Committee Members:
Marty Krauss, Provost and Senior Vice President for Academic Affairs (chair)
Jeff Apfel, Executive Vice President and Chief Operating Officer
Wendy Cadge, Sociology
Jean Eddy, Senior Vice President for Students and Enrollment
Scott Edmiston, Director, Office of the Arts
Sylvia Fishman, Chair, Near Eastern and Judaic Studies
Tim Hickey, Chair, Computer Science
Alice Kelikian, History
Marya Levenson, Director, Education
Stuart Lewtan ’84, Member, Board of Trustees; Member, IBS Board of Overseers
Lisa Lynch, Dean, The Heller School for Social Policy and Management
Bruce Magid, Dean, International Business School
Paul Morrison, Chair, English
Dan Perlman, Biology
Sybil Smith, Executive Director, Graduate Professional Studies, The Rabb School
Bradley Solmsen, Director, High School Programs
Dan Terris, Vice President for Global Affairs
Michaele Whelan, Vice Provost for Academic Affairs (staff)
Introduction and Charge
In the fall of 2009, the president established the Bold Ideas Group (BIG) to be led by the provost and charged them with “the responsibility of developing a set of exciting and innovative initiatives that would help to raise Brandeis’s academic profile nationally and internationally, while simultaneously providing significant new revenue streams.” The president stated that the primary goal for BIG would be to identify new programs that are likely to generate at least $2 million annually to the University after expenses. Both the president and provost agreed that before positive net revenues could be expected for some or all of the initiatives that some funds would likely be needed for initial investment during the ramp-up period. Ideally, new ventures would have a positive return within three years of initiation and collectively yield a steady-state net return of at least $2 million.

Framework and Principles
Since November 2009, the group has met monthly and had a series of far-ranging and focused discussions. Members of BIG characterized the University culture as entrepreneurial, but also risk-averse; given the scarcity of resources at Brandeis, these can be countervailing forces. There is usually significant innovation and excitement about brainstorming, but typically this occurs within a modest framework and within the shadow of the University’s financial constraints. BIG was mindful of this cultural dynamic and sought to be bold, but not radical. Several principles emerged from these early discussions that reflect this cultural dynamic:

1. Enhance who we are and what we do well: a world-class university that is known for its progressive and innovative approach to education;
2. Expand our relationships with University partners and corporations to help engage new constituents;
3. Seek out emerging educational markets and attract new and non-traditional students;
4. Develop hybrid master’s programs with online and on-campus components.

Faced with the challenge of increasing net revenue to support the core teaching and learning activities of the University, the group was mindful that the mission and reputation of the University must be safeguarded, but could also be enhanced. Connection, consistency and quality were watchwords for analyzing new concepts that could raise both revenue and our academic profile. It became clear that strategic expansion of specific areas that had success in the past could provide even greater success and support for the University in the near term. Recognizing that Brandeis exists within a global community, BIG quickly identified the potential both of high school students and the increasing reach and efficacy of distance learning in higher education.
Brainstorming along these lines, BIG created a list of potential initiatives. The group decided that it should focus on several discrete projects instead of one concept in order to maximize potential benefits. Some of the bold ideas that emerged included:

- Bringing Brandeis online courses to students around the globe;
- Introducing new areas of academic emphasis, such as science, society, and global sustainability and a Brandeisian approach to engineering;
- Hosting a lifelong learning residential community at Brandeis;
- Fostering entrepreneurship with a proof-of-concept center;
- Investing in a centralized university relations with corporations;
- Increasing earned revenue through a professional performing arts series.

After discussion, three initiatives generated significant enthusiasm and emerged as worthy of further exploration:

- **Growing our existing revenue-generating master’s programs to a larger scale.** The committee agreed that this approach is likely to yield revenue with some certainty. For example, Brandeis could capitalize on an existing relationship such as the one Graduate Professional Studies, Rabb School, has with international business EMC, as a model, and seek to develop this type of relationship with other companies. Expanding the number of students nationally who could be attracted to GPS’s high-quality, distance learning degree programs also makes sense; this effort can be scaled relatively easily with careful strategic planning and an emphasis on retaining existing quality.

