

# STRATEGIC PLAN

*This plan is not a final product, but rather a living document to help The HC focus on its goals and strategies in furtherance of its mission. This 2021 update reflects substantial achievements of early goals in the original 2017 and 2019 updated plan, and better integrates with the resources needed to actualize and sustain this plan.*

# THE Zekelman HOLOCAUST CENTER

Approved December 8, 2021

# EXECUTIVE SUMMARY

The Holocaust Memorial Center Zekelman Family Campus was founded by Rabbi Charles Rosenzweig, of blessed memory, and a dedicated group of volunteers in 1982. The Center has continually developed, evolved and grown both physically and educationally over its history, but has always remained committed to its core definition as a memorial to the Holocaust.

Through joint efforts of staff, lay leadership and volunteers, the Holocaust Memorial Center has defined a focused mission, a vision, and a few short-term goals to achieve. These goals are each supported by a series of strategies.

**The mission of the Holocaust Memorial Center Zekelman Family Campus is to engage, educate and empower by remembering the Holocaust. Our Vision is to build a world in which people take responsible action.**

The four goals we identified are: How to raise awareness for younger generations, How to make The HC the nexus for Holocaust education in the State of Michigan, How to integrate The HC visit into a broader Holocaust education, and How to re- envision and re- conceptualize The HC to create a more impactful learning experience for visitors. In December 2021, a new, fifth goal was added: o educate more adults in Michigan. This plan envisions the design, creation and sustainable resources to make The HC relationship with the public second to none in the country.

These steps have also created a fundraising template that allows the Holocaust Memorial Center to have meaningful conversations with funders. The Holocaust Memorial Center has set a goal to increase all philanthropic revenues, including dinner income each year for the next half decade, and to raise, in total, \$100 Million dollars for capital, operating, educational and endowment funds, both restricted and unrestricted. The timing for the solicitation and deployment of this philanthropic support is urgent and compelling, because it must provide the resources to create and sustain the visionary re-birth plans for The HC's exhibitions resulting from our collaboration with Ralph Appelbaum Associates. The \$100 Million comprehensive campaign will cement The HC's role as second to none in North America among leading Holocaust centers.

## MISSION

**Our mission is to engage, to educate and to empower by remembering the Holocaust.**

**Engage:** Reach out to members of the Jewish community and of the general community with compelling content and create lasting connections with us.

**Educate:** Teach today's generations positive lessons from the Holocaust to build a better tomorrow.

**Empower:** Encourage all who we touch to take the lessons they have learned and apply them to their daily interactions and communal responsibilities.

## VISION

**Our Vision is for us to build a world in which people take responsible action.**

## PUBLIC VALUE STATEMENT

The Holocaust Memorial Center is a dynamic institution that tells the story of one of the most horrific events in world history.

Using powerful personal narratives, documented sources, artifacts and compelling storytelling techniques, we seek to illuminate the dangerous consequences of antisemitism and intolerance. We want our audiences to both recognize the seeds of genocide and understand that during the Holocaust each individual made a personal choice—some to commit acts of unspeakable evil, others to perform acts of bravery and kindness.

Ultimately, we are empowering our visitors to fight back against antisemitism and prejudice whenever and wherever they arise.

## VALUES

### **Jewish –All our values are rooted in Jewish tradition**

1. Proactive – The HC seeks to be proactive and not just reactive
2. Empathy – The HC seeks to teach empathy by caring about others who are marginalized and unable to defend themselves
3. Respect – The HC teaches respect for survivors and for the "other"
4. Independence – The HC values its ability to act independently of other Jewish and communal organizations
5. Impactful – The HC seeks to engage in uniquely suited programming that has meaningful impact
6. Cooperation – The HC seeks to cooperate with other organizations to increase its impact rather than to be competitive with other organizations
7. Relevance – The HC strives to do programming that is relevant to today's issues
8. Memory – The HC values memory, particularly remembering the Holocaust
9. Recognition- The HC recognizes that there is evil in the world and that people need help to do the right thing (it's people, not the world, that needs fixing)

# HISTORY/INTRODUCTION

## History of the Holocaust Memorial Center Zekelman Family Campus



*Rabbi Charles Rosenzweig and Dr. Guy Stern at the Holocaust Memorial Center's first location in West Bloomfield.*

Our founder, Rabbi Charles Rosenzweig, was a very strong-willed person, who had a clear vision of the mission and goals of the Holocaust Memorial Center when he founded it in 1982. Unfortunately, no succession and continuation plans were in place at the time of his sudden passing and the Center's lay leadership stepped into the day-to-day management simply to steady the ship.

After a period of able assistance by Dr. Guy Stern as interim director, the Center hired Dr. Stephen Goldman, who helped make the Center a respected member of the Detroit museum community and a player among the national Holocaust institutions.

As fundraising needs grew, the Center hired Cheryl Guyer as director of development, and a number of other new employees to build fundraising capacity.

After Steven Goldman's retirement, Cheryl acted as interim director, providing a deep commitment to improving staff morale and building a successful team.

Robin Axelrod was given the opportunity to build an education department, which allowed for a focus on improving the quality of the educational experience for visitors. Ruth Bergman then became Director of Education

With generous funding from Lori and Alan Zekelman, the Center hired a lobbying firm that successfully shepherded a law through Lansing requiring education in grades 8-12 of public and charter schools about genocide, including the Holocaust and the Armenian genocide.

