

Report of the Task Force on Faculty, Scholarship and Research

Universities around the world differ widely in their strengths and weaknesses, but the single attribute possessed by every outstanding institution of higher learning is a first-rate faculty. Maintaining the unique identity of Brandeis University as a small liberal arts research university is crucial to our success. Our institutional reputation and indeed our viability depend upon the strength of our faculty. The marker that most clearly defines the excellence of a faculty is its accomplishments in research, scholarship and creative activity. From the inception of the university, the Brandeis faculty, whose mission also includes teaching of exceptional quality, has been exemplary in its scholarly achievements. Yet, we lack a campus-wide culture of research; in key areas, support for faculty research is often an *ad hoc* affair—the (often duplicative) labor of individuals and departments rather than a clear and central university mission. Brandeis has a Committee for the Support of Teaching, for example, but there is no commensurate Committee for the Support of Research.

A broad array of individuals engage in research and scholarship at Brandeis. Not all faculty are researchers, just as not all researchers are members of the faculty. In order better to support research excellence across our campus, we must recognize the divisions of labor that exist among the dedicated faculty in our schools, departments, and programs. As the contract faculty at institutions like the University of Michigan have already acknowledged, teaching-dedicated faculty require different forms of support from those whose roles in the University clearly center on scholarship as well as on teaching and service. The recommendations in this report are directed primarily at attracting, retaining and sustaining those members of the Brandeis faculty whose appointment, renewal, and promotion are based in large measure on their contributions to scholarship and creative accomplishment in their respective disciplines. In the School of Arts and Sciences, that typically means tenure-line faculty; in IBS and Heller, other types of appointments sometimes fill analogous roles.

Our task force has identified several strategic initiatives that will help Brandeis to strengthen its faculty research profile over the coming years. These include:

- Identifying, fostering, and rewarding research excellence across the campus. Strong support for the scholarly productivity of our faculty will boost faculty morale and retention, enhance our competitive edge in searches for rising scholars at the leading edges of their fields, foster an intellectual dynamism that attracts more and better undergraduate and graduate applicants, and identify priorities for individual, corporate, government, and foundation fundraising. We recommend:
 - Significantly enhanced internal funding, on the level of our AAU peers, to support faculty research and collaboration;
 - Support for faculty across the university to obtain and administer external funding;
 - Effective internal and external communication of our scholarly accomplishments;
 - Protecting faculty time available for research endeavors by streamlining our current mechanisms of research support and, more importantly, by carefully evaluating degree programs that may consume more resources than they produce;
 - More careful assessment of the quality and quantity of faculty research at the department chair and decanal levels;
 - Greater responsiveness to ebbs and flows in the intellectual life cycle of scholars, including the possibility of altered teaching responsibilities during highly research active periods of a faculty member's career, and increased teaching by those research faculty who have become less active in their fields.

- Investing in recruiting and retaining the best faculty. Reductions in faculty size and deficits in support levels relative to other AAU institutions threaten our position as a top research university. To maintain and enhance our outstanding research profile, we recommend:
 - Providing more competitive startup packages for faculty in all fields to enable us to hire more of our first choice candidates;
 - Creating a cadre of postdoctoral fellows who are mentored in and carry out both research and teaching duties;
 - Strengthening Ph.D. and other graduate terminal degree programs;
 - Identifying cross-disciplinary areas in which clusters of faculty hires, accompanied by postdoctoral, graduate and visiting positions, would enable us to make a major impact.
- Creating a more diverse faculty. The Brandeis faculty is significantly more homogeneous than its counterparts at most top American universities. Our lack of diversity hinders us in recruiting and retaining faculty and students and may narrow our scope in many areas of research. We need to identify and aggressively implement innovative methods to recruit and retain a more ethnically and intellectually diverse faculty. Our mission statement, which all members of our community take seriously, embraces these same values and goals.
- Building a physical environment that enables faculty, students and staff to maximize their potential. Physical facilities, including technology infrastructure, are essential in recruiting and maintaining an outstanding faculty as well as to the actual pursuit of knowledge. Appropriately structured buildings create environments that facilitate innovative collaborations across disciplines and make possible certain kinds of projects that would not be possible in their absence. Recent collaborations in the humanities and social sciences indicate that Brandeis is fertile ground for innovative humanities labs and collaborations among our social scientists and humanists and all quarters of the university. Our natural “connectedness” will bear significant fruit if it has the physical facilities in which to do so.