- **Exploring hybrid learning, which comprises both on-campus and online courses.** National studies have indicated that hybrid learning sets a standard for excellence, and the potential to augment master’s programs in this way exists in GSAS, IBS and Heller. Moreover, this is an opportunity for Brandeis to expand the reach and reputation of its signature programs. (See the Distance Report for more about hybrid learning, [http://www.brandeis.edu/provost/adhoc/distance_learning/distance_learning_rpt_120709.pdf](http://www.brandeis.edu/provost/adhoc/distance_learning/distance_learning_rpt_120709.pdf))

- **Developing new programming for high school students.** Other local universities have robust programs for high school students; this seemed a natural area for Brandeis to explore more vigorously, especially with the creation of the new Office of High School Programs in spring 2010. (See [http://www.brandeis.edu/highschool](http://www.brandeis.edu/highschool)) We already have three successful summer programs in place, which offer high quality educational opportunities for high school students while also maximizing the use of campus facilities and serving as an effective recruitment tool.

A small subcommittee met to cluster these concepts together and assess if they could be realized in the short term, medium term or long term. In the course of this process, some ideas were presented and analyzed and determined that they were not likely to be revenue generators, or to require significant and immediate investment, or to be long-term projects. These are explained in more detail in the appendix. The ideas listed below are short-term concepts that are all in different stages of exploration and development.
Project One: Expand Graduate Professional Studies (GPS), Rabb School

In keeping with all four governing BIG principles, the committee enthusiastically recommends the expansion of Graduate Professional Studies (GPS), one of the three divisions in the Rabb School, which also includes the Brandeis Summer School and The Osher Lifelong Learning Institute at Brandeis. For the past few years, the Rabb School has contributed $2 million in revenue after expenses to the University while fulfilling its mission:

- To offer excellent master’s degree programs in applied fields for working professionals, academic courses for undergraduate credit for college students and others, and non-credit enrichment courses for mature adult learners;
- To provide a variety of distinctive programs that reflect current and future areas of study and emerging professions;
- To extend the campus through distance learning environments;
- To serve as "change agents" responsive to an environment of evolving educational paradigms, and making this expertise available as a resource to the university;
- To support the university in its mission of open inquiry and teaching, "in a world of challenging social and technological transformation."

The proposed expansion plan for GPS is vertical, i.e., increase the number of students enrolled in the existing six online master’s degrees and make progress within a 1-3 year timeframe. While horizontal growth, i.e., adding new programs will occur at the usual pace of about one new program every year and a half, the focus is on increasing market share for excellent programs that are already fully developed. This approach should increase the rapidity of gaining additional revenue.

Context
Distance learning and online learning programs at GPS have evolved over seven or eight years. At this time, GPS offers six out of its seven, part-time, graduate professional master’s degree programs entirely online. (Three of these five are offered in the classroom as well, along with one entirely classroom-based degree program.) The unit has evolved to employ finely tuned standards and best practices, a seven-week online instructor training program, and fully developed course audit and outcomes assessment processes for all courses. These practices facilitate the documentation of continuous improvement in degree programs for accreditation.

Development Models for GPS Marketing and Recruitment
There are two basic approaches to increasing marketing and recruitment for GPS degrees: one relies on expanded internal efforts with some external consultation; the other depends on an external agency to do marketing and recruitment for an incremental share of the tuition revenue. Both differ in terms of timing and yield in that the internal model takes more time and University resources to reach new markets, and yield will occur more slowly over multiple semesters. Both are also dependent on the economy and to some
extent on strong company benefits programs, since at least three-quarters of GPS students are subsidized by their firms.

**External Model**

This approach recognizes that GPS’s strengths are in high-quality course and degree development, instructor training and pedagogical innovation—not in marketing and advertising. GPS has reached out to other schools in the area and to colleagues across the country who head continuing studies programs to determine the industry leaders in marketing and recruitment. The primary firms that emerged, Embanet and Colloquy 360, were also confirmed as the most reputable by the president of Maguire Associates. Embanet works with Northeastern, Boston University, Johns Hopkins, George Washington University, Vanderbilt and many others. Colloquy 360, owned by *The Washington Post*, is newer and is working with University of Rochester, George Washington University, University of Chicago, Northeastern and California State University. They use the renowned advertising firm, Ogilvy and Mather, to support their marketing and recruitment efforts. Colloquy also uses Moodle which is the basis for the University LATTE platform; Embanet uses another open-source product, Sakai, but is equipped to handle multiple learning management systems. Moreover, Dean Magid who is familiar with Colloquy 360 attests to the quality of its efforts. A third firm, Compass, has a strong reputation with leaders in continuing education, and it works with Boston University, Northwestern University, Ohio University and others. If faculty members have had experiences with any of these three firms, please contact the Executive Director of GPS, Sybil Smith (sysmith@brandeis.edu) with your feedback.

