelled Rabbinic Text classes - 2018 Hebrew Literacy - 2019 Electives - 2019 Dual Degree - 2020

Cantorial	Student outcomes listed on website (https://hebrewcollege.edu/graduate-leadership-programs/become-a-cantor/)	Comprehensive exams (oral and written) required for ordination including Nusach, Trope and repertoire. Supervised internship over two years and capstone and senior recital required. Exit interviews conducted.	School of Music faculty end of year student review. Dean of Graduate Leadership programs leads on program change and development	Complete restructuring of program to extend length of course and eliminate summer requirements. Curriculum review to integrate more fully into rabbinic program requirements.	COSEL - 2019
Masters in Jewish Education and dual degree in Education and Jewish Studies	Student Outcomes listed on website (https://hebrewcollege.edu/graduate-leadership-programs/become-an-educational-leader/)	Thesis requirement incorporating empirical research study and two years' supervised field experience.	Academic Director receives nominations for distinction and College prizes from School of Education faculty and advisors. Education committee currently conducting review of Master's programs	Online program currently operating as a teach-out with new hybrid program commencing in 2021.	Education Committee Review - 2019-2020



50 Washington Street
Westborough, MA 01581
508.366.9100
aafcpcpa.com

To the Board of Trustees and Management of
Hebrew College:

In planning and performing our audit of the financial statements of Hebrew College (the College) as of and for the year ended June 30, 2019, in accordance with auditing standards generally accepted in the United States of America, we considered the College's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control. Accordingly, we do not express an opinion on the effectiveness of the College's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the College's financial statements will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. In addition, because of inherent limitations in internal control, including the possibility of management override of controls, misstatements due to error or fraud may occur and not be detected by such controls. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

This communication is intended solely for the information and use of management, the Finance Committee, the Board of Trustees, Federal awarding agencies and pass-through entities, and others within the College, and is not intended to be, and should not be, used by anyone other than these specified parties.

AAFCPAs, Inc.

Boston, Massachusetts
January 30, 2020



FINANCIAL STATEMENTS
JUNE 30, 2019 AND 2018

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Independent Auditor's Report

To the Board of Trustees of
Hebrew College:

Report on the Financial Statements

We have audited the accompanying financial statements of Hebrew College (a Massachusetts nonprofit corporation) (the College) which comprise the statements of financial position as of June 30, 2019 and 2018, and the related statements of activities and changes in net assets and cash flows for the years then ended, the statement of functional expenses for the year ended June 30, 2019, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Hebrew College as of June 30, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of a Matter

As disclosed in Note 2, during fiscal year 2019, the College adopted Accounting Standards Update (ASU) 2016-14, *Not-for-Profit Entities (Topic 958): Presentation of Financial Statements of Not-for-Profit Entities*. Our opinion is not modified with respect to this matter.

AAFCPAs, Inc.

Boston, Massachusetts
January 30, 2020

HEBREW COLLEGE

Statements of Financial Position
June 30, 2019 and 2018

	2019			2018		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
Assets						
Current Assets:						
Cash	\$ 912,728	\$ 842,292	\$ 1,755,020	\$ -	\$ 573,990	\$ 573,990
Accounts receivable, net of allowances for doubtful accounts of approximately \$10,000 and \$6,000 at June 30, 2019 and 2018, respectively	23,757	-	23,757	25,119	-	25,119
Current portion of pledges and grants receivable	79,939	644,603	724,542	24,881	914,470	939,351
Current portion of mortgage receivable	1,600,000	-	1,600,000	-	-	-
Current portion of prepaid rent	600,000	-	600,000	-	-	-
Prepaid expenses and other	87,904	-	87,904	189,318	-	189,318
Property held for sale	-	-	-	14,583,601	-	14,583,601
Debt service reserve	-	-	-	404,193	-	404,193
Total current assets	3,304,328	1,486,895	4,791,223	15,227,112	1,488,460	16,715,572
Restricted Cash	461,285	-	461,285	400,116	-	400,116
Investments	4,538	2,695,318	2,699,856	67,942	2,539,000	2,606,942
Pledges and Grants Receivable, net of current portion and discount	-	1,164,897	1,164,897	-	1,105,317	1,105,317
Prepaid Rent, net of current portion	900,000	-	900,000	-	-	-
Mortgage Receivable, net of current portion	4,800,000	-	4,800,000	-	-	-
Property and Equipment, net	156,482	-	156,482	95,732	-	95,732
Due (To) From	(3,431,454)	3,431,454	-	(3,519,631)	3,519,631	-
Total assets	\$ 6,195,179	\$ 8,778,564	\$ 14,973,743	\$ 12,271,271	\$ 8,652,408	\$ 20,923,679
Liabilities and Net Assets						
Current Liabilities:						
Line of credit	\$ -	\$ -	\$ -	\$ 50,000	\$ -	\$ 50,000
Current portion of annuity payable	35,004	-	35,004	35,004	-	35,004
Current portion of long-term debt, net of unamortized debt issuance costs	24,400	-	24,400	6,750,995	-	6,750,995
Current portion of accrued settlement costs	50,406	-	50,406	52,906	-	52,906
Accounts payable	157,586	-	157,586	494,788	-	494,788
Accrued expenses	258,887	-	258,887	1,070,155	-	1,070,155
Deferred revenue	538,075	-	538,075	564,875	-	564,875
Total current liabilities	1,064,358	-	1,064,358	9,018,723	-	9,018,723
Annuity Payable, net of current portion	288,482	-	288,482	323,486	-	323,486
Long-Term Debt, net of current portion and unamortized debt issuance costs	5,346,355	-	5,346,355	170,755	-	170,755
Accrued Settlement Costs, net of current portion	425,312	-	425,312	460,616	-	460,616
Total liabilities	7,124,507	-	7,124,507	9,973,580	-	9,973,580
Net Assets:						
Without donor restrictions	(929,328)	-	(929,328)	2,297,691	-	2,297,691
With donor restrictions	-	8,778,564	8,778,564	-	8,652,408	8,652,408
Total net assets	(929,328)	8,778,564	7,849,236	2,297,691	8,652,408	10,950,099
Total liabilities and net assets	\$ 6,195,179	\$ 8,778,564	\$ 14,973,743	\$ 12,271,271	\$ 8,652,408	\$ 20,923,679

The accompanying notes are an integral part of these statements.

