Hillel: The Jewish Student Center

January 24, 2014

Student Services Fee Request for the 2014 - 2015 Academic Year

1521 University Avenue South East, Minneapolis, Minnesota 55414

Address

(612)-379-4026 N/A Hillel@umn.edu
Phone Fax Email

“We acknowledge that the Fee Committee does not award actual dollars, but rather a penny fee that earns dollars based upon student enrollment levels. Any differences between anticipated and actual income resulting from changes in enrollment are the responsibility of the student organization, not of the Fee Committee.”

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Is your organization an IRS 501 (c)(3) not-for-profit? Yes X No

If yes, please provide proof of your organization’s 501(c)(3) status.

Hillel is a 501c3 organization and its Federal Tax ID number is 41.6038613

Funds are being requested for (check all that apply):

General Operating Support: Start-Up Costs: Capital:

Project / Program Support: Technical Assistance: Other (List):

Budget

- SSF Dollar Amount Requested $ 74,814.00
- Total Annual Organization Budget $ 129,789.00
- Total Program Budget (apart from General Operating) $ 88,925.00
Section 1: Narrative

Hillel at the University of Minnesota opened its doors in 1940 striving to engage the University community in Jewish culture, religion, and tradition. Hillel has since evolved into a wide reaching and diverse organization while still providing a place for students to study, discuss, and learn about Judaism. Hillel pursues its mission of improving the lives of students by fostering student growth and balance, pursuing tzedek (social justice) and tikkun olam (repairing the world/community service), in addition to supporting Israel and Jewish learning. Furthermore, Hillel commemorates significant events across campus in respect of The Holocaust. Indeed as the survivors of the Concentration Camps pass on, the next generation-our students of today-are being charged with the responsibility of being the guardians of the memory, and Hillel takes its responsibility seriously through programs such as the “Transfer of Memory”. With a presence on the University of Minnesota Campus, Hillel seeks to ease the transition into college for freshmen and transfer students, allow students to find their Jewish identity, in addition to engaging both Jews and non-Jews in fun, educational, and community building events and programming.

For the last 74 years, Hillel has been located on University Avenue and has been a part of the expansion and growth of the University for many years. Hillel is one of the most recognizable institutions for university students, and hosts many activities, including education sessions about religion, Judaism, and Jewish culture. Hillel also hosts leadership development meetings, Shabbat services, and many holiday and other cultural events. Hillel also offers students more than just religious and cultural programming. Through opportunities in leadership, networking, multimedia, community service, and volunteering Hillel provides students with social opportunities and chance to build their own identity. These community-oriented opportunities connect many of the 2,000 Jewish students enrolled at the University of Minnesota.
Hillel provides students with ways to celebrate their cultural traditions, as well as teach and engage students not familiar with Jewish culture or religion. Sharing and teaching Jewish traditions to other students is a goal for the organization and is exemplified in the annual Jewish culture month where there are numerous programs and events all around the University of Minnesota campus centered on teaching students about Judaism and Jewish culture. Part of Hillel’s mission is to improve the lives of students and create a vibrant community centered on Judaism. On a large campus like the University of Minnesota, Hillel offers a place for Jews to maintain a Jewish identity and create lasting friendships.

Like many organizations that experience longevity, Hillel has experienced many changes over the years both in terms of the demographics of the student population it serves and the emphasis of its mission. For many years the mission focused on “if you build it they will come”, meaning providing a building for students is sufficient. However, now the focus is on campus engagement. Using the actual building of Hillel as its base and a resource, the focus is to actually go out on campus, to reach out, and connect with students where they are at. Equally, leadership development and enhancing a student’s knowledge of their own sense of their Jewishness are critical components of the Hillel Program where the transmission of Judaism is vital to the continuity of the Jewish Future. Such new innovative programs as “Shabbat around the U” which connected over 130 students hosted by 12 students across the campus on the same evening is indicative of this new approach, and our intern driven campus engagement initiative which will connect with over 150 students who would normally not connect with Hillel.

