Fulfilling the Promise:
The Brandeis University Strategic Plan
May 2013
# Table of Contents

**Preface**  
2

**Introduction**  
5  
Who we are – mission and values  
Why a strategic plan – challenges and opportunities  
The purpose and structure of this plan

**Strategic Goals**  
Goal 1: Focus on Intensive Learning Experiences with Enduring Impact  
13  
Goal 2: Strengthen Opportunities for Discovery, Creation and Innovation  
24  
Goal 3: Renew Investment in Faculty and Staff Excellence  
30  
Goal 4: Build the Engaged Lifelong Community  
38  
Goal 5: Promote Responsible Stewardship  
44  
Goal 6: Create the Academic Incubator  
49

**Transformational Initiatives**  
Investing in People—Endowed Scholarships and Faculty Chairs  
52  
Keystone of the Liberal Arts—Exploring Our Traditions and Our Future  
53  
Science—Fundamental Discoveries that Change the World  
55  
The Creative Arts—Integral to the Brandeis Mission  
56  
Education for a Global Society—Business, Politics and Cultures  
59  
Spaces that Inspire—Renewing our Campus Home  
60

**Implementation and Assessment/Metrics**  
63

**Appendix**  
Strategic planning process  
65  
Strategic planning participants  
67
Preface
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, 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 – a small research university with the liberal arts at its core – to meet these challenges proactively. The liberal arts, pursued across the humanities, social sciences, creative arts and natural sciences, define our undergraduate mission and empower the success of our graduate and professional schools. *Fulfilling the Promise* defines how we can make our already fine university stronger and even more competitive.

This plan is rooted in Brandeis’s heritage and rests upon a strong conviction that we continue to offer something singular and of great value in American higher education. Our small scale, our commitment to excellence in both teaching and research, our strong interest in connecting theory with practice – these features define and distinguish us. This plan is also informed by current realities, both in higher education generally and at Brandeis in particular. We seek to strike a balance between realism and ambition.

*Fulfilling the Promise* faces squarely what we must do to ensure the continued vitality of the Brandeis model. It also sets out what we should do – at a higher level of financial investment – to strengthen the University. It culminates in what we aspire to do, if we are able to secure the necessary resources: by building on key strengths, we can transform excellence into greatness.

**Strategic Goals and Transformational Initiatives**

The body of this plan is organized into six *Strategic Goals* that represent the fundamental dimensions of Brandeis University and six *Transformational Initiatives*. Each Goal and Initiative articulated in the body of the plan is illuminated by specific objectives and recommended supporting actions. *An Executive Summary of Fulfilling the Promise is available online.*

**Strategic Goals**

**Goal 1: Focus on Intensive Learning Experiences of Enduring Impact**

Brandeis students will have intense educational experiences that match their passion for learning and engagement. This education will be flexible and individualized to enable students to realize their personal and professional aspirations, while also encouraging them to explore new areas and broaden
their horizons. It will cultivate critical thinking and the capacity to bring knowledge of the past and present to bear on complex problems, and will engender an abiding commitment to utilizing their learning to advance social justice.

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

Brandeis will 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.

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

Brandeis will attract and retain top-quality faculty and staff dedicated to research, scholarship, and creation, to teaching that makes a crucial difference in the lives of students, and to 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 help to solve some of the world’s most pressing problems.

**Goal 4: Build 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.

**Goal 5: Promote Responsible Stewardship**

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

**Goal 6: Create an Academic Incubator**

Brandeis will 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.

*Transformational Initiatives*

**Initiative 1. Investing in People—Endowed Scholarships and Faculty Chairs**

Our funding of scholarships and chairs reflect our commitment to enroll the best, most diverse students and to advance the academic mission of the University through support of teaching and scholarship.
Initiative 2. Keystone of the Liberal Arts—Exploring Our Traditions and Our Future
The creation of an intellectual commons, a physical and programmatic space accessible to all, makes possible a truly shared liberal arts discourse.

Initiative 3. The Sciences—Fundamental Discoveries that Change the World
The renewal of our science complex and funding of faculty and staff will enable cutting-edge interdisciplinary scientific work that will make a difference across the globe.

Initiative 4. The Creative Arts—Integral to the Brandeis Mission
New and renovated facilities that accommodate the full range of artistic inquiry and creation will support the work of faculty and students in the arts and inspire interdisciplinary work.

Initiative 5. Education for a Global Society—Business, Politics, and Cultures
We will prepare our students to thrive in a global society through enhanced curricular offerings, additional faculty, and expanded facilities.

Initiative 6. Spaces that Inspire—Renewing our Campus Home
All of our facilities must reflect the first-rate teaching and scholarship that takes place inside them as well as enliven our vision of a Brandeis education, build connections among our community members, and promote sustainability.

Over the next ten years, we will make many specific decisions about personnel, programs, facilities, and finances. *Fulfilling the Promise* serves as a compass, providing principles and purposes that will underpin our choices. It also places these decisions in the broader context of Brandeis’s institutional aspirations, and proposes choices and investments that build upon each other successively. Decisions will require careful attention, because, in light of finite resources, tradeoffs will be inevitable. Thus, just as creation of this plan was a community-wide effort, so, too, its successful implementation will be a collective endeavor.
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 nonsectarian, 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 have undermined 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 with several small, outstanding programs in basic sciences, history, literature, music and Near Eastern and Judaic studies. 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 had 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

² Ibid., p. 43.
³ Ibid., p. 44.
school, moreover, that would put scholarship in the service of advancing social justice. The Creative Arts were also expanded and made Brandeis more distinct nationally with the 1961 inauguration of the Rose Art Museum, uniquely (for the time, in particular) focused on the collection and display of cutting-edge contemporary art.