HEBREW COLLEGE

 Statements of Activities and Changes in Net Assets
 For the Years Ended June 30, 2019 and 2018

	2019			2018		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
Operating Revenue:						
Tuition and fees	\$ 3,527,753	\$ -	\$ 3,527,753	\$ 3,581,539	\$ -	\$ 3,581,539
Less - scholarships and grants	(1,215,736)	-	(1,215,736)	(1,023,431)	-	(1,023,431)
Tuition and fees, net	2,312,017	-	2,312,017	2,558,108	-	2,558,108
Grants	1,660,736	672,011	2,332,747	1,964,232	121,650	2,085,882
Contributions	1,354,491	483,768	1,838,259	1,269,925	706,627	1,976,552
Participant fees	1,338,093	-	1,338,093	1,120,142	-	1,120,142
Facilities rental, conferences and events	341,518	-	341,518	332,060	-	332,060
Consulting and other income	208,379	-	208,379	150,733	-	150,733
Investment return designated for current operations	100,000	-	100,000	100,000	-	100,000
Net assets released from restrictions:						
Purpose restrictions	683,599	(683,599)	-	670,181	(670,181)	-
Time restrictions	408,053	(408,053)	-	25,000	(25,000)	-
Total operating revenue	8,406,886	64,127	8,471,013	8,190,381	133,096	8,323,477
Operating Expenses:						
Instruction	6,068,581	-	6,068,581	5,861,220	-	5,861,220
Academic support	582,913	-	582,913	538,349	-	538,349
Student services	188,133	-	188,133	290,635	-	290,635
Institutional support	2,066,853	-	2,066,853	2,599,351	-	2,599,351
Development	508,182	-	508,182	251,111	-	251,111
Total operating expenses	9,414,662	-	9,414,662	9,540,666	-	9,540,666
Changes in net assets from operations	(1,007,776)	64,127	(943,649)	(1,350,285)	133,096	(1,217,189)
Non-Operating Activities:						
Investment return, net	1,936	92,929	94,865	(62,999)	167,536	104,537
Endowment contributions	-	69,100	69,100	-	720	720
Investment return designated for current operations	-	(100,000)	(100,000)	-	(100,000)	(100,000)
Loss on property held for sale	(2,221,179)	-	(2,221,179)	-	-	-
Net non-operating activity	(2,219,243)	62,029	(2,157,214)	(62,999)	68,256	5,257
Changes in net assets	(3,227,019)	126,156	(3,100,863)	(1,413,284)	201,352	(1,211,932)
Net Assets:						
Beginning of year	2,297,691	8,652,408	10,950,099	3,710,975	8,451,056	12,162,031
End of year	\$ (929,328)	\$ 8,778,564	\$ 7,849,236	\$ 2,297,691	\$ 8,652,408	\$ 10,950,099

The accompanying notes are an integral part of these statements.

HEBREW COLLEGE
Statements of Cash Flows
For the Years Ended June 30, 2019 and 2018

	2019	2018
Cash Flows from Operating Activities:		
Changes in net assets	\$ (3,100,863)	\$ (1,211,932)
Adjustments to reconcile changes in net assets to net cash provided by (used in) operating activities:		
Loss on property held for sale	2,221,179	-
Depreciation	35,587	691,248
Imputed interest - debt issuance costs	1,006	6,037
Bad debts	147,221	-
Non-cash rent	500,000	-
Change in discount on pledges receivable	25,420	(25,617)
Endowment contributions	(69,100)	(720)
Realized and unrealized gains	(90,156)	(100,514)
Changes in operating assets and liabilities:		
Accounts receivable	(145,859)	73,645
Deposit receivable	-	2,000,000
Pledges and grants receivable	129,809	291,040
Prepaid expenses and other	(61,624)	(176,090)
Annuity payable	(35,004)	(35,004)
Accounts payable	(260,478)	(122,121)
Accrued expenses	(811,268)	232,511
Deferred revenue	(26,800)	(11,465)
Net cash provided by (used in) operating activities	<u>(1,540,930)</u>	<u>1,611,018</u>
Cash Flows from Investing Activities:		
Net increase in debt service and payment reserves	-	(1,341)
Proceeds from release of debt service reserve	404,193	-
Proceeds from the sale of investments	163,404	100,000
Proceeds from sale of property	536,635	-
Mortgage receivable	1,600,000	-
Net increase in restricted cash	(61,169)	(34,386)
Property and equipment additions	(96,337)	(27,860)
Purchase of investments	(166,162)	(10,291)
Net cash provided by investing activities	<u>2,380,564</u>	<u>26,122</u>
Cash Flows from Financing Activities:		
Repayments on line of credit	(50,000)	(1,100,000)
Proceeds on line of credit	400,000	-
Endowment contributions	69,100	720
Payments on accrued settlement costs	(37,804)	(75,513)
Principal payments on long-term debt	(39,900)	(203,520)
Net cash provided by (used in) financing activities	<u>341,396</u>	<u>(1,378,313)</u>
Net Change in Cash	1,181,030	258,827
Cash:		
Beginning of year	<u>573,990</u>	<u>315,163</u>
End of year	<u><u>\$ 1,755,020</u></u>	<u><u>\$ 573,990</u></u>
Supplemental Disclosure of Cash Flow Information:		
Cash paid for interest	<u><u>\$ 41,003</u></u>	<u><u>\$ 247,235</u></u>
Supplemental Disclosure of Non-Cash Transactions:		
Unrealized gains on investments	<u><u>\$ 20,187</u></u>	<u><u>\$ 87,064</u></u>
Prepaid rent recorded via sale of property	<u><u>\$ 2,000,000</u></u>	<u><u>\$ -</u></u>
Mortgage note receivable recorded via sale of property	<u><u>\$ 8,000,000</u></u>	<u><u>\$ -</u></u>
Long-term debt repaid via sale of property	<u><u>\$ 6,852,966</u></u>	<u><u>\$ -</u></u>
Long-term debt recognized upon sale of property	<u><u>\$ 5,200,000</u></u>	<u><u>\$ -</u></u>

The accompanying notes are an integral part of these statements.

