

Brandeis | ONLINE

Instructor Reference Manual

August 2025

This manual has been written to provide information and guidance only. This manual is not a contract. Brandeis University reserves the right to modify, revoke, suspend, terminate, or change any and all of the policies and procedures within at any time.

Adjunct faculty at Brandeis University are represented by the Service Employees International Union (SEIU) Local 509, and a collective bargaining agreement (CBA) was ratified in 2020. In the event there is any conflict between this instructor manual and the CBA, the CBA will govern.

The CBA may be found at URL:

<https://www.brandeis.edu/human-resources/employee-resources/collective-bargaining/index.html>

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Brandeis University Policies And Procedures

Faculty Handbook

The current version of the Faculty Handbook was approved by the Board of Trustees on April 30, 2019:

<https://www.brandeis.edu/provost/faculty-affairs/faculty-resources/current/pdfs/faculty-handbook-2025-0429.pdf>

Faculty Policies

University-level policies may be found on the Provost's website pages at:

<http://www.brandeis.edu/provost/faculty-info/faculty-policies.html>

Collective Bargaining Agreement

Adjunct instructors are in a collective bargaining unit represented by SEIU Local 509. For additional information please see the Collective Bargaining Agreement (CBA) that can be found on the Department of Human Resources website:

<http://www.brandeis.edu/humanresources/CollectiveBargainingAgreement/index.html>

Instructor Orientation and Training

All Brandeis Online instructors are required to go through orientation and training. The Foundations of Online Learning and Teaching course is an asynchronous training.

Administrative Tools and Resources for Newly Hired Instructors

UNet Accounts

All newly hired instructors are expected to complete employment paperwork for Human Resources and acquire their own UNET Accounts (@brandeis.edu email accounts) before the start of the session when they are due to teach. Related instructions are distributed to newly hired instructors as part of the onboarding process.

Brandeis Email

Newly hired instructors are responsible for reviewing all emails that are sent to their Brandeis email address from administrators and students.

Workday

Workday (<https://www.brandeis.edu/workday>) is a cloud-based Enterprise Resource Planning system that houses the administrative management system for human resources, payroll, and financial operations. Instructors can log into Workday to self-identify and view/update personal information such as addresses and direct deposit.

Identification Cards

A Brandeis University identification card is available for instructors interested in utilizing campus services (athletic facilities, libraries, and extracurricular activities). The Campus Card Office, which is located in Kutz Hall, Room 9, issues identification cards. Instructors must present employment confirmation (copy of the appointment contract for a given session) and photo identification (i.e. license) in order to receive an identification card. For Campus Card Office hours of operation and additional details, please contact 781-736-4230

(<http://www.brandeis.edu/departments/campuscard>).

Teaching Assignments and Evaluations

Teaching Availability

Under ordinary circumstances, instructors are contacted by their school's faculty relations representative (or designee) to ask about their interest and availability to teach a given course prior to the start of the session.

Teaching Assignments

In accordance with the CBA, instructors will be sent a contract at least forty-five (45) days before the start of the assignment, and sooner when possible. Instructors must electronically accept their teaching agreement within seven days of receipt of the offer. Failure to do so may result in the forfeiture of the contract and the assignment may be offered to another instructor.

Student enrollment will be monitored to ensure there is sufficient enrollment to run the course. In the event of insufficient enrollment, instructors will be notified at least seven days prior to the start of the session. Refer to **CBA: Article 9, section 12** for policies around cancellation fees..

Refer to the **CBA Article 9 – Appointments and Assignments** for policies and procedures related to teaching assignments.

Evaluations

Refer to the **CBA Article 10 – Evaluations, Section 5**, for policies and procedures related to evaluations.

Compensation

Refer to the **CBA Article 12 – Compensation**, for policies and procedures related to compensation for teaching assignments, course development, course refresh, and mentoring.

Directed Studies

Directed studies are determined by Rabb School administration. In the event an instructor agrees to teach a directed study course, the instructor will be compensated based on enrollment. Compensation will be communicated prior to the term start date.

Professional Development

Several times a year, Brandeis offers seminars and/or training to faculty. These range from training in developing and teaching a course online, to understanding and developing appropriate learning outcomes for courses/programs, using the grade book, facilitating online discussions, developing grading rubrics for various types of assignments, and using student collaboration/group work in discussions and assignments. Instructors may also participate in the *Foundations of Online Learning and Teaching* course as a refresher.