Identifying, fostering, and rewarding research excellence across the campus

The achievements of our faculty in scholarship and research are the University's most valuable asset. Scholarship produced at Brandeis is currency of great value with every constituency we serve, from rising high school seniors and their parents, to individual and institutional donors, to emerging scholars striving to join our enterprise, and indeed to larger and richer universities, who frequently seek to raid our faculty. The efforts of individual faculty members have accumulated a great deal of such currency; by any measure, our accomplishments in scholarship and research greatly outstrip our modest size. The points below suggest ways to invest that currency: to help it grow through internal and external support, to prevent its depletion through excessive committee work and cumbersome bureaucracy, and to minimize its dilution by faculty whose contributions to Brandeis lie outside the research enterprise.

- 1. Improving internal funding.** The University's support for research-related expenses is both cumbersome and uneven. Science and Heller research faculty are generally supported by external funds, and science faculty generally receive substantial start-up packages. On other parts of the campus, junior faculty may receive a few years of modest support through Tomberg grants, but senior faculty generally have little or no research support on an ongoing basis. Procedures for obtaining internal funds are cumbersome and drain both faculty and administrative time. We propose to replace the current inefficient, *ad hoc* mechanisms with annual research accounts for research-active faculty with research-centered appointments.
 - Satisfactory research progress as evaluated by chair and dean would result in a standard annual allocation comparable to those at our peer institutions; those deemed highly research active would receive a substantial increase above that amount.
 - Recommendations would be made by department chairs during the annual assessment and salary review process; deans would weigh carefully those recommendations against the evidence in faculty members' vitae. Faculty would describe their research activity and research plans, but would not apply directly for these accounts.
 - Faculty whose grants already provide research allowances would not be eligible, nor would faculty whose appointments are teaching-exclusive, however worthy their independent research may be. However, faculty should be encouraged to seek external funding for research through financial incentives, e.g., sharing of indirect costs to be placed in an individual faculty account, similar to the recent process established for science faculty.
 - Appropriate expenditures would include conference presentations, travel to archives and other research sites, expenses related to collaboration, publication subvention, conference planning, equipment purchase, and research assistance from graduate students.
 - Receipts would be collected and submitted for reimbursement as is currently done for conference travel, Norman, and Tomberg expenditures.
 - As part of their annual self-assessment, faculty would write a brief annual summary of how they spent the previous year's research account. Those summaries could make the case for rolling over all or part of a year's allocation to facilitate a major research activity that would benefit the campus: putting on a conference, for example. Faculty might also collaborate on proposals to pool research accounts to fund a postdoctoral fellow, sponsor an exhibition, or otherwise enhance the educational mission and research profile of the University.
- 2. Improving access to external funding.** Many Brandeis faculty are highly successful at garnering support for their research and scholarship from government, foundation and other sources. Support for such applications and for the administration of grants and fellowships varies widely across the campus, however. Assistance in seeking and administering grants, both at the departmental and university levels, is much less available outside the sciences and Heller than in those areas. The result

historically has been a vicious cycle, in which when less grant funding comes in to one part of the university, the response is to focus efforts to strengthen support systems on those areas that are already the most successful. To alleviate this situation, we recommend that:

- The Office of Research Administration increase its efforts to work with the non-science units of the campus. Faculty need basic education about what ORA can do to help them. Should the effort to broaden access to external funding prove successful, it may necessitate expanded ORA staffing, i.e., a virtuous cycle.
- Staff outside the sciences should receive increased training in grant administration; departments should be encouraged to pool resources so that staff adept at grant administration might assist faculty across smaller departments and help to train colleagues who are less familiar with these activities.
- Since research at Brandeis increasingly involves information technology and/or libraries, LTS must play a central role in the coordination of research efforts. It is therefore essential to take into consideration the importance of LTS in planning and budgeting for new research initiatives. Moreover, IT and library staff, in partnership with the faculty, will play an ever more crucial role in the education of our students, whose success after Brandeis, both professionally and as citizens, is so vital to us.
- The administration should continue its efforts to publicize external funding opportunities. Currently, communication about such opportunities comes from a variety of sources: from the provost, from advisors to the provost, from the Development Office, and from the deans of various schools. It would be useful to create a standard channel of communication to the faculty, which would then allow for a standard line of inquiry from the faculty to the administration.

