HEBREW/JEWISH STUDIES VIABILITY WORKGROUP

Members: Jamie Holladay-Collins, Michael Fitzgerald, Phung Huynh, Doug Marriott, Shawn Smith, Chad Sustin, Roana Thornock, Bill Wallis
Los Angeles Valley College, 2018

The Hebrew/Jewish Studies Workgroup met during the spring and fall semesters of 2018 on April 30, May 21, and October 22. The workgroup conducted interviews with Tyler Prante (Chair of the Department of Economics, Philosophy, and Hebrew/Jewish Studies) and Zev Garber (Professor Emeritus in Hebrew/Jewish Studies). Lastly, the workgroup held a public open forum for students on November 19, 2018. No input was given at this forum as no students appeared at the forum. The workgroup reviewed triggers data.

Program Specific Viability Informatio[CP1]n

This section provides a brief summary of some of the triggers that were used to identify the Hebrew/Jewish Studies program for viability.

Department	Discipline	Triggered-Retention	Triggered - Success	Awards	Prev Via/SS	Class Average Trigger	total of 5 triggers
Philosophy / Economics	HEBREW	1	1	1	1	1*	5
Philosophy / Economics	JEWISH	1	1	1	1	1*	5

- Initial class average calculations did not assess totals considering combined classes

Term:	# of sections in Hebrew/Jewish Studies:[CP2]	ACS in Hebrew/Jewish Studies:	ACS at LAVC:	ACS in Hebrew/JS as a percentage of ACS at LAVC:
Fall 2011	2	49.5	36.99	133%
Fall 2012	2	47	37.62	124%
Fall 2013	2	38.5	36.24	106%
Fall 2014	2	31.5	36.86	85%
Fall 2015	1	42	35.13	119%
Fall 2016	1	33	34.23	96%

Fall 2017	1	29	Not available	Not available

Viability Triggers:

1. Average class size is below 34
2. Retention (within course) is below 84%
3. Success (successful course completion) is below 66% on a six year average
4. Student Learning Outcome Assessment Completion is below 75%
5. Award Completion (degree and certificates) is below 10 (mean over three years)
6. Program Review Completion (more than one required module that is incomplete or missing)
7. Previous viability/self-study (Areas with viability or self-study in the previous cycle and did not adequately address these issues or appropriately document in their program review viability module.)
8. Major course offering requirement (If a course is not offered and is requirement of a degree or certificate cycle.)

Program Awards	**2010-11**	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**6 Year Total**	**6 Year Average**	**3 Year Average**
Hebrew Studies	1	0	1	0	0	0	0	2	0.285714	0

Department and Course	**Offered SU15-SP17**	**Offered SU16-SP18**	**Offered SU15-SP18**
HEBREW			
001	2	2	3
002	2	2	3
010	0	0	0
185	0	0	0
285	0	0	0
385	0	0	0
JEWISH			
001	0	0	0
002	0	0	0
004	0	0	0
010	0	0	0

011	2	2	3
012	2	2	3
025	0	0	0
027	0	0	0
035	2	2	3

Department Retention	Discipline	Triggered-Retention	Average Of Retention	Count under 84% 2 of 3 prior	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Philosophy / Economics	HEBREW	1	81%	1	74%	77%	93%	86%	86%	73%
Philosophy / Economics	JEWISH	1	79%	2	84%	79%	86%	87%	61%	79%

Department Success	Discipline	Triggered - Success	Average Of Success	Count under 66%	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Philosophy / Economics	HEBREW	1	55%	3 [CP3]	50%	42%	74%	61%	55%	47%
Philosophy / Economics	JEWISH	1	61%	1	54%	62%	58%	68%	48%	79%

Hebrew/Jewish Studies, Update from Department Chair, Tyler Prante on April 13, 2018

- The Department of Economics, Philosophy, and Hebrew/Jewish Studies is archiving the Hebrew degree.
- The Jewish Studies degree is reconfigured to make it possible for students to achieve an AA within 4 semesters while remaining with the department's constraint to offer just 1 Hebrew/Jewish Studies degree per term.
- Finally, the department is stopping the practice of offering only Hebrew 1 and Hebrew 2. Moving forward, the department will offer these courses in one year and then Jewish Studies courses that count for the degree in the following year.