The investment in our interns to create programmatic opportunities is not just about the work they do but an investment by Hillel in their growth and development. An internship is a unique opportunity for a student to participate in a real learning and personal development
opportunity, which also involves serious training opportunities sponsored by Hillel International. Hillel recognizes that being at a University is more than just about being in the classroom, as it provides diverse value-added opportunities for students to grow as a person who will make a serious contribution to society as a whole.

Furthermore, Hillel also has a presence on campus in order to help with the transition into college for incoming freshmen and transfer students. Coming into a campus with around 50,000 students can be a stressful event. New students can have a difficult time finding a way to get engaged and make the large University of Minnesota campus more personal. Hillel provides these new students with the ability to create a community that can help immerse themselves in the culture Hillel and the University of Minnesota has to offer. Hillel seeks to provide this transition through programming that is available in addition to leadership roles on the student board and through the internship program. Within the first few weeks of the Fall semester, Hillel hosts a first year dinner. This is a dinner for freshman in addition to transfer students. This dinner provides the opportunity for first year students to engage with one another to create a personal atmosphere. At the conclusion of this dinner Hillel hosts a dessert reception for all students on the University of Minnesota campus. When these students arrive, it provides them the opportunity to engage with the first year students in order to create a bond. The goal of this dessert reception is to make connections and give the older students the ability to mentor the first year students and make them feel comfortable and a part of the community. In addition, Hillel provides two positions on their student board that are reserved for first year students. These students are then able to make a direct impact on Hillel in addition to engaging other first year students.

Hillel provides a place for students to create and find their Jewish identity. Hillel offers
many different types of programming focused on creating or finding one’s Jewish identity. For example, Hillel offers Friday night services twice a month for those who find their identity spiritually. Hillel provides a unique atmosphere for all students to enjoy. In addition, Hillel has partnered with organizations to provide a free trip to Israel. In the past, many people have found their Jewish identity through this trip, and without Hillel, this may have never happened. Finding one's Jewish identity on a large University campus can be difficult, but Hillel provides many opportunities to make it easier for students.

Hillel provides educational and community building programs in order to foster new relationships between the students on the University of Minnesota campus. Programming is a large part of what Hillel does to create a warm atmosphere and a presence on the University of Minnesota campus. Hillel has done successful programming from its origin in addition to progressing programming in order to provide the students at the University of Minnesota the opportunity to get engaged. For example, Hillel created an initiative where we rent out a gymnasium every Friday in order to play basketball. This engages students who do not usually come to programs in addition to providing the opportunity for students to foster relationships through a mutual interest.

Additionally, one of the focuses for Hillel in the last two years has been to strengthen its relationships with students of like mission. Because the relatively small population of Jewish students on campus, in the past there has been competition for students for like mission student groups. However, the past couple year’s board members have come to the conclusion that groups with the same goals and missions should not compete for students; rather, they should make campus a welcoming and open opportunity for students to engage with the campus community and find their own identity. With the mission of improving students’ lives and helping foster a
Jewish community and identity on campus no student group loses if those goals are met, no matter the organization. If there is a stronger Jewish student community at the end of the year than at the start it does not matter which student group had the most people come to their programs it is about celebrating the success as a whole campus community.

With that, Hillel has increased outreach to have joint programming and to work with other groups of like mission on campus. Some groups that Hillel works extremely close with and doing co-programming and co-sponsoring events with are: Chabad, AEPI fraternity, and AEPhi sorority. Some examples of events we have done and look to do again in the future are the annual Hillel/Chabad Hannukah celebration where we invite the campus community to come celebrate the Holiday of Hanukkah with food, candle lighting, and social programming. In the past we have done events such as bowling at Goldy’s Game Room and ice skating at Mariucci Arena. Another event we have done with Chabad is co-sponsored their annual Shabbat 250 event where they attempt to have 250 students for a Shabbat dinner. It was a great success with over 175 students in attendance last year.

