

Brandeis University



Fifth-Year Report

for the

New England Association of Schools & Colleges

August 2001

Statement of Report Preparation

The following is a listing of the individuals who participated directly in the preparation and/or review of the University's fifth-year report of August 2001. Virtually all of the initiatives undertaken to address the concerns cited by the Commission in its action of April 17, 1997 involved participation by and consultation with faculty and student representatives as appropriate.

Mr. Edward H. Adelman, Associate Vice President for Operations

Dr. Melvin Bernstein, Provost and Senior Vice President for Academic Affairs

Ms. Jean C. Eddy, Senior Vice President for Students and Enrollment

Mr. Peter B. French, Executive Vice President and Chief Operating Officer

Ms. Amy Grossman, Assistant Provost, Rabb School of Summer & Continuing Studies

Ms. Bessie Hahn, Assistant Provost for Libraries and University Librarian

Dr. Perry O. Hanson, C. I. O. and Associate Provost for Academic Technology

Dr. Mark Hewitt, University Registrar

Dr. John R. Hose, Executive Assistant to the President

Mr. James Hurley, Associate Vice President for Budget and Planning

Dr. Attila O. Klein, Professor of Biology

Dr. Jessie Ann Owens, Dean of Arts and Sciences

Dr. Sarah Parrott, Institutional Research Coordinator

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Ms. Michal A. Regunberg, Vice President for Public Affairs

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Dr. Arthur H. Reis, Jr., Associate Provost

Jack P. Shonkoff, M.D., Dean, Heller School of Social Policy and Management

Ms. Judith R. Sizer, General Counsel

Mr. Jeffrey S. Solomon, University Treasurer and Chief Investment Officer

Ms. Nancy K. Winship, Senior Vice President for Institutional Advancement

Brandeis University

General Overview

Brandeis University, founded in 1948 by the American Jewish community, is a private, coeducational, and nonsectarian institution of higher learning and research located in Waltham, Massachusetts, enrolling approximately 3,100 undergraduate students and 1,200 graduate students. While Brandeis maintains a special relationship with the Jewish community, it is not affiliated with any religious organization, it offers no theological instruction, and it welcomes students and faculty of all backgrounds and beliefs. Brandeis is a member of the Association of American Universities and is accredited by the New England Association of Schools and Colleges.

The University's principal components are the undergraduate College of Arts and Sciences, the Graduate School of Arts and Sciences, The Heller School for Social Policy and Management, the Graduate School of International Economics and Finance, and the Rabb School of Summer and Continuing Studies.

The College of Arts and Sciences

Academic departments reside in the School of Creative Arts, the School of Humanities, the School of Science, and the School of Social Science. The School of Creative Arts consists of the departments of fine arts, music, and theater arts. The School of Humanities includes the departments of classical studies, English and American literature, Germanic and Slavic languages, Near Eastern and Judaic studies, philosophy, and romance and comparative literature. Various members of the faculty in the Schools of Humanities, Creative Arts, and Social Science support the concentration in European cultural studies. The School of Science includes the Departments of Biochemistry, Biology, Chemistry, Computer Science, Mathematics, and Physics. Various members of the Psychology Department in the School of Social Science support the concentration in Neuroscience. The School of Social Science includes the Departments of African and Afro-American Studies, American Studies, Anthropology, Economics, History, Politics, Psychology, and Sociology. The School of Social Science supports cross-disciplinary programs such as East Asian Studies; Education; Environmental Studies; Film Studies; Health, Law and Society; History of Ideas; Islamic and Middle Eastern Studies; Journalism; Latin American Studies; Legal Studies; Medieval Studies; Peace and Conflict Studies; Russian and East European Studies; and Women's Studies.

The Graduate School of Arts and Sciences

Areas of Graduate Study: During the academic year 2000-2001, graduate programs were offered in the following areas:

- American History
- Anthropology
- Anthropology and Women's Studies
- Biochemistry

Biophysics and Structural Biology
 Chemistry
 Classics
 Comparative History
 Computer Science
 English and American Literature
 English and American Literature and Women's Studies
 Genetic Counseling
 Jewish Communal Service
 Jewish Communal Service and Management of Human Services (Heller School)
 Jewish Communal Service and Near Eastern and Judaic Studies
 Mathematics
 Molecular and Cell Biology
 Music
 Near Eastern and Judaic Studies
 Near Eastern and Judaic Studies and Sociology
 Near Eastern and Judaic Studies and Women's Studies
 Neuroscience
 Physics
 Politics
 Politics and Social Policy (Heller School)
 Psychology
 Sociology
 Sociology and Social Policy (Heller School)
 Sociology and Women's Studies
 Theater Arts

The Graduate School also offers post-baccalaureate programs in studio art and premedical studies, as well as a diploma in Jewish studies, a Certificate in Jewish Education and an Artist's Diploma in music. There are also joint degree programs for Ph.D. students at the master's and doctoral levels.

The Graduate School of International Economics and Finance

The internationally focused curriculum, language requirement, study abroad component, and multicultural aspects of the Brandeis programs of the Graduate School of International Economics and Finance distinguish them sharply from "generic" professional degrees in their fields.

The Lemberg M.A. Program in International Economics and Finance offers a two-year professional Master of Arts degree for students planning careers with corporations, financial institutions, government, and international organizations. One semester of the program is spent abroad at one of 19 affiliated universities in Europe, Latin America, or the Far East. Students in the M.B.A. International (M.B.A.i.) program receive in-depth training in technical analysis and strategic issues, and gain an understanding of managerial issues. The curriculum consists of

three semesters (12 courses) at Brandeis and one semester abroad. The M.S. in Finance is a 10-course, part-time program designed for working professionals in Boston's financial community and for those considering career changes into this field. The Ph.D. Program in International Economics and Finance provides advanced training in four special fields: international trade, international finance, international business, and development/transition economics.

The Heller School for Social Policy and Management

The Heller School for Social Policy and Management offers four degrees: a Ph.D. in social policy, a master's degree in management (M.M.), an M.B.A. in health and human services, and a master's degree in sustainable international development (SID). Students in the master of management and M.B.A. programs pursue a rigorous course of study that integrates management and social policy courses, as well as an on-site consulting project to prepare graduates for management careers in public, private, and not-for-profit health and human services agencies. Optional management concentrations are available in health care and child, youth, and family services, and services for elders and people with disabilities. There is also a joint master's degree program with the Benjamin Hornstein Program in Jewish Communal Service. The Ph.D. program prepares individuals for advanced positions in teaching, research, and administration. SID students pursue an interdisciplinary program that includes courses in public policy, development economics, and environmental management. Students also work with development professionals in the areas of project planning, implementation, and evaluation, as well as human rights and development, micro-finance, and conservation and development. Several research centers at the Heller School provide educational resources and research opportunities for students and faculty.

