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We recommend adding to the responsibility of the Division Heads the job of ensuring appropriate representation from each Division on the standing University and Art & Sciences committees, as described in Section F below (page 16). To recognize the expanded responsibility of the Division Heads, we recommend that their charges be articulated formally. This charge should include the Division Heads being responsible for advising the Dean on matters related to the Divisions, for coordinating curriculum across the Division (including facilitating the new course approval processes at the graduate and undergraduate level in each division), for coordinating research needs across the Divisions (including but not limited to shared facilities, seminars, etc.) and for determining membership of standing committees. We recommend that the Division Heads be added as members of the *Undergraduate Curriculum Committee*. We recommend that the Division Heads be selected by the chairs of each Division in consultation with the Dean of Arts & Sciences to serve terms of three years. We recommend that the compensation for these positions be standardized and transparent.

#### ***D. Councils of the Graduate School of Arts & Sciences, Graduate Professional Schools, and Rabb School***

1. We recommend that the Council of the Graduate School of Arts & Sciences continue its work as outlined in the current Faculty Handbook and described in the footnote below.<sup>14</sup> This Council consists of a representative from each PhD or Master's academic program in Arts & Sciences and of the PhD programs of the Heller and IBS.
2. We recommend that the Council of Graduate Professional Schools continue its work as outlined in the current Faculty Handbook and footnote below.<sup>15</sup> This Council consists of

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concern to departments or programs in more than one school.

e. The Provost and/or Dean of Arts and Sciences will inform the Faculty Senate and Faculty Meeting of recommendations by the School Councils for major change or discontinuation of academic programs sufficiently in advance of their submission to the Board of Trustees for approval to permit deliberation of such recommendations.

<sup>14</sup> The Council of the Graduate School considers matters related to doctoral programs in all schools and Arts and Sciences master's degree programs (except for "professional" Arts and Sciences master's degree programs). Subject to the approval of the Board of Trustees, the Council of the Graduate School recommends the establishment or discontinuation of such graduate degree programs and their requirements. The Council reviews proposals with respect to these degree programs; makes recommendations for the award of advanced degrees in these programs; and formulates, subject to the approval of the Provost and the appropriate school Dean, regulations governing these programs. The Dean of Arts and Sciences ensures that changes in the graduate curriculum that have important consequences for undergraduate education are brought to the attention of the Undergraduate Curriculum Committee for review.

<sup>15</sup> The Council of the Graduate Professional Schools considers matters related to graduate professional degree programs in The Heller School for Social Policy and Management, in the International Business School, in the Rabb School of Continuing Studies, and in Arts and Sciences. Subject to the approval of the Board of Trustees, the



two faculty representatives from the Heller, IBS, Arts & Sciences professional master's programs, and the Rabb School.

3. We recommended above that the Council of the Rabb School be replaced by a standing University committee, the Advisory Committee of the Rabb School (page 9).
4. We recommend that the Council of the Graduate School of Arts & Sciences and the Council of Graduate Professional Schools periodically report in to the Committee on Academic Standards and Policy.

### ***E. Faculty Senate***

The Faculty Senate has served a range of functions over time at Brandeis. In its current form, the Faculty Senate plays a catch-all role for faculty-related issues. The current language in the handbook states: “The Faculty Senate (or any member of the faculty by writing to the Faculty Senate) may initiate discussion on any issue relevant to the educational and research missions of the university or the provisions of this Handbook, including but not limited to academic freedom; the rights, responsibilities, work schedule, salary, and benefits of faculty members; university policies regarding faculty appointments, tenure, promotion, and dismissal; and university rules and regulations as they affect faculty.”<sup>16</sup>

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Council of the Graduate Professional Schools recommends the establishment or discontinuation of these graduate professional degree programs and their requirements. The Council reviews proposals with respect to these degree programs; makes recommendations for the award of advanced degrees; and formulates, subject to the approval of the appropriate school Dean or Provost, regulations governing these programs. The Provost ensures that changes in the graduate professional curricula that have important consequences for Arts and Sciences academic programs are brought to the attention of the Dean of Arts and Sciences and either the Undergraduate Curriculum Committee or the Council of the Graduate School, as appropriate, for review.