AEPI and AEPhi which are the Jewish fraternity and sorority on campus are great partners with Hillel. The groups support each other by marketing each other’s events and helping with building space as well. Because AEPhi does not have a house on campus they use Hillel’s building as a space to hold programs and meetings. In addition AEPI and Hillel co-sponsored a shabbat dinner (Friday night dinner) that created a great turnout. Both organizations are great assets to campus with their philanthropic work and social programming and Hillel is proud to partner with them on many events throughout the year.

Other groups that share our mission are Israel Support groups such as GopherIsrael and
Students Supporting Israel. We have done joint programming with these groups in the past such as an Israeli Night Club party. The Israeli Night Club party had a great turnout. In addition, it gave students the ability to engage and broaden their interests by talking with students from other like mission organizations. In addition, we also host an Israeli Shaliach (ambassador) each year from Israel that does Israeli programs at Hillel including weekly viewings of the Israeli TV show Haatufim which is what the American show Homeland was based off of.

Along with university organizations we also pair with many groups from the Twin Cities community including organizations such as Jewish Family Children Services, Next Generation, Hillel Life, and various synagogues around the community. One of our largest programs with these organizations is our Networking Event where we bring in professionals from around the community that share their experiences and help students prepare for life after college. Working with these great organizations within the greater Twin Cities has been a pleasure, and we look forward to continue programming with them in the future.

All of these groups that Hillel partners with are essential to Hillel’s mission of providing students with leadership, social, networking, multimedia, programming, and community volunteer opportunities to make a difference on campus. Hillel as an organization looks to continue these relationships with groups with like missions to enhance and improve the campus community and make the University of Minnesota a welcoming place for all students.

Moreover, with the emphasis this year on increased outreach to students this past year Hillel hired a new full time staff member in the capacity of the “Engagement associate.” His role is to help create programming and initiatives that draw in students in a variety of capacities with the end goal of giving Jewish students the opportunity to connect to their Judaism in a myriad of
ways. Besides offering programming and creative initiatives, our main focus is an emphasis on relationship building. Our viewpoint is that if students have a connection or a relationship with someone, they are more likely to attend something that their friend/peer/mentor is putting on. At the end of the day students do not come to Hillel for the food or the program, they come here for their friends and the relationships they have created that give them the comfortable familial sense and the feeling of being part of the greater Jewish community. Ultimately, this comfortable familial sense can make the large University of Minnesota campus, a smaller more welcoming campus.

Famous Zionist Ahad Ha’am once said, “More than the Jews have kept Shabbat, Shabbat has kept the Jews.” It is really this sense that shows how Shabbat is the core of the Jewish people. For us at Hillel, engagement is all about finding students where they are, and bringing Judaism to them. One of the primary examples of this succeeding was our “Shabbat Around the U” initiative that occurred November 8th. Traditionally the focus of the Sabbath is the Friday night Shabbat dinner. This is a time for family and friends to take a break from their week and find joy in simply spending time together. For many students this Shabbat feeling they grew up with gets lost for a variety of reasons while attending college. We at Hillel have done our very best to give our students a re-creation of this Shabbat feeling, but can only accomplish so much in an office building setting with many students in attendance. To combat this we have created our “Shabbat Around the U” initiative, which brings that intimate Shabbat experience into our student’s homes. “Shabbat Around the U” is a night where 12 students host Shabbat dinner in their homes for between 5-10 students. This accomplishes a few things: first, it allows students that do not come to Hillel an opportunity to have a Shabbat experience. Second, it gives our students the opportunity to create Shabbat for themselves, something that we hope they are
comfortable doing after graduation when they do not have Hillel to help support them. Finally, “Shabbat Around the U” creates a feeling of Shabbat all through campus, instead of just in one building. “Shabbat Around the U” was wildly successful, engaging 130 students, when we usually get between 20-40 on Hillel hosted Shabbat dinners. It is initiatives like “Shabbat Around the U” that we want to push as we move forward as an organization. Our building is great and offers many amazing opportunities, but as we saw with “Shabbat Around the U” students really respond to having Judaism brought to them, and having opportunities they can get behind executed by their friends and their peers.

