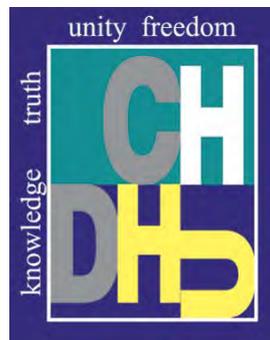


**The Suffolk Center on the Holocaust,
Diversity and Human Understanding, Inc.
(CHDHU)**



2015 to 2018 Strategic Plan

*Committed to Cultural Understanding
and Respect for Human Dignity*

January 2015
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EXECUTIVE SUMMARY

Introduction

The Suffolk Center on the Holocaust, Diversity and Human Understanding (“CHDHU” or “the Center”) is a Long Island-based 501(c)(3) educational organization affiliated with Suffolk County Community College but operating as a separate entity. CHDHU was established in 2003 and its inaugural program took place on April 18, 2004 following the gift of a large collection of original artifacts, books, photographs and historical ephemera documenting the events leading up to, during and after the Holocaust. Since that time, the Center has amassed one of the nation’s largest and most valuable public collections of historical items related to the Holocaust, slavery, and the Underground Railroad. The collections are available in a specially designed facility located within the Selden, New York campus of Suffolk County Community College. Dozens of public programs have brought important speakers and critical history alive for thousands of Long Island school children as well as adults. CHDHU is proud to offer this strategic plan to set forth its organizational vision for the next three years as an important educational resource in New York.



Underground Railroad "Coded" quilt

RATIONALE FOR THIS STRATEGIC PLAN

A *strategic plan* forms the cornerstone of the most successful organizations, setting the foundation for being able to “plan the work” and “work the plan.” Importantly, it affords an environment of continuous improvement (operational excellence) in support of long-term growth and sustainability. *Strategy* is a broad formula for how an organization is going to reach its audience. The decision by CHDHU to engage in a formal planning process now results from:

- New York State Law mandates that public school children receive education and information regarding the Holocaust, slavery and genocide as part of curriculum and instruction on American and World History for secondary and high school education.
- New York State Law, known as the Dignity for All Students Act, mandates that each school adopt a program to prevent and respond to incidents of harassment and bullying.

- A global survey by the Anti-Defamation League found that 35% of adults have not heard of the Holocaust, and 26% harbor anti-Semitic attitudes.
- New York State has adopted Common Core standards and has begun implementation to include the following standards (NYS Standards for Literacy in History/Social Studies, Science, and Technical Subjects/6-12):
 - Integrate and evaluate multiple sources of information presented in diverse formats and media.
 - Synthesize information from a range of sources into a coherent understanding of a phenomenon, resolving conflicting information when possible.
 - Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own ideas clearly.
 - Gather relevant information from multiple authoritative print and digital sources.
 - Draw evidence from informational texts to support analysis, reflection, and research.
- Public incidents of hate crimes, bias and discrimination (such as the 2008 murder in Patchogue of Ecuadorian immigrant Marcelo Lucero) require counteraction and balance through exposure to materials, programming and education.
- On-going genocide and violence in Burma, Sudan, Democratic Republic of Congo, Iraq, and Syria clearly demonstrates the need for action.
- Demand for access to the types of materials and resources maintained and updated by the Center for schools and students who do not have the ability (due to financial and other resource restrictions) to visit the Long Island location of CHDHU to view materials and attend events.

The Community

CHDHU operates in a mostly suburban, partly rural county (Suffolk) with 1.5 million residents, and another 1.4 million in the adjacent county (Nassau). While the county is diverse, with 16.5% Latino residents and 7.5% African-American, and several Native-American tribes, communities are often segregated.

Nearly 500,000 students, instructed by approximately 35,000 teachers, attend Long Island public and private schools, with the number growing each year. Long Island is home to the largest school districts in New York State outside of the New York City Public Schools system.

The Resource

Since its inception in 2003, CHDHU has focused on offering access to one of the country's most outstanding collections of historical artifacts, research books and supporting materials covering the Holocaust, slavery, the Underground Railroad and genocide. It has also developed outstanding programming featuring speakers and events found nowhere else on Long Island and throughout New York State. The Center's key public resources include the following:

Holocaust Collection - a collection of more than 250 historical artifacts relating to the Holocaust including prisoner uniforms, period photographs, documents, propaganda items, material from the liberation of camps and the Nuremberg Trials, among many others. The collection also features hundreds of books regarding the topic by various scholars as well as films (feature and documentary).