The following is an interview that the Hebrew/Jewish Studies workgroup conducted with Tyler Prante, Chair of the Department of Economics, Philosophy, and Hebrew/Jewish Studies on July 27, 2018

Q: Who else can teach the Hebrew/Jewish Studies courses besides Zev Garber?
Mark Goodman is on the seniority list to teach courses in Hebrew/Jewish Studies. However, because only one class is offered per semester and is taught by Zev Garber, there are no course offerings for other instructors.

Q: In general, what are your feelings about putting this discipline in the Foreign Language Department?
Tyler Prante's preference is to keep Hebrew/Jewish Studies in the Department of Economics, Philosophy, and Hebrew/Jewish Studies for several reasons. Currently, there is a cross-listed philosophy class. Also, if Hebrew/Jewish Studies is moved to another department, that can affect the FTEF and release time for the department chair to effectively, run the programs and department.

Bill Wallis believes Hebrew/Jewish Studies should stay in the Department of Economics, Philosophy, and Hebrew/Jewish Studies.

Q: What are your current challenges?
The biggest challenge is low enrollment in the program and FTES. On average, there are about 20 plus students in one class. However, Tyler Prante mentioned that enrollment numbers are misrepresented because of cross-listed classes.

The department also needs a replacement for Zev Garber.
Q: In your recollection, when was the program strongest, and what are the key components that made the program strong?
Tyler Prante has been at LAVC since 2010, and the Hebrew/Jewish Studies program has been the same. One or two classes are offered per term with Zev Garber as the only instructor.

Bill Wallis, who has been at LAVC since 1988, recalls that the program was stronger when Zev Garber was a full-time faculty member and taught at least four classes per semester, in addition to one or two adjunct instructors in the program. Bill says that with Zev leaving the full-time post and teaching as adjunct, the program atrophied. Zev is very active in the community and has extensive record in publishing and activism in the discipline.

Q: Are you open to online classes?
Tyler Prante is open to online classes. However, Zev Garber would probably not have an interest in teaching online.

Tyler will speak to Vic Fusilero (Chair of the Foreign Languages Department) about offering classes online.

Tyler mentioned that he would occasionally receive emails from students who live far away and are interested in taking online classes in Hebrew/Jewish Studies.

Q: What are the previous and current community partnerships?
In the past, Zev Garber has reached out to communities beyond LAVC and is very involved in the Jewish community locally. Zev is very involved with Adat Ari El and has approached churches of other faiths in the effort to partner and have dialogue. Zev is interested in the "the Jewish Jesus" interfaith model.

Q: What are the goals of the students who are enrolled in the program?

The goals of the program is transfer, to serve a good number of students who take classes because of their interest in learning about Jewish heritage, and support life long learners.

Q: How do you see this moving forward? Do you have anything else to add?
Tyler Prante is optimistic and hopeful that the changes he introduced in the program and curriculum would lead to more completers and address problematic issues. The Hebrew/Jewish Studies program is valuable and serves students who cannot get this kind of education elsewhere. LAVC is the only community college in the Los Angeles Community College District that offers the Hebrew/Jewish Studies program. Other community colleges that offer courses in this discipline are Pasadena City College and Santa Monica College, but it is still unclear if programs at these colleges are as comprehensive.

Q: Have you considered reaching out to institutions for possible partnerships and/or articulations?
Tyler Prante has been thinking about CSUN which does a good job of the interdisciplinary approach in Hebrew/Jewish Studies curriculum.

Q: How have you and Zev Garber promoted the program? Who have you worked with?
Zev Garber can contact others he is connected with such as churches, former students, and various people in religious organizations.