**Section 2: Organizational Chart**

- **Executive Director**
  - Oversee all activities and maintain communication

- **Board President**
  - Provide guidance and ideas to board and help with programming and

- **Engagement Interns**
  - Create relationships with Jewish students and plan and execute initiatives to reach them

- **Board President**
  - Oversees all programming and communication between staff and committees

- **Vice President**
  - Focus on planning programs for students and representing organization at campus events and keeping contact with

- **Treasurer**
  - Oversee all financial activities including maintaining the budget and leading the SSF application process

- **General Student Body**
  - Both Jewish and Non-Jewish students that attend and participate in Hillel programming and activities.

- **Committees**
  - Plan and execute programming and engage students
Section 3: Performance Report
There is estimated to be around 2,000 Jewish students on the University of Minnesota campus.

Although those 2,000 students are Hillel’s main audience for its programming, any student is more than welcome to come to any of Hillel’s events or to come inside of the building. We mainly do our attendance through Facebook events and sign-up sheets when students come to our programs. These numbers are not 100 percent accurate, however, they are the most accurate numbers to date and we are looking for a more advanced and accurate attendance system to be used in the future.

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<th>Event</th>
<th>Occurrence Per Year</th>
<th>People in Attendance</th>
<th>Total</th>
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<tr>
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<td>Tie, Tye, Thai</td>
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<td>Homecoming Shabbat</td>
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<td>First Year Dinner</td>
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<td>Class Dinner</td>
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<td>Good Deeds Week</td>
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Section 4: Reserve Accounts

Hillel does not have a separate reserve bank account; however, the organization does keep a reserve amount of money in its current bank account. The reasoning for keeping a reserve amount is for unseen expenses as well as a carryover balance to be used in the upcoming school year. Because the first SSF check does not arrive until October of the current school year, Hillel is in need of funds during the following September. September is an important month for the organization as this is when freshmen, transfer students, and other students who want to get more involved in the campus community find their identity and place in the campus community. In order to attract those students September programming is crucial to the organization. Therefore, a carryover program was implemented three years ago in order to be certain there were funds in order to have meaningful and attractive September programming. How this is done is $5,000 is taken from the previous year’s SSF income and put into the reserve account. Once September comes that $5,000 is taken out of the reserve account and put to use in September programming. Once the SSF check comes out in October the new $5,000 is taken out and saved for the following September. This carryover of $5,000 continues year after year to insure programming for the month of September. Currently, there is $5,000 in the reserve account due to receiving the 2013-2014 Student service fees check in October 2013. Hillel believes this is an essential initiative in order to have meaningful programming that fosters a university community and allows students an organization they can connect with.

Section 5: Fees Request

For the 2014-2015 school year Hillel’s student service fees request is $74,814.00. This is an increase from last year but it is with good reason. This past May three out of our four full time
staff members left their positions to pursue other opportunities. Thus, starting this past September we have had three brand new full time staff members that have never been a part of the University of Minnesota community. This brought a fresh new look into our organization which inevitably led to some changes in organizational structure, programming, and involvement in the campus community. Our new executive director, Zac Kaye, and his staff are looking to completely reface Hillel as an organization at the University and they are looking to implement their new and innovative ideas in the 2014-2015 school year. Their main goals are to increase the impact and reach of programming to students on campus. This means not just having programs at the physical Hillel building, rather having the actual programs where the students are located on campus. This means more programs at local venues such as Coffman, McNamara, TCF Stadium, and coffee shops. Additionally this initiative includes working more with other student groups at the university to reach and impact more students. Doing programming with groups such as Chabad, Multifaith Student Association, Muslim Student Association, Students Supporting Israel, GopherIsrael, and many of the Greek organizations as well.

Along with the increase and improvement of programming for next year we are also looking to get additional funding for operational items as well as programming items that we have not asked for in the past. After attending the student service fees information session this past fall we discovered that many of our costs that were not included in past years requests are indeed eligible to be put into our application and request for the 2014-2015 school year. This includes items such as compensation for our student intern program and travel stipends for students to attend out of town leadership development conferences.