<sup>16</sup> Additional language on p. 30 of the current Faculty Handbook stipulates that The Faculty Senate

- i. introduces issues and formulates legislation or proposals for other actions for consideration by the Faculty Meeting;
  - ii. reviews proposed legislation before its submission to the Faculty Meeting and contemplated changes in university rules and regulations that affect faculty, and makes appropriate recommendations to the sponsors thereof and to the Faculty Meeting;
  - iii. reviews the activities of standing and special faculty committees on an annual basis and makes appropriate recommendations for the improvement thereof;
  - iv. conducts faculty elections called for in this Handbook;
  - v. considers proposals to establish new schools, departments, or undergraduate interdepartmental programs;
  - vi. considers other matters brought to its attention by members of the faculty or academic administration and recommends appropriate action; and
  - vii. calls special meetings of the Faculty as appropriate.
- c. The Faculty Senate determines, via electronic poll or other means, the issues of greatest concern to the faculty and ensures their consideration by the Faculty Meeting or appropriate academic administrative bodies.
  - d. The Council of the Faculty Senate may represent the Senate in discussions with the President, Provost, Academic Deans, and other members of the university community.
  - e. As specified in this Handbook, the Council of the Faculty Senate
    - i. advises the President, Provost, and the Dean;
    - ii. nominates candidates for faculty committees; and
    - iii. provides informal mediation of disputes involving faculty members.
  - f. Minutes of all Senate meetings are distributed to the faculty, electronically or in writing.

We identified the current actual role of the Faculty Senate as hearing and communicating the needs of the faculty, helping to coordinate the work of the various faculty committees, and working with the President and Provost to determine the agendas of faculty meetings such that faculty concerns are front and center. Our recommendation is that the academic work of the university is best conducted through the standing committees outlined above and that the Faculty Senate does its best work when it is in a communications role – operating as an intake and referral body – and when it is in an agenda-shaping role – advising senior administrators about faculty concerns. With this in mind, we have four proposals regarding the role of the Faculty Senate.

1. We recommend that the Faculty Senate continue to have responsibility for working with the President and Provost on the agenda for Faculty meetings, introducing issues and formulating legislation or proposals for other actions for consideration by the Faculty Meeting. Based on feedback we heard through this process, we recommend a review of when faculty meetings are held, the option of electronic participation, the option of electronic voting, allowing voting to take place over periods of time rather than only in the meeting, and other issues.
2. We recommend that the Council of the Faculty Senate continue representing the Senate in discussions with the President, Provost, Academic Deans, and other members of the university community. We recommend that the Council continue to advise the President, Provost, and the Deans, and be involved in forming search committees for open administrative positions and giving feedback on search processes. We recommend that faculty continue to be involved in searches for the President and members of the senior administration in addition to searches for the Deans and Provost. We recommend that the Council of the Faculty Senate include representatives of at least three schools or Divisions.
3. Currently, disputes<sup>17</sup> between or among faculty often come to the Faculty Senate for adjudication. In contrast, matters that go to the Committee on Faculty Rights and Responsibilities are those which require a determination of the Faculty Handbook in relationship to these disputes, followed by a recommendation to the appropriate administrator, but often that determination does not resolve the particular dispute. The Task Force is concerned that it is not in the best interest of the university to have *ad hoc* committees of faculty and perhaps staff members resolve such disputes since these individuals often have not had appropriate training to do so. We are aware that a Senate Task Force is considering these issues and recommend continued conversation about them before the Faculty Handbook is revised. Options include a standing faculty committee, an *ad hoc* committee, professionals who have specific training in such matters, such as staff members in Human Resources, the Title IX office, or some combination. The University Ombuds office also remains available for confidential advice disconnected from any formal processes.