The Rabb School of Summer and Continuing Studies

The Office of Continuing and Professional Studies offers opportunities for lifelong learning for career development and personal enrichment. An evening division offers open-enrollment undergraduate and graduate courses, and programs leading to advanced certificates in e-Commerce Technology, in Software Engineering, in Web content, and Software Engineering, and a Master of Software Engineering (M.S.E.) degree. A small number of graduate courses are also offered through distance learning. The Brandeis Summer School is an open admission program offering courses and special summer programs for college-level credit. Special summer programs include the Summer Hebrew Language Institute and the Brandeis Summer Music Festival. The Brandeis Summer Odyssey is a program for motivated high school students that focuses on science and mathematics. Genesis at Brandeis University is a summer high school program that integrates arts, humanities, Jewish studies, and social action. The Brandeis Adult Learning Institute [BALI] is a program for retired and semi-retired adults that provides college-level, non-credit, peer led courses in the liberal arts.

Research Centers and Institutes

A number of the University's research centers and institutes are located at the Heller School for Social Policy and Management. They include:

The Center for Youth and Communities is one of the nation's leading research, professional development, and policy development organizations in the fields of youth development, employment, and education.

The Center for Social Change was established in order to put issues of social and economic justice and human solidarity on the agenda of the Heller School.

The Schneider Institute for Health Policy conducts research, policy analysis, and provides technical assistance on issues of organization, delivery, regulation, and financing of the United States and selected international health care systems.

The National Center on Women and Aging seeks to improve the lives of mid-life and older women through research, policy analysis, and community education.

The Family and Child Policy Center studies changes in family structure and analyzes the impact of these changes on social policies affecting the lives of women and children.

The Institute for Sustainable Development houses three research centers with domestic and international projects focusing on poverty reduction strategies.

The Starr Center for Mental Retardation is at the forefront of the rapidly developing field of disability policy, supporting students in focused educational and research programs.

The Policy Center on Aging is active in developing and implementing social policies that enhance the personal dignity, independence and security of older persons.

The Center on Hunger and Poverty promotes policies that improve the lives and developmental capacities of low-income children and families in the nation.

Other research centers and institutes at the University that reflect Brandeis's commitment to social justice and social policy, advanced scientific research, and various areas of Jewish life and Judaica include:

The International Center for Ethics, Justice and Public Life seeks to illuminate the ethical dilemmas and obligations inherent in global and professional leadership, with particular focus on the challenges of racial, ethnic, and religious pluralism.

The Gordon Public Policy Center is the nation's first interdisciplinary, multi-university center for the study of public policy.

The Rosenstiel Basic Medical Sciences Research Center is one of the nation's leading centers for research programs in the basic medical sciences embracing work in biochemistry, biology, biophysics, molecular biology, immunology, and protein crystallography.

The Volen National Center for Complex Systems is composed of faculty members who specialize in artificial intelligence, cognitive science, linguistics, and various aspects of neuroscience including experimental psychology, computational neuroscience, and cellular and molecular neurobiology.

The Maurice and Marilyn Cohen Center for Modern Jewish Studies is a multi-disciplinary think tank and research center dedicated to bringing the concepts, theories, and techniques of social science to bear on the study of modern Jewish life.

The Tauber Institute for the Study of European Jewry seeks to study the history and culture of European Jewry in the modern period, with a special interest in studying the causes, nature, and consequences of the European Jewish catastrophe.

The Jacob and Libby Goodman Institute for the Study of Zionism and Israel sponsors research, symposia, and publications, as well as teaching, in the historical and ideological development of the Zionist movement, and the history, society, and culture of the State of Israel.

The Bernard G. and Rhoda G. Sarnat Center for the Study of Anti-Jewishness aims to promote an understanding of the causes, nature, and consequences of anti-Jewish prejudice, as well as Jewish and non-Jewish responses in historical and contemporary perspectives.

The Hadassah International Research Institute on Jewish Women (HIRIJW) is the first academic research institute in the world dedicated exclusively to the study of Jewish women.

The Nathan Perlmutter Institute for Jewish Advocacy provides graduate level instruction in the fields of community relations and community organization, serves as a resource for training of both professional and lay leadership, and provides guidance to the field through research and publications.

The Fisher-Bernstein Institute for Leadership Development in Jewish Philanthropy provides graduate level instruction in the area of fundraising and Jewish philanthropy.

The Institute for Informal Jewish Education enriches the field of informal Jewish education through professional education, innovative programming, and original research.

Acharai: Follow Me to Israel Institutes train individuals in positions to influence teen travel to Israel and develops programs for teens and community center staff to recruit for Israel summer programs.

Student Life

The Office of the Senior Vice President for Students and Enrollment has broad responsibility for the services and activities that enhance the quality of student life outside the classroom. Among its areas of concern are undergraduate admissions, financial aid, registrar, institutional research, student accounts, and student services, including residence life, career services, student activities, multicultural programs, counseling, health services, religious life, and athletics.

Office of Student Life: The Office of Student Life is responsible for co-curricular programming; advising, supporting, and coordinating student groups and activities; residential programs and services; the smooth operation of the Usdan Student Center; and other campus programs, such as Orientation and Family Weekend.

Over 85 percent of undergraduate students live in residence halls, all of which are smoke-free. Only first- and second-year students are guaranteed housing. In recent years, all juniors and seniors wishing to live on campus have been accommodated. Residence halls are grouped into nine living areas ranging in size from 106 to 400 students. Each area is under the supervision of a quad director. In addition, undergraduate resident advisors "live-in" and aid in the administration of several residence halls.

Intercultural Center: The Intercultural Center fosters an atmosphere for learning about the histories and cultures of people of color and provides a structure for the Brandeis community to interact from a multicultural perspective.

Hiatt Career Center: The Hiatt Career Center serves as a link between current undergraduate and graduate students and Brandeis alumni from the business and professional worlds. The staff provides individual career counseling and career planning workshops.

Chaplaincy: Religious activities and related programs are centered in the three chapels and are conducted by the student religious organizations: Berlin Chapel/B'nai B'rith Hillel Foundation, the Bethlehem Chapel Community, and the Harlan Chapel Christian Community.

Athletics and Physical Education: As an NCAA Division III school, Brandeis University offers a variety of competitive and recreational opportunities. The University fields varsity teams for men in baseball, basketball, cross-country, fencing, golf, indoor and outdoor track, soccer, swimming and diving, and tennis. Women compete in varsity basketball, cross-country, fencing, indoor and outdoor track, soccer, softball, swimming and diving, tennis, and volleyball. In addition, students have organized club teams in sports such as ice hockey and lacrosse. Brandeis is a member of the NCAA, MAIAW, New England Athletic Conference, Eastern College Athletic Conference, the Greater Boston Collegiate Athletic Association, and the University Athletic Association.

Golding Health Center: CareGroup, Inc. (Beth Israel, Deaconess, Deaconess Waltham, and other hospitals) operates The Golding Health Center. A health participation fee, mandatory for undergraduates and optional for graduate students, entitles students to medical services at the

Center and services at the Psychological Counseling Center without additional charge during the academic year.

Psychological Counseling Center: The Psychological Counseling Center is operated directly by the University. It provides the professional assistance of psychologists, social workers, and psychiatrists to students who have personal or emotional problems.

Student Judicial System: The University establishes standards of student behavior and reserves the right to suspend or permanently dismiss students whose conduct warrants such action. The Office of Student Life administers the student judicial system. Standards, policies, and procedures are published in the Student Handbook, which is distributed annually to all students.

