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GUIDE

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PHOTO BY ALON FRIEDMAN



### READING JORDYN

**ZIMMERMAN'S** essay in this magazine, I was deeply moved by her experience of spending her first Rosh Hashanah in college alone in her dorm room. But knowing Hillel as I do, I knew Jordyn's story wouldn't end there.

What impressed me was how dramatically Jordyn's life changed after she had just one coffee conversation

with an engagement professional at her Hillel — from craving Jewish community on campus to becoming a successful Hillel engagement intern to being named the co-chair of Hillel International's Student Cabinet. That's what we call the "Hillel effect."

Through Hillel, Jordyn found friends and found her voice. And I know you will, too.

As the stories in this issue of the Hillel College Guide show, Hillel is more than a Jewish "home away from home." Hillel is the guide on your journey through college, helping you discover your potential, your connection to Judaism and your place in the world.

Flip through these pages and you'll learn about Hillel students who are learning entrepreneurship through a Jewish lens, finding career mentors, founding new campus organizations and traveling the world on service-oriented Alternative Spring Break trips.

And of course, we're back with our famous "Top 60" lists of the schools Jewish students choose, an invaluable tool to help you decide where to spend the next four years (or more) of your life.

Whether you attend a major university or a small, liberal arts college, you'll find Hillel ready to welcome you into our warm, pluralistic and inclusive community on campus.

Good luck as you begin your college journey. I can't wait to hear your story.

**Eric D. Fingerhut**

*President and CEO  
Hillel International*

# Hillel

COLLEGE GUIDE 2018

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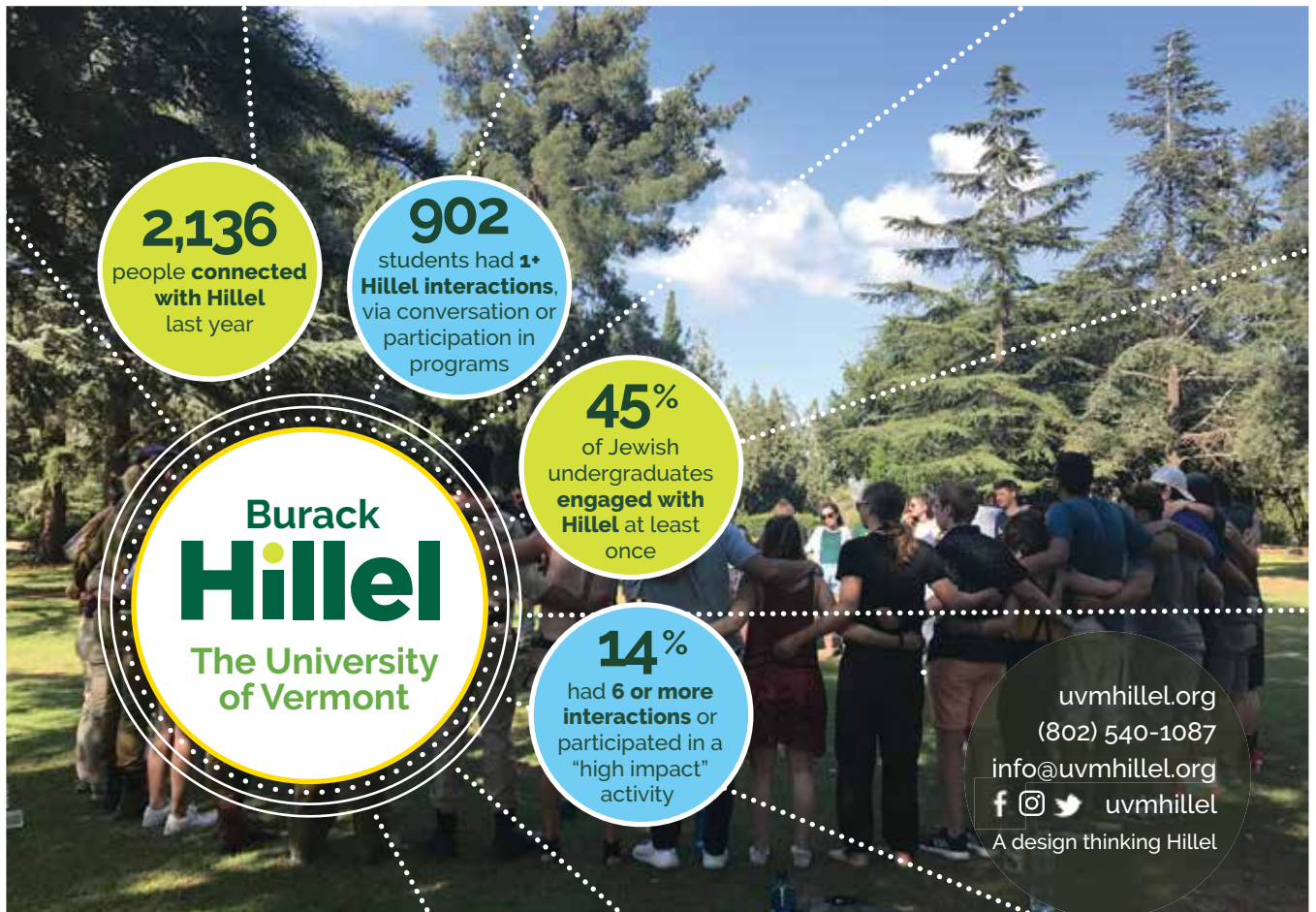
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### » ON THE COVER

Jewish students at Elon University in Elon, North Carolina, may make up only a tiny fraction of the overall student body, but they've found a warm and burgeoning Jewish community through Hillel. Elon is just one of several Southern universities that are increasingly attracting Jewish students. Find out why on p. 20. Cover photo by Andrew Bowen.





- Consistently ranked among the top schools in the nation for percentage of Jewish students according to Hillel's College Guide; vibrant Jewish life with an active Hillel and newly dedicated Leffell Center for Jewish Student Life
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# Surviving Your First Year

## Advice from those who've been there

COMPILED BY LILY COLTOFF

### STUDY SPOTS



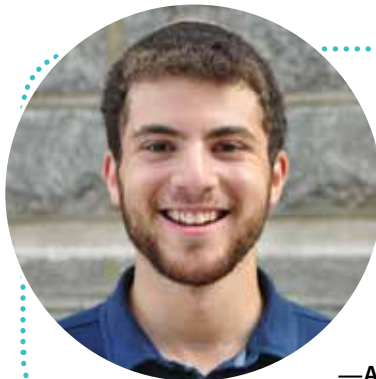
"In terms of study spots — get creative! Try to avoid studying in your room and especially your bed because it confuses your brain about whether it's a place of relaxation or productivity. I like to find little nooks on campus to switch up my study spots whenever they start to make me feel anxious about the tasks ahead of me."

—Carli Fine '20,  
*University of Maryland*

### MAKING FRIENDS

"Making friends is not a big deal. Instead of entering college with the mindset of 'I need to make friends,' start with looking for clubs to join, classes to take and floormates to talk to. There you'll find your friends and people that have the same interests as you."

—Natan Yakov '20, *University of Pennsylvania*



### SHOWING UP

"If you're going to join a club or organization, constantly show up. I've found that with organizations, you get what you put into them. Stick to the organizations you've invested in and that have invested in you back."

—Aviv Reif '20, *Temple University*

### PACKING LISTS



"Packing lists are great for telling you how much stuff you need, but what they don't tell you is what items you need. You might want books to read for fun, which I've never seen on any list. Or maybe they tell you to bring rain boots, which you've never used in your life. If you think you'll probably never use something on a list, don't pack it."

—Emily Kalver '18, *Brandeis University*



**FIND YOUR FOCUS**

"Not everything is for everyone and you can't do everything. Throughout college, I was a student government senator, campus tour guide, writer for the school paper and a 'member' of 10 different clubs.

Eventually, I narrowed this list down by figuring out what I truly enjoyed. I ended up finding my place in the Jewish community and put most of my time into Hillel because that's where my friends were and where I could truly grow as a leader and become my truest self."

—Ross Beroff '18, *Northeastern University*

**MAKE HILLEL YOUR OWN**

"Walking into Hillel for that first time can feel a little uncomfortable. But after going a few times, talking to people and starting to get involved, I felt welcome and at home. I went from feeling left out to leading services in the span of a year. If you keep an open mind to new people and experiences, you can really start to make Hillel your own, as I did."

—Lily Coltoff '20, *American University*

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- In keeping with the concept of Tikkun Olam, social action is central to Jewish life and campus culture.

Learn more at [www.gettysburg.edu/hillel](http://www.gettysburg.edu/hillel)

**Gettysburg**  
COLLEGE

# Mindfulness Over Matter

BY JOSHUA NEEDELMAN

► **NOAH ETESSAMI** needed a nap. It was too early to head home for the day, though, so he called an audible. He went to the University of Southern California Hillel's wellness lounge, hopped in the bed and closed his eyes.

He slept soundly. So soundly that he didn't hear the Hillel staffer call out to any stragglers and lock the doors. It was nearly pitch black out by the time Etessami woke up. Realizing no one was around, he made for the exit, setting off the motion sensor burglar alarm on his way out.

"I woke up and didn't know what time it was," Etessami said, with a chuckle.

Mental health is a hot-button issue on college campuses across the nation, with anxiety and depression ranking among the leading issues hindering college students. Hillel aims to be on the frontlines of preventative care, providing students with ample wellness resources. The goal is to put students on the right path before they get too low.

To that end, USC Hillel represents a model to follow. The building's wellness lounge, unveiled January 2017, provides a respite for students looking to decompress. It has yoga mats and free weights, a piano and guitar. There's a strict no-homework policy. The bed is open to whomever — so long as they can beat Etessami to it.

"I think it's really fantastic that Hillel puts an emphasis on mental health, which is very often overlooked," said Etessami, class of '19, who has also taken yoga and meditation classes at USC Hillel.

Students needing to decompress from a difficult day can even take comfort with director Bailey London's dog, Gretel. London said it's common for students to come to USC Hillel, tears in their eyes from a difficult exam, and ask to cuddle with Gretel.

Others schools' Hillels are also making an effort to address mental health. Arizona State University Hillel recently hired a wellness intern. Alex Malve, class of '21, started her new role in July and has been quick to organize events centered around helping her peers improve their quality of life.

Malve started dabbling with meditation in high school, but made the practice part of her regular routine soon after she got to college.

"I became so focused on my time and my lack of time," she said. "I realized I wasn't enjoying the moment. I started reading books and I attended a

mindfulness workshop through ASU, and that was an amazing way for me to expand on my practice."

She plans to put together similar events at ASU Hillel, an effort that started during Sukkot, with an introductory yoga class under the *sukkah*. Later on, she aims to help her peers learn more about the scientific component of meditation, touching on the biological benefits and how it can increase the amount of gray matter in the brain.

"I've noticed something that most college students have in common is the achiever mentality. We just need to achieve and achieve and achieve," Malve said. "If we don't slow down to live for right now, we're constantly thinking of the future."

A common quail among college students seeking mental health help is the lack of resources available on campus. At some universities, it can take weeks to see a therapist. That's part of the reason why Hillel at the University of Washington, Seattle, has its own counselor, Stefanie Robbins.

Danielle Hamer, class of '19, said Robbins' presence is especially important given Seattle's rainy climate. A lot of the Hillel students are from California, she said, and the difference in weather can put a damper on students' moods. Enter Robbins.

"I have gone through things in college and the fact that that's there in Hillel is huge," Hamer said. "The idea of someone who can get to know you and who understands the Jewish community and understands you more than someone in the counseling center would, that's great."

Maddie Feldman, Cornell University class of '19, has always had a feel for other people's emotions. In preschool, she would alert her teacher to classmates who seemed sad. When her teacher would respond, noting that the kids in question weren't crying, Feldman stood strong, insisting that something was up.

It's that type of mindset that led her to get involved in the mental health community at Cornell. She was instrumental in bringing the Reflect organization to Cornell, which has hosted dinners for students to speak openly about anything they'd like, including stress, body image and relationships.

Feldman has helped to implement similar events at Cornell Hillel. After tensions flared on campus early in the 2017-2018 school year, Cornell Hillel ordered 20 kosher pizzas and invited concerned students to chat over lunch.


"Students wanted to find other like-minded people — people who were worried," Feldman said. "You want to know when there is a scary thing that just happened on campus that there are other people, and they're here for you." ■





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# Around the American West in 81 Days

## On the road to learn about diversity

BY ALEX BOCHNER



► **IN MY TIME** in college, I have learned many things in the classroom and some things in the lab. But some of the most important lessons I learned happened in a van. Well, more specifically, on the side of the road, in a national park, next to a van.