HEBREW COLLEGE

 Statement of Functional Expenses
 For the Year Ended June 30, 2019

	Program				Institutional Support	Development	Total
	Instruction	Academic Support	Student Services	Total Program			
Personnel and Related:							
Salaries and wages	\$ 3,838,865	\$ 291,432	\$ 101,140	\$ 4,231,437	\$ 1,079,353	\$ 341,438	\$ 5,652,228
Payroll taxes and benefits	357,704	38,169	12,903	408,776	167,461	38,419	614,656
Total personnel and related	4,196,569	329,601	114,043	4,640,213	1,246,814	379,857	6,266,884
Occupancy:							
Rent	400,000	25,000	25,000	450,000	25,000	25,000	500,000
Utilities	2,989	27,093	-	30,082	346,072	-	376,154
Facilities maintenance and repairs	69	32	40	141	61,430	-	61,571
Interest	32,803	2,050	2,050	36,903	2,050	2,050	41,003
Security	-	4,502	-	4,502	24,629	-	29,131
Imputed interest - debt issuance costs	806	50	50	906	50	50	1,006
Total occupancy	436,667	58,727	27,140	522,534	459,231	27,100	1,008,865
Other:							
Professional services	578,839	1,140	-	579,979	191,823	30,723	802,525
Program	517,682	177	26,831	544,690	1,241	324	546,255
Equipment and software	4,571	134,080	150	138,801	47,621	502	186,924
Bad debts	147,221	-	-	147,221	-	-	147,221
Office expenses	86,120	10,426	8,793	105,339	18,269	12,120	135,728
Event expenses	12,325	-	-	12,325	28,680	40,502	81,507
Corporate	139	5,880	286	6,305	56,064	390	62,759
Travel and meetings	49,840	-	309	50,149	639	255	51,043
Marketing	10,073	-	8,802	18,875	14,692	14,630	48,197
Library	64	41,103	-	41,167	-	-	41,167
Depreciation	28,471	1,779	1,779	32,029	1,779	1,779	35,587
Total other	1,435,345	194,585	46,950	1,676,880	360,808	101,225	2,138,913
Total expenses	<u>\$ 6,068,581</u>	<u>\$ 582,913</u>	<u>\$ 188,133</u>	<u>\$ 6,839,627</u>	<u>\$ 2,066,853</u>	<u>\$ 508,182</u>	<u>\$ 9,414,662</u>

The accompanying notes are an integral part of these statements.

1. OPERATIONS AND NONPROFIT STATUS

Hebrew College (the College) is a private, Massachusetts nonprofit corporation established in 1921. The College is an accredited, nonsectarian institution of Judaic studies. The College has programs in graduate and undergraduate studies, high school, Hebrew language, adult studies, and cultural events. The College is a constituent agency of the Combined Jewish Philanthropies of Greater Boston, Inc. (CJP) and is accredited by the New England Commission of Higher Education, Inc. (NECHE). The next comprehensive review by NECHE is scheduled for the Fall of 2020.

The College is exempt from Federal income taxes as an organization (not a private foundation) formed for charitable purposes under Section 501(c)(3) of the Internal Revenue Code (IRC). The College is also exempt from state income taxes. Donors may deduct contributions made to the College within IRC requirements.

2. SIGNIFICANT ACCOUNTING POLICIES

The College prepares its financial statements in accordance with generally accepted accounting standards and principles established by the Financial Accounting Standards Board (FASB). References to U.S. GAAP in these notes are to the Accounting Standards Codification (ASC).

Adoption of New Accounting Standards

During fiscal year 2019, the College adopted Accounting Standards Update (ASU) 2016-14, *Not-for-Profit Entities (Topic 958) and Health Care Entities (Topic 954): Presentation of Financial Statements of Not-for-Profit Entities*. This ASU modified the current guidance over several criteria, of which the following affected the College's financial statements:

- Net assets are to be segregated into two categories, "with donor restrictions" and "without donor restrictions", as opposed to the previous requirement of three classes of net assets (see page 8).
- Qualitative and quantitative information relating to management of liquidity and the availability of financial assets to cover general expenditures within one year from the statement of financial position date (see Note 17).
- An explanation of the methods used to allocate costs among program and supporting (institutional support and development) functions (see page 7).
- Underwater endowments are reported within one "net assets with donor restrictions" class of net assets. The College also disclosed the spending policy on spending from underwater endowment funds and other information on these funds (see pages 8 and 9).

This ASU has been applied retrospectively to all periods presented. The adoption of the ASU resulted in the following changes to the College's net asset classes for the year ended June 30, 2018:

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>
Unrestricted	\$ 1,665,705	\$ -	\$ 1,665,705
Temporarily restricted	-	2,636,055	2,636,055
Permanently restricted	-	6,648,339	6,648,339
Total net assets, as previously stated	1,665,705	9,284,394	10,950,099
Adjustments required by ASU 2016-14:			
Underwater endowment funds	631,986	(631,986)	-
Total net assets, restated	<u>\$ 2,297,691</u>	<u>\$ 8,652,408</u>	<u>\$ 10,950,099</u>

2. SIGNIFICANT ACCOUNTING POLICIES (Continued)

Adoption of New Accounting Standards (Continued)

This ASU provides an option to omit the following information for the fiscal year 2018 financial statements:

- Analysis of expense by both natural classification and functional classification.
- Disclosures about liquidity and availability of resources.