Bill Wallis suggests creating a strong partnership with Adat Ari El since it serves many people and has strong ties with the local Jewish community.

Follow-up discussions:
In the past, Jewish Studies and Hebrew Studies were separate programs and are now currently combined because of low enrollment. Only one class is offered per semester. Hebrew I is offered every fall, and Hebrew II is offered every spring.

There are ten classes in the LAVC catalog, but only one class can be offered per semester.

Currently, five classes have been archived, and five classes are offered in Hebrew/Jewish Studies at LAVC. The courses are:

Hebrew I
Hebrew II
Jewish Studies II
Jewish Studies 25
Judaism, Christianity and Islam (this course is cross-listed with Philosophy and is offered every other semester. This way, a student can achieve the Hebrew/Jewish Studies degree in two years)

In the past, Bill Wallis taught Yiddish Literature in Translation which was a class that was cross-listed with English. Bill recommended that this class be offered again, and he would be able to teach the course.

The workgroup made the recommendation to cross-list courses with other departments.

Bill expresses and has observes that the English Department is enthusiastic about working with the Department of Economics, Philosophy, and Hebrew/Jewish Studies Department in order to advocate for the Hebrew/Jewish Studies program.

Shawn Smith observes that students who are interested in enrolling in the Hebrew/Jewish Studies program will run into problems of waiting for certain classes to run when they are able to enroll. Shawn suggested that LAVC students could take classes at CSUN (e.g. Hebrew I) while they wait for the appropriate courses to be offered at LAVC (e.g. Hebrew II).

Shawn Smith asked Tyler Prante what is his vision in moving forward? Tyler Prante expressed the need to see that prescribed changes in the program should be given at least two years to run to see if they is effective.

Phung Huynh suggested combining courses so that they are offered more frequently. In the Art Department, Foreign Languages Department, and possibly other Departments, courses with low enrollment are offered as multi-sections (e.g. Oil Painting I, Oil Painting II, and Oil Painting III are taught at the same time in a multi-sectioned class).

Currently, Hebrew/Jewish Studies courses are offered at night. Phung Huynh mentioned that evening courses have lower enrollments because of the availability of online courses. Phung suggested that Hebrew/Jewish Studies classes be offered during the day to see if enrollment would increase.

The following is an interview that the Hebrew/Jewish Studies workgroup conducted with Zev Garber, Professor Emeritus of Hebrew/Jewish Studies on September 26, 2018

Q: What important aspects of the program and institutional memory can you share that would help with the viability process?
Zev Garber has been teaching at LAVC since 1970. Hebrew and Jewish Studies is a landmark program. LAVC is the first institution of higher education to offer Jewish Studies in California as an academic program and is also the first to award an AA degree in Jewish Studies. LAVC is also the only two-year college in the state of California that teaches Hebrew. For many years, LAVC has been a leader in the Jewish community. During the interview, Zev Garber suggested that the workgroup go on to Google and look up Kings University and Purdue University to view talks by Zev Garber.

Zev Garber is distinguished faculty and is recognized by established rabbi. He is also widely published and respected in the Jewish and academic community. Landmark publications in which he is an author and contributor are
Teaching the Historical Jesus and The Study of Religion in Two-Year Colleges. He has also designed a program a couple of years ago based on the Maven in Blue Jeans textbook, which included Bill Wallis' poem. It is through Professor Garber's work and dedication that has garnered notoriety for LAVC's Hebrew and Jewish Studies program. In addition to his own scholarship and teaching experience. Zev Garber has also invited important speakers to come and guest lecture at LAVC.

Zev Garber emphasized the importance of creating a classroom environment that is not political but covers all aspects and perspectives in Hebrew and Jewish Studies. His curriculum covers a wide range from biblical and to Modern Hebrew and includes contemporary topics such as "From Moses to Drake" which is an effort to attract students with more current topics and subjects. Professor Garber's approach to Hebrew and Jewish Studies is not exclusive to Jewish people, and though he is aware of potential converts, his perspective is of a program for all people. Discussion and dialogue are core to his pedagogy.