In exchange for a percentage of tuition revenue, any of these three organizations can offer complete services for distance learning: marketing and student recruitment; course design and development, student and faculty support services, technical support, and online content management systems. Since GPS has LATTE, the University supported course management system, faculty who can design and lead online courses, and a system for advising and supporting students, their contract with one of these firms would focus only on marketing and recruitment. Given its substantial experience, GPS can test out the quality, reliability and integrity of a firm’s offerings before the University ventures down this path with other master’s degree programs.

Other schools or units in the University may prefer a full-service approach as a way of getting started with hybrid master’s programs. In addition to recruiting students according to the department or school’s standards, these firms can fully support faculty who seek to structure and create an online course from an existing course. Moreover, the level of student support that they provide once the online course begins relieves faculty of answering students’ technical and logistical questions. They also provide 24/7 technical support for all faculty and students.

Senior administration has met with Colloquy 360 and Embanet; discussions are underway with Compass. GPS and the senior administration will be looking for the best long-term partner, a firm that respects our reputation, our insistence on high-quality, and is responsive to our concerns about student retention. Initial estimates for cumulative gross
revenue for the University for one degree program within GPS range well over $2 million for a period of seven to ten years, and this would be after the revenue split. Generally, revenue splits tend to be along the lines of 80% for the company and 20% for the school, but since GPS intends to use fewer services, it is looking for a much better split. Additional staffing in GPS for student services and faculty development would be needed to serve increased numbers of new students, and these would be immediate investments.

Next Steps
Ideally, a ‘partner’ would be selected by June. However, any short-term engagement with an external firm must have as a long-term goal, the development of the University’s own capacity for online marketing and brand recognition.

Project Two: Hybrid Professional Master’s Degrees (Online and On Campus)

Context
In the course of the BIG discussions, the faculty, deans and provost see hybrid distance learning as an opportunity to generate revenue for Brandeis, and in keeping with our strengths and culture, as a way to be entrepreneurial, but without incurring major risk. Distance learning becomes an opportunity to deliver high-quality programs in a new way that reaches more qualified students and in so doing, Brandeis responds to changes in higher education wherein technology expands access to innovative programs. Partnering with external companies would alleviate the need for marketing research and recruitment, course development and design, faculty and student technological support (all detailed as significant barriers in the Distance Report and itemized below) and would allow the University to jumpstart hybrid degrees. Faculty leadership will be the critical ingredient, but with start-up capital and full technological support, the burden on faculty decreases significantly. Incentives for faculty, whether release time or stipends, would need to be provided to get this effort underway, but even these could be subsidized by external companies, or there may be naming opportunities for $1 million or more for a Brandeis Distance Learning Program.

Existing Brandeis graduate degrees and new degrees such as the MS in Biotechnology could be offered in a hybrid model, designed for maximum flexibility and with a broader student market in mind. New professional degrees such Environmental Management and an Executive MBA for Health Professionals could be ideally conceived in this way. One immediate barrier to ramping up a major online learning initiative is the start-up cost and the 2-3 year lag before revenues exceed expenditures.

Development Models
Some universities have carved off part of their endowment to fund the initial start-up costs; some pursued donors who are intrigued by an online global footprint; others started with investment of resources in central areas such as LTS and created pilots. Still others looked for support from external companies such as those mentioned above. A first step for Brandeis could be workshops for interested faculty held by GPS to share models for online pedagogy and to demonstrate how LATTE can be used for fully-online courses.
In the longer term, according to the Distance Learning Report, any drive for significant revenue generation across the schools would have to address questions of:

1. Brandeis’s educational mission, culture, learning goals;
2. The University’s reputation and standards for academic excellence;
3. Faculty capacity, incentives, and support;
4. Costs of LTS infrastructure expansion: both hardware and staffing;
5. Support services for students;
6. Marketing resources to reach national or international target audiences.

BIG recommends that the provost work with the deans of GSAS, Heller and IBS to identify graduate degrees where Brandeis has a competitive advantage; some sample options are listed in the Distance Report on page 20. (http://www.brandeis.edu/provost/adhoc/distance_learning/distance_learning_rpt_120709.pdf) These could become the first pilots for hybrid development and could augment our brand nationally.