In the fall of 2016, Eli Mayerfeld began consulting with the Center to build a strategic plan, which is contained in this document.

At the very beginning of the process, The HC Board Officers were asked if there were any issues that were nonnegotiable. The one issue that was identified was the fact that The HC is a Holocaust Center and that its mission must be based on this, unlike some centers that see genocide or bias as their core identity. This plan was developed with that point firmly in mind.

Eli was made CEO in January 2017 and immediately began to implement the findings from the strategic plan contained herein.

In 2020, the Center recognized the challenge that although it is viewed as essential among those who are familiar with the organization, wider audiences, especially the

next generation (Millennials and Gen Z), whose knowledge and sense of empowerment is critical to keeping the mission going, are simply unaware of this resource. The board therefore recognized the opportunity to create a brand identity that communicates the Center is a destination where stories are brought to life in fresh, intriguing, and involved ways with the objective to Develop a new primary brand which honors and attracts major donors, inspires a visual identity, and unifies a variety of existing properties, programming, and events (sub-brands). After months of work, the Board approved a new wordmark and a new name for the institution, the Zekelman Holocaust Center ("The HC").

# ORGANIZATIONAL CAPACITY



*The 2021 Staff of The HC.*

## **HUMAN RESOURCES GOAL**

Attract and retain highly qualified paid and volunteer staff for all services and activities.

## **ORGANIZATIONAL STRUCTURE**

Sustain a structure that supports clear lines of accountability, empowerment of the staff, strong communication and a culture that rewards creativity.

## **CULTURE GOAL**

Staff and volunteers should perform their duties consistent with the culture created by our organizational values. We note that the coaching and encouragement that can be effective with staff to help them achieve their personal best is more complicated when dealing with volunteers.

## **EXTERNAL COMMUNICATION GOAL**

Increase the visibility and community awareness of The HC. Support engagement of our existing and new constituencies through traditional and social media, visits, participation in our work, and fund development. Make measurable outreach to teachers and administrators in secondary and post-secondary education, first in Michigan, and then in concentric circles in adjoining states and Canadian provinces.

## **INFORMATION TECHNOLOGY GOAL**

Increase the operations and management efficiency and effectiveness of The HC using technological tools. We should not embrace technology itself as a goal. Rather, we should be guided as to whether to implement a particular solution by evaluating how it is able to further our mission. For example, Information Technology innovations will be embedded in new exhibitions and in handheld devices to assist docents and other tour leaders in making major improvements to the educational value and rhetorical impact of new permanent exhibits. Integration of IT will be a supportive component in making the rebirth of exhibition space at The HC much more than a simple “refresh”. Such upgrades in the role of IT in support of nationally-leading permanent exhibits will also provide opportunities for donor support within the Campaign.

## **PLANNING AND EVALUATION GOAL**

Ensure that measurements are identified which we can use to evaluate our progress for all initiatives. This is one component of SMART objectives (Specific, Measurable, Actionable, Relevant and Time-bound).



# GOALS AND STRATEGIES

## Implementing Goals and Strategies

This chapter is organized into five topics, which set forth goals, strategies and suggested measurements that will help The HC carry out its mission to engage, educate and empower by remembering the Holocaust. The four topics were developed by The HC leadership along with members of the community who participated in extensive planning meetings to develop these goals for the future, edited by The HC staff in 2019 and approved by the board, and then updated in 2021. Success in any one area is dependent upon a holistic approach and as such will be dependent upon the organization's ability to "multi-task." As the planning unfolds for each goal, it will be necessary to develop and assign responsibilities that identify specific action steps to keep the plan on track. Measuring tools are already in place and being refined and utilized to assess outcomes of activities that are undertaken. The implementation of the goals and strategies will require ongoing awareness of The HC's resources and funding via a Comprehensive Campaign, along with projections of collections of gifts and estate support as they impact budget allocation. Success over the long term will require the support of The HC staff, its Campaign lead donors, numerous volunteers and leadership of the Board of Directors.

## Topics for Goals and Strategies

The following topics within this chapter provide the focus for future activities to implement this plan:

- Raise awareness for younger generations
- Make The HC the nexus for Holocaust education in the state of Michigan
- Integrate The HC visit into a broader and ongoing Holocaust education
- Re-create a new permanent exhibition to provide historical continuity, personal storytelling, and broader context for the Holocaust. This is the living work product of the strategic collaboration with Ralph Appelbaum Associates called for in the initial draft of this plan in 2017.
- Engage adult audiences to have a more holistic impact on Michigan

# HOW TO RAISE AWARENESS FOR YOUNGER GENERATIONS

## ISSUE STATEMENT

**How can The HC raise awareness of the Holocaust among, and increase the involvement of, younger generations?**



Presently, The HC's donor base and program participants are comprised of community members predominantly over the age of 50. The HC's future is dependent on engaging younger individuals to actively participate in both programming and fundraising activities.