In his interview, Zev Garber mentions roadblocks in the ability to maintain the Hebrew and Jewish Studies program. For example, LAVC's administration would cancels classes without informing the department or instructor in a reasonably timely fashion. Classes would get canceled as soon as the first day of class. Professor Garber emphasized that academic subject matter needs to be taught because it is necessary, not because of numbers.

Zev Garber retired in 2007 but is still teaching to keep the program alive. Classes in Hebrew and Jewish Studies are currently taught from 7 pm – 10 pm. Professor Garber has considered various ways to maintain and grow the program through outreach to surround high schools and private Hebrew high schools and the possibility of dual enrollment with high schools in order for high school students to obtain high school and college credit simultaneously.

Q: Can you give us a brief history or overview of the program?
The Hebrew and Jewish Studies Program enjoyed its heyday during the 1970s and 1980s. It was during this time that the program was flush with a very comprehensive curriculum that had three to four tracks, which included:

- Civilization (Jewish history, biblical history, medieval period, contemporary)
- Holocaust
- Languages (Hebrew), Hebrew Language and Translation, Yiddish translation
- Religion (Jewish Studies), comparative religion
- Official AA in Hebrew and Jewish Studies

Q: What do you recommend to improve the program?
Zev Garber made the following recommendations to improve the Hebrew and Jewish Studies program:

- Outreach
- Get students from high schools involved, especially high schools with a high Jewish population
- Hebrew and Jewish Studies should be treated as a proper academic discipline and not only for the Jewish community
- Online courses as an option or supplement to the program but not a replacement
- Jewish Studies has been dormant because Zev Garber has not been around full time, and perhaps the hire of a full-time faculty member would help maintain and grow the program
- Adding day classes in addition to evening classes

Q: What are the greatest challenges? What do you foresee? What would you like to see happen?
Zev Garber talked about the exchange of knowledge and education that is not racial or political and emphasized the priority of free speech. He also mentioned that Ethnic Studies can include Hebrew and Jewish Studies. Professor Garber expressed a concern for the change he has seen in the dynamic of teaching. He is an advocate for student orientation as a vital part of how we teach.

Q: In your experience, what are the goals of your students in taking these classes?
Zev Garber talked about the various goals for students enrolled in the Hebrew and Jewish Studies program:

- Students would like to obtain an AA degree in Jewish Studies
- Curiosity of religious background, whether it is of their own or not
- Zev Garber has an interdisciplinary, interfaith approach and is knowledgeable about Judaism and Christianity

- Students would like to further their education in Hebrew and Jewish Studies
- Transfer
- LAVC was a feeder school to UCLA in Jewish and Hebrew Studies
- Learn the Jewish language

Q: Who (organizations, campus groups, etc.) have you worked with to promote the program and who could be helpful and who would be of benefit?
The following are organizations and campus groups that Zev Garber talked about during the interview:

- Hillel prides itself as being the Jewish organization on campus, and their main headquarters for all of California is at UCLA. Hillel also does outreach with CSUN, LAVC and Pierce College.
- Chabad, an Orthodox Jewish organization, does outreach and in a proper way that does not missionize
- The Jewish community
- Synagogues and churches in the area
- Community Centers
- High Schools
- LAVC PR
- Newspapers
- Word of mouth
- Various non-Jewish groups

Q: Are you open to being a part of a more coordinated outreach effort in the LAVC community?
Yes, and to any community.

Q: Would you be interested in ACE courses?
Zev Garber is interested in ACE courses and is open to online classes and is willing to go through the training to facilitate these classes.

Professor Garber informed the workgroup that Santa Monica College is shutting down classes in Hebrew and Jewish Studies which makes the program at LAVC even more critical to maintain. LAVC will eventually be the recipient of the overflow from Santa Monica College students. He emphasized the importance to ride out low enrollments in order to keep programs to serve students.