Revenue Recognition

Tuition and fees are recorded as services are provided ratably over the related semester. Fees and deposits received in advance of services provided are recorded as deferred revenue. Participant fees are recorded as services are provided.

Grants and contributions are recorded as revenue when received or unconditionally pledged. Restricted grants and contributions are recorded as net assets with donor restrictions. Amounts with donor restrictions are released from restriction as costs are incurred or as time restrictions lapse. Grants and contributions with donor restrictions received and satisfied in the same period are included in net assets without donor restrictions.

The College occasionally leases its facilities for conferences and events. Facility rental income is recognized when the events occur. Other income is recorded as earned.

Estimates

The preparation of financial statements in accordance with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Accounts and Notes Receivable and Allowance for Doubtful Accounts

Accounts and notes receivable (see Note 15) are stated at the amount the College expects to collect from outstanding balances. The allowance for doubtful accounts is management's best estimate of the amount of probable credit losses in accounts and notes receivable. The allowance is based upon specific identification of probable losses and an estimate of additional losses based on historical experience. Account balances are charged off against the allowance when it is probable the receivable will not be recovered.

Expense Allocation

Expenses related directly to a program are distributed to that program, while other expenses are allocated to programs based upon management's estimate of the percentage attributable to each function.

The financial statements contain certain categories of expenses that are attributable to program and supporting functions and are allocated on a reasonable basis that is consistently applied. The expenses that are allocated include salaries, employee benefits, payroll taxes, occupancy, and depreciation, which are allocated based on an estimate of time and level of effort spent on the College's program and supporting functions.

2. SIGNIFICANT ACCOUNTING POLICIES (Continued)

Net Assets

The net assets of the College consist of the following:

Net Assets Without Donor Restrictions represent those net resources that bear no external restrictions and are generally available for use by the College.

Net Assets With Donor Restrictions represent amounts received or committed with donor restrictions which have not yet been expended for their designated purpose (purpose restricted), amounts for use in future periods (time restricted), and amounts received from donors with the stipulation that the principal will be held in perpetuity and only the investment income can be spent. In accordance with Massachusetts law, all earnings and appreciation of a donor restricted endowment are restricted until approved by the Board of Trustees (see below and page 9).

Net assets with donor restrictions are restricted as follows:

	<u>2019</u>	<u>2018</u>
Subject to expenditure for specific purpose:		
Scholarships	\$ 1,063,283	\$ 1,302,176
Instructors, fellowships, conferences, and other programs	383,475	401,961
Miller Center	250,000	-
President's growth fund	156,226	95,000
Art Green project	<u>27,300</u>	<u>3,600</u>
	<u>1,880,284</u>	<u>1,802,737</u>
Subject to the passage of time	<u>769,898</u>	<u>833,318</u>
Subject to the College's endowment spending policy and appropriation:		
Investment in perpetuity	6,767,439	6,648,339
Accumulated depreciation	<u>(639,057)</u>	<u>(631,986)</u>
	<u>6,128,382</u>	<u>6,016,353</u>
Total net assets with donor restrictions	<u>\$ 8,778,564</u>	<u>\$ 8,652,408</u>

A reconciliation of endowment activity for fiscal years 2019 and 2018 is as follows:

Endowment net assets, June 30, 2017	\$ 5,948,097
Contributions	720
Investment return	167,536
Appropriation of endowment net assets for expenditure	<u>(100,000)</u>
Endowment net assets, June 30, 2018	6,016,353
Investment return	92,929
Contributions	69,100
Net assets redesignated for endowment	50,000
Appropriation of endowment net assets for expenditure	<u>(100,000)</u>
Endowment net assets, June 30, 2019	<u>\$ 6,128,382</u>

2. SIGNIFICANT ACCOUNTING POLICIES (Continued)

Net Assets (Continued)

The fair value of the endowment net assets may periodically fall below the level that donors require the College to retain as a fund of perpetual duration due to unfavorable market fluctuations. In accordance with U.S. GAAP, losses on endowment net assets reduce net assets with donor restrictions to the extent of net accumulated appreciation on these funds. Future gains, if any, that restore the endowment net assets to the original level will increase net assets with donor restrictions until the accumulated depreciation is eliminated. Additional gains are reported as net assets with donor restrictions.

From time-to-time, the fair value of assets associated with individual donor-restricted endowment funds intended for perpetual duration may fall below the original gift value. The deficiencies resulted from unfavorable market conditions and continued appropriation for expenditure in accordance with donor intentions and the spending policies that were deemed prudent by the Board of Trustees. The College is guided by Massachusetts Uniform Prudent Management of Institutional Funds Act (UPMIFA) in establishing spending rates.

The College appropriated \$100,000 of net assets to be used for operations in accordance with its investment spending policy (see page 11) for the years ended June 30, 2019 and 2018.

Investment Return Objectives and Risk Parameters

The investment portfolio is managed to provide for the long-term support of the College. Accordingly, these funds are managed with disciplined longer-term investment objectives and strategies designed to meet cash flow and spending requirements. Management of the assets is designed to attain the maximum total return consistent with acceptable and agreed upon levels of risk. The College benchmarks its portfolio performance against a number of commonly used indices.

Advertising Costs

The College expenses advertising costs as incurred. Total advertising costs for the years ended June 30, 2019 and 2018, were \$33,149 and \$22,499, respectively.

Property and Equipment and Depreciation

Purchased property and equipment are recorded at cost (see Note 7). Donated property and equipment are recorded at fair value at the time of donation.