Furthermore, all of the new initiatives that will be taking place in the 2014-2015 school year are proven initiatives that have proven successful at Hillel’s around the country. They are
best practices that we hope will bring our organization to new levels and allow Hillel to play a larger role in the University of Minnesota campus community. We want Hillel to be an organization where every student on campus, Jewish or not, feels they are welcome and they have a place where they discover themselves and enjoy their time as a student at the University of Minnesota.

Furthermore, additional reasoning for our increase in request is due to the changes we are looking to implement in the coming school year. As mentioned in the opening of this section relationship building is a core concept of engagement. It is with this in mind that we are hoping to create an engagement intern team. This team of 10 student interns will be responsible for three things: education, relationships, and initiatives with the end goal of engaging 60 students each and 600 students total. Our engagement interns will attend a weekly class about networking, relationship building and Jewish learning. By having this weekly class our interns will have the opportunity to improve throughout the year in a strategically focused way that will have the ability to impact them in their professional lives after graduation. The Jewish learning aspect will allow them to be comfortable engaging with all types of Jewish students, and give them a platform to work off of. The other benefit of having a weekly class is it allows our engagement team to work together to achieve their goals.

Our hope is for the University of Minnesota to become a destination for Jewish students, with an enrollment of around 10% of the entire student body. While we understand this is not reachable overnight, we do believe it starts with relationships between students and this is the place. By empowering our student interns to foster and build these relationships our community will continue to grow. Our student interns will be responsible to create and foster relationships with 60 unengaged students. This is intended to be done by using social networking to reach
students in a variety of ways. From coffee dates and pick-up basketball games, to sushi making and hosting Shabbat dinners together.

Education and relationship building lead to our end goal of engagement which is creating and implementing creative initiatives. Our goal for our student interns is to learn the reasoning for engagement and how to engage. They then enact that by creating and forming relationships which end in action, or the initiative. We will encourage our student interns to create initiatives that reach the students they are engaging where they are. If the students they are engaging are into sports this can include watch parties of sports teams or a recurring sport like our successful initiative “Jewball.” Jewball is an initiative created by one of the members of the student board at Hillel. Each Friday, Jewish students on the University of Minnesota campus meet at the gym Hillel has rented out for two hours.

In order for our engagement model to work there are numerous initiatives that we are doing at Hillel that will need to be edited. We currently run on a volunteer board structure. With this we have found a lack of accountability from our student leadership. By implementing an intern structure we have built in incentives and accountability (stipends). Also, by creating this intern structure we allow our students a chance for work experience in a professional setting, something that can be quite beneficial after graduation. Other things that will need to change are the ethos of our Hillel students. Right now we have our core group of students that come to programs just because they are at Hillel, not necessarily because it is what interests them. With our intern model we will be offering many more programs and initiatives than we currently do. Though these programs may not draw as many students (they are not intended to), we will engage more students by offering the unengaged students opportunities that will excite them, reaching the unengaged student where he or she is.
Student involvement is a key component in the Hillel organization. Although we do have full-time staff on campus, the students on the board as well as students who are part of programming committees plan and execute all of the programs throughout the year. Everything that is paid for with student service fees money is planned and executed by either the students on the board or students who are a part of the university community. We also, as mentioned previously, have an internship program where students from the university community have an opportunity to educate, build relationships, and engage students from the university community to help foster that community and familiarize students with Jewish religion, culture, and with Hillel as a welcoming organization on campus.

Additionally, this past year we partook in a full scope audit by Deloitte. From our overall good audit report we had a relatively low variance in the tested transactions. From our consumable and communication transaction tested we only had a variance of $85, a $98 variance in the grants and donations section and that was because we got the donations in cash and did not receive a receipt from the charity, and a zero variance in the capital and travel transaction tests. A point that could be made that supports our need for student service fees is the fact that we had a $30,815 variance in organizational contributions because when we did our application that year we were counting on grants and donations for programs such as the intern program, however, we only received around $585 which is not sufficient to be able to do some of the programs that our organization wanted to do for the students of the university.

