# Brandeis University Fifth-Year Report

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Introduction

Preparation of the fifth-year report began in September 2010, engaging senior leaders and staff in a reflective learning experience and providing a holistic summary and analysis of changes and continuities at Brandeis University over the past five years. The Provost briefed the Faculty Senate and the University Advisory Committee about the process, and it was agreed that faculty would be involved on the committees and in reviewing the overall report.

A Steering Committee consisting of the Provost, the Senior Vice President for Finance and Chief Financial Officer, the Dean of Arts and Sciences, the Vice Provost for Academic Affairs and the Vice President for Planning and Institutional Research provided overall direction for the fifth-year report, reviewed all draft documents, and provided detailed feedback to the authors of the various sections. In addition, there were 12 subcommittees, organized by standard and at times by substandard. Throughout the academic year, these committees discussed the content for the report, collected evidence, produced a series of draft documents, and put forward possible projections by area. The membership of the committees and subcommittees is listed on the Brandeis website at http://www.brandeis.edu/neasc/5th_yr_review/index.html.

In the summer, the President, the Provost, and the Dean of Arts and Sciences, together with the Faculty Senate Council (outgoing and incoming), reviewed the report and provided comments, which were focused particularly on the projections for each standard. The final report provided an excellent opportunity to take stock of Brandeis’s progress toward institutional goals, to assess areas needing further attention, and to chart a set of priorities for the future. Brandeis’s fifth-year report is available online and at the University’s library.

Institutional Overview

Classified by Carnegie as a “very high research activity” university, Brandeis has been a member of the Association of American Universities for the past quarter century. Brandeis has used its youthful energy and small size to attract outstanding faculty and students and has thereby enhanced its national reputation. The University enrolled its first class of 107 students in October 1948. Today, Brandeis hosts 5,600 students from over 100 countries. Our full- and part-time instructional faculty number more than 500 and are nationally recognized for their scholarship.

There have been significant changes in Brandeis’s leadership recently. The arrival of the eighth president, Frederick Lawrence, on January 1, 2011, marked the beginning of a new era for Brandeis. The outgoing president, Jehuda Reinharz, served for sixteen years and oversaw the physical redevelopment of the Brandeis campus, raised $1.2 billion for the University, and substantially increased the diversity of the student body. Other major recent changes include the appointment of a new Provost and Senior Vice President for Academic Affairs, Dr. Steve Goldstein, who begins officially on September 1, 2011, a new Dean of Arts and Sciences, Dr. Susan Birren, who took office on July 1, 2011, and a
new Senior Vice President for Students and Enrollment, Dr. Andrew Flagel, who will begin on September 1, 2011. A new Dean of Admissions, Mr. Mark Spencer, started in fall 2010.

Brandeis is known for its entrepreneurial spirit and academic innovation. Over the past several years, new majors have been created in Business and in Film, Television and Interactive Media. The Experiential Learning program for undergraduates expands on aspects of Brandeis’s mission and prepares students to participate fully in a changing society. Master’s degree programs across all four Schools (Arts and Sciences, Heller School for Social Policy and Management, Brandeis International Business School, and the Rabb School of Continuing Studies) have increased and attract students from around the world. The new Mandel Center for the Humanities is at the center of a transformative effort involving the creation of new interdisciplinary undergraduate courses, as well as new opportunities for undergraduates to participate in interdisciplinary research internships. It has been the site of many special local, national, and international conferences and events. The Rose Museum remains open to the public and efforts are underway to integrate it more fully into the broader educational mission of the University. This coming year will be the 50th anniversary celebration of the Rose, and a $1.7 million, gift-funded renovation will prepare the museum for several exciting exhibitions and events. In addition, a search is being launched for a new director of the museum.

Special Emphasis One: Integrated Planning

Overview: The financial crisis of 2008-2009 required immediate, short-term strategies to weather the severe economic downturn. A variety of planning exercises took place across the campus, resulting in new understandings of how Brandeis can reduce expenses and grow revenues. More recently, President Lawrence has developed revised plans and new strategies for thoughtful integrated planning.

Description: In 2004, then President Reinhart gave the senior management team a charge to create a multi-year plan for the University that would support programmatic goals and protect physical, financial, and human assets, and do so in a way that developed priorities and allocated resources across all areas. The first Integrated Plan was completed in FY 2005 and outlined institutional goals for the 2006-2012 planning period. Continuous review of the year-to-year goals was led by the Integrated Planning Group, which was expanded in 2008 to include the Deans of the Heller School and the Brandeis International Business School, together with several vice presidents.

The global financial crisis put the goals articulated in the Integrated Plan on hold as the University worked to respond to the severe challenges that confronted virtually every institution of higher education. Brandeis’s responses included a hiring freeze, staff reductions, increased use of unrestricted endowment, a one-year suspension of University contributions to retirement accounts, and a controversial vote by the Board of Trustees to
allow the University to sell art from the Rose Museum permanent collection.¹

In order to establish longer term plans that would reflect the need to increase revenue and decrease expenses, the entire University community discussed and debated various options through the establishment of ad hoc committees, town meetings, a faculty listserv where ideas for the future were posted and commented upon, increased involvement by the Board of Trustees, and intensive and extensive analyses of all University operations by the senior management team. The result was a decision, endorsed by the faculty, to increase the undergraduate student enrollment from 3200 to 3600 students over four years, to reduce the size of the faculty in Arts and Sciences by approximately 35 FTEs over time, to increase the number and size of revenue-producing master’s programs and to reduce the number of University-funded doctoral students. In order to implement these goals, numerous ad hoc committees were formed: the CARS Committee (Curriculum and Academic Restructuring Steering Committee), chaired by the Dean of Arts and Sciences; Brandeis 2020 (an extension of CARS), also chaired by the Dean of Arts and Sciences; BIG (Bold Ideas Group), chaired by the Provost, to identify possible significant new revenue streams; ARRC (Administrative Resource Review Committee), consisting of senior officers of the University, as well as faculty, to identify any areas in the University where efficiencies might be achieved and staffing levels might be reduced; and the Centers and Institutes Review Committee, chaired by a senior faculty member and charged with identifying ways in which the numerous Centers and Institutes at Brandeis could augment their existing contributions to the academic goals of the University.

The result of these analyses, committee recommendations, and presidential directives is a revised five-year financial plan based on a variety of planning assumptions that has enabled the University, through the use of unrestricted endowment, among other sources, to project balanced operating and capital budgets through 2015, when it is projected that unrestricted endowment will no longer be needed to balance the operating budget.

In fall 2010, President Reinharz announced his retirement after 16½ years. The Executive Vice President and Chief Operating Officer had announced his retirement in 2009, and in 2010 internal promotions were made for a Senior Vice President for Budget and Finance/CFO and a Senior Vice President for Administration. The position of Vice President for Planning and Institutional Research was created and an internal promotion filled that position.

President Lawrence assumed office on January 1, 2011. In September 2010, President Reinharz and President-elect Lawrence created the Administration Structure Advisory Committee (ASAC), chaired by Heller Dean Lisa Lynch and consisting of senior level faculty and staff. Its charge was to evaluate administrative structures and responsibilities of the Provost and the Senior Vice President for Students and Enrollment and to recommend adjustments that would best serve Brandeis in the years ahead. Their recommendations included a decision to strengthen the role of the provost as the chief academic officer and the second-ranking member of the administration after the president.

¹ No art has been sold and there are no plans to do so.
President Lawrence expanded the role and changed the leadership of the re-named Integrated Planning and Budget Committee. The Provost now chairs this Committee as well as the University Advisory Council, the role of which in setting academic priorities has been expanded.

**Appraisal:** Brandeis, like most institutions of higher education, weathered the financial tsunami and emerged stronger because of the intense participation of faculty, students, staff, and the senior management team throughout the crisis. Crises can bring communities together, but in crisis periods decisions may be made that are not as fully analyzed for their implications as would normally be the case. The University is aware, for example, that some of the staff reductions taken in FY 2009 and FY 2010 are unsustainable and have caused disruptions in services and support, especially within Library and Technology Services. The University became aware that it needed stronger institutional research, and Brandeis now has a Vice President for Planning and Institutional Research, who is creating an integrated University-wide capability for data-informed decision-making. In 2011, with new presidential directives and a greater sense of economic stability, the Integrated Planning and Budget Committee has resumed its role as the venue for University-wide planning in conjunction with the University Advisory Council.

**Projection:** Brandeis is a far more stable institution today than it was during the financial crisis. President Lawrence has launched a new strategic planning process to identify key academic goals for the next five years, supplemented by a financial plan to support those goals. He has engaged the Board of Trustees in this process and empowered all the constituencies of the University to be active participants in shaping Brandeis in the years ahead. He also resolved the controversy regarding the Rose Art Museum.

**Special Emphasis Two: Facilities and Resources**

**Overview:** Brandeis has made significant investments in the past five years to address the quality and condition of its physical facilities. Eight new buildings, encompassing 295,000 square feet, have been added to the campus at a combined cost of $166 million, providing new academic, residential, and student services space. All of these new facilities were designed and built to meet or exceed a LEED-silver-equivalent standard². During the same period, 228,000 square feet have been renovated, at a combined cost of $46 million, including important adaptive reuse projects to extend the life and make the most efficient use of existing facilities. The University has reduced its deferred maintenance backlog in recent years, both through renovations to academic, residential,

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² LEED (Leadership in Energy and Environmental Design) is a rating system that provides a standardized means of measuring the degree to which new or renovated buildings improve performance in energy savings, water efficiency, reduction of CO₂ emissions, indoor environmental quality, and stewardship of resources and sensitivity to their environmental impact.
student life and student services buildings, as well as through removals of several older facilities that were beyond their useful life. Nevertheless, the University’s deferred maintenance backlog remains substantial, and addressing it is expected to pose a continuing challenge.

**Description:** Brandeis has increased its overall facilities square footage from 2.5 million to almost 2.8 million in the last five years. At the same time, the number of buildings on campus has been reduced from 100 to 97, reflecting a more efficient use of land and buildings. New facilities added since 2006 have addressed key strategic priorities for the University and have included the Irving Schneider and Family Building, which almost doubled the space for The Heller School for Social Policy and Management; the Ridgewood Residence Halls (three buildings, with a total of 184 beds in apartment-style housing); the Science Complex Renewal Phase 1, including the new 108,000 square foot Shapiro Science Center; the Shapiro Admissions Center; the Mandel Center for the Humanities; and the Science Complex Central Chiller Plant, which improved energy efficiency in the Science Complex. Consistent with the University’s commitment to the American College and University Presidents Climate Commitment, and pursuant to Brandeis’s Campus Climate Action Plan, the new facilities were designed and built to meet or exceed a LEED-silver-equivalent standard. The most recent new building, the interdisciplinary Mandel Center for the Humanities, meets a LEED gold-equivalent standard. Throughout these many projects, Brandeis maintained a consistent record of on-time and on-budget completion.

Over $50 million in deferred maintenance has been addressed since 2006, much of it in connection with major one-time capital projects, including the removal of eight older buildings, as well as several renovations. Major renovations have included Heller-Brown at the Heller School for Social Policy and Management; five first-year residence halls; the Usdan Student Center; the Bernstein-Marcus Administration Center; the three Chapels and Muslim worship space; and new programmatic space for the Osher Lifelong Learning Institute. In addition, a multi-phase, $15 million energy savings program has been carried out to improve energy efficiency throughout campus.

Brandeis is currently completing two major capital projects: a renovation of the Rose Art Museum; and renovation of the Linsey Pool facility, which was closed in 2008 due to equipment failures. Both projects address significant deferred maintenance needs in the two facilities. The Rose Art Museum Renovation will be the second Brandeis project to meet a LEED gold-equivalent standard for sustainability.

**Appraisal:** According to Sightlines LLC, Brandeis’s total capital investment levels in recent years have exceeded its peer-group average. The most recent Return on Physical Assets report prepared by Sightlines recognized Brandeis’s “historically strong mix of spending with ‘healthy’ portions directed towards envelope/mechanical projects on campus.” Important initiatives and goals set forth in the University’s 2001 Campus Master Plan and in subsequent sector and category plans have been achieved, including the reorganization of the Lower Campus and improvements and additions to student housing. At the same time, the need to invest sufficient funds from the annual capital budget to address the deferred maintenance backlog remains a serious challenge,
underscored by the impending conclusion of the major capital program in which Brandeis has been engaged for the past twelve years.

**Projection:** Brandeis is unlikely to carry out additional major new construction in the next few years. The University is focused now on how to increase the portion of the annual capital budget that can be devoted to addressing deferred maintenance.

This goal is a key charge of the Assistant Vice President for Facilities, a recently created position. An important focus of these efforts will be renewal of HVAC systems, which comprise the largest category in the University’s deferred maintenance backlog. Over half of Brandeis’s buildings are more than 40 years old, and many of the HVAC systems are original to the buildings they serve. There are many opportunities for renewals and updates that would yield returns on investment of approximately 10 percent annually through improved energy efficiency.

The goal is to increase the level of investment in facilities by $10-$15 million per year; however, the University remains in a recovery period from the recent financial downturn. In this financial environment, it is unlikely that the targeted level of facilities investment will be achieved any time soon. The near-term goal is to make progress by increasing the level of annual expenditure for deferred maintenance.