I was one of 17 students who participated in the Westminster Expedition, an experience in which students live out of a van, travel to national parks, participate in outdoor learning and still earn credits toward their degree. The group was diverse, and — surprisingly for Utah — included two other Jewish students. We were men and women, seniors and sophomores and represented states from Maine to California. It took us a while to get to know each other, but after naming a wooden boat we built during the early days of the expedition the “Coyote,” we formed the kind bond that comes from shared experience. The Westminster “coyote family” was born.

Looking back on the semester of travel, a few moments stand out in particular as exceptionally memorable and deeply meaningful. One morning early on in the trip, we were eating breakfast and getting ready to head out for a hike. Our National Outdoor Leadership School

instructor and self-proclaimed “dirtbag,” Brett Carroll — who has been living out of his van since graduating from Westminster in 2015 — started to do his daily “twists” to stretch his lower back and hips. He explained that he read how a 100-year-old man credited his longevity to 50 daily twists. The motion requires a gentle swinging of the hips from side to side with your arms raised to provide more control, which to an observer looks very goofy. Brett encouraged us all to try the twists, and thus, a contagious routine began among the coyotes. Any time we all were parked in a place with decent space for movement, one person would start to twist and, before you knew it, everyone was twisting. We often received sideways glances from passers-by, but we understood. Coyotes run in a pack.

We learned important lessons about the environment around us, including land use, native sovereignty, historical influences and the laws of environmental priority. The earth around us supported expansive diversity. The flora and fauna surrounding us were even more varied than the members of our coyote pack. We listened to the perspectives of indigenous people who suffered gravely from Western land-grabbing and subsequent damming of rivers for energy. We were pushed constantly to see from the vantage point of tribal members and to incorporate this view into topics we discussed while on the road. Our growth from these experiences, individually and collectively, was real and tangible. We had started our journey as individuals, came together as our own coyote pack and then felt our perspectives transform to see ourselves as members of the human race, existing in the natural world.

This growth was inevitable among us as we faced novel situations created by the environment

around us and our many encounters with new people. The great expanse of the outdoors allowed us to be vulnerable and explore ideas and places knowing that our pack would accept us and help us form our ideas. As the vice president for outdoor programming with Hillel for Utah, I often meet students who want to experience outdoor recreation in Utah but who do not have the necessary experience or connections to do so. I am so grateful for what I learned about myself and now know I can apply empathy, respect and understanding of diverse backgrounds to students involved with Hillel’s outdoor programming. The expedition isn’t just for those who want to see the natural world, but also those who want to see beyond themselves.

As I reflect on those incredible 81 days on the road throughout the American West, I can see that I learned to first hear all the sides of the story on my journey and that a close pack of coyotes can be created from almost any group of individuals. Because of this trip, I will always appreciate and embrace the diversity and richness that lives in our culture. Wherever I am or whomever I meet, I know this experience will help me to see beyond the individual and beyond the coyote pack, seeing humanity in our environment — even when we’re doing weird twisting stretches next to the van. ■

*Alex Bochner is the vice president for outdoor programming at Hillel for Utah and a member of the Class of ’18 at Westminster College.*

*This piece originally appeared in the Intermountain Jewish News on May 22, 2018.*







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# 'Cooking with Brian'

## How my cooking series helped bring more students to Hillel

BY BRIAN JOSHUA FRIEDMAN



► **COMING** into my freshman year at Western University, I saw this blank canvas in front of me. I was eager to get involved, but I didn't know how to start.

During my first week, I went to a barbecue hosted by Western Hillel for first-year students. As soon as I took this first step, I felt that I was given a support system as well as a platform to connect to Judaism and Israel.

I realized that many of my peers wanted to get involved in Jewish life on campus, but they just didn't know how to take that first step.

When I became the vice president of communications of Israel on Campus in April 2017, a club powered by Hillel, our members spoke about the importance of showing Jewish students what Hillel could provide them: a tight-knit community of peers who shared their passions and interests.

We made a goal to engage the unengaged and connect Hillel and Israel to the Jewish community on campus. And we knew what we needed to make that happen: food.

To bring a more creative flare to Israel on Campus, I started "Cooking with Brian," a series of short videos that teach viewers how to create simple and nutritious Israeli dishes. By doing so, I slowly began to change the "diet" of content students were receiving from Western Hillel.

But "Cooking with Brian" started months before I joined Israel on Campus. During the fall semester of my freshman year, I wasn't taking care of my eating habits. To encourage myself to eat healthier, I began posting videos of me cooking dinner — steak, salmon, chicken — on Snapchat. I received an

overwhelmingly positive response from my friends, and they started to expect new "Cooking with Brian" videos to keep them updated on my nightly creations.

When I decided to bring "Cooking with Brian" to Israel on Campus, I had my work cut out for me. I was tasked with filming videos without a production facility, adequate lighting or cutting-edge video editing software. However, I quickly discovered that I didn't need any of that.

Zahava Eklove, a close friend and student at Hillel Waterloo, and I became resourceful. We used elastic bands and tissue paper to hold my phone on a makeshift stand, and we climbed on top of bar stools to make sure the video angle was just right. We used free video editing software on my computer and used my home as the production studio.

Reaching more than 16,000 people and increasing social media engagement on Facebook, Instagram and Snapchat by more than 1,580 percent, "Cooking with Brian" has become our way to engage Hillel students at Western University and internationally.

And it was all because of the support of Western Hillel. It provided me with a platform to connect to Judaism and Israel as well as work with staff and students to create a meaningful impact on our campus.

By taking that first step, we encouraged dozens of others to take their first step in getting involved with Western Hillel.

Try one of our recipes! Make your own Israeli date bars or follow us on Facebook at Israel on Campus UWO to create it with me. [📺](#)

### ISRAELI DATE BARS

#### *Ingredients:*

- 2 tablespoons olive oil
- 3 teaspoons water
- 3/4-cup sunflower seeds
- 7 dates
- Aluminum foil
- Parchment paper
- 1 small pan
- 1 blender
- 1 small cutting board
- A pinch of salt

#### *Directions:*

Preheat oven to 350 degrees Fahrenheit. Place aluminum foil on pan. Pour sunflower seeds on pan. Put pan in oven for 10 minutes.

Pit seven dates and place in cup. Take sunflower seeds out of oven.

Pick up foil and put all seeds in blender. Add dates to blender. Add water and blend.

Place blend on pan, flatten and cut into squares.

Freeze for 30 minutes.

*Brian Joshua Friedman is a member of the Class of '20 at Western University in Ontario, Canada.*





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# The Show Goes on

Having discovered my inner Holden Caulfield, I now had to silence him

DAVID TREATMAN

► **I NEVER** went through an angsty period. I managed to maneuver most of my adolescence without falling into a depression, being mad at my parents or breaking the rules. I had the support of my incredible family, good connections with my teachers and some of the best friends anyone could ask for.

But when I got to college, all of that disappeared. I arrived at Columbia University in 2016 — totally alone.

I consider myself to be an outgoing person, but even my ability to connect with new people had been severed. There was a gap between my hobbies, talents and maturity level and those of everyone around me.

Oh, no! Could it be? Oh, yes. My overdue angst arrived. I was completely unprepared for this new and strange feeling. I hated the character Holden Caulfield from “Catcher in the Rye,” so why did I now identify with him?

I tried to keep myself busy with the passions I had enjoyed in high school. I joined eight clubs and regularly participated in all of them. I took every class that looked interesting to me. I

invited almost everyone I met to explore Manhattan with me on hours-long adventures on the weekends.

Now, I was certainly not bored, and I certainly had no reason to feel unhappy. Yet, there was some part of me that was still dissatisfied.

The semester ended and despite earning good marks, I still could not enjoy college. That changed my second semester when a friend invited me to have Shabbat dinner at Columbia/Barnard Hillel.

The moment I walked into the building, I felt at home. I connected with intellectual, friendly and warm Jewish students from every class.

And then Jaimie Krass, director of engagement at Columbia/Barnard Hillel, asked me to grab coffee that week.

After our coffee conversation, I became a regular at Hillel. And near the end of the semester, Jaimie asked if I would like to become involved in the Actualization Project, a fellowship that empowers students to use their passions to redesign the possibilities of Jewish life on campus.

I used the opportunity to mount an original space-Western comedy musical

that I wrote over winter break. Completely unfazed by the monumental challenges that would face us, Jaimie hugged me and said, “Let’s do this!”

And we did.

With the help of the Hillel staff, we overcame technological and logistical hurdles to transform



our main hall into a makeshift theater. This production was a dream that became a reality thanks to the nurturing environment we practiced in.

Our cast was a mix of Jewish and non-Jewish students from more than four countries. Most of them had never acted or sung. They placed their trust in Hillel to encourage them to carry on with the production.

The play was a success, with more than 350 people filling the seats. But most important, it brought 15 dedicated students to Hillel every day for months of bonding. Hillel created a new opportunity for students like me to spend quality time with close friends and to meet new ones. The staff has been so integral to my college experience that I don’t know what I would do without them.

The production allowed dozens of students who had visited Hillel to see what an amazing place it was. And some of them have become regulars like me.

I used to study alone in my room for hours at a time. But now I walk into Hillel, greeting everyone as I make my way to a quiet space to study. I find support and comfort in my peers — my friends. They alleviate any homesickness I might be feeling, and they are as supportive as my own family.

And that’s because they are a part of my family. ■

*David Treatman is a member of the Class of '20 at Columbia University.*





# Speak Different

## How an iPad helped me find my voice and beat the odds

BY JORDYN ZIMMERMAN

► **WHEN** I was 18, I found my voice — literally.

Diagnosed with autism at a young age, I went without appropriate communication for years. Speech therapy helped me make minor progress, teaching me to repeat words and phrases. But I remained mostly non-speaking throughout childhood.

Medical professionals ignored my strengths and failed to see my intellectual ability, telling my family that I would need continuous supervision and to be taught with simplified instruction.

But later, I proved everyone wrong. First through pictures on the Functional Communication System app, and then letter by letter using the communication app Proloquo2Go on my iPad, I began to converse with others for the first time. After years of silently observing the world, I was ready to delve into it.

As I began to type more, I started to share my hopes and dreams for the future. One of those was to finish high school — something only 65 percent of students with disabilities do. It took me a little longer, but I graduated at 21.

I enrolled at Ohio University after years of being told I would never go to college. The new environment proved to be overstimulating, and once again I fought to achieve my goals.

However, after I spent Rosh Hashanah alone, crying in my dorm, my mother called Hillel at Ohio University and asked for help on my behalf.

Lauren, the assistant director at the time, texted me and asked to grab coffee. As we talked about my Jewish experiences, life on campus and student life at Hillel, I began to feel at home. She connected me to other Jewish students, who offered to meet me at my dorm and walk with me to Hillel. I soon found myself there every Friday night, engaged in extensive

discussions on my iPad, surrounded by my peers in a song-filled service.

I had some difficult moments during my freshman year, but as I became more efficient with typing and communicating, I grew more confident. With Hillel's encouragement, I applied for and became a student engagement intern on campus last year.

Because I went most of my life without a means to communicate, I know the power of conversation to build relationships.

I saw this during one of my first coffee dates as an intern. I met with an unengaged student who was going through a difficult time and didn't feel connected to Jewish life on campus. After listening to her, I drew from my own experiences, and connected her with Student Accessibility Services and the Women's Center.

I also decided to take on an even greater challenge last August. Joining the Hillel International Student Cabinet would give me a chance to connect with a wider and more diverse group of students, where I could also share knowledge and improve issues regarding diversity and inclusion. Using technology, such as my iPad and Google Hangout, I'm able to actively participate in all of the Cabinet's discussions.

I have even been the lead on one of the working groups, primarily focusing on Shabbat engagement. Through collaboration with my peers, we made a plan, which I presented to a Hillel International professional via Google Hangout — something I couldn't have done a few years ago.



Looking back on my accomplishments since arriving in college, I am filled with a mix of pride and concern. While technology has given me a voice and allowed me to form real relationships — changing my life entirely — there are so many others who are still stuck in silence.

Statistically speaking, I shouldn't be in college. But I'm thriving. Technology gave me the tools to speak and Hillel gave me a reason.