Finally, our organization does not have any programming during the summer from June until August, however, the building does stay open part time, around 20-30 hours per week. With that disclaimer, Hillel is approximately 30% operational during the summer. Thus, a minimal amount of operational costs will occur during the summer months. As stated previously, there are
no student programs over the summer but the full time staff will be in the building doing strategic work such as fundraising, grant writing, and preparing for the following school year and the office will be open. The building is also open during the summer for students to come in and socialize, watch TV, and print. All services that are available to students during the school year are also available to students during the summer just with the fewer building hours. Students will benefit the same ways they do during the school year in the summer, however, there are no planned programs for students to partake in over the summer but the building, its amenities, and its services are open to any student who wishes to come inside.

The following is a list of regarding the compensation of student employees and professional staff:

Full Time Staff (4)
These are paid salaries.
Responsibilities include, but are not limited to:
• Overseeing student leadership
• Managing and assuring the administration of the physical space
• Supervising student interns and employees
• Creating an educational, safe, and rewarding campus environment
• Assuring all religious needs of the students at Hillel are met

Paid Student interns (26)
Front desk student employees (9)
They all receive an hourly salary of $7.25.
They are all required to work 4-6 hours a week.
Their position is to:
• Ensure each student who visits receives a warm welcome and their questions are answered.
• Be the first person available to those who contact Hillel with questions or need information
• Help student leadership to facilitate Hillel programming.

Other student interns (17)
• Israel interns (2)
  o Their jobs are to bring Israel education, awareness, and programming to campus.
  o This position receives a $300/semester stipend.
Arts interns (2)
- Their jobs are to bring the arts to Hillel. They arrange programs through photography, music, paintings, etc. throughout the year.
- This position receives work study hourly pay of $10.

Sustainability Intern (1)
- This position helps Hillel to create partnerships with the environment through programs and education.
- This position receives a $300/semester stipend.

Photography Interns (2)
- These interns take photographs at each program and use them to advertise future Hillel programming.
- This position receives work study hourly pay of $10.

Video Intern (1)
- Creates videos for Hillel promotion
- This position receives work study hourly pay of $10.

Engagement Intern (1)
- This intern is responsible for helping to connect students to meaningful experiences and resources and to each other. They build and strengthen relationships and help create programing both within Hillel and out of Hillel to help reach all students.
- This position receives work study hourly pay of $10.

Shabbat interns (2)
- Create Shabbat experiences for students throughout the year.
- This position receives a $300/semester stipend.

Web Design and Weekly Email Intern (1)
- This intern sends out the weekly information for Hillel to students. This person also helps design and update the website to keep current for all parents, students, and staff.
- This position receives a $300/semester stipend.

Graphic Design Intern (1)
- This intern creates many of the advertisements for programs and Hillel functions.
- This position receives a $300/semester stipend.

Community Health (1)
- This intern is involved in all aspects of the SoupforU initiative, and other programs that may be created aimed at helping to reduce stress on campus.
- This position receives work study hourly pay of $10.

Development Intern (2)
- These interns work to input, organize, and refine our donations management database; track donors and present data for the Board; and help distribute mailings to current and potential donors.
donors.
- This position receives work study hourly pay of $10

Food Intern (1)
- This intern is responsible for the shopping, preparation, and cooking of Hillel Shabbat dinners. The intern must also assist in maintaining in the kashrut of the kitchen.
- This position receives $300/semester stipend.