**Special Emphasis Three: Assessment of Student Learning**

**Overview:** In the last five years, Brandeis has created a comprehensive approach to the assessment of student learning, developed University-wide learning goals, articulated learning goals for all majors and minors in the School of Arts and Sciences, and appointed an Associate Provost for Assessment. Brandeis has also received a three-year Davis Education Foundation grant to support the development of customized, department-specific ways of assessing student learning. The grant also supports more extensive analyses of existing data that have potential value for assessment activities, as well as the hiring of a 0.5 FTE institutional research analyst.

**Description:** Brandeis set eight goals for the assessment of student learning, following its reaccreditation in 2006. The Provost convened and chairs the Provost’s Advisory Committee on Assessment of Student Learning, consisting of faculty, staff from the Division of Students and Enrollment and the library, and two students. The Committee is charged with setting strategic goals and providing opportunities to enhance and deepen the University’s efforts to assess student learning in and out of the classroom. Second, Brandeis developed broad learning goals that reflect its unique combination of liberal arts education in a vigorous research environment in an institution committed to social justice. These goals were presented to the Board of Trustees in October 2008. Third, all undergraduate academic majors and minors now have written goals for student learning outcomes, which are included in the University Bulletin and available on an assessment website (www.brandeis.edu/assessment). Fourth, the departments within the Division of Students and Enrollment have built on their previous assessment efforts, linking their methods of evaluation with the University learning goals. Fifth, the student course evaluation form was revised to incorporate direct, focused feedback on each course’s
contributions to addressing the University learning goals. Sixth, the senior survey was revised to collect data on the extent to which students’ experience at Brandeis conforms to the University learning goals and developed a report for each academic department on the results of the senior survey. Connections were created in the senior survey between out-of-classroom experiences and University learning goals. Seventh, the position of Associate Provost for Assessment and Evaluation was created and filled by a member of the faculty on a half-time basis. Beginning this fall, the Associate Provost will chair the Advisory Committee on Assessment of Student Learning. Finally, Brandeis continued its internal reviews of undergraduate academic programs, twenty of which have been completed since spring 2007.

**Appraisal:** There is a culture of assessment across the University, including many workshops, departmental consultations, and presentations at faculty and Board of Trustees meetings. Within the staff — particularly in Athletics, Academic Services, the Hiatt Career Center, and Student Affairs — assessment was integrated into daily operations through discussion at staff meetings, additional staff training, and further surveying of students.

Through funding from the Davis Educational Foundation, Brandeis participated in the Wabash National Study for Liberal Arts Education. In the last two years, five senior administrators involved in assessment activities have traveled to Wabash University as part of a national study. In the fall 2010, two advisors from this study spent three days on campus meeting with students, faculty and senior administrators to discuss findings. In spring 2011, advisors returned to campus for further discussion with faculty and students.

The Dean of Arts and Sciences now requires that a review of departmental assessment efforts be included in the annual academic planning meetings with each academic program. Brandeis’s three professional graduate schools also have written learning goals for their graduate degree programs. The Graduate School of Arts and Sciences will be undertaking the development of learning goals in its master’s programs in this coming academic year.

In the Division of Students and Enrollment, there is a long history of measuring students’ learning; however, it has not previously been linked to overarching University learning goals. In the Academy, the development of departmental learning goals is relatively new, and these strongly reflect the University learning goals. The University has a host of indirect assessment measures, based on course evaluations and senior survey data, and these results are reported regularly to academic and non-academic departments. Brandeis is working to develop direct measures, wherever possible. The faculty member appointed as Associate Provost for Assessment and Evaluation is a passionate advocate of assessment and will work closely with the Vice President for Planning and Institutional Research to ensure that the results of assessment of student learning outcomes impact broader University institutional research and planning activities.

**Projection:** Now that the academic programs have articulated learning outcomes, the syllabus for each course at Brandeis will articulate specific learning outcomes, as has
already been done in the departments of Computer Science and Physics. Faculty members have a better understanding of the need to make explicit that which has perhaps been only implicit, and this has contributed to a higher degree of comfort with assessment initiatives. Student Services staff use various methods to measure the impact of their programs, not in isolation from one another, but under a united set of goals. Academic programs and non-academic departments need to think broadly about how to assess the achievement of their learning goals, the next major step in the process. External review committees for undergraduate academic programs, which were temporarily suspended during the financial crisis, will be asked to offer their own assessment of the extent to which the structure and curriculum of the program accords with stated learning outcomes. Funds have been restored to permit two or three external reviews annually.

**Standard One: Mission and Purposes**

**Overview:** Brandeis University is unusual in combining in a single institution the academic excellence and intellectual rigor associated with top research universities with the personal interaction and attention characteristic of the finest liberal arts colleges. Its culturally diverse student body is drawn from all 50 states and more than 100 countries. While Brandeis maintains a special relationship with the Jewish community, it is not affiliated with any religious organization, offers no theological instruction, and “strives to reflect the heterogeneity of the United States and of the world community.”

**Description:** In keeping with the University’s mission statement, all Brandeis faculty members are expected to teach and encourage undergraduates — and in appropriate fields, postgraduates — to participate in scholarship, research, and artistic activities.

The formal mission statement, adopted by the Board of Trustees in 1984, emphasizes academic excellence, non-sectarianism and cultural diversity, social justice, and sponsorship by the Jewish community. The mission statement is found in admissions and other materials, including the Brandeis University website, forms part of the framework of the student handbook, *Rights and Responsibilities*, and is also present in academic planning, the University’s various programs, centers and institutes, and the culture of the campus.

**Appraisal:** Examples of the ways in which the University’s mission, particularly its commitment to excellence and social justice, influences academic planning and programs include majors for undergraduates in Health: Science, Society and Policy; Creative Writing; International and Global Studies; and East Asian Studies; master’s degrees in Coexistence; Education; International Health Policy and Management; and programs and research embodied in the International Center for Ethics, Justice and Public Life, the Crown Center for Middle East Studies; the Schusterman Center for Israel Studies; the Schuster Institute for Investigative Journalism; the Office of the Arts; and the Brandeis-Genesis Institute.

3 See www.brandeis.edu/about/mission.html for Brandeis’s Mission and Diversity statements.
A diversity statement accompanies the University’s mission statement. Underscoring the University’s commitment to campus diversity, niche graduate programs, such as the M.A. in Sustainable International Development at the Heller School, and part-time graduate programs, such as the M.S. in Finance at the International Business School and the M.S. in Bioinformatics at the Rabb School, draw international students and industry professionals to campus. The Office of Global Affairs builds connections between the University’s many ongoing activities in the international arena, identifies new resources for international projects, including many faculty-led international programs, and cultivates partnerships with organizations and institutions worldwide. The Osher Lifelong Learning Institute, a division of the Rabb School of Continuing Studies, brings adult learners — often alumni and friends — to campus for peer learning. Since 2002, Brandeis has been a member of the Massachusetts Campus Compact, which is comprised of 38 private and 23 public institutions dedicated to fostering civic engagement on campus and preparing informed citizens. This membership has contributed to Brandeis faculty and student research in the arts, in sociology, and in the Waltham schools, and has provided interns to support service learning on campus.

Grants received, faculty awards, memberships and publications, and program/school rankings are measures of the success of the University’s commitment to academic excellence through scholarship and its research mission.

**Projection:** Within the next year of strategic planning, the University’s mission and diversity statements will be reviewed.

**Standard Two: Planning and Evaluation**

**Overview:** As the economy began to stabilize, Brandeis resumed its regular pattern for both internal and external review of academic programs. New efforts have focused on creating a centralized Office of Planning and Institutional Research, which includes in its scope the development and implementation of an Enterprise Risk Management initiative. The President has recast the roles of the University Advisory Council and the Integrated Planning and Budget Committee, increasing the synergy between them and other University committees.

**Description:** There is a regular University-wide budget and planning cycle. Within Student Services, there is an ongoing assessment of criteria for measuring success in various units. In addition, all academic programs are subject to periodic internal review (see Standard 2 Appendix for specifics). In 2007, the Association to Advance Collegiate Schools of Business conducted an external review of the Brandeis International Business School, resulting in formal accreditation; another review is scheduled for fall 2012.

In addition to internal planning and evaluation efforts, the University uses external resources such as surveys, academic reviews, financial audits and visiting committees. Financial audits occur annually, as do peer assessments and analysis, prepared by Cambridge Associates, NACUBO and Moody’s. The National Research Council’s assessment of research-doctorate programs, published this year, also provided the
University with an important analytic and assessment tool. Brandeis is a member of the Education Advisory Board, which provides comprehensive studies of key issues in higher education and prepares customized research reports on issues that Brandeis brings to its attention.

Evaluation enables the institution to demonstrate through verifiable means its attainment of purposes and objectives inside and outside the classroom. The results of evaluation are used systematically for improvement and to inform institutional planning, especially as it relates to student achievement, academic program needs, and resource allocation.

Retention and graduation rates are used as means of assessing achievement of institutional goals; in this regard, as assessment of student learning outcomes develops, achievement of goals is increasingly being used in place of student satisfaction survey results. Increases in quality indicators, such as the SAT, GRE and selectivity indicators, such as a lower acceptance rate, are largely the result of increasing the size of the applicant pools. The growth of international applicants is a reflection of Brandeis’s becoming increasingly well known and respected. Growth of the University’s research enterprise, tenure rates, faculty publications, honors, awards and government and other appointments all give evidence of increasing quality.

**Appraisal:** The strategic planning effort enables Brandeis to examine strengths, opportunities, and challenges and to create a blueprint for the future. Several efforts are underway to increase the University’s ability to make data-informed decisions, including the data warehouse project and Enterprise Risk Management, both led by the Vice President for Planning and Institutional Research and drawing on staff from across the University. Creation of the data warehouse increases the University’s ability to aggregate data from different sources across the institution (student, faculty, human resources, financial). It will improve data access for individual units and senior leaders, and augment managerial and strategic analysis. Data dashboards are being designed and developed for trustees and senior managers, which will establish a common basis for communication, strategy and assessment. Risk identification and evaluation, an important component of Enterprise Risk Management, occurs across the units of the University and will be incorporated into strategic planning.

**Projection:** The University is strengthening its capacity to plan, analyze and assess its effectiveness, and it is investing in the staff and technology needed to do so. This will provide an excellent foundation for all future planning efforts.

**Standard Three: Organization and Governance**

**Overview:** Since the reaccreditation in 2006, several significant changes have occurred with respect to organization and governance. In addition to the appointment of a new President and other senior administrators, the chair of the Board of Trustees established earlier this year a trustee committee, which includes faculty and student representation, to thoroughly review board governance and its effectiveness.
Description: The Board of Trustees is the legal corporation of the University. The Board and the president jointly have delegated to the faculty responsibility for various academic policies and practices that are codified in the Faculty Handbook.

The Board conducts its business through 11 standing committees, and each standing committee receives administrative and policy support from one or more of the senior officers of the University. A newly appointed trustee committee is studying the structure of the Board and its committees, with a goal of making recommendations to the Board within a year regarding governance policies and procedures. Within certain constraints and limitations set forth in the Board Bylaws, the Executive Committee is authorized to exercise the powers of the Board of Trustees.

None of the Trustees is compensated, and all Trustees, as well as certain Brandeis employees, who are in a position to make commitments in the name of the University, complete and sign annual conflict of interest statements requiring disclosure of all potential conflicts of interest. The Trustees Office maintains the minutes of all meetings of the Board and its committees, dating back to January 30, 1946.

The senior officers reporting directly to the President are the Provost and Senior Vice President for Academic Affairs, the Senior Vice President for Finance and Chief Financial Officer, the Senior Vice President for Administration, the Senior Vice President for Students and Enrollment, the Senior Vice President for Institutional Advancement, the Senior Vice President for Communications and External Affairs, the Senior Vice President and General Counsel, and the Chief of Staff. These officers, together with the Dean of Arts and Sciences, the Dean of the Heller School for Social Policy and Management, and the Dean of the Brandeis International Business School, constitute the Core Group, which meets weekly with the President.

Various external advisory boards and councils are important elements within the University’s shared governance model. With the exception of the Board of Trustees, none of these boards or councils has legal or financial responsibility or authority; all are advisory only.

Faculty and student representatives to the Board of Trustees are elected by the faculty and students respectively and approved by the Board.

Each of the four Schools within Arts and Sciences has a faculty Council, focused primarily on issues of undergraduate education, and composed of the chairs or designated representative of each School’s departments and programs. The Councils review all new curricular proposals, proposed changes in the requirements for majors, and the program in general education required of all undergraduates as it pertains to their School. The Undergraduate Curriculum Committee reviews all of the Councils’ curricular proposals. The Graduate Council of Arts and Sciences is chaired by the Dean of Arts and Sciences

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4 The President of the University serves as a voting Trustee ex officio and is compensated solely in his or her capacity as President of the University.

5 See appendix 3A for the organizational chart.
and is composed of a representative of each graduate program and a graduate student representative from each School. The Council of the Graduate Professional Schools, chaired by the Provost, consists of two faculty members from each professional School, a representative of each graduate professional program outside the professional Schools, an observer from the Rabb School of Continuing Studies, and one graduate student representative from each professional School. The Council of the Rabb School of Continuing Studies consists of several faculty members from Arts and Sciences and one from each of the professional Schools, together with one graduate student.