Far left: Anti-Semitic poster printed by Der Stürmer, 1930s Germany

Left: Dachau Prisoner Uniform, c. 1945

Materials on Slavery and the Underground Railroad - a collection of more than 100 items relating to slavery and the Underground Railroad, including documents, personal effects, and historical ephemera. Also includes books and films covering the subjects.



19th Century Wrought Iron Slave Shackles



Plantation Slave Cradle c. 1850s

Distinguished Speakers Program - In the past ten years, the CHDHU's, Distinguished Speakers Program has featured such important historical figures and subject matter experts as: Peter Z. Malkin (the man who captured Adolph Eichmann); Rudolph Pins (former Nuremberg Trial defendant interrogator); Jacqueline Murekatete (Rwandan genocide witness and survivor); Rabbi Rievan Slavkin and Nayyar Imam (Muslim/Jewish connection speakers); Poet Charles Fishman, Author Steve Jacobson (Jackie Robinson's legacy); Joselo Lucero (brother of slain immigrant Marcelo Lucero); Ruth Minsky Sender and Annie Bleiberg (Holocaust survivors); Werner Reich and John D'Aquila (Holocaust survivor and liberator, respectively); Kathleen Velsor (scholar on the history of slavery on Long Island); Harry Reicher, Esq. (scholar on international human rights law); Henry King, Esq. (prosecutor at Nuremberg). Program topics have included: *From Slavery to Freedom*, *Building a Better Long Island: The Contributions of Immigrants*; *Faces of Resistance: Women in the Holocaust*; *Perspectives on Freedom*; *Darfur Awareness Day*; *Emerging From Segregation: Jackie Robinson's Legacy in Postwar America*; *The Music of the Holocaust*; *Nazi Occupation of Poland and the Extermination of Polish Jews*; *Homeless Initiative Photo Exhibit*; *Trail Blazed by Justice Sotomayor*; *The Nuremberg Trials: Their Abiding Impact on the 21st Century*; *Mayan Survival: Overcoming Exploitation*; *Africa Burning, Intertribal Art and Cultural Showcase*; and *Goose Stepping on Long Island: Camp Siegfried*, among many others (see **appendix A** for a list of programs).

Human Rights Day Program - CHDHU sponsors an annual Human Rights Day program for secondary school students featuring speakers, exhibits and other materials to raise awareness of global issues surrounding basic human rights.

Interfaith Program - the Center brings religious leaders of various faiths together for presentations, dialogue and interfaith interaction in programs designed to bridge differences and find common ground.

Unity Day Program - CHDHU partners with the Suffolk County Human Rights Commission and the County Interfaith Anti-Bias Task Force to offer programming for secondary school students. Past programs have addressed hate crimes, bullying prevention programs and cultural diversity.

Embracing Our Differences Program - Artists are asked to submit work in a juried competition that interprets and explores the struggles and joys of living in a diverse community; the impact of prejudice and hatred on human dignity; the varied people, cultures and perspectives in our world. The event is open to students and adults, novices and professionals, and the winners' works are enlarged to 16' x 12.5' banners and displayed in public spaces supported by various educational programs and an educational guide.

Over 10,000 teens and several hundred adults have attended these programs in the past ten years.

PROGRAM GROWTH STRATEGY

CHDHU is committed to expanding the reach of its programming, developing a broader marketing program, increasing public support through a more organized donation solicitation program, and retaining key professionals including grant writers, docents, curators, research assistants, and marketing specialists. After obtaining the funding sought in its various goal stages, CHDHU will aggressively launch a multi-faceted regional strategy, highlighted by the acquisition and implementation of a mobile museum named the "Liberty Express" to take exhibits and materials on the road to schools throughout Long Island. The goal is to reach students during their secondary school education, developing their character and values. CHDHU seeks to reach and sustain a level of financial support and programming excellence that will, within three years, allow the Center to initiate the process to acquire (or rent) and occupy a facility separate from the college campus and enable greater public access and awareness of the CHDHU mission.

