Brandeis University
Strategic Plan Draft:
Fulfilling the Promise

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Executive Summary

Fulfilling the Promise
What can – and should – Brandeis University be? What will this institution look like a decade from now, when we celebrate our 75th anniversary? In this uncertain time for higher education, powerful political, economic, social, and technological changes have created tremendous pressure on universities to meet the changing needs and demands of society. As a result, the educational and economic models established in the second half of the 20th century are under pressure.

This convergence of forces creates an opportunity for Brandeis to proactively meet these challenges. This strategic plan defines how Brandeis can control its own destiny, shape its future, and make an already fine university stronger and even more competitive. This plan is not about balancing the budget, although that is an essential element; it is about focus and prioritization to strengthen Brandeis and to distinguish us from our competitor and peer institutions.

Strategic planning is a community-wide effort, with faculty, staff, students, administration and trustees working in partnership to create a thoughtful strategic plan to ensure Brandeis’ long-term success as a top research university and liberal arts college.

This strategic plan is rooted in a clear sense of Brandeis’ heritage and a strong conviction that this university continues to offer something singular and valuable in American higher education. It is also informed by recognition of current realities, both in higher education generally and at Brandeis in particular. We seek to strike a balance between realism and ambition.

This plan faces squarely what we must do to ensure the continued vitality of the Brandeis model – a liberal arts university dedicated to excellence in both teaching and research. It also sets out what we can and should do – at a higher level of financial investment – to strengthen the University in various ways. And it culminates in what we aspire to do, if we are able to secure the necessary resources, to build on key strengths, transforming excellence into greatness.

This strategic plan serves as a set of guideposts, providing principles and purposes that will underpin the many specific decisions to be made in the coming years about personnel, programs, facilities, and finances. Each of those decisions will require careful attention to the details; trade-offs will inevitably be required, in light of the finite resources – fiscal, physical, and human – needed and available. The plan places these decisions in the broader context of our institutional strategy and aspirations and proposes investments that successively build upon each other.
Implementation of this strategic plan will be a collective endeavor. The changes taking place in the world affect every Brandeis constituency. Now is the time for us to confront Brandeis’ challenges. Working together we can ensure that Brandeis University remains a top-echelon liberal arts research university and a first choice for high-achieving students, faculty and staff who value a culture of open inquiry and scholarship. Working together, we can reach for greatness.

**Brandeis University: An Extraordinary Story**

Brandeis came into being in 1948, long after the formative period of American higher education. Its impetus was not a large gift or bequest, but a powerful idea: it was time for the Jewish community to contribute an institution of higher learning to American society. This new university would be open to all, embracing the pluralism of American society, at a time when discrimination and quotas still restricted access to higher education. This new university must also excel academically, becoming the equal of older, established institutions, prizing intellectual inquiry and relishing discussion and debate.

The founders succeeded. In its thirteenth year, Brandeis earned Phi Beta Kappa recognition, the youngest institution ever to do so. In 1985, Brandeis was admitted to the Association of American Universities (AAU), the organization of leading research universities in North America.

The founders of Brandeis conceived a distinctive model: a small university, bringing together the virtues of a liberal arts college and a research institution. Teaching intimacy, as founding President Sachar called it, would be combined with research and scholarship that advances knowledge in the various disciplines. Brandeis remains small, with about 5,800 students, drawn from all parts of the nation and the world and from diverse ethnic and socio-economic backgrounds. A faculty of scholarly distinction is equally committed to education – every faculty member teaches – and a student-faculty ratio of 10:1 preserves close connections between teachers and students. We educate in the classroom, but also in the field, the studio, and the laboratory, both locally and globally, and we integrate these various modes of experiential education and discovery with classroom learning. And we are academically intense: most undergraduates complete two majors or combine a major with one or more minors, and a number pursue one of our 37 combined Bachelor-Master’s degree programs. Yet our students also sustain a vibrant co-curricular life, with over 200 student clubs and organizations.

**The Strategic Planning Process**

In the fall of 2011, President Lawrence initiated a strategic planning process, and established a Strategic Planning Steering Committee (SPSC) under the leadership of Provost Steve Goldstein. The SPSC included the academic deans; a faculty member from each of the four divisions within Arts and Sciences, plus the Heller School and IBS; four Trustees; five students (undergraduate and graduate); and four senior vice
presidents and a vice president (for Planning and Institutional Research). The SPSC, in turn, drew upon the Brandeis community to create Strategic Planning Task Forces, comprising senior administrators, faculty, staff, students, and trustees. Each Task Force was asked to articulate a long-range direction for its area and to recommend specific strategic actions to be taken over the next five years. At each crucial stage in the process, the SPSC consulted with the community at large, soliciting ideas and inviting comments on draft documents disseminated to the community. Above all, in contemplating our future, the SPSC kept in mind, what is classic Brandeis: an intellectual culture that is edgy and innovative, that takes ideas seriously, explores them deeply, debates them openly, and that commits its intensity to the service of the human community.

**Strategic Goals and Aspirations**

The body of this plan is organized into six *Strategic Goals* that represent the fundamental dimensions of Brandeis University and six *Transformational Initiatives.*

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**Strategic Goal 1: Focus on Transformative Learning Experiences and Educational Foundations**

Brandeis students will have an intense educational experience that matches their passion for learning and engagement. This education will be flexible and individualized to enable students to realize their personal and professional aspirations, address complex problems, and act with moral courage in the service of social justice.

A Brandeis education should embody our distinctive character and strengths: a small research university with the liberal arts at its core and a strong commitment to social justice. Intensive, transformative experiences should be at the heart of a Brandeis education: experiences that not only add to students’ sum of knowledge, but alter the way they understand the world and act in it. This kind of education must encompass the classroom, the laboratory, the studio, and the field, and connect theory with practice. We must also empower students to assume responsibility for their education, providing even greater flexibility in the structure (e.g., dual degrees,
time-to-degree) as well as the content of their academic program. All of this requires a comprehensive and well-coordinated advising system that draws upon both faculty and professional advisors. At the same time, faculty must have the necessary support and tools to provide intensive education, including an Office of Educational Innovation, and sufficient time and incentives for especially demanding forms of teaching.

The critical foundations of a Brandeis education depend on a clear conception of the intellectual core. The study of language, literature, and culture, and facility with qualitative and quantitative thinking, are the *sine qua non* of a liberal arts education. These studies empower our graduates with broad knowledge of human affairs, and hone their skills in research, writing, and speaking. Advancing these studies, as well as the full range of fields that constitute the Brandeis curriculum, will allow us to seize the opportunity to exercise intellectual leadership at a time when the fundamentals are under assault even in the competitive world of elite academic institutions.

Graduate education has grown rapidly at Brandeis over the past two decades through the creation of new master’s programs. Academic standards must be consistently high in all our graduate programs, both master’s and doctoral. Clear goals and metrics should be used to evaluate programs, and vigorous, targeted recruitment is needed to ensure sufficient quality and quantity of students. We must re-examine how we train graduate students to ensure that we are preparing them for the career paths they are pursuing, both within academia and outside of it. The increasing importance of graduate education in a wide range of fields also offers opportunities to develop programs directed to new audiences, including part-time programs, distance learning, and hybrid options.

**Strategic Goal 2: Strengthen Opportunities for Discovery, Creation, and Innovation**

Brandeis will fully empower its collaborative community of scholars and students to engage in research, scholarship, and creative endeavors that push the boundaries of knowledge, discover how the world works, create new perspectives, and design innovations that improve society.

Brandeis’ small size as a research university offers special challenges and opportunities. Our academic standards must be consistently high but we cannot afford to invest equally in every field, and so we must make strategic judgments about where we are able to attain and sustain national prominence. To fully capitalize on these opportunities we must strengthen connections and fully exploit synergies among the academic departments, programs, centers, and institutes; this is a natural extension of the interdisciplinary collaboration that is a particular strength of Brandeis. To attain national prominence, we should seize every
opportunity to publicize the accomplishments of Brandeis faculty, staff, and students through a comprehensive communications strategy, carefully conceived and energetically applied.

Research, scholarship, and creativity require various tools and materials and administrative support, and we must ensure that these are fully adequate to our intellectual aspirations. Support for both the pursuit and administration of external funding must be well coordinated. Today's library, which encompasses information technology as well as more traditional materials, must be funded to keep pace with the growth of knowledge and intellectual tools. The transfer of academic research into practical applications has become an essential aspect of the modern university, requiring a robust Office of Technology Licensing.

**Strategic Goal 3: Renew Investment in Faculty and Staff Excellence**

Brandeis will attract and retain top-quality faculty and staff dedicated to furthering our goal of producing life-changing educational experiences and innovations that improve the world.

A first-rate university must have a first-rate faculty, and that requires not only rigorous procedures for hiring and promotion, but also competitive compensation and benefits that enable us to compete with our peer institutions. A first-rate faculty must also be diverse in multiple ways, bringing a variety of backgrounds and perspectives to their individual fields and to the shared discourse of the University; this requires a concerted effort, focusing on the recruitment and hiring of faculty and on the key components of retention.

The Brandeis mission requires that our faculty be both teachers and scholars, and our policies and practices must support both roles. We must offer faculty greater flexibility in how they allocate their time, and must give genuine weight to both teaching and scholarship in hiring decisions. There must also continue to be a place on our faculty for outstanding teachers whose work is informed by scholarship, but who are not expected to produce scholarship.

Over 40 percent of our faculty are aged 60 or older, raising the prospect of an increasing rate of retirement and the need to replace faculty. Even as we develop new ways to fully engage our remarkable emeriti faculty, we should build for the future by hiring predominantly at the junior level, with occasional appointments at the senior level when this will make a crucial difference to an academic program. When possible, Brandeis should pursue opportunities for thematic “cluster hires” of faculty with overlapping interests in multiple disciplines, so that we can simultaneously strengthen individual programs and build new strengths in interdisciplinary areas.
Staff members have a crucial role in sustaining the excellence of Brandeis. Our staff structures and policies must support the recruitment and retention of first-rate staff. This includes various forms of formal and informal recognition for staff achievements, as well as opportunities for professional development. Staff expertise should be respected and staff input encouraged.

**Strategic Goal 4: Building the Engaged Lifelong Community**

Brandeis University will be a university to which prospective students are strongly drawn, current students are deeply attached, and alumni are enduringly committed.

Brandeis University is not just an institution, but a community, and that is a great strength that should be fully developed. A strong sense of community enriches and deepens the educational experience, while also increasing the attachment of alumni and making Brandeis more attractive to prospective students. Our small size, close faculty/student relationships, and strong campus ethos of collaboration and cooperation provide the essential conditions for community; and we can actively work to enhance community in a variety of ways, including strong support services, residence life, and campus events and traditions. Building community also means embracing and articulating our unique identity as a non-sectarian, pluralist university with deep roots in the American Jewish community.

Alumni are an essential part of the Brandeis community, and we need to encourage their active participation. This is a reciprocal endeavor. The University must offer programs and services to alumni, while also encouraging alumni to assist the University in recruiting students, serving as mentors, and providing opportunities for internships and jobs, as well as providing philanthropic support.

Underpinning all of this is recruitment and enrollment of students. Changing demographics require us to broaden our applicant pool. The college-age population is beginning to shrink in the Northeast, while growing in the South and the West; and a growing percentage of the college-age population are Asian and Latino/Hispanic. We must intensify our recruitment efforts, drawing upon faculty, alumni, and parents, as well as admissions staff. This challenge is also a welcome opportunity to increase the diversity of our student body, while at the same time increasing selectivity.

**Strategic Goal 5: Promoting Responsible Stewardship**

Brandeis will ensure its financial strength into the future through stewardship that supports the University’s academic mission in a sustainable manner.

We are stewards of this university, inheriting an institution built by our predecessors and bequeathing it to those who will come after us. The prudent
handling of our resources – our finances and our facilities – is an obligation as well as a necessity. Our institutional processes and decision-making must reflect this. The value of programs and initiatives must be weighed against the costs (direct and indirect), and sustainability must be demonstrated. All those responsible for managing budgets must be well trained to do so, and financial reporting must be detailed and clear. Resources must not merely be husbanded, but enlarged, and incentives and authority must be structured to encourage entrepreneurial activity.

Our facilities have a practical influence on the work we do at Brandeis and are also the most tangible expression of our values and commitments. We must devote additional resources – quadrupling the $2.5 million we currently spend – to renovate and renew our buildings. We should also seize opportunities to re-fashion outdoor spaces, a cost-effective way to enhance the campus appearance and experience. In light of the goals and priorities emerging from this strategic plan, we must develop an updated campus master plan.

**Strategic Goal 6: Create an Academic Incubator**

Brandeis must be innovative in order to maintain its general excellence and to lead in areas of strength. We must identify and support programmatic initiatives that advance path-breaking research, scholarship, and creativity and that enhance our undergraduate and graduate curricula.

Strategic planning elicits a host of ideas for academic initiatives. Each of these ideas has merit, and the work of conceiving and articulating them is healthy for the institution, even though only some of the ideas will eventually come to fruition. Brandeis must establish a regular process by which academic initiatives are proposed and reviewed, and define clear criteria to be used to encourage, evaluate, and to provide support for the proposals. The process should make use of the University Advisory Council (UAC) to provide feedback to the authors of proposals and to offer advice to the Provost. The review criteria should include the significance and distinctiveness of the initiative, its relation to existing institutional strengths, its capacity to exploit or promote synergies among academic units, and the resources required to implement it. Proposals should include a time frame and should indicate how success will be measured.

**Transformational Initiatives**

The preceding sections set out recommendations for securing and enhancing the position of Brandeis University as a top-tier institution – a university that offers students the uniquely empowering skills of a 21st century liberal arts education and that contributes world-changing scholarship to society – by using the resources to be found in the annual operating budget over the life of this plan. But our ambitions are larger than that. We are committed to excellence, but we aspire to greatness.
We also recognize that greatness requires resources equal to the ambition, which can only be acquired through a vigorous capital campaign. In this section, then, we set out ideas on a grander scale: ideas rooted in the strengths and special character of Brandeis and worthy of strong philanthropic support. Each of these ideas includes enabling conditions, in the form of facilities and technology. But it is the work that these conditions make possible – the work of education and scholarship and creation, in all disciplines and in our professional schools – that drives these ideas.

1. The Sciences—Fundamental Discoveries that Change the World
What distinguishes the sciences at Brandeis is a special kind of enterprise and imagination that readily cuts across traditional disciplinary lines. Our great strength in neuroscience exemplifies this, and we are also early leaders in the emerging field of active matter. Looking ahead, we can and should become among the best in computational biology, biomedical engineering, and molecular therapeutics. This is complemented by the Heller School’s great expertise in health care policy and practice. All of this points to the need to continue the renewal of our science complex and to fund faculty positions, staff support, and programmatic additions that will enable Brandeis to be a leader in cutting-edge interdisciplinary scientific fields and in the intersection of biomedical research with health policy and practice.

2. The Creative Arts—Integral to the Liberal Arts
From its inception, Brandeis has recognized that the creative arts – both the scholarship of art and the creation of art – must be an integral part of a liberal arts curriculum. Brandeis in the 21st century should recommit to being a recognized home for new modes of expression in the performing and the visual arts and fresh interpretations of canonical (or unjustly neglected) works, while also facilitating generative connections among the various artistic disciplines and genres. This requires facilities that accommodate and enable the full range of the arts and encourage conversation and collaboration across traditional dividing lines. It also requires a broad range of faculty, both visiting and permanent, with the artistic expertise and passion to teach and inspire our students and to advance the arts that they study and practice, plus the administrative support to enable talented people to do their best work.

3. The Intellectual Commons—Liberal Arts Education in the Digital Age
The library, expansively conceived, can continue to be the intellectual center of the university. The library will remain a place to find books; but increasingly, library materials are available in digital form and can be accessed remotely. The shared intellectual space of the library thus becomes, in part, a virtual space, constituted by information technology. Yet it can and should still be a shared physical space as well: a place whose design and function draws students and faculty from the various parts of the university and encourages them to encounter and engage with...
each other. In the digital age, the library also becomes the natural home for the special expertise that faculty must call upon to integrate technology into their classroom teaching or to translate a course into an online format. The library can also support new kinds of scholarship made possible by new technologies. Thus conceived, the library continues to be foundational to the essential humanistic enterprise of critically engaging with texts and grappling with essential questions of meaning and value.

4. **Education for a Global Society—Business, Politics, and Cultures**

We live in a global society, and no human enterprise – large or small, for profit or otherwise – exists apart from it. We must prepare our students to thrive in such a world and to contribute to it. Our two highly international professional schools – and their strong connections with Arts and Sciences – position us well to do this; but to do it at the standard of excellence we require of ourselves, we must enlarge both our facilities and our faculty. The recent expansion of the Heller School into a second, connected building has demonstrated the importance of a sufficiently capacious facility, technologically equipped and appropriately configured. IBS needs a comparable expansion, to accommodate the growth in its graduate programs as well as the new Business major and, down the road, executive education programs. Additional faculty with expertise in the global economy are also needed – scholars who can connect academic research with business practice. We also need to develop a true social sciences complex, upgrading the buildings and enlarging the space housing these departments; and we must ensure sufficient faculty strength to support a globalized curriculum. Brandeis can and should be a pre-eminent university in educating for a global society.

5. **Investing in People—Endowed Scholarships and Faculty Chairs**

The measure of a university is the people who constitute it. Endowed scholarships enable us to admit and enroll the best students, from diverse backgrounds, without regard to their financial means. In so doing, we uphold the Founding commitment of Brandeis University to academic excellence and equality of opportunity. Endowed chairs enable us to attract and to retain outstanding faculty, and provide a secure foundation for enduring academic strengths, from one generation to the next. Endowed chairs also enhance the reputation of the University, through the association of the named chairs with Brandeis and through the excellence of those who occupy them. Both endowed scholarships and endowed chairs also relieve pressures on the annual operating budget, making it possible to enrich academic programs in other ways. In short, each investment in a faculty chair or a student scholarship yields multiple dividends for the individual beneficiaries and the institution.