Faculty also contribute to the governance of the University through membership on standing committees, as mandated by the Faculty Handbook, and special committees created by the Provost in consultation with the Council of the Faculty Senate. The Faculty Senate is the representative body of the faculty as a whole and may initiate discussion on any issue relevant to the educational and research missions of the University broadly defined, including, but not limited to, matters of faculty rights and responsibilities, academic freedom, faculty compensation, personnel procedures and policies, and University rules and regulations affecting faculty. The Faculty Senate has become more involved in the governance of the University, in part due to a “we’re all in this together” attitude that was deeply ingrained in the campus community during the financial crisis.

Department chairs participate in governance of the University through decisions about faculty appointments, curriculum and teaching assignments. Department chairs meet monthly and constitute an important element in shared governance. More generally, faculty members participate in governance through faculty meetings, which are held at least six times during the academic year and are presided over by the President or the Provost. The President of the Student Senate, one undergraduate elected by the Student Senate, and the President of the Graduate Student Association may attend and participate as non-voting members in faculty meetings.

The governing body of the undergraduate student body is the Student Union Senate. In providing a voice for undergraduates, Union officers represent their constituents to the administration, the community, and each other. There are senators elected at large, by class, and by residential quad, as well as senators for minority students, the Transitional Year Program, and off-campus students.

The Graduate Student Association (GSA) represents graduate students. It serves to provide a forum for issues of concern to graduate students, represents their interests to the faculty and the administration, organizes activities important to graduate student life, disseminates information, provides assistance to graduate student organizations, and selects graduate students for University committees, including ad hoc and search committees as appropriate. Heller graduate students sit on program committees for each degree program and a student sits on the Heller Board of Overseers. Brandeis IBS graduate students from the Sachar Assembly advise the School on graduate student issues.
Appraisal: More information regarding the Board of Trustees, Faculty Senate, Student Union and Graduate Student Union is available on the web sites listed below.
http://www.brandeis.edu/trustees
http://www.brandeis.edu/faculty-senate
http://brandeisstudentunion.org
http://www.brandeis.edu/gradstudent/gsa

Both undergraduate and graduate students have been very active on many committees and are voting members on important faculty committees dealing with the curriculum and the support of teaching. Graduate students sit on over 30 University committees, and are also appointed, as requested, to ad hoc and search committees.

The effectiveness of the organizational structure is, in most instances, assessed organically and often by those most immediately involved. Students, faculty, deans, senior administrators, and trustees all suggest changes to ensure more effective oversight. Some changes for standing committees are codified in the Faculty Handbook; others simply become common practice and are incorporated into the Handbook over time.

Projection: With the assumption of office by President Lawrence on January 1, 2011, the University concluded an extremely smooth and orderly transition from one administration to the next. The Board of Trustees’ interest in analyzing and discussing its own effectiveness offers a potential reflective model for improving governance throughout the University.

Standard Four: The Academic Program

Overview: In the last five years, Brandeis’s academic programs have become more global, concurrent with an increase in the international student population at both the undergraduate and graduate levels. Brandeis has also demonstrated a sustained commitment to experiential learning opportunities. New structures, such as the Division of Science and the Division of Humanities have been created. There has been a significant increase in the numbers of master’s programs and graduate students across all the Schools of the University.

General Academic Program

Description: Since Brandeis’s reaccreditation in 2006, there have been four major developments within the academic program. First, the academic enterprise has a more global character, evidenced by the increase in the international student population, an increase in the centers that have an international focus, and an increase in the global perspective of academic programs at both the undergraduate and graduate levels. Since the Office of Global Affairs was created in 2007 within the Office of the Provost, Brandeis has developed strategic plans to increase and deepen the international opportunities for students to study abroad — the Hague Program and the Brandeis Middlebury Program in Israel — and for faculty to develop new research collaborations
and establish productive partnerships with other institutions. Since 2006, several new internationally focused academic centers have been established, including the Schusterman Center for Israel Studies; the Perlmutter Institute for Global Business Leadership; Brandeis Genesis Institute for Russian Jewry; and the Institute for Global Health and Development. Already existing programs such as German Studies and Russian Studies have been re-designed to become more accessible and appealing to a broader group of students. In addition, in summer 2009, the Admissions Office launched the Gateway Scholars Program as a pilot program to attract and admit high-performing international students who were qualified academically but needed focused attention on their English language skills. This pilot program has become permanent and has been successful in preparing students for the full Brandeis experience. Altogether, nearly 12 percent of undergraduate students are international; a third of all graduate students are international, and at the Brandeis International Business School (Brandeis IBS) over two-thirds of the students are international.

A second major development has been an institutional commitment to expanding opportunities for undergraduate students to engage in diverse experiential learning (EL) opportunities. The EL programs focus on reflective processes that connect theory, practice, and the synthesis of new ideas. Academic EL education consists of community-engaged learning, internships and other activities, including performances, laboratory work, and creative and studio work. In addition to academic EL, there is an array of not-for-credit projects, internships, community service activities, studio and art projects and study abroad programs. The EL program was developed to expand on some of the vibrant aspects of the Brandeis mission, preparing students to fully participate in a changing and global society.

A third major development was the establishment of the Curricular and Academic Restructuring Steering (CARS) Committee in 2009, chaired by the Dean of Arts and Sciences, to make recommendations regarding: changes to the general education requirements; changes in the curriculum of Arts and Sciences enabling the faculty budget to be reduced by an estimated 10 percent; reductions and changes in the Graduate School of Arts and Sciences programs; and changes in the administrative and/or departmental structures of the Academy to improve efficiency and/or achieve financial savings or facilitate the reduction in faculty. This was followed by the creation of the Brandeis 2020 Committee in early 2010, also chaired by the Dean of Arts and Sciences, to extend the work of the CARS Committee and identify potential ways to reduce overall academic commitments. (For specifics, see pages 5–7 of the Brandeis 2020 report [http://www.brandeis.edu/provost/adhoc/brandeis_2020.html])

A fourth major development that grew out of the CARS report is the creation of the Division of Science, under the leadership of Professor Eve Marder (Biology), and the Division of Humanities, under the leadership of Professor Susan Lanser (English). The Division of Science integrates and coordinates the efforts of the various science departments, research centers, and science graduate programs in the areas of curriculum, strategic planning and communication; the Division of Humanities coordinates discussions regarding the humanities curriculum, works with the communications and
development offices to raise the profile of the humanities at Brandeis, and advises the Dean of Arts and Sciences and other senior administrators on matters related to the humanities at Brandeis.

Some of the first activities undertaken by the Division of Science have been to improve communications among the departments, with the rest of the University, and with the world at large. Conversations are underway to explore ways to foster integration of quantitative concepts and skills into the life sciences curricula and to revamp the freshman and sophomore offerings. These discussions supplement the implementation of new project laboratories serving students who are pursuing a number of majors and masters degrees, and illustrate the emphasis on helping students develop the ability to think independently in a changing world.

Appraisal: Brandeis is eager to protect both its standing as a liberal arts institution and its strong research mission. The University has historically had a strong international reach (from the recruitment of the founding faculty to the establishment of the Wien International Scholars Program to the internationalization of parts of the Academy in the past decade). Brandeis is working to coordinate, integrate, and capitalize on these historical realities and contemporary opportunities, spearheaded by the Office of Global Affairs.

The quality, range, and depth of the experiential learning opportunities are becoming a distinguishing feature for undergraduates. The annual EL symposium and poster session, started in 2009, is now a major campus event, with overflow attendance. It is estimated that over 90 percent of Brandeis undergraduates participate in some form of experiential learning.

The recommendations from the CARS and 2020 committees resulted in new strategies for the Arts and Sciences faculty to cover academic commitments in light of a planned reduction in faculty and an increase in the undergraduate student body. The Provost accepted the recommendations of the 2020 committee; one MA and one MFA program were phased out, together with one undergraduate major and two minors. Targets were set regarding the number of Ph.D. slots for each department and target faculty FTEs were set for each Arts and Sciences department.

Finally, the Division of Science and the Division of Humanities are exciting and exemplary models of how different, but related, academic departments can join together to provide more coordinated, linked curricula, interdisciplinary research opportunities for faculty, improved utilization of staff and facilities, and better communication about the depth of activities across disciplines. This is a work in progress, but faculty support for the new structure is impressive.

Projection: Brandeis plans to sharpen its international focus in key geographic areas where it has existing partnerships, strong alumni connections, strategic opportunities for increased collaborations, and specific ways in which it can make a difference in the options for students and faculty.
Experiential learning has now been well seeded at Brandeis and is becoming part of the academic culture. The University needs to evaluate the impact of various kinds of experiential learning projects, to ensure that it is devoting precious resources wisely. The faculty’s embrace of this academic initiative has been heartening and will continue to be supported in the future.

The recommendations of the CARS and Brandeis 2020 committees are in the forefront of academic planning. The University monitors the implementation of these committees’ recommendations, especially with respect to the planned reduction in Arts and Sciences faculty and the impact of the planned increases in undergraduate students.

The Division of Science and the Division of Humanities are very new, and headed by faculty members, who are respected and trusted by their colleagues. The curriculum review that Professor Marder has instituted has been very well received and promises to change some of the requirements within different science departments. As the curriculum review and recommended changes are completed, it will be important to focus on the research collaborations across departments to identify areas in which additional federal/private funding could help support the cutting edge research that characterizes the Brandeis science faculty.

**The Undergraduate Degree Programs, General Education, and the Majors**

**Description:** In the last two years, nine majors (American Studies, Environmental Studies, German Studies, International and Global Studies, Latin American and Latino Studies, Psychology, Physics, Russian Studies, and Sociology) and one minor (Medieval and Renaissance Studies) have reviewed and modified their requirements, after first gaining School Council and Undergraduate Curriculum Committee approval. The faculty has created learning goals for the University and for all majors, and these goals are featured in the *Brandeis University Bulletin* and on many different Brandeis websites. Several new interdisciplinary majors have been created from previously existing (and continuing) minors, including new majors in Business, Education Studies, Environmental Studies, and Film, Television and Interactive Media. The University has also created new five-year BA/MA and BS/MS programs in Computer Science and IT Entrepreneurship, Biotechnology, a new minor in Sculpture, and, in response to student demand, new minors and interdisciplinary programs in South Asian Studies, and Sexuality and Queer Studies. Several majors have been restructured. Russian Language and Literature now has an interdisciplinary major and minor in Russian Studies; German Language and Literature now has an interdisciplinary major and minor in German Studies; and American Studies is now an interdisciplinary program offering a major. The interdisciplinary program structure will benefit these majors by involving faculty members from other contributing departments in advising, offering courses, and helping to oversee the curriculum of each program. Two other curricular efforts, one established: Health: Science, Society and Policy, and one new: the Business major, rely on the expertise of faculty from the Heller School and the Brandeis International Business School respectively, while also drawing on several disciplines within Arts and Sciences.
Two minors and one major have been terminated in order to reassign teaching resources and faculty positions to other curricular needs. By the end of 2014-2015, under-enrolled minors in Internet Studies, and Yiddish and East European Studies will no longer be offered, although Yiddish language instruction and several Internet Studies courses will continue to be available; the major in Italian Studies will be discontinued, although the minor will continue to be offered, as will instruction in Italian language, literature and culture.

Brandeis launched its Learning by Doing: Deepening Liberal Arts Education through Experiential Learning initiative in January 2005 with grant support from the Davis Educational Foundation. The goals of this project, which were to expand undergraduate opportunities for rigorous experiential learning, have been fully met. The number of experiential learning courses grows every year, with almost 200 individual course options now available. Additional for-credit options for research internships, EL practicums (optional two-credit Experiential Learning courses, attached to four-credit base courses), and community-engaged learning courses, which partner with community agencies to address needs specifically identified by the community, have been developed, as have new semester-long programs. The Justice Brandeis Semester is perhaps the best example of a program, built on the base of previous EL efforts.

A Justice Brandeis Semester is an immersive, experiential learning program in which groups of 12 to 20 students earn from 12 to 20 credit hours while exploring a thematic topic. In the summer of 2010, the University offered three 12-credit JBS programs — “Environmental Health and Justice,” “Health and Society,” “Web Services and Mobile Applications” — followed by a fall 20-credit “Environmental Field Semester” program. In the summer of 2011, three more JBS programs — “Civil Rights and Racial Justice in Mississippi,” “Filmmaking: From Script to Screen,” “Mobile Applications and Game Development” — will be offered, followed by a fall semester 16-credit version of “Environmental Health and Justice.”

In addition, the University offered an experiential learning eight-credit (two course equivalent) “Brandeis in the Hague” study abroad program in the summer of 2010, which will be offered again in the summer of 2011. An expanded 16-credit semester-long version of this program, which combines coursework, field visits to international courts, and interactive workshops with court advocates and international lawyers, will be offered in the spring of 2012. Brandeis has also established a partnership with Middlebury College to offer a study abroad program in Israel, which will have experiential learning components and be conducted exclusively in Hebrew. Affiliated with Ben-Gurion University, the program will begin in the spring of 2012. International and Global Studies is now the most popular interdisciplinary major and the fourth largest major overall. Growth in Arabic and Chinese has occurred without a significant drop in the study of other languages.
A second Davis Educational Foundation grant, focusing on improving upper level writing instruction and creating learning outcomes for writing courses, has enabled the University to devote more resources to improving students’ writing skills, chiefly through faculty development. About 30 faculty members participated over the course of two and a half years of workshops, redesigning writing assignments, assessing assignments in writing-intensive courses, and creating rubrics and a faculty guide on *Writing at Brandeis*.