Q: Follow-up questions and discussions:
The workgroup discussed the need to have an active search for an adjunct pool for Hebrew and Jewish Studies so that LAVC does not rely on Zev Garber for the maintenance or viability of the program.

The workgroup also discussed the possibilities of Project MATCH and the option to find an intern for Zev Garber.

Problems and setbacks observed by the Viability Workgroup for Hebrew/Jewish Studies:
There is only one adjunct professor (Zev Garber, Professor Emeritus) who is teaching and maintaining the Hebrew/Jewish Studies program.

Hebrew/ Jewish Studies was in the process of a self study three years ago that was not completed.

Classes are not offered regularly for students to complete the program. Over the course of 3 years, there have been 0 completers.

Important Observations and Comments:
Hebrew/ Jewish Studies is currently under the Department of Economics and Philosophy. If, Hebrew/Jewish Studies is moved to another department, this will possibly result in no release time for the Department Chair. The workgroup discussed how the discipline of Hebrew/Jewish Studies is not necessarily aligned with the other disciplines in the department. However, even though Hebrew/Jewish Studies is not in a department with closer academic alignment such as the Department of Sociology and Ethnic Studies, through Guided Pathways, Hebrew/Jewish Studies can still be related to other similar academic disciplines.

The Hebrew/Jewish Studies program is valuable to the college and community at large. LAVC is the only community college that offers courses in Hebrew/Jewish Studies, and the only other college in the area that does offer such courses is CSUN.

Outcomes:
Viability review committees make recommendations that include but are not limited to the following:

Program Modification and Improvement
A plan of action to enhance the performance and effectiveness of an existing program, discipline, or department

Contingent Departmental Reorganization
The restructuring of an existing program, discipline, or department for greater effectiveness, including the joining of smaller departments into a larger one, or splitting a larger department into smaller ones.

Recommendations:
1) Hebrew/Jewish Studies program needs to establish a workgroup to explore and implement options. ~~complete a self study[CP4]~~.

Ideally, we would request that a ~~A~~ full-time faculty member ~~should~~ be hired to teach Hebrew/Jewish Studies in order for the program to be maintained and developed.[CP5] The workgroup discussed the possibility of the Department of Economics, Philosophy, and Hebrew/Jewish Studies to hire a faculty member who can teach Philosophy as well as Hebrew/Jewish Studies and who also has minimum qualifications. The hiring of an instructor who can teach more than one discipline in the department would increase the chances of a full-time hire, in addition to cross-listing courses.
In consultation, the Dept Chair does not believe that this is would be helpful as the area does not have sufficient FTEF to be ranked for hiring and has shown decline rather than growth in demand. If a full time faculty can't be hired in the next year or two, it is recommended that an adjunct, who could teach and support the program and Zev Garber, by teaching courses at different times/and online, and helping to promote the program on campus.

2) To help increase enrollment, face-to-face courses should be offered during the day, and online.

3) ACE courses should be offered[CP6]. A structure for dual enrollment with local high schools and offering courses on off-campus sites (i.e. ACE program) would help increase enrollment.

~~Discussed as one of the recommendations for enhancing the Jewish Studies AA degree is offering classes in the Advanced College Enrollment (ACE) program at Los Angeles Valley College (LAVC). This program offers college level courses to high school students at participating high school campuses and are open to all LAVC students.~~
Dean Jermain Pipkins is currently overseeing the program and will soon have a coordinator. He is responsible for the scheduling and offering of courses, and serves as the point person for the participating high schools. He is open to Hebrew/Jewish Studies classes being offered through ACE. There would research that would need to be done on which high schools would be the best place to offer Hebrew/Jewish Studies courses and coordination with the area dean. Joel Trudgeon in Student Services leads recruiting efforts and promotion of courses in the ACE program and could help in the promotion of the Hebrew/Jewish Students AA degree and courses.

4) A partnership with CSUN can help promote the program and perhaps encourage CSUN students to take Hebrew/Jewish Studies classes at LAVC. Transfer students can take lower division courses at LAVC prior to enrolling in a four-year institution.