Depreciation is computed using the straight-line method and the half-year convention for additions over the following estimated useful lives:

Buildings and improvements	15 - 40 years
Land improvements	15 - 20 years
Furniture, fixtures and equipment	3 - 7 years
Data equipment and software	3 - 5 years
Leasehold improvements	20 years

Unamortized Debt Issuance Costs

Unamortized debt issuance costs consisted of closing costs and other fees related to the issuance of long-term debt (see Note 9). These costs were being amortized over the life of the related obligation using the straight-line method, which approximates the effective interest method.

2. SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fair Value Measurements

The College follows the accounting and disclosure standards pertaining to ASC Topic, *Fair Value Measurements*, for qualifying assets and liabilities. Fair value is defined as the price that the College would receive upon selling an asset or pay to settle a liability in an orderly transaction between market participants.

The College uses a framework for measuring fair value that includes a hierarchy that categorizes and prioritizes the sources used to measure and disclose fair value. This hierarchy is broken down into three levels based on inputs that market participants would use in valuing the financial instruments based on market data obtained from sources independent of the College. Inputs refer broadly to the assumptions that market participants would use in pricing the financial instrument, including assumptions about risk. Inputs may be observable or unobservable. Observable inputs are inputs that reflect the assumptions market participants would use in pricing the financial instrument developed based on market data obtained from sources independent of the reporting entity. Unobservable inputs are inputs that reflect the reporting entity's own assumptions about the assumptions market participants would use in pricing the asset developed based on the best information available. The three-tier hierarchy of inputs is summarized in the three broad levels as follows:

Level 1 - Inputs that reflect unadjusted quoted prices in active markets for identical assets at the measurement date.

Level 2 - Inputs other than quoted prices that are observable for the asset either directly or indirectly, including inputs in markets that are not considered to be active.

Level 3 - Inputs that are unobservable and which require significant judgment or estimation.

An asset or liability's level within the framework is based upon the lowest level of any input that is significant to the fair value measurement.

Investments

The majority of the College's investments are held through a co-investment with CJP. These investments are held in the Jewish Community Endowment Pool (JCEP), a limited partnership under the managerial control of CJP. Investment return consists of interest, dividends, and realized and unrealized gains and losses on investments (see Note 5). Interest and dividend income is recorded as earned. Realized gains and losses on investment transactions are recognized as changes in net assets in the period in which they occur.

Investments are recorded in the financial statements at fair value. If an investment is directly held by the College and an active market with quoted prices exists, the market price of an identical security is used to report fair value. Reported fair values of shares in mutual funds are based on share prices reported by the funds as of the last business day of the fiscal year. The College's interests in the JCEP limited partnership is reported at the net asset value (NAV) reported by the fund manager, which is used as a practical expedient to estimate the fair value, unless it is probable that all or a portion of the investment will be sold for an amount different from NAV. As of June 30, 2019 and 2018, the College had no plans to sell investments at amounts different from NAV.

A summary of inputs used in valuing the College's investments as of June 30, 2019 and 2018, is included in Note 5.

2. SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fair Value Measurements (Continued)

All Other Assets and Liabilities

The carrying value of all other qualifying assets and liabilities does not differ materially from its estimated fair value and are considered Level 1 in the fair value hierarchy, except for an annuity payable liability which is measured using Level 3 inputs (see Note 12).

Investment Spending Policy

Massachusetts law allows appropriation of a donor-restricted endowment based on the prudent practices of the Board of Trustees. The Board of Trustees has voted to allow for the use of a portion of total investment return for operations each year up to a 5% calculation of the previous twelve quarter average of the investment balance at quarter end. Additional appropriation is allowed at the discretion of the Board of Trustees. Transfers to net assets without donor restrictions, in accordance with this policy, are reflected in the statements of activities and changes in net assets as investment return designated for current operations.

Collections

The College does not capitalize collections which have been acquired through purchase or donation. Purchases of collections are expensed in the year in which the items are acquired.

Income Taxes

The College accounts for uncertainty in income taxes in accordance with ASC Topic, *Income Taxes*. This standard clarifies the accounting for uncertainty in tax positions and prescribes a recognition threshold and measurement attribute for the financial statements regarding a tax position taken or expected to be taken in a tax return. The College has determined that there are no uncertain tax positions which qualify for either recognition or disclosure in the financial statements at June 30, 2019 and 2018. The College's tax returns are subject to examination by Federal and state jurisdictions.

Statements of Activities and Changes in Net Assets

Transactions deemed by management to be ongoing, major, or central to the provision of program services are reported as operating revenue and expenses in the accompanying statements of activities and changes in net assets. Non-operating activities include primarily endowment, capital and investment related activity.

Subsequent Events

Subsequent events have been evaluated through January 30, 2020, which is the date the financial statements were available to be issued. There were no events that met the criteria for disclosure in the financial statements.

3. RELATED PARTY TRANSACTIONS

One of the College's key employees loaned the College \$164,472 during a prior fiscal year. A portion of this loan was repaid during fiscal year 2018. The amount outstanding as of June 30, 2018, was \$99,472 and is included in accrued expenses in the accompanying fiscal year 2018 statement of financial position. This amount was repaid in full during fiscal year 2019.

4. RESTRICTED CASH

The United States Department of Education (DOE) requires that the College submit an irrevocable letter of credit to the DOE. The College obtained this letter of credit from a bank for \$461,285 and \$400,116 at June 30, 2019 and 2018, respectively. The letter of credit is secured by a specific cash account, which is presented as restricted cash in the accompanying statements of financial position.