The general education courses required of all Brandeis undergraduates include one University Writing Seminar, one writing-intensive course, either a second writing-intensive course or one oral communications course, one quantitative reasoning course, one non-Western and comparative studies course, one course from each of the four Schools of Creative Arts, Humanities, Sciences, and Social Sciences, and completion of the foreign language requirement (the third semester course in a language sequence or its equivalent). General education courses help students achieve core skills in communication, quantitative reasoning, and critical thinking, and provide the foundation to begin understanding diverse societies. They are also designed to provide multiple course options for each requirement and to introduce students to areas of study they might otherwise not encounter. As of the fall of 2009, the University Seminar in Humanistic Inquiries is no longer required of all first-year students; a more limited number of optional First Year Seminars may now count toward School distribution and the other general education requirements.

**Appraisal:** The Brandeis curriculum has continued to evolve, growing ever more interdisciplinary, experiential and global. The University has begun to create a “culture of assessment” involving not only faculty and students, but also staff in co-curricular and advising roles.

Brandeis has used grant support strategically to address important curricular needs and to further enhance its undergraduate curriculum. It has also invested resources in developing distinctive programs that embody the Brandeis mission of social engagement. The Heller School and the Brandeis International Business School now contribute more regularly toward the undergraduate curriculum, primarily to interdisciplinary majors in Business, and Health: Science, Society, and Policy.

**Projection:** The University will develop a better understanding of the intellectual and academic needs of its international students, and continue to provide more resources for English language skill development for undergraduate and graduate students.

Now that learning goals have been established for all majors and stand-alone minors, faculty will begin the important work of measuring learning outcomes, with the goal of using quantitative and qualitative assessment data to revise and improve both curriculum and pedagogy. A new team of senior academic leaders will begin a strategic planning process for the University, one that will engage the faculty in examining academic offerings and new research and curricular areas for exploration.
Graduate Degree Programs

Overview: Graduate education at Brandeis is carried out in four Schools — the Graduate School of Arts and Sciences, the Heller School for Social Policy and Management, the Brandeis International Business School, and the Rabb School of Continuing Studies, through its Division of Graduate Professional Studies (GPS). Each School is reviewed below.

Graduate School of Arts and Sciences (GSAS)

Description: GSAS offers programs in the humanities, social sciences, physical and life sciences, computational sciences, education, and the arts; degrees are conferred in 18 doctoral programs, 40 master’s programs, and five certificate programs. The graduate student population increased from 781 in 2006 to 906 in 2010, and applications for admission over the same period increased from 1671 to 2354. The governing body for curricular change is the Graduate Council, which is overseen by the Dean of the Graduate School of Arts and Sciences. Several new programs have been introduced in the last five years, many of which now provide a revenue stream to the University.

Appraisal: Two significant themes are reflected in the changes made in GSAS in the last five years: structural (predominantly in staffing and services provided) and programmatic (including the introduction of several new revenue-generating programs).

In 2006, an Associate Dean for Graduate Education replaced the administrative dean. Through a faculty vote, the position was upgraded in 2007 to Dean of the Graduate School of Arts and Sciences. The transition to an academic dean brought about greater collaboration between GSAS and the faculty. The academic dean is also better able to assess program quality. As GSAS expanded — both in number of programs and in number of students — staff members were added to support graduate students. The current staff, overseen by two administrative associate deans, provides significantly increased support in terms of recruitment and marketing of programs, and student services, including financial aid and counseling, career and professional support, and academic workshops (see Appendix 4A, GSAS Organizational Chart).

Through a series of rigorous faculty and administrative reviews, some programs have been combined — American history with comparative history, and biochemistry with biophysics — and all doctoral programs were rigorously studied. Additionally, stipend support for doctoral students has gradually increased in response to competition from peer schools. Though the $1 million increase to the stipend budget, anticipated by 2010, was not met due to the economic downturn, GSAS has remained competitive in the doctoral market (see Appendix 4B, GSAS Stipend Changes). A number of outside gifts/endowments/grants help support the GSAS. For example, the Mellon grant for social sciences and humanities provides stipend support through a competition for students in their dissertation year, and gifts to the History and Politics Departments now provide increased stipend support for doctoral students.

The last five years have seen an increased emphasis on strengthening and expanding
GSAS master’s programs. The introduction of several new master’s programs, coupled with increased enrollment in existing master’s programs, has enabled GSAS to function with a significant revenue surplus, in contrast to its former deficit. New master’s programs include Global Studies, Computational Linguistics, Biotechnology, IT Entrepreneurship, Ancient Greek and Roman Studies, Philosophy, and Women's and Gender Studies (see Appendix 4C, Degree Programs offered).

Projection: GSAS continues to evaluate its existing programs and seek faculty and administrative input on innovative new programs. For example, the post-baccalaureate program in premedical studies is undergoing a curricular redesign to make it more attractive to prospective students and more distinctive in the marketplace. Additionally, GSAS is undertaking a systematic review of three to five master’s programs annually to ensure that the curriculum remains cutting-edge and that students are satisfied both during the program and upon graduation (see Appendix 4D, Points of Evaluation). During the academic year, 2011-12, articulating learning goals for master’s degrees will be a priority.

The Heller School for Social Policy and Management

Description: The Heller School was founded to develop and disseminate knowledge about the causes and consequences of, and policy solutions for, social welfare problems. The Heller School pursues its mission through research institutes and six graduate degree programs in social policy and management. In addition, Heller supports an undergraduate education program, which attracts students from several majors, especially Health: Science, Society, and Policy.

Appraisal: The doubling of the physical space of the Heller School, through the addition of the Schneider Family Building in November 2006 and the complete rehabilitation of the Heller-Brown buildings in 2007, enabled the School to accommodate significant growth in its research and teaching activities. Heller includes nine research centers and institutes that in 2010 received more than $11 million from outside sources to support social policy research efforts. This is just over half the entire operating budget for the School. Heller is home to the Schneider Institutes for Health Policy, which includes three large, well-endowed and highly influential health care policy research institutes — the Institute on Healthcare Systems, the Institute for Behavioral Health, and the Institute on Global Health and Development, established in 2010. In addition, the School has significant strengths in key fields of social policy, including: poverty; income and asset disparity through the Institute on Assets and Social Policy; children, youth and family policy through the Institute on Children, Youth and Families and the Center for Youth and Communities; disability through the Nathan and Toby Starr Center for Mental Retardation and the Lurie Institute for Disability Policy, established in 2007; and the Sillerman Center for the Advancement of Philanthropy, established in 2008.

The Heller School has also expanded its teaching program over the last five years, including the addition of two new degree programs. In 2006, there were 250 students enrolled at Heller; today there are close to 500 students from more than 60 countries. Heller offers a doctoral program in social policy; an MBA focused on management in
organizations with a social mission, which is delivered jointly with the Brandeis International Business School; a Master of Science in International Health Policy and Management; a Master of Arts in Sustainable International Development; a Master of Public Policy, added in 2007; and a Master of Arts in Coexistence and Conflict that relocated to Heller in the fall of 2010 from the Graduate School of Arts and Sciences. There are also several joint degree programs within Heller (see Appendix 4C, Degree Programs Offered) and several within the University. These include the Ph.D. in Social Policy and Sociology; the Ph.D. in Social Policy and Women’s and Gender Studies; the Heller-Hornstein program, which is a Joint Master’s in Jewish Professional Leadership and either a Heller MPP or MBA degree; the MPP and MA in Women’s and Gender Studies; and the MA in Sustainable International Development and Women’s and Gender Studies. Externally, Heller has established a dual MD/MBA degree program, and a new dual Masters in Biomedical Studies/MBA with Tufts University, which began in the summer of 2011; and a dual JD/SID degree program with Northeastern Law School. The Heller School participates in teaching Brandeis undergraduates through the interdisciplinary major in Health: Science, Society, and Policy and courses in Women’s and Gender Studies, and the Environment. More than 600 Brandeis undergraduates took classes with Heller faculty in 2009-2010.

To enhance support of its doctoral program, third-year funding for students not otherwise covered under federally sponsored training grants was added in 2008-2009. In addition, funds were raised to provide up to $2,500 in matching support for summer internships for students in the new MPP program. Given the rapid growth in the student body over the past five years, significant resources have been added to admissions and career services, together with a re-organization of student services. Heller now has an Associate Dean for Admissions and Career Services, a new Assistant Dean for Career Services, and a Senior Assistant Dean for Student Services. Heller added two new staff members to the career services office and worked towards greater coordination of student services across programs. Heller has been less successful in keeping up with the faculty hiring necessary to keep pace with retirements, leaves, faculty attrition, and growth in the student body.

**Projection:** As part of a five-year strategic plan, Heller plans to continue the overall growth of its graduate student body, but at a reduced pace. There will be some rebalancing of enrollments across degree programs, with shrinkage in the MA in Sustainable International Development and growth in the MBA, MPP, MS, and MA in Coexistence programs. Faculty will be added to replace faculty who are retiring or leave the School, together with hires to match the growth in the student body (see Appendix 4E, Heller Enrollment Projections).

**Brandeis International Business School**

**Description:** The Brandeis IBS is distinguished from other business schools by its global orientation, which is reflected in a curriculum that is largely focused on the global economy; the composition of its student body, over 70 percent of which is drawn from outside the United States; its international relationships with nineteen academic partner institutions worldwide; and the research interests and professional experience of its
faculty. The School is rooted in the intellectual and ethical traditions of Brandeis University and Justice Louis Dembitz Brandeis.

Brandeis IBS offers four degree programs at the graduate level — MBA; Master of Arts in International Economics and Finance; Master of Science in Finance; and a Ph.D. in International Economics and Finance, which is offered in collaboration with the Department of Economics. Teaching at the School is anchored in its three core disciplines of business, economics, and finance.

At the undergraduate level, the School offers a Business major and minor, which are administered and staffed jointly with the College of Arts and Sciences. The Business major admitted its first students in the fall of 2011.

**Appraisal:** Since 2006, Brandeis IBS has increased significantly in scale. The student body has grown from 275 graduate FTEs in academic year 2005-2006 to 414 in 2010-2011. At the same time, the faculty has increased from 23 to 32 FTEs. Together, these increases have resulted in a slight growth in the graduate student/faculty ratio, which is being addressed by additional faculty hires.

The student population has, by design, remained exceptionally diverse with over 70 countries represented in a student body of just over 500 by headcount in 2010-2011. Much study is conducted in multinational teams, which greatly enriches instruction at the School.

Brandeis IBS has worked to achieve a balanced faculty that combines rigorous scholarship and seasoned practitioner expertise appropriate to its teaching and research objectives. Full-time tenured and tenure-track faculty, many of whom have joint appointments with the Department of Economics, account for 50 percent of the faculty. The remaining 50 percent consists of long-term contract and adjunct faculty members, all of whom have had relevant experience in the worlds of business and finance.

Increased staff and faculty resources have been committed to creating centers and institutes, as a means of spurring growth and innovation, supporting teaching and research, raising institutional visibility, helping students identify and pursue job and internship opportunities, and assisting in raising funds in support of Brandeis IBS and its activities. The most recently created, the Perlmutter Center for Global Business Leadership, which was established in 2008, has done much to heighten the profile of the School in the business community and to support courses in its field.

**Projection:** Over the next five years, Brandeis IBS plans for moderate growth. Maintaining something close to its current scale will enable it to retain the strong sense of community and student accessibility to faculty, which are important strengths. It is envisaged that the graduate student body will grow by 10 to 15 percent and that most of this growth will come from the United States, Europe, the Middle East, and Latin America.
The Business major will reach its full growth in 2014, with an expected enrollment of 400 undergraduate students, each of whom will spend approximately a quarter of their time at the University at Brandeis IBS.

Two new full-time faculty members were hired for academic year 2010-2011; four additional tenure-track faculty members have been recruited to start in the fall of 2011, with roughly a third of their time devoted to undergraduate teaching. As the student body grows, and depending on the School’s financial position, an additional 5 to 6 FTE faculty are projected to be hired between now and 2015 to teach across the graduate and undergraduate programs.