5) Partnerships with local communities and institutions should be made to support and enhance the program. Such partnerships could include, for example:

1. Yula
2. Milken
3. Heschel
4. Whizin Center
5. American Jewish University
6. UCLA
7. USC
8. CSUN (www.csun.edu/humanities/jewish-studies)
9. Hillel (http://www.hillel818.org)
10. Skirball Center
11. Valley Beth Shalom
12. Temple Beth Hillel
13. Adat Ari El
14. Emek Hebrew Academy
15. Los Angeles Hebrew High School
16. Simon Wiesenthal Center
17. Museum of Tolerance

6) The Hebrew/Jewish Studies program can implement strategies to make the program more visible. Faculty can make a program visible through their work in instruction, being present on campus, advising clubs, etc. Advertising, which is not required, entails outreach to the community, partnerships with organizations, recruiting of students, etc. Such marketing and promotional strategies would help the program.

7) A certificate program [CP7]could be created, since there is only the AA degree. Perhaps a certificate would help with completion rates.

8) Through the help of Dean Doug Marriott, the offering of non-credit/ vocational [CP8]courses for Hebrew/Jewish Studies classes to help increase enrollment. Non-credit/

vocational courses are a bridge to the Hebrew/Jewish Studies program and to credit-bearing courses and should be considered.

9) In the latest program review, the Department of Economics, Philosophy, and Hebrew and Jewish Studies plan to discontinue the AA degree in Hebrew Studies and modify the AA degree in Jewish Studies. The viability workgroup will support this action as long as it does not affect course offerings.[CP9]

If there are no improvements within the recommended timeline, the workgroup recommends that Hebrew/Jewish Studies be moved to another department[CP10].

~~Discussed as one of the recommendations for enhancing the Jewish Studies AA degree is offering classes in the Advanced College Enrollment (ACE) program at Los Angeles Valley College (LAVC). This program offers college level courses to high school students at participating high school campuses and are open to all LAVC students. Dean Jermain Pipkins is currently overseeing the program and will soon have a coordinator. He is responsible for the scheduling and offering of courses, and serves as the point person for the participating high schools. He is open to Hebrew/Jewish Studies classes being offered through ACE. There would research that would need to be done on which high schools would be the best place to offer Hebrew/Jewish Studies courses and coordination with the area dean. Joel Trudgeon in Student Services leads recruiting efforts and promotion of courses in the ACE program and could help in the promotion of the Hebrew/Jewish Students AA degree and courses.~~

Timeline for Implementing Changes – Two Years (Fall 2019 to Spring 2021)	
A. Department implementation of changes based on Program Review/Program Viability Interviews	
1) The Department of Economics, Philosophy, and Hebrew/Jewish Studies is archiving the Hebrew degree. 2) The Jewish Studies degree is reconfigured to make it possible for students to achieve an AA within 4 semesters while remaining with the department's constraint to offer just 1 Hebrew/Jewish Studies course per term. 3) Finally, the department is stopping the practice of offering only Hebrew 1 and Hebrew 2. Moving forward, the department will offer these courses in one year and then Jewish Studies courses that count for the degree in the following year.	A date for these actions should be entered in this table, so that an accurate timeline can be created. Completed by Spring 2019?
B. Timeline for Viability Committee Recommendations	