GROWTH OBJECTIVES

The performance objectives below, in combination, form a performance scorecard for easily tracking the performance targets generated by this *Strategic Plan*:

Performance Area	Performance Measures	Target	Time Frame
Financial Performance	Grant and Giving Revenue	\$150,000/\$250,000/\$500,000	2015/2016/2017
Student and Public Program Participation	Attendance at CHDHU Events	4,000/6,000/8,000	2015/2016/2017

SPECIAL PROJECT NEEDS

Stage	Amount	Timing	Use of Proceeds
Round 1	\$750,000.00	Fall 2016	Traveling museum costs (bus acquisition, retrofitting, development of programming, etc.). Staff hires (drivers/educator for traveling museum, fundraiser and grant writer, marketing specialist, public information specialist), miscellaneous new technology and office related expenses.
Round 2	\$4,000,000	Spring 2017	Endow the program to ensure its continuity and growth. Develop a new museum building with staff offices and research capabilities.

DONOR RECOGNITION

CHDHU shall create a donor recognition program to honor those who give to the Center at various levels during the three-year growth period. This will include: honor roll plaque inscription, exhibit and event naming and recognition, special gifts and naming rights. Leadership donors (over \$100,000) will be invited to serve on the Center's Advisory Council.



SECTION I: ORGANIZATIONAL PROFILE



Original Press Photo, Nuremberg Trial, 1946

The Center

The Suffolk Center on the Holocaust, Diversity and Human Understanding (“CHDHU”) is a Selden, New York based educational not-for-profit recognized by the IRS as a 501(c)(3) organization. The Center receives limited support from Suffolk County Community College, a unit of the State University of New York system, and is based in the Huntington Library on the Ammerman Campus. The Center was

established in 2003 after receiving a gift of museum quality materials, including original artifacts, books, photographs and related ephemera through the generosity of a private donor. Since 2004, the Center has established a museum collection and developed a speaker program and other events which it organizes and makes available to the Long Island community.

SECTION II: STRATEGIC FOCUS

The Aim of This Plan

The information contained in this **Program Analysis and Strategic Plan** is intended to provide a roadmap for CHDHU to execute its growth and sustainability strategy over the next 18-24 months and generate over \$1 million through government grants and corporate and private donations to achieve its educational goals and establish sustainability.

Mission, Vision, Values

CHDHU maintains significant collections of original materials that document the Holocaust and chronicle slavery in America. CHDHU’s mission is to educate our community on historical events, and to promote cultural understanding and respect for human dignity. The Center was established to:

- **Educate** about issues from the past
- **Inform** about issues occurring today
- **Promote** understanding and acceptance
- **Encourage** mutual respect
- **Provide** resources for learning
- **Offer Opportunities** to hear first person accounts
- **Develop Programs** that emphasize common ground and foster understanding and unity

Core Organizational Competencies

An organization’s core competencies are the set of qualities which are unique to an organization and that cannot be easily imitated by its competitors. CHDHU has four key organizational skills and core competencies which provide it with a unique advantage to meet

its mission and goals in the community it serves. These include:

1. Staff and volunteers with expert knowledge of issues facing the world today, including violence, bias, discrimination and genocide from both historical and contemporary perspectives.
2. The ability to acquire, display and make available for teaching purposes unique museum and research materials that highlight and support educational programs required by state and federal education mandates.
3. An advisory board consisting of leading participants in government, education, community and business with significant insight onto the Center's mission and goals and the educational needs of the community.
4. Access, through its relationship with Suffolk County Community College, to 25% of the Suffolk County high school graduating classes.

Highest Priority Goals

These goals follow the "SMAAART" methodology in that they are clear, concise action-oriented goal statements which are **S**pecific, **M**easurable, **A**ction-oriented, **A**chievable, **A**ffordable, **R**esults Focused and **T**ime-bound.

The following goals are intended to help CHDHU achieve its next level of performance and maximize stakeholder value:

- By September 1, 2014, initiate a program of teacher professional development to enable and engage school teachers in CHDHU's mission.
- By August 31, 2015, raise \$750,000.00 in capital and operating gifts and grants as well as matching donations to fund primarily the Liberty Express traveling museum and retain staff to take the CHDHU collection to schools and community centers throughout Long Island.
- By September 1, 2015, institute a pop-up museum program that will provide outreach to distant communities within our service area, bringing them quality exhibits.
- By June 30, 2016, begin searching for a permanent location for the CHDHU collection outside of the campus of Suffolk County Community College.
- By September 1, 2017, acquire and renovate a new facility for CHDHU operations and collections with an anticipated grand opening date of September 1, 2018.