In its first few decades, Brandeis swiftly entered the ranks of the nation's 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, enlarged its curriculum and added new degree programs, at both the undergraduate and graduate levels, while maintaining its small size and liberal arts ethos.

In the school of 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 outstanding programs within fundamental disciplines, essential for depth and discovery of knowledge, as well as broad-based programs such as area studies (e.g., Latin American studies, East Asian Studies), interdisciplinary programs (e.g., Environmental Studies, Social Justice and Social Policy, Women's and Gender Studies and Health: Science, Society and Policy) and other programs that bring the liberal arts to bear on professional fields (e.g., Business, Education, Journalism, Legal Studies). At the graduate level, doctoral programs in the creative arts, humanities, sciences and social sciences are complemented by a growing number of master's programs in academic disciplines and in 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 several master's degrees plus an M.B.A. in non-profit management. The Heller School is also 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 a minor in Business. The Rabb School, founded to extend to non-traditional students the University's mission of educational excellence and opportunity and to solidify its commitment to lifelong learning, has three divisions. Graduate Professional Studies (GPS), a leader in distance learning with most of its courses online, offers master's degrees in seven emerging technical fields. 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.
There exists a strong and distinctive interdependent relationship between liberal arts education and graduate and professional education at Brandeis University. Interdisciplinary undergraduate programs lay a foundation for advanced studies; dual degree programs explicitly bridge them. So, too, key features of graduate and professional education – engagement with larger questions and purposes, a commitment to inquiry and service, the cultivation of judgment, lifelong learning, a concern for the ethical and the practical – inform how the institution embraces the liberal arts.

We currently enroll about 5,800 students. Sixty percent of our students are undergraduates, and forty percent are in the various graduate and professional programs, with most of that graduate 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.

Every faculty member teaches. Our student-faculty ratio of 10:1 preserves the close connections between teachers and students of which President Sachar spoke and which continues, according to generations of alumni, to be essential to our identity. We educate in the classroom, but also in the studio, in the laboratory and in the field, both locally and globally. We integrate these latter modes of experiential education and discovery with rigorous classroom learning.

In a period when the liberal arts are under pressure, Brandeis, like the top-tier institutions it most resembles, has reaffirmed its commitment to the foundational importance of a liberal arts education, no matter what career students choose to pursue. Medical schools, law schools and business schools have joined liberal arts institutions in affirming that a liberal arts education provides the best preparation. The opening of the Mandel Center for the Humanities in 2010 is a tangible symbol of this commitment. In reaffirming the liberal arts, we recognize the critical importance of the qualities of mind that they cultivate: intellectual flexibility, openness and alertness to ethical, intellectual and cultural complexity, an understanding of the past and the abilities to think critically, read carefully and communicate effectively. A Brandeis education must develop students’ capacities for reasoned deliberation and enable students to see the world from different and unfamiliar points of view.

Our pioneering Department of Near Eastern and Judaic Studies (NEJS) exemplifies the character and evolution of Brandeis. It was established in 1953, when Jewish studies had virtually no place in the American academy. Sixty years later, as Jewish studies has grown, NEJS continues its preeminence through critical and vigorous scholarship on the ancient Near East and the history, literatures, cultures and
societies of Judaism, Christianity and Islam, from antiquity to the present. NEJS is now complemented by a number of academic centers and institutes devoted to particular aspects of Jewish life and thought. We also train practitioners through graduate programs in Jewish education and professional leadership. Looking ahead, Brandeis will continue to produce groundbreaking research, train both scholars and practitioners and host programs and conferences that bring together thinkers from a wide range of disciplines and vantage points.

Our Jewish roots and interests distinguish us from other schools and attract many students. Yet we remain firmly nonsectarian; we seek an ever more diverse student body. At present 21 percent of our undergraduates are students of color; 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.

The singularity of Brandeis University is well symbolized by our three chapels: Jewish, Catholic and Protestant, 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 nonsectarian university. As religious pluralism in America has evolved, 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. Our Intercultural Center supports and strengthens ethnic and cultural pluralism on campus. Our defining principles have not altered; as a nonsectarian university we remain strongly committed to diversity and access, but our understanding of how to interpret and apply these principles has grown.

“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. The legacy we inherit is a remarkable one, but we cannot simply conserve it, we must carry it forward. *Fulfilling the Promise* thus seeks to set out what it means to be Brandeis University in the 21st century and how best to implement and live out, that meaning. 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.”\(^4\) That is the continuing challenge before us. Our task is not to reinvent or redefine 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. How can we best address the large challenges facing all of higher education as well as our own unique issues? How can we capitalize on the opportunities ahead, while drawing upon existing strengths to build on the work of those who came before us? The strategies we pursue will determine the 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 historically 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. By enlarging the applicant pool, we will also be able to increase selectivity, making our talented student body even stronger.

Brandeis must also compete for faculty; this effort 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

\[^4\) Ibid., p. 15.]
phrase) and what might be called scholarly intimacy, including opportunities for conversation and collaboration within and across the usual dividing lines in academia. Recruiting and retaining talented faculty will 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 – the faculty that we seek and hire will define, reflect and enact our approach to these perceived dichotomies.

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 could 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, ours and that of others.

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 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 innovative 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 nonsectarian 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, no other university in America can match the full breadth and depth of Jewish scholarship and education at Brandeis. 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.
Strategic Goal 1

Focus on Intensive Learning Experiences with Enduring Impact
Brandeis students will have intense educational experiences that match their passion for learning and engagement. This education will be flexible and individualized to enable students to realize their personal and professional aspirations, while also encouraging them to explore new areas and broaden their horizons. It will cultivate critical thinking and the capacity to bring knowledge of the past and present to bear on complex problems, and will engender an abiding commitment to utilizing their learning to advance 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 our 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 broaden their interests. A Brandeis education must equip students to become active citizens and leaders who understand the present in light of the past, who think critically and communicate cogently both within and beyond their own culture, and who are 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. To accomplish these goals, Brandeis will continue to explore a range of educational methods and modes.

