



**PARDES KEY STAKEHOLDER GROUP SURVEY
CONDUCTED SEPTEMBER & OCTOBER 2010
EXECUTIVE SUMMARY**

PRODUCED OCTOBER 25, 2010

EXECUTIVE SUMMARY

The following is an overview of the Pardes institute wide opinion survey conducted during September and October 2010.

Purpose

The survey was conducted for the purpose of identifying core and fundamental beliefs of various stakeholder groups about Pardes and how it operates. In addition the purpose was to obtain the views of various stakeholder groups about the key challenges and opportunities of the organization.

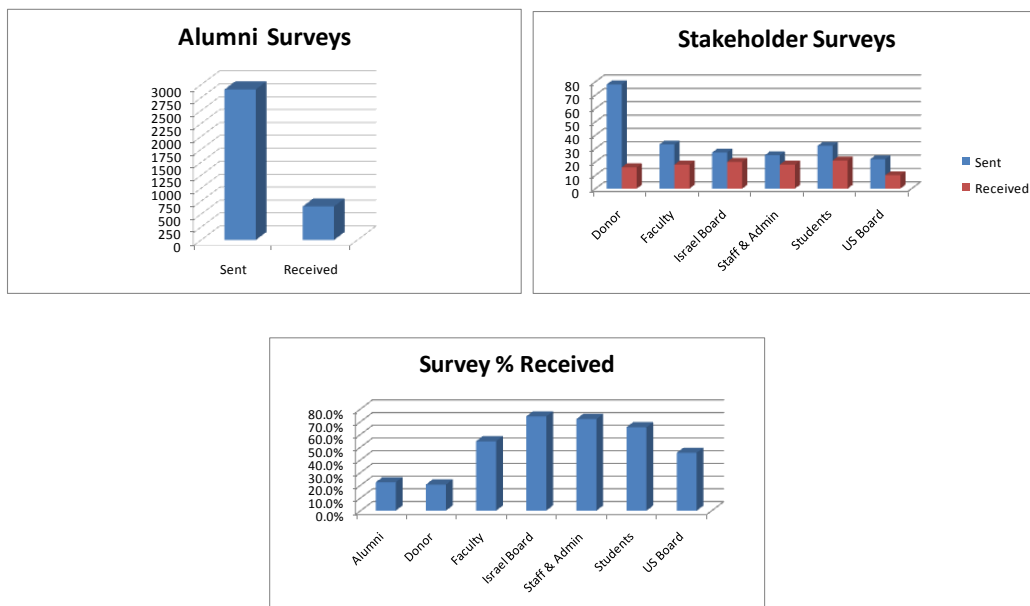
Stakeholder Groups

The below is a listing of the stakeholder groups that were surveyed:

- Alumni
- Donors (giving exceeds \$10,000)
- Faculty
- Israel Board
- Staff and Administration
- Students (only current returning)
- US Board

Response

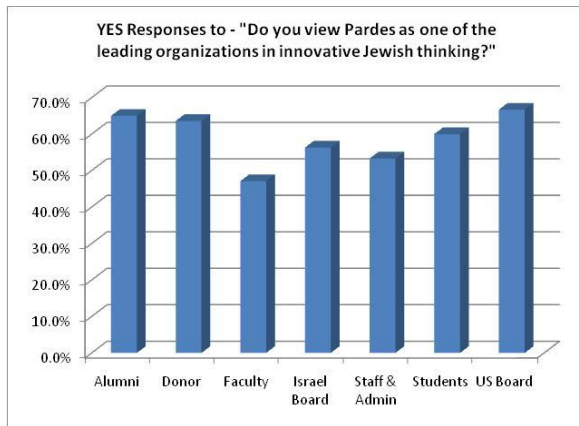
There were a total of 3,126 surveys sent out to the seven stakeholder groups and 751 were received back, a 24% return rate. The below graph shows the surveys sent and received by stakeholder group:



Key Findings

The key findings of the survey are as follows:

- All 7 stakeholder groups say that above all - Pardes is an institution of serious Jewish learning
- All 7 stakeholder groups say that the #1 institutional asset is the Pardes Faculty, and while the 2nd most important asset was split between the various groups as being ideology , teaching methodology, or personalized relationship with students, the written comments frequently suggest location in Israel as a key asset
- While all stakeholder groups agree that students have an empowering, intense and transformational experience, there is less agreement on the ability to have an open dialogue and learning about the exploration of spirituality
- Pardes inspires many positive outcomes in its students, the weakest of these is the ability to foster a love of the Jewish people and teaching skills necessary for living a Jewish life
- While all groups state strongly that faculty diversity is important, all groups firmly agree that the faculty is not diverse enough, with faculty and students the highest proponents
- In regard to the question "Does the current composition of the Pardes faculty maximize a student's educational experience?" by almost a 2:1 margin all groups say "Yes" other than faculty. 69% of Faculty say "No". All groups firmly agree that a more diverse faculty would enhance the student's experience
- All groups with almost 90% plus agreement, say that Pardes is a halachic institution, the donor community disagrees with all other groups in how central being halachic is to the institution with only 27% saying it is central to what Pardes is
- All groups agree that Pardes attracts Jewish leaders and models Jewish leadership.
- Faculty views themselves as less innovative than any other stakeholder group views the faculty

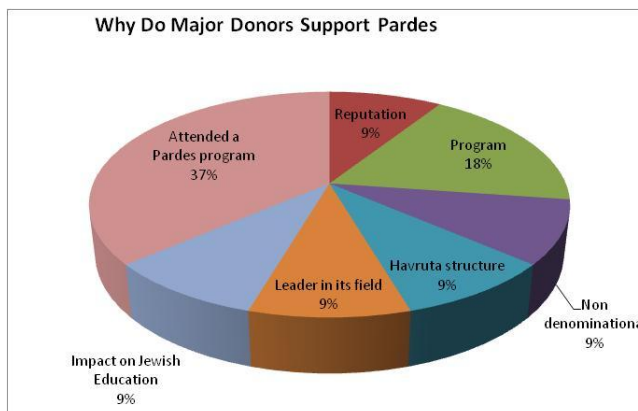
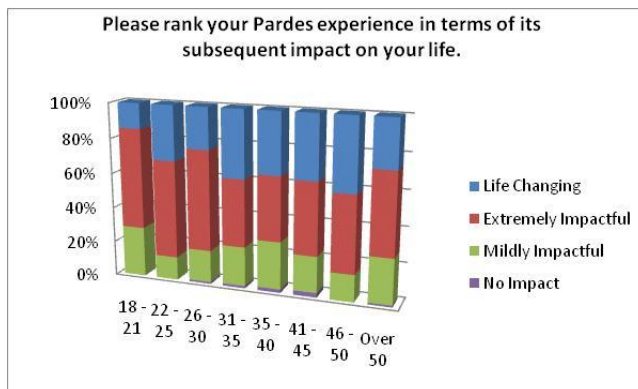
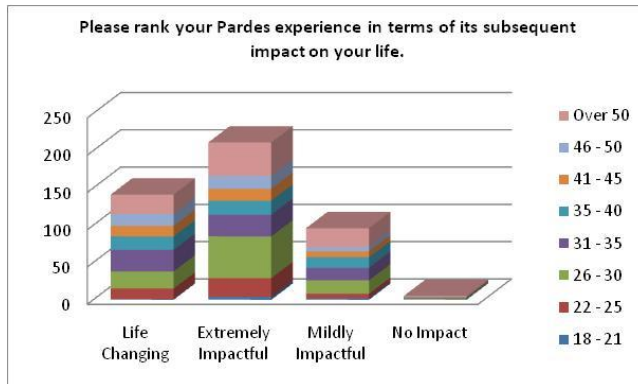