In addition, instructors are eligible for many of the grants that support teaching that are offered to all faculty at the University, including Teaching Innovation grants, Affordable and Open Educational Resources (OER) grants, and Information Literacy grants.

Refer to ***CBA Article 11 – Professional Development Fund*** for additional information regarding professional development.

Course Development and Refresh Processes

The need to develop a new course, fully redevelop an existing course, or refresh elements of an existing course is determined through Brandeis Online’s program and course review processes. Course development and refresh projects are prioritized according to the Brandeis Online academic calendar and course schedule.

Instructors developing a new course, redeveloping an existing course, or refreshing significant elements of a course must sign a Course Development or Course Redesign Agreement.. Upon execution of the agreement, instructors are paired with a Learning Designer by Brandeis Online staff.

The Learning Designers assist instructors with the development of outcomes-based online courses that meet the quality standards outlined in the [Brandeis Online Course Standards](#) and [Brandeis Online Course Quality Scorecard](#), and reflect best practices in online course design. The Learning Designer manages the course development timeline, assists in the drafting of measurable outcomes and objectives, reviews and provides feedback on course materials, activities, and assessment to ensure clarity and alignment to outcomes, supports the adoption of educational tools and technologies, assists with building the course site, and provides consultation on effective approaches for online teaching and learning.

For further information on compensation related to course development and refresh, refer to the ***CBA Article 12 – Compensation, Section 5.***

Teaching Tools and Resources

Learning Management System (LMS)

The Brandeis Online LMS (Moodle) allows instructors to post and maintain course materials, such as the course syllabus, lecture notes, assignments, and reference materials. [Moodle](#) offers tools to support course activities beyond information posting, such as chat, online asynchronous discussions, online assignment submission, online grade book, and more. Moodle courses are accessible only to students enrolled in that course. We recommend that faculty and students log into [Moodle](#) using the SSO option.

24/7 Moodle Support

The [24/7 support portal](#) is available to instructors and students 365 days a year to provide LMS-related technical support.

Library and Information Technology Services

The Brandeis Library provides access to a wealth of resources in many formats, including electronic journals and scholarly databases containing primary source materials, full-text and multimedia content, reference works, news media, and more. The Library [OneSearch](#) is an online discovery tool for Library materials. Electronic resources can be accessed from off-campus.

Instructors with research-related questions can reach out to the Library in a variety of ways, including both in-person and virtual services. Instructors can chat online, call, email researchhelp@brandeis.edu, schedule in-person or virtual consultations, or visit the Library's Research Help Desk.

For the current Library schedule, visit: <https://calendar.library.brandeis.edu/calendar/>

Online Library Resources

Instructors have access to both on-campus library facilities outlined above and extensive online libraries. Access to the online libraries is available within each course via the LMS. Instructions are available to support instructors and students in connecting to electronic resources from off-campus at <http://its.brandeis.edu/research/help/offcampus/>.

With access, instructors and students can peruse the Research and Collections page to find thousands of books, articles, journals, newspapers, and other media, across a wide variety of disciplines and research areas. In addition, there is a variety of Research Help available that allows instructors and students to Ask a Librarian, access research guides by subject, access research tools such as ArcView and EndNote, peruse and access materials available through interlibrary loan, and review copyright policies and resources.

Electronic Course Materials

Instructors who plan to make use of scanned copyrighted materials for their assigned readings should work with a learning designer to ensure compliance with all copyright laws. Instructors who plan to make use of such materials must submit a “Course Pack Request Form” to the Brandeis Bookstore. Coursepacks are customized, bound reproductions of class notes and copyrighted material. They are sold through the Brandeis Bookstore and subject to all copyright laws and regulations.

All copyright laws must be strictly observed at all times. The Brandeis’ copyright policy is available at <http://www.brandeis.edu/copyright.html>.

All materials distributed to students online must be accessible to those who use adaptive technology software, such as screen readers, to access course materials. Accessible materials include but are not limited to accessible PDFs, the use of descriptive alt-tags on all images, and transcripts or closed captions on all video and audio content. Instructors should work with an instructional designer to ensure their course resources are accessible.

For a quick guide on making text-based course materials accessible, please review the following resource: <http://www.brandeis.edu/web-accessibility/pdfs/accessible-PDFs.pdf>

Zoom

Zoom provides synchronous communications and web conferencing capabilities for use in Brandeis Online courses, for virtual office hours, student presentations, and group collaboration. It can be used for live interactions with instructors and students using voice, webcam video, text chat, and other collaborative tools.