3. **Improving the internal and external communication of our scholarly accomplishments.**

Achievements in the lab, in publication, in exhibitions and performances are absolutely central to the intellectual dynamism of our campus. They are not always central to our Web presence, nor do we do everything we should to share with each other our successes in research. As the Communications Office re-staffs and reorganizes, we need to be sure that raising the profile of our faculty becomes a central mission of that office.

- A direct channel should flow from the accomplishments listed in the Faculty Guide and in annual assessments to the Communications Office.
- Communications should share with faculty their professional training in the writing and placement of editorial and other short-form essays in the newspapers. Most Brandeis faculty who place such essays currently do so through their own efforts and contacts.
- Greater assistance should be provided in placing newsworthy accomplishments in external venues. This might include press releases (e.g., about results of studies or new awards) and other media outlets (e.g. Twitter, Facebook).
- We should enhance our *internal* communications about achievements in scholarship, which are typically unknown outside given academic units and sometimes even within them. Faculty members who have won major grants can serve as valuable resources for colleagues seeking those grants.

4. **Reducing needless drains on faculty time.**

Faculty time is everywhere overcommitted, but Brandeis's small size makes this vital resource especially precarious. Simply put, we are too few people trying to do too many things at a world-class level. Point 1 above significantly streamlines wasted faculty and administrative time in our current mechanisms of research support. But there are intellectual drains on our scholarly and teaching time as well. We must carefully evaluate both

graduate and undergraduate degree programs that may consume more resources than they produce; we must support vulnerable Ph.D. programs that risk losing their historic excellence through the dilution of resources across less productive programs.

- We have been encouraged to expand our MA programs rapidly and to develop new ones. Some of these programs are quite successful in terms of student quality and faculty support, others decidedly less so. Those programs which are most appealing to students and which generate the strongest faculty enthusiasm occupy a genuine and important intellectual niche. Others may generate revenue but have greater costs in faculty time. They may also contribute to a discouraging decrease in the level of discourse in specialized graduate seminars. Such deficits outweigh the usually modest benefits in revenue.
- We recommend a careful look at all our Ph.D. and Master's Programs; some may warrant elimination, others pruning, and still others significant expansion. Moreover, this process of scrutiny of our graduate programs should be ongoing.
- The same level of scrutiny should apply to undergraduate programs that proliferate at seemingly no cost, but add inexorably to faculty workload burdens, thus depleting our scholarship and research. We should take full advantage of *Faculty Handbook* procedures for evaluating interdepartmental programs, and act more decisively to phase out those that create a net drain on scarce resources.
- At the undergraduate and graduate level, the growth (and shrinkage) of programs must be based on the intellectual vision of the institution, and the scholarship and research of the faculty involved.

5. **Evaluating faculty productivity.** With greater support for scholarship and research must come greater accountability. At present, faculty self-assessments are cursory; responses at both the department chair and decanal levels are as superficial if not more so. Small raise pools seem to beget small investment in faculty careers; the current annual evaluation process offers little or no meaningful feedback from chairs or the central academic administration on most faculty members' self-assessment, which then encourages faculty to treat the process with resignation, if not ironic bemusement.

- Department chairs should meet with each faculty member after reading the annual assessments, praising strengths and noting areas of concern.
- An important responsibility of each academic dean is to read the annual activity report of each member of that school's faculty.
- In difficult cases, a meeting of a faculty member, the chair and the dean may be appropriate.
- Annual salary evaluations (and, by the terms of this report, Research Account renewals) should include a paragraph of specific, granular engagement with the work of each faculty member.

6. **Responding to the intellectual life cycle of scholars.** A more rigorous and respectful process of annual evaluation will allow faculty and administrators to engage in thoughtful long-term planning that responds flexibly and creatively to ebbs and flows in scholarly productivity.

- During an intensively research-active or highly creative period of a faculty member's career at Brandeis, altered teaching responsibilities may be appropriate. We should encourage such faculty members to teach collaboratively, to offer new courses that respond to immediate research contexts (and to phase out old ones that no longer do so). Such courses would highlight the scholarly dynamism of our faculty, and involve students at every level in the creation of new knowledge—thus fulfilling our unique mission as a liberal arts university. Brandeis could make more strategic use of excellent teaching faculty on term contracts to cover teaching any gaps created by such redeployment of resources.