The Rabb School of Continuing Studies, Division of Graduate Professional Studies

Description: The Division of Graduate Professional Studies (GPS) in the Rabb School of Continuing Studies serves part-time working professionals with seven Master of Science degree programs in applied, professional fields. Application to credit-bearing Graduate Certificates in each of the MS programs has been curtailed in light of low enrollments and complications arising from recent Department of Education regulations. Three of these master’s programs have been newly developed online since the 2006 report (see Appendix 4C, Degree Programs Offered). All MS programs and all courses within them are focused on stated program and course outcomes, descriptions of which are available on the GPS website and elsewhere. Students must address the program outcomes specifically by means of a statement of personal goals, required in the application for admission, as well as again as part of their applications to graduate. Increasingly, GPS graduate students prefer to study online, with classroom-based courses drawing fewer and fewer registrants. GPS has refocused much of its activity to present, support and evaluate excellent distance programs. All GPS programs have published curricula and course syllabi on the website. GPS distance courses are primarily text-based, asynchronous and web-based in nature, following prescribed template and design standards and limited to 20 students, so as to support the quality of learning. Synchronous collaboration between and among students and instructors is available in many courses, via Elluminate. GPS courses include research materials and the requirement that students carry out research regularly, as part of their weekly assigned work. In 2010, Brandeis formed a partnership with Embanet Compass Knowledge Group (ECKG) to explore enhanced outreach and recruitment of students for the MS in Management of Projects and Programs. To date, this partnership has proven beneficial. Two new academic advisers serve an increased registration to address student needs and maximize retention. GPS is in the process of meeting the requirements for distance learning set forth in the new U.S. Department of Education regulations, which took effect on July 1, 2011.

Appraisal: Maintenance of high standards, consistency, and effective student services are the foci of all change management and activities in GPS. Before teaching online, all instructors, who are appropriately credentialed in the applied fields in which they teach and are active practitioners in their fields, are required to attend and pass with success the graded GPS online training program, which includes five weeks of pedagogy and two weeks of online course development. New instructors are generally assigned a more experienced instructor/mentor, who oversees the new instructor’s first course. A
permanent intranet file of instructor resources is available to support instructors beyond their first offering, providing guidance on distance learning pedagogy, GPS standards, the learning management system, outcomes assessment, and many other topics. Instructors assess their courses and their own performance by comparing actual student work product with stated course outcomes, and reporting on that comparison in writing after the close of each term. These data, combined with the traditional student course evaluation forms and the mid-term course audit carried out by office staff in each offered course, establish and help maintain an “effective relationship” between curricular content and practice.

The Rabb School Council, which is composed of faculty from other programs throughout the University, meets monthly to consider new courses and programs, staffing, and all issues involved in the management of the Division and School. Each graduate professional program has an external Professional Advisory Committee of individuals from industry, who meet at least every 12 to 18 months to examine the curriculum and student product, make suggestions for additions or deletions, and generally assess the relevance, currency, and value of the program. Faculty committees review courses for accurate mapping to program outcomes, on a regular basis, as part of overall assessment practices.

**Projection:** For the foreseeable future, distance learning will continue to be the program delivery method of choice for the overwhelming majority of adult students served by GPS. The Division will continue to review, improve and add to professional programming at the master’s level, using the continuous improvement model that was nascent at the time of the 2006 NEASC reaccreditation review. As the needs of business and society evolve both nationally and locally, new courses, programs and instructor resources will be added, as appropriate. The Division expects to grow, to maintain high quality in its distance learning practices, and to continue to contribute to and collaborate with other parts of the University. As GPS grows, staff will be added to serve student and data analysis needs, following the pattern set in the past year.

**Integrity in the Award of Academic Credit**

**Description:** The policies and procedures surrounding the award of credit and degrees have not changed since 2006. The University operates within the norms of American higher education and the same procedures are in place to ensure faculty governance and the review of degrees, degree programs, and academic policies. Policies, procedures, and requirements are readily available to students and faculty on the web, as are class schedules. Undergraduate students and advisors have access to an online degree audit, so that progress toward the degree, including majors and minors, may be tracked easily. Brandeis has not experienced any problems regarding a lack of appropriate courses as a barrier to students completing their degrees on time.

In terms of the projections that were made in the 2006 report, some areas of concern were noted. Listed below are the ways Brandeis has addressed those concerns. The University has implemented a web content management system to provide better tools for managing web sites.
The Rabb School’s class schedules and course information in GPS come directly from the University Registrar’s database; that process will be extended to include both the Heller School and Brandeis IBS.

A syllabus repository was created by LTS and integrated with the LATTE learning management system.

The University includes information in the University Bulletin indicating which faculty are on leave and when.

GPS information has been fully integrated into the University Bulletin.

Courses not offered in the previous four years are removed from the University Bulletin.

The University Bulletin was not issued in a printed format in fall 2009 or fall 2010. Students were directed to the web versions without difficulty; however, there will be a limited printing of the University Bulletin in fall 2011, using a self-publishing website that will permit anyone who wishes to purchase a physical copy of the University Bulletin to do so.

As most GPS degree programs have moved fully online and as enrollment in on-campus courses has steadily declined, the same rigorous standards have been maintained with respect to the conduct and content of these distance programs and courses. Additional staff resources have been added to the Division to improve student services and advising. Use of Elluminate software has significantly enhanced the online experience for students, making possible more robust online interactive lectures and chats, and allowing students to collaborate easily in teams.

Appraisal: Every effort is made to address new regulations, to meet gaps in providing information, and to ensure the academic integrity of Brandeis courses and degrees.

Projection: GPS will review its courses and one-year master’s programs in the fall of 2011 with respect to the new credit hour regulations released by the U.S. Department of Education. Post-baccalaureate certificate programs will also be reviewed with respect to the Gainful Employment legislation.

Assessment of Student Learning

See Area of Emphasis Three and also Standard Two for specifics of academic program review.

Standard 5: Faculty

Overview: The faculty continues to create new, interdisciplinary undergraduate and graduate programs that capitalize on the University’s intellectual strengths. As a consequence of the economic crisis, several innovative strategies to share faculty resources more broadly across departments were implemented. The Faculty Senate and the academic leadership enjoy a mutually respectful and beneficial relationship, which has strengthened shared governance.
Description: Brandeis attracts and maintains a faculty of distinguished scholars, scientists, creative artists, and practitioners united by a passionate commitment to undergraduate education and the creation of new knowledge. Brandeis supports its faculty through new investments in research and scholarship opportunities, teaching and research facilities, and technological resources. Faculty members continue to be the architects of new, interdisciplinary undergraduate and graduate programs that capitalize on the University’s intellectual strengths. The faculty exercises leadership in academic appointments, tenure and promotion cases, curriculum review and development, and academic policy development, both through the Faculty Senate and faculty committees.

The economic turmoil that began in 2008 had many immediate consequences for the faculty and the infrastructure that supports their teaching and research. Ongoing faculty searches were suspended for one year across the University, together with discretionary resources that support faculty scholarship, travel, conferences, and the like. Most of the suspended resources have been reinstated and faculty hiring is occurring, albeit at a slower pace in Arts and Sciences than has been typical in recent years. There are still constraints on the financial resources available to support faculty scholarship and teaching in Arts and Sciences.

In order to achieve the planned reduction in the number of full-time faculty within Arts and Sciences by 10 percent over a five year period, a faculty retirement plan was crafted that allowed faculty to enter into a phased retirement with gradually decreasing teaching loads. Far fewer faculty members in Arts and Sciences signed retirement agreements than initially anticipated, thereby slowing the pace of anticipated faculty salary savings.

In order to better utilize the full talents of the faculty and to increase the teaching resources available for maintaining the curriculum, a faculty affiliation program was introduced in 2010. Faculty can be officially “affiliated” with another department with which the faculty member shares common intellectual interests. The host and home department of the faculty member must agree upon the affiliation. An affiliated faculty member may teach one course in the host department every three years, or identify other ways in which the faculty member will contribute to the intellectual life of the host department. Half of the faculty has affiliated with a host department. Affiliations between faculty in the School of Arts and Sciences and the Heller School for Social Policy and Management are also taking place.

The successful mentoring program for junior tenure-track faculty that the Dean of Arts and Sciences instituted in 2004 has been expanded and revised. Junior faculty members may now have another teaching mentor from outside their home department to assist with teaching issues not being fully addressed by departmental mentors. Anecdotal comments from senior faculty who are mentoring a junior faculty member in another department are extremely positive, and junior faculty members appreciate being able to forge a strong relationship with a senior faculty member in a different field.

To ensure that all faculty are contributing according to the University’s expectations with respect to research, teaching, and service, the Dean of Arts and Sciences, working with
the Faculty Senate, identified different strategies for analyzing faculty members’ workloads in these three categories. This was a contentious issue for some faculty members, who resisted this level of analysis of their varied work and commitments. However, after a two-year process, a Faculty Workload Report was adopted by the faculty, whereby all faculty members must describe in greater detail in their Annual Report their plans for research and teaching for the coming several years. The annual salary merit review process includes a review of each faculty member’s Annual Report. In the case of faculty members identified as not contributing fully to the University’s expectations for them, the Dean and appropriate department chair work with the individual to develop a plan to increase his or her contributions, through an increased teaching load, for example, for those faculty members who are no longer active scholars.

Shared governance between the administration and the faculty is a cherished tradition at Brandeis. Over the last five years, great strides have been made in forging enhanced and solid relationships between academic administration and standing faculty committees. In part, this is due to the community-wide understanding that it was necessary to “pull together” in the face of the economic downturn.

The President strongly supports shared governance and faculty leadership within the University. The Provost, rather than the chief financial officer, now chairs the Integrated Planning and Budget Committee. The University Advisory Council, chaired by the Provost, has an expanded role in academic strategic planning. Other standing faculty committees, such as the Committee for Enrollment and Financial Aid, are directly involved in the annual planning and budget cycle, providing recommendations regarding class size and tuition discount rates. A new, more open and inclusive procedure has been developed for appointing faculty to key search, standing and ad hoc committees.

**Appraisal:** The faculty continues to be nationally recognized for outstanding scholarship and research (see Appendix 5 for a list of awards and recognitions). Compensating the faculty properly remains a challenge in light of scarce resources. Compensation goals for the faculty will be established as part of the new strategic planning process.

**Projection:** Faculty standing committees will have redefined and enhanced roles in the planning and budget cycles, and faculty membership on these committees will become more competitive.

Training academic leaders for the future requires professional development activities that have been lacking at Brandeis. For the last two years, two faculty members participated in a six-week program offered by Tufts University designed to impart the tools, skills, and temperament needed to be a successful academic leader. The University will continue to participate in this program.

The Heller School and the Brandeis International Business School both enlarged their master’s programs as a strategy to increase revenue and have had two years of vigorous faculty recruitment activities, resulting in seven new faculty appointments at the Heller School since 2006 and four additional full time faculty members at IBS. Arts and
Sciences will see limited hiring over the next several years, although some departments face critical needs for new faculty, and priorities will be set regarding the timing of such replacements.

Standard 6: Students

Overview: Changing demographics have led Brandeis to expand recruitment of new student populations, which includes a significant increase in international students. Minority enrollment has continued to rise, student retention has improved, and the University has explored new approaches to the award of financial aid. Brandeis has taken steps to strengthen graduate retention, address the special needs of international graduate students, and expand graduate student advising and support services.

Admissions

Description: Many institutions including Brandeis are beginning to respond to the changing demographics in the United States and abroad. A full-time regional admission officer is now based in San Diego, California, facilitating recruitment in the West and Southwest, areas with increasing numbers of high school students. In 2011, Brandeis will draw a second Posse group from Atlanta, Georgia. The South is an area of the country from which Brandeis has traditionally had limited recruitment success. The addition of a second Posse also helps with the institutional goal of increasing minority student enrollment.

As applications from domestic students have held steady, applications from international students have significantly increased, particularly from students in China, South Korea, and India. Most of these students are eligible for admission to Brandeis, but some very talented applicants need to improve their skills in English. The Gateway Scholars Program, begun in the summer of 2009 to attract these students, has brought an additional 40 international students to campus and increased the percentage of international undergraduates on campus from 7.7 percent in academic year 2008-2009 to 11.5 percent in academic year 2010-2011. In addition, international recruitment travel has been increased, particularly in Europe and South America.

The minority population at Brandeis has continued to rise, from 20 percent of the admitted class in 2006 to 28 percent in 2010, and the University seeks to increase those percentages further. Travel to the campus is funded through Brandeis travel scholarships for minority students from across the United States, resulting in a 50 percent increase this spring in attendance at the admitted minority students program. Increased financial

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Posse is a merit-based scholarship program. Each year, ten students are selected as Brandeis Posse Scholars from a pool of over 1600 candidates in New York City, based on academic, leadership, and communication skills. Posse Scholars are expected to be strong students who also demonstrate outstanding interpersonal and problem-solving skills. Posse Scholars reflect the diversity of New York City. Race, family income, and parental background are not factors in the awarding of the scholarship. Currently, 50 Brandeis Posse Scholars are on campus.
support for students from under-represented populations is a strategic priority, and in 2011 Brandeis increased the number of Martin Luther King scholarships it awarded.

Brandeis continues to explore new approaches in awarding financial aid so that access to a Brandeis education continues to be available on the basis of merit, not ability to pay. Starting with the 2011 admissions cycle, the amount of merit aid to non-needy families was significantly reduced, and the financial aid policy was changed to meet 100 percent of a student’s demonstrated need. The first class admitted under the new policy was indeed admitted on a fully need-blind basis.

Retention and Graduation

Description: Undergraduate student retention rates are above the national averages for schools of Brandeis’s size and selectivity (NCES data). The average annual rate for freshman to sophomore retention is between 93 and 94 percent, although the fall 2010 rate dipped to 92 percent. The return rate of the fall 2010 freshmen currently stands at 95 percent; however, the final percentage cannot be confirmed until October 2011. While Brandeis is still exploring why the 2010 dip occurred, one factor may be the increased number of students who are Korean males taking a leave of absence after their freshman year to complete their mandatory military service.