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<sup>17</sup> See p. 33 of the Faculty Handbook

4. Finally, for the Faculty Senate to do its work well, we believe it should represent faculty in all of the Schools and Divisions within the university.<sup>18</sup> In that spirit, we recommend dropping the at-large seats on the Senate, except the seat for an Emeritus faculty member, which will reduce the number of Senators to 13. As has been the practice, the Senators will nominate and vote on a chair from within their ranks. We recommend that membership on the Senate Council be revised slightly to require that members represent at least three of the Schools. We recommend that Heller, IBS and the four Divisions in Arts & Sciences select its representatives (2 per unit) and that one person from the Rabb School be selected to sit on the Senate in a non-voting capacity to facilitate information exchange. We recommend maintaining the seat recently added for one Emeritus faculty member elected at-large. We think that a smaller Senate will be more representative of the faculty and more effective – enabling more focused and robust discussions. We also recommend that the parliamentarian to the Faculty Meeting be elected by the voting faculty and responsible for working with the Chair of the Faculty Senate to chair the Faculty Meetings.

#### ***F. Determining Faculty Representatives on Standing Committees***

Representatives on current standing committees of the Faculty Handbook and the Faculty Senate are determined through a combination of election by the Faculty and appointment by the Provost. In our initial suggestions, we proposed having all of these individuals elected by the faculty. There was robust conversation about this proposal at each of the meetings we attended on our listening tour and a wide variety of opinions expressed. Rather than recommending a single way these individuals be determined, we recommend a “state model” where each of the units (the four Divisions in Arts & Sciences, Heller and IBS) will individually decide whether they want to elect representatives, appoint them, or do a combination. We believe this approach will enable each unit to decide for itself how it can best be represented. We outlined some suggested approaches in Appendix D.

In Arts & Sciences, we recommend that the Division Heads be responsible for ensuring appropriate representation from each Division on the standing University and Art & Sciences committees. This requires each Division to put forth one person for each of the following committees:

- Committee on Planning and Strategy (1 faculty member)
- University Committee on Academic Standards and Policy (1 faculty member)
- Committee on Teaching, Learning and Assessment (1 faculty member)
- Committee on Faculty Rights and Responsibilities (1 faculty member)
- Advisory Committee of the Rabb School (1 faculty member)
- Undergraduate Curriculum Committee (1 faculty member)

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<sup>18</sup> The current structure of the Faculty Senate is as follows:

a. The members of the Faculty Senate are elected as follows:

- i. Each School of the College of Arts and Sciences elects two members, each professional school elects two, six are elected at-large, and one member is elected by the emeritae/emeriti faculty from their ranks.
- ii. To be eligible for election, a candidate must be a member of the faculty within the tenure structure or on a multi-year contract and have been a member of the faculty for at least one year before election, if tenured, or for at least two years, if non-tenured. All emeritae/emeriti faculty members are eligible to run for the emeritae/emeriti seat.
- iii. Senators are elected for three-year terms. A Senator may not serve for more than six consecutive years.

- Tenured Promotions Committee (1 faculty member)
- Faculty Senate (2 faculty members)

It will be up to each Division to decide whether individual faculty can fill more than one role.

At Heller, we recommend that the Chair of the Education Steering Committee be responsible for ensuring appropriate representation which includes:

- Committee on Planning and Strategy (1 faculty member)
- University Committee on Academic Standards and Policy (1 faculty member)
- Committee on Teaching, Learning and Assessment (1 faculty member)
- Committee on Faculty Rights and Responsibilities (1 faculty member)
- Advisory Committee of the Rabb School (1 faculty member)
- Faculty Senate (2 faculty members)

At IBS, we recommend that the individual responsible for academic programs be responsible for ensuring appropriate representation as follows:

- Committee on Planning and Strategy (1 faculty member)
- University Committee on Academic Standards and Policy (1 faculty member)
- Committee on Teaching, Learning and Assessment (1 faculty member)
- Committee on Faculty Rights and Responsibilities (1 faculty member)
- Advisory Committee of the Rabb School (1 faculty member)
- Faculty Senate (2 faculty members)

Each Division Head, the Chair of the Education Steering Committee at Heller and the individual responsible for academic programs at IBS will have a complete list of all of the faculty constituents in their Division or School to help facilitate these processes.