## BACKGROUND

The HC seeks to engage two overlapping age demographics:

- Individuals ages 20 through 40 looking for meaningful ways to spend some of their leisure time
- Individuals whose child-raising responsibilities have become less onerous (perhaps as their younger children enter teen years) and who are seeking increased communal responsibility

In addition to the above demographics, we also seek to engage:

- grandchildren of survivors (third generation, or "3G")
- 20 to 40 year old non-3G Jews
- 20 to 40 year old non-Jews, especially, but not limited to, members of the Armenian and Chaldean communities

This issue is of paramount importance to The HC, because through engagement of younger generations, The HC can ensure that its donor base will remain vibrant as each succeeding generation of The HC supporters passes the responsibility of stewardship and continuity to the next. Where appropriate, involvement of 3G grandchildren in the cultivation of lead and major gifts to the Campaign can help them to see The HC Mission as their personal goal, and not just that of their grandparents. The same is true for The HC's volunteers and attendees at events. The HC has not made a concerted effort to attract this demographic in the recent past (or perhaps ever). Other Holocaust museums are actively attempting to engage and attract this demographic and The HC should follow this lead.<sup>1</sup>

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<sup>1</sup> The Illinois Holocaust Museum has a Young Professionals Committee (dues are \$250/year), and it hosts various events, including 5K races and social outings.

## OPPORTUNITIES, STRATEGIES, AND CHALLENGES

- **Build a marketing plan to reach this demographic**

The 2019 effort of Lafayette American to build a marketing plan and playbook is intended to be focused primarily, though not exclusively, on this demographic.

- **Create Young Adult/Junior Leadership Council**

This group would facilitate social and educational programming specifically focused on the target demographic to raise awareness of The HC's existence and its mission.

- Create board subcommittees where “under-50’s” who want to serve can begin their participation
- Consider travel opportunities to Eastern Europe and programming directed towards young adults

By subsidizing travel for young adults to see the sites of lost communities and extermination and concentration camps, lasting experiential impressions regarding the Holocaust would be created.<sup>2</sup> While the cost to subsidize a trip would be significant, it could potentially lead to substantial returns in the future.

- **Train 3Gs in Storytelling skills so they can tell others about their grandparents’ Holocaust experiences**

The message of the Holocaust through the words of 3G’s will be meaningful and will help to connect the past with the younger generation.

- a. Explore programs launched in other communities, which have successfully engaged children and grandchildren of survivors by training them to share their families’ stories.<sup>3</sup>

- **Programming involving direct interaction with young adults and survivors**

Programming with the survivor population specifically for the target demographic would be a priority, as the survivor population is aging. The target population would be engaged through Jewish Senior Life’s “3G” program for families of survivors.

- a. Programming would be led by the young adult leadership group
- b. Potentially small parlor-type gatherings with young adults and survivors would be created to discuss current events and

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<sup>2</sup> The HC can use a model similar to that used by Federation, wherein the cost of travel is largely subsidized in exchange for post-trip involvement and/or a financial commitment. One potential issue is being perceived as competing with Federation, which already does this type of trip.

<sup>3</sup> The Holocaust & Human Rights Education Center in White Plains, N.Y. and New Jersey’s Raritan Valley Community College Holocaust and Genocide Studies’ program, have trained 3G’s in this capacity.

topics of social activism as they relate to the lessons of the Holocaust

- c. For programming ideas, successful programming in other communities throughout the United States and Canada would be researched<sup>4</sup>

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<sup>4</sup> Toronto's "Dinner of Miracles" is a successful program where each table of young adults has a survivor present; another successful program done in other cities is a community-wide 2nd Seder involving young adults and survivors.

# HOW TO MAKE The HC THE NEXUS FOR HOLOCAUST EDUCATION

## ISSUE STATEMENT



*Enrolled House Bill 4493, mandating Holocaust and Genocide education for students in public schools in grades 8-12 signed at The HC in June of 2016.*

### **How can The HC become the nexus for Holocaust Education in the state of Michigan and beyond?**

With the passage of Michigan House Bill No. 4493 in 2016 requiring Holocaust and genocide education in Michigan public schools, The HC has taken advantage of a unique opportunity to become the trusted, authoritative resource for Holocaust education in the state. Utilizing The HC's support, resources and guidance, Michigan teachers will educate their students not only about the Holocaust but also about each individual's responsibility to protect the rights of others and to make positive choices when faced with personal and communal adversities.

## BACKGROUND

After initiating and successfully lobbying for the passage of the new law, The HC obtained significant representation on the newly created Governor's Council on Genocide and Holocaust Education. The Council was created "to promote, within schools and the general population of Michigan, implementation of genocide education by identifying strategies for providing and enhancing genocide education to students and identifying programs and resources to train teachers in providing genocide education."<sup>5</sup> Michigan has 500,000 students enrolled in public high schools, all of whom will be impacted by the new law.

Training for teachers utilizes the "Echoes and Reflections" program jointly developed by Yad Vashem, the USC Shoah Foundation (Shoah), and the Anti-Defamation League (ADL). Materials are also shared from the IWitness curriculum for teacher training developed by Shoah, along with materials from the Holocaust Educators Network of Michigan (HEN), the United States Holocaust Memorial Museum (USHMM) and the Memorial Library and other educational resources.

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<sup>5</sup> HMC representatives on the Council included then-Director of Education Robin Axelrod, docent Lori Weisberg, board member Nelson Hersh and supporter Lori Talsky Zekelman.

## **OPPORTUNITIES, CHALLENGES, AND STRATEGIES**

- **Strengthen partnerships with colleges, universities, and other educational and cultural institutions and train select educators (lead teachers) to educate teachers on how to deliver the curriculum to students**

By strengthening our partnerships with the above organizations, we are identifying and developing teacher training opportunities to reach all 7-12th grade social studies teachers (as well as English language arts teachers) throughout the State of Michigan.