Section 6: External Funding

Hillel at the U of M was established in the mid-20th century to provide educational, cultural, social and religious services to primarily commuter students. A building was completed in 1955 that reflected that agenda with a beautiful synagogue, a large kitchen that served kosher meals, on a daily basis, a large dining room and assembly hall. The facility reflected the goals of the time in the immediate post second world period to provide a physical space that would enable young Jewish adults feel comfortable on a campus, that in many places in the USA, was not so welcoming to Jews. Both academically and socially there were restrictions on many campuses that had quotas limiting the number of Jews who could attend law or medical school, or would be welcome in a fraternity. Hillel nationally grew in response to such restrictions and the physical spaces that were built on many of the larger campuses such as here at the university reflected the notion "if you build it they will come.” and indeed the staff led for most of first 50 years were rabbis who provided the kind of services and spiritual guidance described above. As the demographics of the Jewish community changed and the campus across the continent became more open, and diverse, Jewish students had many choices, Hillel as an organization re-engineered itself at the end of the century to reflect a new paradigm that focused on outreach and engagement, but at the same time fostering student leadership and empowerment.

The high costs of maintaining a building, the level of services that had been provided and the succession of recessions as well as the demise as a local and national funder of the Bnai’
Brith organization placed many Hillel’s including here in Minneapolis in financial jeopardy. Fundraising and seeking support from local Jewish community federations became the focal point of most Hillel’s, where secure funding had covered 80-90 percent of Hillel's budget which is now less than 50 percent, and in some cases like here at the U of M much less than that.

As a result the full time staff were reduced in number, the focus moved from hiring rabbis to hiring young enthusiastic staff, at much less cost who would work with student leaders and interns to provide for a new kind of Hillel program that reflected the diversity of the Jewish student population, to create many different portals of entry to enable students to have a Jewish experience that reflected where they were coming from. The current interim director referred to this period of the late 90's and early part of its century as creating a "smorgasbord of opportunities" for an increasingly diverse Jewish student population, out on the campus, not necessarily in the building.

With limited dollars and Jewish community dollars limited, an ageing building to support Hillel here at the university, faced many financial challenges that saw the organization eat into its financial reserves, especially as other community priorities, the care of the elderly, immigrants, Jewish education assumed a greater proportion of the Jewish communal pie. As a consequence, Hillel saw its income fall from all sources and for Hillel locally the importance of student service fees to Hillel increased, and became the significant source of program funds for Jewish students on this campus.

Hillel is once again undergoing change and developing an agenda that reflects the times the focus on campus engagement, on a dynamic engagement strategy that focuses on peer to peer relationship building requires the employment of a larger number of interns to carry out this agenda. The costs of training and supervising the engagement interns, of providing them with
weekly training opportunities to enhance their work, and the funds to carry out their programs and initiatives all require funding.

Hillel here at the University of Minnesota has revamped its community board, has reduced staff to reflect both its financial capabilities and the introduction of an innovative and creative agenda has created a new "buzz" on campus for Jewish students, levels of participation have increased and the judicious use of student service fees has been a major factor in creating this positive dynamic situation for Hillel on campus.

Hillel through its four full-time staff, with the support and advice from the lay community board, on which students sit, are helping to shape a new Hillel, the costs of maintaining an old building, seeking new funds for new initiatives whilst managing to maintain the current budget put a strain on the limited financial resources of the organization. It is for these reasons that Hillel is looking to student service fees to support the hiring of interns and to seek funding to support the operational and administrative side of the organization.

Hillel has demonstrated its fiscal responsibility in managing student service fees as well as the public and private funds it has raised over the years to support the program, the ageing physical plant and maintain staff. The costs for heating, lighting, and maintenance are constantly increasing; the maintenance of the boiler for example is one such example. The lay board of Hillel is excited to ensure that Hillel's work on campus continues to grow and be relevant, it is committed to source funding to maintain costs and to seek solutions to the issue of an ageing building. Of the $274,000 in overall revenue, $27,950 of the revenue comes from student service fees. That is 10 percent of our overall revenue but that 10 percent covers about 90 percent of our programming budget and the rest of the $274,000 goes to compensation and operational uses.

Hillel has been and will continue to be a dynamic presence on this campus. The ability to
have student service fees cover staffing and related costs will be a vital component of Hillel's ability to deliver on its commitments to support Jewish student life on this campus.