Information Technology Services (ITS) maintains a website with resources to support your use of Zoom. The website contains the following:

- Access instructions for Zoom
- Participant and moderator orientation materials
- Instructions for one’s first use
- Links to live and recorded online training sessions

The Zoom website can be located at the following URL:

<https://www.brandeis.edu/its/services/communication/zoom.html>

Instructors are asked to conduct at least one synchronous welcome session during the first week of the session and should post a recording of that session in the LMS. For assistance with Zoom, contact webconferencing@brandeis.edu.

Online Course Standards and Procedural Expectations

Online Course Standards

Brandeis Online instructors are expected to adhere to the [Online Course Design](#) and [Teaching Standards](#).

Ordering Textbooks

Students are directed to order course textbooks online through the Brandeis Bookstore. Instructors will be asked to confirm their required and recommended textbooks approximately eight weeks prior to the start of the session by the bookstore manager (or designee).

Instructors are encouraged to explore Open Educational Resources (OER) to assess if related material may be relevant to their courses. Learning designers and Brandeis librarians can assist instructors in OER exploration as well.

Posting Course Syllabi

Instructors must develop course syllabi using the [syllabus template](#) provided by Brandeis Online. The syllabus must be posted to the Course Information section in the LMS at least one week prior to the start of a new session.

Verifying Course Prerequisites

Course prerequisites should be stated clearly in the syllabus. Instructors must discuss and confirm course prerequisite assumptions with the program chairs to ensure program alignment.

Approval of the instructor and Academic Program Chair is required if a student requests to waive a stated course prerequisite.

Opening Courses to Students

All course sites must be made visible to students no later than one week before the session start date. Once the course is prepared, instructors are responsible for making their courses visible to students. Instructors must click on the "Show Course" link in the Course Settings in order for students to access the course. If the course is not made visible 7 days prior to the start of term, due to mitigating circumstances, a Brandeis Online staff member will open the course on the instructors behalf and notify them by email.

End-of-Course Evaluations

Evaluations for all courses are administered through the eXplorance Blue evaluation system, which is linked to and accessed from each user's LMS Dashboard. All student evaluations are confidential and anonymous. Instructors are encouraged to post announcements during the evaluation period reminding their students of the importance of completing course evaluations and, if

applicable, noting specific examples of course adjustments that have been made in the past in response to student comments. Such reminders have proven to improve student response rates, resulting in more comprehensive and useful student feedback.

Instructors will be able to access a summary report of their own evaluation results via the LMS after the evaluation period has ended. To protect student anonymity, at least 5 students must complete an evaluation for the instructor to receive a summary of their evaluation. Results are also provided to the Academic Program Chair and to select GPS staff.

Mid-Course Evaluations

Mid-course evaluations are optional and initiated at the discretion of the instructor. However, we recommend administering an informal check-in around Weeks 3–4 to gather formative feedback from students. A [set of suggested questions](#) is available to support this process.

Learning Designers will be available by appointment to consult with instructors who would like assistance interpreting and/or making modifications based on their mid-course evaluation results. Please contact the Assistant Director of Online Learning (or designee), who can put you in contact with a member of the Learning Design Team.

Grading Procedures

Assignments and Student Assessment

All graduate courses require weekly and/or long-term assignments which may include (but not be limited to) homework, research papers, problem sets, exams, projects, collaborative group work, outside reading, quizzes, and presentations. Instructors may assign major papers or projects, portfolios of work, weekly homework assignments, or other assignments as well. Instructors are encouraged to emphasize project-based assessments that illustrate the demonstration of skills.

In all courses for which credit is earned, students must submit assignment(s) for graded evaluation by instructors, and graded work should be returned to students in a timely fashion (within 7 days). Students should be given the opportunity to earn grades on multiple assessments during the session. Work should be planned such that students receive at least one grade before the third week of classes, preferably more.

Students should be given the opportunity to demonstrate learning in more than one way, e.g., homework, discussions, and/or projects and presentations. At the graduate level, cognitive tests depending upon memorization (true/false, multiple-choice, fill in the blank) are appropriate only for student self-testing and self-evaluation.