How to include students with disabilities is an ever-present challenge, one that picks at some of Judaism's most sensitive issues. But in my case, the question for Hillel wasn't whether to include me — only how. [📖](#)

*Jordyn Zimmerman is a member of the Class of '20 at Ohio University.*

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# Shalom, Y'all

BY PAIGE GUTTER

## Hillel helps Jewish students in the South find their place



What's

that's that thing on the door?" asked Jackson, class of '21, of his Duke University roommate and Blue Devils football teammate, Daniel Karlin. Jackson hails from Highland Park, Texas, an area outside of Dallas where fewer than 1 percent of residents are Jewish.



Karlin's *mezuzah* on the doorpost of their Southgate Residence Hall dorm room, and his absence from practice to observe Rosh Hashanah, created conversation among the team. But the questions came from a place of general curiosity about Judaism, Karlin said.

"Many of the freshmen on the team might have met a Jew, but they weren't friends with any or have seen anything related to Judaism," Karlin explained.

Increasingly, Jewish students find themselves drawn to Southern schools — not only Duke, which has traditionally boasted a sizable Jewish population, but to institutions like Elon University, the University of North Carolina at Chapel Hill, the University of Mississippi and the University of Alabama. Some students said enrolling in these schools gives them a sizeable stake in building a Jewish community on campus and turns them into informal Jewish educators.

Jewish students make up more than 10 percent of Duke's 6,532 undergraduate population. The school offers kosher food, including an all-you-can-eat buffet at the Freeman Center for Jewish Life, as part of students' meal plans; multiple options for religious services; Jewish

studies courses and certificate programs that require classes that could range from "Contemporary Israeli Cinema" to "Jewish Mysticism"; a campus rabbi; and a Jewish Agency for Israel Fellow.

**REBECCA SIMONS**, former director of Jewish Life at Duke, said it is a common misconception that Southern schools don't feature thriving Jewish communities. She said Duke offers opportunities for Jewish students to shine as leaders on and off campus. Just look at **BENJI SATLOFF**, class of '19, who is actively involved with Hillel. Satloff was selected to serve on the White House's It's On Us student advisory committee, advocating for bystander intervention to prevent campus sexual assault during the 2016-2017 academic year. Through his role on the committee, Satloff brought the It's On Us campaign to Duke's Greek system and partnered with Hillel to create program opportunities for students across campus.

**DANIELA NASSER** is a member of the Class of '20 at Elon University in North Carolina, which she calls "the most beautiful campus" in America for its Colonial red brick buildings and bubbling fountains. Nasser said that attending a school where she's seen as a

minority — her class has about 150 Jewish students — motivates her to get involved on campus, feel more passionate about her Jewish identity and take responsibility for fostering Jewish community.

Nasser, a Sephardic Jew from New York's Upper East Side, recalled an instance during her first week at Elon when she told a newly made friend that she was going to Shabbat dinner at Elon University Hillel. She recalled his reply: "Oh, is that a Jewish thing?"

Now, Nasser and that friend attend Bagel Brunch together at Hillel every other Sunday.

"Because I go to a small school with a growing Jewish population, I have realized that everyone at Hillel wants to be there. They are invested in being there," Nasser said. "I have found that schools with a large Jewish population tend to think of Judaism as the norm. However, going to a school where that is not the case, I have found that Jews come to Hillel with purpose."

Like Karlin, Nasser knows that she's often the first Jewish person many people have ever met at Elon, and she loves when she can answer questions about Judaism. But she finds it more interesting when she can't.

PHOTO BY ANDREW BOWEN



"I love that my classes and peers have pushed me out of my comfort zone," Nasser said. "I am constantly learning about my Jewish identity, and because of that I am growing as a person."

Hillary Zaken, assistant director for development and strategic communications at Elon Hillel, noted that in the past decade, the Jewish population at Elon has risen by 55 percent. Even more remarkable, in the past five years, Elon's Jewish population has increased by 222 percent.

**RACHEL LIPMAN**, class of '20 at the University of North Carolina at Chapel Hill, didn't enter college especially eager to join Hillel and connect with fellow Jews. She estimated that just five of the 500 students in her graduating class at Athens Drive Magnet High School in Raleigh, North Carolina, were Jewish.

But a random trip to UNC Hillel during her freshman year led to a spot on the chapter's engagement committee. Soon she was running for co-president, a role she assumed last spring. Now she spearheads engagement, maintaining

**"WORKING TO KEEP AND EXPAND A JEWISH COMMUNITY ON A SOUTHERN CAMPUS HAS BEEN SO REWARDING, AND I WOULD NOT CHANGE MY DECISION FOR ANYTHING."**

Katherine Levingston '19, University of Mississippi

a presence at all Hillel events. She particularly enjoys "Late Nights at Hillel," when, to counteract the pressure of exam time, the building is open until midnight and students congregate to chat, color and munch on pizza and waffles.

"Hillel for me is a second chance to do some of the things that other kids got to do in high school," Lipman said.

University of Mississippi's **KATHERINE LEVINGSTON**, class of '19, grew up in the state. Jews there made up only 0.1 percent of the population in 2016.

She and her sister were the only actively Jewish children in their hometown of Clarksdale, and drove about an hour and a half to Sunday school each week. Coming from a place where being Jewish was a lonely identity to embrace, finding a vibrant Jewish community was important to Levingston when picking a college.

"Working to keep and expand a Jewish community on a Southern campus has been so rewarding," Levingston said, "and I would not change my decision for anything."

ELON STUDENTS NOSHING AT A BAGEL BRUNCH AT THE SKLUT HILLEL CENTER. PHOTO PROVIDED BY ELON HILLEL





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Levingston serves as the president of the University of Mississippi Jewish Community Hillel. She is proud to have helped Hillel partner with the Jewish Federation of Oxford to bring a Holocaust survivor to speak at the university last year.

"The venue, the chapel on campus, was filled, exceeding capacity," she recalled. Jason Sollinger, one of the founding faculty advisors of the Hillel at Ole Miss, said he wants the school to be a place that's attractive to students from all parts of the country and from all religious faiths.

"I wanted to help cultivate Jewish student life because there are Jewish students here," Sollinger said. "I also want the university to be a place where Jewish students may want to attend. It's one way I can help make our university be a university of national stature."

Southern universities could be attracting Jewish students because of a "triple threat," theorized Benjamin

Greenberg, University of Alabama class of '19: a change in culture from other parts of the U.S., the abundance of academic and financial resources and successful athletic programs.

**LISA BESNOY**, director of Bloom Hillel at the University of Alabama, estimates that the school's Jewish population has grown from about 750 to 900 students over the past few years. In the 2012-2013 academic year, 2,465 students participated in Bloom Hillel events, and that number increased by 2,835 in 2016. She added that Hillel served 1,265 Shabbat meals during the fall 2017 semester. The Hillel also shares a courtyard with Tuscaloosa's Reform Jewish congregation, offering students a convenient place to worship right after Shabbat dinner at Hillel.

To accommodate growing student participation at Hillel in the past six years, Besnoy said the building is remodeling. Along with repurposing existing space, the building will expand its multipurpose

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Daniela Nasser '20, Elon University

area to allow more student seating at meals, add a dedicated work area for Hillel interns and student leaders, a conference room and additional restroom facilities. The physical upgrade should increase the building size by 50 percent.


"People at schools with larger Jewish populations, I feel, can get their attachment to Judaism in other ways, at least socially," Greenberg said. "But at Alabama, Hillel is a main meeting spot for the Jewish students, where we come together as a family and a home away from home. I am proud to be such a large part of growing it and helping it strive for greatness." 

PHOTO PROVIDED BY ELON HILLEL





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# BETTER LATE THAN NEVER

BY ASHLEY RADPARVAR & SELAH MAYA ZIGHELBOIM

**B**rianna Patek has never forgotten the stories her parents told her about their former lives as Jews living in Ukraine. “It was very anti-Semitic,” the Cornell University student recalled her parents saying of life in the former Soviet Union. “Because you couldn’t practice your religion or culture, there was a reluctance to do so when they immigrated here.”

For Patek, class of ’20, learning about her parents’ hardships as Jews in another country fueled her wish to grow closer to Judaism in this one. So having the chance to become a *bat mitzvah* with six of her Cornell Hillel peers was “the culmination of [my] American dream.”

For the past nine years, Cornell Hillel has hosted Big Red Bar Mitzvah, which aims to give college students who never had a *bar* or *bat mitzvah* the chance to study for one in college.

Every summer, the Hillel looks for potential candidates, aiming to give as many people as possible the chance. Once candidates are chosen, they learn about and practice their Torah portions and reflect on what the ritual means to them.

University of Pittsburgh student **Marianne Kitsio**, class of ’19, had a similar experience through the Hillel on her campus. Her family also immigrated from the former Soviet Union, and Judaism did



not play a big part in her upbringing. Like Patek, she had never had a *bat mitzvah* growing up, but in May 2018, she finally got the opportunity through The Edward and Rose Berman Hillel Jewish University Center of Pittsburgh during a Birthright trip.

Toward the end of the trip, she participated in the ceremony with a group of four other students. "It was very nice because we all got very, very close," Kitsio said. "It was cute."

During the ceremony, Israeli soldiers went up to read from the Torah with each of the students, while the students read in English. They also each spoke about why they decided to have this particular experience on the trip.

Kitsio chose to talk about her upbringing and her family history.

"We would celebrate the holidays and everything, but I didn't go to the synagogue that much, and I didn't go to Sunday school or Hebrew school, I guess it's called. In college, I don't have that many Jewish friends," Kitsio said. "That's why I wanted to come out on this trip. That's why I wanted to have a *bat mitzvah*, to finally accept my identity."

University of Pittsburgh student **Molly Tappan**, class of '20, had her *bat mitzvah* with Kitsio. She grew up in an interfaith family, attended Catholic school and considered herself, she said, a "High Holiday Jew." When she started college, she wanted to get more involved with the Jewish community and did so through the Chabad House on campus as well as through her Hillel's Birthright trip.

"[My *bat mitzvah*] felt like the perfect culmination of the trip in general, where we had been able to explore all sects of Judaism," Tappan said.

A few weeks later, another group of students had a *b'nei mitzvah* ceremony as well, on The Queer Community X Pride Birthright Trip, which Hillel International offered for the first time this summer.

The trip put an LGBTQ spin on Birthright staples, such as a tour of Yad Vashem with an LGBTQ focus and a visit to the egalitarian side of the Western Wall.

Halfway through the trip, six of the students had their *b'nei mitzvah*. At the ceremony, students read Torah, gave speeches and wore a special *tallis* that once belonged to a person who died of AIDS.

Some of the students participated because they had never had a *b'nei mitzvah* before, while others had a *bar* or *bat mitzvah* but no longer identified with that gender.

"For a lot of these students, this was the moment to actually feel like they have ownership over their Judaism and who they are as an LGBTQ person and as [a] Jewish [person]," said **Hannah Henschel**, student engagement and wellness associate at Hillel International, who helped organize and staff the trip. "Instead of keeping it in separate categories, this was a moment for them to bring it all together."

At Cornell, when the Big Red Bar Mitzvah day arrives, the *b'nei mitzvah* students participate in a Shabbat morning service and say



PHOTO PROVIDED BY ELON HILLEL

a Torah commentary before dancing the night away at a Big Red Bar Mitzvah party sponsored, in part, by CU Tonight, a Cornell University organization that funds large-scale nonalcoholic weekend events.

Last year, Cornell Hillel found seven *bar mitzvah* candidates, a diverse group ranging from freshmen to juniors. Cornell Hillel Reform Engagement Associate Jonah Rothstein served as teacher, tutor and spiritual adviser.

For **David Brodsky**, class of '20, becoming a *bar mitzvah* also meant getting closer to Judaism. "My family is not very religious, and to have an entire *bar mitzvah* service was not really a priority, so it never happened."

But when the day finally came for him at Cornell Hillel, "being in front of everybody and reciting the *aliyah* was very rewarding."

When Shabbat ends, Cornell students fete the *b'nei mitzvah* at a party. One year, the students chose "the Roaring Twenties" as the party's theme. To stay on point, Cornell Hillel rented casino tables, strings of pearls and top hats. Student members of the Cornell Poker Club were dealers for games of blackjack, roulette and poker.

And of course, the *b'nei mitzvah* were lifted high above the revelry on chairs in traditional Jewish fashion. A student DJ spun tunes, student volunteers poured mocktails and everyone present had a chance to share in the long-deferred dream come to life.

For some students, having a *bar* or *bat mitzvah* through Hillel can truly be a life-changing experience.