While the long-term questions about learning goals, quality and culture will need to be addressed by the faculty and University leaders, BIG advocates this fast-track pilot model, rather than the slower organic model proposed by the Distance Report. BIG, however, endorses a recommendation from the Distance Report: formation of a Provost's Distance Learning Advisory Committee, as a first step to exploring distance learning across the University. The following components of the committee were developed by the Distance Group and could serve as a framework.

**Rationale for committee:**

- Most faculty are new to online/hybrid teaching. Even if enthusiastic, they will need advice on how to do it effectively, and do so from the outset. Introductory workshops by GPS will be helpful, as will informed committee members who can provide some guidance.
- A significant well of expertise exists in the University, but in relatively few hands. We need to put in place a mechanism for sharing that expertise effectively and without dilution.
- We need to maintain the quality of Brandeis education in online learning and to show that we are doing this, in order that it is not perceived as second-class.
- Support from the University leadership sends an important message about the institution's commitment to the endeavor and sustaining it in the long term.

**Nature of committee:**

The committee should be advisory, not prescriptive, not a policing body. Its work should be to create a series of well articulated guidelines that seek to uphold Brandeis’s educational standards in the online space. It should advise the administration on the future development of online learning at the University by drawing on experiences of faculty interactions, course scrutiny, student feedback etc. . . . to gain insight into trends, faculty interests, motivations, involvement, and opportunities for structured growth. It should also monitor the effectiveness of academic, training, and technology resources
available to faculty teaching online. The committee can also advise faculty about best-practice implementation and training opportunities.

Course assessment, by the committee, should be limited to the design of online and hybrid pedagogy (content to be approved through the same channels as all other courses, but courses with online content will be sent to this body for review and feedback). Curricular control will, of course, remain the prerogative of individual academic units and designated standing committees. The committee will make recommendations both to the standing committees such as the Undergraduate Curriculum Committee, the Graduate Council and the Graduate Professional School Council, as well as to the Provost.

**Membership of committee:**
- Representative of University central administration (Provost's Office)
- Representative of Graduate Professional Studies (to draw on the collective expertise of this unit)
- Representative of LTS
- Faculty representatives from A&S and each of the professional schools (with experience and/or training in online pedagogy)
  - A&S and professional school faculty representatives will act as liaisons with faculty of their units on online learning. They will be responsible for presenting new online and hybrid courses to the committee for assessment of their online design and for passing feedback and advice to the faculty members in question. Formal proposals with online content will be referred by the faculty standing committees and again the faculty representatives will act as liaisons.

**Next Steps**
The University Leadership Council’s Education Advisory Board, in which Brandeis participates, is conducting a survey on Online Education; this will provide valuable information about practices and approaches at other universities. (For more on the council, see: http://www.educationadvisoryboard.com/ulc/about.asp) The provost will attend the fall Leadership Summit which will focus on “Managing Innovations in Teaching and Learning: Embracing the Educational Technology of the Future.” The provost will also form the Distance Learning Advisory Committee in the fall.

**Project Three: Exploring Domestic and International High School Markets**

**Context**
This project seeks to build on the University’s engagement with mostly non-credit, enrichment, high school programs, Genesis, BIMA, Impact Boston and to develop a larger market for revenue generation. (See http://www.brandeis.edu/highschool) Genesis was established in 1997 by Steven Spielberg's Righteous Persons Foundation. It was designed as a summer program combining Jewish studies, academics, the arts, as well as
what it means to participate in a diverse community. Genesis participants enroll in one of four experiential college-level courses:

- Innovation and Revolution: The Relationship Between Technology and Society
- Journalism, Judaism, and Ethics
- Judaism and Justice
- World Religions: Encountering Diversity

In 2007, BIMA was created as a summer arts program for teenagers, focusing on film, music, theater, visual arts and writing. In 2009, Impact Boston was developed in partnership with BBYO Inc., the world’s leading pluralistic teen movement. Impact Boston is a social-action summer program for teenagers that offers hands-on experience at service organizations in the Boston area.