The content of a liberal arts education will no doubt be different in the 21st century than it was in the 20th. Yet, the essential aspects of a liberal arts education—broad knowledge of human affairs, quantitative reasoning, writing, speaking, skill in research and synthesis of information—will be more important than ever. The complexity and interconnectedness of the modern world give special importance to cultural competency: the ability to interact effectively with people of different cultures and socioeconomic backgrounds. 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—including diverse people, knowledge and ways of knowing—essential to a Brandeis education and to discovery, creation, and innovation throughout the University.

A liberal arts education must thus be both classical and current. It must be classical in its concern with enduring questions and its attention to our intellectual and cultural heritages. It must be current in its engagement with the evolving state of the field, whether it is empirical discoveries or theoretical advances, original scholarship or fresh interpretations, or any other way in which contemporary fields of inquiry advance. Such an education must deepen our understanding of the past, enlarge our perceptions of the present, and, in so doing, stake out viable possibilities for the future. Each academic department and program has a role to play in providing our students with this kind of education.

The content and structure of our curricula and our modes of teaching and learning must be designed accordingly. 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 also 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 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 rigorous and profound learning that transforms students’ lives. This can happen in a multitude of ways: in the laboratory, participating in original research; in the studio or performance space, engaged in original artistic creation or production; in the field, conducting research or applying classroom learning to practical problems; in the library, producing or participating in original scholarship; in the seminar room, engaged in close reading and analysis of powerful texts; or in many other ways. We believe, moreover, 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 all of our students have the opportunity to take part in such 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 hiring, support and flexible time commitments, we can expand opportunities for intensive learning to offer every Brandeis student a wide palette of deep educational choices in order to help them discover their passions and to 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 sufficient faculty resources 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. These courses should become a central part of our pedagogical and institutional identity and a key element of how we present ourselves to potential students and donors.

   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, recognize the crucial relationship between the present and the past, 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. These signature undergraduate courses will also provide important opportunities for our graduate students to engage in significant and prestigious teaching, which will make them more attractive to future employers.

c. *Increase the availability of seminars for advanced students that focus intensively on specific texts, objects, 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, academia-supported internships and Justice Brandeis Semesters – provide students with the opportunity to apply integrative approaches to a problem or topic of their choice. These would typically be taken in the final 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, combining field experiences with classroom study. 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’s 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.
g. Provide opportunities for residential scholar communities that enable students to pursue shared intellectual interests in regular informal ways.

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, 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 and to add new dual and joint degree options to reflect emergent fields of inquiry.

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 prepare students for academic careers while others train students to be professionals 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. New markets and 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 top-caliber students.** Offer well-publicized, competitive programs and focus on selected markets and recruitment channels. Leverage our relationships with our global partners to recruit students from abroad.

2. **Ensure that diversity and inclusion are embedded in classroom experiences through civil dialogue** and that cultural competency and awareness of history are basic to each student’s learning. Developing cultural competence results in an ability to understand people across cultures and socioeconomic backgrounds and to communicate and effectively interact with them.

3. **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-level program, modeled on the Posse Program, to provide graduate education to more students of underrepresented groups.

4. **Provide the necessary support services for success in graduate studies.** Although graduate students are older and more self-reliant than undergraduates, they may still need support in adapting to graduate school, obtaining housing, pursuing career possibilities, or in other ways; international students may be in particular need of such services. The University should systematically review the services current available to graduate students and work to remedy any shortcomings.

5. **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 taught by full-time Brandeis faculty members. The best graduate teachers are granted University Prize Instructorships, giving them an opportunity to teach their own courses. Rigorous adult learning seminars for alumni and friends offer further teaching opportunities.

6. **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.

7. **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 the duration of graduate training by providing adequate support and mentoring to allow accelerated progression toward the degree.
Program Evaluation and Development

1. **Evaluate existing master’s programs.** Continue to develop clear goals and metrics use them to evaluate the quality of each program and to help formulate a plan to further ensure that students are receiving an outstanding graduate education, supported by strong faculty mentorship. Discontinue or reconfigure programs whose contributions do not match the resources required to mount them.

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

Objective D: Increase Curricular 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’s 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 a Brandeis education embraces diverse knowledge in its myriad forms, including content, theory and methodology.**

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. *Promote and support, measure and cultivate education that links theory and practice.* Students invest in their education as a step to their future. Their education should include opportunities to work with faculty to perform, publish, or put into practice 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 expenses and pay stipends. 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. Courses engaging students in hands-on research—not only in the natural sciences, but also in the humanities, social sciences and creative arts—should be developed and supported.
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 nontraditional 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 from 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, at the undergraduate and graduate levels. 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. Explore and expand the range and number of learners the Rabb School serves, by reaching out to high-school students preparing for college, adult learners retooling for new careers and alumni seeking new learning and more involvement with Brandeis. Create excellent online experiences that foster Brandeis values of learning intimacy while presenting cutting-edge material to a wider, more diverse student population.
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. Thus we will seek ways to offer courses with more hours per week or more weeks per course, as well as shorter, more tightly focused courses. We will make greater use of summer for instruction and offer more options for online learning to students throughout the year, with special attention to those who may be offsite in order to link them to our campus experience and to increase their access to courses. It will be important to field-test designs for new kinds of teaching and learning spaces, new online platforms and new ways to support innovative pedagogy and engaged learning.
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 members 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. To continue in that vein, our research efforts must be robust and intellectually rigorous and diverse. 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 encourage 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 faculty and student bodies that reflect 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 recognizing that many of the objectives and actions proposed elsewhere in this plan can also contribute to advancing our research mission. In the section on 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 departments within Arts & Sciences and divisions within the professional schools so that more achieve national distinction.* 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. Invest in those that can be preeminent and pursue excellence in others, even if they are small, to increase quality and faculty satisfaction throughout the University. At the same time, encourage collaboration within and outside the institution to enhance faculty research and teaching opportunities, and take advantage of Brandeis’s geographic location to open doors to Boston’s scholarly community. Maintain multiple avenues for the emergence of new fields, or new areas of strength in older disciplines, including via the Academic Incubator (Strategic Goal 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. *Enhance Brandeis’s ability to make a difference in the world and deepen knowledge and understanding through support of multidisciplinary research* and collaborations that address complex issues of inclusion and the relationship of inequality to policies, structures and systems.