The goal for the University’s six-year graduation rate is 90 percent. The class that entered Brandeis in fall 2004 had a six-year graduation rate of 91 percent, while the class that entered in 2003, had a six-year rate of 87 percent. Fluctuations are likely to continue, but the overall trend has been upward toward a consistent six-year graduation rate of at least 90 percent. The University’s continued attention to students’ academic, health and social support issues, and the new financial aid policy are all expected to have a positive effect on student persistence toward graduation.

Retaining students in doctoral programs is complex, and the issue is influenced by a number of factors not encountered by undergraduates, including length and level of stipend support, availability of laboratory placements in the sciences, and teaching loads and their impact on research and writing time, among others. GSAS currently supports doctoral students for five years, as does Brandeis IBS. GSAS has instituted a limit on the number of semesters a doctoral student is required to be a Teaching Fellow. It is hoped that this will enable students to use the last year of sponsorship for research and a solid beginning on their dissertations.

Many international graduate students plan for an internship or employment in the United States before returning to their home country. The ability to provide such opportunities is critical to the continued success of attracting international graduate students and requires additional support from specialized Career Services staff familiar with individual graduate programs. International students also often need special assistance with off-campus housing and transportation support, assistance in navigating the American health care system, and support for spouses and families, among other issues.

The three graduate Schools work with the Provost’s Office of Graduate Student Affairs to
collaborate on workshops, social and cultural events, and other activities to address retention and student satisfaction issues. These collaborations provide services that address graduate student needs and deliver them in an efficient and cost-effective manner. The continued growth of graduate programs will require additional investment in specialized services for international students and more robust career counseling oriented to master’s degree students.

**Student Services: Undergraduate**

**Description:** The Office of the Provost and the Division of Students and Enrollment provide academic support services and co-curricular opportunities that enrich the student experience, including orientation, community living, career services, academic advising, student activities and intercultural programming, athletics and recreation programs, mentoring and tutoring services, and study abroad opportunities, among others. All students have access to health services, spiritual support, and psychological counseling. Student leaders are also encouraged and supported in activities such as the creation of student clubs and services, campus governance, and community service programs.

In January 2007, the Office of Academic Affairs and the Office of Student Enrichment Services were merged. Prior to the merger, the Office of Student Enrichment Services housed the Transitional Year Program, Posse, and Student Support Services, serving large numbers of students of color and first-generation/low-income students. Student Enrichment Services also provided general academic support, such as tutoring and study skills’ workshops. The split in services created a two-tiered advising system and sent unintended messages about who needed academic support services. The merger permitted more uniform advising and support services for all students.

First-year faculty advisors are matched with students according to students’ primary or secondary academic interests. Advisors meet with students individually and students complete an online advising survey to inform their advisors about their evolving academic interests. Student responses to these changes have been positive, though students would like their advisors to be more proactive in reaching out to them and to possess a broad knowledge about the entire Brandeis curriculum, not just their particular academic department.

Staff advising has also evolved. Students now have a staff advisor, who stays with them throughout their Brandeis career. In order to make advising more easily accessible to students, the Office of Academic Services instituted drop-in hours every weekday afternoon from 1:00–5:00 p.m.

Advising outcomes are increasingly positive. Fewer students are being required to withdraw; the retention rate for first-generation/low-income students is typically at or above 90 percent. The Transitional Year Program has completed a multi-year study of grading practices in the program, resulting in stronger academic preparation for participants and higher grades once they fully matriculate in the University. The population of undergraduates with documented disabilities has doubled since 2006, but services are in place to support success in a highly competitive academic environment.
Beginning in July 2011, Academic Services and the Registrar’s Office began reporting to the Provost’s Office. This change allows for greater collaboration with faculty, increased ability to serve undergraduate and graduate students, and a better alignment of office functions with the academic mission of the University.

Career Services has also significantly improved in the last five years, working to engage with students throughout their four years on campus and instituting a policy of providing alumni with career services for life. As a result, over the last three years, annual student appointments have risen from 3,887 to 6,383 and alumni appointments have increased from 44 to 574. Given Brandeis’s social justice mission, the University dedicated both fund-raising efforts and institutional resources to award over $600,000 to date to students pursuing summer internships with organizations that are unable to provide a salary.

Career Services also realigned its employer relation strategy to better reflect the needs of students. Successful new employer initiatives resulted in over 235 new employers coming to campus in 2010-2011 in comparison to the 2007-2008 academic year. The number of job and internship postings has increased 18 percent over the same period. In response to employer and student input, Career Services also moved from two general career fairs annually to seven targeted career fairs in industry-specific areas, such as finance and consulting, government, biotechnology, nonprofits, social justice, public health, and communications. The placement rate for undergraduates to careers or graduate school within six months of graduation exceeds 90 percent.

Many students are deeply committed to Brandeis’s social justice mission as demonstrated by the tremendous participation in community service. In 2010, the President’s Higher Education Community Service Honor Roll recognized Brandeis for its commitment to service on campus and in the nation. Other notable community accomplishments were the Relay for Life, which had almost 200 participants and raised nearly $65,000, and Halloween for the Hungry, which collected over 2,500 non-perishable food items for donation.

Brandeis athletics provide a source of pride and spirit for student athletes and the University. Since the start of the 2009-2010 academic year, seven different Brandeis teams have been nationally ranked. Men’s basketball, men’s cross-country, women’s soccer and softball have all made NCAA tournament appearances in that span. Men’s basketball made four straight NCAA berths from 2006-2007 through 2009-2010, while men’s cross-country is currently in the midst of a string of three appearances in a row that started in 2008-2009. The Judges have also made ECAC Division III New England tournament appearances in men’s and women’s soccer, men’s basketball, softball and baseball since 2009-2010, with the 2010 men’s soccer team and the 2010-2011 men’s basketball team earning titles and the 2009 women’s soccer team reaching the championship match.

**Student Services: Graduate Students**

**Description:** Each of the three graduate Schools has student service personnel. In addition, the Assistant Provost for Graduate Student Affairs works with administrators at
the three Schools to ensure the delivery of services to graduate students, advises the Graduate Student Association, and develops opportunities for the Schools to collaborate and share resources. Collaboration currently occurs on orientation activities, social and cultural programming, and a graduate student handbook, which is distributed to all new graduate students and contains important information about University resources, community resources, and the University’s code of conduct. The Assistant Provost for Graduate Student Affairs also staffs two graduate study centers that provide study and work space. The Assistant Provost has collaborated with colleagues from the three graduate Schools to provide workshops to support student academic success (presentation skills, citation management, research strategy, career support, etc.), as well as a series of workshops specifically oriented to international students and their needs.

The three Schools have also increased their commitment to student services. The Heller School developed an ESL tutoring program and writing class, and has expanded its community-based initiatives and cultural celebrations. Brandeis IBS has dedicated a computer suite for student use and increased its support of student clubs and organizations. GSAS has increased career services and added a staff position focused on such graduate initiatives as special workshops, fellowships, and research grants. The ESL office is also working with GSAS, Brandeis IBS and Heller to offer high-quality instruction in writing and speaking skills for graduate students.

Appraisal: The Senior Vice President for Students and Enrollment oversees the undergraduate admissions and financial aid processes. A standing faculty committee provides advice with respect to the recruitment, admission, and matriculation of undergraduate students, as well as undergraduate financial aid policies and practices. Student services are also routinely discussed by senior administrators within the Division of Students and Enrollment and by the Senior Vice President for Students and Enrollment with the President, Provost and Dean of Arts and Sciences.

The Brandeis student body has changed over time, reflecting changes in the demographic constituencies from which the University draws its students. Brandeis has successfully adapted to some aspects of change, but work remains to be done. The appropriateness and effectiveness of Brandeis’s undergraduate student services are under regular review by the Vice President for Student Affairs.

In recent years, two factors have had a primary impact on undergraduate student services: increased student enrollment and decreasing budgetary resources. The size of the student population continues to exert pressure on many areas of campus life, and the services provided to students have also been affected by the fiscal constraints of recent years and reductions in the number of student support staff. Nonetheless, the University continues to work closely with students to improve the overall quality of the undergraduate experience. For example, in response to student requests, two new facilities for quick food were opened in an academic building on the North Quad and in a dormitory.

Graduate students now make up over 40 percent of the student population and play a critical role in research, laboratory work, and as teaching fellows and assistants.
Primarily graduate students staff the University Writing Seminars, the University Writing Center, and the ESL Tutoring programs. Graduate students also add to diversity in the classroom and contribute to governance through service on standing University committees, as well as ad hoc and search committees.

**Projection:** In addition to the 400-student increase in the undergraduate population, the populations of master’s students and international graduate students are likely to increase slightly over the next five years. The role of graduate students within the teaching and research communities is projected to become even more important.

Brandeis will continue to think strategically about international recruitment and plans to develop further its outreach in new markets, as well as enhance its relationships in Israel. Important goals in the next five years include continuation of need-blind admission, increasing the amount of resources available for financial aid, enhancing the overall diversity of the student body, increasing undergraduate recruitment in states with growing populations (e.g. California, Florida, and the Southwest) and among strategic international populations, and strengthening electronic processing and online notifications with respect to undergraduate applications.

The University will also address how best to support students and their families. As college costs increase, the demand for intensive, individualized student services will continue to grow. A larger student body, fewer resources, and higher expectations present an ongoing challenge for Brandeis.

**Standard 7: Library and other Information Resources**

**Overview:** Despite the uncertainties of the changing digital world, significant budgetary reductions, and the departure of the University Librarian in 2010, Library and Technology Services (LTS) continues to offer consistently available academic and library systems, easy-to-use classroom technology, a library collection that meets the needs of students and faculty, an array of online course films, expanding access to scholarly digital journals and books, and skilled assistance with University technology. Brandeis has begun a $6 million project of extensive improvements to the campus wired and wireless networks.

**Description:** Brandeis confronts a changing digital world that challenges long-standing assumptions about how libraries and technology work. The emergence of mobile computing — marked by ubiquitous laptop ownership and useful online services — is transforming libraries and technology across higher education. At the same time, budget and staffing cuts sustained since FY2009 challenge Library and Technology Services to meet the needs of the Brandeis community.
Appraisal:

The Changing Digital World

Laptop computers are now ubiquitous in the Brandeis community, with nearly 100 percent ownership among both students and faculty. Over a quarter of community members now use a smartphone, which provides as much computing power as a desktop computer did in years past. (see Std. 7 Appendix, Note 1) The advent of tablets such as the iPad has accelerated this trend.

At the same time, powerful online services in “the cloud” have altered the operating environment for libraries and technology. Google’s current web-based email, calendar, and document editing tools represent the beginning of the shift toward a primarily online work environment.

These two drivers amplify the already intense needs of Brandeis faculty and students for digital information and online services that are available at all times. Email services, online academic and library systems, and the campus wireless network are among the services that faculty and students find most necessary. (see Std. 7 Appendix, Note 2)

Learning, Teaching, & Scholarship

The University has made great strides since 2006 in providing enhanced services for the campus community. These enhancements offer online academic content, as well as technology resources for using this content in the instructional context.

In fall 2007, the University’s enhanced course management system (LATTE) made its debut. LATTE, based on Moodle open source software, quickly became one of the most important and heavily used LTS services. While 67 percent of courses provided materials in the system that preceded LATTE, over 75 percent of courses now offer academic content using LATTE. Members of the Brandeis community log into the LATTE system over 40,000 times each week, and faculty and students find LATTE very important and highly satisfactory. (see Std. 7 Appendix, Note 3)

Since 2006, the University has brought film service into the digital age. Complete films and film clips are securely available online in LATTE. Many faculty members make use of this service, and having 24/7 access to these films has allowed students to use them easily as course materials. Currently, the University provides secure access to over 400 films for nearly 100 courses each semester. (see Std. 7 Appendix, Note 4)

The University has made classroom audiovisual technology a significant priority. In 2006, 80 percent of classrooms contained AV technology; now over 95 percent of classrooms bring digital academic content into the classroom. Survey research indicates that faculty find classroom AV to be both an important and highly satisfactory part of the classroom experience. (see Std. 7 Appendix, Note 5)

Since 2006, LTS has significantly upgraded many student study spaces on the first floor of the Goldfarb Library. These areas are full of light, with inviting cafe furniture and
comfortable seating. In addition, LTS has upgraded wireless network capacity in the Goldfarb Library study spaces. These improvements have made these study spaces highly desirable for students, who make extensive and growing use of them for individual and collaborative learning. (see Std. 7 Appendix, Notes 6 and 7) An ethnographic study completed in spring 2010 will help the University make future improvements to ensure that the library facility serves changing student needs. (see Std. 7 Appendix, Note 8)

Brandeis has restructured public computing on campus. Two little-used computer classrooms were closed, and one public computer cluster in the library was reduced in size. Simultaneously and in recognition of the growing use of audio and video in curricular instruction, the University established a multimedia computer classroom and a nearby multimedia production lab. Students have made increasing use of these new facilities as audio and video production has become a more central part of curricular instruction. (see Std. 7 Appendix, Note 9)

Finally, Library and Technology Services offers a range of instructional programs to help students make the best use of online academic content and scholarly information. In addition to an ongoing workshop series and a program of instruction for first-year students, two highly successful, for-credit, semester-long digital literacy courses have been created. Offered each year, these courses serve an average of 45 students annually, contributing directly to the University’s academic enterprise and enabling students to create multimedia works that enrich their academic program of study. (see Std. 7 Appendix, Note 10)

**Scholarly Information Resources**

Since 2005, the University has improved access to expanding digital and print scholarly information resources. Faculty and students take advantage of expanded search capabilities for articles and books at Brandeis and at the libraries of partner institutions. In addition, all Brandeis library systems have been strengthened through migration to a next-generation server infrastructure.