- a. Host advanced teacher trainings in conjunction with these institutions.
- b. Coordinate the training of select lead teachers by sending them for seminars at Yad Vashem, USHMM, and other elite Holocaust education programs.
- c. With university partners, coordinate state-provided continuing education credits (SCECHs) to train classroom teachers through training.
- d. Develop a holistic relationship with all Michigan teachers. Identify new teachers, train them, and add them to our cadre of lead teachers who advocate for The HC and encourage new teachers to train with us and veteran teachers to continue to deepen their skills with us.

- **Identify tools already available from other agencies and institutions to help The HC develop the resources, the training of teachers and the dissemination of information**

The ADL, Shoah, USHMM, Yad Vashem, and HEN have resources available for The HC to utilize as it develops its methodologies for training teachers and providing comprehensive materials and resources for teachers to use.

- **The HC and its trained trainers will deliver resources and training to Michigan 8-12 grade teachers and pre-service teachers at Michigan universities.**

The HC offers a variety of training opportunities for Michigan teachers, including:

- a. Full- and half-day Echoes & Reflections “signature” trainings that cover the basics of Holocaust content and pedagogy
- b. Trainings that delve deeper into specific content or teaching strategies using Echoes & Reflections, IWitness, and other resources
- c. Build an offline or online community of support for teachers to share questions, best practices and their own material

- **Include other groups to interface with, as the program is being developed and implemented:**
  - a. The Armenian community<sup>6</sup>
  - b. Intermediate School District (ISD)<sup>7</sup> social studies education consultants and language arts consultants, district assistant superintendents in charge of curriculum, district boards of education, individual English and social studies school department heads, social studies and English teachers<sup>8</sup>
  - c. Michigan State Board of Education and Michigan superintendent of education, district superintendents, individual school principals
  - d. Private schools and children home-schooled who are directly impacted if taking Merit Exams
  - e. Governor’s Council on Genocide and Holocaust Education, which has an obligation to examine the quality of the curricula
  - f. Michigan Merit Exam writers<sup>9</sup>
  - g. Grade 8-12 students
- **Identify trends by building relationships with Scholars and thought leaders at elite educational institutions**  
 By The HC becoming a thought partner with institutions such as University of Michigan School of Education, Carnegie Foundation for the Advancement of Teaching, American Educational Research Association (AERA), Harvard Graduate School of Education, and other elite research institutions, The HC will learn about upcoming trends and ideas in education that we will pass on to our cadre of teachers and implement in our own teacher trainings; in return, these elite thought partners will have access to our knowledge of what is happening in education now, on a practical level. The HC will be seen as influencers of, and partners with, these institutions.
- **Ongoing professional development for the Education Department Staff**  
 By attending conferences and workshops, education department staff members continually learn, grow and become informed of the latest best practices, trends, challenges and concerns in the world of Holocaust scholarship and education.
- **Maintain The HC’s position as leaders in Holocaust education by attending and presenting at national and regional conferences**  
 By attending conferences, sharing information informally with colleagues, networking, and presenting at regional, national, and international

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<sup>6</sup> To meet the law’s requirement that includes teaching the Armenian Genocide, The HC will increase its resources in this area.

<sup>7</sup> ISDs are county-wide consortia of the public school districts. <http://www.misd.net/languageart/affiliations.html>

<sup>8</sup> English teachers teach Holocaust related materials *The Diary of Anne Frank* and *Elie Wiesel’s Night*, which puts them in the front lines of Holocaust education. A study found that 60% of Holocaust education takes place in English class

<sup>9</sup> The Michigan Merit Examinations administered in 11th grade include the Michigan Student Test of Educational Progress (M-STEP), which should include a social studies component with questions relevant to Holocaust education.

conferences, The HC will maintain and grow its reputation as a leader in the field of Holocaust education.

- **Finding other ways to support teachers and maintain on-going relationships with them**

Through work with our Teacher Advisory Groups (TAGs, see details in “Integrate” section), The HC will learn about what teachers want and need and the best ways to deliver content and maintain contact with them.

- **Branching out to other disciplines involved in Holocaust education and meet the cross-curricular needs of teachers and schools.**

- Education has moved away from separating school subjects into limited disciplines. Story problems in math require understanding how to read for meaning as well as math skills; Holocaust education touches social studies, English Language Arts (which itself is divided into reading, writing, listening, and speaking), visual and performing arts, geography, debate, and many others disciplines. The HC is finding that teachers from many disciplines come to our trainings, and we need to meet their needs and help them incorporate pedagogically sound and historically accurate Holocaust materials into their varied needs in their classrooms.
- Many schools now encourage or require cross-curricular teaching—planful coordination between teachers of different disciplines to teach the Holocaust (as well as other subjects) meaningfully and without causing “Holocaust fatigue.” The history and ELA teachers might coordinate reading *Night* with the Holocaust unit, or students might create their own graphic novel whose accuracy is checked by the social studies teacher.

- **Implementing and assessing success of programs**

- a. The HC education staff coordinates and provides training sessions and educational support to Michigan teachers.
- b. In conjunction with Echoes & Reflections partners, The HC trains additional trainers to work with The HC staff to provide training sessions to teachers. The HC staff also mentors these trainers to ensure that their work meets the highest The HC standards.
- c. Anticipated FTEs:
- d. Hiring new staff as the department grows, at an estimated \$70,000 per year per salary, plus \$10,000 per person for benefits .Together with our university partners and the TAGs, research the feasibility and methodology of assessing the success of our programs.
  1. Students are generally not accessible to return data to entities outside their school. The HC will work to find ways to partner with schools to obtain data directly from students.
  2. Teachers fill out questionnaires assessing the training and a subsample will be interviewed afterward for impact.