- For the most highly research-active faculty, at a crucial point in a project, we endorse expansion of the recently introduced Senior Faculty Research Awards, in which faculty, on a competitive basis, are relieved of teaching for a semester but remain available to advise students and fulfill other academic responsibilities.
- We must expect more, more varied, and consistently excellent teaching from faculty whose terms of appointment rest on their production of excellent and original scholarly and creative work but who have become less active in their fields. Increased teaching responsibilities for Master Teachers should be cast as an opportunity rather than a punishment. The Committee for the Support of Teaching should explore ways to celebrate teaching-intensive periods of a research faculty member's career.
- Our task force has noted that tenured associate professors frequently face a variety of situations that they find daunting—whether it is a sudden onslaught of requests for university service or a discouragement with the progress of the next stage of their research. Chairs and deans should be tasked with encouraging a steadier and more rapid progress to promotion to full professor. Faculty who have remained at the associate rank for many years should be helped to move forward in a way that is rewarding to them and to the institution—by resuming their scholarly productivity, by becoming Master Teachers, and/or by taking on increased administrative responsibilities where appropriate.

Investing in recruiting and retaining the best faculty

We believe that Brandeis is at a tipping point in terms of its viability as a small, flexible Research One university. Reduction in the overall faculty size, both long-term and recent, has had a deleterious impact on faculty morale and on the ability of faculty to perform research. It is essential that a significant expansion of the overall faculty size be a cornerstone of any strategic plan of Brandeis University. There are three areas in which Brandeis is slipping dangerously behind its AAU peers:

1. **Hiring the most talented faculty.** One of the things Brandeis used to pride itself on was its ability to hire its first choice in most faculty searches. In recent years, we have often had to settle for second, or even third, best. The past decade has witnessed a dramatic increase in startup funds in science departments across the country. It is essential that Brandeis become more competitive in this area well as in providing attractive (though less costly) packages of research support for new hires in all departments needed to fulfill the mission of a liberal arts university.
2. **Postdoctoral opportunities.** Postdoctoral positions are becoming nearly indispensable in many disciplines, yet many universities lack an appropriate support structure. Fortunately, Brandeis already has a tradition of seeking out and mentoring interdisciplinary postdocs. This presents a unique opportunity for us to become a leader in this area by training a new cadre of highly qualified postdoctoral fellows who are mentored not only in research but also in teaching. The benefits of such a program are numerous, although the hiring and mentoring processes are labor-intensive. In the short term, however, postdocs would help retain our best faculty, who will be tempted to look elsewhere unless they can see that there is a critical mass of colleagues, including postdocs, with related interests with whom they can interact. It would also integrate our research and education efforts in a distinctive way, by developing experimental courses taught by enthusiastic and highly motivated young scholars. In the longer term, these Brandeis teacher/researcher postdocs will be excellent candidates for faculty positions at liberal arts colleges. Since the majority of our graduate students come from such schools, these faculty will feed new undergraduate students into our graduate program.
3. **Competitive graduate programs.** Due to recent cuts, many graduate programs are currently in danger of losing “critical mass” or are encumbered by MA programs with a revenue rather than an intellectual rationale. It is essential to strengthen our best Ph.D. programs by expanding the number of graduate student assistantships and offering competitive stipends, so that these programs continue to attract and train future scholars, enhancing Brandeis’s reputation and ensuring a continued connection (via job placement) to the world’s leading research and scholarship. Programs that are worth offering are worth supporting well.

We recommend that the university target a significant portion of this investment in new faculty hiring, postdoctoral recruitment, and Ph.D. program enhancement in a fashion that will build on our existing deserved reputation for connectedness and strong interdisciplinary collaboration. Specifically, we propose that in addition to searches to replace essential faculty who depart or to add strength to existing disciplines, that Brandeis introduce on a limited scale, a new experimental model, Cluster Hiring. This would involve the faculty identifying exciting new areas of scholarship and research in which we have the potential to make a major impact, and making a set of tenure-track appointments in disciplines that are jointly capable of exploring that area.

Along with those new faculty level appointments should go two other forms of university investment: in postdocs, annual or renewable; and in graduate student positions that, while located in a particular

discipline (since future career viability for those Ph.D.s strongly depends on having a certified area of scholarly and pedagogical expertise), would be linked to the new cluster areas, and recruited by the professors engaged in that cluster's research. Occasional short term senior visiting appointments might further strengthen these clusters.

As appropriate, there might be other infrastructural commitments, including new lab space or (like the successful humanities labs at Duke and Stanford) temporary reallocation of office, classroom or open spaces to create actual physical clusters that would complement the extant disciplinary structure of a research university.