LIBERTY EXPRESS MOBILE MUSEUM PLAN



Overview

A major near-term strategic priority is to acquire, retrofit and launch a mobile museum (bus) called the Liberty Express. The mission of the traveling exhibits will be to promote “Our Stories, Our Histories,” to school children and the public throughout Long Island.

Liberty Express will be an exciting new immersive museum experience intended primarily for Long Island secondary school children and as a model for communities everywhere. The traveling museum will be designed to teach historical lessons with two unique, interchangeable exhibits, one which is on the enslavement of African people in America, and the other on the Holocaust. Both will inspire teens and all people to be responsible members of their communities.

Current Design Configuration

The concept for the Liberty Express has been developed through the collaborative efforts of CHDHU and the renowned design firm Experience Design. Attached to this plan as an exhibit are some materials describing the outcome of this process. In summary, they anticipate that the specially designed bus will include **multi-media and graphics and objects** that can be interchanged to showcase different exhibitions at different times of the year. The **curriculum** developed to support the museum will alternate to allow for various presentations. The **exhibits** will utilize the latest **interactive media**, from touchscreens to holograms and even puzzle pieces that can be swiped past sensors to trigger audio or media. The mobile museum will be **rooted in high-tech** (just what young people need to attract and maintain their attention). Students will also hear **oral histories**, be able to connect to exhibits with their **smart phones and tablets**, and a **news ticker** will inform visitors of contemporary issues as they become known worldwide.

Travel Plans

With funding achieved, construction will commence with a completion date of September 2017. This means that by the Fall 2016 the Liberty Express could be on the road by October 2017! Travel plans start with Suffolk County, New York but will include the rest of Long Island, as well. It is anticipated that more than 10,000 students will experience the Liberty Express within its first year of operation. The public exposure of the vehicle, through marketing and promotion and by its very existence on the roads will expose the program, the Center and its sponsors to potentially hundreds of thousands of people annually.

SECTION III: EXTERNAL ENVIRONMENT

Non-Profit Museums and Educational Foundations



Auschwitz Original Press Photo, c. 1945

Why Museums are Important to the Community

Museums have long understood their educational and cultural value, but only recently has there been recognition of the economic impact on their communities.

Not only educational and entertaining, museums are big business. Figures collected by economists reflect that museum's pump \$20 billion into the United States economy. Museums are popular. Americans from all income and education ranges visit museums. Museums are credible.

According to the American Association of Museums (AAM), 77 percent of adult museum-goers view the institutions as "equal or higher in trustworthiness" than any other source of information.

Museums also contribute to community values and liveability ratings. A community that offers a rich culture and leisure environment will always attract more visitors and ultimately more talent than a community without those amenities.

Most importantly, museums are places of learning. A recent randomized-control study measured what students gain from tours of a museum. The study concluded that visitors "have stronger critical thinking skills, exhibit increased historical empathy, display higher levels of tolerance, and have a greater taste for consuming art and culture." Collectively, museums spend more than \$2 billion a year on education and provide 18 million hours of instructional programming to the public. A typical museum devotes three-quarters of its budget specifically toward educational programs for K-12 students.

Museums have been hard hit by the weak economy. This has led to a decline in charitable gifts and reductions in state and local support. Only a small and shrinking percentage of America's 17,500+ museums receive federal funding of any kind.

According to AAM, private and public funding for museums has decreased, yet attendance has increased. The museum is a place many of us choose to escape our economic worries. Call it a "staycation," or simply somewhere to decompress from the day's stresses. It's a place for people to seek out and participate in learning—a place that inspires hope and dreams.

As we venture into the 21st century, museums will continue to affirm their relevance by playing an important role in helping inspire and shape their communities through cultural offerings and providing access to knowledge and information through exhibits and educational programming.

Similar Programs Nationwide

Like CHDHU, there are other museums and research/learning centers focused on genocide, discrimination and historical incidents like slavery. Each has its own unique mission

statement, however, each seeks to above all else to provide a place with resources and materials to educate young people to better themselves and to contribute to the community by learning lessons from the past. Our region needs CHDHU to grow so that there will be sufficient access to such educational materials.