# HOW TO INTEGRATE The HC VISIT INTO BROADER HOLOCAUST EDUCATION

## ISSUE STATEMENT

**How can The HC integrate students' visits to the museum into the school's curriculum and improve the impact of all visitors' experiences?**



The student visit to The HC is playing an essential role in The HC's educational initiatives to teach about the Holocaust. The HC must determine how to effectively optimize the visit to the museum by integrating it with the school's instructional practices; the docent training and tours must in turn reflect the curriculum's goals and objectives.

## BACKGROUND

It is generally recognized that there is a lack of knowledge about the Holocaust as well as other past and present atrocities. It is critical that students learn the story of the Holocaust as well as the lessons of the Holocaust. The goal is for students to think critically about the issues that face them, develop empathy for people who are different from them, and understand that they have the power to choose to make a difference. The visit to The HC plays a crucial role in achieving these goals. More specifically, the promotion of well-planned and executed visits to The HC with proper follow-up, creates a population of students and communities with a heightened sensitivity to the history of the Holocaust and the tools to recognize the threats that can lead to future genocides.

In Michigan grades 7-12, there are approximately 120,000 students in each grade.<sup>10</sup> Roughly 35,000 of those students currently visit The HC each year as part of a variety of educational initiatives.<sup>11</sup> The visit is generally comprised of a museum educator-led tour, followed by a first-hand presentation from a Holocaust survivor or "Next generation" speaker. Though the museum educators receive training, the tours are not scripted; rather, the educators are taught to adjust their presentation to meet the grade, knowledge levels, and diverse backgrounds of the visitors. As

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<sup>10</sup> Oakland County has 15,000 students in each grade, Wayne 20,000, Macomb 10,000 and Washtenaw 4,000, for an approximate total of 50,000 "local" students in each grade.

<sup>11</sup> Included in this number are students on tours customized to reflect course content by university professors; high school and college students who tour the center with their families or as "walk-ins" to fulfill a school diversity requirement; out of state students.

more Michigan teachers are trained in Holocaust education by The HC staff, it is also necessary to teach the museum educators about educational “best practices” so that the students’ The HC visit aligns with their classroom experience.

## **OPPORTUNITIES, CHALLENGES, AND STRATEGIES**

- **Align the Visitor Experience with Education Department Goals and Best Practices**

The staff redesigned new museum educator training and on-going professional development to

- reflect The HC mission, values, and goals;
- create visitor-centered tours, which is a standard of museum best practices;
- ensure that tours are age-appropriate; and,
- Customize tours depending on the visitors’ experience, profession, heritage, and ancestry.

- **Create Visitor-Centered Tour Content Based on Best Practices for Museums**

The tour is being redesigned to meet current educational and museum standards. It is no longer a 90-minute walking lecture, but an interactive, immersive experience in which visitors interact with museum educators, the museum artifacts, architecture, and one another. Toward this goal we have introduced new strategies, including Visual Teaching Strategies and asking open-ended questions to ignite discussion.

*[we will remove this, as it is complete for school tours and we will leave the other docent-led tours at 90 minutes.]*

- **Provide Virtual Museum Experiences (VME) for Schools that Cannot Come to the Museum**

Develop VMEs to provide an artifact-based museum experience for students who cannot come to the museum because of distance or other issues. Train museum educators to provide students with the same customized, visitor-centered experience that groups receive in the museum, but suited to a virtual format. Use high-quality photos of artifacts, survivor art, clips of survivor testimony and engaging discussion to teach the lessons of the Holocaust to students who might never have an HC experience otherwise.

- **Ensure that the Museum Visit is Integrated into Teachers’ Overall Teaching about the Holocaust**

Rather than making the visit to The HC a one-off field trip, our goal is to ensure that the visit is part of the students’ overall Holocaust education. To achieve this goal we need to provide access and communication, and to learn what teachers need, want, and will use in order to integrate the tour into their Holocaust program.

- Title 1/Section 31a--Providing access to students and schools who for financial reasons would not be able to come to The HC for a tour.

- o Have a Museum Education Manager who coordinates the communication between museum educators and teachers about each teacher’s goals (what s/he hopes the students will come away with), learn what the students will have studied by the time of their visit, and other information that will allow the education team and docents to customize the tour.
- o Work with Teacher Advisory Groups (TAGs) and the visiting schools to prepare and implement “visit-related learning” units. The units can comprise pre- and post-visit materials to deepen the connection between classroom learning and The HC experience. This can include, but is not limited to, materials for students for whom The HC visit is the beginning of their Holocaust education, as well as those who come to the museum as a concluding activity. This content can include materials sent to the schools as well as found on the website.