5. INVESTMENTS

Fair value measurement (see Note 2) was determined using the following inputs at June 30:

<u>2019</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
Pooled investment fund*	\$ -	\$ -	\$ -	\$ 2,511,011
State of Israel bonds	-	4,538	-	4,538
Bond and stock index funds	<u>184,307</u>	<u>-</u>	<u>-</u>	<u>184,307</u>
Total investments	<u>\$ 184,307</u>	<u>\$ 4,538</u>	<u>\$ -</u>	<u>\$ 2,699,856</u>
<u>2018</u>	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
Pooled investment fund*	\$ -	\$ -	\$ -	\$ 2,372,029
State of Israel bonds	-	4,538	-	4,538
Bond and stock index funds	<u>230,375</u>	<u>-</u>	<u>-</u>	<u>230,375</u>
Total investments	<u>\$ 230,375</u>	<u>\$ 4,538</u>	<u>\$ -</u>	<u>\$ 2,606,942</u>

* In accordance with ASC Subtopic 820-10, certain investments that are measured at fair value using the net assets value (NAV) per share (or its equivalent) practical expedient have not been classified in the fair value hierarchy. The fair value amounts in this table are intended to permit reconciliation of the fair value hierarchy to the amounts presented in the accompanying statements of financial position.

Investments include primarily donor restricted endowment. Accordingly, investments have been classified as non-current assets in the accompanying statements of financial position regardless of maturity or liquidity. Investments are not insured and are subject to ongoing market fluctuations.

5. INVESTMENTS (Continued)

The pooled investment fund consists of the following categories of assets as of June 30:

	<u>2019</u>	<u>2018</u>
Money market funds	4.3%	18.0%
Domestic equity	2.3	2.0
Real assets	0.4	1.0
Absolute return	<u>0.3</u>	<u>3.0</u>
Subtotal	<u>7.3</u>	<u>24.0</u>
Alternative investments:		
Absolute return	36.0	33.6
International equity	21.9	22.7
Fixed income	12.2	-
Domestic equity	7.2	7.6
Credit related	6.7	5.0
Private equity/venture capital	5.1	3.7
Real assets	<u>3.6</u>	<u>3.4</u>
Total alternative investments	<u>92.7</u>	<u>76.0</u>
Total	<u>100.0%</u>	<u>100.0%</u>

6. PLEDGES AND GRANTS RECEIVABLE

Pledges and grants receivable are recorded at their net present value when unconditionally committed. An allowance for potentially uncollectible pledges and grants receivable is provided based upon management's assessment of potential defaults.

Pledges and grants receivable are due as follows as of June 30:

	<u>2019</u>	<u>2018</u>
Due in one year	\$ 724,542	\$ 939,351
Due in one to five years	920,000	959,999
Due in five to ten years	<u>324,999</u>	<u>200,000</u>
	1,969,541	2,099,350
Less - discount	<u>80,102</u>	<u>54,682</u>
	1,889,439	2,044,668
Less - current portion	<u>724,542</u>	<u>939,351</u>
Long-term pledges and grants receivable, net	<u>\$ 1,164,897</u>	<u>\$ 1,105,317</u>

The College discounted long-term pledges using a 2% discount rate at June 30, 2019 and 2018.

7. PROPERTY AND EQUIPMENT AND PROPERTY HELD FOR SALE

Property and Equipment

Property and equipment consist of the following:

	<u>2019</u>	<u>2018</u>
Furniture, fixtures and equipment	\$ 2,078,619	\$ 2,005,791
Data equipment and software	<u>1,218,646</u>	<u>1,195,137</u>
	3,297,265	3,200,928
Less - accumulated depreciation	<u>3,140,783</u>	<u>3,105,196</u>
Net property and equipment	<u>\$ 156,482</u>	<u>\$ 95,732</u>

Substantially all of the College's property and equipment were pledged as collateral for the College's long-term debt (see Note 9).

Property Held for Sale

On June 30, 2017, the College signed a purchase and sale agreement to sell its building and land (the Property) for \$18,000,000. Accordingly, the Property has been presented at net book value as property held for sale in the accompanying fiscal year 2018 statement of financial position. The College finalized the sale of the Property in August 2018 and incurred a loss on the sale of approximately \$2,200,000, which included \$2,000,000 of free rent to be utilized over the next four years. In fiscal year 2019, \$500,000 of free rent was utilized. The remaining \$1,500,000 is included in prepaid rent in the accompanying fiscal year 2019 statement of financial position.

8. LINE OF CREDIT

The College had available a \$1,100,000 line of credit with a bank. Outstanding borrowings were due on demand and interest was payable monthly at the bank's prime rate (5% at June 30, 2018), plus 1.25%. There was \$50,000 outstanding on the line of credit as of June 30, 2018. This amount was paid off in full in fiscal year 2019. Interest expense on the line of credit was \$1,788 and \$10,603 for the years ended June 30, 2019 and 2018, respectively.

9. LONG-TERM DEBT

Long-term debt consists of the following:

	<u>2019</u>	<u>2018</u>
Non-interest bearing note payable to CJP, due in quarterly installments of \$400,000 starting in July 2020 through July 2023. The note is secured by a note receivable (see Note 15).	\$ 5,200,000	\$ -
Non-interest bearing note payable to CJP, due in annual installments of \$24,400 through December 2025. CJP may loan additional amounts under this agreement. In the event of any default in payment, CJP may declare the entire outstanding note balance due on demand with interest at 10%. The note is unsecured.	170,755	195,155

9. LONG-TERM DEBT (Continued)

	<u>2019</u>	<u>2018</u>
Note payable to Massachusetts Development Finance Agency (MDFA), pursuant to MDFA issuing Series 2012 revenue bonds (Series 2012). Under this agreement, the College was making monthly principal and interest payments of \$35,543 through April 2022. The note was secured by substantially all assets of the College and had been personally guaranteed (up to \$1,700,000) by certain members of the College's Board of Trustees and College benefactors. The note was paid in full in August 2018 upon the sale of the Property (see Note 7).		
	-	6,868,466
	5,370,755	7,063,621
Less - unamortized debt issuance costs	-	141,871
Less - current portion	24,400	6,750,995
	<u>\$ 5,346,355</u>	<u>\$ 170,755</u>

Future principal payments over the next five years are as follows:

2020	\$ 24,400
2021 - 2023	\$ 1,624,400
2024	\$ 424,400

Interest expense was \$39,216 and \$236,632 for the years ended June 30, 2019 and 2018, respectively. As a part of the note payable to MDFA, the College was required to maintain a debt service reserve fund. The balance of the debt service reserve fund at June 30, 2018, was \$404,193, which was used during fiscal year 2019 to repay the MDFA note payable.