Drexel University alumna **Emily Crasnick**, for example, grew up in an interfaith family, and her parents encouraged her to find her own religious path. She went on a Birthright trip through Drexel Hillel and had her *bat mitzvah* in Israel in December 2015 — an experience that made her feel like she had more of a claim on her Jewish identity.

Before she decided to have the *bat mitzvah* there, the 2016 graduate never imagined the lasting impact the trip and ceremony would have on her.

Since 2015, Crasnick has made several other trips to the Jewish state, and this fall, she will make *aliyah*, or immigrate to Israel.

"For me, it just represents how we don't know where life is going to take us," she said. "It's hard to plan and know what's going to happen." 🇮🇱



# BEYOND BAGELS AND LOX

Hillel reaches across disciplines and academic divides

BY JOSHUA NEEDELMAN

**L**eah Murphy wants to be a pilot. Growing up, she sated her craving with skydiving — not flying planes, but jumping out of them, the wind at her back and the earth at her feet.

Murphy, class of '18, transferred from the University of Connecticut to Embry-Riddle Aeronautical University in Prescott, Arizona, to study aeronautical science with a focus in rotary wing. And it's at E-RAU where she found a "homey and tight-knit" community at Hillel.

Murphy is proof positive that science, math, technology, engineering and business students have a welcome home at Hillel, bucking a longstanding stereotype. In the 1980s and '90s, Hillel was a haven for Jewish studies and liberal arts majors. It still is, of course, but it's also a home for students who go beyond those disciplines. In fact, Hillel-affiliated students now run the gamut from philosophers and historians to scientific pioneers, entrepreneurs and budding businesspeople. Hillel has become a true academic melting pot, a gathering spot for all members of young Jewish communities.

That includes Murphy, whose goal is to become an air ambulance helicopter pilot.

"It's nerve-wracking and liberating all in one," she said of her chosen career path. "You're responsible, but it's also the feeling of: 'Nothing's holding me back right now. I'm literally flying a helicopter.'"



# “YOU HAVE TO BE PASSIONATE ABOUT THE WORK YOU’RE DOING, BUT YOU NEED EVEN MORE PASSION IF YOU WANT TO MAKE IT YOUR CAREER.”

David Pearl '21,  
Hofstra University

Murphy, who intends to graduate in December, is president of her school’s Hillel, which has 14 members. Not surprisingly, all are involved in STEM disciplines.

Farther afield, Tatiana Haimenis, class of '20, a 22-year-old living in Rio de Janeiro, Brazil, has found a community of fellow engineers at Hillel Rio. She’s pushed the organization to get involved with community service projects, helping orchestrate Hillel’s work with Casa de Apoio Alegria, an after-school program in Novo Palmares.

She’s hoping to teach some of the children there about robotics. Haimenis spent much of her early years at Pontifical Catholic University of Rio de Janeiro working with RioBotz, the university’s robotic competition team. Haimenis has since dedicated more of her time to her classwork, and also worked as a mechanical engineering intern for General Electric.

“Here in Brazil, it’s hard to find internships for mechanical engineering,” Haimenis said.

Hillel of San Luis Obispo at California Polytechnic State University has become

a breeding ground for aspiring engineers. During the 2017-2018 school year, it hosted an Israeli expert in drip irrigation and professionals from SpaceX, said Cal Poly graduate Leor Rozen, class of '18.

“What was awesome about Hillel was, beyond the leadership experience, the significant diversity of organizations [that visited],” Rozen said.

Perhaps the best example of Hillel’s shift to a more academically inclusive environment is the popularity of its hackathons. Fueled by pizza, snacks and energy drinks, students sequester themselves in campus labs for up to 72 hours in order to brainstorm, build and

refine new inventions.

University of Maryland Hillel was among the first Hillels to host a hackathon in 2015. The event was run by a student group called JHacks and was Shabbat-friendly. It drew students from Hillels from all over the country.

Business-minded students have developed communities at Hillel, too.

Queens College in New York is home to about 4,000 Jewish students, many of whom are Sephardic and Mizrahi. Those students expressed interest in networking with business executives, so Queens College Hillel launched Mizrahi LEAD (Leadership, Entrepreneurship



BARUCH COLLEGE HILLEL HOSTED AMIR SAGIE, DEPUTY CONSUL GENERAL OF ISRAEL IN NEW YORK, AND ALAN WAY, VICE PRESIDENT OF THE AMERICAN CHINA PUBLIC AFFAIRS INSTITUTE, LAST MARCH FOR ITS FIRST EVER ASIAN ISRAEL BUSINESS SUMMIT.



ATTENDEES AT BARUCH COLLEGE HILLEL'S ASIAN ISRAEL BUSINESS SUMMIT ASKED QUESTIONS OF AMIR SAGIE, DEPUTY CONSUL GENERAL OF ISRAEL IN NEW YORK, AND ALAN WAY, VICE PRESIDENT OF THE AMERICAN CHINA PUBLIC AFFAIRS INSTITUTE.

**“WHAT WAS  
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ORGANIZATIONS.”**

Leor Rozen '18, Cal Poly

and Development), a two-year-long leadership program during which students find mentors, socialize with Mizrahi peers and learn from successful innovators and entrepreneurs.

In April 2018, Mizrahi LEAD participants attended the Scaling Chutzpah summit, the first-ever business symposium co-sponsored by Hillel International, in New York City and learned from Jewish business luminaries such as Mitchell Modell, CEO of Modell's Sporting Goods; Melissa Ben-Ishay, founder of Baked by Melissa; Yair Goldfinger, co-founder and CEO of APPCard; and Seth Goldman, co-founder of Honest Tea.

“The Mizrahi LEAD program enabled me to connect to my Mizrahi heritage and identity, while helping me build entrepreneurial skills,” said Hilly Bachiry, a recent graduate of Queens College. “Combining these two interests helped me to discover not only my leadership ability but how to turn my unique ideas into reality.”

Last March, Hillel at Baruch College in New York worked closely with other campus organizations to host its first ever Asian Israel Business Summit, attracting more than 60 Jewish and non-Jewish students. The one-day event featured

high-level Israeli and Asian leaders, including Amir Sagie, deputy consul general of Israel in New York, and Alan Way, vice president of the American China Public Affairs Institute.

“This was an opportunity to build bridges with different communities on campus,” said Steven D'Souza, a corporate communications major at Baruch.

Hillel International has also made efforts to integrate business learning into its action plan. In partnership with Teletime Video, Hillel launched Bible of Business, a curriculum that teaches cutting-edge business skills through a Jewish lens.

The success of the online program spurred the creation of Scaling Chutzpah in April 2017. About 200 professionals and Hillel students gathered in New York City to listen to the stories of Jewish entrepreneurs, some of whom were featured in the Bible of Business.

David Pearl, class of '21 at Hofstra University, said that hearing from leading professionals taught him that steadfast motivation can turn a simple idea into a successful business.

“You have to be passionate about the work you're doing, but you need even more passion if you want to make it your career,” Pearl said. [@](#)





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# It's Worth the Schlep

BY SHANA MEDEL

**A**bleary-eyed Tova Frank, class of '19, boards a bus, walks to Grand Central Terminal and catches a subway train bound for Manhattan before most college students get out of bed.

The 20-year-old has tried different modes of transportation — car, boat, train, bus — to avoid grinding traffic during her four years commuting to Hunter College. At most, it has shaved a few minutes off her two-hour trek from Monsey, New York.

"I'm there to get a degree," said Frank, a theater major. "That was my main focus."

Because of how much time she spends on the road, Frank didn't give much thought to becoming involved on campus. But last year, driven by the desire to become more active in the Jewish community at Hunter College, she "made a conscious effort" to attend Hunter Hillel programs during the gaps between her classes.

Radical scheduling changes at Hunter Hillel, a feat undertaken by its newly appointed executive director Merav Fine Braun, have allowed Frank as well as more than 400 other students to engage with Hunter Hillel in the 2017-2018 school year.

"We're here to meet the needs of our students — not ours," Fine Braun said. "If we don't alter our programming to meet their needs, then we're failing."

Fine Braun, who previously served as an engagement associate at Maryland Hillel, realized that hosting social events at night, organizing Shabbat dinners on campus and scheduling educational classes that only meet once a week — the standard approach to building Jewish life on campus — wouldn't be effective at Hunter College.

Its students have some of the farthest commutes

in the City University of New York system, with many traveling as long as Frank — if not farther. They aren't going to travel to campus unless they need to be there, Fine Braun said.

To become more familiar with their schedules, she and her assistant director, Arielle Braude, camped out in the student lounge during the first week of classes last year. After meeting with more than 200 students, some of whom have 12-hour days on campus, the pair worked meticulously to organize events around their students' class schedules.

Frank said the transformation has not only allowed her to increase her participation in Hunter Hillel but encouraged her to launch its LGBTQ organization, Tzvoni, in early February.

Other program changes include Shabbat Across Hunter, providing students with the materials they need to recreate the Hillel experience in their own homes with friends who live nearby. In addition, the 10-week Jewish Learning Fellowship, a seminar that usually meets at night once a week, is offered three times a week at Hunter Hillel.

Sapir Sandowski, class of '21, who commutes roughly 1.5 hours to Hunter College, said she has "begun to create lasting relationships with other Jewish students, and that's because Hunter Hillel is giving me the chance to do that."

Across the country, Sandra Famarzi is also finding campus continuity through Hillel in California. Famarzi drives about 30 to 45 minutes from home for her classes at California State University, Northridge.

"Having a commute is definitely not ideal," said the pre-med junior. "You're away from things, you're away from people."

One thing that allows Famarzi to maintain a





STUDENTS FROM HUNTER HILLEL PARTICIPATE IN A BAKE SALE TO RAISE MONEY FOR THE ISRAEL-BASED NONPROFIT SAVE A CHILD'S HEART.

connection with the campus community is her involvement with Hillel 818, which serves CSUN, Pierce College and Los Angeles Valley College, where she's served as programming intern and campus engagement intern. She's organized events like s'mores nights and a Prince of Egypt movie night, and she's looking forward to a Bob Ross painting night.

Her goal is to create programming that is not just fun for students, but makes them want to stay on campus longer — even if they have a long ride home.

"All these super fun events just centered around bringing

students together in the Hillel space and it makes it worthwhile for a lot of students to stay on campus past their classes," she said. "CSUN is a huge commuter school and a lot of students just want to come, take their class and go home or go to work. But with actually fun events and interesting people and amazing staff like we have, it makes people want to come and stay for longer."

Plus: It's a place to wait out the traffic.

"I know that I've spent a lot of time at Hillel avoiding rush hour traffic," she laughed. "It's a community. You can find somebody with the same interests as you and Hillel gives us the opportunity to have that connection."

Queens College Hillel in New York has made similar efforts with its more than 4,000 Jewish students on campus, 98 percent of whom are commuter students, according to U.S. News & World Report.

"It's worth it to stick around on campus after class — to be active, to be part of something bigger than yourself — but that's not an option for everyone," said Michael Tokov, class of '18, former president of the Bukharian Club at Queens College Hillel.

Recognizing that the opportune time to engage students is

*Continued on p. 36*

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Jewish students from Princeton University attended a production of the Tony Award-winning musical “The Band’s Visit” in April 2018.

## The Play’s the Thing

Students consider tough questions about representation through Hillel’s Jewish Theater Fellowship

BY MICHELLE GREENFIELD

► **JUST 50** miles south of Broadway, New York theater owners, producers and scholars got together to write songs and monologues and discuss Jewish identity and theater. But they didn’t just do this on their own — they did this at Princeton University for Hillel’s first-ever Jewish Theater Fellowship.

During the spring of 2018, 14 students from the Center for Jewish Life - Princeton University Hillel joined a student-led fellowship focused on Jewish theater. Students met weekly over dinner to discuss topics such as how Jews are portrayed onstage, what it’s like to be religious in the industry, how Jewish roles

are different from non-Jewish roles, and what defines a Jewish show. Each week was met with new questions, new insights and new definitions of Jewish theater.

“I learned that it is my responsibility as a theater-maker — and a human — to be considering the tough questions this fellowship posed,” said Paige Allen, class



“I had a lot of fun with the song-writing activity. We got to be creative as a group, and build off a classic song to tell the story of a ‘nice Jewish boy’ bringing his boyfriend to Shabbat dinner with his parents.”

—Sara Fridovich-Keil '18, Princeton University

of '21, who's hoping to pursue a career in theater. “I'm now more conscious of subtleties I hadn't noticed before regarding Jewish representation.”