4. *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.

5. **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. 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 pursue 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 Transformational Initiatives).

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. **Recognize the importance of creating a senior administrative position for institutional diversity as essential to recruitment and retention of the best faculty and students as well as successful competition for federal and private research and scholarship funding.**

7. **Strengthen 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 are expected to grow with reorganization to coordinate efforts of the University 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 in 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 presence in Washington, D.C. and 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 prepares students to become leaders in the global economy, 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 academic 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. Research in the academic disciplines may have direct bearing on issues of general interest, and often 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 academic departments and centers in order to intensify support of interdisciplinary education and scholarship**

Brandeis centers and institutes must 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 often 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 Advisory subcommittee of the University Advisory Council, 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. Review the roles of the steering committees to optimize these outcomes and to advise the provost on the procedures for evaluation, appointment, and integration of research scholars in the centers and institutes with the rest of the University.

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 faculty and staff dedicated to research, scholarship, and creation, to teaching that makes a crucial difference in the lives of students, and to 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 help to solve some of the world's most pressing problems.

Rationale

Faculty and Research Scholars

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 and research scholars 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 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. Our mission is also advanced by the seminal contributions of other faculty and research scholars, with appointments outside the tenure structure. In some disciplines, we have contract faculty who are fulltime “master teachers”, professors of the practice, and adjunct faculty whose teaching is informed by the most current work in the field, but whose responsibilities may not include scholarly work. Our mission is also fulfilled through the contributions of research scholars and postdoctoral scholars — all with advanced degrees — who are hired in staff lines and make important contributions
to our research enterprise; many also teach, advise, serve on dissertation committees and perform administrative service in addition to pursuing scholarship. Our broad mission requires the success of all these faculty and staff, with different combinations of responsibilities. Moreover, the University must support faculty as the balance of their roles changes during the span of a full 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 recruitment and retention 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 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, to ensure that diversity is integrated throughout Brandeis and to serve as advisor to both the President and the Provost on issues of diversity.** The holder of the position will be charged with developing a strategic diversity plan, proposing initiatives, assessing progress toward institutional diversity goals and ensuring that Brandeis is employing best practices for achieving these goals. The diversity officer’s mandate will include attention to hiring and retention of faculty and staff, to helping faculty integrate diverse ideas into their courses, research and pedagogy and to developing ways to highlight the activities of diverse faculty, programs, and groups on campus.

2. **Strengthen the search and hiring process, and use the Brandeis pipeline to attract more faculty, research scholars, and post-doctoral candidates from underrepresented groups.**

   - **Improve the pipeline of underrepresented candidates** 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 and research scholars from underrepresented groups by building community and providing mentoring and career development programs that specifically serve the needs of faculty from underrepresented 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’s 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 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, 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. Carefully explore and assess options for reduction from full-time status prior to retirement, and ensure that emeritus faculty are encouraged to take an active role in the life of the University and are recognized for their continuing accomplishments as scholars, mentors, and public intellectuals.

5. 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 and research scholars

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 and research scholar 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.

• **Encourage faculty to explore the increasing use of technology in teaching** by providing consistent standards and training in the uses of new technology and online learning environments.

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.

5. **Review the incentives, awards, and practices for research scientists and faculty not on the tenure track**. Nearly always self-funded via grants and contracts, the opportunities for these faculty, based on success, to cover teaching obligations, be rewarded with time for innovative projects, be recognized with titles or earn protected time are among the issues that should be considered by the Deans and Provost.

**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, engage in research and scholarship directly, 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. Achieving these objectives will require optimized training of supervisors. 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, goal setting, 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 provide 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

Build 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 endurally committed.

Rationale

Brandeis University is not just a liberal arts university with three professional schools, but an organic community. How can we build upon this strength, which enriches and deepens the educational experience, while also increasing the attachment of alumni and making Brandeis more attractive to prospective students? 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 on 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 student, parent, and alumni connections 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. Evaluate “marketing” this feature.

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

5. *Support and strengthen the range of co-curricular activities on campus, including athletics, community service, and other student activities.*

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

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

8. *Use online tools to attract and involve students and alumni in activities at Brandeis.*

9. *Ensure that emeriti faculty are encouraged to stay engaged as active and valued members of the community.*

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 of a 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. *Gradually raise targets for student satisfaction* on sustainability as a part of the Brandeis experience, as measured by student surveys.
5. *Incorporate issues of sustainability into the teaching and research activities of the University.*

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

Brandeis University is unique, and we should underscore 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 nonsectarian, 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’s 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, nonsectarian university.
2. *Highlight the ways in which Jewish values and experiences provide a strong foundation* for the University’s defining intellectual and ethical commitments.
3. *Strengthen support for the Interfaith Chaplaincy and the Intercultural Center* to enable both to serve a larger number of students and to enhance a sense of community across faiths and cultures.