6. **Spaces that Inspire – Renewing our Campus Home**

Brandeis University inherited a campus, and thus renovation and renewal of facilities has been an imperative from our inception. Our facilities are the visible
face of the University, the necessary condition of both research and education, and the place where some of us live and study and others of us work. The quality of these facilities can enhance or impede, attract or repel, enliven or enervate. We have residence halls and community spaces in need of renewal, and the work of creating the Mandel Humanities Quadrangle remains to be completed, to match the critical role of the humanities within the University. Our facilities do not make us great, but our facilities enable and showcase our achievements.

**Conclusion**

The singularity of Brandeis University is well symbolized by our three chapels: Jewish, Catholic, and Protestant, and each carefully designed to cast no shadow on the others. This university, founded by the American Jewish community, chose not to establish only a Jewish chapel – for ours is a non-sectarian university. The story does not stop there. Religious pluralism in America has evolved, and religious life on the Brandeis campus has evolved with it. Brandeis now has a Muslim chaplain, along with Jewish, Catholic, and Protestant chaplains; and the student religious organizations on campus encompass the Eastern religions as well as the Western ones. We also have an Intercultural Center to support and strengthen ethnic and cultural pluralism on campus. Our defining principles have not altered – we remain non-sectarian and strongly committed to diversity – but our understanding of how to interpret and apply these principles has grown.

A similar story can be told about our pioneering Department of Near Eastern and Judaic Studies (NEJS). Established in 1953, when Jewish studies had virtually no place in the American academy, the department’s first faculty were all European émigrés. Sixty years later, as Jewish studies has proliferated, NEJS remains a leader in the field – and its scope now extends to all three religions with origins in the Near East. At the same time, Jewish studies at Brandeis have broadened. A curriculum originally focused on classical Jewish literature and history now includes the study of modern Jewish history and contemporary Jewish life; scholarship and teaching are further enriched by various centers and institutes devoted to particular aspects of Jewish life and thought. And we train practitioners as well as scholars, through graduate programs in Jewish education and Jewish professional leadership. Here too, we see evolving and expanding interpretations of our original principles and purposes.

We can point to other ways in which Brandeis has evolved while remaining true to itself. The Heller School, for example, began with just a small doctoral program and a primary focus on domestic social policy; it now includes five master’s programs and is truly global in scope, in the composition of its student body and in the range of research interests. Yet its mission remains the same: to bring advanced scholarship to bear on advancing social justice. Our International Center for Ethics, Justice, and Public Life; the Schuster Institute for Investigative Journalism; and the Legal Studies Program are all relatively recent additions to Brandeis that address
our enduring concern with questions of justice in new ways. Each brings a strong focus on live issues and concrete actions, against the backdrop of fundamental questions of justice. Looking ahead, we anticipate further developments that will give new expression to our core identity and that will enhance our capacity to connect theory with practice, ideas with actions.

“Where have you been, and where are you going?” Socrates asks at the outset of one of Plato’s dialogues. The questions are juxtaposed because they are intimately related. In this strategic plan, we set out where we mean to go as an institution: where we need to go and where we aspire to go. We offer this vision of our future at a time of rapid change in higher education, and our plan reckons with these new realities. The legacy we inherit is a remarkable one, but we cannot simply conserve it – we must carry it forward. So this is what our strategic plan seeks to do: to set out what it means to be Brandeis University in the second decade of the 21st century and what we must do to enact, to live out, that meaning. Ten years hence, when we celebrate our 75th anniversary, Brandeis University will be different in ways, large and small. Yet we will still be able to look at it and say, with confidence and with pride, this is Brandeis University.
Introduction

Who we are – mission and values

The story of Brandeis University, like the institution, is extraordinary. Established in 1948, long after the formative period of American higher education, Brandeis rapidly joined the ranks of the elite institutions, while carving out a distinctive identity. A research university, committed to the advancement of knowledge and offering bachelor’s, master’s, and doctoral degrees, Brandeis operates on a scale, and with the collaborative ethos, of a small liberal arts college.

The impetus for founding Brandeis was not a large gift or bequest, but a powerful idea: it was time for the Jewish community to contribute an institution of higher learning to American society. The various Christian denominations could proudly point to the schools they had founded – some still retaining a strong religious identity, and others having left behind their denominational origins. Surely the Jewish community – shaped by a strong tradition of learning, and eagerly making their way in American society – should also establish a university.

This new university would be open to all. For the founders of Brandeis – immigrants and the children of immigrants – equality of opportunity was not just an abstract principle. They retained memories, personal and familial, of exclusion and oppression and of emigration in search of freedom and opportunity. The university they established would be non-sectarian, imposing no religious requirements or tests on students or faculty. More than that, it would embrace the pluralism of American society, at a time when discrimination and quotas still restricted access to higher education for various minorities and for women. The Jewish community’s contribution to American higher education must have at its core both the highest ethical ideals of the Jewish tradition and the deepest principles of American democracy.

This new university must also excel academically: nothing less would do. A university inspired by the Jewish love of learning must prize intellectual inquiry and relish discussion and debate. “Truth even unto its innermost parts” – a phrase taken from the Psalms – became the University’s motto. Truth for its own sake, but also truth in the service of justice and tikkun olam – that is, for our shared, human responsibility to heal, repair, and transform the world.

In the fall of 1948, Brandeis University welcomed its initial class of 107 students to its campus in Waltham, Massachusetts. The campus had been acquired from Middlesex University (a former medical and veterinary school), and the buildings had been quickly renovated and re-configured to turn the campus into a home for a residential, liberal arts institution. A faculty had also been recruited, comprising (in the words of the founding president Abram Sachar) “a permanent nucleus of young
and feisty faculty . . . and a leaven of sagacious men and women whose scholarship had ripened.”¹ An additional class was admitted in each succeeding year. In 1952 Brandeis University – now comprising a full complement of four classes – awarded its first set of bachelor’s degrees.

A year later, after graduating its second class, Brandeis was eligible for and promptly received accreditation. The University continued to grow. The class admitted in 1953 comprised 300 students, nearly three times the size of the first class. But Brandeis did not aspire to become large because that would undermine the educational model it had chosen. As President Sachar remarked, looking back on this formative period:

The first decision to be made during the Brandeis launching period obviously had to do with the size and range of the university, for this determination would influence all other planning. We could opt for a large student body, ultimately many thousands on the model of our neighbors, Boston University, Northeastern University, the University of Massachusetts; or we could remain a small university, at first exclusively undergraduate, with a limited faculty. When we had earned accreditation, we could, in time, add graduate programs, avoiding undue enrollment expansion to guard against the loss of teaching intimacy. We adopted the latter option.²

Teaching intimacy – “the association with a few exceptional spirits who have a decisive influence on thinking”³ – would be a further defining characteristic of this new university.

At Brandeis, this kind of education – associated with the small liberal arts colleges – would be situated within a university. In the 1950’s, Brandeis established a Graduate School of Arts and Sciences, and at the end of that decade it added the Florence G. Heller Graduate School for Advanced Studies in Social Welfare (now the Heller School for Social Policy and Management). Here too, Brandeis carved out a distinctive identity. In establishing a professional school, it looked not to existing forms of professional education, such as a law school or a medical school, but chose instead to create a new kind of school – a school, moreover, that would put scholarship in the service of advancing social justice.

¹ Abram L. Sachar, Brandeis University: A Host at Last, p. 48.
² Ibid., p. 43.
³ Ibid., p. 44.
In its first few decades, Brandeis rapidly entered the ranks of the leading universities. At just thirteen years old, Brandeis earned Phi Beta Kappa recognition, the youngest institution ever to do so. In 1985, Brandeis was admitted to the Association of American Universities (AAU), the organization of leading research universities. In more recent years, Brandeis has upheld its high standards, while enlarging its curriculum and adding new degree programs, at both the undergraduate and graduate levels.

Today, in Arts and Sciences, there are now 22 departments complemented by 25 interdepartmental programs that offer 42 subject majors, 45 minors and 32 graduate degrees. These include area studies, thematic programs (e.g., Environmental Studies, Women’s and Gender Studies, and Health: Science, Society, and Policy), and programs that bring the liberal arts to bear on professional fields (e.g., Business, Legal Studies, Journalism). At the graduate level, doctoral programs in the sciences, social sciences, humanities and creative arts are complemented by master’s programs in academic disciplines and in a few professional fields, including education, genetic counseling, and Jewish professional leadership.

Brandeis now has three professional schools, each with a number of degree programs. The Heller School, which initially offered only a doctoral degree, now offers master’s degrees in Sustainable International Development, International Health Policy and Management, Public Policy, and Coexistence and Conflict, plus an M.B.A. in non-profit management. The Heller School is integral to the interdisciplinary undergraduate major of Health: Science, Society, and Policy. In 1994, the Graduate School of International Economics and Finance was established. Later renamed the Brandeis International Business School (IBS), it offers both a master’s and a doctorate in International Economics and Finance, as well as an M.B.A. and M.S.F. (Master of Science in Finance), plus an undergraduate major and minor in Business. The Rabb School, founded to extend the University’s mission of educational excellence and opportunity to non-traditional students and to solidify its commitment to lifelong learning, has three divisions. The Graduate Professional Studies (GPS) offers master’s degrees in seven technical fields: Health and Medical Informatics, Information Security, Information Technology Management, Management of Projects and Programs, Virtual Management, Software Engineering and Bioinformatics. GPS has been a campus leader in distance learning, and most of its courses are now online. The Rabb School also houses the flourishing Summer School and the Brandeis Osher Lifelong Learning Institute (BOLLI) that welcomes adult learners who enrich the campus community and lead intergenerational learning efforts.

Integration among the component schools and departments is an essential aspect of Brandeis. Collaborations in research and teaching cut across academic units. The graduate and professional schools seamlessly welcome undergraduate students, and
dual-degree programs offer them the opportunity to earn both bachelor’s and master’s degree in as few as four years. Brandeis is more than the sum of its individual parts – it is an integrated whole.

Our small size makes all this possible. We currently enroll about 5,800 students – only two members of the AAU are similar in size (Caltech and Rice). Sixty percent of students are undergraduates, and forty percent are in the various graduate programs, with most of that enrollment in master’s programs that have been established over the past two decades. The student body has become increasingly international. Twelve percent of undergraduates and 31 percent of graduate students are from outside the United States. More than 100 countries are represented on the Brandeis campus.

All of this makes Brandeis special, in multiple ways. We are a research university with a faculty of scholarly distinction, including MacArthur Fellows, Pulitzer Prize winners, Howard Hughes Medical Investigators, National Academy of Sciences members, American Academy of Arts and Science Fellows and American Association for the Advancement of Science Fellows, to name some examples. Yet every faculty member teaches, and a student-faculty ratio of 10:1 preserves the close connections between teachers and students of which President Sachar spoke. We educate in the classroom, but also in the field, the studio, and the laboratory, both locally and globally, and we integrate these various modes of experiential education and discovery with classroom learning.

Our Jewish roots and the abundance of offerings in Near Eastern and Judaic Studies by leading scholars in their disciplines clearly distinguish us from other schools and attract many students. Yet we remain non-sectarian, and attract a diverse student body – 21 percent are students of color, and among undergraduates, approximately 30 percent are first-generation college students and 30 percent come from low-income households. Our Liberal Arts Posse, Science Posse, and Transitional Year Program enable promising students from disadvantaged backgrounds to succeed in college.

We are academically intense. A majority of undergraduates complete two majors or combine a major with one or more minors, and some pursue one of our 37 combined Bachelor-Master’s degree programs (Appendix A). Yet we also have a vibrant co-curricular life, with over 200 student clubs and organizations – community service, intramural sports, and political/cultural groups are among the most popular activities. An active student government and two independent student newspapers enliven campus discussion. Intercollegiate teams – in various sports, as well as debate and mock trial – further enrich campus life.

At the inception of this university, even before the first faculty was hired and the first students enrolled, a crucial decision was made to name this institution after
Louis Brandeis. It is a name weighty in significance, expressing a commitment to the high intellectual standards, strong moral conscience, and inviolable integrity that Justice Brandeis embodied. As Albert Einstein remarked at the time, “Brandeis is a name that cannot be merely adopted. It is one that must be achieved.” That is the continuing challenge before us. Our task is not to re-invent or re-define Brandeis University. Our task is to fully realize Brandeis University in ways that remain true to our unique history, honor the attainments of our present state, and secure our continuing capacity for excellence in both education and scholarship well into the future.

**Why we need a strategic plan – challenges and opportunities**

To found a new university in post-World War II America required a special combination of prudence and vision. In this second decade of the 21st century, a renewed combination of practicality and audacity is needed. Brandeis must address the large challenges facing all of higher education as well as its own unique issues. At the same time, we must seize the great opportunities before us, drawing upon strengths and building on the work of those who came before us. The strategies we pursue today will determine what sort of institution we bequeath to the next generation.

The challenges and the opportunities facing us are deeply intertwined. To begin with, Brandeis must compete for the best students with other schools that are older and thus better known and better endowed. Compounding the challenge are the changing demographics of the country. The growth in college-age students in the coming years will come outside the Northeast, the region from which Brandeis has drawn most of its students. At the same time, the ethnic composition of the college-age population is shifting, with increasing percentages of Latino/Hispanic and Asian students. Brandeis must broaden and enlarge its applicant pool, while also offering sufficient financial aid to enable admitted students to attend. Yet this challenge is also an opportunity to more fully realize the founding vision of Brandeis as an inclusive, diverse university. In enlarging the applicant pool, we also have the opportunity to increase selectivity and make a talented student body even stronger.

Brandeis must also compete for faculty – and this will become increasingly important as a large proportion of our faculty approaches and reaches traditional retirement age. The challenge here is partly fiscal, to marshal the resources to offer competitive compensation. But it also requires us to enhance and underscore what is especially appealing about Brandeis: teaching intimacy (in President Sachar’s phrase) and what might be called scholarly intimacy, i.e., opportunities for conversation and collaboration across the usual dividing lines in academia. Recruiting (and retaining) faculty is also an opportunity to shape the University in ways that reflect both our distinctive character and the evolving nature of education and scholarship. Teaching and research, theory and practice, the disciplinary and
the interdisciplinary – each of these traditional divides is coming into question. The faculty that we seek and hire will both reflect and enact our approach to these questions.

Economic trends also pose serious challenges. All of the major sources of revenue for universities are under pressure: tuition, endowment, philanthropic support (individual and foundation), and government funding. Brandeis also faces a special challenge as an institution historically supported by the American Jewish community, whose philanthropic interests are becoming much more varied. At the same time, many students and their families have felt the effects of the severe recession and are worried about the future. None of this changes our fundamental commitment to a liberal arts education in a context of intensive scholarship and research. Yet economic challenges provide powerful impetus and motivation to be more enterprising and efficient. Hard times stimulate us to re-examine what we do and how we do it: the range of knowledge, skills, and degree paths and options we offer our students, the ways we deploy our collective educational and scholarly expertise, and the role of alumni in the life of the University.

Emerging educational technologies also offer challenges and opportunities. We must figure out how best to make use of new technologies, in order to enlarge opportunities for our students and to enhance the education we offer them. How can we adapt traditional classroom pedagogies to online instruction? How can we incorporate new technologies into classroom teaching? In what areas (if any) can computer-assisted learning be as effective, or more effective, than live instruction? How can new technologies enable the best use of faculty time for the modes and aspects of teaching for which there is no technological substitute or shortcut? New technologies raise questions to which there are no clear and ready answers. We must be prepared to experiment and to learn from experience.

Globalization is rapidly growing in the academy (as in other domains). Here too, challenges and opportunities go hand-in-hand. An international student body, a global curriculum, academic study and internships abroad, exchanges and partnerships with overseas institutions – all of this is intellectually and morally enriching, but financially and organizationally challenging. Our small scale, combined with high standards, adds to the challenge. We are keenly aware that a 21st century education must prepare students to live and work in a global environment. We must also make certain that our global vision is consistent with our values. How best to do this is a question that cannot be postponed or avoided.

Our special character as a small research university raises issues distinct to Brandeis. To attain national distinction in academic departments and programs that are relatively small (in comparison to other universities) requires the sound judgment and self-discipline to determine the best deployment of our resources. Yet our small size also offers advantages, lowering the barriers to and raising the
motivation for interdisciplinary collaboration and enabling us to be more institutionally nimble. We must continue to find ways to make a virtue of our size, while remaining clear-eyed about what lies within our reach.

The distinctive identity of Brandeis – a non-sectarian university rooted in the Jewish community – offers challenges and opportunities unique to this university. Historically, Brandeis played a crucial role in bringing Jewish studies into the academy. Although Brandeis no longer has the field to itself in Judaic studies (or in Jewish leadership training or in Jewish teacher preparation), no other university in America can match the full breadth and depth of Jewish scholarship and education at Brandeis, encompassing multiple research centers and institutes as well as degree programs. The name and reputation of Brandeis University still resonate in the Jewish world. To make the most of our Jewish history and character is not only a challenge and an opportunity – it is a special responsibility.