The program included multiple guest speakers over the semester including Jill Dolan, a theater professor and dean of the college at Princeton University; Hillel Friedman, a recent Princeton alumnus who has stage managed and acted in shows in New York; and New York theater producer Dana Lerner. Fellows also had the opportunity to talk with theater tycoon Jordan Roth, president and majority owner of Jujamcyn Theaters in New York. Jujamcyn has hosted major productions like “Book of Mormon,” “Kinky Boots” and “Mean Girls.”

As a capstone to the program, students attended a production of the Tony Award-winning Best Musical “The Band’s Visit” on Broadway, where they could analyze a modern interpretation of a real Jewish play.

“It continues to be important to recognize the contributions Jewish artists make to theater and performance culture in the United States and abroad,” said Dolan. “And it’s equally important to engage with these forms as representations of the diversity of Jewish historical and contemporary identity. Being a theater spectator inspires empathy and pleasure, thought and feeling, all of which are vital to social discourse about Jewish issues.”

One of the highlights of the fellowship was a songwriting activity led by visiting

guest Friedman. Students started with the lyrics of “Fiddler on the Roof”’s “Matchmaker” and wrote a new version on the topic of a Jewish family having Shabbat dinner. The new version included lyrics like, “Why don’t you take me along home with you?/ I’ll charm them all, you know it’s true/ Akiva, Akiva, I’m not just your friend/ It’s time that we don’t pretend.”

“I had a lot of fun with the songwriting activity,” said Sara Fridovich-Keil, class of '18, who was in the fellowship. “We got to be creative as a group, and build off a classic song to tell the story of a ‘nice Jewish boy’ bringing his boyfriend to Shabbat dinner with his parents.”

The fellowship program was one of 10 projects borne out of Co-Create, a new CJL incubator that provides students with staff support and micro grants to develop programming in the performing arts, debate and politics, community building and social justice.

“We wanted to build a platform where students at the CJL could implement their creative and brilliant ideas, and develop innovative and impactful programming in Princeton’s Jewish community,” said Co-Create leader Rabbi Ira Dounn.

In addition to the theater fellowship, student leaders in the inaugural Co-Create cohort developed nine other projects this year, including a pop-up arts space focusing on identity called To Be Identified. India Rogers-Shepp, class of '18, one of the creators of the arts space, said that participating in Co-Create allowed her to bring together students from various backgrounds.

“Coming from marginalized groups in the Jewish community, we wanted to create a space in which others were asked to explore the contradictions in their own identity through art and sound,” said Rogers-Shepp. “It helped me find a Jewish community of marginalized Jews that validated me and my Jewishness.”

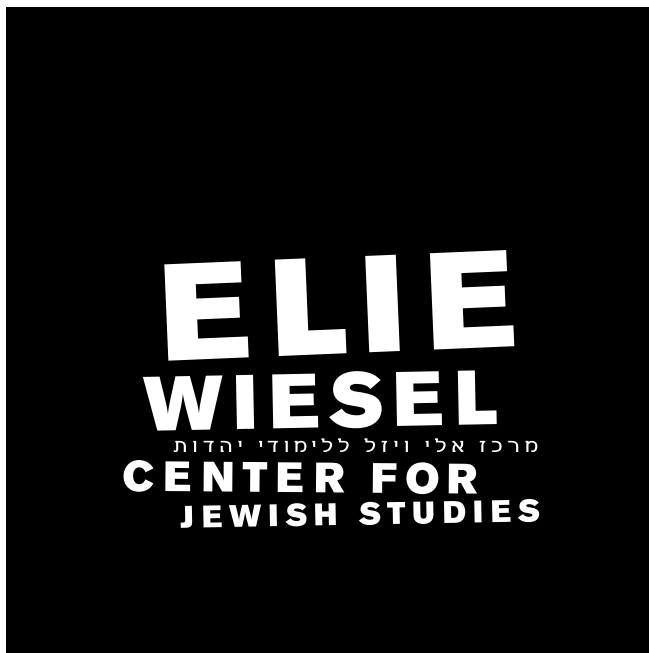
The arts space resulted in the creation of two paintings, photos from disposable cameras and valuable discussions around identity.

As for next year, other Princeton students have taken the model of the theater fellowship and created new programs that will take place this fall — including a poetry fellowship, a music fellowship, a comedy fellowship and even a Yiddish fellowship.

“I believe that theater is a powerful form of communication, with the ability to bring people closer together and understand each other in new and powerful ways,” said Zach Feig, class of '18. “The fellowship’s focus on Jewish theater was particularly suited to me because of my own interest in attaining greater understanding of my Jewish identity.” ■



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*Continued from p. 32*

over lunch, Queens College Hillel has organized various learning programs with free food beginning around noon, including the leadership initiative C.L.U.E., the Jewish Learning Fellowship and the Choikhona program.

At Florida International University, 92 percent of students commute to campus, including Stacey Alpert.

For roughly an hour, Alpert, class of '19, battles traffic on the highway to attend classes five days a week at the Miami-based university.

The biology major, who lives at home with her mother and five other family members, said commuting from Pembroke Pines, Florida, can be tiresome but it's financially practical, in part because she's planning to attend veterinary school.

But despite the drive, Alpert, 24, became heavily involved in Jewish life at FIU.

She remained on campus after her final class of the day to attend programs at Hillel at FIU. When Alpert enrolled in courses, she took her weekly Hillel activities into consideration. Last year, she was elected secretary of the Hillel student board.

"I put my best foot forward when I truly care about something," she said. "And Hillel is an organization I deeply care about."

Alpert recalled one evening she spent at Hillel at FIU working on a project that would determine her final grade in a class. As a student leader, she had permission to stay in the building after hours and planned to exit through a door that would lock automatically behind her.

It was almost 5 a.m. when she finished the project, and she had to be back on campus around 8 a.m.

"I wasn't planning on it, but I slept at Hillel that night," Alpert said. "Hillel cares about their students and it shows. That's what makes it feel like home, even when you live far away." 📍

*Additional reporting by Marissa Stern*



# Grab Your Tools, It's Spring Break

## Local Hillels rebuild communities on Alternative Spring Breaks

SHANA MEDEL

► **HILLEL** students regularly trade in relaxing days on the beach to help communities in need on spring break. More than 30 Hillels in the United States organized Alternative Spring Breaks this year, volunteering in nearby states and countries around the world. Here's how some of those students spent their week:

### **BOSTON UNIVERSITY HILLEL: SOUTH AFRICA**

After nearly 40 hours of travel, students from Boston University Hillel arrived in South Africa. They worked with Project TEN, an Israeli program that operates volunteer centers in developing areas, to prepare a meal for 70 children, paint a classroom and build a greenhouse.



### **COLUMBIA/BARNARD HILLEL: POLAND**

Alternative Spring Break participants at Columbia/Barnard Hillel spent their spring break in Poland, Hungary, Israel, Charleston or New Orleans. More than 10 students chose to explore Poland's rich Jewish history by visiting sites such as the Warsaw Ghetto and the JCC in Warsaw.



### **UNIVERSITY OF MIAMI HILLEL: RIO**

Students from University of Miami Hillel helped underprivileged communities in Rio de Janeiro during spring break. They spent their first day repainting the sports court, which is used for community gatherings as well as a classroom for young students in the neighborhood of Vargem Pequena.







#### HILLEL OF BROWARD AND PALM BEACH: GUATEMALA

Students at Hillel of Broward and Palm Beach packed their bags and traveled to San Juan Comalapa, Guatemala during spring break. Their weeklong service projects included constructing the teacher's lounge at Técnico Chixot, a school for grades K-12, and bonding with its students by playing games during gym class.



#### PENN STATE HILLEL: HONDURAS

For the third consecutive year, Penn State Hillel students volunteered in Roatán, Honduras. They lugged buckets of dirt and used a cement machine to rebuild a road, creating a second point of entry for those living in the small town of La Colonia.



#### MICHIGAN HILLEL: HOUSTON

Clad in gloves and goggles, Michigan Hillel students volunteered in neighborhoods affected by Hurricane Harvey. They dedicated most of their time to rebuilding one family's home in Houston.





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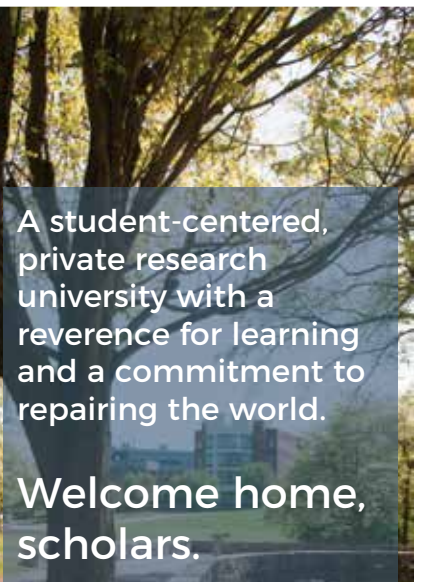
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### RUTGERS HILLEL: PUERTO RICO

Rutgers Hillel students volunteered in Puerto Rico during their spring break. They cleared patches of land to plant new trees and visited synagogues to learn about Jewish life on the island.



### TOLEDO HILLEL: ORLANDO

For the sixth consecutive year, Toledo Hillel traveled to Central Florida to volunteer at Give Kids the World, a nonprofit resort where children with life-threatening illnesses are given cost-free, weeklong vacations with their families. Students began each morning by serving food to families and helping children onto rides.

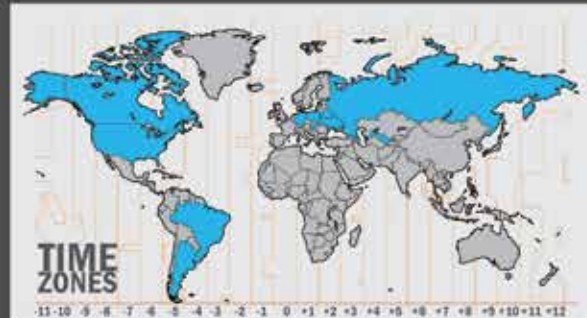
### HILLEL AT VIRGINIA TECH: NEW ORLEANS

Hillel at Virginia Tech celebrated its 10th year volunteering in New Orleans for Alternative Spring Break. Students worked closely with Rebuilding Together New Orleans to refurbish the home of Betty Johnson, a New Orleans resident. [\[Link\]](#)





# By the Numbers: HILLEL'S IMPACT



**3,800+** interns  
have engaged

**163,600** students  
since 2006

**76** Israel Fellows  
engaged

**18,783**

students in  
one-on-one  
interactions



**550**

Hillels on college campuses in North America

**17**

the number of countries Hillel  
operates from Hillel Buenos  
Aires to Hillel Khabarovsk

**14**

time zones



**31**

Hillels took

**36**

Alternative Spring Break  
trips this year in 14 countries

**16,380**

students went on  
Alternative Breaks  
with Hillel across  
the United States, South America, Israel,  
the former Soviet Union, Eastern Europe  
and Africa since 2004



**184**

Jewish and non-Jewish  
students from 35 schools  
have participated in Israel  
Uncovered, a 10-day trip  
to Israel through  
The David Project



**25,000+**

students went on Hillel-led  
Birthright Israel trips in the past  
five years



**4,009**

Students  
took

camel rides on Hillel organized Birthright Israel trips this year



**≈7**

people on every Birthright bus have  
a bar/bat mitzvah on the trip

In 2017-18, **1,651** students logged

**17,265**



hours of learning through  
Hillel's Jewish Learning  
Fellowship



This year our Israel team brought

**55**

speakers, movies,  
exhibits and more to

**100**

campuses  
for a total of

**320**

engagements



**15**

Jewish entrepreneurs  
were featured in

**32**

educational videos as  
part of "Bible of  
Business," an online  
academy teaching  
the strategies,  
experiences and  
ethics of Jewish  
entrepreneurs