**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’s 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. Use educational technology and online tools to offer both live and online programming for alumni, such as advanced study for career building and enhancement.

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* among offices serving students and those serving alumni, 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. *Expand the Rabb School’s involvement with alumni*, parents, high school students, and friends as the University’s nexus for lifelong learning.

6. *Gradually raise the targets for alumni giving.*

**Objective E: Cultivate and strengthen relationships with the University’s extended community.**

Brandeis is strengthened and enriched through an extended community of friends and supporters drawn to the University by its unique history and character. Brandeis also has the good fortune to be situated in the welcoming locale of Waltham and within the greater Boston area. These are advantages that have
helped make it possible for a small, young university to flourish. We must work to sustain these relationships and to strengthen connections between the campus community and the extended Brandeis community.

1. Draw upon the energies and commitment of the Brandeis National Committee to extend outreach and enlarge the reputation of Brandeis University.

2. Draw upon the Fellows of Brandeis University as a ready source of expert advice, support, and outreach for the University.

3. Make fuller use of the BOLLI community as a potential pool of mentors and advisors.

4. Further develop our ties to the city of Waltham, through volunteer service to the community and with public events on campus. Showcase and celebrate the major ongoing commitment of the University to Waltham.

5. Take full advantage of the extraordinary intellectual and cultural resources of the Boston metropolitan area through both formal and informal exchanges.

**Objective F: 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’s traditional Northeast market is shrinking, while growing in the West and South. This reality offers a welcome opportunity to enlarge the applicant pool and to enhance the diversity of our student body by increasing the proportion of students from historically underrepresented groups, including African Americans and Native Americans. 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 generate 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’s singularity as a nonsectarian institution founded by and rooted in the American Jewish community.

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

Promote 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 one of the youngest and smallest schools in the Association of American Universities (AAU), 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 obligation both to social justice and to financial equilibrium. Our goal is to meet students’ full need in keeping with our historic commitment to make Brandeis accessible to all qualified students while being realistic about our capacity to provide aid.
- 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.

7. *Strengthen the engagement of the Brandeis National Committee* by improved coordination with university development and outreach efforts.

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 and motivate all parts of the university community to innovate, to be creative, and to advance Brandeis’s mission.* In this context, Brandeis should:
   
   • *Encourage more entrepreneurship* 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. *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.

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. *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.
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 and collections strongly support academic programs, campus life, and the operations of the institution. Even as we examine how online learning can strengthen Brandeis’s 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, a sharp increase over the current 2.5M, 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, the Upper Campus Quad, 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.

4. **Steward the University’s varied collections of objects**—art, archival materials, specimens, objects, and other material matter integral to education and the history of the institution.
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. Our academic history, as exemplified by such areas as structural biology, Jewish studies, and health policy, has always been characterized by our ability to identify and become excellent in exciting new areas of inquiry before they become “the latest thing.” 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’s 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 spectrum, 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 in accordance institutional guidelines (including the Faculty Handbook), initiatives can lead to new departments, programs, centers, institutes, or schools. As a corollary, we also need procedures to identify and phase out programs that have ceased to contribute to our mission.

The following action steps outline a process for creating initiatives, focusing on faculty-driven proposals. By way of example, a list of concepts can be found online – these are not formal proposals and have not been vetted.

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 offsetting benefits and a preliminary budget created in consultation with the dean(s) and/or the Provost's Office staff (for university-wide proposals or collaborations with other universities).

• During the planning process the following criteria should be considered:
  
  o **Significance** – the proposal’s contribution to knowledge, its benefit to Brandeis students, faculty, and community, and its significance or impact on society.
  
  o **Build on strength** – how the proposal taps into existing faculty, programs, scholarship, and student interest.
  
  o **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.
  
  o **Enrich the curriculum** – new educational pathways or new areas of exemplary strength opened up for students; or new educational opportunities for students.
  
  o **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.
  
  o **Resources** – whether there is a clear and convincing plan to identify and, if necessary, acquire the resources, both human and financial, for the proposed initiative to succeed.
  
  o 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 subcommittee of the UAC that will 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. The shared governance procedures of the University, as set out in the Faculty Handbook, will be followed.

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. 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.

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.

Initiative 1. Investing in People—Endowed Scholarships and Faculty Chairs

The people who constitute a university determine its quality. Finances, facilities, and organizational structures are necessary, of course, to enable those people to do their work and to do it well. Deficiencies in any of these aspects can deter people from joining the University or impede their good efforts. Ultimately, though, 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 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 – in 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.

Actions

1. *Initiate a high-priority campaign to raise $150 million to increase significantly the number of endowed undergraduate scholarships. Funding should be sought both for individual scholarships and for scholarship-based programs such as Posse, Science Posse and Transitional Year Program.*

2. *Enhance funding for endowed graduate fellowships in Arts and Sciences and the professional schools. In the current market, adequate financial aid is essential to ensure that our programs are able to compete for the top students.*

3. *Establish and endow 20 new faculty chairs across the University, by raising approximately $60 million, as a means of ensuring that Brandeis will remain a top-tier institution during the next century.*

Initiative 2. Keystone of the Liberal Arts – Exploring Our Traditions and Our Future

With the establishment of the modern research university in the nineteenth and twentieth centuries, teaching and scholarship became situated in distinct academic disciplines. More recently, interdisciplinary collaborations – in curricula and in research projects – have helped to break down the divides, and Brandeis has been a leader in such initiatives. Every discipline now enters into such collaborations; but still there is no common discourse in which all participate together. Our particular interests and pursuits, it seems, are too diverse for that, yielding no intellectual space where all overlap.