Creating a strategic plan

In the fall of 2011, President Lawrence initiated a strategic planning process with the goal of producing a clear framework for decision-making for the next five years and beyond, which would build on the core strengths of Brandeis University. He asked the Provost, Steve Goldstein, to lead a broadly inclusive process. A Strategic Planning Steering Committee (SPSC) was formed, chaired by Provost Goldstein, to guide the process and ultimately to produce a strategic plan that would be presented to President Lawrence and submitted to the Board of Trustees for approval. The membership of the SPSC was representative of the University: the academic deans; a faculty member from each of the four divisions within Arts and Sciences (Creative Arts, Humanities, Sciences, and Social Sciences) and from the two professional schools (the Heller School and IBS); four Trustees; five students (undergraduate and graduate); and four senior vice presidents. A consulting firm, Cambridge Concord Associates, was retained to provide expert advice and technical assistance with the strategic planning process (please see Appendix 3 for more details on the planning process, including the membership of the SPSC).

The Strategic Planning Steering Committee began its work by gathering and reviewing data and by soliciting ideas from the Brandeis community. The data, both internal and external, served to situate Brandeis within the current competitive environment and to give more definite form to the challenges and opportunities facing the University. A multitude of open sessions for faculty, staff, students, trustees, and alumni provided opportunities for input into the deliberations of the SPSC, and additional views were offered through email and conversations. Over 1,000 members of the community contributed their thoughts on the issues confronting Brandeis and the directions the University should pursue. The SPSC also established a Strategic Planning Financial Task Force and assigned it the task of developing the financial underpinnings of a strategic plan.
As the process continued, the SPSC established additional task forces to examine specific aspects of the University. The task forces included senior administrators, faculty, staff, students, and trustees. Each task force was asked to articulate a long-range direction for its area and to recommend specific strategic actions to be taken over the next five years. Ten task forces were formed:

- Academic Innovations
- Faculty, Scholarship, and Research
- Integrated Arts
- Global Initiatives
- Learning Communities & Student Experience
- Flexible Education through Technology
- Facilities and Campus Evolution
- Development
- Alumni and Community Building
- Benchmarking

The Task Forces’ reports laid the groundwork for the next stage of the process: a Preliminary Framework for the Strategic Plan, which was disseminated to the entire Brandeis community. The Framework set out broad principles that would form the basis of the specific recommendations of the strategic plan. In conjunction with the release of the Framework, dozens of meetings were held where members of the community engaged in spirited discussion about aspirations, goals, and strategies. The Framework was also discussed at Faculty Meetings, in other formal bodies, and at meetings of the Board of Trustees.

The final stage of the process was to move from the Preliminary Framework to the Strategic Plan. The academic deans and faculty members on the SPSC formed writing groups for the various parts of the plan, and the writing groups then consulted with other members of the Brandeis community in producing their drafts. The assembled sections were presented to the SPSC for review and comment, and a draft plan was then approved by the SPSC and shared with the entire Brandeis community. Comments were solicited from the community at large and from the formal governance bodies of the University. In light of these comments, the draft plan was rendered into a final plan, for formal submission to the Board of Trustees.

The purpose of this strategic plan is to provide clear directions that can inform and guide the many specific decisions to be made in the coming years about personnel, programs, facilities, and finances. In light of the finite resources – fiscal, physical, and human – needed and available, each of those decisions will require careful attention to the details, and trade-offs will inevitably be required. A strategic plan cannot dictate these decisions in advance; but it can and should place these decisions in the broader context of the directions in which we seek to move as an institution. That is, a strategic plan can and should enable the many specific decisions to add up to a clear strategy, a carefully defined path forward for Brandeis University in the second decade of the 21st century.
The body of this plan is structured accordingly, organized into six Strategic Goals, which represent the fundamental dimensions of Brandeis University. Within each Strategic Goal there are Objectives, which indicate in broad terms how we should move forward as an institution. Each objective carries with it a list of Actions in pursuit of that objective. These actions are not meant be definitive or complete; rather, they serve to give more concrete meaning to the objectives and to offer useful suggestions on how to pursue them.

The plan finishes with a series of bold ideas for transforming excellence into greatness. These ideas are ambitious in scope and require commensurate resources to accomplish. They speak to the founders’ dream of a university that would make an important difference in the world, and carry into the future the audacious spirit that enabled Brandeis to come into being. These transformative aspirations, taken together with the objectives set out in the prior sections, depict the Brandeis we seek to build in the coming decade.

Implementation of this strategic plan, in whatever concrete forms that takes, will be a collective endeavor. Strategic trade-offs must be made; but the actions ensuing from those trade-offs will be the responsibility of faculty, staff, and students. Just as the creation of this plan drew upon the collective wisdom and experience of the University, so too we will need to draw upon the judgments and energies of the Brandeis community going forward, as we work together to realize the promise of Brandeis University. Working together we can ensure that Brandeis University remains a top-echelon liberal arts research university, distinguished by a culture of open inquiry and scholarship. Working together, we can reach for greatness.
Strategic Goal 1

Focus on Transformative Learning Experiences and Educational Foundations

Brandeis students will have an intense educational experience that matches their passion for learning and engagement. This education will be flexible and individualized to enable students to realize their personal and professional aspirations, address complex problems, and act with moral courage in the service of social justice.

Rationale

A Brandeis education should embody the distinctive character and strengths of this university: a small research university, with the liberal arts at its core, and with a strong commitment to social justice rooted in the ideals of the Jewish tradition. This is what attracts students to Brandeis, and this is what enables us to offer them a special kind of education.

From this premise, much follows. A Brandeis education must encompass intensive learning experiences, which not only add to the students’ knowledge and skills, but also influence how they think and feel about the world and their place in it. A Brandeis education must encourage students to take responsibility for their education, making choices and constructing a program of study that allows them to pursue their intellectual passions and to meet their educational objectives. A Brandeis education must equip students to become active citizens and leaders, able to think critically and to communicate cogently (orally and in writing) and fully alive to complex questions of value and right conduct. A Brandeis education must enable our students to become lifelong learners, with the intellectual grounding and confidence needed to navigate and contribute in a changing world.

The content of a liberal arts education will no doubt be different in the 21st century than it was in the 20th. And yet, the key elements of a liberal arts education—broad knowledge of human affairs, skill in research, writing, speaking, and synthesis of information—will be more important than ever. The sheer interconnectedness of the globe, especially via social media, means that anyone hoping to influence the course of events in the decades to come must be practiced in exploring the minds of others and finding opportunities for cooperation or persuasion. This makes diversity in its broadest sense essential—including diverse people, knowledge, and ways of knowing—to a Brandeis education and to discovery, creation and innovation throughout the university.
The content and structure of our curricula and our modes of teaching and learning must serve these ends. A strategic plan affords an opportunity to think about how best to do this. The objectives and actions, set out below, start from what we currently do and propose ways to enhance and enlarge the essential qualities of a Brandeis education.

**Objective A: Emphasize educational experiences that are intense and transformative**

Education, it has been said, is what you have left after you have forgotten all that you learned. That is hyperbole, of course – some of the specific content of an education is profound – but it is true that a superior education should leave an imprint far more meaningful than the sum of the retained content. A powerful liberal arts education helps to engender abiding qualities of mind; it equips the student to grasp, to interpret, to evaluate and to integrate what she will go on to encounter and thereby to decide how to act in the world.

The proliferation of information and knowledge over the last hundred years continues to accrue, now at an even faster pace, making higher education all the more important. Today’s world requires that citizens know how to educate themselves so they can lead productive lives. The rapid growth of the new gives greater importance to what is inherited and enduring, to history that provides context and enables us to pose and to ponder questions of value and meaning. Especially as traditional boundaries and divides fall or fade, education provides exposure to diverse backgrounds and points of view and cultivates the capacity to understand and appreciate difference. In short, a liberal arts education, particularly the humanities and social sciences, is more necessary today than ever.

At Brandeis, we believe that intensive educational experiences – where students and faculty jointly focus on a subject in depth – produce this sort of deep learning that transforms students’ lives. With their various disciplines oriented to both investigatory and empirical research spanning a range of qualitative and quantitative methodologies, the social sciences are perhaps uniquely positioned to develop a rich repertoire of such offerings. In particular, social science departments and programs have mounted several successful Justice Brandeis Semester programs, developed rigorous field-based internship experiences, integrated teacher-conducted research on issues of pedagogy into teacher preparation, and conducted cutting-edge collaborative research linking faculty, graduate students, and undergraduates.

We also believe that the relationship between educational intensity and learning is exponential – that is, doubling the depth of an educational experience yields considerably more than twice the student learning. Brandeis cannot turn all of its classes into intensive experiences, but we can ensure that our students take part in
such transformative experiences. We already have numerous students engaged in substantial scholarship and research projects, highly focused seminars, and remarkable integrated multi-course offerings. With changes to the traditional course schedule, curriculum and requirements, and (see Strategic Goal 3) attention to faculty support, hiring and flexible time commitments, we can expand opportunities for intensive learning and give every Brandeis student a wide palette of deep educational choices to help them discover their passions and hone their intellectual capacities.

**Actions**

1. **Expand our offerings of “high-impact practices” so that many more undergraduates engage in these educationally transformative experiences.** We already employ some of the most effective learning experiences available on college campuses from seminars designed for first year students to capstone projects, often based on original research and creation pursued with faculty members. We need to expand the number and range of these proven opportunities so that more of our students get to take part in truly deep intellectual experiences.

   a. **Increase the number and breadth of first-year seminars.** These small, intensive courses taught by a single faculty member introduce students to college-level expectations, and foster the skills and approaches to learning that a Brandeis education will require (similar to the USEM model).

   b. **Develop a series of “signature courses.”** These shared intellectual experiences will be organized around interdisciplinary approaches to large themes, structured for large groups of students (up to 200 in each section of the course) studying with 2-4 of the university’s outstanding teachers. In these courses, faculty from the four divisions of Arts and Sciences (Creative Arts, Humanities, Science, and Social Science) will engage students in considering ideas and problems organized around broad core topics or problems. Signature courses will introduce students to various forms of critical thinking, teach diverse intellectual methods, and address issues of social justice. These common intellectual journeys will become a key piece of the Brandeis experience, will typically be taken during the second year, and will build on the proficiencies acquired in first-year seminars.

   c. **Increase the availability of seminars for advanced students that focus intensively on specific texts, themes, or problems.** These require the sustained, active engagement of the students, both orally and in writing.

   d. **Increase the number and breadth of capstone experiences.** Culminating experiences – such as senior seminars, research projects, academically
supported internships, and Justice Brandeis Semesters – provide students with the opportunity to apply integrative approaches to an engaged problem or topic of their choice. These would typically be taken in the third or fourth year.

e. **Expand our groundbreaking Justice Brandeis Semester offerings.** At Brandeis we have gone far beyond the boundaries of standard college courses with our multi-course, integrated, and immersive Justice Brandeis Semester programs. These programs enable groups of students to achieve a depth of exploration and degree of integration in their studies that is not imaginable under the typical four-different-courses-at-a-time model. These programs take many different forms: some are highly interdisciplinary, others allow students and faculty to focus on deep social, technical, intellectual, and moral challenges, while others simply enable students to immerse themselves in a subject in a manner that undergraduates rarely experience. All, though, are intensive and built on experiential learning.

f. **Encourage and expand internship opportunities that tie Brandeis’ strength to real-world experience.** Expand and develop intensive internship courses that link the hallmarks of a Brandeis education to work experience in business, government, research, creative, community, and non-profit organizations. Provide opportunities for students to assess and reflect on their real-world work experiences and to integrate them with their classroom learning.

2. **Create new models of intensive educational offerings.** We are beginning to create new ways to go beyond intensive seminars, without requiring the full investment of time and resources of a Justice Brandeis Semester. One promising option is the interdisciplinary, team-taught “double course” that will be another means for offering depth to many more of our students.

3. **Create new models focused on acquiring and assessing critical proficiencies.** The measures of a successful education lie in graduates’ ability to ask critical questions, to make informed judgments, to contribute understanding, and to communicate effectively. These abilities need to be fostered beyond the achievement of passing grades or the fulfillment of requirements.

   a) **Develop specific skill-building courses.** Brandeis undergraduates should reach a high level of accomplishment in writing clear and persuasive English prose; in speaking, writing, and reading a second language; in using, configuring, and interpreting numerical data; and in understanding creative expression. Some of these proficiencies may be best achieved in specialized classroom settings; foreign language immersion and intensive writing seminars are such arenas. Overall, more courses would include explicit skills-building components.
b) Enable students to demonstrate their expertise. Excellence can be further developed and demonstrated through projects in students’ fields of specialization. Possible pathways include: original research projects developed under faculty guidance; creative productions by an individual student or student group; “keystone” seminars in which students undertake advanced work as the structure for producing high-level innovative research or cultural production; participation in a humanities lab, arts studio, science lab, or other hands-on setting in which students contribute meaningfully to a faculty-led research or artistic initiative; and the creation of a self-reflective portfolio of cumulative student work in a particular field or area of specialization.

Objective B: Increase overall flexibility and create a variety of approaches that students can draw upon to achieve a high-quality, personalized academic education at Brandeis

Actions

1. Increase flexibility to expand opportunities for combined bachelor’s/master’s degrees. Today, many students and families feel pressure to gain professional skills and training during college. While maintaining our core emphasis on the liberal arts, Brandeis can provide additional training to students through combined degrees. Undergraduates who now accumulate multiple majors could instead choose additional depth in studies that lead to combined bachelor’s and master’s degrees, in our professional schools or the Graduate School of Arts & Sciences, in 4 or 5 years. We aim to increase the number of such graduates (now ~135 a year) significantly over the next three years. In addition, we plan to create new combinations, e.g., a bachelor’s degree in Health: Science, Society and Policy accompanied by a Master of Public Policy in the Heller School or an MS in Medical and Health Informatics, a Fine Arts BA combined with an MA in Art and Museum Studies with the Rose Art Museum, and a B.S. in one of the sciences combined with an MBA.

2. Improve students’ opportunities to decrease time-to-degree by increasing flexibility. Brandeis students can complete their undergraduate degree in as little as three years, by taking summer courses; although this option is rarely used it saves families money and can be integrated with outstanding intensive academic programs such as summer Justice Brandeis Semesters or Brandeis in the Hague. Such options should be widely communicated and made more accessible to all students.

3. Expand summer, evening and online programming. Expanding these course opportunities will have multiple benefits: facilitating pursuit of combined degrees and shortened time-to-degree; fostering innovation in the use of technology; facilitating research, internships, experiential learning, and
community service (all of which are difficult to do while enrolled in traditional courses during the day or academic year). This also makes better use of our campus and provides greater opportunities for non-traditional students.

**Objective C: Strengthen graduate education at Brandeis**

Over the past two decades, graduate education at Brandeis has grown substantially through new and expanded master’s programs – graduate students now constitute 40 percent of the student body. Our graduate and professional schools play distinct and growing roles in both the research and teaching missions of the University, and contribute significantly to the University’s public profile and financial well being. Graduate programs – and doctoral programs especially – are also critical to our ability to engage in research and scholarship and to our reputation as a highly rated research university.

Our graduate programs range in their purpose, some preparing students for academic careers and others training them for careers in various professions in the non-profit and for-profit worlds. Some of our graduate programs are well established and well known, others still reaching maturity and gaining a strong reputation. And new markets and new technologies hold out the prospect of creating additional programs. Whatever the particular purpose and audiences for each program, it must provide students the training they need to achieve successful careers in academia or other professions. Successful implementation of the actions depends on adequate staffing to support graduate and postdoctoral services across the university.

**Actions**

**Recruitment and training of students**

1. *Invest in the recruitment of high-caliber students.* Offer well publicized, competitive programs and focusing on selected markets and recruitment channels. Leverage our relationships with our global partners to recruit students from abroad.

2. *Increase student diversity within all our graduate programs.* Build the pipeline of Ph.D. applicants from underrepresented groups by such strategies as recruiting in channels that best reach minority students in the United States. Create a graduate Posse Program to provide graduate education to more students of underrepresented groups.

3. *Create more opportunities for doctoral students to teach.* Teaching experience is critical to graduate education and offers the opportunity to enhance undergraduate experiences through Oxbridge-like tutorials and seminars
related to classes be taught by full-time Brandeis faculty members. The very best are granted University Prize Instructorships.

4. **Emphasize graduate students’ professional development.** Create an annual research forum that celebrates the work of graduate students, and endow funds to support research and travel to professional conferences for graduate students.

5. **Time to degree.** Continue to explore ways to decrease time to degree. Brandeis has been a leader, in collaboration with the Mellon Foundation, in developing programs to decrease duration of graduate training by providing adequate support to allow accelerated progression toward the degree.

**Program Evaluation and Development**

1. **Evaluate existing master’s programs.** Clear goals and metrics should be developed and utilized to evaluate the quality of each program and help formulate a plan to further ensure that students are receiving an outstanding graduate education, supported by strong faculty mentorship.

2. **Develop master’s degree programs aimed at new market segments** (e.g., part-time working students, older students, returning military veterans). Various master’s degree programs differentially provide students with paths to doctoral programs, or a professional career, or increased skills in a current career. Develop more flexible graduate programs for part time and non-traditional students.

3. **Continue to expand the use of leading-edge educational technology in the curriculum across the University.** The role of online methods will expand rapidly to enhance and increase flexibility of the education of our students in residence. Moreover, the Rabb School of Continuing Studies will expand it role on campus and as a recognized leader for online degrees directed to specific audiences and markets including corporate trainees, high school students, alumni, and our friends in the ever-growing community of virtual learners.

4. **Foster even greater collaboration between Arts and Sciences and the professional schools and between the professional schools.** Overlapping scholarly interests and educational purposes create opportunities for new synergies and efficiencies.

**Objective D: Increase Diversity to Enhance the Educational Experience**

From its founding, Brandeis University has welcomed students and faculty of all backgrounds and beliefs in fulfillment of a mission that emphasizes academic
excellence, the creation and transmission of new knowledge and open, vigorous intellectual inquiry. Brandeis’ heritage of embracing diversity and inclusion allows it to provide the rich educational environment that will enable us to compete globally and maintain our excellence into the future. Brandeis believes that each member of its community offers unique intellectual contributions and life experiences. Robust engagement of multiple perspectives and a variety of approaches to the issues that challenge our world are pivotal to the intellectual vibrancy of our ever-changing academic community.