To ensure that these new hires serve to nourish the best current work, we recommend:

1. That the faculty hires be tenure-track and within existing disciplines, but that the post-docs be annual or biannual, and that graduate student recruitment associated with a cluster be similarly limited, to allow rotation as new cluster ideas are approved.
2. That there be a regular process for periodically initiating new clusters, each of which should have a defined (but potentially renewable) lifespan.
 - a. Research-active scholars should collaborate (across departments) to propose new clusters.
 - b. These competitions ought to be judged by a transparent and strongly peer-reviewed process (including input from outside of Brandeis). The further recruitment that follows (e.g., of postdocs, invited speakers or colloquium leaders) ought to be highly public, so as to enhance Brandeis's reputation for identifying new areas of scholarly work.

Such clustered hires would have numerous advantages, including a strong pedagogical component: new courses (the development of which would partly fall to postdocs, as part of their preparation for a further professional career) would be tied to the clusters while they lasted; additionally, both graduate and undergraduate research projects would arise out of the questions such clusters chose to pursue. Terminal-degree graduate programs (normally Ph.D., but in certain cases research-active M.A. programs as well) would be strengthened by the existence of viable research groups within which their scholarship may be located. We also believe that clusters will act as an incentive for all faculty to engage actively in research, and will help in retaining our most active and engaged faculty by offering a palpable intellectual reward for their sustained effort in devising new models for ongoing research at Brandeis.

If successful, an experiment with cluster hiring will simultaneously strengthen multiple research/teaching efforts and thus increase our overall "connectedness". Ideally, it will also serve to reinvigorate the traditional disciplines. If we follow these innovative practices, over a period of time we will create a uniquely connected research environment that will be dramatically different from any other major university in the country.

Creating a more diverse faculty

We recognize the importance of building a robust and diverse faculty not only as a goal in itself, but as crucial in recruiting and retaining both majority and under-represented minority faculty, students, staff and senior administrators. It is difficult to retain faculty from under-represented groups when they experience both ethnic and intellectual isolation. Prospective students, both undergraduate and graduate, visit Brandeis and quickly see that we don't look like the other universities and liberal arts colleges whom we consider our peers. Our attractive campus, our outstanding faculty, our bright students work in our favor, but prospective students also quickly see that our face is not the face of the United States or of the other institutions of higher learning that they are considering and with which we are competing.

Our Posse programs suggest an organic "Brandeisian" way to begin to address the challenge of creating a more diverse faculty. A key aspect of these programs is the formation and nurturing of a cohort of students who mutually support one another and who reach out to the rest of the institution. As noted above, we recommend that the university identify a few areas, perhaps initially in fields like urban studies or the creative arts, in which we might be able to hire faculty from under-represented minorities who would form a vibrant intellectual community (not a ghetto). Like our undergraduate Posses, these clustered faculty would draw into their dynamic nucleus a broad range of faculty and students from the university at large. A community would grow outward from these important **new cluster hires of under-represented minorities**. Increased opportunities for teaching post-docs would also provide a recruiting vehicle.

Brandeis does, in fact, have a number of initiatives aimed at making the campus more inclusive, but they tend to function in isolation from one another. We recommend the development of a **Brandeis Consortium on Diversity Research**. Such a consortium is possible because of our size and flexibility and could attract faculty and students and help to support and showcase our ethnic studies programs as well as programs like TYP and Posse. It would help to demonstrate that Brandeis views diversity as something it acts on programmatically, through and as part of our intellectual and academic enterprise. Putting together a working group of the people doing diversity-related work on campus could set us apart from other institutions. Having this as a university initiative could help show potential funding sources that we have a commitment to diversity, even as we strive to implement that commitment in the makeup of our faculty. Joint proposals might come out of the consortium, as could a series of interdisciplinary programs addressing diversity issues. An effort to identify elements of diversity-related research is already underway in the Heller School and could be broadened to encompass the entire campus.