Yet Brandeis does have a shared ethos, symbolized by the name that our founders chose for this university. A university named after Louis Brandeis must be concerned not only with advancing and transmitting knowledge, but also with the uses, the social uses, to which knowledge is put. We understand that knowledge – whatever its intrinsic interest and value – also has a social significance. So whatever else we may talk about, we also talk about social justice.

This is in keeping with our character as a liberal arts university. The *ars liberalis* are the forms of learning suited to a free human being. A liberal arts education,
whatever else it may do, must prepare the student for the responsibilities of
democratic citizenship. That is why the modes of inquiry that take the human as
their essential object – the modes of inquiry that we now classify under the rubrics
of the humanities and the social sciences – are the enduring core of the liberal arts.
Each of the disciplines that constitute the humanities and social sciences has its own
scholarly discourse, but each also contributes to a broader human discourse about
how best to live our lives together.

This discourse – on the nature of a just society and what is required to realize it – is
one in which all have a stake and to which all can contribute. Scholars can help to
define the questions and to delineate competing answers, as indeed they have done
from Plato forward. They can teach their students to formulate questions. Scholars,
that is to say, can illuminate the issues, but scholars cannot resolve them – for these
are ultimately questions of value, perennial problems to which there are no
definitive, scholarly solutions.

Here lies the possibility for a shared intellectual space. What must we do to create
that space? One prerequisite is to ensure the continuing strengths of the humanities
and social sciences at Brandeis, as the disciplines most directly concerned with
questions of the just society. But this intellectual space must also encompass all, and
that points to the need for a physical space, and programmatic uses of that space,
accessible to all: an intellectual commons.

Traditionally, the library has been that shared space, the intellectual meeting
ground for the entire university. Increasingly, though, the library is becoming a
virtual space, as the digitization of journals and books allows the convenience of
remote (and simultaneous) access to materials. In one sense, then, the library is
receding as an intellectual commons, for there is less occasion or need to go there;
but this opens up possibilities for a reimagined intellectual commons – a place to go
to join in a continuing conversation. Indeed, our library already contains both a
space for public events – lectures and symposia – and an informal social space, a
café. Looking to the future, the library can become the shared home of the common
campus discourse in which we all participate.

This will require repurposing of spaces and enhancement of technology, so that the
library can still fulfill its traditional function as a repository of intellectual materials,
whether they be digital or books, archives or other physical formats, while also
taking on this new role. It will require, too, new uses of these spaces. As an
intellectual commons, the library will be the place for the events – the lectures,
colloquia, debates, and discussion – that constitute the shared campus discourse.
When we take up the questions that concern all of us, we enter into the space that
belongs equally to all us – and in so doing, we uphold the highest ideals of a liberal
arts university.
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 University-wide annual colloquium series on questions of justice.
3. Establish an annual book series, comprising the edited proceedings of the annual colloquium series.
4. Establish a center to support new teaching modes and methods incorporating new technologies.
5. Enhance digital technologies to increase the capacity of the humanities faculty and students for twenty-first-century research.
6. Support cutting-edge interdisciplinary programs in the humanities and social sciences such as those currently developed in film, television, and interactive media, in sexuality studies, and in comparative humanities.
7. Establish humanities laboratories.

**Initiative 3. 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. Thus, to note a few of the potential opportunities, 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 biologist 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. Quantitative biology and materials science are two examples of areas in which we might expect to build and position Brandeis to be among the very best. This collaborative approach, so rare at most top research universities, where “silos” tend to predominate, has enabled tiny Brandeis to establish a remarkably high profile in the basic sciences. We also benefit from an added dimension, distinct to Brandeis: our extraordinary expertise in health care policy and practice. Here the social sciences provide the necessary complement to the natural sciences, connecting biomedical research with questions of social policy. Our highly successful interdisciplinary major in Health: Science, Society, and Policy (HSSP) exemplifies this synergy, exploring how behavioral, environment, and social factors shape the translation of biomedical research into medical practice and health care policies. 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, and thus far uncharted revolution in how we provide care and prevent disease is the place where theory meets practice. This science-practice gap is a critical emerging area where Brandeis can offer unique leadership based on our strengths in the basic sciences and the policy expertise represented in our professional schools.

**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
3. Create new programs in emerging fields and supporting core services.

**Initiative 4. The Creative Arts—Integral to the Brandeis Mission**

The creative arts teach us vital truths about our world and ourselves and embody fundamental modes of thought, and thus have an essential place at an institution devoted to the creation of new knowledge. 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; and through elite graduate programs, Brandeis would educate future generations of leaders in the Arts. In subsequent decades, Brandeis made further commitments to the arts with the establishment of the Rose Art Museum, the Lydian String Quarter, and the Brandeis
Theater Company. The arts continue to have a central place at Brandeis, nurturing diverse points of view, connecting us to the past and offering fresh ways to appreciate it, and engendering deep insights into the complex issues facing society today. Benefiting all disciplines, the study and practice of the arts inspire us to reconsider what we intuit as “true” and make daring leaps forward in our creative thinking.

Brandeis will continue to innovate in the arts, building upon its pioneering approach. While continuing to invest in Fine Arts, Theater and Music as distinct ways of seeing the world, we will seek to encourage new modes of expression in the performing and visual arts, along with new opportunities for our students, thus affirming our traditional position as a leader in exploring and incubating new modalities of artistic thought. To accomplish this, we will establish collaborative and integrative pathways among the traditional arts divisions to create 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 discovery.

This will require newly conceived 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 faculty investments will prioritize tenure-worthy artists and scholars able to further the reputation established by our founding faculty. Our faculty, permanent and visiting, must be accomplished teachers and practitioners of both traditional and newly emerging arts, who demonstrate how the old and the new inform one another in ways that can be revelatory. We will reimagine and strengthen our administrative leadership and support structures and remove impediments in order to make possible our highest aspirations in the creative arts.