Student Activities

Usdan Student Center: The Usdan Student Center acts as a focal point for co-curricular and extracurricular activities at Brandeis. The Center provides office space and facilities for student government and a broad range of student clubs and organizations.

Student Government: The Student Union is the assembly of the entire undergraduate student body. The Student Senate, funded through the mandatory Student Activities Fee, consists of elected officers and representatives from each class, meeting regularly to conduct business and supervise programs.

The Graduate Student Association is the assembly of all graduate students. The Graduate Student Senate consists of elected officers and representatives from each academic department offering a graduate degree.

Student Organizations: Student organizations exist for all who are interested and are open to any matriculated student on the basis of competency or interest. Exclusive or secret societies are not recognized.

Dining Facilities: Student dining facilities are located in the Sherman and Usdan Student Centers. Kosher meal service is available in the Sherman Student Center. Light refreshments are also offered in a coffeehouse operated by students in Usdan Castle. The Stein, located in the Sherman Student Center, is a restaurant that offers sandwiches, light meals, beer, and wine.

Bookstore: The campus bookstore is operated by a private, non-Brandeis agency.

Post Office and Student Mailroom: All student mail is delivered to the campus post office, and a separate mailbox is maintained for each student. All U.S. postal services are provided, including the sale of stamps and money orders, registry of mail, handling of parcel post packages, and express mail delivery.

Athletic Facilities

The 70,000 square-foot Gosman Center houses the Red Auerbach Arena, seating approximately 2,500 for basketball and volleyball, as well as a 200-meter running track, seven squash courts, three multi-purpose rooms, two weight rooms, a trophy room, concession area, and department offices.

The Shapiro Center features three intramural/recreation basketball courts as well as locker rooms, saunas, equipment, and training rooms to serve the entire Ford Complex.

The Linsey Sports Center, which is attached to the Shapiro Center, houses a 25-yard, six-lane swimming pool with one- and three-meter diving boards, as well as two multipurpose rooms, racquetball courts, and locker rooms with steam and sauna.

Outdoor athletic facilities include the Celia and Samuel Gordon Field and running track, the Abraham Marcus Playing Field, and the Goldie and Maurice H. Rieger Tennis Courts.

Financial Aid

Brandeis maintains a substantial financial aid program consisting of grants, loans, and jobs. Over 50 percent of the students enrolled at Brandeis receive University assistance. Within funding limitations, the Office of Financial Aid will usually meet students' established needs through a financial aid "package" consisting of grant, loan, and job assistance.

Response to Issues Cited in the Evaluation Team Report

On November 17 – 20, 1996, the evaluation team representing the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, under the leadership of then President of Dartmouth College James O. Freedman, visited Brandeis University. In its action of April 11, 1997, in response to that report, the Commission continued Brandeis University's accreditation and indicated that the University's fifth-year report, to be submitted in Fall 2001, should give particular emphasis to its continued success in:

- establishing and implementing a salary plan that enables the institution to recruit and maintain appropriately qualified faculty and staff;
- addressing issues resulting from deferred maintenance, especially undergraduate and graduate student housing;
- constructing an information technology infrastructure and equipping classrooms with sufficient technology for the curricular and research needs of faculty and students;
- developing a financial aid policy that takes into account institutional resources;
- enhancing the financial resources of the institution.

The University believes that important and significant progress has been made in each of the areas of concern listed above. The approaches taken to address these concerns have involved collaboration and cooperation on the part of the senior administration of the University, faculty, staff, students and the Board of Trustees.

Establish and implement a salary plan that enables the institution to recruit and maintain appropriately qualified faculty and staff.

The University recognizes that one of the key strategic issues it faces is its continued ability to recruit and retain the very best faculty. As the cost of living in the Boston area has risen, particularly for housing, the disparity between the quality of our faculty and the level of our salaries has become increasingly problematic. Accompanying the decline in faculty salaries relative to the institutions with which Brandeis competes is a corresponding problem of salary compression.

The administration, as well as a faculty committee established to review the faculty salary issue and to make recommendations, have considered a variety of possible goals and benchmark measures. While neither a specific goal nor a timeline for achieving that goal has yet been set, the University has made progress in addressing the issue. In the five years since the reaccreditation team's visit, faculty salaries have increased by an average of just under 5 per cent annually. A portion of these increases has been funded through savings resulting from a reduction in the size of the faculty and the use of part-time instructors. Tenured and tenure-track faculty have decreased from a combined total of 261 in the academic year 1996-1997 to

244 in the academic year 2000-2001. Any formal plan that the University may implement will be submitted to the Board of Trustees for review and approval in the context of available resources and institutional priorities.

Address issues resulting from deferred maintenance, especially undergraduate and graduate student housing.

The first task confronting the University with respect to deferred maintenance was to acquire a clear understanding of the dimensions of the problem. As noted above, a Facilities Condition Assessment Report prepared by Vanderweil Facilities Advisors was completed by the end of the summer of 1998. Arrowstreet, Inc. and Rickes Associates carried out a space utilization and functionality analysis that was begun in the summer of 1998 and linked to a strategic plan for optimal use of campus facilities. The space utilization study confirmed that the University has sufficient classroom space for the entire student body; however, there is a problem regarding the allocation and coordination of space with individual class sizes.

The Facilities Condition Assessment Report prepared by Vanderweil Facilities Advisors identified deficiencies at an estimated \$64.8 million against an estimated replacement value of \$476.4 million. The deficiency correction costs reflect the costs to correct current deficiencies and to bring buildings up to a level consistent with modern institutional standards. It does not reflect a total renovation of the buildings, which would include significant costs associated with programmatic relocation of space. The data provided by the Facilities Condition Assessment Report provides baseline information on buildings' conditions for evaluation and long-term planning.

For each building on campus, a Facility Condition Index [FCI] was developed. The FCI measures the relative amount of current deficiencies in the building. The total value of existing deficiencies is divided by the current replacement value, resulting in the FCI. Thus, a building with a replacement value of \$1 million and existing deficiencies of \$100,000 would have an FCI of $\$100,000 \div \$1,000,000$ or 0.10. The higher the FCI, the poorer the condition of the building. General guidelines for the FCI are:

- | | |
|----------------|-----------|
| • less than 5% | excellent |
| • 5-10% | very good |
| • 10-15% | good |
| • 15-20% | fair |
| • over 20% | poor |

Using this scale, which is a standard measure in the industry and recommended by NACUBO and APPA, Brandeis's facilities fall at the low end of the good range with an overall FCI of 0.14. However, a number of individual buildings fall into the poor range.

The University has undertaken to link the analytical data provided by various facilities' studies to the campus master plan and to the setting of priorities and the allocation of available

resources. In the five years since the reaccreditation team's visit, the investment in facility renewal has risen from \$1.7 million in FY97 to \$7.3 million in FY01. In order to maintain facilities in their present condition the investment in facility renewal must be increased to at least \$12 million annually. Over the next 5 to 7 years, the University's goal is to fully fund deferred maintenance on an annual basis out of the operating budget. The University is also pursuing a deliberate policy of not over-investing in buildings scheduled to be razed. For example, Ford Hall, which was razed to make way for the new Shapiro Campus Center, had an FCI of 0.24 and would have required nearly \$2.5 million to meet critical and other deficiencies. In addition, before commencing new construction, the University is determining in advance how to fund depreciation and is establishing building endowments to be used for annual maintenance.