1) A full-time faculty member should be hired to teach Hebrew/Jewish Studies in order for the program to be maintained and developed. The workgroup discussed the possibility of the Department of Economics, Philosophy, and Hebrew/Jewish Studies to hire a faculty member who can teach Philosophy as well as Hebrew/Jewish Studies and who also has minimum qualifications. The hiring of an instructor who can teach more than one discipline in the department would increase the chances of a full-time hire, in addition to cross-listing courses. 2) Enhanced visibility (Meeting, events, clubs, webpage) 3) Work with the ACE Program Dean in the offering of courses in area high schools. 4) Work with Work Force Development Dean Doug Marriott in offering courses through community course offerings. 5) Offering courses evening, weekend, and online. And, possibly adding back in a course, mentioned by committee member Bill Wallis, Yiddish Literature in Translation course. 6) Explore endowments/grant opportunities to expand and support the program goals and activities.	Department chair would need to provide timeline, as the approval process is lengthy for a full time position. (If approval for this full time position can't be meet, then Department Chair should consider hiring an adjunct with a vested interest in the program.) Completed by Fall 2019?
C. Program Reevaluation – Spring 2021	
1) Re-evaluation of program	If the requirements to keep the program within the department aren't met, then other options, such as moving the degree to another department, such as Foreign Languages or Sociology should be implemented.

Anticipated Impact of Recommendations[CP11]

Educational Program impact on all students, faculty and staff

The Hebrew/Jewish Studies program has been a long-time respected program offered at Valley College. The program was robust while Zev Garber was a full time instructor, and can be again if the program changes discussed are implemented and the program is more rigorously promoted to the area campus and community as a valuable program that supports multiculturalism, along with our other programs
African American Studies and Latino Studies that are offered through the Sociology Dept.

According to Northwestern College Weinberg College of Arts and Sciences,
"It is important that Students come to realize that the story of the Jews is a helpful place to begin discussions of ethnicity, race and identity in addition to the more obvious discussions of religion and comparative thought. Jewish Studies is not only as a political agenda but also as an intellectually productive lens with which to view the world. For over two millennia Jews have operated primarily as a minority cultural other within a plurality of different cultures and political situations."

High School/Community Outreach Opportunities (Recommended in the two year plan above)

- ACE - Work with the ACE Program Dean in the offering of courses in area high schools. ACE courses serve as bridges to entering LAVC as a full time student and by offering an introductory Hebrew/Jewish studies course, a student may become interested enough to pursue a degree or certificate. Additionally, the community can attend any of the ACE classes.
- Continuing Education - Work with Work Force Development Dean Doug Marriott in offering courses through community course offerings.

Forum – A public forum was held on Wednesday, November 21, 2018 | 11:00-12:00Wednesday, November 21, 2018 | 11:00-12:00, as way to gauge how the community, facility and staff feel about the Hebrew/Jewish Studies Program.

In Attendance were: Dean, Matthew Jordan, Staff, Jamie Holladay-Collins, Faculty members, Chad Sustin, Mike Fitzgerald, Farrel Broslawsky, and Jonathan Arnold, Esq. (for Dr. Douglas Marriott), Marcia Sibony, and student, Shnayor Zalman-Heidingsfeld

The original notes for the bulleted breakdown below, were written and edited by Jamie S. Holladay-Collins, Chad Sustin and Michael Fitzgerald. The support of the program among those who attended the forum was strong. There were many great ideas and recommendations that a workgroup put together by the department could explore.

- F. Broslawsky shared his interest in preserving the Hebrew/Jewish Studies program at LAVC, noting former students of the program who have gone on to become rabbis, international experts, and professors. He asserted that it is important to retain this community resource, especially since Los Angeles has recently been identified as home to the largest Jewish population in the United States. LAVC is actually within the eruv (a kind of ritualistic fence that allows Orthodox Jews to perform daily tasks on Shabbat, the Jewish Sabbath), making it very convenient to the surrounding Jewish population. He recalls that in the past, political forums were held on campus and speakers had gone into the community to increase awareness of the program. In his opinion, more outreach

needs to be done (by adjunct faculty, perhaps)? He felt that visiting the local high schools and inviting high school students to enroll would be a good idea.