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. With well-conceived, practical support mechanisms, artistic creation at this level of distinction cannot help but bring larger audiences to our campus and Brandeis artists out into the world. As a result, Brandeis will become known worldwide as the research university that advances the frontiers in the arts. In turn, the reputation of the entire university will be enhanced.
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 artistic disciplines, as practiced today and envisioned for tomorrow. These facilities will help entice exciting faculty and students who are committed to exploring the arts to join our community and will provide an inspiring laboratory in which to realize their full potential. Renovating and/or rebuilding the dated and dilapidated Art Studios, Theatres, and Music building form an absolutely crucial foundation for the future development of the Arts, and their productive integration. Expanding gallery space and storage facilities (with sufficient staffing) at the Rose Art Museum will enable it to showcase fully and adequately care for its exceptional collection.

2. Expand upon our historic practice of building the Creative Arts faculty by investing in tenured / tenure-track faculty who are doing world-changing work, and who have established or are developing robust reputations in the professional world. (See Strategic Goal 3).

3. Establish new and reconceived positions for contract faculty, artists-in-residence, and visiting artists, to broaden and deepen our teaching capacity and to engage the broad community in the development of discipline-based and cross-disciplinary work. Our priority will be to connect Brandeis to the most innovative practitioners in the art world and to create an impact beyond that which we can create with tenured/tenure-track faculty alone.

4. Develop and strengthen programs and offerings in film, video, interactive media (FTIM), and photography in their own right and in linkage to pedagogy and scholarship in the humanities, social sciences, and sciences. Through partnerships and new internal initiatives, we will find new ways to teach our students to enrich and enliven their thinking and communication in disciplines outside of creative arts by employing visual and aural media.

5. Establish robust administrative structures and new support and technical positions to encourage and facilitate a wide-range of thought-provoking new work in the creative arts. These structures, including the Office of the Arts, will look to cultivate productive integration and foster collaboration among the disciplinary departments. Wherever possible, these structures will serve to overcome any obstacles in the way of new work that is forward-thinking and integrative.

6. Build upon Brandeis’s dedication to social justice by promoting the study of the arts as a means of social transformation, and reach out to foster mutually enlightening exchanges with other disciplines sharing these goals.
Initiative 5. Education for a Global Society—Business, Politics, Cultures, and Social Justice

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 social science division, with its undergraduate and graduate programs, our two highly international professional schools (IBS and the Heller School), as well as our area studies programs and our International and Global Studies Program, plus numerous other academic departments that support and enrich the global curriculum, often in surprising ways. 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 the International Business School. These enhancements will support cutting-edge research, enable the synergy of diverse and exciting interdisciplinary programs, and provide interactive forums where students, faculty, and alumni share ideas. 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 it is what happens inside it that matters. As a relatively young school, the 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 expand opportunities for students, including dual-degree programs (e.g., combining the sciences with an MBA) and distance learning options. So, too, the Rabb School for Continuing Education is ready to grow, having emerged as a leader in online education for professionals and as the home for the Brandeis Summer School.

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 the International Business School to accommodate increased enrollments and a larger complement of tenure-line faculty.
2. Ensure sufficient faculty positions to support the global curriculum in Arts & Sciences and to sustain the strengths of the Heller School.
3. Provide adequate administrative staff to support the growth of education and research with selected international partners.
4. Articulate a vision for investment to enable the Rabb School to serve national and international populations with sought-after undergraduate and graduate programs.

Initiative 6. Spaces that Inspire – Renewing our Campus Home
For those who work here (and live 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.

Just as in the sciences and the creative arts, where it is self-evident that both effective teaching and original work require first-rate facilities, so, too, the social sciences and humanities require spaces and programmatic support to enable top tier education and research. By opening the Mandel Center for the Humanities in 2010, Brandeis made a powerful statement reaffirming its longstanding commitment to humanist inquiry as a defining feature of a research university with the liberal arts at its core. In the 21st century, the humanities and social sciences continue to deepen our understanding of the past, enlarge our perceptions of the present and, in so doing, reveal possibilities for the future. As a University with well-established commitments to ethical participation in an increasingly complex world, our robust vision for the humanities and social sciences requires additional renewal of facilities in the upper campus Mandel Quadrangle, and significant work in the middle of campus, home to the social sciences. Brandeis can lead by
affirming the place of humanist inquiry in both the academic world and the public square.

Eight of the University's ten largest majors fall within the Social Science Division; several departments also offer robust graduate programs, a number of which bridge to the University's professional schools, creating vibrant synergies that enable faculty and students to engage with pressing questions and problems in fresh ways. With their various disciplines oriented to both investigatory and empirical research spanning a range of qualitative and quantitative methodologies, the social sciences engage in cutting-edge research, while also offering a range of intensive educational experiences rooted in deep learning and close faculty-student interaction. Indeed the research informs the teaching, which is characterized by intense collaboration between professors and students that is often interdisciplinary in scope and frequently transcends the classroom. Departments and programs offer a range of courses and experiential learning opportunities devoted to exploring such varied social issues as cultural diversity, identity, social inequality, globalization, health, and communication. Through rigorous engagement in the social sciences, students build necessary cultural competency—the ability to understand social problems, in their historical and contemporary, and local and global, dimensions—to be effective citizens of the world.

The humanities are no less essential. Embracing reason and imagination, the disciplines that comprise the humanities explore the ideas, texts, images, and language cultures that have shaped and represented human experience across time and place. Studies in literature, history, philosophy, foreign languages, and the arts cultivate habits of mind and heart crucial for responsibly deliberating the public good. Technological transformations are opening new avenues of critical inquiry, such as the digital humanities. A bold vision for top-tier institutions of higher education necessarily entails a bold vision for the humanities.