Brandeis is addressing the needs for undergraduate and graduate housing in several ways, with the highest immediate priority assigned to undergraduate residence facilities. In the years since the visit by the evaluation team, the University has invested some \$9.0 million for facility upgrades and refurbishment in existing undergraduate residence facilities.

In addition, the University has developed a three-phase strategic plan for campus residence facilities. Phase I of the University's long-term housing strategic plan, which was approved by the Board of Trustees in March 2001, calls for the creation of a new 210-bed residence hall on the site currently occupied by the Ridgewood Cottages. This new residence hall, currently being designed by Kyu Sung Woo Architect, Inc., is expected to be available for occupancy at the start of the fall 2003 semester. Phase II calls for the creation of 436 new beds, approximately 140 of which will be located contiguous with the north residential quad and 300 of which will be built on the site of some of the Ridgewood residence halls, adjacent to the Shapiro Admissions Center. Some or all of the Ridgewood residence halls would be removed (106 beds) to make way for the new residence halls on that site. Phase III calls for renovation of approximately one-half of the University's existing housing stock, using the additional beds created in Phase II as surge space to make possible these renovations. This phase also calls for the eventual removal of the Foster Apartments. The renovations called for in Phase III are more extensive than those that are typically accomplished during the summer.

Summary of Long-term Undergraduate Housing Strategic Plan

	Beds added	Beds removed	Net change in number of beds	Normal capacity (undergraduate)
				2,443
Phase I	210		+210	2,653
Phase II	426	106	+320	2,973
Phase III		182	-182	2,791

The net result of this strategic plan will be that undergraduate demand for housing will be fully met, in accordance with the target set by the Office of Student Life of housing 90 per cent of all

undergraduates [based on a 3,100 steady-state undergraduate enrollment]. Overall, housing quality for undergraduates will be significantly improved.

The University is also attempting to address and resolve the problem of limited housing availability for graduate students. Historically, the overwhelming majority of graduate students have lived in apartments in the Waltham, Somerville and Cambridge area, though approximately 100 spaces have been reserved each year for international students. With the tightening of the rental market in the last few years, the housing situation has become increasingly severe for graduate students generally.

Brandeis is presently engaged in a comprehensive analysis of graduate student housing demand. In addition, the University is working through the Boston Consortium [Babson, Bentley, Berklee College of Music, Boston College, Boston University, Brandeis, Harvard, MIT, and Northeastern] to assess the feasibility of joint, multi-site housing arrangements for graduate students. Brandeis is also working with the City of Waltham and the Massachusetts Development Agency to assess the feasibility of developing housing for graduate students and junior faculty on property made available by the city. The housing would be an adaptive use project containing a component of affordable housing units for the elderly. Finally, Brandeis is in the early design and fundraising stages of a project that will include on-campus graduate housing for students in the Graduate School of International Economics and Finance.

Construct an information technology infrastructure and equip classrooms with sufficient technology for the curricular and research needs of faculty and students.

The Feldberg Communications Center building houses the core operations of the Information Technology Services department, which provides information technology infrastructure to the entire University community. This includes housing the technology that provides central e-mail and web services, network access, administrative data, telephone, and cable TV to the entire university, as well as the staff members who provide all associated support services. The building contains one of the University's computer classrooms, a public computer lab, a computer repair shop, and desktop computer Help Desks for both students and faculty/staff.

In August 1999, Brandeis University put new leadership in place for Information and Educational Technologies with the appointment of Dr. Perry Hanson as Chief Information Officer and Associate Provost for Academic Technology. His first responsibility was to assess the general state of the information technology infrastructure and academic technology services at the University. During the last half of 1999, of course, many of the technology efforts focused on ensuring a smooth transition into the year 2000. With the Y2K issues resolved, Brandeis's IT staff completed a technology assessment during the early part of 2000. During the preceding five years, the primary IT initiative had provided high-speed data connections for most on-campus students. The assessment undertaken by Dr. Hanson pointed first to a number of basic infrastructure and support issues that had to be resolved in a timely manner in order to keep the technology support momentum moving in a positive direction. The key items to be resolved included:

- Upgrading the capacity of the Brandeis Internet connection;
- Upgrading the wiring in twenty buildings (mostly academic) to support high-speed networking;
- Upgrading the network electronics to support the high-speed networking;
- Upgrading the central servers to ensure uninterrupted e-mail, file, and backup services;
- Developing a desktop refresh program to ensure faculty and staff have reliable, useful computers;
- Obtaining campus-wide licensing for office products and virus protection;
- Establishing an Academic Technology Services group to program leadership for faculty technology efforts and to provide ongoing and more detailed assessments of infrastructure requirements to support teaching and learning;
- Developing a way to integrate student data automatically with course management tools;
- Developing routine upgrades to campus technology classrooms and labs;
- Developing routine upgrades and increased support for the faculty development lab;
- Introducing campus-wide cable television to students, classrooms, and faculty actively using television in their teaching (also including French, Spanish, German, Chinese, and Japanese channels);
- Establishing a desktop services group to support campus desktop activities;
- Establishing technology equipped classrooms

The following is a summary of the key steps and initiatives taken since May 2000 with respect to developing the information technology infrastructure and providing academic technology support for faculty and students.

- Brandeis Internet connection upgraded to fractional T3 in March 2000;
- Twenty buildings wired to support high-speed networking completed between January and June 2001;
- Network electronics to support the high-speed networking upgraded January through June 2001;

- Central servers upgraded routinely;
- Desktop refresh program in its second year;
- Campus-wide licensing for office products and virus protection obtained;
- Academic Technology Services group established to support teaching and learning;
- Student data integrated automatically with course management tools used in over 100 courses;
- Campus technology classrooms and labs routine upgraded;
- Faculty development lab upgraded and used routinely by faculty;
- Cable television provided to students in August 2000 and in July 2001 to classrooms and faculty actively using television in teaching;
- Desktop services group established to support campus desktop activities;
- Two more large classrooms upgraded to support a variety of audio-visual services.

The Center for Instructional Multimedia and Technology (CIMTech) provides support for faculty who use technology in teaching. CIMTech is the primary support facility for WebCT, the University's online course management system. Full-time and student staff assist faculty in preparing texts (including non-English texts), images, audio and video materials for online use. CIMTech also manages the University's mailing list services and QuickTime streaming video services. The Language Media Center/Student Development Center (LMC) manages a collection of analog and digital media for language learning in classes throughout the University and the resources to appropriately utilize those media. These resources range from traditional audiotape listening and self-recording, to a television area where students can watch the University's foreign language cable TV channels, to web surfing in Hebrew and Japanese. Space is provided for foreign-language tutoring. It also provides multimedia development services for students who have been assigned such exercises in class (e.g., building a web page or a PowerPoint presentation). Media Services (AV) provides support for faculty to use both analog and digital audio-visual resources in the classroom. AV maintains equipment in the classrooms and maintains a pool of equipment that can be moved to any classroom as necessary. It includes a television studio and offers on-site videotaping services as well as extensive video editing and dubbing services in many formats. It offers distribution of class-related videos on the University's cable television network and, in cooperation with CIMTech, QuickTime streaming video services.