**Actions**

1. *Develop and implement initiatives across all disciplines and schools* that will engage faculty, students, and staff in promoting diversity in teaching and curriculum through innovation grants to faculty and students.

2. *Ensure that diversity and inclusion through civil dialogue are embedded in classroom experiences*, and that cultural competencies are basic to each student's learning,

3. *Develop and implement multi-cultural curriculum offerings and JBS experiences* and promote the development of programs that respond to emerging intellectual inquiry related to changes in national demographics and global challenges

**Objective E: Strengthen our foundations for educational excellence**

To bring about the intense, flexible education described above, several key aspects of our academic program will need to be adjusted and strengthened. Providing incentives for faculty and enhanced opportunities for students will be critical to success.

**Actions**

1. *Change apportionment of faculty time and incentives for teaching.* Compensate faculty who invest in intense learning experiences with either extra time for their scholarship, research, or creative projects or with financial rewards. For example, faculty who lead a certain number of JBS programs might be compensated for this teaching overload with a semester solely devoted to scholarship/research/creative projects.

2. *Incentivize, measure, and cultivate education that links theory and practice.* Students invest in their education as a step to their future, and before they graduate their education should include opportunities to work with faculty to perform, publish, or enact what they have learned.
3. **Develop new student support systems.** Given rapidly evolving academic and work opportunities, top-quality academic and career advising is essential for all our students. Brandeis should develop new models for advising. Students should have access to recruitment-to-post-graduation support teams that integrate their academic, co-curricular, internship, and work experiences. Such advising requires new degrees of coordination among admissions and financial aid staff, academic and professional advisors, health professionals, career counselors, and alumni relations staff.

4. **Greatly broaden opportunities for undergraduate research.** The university should create an endowed Undergraduate Research Fund to support student research, covering research expenses and paying stipends for conducting research. Faculty could receive compensation for mentoring students in research, and travel funds could enable students and faculty to present at professional conferences together. Support should also be provided for the pursuit of external fellowships, grants, and awards.

**Objective F: Support new educational modes and methods (technology, infrastructure, and scheduling)**

Higher education course materials and methods of delivery have changed significantly over the last several years, as online learning proliferates, radical new classroom designs are created, and some schools experiment with non-traditional scheduling. Brandeis already has a strong foundation in distance learning through the programs of the Rabb School’s Graduate Professional Studies, and is beginning to add additional distance learning options through Summer School, the 2U Semester Online consortium, and a proposed Boston-area digital humanities consortium. There are opportunities to enhance the university’s classrooms and scheduling to gain even greater benefits of these advances.

**Actions**

1. **Create an Office of Educational Innovation.** The Office of Educational Innovation will offer instructional design, workshops on online pedagogy, and consulting for faculty, graduate students, and post-docs. The center will facilitate and offer incentives for designing new courses and experimenting with innovative pedagogies in the classroom, in the field, and online. This center should have a physical presence at the crossroads of the campus – the library.

2. **Develop policies and a model for using technology for the greatest benefit.** This will require carefully chosen investments aimed at enhancing classroom teaching and enabling students to engage in learning experiences both on campus and off campus. Brandeis is committed to technology as an essential part of an effective and flexible model that fosters creative learning.
strategies. The recently formed Online Learning Advisory Committee, reporting to the Provost, is an important step in this direction.

3. **Invest in experiments with new teaching strategies and creative business models.** We can leverage the Brandeis approach and play a leadership role in the rapidly changing educational environment through innovations such as sharing courses in consortia arrangements, giving post-doctoral fellows teaching opportunities, leveraging free educational resources and new educational practices to focus our efforts where we have the most to offer.

4. **Further advance Rabb’s position as an online innovator.** Expand the range and number of learners the Rabb School serves, starting with high-school students preparing for college and including alumni and adult learners retooling for second careers.

5. **Create a plan that links re-imagined learning options, spaces, and schedules.** We need to educate flexibly and manage space efficiently. We need to decide how we can best do both. Can we offer courses with more hours per week or more weeks per course? Can we field shorter, more tightly focused courses, in addition to making greater use of summer for instruction? As we offer more online-learning options to students who can’t relocate to Waltham, how do we effectively integrate these students with our current campus course offerings and degree requirements? How shall we audition and field-test designs for new kinds of teaching and learning spaces, new online platforms, and new ways to support innovative pedagogy and engaged learning? See Strategic Goal 5 – Responsible Stewardship.
Strategic Goal 2

Strengthen Opportunities for Discovery, Creation, and Innovation

Brandeis will fully empower its collaborative community of scholars and students to conduct research that pushes the boundaries of knowledge, discovers how the world works, creates new perspectives, and designs innovations that improve society.

Rationale

Brandeis is a research university, and our students and faculty all have a stake in our research mission. Most of our faculty members are engaged in research – broadly understood to include the various modes of scholarship and creative activity – and all of our faculty members are enriched by the exchange of ideas engendered by active research programs.

Research also underpins how we teach and how our students learn. We involve our students, undergraduate as well as graduate, in original research, providing rich opportunities for apprenticeships – personal experiences with mentors at the cutting-edge that small colleges and most large universities can offer only to a rare few. As a member of a research team or working independently, students learn how to conduct research and begin to make their own original contributions. We work to kindle in our students an ethos of discovery and creation, and to foster their inner drive to advance the intellectual field or profession they choose.

Our research also makes a difference in the world, in ways large and small. Research uncovers new facts and establishes new theories, deepens understanding and discovers new meanings, alters perspectives and enlarges horizons. Research also alters how we act in the world, giving us new approaches to analyzing and addressing problems and new ways to apply and advance our deepest values. Each faculty member engaged in research has particular areas of expertise, but our institutional size and character encourages collaboration across disciplinary lines – and these collaborations yield some of the most powerful and original results.

Brandeis will continue to be renowned for asking penetrating questions about the present, past and future and connecting them to action. We shall promote discovery, nurture creativity, foster the acquisition of knowledge and encourage teamwork in search of answers that improve the world for others. This requires a faculty and student body that reflects the heterogeneity of the United States and the world community to ensure the vigorous intellectual debate and range of perspectives that are essential for discovery and the acquisition of knowledge in all our disciplines.
The quality of research depends, first of all, on the talents of those engaged in it. But it also requires enabling conditions – including research facilities, materials, and services – and organizational structures that support the research mission. In this section of the strategic plan we point out ways to strengthen these various factors, while also recognizing that many of the objectives and actions proposed elsewhere in this plan can also contribute to advancing our research mission. In the final section (Transformational Initiatives), we envision more ambitious efforts – requiring major resources – to advance scientific research, scholarship, and artistic creation at Brandeis University.

**Objective A: Become world class in a greater number of select fields**

Brandeis is by choice a small liberal arts research university, committed to excellence in all that we do. Each department must be academically strong, but inevitably some will be smaller and less prominent, while others attain national distinction; even as our academic standards remain consistently high, our size and resources will not allow us to invest equally in every department. The sustainability and growth of the University depends on making strategic investments to increase the number of fields where we are world class.

**Actions**

1. *Strengthen selected departments within Arts & Sciences and divisions within the professional schools to a distinguished level.* Strengthen those that can be preeminent and support others to increase quality and faculty satisfaction. Encourage collaboration within and outside the institution to enhance faculty research and teaching opportunities, and take advantage of Brandeis’ geographic location to open doors to Boston’s scholarly community. Develop criteria and review procedures for cyclical evaluation of departments that include consideration of stature in the field, investments needed to preserve or raise that stature, the competition, and enrollment. Maintain multiple avenues for the emergence of new fields, or new areas of strength in older disciplines including via Academic Innovation (Direction 6).

2. *Grow and nurture key academic programs* by recruiting and supporting faculty who can lead teams to build areas of research and enhance teaching programs.

3. *Coordinate or combine overlapping programs of strength to create areas where Brandeis can be distinctive and reach leadership stature.* This encompasses integration of programs across the professional schools as well as between the professional schools and Arts and Sciences.

4. *Retain faculty members in existing and emerging areas of distinction and hire in advance of retirements* employing cluster hires (i.e., hiring multiple faculty in one or more departments with complementary interests) and competitive start-up packages to enable us to hire our first-choice candidates.
Objective B: Strengthen the shared infrastructure

Discovery, creation, and innovation require strong support services and facilities. The library, foundational to excellence in virtually every field, must be fully funded to meet the challenges of modern education and scholarship, and information technology is an integral part of this. A well-integrated research infrastructure is also needed, to support both the conduct of research, using tools and services that are employed by numbers of investigators, and the pursuit and administration of grants. And technology licensing, an increasingly important aspect of scientific research, requires the support of expert staff who can bridge the worlds of scientific research and industry and encourage faculty to consider commercial applications.

Actions

1. **Strengthen overall support for the library and build effective links between the library and the Office of Educational Innovation.** The library serves as the core facility for humanists, and is integral to the education of both undergraduates and graduate students, as it is to the work of the faculty as they bring research to the learning experience of students. Continued development and support of this great resource is essential in advance of the transformational step of creating the Intellectual Commons (see Transforming Aspirations).

2. **Continue to develop the Office of Technology Licensing** to find new ways to bring our discoveries and innovations to society, while enhancing the University’s revenues.

3. **Invest in shared (core) resources,** particularly those that have external matching funds, serve multiple research groups (e.g., microscopy and NMR), and maximize impact on the productivity and reputation of the University.

4. **Reorganize to provide more effective support for the preparation of proposals** for external grants, traineeships, and contracts that have broad impact within and across disciplines by linking staff to departments and schools to build communication with researchers across pre- and post-award offices.

5. **Reorganize to provide support for preparation of philanthropic proposals** by assigning development staff to departments and schools to form ties with faculty to better seek donations based on areas of scholarship and accomplishment.

6. **Strengthen the foundation, corporation and governmental outreach** to increase funding from external sources. As external resources are more difficult to obtain and investigators must apply more often, central support for these efforts must be stronger. The role and support staff for the Senior Advisor to the Provost for Research will grow, and reorganization will continue to coordinate efforts of the various offices that support the pursuit and management of external funding (see Strategic Goal 5-A6). In addition to traditional strength in research support, Brandeis efforts on corporate outreach must integrate development, graduate
career placement, contract course provision, and potential campus event sponsorship to leverage our limited resources and experience in this area.

**Objective C: Strengthen our postdoctoral training programs**

Numbering only 200, postdoctoral fellows make important contributions to research and teaching in this advanced training period that often precedes emergence into a fully independent professional career. Most of these fellows are in the sciences, but in other fields they also have a special role as advanced trainees and bring much to the University.

**Actions**

1. *Build a cadre of postdoctoral fellows* who are mentored in and carry out both research and teaching. Create a mechanism for funding seminars, mini-courses or special courses that post-doctoral fellows will teach.

2. *Postdoctoral trainee support through the* office recently created in GSAS to support and advance the success of post-doctoral fellows across the university and help them achieve independent professional careers is a novel strategy and requires ongoing creative evolution.

3. *Postdoctoral funding* outside the sciences is less readily available. Brandeis took an important step forward in establishing the Kay Fellows program for the Humanities and Social Sciences and in securing an endowment for it. Similar strategies are critical to the success of both university scholarly achievement and the successful launch of the fellows to their careers.

**Objective D: Strengthen recognition of our research enterprise and graduate and professional schools through improved communications**

Improve communications and public engagement to raise the impact of each of the schools. Enhance public relations resources and develop an integrated marketing communications plan to support national reputation building in areas of excellence. Examples include:

**Actions**

1. *Strengthen our identity as a research university and a select member of the Association of American Universities (AAU).* To do this we need to develop a communication and marketing strategy to publicize Brandeis and all that we accomplish. This spans many domains including the achievements of faculty, students, and staff and the global impact of our remarkable alumni.

2. *Develop a plan for the Heller school that positions Brandeis as a source of unbiased policy information* including short policy briefs, webinars and other dissemination
strategies, focused on establishing a stronger Washington, D.C., presence as well as at the state level. Enhance, support, and further promote the evidence-based policy discussions organized by Heller affiliates such as the Council on Health Care Economics and Policy, Health Industry Forum, and the Massachusetts Health Policy Forum. Use this as a model for dissemination and engagement in public policy discussion for research from other Centers and Institutes at Heller.

3. **Develop a plan for the International Business School** that focuses on how a Brandeis education makes students “world ready,” possessing multicultural fluency as well as strong analytical skills and professional savvy. The plan should also provide for outreach to external constituencies, including relationships with alumni and local businesses that enjoy a global presence.

4. **Expand recognition of Rabb as a school at the cutting-edge of educational technology, as a leader for online degrees** directed at specific audiences and markets, as well as the University nexus for lifelong learning.

5. **Energetically and methodically publicize research at Brandeis that is of interest to a broader audience.** Communication of research is an essential part of the research enterprise, but it typically occurs in professional journals and monographs addressed to an academic audience. For some research that suffices, for it is too technical and specialized for a broader audience. But other sorts of research have direct bearing on issues of general interest, and can be presented in ways that are appealing and intelligible to non-specialists. Working together, Brandeis faculty and the Office of Communications can enlarge the audience for research at Brandeis, increasing its impact and strengthening the reputation of Brandeis University.

**Objective E: Strengthen connections between departments and centers and intensify support of interdisciplinary education and scholarship**

Brandeis centers and institutes form an integral part of the university, contributing to its scholarly and educational mission and also raising its public profile. Enhancing the synergy between the centers and institutes and the academic departments has the potential to create new and significant opportunities for teaching and public engagement within and beyond the Brandeis community. The popularity of many of our interdisciplinary programs pursued (and created) by our students, highlight the need to ensure that such programs thrive.

**Actions**

1. **More effectively link the centers and institutes to the process of academic planning and development of priorities.** Create an Academic Priorities Committee, reporting to the Provost, to review goals and practices of all academic units in the University. Establish incentives that promote
engagement and cooperation between centers and institutes and relevant faculty.

2. *Strengthen the faculty steering committees of centers and institutes* by appropriately engaging relevant faculty throughout the whole of the institution in ways that leverage our strengths and promote collaboration.

3. *Develop new structures to better support interdisciplinary programs both within schools and across schools (e.g., Health: Science, Society and Policy)* and to better enable the Provost and Deans to identify, set priorities among, and nurture collaborative efforts emerging from the faculty across the institution. Currently, the programs do not benefit from the support that departments enjoy even when they are distinctive and popular among students.
Strategic Goal 3

Renew Investment in Faculty and Staff Excellence

Brandeis will attract and retain top-quality staff and faculty dedicated to research, scholarship, and creation, and to teaching that leads to life-changing educational experiences and innovations that improve the world. Our mission requires that we go beyond transmitting knowledge to participatory creation of new knowledge, new fields, and new approaches that solve some of the world’s most pressing problems.

Rationale

Faculty

Brandeis exists to educate our students and to advance knowledge and understanding through research, scholarship, and creation. Attaining these goals at the level of excellence to which we are committed requires an outstanding faculty.

Recruiting and retaining outstanding faculty will pose special challenges in the years ahead. Competition for the best faculty is always intense, and recent data suggests that our investment in faculty is not keeping pace with our peer institutions. We can anticipate, moreover, a growing need to replenish the faculty as many of them approach a traditional retirement age. To sustain our academic excellence and to establish new programs as needs or opportunities arise, we must continue to attract a talented, diverse faculty.

Brandeis seeks and attracts a special kind of professor, adept at both research and teaching and eager and able to integrate them. The best faculty candidates understand and appreciate the distinctive character of Brandeis as a liberal arts research university, where scholarship and education are complementary, not competing. They are also drawn to a university on our scale and with our collaborative spirit, and eagerly seek opportunities to make connections both within departments and across them.

The tenure system, with the high standards it embodies, remains integral to our dual mission of education and scholarship. But that mission is also well-served by the presence in some disciplines of fulltime “master teachers” as well as professors of the practice, whose teaching is informed by the most current work in the field, but whose responsibilities may not include scholarly work. These faculty members, with appointments outside the tenure structure, make essential contributions to the education of our students, while also making it more possible to balance the research and teaching obligations of faculty within the tenure structure. Our dual mission requires a faculty of scholars who teach, but that mission is best served by
making room for different combinations of responsibilities among different faculty, or at different times in an individual faculty member’s career.

**Objective A: Invest to fill the faculty pipeline, in anticipation of retirements, by capitalizing on the Brandeis culture of combined research and teaching excellence**

With more than 40 percent of our tenured faculty age 60 or older, Brandeis can predict a relatively high retirement rate for faculty over the next decade. Moreover, departures and retirements over the past decade have resulted in faculty cohorts in many disciplines at or even below the minimum size necessary for excellence in teaching and research. Investing in faculty is essential to ensuring the strength of education, both undergraduate and graduate, and the fruitfulness of research and scholarship. Planning methods that enable Brandeis to increase the size and to sustain (and even enhance) the quality of the faculty are necessary to ensure the continued excellence of Brandeis, while also enabling us to maintain or attain national distinction in selected fields.

**Actions**

1. **Develop a strategic faculty staffing plan that accommodates a diverse array of roles while affirming the overall importance of both teaching and research.** Such a plan should be continuously updated and aligned with rigorous search procedures based on the highest expectations for faculty appointments, both inside and outside of the tenure structure.

   - **Maintain the centrality of research-active faculty as the strength and hallmark of distinguished academic programs.** This prioritizes tenure-track positions, especially in Arts and Sciences, but also to advance the research mission and reputation of the professional schools. Continue the practice of hiring master teachers to complement the tenure-track faculty in line with the goals of the strategic plan.