GPS strongly encourages instructors to adhere to the following grading and assessment practices:

- Students' grades should be determined by behavioral assignments/assessments; i.e., those that reflect the application and demonstration of Course Outcomes.
- The course should include (and the syllabus should reference) self-assessments to help the student reinforce what has been read and uncover areas of confusion. These self-assessments should provide the opportunity for dialog between the instructor and student.
- Some assignments/assessments should build from week to week and require reflection and original conclusions. They can include projects, research papers, team/collaborative work, case studies, programs, oral presentations, and professional journal readings.
- At least one significant assignment (beyond discussion participation) must be submitted by students and graded by the instructor on or before Week 4 of the session. This will ensure that students have an adequate understanding of their academic standing in the course before the withdrawal deadline.

GPS expects that active online participation should be evaluated and included as part of the grading criteria. Critical thinking skills as well as well-developed communication skills are part of the stated outcomes of every GPS program in the Rabb School and need to be included in every course to some extent.

Final Course Grades

Grades are due eight days after the last day of the session. Grades should be posted via Workday according to the guidelines below.

Please note: Brandeis has transitioned away from using Sage to post grades. Final course grades must be posted in Workday. This change will make the grading process easier and is consistent with the university-wide grading process. If you have any issues with Workday or the new grading process please contact the Workday team at:

workday-help@brandeis.edu.

When determining grades, instructors must use the same criteria for all students and may consider any/all components of students' coursework, including but not limited to: written work, recitations, class participation, special reports or research, and examinations.

The following grades may be used, with plus or minus where appropriate:

- A** Excellent
- B** Good
- C, D** Unsatisfactory
- E** Failure
- EI** Authorized Incomplete of Course Work *

** Instructors must change this to a letter grade once the student makes up incomplete work; Do not enter NG (No Grade) for any student.*

Instructors should not assign incompletes to any student who has not formally requested one. Students who have missed multiple weeks without making arrangements for an incomplete should be assigned an appropriate letter grade. See the following section on *Incompletes* for more information.

The numerical equivalents (GPA and 100 point scale) of the grades as determined by the instructor are:

<i>Course Grade</i>	<i>Letter Grade</i>	<i>GPA</i>
100 – 97	A+	4.00
96 – 93	A	4.00
92 – 90	A-	3.67

89 – 87	B+	3.33
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86 – 83	B	3.00
82 – 80	B-	2.67
79 – 77	C+	2.33
76 – 73	C	2.00
72 - 70	C-	1.67
69 – 67	D+	1.33
66 – 63	D	1.00
62 – 60	D-	0.67
59 – 0	E	0.00

When course grades end with decimals, they should be rounded to the closest whole number. Grades ending in 0.5 or higher should be rounded up; grades ending in 0.49 or lower should be rounded down. For example:

- 85.9 should be rounded up to 86
- 92.4 should be rounded down to 92
- 79.5 should be rounded up to 80

Please note: B- is the lowest acceptable grade for course credit to be counted toward a master's degree. A grade lower than B- will bear no credit. Instructors should avoid using a bell curve for grading, as demonstrated student mastery of stated course outcomes should be the driver for grading.

Incompletes

Requests for incompletes may be submitted to the instructor if a student successfully completes weeks one through six of a course. Requests must be made before the end of week seven. If the instructor deems the request acceptable, the instructor and student will then make a written agreement to outline when the incomplete course work must be completed by. This date is typically stipulated by the instructor as part of the agreement and should be no later than 4 weeks after the last day of that course. (Note: This may be extended to 2 months, if necessary.)

At the end of the session, the instructor will submit a grade of *Incomplete* (EI) for the student. If the student fails to satisfy the incomplete requirements by the deadline, a permanent failing grade will be reported for the course. Instructors should refer all students to the *Incomplete Request Form* on the GPS website:

<http://www.brandeis.edu/gps/current-students/student-briefcase/view-forms.html>

GPS staff will monitor the student's progress towards completing the course and note the situation in the student's file.

The student's record will display an incomplete (EI) until a permanent grade has been awarded. If the instructor does not submit a final permanent grade to replace the temporary grade, the Registrar will record a grade of 'E' for the course. Such a grade may be altered only by special petition. When other required academic exercises, such as minor papers, or quizzes are not completed, and when such noncompliance is excused, instructors may use discretion to require the work to be made up or decide not to count the assignment in determining the grade. When there is no satisfactory excuse for the incomplete work, a failing grade is generally recorded.

Student Issues

Students with Academic Difficulties or Prolonged Absence

Instructors should notify the GPS Student Services team at GPSAdvising@brandeis.edu if students are having academic difficulties or not logging into the online classroom regularly.