Some of the programs around the United States that are similar to CHDHU include the following:

United States Holocaust Museum

100 Raoul Wallenberg Pl SW
Washington, DC 20024
Opened April 22, 1993
www.ushmm.org

Florida Holocaust Museum

55 Fifth Street South
St. Petersburg, FL 33701
www.flholocaustmuseum.org

National Civil Rights Museum

450 Mulberry Street
Memphis, TN 38103
www.civilrightsmuseum.org

International Civil Rights Center and Museum

134 South Elm Street
Greensboro, NC 27401
www.sitinmovement.org

National Center for Civil & Human Rights

250 Williams Street, Suite 2322
Atlanta, GA 30308
www.civilandhumanrights.org

SECTION IV: GROWTH STRATEGIES

Educating the Marketplace

CHDHU intends to grow its communication budget and to hire experienced educators to significantly increase its ability to educate the local Long Island community and develop awareness throughout New York State and in the outlining regional communities regarding the CHDHU, its mission and resources.

Direct mail, email blasts, press releases, fundraisers, press events, speaker events, as well as continued excellent programming will be designed for maximum penetration and response.

Website enhancement and the Liberty Express mobile museum will also assist in growing awareness of the Center and its programs.



Expanding Programming

Continuing to offer unique and relevant programming will help to attract schools, students and the community at large. The Center will become more accessible through pop-up exhibitions in local communities and programming in local public libraries and in schools.

Leveraging the Collection

Using the collection to generate interest, CHDHU will seek to promote what it offers on a new and enhanced website, through the sale of catalogs, calendars and other items, and through the lending of materials to schools and other venues (until the Liberty Express is ready to travel Long Island).

Strategic Partnerships

CHDHU will seek out strategic partnerships with other museums, research centers and educational programs to jointly offer programs and cross-market. The Center will also pursue strategic relationships in government and the business community to promote the CHDHU mission.

SECTION V: SALES AND MARKETING PLAN

Introduction

The techniques and tools available to market a museum are wide-ranging. A marketing strategy should identify the appropriate techniques for the target markets.

Print Publications

Advertising in print publications has to be treated with care by a museum. Often response to an advertisement is poor, although it is difficult to measure. Local press can sometimes be useful for promoting special events, and at the opening of a new museum or a major new element within a museum it may even be worth taking a special feature. The national print media is very expensive and, for a museum whose aspirations are regional, it is not easy to envisage a situation where national advertising will be justified.

Radio and Television Advertising

For many museums, television advertising can be an effective, though very expensive way of reaching a large audience quickly. However, in the case of a small museum, the costs of advertising may well be out of reach. However, it is a powerful medium, well worth investigating to establish whether there are any special deals offered to small companies, new advertisers, etc.

Local radio may be useful in raising awareness and, compared with television, it is relatively inexpensive. It is important to enter into negotiation with any radio company to get the best cash deal. No opportunity to get free coverage on either radio or television should be missed.



Direct Mail

This is a valuable marketing tool for specific market segments. It is important to have a good database which is up-to-date and with a contact name wherever possible so that mailings can be directed to a person rather than an institution or firm. The database can be used to good effect for schools. It can be used for news, special information and invitations to visit the museum. The contents of mail shots must be specifically aimed at the target market and a mechanism to measure response should be designed in wherever possible.

Website/Social Media

Web sites, Facebook and Twitter provide the opportunity for detailed and up-to-date news of events, latest acquisitions to be promoted. They can be linked with other websites such as tourist boards, complementary attractions, etc. They are far more than just a brochure on screen and can provide the opportunity for past, present and future visitors to interact with the organization. For museums, they can be the means for archives to be made accessible to a wide range of interested parties. A "regional museum" can quickly become a national asset if it chooses to invest the time in putting some or all of its records online. It is important for the web address to be featured on all printed matter and in all advertising.

Promotions and Special Events

There are two main types of events: one, such as exhibitions, aimed at the public, to draw those who may not otherwise visit or to attract back those who have been before. This requires hard work, a major budget, extra marketing and more organizational effort; the other, an event mainly aimed at gaining media coverage to promote the museum/attraction, such as a personality opening a new feature, a record attempt, etc. This needs careful organizing and timing to:

- meet media deadlines
- offer them the shots they want
- provide well written and appealing press releases
- ensure the presence of a good number of media representatives
- avoid clashing with paying visitors
- avoid, where possible, clashing with other major stories

Media Relations

One of the most cost effective elements in marketing an attraction is the publicity gained by free media coverage. It is most important that good relationships be built up with news editors, feature editors, journalists, photographers and cameramen working for the local media or who work on a freelance basis for the national press. They should be fed with press releases on anything of interest and they should feel that their interests are being looked after.