A Brandeis undergraduate education in the humanities should be both vertical, to embrace all four years of a student's experience on campus, and horizontal, to address all fields of study. First-year seminars, including our new JustBooks program, humanities labs, and capstone experiences should all be widely available both to students majoring in the humanities and to students for whom humanist learning can underwrite and intensify education in the social and natural sciences and creative arts. Graduate education and humanities scholarship are critical to the future of a research university and the public sphere. Under the auspices of the Mandel Center for the Humanities, we are well positioned to create the kinds of research opportunities and synergies that distinguish great universities and to interweave discipline-specific graduate education and research with transformative cross-disciplinary fertilization and exchange.
Objective: To make our campus an appealing place to live and work

Actions:

1. Upgrade the social science spaces on campus through renovating or replacing existing buildings and creating a Social Sciences Quadrangle, to ensure that the quantity and the quality of space meets the Social Science Division’s teaching and research needs.

2. Complete renovation of the Mandel Humanities Quadrangle.

3. Renew the older residence halls and establish graduate student housing

4. Enhance community spaces, campus grounds, and parking.
Implementation and Assessment

Development of *Fulfilling the Promise: The Brandeis University Strategic Plan* 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.

This 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 objective and set of actions requires appropriate implementation strategies, investments of time and fiscal resources, and assessment methods and metrics. Many of these metrics are difficult to specify at this stage, before the initiatives take more tangible shape. Nonetheless, some basic principles can be enunciated that will guide our ongoing assessment and monitoring as we move toward the goals set forth in this plan.

Approach and General Guiding Principles

*Leadership for implementation*—The President and Provost in consultation with the Faculty Senate 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 the Provost quarterly and with 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 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**—Depending on the initiative, qualitative and quantitative measurement of the internal and external environment will guide our efforts. In developing implementation plans and metrics, our ambition is to fulfill the vision and values expressed in *Fulfilling the Promise*. The process we adopt is not a process for process’ sake, but is meant 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.

**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 of Planning and Institutional Research, Brandeis will continue to assess the state of the University. The success of *Fulfilling the Promise* 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 (Senior Survey, Graduation Rates)
- Student Achievement (Awards, Placement)
- Assessment of Student Learning
- Faculty Quality (AAU metrics-Awards, Societies, Grants, Publications)
- Faculty Research Capacity and Output
- Faculty Recruitment and Retention
- Staff Quality and Satisfaction (Annual Evaluations and Reviews)
- Institutional Reputation and Stature (Rankings, Media Analytics)
- Financial Metrics (Equilibrium, Giving Rates)
Appendix

Strategic Planning Process

In November 2011, President Fred Lawrence launched a strategic planning process for the purpose of setting a ten-year trajectory for Brandeis University. He asked Steve Goldstein, Provost and Professor of Biochemistry, to lead a broadly inclusive process. A Strategic Planning Steering Committee (SPSC) was formed, chaired by Provost Goldstein and comprising 27 members, representing all corners of the Brandeis community: 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 Heller School and IBS; four Trustees; five students (undergraduate and graduate); and four senior vice presidents. Many members of the SPSC are also Brandeis alumni. A consulting firm, Cambridge Concord Associates, was retained to provide expert advice and technical assistance.

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. Prior planning exercises by Brandeis and our peers were also reviewed. Faculty, students and alumni submitted proposals, studies and concept documents on their own accord.

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. In May 2012, the SPSC created ten additional task forces to study issues where deeper understanding was judged to be necessary for the planning effort.

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

Approximately 120 members of the community participated in these task forces through the summer. 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 for the Strategic Plan 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 community forums and student town halls, and through statements from the Division Councils, the Deans and the Strategic Planning Task Force Chairs, plus letters from departments and individuals. The Framework was also discussed at Faculty Meetings, in other formal bodies and at meetings of the Board of Trustees.

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 continued to be 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 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 comment in forums and in formal meetings with the schools and divisions. Written responses were also received from these academic units. The Board of Trustees reviewed the draft plan at its March 21 Board meeting, and gave approval to its overall direction and strategies.

In light of these responses to the draft plan, revisions were made. The revised draft was closely reviewed and edited by two senior figures with broad and deep knowledge of Brandeis: Irv Epstein, Senior Advisor to the Provost for Research (and formerly Provost) and Robin Feuer Miller, Senior Advisor to the Provost for Faculty (and formerly Dean of Arts and Sciences). The draft was then reviewed by the University Advisory Council at its May 2 meeting and, after a number of modifications, the Council voted unanimously to recommend to President Lawrence that he present the plan with their endorsement to the Board of Trustees. At its May 17 meeting, the Board of Trustees reviewed the final draft and gave the strategic plan its endorsement.
Strategic Planning Steering Committee

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 F. 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

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

Board of Trustees
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

Administrators
*David Bunis ’83, Senior Vice President and Chief of Staff, Office of the President
Assistant Secretary and Clerk of the Corporation
Marianne Cwalina, Senior Vice President and Chief Financial Officer
*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

Staff
Richard Silberman, Assistant Provost

Consultant
Elaine Kuttner, Principal, Cambridge Concord Associates

*Served as a principal member of a writing group.
**Provided overall direction and oversight for the task forces and writing groups.

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 F. 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

68
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 F. 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 Kaiserman ’60, Trustee 2000-2012, President, Kaiserman 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
Faculty, Scholarship and Research Task Force

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 F. 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
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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

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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 F. 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
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Steve Goldstein ’78, Provost and Professor of Biochemistry
Barbara Mandel, Trustee, Vice Chair, Mandel Foundation
Nancy Winship, Senior Vice President of Institutional Advancement