The Hillel JUC sponsors a wide variety of programming that acknowledges that Jewish students have a diversity of interests. Pluralism is always at the core of what we do, where all Jewish students are welcomed and encouraged to participate, as they celebrate their own traditions and learn about those of other communities. Hillel JUC student leaders, professionals, and lay leaders are dedicated to creating a pluralistic, welcoming and inclusive environment for Jewish college students, where they are encouraged to grow intellectually, spiritually and socially. The Hillel JUC helps students find a balance in being distinctively Jewish and universally human by encouraging them to pursue tzedek (social justice), tikkun olam (repairing the world), Jewish learning, and to support Israel and global Jewish peoplehood. The Hillel JUC is committed to excellence, innovation, accountability and results.

The ideal candidate for this position will be a self-starter who is eager to learn. Student will be required to work closely with programming coordinators to development staff to student leaders. Opportunities may be available for grant writing, fundraising, and strategic planning. Candidates must have some knowledge of assessment, SPSS.

**Site Name** Hillel Jewish University Center of Pittsburgh  
**Program Area** Administration and Community Planning  
**Type of Student** Second Year/Advanced Standing MSW  
**Site Setting** Advocacy, Community-based Organization, Educational Unit  
**Site Characteristics** Advocacy, Community Development, Job Preparation and Development, Social Justice  
**Practice Skills Area** Advocacy, Assessment & Evaluation, Budgeting, Community Development, Community Outreach, Fundraising, Grant Writing, Program Administration, Program Development  

**Site Requirements** On bus line, Act 33/34 and FBI Clearances Required
Development of Learning Tasks in the Field Placement

Development

1. Student will be trained by the Director of Development to learn donor perfect software
   a. In order to maintain up-to-date donor and alumni records
   b. Student will be trained by the end of Fall semester
2. Student will work with the Director of Development to understand the organization’s budget and finances
   a. In order to better understand 501(c)(3) organizations
   b. Student will start to review this information during the fall semester
3. Student will assist the Director of Development in crafting FY16 budget, including: revenue and development expenses
   a. In order better understand the budgeting process of 501(c)(3) organizations
   b. Student will be crafting a budget by the end of Spring semester
4. Student will participate in activities such as grant searching, grant writing, prospect research, and data entry
   a. In order to understand how a 501(c)(3) organization operates
   b. This will be ongoing for the fall and spring semester
5. Student will assist in the creation of development materials, such as: thank you letters, annual reports, and solicitation materials
   a. In order to learn how to effectively solicit new, returning, and prospective donors
   b. In order to learn how to effectively thank donors
   c. In order to learn how to effectively steward donors
   d. These tasks will begin in the fall semester and will be on-going
6. Student will assist with Campus Superstar, Hillel’s largest fundraising event by: staffing auditions, flierimg, etc
   a. In order to learn how to plan and implement a large-scale fundraiser
   b. This task will begin in the fall and will end in the spring semester

Programming

1. Student will review agency policies and procedures
   a. In order to understand agency operations
   b. Student will learn this in the first week
2. Student will learn about programs, services, Hillel communities and Jewish Holidays/customs
   a. In order to build cultural competency
   b. Student will gain an understanding of the Jewish Holidays by researching, speaking with the Senior Jewish Educator (and other staff), and participating in celebrations to build competency
   c. Student will have a basic understanding of Jewish values, culture, and tradition
   d. This will begin during fall semester, and will continue throughout field placement
3. Student will learn the staff culture of Hillel
   a. By participating in weekly staff and programming meetings
   b. This will be ongoing
4. Student will learn how to collaborate with colleagues and students to provide proper
   service delivery in a multidisciplinary environment
   a. In order to build professionalism in the field of Social Work
   b. This task will be ongoing
5. Student will be trained on the organization’s computer tracking system, REACH
   a. In order to track student interactions
   b. Training will occur by the end of September
6. Student will provide feedback for improvement of programming
   a. By participating in weekly supervision meetings
   b. This task will be ongoing
7. Student will apply classroom learning to field placement
   a. In order to better understand Social Administration in Social Work
   b. Ongoing
8. Student will learn about leadership development
   a. Student will understand leadership thru: reading books about LID and EIL, and
      assisting staff in leadership development dinners
   b. Student will help plan and implement leadership retreats (by the end of fall
      semester)
   c. Student will plan and implement a leadership dinner (by the end of spring
      semester)
   d. This task will be completed by the middle of fall semester
9. Student will assist in tzedek opportunities
   a. By assisting in advising Hillel’s advocacy group, Challah for Hunger
   b. By assisting the student board in developing a community service project
   c. This will assist student in understanding how Jewish values and social work
      intersect
   d. This will be ongoing
   e. By the end of the semester, student will understand Jewish values and the
      interconnection with Social work
10. Student will develop and implement assessment at agency for the CEI program and for
    leadership dinners
    a. In order to understand the importance of quality control in non-profits
    b. Assessment tool will be developed by the end of September
    c. Assessment will be on-going