- M. Sibony offered her perspective, including the lack of extracurricular activities and organizations at LAVC and how this may be negatively impacting the program. She felt that prospective students may not have enough incentive to go to a community college, and maybe now even more notably as educational choices have expanded (online, private educational institutions, etc.).
- J. Arnold mentioned that he often hears people say that they "forgot that LAVC is even here" or they are unaware of the existence of the campus at all. He feels that the current marketing efforts are not aggressive enough. The marquees on either corner of Fulton and Oxnard/Burbank are great, but the campus - and this program specifically - needs more advertising and better name recognition. Social media has now become the most effective way to reach students. He suggested adding instruction in Hebrew as a way to attract students.
- Sustin agreed with Arnold, adding that the College is currently working on rebranding and website renovation that could potentially alleviate some of these challenges. While increased and more focused marketing needs to be included as a recommendation in the viability report, C. Sustin encouraged the forum participants to consider immediate suggestions for improvements that could lead to higher enrollment and continued program sustainability.
- Broslawsky suggested that a class on Palestinian/Israeli relations in conjunction with a speaker or other associated event might be effective, as well as cross-listing courses in other departments. He recalls that in years prior, LAVC offered cross-listed Russian and Middle Eastern History.
- M. Sibony introduced S. Zalman-Heidingsfeld as a student representative of the Hillel Student Club on campus, which she facilitates. The club meets on Mondays from 12:30-2:00 in front of the Student Union. S. Zalman-Heidingsfeld offered a student's perspective on the program, including preferred times for classes to be held. He would like to see classes in the daytime as well as in the evening. He expressed interest in the Hillel Club working with the Media Arts department to create an advertising video for the Hebrew/Jewish Studies program and will communicate with C. Sustin to begin this discussion.
- S. Zalman-Heidingsfeld shared that he has heard students commenting on the appropriateness of Hebrew/Jewish Studies as part of the Philosophy/*Economics* department, as this can be perceived as ethnically or racially motivated and may be unintentionally offensive to some groups.

Survey

For more data to demonstrate the impact of the program on all students, faculty and staff, a campus wide survey should be conducted.

Budget

The Hebrew/Jewish Studies program is only offering one class per semester taught by adjunct, Zev Garber. The continuation of the Hebrew/Jewish Studies program would have little impact on the budget. Any additional costs such as adding a full time faculty, computers, equipment, and so on, has yet to be considered, and may change based on any of these possible cost being added to the current budget.

Increased involvement from the area Jewish/business community.

Endowment/Grant Opportunities

Hebrew/Jewish Studies has importance not only to the LAVC campus, but also to the area Jewish Community. There may be unexplored opportunities for people in the community and area businesses to provide grants/endowments to support the program, events, and even faculty led field trips to universities such as CSUN and private university so students can learn more about Jewish Studies programs they can transfer to. Also, the endowments could support activities such as field trips to area museums such as The Museum of Tolerance and Skirball Cultural Center that could enhance student's understanding of Jewish studies. Additionally, there could be a Scholarship Fund to encourage students to pursue the degree.

Marketable Career Skills

Additionally, there are marketable skills that students can gain from a degree in Hebrew/Jewish Studies, According to Northwestern College Weinberg College of Arts and Sciences., "Like other Humanities disciplines, Jewish Studies is not a pre-professional field. Students of Jewish Studies will learn to read closely, to analyze for breadth and depth and to channel mined data into theories of Jewish history, Judaism as a religion, Jewish thought and Jewish sociology. These skills are marketable for because they form the bedrock of thinking, researching and writing that are necessary but increasingly overlooked skills on the job market. Majors in Jewish Studies will command the historical breadth of Jewish history, be fluent speakers and readers of Hebrew (or Yiddish) and understand the intersection of religion, history and philosophy that lies at the heart of Judaism as a set of ideologies."

Summary

The Hebrew/Jewish studies program and faculty member Zev Garber, a published author and Rabbi, are well respected. The program offers students and the community from all backgrounds, with or without past knowledge of Jewish texts or languages, the opportunity to explore Jewish culture and Judaism in an academic setting at the only community college in the area offering this unique program.

The Department Chair Tyler Prante and the Hebrew/Jewish Studies viability workgroup believe that the prescribed changes in the program should be implemented and should be reviewed after two years to verify that they are effective.