If there is a reception, they should be invited to join the guests (although they may often not have the time). All the background information on the event, the museum and the people involved, should be readily available in the form of a press pack. This should also include large black and white photographs, preferably taken by a photographer recognized by the local and national media.

Space should be made available, close to any action, for cameramen, sound recordists and



journalists, with the right view (and the right background – ideally with the museum name in shot). A desk should be available in case they want to write the story immediately.

Public Relations

Any activity which raises the public's consciousness of the museum and improves its image falls under this heading. Activities may include - speaking at meetings of voluntary bodies, e.g.: Rotary, American Legion, PTA, etc.

Corporate Image

This relates to the way in which the museum is represented visually in signs, letterheads, captions, print, and promotional and publicity material. The corporate image should be determined as part of the design process and incorporated within the overall development. It should also be used in all marketing activity so that a consistent image of the museum is projected.

Industry Relations

Good working relationships and personal contact should be built up within the museum industry to keep a strong, positive image in the minds of others who affect the business.

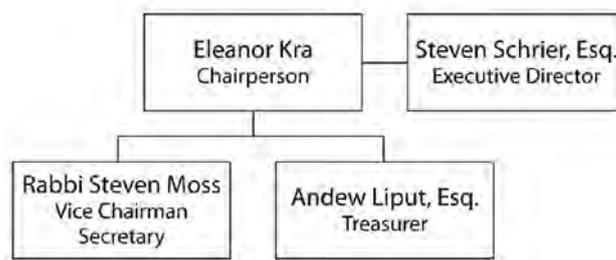
Facilities

Normally, the first point of contact for visitors is the facility itself. How is it designed?
How easy is it located? Does it offer an inviting environment (proper lighting, etc.)
Are the materials to assist in reviewing and understanding the exhibits in the facility?
Are there call out and fundraising materials available?

It is essential that the facility of the museum sets and maintains high standards. If this is achieved visitors will have a moving experience and leave motivated with a sense of purpose.

SECTION VI: ORGANIZATIONAL STRUCTURE AND MANAGEMENT

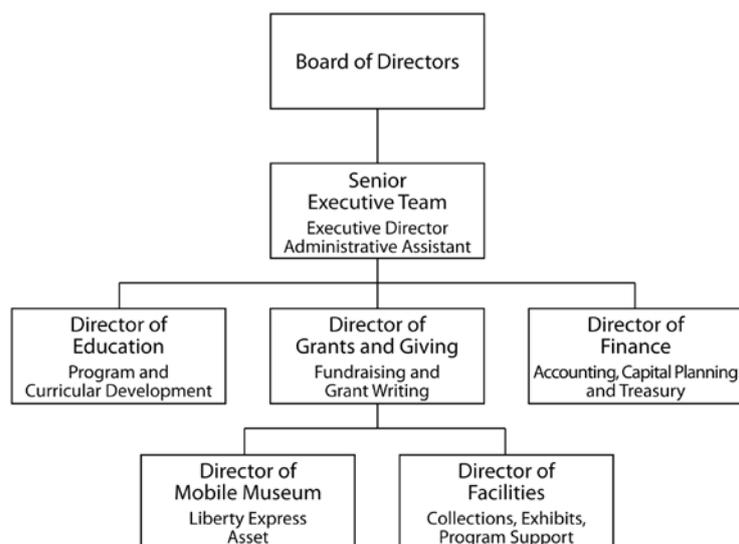
Current Organizational Leadership



Board of Directors

Name	Title/Area of Responsibility	Years On Board
Eleanor Kra	Chairperson	10
Andrew Liput	Treasurer/Founding Member/Benefactor	10
Dr. M. Vicki Wacksman	Founding Member	10
Rabbi Steven Moss	Vice Chairman	10
Glenn Gordon	Finance Committee Chair	5
Shirley Levitt	Board Member	5
Dr. Shaun L. McKay	Board Member	3
Jim Morgo	Board Member	2
Sonia Polacio-Grottola	Board Member	7
Veronica Treadwell	Secretary	5
Melissa Rousseau	Board Member	1
Steven Schrier, Esq.	Executive Director	10

Functional Organizational Chart (Future)



SECTION VII: CORPORATE GOVERNANCE

Framework

Corporate Governance is a framework of rules, practices and processes by which an organization is directed and controlled. Corporate governance essentially involves balancing the interests of the stakeholders (i.e. educators, funding sources, and the community). Since corporate governance also provides the framework for attaining an organization's objectives, it encompasses practically every sphere of management, from action plans and internal controls to performance measurement and corporate disclosure.