ITS provides four hands-on computer classrooms with space for a total of 72 students, and two courseware servers with hundreds of software applications. Faculty are assisted with the selection of software for their specific teaching needs which is then installed in these classrooms

or on the servers. Training is provided to show students how to use this software to complete classroom assignments. Where necessary, services are coordinated with CIMTech, the LMC, and AV.

The assessment of the University's technology infrastructure is ongoing. The plans that have been put in place for FY02 include refining and continuing many of the activities that have been established in the assessment. The goal is to provide routine, quality services to students, to faculty, and to staff. The technology upgrade of classrooms is the remaining high priority infrastructure item, and a five-year plan has been established to resolve technology and associated physical facility issues. The goal of the five-year plan, which is projected to be fulfilled by the time of the University's next scheduled reaccreditation team visit in 2006, is to make physical improvements to 40 of the University's stock of 80 classrooms and to ensure that they are equipped with appropriate audio-visual and information technology.

Develop a financial aid policy that takes into account institutional resources.

In its 1996 report, the reaccreditation team noted that tuition represents Brandeis's largest single revenue category and cited erosion of undergraduate tuition revenue due to increases in financial aid as one of the most important financial issues facing the University. In FY97, the tuition discount rate stood at 42 per cent down from 46 per cent the year before.

Over the past five years, the University has succeeded in lowering the tuition discount rate from the high of 46 per cent in FY96 to 32 per cent in FY01, with a target of 31 per cent for FY02. During this same period, the University has seen an increase in undergraduate applications for admission of just over 20 per cent and a reduction in the acceptance rate from 54 per cent to 41 per cent. At the same time, there have been increases in students' average SAT scores and the percentages of matriculants graduating in the top decile and quintile of their high school classes.

Historically, it has been the University's policy to meet the calculated need of all admitted students applying for financial aid. In addition, the University has incurred significant expenditures for merit aid, awarded without reference to students' financial aid eligibility.

Among the first actions undertaken by Jean Eddy, the new Senior Vice President for Students and Enrollment, was a careful review and analysis the University's need-based and merit-based financial aid policies and practices. As a result of the increase in applications and the corresponding improvement in the academic quality profile of applicants, the University has been able to reduce significantly the number of merit scholarship offers. For example, Brandeis awarded merit aid in the amount of \$3.2 million for the Class of 2004. This figure was reduced to \$1.5 million for the Class of 2005, even as the percentages of high achieving students as measured by SAT scores were increased. The University has also restructured its need-based financial aid, using a merit focus in the packaging of grant, scholarship, loan and work-study awards.

In the past two or three years, retention and graduation rates of undergraduates have improved. Until very recently, the University's six-year graduation rate hovered around 80 per cent. The classes that entered the University since 1994 have been averaging 84 per cent. In addition, the freshman to sophomore retention rate, ranging historically from 89 to 92 per cent, has improved to 94 per cent.

Enhance the financial resources of the institution.

Following the appointment of Peter French, Executive Vice President and Chief Operating Officer, the University administration undertook a variety of actions to improve Brandeis's overall financial management. These actions included reorganization of the Controller's, Treasurer's and Budget Offices; reorganization of Facilities Management; unified management oversight of Information Technology Services; coordinated management of all budgets regardless of funding source; creation of an all-funds staff roster and single point review of all staff position transactions; development of a capital budget management and accounting process; a reduction in the time from the end of the fiscal year to presentation of audited financial statements and coordination with the budget process; and, with the assistance of outside consultants, analysis of the budgeting process, grant administration processes, deferred maintenance, facilities utilization, and residence halls.

During the past few years, the Executive Vice President and Chief Operating Officer has worked with the Provost, Deans and faculty on a variety of management initiatives designed to provide a framework for translating the University's academic strengths into long-lasting and meaningful financial achievements. Brandeis, like virtually all other research universities, faces choices that are critical to its future. In making these choices, the University must consider its institutional mission, the maintenance of proper standards of quality, and the availability of resources. In order to facilitate appropriate decision-making, the University has developed a financial forecasting model, known as Integrated Resource Planning.

In March 2000, the Board of Trustees authorized the expenditure of \$8.5 million over four years to upgrade administrative information systems, and the University engaged PeopleSoft, Inc. to develop and implement the new systems. The financial information system has been completed, and the University is presently at work on a new human resource system.

In addition, a pilot program of Responsibility Center Management [RCM] is underway in the Heller School for Social Policy and Management, the Graduate School of International Economics and Finance, and the Rabb School of Summer and Continuing Studies. The pilot projects will provide an opportunity to work out kinks in the system and use the improvements to smooth the ultimate transition of the division of Arts & Sciences into RCM. The objectives of the new financial management system are to: (1) integrate and coordinate both academic and financial planning, (2) decentralize decision-making to the responsible units, (3) match costs with benefits and responsibility with authority, (4) increase awareness of costs and create incentives for income, (5) make the tradeoffs between various choices more explicit, and (6)

reward multi-year planning with the ability to carry forward surpluses and deficits. RCM is being introduced gradually over a period of two to three years.

As the University gradually makes the transition to Responsibility Center Management, the once-centralized budgeting process will become more deliberate and more dispersed. Dispersion will allow budget managers to make financial decisions, which, in the final analysis, will make it possible to measure performance. Greater deliberation will allow for careful forecasting, internal discussion within units regarding goals and priorities, a clear linking of priorities to revenues, better allocation of resources, and much greater communication from the University administration regarding finances.

The progress the University has made in getting its financial house in order and enhancing its resource base can be seen in the following few financial measures:

- the endowment beginning market value has increased from \$235 million in FY97 to \$407 million in FY01;
- the operating results after depreciation in FY97 were (\$5.6) million; since FY99 they have been positive and stood at \$2.5 million in FY01;
- facility renewal expenditures have increased from \$1.7 million in FY97 to \$7.3 million in FY01;
- the gross endowment draw has been lowered from 7.8 per cent in FY97 to 6.5 per cent in FY01;
- annual fundraising has increased from \$32 million in FY97 to \$61.4 million in FY01;
- alumni participation rose to 30 per cent in FY01 and alumni giving increased by 96 per cent from FY97 to FY01, going from \$4.1 million to \$8.0 million
- the ratio of unrestricted liquid net assets to debt has increased from 15 per cent in FY97 to 41 per cent in FY00, the latest year for which figures are available;
- the ratio of unrestricted resources to operations has increased from 11 per cent in FY97 to 32 per cent in FY00, the latest year for which figures are available;
- the tuition discount rate has fallen each succeeding year from 42 per cent in FY97 to 32 per cent in FY01, with a projected rate of 31 per cent for FY02.