Hillel offers niche Birthright Israel trips:



underwater  
diving



American  
Sign  
Language (ASL)



yoga/  
mindfulness



outdoor  
adventure



LGBTQ



culinary



As of July 24, 2018,  
Hillel has helped recruit

**56,365**

bone marrow  
donors,

find **1,873**

matches

facilitate **279**

transplants



# Top 60 Public Schools Jews Choose

RANK	UNIVERSITY	HILLEL	UNDERGRADUATE POPULATION	JEWISH UNDERGRADUATES	JEWISH UNDERGRADUATE %	GRADUATE POPULATION
1	University of Florida	University of Florida Hillel	35246	6500	18%	17422
2	Rutgers University, New Brunswick 🏆	Rutgers University Hillel Foundation	35641	6400	18%	13936
3	University of Central Florida 🏆	Central Florida Hillel	56792	6000	11%	9211
4	University of Maryland, College Park 🏆	University of Maryland Hillel	29868	5800	19%	10653
5	University of Michigan 🏆	University of Michigan Hillel	29821	5200	17%	16181
6	University of Wisconsin, Madison 🏆	Hillel at the University of Wisconsin	32196	4200	13%	11624
7	CUNY, Brooklyn College 🏆	The Tanger Hillel at Brooklyn College	14406	4000	28%	3174
8	Queens College 🏆	Queens College Hillel	16680	4000	24%	3186
9	Indiana University	Indiana University Hillel	33429	4000	12%	10281
10	Pennsylvania State University, University Park 🏆	Penn State Hillel	40835	4000	10%	6284
11	Binghamton University 🏆	Hillel at Binghamton	13708	3700	27%	3614
12	University at Albany 🏆	University at Albany Hillel	13508	3500	26%	4235
13	California State University, Northridge 🏆	Hillel 818 - CSUN, Pierce College, LA Valley College	35609	3500	10%	4207
14	Michigan State University 🏆	Lester and Jewell Morris Hillel Jewish Student Center	38996	3500	9%	11023
15	Arizona State University 🏆	Arizona State University Hillel	42427	3500	8%	8737
16	York University 🏆	Hillel at York University	47000	3500	7%	6000
17	Florida International University	Hillel at Florida International University	47586	3500	7%	9265
18	Florida State University	Hillel at Florida State University Foundation	33093	3294	10%	8354
19	McGill University 🏆	Hillel Montreal	27035	3000	11%	9510
20	University of Illinois at Urbana-Champaign 🏆	Cohen Hillel at the University of Illinois at Urbana-Champaign	33955	3000	9%	14261
21	University of Arizona 🏆	University of Arizona Hillel Foundation	34823	3000	9%	9708
22	University of California, Santa Barbara 🏆	Santa Barbara Hillel	22186	2850	13%	2871
23	Ohio State University 🏆	Ohio State University Hillel	45946	2777	6%	13891
24	University of Texas, Austin	Texas Hillel Foundation	40492	2750	7%	11033
25	University of California, Berkeley 🏆	U.C. Berkeley Hillel	29047	2500	9%	10859
26	University of Colorado at Boulder	C U Boulder Hillel	29091	2500	9%	6139
27	University of California, Davis 🏆	Hillel at Davis and Sacramento	30145	2500	8%	7133
28	University of California, Los Angeles 🏆	UCLA Hillel	31002	2500	8%	14426
29	Florida Atlantic University 🏆	Hillel of Broward and Palm Beach	25025	2400	10%	5178
30	University of Delaware 🏆	University of Delaware Hillel	18946	2250	12%	4024
31	University of Vermont	University of Vermont Hillel	11339	2000	18%	2001
32	Queensborough Community College	Queensborough Community College Hillel	15400	2000	13%	0
33	Stony Brook University 🏆	Stony Brook Hillel	17364	2000	12%	8625
34	University of Connecticut 🏆	UConn Hillel	19324	2000	10%	8397
35	Towson University 🏆	Hillel of Towson University	19596	2000	10%	3109
36	University at Buffalo	Hillel of Buffalo	21020	2000	10%	9628
37	Los Angeles Pierce College, Woodland Hills 🏆	Hillel 818 - CSUN, Pierce College, LA Valley College	22196	2000	9%	
38	University of Massachusetts, Amherst 🏆	University of Massachusetts, Amherst Hillel	23388	2000	9%	6952
39	San Francisco State University 🏆	San Francisco Hillel	26617	2000	8%	2990
40	Virginia Tech 🏆	Hillel at Virginia Tech	27193	2000	7%	7247
41	University of California, Santa Cruz	Santa Cruz Hillel	17577	1800	10%	1880
42	University of Washington 🏆	University of Washington Hillel	31331	1800	6%	14835
43	Temple University, Main and Ambler 🏆	Hillel at Temple University	29550	1750	6%	10398
44	CUNY, Baruch College 🏆	Baruch College Hillel	15293	1600	10%	3096
45	University of Pittsburgh 🏆	Hillel Jewish University Center of Pittsburgh	19326	1600	8%	9316
46	University of Oregon 🏆	The Oregon Hillel Foundation	19340	1600	8%	3547
47	Queen's University	Queen's Hillel	17833	1500	8%	4137
48	University of Kansas 🏆	University of Kansas Hillel	18775	1500	8%	6116
49	University of South Florida 🏆	Hillels of the Florida Suncoast	31772	1500	5%	11768
50	University of Toronto, St. George 🏆	Hillel at the University of Toronto	70592	1500	2%	17343
51	Broward College 🏆	Hillel of Broward and Palm Beach	40754	1400	3%	0
52	University of Minnesota 🏆	Minnesota Hillel	35433	1350	4%	16415
53	CUNY, College of Staten Island	Hillel at the College of Staten Island	12509	1200	10%	1085
54	The City College of New York	CUNY, Hillel at the City College of New York	13511	1200	9%	2562
55	CUNY, Hunter College 🏆	Hunter College Hillel	16844	1200	7%	6161
56	University of Guelph 🏆	Guelph Hillel	17436	1200	7%	2131
57	James Madison University 🏆	James Madison University Hillel	19975	1200	6%	1861
58	University of Waterloo	Hillel Waterloo	28734	1200	4%	2500
59	Miami University 🏆	Hillel Foundation at Miami University	17147	1100	6%	2553
60	San Diego State University 🏆	Hillel of San Diego at SDSU	30165	1080	4%	4663

🏆 DENOTES CAMPUSES THAT HAVE JEWISH AGENCY FOR ISRAEL FELLOWS TO HILLEL.

🏆 DENOTES CAMPUSES RECOGNIZED FOR ACHIEVEMENT BY OTHER HILLELS.



JEWISH GRADUATE STUDENTS	JEWISH GRADUATE STUDENTS BY %	JEWISH COURSES	JEWISH STUDIES OFFERINGS	JEWISH EDUCATORS	ISRAEL ABROAD	KOSHER OPTIONS	% MALE	% FEMALE
2900	17%	77	Minor; Major	Yes	Sponsored & approved programs; study abroad credits	Yes	44	56
1200	9%	50	Minor; Major	Yes	University sponsored program	Yes	50	50
400	4%	15	Minor; Certificate		Accepts credit for Israel study abroad	Yes	46	54
800	8%	40	Minor; Major	Yes	Sponsored & approved programs; study abroad credits	Yes	54	47
1800	11%	120	Minor; Major	Yes	Accepts credit for Israel study abroad	Yes	50	50
1000	9%	90	Minor; Major; Certificate	Yes	Sponsored & approved program	Yes	49	51
500	16%	43	Minor; Major	Yes	University approved programs	Yes	42	58
331	10%	46	Minor; Major	Yes	Approved programs; study abroad credits	Yes	46	54
900	9%	60	Minor; Major; Certificate	Yes	Sponsored & approved programs; study abroad credits	Yes	51	49
500	8%	80	Minor; Major	Yes	Sponsored program; study abroad credits	Yes	53	47
250	7%	30	Minor; Major	Yes	Sponsored & approved programs; study abroad credit	Yes	51	49
1800	43%	20	Minor	Yes	Approved programs; study abroad credits	Yes	49	51
650	15%	25	Minor; Major	Yes	Sponsored & approved programs; study abroad credits	Yes	46	54
500	5%	25	Certificate	Yes	Sponsored & approved programs; study abroad credits	Yes	49	51
340	4%	40	Major	Yes	University sponsored program	Yes	57	43
500	8%	62	Minor; Major; Certificate	Yes	Sponsored & approved programs; study abroad credits	Yes	42	58
160	2%	15	Minor			Yes	44	56
888	11%	30	Certificate; Other	No	Accepts credit for Israel study abroad	No	44	56
1050	11%	30	Minor; Major; Certificate		University approved programs	Yes	41	59
1000	7%	68	Minor; Major	Yes	Sponsored & approved programs; study abroad credits	Yes	54	46
300	3%	48	Minor; Major	No	Sponsored program; study abroad credits	Yes	48	52
450	16%	40	Minor		Sponsored & approved programs; study abroad credits	No	46	54
350	3%	80	Minor; Major	Yes	Sponsored & approved programs; study abroad credits	Yes	52	48
500	5%	30	Minor; Major	Yes	Accepts credit for Israel study abroad	Yes	47	53
500	5%	12	Minor; Certificate	Yes	Sponsored & approved programs; study abroad credits	Yes	48	52
350	6%	15	Minor; Major; Certificate		University sponsored program	Yes	56	44
1050	15%	23	Minor; Major			Yes	41	59
600	4%	50	Minor; Major	Yes	University sponsored program	Yes	43	57
450	9%	7	Minor; Major	Yes	Sponsored & approved programs; study abroad credits	No	44	56
300	7%	20	Minor	Yes	Approved programs; study abroad credits	Yes	42	58
400	20%	8	Minor	No	Sponsored & approved programs; study abroad credits	Yes	42	58
0		0	None			Yes	47	53
1200	14%	6	Minor	Yes	University approved programs	Yes	53	47
450	5%	5	Minor; Major		Sponsored & approved programs; study abroad credits	Yes	50	50
300	10%	32	Minor; Other	Yes	Accepts credit for Israel study abroad	Yes	40	60
800	8%	45	Minor; Major		Accepts credit for Israel study abroad	Yes	57	43
			None			Yes		
500	7%	75	Minor; Major	Yes	Sponsored & approved programs; study abroad credits	Yes	50	50
450	15%	40	Minor; Major	No	University sponsored program	No	44	56
200	3%	14	Minor	No	Approved programs; study abroad credits	Yes	57	43
151	8%	32	Major		University sponsored program	Unknown	50	50
1000	7%	15	Minor; Major	Yes	Accepts credit for Israel study abroad	Yes	47	53
1750	17%	35	Certificate	Yes	Accepts credit for Israel study abroad	Yes	47	53
300	10%	14	Minor		Sponsored & approved programs; study abroad credits	Yes	51	49
500	5%	30	Certificate; Other			Yes	49	51
250	7%	15	Major	No	Approved programs; study abroad credits	Yes	46	54
500	12%	15	Minor		Approved programs; study abroad credits	Yes		
100	2%	10	Minor; Major; Certificate	Yes	Sponsored & approved programs; study abroad credits	Yes	50	50
200	2%	12	Minor	Yes	Approved programs; study abroad credits	Yes	46	54
1500	9%	60	Minor; Major	Yes	Sponsored & approved programs; study abroad credits	Yes	45	55
0		0	None	Yes	Unknown	Unknown	41	59
200	1%	10	Minor; Major	Yes	University approved programs	Yes	48	52
230	21%	1	None		Sponsored & approved programs; study abroad credits	Yes	45	55
	0%	34	Minor; Major	No	Approved programs; study abroad credits	No	0	0
1000	16%		Minor; Major		No credit for study abroad in Israel	Yes	35	65
	0%		None	Yes		Unknown		
40	2%	8	None			Yes	41	59
	0%	15	Major		University approved programs	Yes		
25	1%	32	Minor; Other	Yes	Accepts credit for Israel study abroad	Yes	50	50
300	6%	15	Minor; Major		University sponsored program	No	46	54

\*Estimated population figures and other campus information are self-reported by local campus Hillels. For more information on Jewish life at colleges and universities around the world, visit [hillel.org/guide](http://hillel.org/guide).