To support publication and preservation of Brandeis’s scholarly output, the University launched the Brandeis Institutional Repository in 2008. Master’s theses were among the earliest content and their deposit in the repository is now a requirement. The repository also hosts selected faculty publications, student work, and several image collections from University Archives & Special Collections.

The University has taken steps to provide better access to rare, unique, and hidden materials in the library’s collections. Since 2008, over 1500 volumes have been digitized. In an effort to reveal hidden collections, LTS has added to the library catalog over 8,800 bibliographic records of archives and special collections materials. In partnership with the Internet Archive’s Open Content Alliance, Brandeis digitized rare and unique materials from its archival and special collections. Usage of these materials has increased in recent years, due in part to this effort. Brandeis also provides some financial support for Open Access publishing by a small but growing group of faculty.
Interlibrary Loan (ILL) is a significant part of LTS’s strategy for providing scholarly information resources. (see Std. 7 Appendix, Note 11) Through a realignment of acquisitions funds, usage assessment, and re-evaluation of needs, LTS has succeeded in reinstating some resources, purchasing important digitized archival collections, and enhancing the overall portfolio of scholarly resources available to the community. LTS has invested in electronic books, increasing this collection nearly tenfold from 38,259 in FY2006 to 352,502 in FY2010. Currently, LTS is piloting a trial of patron-driven acquisitions of electronic books as a potentially effective acquisitions model. While the purchasing of print monographs has leveled off at about 10,000 titles per year, the film collection is an area of tremendous growth. Notable in all these trends is the fact that a significant number of acquisitions represent format replacements — microform to digital or VHS to DVD, a costly but necessary expenditure. Despite challenges, faculty and undergraduate satisfaction with library collections and services remains quite high. (see Std. 7 Appendix, Note 12)

Digital rights, perpetual access, and long-term preservation introduce numerous uncertainties for libraries. Recurring expenses of subscriptions now dominate the acquisitions budget. In response, LTS enhances access through digitization and publication of Brandeis materials, careful acquisition of and subscription to scholarship that meets research and teaching needs, and extension of University resources through collaborations and partnerships.

Support Services
The University has improved computing help and related support services, reorganizing several support units (including computer help, classroom AV assistance, and library public services) into a single, integrated service unit of 18 FTEs. This coordinated approach leverages the group’s combined skills to better assist community members and more efficiently provide needed support services. As a result, despite an increase in the need for computer help and classroom support requests (see Std. 7 Appendix, Notes 13 and 14), community satisfaction with these services remains high. To ensure that the University community receives needed high-quality support services over the long term, increased staffing is required.

Projection: As the digital world evolves, Library and Technology Services continues to enhance existing services, and design new ones that respond to the needs of the Brandeis community. With the impending retirement of the University’s Chief Information Officer, LTS is entering a period of organizational change. The new CIO will be called upon to address a range of challenges, including addressing important vacant positions such as University Librarian and Chief Information Security Officer, and adjusting limited staffing and budgets, as LTS services and resources change to address the changing needs of faculty and students.

LTS has worked diligently and effectively to meet the business systems and technology needs of important campus constituencies. However, a 15 percent reduction in staffing and budgets since 2009 has prevented a number of important projects from being launched. The University has concluded that reductions in staff and budgets in LTS,
occasioned by the economic and financial crises of 2008-2009, were excessive. The
University plans to increase financial support to LTS to make possible needed personnel
additions and operating budget increases in critical areas.

The current $6 million project to upgrade the campus wired and wireless networks
includes improved support for mobile computing. In addition, LTS will replace LATTE
with a next-generation course management system. LTS will also expand access to
historic, unique archival materials and special collections. In the years ahead, a
thoughtful renewal of the library will be needed to serve undergraduates and faculty, and
an expanded high-performance computing cluster will be required by the next generation
of scholars and researchers. By advancing these and other initiatives, the University will
continue to provide an information environment that enhances both learning and cutting-
edge scholarship.

**Standard Eight: Physical Resources**

**Overview:** Since 2006, Brandeis has made significant investments to address the quality
and condition of its physical facilities. A report on this may be found in the University’s
response to Area of Emphasis #2, “Expanding and improving physical facilities,
including reducing the deferred maintenance backlog.” That section incorporates
discussion of energy-savings initiatives and sustainability commitments and progress.

**Description:** New and renovated facilities provide added support for University
programs. These include 12 classrooms, for a total of 113; new teaching laboratories for
Biology, Chemistry, and Physics; new and renovated research laboratories for the
Brandeis University National Center for Behavioral Genomics, and Chemistry; multi-
purpose event spaces in a new, 184-bed residence complex, in the renovated Heller-
Brown Building at The Heller School for Social Policy and Management, and in the new
Mandel Center for the Humanities. New classrooms have all been designed on the basis
of the University’s classroom standards, developed in 2006 and refined since that time,
providing appropriate space per student, proper lighting levels and controls, and durable,
functional, and attractive furniture.

All University facilities, including all places of assembly, are subject to a continual
inspection process by the University’s Facilities Services staff, as well as annual
inspection by the City of Waltham building department, to ensure adherence to all legal
requirements and compliance with all access, safety, security and environmental
requirements and University standards. Lodging licenses for all residence halls are
renewed annually.

Physical resource planning takes place in the integrated planning context of the Integrated
Planning and Budget Committee. To support this planning, the University has taken
important first steps involving data gathering, including a comprehensive facilities
assessment conducted by VFA in late 2008 and subsequent analysis and strategic
planning carried out with the assistance of Sightlines. Floor plans for all non-residential
buildings have been redrawn and updated in accordance with FICM standards and in
preparation for implementation of a space management system, options for which are currently under consideration. Updated floor plans for all residential buildings will be complete by September 2011.

**Appraisal:** The University’s renewal plan, carried out over the past ten years and with considerable additional progress since the 2006 NEASC reaccreditation, has resulted in a much-improved level of support for the key elements of the University’s mission as both a research university and a liberal arts college. In an environment of constrained resources, the University has prioritized its needs and the allocation of resources to ensure that institutional purposes are effectively supported. At the same time, the need to invest sufficient funds from the annual capital budget to address the deferred maintenance backlog remains a serious challenge. The University is no longer able to rely on major capital projects to address the deferred maintenance backlog.

**Projection:** Brandeis is working to develop and implement a space tracking and planning system within the next twelve to eighteen months, to support prioritization of expenditures to address deferred maintenance and to support space-related decision making in coordination with the University’s new strategic plan as it develops and, in general, efficient and effective use of campus facilities. With the appointment of a new Vice Provost for Library and Technology Services/Chief Information Officer, planning to expand and improve the Information Commons in Goldfarb Library may be taken up again, pursuant to the 2005 master plan for Brandeis libraries, which was developed with the assistance of the architectural and planning firm Shepley Bulfinch. Overall, the University’s capital focus is expected to shift to addressing deferred maintenance, which will likely include renewal of selected HVAC systems and building interiors.

**Standard 8: Technological Resources**

**Overview:** Demand on University network services has grown dramatically. Brandeis continues to improve its robust network infrastructure, augment the capabilities of its business systems, and expand its information security program to ensure that valuable information assets are protected.

**Description:** Brandeis faculty and students expect both digital information and online services to be available at all times. The University continues to improve its robust network infrastructure, augment the capabilities of its business systems, and expand its information security program to ensure that valuable information assets remain protected.

**Appraisal:**

**Network Infrastructure**

Brandeis makes ongoing improvements to the campus data network so that University community members have uninterrupted access to both on- and off-campus systems. The current project to upgrade network infrastructure, including the wireless network, is the most recent instance of such improvements.
The Brandeis community makes growing use of mobile computing services. Since 2007, the number of devices connecting wirelessly to the Brandeis network has more than tripled from 6,883 in 2007 to 20,747 in 2010. LTS has made a series of improvements to the campus wireless network to make it more robust and more widely available. In addition, LTS has improved the University’s ability to avoid network failures by strengthening the wired connections between buildings, as well as the connections to the Internet.

LTS has made the transition to next-generation servers that provide both increased performance and energy savings. A centralized, high-performance computing cluster has been introduced to provide cutting-edge computing capabilities for scholars and researchers. However, before this service can expand further, it requires a plan for growth and the resources needed to support it.

Finally, the emergence of services in “the cloud” enabled the University in 2010 to retire its in-house email and calendar services. Google was engaged to provide these services for the entire campus community. This shift provided better support for mobile access, offered greater capabilities than an in-house system could provide, and eliminated the risk of a campus-wide email outage.

**Business Systems**

In 2006, LTS implemented a system that allows community members to gain access to many critical University systems after logging in only once. LTS also created a new identity management framework, which better defines how members of the community are affiliated with the University. In the future, these improved definitions will allow community members to have appropriate access to services once logged in.

In the fall of 2007, Brandeis introduced communication systems that notify members of the community in multiple ways during a campus emergency. LTS staff members, in coordination with Public Safety, test this system twice each year.

LTS also implemented a number of online tools to improve business workflows. The value of these improvements can be seen most clearly in the area of human resources. For example, candidates for staff positions can now apply for jobs online and managers can use self-service tools to hire employees.

**Information Security**

Protecting University data is paramount. In 2007, LTS hired a new Chief Information Security Officer. This individual moved rapidly to establish an information security program that manages and mitigates information security risks. Brandeis practices full compliance with the RIAA and with DMCA laws and has developed a formal Information Security Plan in response to changes in data privacy laws.

Since it is impossible to fully eliminate all risk, the security team also focuses on detection and education. Through digital forensic analysis, vulnerable and compromised systems are identified, and LTS recommends appropriate remediation. Actively
managing threats to the Brandeis network and improving community awareness through ongoing outreach further reduce the risk of data being lost or compromised.

**Projection:** The University will pursue efforts to better manage the accounts that provide access to institutional data; establish systems that permit more rapid, flexible retrieval of this information; and continue to ensure compliance with information security regulations. The University also plans to increase the financial resources that support LTS.

**Standard Nine: Financial Resources**

**Overview:** In its 2006 response to Standard Nine of NEASC’s decennial study, Brandeis characterized its financial resources as “stable” and described plans to “strengthen the University’s asset base.” The Integrated Plan for FY 2006 to FY 2012 funded a variety of academic initiatives (faculty salaries, graduate stipends, undergraduate discount rate), while achieving financial objectives for endowment spending, deferred maintenance, and unrestricted reserves. Challenges remain for Brandeis in the areas of deferred maintenance and reserves (unrestricted financial net assets).

**Description:** Since 2006, several developments have affected the University’s financial resources.

- The economic downturn of 2008 reduced liquidity and projected endowment distributions for the operating budget. The Integrated Plan was significantly revised to align with the new financial reality, endowment spending policy adopted new state law, and outstanding debt was refinanced.
- Fundraising achieved record results through 2008, thereby ensuring adequate funding for an ambitious capital projects program. Non-capital project receipts have been stable since 2008, and receipt of budget-relieving gifts is improving.
- In FY 2011, the Trustee Audit Committee oversaw the development of the University’s Enterprise Risk Management program and an operating/non-operating format for the audited statement of activities beginning in FY 2010.
- In FY 2011, the Senior Vice President for Finance/Chief Financial Officer led the development of *A Financial Guide for Trustees* and related webinar sessions.
- Financial metrics suggest clearly that financial resources remain stable, but challenges persist, especially for deferred maintenance and unrestricted reserves.

**Appraisal:** Brandeis has a diverse set of revenue sources including tuition, auxiliary services, sponsored research, endowment, gifts, and various smaller revenue sources. While the University depends on tuition and auxiliary services (room and board), which represent more than half of budgeted revenues, student quality remains very high, the number of undergraduate student applications has been rising throughout the last five years, and graduate revenue has increased at more than 7 percent annually.
Economic Downturn and Changes to the Integrated Plan

In FY 2008, the University’s total investment return was negative 17.3 percent. While Brandeis outperformed most institutions (the NACUBO average for institutions with endowments between $500 million and $1 billion was negative 19.8 percent), the University’s Integrated Plan had to be recalibrated for a smaller endowment. Debt covenants and the number of “underwater” endowed funds (i.e., fund market value below the original gift level) placed significant restrictions on the University’s financial resources. By the end of FY 2010, Brandeis had reduced its operating budget by $10 million, including a reduction in administrative staff of 76 FTEs, and for FY 2010 only, the University suspended its contributions to employee retirement benefit accounts. Long-term planning was revised to increase undergraduate enrollments by 400 (12%), by FY 2014, decrease Arts and Sciences faculty by 35 FTEs (thereby increasing the student faculty ratio from 9:1 to 10:1), establish financial contribution targets for the University’s graduate Schools, and expand distance learning programs. Nonetheless, Brandeis maintained its commitment to most of the original goals of the Integrated Plan. Between FY 2005 and FY 2010, the undergraduate tuition discount rate increased from 33 percent to 36 percent, stipends for graduates increased significantly, and the University achieved market-salary objectives for its staff and most ranks of the faculty.