CHDHU's current corporate governance framework consists of:

- Explicit and implicit contracts between the organization and the stakeholders for distribution of responsibilities, rights, and rewards;
- Procedures for reconciling the sometimes conflicting interests of stakeholders in accordance with their duties, privileges, and roles, and;
- Procedures for proper supervision, control, and information-flows to serve as a system of checks-and-balances.

The organization maintains a high level of corporate governance and integrity, while demonstrating good corporate citizenship through awareness, ethical behavior and sound business practices. As CHDHU continues to grow, it will utilize the existing framework and amend as needed, including to supplement the Board of Directors with a Board of Advisors representing major donors.

SECTION VIII: MONITORING AND REVIEW

Monitoring Progress

A key component of business strategy is measuring the effectiveness of the strategic objectives and making adjustments to ensure that the defined strategic goals are achieved. The most effective method is periodic/continual monitoring of strategic objectives. There are several industry-proven "improvement process techniques," typically referred to as the Continuous Improvement Process (CIP or CI). These programs are typically an ongoing, formal/structured approach focused on improving products, services, or even the process itself, all leading/resulting in "Profitable Performance." These efforts monitor both incremental improvement over time as well as immediate improvement. The foundation of a CIP program is the clear definition of entity-wide strategic objectives which support defined strategic goals. The CIP affords monitoring and evaluation of strategic objectives and a basis for adjusting/improving objectives in the light of their efficiency, effectiveness and flexibility. The plan's performance should be assessed against its effectiveness in achieving its high priority goals and performance targets.

Plan Review / Refinement

CHDHU will adopt and utilize a systemic approach whereby feedback from its staff, Board and clientele (students, schools, general public) are evaluated against strategically defined organizational objectives leading to defined organizational goals. The strategic objectives

defined herein all support SMAAART strategic goals designed to achieve growth. CIP is a program whereby professional staff typically defines 3 to 5 goals to be achieved within a twelve-month period. Professional staff develops definable strategic objectives which in part each support SMAAART and SMAAARTERS Goals:

S	Specific	Significant, Stretching, Simple
M	Measurable	Motivational, Manageable, Meaningful
A	Attainable	Appropriate, Achievable, Agreed-upon, Assignable, Actionable, Adjustable, Ambitious, Aligned, Aspirational, Acceptable, Action-focused
R	Relevant	Results-based, Results-oriented, Resourced, Resonant, Realistic
T	Timely	Time-oriented, Time-framed, Timed, Time-based, Time-boxed, Time-bound, Time-specific, Timetable, Time-limited, Trackable, Tangible
E	Evaluate	Ethical, Excitable, Enjoyable, Engaging, Ecological
R	Reevaluate	Rewarded, Reassess, Revisit, Recordable, Rewarding, Reaching
S	Satisfactory	Satisfied Strategic Vision

Once defined and agreed to by a Board committee, these strategic objectives will be monitored on a quarterly basis by CHDHU’s Executive Director and reported to the Board of Directors. These reviews will serve a minimum of two functions:

1. evaluation of an individual employee’s performance
2. the effect of this performance in meeting CHDHU’s strategic goals

Professional staff will continue to meet at least once a quarter to review the overall performance and initiate any adjustments required in support of SMAAART Goals. The CHDHU CIP utilizes customized checklists to ensure continuous feedback and monitoring.

ADDITIONAL INFORMATION

How This Plan Was Developed

CHDHU formed a “working group” (consisting of key members of the Center’s staff and Board of Directors) as well as disinterested third parties in accounting, finance and marketing which met/spoke several times over several months to exchange information and to discuss current company and industry developments. Based on these discussions and additional research, the company developed this *Program Analysis and Strategic Plan* to assist in expanding its reach and achieving long term sustainability. The process in producing this document entailed five steps:

- Gathering Facts from:
 - Source documents and financial statements
 - Input from staff and Board members
- Conducting a SWOT Analysis
 - An exercise that identifies and analyzes internal and external variables, strategic questions and strategic issues
 - Includes review of industry, customer, competitor and environmental trends
 - Completed before formulating a strategy and thus before writing the Strategic Plan
- Reviewing and Analyzing Input
 - Staff
 - Senior management
 - Board members
 - Other stakeholders
- Developing the Strategy (Four Key Components)
 - Understanding the Clientele
 - Defining appropriate Business Processes
 - Planning and addressing Financial Matters
 - Continuous Improvement aka “operational excellence”

These four Key Components lead to establishing sound organizational direction, based on the internal and external assessment of the business environment, resulting in the identification of strategic themes and operational goals and objectives.