   - **Maintain a proper balance among teaching, research, adjunct, and practitioner faculty in the professional schools** to provide graduate programs with academic expertise and practical experiences and skills.

   - **Strategically fill specific sub-disciplinary areas to achieve distinction within academic fields.** While recognizing that an institution of our size cannot cover all sub-disciplines, we will broaden our academic reach through faculty-driven partnerships with other institutions, as well as the creative use of distinguished visitors.

2. **Encourage new areas of interdisciplinary investigation and collaboration.** Support thematic “cluster hires” in fields, preferably those that cross departments, divisions, centers, institutes or schools, and that build on disciplinary strength. Development and review of cluster-hire proposals
from the faculty and deans are anticipated to proceed as described in Strategic Goal 6.

3. *Build for the future by making most new appointments at the junior faculty level, while also selectively hiring more senior faculty* where this can make a crucial difference to the quality and reputation of a program.

**Objective B: Significantly increase the diversity of faculty**

Throughout its history, Brandeis has been a home to students and faculty of all backgrounds. We remain committed to being a welcoming and inclusive community, dedicated to academic excellence and the free and robust exchange of ideas. This requires building and maintaining a more diverse faculty, for diversity enriches both education and scholarship. Through faculty hiring and retention and through new program development, we must work to increase the number of faculty from underrepresented groups across all divisions and schools.

**Actions**

1. *Create a senior administrative position for Institutional Diversity, who will work with the Provost’s Diversity Working Committee.* This group will be charged with proposing initiatives for hiring and retention and with developing ways to highlight the activities of diverse faculty, programs, and groups on campus. This group will also be charged with assessing progress toward the stated diversity goals and ensuring that Brandeis is employing best practices for achieving these goals.

2. *Strengthen the search and hiring process, and use the Brandeis pipeline to attract more faculty and post-doctoral candidates from underrepresented groups.*
   - *Improve the pipeline of underrepresented candidates for faculty positions* by developing relationships of Brandeis faculty, departments, and schools with universities and societies that serve underrepresented groups. Specific steps might include: provide travel funds to foster those relationships; identify potential candidates at early stages in their careers; follow, support, and actively recruit diverse Brandeis graduate students and postdocs; and expand diversity efforts to recruit graduate students to Brandeis Ph.D. programs.
   - *Create a renewed focus on diversity in faculty search committees by identifying and training a new cadre of Diversity Representatives* to ensure committee members are aware of the issues that can limit consideration of candidates with different backgrounds and viewpoints.
   - *Pursue targeted hires of early- and mid-career faculty from underrepresented groups.* Call on department chairs to promote these
opportunities to faculty and to take advantage of faculty connections in their fields.

- Make defined subject area “cluster hires” that would provide opportunities to enhance diversity and contribute to exciting and rigorous academic programs that cross departments and disciplines.

- Create additional two-year post-doctoral fellowships and improve our recruitment of candidates from underrepresented groups in order to enhance the diversity of our post-docs and to enhance the pool of potential faculty available to departments and programs.

3. Retain faculty members from underrepresented groups by building community and providing mentoring and career development programs that specifically serve the needs of faculty from under-represented groups. Investigate best practices for professional development and community building for faculty.

Objective C: Develop new ways to allocate faculty time in support of Brandeis’ balanced emphasis on intensive education and research, scholarship, and creation

In order to protect time available for research, scholarship, and creation, while honoring the promise to provide every student with an intensive learning experience, we must seek better ways to balance the myriad demands on faculty time. This includes exploring new ways of allocating faculty time and compensating it, while also setting realistic expectations for faculty contributions and making the most efficient use of faculty time. To ensure the availability of faculty for the many roles that they must fill -- including teaching, research, advising, and service (including administrative and leadership roles) -- responsibly planned growth in the size of the faculty should be carried out in tandem with the following actions.

Actions

1. Provide greater flexibility in balancing research and teaching roles, while increasing responsiveness to “ebbs and flows” in the intellectual lifecycle of scholars.

   • Provide flexible options for class scheduling to allow for different scenarios in mixing teaching and research (e.g., supporting periods of intensive teaching followed by dedicated time for research and scholarship).

   • Develop opportunities to reduce teaching load during highly research-active periods, and to increase teaching and student interaction when research faculty have become less active in their fields.

2. Give full consideration to the multiple contributions of faculty members to Brandeis and the world in hiring, promotion and compensation.
• Consider the full balance of talents and potential contributions when interviewing candidates for faculty positions. In addition to assessment of scholarly achievement, potential faculty candidates should be assessed for teaching and leadership potential.

• Acknowledge the importance of the many uses of faculty time not currently recognized, including intensive student interactions and public engagement that contributes to the visibility and reputation of the university. Develop assessments that enable recognition of these activities.

3. Carefully and routinely evaluate master’s programs to ensure that faculty time is well invested. All programs must have academic merit, even where they are revenue producing.

4. Reduce the administrative burden on faculty through appropriate allocation of staff time and streamlining institutional procedures.

Objective D: Strengthen reward, recognition, and retention policies for faculty

The primary motivation for faculty lies in the intrinsic satisfaction and fulfillment of the work they do. But external rewards and recognition also make a difference in attracting and retaining faculty.

Actions

1. Keep faculty compensation, fringe benefits and work-life experiences competitive (at or above the AAU median)

2. Increase both external and internal recognition of faculty accomplishments

   • Sustain the Provost’s Office campus-wide effort to nominate candidates every year for national prizes, awards, and membership in distinguished societies

   • Establish internal awards to recognize scholarship.

   • Develop a comprehensive plan for promoting and disseminating faculty achievements, both internally and externally, through the Office of Communication.

3. Expand the amount and availability of internal research funds, in fields with limited resources for outside funding, with the goal of providing research funds to faculty with demonstrated research accomplishments and capacity for proposed work. Recognize the challenging climate for federal and private funding of research grants and provide bridge funding for faculty in grant-dependent fields.
• Develop a Provost’s fund for merit-based monetary awards (e.g., summer research stipends, seed funds for research, and matching funds for externally funded projects) for exceptional academic accomplishments.

4. Adopt best practices to retain early- and mid-career faculty who are rising stars by developing mentoring and promoting professional development opportunities and making consistent and career path appropriate administrative and committee assignments.

**Staff**

**Rationale**

The staff of Brandeis University contributes to the life and work of the community in countless vital ways, ranging from maintenance of grounds and facilities to working with students and contributing to academic units. Some staff, moreover, directly engage in research and scholarship, and hold part-time teaching appointments. Brandeis recognizes that all of the staff are essential to the vibrancy and achievements of the scholarly and learning community. Brandeis has a history of dedicated staff that values the collaborative environment and work as part of a team with faculty and students. However, the recent period has been marked by staff reductions through retirements, attrition, and layoffs, which has generated uncertainty. We must provide incentives to attract and retain excellent staff. The goal is to be an exemplary employer across the institution, recognized as a preferred employer in Massachusetts.

**Objective A: Establish staff structures and develop hiring and retention policies that maintain and build staff excellence**

Brandeis staff should expect a professional work environment with clear goals, organizational structures, and performance metrics. The goal is to evaluate and update our employment practices and policies in order to hire and retain a skilled, efficient, and creative workforce.

**Actions**

1. Assess administrative and support needs throughout the University and develop a plan that balances workload and promotes effectiveness and efficiency across the university. Assess current positions, job families, hiring practices, and compensation to best meet the hiring and retention needs of the university.

2. Create collaborative, team-oriented work so staff share responsibility for outcomes and have the skills needed to substitute for each other.

3. Promote family-friendly practices in academic and non-academic units by providing competitive employee benefits and programs.
4. *Adopt new technologies that streamline processes and increase the efficiency of administrative work.* Provide ongoing staff training opportunities to allow new technologies to be integrated effectively into existing work.

5. *Use exit interviews* to understand the loss of high-quality staff and apply lessons learned to improve retention.

6. *Follow best practices in searches, hiring, and staff development to promote diversity* among Brandeis staff.

**Objective B: Recognize staff excellence and build community**

Recognition and excellent communication among staff and across the University will increase staff engagement in maintaining and building excellence at Brandeis. We should take advantage of the knowledge possessed by Brandeis staff by providing conduits for staff ideas and suggestions.

**Actions**

1. *Increase formal and informal recognition of staff contributions* to the institution and its educational mission. Mechanisms might include a student-nominated staff award or “take a staff member to lunch” program, providing opportunities for staff to hear about staff news and initiatives, including public recognition of years of service, information about staff changes, and creation of an “electronic newsletter” for staff and to which staff can contribute information.

2. *Develop mechanisms for staff to express concerns and provide suggestions* that will help Brandeis become an exemplary employer. Make this process accessible by providing a single portal for comments that are targeted efficiently to the appropriate units.

**Objective C: Offer professional development opportunities for staff**

Staff should have opportunities for career development, to gain the career skills and leadership ability that will help to realize their potential and build an efficient and creative workforce.

**Actions**

1. *Encourage and reward career development to increase professional skills and competencies.* Use development plans and annual performance reviews to identify existing strengths, areas for further development, and opportunities to enhance skills relevant to the Brandeis mission and culture. Engage the professional schools, particularly the Rabb School, in these efforts, where appropriate, to offer technology and web-based skills, and to gain management and leadership training.
2. *Increase communication and coordination between units* providing services, benefits, and professional development opportunities for staff, including Human Resources, LTS, and schools, departments, and programs.
Strategic Goal 4

Building the Engaged Lifelong Community

Brandeis University will be a university to which prospective students are strongly drawn, current students are deeply attached, and alumni are enduringly committed.

Rationale
Brandeis University is not just an institution, but a community, and that is a great strength that should be fully developed. A strong sense of community, combined with academic excellence, makes Brandeis an attractive option for talented students who are choosing among elite schools. Community adds a vital dimension to the educational experience, broadening horizons and helping to shape character; it also provides important support for student endeavors, helping students – especially those from traditionally marginalized groups – gain the sense of security and comfort that undergirds success. And community deepens attachment to the university, engendering lifelong engagement and support.

Each of these aspects reinforces the others. As more students are drawn to Brandeis as their first-choice, school spirit and pride increase, strengthening the sense of community among current students and alumni too. As students and alumni become more attached to Brandeis, they become stronger ambassadors, helping to attract more students. It all becomes a powerful virtuous circle.

Brandeis is well positioned to build a strong sense of community, by virtue of our small size, close faculty/student relationships, and strong campus ethos of collaboration and cooperation. We are already a first-choice school for many students, and as more students come to know us – through enhanced recruitment – more will want to come here. At the same time, we must work to strengthen alumni connections to the University, through alumni groups, programs, and services. Our alumni are essential to the future of Brandeis. We must look to them not only for reliable and robust financial support. We must also draw upon them as a vital resource for recruiting students, for providing entrée to internships and employment, for making connections between Brandeis and the worlds of business, government, and the professions – in short, for extending the reach of Brandeis, nationally and internationally.

Objective A: Strengthen campus community spirit and pride
Community develops through a sense of belonging, and is sustained through spirit and pride in being part of the larger whole. Especially at a residential campus,
community is centered around students, but is most powerful when also encompassing faculty, staff, alumni, and parents. Shared experiences and traditions are crucial to this. These are often important educational experiences, and they can also carry an emotional resonance that heightens the experience and gives it an enduring impact.

**Actions**

1. Establish a seamless web of student support services from recruitment through placement and extending out to alumni, creating collaborative teams across department and division lines.

2. Promote, enhance, and expand events to strengthen students’, parents’, and alumni’s connection to the Brandeis community, including orientation, family weekend, and graduation, as well as cultural and athletic events, and other special occasions and celebrations.

3. Respond to student interest in social justice at Brandeis through the Social Justice Connection, a clearinghouse, network, and catalyst for the multitude of social justice activities at Brandeis and evaluate “marketing” this feature.

4. Enhance community in the residence halls through co-curricular programs, such as Living/Learning Communities.

5. Establish, embrace and enhance community knowledge of and participation in campus traditions.

6. Measure student satisfaction (and senior giving) in response to actions.

**Objective B: Make sustainability an integral part of the Brandeis experience**

The ethos and mission of Brandeis require attention to the well being of the whole person and of the world in which we live. This is an integral part of creating a strong sense of community at Brandeis.

**Actions**

1. Renovate, reconfigure, and build spaces that embody and advance sustainability while also facilitating community connections and activities.

2. Cultivate awareness among faculty and staff on range of students’ needs and concerns and the various opportunities and services on campus that are available to students.

3. Facilitate healthy living through a community health approach that integrates health and recreation services and organizations across campus.
4. Measure and gradually raise targets for student satisfaction on this aspect of the Brandeis experience on the Senior Survey.

**Objective C: Strengthen and promote Brandeis University’s singular identity as a pluralistic, non-sectarian institution with strong roots in the American Jewish community.**

Brandeis University is unique, and we neither can nor should disguise or avoid our singular identity. Our openness to discussion and debate and our commitment to equality and inclusiveness are not exclusive to Brandeis, but our Jewish roots provide a strong and secure grounding for these values. The combination of our Jewish roots and our non-sectarian, pluralistic community give us a special place in American higher education – we are not just another fine school. That we are singular, not generic, can be a strong point of appeal for prospective students and a strong point of attachment for current students and alumni.

**Actions**

1. Celebrate Brandeis’ distinctive combination of pluralism and Jewish identity, through events and services that speak to both aspects of the University. Use the Brandeis website and admissions materials to explain the unique history and identity of Brandeis as a Jewish-sponsored, non-sectarian university.

2. Highlight the ways in which Jewish values and experiences provide a strong foundation for the University’s defining intellectual and ethical commitments.

**Objective D: Engage alumni as lifelong members of the Brandeis community, empowering them as ambassadors to the larger world.**

In the 21st century, Brandeis must look increasingly to its alumni as a vital resource to ensure the excellence of the University and its ability to succeed in a highly competitive environment. Lifelong connection requires outreach, services, and the same sense of belonging that is vital to campus pride and spirit. Strengthen alumni engagement, especially outside of Brandeis’ traditional geographic region, by integrating parents of current and past students and friends of Brandeis.

**Actions**

1. Increase alumni involvement in recruitment efforts, for both undergraduate and graduate students.
2. Increase alumni involvement in Career Services, both as recipients of services and as a source of career guidance, networking, internships, and jobs.

3. Establish alumni affinity networks, communicating regularly (via email and social media) with the networks and offering occasional webinars or other online events to supplement on campus and regional programming.

4. Strengthen connections between Student Affairs and Alumni Relations, to cultivate the sense among students that membership in the Brandeis community is continuous and will serve them during their student years and throughout their lives.

5. Gradually raise the targets for graduate placement and alumni giving.

**Objective E: Recruit a talented and diverse student body to Brandeis as their first-choice destination**

The ethnic composition of the college-age population is shifting, with growing percentages of Latino, Asian, and Pacific Islander students. At the same time, the college-age population in Brandeis’ traditional Northeast market is shrinking, while growing in the West and South. This reality offers a welcome opportunity to enlarge the applicant pool and increase the diversity of our student body. This will require the assistance of Brandeis faculty, alumni, and parents, as well as the efforts of our professional admissions staff. By telling the Brandeis story, we will gain broader recognition and increased understanding of the distinctive appeal of Brandeis among targeted students. As our reputation grows, so will the number of students selecting Brandeis as their first choice. This will increase competition for admission, as well as establishing a strong foundation for a lifelong commitment to and connection with Brandeis.

**Actions**

1. Enlist alumni and parents in recruitment activities including interviews, hosting events, and electronic communications.

2. Make greater use of social media, email, and the Brandeis website as recruiting tools.

3. Increase recruitment efforts to targeted markets beyond the Northeast through direct mail, electronic communications, and travel.

4. Increase funding for scholarships to reduce student loan debt at graduation and provide greater access to low-income and middle-class students.

5. Enhance relationships with teachers, college counselors, and prospective parents through mailings (electronic and paper), and campus visits.
6. Develop new, and expand existing, high school programs that broaden our reputation, support recruitment and generating revenue.

7. Establish partnerships, domestically and globally, to support recruitment, consistent with reputational, revenue, and enrollment goals.

8. Enhance international student services, setting a model for recruitment, support, and student placement.

9. Build market and internal recognition of Brandeis’ singularity as a non-sectarian institution founded by and rooted in the American Jewish community.

10. Gradually decrease admission rate while steadily increasing yield (number of students accepting offers of admission), raising students' academic qualifications and expanding student diversity.
Strategic Goal 5

Responsible Stewardship

Brandeis will ensure its financial strength into the future through stewardship that supports the University’s academic mission in a sustainable manner.

Rationale

As we plan for the future, we must acknowledge the financial challenges facing us. As the youngest school in the Association of American Universities (AAU) and one of the smallest, Brandeis has a modest endowment that requires us to be even more vigilant than many of our competing schools in committing resources as we plan for an uncertain future. We must also enlarge our available resources in all the ways open to us: academic entrepreneurship, strategic investment in new revenue streams, philanthropic support, and sponsored research. At the same time, we must realize efficiencies in current operations, wherever they are to be found. Responsible stewardship also requires rigorous budget planning and financial forecasting, as well as maintaining and building our campus spaces and facilities.