Together with the CARS, ARRC, and BIG committees discussed earlier in this report, two more committees, the Centers and Institutes Review Committee and the Research Enterprise Review Committee, evaluated the effect of programs and staffing on financial resources. The financial impact of centers appeared to be minor, since they self-fund direct costs and a portion of University overhead. However, a significant subsidy was provided to research. All institutions subsidize research, but the subsidy at Brandeis appeared to be larger than at most institutions. The Research Enterprise Review Committee engaged an external consulting firm, Huron Consulting Group, to analyze the financial underpinnings and business processes and policies of the research enterprise at Brandeis. The committee report showed that the administrative costs in support of research at Brandeis appear high relative to institutions of comparable size, and appear to derive in part from a number of inefficient and outmoded business processes. A working group is now in place to oversee implementation of the report’s recommendations to improve these processes. A procurement initiative was begun in 2010, as well. In FY 2011, the University joined a consortium of universities to increase procurement bargaining power and streamline procurement processes.

The University responded to the economic downturn through its long-term plans and management of its debt and endowment. In February 2010, the Board of Trustees approved a $189 million bond issue, primarily to refinance existing debt. The issue converted all variable debt to fixed-rate debt, thereby relieving the University of restrictive covenants, terminated a swap contract, and added $18 million in new debt to restore liquidity that had been drawn for prior capital projects. The effect of the downturn on the University’s balance sheet contributed to Moody’s Investors Service decision to lower the University’s credit rating from AA3 to A1. In March 2010, the Board of Trustees endorsed an endowment spending policy consistent with the Commonwealth of Massachusetts’s UPMIFA legislation (Uniform Prudent Management
of Institutional Funds Act), signed into law on July 2, 2009. The policy permits spending from endowed funds whose market value is below the value of gifts to the fund, subject to the standards of prudence described in UPMIFA. By adopting UPMIFA, the Board of Trustees increased Brandeis’s spending flexibility and reduced pressure on its reserves.

**Administrative Changes**

The reconstituted Integrated Planning and Budget Committee began meeting in January 2011 and is central to the University’s strategic and financial planning process. The ability of the Board of Trustees to engage the strategic and financial issues that face Brandeis has been enhanced with the publication of *A Financial Guide for Trustees*, which provides a general framework for evaluating University financial plans and brief descriptions of Brandeis’s specific reporting practices and financial circumstances. Publication of the guide was followed with a series of four webinars to review and expand on material in the guide.

**Trustee Audit Committee**

Since 2006, the Audit Committee has grown from five to ten members and generally meets at least twice a year. In the last year, the Committee oversaw the development of the University’s Enterprise Risk Management (ERM). An ERM Steering Committee, chaired by the Vice President of Planning and Institutional Research, has been meeting since March 2011 and reports periodically to the Audit Committee. In addition to the development of ERM, the Audit Committee reviews internal audit plans and reports, and annually selects the external audit firm approved by the Board of Trustees. The University’s annual financial statements received no qualified opinions or management letters from the external auditor. In FY 2010, the audited Statement of Activities was reformatted to display operating and non-operating activities. The Audit Committee approved implementation of the PeopleSoft Asset Management Module, which was activated on July 1, 2011 and improves substantially the management of capital asset information. The PeopleSoft financial information system remains up-to-date and system enhancements for endowment management and indirect cost recovery are under consideration. In accordance with Internal Revenue Regulations, the Board of Trustees delegated the annual review of Form 990 to its Audit Committee, effective with the 2008 Form 990 reporting on the fiscal year ended June 30, 2009.

**Fundraising**

Fundraising is a critical source of support for the University’s operating budget, endowment growth, and capital projects, and the last five years have seen record results. Cash gifts totaled $81 million in FY 2006, $89 million in FY 2007, $90 million in FY 2008, $78 million in FY 2009 and $72 million in FY 2010. These results are especially impressive given the fact that Brandeis is a relatively young institution. Nearly half of all undergraduate alumni are under the age of 40, leading the University to seek support from many sponsors and friends. Of the gifts raised since 2006, 18 percent ($74 million) have supported capital projects and an additional 33 percent ($137 million) supported expansion of the University’s graduate and professional Schools, centers, and institutes. Fundraising efforts have focused and will continue to focus on scholarships,
chairs, and unrestricted gifts, and these gifts have increased in recent years as a percent of total receipts. As the University’s alumni age, alumni giving is expected to increase as a share of total giving; however, intermediate-term fundraising plans still rely primarily on sponsors and friends of the University.

Financial Metrics and Projections

The changes in metrics over the last five years are shown below. Consistent with the 2006 report, the University’s financial resources remain stable. Brandeis continues to balance its operating budget every year. Student demand remains high and the University anticipates that a tuition discount rate of about 36 percent in the next several years will maintain Brandeis’s high student quality, while simultaneously increasing undergraduate enrollment by 400.

The University plans to reduce Arts and Sciences faculty by 35, though the schedule has been delayed by a lower than anticipated rate of natural attrition. While budget balance was achieved in FY 2011 by drawing 6.8 percent from endowment, the draw in FY 2010 was lowered to 5.5 percent, and the University’s financial plan projects a sustainable draw of 5.0 percent by FY 2014. Brandeis has a sophisticated investment management program that continues to outperform peers. Though debt doubled in the last five years to finance the construction of the Science Complex, Admissions Center, and Ridgewood Residence Halls, no additional debt issues are planned. All debt is fixed rate, and debt service as a percent of expenses is manageable at 6.7 percent in FY 2011 and projected to decrease.

Projection: While operating, endowed, and debt resources are stable, challenges remain for Brandeis in the areas of deferred maintenance and reserves. Since 2006, the University was able to address a significant portion of its deferred maintenance backlog in concert with its program for new major capital projects. Though maintenance deferrals continued in the last five years, demolition and renewal projects enabled Brandeis to maintain its Facilities Condition Index (FCI)\(^7\) at about 15 percent. The challenge going forward will be to identify resources to maintain facilities at a time when no new construction is planned. Progress is already being made in the University’s annual capital budget, and senior leaders are coordinating efforts — among external consultants and the Planning and Institutional Research, Facilities, and Budget Offices — to inventory, prioritize, and fund preventative and deferred maintenance projects.

Brandeis’s second challenge with respect to financial resources is that the University’s reserves are low and projected to increase only slightly in the years ahead. Currently, Brandeis has fewer reserves as a percent of total expense than most of its peers. The University recognizes the value of reserves to manage economic and competitive risk, as well as to fund strategic opportunities and perhaps facilities maintenance projects. Reserve accumulation is a planning priority for the University, and future decisions

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\(^7\) The Facilities Condition Index for a building equals the building’s deferred maintenance backlog for divided by the building’s replacement value.
regarding whether to save or spend any discretionary funds that become available will factor heavily the University’s plan to build reserves.

**Standard Ten: Public Disclosure**

**Overview:** Brandeis strives to present information to its multiple audiences that is clear, accurate and easily accessible. Gathering, updating, organizing and presenting information in print and on the web are ongoing processes. The Office of Communications and External Affairs has made changes in its structure and in the design and types of communication tools it uses to serve the extended community.

**Description:** The Office of Communications and External Affairs has undergone significant change since 2006, all of it intended to improve and streamline operations and provide the University and external communities with greater access to accurate and timely information. The changes include the creation of new, more accessible communications platforms. In the fall of 2007, the University created a dedicated web communications team, with broad responsibility for websites and for ensuring that Brandeis presents a clear and consistent image and message to the world, with information that is accurate and up to date. Since then, Brandeis has created a set of University-wide web templates that ensure consistency of design and navigation across administrative and academic departments. The team works with departments to help train web editors and to introduce new tools and best practices.

The Office of Communications has built and launched an ambitious online news operation designed to keep the Brandeis community informed in a timely manner about campus news, achievements, recognitions, innovative research, student activities, arts events and other matters of interest. This website, BrandeisNOW (www.brandeis.edu/now), is widely visited and read, and provides an essential function for Brandeis and its extended community. The Office of Communications sends a weekly newsletter each Tuesday to all faculty, staff and students with links to all stories published during the preceding seven days. The newsletter is available off campus by subscription.

In 2010 Brandeis commissioned a readership survey of the University’s flagship publication, *Brandeis Magazine*, which is sent to more than 50,000 alumni and friends of the University and distributed on campus to faculty and staff. Using the information from the survey, the Office of Communications redoubled its commitment to the magazine and increased the frequency of publication from two to three times a year. The magazine was redesigned for the fall 2010 issue under new editorial leadership and now includes more news stories, stories about academic research in the sciences and humanities, and stories about the arts at Brandeis. The response to the first two issues has been extremely positive. At the same time, the Office of Communications launched a companion website for the magazine, so readers can forward and share articles.

The Office of Communications has also begun participating and sharing content in a variety of social media platforms, including Facebook, Twitter, YouTube and Flickr. These activities have attracted thousands of followers and help to support the
University’s overall communications goals among a broad range of audiences.

In terms of the standard information sought by the community and external visitors, there are many sources of information. The *University Bulletin* is available online and past editions are archived by the University Registrar; the Quick Facts section on the Institutional Research webpage contains summary data about faculty, students, finances and trends; the Faculty Guide offers profiles with credentials, areas of scholarly expertise, publications and courses taught. Academic reports are found on the Provost’s website, as well as that of the Faculty Senate. Tuition, fees, loan information and a cost of attendance calculator are on the financial aid website.

In addition, the Registrar’s website captures in one location all information needed by students — [http://www.brandeis.edu/registrar/compliance/index.html](http://www.brandeis.edu/registrar/compliance/index.html).

**Appraisal:** The University’s efforts have provided students, faculty, staff, alumni and others with greater access to news and timely and accurate information about Brandeis than ever before. Available metrics show more than 20 percent of BrandeisNOW Weekly emails are opened by over 8,000 people, who receive them each week. The campus community looks to BrandeisNOW as a primary source of information about campus news and events. The web-communications team has trained more than 400 staff and faculty members on the University’s content management system, which allows them to keep their own department-level pages current and accurate. Over the last three to four years the University’s web presence has been significantly improved.

**Projection:** The web is an increasingly important source of news and information, and access to content must be easily available on a growing array of devices, including mobile devices. Meeting the rapidly changing needs of Brandeis’s users and constituencies — faculty, staff, students, parents, prospective students and others — poses a significant challenge for all educational institutions and will require significant focus and investment on Brandeis’s part.

**Standard Eleven: Integrity**

**Overview:** Brandeis University remains deeply committed to upholding the highest ethical standards, through implementation and review of its policies and procedures and through active outreach to its community.

**Description:** University policies of general applicability are reviewed and approved by the President and senior officers. The University’s legal counsel monitors legislative, regulatory and other developments that could affect University operations.

The Faculty Senate also develops policies for review by the administration. For example, in 2010 an *ad hoc* committee of the Senate prepared a revised policy on the investigation of sexual or racial harassment with the goal of integrating and improving policies dealing with harassment in conjunction with questions about freedom of speech; this is now under review by the President. In 2011, the senior administration undertook a
comprehensive review of the policies and procedures related to the business practices of the University’s research enterprise, leading to changes in several outmoded policies.

The Business Conduct Policy remains in its current form. A comprehensive training program for staff and faculty was undertaken in 2006-2007. The Faculty Senate, the Committee on Faculty Rights and Responsibilities, and other faculty groups regularly review the Faculty Handbook, which has been updated several times in the last few years. The University Bulletin and Rights and Responsibilities are maintained online, and can be updated easily.

Appraisal: The University reviews and updates its policies as necessary. With the increase in federal rules regarding the conduct of research, especially research using vertebrate animals, University policies emanating from the Office of Research Administration are under constant review. The University is committed to providing its community members with an environment that is conducive to teaching, learning and working.

Projection: The University is committed to high ethical standards in its dealings with prospective students, current undergraduates and graduate students, faculty, staff, alumni and friends. Brandeis will continue to review and update its internal policies and procedures and provide comprehensive outreach to its community.

Planning

With the recent changes in many senior leadership positions, it would be premature to identify significant issues and initiatives for the next five years. The President is working with the Board of Trustees on a governance review and possible changes in roles, structure, and meetings may emerge. Together, the President and Provost will be launching in the fall a campus-wide visioning and strategic planning effort that was initiated with the Board at the May meeting. This will provide a blueprint for Brandeis’s future.

Ongoing priorities include continuing to make progress with the assessment of student learning in and out of the classroom, reducing deferred maintenance, and building reserves and the endowment. Searches for a new Vice Provost for Library and Technology Services/Chief Information Officer and a new Director of the Rose Art Museum are underway and will bring new leadership to these vital areas of the community. Dr. Andrew Flagel, the new Senior Vice President for Students and Enrollment, will be focused on creating a vibrant 21st century campus and will develop new programs and activities to achieve this. Identifying new sources of revenue, new academic initiatives and partnerships locally and internationally, while maintaining and augmenting the University’s academic excellence, will be vital in the years to come.