Since its inception Brandeis has resisted all forms of exclusionary practice, even at a time when it was more difficult to do so. Although our founding ideals have not changed, the world of higher education has, and sadly, we have not kept pace with those changes. We have not found ways to recruit and retain as diverse a faculty and student body as we would hope, even though the desire to do this is at the very heart of our enterprise. With an eloquent, admirable and worthy mission that embraces and acknowledges our Jewish heritage, social justice and the pursuit of knowledge unto its innermost parts, we will still fail ourselves if we do not recognize the foundational importance of diversity in each of these areas. Brandeis affirms the importance of a broad and experiential education in developing and promoting individual potential and an abiding concern for the welfare of others. How can we prepare students for full participation in a changing society, how can we educate them so that they are ready to assume responsibility and seek solutions for the problems on our evolving and increasingly fragile planet without a diverse faculty and student body? We run a terrible risk of ghettoizing and marginalizing ourselves if we do not embrace diversity in all its forms. Our university will falter, shrivel and become irrelevant to the very things it affirms and embraces—social justice and knowledge unto its innermost parts.

Building a physical environment that enables faculty and students to maximize their potential

Organizational research makes it clear that the spaces in which we work have an impact on the quality of our work. For some at Brandeis, though, this is not just a matter of degree: appropriate physical facilities are a pre-requisite for the scientist who needs reliable temperature or vibration control to perform her experiments, or for the painter who needs proper light and adequate ventilation in order to paint. Even for those with less exacting requirements, **strategically constructed facilities** like the Volen Center for Complex Systems, the Shapiro Science Center or the Mandel Humanities Center, promote both formal and casual interactions between faculty and students that engender new and exciting scholarly projects. On the other hand, offices like those in the humanities quad—barely heated in the winter and stifling in the summer—are an impediment to recruiting at all levels, and an inducement to faculty to work off campus, which means they are less likely to interact with students and colleagues. Worst of all, the upper quad is inaccessible to students or faculty members with physical disabilities, so when a class that would typically be taught there includes a disabled person, we move it to an accessible building down the hill. Technically, this constitutes the “reasonable accommodation” legally required of us, but we know it has the effect of calling attention to the disability.

In a future we already see emerging at Brandeis, scholarship and research will be increasingly collaborative and increasingly facilitated by technology. As an example, consider the recent performance of a dance choreographed by a member of the theater arts faculty, with text provided by a member of our philosophy department, sets designed by a member of our arts faculty in consultation with a member of our biology department, and music composed by a Brandeis composer. Now imagine a campus with **physical facilities that consistently promote connectedness**: a multi-arts center, a social science research center, phase two of a science center, a Library and Technology Services building where faculty, students, and staff could collaborate in emerging areas like digital humanities, experimenting with and **collaborating through the latest information and communication technologies**. Imagine a renovated upper quad, with more spaces like those now offered by the Mandel Humanities Center, where faculty whose research is generally solitary are already making the most of collaborative spaces and the interdisciplinary interactions those spaces encourage. Finally, imagine **an accessible upper quad** fully utilizable by those with physical disabilities. Physical facilities that reflect and promote equality of access will magnify the impact of our research and scholarship, and they are a critical element of our social justice mission of inclusion.

What new kinds of knowledge, what surprising opportunities for faculty and students would arise, in such spaces? Brandeis has already commissioned some eloquent and thoughtful studies of the history and the possible future design of its campus. Our task force believes that it is time to carry out and build on some of these ideas, and that doing so will contribute to our mission and help Brandeis to recruit and retain the best.

Conclusion

Each of the strategies set out above fosters Brandeis's primary values, its essential mission and its fundamental identity as a research university that offers the benefits of a small liberal arts college. The commitment to maintain Brandeis as a research university with a liberal arts focus is clearly impossible without a first-rate faculty able to do its scholarly and creative work in an environment designed to provide maximum support for those efforts. Identifying ways to provide and enhance that environment has been at the heart of the effort of all of our task forces. The Task Force on Faculty, Scholarship and Research quickly realized that each of the areas our Strategic Plan as a whole has focused on – administrative structures, the physical plant, technology, innovations, degree programs – is an essential element if we are to have the faculty we want doing the things that we want them to do. We must build on the outstanding strengths that our current faculty offer while exploiting the distinctive flexibility that our size provides us to move rapidly in promising new directions. We have outlined some of these directions above.

Brandeis has been committed since its beginning to creating a welcoming and productive setting for faculty who might be less comfortable at other institutions. The creation of a more diverse faculty is clearly in keeping with our ongoing values of social justice, pluralism, access and diversity and with our mission, which emphasizes social justice and the pursuit of knowledge to its innermost parts. A more diverse faculty would strengthen our attractiveness both to students and to faculty from all backgrounds. The specific challenges have changed since 1948, but the goal of bringing to Brandeis the best faculty from a variety of backgrounds, whether based on religion, race, gender or intellectual pursuit, remains paramount.

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