### ***G. Faculty Representatives to the Board of Trustees***

While Brandeis is an outlier among its peers in the number of elected faculty members it has as non-voting members to the university's Board of Trustees (four plus the chair of the Faculty Senate ex-officio), we recommend that this practice be continued for the foreseeable future.<sup>19</sup> Faculty Representatives to the Board help to educate the Board about the work of faculty on campus and help faculty understand what the Board does and where there are points of overlap and difference in the responsibilities of faculty and Board members around shared governance.

We recommend that the faculty representatives regularly report on the work of the Board to the Faculty Senate and annually prepare a written report to the entire faculty to help to build trust across the institution, make the work of the Board more transparent to the faculty, and help to educate the Board on the work of the institution. We recommend that the Provost's Office

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<sup>19</sup> The current handbook specifies that:

- a. The faculty elects at-large four members, who serve as representatives of faculty views and interests to the Board of Trustees. The representatives serve for staggered three-year terms.
- b. The Faculty Representatives report to the Faculty Senate, and to the faculty as a whole at the Faculty Meeting, on matters that come before the Board, which are of particular interest to the faculty.
- c. Elections of Faculty Representatives are conducted by the Faculty Senate according to the same procedure used for election of Senators.

oversee the elections of the Faculty Representatives. Because their role and responsibilities as representatives to the Board are within the province of the Board, we recommend that they receive a more formal orientation to their roles, particularly related to what information shared with them is and is not confidential.

A full summary of these changes is described in organizational charts, included as Appendix F, that compare the current organizational relationships to those being proposed in this document.

#### **IV. Related Issues**

For the proposed changes to be effective, we identified a number of related issues to be addressed.

##### **A. A Charge for Work on Faculty Policies**

Right now, the Faculty Handbook includes various policies and procedures pertaining to Arts & Sciences whereas similar policies and procedures for IBS, Heller, Rabb, Centers and Institutes reside in various documents outside of the Handbook. Although some of these policies and procedures speak to institutional rather than more localized practices, they often are inconsistent with one another. Such inconsistencies conceivably could create legal problems for Brandeis, when the matter in question represents an institutional rather than, for example a school commitment. Variable policies and practices also at times present structural barriers to interdisciplinary or other programs requiring collaboration among specific units.

As an administrative matter, we recommend that the President ask the Provost with support from the Executive Vice President to gather all of the policies and policy manuals that apply to faculty and review them to identify points of conflict and spaces where clarification is needed. Working with the Deans and representative faculty, we recommend that the Provost develop a process for standardizing, not the content across schools, but the areas that are addressed. This includes developing a policy manual that includes policies for all faculty which is distinct from the policy manuals for Schools that address school specific policies. Based on our review to date, we suspect that the following topics need to be addressed in these manuals: faculty recruiting practices, workload expectations, how faculty are evaluated, how professional development happens, details about the conduct of classes, grading, etc., resources and policies related to student issues, faculty compensation, how the schools do governance as distinct from the full faculty, policies around faculty leaves, and expectations around advising and service. We hope the process outlined above can begin in the summer of 2018.

##### **B. Who Counts as Faculty and Who Can Vote**

According to the current Faculty Handbook, a range of individuals with a wide range of titles are counted as faculty at Brandeis. We recommend that the Provost working with appropriate deans and other administrators, such as Division Heads, department chairs or directors of Centers and Institutes, along with representative faculty, review the definitions currently in the Faculty Handbook (included as Appendix B) to assess the extent to which they are applied consistently across schools. We recommend that this group clarify who is involved in

academic instruction at Brandeis versus in research and confirm that these titles are being used uniformly across Schools and Divisions. This analysis would include clarifying the governance of Centers and Institutes and specifying the process for appointments, renewals, tenure, and promotions in the Centers and Institutes.