● **Develop a “Safely Prepare, Explore Conclude” (SPEC) program to ensure that visitors are equipped to deal with the difficult material they are going to confront, and to conclude their visit feeling empowered and able to make a difference.**

**Safely Prepare:** The HC staff will create a two-tiered approach to properly preparing visitors for their experience at the museum:

- a. For all visitors, we will develop a new virtual tour that will allow guests to preview the museum experience, not only in terms of what they will see (e.g., the boxcar, the children’s book, etc.), but also in terms of our themes and message (the human story, dehumanization, resilience, individual choice, life after, etc.).
- b. For school groups, in addition to the liaison working with the teachers in advance of their visit, we will redesign the “launch”—the logistics of how we organize the students when they first come in, and then discuss with them what they will experience, how it may make them feel. A Museum Educator will lead a discussion to prepare visitors for what they will experience and might be feeling, and letting them know that their emotions are normal and healthy, and that they will not leave the museum feeling devastated.
- c. This new “launch” is appropriate for non-student group visitors as well.

The tour experience itself will adhere to SPEC standards:

- Museum educators will be trained to focus on the “human story” and not statistics, to teach that the Holocaust was not inevitable, but the result of choices that people made,

- Include “Light in the darkness” –talking about armed and spiritual resistance and the Righteous Among the Nations,
- Avoid traumatic practices such as reenactments or the use of very graphic photos and film.

The goal is not to “water down” the information contained in teaching about the Holocaust, but to teach about it in a meaningful and impactful way that will empower students and avoid traumatizing them.

### **Safely Conclude:**

At the end of the tour visitors are emotionally exhausted and overwhelmed. They need to process what they have just experienced and leave The HC feeling empowered. Currently, the survivor speakers help conclude the visit because their story of survival and resilience allows the visitors to see the light in all the darkness that they just experienced. However, as our survivor speakers age, we must consider alternative concluding programming.

- a. The HC will train the children of survivors (2Gs) to properly and impactfully tell their parent’s story, using established storytelling techniques that provide the speaker with a framework with which to structure their parent’s story and include their own. The program will utilize university professors who focus on Holocaust and genocide education, with a special interest in transgenerational memory.
- b. The HC staff will develop other “safely conclude” programming to substitute when survivor speakers are not available. The HC will partner with the DIA and other museums to create and expand activities to help students process their tour experience and express their emotions in healthy and productive ways. These activities have the added advantage of combining students’ visits with their classroom ELA learning, making the entire experience relevant not only from a general Holocaust education perspective but a benefit to the Language Arts teachers as well, deepening their relationship with The HC.
  - i. Examples of these activities include a “3-2-1” activity where students write three things they learned, two things they still want to know, and one thing they can do.
  - ii. Another example is called SIT--“what surprised me, what intrigued me, what troubled me.” Students can also take photos of objects during the tour and at the “Safely Conclude” program write a “museum label” describing the object and why it is important to them, or write a “postcard” to a friend describing the object. This activity also allows the staff to view the photos and talk about appropriate ways for students to post them and tag The HC, thereby increasing our social media presence.

**Establish time frame for implementation**

- a. Establish plan for longer term, ongoing revisions and training as well to enhance The HC visit.

# HOW TO RE-CREATE PERMANENT EXHIBITION SPACES FOR ICONIC EDUCATIONAL IMPACT?

## ISSUE STATEMENT

**How will a Campaign drive a re-envisioning and re-birth of The HC permanent exhibitions to a level of leadership in North America? How can we deploy and re-deploy exhibits with ever-increasing educational impact?**

Dedicated funding sources are urgently needed to ensure that the Holocaust Memorial Center's exhibits embody a sense of the historical context of what preceded the Holocaust, and what new research on the Shoah has revealed, such as the extensive role of "Death by Bullets" outside of the Camps. We cannot merely "refresh" our exhibits. We need to take a stand, now, to team with some of the nation's leading exhibition designers, researchers, historians, and educators to re-create, in place, a Holocaust learning experience that is second to none in North America.

## BACKGROUND

The HC's permanent exhibits are the principle component of the museum and are viewed by more than 65,000 visitors yearly. Approximately 2/3 of the visitors are students. The current exhibits are funded through the general budget and specific donor gifts. Some current displays no longer function and/or are in need of repairs. Furthermore, many existing displays need to be updated. Failing to have the necessary funding to refresh exhibits and keep them current could lead to The HC becoming historically obsolete and irrelevant, with fewer visitors and diminished community awareness of the trauma of the Holocaust. For these reasons, this Strategic Plan is intimately tied to the Case Statement of our \$100 Million Campaign and interwoven in the visionary collaboration of The HC with Ralph Appelbaum Associates to foster an entire re-birth of permanent exhibit space to flow and sequence with the history and context of what built up to the Holocaust in the decades prior, the places, people, actions and personal stories of Survivors of the Holocaust, and the recovering lives of those who did not perish, and the families they started and grew after liberation. This is much more than a "refresh and sustain" effort: It is what drives the urgency and visionary goals of the Campaign.

## **OPPORTUNITIES, CHALLENGES, AND STRATEGIES**

- **Create new exhibits and array them historically, in context, and inclusive to new learning about the Holocaust, including massacres outside the Camps.**
  - a. Many current displays need updating and repairs
  - b. Museum exhibit design and signage guidelines have changed since The HC originally opened
  - c. Many of the exhibit descriptions need to be rewritten in age appropriate language so that they are easier to understand, given the large number of middle schoolers who visit
  - d. Some of the exhibits also need multiple levels of descriptions directed to the age and interest of the visitor
  - e. The exhibits must be historically accurate and easy to understand
  - f. A better flow plan for touring the exhibits will help increase the educational value of the visitor or student's grasp of the Holocaust as they proceed in a historically grounded flow through the permanent exhibits. Improved flow, supported by portable devices for multiple tour group scheduling will also improve the number of tours that can be booked during the school day
  - g. Interactive learning opportunities and new educational approaches are needed to engage new audiences and encourage repeat visitors
  - h. Incorporating social media, videos, and touch-ready displays will help build memorable experiences and give visitors a reason to return and to encourage others to visit
  - i. Designs will take into account best practices for accessibility, so The HC will be able to reach a wider audience with different needs
  