**Development Models**

This project could move in several directions and possibly include ESL, online courses, for-credit courses through Summer School, internships, and Advanced Placement and could evolve into half-year and gap year programs. This approach has two additional benefits in addition to revenue: augmenting the University’s reputation to a college-bound audience and establishing a pipeline of potential applicants—a proven approach since 65% of BIMA and Genesis students apply to Brandeis, and half of these matriculate. This effort has a medium-term time frame of 3-5 years.

The most evident place to begin this growth is with international students, where the new Office of High School Programs has begun to experiment with students from Russia (funded through the Brandeis Genesis Institute for Russian Jewry) and is initiating activities this summer with a Jewish high school in Brazil and potentially with Panama and Russia. Here, the University can build on its strengths in social justice and the Jewish community, as well as on the significant international recruiting efforts of the Admissions Office and the strategic vision of the Office of Global Affairs. Some concerns about this expansion would be a) the quality of programs offered and b) whether the revenue would be sufficient to proceed with half year and gap year programs, since these programs may well be expensive to create and maintain. In any exploration of growth involving for-credit courses, there will be consultation with the Education Program and other faculty on campus who would be interested or affected. There are many opportunities for faculty who wish to connect to these initiatives; the Director of High School Programs, Bradley Solmsen, will be forming an advisory group of faculty, and welcomes faculty interest.

**Next Steps**

Efforts are underway now with a consultant to develop a business planning framework that includes a financial model of revenues and costs, an understanding of needed investments and a clear view of the issues that will affect success. This systematic and structured analysis will be important in mapping out the pace, the infrastructure and the readiness of the unit and University to initiate and sustain these programs. At this time, there is no estimate of the potential incremental income.
Conclusion
BIG will conclude with the issuance of this report. The group recommends that the University Advisory Council, chaired by the provost, should take over the function of soliciting, reviewing and recommending BIG ideas in the future. Since the UAC has significant faculty and decanal representation from the four schools, along with senior vice presidents from students and enrollment, and budget and finance, this faculty-handbook committee is ideally suited to discuss and recommend ideas that affect the future of the University. BIG also recommends that the Presidential Search Committee should be given this report to use when interviewing candidates about their vision for the University. Finally, BIG concludes that as the University establishes a stronger financial base that it should move away from being risk-averse and should develop a culture of investment, so that the entrepreneurial ideas of faculty and administration can be tested, take root and flourish for the betterment of the University.
Appendix: Additional Ideas

These ideas have been proposed and discussed by BIG. At this time, there is not sufficient knowledge or analysis to proceed, and all require significant investment by the University. In order to develop these further and create a viable model, a business case study would have to be developed with interested faculty and some consulting help. Before this occurs, the president will need to indicate where and how to proceed.

1) Global Brandeis: Creation of Hybrid Learning Across the World
This concept focuses on expanding the Brandeis brand and global footprint not by creating satellite campuses, but by creating hybrid learning models where graduate students or undergraduates could take distance courses in their home countries and then come to Brandeis.

- Cost of the degree is less overall; cheaper tuition for off-site and then full-pay for on-site.
- “A Brandeis transfer model” in which we control the quality of education offered before coming to campus.
- Concerns around identity management, capacity/development of students to learn American-style online, second-tier Brandeis, technology access and oversight.

2) New Area of Emphasis: Science (Environment), Society and Global Sustainability
This academic area builds on Brandeis strengths in A&S and the professional schools and addresses emerging fields and markets. Federal and state funding are available in these areas. Arizona State began with an institute before launching a school that offers degrees at the undergraduate, master’s and doctoral levels (http://schoolofsustainability.asu.edu/). Brandeis could begin to explore with an NEH-funded DELVE topic in this area.

Together with the Northeastern University School of Law, the Heller School offers a dual degree JD/MA in Sustainable International Development. The accelerated four-year program, including combined law/international development co-ops, gives students experience in applying the law in an international development context. Law and the international environment could be another relevant area to explore. New courses, degree programs and even a school (the Tom Friedman School of Global Sustainability) could be possibilities arising from faculty collaboration in this area.

3) An Engineering Department at Brandeis University
The plan is to establish an Engineering department that will offer an ABET certified BA in General Engineering with concentrations in several sub-fields, such as chemical, electrical, computer and bio-engineering. This new major will appeal to the population of liberal arts students that also have a strong interest in Engineering. This population is underserved as there are only a few such ABET certified programs at liberal arts colleges. This would be especially appealing to students interested in management, legal, and entrepreneurial aspects of Engineering. The Engineering Department will attract students
from our chief competitors, Tufts and Boston University. Furthermore, this is a cross-cutting, interdisciplinary major which will strengthen all of the science departments and increase interdisciplinary connections.