The Faculty Handbook further stipulates that the following faculty and academic administrators have the right to vote:

- All faculty holding appointments in the tenure structure
- All faculty outside the tenure structure who hold at least half-time appointments and have held such appointments for at least two semesters;
- The President, Provost, Dean of Arts & Sciences, and the Deans of the professional schools
- the University Librarian, and
- the University Registrar.

After the Senior Administrators clarify who counts as faculty, we recommend that the faculty have a robust conversation about the criteria for voting. We also recommend the faculty clarify the decision rules that determine which administrators vote. We recommend that the Provost or Office of Institutional Research provide yearly reports to the faculty about who counts as faculty and the fraction that are eligible to vote divided by Schools and Divisions.

### **C. Internal Communication and Data Sharing**

For any system of governance to be effective and transparent at Brandeis, the faculty need clear and consistent ways to communicate with one another. In addition to the structural changes we are thinking about, we request that the Office of Planning and Institutional Research maintain up-to-date lists including name and email address for all faculty at Brandeis, all voting faculty, and all voting faculty for any of the categories listed here (i.e. Heller voting only, IBS voting only, each of the Divisions voting only, Rabb, all full professors, all associate professors, all assistant professors, etc.). Because membership on these lists change each semester, we recommend that a provision be made in a revised Faculty Handbook which stipulates that updated lists be available to the Schools, Division Heads and Faculty Senate by the drop-add deadline each semester. We recommend that faculty for each committee be elected in the spring of each year so that full committees are ready to go in the fall.

### **D. Recognition of Service Work**

While we recognize that all faculty at the university are expected to perform service we note that some such as the Division Heads, the Chair of the Faculty Senate, and the chairs of some large committees perform extraordinary service. We recommend that individuals doing this kind of extraordinary service be compensated for their work in a standard and transparent way which enables them to do this service in lieu of another university responsibility rather than in addition.

### **V. Next Steps**

We recommend that the Provost and Deans begin the process of developing policy manuals in the Summer of 2018. Based on what is and is not included in these manuals, we

recommend that the full faculty begin the process of revising the Faculty Handbook following the recommendations in this document the Fall of 2018. Finally, we encourage the Provost and each of the Deans to engage in a zero-committee exercise as we did here and assess the extent to which committees they oversee have charges, are fulfilling those charges, and are doing their work in an organizationally effective way as connected to the structure we outline here.

## Appendix A. Charge to the Task Force on Faculty Governance

From: "Ron Liebowitz" <rdlreply@brandeis.edu>

Date: April 26, 2017 at 2:48:38 PM EDT

Subject: Task Force on Faculty Governance

Dear Colleagues,

I am writing to encourage you to join our colleagues Susan Curnan, Wendy Cadge, Provost Lisa Lynch and me in an ongoing and important conversation about the faculty's role in governance at Brandeis. This conversation began in January when the Faculty Senate hosted a retreat – open to all faculty – and attended by about forty faculty as well as the Provost and me. Organized by Susan Curnan, the faculty who gathered brainstormed about the strengths and weaknesses of current approaches to the faculty's role in governance and began to articulate ideas for better integrating faculty in decision-making across the university.

Subsequent informal conversations – including a second meeting open to all faculty last month hosted by the Faculty Senate – identified gaps and points of ambiguity in current faculty governance. To bring more members of the faculty into this conversation and be sure that we have robust structures for including faculty in institutional governance, I have asked Susan Curnan and Wendy Cadge to chair a Task Force on Faculty Governance.

This Task Force – comprised of six to eight faculty nominated by their peers – will assess the state of governance at Brandeis, focusing both on how the faculty practices governance in those areas that are its primary responsibility and in terms of the faculty's role in relationship to the administration and in some instances to the Board as they related to shared governance—a concept that will require a common understanding on the part of the Board and faculty. The Task Force will also compare Brandeis' approach to that of peer institutions, pay particular attention to best practices, and draft a set of recommendations for faculty and shared governance at Brandeis. These recommendations will turn into proposals for amending the Faculty Handbook that will be presented at Faculty meetings as outlined in the processes for amending the Handbook. The specific outcomes of this process are open – the Task Force may recommend more committees and structures than we have now or fewer depending on what they learn along the way.