- Writing the Strategic Plan

SUMMARY OF KEY FACTS

Museums are an important community investment.

Museums contribute to a community's value and livability rating. A community that offers a rich culture and leisure environment will always attract more visitors and ultimately more talent than a community without those amenities.

Most importantly, museums are places of learning. Students who have visited a museum possess stronger critical thinking skills, increased empathy and greater tolerance. Collectively, museums spend more than \$2 billion a year on education and provide 18 million hours of instructional programming to the public. A typical museum devotes three-quarters of its budget specifically on educational programs for K-12 students.

CHDHU is positioned to offer unique value to the community.

CHDHU has amassed one of the largest and most valuable collections of historical items related to the Holocaust, slavery, the Underground Railroad, and worldwide genocide in the United States. Dozens of public programs have brought important speakers and critical history alive for thousands of Long Island students and community members.

With proper funding CHDHU will influence more children and young people to become better citizens.

Meeting the financial goals in this plan will enable the Center to launch the Liberty Express mobile museum and reach thousands of school children throughout Long Island. Funding for staff, new programming and better exhibits will increase resources available for educational purposes. Establishing a footprint in its own building will establish CHDHU as a sustainable community resource for generations to come.

A few collection highlights interspersed throughout.



KEY PROGRAM EVENTS AND MILESTONES

SUFFOLK CENTER ON THE HOLOCAUST, DIVERSITY AND HUMAN UNDERSTANDING, INC.

HOLOCAUST AND GENOCIDE

- Bridges to Human Understanding* April 2004
- Faces of Resistance: Women in the Holocaust* March 2005
- The Liberators: Soldiers at Work* Fall 2006
- Darfur Awareness Day* April 2006, April 2007
- The Sunflower* Fall 2006
- Justice and Reconciliation* October 2006
- The Music of the Holocaust* October 2007
- Heroes: The Stories of Rescue From Genocide: Rwanda and the Holocaust* April 2008
- Occupation of Poland and the Extermination of Polish Jews* Winter 2009, November 2009, March 2010, April 2013
- Destruction of Law and the Judicial System by the Nazis* October 2009, April 2010
- Kristallnacht Remembrance* November 2010, November 2011
- Long Island's Connection to the Holocaust* October 2011
- 70th Anniversary of the Warsaw Ghetto Uprising* April 2013
- A Dialog Among Survivors* May 2014, November 2014

IMMIGRATION

- Building a Better Long Island: The Contributions of Immigrants* November 2005
- Marching through History: An Intimate Portrait of Cesar Chavez and the Farmworker's Movement* October 2006
- Trail Blazed by Justice Sotomayor* September 2010
- Crossing The Line* March 2011
- Unity Day: Contributions of Immigrants* November 2013

ENSLAVEMENT AND OPPRESSION

- From Slavery to Freedom* February 2006
- Emerging From Segregation: Jackie Robinson's Legacy in Postwar America* Spring 2007
- Legacy in Post War America* March 2007 October 2007
- Slavery and its Long Island Connections* February 2008
- Freedom Rising* March 2010
- Mayan Survival: Overcoming Exploitation, Massacre, and Genocide* May 2012
- Pursuit of Freedom: Human Trafficking* November 2013
- Africa Burning* March 2014
- Pursuit of Freedom: Rwanda/The Legacy of Nelson Mandela* April 2014

CULTURAL AWARENESS

- Embracing Our Differences Annual Exhibit* 2007 – 2014
- Perspectives on Freedom: Interfaith Breakfast* April 2005
- The Muslim Jewish Connection* March 2006
- Cultural Diversity & the Legal Profession* October 2007
- Homeless Initiative Photo Exhibit* Winter 2010
- Nuestra Comida/Our Food* April 2012
- Human Rights Day* May 2012, May 2013, May 2014
- Cross Cultural Understanding* September 2014
- Being Different on Long Island* October 2014



EXHIBITS

- 2013 Annual Report
- Combined and Projected Budget 2013-2014
- Combined and Projected Budget 2014-2015
- Liberty Express Design Documents
- Embracing Our Differences Materials