Major Changes at the University since November 1996

Curricular Changes and New Degree Programs

- Effective August 1997, the Rabb School of Summer and Continuing Studies introduced a Master of Software Engineering degree. The program provides students with advanced knowledge of current applications of software engineering. The core curriculum covers modern programming languages (a choice of C, C++, Java or Visual Basic); a study of general software development methodologies; and a study of project management techniques suitable for managing large-scale software development projects. This ten-course, thirty-credit program requires completion of three core courses and seven electives. During the period from 1997 to 2001, four graduate-level certificates were also approved.
- During the 1996-1997 academic year the faculty of the Graduate School of International Economics and Finance [GSIEF] designed and introduced three new programs: a niche MBA/International [MBA/i] two-year degree program, a part-time 10 course MS/Finance degree for finance professionals (this program is offered in the evening only and takes 2 to 3 years to complete), and an undergraduate program [not a concentration] in International Business. Of these three, the most significant is the MBA/i, a high-quality graduate degree program focused on the global economy and the role of business in that economy. The Heller School for Social Policy and Management also introduced a niche MBA program in Health and Human Services. These new programs at Heller and GSIEF were formally introduced in the 1998-99 academic year.
- In the 1998-1999 academic year, the Gralla Fellows Program was launched under the auspices of the Department of Near Eastern and Judaic Studies to enhance the quality of journalism in the North American Press by providing journalists in the early and mid-stages of their careers with an intensive one-week summer program of instruction in Jewish studies. The program is designed to enhance journalists' knowledge of Judaism and contemporary Jewish affairs, with special emphasis on America.
- In the Fall of 1999, the University established a dual BA/BS degree program with the Fu Foundation School of Engineering and Applied Science at Columbia University. Students complete three years of coursework at Brandeis and then spend another two years at Columbia to complete the requirements of the engineering degree. Students admitted to and successfully completing the program receive a B.A. degree in physics or possibly some other science concentration from Brandeis and a B.S. degree in engineering from Columbia University.
- Effective with the 2000-2001 academic year, the University revised its undergraduate general education requirements, discontinuing the Cluster requirement. In order to fulfill this requirement, students needed to complete a minimum of three courses from any one of more than 40 specific groupings of courses focusing on the multi-disciplinary study of a particular topic, theme, problem, region or historical period. The original intent of this and

other general education requirements was to help ensure a measure of breadth in all students' undergraduate programs. With the tremendous increase over the past few years in the proportion of undergraduates completing two, and sometimes three, undergraduate concentrations or programs, there was a feeling on the part of the faculty that the need to require interdisciplinary clusters of courses had declined substantially. The Clusters have been continued as an option for students, but they are no longer a specific graduation requirement.

- Beginning in the academic year 2000-2001, the University introduced an interdepartmental program [not a concentration/major] in Religious Studies. Students survey the variety of approaches to religious studies and complete courses in at least two different religious traditions. Participating faculty are drawn from the departments of African and Afro-American Studies, Anthropology, Classical Studies, English and American Literature, Germanic and Slavic Languages, History, Philosophy, Romance and Comparative Literature, and Near Eastern and Judaic Studies.
- Beginning in the academic year 2001-2002, the University will introduce an interdepartmental program [not a concentration/major] in Internet Studies, the first of its kind in the United States. The program affords students the opportunity to study the evolution of this revolutionary technology and its pervasive political, economic, cultural, and artistic ramifications in a multidisciplinary framework. The program highlights the socioeconomic forces that shape the Internet and the global response to it and helps students to frame the information revolution in critical perspective. The program's interdisciplinary approach adds an important liberal arts perspective for students whose focus is primarily technical and supplies the essential technical component for students whose primary interests lie in the realm of social, humanities, and artistic concerns. Participating faculty are drawn from the Departments of American Studies, Anthropology, Computer Science, Economics, English and American Literature, Fine Arts, the Graduate School of International Economics and Finance, and Sociology.
- Also beginning in the academic year 2001-2002, the University will introduce an interdepartmental concentration in Italian Studies, an interdepartmental program [not a concentration/major] in Social Justice and Social Policy, a concentration in Hebrew Language and Literature, a Bachelor of Science degree in Computer Science, a Bachelor of Science degree in Biochemistry, and a combined four-year B.S./M.S. degree in Biochemistry. The Bachelor of Science degree in Biochemistry includes all of the requirements for the B.A. plus an additional year of advanced biochemistry. The Bachelor of Science in Computer Science includes all of the requirements for the B.A. plus an additional five courses, including a second semester of calculus, six rather than four computer science electives, and two science electives. Previously, the University offered only a Bachelor of Arts degree in Computer Science and Biochemistry.
- Effective in Fall 2001, a new undergraduate program in social justice and social policy will be offered. Co-directed by Professor Robert Reich, the Maurice B. Hexter Professor of Social and Economic Policy at the Heller School, Professor George Ross, the Morris

Hillquit Professor of Labor and Social Thought, and Professor Richard Gaskins, Director of the Legal Studies Program, the program allows students to select courses that deal with problems of social equity, as well as courses that approach social justice from historical, philosophical and comparative perspectives.

- Effective with the 2001-2002 academic year, the University has discontinued admission to the Humanities Interdisciplinary Program (HIP). The last student currently enrolled in the program is scheduled to complete it within another year at which time the program will be eliminated as a curricular option.

Appointment of Senior Officers of Administration

- July 1997, **Peter B. French** appointed to the newly created position of Executive Vice President and Chief Operating Officer. This new position expanded the scope of responsibility for what had previously been the position of Executive Vice President for Finance and Administration.
- July 1998, **Amy E. Grossman** succeeded Dr. Daniel Terris as Acting Assistant Provost of Summer and Continuing Studies, an appointment made official in July 1999.
- August 1999, **Perry O. Hanson** appointed to the position of Chief Information Officer and Associate Provost for Academic Technology.
- July 2000, **Jean C. Eddy** appointed to the newly created position of Senior Vice President for Students and Enrollment. This new position reflects the University's decision to upgrade student life and streamline the administration of the various offices of the University that provide services to students. The Senior Vice President for Students and Enrollment is responsible for undergraduate admissions, financial aid, the Registrar's Office, student accounts, institutional research, and student affairs, including residence life, career services, student activities, multicultural programs, counseling, health services, religious life, and athletics.
- July 2000, **Jessie Ann Owens**, Professor of Music, appointed Dean of Arts and Sciences, succeeding Professor Robin Feuer Miller.
- July 2000, **Judith R. Sizer** promoted to the position of General Counsel. Ms. Sizer served previously as Deputy General Counsel.
- August 2001, **Melvin Bernstein** appointed to the position of Provost and Senior Vice President for Academic Affairs. Dr. Bernstein served previously as Vice President of Arts, Sciences and Engineering and Dean of the Faculties at Tufts University.