The Task Force will be comprised of one faculty representative from each of the Divisions (Science, Social Science, Humanities and Creative Arts) as well as one faculty representative from IBS, one from Heller, and one from Rabb. To assure a group that is as diverse as possible along all dimensions, we are asking the Division heads (John Burt, Sarah Lamb, John Wardle, Jonathan Unglaub ) as well as representatives from Heller (Cindy Thomas and Darren Zinner), IBS (Katy Graddy) and Rabb (Karen Muncaster) to nominate two to three people that might serve. If you are interested in serving, please contact one of these individuals to be nominated by **May 5th**. We are committed to having at least one tenure-track faculty member on the committee and at least one-contract faculty member. The committee will be selected from the nominations by Susan Curnan and Wendy Cadge in consultation with Lisa Lynch and me.

We hope to announce the members of this Task Force in early May. A short survey will also be distributed in May to gather feedback from all faculty seeking opinions on the strengths and weaknesses in the current approach to faculty governance. Susan Curnan and Wendy Cadge will work with a consultant, Susan Resneck Pierce, who is President Emerita of the University of Puget Sound and author of a recent book pertinent to our work, *Governance Reconsidered: How Boards, Presidents, Administrators and Faculty Can Help Their Colleges Thrive* (Jossey-Bass, 2014), to analyze these data and gather information about peer institutions through the summer. The committee will do the bulk of its work in the fall and will present progress reports along the way. They will share their thinking through what they hope will be regular conversation with the faculty in the form of open meetings and presentations at regular faculty meetings. The information gathered about peer institutions will be made public as will a summary of findings from the survey at Brandeis. The Task Force will also be in conversation with the Board of Trustees primarily through two members of the Academy Committee, Meyer Koplou and Dan Jick.

I appreciate your attention to this process and encourage you to nominate faculty colleagues to the Task Force. If you have questions about any of this, please don't hesitate to contact me, Lisa Lynch, Susan Curnan, or Wendy Cadge.

Best regards,

Ron



## **Appendix B. Definition of the Faculty currently in the Faculty Handbook**

### **III. THE FACULTY**

#### *A. Functions*

Faculty carry out the educational and research missions of the university. Faculty functions include teaching, advising, scholarship, research and creative work, as well as service to the university. Faculty participate in university governance through legislative and other acts of the Faculty Meeting, the Faculty Senate, faculty committees, academic departments and other academic units.

#### *B. Membership*

Members of the faculty may hold appointments within the tenure structure or outside the tenure structure. Appointments outside the tenure structure are made to fulfill the special teaching and research needs of the graduate professional schools and graduate professional programs, and to augment the teaching and research activities of the Arts and Sciences faculty in the tenure structure. Faculty consist of those holding the following ranks:

##### 1. Ranks within the Tenure Structure

###### a. full-time appointments

- i. Instructor
- ii. Assistant Professor
- iii. Associate Professor
- iv. Professor
- v. University Professor

###### b. part-time appointments

- i. Part-time appointments within the tenure structure may be authorized by the Provost.
- ii. Such appointments are made in accordance with the standards and procedures established by this Handbook for full-time appointments.
- iii. Full-time faculty may reduce their appointment to part-time status on the basis of a written agreement with the Provost.

##### 2. Ranks outside the Tenure Structure

###### a. instructor

- i. An instructor may be appointed for a fixed term not to exceed five years for either full-time or part-time service.
- ii. Appointments as instructor may be renewed.

###### b. lecturer, senior lecturer

- i. A Lecturer or Senior Lecturer may be appointed for a fixed term not to exceed five years for either full-time or part-time service.
- ii. Appointments as Lecturer or Senior Lecturer may be renewed.

###### c. visiting faculty

A Visiting Faculty member may be appointed for a specified period of time not to exceed two years for full-time or part-time service at a rank commensurate with previous experience.

###### d. in-residence status

- i. A person possessing special qualifications or professional experience (e.g., Scholar, Artist, Writer, Diplomat) may be given an in-residence appointment with a title reflecting his or her