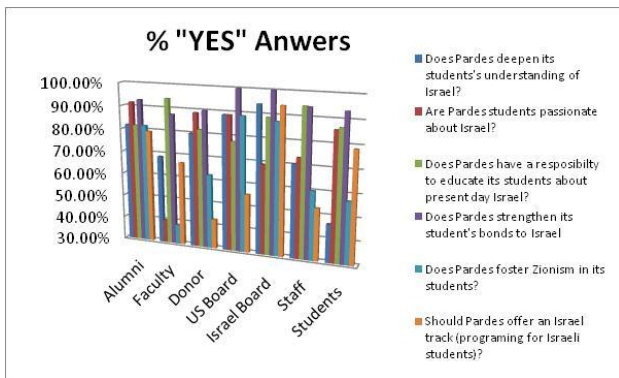
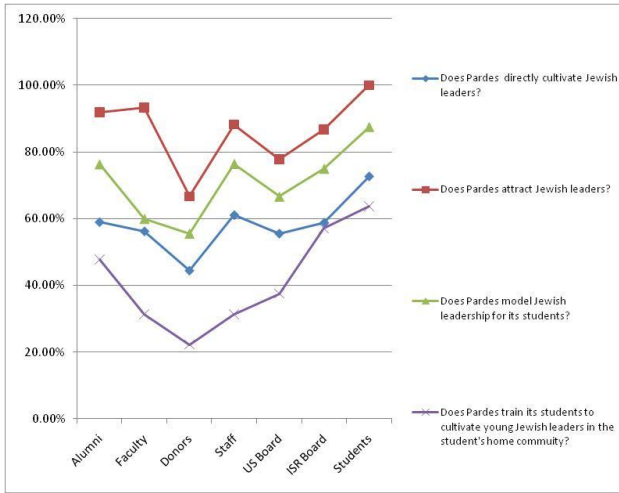
- 82% of Alumni believe that Pardes deepens its students' understanding of Israel while 53% of returning students disagreed
- 92% of Alumni and 86% of returning students believe the Pardes students are passionate about Israel
- All stakeholder groups strongly agree that Pardes has a responsibility to educate and engage its students in and about present day Israel, and could do more
- 82% of alumni believe that Pardes fosters Zionism in its students
- Only 43% of Donors believe that Pardes should offer programming for Israeli students, while 79% of students and 79% of alumni believe programming for Israeli students should be offered
- Common theme across all stakeholder groups is that Pardes' Institutional values are: serious learning, build community, openness, halacha, and a love of Torah & Judaism
- Views are split on definition of "success" for the institute - tangible numbers (new and returning students, active alumni, fund raising, expanding community), VS. intangible measures (deepened respect for torah, living a Jewish life, increased leadership in home community, love of continued learning)
- Between 58% and 76% of each stakeholder group believes that Pardes should provide programs in locations other than Jerusalem, with the faculty carrying the highest % for doing so. Less consensus is on where, other locations in Israel, bi-coastal in the US, other global locations

- More than 50% of each stakeholder group says that the faculty are very open with the students, except for the faculty themselves, 77% of faculty say they are somewhat open with the students
- Most common phrase in regard to the question, “What are the institution’s responsibilities to its students?” - Provide a safe place / environment to learn
- 2 most common phrases in regard to the question, “What are the institution’s responsibilities to its faculty?” - provide fair pay and opportunities for professional development
- 3 most common phrases in regard to the question, “What are the institution’s responsibilities to its alumni?” - stay in touch (communication), continued learning opportunities, connecting alumni to each other (creating and maintaining community)
- 3 most common phrases in regard to the question, “What are the institution’s responsibilities to its donors?” - communication, fiscal transparency, excellent programming
- 2 most common phrases in regard to the question, “What are the institution’s responsibilities to its staff?” - provide fair pay and treat staff with respect
- Faculty (71%), Alumni (67%) and Students (69%) all agree that havruta learning can be conducted through various electronic media, and that it cannot replace the face to face in person havruta learning experience
- Pardes’ 3 greatest strengths - faculty, location, students (runners up - openness, community)
- Pardes’ 3 greatest challenges - money, diversity, facilities (honorable mention – recruiting students, competition, lack of Zionism)
- The most pressing issue - lack of space / facilities
- Most important issue - No clear consensus answer - (alumni engagement, facilities, fund raising, diversity, Israel education)
- Biggest hindrance to Pardes’ future success - money / lack of funding

- Best new directions for Pardes - expanding within Israel/ Israel outreach & online / distance learning
- What will keep alumni, students, Board and donor communities engaged - local programming, outreach, communication, alumni events

Other key data points:





Pardes US & Israel Board Survey

Why do you support Pardes? [choose all that apply]

Answer Options

Answer Options	Response Percent
Reputation	70.00%
Program	75.00%
In Israel	50.00%
Faculty	60.00%
Non denominational	55.00%
Havruta structure	35.00%
Religious Philosophy	45.00%
English vs. Hebrew (teaching language)	15.00%
Leader in its field	50.00%
Young Jewish Leadership Development	40.00%
Impact on Jewish Education	85.00%
Attended a Pardes program	60.00%
Connection to Pardes Professional or Lay Leadership	20.00%

Pardes Returning Students

Why did you choose to learn at Pardes (choose all that apply)?

Answer Options

Answer Options	Response Percent
Reputation	54.5%
Program	81.8%
In Israel	81.8%
Faculty	18.2%
Non denominational	72.7%
Havruta structure	45.5%
Classes taught in English vs. Hebrew	18.2%
Leader in its field	27.3%
Friend that is an Alumni	27.3%
Web Search	9.1%
Promotional literature	0.0%