New Construction/Major Renovation

- In January 1998, the University completed major space renovations in the Library for the creation of the **Robert D. Farber University Archives**, which collect, house, and make available the historical records that document the origin, development and achievements of the University, its faculty, staff, and alumni. The archive staff works with departments to interpret the record retention schedule, develop individual departmental schedules, and to provide guidance in preparing the materials for shipping to the University Archives.
- Beginning in the summer of 2000, the University razed Ford Hall, one of the oldest buildings on campus, and began construction of the **Shapiro Campus Center**. The Center has been made possible by a \$22 million gift from Ruth and Carl Shapiro of Boston and Palm Beach, Florida. This will be a 24-hour building and will include a student theater, rehearsal spaces, the University bookstore, a cafe, a two-floor library with computer clusters for group and individual study, student organization spaces, function rooms (for use by organizations that are not assigned dedicated space), and lounges. The 250-seat theater and associated spaces will accommodate productions by the Undergraduate Theater Collective. The Campus Center will also incorporate a second performance space (a large multi-purpose room), to accommodate a broad range of performances, lectures, films and other activities. The new library and computer cluster will afford 24-hour study lounges and computer support services, tailored to both group discussion and individual study. The atrium will be a two-story space that will accommodate performances and displays of art and will provide lounge spaces for students and visitors. A function room will also accommodate student art exhibitions. The new Shapiro Campus Center is scheduled to open in time for the start of the Fall 2002 semester.
- Also in the summer of 2000, construction began on the new **Lois Foster Wing of the Rose Art Museum**, made possible by a \$4.5 million gift from Lois and Dr. Henry L. Foster of Boston and Palm Beach, Florida and scheduled for completion in September 2001. The 7,300 square foot Lois Foster Wing is located behind the existing Rose Art Museum, spans the full width of the main gallery, and extends to the left beyond the existing building. It includes a new 4,800-sq. ft. two-story exhibition space, approximately doubling the amount of exhibition space in the Rose. The Lois Foster Wing also includes public circulation areas, restrooms, and a mechanical room.

Other Major Initiatives

- In January 1998, Mr. Abraham Feinberg, Chair of the Board of Trustees from 1954 to 1961 made a commitment of \$13 million to establish the **International Center for Ethics, Justice, and Public Life**. The Center exists to illuminate the ethical dilemmas and obligations inherent in global and professional leadership, with particular focus on the challenges of racial, ethnic, and religious pluralism. Examining responses to past conflicts, acts of intervention, and failures to intervene, the Center seeks to enable just and appropriate responses in the future. Engaging leaders and future leaders of government, business, and

civil society, the Center crosses boundaries of geography and discipline to link scholarship and practice through publications, programs, and projects.

- The **Institute for Sustainable Development** in the Heller School was established in 2000 as home to three research centers with domestic and international projects focusing on poverty reduction strategies through education and training, scholarship, developing and evaluating social program and social policy solutions, and serving as a facilitator of collaborative efforts among other universities and their community partners.
- In August 2000, the **Center on Hunger and Poverty**, previously located at Tufts University, moved to Brandeis and became an integral part of the Heller School. The Center on Hunger and Poverty is one of the country's premier institutions dedicated to ending domestic hunger. The Center operates at the nexus of scientific research and public policy to improve the lives and developmental capacities of families and children by addressing the root causes of poverty and inequality in the nation. The Center receives grant support from several national foundations including the Ford Foundation, the Public Welfare Foundation, and the Foundation for Child Development.
- The success and growth of the Brandeis University Women's Studies Scholars Program has led to the creation of the **Women's Studies Research Center (WSRC)** which opened on November 19, 2000. The WSRC occupies 10,000 square feet of the Epstein Building on the edge of the Brandeis campus, and is a hub of interdisciplinary research activity related to women's lives. The Center encourages creative approaches to problems that women face, while highlighting women's contributions to humankind. The goals of the Center are to address, in varied ways, the basic concerns of women in the home, the workplace, media, and the economy. The WSRC is a product and a component of the Women's Studies Program at Brandeis, and is guided by the National Board for Women's Studies at Brandeis University.
- **Campus master planning** has had a long, but uneven history at Brandeis. Even before the University officially opened in the fall of 1948, it was understood that a master plan for the University's long-term construction needs was required. Starting in the summer of 1949, the internationally acclaimed architect Eero Saarinen was commissioned to develop a master plan for the future Brandeis University. By 1952, however, Saarinen's connection with Brandeis had come to an end, and his master plan was subsequently modified by the architectural firm of Harrison & Abramovitz, which designed a number of the major buildings on campus. Unfortunately, over the years, comprehensive, long-term master planning has often been overtaken by short-term solutions and expediency. In September 1997, President Reinharz invited a number of Brandeis alumni architects and professional planners to participate in an intensive master planning workshop. Seventeen alumni joined administrators, faculty, and students to evaluate the current campus and our future needs. The project identified principles intended to help guide the development of a formal master plan for the University, focusing on ways of recognizing Brandeis's architectural heritage, enhancing social interaction on campus, creating places that encourage a sense of

community, establishing a site process for new buildings that addresses programmatic needs, improving the flow of pedestrian traffic, and applying the University's high standards of academic excellence and sophistication to the campus's physical environment. A major conclusion of all participants was that Brandeis needs a central campus focal point, and they identified for this purpose the site of Ford Hall, which has been razed to make way for the new Shapiro Campus Center cited above.

During the 1999-2000 academic year and in the context of long-term strategic planning, the University undertook a number of important studies that bore directly on the need for campus-wide master planning. Among these were a facilities assessment study undertaken by Vanderweil Facility Advisors, a campus-wide space utilization and functionality study completed by Arrowstreet, Inc. and Rickes Associates, and a student housing upgrade study by Biddison Hier Limited. These studies, together with planning then underway for the new Shapiro Campus Center, highlighted the need for the development of a thoughtful and comprehensive campus-wide master plan into which could be integrated plans for the new Shapiro Campus Center, for new residence facilities, and for future construction needs.

Beginning in the summer of 2000, the firm of Chan Krieger & Associates of Cambridge, Massachusetts led a campus master planning process that involved broad consultation with campus constituencies and resulted in a preliminary campus master planning report that was submitted to the Board of Trustees at its March 2001 meeting. A final report is expected during FY02.

- Beginning in the Fall of 1997, the University undertook an examination of the operation of its **Dining Services** division with the objectives of providing greater menu and food variety, enhancing quality and service, improving facilities, and controlling costs. As part of this process, the University undertook an assessment of the advantages and disadvantages of outsourcing the operation of Dining Services. A Request for Proposal [RFP] was issued and presentations by successful respondents took place between January 27 and February 3, 1998 and were open to all interested members of the campus community, who were provided an opportunity to comment. Aramark assumed responsibility for all campus dining services effective July 1, 1998.
- Beginning in 1998, the University took steps to outsource **Health Services**, guided by several important considerations: (1) the world-class quality of local health care providers and changes in the health care industry raised the question of whether Brandeis possessed the best possible combination of resources for its students in terms of in-patient and out-patient care, health insurance, and the relationship of physical to mental health services; (2) ensuring the best possible health services for students; (3) improving both quality and service and holding constant or reducing the costs incurred by students and their families. In May 1998, an RFP was sent to six potential care providers as a means of assessing and evaluating the University's current health care services. The University established a Steering Committee composed of faculty and administrators, together with a Student Advisory Committee of undergraduate and graduate students. The University was assisted by an external consultant whose members included physicians with extensive experience

with HMOs, medical groups, and hospitals, including the issue of organizational development to improve clinical service. Effective July 1998 the Brandeis Health Center was operated by CareGroup, Inc., a Massachusetts health network that includes the Beth Israel Deaconess Medical Center and the Deaconess Waltham Hospital. The University closed its in-patient infirmary facility.