- **Create an Exhibits Committee**
  - a. The committee will be made up of staff, docents, volunteers and board members
  - b. The committee will prioritize exhibits for refreshing and create a plan for ongoing maintenance
  - c. The committee will oversee short term and long term initiatives
  - d. The committee will review and revise The HC's policies regarding legacy gifts and naming opportunities
  
- **Address budget concerns and devise funding plan for implementation**
  - a. Current exhibits were funded through the general budget or through specific one-time donor gifts, which does not address the issue of maintaining the exhibits
  - b. A focus of the new Campaign is to raise dollars for creating a new permanent exhibit
  - c. The plan now incorporates fundraising for legacy giving and for naming opportunities

- d. The plan accounts for maintenance of exhibits in the yearly budget and for technology updates that occur almost constantly throughout the exhibits.
- **Engage an exhibit design firm and hire specialists to assist with projects**
    - a. The HC Identified and interviewed four firms with expertise in Holocaust museum design
    - b. The HC chose a firm, Ralph Appelbaum Associates (RAA), to develop a visualized concept study
    - c. Develop schematic designs for individual galleries as donors commit and develop full designs as budget allows
    - d. Recruit curators to assist with projects
    - e. Research and confirm accuracy of old and new proposed content, hiring outside researchers and scholars, where appropriate
    - f. Hire exhibit fabricators to design and create exhibits which incorporate compelling and state of the art storytelling methods

# HOW TO PROVIDE COMMUNITY-WIDE HOLOCAUST EDUCATION BY ENGAGING ADULTS

## ISSUE STATEMENT

**How can The HC engage adult audiences to have a more holistic impact on Michigan with regard to Holocaust education?**



The recent rise in extremist ideologies and antisemitism in the United States has created the necessity for the museum to engage adult learners. We can no longer plan to only educate students to make a difference, but must also take a stand against hatred and intolerance by engaging adult populations. By educating leaders in non-profit organizations, corporations, and civil service through an Adult Museum Education Program (AMEP), we can expand our reach and intensify our

position as the nexus of Holocaust education in Michigan. Adult education must be a priority of The HC in order to ensure that our efforts with student groups are reinforced within homes and broader society. Our current education programs invest in the next generation; however, we must accept the challenge to influence the change-makers of today, including leaders in business, government, and civil society.

## BACKGROUND

Reaching and engaging students throughout Michigan has been a cornerstone of The HC since its inception. Roughly 65,000 visitors walk through our doors every year, largely in connection to the passage of Michigan House Bill No. 4493 in 2016 requiring Holocaust and genocide education in Michigan public schools. However, only a small percentage of our visitors are adults. As such, adult programming is an area of untapped potential to expand our reach as the nexus of Holocaust education in Michigan. While our goal is to significantly increase the number of adults that come into contact with the museum, this in no way will take away from our efforts to support students throughout the state. In fact, we expect engagement with adults to significantly reinforce our work with students by impacting the broader community. Through adult museum education, we will expand our services, while building on our successes with students and teacher outreach to increase our overall impact.

Adult groups in Michigan are eager to connect with The HC. In the first two months we have started outreach, we have had considerable demand from adult groups interested in having a relationship with The HC. In this two-month span, 40 different adult groups have committed dates to coming to visit the museum or

participating in Virtual Museum Experiences. These groups include General Motors, DTE, various mayor's offices, Blue Cross Blue Shield, multiple local public libraries, Huntington National Bank, Farmington Area Interfaith Association, and more. Given this initial outreach, we conceptualize engaging with three major categories of adult groups: corporations, non-profits (e.g., religious groups, civic associations, universities), and civil service (e.g., politicians, military, police, public servants). As society further emphasizes the need for diversity and inclusion, these adult groups are looking for a way to educate their members and employees; The HC is uniquely positioned to use lessons learned from the Holocaust as a lens through which to teach of the dangers of intolerance.

## **OPPORTUNITIES, CHALLENGES, AND STRATEGIES**

- **Build a network of adult groups across the state of Michigan**
  - A. Conduct outreach and advertising to adult groups including corporations, non-profits, and the civil service.
  - B. Target outreach efforts to populations with specific professional interests in lessons learned from the Holocaust. Priority audiences include military, law enforcement, nurses, religious leaders, and business professionals.
  - C. Create a constituent database of stakeholders across the state to connect adults with the museum's educational programming, development, and events.
  - D. Build continuing relationships with adult groups to elevate the museum's presence and recognition in the community.
  
- **Develop customized tour experiences for adult groups**
  - A. Offer private tours led by our docents to bring adult groups into the museum and increase the number of annual visitors.
  - B. Recognizing that adult groups are interested in applying the lessons learned from the Holocaust in their everyday lives, we will tailor our tour experiences to meet the needs of adult groups.
  - C. Keeping in mind our best practices to "Safely Prepare, Explore, and Conclude," we will engage with mature adult audiences about Holocaust history.
  