# Top 60 Private Schools Jews Choose

RANK	UNIVERSITY	HILLEL	UNDERGRADUATE POPULATION	JEWISH UNDERGRADUATES	JEWISH UNDERGRADUATE %	GRADUATE POPULATION
1	Boston University	Boston University Hillel Foundation	18080	4000	22%	15275
2	New York University	NYU Hillel, Bronfman Center	26417	3500	13%	24706
3	George Washington University	Hillel at The George Washington University	11999	3000	25%	15974
4	Cornell University	Cornell Hillel	14907	3000	20%	8109
5	Tulane University	Tulane Hillel	6571	2815	43%	4677
6	Yeshiva University	Yeshiva University (YU)	2714	2714	100%	3583
7	Syracuse University	Syracuse Hillel	15252	2500	16%	7232
8	University of Miami	Hillel at the University of Miami	10832	2000	18%	6171
9	University of Southern California	University of Southern California Hillel Foundation	19287	2000	10%	17317
10	Washington University in St. Louis	Hillel at Washington University in St. Louis	7675	1750	23%	7628
11	University of Pennsylvania	University of Pennsylvania Hillel	10033	1750	17%	11874
12	American University	American University Hillel	8123	1600	20%	5735
13	University of Hartford	University of Hartford Hillel	5069	1500	30%	1492
14	Columbia University	Columbia/Barnard Hillel	6231	1500	24%	19806
15	Brandeis University	Hillel at Brandeis University	3635	1454	40%	2087
16	Long Island University, Brooklyn Campus	Hillel of Long Island University	3945	1200	30%	3037
17	Emory University	Emory Hillel	6937	1200	17%	7336
18	Northwestern University	Fiedler Hillel at Northwestern University	8278	1200	14%	13196
19	Northeastern University	Northeastern University Hillel	18269	1200	7%	8391
20	Vanderbilt University	Vanderbilt Hillel	6885	1050	15%	5707
21	Tufts University	Tufts University Hillel Foundation	5541	1000	18%	5908
22	Ithaca College	Hillel at Ithaca College	6059	1000	17%	457
23	Brown University	Brown RISD Hillel	6988	1000	14%	3107
24	University of Rochester	Hillel at the University of Rochester	5796	900	16%	1325
25	Drexel University	Hillel at Drexel University	15498	900	6%	8692
26	Barnard College	Columbia/Barnard Hillel	2604	850	33%	0
27	Hofstra University	Hofstra University Hillel	6861	850	12%	4270
28	University of Chicago	University of Chicago Hillel	6264	825	13%	7472
29	Yale University	Yale University Hillel	5746	800	14%	7228
30	Harvard University	Harvard Hillel	6766	780	12%	4402
31	Lehigh University	Lehigh University Hillel Society	5075	750	15%	1942
32	Duke University	Jewish Life at Duke	6692	730	11%	9602
33	Claremont Colleges	Hillel at the Claremont Colleges	5982	700	12%	1000
34	Oberlin College	Oberlin College Hillel	2827	650	23%	26
35	Elon University	Elon University Hillel	6045	650	11%	746
36	Case Western Reserve University	Cleveland Hillel	5150	630	12%	6674
37	Muhlenberg College	Muhlenberg College Hillel	2367	555	23%	0
38	Stanford University	Hillel at Stanford	7062	550	8%	10116
39	Vassar College	Vassar Jewish Union	2353	500	21%	0
40	Skidmore College	Skidmore Hillel	2680	500	19%	4
41	Johns Hopkins University	Johns Hopkins University Hillel	5464	500	9%	2403
42	University of Denver	The University of Denver Hillel	5765	500	9%	5669
43	Pace University	Pace University Hillel	6400	500	8%	2834
44	Chapman University	Hillel Foundation of Orange County	7020	500	7%	2372
45	Columbia College Chicago	Metro Chicago Hillel	7027	500	7%	285
46	Goucher College	Goucher College Hillel	1455	450	31%	698
47	Princeton University	Princeton Hillel, Center for Jewish Life	5394	450	8%	2879
48	Georgetown University	Jewish Life at Georgetown	7463	450	6%	11542
49	Sarah Lawrence College	Hillels of Westchester	1399	400	29%	297
50	Clark University	Clark University Hillel	2240	400	18%	913
51	Bentley University	Bentley University Hillel	4272	400	9%	1271
52	Dartmouth College	Dartmouth Hillel	4410	400	9%	2099
53	Carnegie Mellon University	Hillel Jewish University Center of Pittsburgh	6896	400	6%	7632
54	University of Tampa	Hillels of the Florida Suncoast	7974	400	5%	865
55	Emerson College	Emerson College Hillel	3813	350	9%	653
56	Southern Methodist University	Hillel of Dallas	6452	350	5%	5337
57	Quinnipiac University	Quinnipiac Hillel	7305	350	5%	2895
58	Massachusetts Institute of Technology	M.I.T. Hillel	4547	340	7%	6919
59	Hampshire College	Hampshire College Hillel	1410	325	23%	0
60	DePaul University	Metro Chicago Hillel	14816	310	2%	7953

✚ DENOTES CAMPUSES THAT HAVE JEWISH AGENCY FOR ISRAEL FELLOWS TO HILLEL.

🏆 DENOTES CAMPUSES RECOGNIZED FOR ACHIEVEMENT BY OTHER HILLELS.



JEWISH GRADUATE STUDENTS	JEWISH GRADUATE STUDENTS BY %	JEWISH COURSES	JEWISH STUDIES OFFERINGS	JEWISH EDUCATORS	ISRAEL ABROAD	KOSHER OPTIONS	% MALE	% FEMALE
1500	10%	15	Minor	Yes	Sponsored & approved programs; study abroad credits	Yes	39	61
2500	10%	70	Minor; Major	Yes	University sponsored program	Yes	43	57
1500	9%	30	Minor; Major		Approved programs; study abroad credit	No	40	60
500	6%	46	Minor	Yes	Accepts credit for Israel study abroad	Yes		
500	11%	50	Minor; Major	Yes	University approved programs	Yes	41	59
780	22%	138	Minor; Major			Yes		
500	7%	20	Minor; Major	Yes	Sponsored & approved programs; study abroad credits	Yes	46	54
1500	24%	15	Minor; Major	Yes	Approved programs; study abroad credit	Yes	48	52
1700	10%	14	Minor	Yes	Sponsored & approved programs; study abroad credits	Yes	49	51
1000	13%	60	Minor; Major	Yes	Sponsored & approved programs	Yes	47	53
1800	15%	50	Minor; Major	Yes	University sponsored program	Yes	49	51
1100	19%	25	Minor; Major		University sponsored program	Yes	37	63
350	23%	20	Major	No	University sponsored program	Yes	49	51
3500	18%	25	Minor; Major; Other	Yes	Accepts credit for Israel study abroad	Yes		
400	19%	60	Minor; Major	Yes	Approved programs; study abroad credit	Yes	41	59
300	10%		None			Unknown	29	71
700	10%	61	Minor; Major		Sponsored & approved programs; study abroad credits	Yes	41	59
1000	8%	35	Minor; Major	Yes	Sponsored & approved programs; study abroad credits	Yes	50	50
300	4%	38	Minor		Approved programs; study abroad credit	Yes	49	51
200	4%	63	Minor; Major		Approved programs; study abroad credit	Yes	49	51
500	8%	25	Minor; Major	Yes	Approved programs; study abroad credit	Unknown	49	51
25	5%	12	Minor	Yes	Accepts credit for Israel study abroad	Yes	42	58
200	6%	30	Major	Yes	Approved programs; study abroad credits	Yes	47	53
150	11%	8	Minor	Yes	Sponsored & approved programs; study abroad credits	Yes	52	48
	0%	5	Minor	Yes	Sponsored & approved programs; study abroad credits	Yes	52	48
		25	Minor; Major	Yes	Accepts credit for Israel study abroad	Yes		
1500	35%	14	Minor; Major	Yes		Yes	45	55
1500	20%	30	Minor; Major	Yes	University sponsored program	Yes	51	49
1500	21%	50	Minor; Major	Yes	University approved programs	Yes		
2500	57%	40	Major		University approved programs	Yes	52	48
100	5%	29	Minor	Yes	University approved programs	No	55	45
700	7%	16	Certificate	Yes	University approved programs	Yes	50	50
100	10%	20	Minor; Major	Yes	University approved programs	Yes	52	48
	0%	23	Minor; Major	Yes	Unknown	Yes	42	58
40	5%	30	Minor	Yes	University sponsored program	Yes	40	60
615	9%	21	Minor		Accepts credit for Israel study abroad	Yes	56	44
		25	Minor; Major	Yes	Approved programs; study abroad credits	Yes	40	60
1100	11%	50	Minor; Major	Yes	Accepts credit for Israel study abroad	Yes		
		20	Minor; Major	Yes	University approved programs	Yes	41	59
0	0%	8	Other			Unknown	40	60
200	8%	17	Minor; Major	Yes	University approved programs	Yes	49	51
300	5%	20	Minor		Unknown	Unknown	47	53
	0%	8				Yes	38	62
50	2%	3	Minor; Other			Yes	39	61
150	53%	0	None		Unknown	No	46	54
200	29%	28	Minor	Yes	University approved programs	Yes	31	69
250	9%	20	Minor; Certificate	Yes	Unknown	Yes	51	49
500	4%	20	Minor; Certificate	Yes	University approved programs	Yes	44	56
100	34%	20	Minor; Major		Unknown	Yes	28	72
50	5%	19	Minor; Major		University sponsored program	Yes	39	61
20	2%	4	None	Yes		Yes	59	41
100	5%	10	Minor	Yes	Accepts credit for Israel study abroad	Yes	51	49
300	4%	4	None		No credit for study abroad in Israel	Yes	51	49
100	12%	4	None		Accepts credit for Israel study abroad	No	42	58
0	0%	1	None	Yes		Yes	41	59
50	1%	20	Minor	Yes	Accepts credit for Israel study abroad	No	50	50
50	2%	1	Certificate	Yes		Yes	39	61
600	9%	1	None	Yes	University sponsored program	Yes	54	46
0		4	Minor; Major			Yes		
412	5%	10	Minor		Unknown	Yes	47	53

\*Estimated population figures and other campus information are self-reported by local campus Hillels. For more information on Jewish life at colleges and universities around the world, visit [hillel.org/guide](http://hillel.org/guide).

# Top 60 Schools Jews Choose (a breakdown by percentage)

RANK	UNIVERSITY	HILLEL	UNDERGRADUATE POPULATION	JEWISH UNDERGRADUATES	JEWISH UNDERGRADUATE %	GRADUATE POPULATION
1	Yeshiva University	Yeshiva University (YU)	2714	2714	100%	3583
2	Jewish Theological Seminary of America	Jewish Theological Seminary of America (JTS)	162	162	100%	217
3	American Jewish University ✱	Hillel 818 - CSUN, Pierce College, LA Valley College	69	69	100%	125
4	Tulane University ✱	Tulane Hillel	6571	2815	43%	4677
5	Brandeis University	Hillel at Brandeis University	3635	1454	40%	2087
6	Barnard College ✱	Columbia/Barnard Hillel	2604	850	33%	0
7	Goucher College ✱	Goucher College Hillel	1455	450	31%	698
8	Long Island University, Brooklyn Campus	Hillel of Long Island University	3945	1200	30%	3037
9	University of Hartford	University of Hartford Hillel	5069	1500	30%	1492
10	Sarah Lawrence College	Hillels of Westchester	1399	400	29%	297
11	CUNY, Brooklyn College ✱	The Tanger Hillel at Brooklyn College	14406	4000	28%	3174
12	Binghamton University ✱	Hillel at Binghamton	13708	3700	27%	3614
13	University at Albany ✱	University at Albany Hillel	13508	3500	26%	4235
14	George Washington University ✱	Hillel at The George Washington University	11999	3000	25%	15974
15	Columbia University ✱	Columbia/Barnard Hillel	6231	1500	24%	19806
16	Queens College	Queens College Hillel	16680	4000	24%	3186
17	Muhlenberg College ✱	Muhlenberg College Hillel	2367	555	23%	0
18	Hampshire College	Hampshire College Hillel	1410	325	23%	0
19	Oberlin College	Oberlin College Hillel	2827	650	23%	26
20	Washington University in St. Louis	Hillel at Washington University in St. Louis	7675	1750	23%	7628
21	Boston University	Boston University Hillel Foundation	18080	4000	22%	15275
22	Vassar College	Vassar Jewish Union	2353	500	21%	0
23	Cornell University ✱	Cornell Hillel	14907	3000	20%	8109
24	American University	American University Hillel	8123	1600	20%	5735
25	Mitchell College	Mitchell College Hillel	613	120	20%	0
26	University of Maryland, College Park ✱	University of Maryland Hillel	29868	5800	19%	10653
27	Skidmore College	Skidmore Hillel	2680	500	19%	4
28	University of Miami	Hillel at the University of Miami	10832	2000	18%	6171
29	University of Florida	University of Florida Hillel	35246	6500	18%	17422
30	Tufts University	Tufts University Hillel Foundation	5541	1000	18%	5908
31	Rutgers University, New Brunswick ✱	Rutgers University Hillel Foundation	35641	6400	18%	13936
32	Clark University	Clark University Hillel	2240	400	18%	913
33	University of Vermont	University of Vermont Hillel	11339	2000	18%	2001
34	University of Pennsylvania ✱	University of Pennsylvania Hillel	10033	1750	17%	11874
35	University of Michigan ✱	University of Michigan Hillel	29821	5200	17%	16181
36	Emory University ✱	Emory Hillel	6937	1200	17%	7336
37	Ithaca College	Hillel at Ithaca College	6059	1000	17%	457
38	Kenyon College	Kenyon College Hillel	1677	275	16%	0
39	Syracuse University ✱	Syracuse Hillel	15252	2500	16%	7232
40	University of Rochester ✱	Hillel at the University of Rochester	5796	900	16%	1325
41	Haverford College	Haverford Hillel	1296	200	15%	0
42	Vanderbilt University ✱	Vanderbilt Hillel	6885	1050	15%	5707
43	Lehigh University	Lehigh University Hillel Society	5075	750	15%	1942
44	Northwestern University ✱	Fiedler Hillel at Northwestern University	8278	1200	14%	13196
45	Brown University	Brown RISD Hillel	6988	1000	14%	3107
46	Yale University	Yale University Hillel	5746	800	14%	7228
47	Franklin & Marshall College	Franklin & Marshall Hillel	2283	309	14%	
48	New York University	NYU Hillel, Bronfman Center	26417	3500	13%	24706
49	Union College	Union College Hillel	2267	300	13%	0
50	University of Chicago ✱	University of Chicago Hillel	6264	825	13%	7472
51	Bryn Mawr College	Bryn Mawr College Hillel	1334	175	13%	306
52	University of Wisconsin, Madison ✱	Hillel at the University of Wisconsin	32196	4200	13%	11624
53	Queensborough Community College	Queensborough Community College Hillel	15400	2000	13%	0
54	University of California, Santa Barbara	Santa Barbara Hillel	22186	2850	13%	2871
55	Hofstra University	Hofstra University Hillel	6861	850	12%	4270
56	Earlham College	JSU/Cultural Center at Earlham College	1060	130	12%	66
57	Case Western Reserve University ✱	Cleveland Hillel	5150	630	12%	6674
58	Western University ✱	Western Hillel	2250	275	12%	5000
59	Indiana University	Indiana University Hillel	33429	4000	12%	10281
60	University of Delaware	University of Delaware Hillel	18946	2250	12%	4024