Imputed interest on debt issuance costs for the year ended June 30, 2018, was \$6,037. As of June 30, 2018, unamortized debt issuance costs were \$141,871 and has been deducted from long-term debt in the accompanying fiscal year 2018 statement of financial position. The remaining unamortized balance was written off as part of the sale of the Property (see Note 7) and payoff of debt (see above) in fiscal year 2019.

The College was required to reimburse the bond insurance company for legal costs associated with a 2012 bond refinancing. The reimbursement was payable in twenty quarterly non-interest bearing payments of \$12,601 through July 2018. The College also has a payable to the bond insurance company for fees related to the bond refinancing totaling \$568,000. The College was required to make twenty-five quarterly non-interest bearing payments of increasing amounts each year. This agreement was re-negotiated in fiscal year 2017, reducing the quarterly payments to \$2,500 through July 1, 2018, and \$12,601 through July 1, 2028. The outstanding balances of these agreements (\$475,718 and \$513,522 at June 30, 2019 and 2018, respectively) are presented as accrued settlement costs in the accompanying statements of financial position.

Future payments on the accrued settlement costs over the next five years are \$50,406 for fiscal years 2020 through 2024.

10. LEASES

The College had an agreement with the Newton Centre Minyan, Inc. (a Massachusetts nonprofit corporation) (the Minyan) for use of the College's facility. The Minyan paid the College an annual fee of \$106,000 during the years ended June 30, 2019 and 2018, for use of this space in accordance with the agreement. This agreement expired on June 30, 2018, at which time the College rented the facility on a monthly basis. The annual fees are included in facilities rental, conferences and events in the accompanying statements of activities and changes in net assets.

11. EMPLOYEE BENEFIT PLANS

The College has a discretionary employer contribution retirement plan under IRC Section 403(b) for qualified employees. Employees are eligible to participate upon hire. Employees contribute to the plan each year within the limits of the IRC, through salary reduction agreements. Only those employees who have completed six months of service are eligible to receive a portion of the employer's discretionary matching contribution, if any. Contributions vest upon attainment of normal retirement age of 65, upon retirement due to disability, upon death, or upon termination of the plan. The College did not contribute to this plan in fiscal years 2019 and 2018.

The College also has a deferred compensation plan for one of its key employees under Section 457(b) of the IRC. There were no contributions made to the plan in fiscal years 2019 and 2018. All contributions are 100% vested. Pursuant to this employee's employment agreement, the College is also required to maintain a deferred compensation plan under Section 457(f) of the IRC. Contributions to this plan vest annually as long as the employee remains employed at the College.

As of June 30, 2018, the College had accrued total contributions of \$279,659 to the plans, which was included in accrued expenses in the accompanying fiscal year 2018 statement of financial position. As of June 30, 2018, \$63,404 was invested in this plan and was included in investments in the accompanying fiscal year 2018 statement of financial position. As of June 30, 2018, this key employee left the College and the entire balance of the deferred compensation plan was paid out during fiscal year 2019 from proceeds of the sale of the Property (see Note 7).

12. RETIREMENT AGREEMENT

The College has a retirement agreement with a former President of the College (former President). The retirement agreement outlines future retirement annuity payments to a former President, which began in fiscal year 2017, at \$2,917 per month. Fair value, which is measured using Level 3 inputs (life expectancy and present value factors using a 1.49% discount rate), was \$323,486 and \$358,490 as of June 30, 2019 and 2018, respectively, which is presented as annuity payable in the accompanying statements of financial position. Future payments under this agreement will be \$35,004 per year.

A reconciliation of the agreement activity is as follows:

	<u>2019</u>	<u>2018</u>
Annuity payable, beginning of year	\$ 358,490	\$ 393,494
Payments made	<u>(35,004)</u>	<u>(35,004)</u>
Annuity payable, end of year	<u>\$ 323,486</u>	<u>\$ 358,490</u>

13. CONCENTRATIONS

Approximately 21% and 20% of total operating revenue for the years ended June 30, 2019 and 2018, respectively, is from CJP.

Approximately 84% and 82% of gross pledges receivable at June 30, 2019 and 2018, respectively, are due from four donors.

14. DUE (TO) FROM

Due (to) from in the accompanying statements of financial position consists of:

- The Massachusetts Supreme Judicial Court, with the support and approval of the Attorney General of the Commonwealth of Massachusetts, has authorized the College to borrow up to \$2,900,000 of net assets with donor restrictions and/or appreciation on these net assets with donor restrictions for operating purposes. As of June 30, 2019 and 2018, the College had borrowed \$2,900,000 under this agreement.
- A \$250,000 contribution made in 2005, which was recorded as net assets without donor restrictions, was actually net assets with donor restrictions.
- As of June 30, 2019 and 2018, the College had used \$281,454 of net assets with donor restrictions to fund its restricted cash account (see Note 4).
- As of June 30, 2018, the College had received \$45,899 of restricted contributions that had not yet been invested. This amount was invested in fiscal year 2019.
- As of June 30, 2018, the College had received \$42,278 of net assets with donor restrictions of contributions that had been spent before the restriction had been met. The restriction was met in fiscal year 2019 and the amount was released.

15. MORTGAGE NOTE RECEIVABLE

As part of the sale of the Property (see Note 7), the College entered into an \$8,000,000, non-interest bearing note receivable with the buyer of the Property. Of the future payments under this mortgage note receivable, \$5,200,000 is to be paid directly to CJP to satisfy the non-interest bearing note payable reflected in Note 9, with the balance being payable to the College. Payments under this agreement are expected to be \$1,600,000 for fiscal years 2020 through 2023.