- In March 2000, the Board of Trustees authorized the University to enter the “quiet” phase of a **\$470 million capital campaign** to be completed over a period of six years. The yearly “average” fundraising growth rate by colleges and universities nationally in the past decade has been approximately 12 percent. Brandeis has outperformed this average in five of the past six years. The smallest growth was 5.5 percent in fiscal 1999. The sharpest increase was 42 percent between 1999 and 2000. In FY97, the University raised \$32.0 million dollars; in FY98, \$41.2 million; in FY99, \$43.5 million; in FY00, \$61.7 million; and in FY01, \$61.4 million. The Campaign’s “quiet phase” is projected to conclude in the fall of 2002. During this period, we are testing an overall goal of \$470 million. Brandeis is committed to securing between \$140 million and \$188 million (30 to 40 percent) of the test goal in the “quiet phase” before the Campaign is publicly announced. Currently, \$133 million has been raised in the “quiet phase.” Brandeis’s endowment currently stands at approximately \$400 million compared to \$235 million in FY97. An important long-term strategic goal of the University is to direct the generosity of our donors to endowment and capital projects to a greater degree than we can afford to do at present. The primary fundraising challenge at Brandeis is to maintain a focus on approved institutional priorities. The University is committed to shift from its historical emphasis on raising large (six figure) annual gifts to securing endowment for professorships, scholarships and fellowships, and physical facilities.
- Beginning with the 2000 – 2001 academic year, the University improved **graduate student stipends** and contributed 20 per cent of the cost of the Chickering health insurance plan plus the health center fee for all fully-funded graduate students. A commitment has been made to increase this contribution to 60 per cent by the 2002-2003 academic year. The University is also working to improve access to the Psychological Counseling Center for graduate students. The budget for graduate student stipends for the 2000-2001 academic year was the largest in 8 years, and the minimum stipend effective Fall 2001 for fully-funded graduate students will be \$13,000. As part of the long-range effort to improve the graduate student experience at Brandeis, space specifically designed for use by graduate students will be available when the new Shapiro Campus Center opens in Fall 2002.

Efforts to Enhance Institutional Effectiveness

The University's efforts to enhance effectiveness in performing all of its core missions are driven by several factors. The very existence of the institution is predicated on reaching excellence in teaching, research and service to society. Early signs that these ambitions were indeed being realized were: the record time it took to receive Phi Beta Kappa chapter accreditation; the distinguished constellation of artists, social and natural scientists and other

creative academicians who joined the Brandeis faculty; and the broad appeal the new school had for students from across the country and abroad. Early in its 50-year history, Brandeis adopted as a goal reaching very high academic standards.

More recently, there has been peer recognition of the excellence of individual faculty members and of departments and programs. Faculty memberships in the National Academy of Sciences, in the American Academy of Arts and Sciences, the Institute of Medicine of the National Academy of Sciences, the American Association for the Advancement of Science, and the ranking of various academic departments among the top in the nation have provided unsolicited testimony for the quality of our academic enterprise.

As other selective universities, we take pride in the accomplishments of our alumni. There is evidence from figures of professional school admissions [Brandeis graduates, for example, are admitted to medical school at twice the national rate], from peer recognition of distinguished alumni, and from their financial success as evidenced by their generosity as donors that Brandeis has been effective in delivering on the promise of its excellence. These results have not been achieved by mere exhortation or by isolated attempts to reach specific goals. Rather they are based on a cultivation and reward of outstanding performance in several spheres of the University's activities. Faculty appointment and promotion procedures place strong emphasis on evidence for

both teaching and scholarly accomplishments. As is customary at similar institutions, the input of outside referees and *ad hoc* committee members is taken seriously and provides yardsticks for comparison with peer institutions. As new programs are proposed, the quality of their contribution to undergraduate education is scrutinized before and during a mandatory trial period. Only those passing such scrutiny are approved and even then periodic reviews continue. Undergraduate curriculum initiatives often respond to needs identified by faculty members, usually from several disciplines. Quality of instruction is assessed not only by a standard student evaluation instrument at the end of the semester, but also through the encouragement of individualized, mid-semester feedback instruments. We have also devoted resources to the exploration of such innovative assessment schemes as equipping a lecture hall for instant feedback. Recently, the Office of Undergraduate Academic Affairs has appointed an individual whose responsibilities include assessment and evaluation of first-year programs.

While Brandeis has not developed explicit University-wide goals for desired student competencies, many facets of both liberal learning and specialized training receive thoughtful faculty scrutiny from the time of a student's admission to her/his graduation. In several fields, the students' base of knowledge is determined by diagnostic placement tests. Students are then routed to courses appropriate to their level of achievement. There is a system of prerequisites in place in most departments that assures the orderly progression of student competencies. The instructor in each course is required to post a syllabus that includes specific assessment criteria. Where appropriate, seniors are judged by cumulative portfolios or performances. Those who are eligible and choose senior Honors programs defend their theses before formally assembled faculty committees.

The Dean of Arts and Sciences encourages departments to assess the level of satisfaction of their concentrators. Most departments have an elected Undergraduate Department Representative who acts as a liaison with the concentrators.

Finally, institutional attention has been devoted to the analysis of data provided by various learning assessment instruments. The Registrar publishes annually comprehensive tables comparing the range of grades earned by students in the various departments. It is hoped that within the next year, the Coordinator of Institutional Research will be able to pull together in one office the results of all of the assessment instruments and quality measures employed by the University in determining institutional effectiveness, making possible a review of options designed to strengthen and improve our ability to evaluate such effectiveness.

Summary Appraisal and Plans

During the next five years leading to Brandeis's scheduled comprehensive reaccreditation review in 2006, the University will conclude a projected \$470 million capital campaign, continue its efforts to strengthen and improve its finances through careful financial management and put in place the next phase of RCM involving the division of Arts & Sciences. Efforts to raise faculty salaries to the median of the AAU will continue, the new human resources administrative information system will be implemented, and various other management initiatives designed to provide a framework for translating the University's academic strengths into long-lasting and meaningful financial achievements will be pursued, including full development of the financial forecasting model, known as Integrated Resource Planning.

The University will continue the process, begun with the creation of the Office of the Senior Vice President for Students and Enrollment and the appointment of Jean Eddy, of devoting an increased proportion of available resources to undergraduate services and curriculum. The University anticipates an expanded student search effort with corresponding increases in the numbers of applications for undergraduate admission, a continued strengthening of the academic profile of admitted students, a further lowering of the admission and tuition discount rates, a small increase in the yield rate, and the achievement of greater diversity in the undergraduate student body as broadly defined in terms of such measures as race, ethnicity, religion, and geography.

The University will upgrade its stock of residence facilities, opening a new 210-bed undergraduate residence hall in fall 2003 and refurbishing existing facilities. Plans are also being made for a living and learning facility for students in the Graduate School of International Economics and Finance. The coming years will also witness closer collaboration with the City of Waltham in the areas of education and housing, especially housing that is suitable for graduate students and junior faculty members.

The next few years will also see a tightening of doctoral programs to avoid curricular duplications and redundancies and to increase the emphasis on interdisciplinary work, a trend that is already well advanced at the undergraduate level. There will also be an increased

focusing of institutional resources on those areas of the University in which faculty research can make the greatest contributions.

Finally, there will be greater emphasis on executive education programs in the Heller School, the Graduate School of International Economics and Finance, and the Rabb School of Summer and Continuing Studies. The Rabb School will also expand its adult learning programs.