✱ DENOTES CAMPUSES THAT HAVE JEWISH AGENCY FOR ISRAEL FELLOWS TO HILLEL.

▶ DENOTES CAMPUSES RECOGNIZED FOR ACHIEVEMENT BY OTHER HILLELS.



JEWISH GRADUATE STUDENTS	JEWISH GRADUATE STUDENTS BY %	JEWISH COURSES	JEWISH STUDIES OFFERINGS	JEWISH EDUCATORS	ISRAEL ABROAD	KOSHER OPTIONS	% MALE	% FEMALE
780	22%	138	Minor; Major			Yes		
217	100%	150	Minor; Major			Yes		
125	100%	50	Minor; Major			Yes		
500	11%	50	Minor; Major	Yes	University approved programs	Yes	41	59
400	19%	60	Minor; Major	Yes	Approved programs; study abroad credits	Yes	41	59
		25	Minor; Major	Yes	Accepts credit for Israel study abroad	Yes		
200	29%	28	Minor	Yes	University approved programs	Yes	31	69
300	10%		None			Unknown	29	71
350	23%	20	Major	No	University sponsored program	Yes	49	51
100	34%	20	Minor; Major		Unknown	Yes	28	72
500	16%	43	Minor; Major	Yes	University approved programs	Yes	42	58
250	7%	30	Minor; Major	Yes	Sponsored & approved programs; study abroad credits	Yes	51	49
1800	43%	20	Minor	Yes	Approved programs; study abroad credits	Yes	49	51
1500	9%	30	Minor; Major		Approved programs; study abroad credits	No	40	60
3500	18%	25	Minor; Major; Other	Yes	Accepts credit for Israel study abroad	Yes		
331	10%	46	Minor; Major	Yes	Approved programs; study abroad credits	Yes	46	54
		25	Minor; Major	Yes	Approved programs; study abroad credits	Yes	40	60
0		4	Minor; Major			Yes		
	0%	23	Minor; Major	Yes	Unknown	Yes	42	58
1000	13%	60	Minor; Major	Yes	University sponsored program; University approved programs	Yes	47	53
1500	10%	15	Minor	Yes	Sponsored & approved programs; study abroad credits	Yes	39	61
		20	Minor; Major	Yes	University approved programs	Yes	41	59
500	6%	46	Minor	Yes	Accepts credit for Israel study abroad	Yes		
1100	19%	25	Minor; Major		University sponsored program	Yes	37	63
0		1				Yes	57	43
800	8%	40	Minor; Major	Yes	Sponsored & approved programs; study abroad credits	Yes	54	47
0	0%	8	Other			Unknown	40	60
1500	24%	15	Minor; Major	Yes	Approved programs; study abroad credits	Yes	48	52
2900	17%	77	Minor; Major	Yes	Sponsored & approved programs; study abroad credits	Yes	44	56
500	8%	25	Minor; Major	Yes	Approved programs; study abroad credits	Unknown	49	51
1200	9%	50	Minor; Major	Yes	University sponsored program	Yes	50	50
50	5%	19	Minor; Major		University sponsored program	Yes	39	61
400	20%	8	Minor	No	Sponsored & approved programs; study abroad credits	Yes	42	58
1800	15%	50	Minor; Major	Yes	University sponsored program	Yes	49	51
1800	11%	120	Minor; Major	Yes	Accepts credit for Israel study abroad	Yes	50	50
700	10%	61	Minor; Major		Sponsored & approved programs; study abroad credits	Yes	41	59
25	5%	12	Minor	Yes	Accepts credit for Israel study abroad	Yes	42	58
		5	Other			Yes	44	56
500	7%	20	Minor; Major	Yes	Sponsored & approved programs; study abroad credits	Yes	46	54
150	11%	8	Minor	Yes	Sponsored & approved programs; study abroad credits	Yes	52	48
		5	Minor	Yes	University sponsored program; University approved programs	Yes		
200	4%	63	Minor; Major		Approved programs; study abroad credits	Yes	49	51
100	5%	29	Minor	Yes	University approved programs	No	55	45
1000	8%	35	Minor; Major	Yes	Sponsored & approved programs; study abroad credits	Yes	50	50
200	6%	30	Major	Yes	Approved programs; study abroad credits	Yes	47	53
1500	21%	50	Minor; Major	Yes	University approved programs	Yes		
		15	Minor		Approved programs; study abroad credits	Yes	46	54
2500	10%	70	Minor; Major	Yes	University sponsored program	Yes	43	57
		20	Minor			Yes	54	46
1500	20%	30	Minor; Major	Yes	University sponsored program	Yes	51	49
	0%	5	Minor	Yes	University sponsored program; University approved programs	Yes	0	100
1000	9%	90	Minor; Major; Certificate	Yes	University sponsored program; University approved programs	Yes	49	51
0		0	None			Yes	47	53
450	16%	40	Minor		Sponsored & approved programs; study abroad credits	No	46	54
1500	35%	14	Minor; Major	Yes		Yes	45	55
0	0%	11	Minor; Major	Yes	University sponsored program	Unknown	45	55
615	9%	21	Minor		Accepts credit for Israel study abroad	Yes	56	44
250	1%	25	Minor; Major		University approved programs	No	43	57
900	9%	60	Minor; Major; Certificate	Yes	Sponsored & approved programs; study abroad credits	Yes	51	49
300	7%	20	Minor	Yes	Sponsored & approved programs; study abroad credits	Yes	42	58

\*Estimated population figures and other campus information are self-reported by local campus Hillels. For more information on Jewish life at colleges and universities around the world, visit [hillel.org/guide](http://hillel.org/guide).



## COMING FEBRUARY 2019... JEWISH SCHOLARSHIPS!

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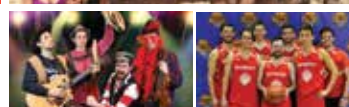
# Hillel MARKET PLACE

## Jewish students at Miami University are...

- Building Relationships
- Creating Partnerships
- Exploring New Opportunities
- Networking
- Supporting Israel
- Becoming Tomorrow's Leaders
- Impacting the World
- Celebrating Jewish Life

We are a community of 1100 Jewish students and a vital partner with the University. We are the central hub for Jewish life at Miami, a place where all Students feel at home. **We are...**

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E-mail: [admin@muhillel.org](mailto:admin@muhillel.org)

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## Loyola Marymount University Hillel



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[Facebook.com/ConnecticutCollegeHillel](https://Facebook.com/ConnecticutCollegeHillel)



**Eckerd College students learn about the Jewish prohibition against causing pain to animals and the international shark fin trade as they come face-to-fin with sharks in the Bahamas.**

## Dive Right In

Want to hit the ground running when you arrive on campus? Learn about some of the unique opportunities at campus Hillels

SHANA MEDEL

### OUT TO SEA

Hillel students from campuses across the state of Florida have taken their Jewish values to the sea, working to protect marine ecosystems by participating in reef and waterfront cleanups, shark awareness dives and other underwater activities.

Scubi Jew, created by Eckerd College Hillel, focuses on *tikkun hayam*, or repairing the seas, and is available at University of South Florida Hillel, University of Tampa Hillel, Florida Atlantic University Hillel, University of Central Florida Hillel and University of Miami Hillel. And the program is beginning to spread to campuses across the country, including the University of Arizona Hillel.

Don't see your campus listed? Learn how to create a chapter at your college or university by visiting [repairtheseas.org](http://repairtheseas.org).

### WHAT A MENSCH

A mentor can help alleviate some of the pressures of freshman year. Based on interests and passions, first-year students at the University of Michigan Hillel are paired with an upperclassman to help them acclimate to college life.

Similar mensch programs have taken root at University of Vermont Hillel, University of Southern California Hillel and Harvard Hillel.

"It's helped me grow as a leader, giving me the confidence to speak up for myself and voice my ideas inside and outside of Hillel." —Becca Marek, University of Vermont '20

### FIND YOUR VOICE

The Actualization Project, or TAP, is a yearlong fellowship at Columbia/Barnard

Hillel that empowers students to channel their passions and redesign Jewish life on campus. Fellows will attend bi-weekly meetings, team-building excursions and regular check-ins with a Hillel professional.

### A LEG UP

Incubated by the University of Florida Hillel, Career Up Now supports personal and professional growth with networking opportunities. Students attend workshops to learn about interview skills, social media management and other skills. Similar professional development programs are established at Hillel at Miami University of Ohio, New York University Hillel and Queens College Hillel.

### HOME AWAY FROM HOME

Are you a Russian-speaking Jewish student? Find your community on campus by becoming involved in the Russian Jewish Club at Hillel 818. Every year, the California-based Hillel hosts Russian Restaurant, a celebration of Russian food, music and dance. Similar groups exist at Cornell Hillel, University of Illinois at Urbana-Champaign, Hillel at Baruch College, Hillel Jewish University Center of Pittsburgh, Brooklyn College Hillel, Queens College Hillel and Rutgers Hillel.

Keren Khait, class of '18 at California State University, Northridge and creator of the Russian Jewish Club at Hillel 818, says: "Connecting with others who care about their Russian culture and their Judaism, that's how we're creating a community for Russian-speaking Jewish students in the Valley."

### ALL BUSINESS

Students focused on career development and growth can become active in the Professional Club at Hillel Rio. Members have the opportunity to attend lectures given by experienced professionals and participate in study groups with peers in similar professional fields, including architecture, finance, medicine, technology, engineering, law and entrepreneurship. ■





At Arizona State University, we teach you to become a master learner, ready to thrive in your future career and live a meaningful life.

Hillel at ASU is at the center of Jewish campus life, and serves more than 3,500 undergraduate and graduate Jewish students. Students involved in Hillel have access to hundreds of leadership, social, cultural, educational, political and religious opportunities each school year. ASU also partners with Ben-Gurion University and has a strong Center for Jewish Studies.

**Learn more at [hillelasu.org](http://hillelasu.org).**  
Begin your Sun Devil journey today.



## GET WITH IT!

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*Learn more about Jewish life on campus in the Marketplace section of this issue*

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[studentaffairs.duke.edu/jewishlife](http://studentaffairs.duke.edu/jewishlife)