A basic set of stewardship principles must guide these efforts:

- Budgets should reflect the University’s long-range priorities.
- Reconciling long-range priorities with daily operations requires identifying opportunities to save or avoid costs (where appropriate), reallocating internal resources, providing appropriate administrative and staff support, and identifying opportunities for restructuring academic and administrative units.
- The development of an annual budget should take into account the ongoing commitment of Brandeis to invest in the human resources – faculty and staff – that drive our core mission of research and learning.
- Financial aid policy should reflect our commitment both to social justice and to financial equilibrium. The policy must be realistic in considering our capacity to provide aid, while also considering the aid policies of peer institutions with whom we compete.
- In assessing new and existing programs, financial criteria must be considered.
Objective A: Stewardship must support the academic mission

As stewards of the University, all members of the community should understand their obligations to protect and promote the well being of Brandeis. This shared obligation requires shared governance and a collaborative decision-making process, as well as open communication and transparency in planning, setting priorities, and making decisions. Organizational stewardship entails balanced operating budgets, excepting only deficits (as rare as possible) that are approved by the Trustees after careful consideration. In assessing budget proposals, Brandeis will consider the financial sustainability of all revenue streams to ensure financial equilibrium.

Actions

1. *Familiarize the entire Brandeis community with the tradeoffs between the University’s mission-related aspirations and its financial capacity;* and train faculty and staff in best practices of fiscal responsibility.

2. *The Integrated Planning and Budget Committee (IPBC) will review all new proposals that will substantially impact the University’s financial bottom line.* The Deans or IPBC will assess new and existing programs and units for budgetary impact and in the context of financial equilibrium.

3. *Generate clear and explicit reporting documents* for senior leadership and trustees.

4. *All programs considered by the IPBC, including existing programs, must demonstrate how they will be sustainable for the long term,* while also taking into account all collateral costs, both direct and indirect.

5. *The Provost and Deans, in consultation with the Division Heads, will target funds to academic units* (schools, departments, programs, centers, and institutes) to intensify what is first tier, to strengthen what is nearly superb, to ensure strength in all that is essential, and to create new areas of excellence.

6. *The Chief Operating Officer and the Provost will lead an effort to establish best practices for management and accountability systems* across Brandeis in all phases of management. In addition, the University will put into place appropriate mechanisms and staff to recognize, anticipate, and manage different types of institutional risk (e.g., operational, compliance, reputational) and to promote university-wide responsibility for these risks.

Objective B: Promote a culture of academic entrepreneurship

As a further dimension of responsible stewardship, we must identify new ways to generate revenue, encourage and reward innovation, and promote efficiency. In most modern American universities, authority is highly decentralized, yet financial responsibility is held centrally. This decoupling of authority from financial responsibility poses problems for decision-makers at every level of the university.
Under the auspices of the Integrated Planning and Budget Committee, the University should review its budgeting process to ensure that decision-making is directly linked to the financial ramifications. These policies and practices should be clearly articulated and crafted to fit the mission of the institution.

**Actions**

1. *Engage, motivate, and incentivize all parts of the university community to innovate, to be creative, and to advance Brandeis’ mission.* In this context, Brandeis should:
   - *Encourage more entrepreneurialism* as well as effective and efficient deployment of resources. Ensure that the Brandeis budget model allows decision-makers to realize rewards from good financial decisions, and allows good local decision-making to benefit the entire institution. When properly constructed and managed, the new model allows academic units to respond better to opportunities, to manage their risks, and to achieve high levels of quality in faculty scholarship and student achievement.
   - *Increase transparency,* so that everyone knows the rules and can access the information they need; *accountability* so decision-makers have clear lines of responsibility; *equity* so that everyone plays by the same rules and is held to the same standards; and *predictability* so the rules don’t change without broad discussion and ample warning.

2. *Seek collaborations with other institutional/academic partners* to achieve operational and financial efficiencies and to advance strategic priorities, without compromising the excellence to which Brandeis is committed.

3. *Develop and improve the skills of unit leaders to promote and manage change;* and foster continuous improvements in administrative and academic functions to innovate.

4. *Become an academically entrepreneurial university.* Promote the commercialization of research and facilitate technology transfer from university labs to start-up companies. Develop seed money and appropriate incentives to advance this initiative, while also investing in the training and support of faculty and research staff.

5. *Strengthen each division of Arts and Sciences* (i.e., Science, Social Science, Humanities, Creative Arts) by creation of boards of advisors like those extant for IBS and Heller, to offer informed, constructive advice and to help raise support for scholarships, endowed chairs, programming, and infrastructure.

**Objective C: Campus spaces and facilities that enable and inspire**

We must be good stewards of the physical resources entrusted to us, taking care of them properly and wisely investing to ensure that our facilities strongly support
academic programs, campus life, and the operations of the institution. Even as we examine how online learning can strengthen Brandeis’ academic programs and provide new options for students, we remain deeply committed to the value of the on-campus experience. The Brandeis campus should embody and communicate the values that we cherish as a community and that underlie our mission. Decisions about the physical infrastructure and natural environment should be guided by a holistic and integrated planning model that takes into account the multiple interests on campus and that honors our abiding commitments to sustainability and accessibility.

Brandeis remains committed to environmentally responsible design and construction, and will explore new approaches to this where feasible (e.g., zero net energy buildings). As a charter signatory to the American College and University Presidents’ Climate Commitment, Brandeis is also committed to environmentally responsible stewardship of resources in its operations and maintenance practices, in the context of its commitment to participation, self-assessment, and further improvement to its current silver rating within the Sustainability Tracking, Assessment and Rating System (STARS), a “transparent, self-reporting framework for colleges and universities to measure their sustainability performance.”

Some of the following actions focus on the near-term within the currently available resources, while other actions focus on the longer-term and the possibility of greater resources in the future. Our ability to take large steps forward in facilities will depend greatly on securing external support for major initiatives.

**Actions**

1. *Increase annual investment in the renewal of facilities, the campus, and supporting infrastructure to align with academic and student-life goals pursuant to the strategic plan.* At a level of approximately $10M per year, these investments will remove barriers to student, faculty, and staff satisfaction by aligning campus physical and functional capacities and enrollment; raising the quality of residential and academic facilities, especially in heavily used parts of campus; and making our topographically inspiring, but challenging campus as accessible as possible for all.

2. *In planning annual investments, include the transformation of outdoor spaces, which can be highly cost-effective for the community.* Such transformations will include the space framed by the Goldfarb Library, Usdan Student Center, and the Social Sciences area, which will be reconfigured to create a great “piazza,” a lively, outdoor social interaction hub and focal point for the Upper Campus; and the campus main entrance, which will become a functional, informative, and welcoming space.

3. *Update, renew, and shape the campus master plan in support of the goals and objectives of the Strategic Plan.* The principles of the next master plan should build on the solid foundation set forth in the 2001 plan, while reflecting our current aspirations for spaces and facilities that communicate our values,
support the institutional vision, and enable our distinctive approach to education, discovery, and community. Wherever possible, renovations, adaptive reuse, and new construction will be designed with flexibility, durability, and sustainability as foundational principles. Planning and design processes will consider options for serving multiple purposes and addressing multiple needs, leveraging investments to yield the greatest overall benefit.
Strategic Goal 6

Create an Academic Incubator

Brandeis must be innovative in order to maintain its general excellence and to lead in areas of strength. We must identify and support programmatic initiatives that advance path-breaking research, scholarship, and creativity and that enhance our undergraduate and graduate curricula.

Rationale

Outstanding research universities successfully advance through initiatives that strengthen individual disciplines and find synergies among programs, departments, and schools. Brandeis must develop a process for identifying initiatives that bring together different parts of the university in ways that build areas of strength greater than their parts. Brandeis is ideally suited to such a project because of its size and structure, as well as its unique ability to sustain both a liberal arts education and professional schools.

Objective: Develop an ongoing process to identify and evaluate initiatives that will enhance Brandeis’ competitive position

In order to make best use of the intellectual resources of the university, an ongoing procedure to encourage and vet initiatives will be put into place, along the lines outlined below. The goal is to identify and promote promising areas of growth for the university across the academic spectra, from educational and research fields to community engagement. The results can be short-lived or long lasting, within or across schools, or university-wide. With proven success, and according to institutional guidelines, initiatives can lead to new departments, programs, centers, institutes, or schools.

The following action steps outline a process for creating initiatives, focusing on faculty-driven proposals. A list of all concepts submitted to date can be found in Appendix B (the list is offered by way of example since proposals have not been evaluated and a call for proposals will be made well before any review).

Actions

1. The Provost will call twice a year for Proposals, and will specify the criteria and the format for proposals.

   • Initiatives may involve several departments or schools. In preparing initiatives, all academic units involved (e.g., departments and programs) should be active participants. Proposals should identify faculty committed to leading the initiative, including fundraising. Proposals will
be assessed for overall strength based on established criteria including potential for outstanding contributions to the university in one or more areas of priority. Proposals exceptionally strong under some criteria may be granted leeway in others.

- A proposal requires: a summary of the idea, the rationale, how it meets the criteria, actions to be taken, an implementation plan with proposed timeline, measures for judging success or failure, and a business plan including required resources, projected revenues or other off-setting benefits and a preliminary budget created in consultation with the dean(s) and/or the Provost Office staff (for university-wide proposals or collaborations with other universities).

- During the planning process the following criteria should be considered:
  - *Significance* – the proposal’s contribution to knowledge, its benefit to Brandeis students, faculty, and community, and its significance or impact on society.
  - *Build on strength* – how the proposal taps into existing faculty, programs, scholarship, and student interest.
  - *Innovative/distinctive* – whether by sheer innovativeness or by identifying a distinctive approach that would locate a comparative advantage for Brandeis. For example, this might be an innovative curriculum within a field or a program that creates uncommon synergies. A preliminary analysis of similar programs at other schools should be incorporated in the proposal.
  - *Enrich the curriculum* – new educational pathways or new areas of exemplary strength opened up for students; or new educational opportunities for students.
  - *Build on synergies across departments* – how the proposal takes advantages of complementary or overlapping areas of strength that would be fortified by building new linkages.
  - Other important criteria for proposals might include potential to develop new collaborations within the University or with outside organizations (academic or commercial, public or private).

2. *Proposals will be assessed by a sub-committee of the UAC and advise the Provost who will select projects for funding or further exploratory development.* Evaluation and subsequent feedback/advice will make use of the intellectual resources of the university and outside experts if required.

3. *Initiatives may propose creation of interdisciplinary programs, departments, centers, institutes or schools.* These proposals are expected to require a proof-of-concept phase unless created from existing, proven entities.
4. *School-wide multi-year areas of focus.* Initiatives can lead to thematic foci that cross areas and fields leading to colloquia, outside speakers, new courses, etc. that function together to create a university, school, or division-wide program that engages a large segment of the community and explores and contributes to major issues of scholarship, social justice, or other significant questions.
Transformational Initiatives

It was a grand vision that brought Brandeis University into being in 1948, and as we now look ahead toward our 75th anniversary, we too must set our ambitions high. Like the founders of Brandeis, we understand that to realize high ambitions requires not only energy and enterprise but also resources sufficient to the task. But we also know that to attract those resources, the ideas must be compelling, the ambitions worthy of commitment and support. This calls for something deeper than a wish list. The ideas we offer here build on the strengths and special character of Brandeis. Our ambition, with each of these ideas, is to transform excellence into greatness. Accomplishing these aspirations will also enable many of the proposals in Appendix B.

With each of these ideas there are essential enabling conditions – and in the 21st century, that inevitably involves technologically sophisticated facilities. But it is the work we do in these facilities – the work of education and scholarship and creation – that drives these ideas. How can a Brandeis education transform the lives of our students? How can scholarship and creation at Brandeis best advance and deepen our understanding of the world and of our responsibilities in it? The ideas we offer here are our answers to these questions.

1. The Sciences—Fundamental Discoveries that Change the World

Brandeis has never shied away from large ambitions in the sciences, either in research or in teaching. We have made a virtue of our small size, encouraging collaboration across disciplinary lines to create new fields and educating students by including them in small groups with leading scientists solving cutting-edge problems. One striking example is neuroscience, an interdisciplinary field where Brandeis is a world leader. To remain at the forefront in the sciences we must be nimble and resourceful, identifying new research directions, bringing together people with overlapping research interests, and providing the space and resources to attract the best of each new generation of scientists and to enable them to do their work.

In the decade ahead, Brandeis is poised to lead new and promising fields that will change daily life, human health, and our understanding of the universe. We are early leaders in the emergence of a new field called active matter, an intersection of physics and biology that is revealing how living systems employ energy. Our quantitative biologists are developing new techniques to track the movement of individual molecules in cells and using that information to understand mechanisms of human diseases. We have led the way in defining how the brain maintains stable levels of activity, and continue at the forefront of a new field called homeostatic plasticity. We have made fundamental breakthroughs in understanding the molecular basis for behavior by defining the molecular pathways controlling biological rhythms.
What distinguishes the sciences at Brandeis – and what must guide our strategic investments in the sciences – is a special kind of scientific enterprise and imagination that readily cuts across traditional disciplinary divides. *Computational biology, biomedical engineering, and molecular therapeutics* are three areas in which we can and should expect to build and be among the very best. And there is an added dimension, distinct to Brandeis: our extraordinary expertise in health care policy and practice. Cutting-edge basic science will soon change the very nature of health care – for example, making it possible to map each patient’s genome and enable truly personalized medical treatments. This coming revolution in how we provide care and prevent disease is the place where theory meets practice, and it remains uncharted. The *Science-Practice Gap* and the related discipline of *Global Health* and *Life Sciences Business* are critical emerging areas where Brandeis is uniquely positioned to lead based on our strengths in Arts and Sciences and the Heller School for Social Policy and Management.

**Objective: To continue to create and lead new scientific fields**

**Actions**

1. *Renew and create facilities – a second phase for the science center*

2. *Fund faculty replacements and recruitments, core services and programs in emerging areas that may include Computational Biology, Biomedical Engineering, Molecular Therapeutics, Global Health, Life Sciences Business and Science-Practice Gap*

**2. The Creative Arts—Integral to the Liberal Arts**

At Brandeis, we believe that the creative arts do not merely decorate and entertain – they teach us vital truths about our world and ourselves. A visionary decision was made in the founding of Brandeis: the creative arts would be an integral part of the curriculum. Not only the scholarship of art, but the *creation* of visual art, music, and theater would be taught as essential to a liberal arts education. Early in its second decade, Brandeis made a further commitment to the arts with the establishment of the Rose Art Museum as an institution dedicated to recognizing, exhibiting, and advancing modern and contemporary art. The arts continue to have a central place, nurturing diverse points of view, connecting us to the past and offering fresh ways to appreciate it, providing a humanistic balance to technology, and engendering deep insights into the complex issues facing society today.

Brandeis can build on this pioneering approach in two essential ways. We can embrace new media and modes of expression in the performing and visual arts and we can break down traditional divisions in the arts, integrating the creative disciplines into a grand laboratory that embraces music, visual art, dance, theatre, film, and multi-media. Brandeis will cultivate artistry and its analysis in the same
spirit of innovation and collaboration that animates our pursuit of scientific breakthroughs and discoveries.

This will require new facilities, new expertise, and new organizational structures, to support new courses and degree programs, as well as public events and co-curricular opportunities. Our arts buildings must accommodate and enable the full range of artistic media and genres. Our permanent and visiting faculty must be accomplished teachers and practitioners of both traditional and newly emerging arts. Our creative arts departments and activities must be better integrated, with the administrative leadership and support to make this possible.

The creative arts—with their remarkable capacity to enlighten, challenge, provoke, inspire, delight, and move us — have established our university as a place where the intellect unites with the imagination in the pursuit of deep truths, heightened moral awareness, and the experience of beauty. New ways of thinking about and making art – with an emphasis on both aesthetic innovation and the social significance of art – will further distinguish our university, attracting students and faculty of the highest caliber and bringing ever-growing audiences to our campus. When we do this, Brandeis will become a new kind of research university – one that advances the frontiers in the arts no less than in the sciences.

**Objective: To expand and integrate the creative arts at Brandeis.**

**Actions:**

1. **Expand, reconfigure, and integrate our creative arts facilities to accommodate the full range of contemporary arts and the numbers of students participating in them.**

2. **Establish new positions for visiting artists, artists-in-residence, and permanent faculty, to broaden and deepen our teaching capacity.**

3. **Develop and strengthen programs in film, television, photography, and interactive media in their own right and in linkage to education and scholarship in the humanities, social sciences and sciences.**

4. **Establish the necessary administrative structures and positions to better integrate the creative arts.**

**3. The Intellectual Commons—Liberal Arts Education in the Digital Age**

In the digital age, the library can still be the intellectual center of a university – but only if it is expansively conceived. Nearly a decade ago, Brandeis chose to combine information technology with the library to create Library and Technology Services (LTS). The rapid growth of digital resources and tools has amply justified that decision, and now we need to energetically pursue the logic of that merger. The
library must become the intellectual commons, comprising the real and virtual spaces where a community of scholars finds the intellectual resources, the technical support, and the collaborative opportunities that enable both education and scholarship to flourish.

To reassert the centrality of the library is to reaffirm the humanities as essential to a liberal arts institution. Intense engagement with texts can take new forms, with the help of new technologies; but the fundamental character of that engagement is enduring: the close, critical attention to meaning and value. This is a fundamental element of a liberal education, whatever the particular interests and ambitions of the students may be.

To become an intellectual commons, the library must be reimagined and reconfigured. Libraries have been built to house books and journals, and have maintained a hushed atmosphere to enable solitary scholars to do their work. As the shared academic space on campus, libraries have also been the place for chance encounters with peers and colleagues outside one’s own department. Increasingly, though, scholarly materials are available in digital form, allowing them to be accessed remotely (and by many people at the same time). To continue to serve as the shared academic space – the locus of intellectual community – the library must become a place for deliberate encounters: a place to go to broaden one’s conversational universe and intellectual horizons, as well as to find books or seek the assistance of a librarian. A new kind of space, encompassing a wider range of functions, is needed for a 21st century library.