- **Provide tailored Virtual Museum Experiences for adult groups**
  - A. For those adults who are unable to travel to the museum for in-person programming, we will offer Virtual Museum Experiences (VMEs) building off of the model developed for our student groups, which will allow us to expand our footprint beyond local residents.
  - B. VMEs will be crafted to the specific needs and interests of the adult audience after participation in an intake interview. During VMEs, our docents will showcase the unique artifacts and expertise at The HC.

- C. VMEs will provide resources for adult participants to further engage with The HC and expand their knowledge of the Holocaust.
- **Create specialized professional development opportunities for adult groups**
  - A. Consult with representatives of adult groups to elicit group-specific needs and interests that can be met by Holocaust educational programming.
  - B. Develop workshops, seminars, conferences, and other educational programming to provide professional development for adult groups through the lens of lessons learned from the Holocaust.
    - For example:
      - Cultural diversity training for businesses and non-profits applicable to their internal Diversity and Inclusion initiatives
      - Medical ethics training for nurses and medical practitioners
      - Atrocity prevention training for military, police, and security sector actors
  - C. Network so that Holocaust education is seen as an integral part of professional development in relevant fields, especially by working with university-level students.
- **Devise long-term engagement strategies with adult groups**
  - A. Sustain relationships with adults by creating opportunities for long-term engagement with the museum.
  - B. Develop advisory groups for specific adult populations that frequent our programs, drawing from the model of our existing Teacher's Advisory Group (TAG).
  - C. Create continuing education programming such that participants in our tours, VMEs, workshops, and other programs can return to the museum.
  - D. Develop sub-projects within AMEP that will create customized curricula for specific adult groups (e.g., corporations, non-profits, and civil service) who have demonstrated continued interest and value in tailored content and interactions.

# BUSINESS MODEL

## NEW COMPREHENSIVE CAMPAIGN

In order to re-envision and re-create Permanent Exhibits and to ensure the financial stability and vitality of The HC for the future, we need to launch a \$100 Million Comprehensive Campaign. The Campaign will drive the collaboration with nationally leading museum exhibition designers in the short term, and will provide unrestricted and restricted support for the next decade through capital, endowment and operating funds to sustain the mission in the long haul. Lead and major gifts will be provided with significant naming opportunities which reflect necessary and urgent opportunities within the Strategic Plan. Intergenerational wealth transfers through planned estate giving will augment current giving where appropriate.

In the short term, over the next three years, we must raise funds sufficient to update the permanent exhibit. Budgeting at \$300 per foot for 20,000 feet of exhibit construction yields a cost of initial work of \$6,000,000. Sustaining those new exhibits will require an additional raising of \$12 million, arrayed among unrestricted support, temporarily restricted giving, and permanently restricted major endowments.

After implementing our collaboration with Appelbaum Associates to create nationally-leading and innovative permanent exhibition space with historical flow and technology support, the Campaign Case Statement will provide naming gift opportunities so that this initial investment in our educational mission can be sustained and renewed and our audience continue in new generations.

Additionally, The HC must seek to raise programmatic funds to achieve its educational endowment goals. Flexible funding is especially needed to support naming gifts which drive unrestricted funds. In addition, traditional endowment support is required to sustain our educational activities. These will be invested with spending restricted to approximately 4% to allow returns to be reinvested so as to maintain purchasing power for the future. Seeking \$300,000 of annual support for educational initiatives yields a second goal of \$7,500,000. Given reduced endowment investment yields for conservatively invested principal, we seek a 4% spending policy to allow modest growth against inflationary pressures in a time of lower investment yields.



*Sephardic musician Sarah Aroeste, 2016 Annual Dinner Honoree Rozie Friedman, member Myrna Grand, and Director of Development Cheryl Guyer join at the 2017 HMC membership event Sounds of the Sephardic Sea.*

## MEMBERSHIP

Growing the membership base needs to be a consistent effort, in order to increase the base of interested donors. This will create a pool of donors whose interest may grow over time, which will yield larger support levels.

## **ANNUAL DINNER**

**Major components of annual, membership and event support, such as the Annual Dinner, are required in the total goal of the Comprehensive Campaign.**

The annual dinner has grown quite successful. In 2017, ticket sales and full page ads accounted for half of the \$800,000 income. The other half was from major gifts of \$5,000 and above. The HC set a goal of increasing major gift income by \$250,000 for the dinner in each of the next four years, 2017-2020. This will mean increased participation by board members in both individual gifts and solicitations of others, as well as a focus on corporate support. This million dollar increase in dinner income would mean 80% of dinner donations come from major gifts, which would be consistent with other successful non-profits.

The educational value of Annual Dinners in showcasing the goals and progress of the Comprehensive Campaign is also significant. While \$80-90 Million must come from 10% of the Campaign donors, \$10-20 million must be committed by donors not in a position to make gifts at or above the million dollar level. The annual dinner will help educate this donor pool once the Campaign enters its public phase with the majority of lead gifts in hand.

## **FOCUS SPENDING AROUND CORE STRATEGIES**

The annual budget and staff activities is carefully planned to avoid "mission creep". Spending should always be reduced in areas that are not core to our mission. New programs should be avoided that do not support our mission or even our stated goals. This is always a difficult conversation to have with donors, artists and the public. Consistent public relations regarding our activities and our mission should help staff and the board to have the tools to "hold the line" on these invitations to expand services outside our focus. The entire Strategic Plan and Comprehensive Campaign Case are mission-focused.

If not now, when?