The above amounts have not been discounted to their net present value, as all amounts are either expected to be collected in fiscal year 2020 or are offset by the non-interest bearing note payable to CJP.

16. CONTINUING OPERATIONS

The College incurred an operating deficit of approximately \$944,000 for the year ended June 30, 2019, which included \$500,000 of free rent that was a non-cash transaction (see Note 7). The College incurred an operating deficit of approximately \$944,000 for the year ended June 30, 2019. The College has had recurring operating deficits over the past several years and continuous declines in enrollment and tuition. Operating net assets without donor restrictions were approximately \$1,814,000 as of June 30, 2019.

Management of the College continues to make significant strides on the path to financial recovery. The College sold its land and building for \$18,000,000 in August 2018, using the proceeds to pay off all bank debt obligations and certain liabilities. As a condition of the sale, the College retained the right to remain at its current location through December 2022.

16. CONTINUING OPERATIONS (Continued)

Highlights of other key initiatives undertaken in fiscal year 2019 and carrying forward into fiscal year 2020 and beyond include:

- **Relationship Building:** Significant efforts have been undertaken to further strengthen the College's reputation in the community through hosted activities and communications about the building sale, installation of the new President, establishment of a President's Council, various donor cultivation events, Graduation and honorary Degrees, new hires and positive press coverage. The College's relationship with CJP, a key Hebrew College and community funder, has also been significantly enhanced during this time period and will continue to be strengthened in the coming years.
- **Resource Development:** The College raised over \$1,900,000 in fiscal year 2019, establishing multiple six figure commitments from new major donors, including a Legacy commitment of \$1,000,000. In budgeting for fiscal year 2020, management rigorously planned for a balanced budget, with a highly achievable fundraising goal of \$2,000,000. Development efforts have been enhanced with additional staff resources, creation and implementation of a Development Plan that is strongly supported by a Board Development Committee, and improved data management and donor stewardship through implementation of a new data management system, Campus Café.
- **Strategic Planning:** During fiscal year 2019, the College formed a Strategic Planning Committee of Board, staff and external resources, to undertake a strategic planning process to develop a sustainable business model and provide thoughtful, strategic direction for future decisions about focus, innovation and relocation. Phase one initiatives focused on reducing silos, strengthening integration, achieving operational efficiencies, and leveraging synergies within the institution for greater impact and growth. Cost-saving measures in support of integrated strategic vision and reduction of administrative overhead costs, were implemented in the rebalancing of the fiscal year 2020 budget. Key functions in the areas of registration, human resources, and marketing were centralized to support efficiency and consistency of policies, procedures, and the Hebrew College brand. These initiatives also include culture change and building support for new vision throughout the College as key objectives. Several working groups are carrying forward the work of the Strategic Planning Committee during fiscal year 2020 and will be presenting further findings and recommendation to the Board in Spring of 2020.
- **Real Estate:** The College launched a real estate committee during fiscal year 2019 and engaged the on-going guidance and services of local real estate brokers. The College has begun to explore a number of strategic partnership opportunities and is poised in 2020 to move into a more active phase of the search with direction from the Strategic Plan. The goal is to identify the College's new home by Spring/Summer of 2021 and then prepare for relocation during the Summer of 2022.
- **Board Growth and Development:** One of our institutional priorities over the last year has been the revitalization and expansion of our Board of Trustees. We are pleased that eight new members have joined the Board of Trustees in the last year and a half (bringing us to a total of eighteen current members), and the Board has been significantly enhanced by their presence and participation. Our priorities in bringing on new members have included: diversity of age and gender; relevant experience and expertise in strategic planning, fundraising, and financial planning; personal giving capacity; strong networks in the local and national Jewish community, and relationships with potential strategic partners in the world of pluralistic Jewish education.

16. CONTINUING OPERATIONS (Continued)

- Board Growth and Development: (Continued)

In addition to the thoughtful onboarding of new members, the Board of Trustees has committed to a number of initiatives to strengthen Board culture and build a strong and productive partnership with senior leadership of the College:

- a. Every Board member is now active on one of five committees: Governance, Finance, Development, Academic Affairs, and Real Estate. Each of these committees has at least one chair, who is responsible for regular reports at meetings of the full Board.
- b. At the request of President Anisfeld, an ad hoc committee of the Board is conducting an annual review of her work as president (laying the foundation for a more robust culture of feedback, assessment, learning, and growth within the institution as a whole).
- c. The Board is gathering for a full day retreat on February 9, 2020. We are working with an outside facilitator who will help lead an interactive program designed to help the Board build stronger relationships, better understand their roles and responsibilities, strengthen a sense of partnership with senior staff, feel more informed and inspired about the mission and vision of the College, and feel more prepared to make key strategic decisions moving forward.

At this critical time in the life of our institution, we are excited by the number and quality of lay leaders who have stepped up to lend their experience, expertise, and financial support to help lay the foundation for a vibrant and sustainable future.

17. LIQUIDITY AND AVAILABILITY OF FINANCIAL ASSETS

Financial assets available for use by the College within one year from the statement of financial position date as of June 30, 2019, are as follows:

Cash	\$ 1,755,020
Accounts receivable, net	23,757
Current portion of pledges and grants receivable	<u>724,542</u>
	2,503,319
Less - pledges and grants with purpose restrictions	(281,513)
Less - cash with purpose restrictions	<u>(842,292)</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$ 1,379,514</u>

As part of the College's liquidity management, the College has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligation come due. As of June 30, 2019, the College has financial assets equal to approximately two months of operating expenses.

18. RECLASSIFICATION

Certain amounts in the fiscal year 2018 financial statements have been reclassified to conform with the fiscal year 2019 presentation in relation to the adoption of ASU 2016-14 (see Note 2).