New technologies are also opening up new modes of teaching and learning, and the intellectual commons must be the place to turn for instruction, advice, and support. This can range from enabling an occasional class session to be taught remotely (e.g., when the instructor is attending a conference or giving an invited lecture at another university) to developing fully online versions of courses; it would also include the incorporation of new technologies into traditional classroom teaching. All of this can be daunting to faculty who have no training or experience in these new technologies. They must be able to call upon the services of experts who form an integral part of the shared intellectual resources of the university.

New kinds of scholarship are also made possible by information technologies. Digitized materials enable new sorts of questions to be posed and pursued, and bring a quantitative dimension to textual study. The digital humanities are adding a new dimension to the oldest of disciplines. The reconceived library must support and enable this new kind of research with the necessary tools and expertise.

**Objective: To remake the library as the intellectual commons of the University.**

**Actions**
1. Renovate and reconfigure the library to accommodate new needs and functions.
2. Establish a center to support new teaching modes and methods incorporating new technologies.
4. Establish humanities laboratories

4. Education for a Global Society—Business, Politics, and Cultures

Our students come from around the world. Our graduates go everywhere in the world, a world that is globally interconnected, socially, politically, economically and culturally. A robust global presence is essential for Brandeis as an elite research university and critical to accomplishing our primary educational goals.

We live in a global society, and all forms of human enterprise – large and small, private and public, for profit and philanthropic, social policy and political movements, competitive and collaborative, artistic and scientific – are part of it. The local and the global are entwined, resources (both human and financial) are mobile, and competition is enlarged and intensified. Students must be prepared to live in such a world and to contribute to it.

Brandeis is especially well positioned to educate for a global society through our two highly international professional schools (IBS and the Heller School), our social science departments and area studies programs, and our International and Global Studies Program, plus the many other academic departments that support and enrich the global curriculum. Brandeis will not develop foreign campuses but will increase its global presence, virtually and through selected strategic partnerships, and will continue to strongly support opportunities for study abroad in all parts of the world. Our purposes are to expand the intellectual footprint of the university in teaching and research and to afford students perspective and insights from outside the United States. Structured properly, international collaborations will also generate additional revenue.

To provide a world-class education for a global society, we must enlarge and modernize our facilities, including an expanded home for International Business School and creation of a Social Sciences Quadrangle. This will accommodate growing student interest in various aspects of the global society, as reflected in the new Business major as well as International and Global Studies and the various area studies programs. These facilities must include, of course, state-of-the-art technology, and will be configured to encourage conversation and collaboration across academic units on campus and across the globe.
A facility makes things possible, but what it is what happens inside it that matters. As a relatively young school, International Business School is still striving to realize its potential, and thus must expand its tenure-line faculty, seeking out individuals who are emerging or established intellectual leaders in the fields of global business and finance and who can connect academic research with business practice. We must also ensure sufficient faculty strength to support a global curriculum in Arts and Sciences and to sustain the international reputation of the Heller School. Enhanced staffing is also needed to support these ambitions and to expand opportunities for students, including dual-degree programs (e.g., combining the sciences with an MBA) and distance learning options.

**Objective:** To firmly establish Brandeis as a world leader in preparing individuals for living and working in a global economy.

**Actions:**

1. **Build an additional complex for International Business School to accommodate increased enrollments and increase larger compliment of tenure-line faculty**

2. **Create a Social Science Quadrangle in mid-campus proximate to support the critical role of division as well as its integrative work across the university.**

3. **Ensure sufficient faculty positions to support the global curriculum in Arts & Sciences and to sustain the strengths of the Heller School**

4. **Provide adequate administrative staff to support the growth of education and research with selected international partners.**

**5. Investing in People—Endowed Scholarships and Faculty Chairs**

The people who constitute a university determine its quality. Finances, facilities, and organizational structures are necessary to enable those people to do their work and to do it well; and deficiencies in any of these aspects can deter people from joining the university or impede their good efforts. But ultimately a university rises (or falls) with the quality of the faculty and the students. Our commitment to excellence and our aspirations to greatness require that we invest in people.

Endowed scholarships are one crucial way of doing this. Endowed scholarships enable us to admit and enroll the best students, from diverse backgrounds, without regard to their financial means. In so doing, we uphold the founding commitment of Brandeis University to academic excellence and to equality of opportunity. At the same time, endowed scholarships relieve pressures on the annual operating budget of the University, freeing up resources that can be devoted to strengthening academic programs and initiating new ones. Over the long term, the recipients of these scholarships go on to accomplishments in their professional and civic lives that enhance the world and the reputation of Brandeis. The opportunities Brandeis
provided these students will inspire them – many of them, if not all – to become loyal and committed alumni.

Endowed faculty chairs are also essential. Endowed chairs enable us to attract and to retain outstanding faculty, and provide a secure foundation for enduring academic strengths, from one generation to the next. Like endowed scholarships, endowed chairs also relieve pressures on the annual operating budget, making it possible to establish additional faculty positions or enrich academic programs in other ways. Endowed chairs also enhance the reputation of the University, through the association of the named chairs with Brandeis and through the excellence of those who occupy them. In short, each investment – a faculty chair or a student scholarship – yields multiple dividends for the individual beneficiaries and the institution.

**Objective: To establish endowed student scholarships and faculty chairs.**

6. **Spaces that Inspire – Renewing our Campus Home**

At its inception, Brandeis University had both the advantage and the challenge of inheriting an existing campus. An essential first step for the University, even before the first students matriculated, was to transform buildings built for a veterinary and medical college into the home of a residential, liberal arts institution. That advantage and that challenge are renewed in each generation: to take the campus as it currently exists and make it the home for the Brandeis still to come.

Ultimately, of course, it is the people who populate those building and the things they do inside them that determines the quality of the institution; but the kind of people we are able to attract and the kinds of things they are able to do depends greatly on the facilities we offer them. To those who must decide whether to join us – prospective students, faculty, and staff – our campus makes a statement about who we are and what we value. For those who live here and work here, our campus can enhance or impede, enliven or enervate, build connections or impose separations. Buildings will not make Brandeis great, but buildings can help make it possible for us to become great.

**Objective: To make campus an appealing place to live and work**

**Actions:**

1. *Renew the older residence halls.*
2. *Enhance community spaces, campus grounds, and parking.*
3. *Complete renovation of the Mandel Humanities Quadrangle.*
Implementation and Assessment/Metrics

Development of Fulfilling the Promise, Brandeis University’s Strategic Plan 2013-2023, relied on the engagement of all members of the Brandeis University family, including students, staff, faculty, alumni and the Board of Trustees. Our robust civil dialogues, candid and passionate exchanges, and deliberative analyses of ideas and data have resulted in a plan that will indeed fulfill the promise of greatness made when Brandeis was founded. Our planning process also serves as a model for implementation of the strategies that ensure the future of Brandeis University as a top-echelon liberal arts research university and an engaged lifelong community of high-achieving students, faculty, staff and alumni in pursuit of knowledge and prepared to make a difference the world.

The plan articulates clear goals, objectives and actions in support of three stepwise and interconnected directions:

- Embracing the Promise—The Foundations of a Liberal Arts Education
- Building on the Dream—A Campus of Lifelong Learners and Creative Thinkers
- Transformational Initiatives—Advancing our Prominence

Each objectives and set of actions requires appropriate implementation strategies, investments of time and fiscal resources, and assessment methods and metrics. Nevertheless, guiding principles can be enunciated.

Approach and General Guiding Principles

**Leadership for implementation**—The President and Provost will appoint members to an advisory Strategic Planning Implementation and Evaluation committee. They will also assign to Deans and other senior administrators responsibility for overseeing and measuring outcomes. Detailed proposals for implementing the goals and identifying data best suited to tracking progress (scorecards) will be designed by the lead administrator with working groups based on input from the relevant units. Progress will be reviewed with Provost quarterly and to the UAC on an annual basis.

**Recommended actions will be prioritized and sequenced**—The advisory committee will consider which actions are most important (academically and financially) and should be implemented first, recognizing that some of the actions are long term and that others can be achieved more rapidly.

**Broad participation from the Brandeis community is imperative**—To enable consideration of the university as a whole as well as individual programs, divisions, and schools, members of the community from various units will be called upon to detail steps, concrete actions and targets that support the goals of the plan.

**Progress toward our goals will be continually assessed**—Strategic Plan assessment will operate at various levels depending on the initiative, qualitative and quantitative measurement of the internal and external environment will guide our
efforts. Recalibration of the strategies and/or the measurement tools is expected and will keep the plan focused on desired results.

*Keeping the community informed*—Transparency of our implementation process and regular reporting of our progress will continue throughout implementation. Reporting schedules and protocols will depend on the nature and level of the initiatives being implemented.

**Measuring Success**

Through the office for Planning and Institutional Research, Brandeis will continue to assess the state of the university. The success of the Strategic Plan will be measured by indicators currently employed and by new indicators as appropriate for the directions and strategies developed in the plan. Measurements will be qualitative and quantitative and organized around specific goals and priorities.

Depending on the complexity of the goals, multiple indicators will be in order. Examples of measurement areas include:

- Student Quality (Applications, Yield, SATs)
- Student Experience (Survey, Graduation Rates)
- Student Achievement (Awards, Placement)
- Faculty Quality (AAU metrics-Awards, Societies, Grants, Publications)
- Faculty Research Capacity and Output
- Faculty Recruitment and Retention
- Staff Quality and Satisfaction
- Institutional Reputation and Stature (Rankings, Media Analytics)
- Financial Metrics (Equilibrium, Giving Rates)

In developing implementation plans and metrics, our ambition is to fulfill the vision and values expressed in Strategic Plan. The process we adopt is not a process for process sake, but to align objectives with our goals and to confirm that actions live up to our core values and aspirations. This is a process of continuous quality improvement and therefore, recalibration of the strategies and measures is expected and will keep the plan dynamic and responsive to changes and the larger desired results.
# Appendix A – Current Dual Degree Programs

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA/MPP Hornstein/Heller</td>
<td>Dual</td>
</tr>
<tr>
<td>BA/MA Chemistry</td>
<td>Dual - 4yr</td>
</tr>
<tr>
<td>BA/MA Mathematics</td>
<td>Dual - 4yr</td>
</tr>
<tr>
<td>BA/MS Physics Program</td>
<td>Dual - 4yr</td>
</tr>
<tr>
<td>BS/MS Biochemistry Program</td>
<td>Dual - 4yr</td>
</tr>
<tr>
<td>BS/MS Biology Program</td>
<td>Dual - 4yr</td>
</tr>
<tr>
<td>BS/MS Neuroscience Program</td>
<td>Dual - 4yr</td>
</tr>
<tr>
<td>B/MS Biotechnology</td>
<td>Dual - 5yr</td>
</tr>
<tr>
<td>BA/MA Computational Linguistic</td>
<td>Dual - 5yr</td>
</tr>
<tr>
<td>BA/MA Computer Science</td>
<td>Dual - 5yr</td>
</tr>
<tr>
<td>BA/MA Hornstein Program</td>
<td>Dual - 5yr</td>
</tr>
<tr>
<td>BA/MA Near East/Judaic Studies</td>
<td>Dual - 5yr</td>
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<tr>
<td>BA/MA NrEast/Judaic &amp;Wmns/Gndr</td>
<td>Dual - 5yr</td>
</tr>
<tr>
<td>BA/MA Computer Sci &amp; Entreprenue</td>
<td>Dual - 5yr</td>
</tr>
<tr>
<td>MA Hornstein/Near Eastn Judaic</td>
<td>Dual</td>
</tr>
<tr>
<td>MA/MA SustainDev / Coexistence</td>
<td>Dual</td>
</tr>
<tr>
<td>MBA Nonprofit Mgmnt / MPP</td>
<td>Dual</td>
</tr>
<tr>
<td>MBA/MA Sustainable Intl Dvlpmt</td>
<td>Dual</td>
</tr>
<tr>
<td>MBA/MS Intl Health Policy&amp;Mgmt</td>
<td>Dual</td>
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<tr>
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<td>MPP &amp; Wmns/Gndr</td>
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Appendix B

Concept Proposals

Without a formal call, the Strategic Planning Steering Committee received the proposals listed below with a short summary. These concepts cannot be taken as representative of the full range of ideas Brandeis will produce when a formal call for proposals is issued. The proposals have not been subjected to review and are listed in alphabetical order.

Biotechnology and Global Health
The proposed Center on Biotechnology and Global Health will be based at the Heller School and will link the Heller school, social sciences, and life sciences. Examining new or enhanced biotechnologies in their social, cultural, and global context, the center will conduct both research and teaching activities. The goal will be to link science and public policy to examine the effectiveness, significance, implementation, and consequences of new and existing biotechnological interventions. The Center could consider a range of technologies from new products (e.g., vaccines and drugs), practices (e.g., genetic interventions and reproductive technologies), and technology delivery mechanisms (e.g., social marketing and incentives). The Center will conduct its own research and also offer advice to related programs funded by industry and foundations. These might include, for example: product development partnerships around diseases, such as HIV, malaria, tuberculosis, and dengue.

Engineering Design
This is a well thought-out, comprehensive proposal that argues for why initiating an Engineering program at Brandeis should be a priority of the strategic plan. The idea is to launch an engineering program that sits comfortably within the liberal arts core of Brandeis. The proposal is specifically for an ABET-certified B.S. in general engineering with specializations in various subfields, and an M.A. program in engineering management/entrepreneurship. Smith College and Trinity College (Hartford) are two institutions that offer a general engineering degree in a liberal arts setting. This proposal strengthens that through the connection to Economics and IBS.

Entrepreneurship
Though not yet completely formulated, the preliminary proposal seems is to create a cross-disciplinary Entrepreneurship Center. The proposers envision entrepreneurship as parallel to writing and written communication and, therefore, the Entrepreneurship Center would be like a writing center, not a major.

Expanding Environmental Studies at Brandeis
Brandeis will strengthen teaching and research significantly in Environmental Studies and Sustainability by building links between the Heller School’s Sustainable International Development (SID) program, the International Business School (especially its Global Green Initiative), and the small but vigorous undergraduate Environmental Studies Program.
With new levels of coordination, plus some additional faculty resources, Brandeis will build an excellent Environmental Studies program that will equip its graduates to deal with the most pressing problems of this century.

Film, Television, and Interactive Media
Through its alumni and donors, Brandeis University claims a historic connection to the film industry and to Hollywood. Brandeis now seeks to establish a leadership position as one of the nation’s premier locations for the study and practice of the cinematic arts. Our objective is to create a distinctive and innovative setting for the education and training of students in narrative and documentary filmmaking, television, and interactive media. The current program in Film, Television and Interactive Media (FTIM) at Brandeis draws on faculty in the Humanities, the Social Sciences, the Creative Arts, and Computer Science. The program offers courses in cinema and television as well as in film production and is increasingly popular among undergraduates. We want to broaden and deepen opportunities for our students by expanding our curriculum in critical and creative work.

Global Initiatives
The Global Public Square, first described by the Global Task Force, is a vision of an intellectual hub on campus for continual international conversation and scholarship on perennial questions and concerns of humankind. The animating purpose of the Global Public Square is to make Brandeis a place known for the creative contest of ideas on some of the largest questions of our time.

Healthy Aging
Further develop and enhance the Lifespan Institute on Healthy Aging (LIHA), which already exists at Brandeis: to promote interdisciplinary scholarship to optimize health and well-being across the lifespan with research and educational programs and application to public and private policies, service, and outreach. The proponents generate, synthesize, and disseminate knowledge to address ageism and dispel myths about aging. They develop their positions and recommendations based on the best available research and practice.

Humanities
This is a comprehensive proposal to restructure certain aspects of Humanities Scholarship and Pedagogy at Brandeis, which builds on existing strengths, though emphasizes new forms both of *interdisciplinary* instruction (pedagogy that cut across department lines where feasible) and also maximizing *flexible new structures* for both research and undergraduate/graduate instruction. At its core is a proposal for “Humanities labs” as already successfully emplaced at Stanford (in two slightly different iterations) and more suggestively at Duke. This allows faculty to assemble new teams to work (sometimes but by no means always with new digital research methods) on shared problems, around which graduate work and dissertations can develop, and innovations in undergraduate instruction can occur.
**Chair in the Praxis of the Humanities and International Humanities Forum**

The university is a place of deep contemplation and study. Yet there is pressure (perhaps too much pressure) in the Preliminary Framework to consider putting that contemplative energy into immediate practical use. Though a tension exists, perhaps it can be bridged. How? In two ways: First, a rotating “professorship of the practice” would give various departments a single year with a professor who could think about how to apply real-world problem-solving to humanistic endeavor, and vice versa – e.g., a translator, a critic, a journalist, a biographer. Second, an International Humanities Forum would link scholarly endeavor to emergent real-world issues, like the digital project undertaken now by CGES.

**Informatics**

This proposal provides a vision over the next 20 years for a “Named School of Informatics.” The school would be broadly interdisciplinary across the university, engaged in research and teaching across a range of new fields, and would become self-sufficient through endowment, postgraduate technological education, funded research, and via intellectual property and equity generated by entrepreneurship and spin-off activities. The new school would enable a whole new category of donors to contribute to the university’s endowment.

**Integrated Arts and Collaborative Creativity**

The Creative Arts form an integral part of a liberal arts education and have been an essential component of Brandeis University from its inception. After some recent serious challenges and setbacks, we now have the strategic opportunity to strengthen and distinguish Brandeis both regionally and nationally as a dynamic, cutting-edge center for the arts. This goal can be achieved by promoting artistic integration and collaboration in a variety of ways. These include: building on our strength in connecting the scholarship of art with art making; further integrating the arts into the mission and life of the university; establishing collaborative paths for the arts to link with our commitment to justice, pluralism, and diversity; fostering additional collaboration among the various artistic disciplines; utilizing the full potential of the Rose Art Museum; and forging collaborative links with the other schools of the academy (the sciences, social sciences, humanities, and professional schools).