- With some expansion of the Engineering Department, a Master’s program in Engineering could be initiated. This would be a revenue generator.
- Engineering will play an ever more important role in the National agenda, e.g. with energy production, green technology, global warming, environmentally friendly synthetic chemistry.
- There are strong connections with the Heller School Sustainable International Development (SID) graduate and Environmental Studies undergraduate programs. For example, developing engineering solutions for third world problems and effectively deploying those solutions are problems that could be tackled collaboratively.

To house the Engineering Department, new space would need to be added and renovated for a cost of around $20M. Eight new faculty would need to be added to the program, all fully endowed at $5M each. The total is $60M for the engineering department.

Given the high investment costs, it may be worth investigating what a minor in Engineering would entail. Just as the Business minor established student demand and formed a basis for the major, so too could this be the case in Engineering.

4) Lifelong Learning Residential Community at Brandeis University

The Osher Lifelong Learning Institute at Brandeis (BOLLI) is celebrating its 10th year and is a very successful and innovative model for peer learning communities nationally. Along with contributing financially to the university through gifts and its endowment, BOLLI also has developed unique intergenerational programs that contribute to undergraduate and graduate education. BOLLI members have witnessed the success of the Lasell College residential model, Lasell Village, and have asked why Brandeis doesn’t have a BOLLI residential learning community.

Given the growth of a baby boomer demographic that is retiring, the demand for such a facility imprinted with the Brandeis brand could be high. In addition, boomers are demanding different types of housing, e.g., the co-housing movement, in which there is more community, sharing, with lower costs per unit with more aggregated community costs, and this lifelong learning residence at Brandeis could fit this emerging need.

5) Proof-of-Concept Center

The goal of the Brandeis University Proof-of-Concept Center is to foster entrepreneurship among faculty and students, develop commercially valuable technology, spin-out new companies and create both new products and new jobs from Brandeis science discoveries by creating a university-supported mechanism for our scientists to interact with industry. The Proof-of-Concept Center has three core elements:
- Grants: A grants program for faculty to develop commercial aspects of their research
- Mentorship: bringing volunteers from industry to campus to work with faculty on realizing commercial aspects of their work
- Networking: regular events to bring the business community to Brandeis to learn about our entrepreneurial activity and to interact with our scientists

The benefits to Brandeis of this increased interaction with industry are quite broad, including: increased licensing of technology (and royalty income), increased industrially sponsored research, opportunities for alumni to get involved with Brandeis, opportunities for faculty to be mentored in entrepreneurship, job opportunities for students and post-docs, and internships for undergraduates.

6) Infrastructure Investment: Centralized Function for University Relations with Corporations

While the Office of Corporate and Foundation Relations reaches out to corporations for gift and grant support, there is no centralized office that is focused on connecting the university to corporations. Internships, sponsorship, donations, research support, sites for professional master’s degrees are all important to the university and are all dealt with separately by various units on campus. One centralized function could make the University more accessible to corporations and other entities seeking new ventures.

7) Performing Arts Celebrity Series

Many universities present a series of professional touring performers including dance companies, classical and jazz musicians, and Broadway touring productions. Emerson College has just launched such a program in its renovated Paramount Theatre in downtown Boston. Brandeis has the potential to become known as a performing arts destination in Metro West through greater use of the 750 seat Spingold Theater Center mainstage which hosts only one departmental production a year. The recent creation of a centralized box office and online ticketing has made this increasingly possible. Benefits would include: enhanced arts and culture experiences for students, faculty, staff and the region; a new earned revenue stream, increased branding and visibility, maximizing physical plant resources, and cultivation of new and larger audiences for existing music and theater programs. The BIG committee was enthusiastic about the concept but a preliminary budget assessment revealed some serious risks posed by event sales and market competition from other Boston cultural venues in the current economy. Most celebrity series have corporate underwriting which reduce the risk factors. Due to the planned reductions in resources to the theatre department from the Brandeis 2020 process, this initiative is not readily achievable until restructuring for Spingold is complete. In the near term, Brandeis could pursue partnering with current performing arts presenters such a Crash Arts/World Music and the Boston Celebrity Series.