**Law and Justice at Brandeis**

This proposal would strengthen links between the Brandeis liberal arts mission and its commitment to greater levels of public engagement. This suggests several actions to improve our current interdisciplinary law and justice curriculum, especially for undergraduates, but potentially for graduate students and faculty. *Three key ideas govern the proposal. The first idea is that the cluster of beliefs, judgments, and institutions that we call “legal justice” is grounded in a whole host of practices: social, economic, cultural, political, artistic, religious, and philosophical – all of which can be studied as part of an integrated program. The second idea is that this integrated study of law and justice plays a key supporting role for students engaged in practical, hands-on contexts: a wide range of supervised internships, the Schuster Center’s Innocence Project, supervised advocacy at the Massachusetts statehouse, and international justice opportunities supported by the
International Center for Ethics, Justice, and Public Life, as well as study abroad in The Hague. The third idea is that members of the Brandeis community can play an active part in furthering legal justice in both domestic and international arenas.

Social Justice
A number of proposals have been advanced to catalyze Brandeis' historical and ongoing emphasis on social justice. These proposals might usefully be divided into two general categories:

- **Thematic programs** centered on the creation of new initiatives that draw on multiple areas of strength and create a basis for exploring conceptions of social justice related to particular interdisciplinary foci, and
- **Collaborative spaces** focused on the formation of centers or other venues for furthering cross-disciplinary and faculty-student collaboration around a broad range of justice-oriented projects. Several specific proposals are presented below.

Collaborative Space Proposals
Several proposals were submitted to initiate Centers that would bring together undergraduates, graduate students, faculty, and postdocs in teaching and conducting research on issues related to social justice, mainly in the humanities and social sciences. These Centers might be loosely modeled after those in the sciences and the collaborative teaching, lectures, and symposium that have taken place in the humanities since the opening of the Mandel Center for the Humanities in 2011. A first proposal suggests that the Center be designed to institutionalize the experiences of social justice on, and related to, the Brandeis campus. A second proposal suggests that a Center be designed to create synergies among existing strong social science departments, which would draw together research and thinking about social justice in ways that might inform visions of democratic change. A third proposal would be to house research teams in such a Center (built around social justice oriented proposals solicited from the faculty every three years) that would be supported by relevant subject area librarians, staff from the Office of Research Administration, and staff from the Office of Communications to help publicize research findings and the university’s commitment to social justice more broadly.

Social Justice Through Sustainability
Due to its encompassing nature, sustainability can be envisioned as integral to many of the facets in the strategic plan, including as an interdisciplinary academic focus, an explicit connection to social justice, one of the world challenges we prepare students to face, a point of unity for building a global community, a framework for personal and community health, and a measure by which to evaluate short- and long-term decisions regarding Brandeis’ academic, social, and financial future.

Women in Science
This is a letter of intent submitted to the National Science Foundation (NSF) for an Institutional Transformation ADVANCE grant. The mission of the ADVANCE program at NSF is “Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers.” Specifically, “Institutional Transformation awards are expected to
include innovative and systemic organizational approaches to transform institutions of higher education in ways that will increase the participation and advancement of women in STEM academic careers. These awards support comprehensive programs for institution-wide change." The grants also require a research study of women in science (or lack thereof) that is expected to inform the institutional transformation.
Appendix 3

Strategic Planning Steering Committee, Task Forces and Process

Chair
Steve Goldstein ’78, Provost and Professor of Biochemistry

Faculty
Gannit Ankori, Professor of Fine Arts and Chair in Israeli Art, Department of Fine Arts and Schusterman Center for Israel Studies, School of Creative Arts
Eric Chasalow, Irving Fine Professor of Music, School of Creative Arts
Ben Gomes-Casseres ’76, Professor of International Business, International Business School
Karen Hansen, Professor of Sociology and Women’s and Gender Studies, School of Social Sciences
Anita Hill, Senior Advisor to the Provost and Professor of Social Policy, Law, and Women’s Studies, The Heller School for Social Policy and Management
Dan L. Perlman, Associate Provost, Assessment & Innovation in Student Learning, Associate Professor of Biology
Fernando Rosenberg, Associate Professor of Hispanic Studies and Comparative Literature, School of Humanities

Academic Deans
Susan Birren, Arts and Sciences
Bruce Magid, Brandeis International Business School
Malcolm Watson, Graduate School of Arts and Sciences
Michaele Whelan, Vice Provost for Academic Affairs/Rabb School for Continuing Studies

Students
Stephen Alkins, Graduate Student
Margeaux Auslander, Graduate Student
Todd Kirkland ’13, Student Union President
Herbie Rosen ’12
Michael Singer, Graduate Student Association Representative
Imani Williams ’13

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Jonathan Davis ’75, Chief Executive Officer, The Davis Companies, Vice Chair, Board of Trustees
Daniel J. Jick ’79, Founder and Chief Executive Officer, HighVista Strategies
Meyer Koplow ’72, Trustee
Barbara Mandel, Vice Chair, Mandel Foundations, Treasurer, Board of Trustees
Bart Winokur, Chairman, Dechert LLP

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Dan Feldman, Vice President for Planning and Institutional Research
Andrew Flagel, Senior Vice President for Students and Enrollment
Steven Manos, Senior Vice President and Chief Operating Officer
Nancy Winship, Senior Vice President of Institutional Advancement

Consultant
Elaine Kuttner, Principal, Cambridge Concord Associates

Strategic Planning Task Forces

Benchmarking Task Force
Michael Sandel ’75, Trustee, Bass Professor of Government, Harvard University (Chair)
Frances Bermanzohn ’78, Trustee, Managing Director, Deputy General Counsel, Goldman Sachs
Andrew Flagel, Senior Vice President for Students and Enrollment
Steve Goldstein ’78, Provost and Professor of Biochemistry
Anita Hill, Professor of Social Policy, Law, and Women’s Studies; Senior Advisor to the Provost
Larry Kanarek ’76, Trustee, Senior Director, McKinsey & Company, Inc.

Academic Innovations Task Force
Gannit Ankori, Professor of Fine Arts and Chair in Israeli Art, Department of Fine Arts and Schusterman Center for Israel Studies
Margeaux Auslander, Graduate Student in Psychology
David Cunningham, Associate Professor of Sociology
Susan Lanser, Professor of English, Women’s and Gender Studies, and Comparative Literature
Dan L. Perlman, Associate Provost for Assessment & Innovation in Student Learning, Associate Professor of Biology (Chair)
Judith Shapiro ’63, former President, Barnard College
Jonathan Steinberg ’13
John Unsworth, Vice Provost for Library and Technology Services and Chief Information Officer

Flexible Education Through Technology Task Force
Jay Dev ’13
William Flesch, Professor of English
Marci Borenstein, Director of High School Programs
Todd Kirkland ’13, Student Union President
Stuart Lewtan ’84, Trustee, Chief Executive Officer, Zintro, Inc.
Walter Mossberg ’69, Trustee, Personal Technology Columnist, The Wall Street Journal
Leonard Muellner, Professor of Classical Studies
Jordan Pollack, Professor of Computer Science
Sybil Smith, Executive Director, Graduate Professional Studies, Rabb School Continuing Studies
David Wedaman, Library and Technology Services
Michaele Whelan, Vice Provost for Academic Affairs
John Unsworth, Vice Provost for Library and Technology Services and Chief Information Officer
Grace Zimmerman, Senior Lecturer in the Brandeis University International Business School
Strategic Planning Financial Task Force
Meyer Koplow ’72, Trustee (Chair)
David, Bunis ’83, Senior Vice President and Chief of Staff
Mark Collins, Senior Vice President for Administration
Fran Drolette, Senior Vice President for Finance and Chief Financial Officer
Dan Feldman, Vice President for Planning and Institutional Research
Andrew Flagel, Senior Vice President for Students and Enrollment
Steve Goldstein ’78, Provost and Professor of Biochemistry
Anita Hill, Professor of Social Policy, Law, and Women’s Studies; Senior Advisor to the Provost
Adam Jaffe, Fred C. Hecht Professor in Economics
Daniel J. Jick ’79, Trustee (and member of the SPSC)
Lisa Lynch, Maurice B. Hexter Professor of Social and Economic Policy & Dean, Heller School
Steve Manos, Senior Vice President and Chief Operating Officer
Carol Osler, Associate Professor of Finance
Steve Reiner ’61, Trustee

Integrated Arts Task Force
Gannit Ankori, Professor of Fine Arts and Chair in Israeli Art, Department of Fine Arts and
Schusterman Center for Israel Studies (Co-Chair)
Mitch Benoff ’68, Professor, Berklee School of Music
Cynthia Cohen, Director, Program in Peacebuilding and the Arts, International Center for Ethics,
Justice, and Public Life
Seth Coluzzi, Assistant Professor of Music
Iyvon Edebiri ’13
Scott Edmiston, Director, Office of the Arts (Co-Chair)
Judith Eissenberg, Professor of the Practice of Music
Tory Fair, Assistant Professor of Sculpture
Dan Feldman, Vice President for Planning and Institutional Research
Alia Goldfarb ’13
Dabney Hailey, Director of Academic Programs, The Rose Art Museum
Tim Hickey, Professor of Computer Science
Ken Kaisermand ’60, Trustee 2000-2012, President, Kaisermand Company, Inc.
Alice Kelikian, Associate Professor of History
Tom King, Associate Professor of English and Women’s and Gender Studies
Adriane Krstansky, Assistant Professor of Theater Arts
Charles McClendon, Sidney and Ellen Wien Professor in the History of Art
Barbara Sherman ’54

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Yu-Hui Chang, Associate Professor of Composition
Zvonimir Dogic, Associate Professor of Physics
Irving Epstein, Henry F. Fischbach Professor of Chemistry; Senior Advisor to the Provost for
Research (Co-Chair)
Anita Hill, Professor of Social Policy, Law, and Women’s Studies; Senior Advisor to the Provost
Connie Horgan, Professor, Associate Dean, Research, and Director, Institute for Behavioral Health
Jane Kamensky, Harry S. Truman Professor of American Civilization
Blake LeBaron, Abram L. and Thelma Sachar Professor of International Economics
Robin Feuer Miller, Edytha Macy Gross Professor of Humanities, Professor of Russian and Comparative Literature and Senior Advisor to the Provost (Co-Chair)
John Plotz, Professor of English
John Unsworth, Vice Provost for Library and Technology Services and Chief Information Officer

Learning Communities and Student Experience Task Force
Stephen Alkins, Graduate Student
Larry Bailis, Associate Professor, The Heller School
Fran Bermanzohn ’78, Trustee, Managing Director, Deputy General Counsel, Goldman Sachs
Jennifer Cleary, Senior Lecturer in Theater Arts (Co-Chair)
Amanda Dryer ’13
Sylvia Fishman, Joseph and Esther Foster Professor in Judaic Studies
Andrew Flagel, Senior Vice President for Students and Enrollment (Co-Chair)
Monique Pillow Gnanaratnam, Director, Intercultural Center
Lisa Kranc ’75, Trustee, Senior Vice President, AutoZone, Inc.
Rachel Nelson ’13
Sheryl Sousa ’90, Director of Athletics

Global Task Force
Debra Butler, Graduate Student, IBS
Bulbul Chakraborty, Enid and Nate Ancell Professor of Physics (Co-Chair)
Daniel Elkaim, ’81, Trustee, Managing Director, Mitsubishi UFJ
Kim Godsoe, Dean, Academic Services
Anita Hill, Professor of Social Policy, Law, and Women’s Studies; Senior Advisor to the Provost
Andrew Molinsky, Associate Professor, International Business School
Louis Perlmutter, ’56, Trustee, Senior Advisor, Corporate Partners LLC
Fernando Rosenberg, Associate Professor of Hispanic Studies & Comparative Literature
Chandler Rosenberger, Assistant Professor of International and Global Studies & Sociology
Daniel Terris, Vice President for Global Affairs (Co-Chair)
Imani Williams ’13

Alumni and Community Building Task Force
Rachel Benjamin ’14
Karen Bergstresser, M.Ed., Associate Director for Alumni & External Relations, IBS
David Bunis ’83, Senior Vice President and Chief of Staff (Chair)
Denise Dabney, Ph.D. ’72, ’81, ’00, Denise C. Dabney, Ph.D. and Associates
Joseph Du Pont, Dean of Career Services, Hiatt Career Center
Janice Fineman, Executive Director, Brandeis National Committee
Andrew Flagel, Senior Vice President for Students and Enrollment
Ben Gomes-Casseres’76, Professor of International Business
Alison Judd ’04
Marianne Paley Nadel ’85, Everett Mills Real Estate, LLC
Adam Rifkin ’97, Trustee, Managing Director, Barclays Capital  
William Tickle ’03  
Myles Weisenberg ’78, Vice President of Development  
Stephen Whitfield, Ph.D. ’72, Professor of American Studies  
Paul Zlotoff ’72, Trustee, Chairman of the Board, Uniprop  

Facilities and Campus Evolution Task Force  
Ronald A. Ratner ’69, Trustee, Executive Vice President and Director, Forest City Enterprises  
(Chair)  
Henry Aboodi ’86, Trustee, Senior Managing Director, Alpine Resources LLC  
Wendy Cadge, Associate Professor of Sociology  
Edward Chazen, Adjunct Professor in the Brandeis International Business School  
Mark Collins, Senior Vice President for Administration  
Dan Feldman, Vice President for Planning and Institutional Research  
Andrew Flagel, Senior Vice President for Students and Enrollment  
Steve Goldstein ’78, Provost and Professor of Biochemistry  
Margie Lachman, Minnie and Harold Fierman Professor of Psychology  
Walter Leutz, Associate Professor and Associate Dean for Academic Personnel, Heller School  
Enrique Levin, Graduate Student, IBS  
Len Potter ’83, Trustee, Chief Investment Officer, Salt Creek Hospitality LLC  
Herbie Rosen ’12  
Peter Shields, Associate Vice President, Facilities Services  
Joe Wardwell, Assistant Professor of Painting  

Strategic Planning Development Task Force  
Jonathan Davis ’75, Trustee, Founder and Chief Executive Officer, The Davis Companies (Chair)  
Steve Goldstein ’78, Provost and Professor of Biochemistry  
Barbara Mandel, Trustee, Vice Chair, Mandel Foundation  
Nancy Winship, Senior Vice President of Institutional Advancement
Strategic Planning Process

In November 2011, President Fred Lawrence launched a strategic planning process for the purpose of setting a 10-year trajectory for Brandeis University. He asked Steve Goldstein, Provost and Professor of Biochemistry, to lead the process and Chair the Strategic Planning Steering Committee (SPSC). The SPSC comprised 27 members representing all corners of the Brandeis community, including faculty from all schools and divisions, trustees, students, staff, and senior administrators. Many members of the SPSC are Brandeis alumni.

The SPSC invited the entire community to contribute to the information-gathering phase of this effort. As a result, over 500 community members, from all our constituencies, came together on campus and off campus, in town-hall meetings and small group sessions, and during committee meetings. Personal and online input was also gathered. Various studies were solicited, e.g., on external factors likely to impact Brandeis. Prior planning exercises by Brandeis and our peers were reviewed. Faculty, students, and alumni also submitted proposals, studies, and concept documents on their own accord.

The SPSC, despite its size, found remarkable consensus at each stage of the process. Based on the information-gathering sessions and the initial discussions of the strengths and potential of the institution, the SPSC agreed unanimously to the following guiding principles:

- Brandeis will remain a research university with a liberal arts focus.
- Brandeis will continue to embrace social justice in its education and research endeavors.
- Brandeis will honor its Jewish roots and commitment to pluralism, access, and diversity.

In January 2012, the Strategic Planning Financial Task Force was formed to make recommendations focused on strengthening the Brandeis financial and business model, and to provide a financial lens for the planning process, ensuring a plan grounded in financial realities. Their work will continue throughout the life of the process.

In May 2012, the steering committee created 11 task forces that were charged to study issues where deeper understanding was judged to be necessary for the planning effort. Approximately 120 members of the community participated in task forces through the summer. Once more, there was a great deal of alignment regarding high-level directions for Brandeis moving forward. The SPSC met for a two-day retreat in late August to review task force input and to initiate the development of the plan. The preliminary framework was then drafted to gain community-wide feedback.

The Preliminary Framework was distributed to the Brandeis community on October 10, 2012. In the weeks that followed, members of the community commented on the document at numerous forums and through different mechanisms including input sessions, student
town halls, statements from the Division Councils, the Deans, the Strategic Planning Task Force Chairs, and in letters from departments and individuals.

Discussion was robust, intelligent, candid, and passionate — exactly what one would want and expect from the Brandeis community — providing illuminating and helpful comments on the framework. The next phase was for the SPSC to draw on this input to produce a Draft Strategic Plan. This process continued to be inclusive, drawing upon the wisdom of the community and remaining accountable to the leadership and governance bodies of the University. Under direction of the Provost, writing groups led by the twelve SPSC faculty and deans, crafted the language for the rationales, goals, objectives and actions. Each writing group included additional faculty, staff, students and/or administrators.

In January 2013, the Board of Trustees discussed emerging principles of the draft plan at its meeting and then remained involved, individually and through the Executive Committee, providing guidance regarding the financial implications and drivers of the plan.

Through February, the Provost and writing groups completed a draft plan that was formally reviewed by the 28 member University Advisory Council comprised of the elected leadership of the faculty, faculty representatives from IBS and the Heller School and each division in Arts and Sciences, the deans, and the senior administrators reporting to the Provost and the President. Based on their feedback, the draft was revised.

On March 5th, this draft plan was released to the Brandeis community for review and input in forums and formal meetings with units of the university. Feedback from the Trustees is planned for the March 21 Board meeting.