Student advisors are assigned to all students. Advisors reach out to students regularly, before and during each session, checking on students' progress and supporting them through course selection, registration, and other administrative items.

Academic Honesty

As stated in the Brandeis University Bulletin:

Academic integrity is central to the mission of Brandeis University. As stated in the Rights and Responsibilities handbook, "Every member of the University community is expected to maintain the highest standards of academic honesty. A student shall not receive credit for work that is not the product of the student's own effort." Potential penalties for a student found responsible for an infringement of academic honesty range from no credit for the work in question to permanent dismissal from the University. It is one of the chief obligations of each member of Brandeis' academic community to understand the University's policies regarding academic honesty and to uphold those standards.

If an instructor believes that a student is responsible for infringements of academic honesty, the following procedures should be followed. For legal protection, instructors should neither "act without consultation and authorization" nor negotiate a grade with a student suspected of dishonesty.

Behaviors to Report

A GPS instructor should report incidents involving:

- Students who submit material (ideas, phrases, sentences, etc.) taken from the Internet and other sources without appropriate citations and footnotes.
 - These submissions can take the form of assigned papers, projects, or discussion question responses (distance learning courses).
- Students who collaborate on work without the specific permission of the instructor.

Reporting an Incident

If an instructor suspects that a student has violated an academic integrity policy, the following steps should be taken immediately. *Note that it is important that all incidents be reported, and as soon as possible after they are detected.*

1. Notify the student of your suspicion. Provide details that support your claim. Ask the student for a response.
2. Document the incident by submitting a Community Standards Report, using the following form:
https://cm.maxient.com/reportingform.php?BrandeisUniv&layout_id=6
3. This involves sub-steps:
 - a. Document the student response.
 - b. Determine and document your preferred outcome and communicate this to the staff. Recommendations might include:
 - i. Giving the student a grade of zero on the assignment involved.
 - ii. Asking that the student resubmit the assignment in order to move forward with the course.
 - iii. Informing the student that future violations of the academic integrity policies will result in his/her receipt of no credit for the course.

Once the form is submitted, instructors will be contacted by Brandeis University's Director of Academic Integrity and informed about the next steps.

Reporting an Incident – Multiple Occurrences

If an instructor suspects that a student has violated an academic integrity policy after a first offense has been reported within the course, the following steps should be taken. Once again, note that it is important that all incidents be reported, and as soon as possible after they are detected.

1. Notify the student of your suspicion. Provide details that support your claim. Ask the student for a response.
2. Document the incident, using the form provided below:
https://cm.maxient.com/reportingform.php?BrandeisUniv&layout_id=6
GPS and university staff will follow up with the instructor and the student when multiple incidents are reported. Possible outcomes include:
 - a. The student will receive no credit for the course(s).
 - b. The student may be placed on probation, suspension, or expulsion from the program.

Additional Instructor Resources

The Brandeis University website includes additional resources involving the prevention and detection of academic integrity: <http://www.brandeis.edu/svpse/academicintegrity/>

Additional resources include:

- [Center for Academic Integrity](#)
Key organization dedicated to issues of academic integrity in educational institutions. Brandeis is a member.
- [CBB Plagiarism Resource Site](#)
A joint effort by Colby, Bates, and Bowdoin (CBB) to discourage student plagiarism. Includes news items.
- [Faculty Guide to Cyber-Plagiarism](#) (University of Alberta)

Questions related to academic integrity should be addressed to Brandeis University's Assistant Dean, Student Rights, and Community Standards, the GPS Director of Student Services or the GPS Director of Faculty Operations.

Since collaboration and teamwork are highly valued in the workplace, it is the responsibility of the instructor to articulate, in writing, guidelines for adult learners concerning criteria for completing assigned work. If collaboration or teamwork is not allowed, this should be clearly stated by instructors.

Behavioral Problems

Occasionally, student behavior in a course may be a cause of concern for the instructor. Instructors may consult with the Director of Student and Faculty Operations for support. Instructors should document any incidents which are a cause for concern and contact us promptly. The University has professional resources which may be accessed as needed.

Student Accessibility Support

The Americans with Disabilities Act and section 504 of the Rehabilitation Act of 1973 require that Brandeis University has policies that make clear the process by which students with documented disabilities can request reasonable accommodations. Brandeis University is committed to providing reasonable accommodations to individuals with appropriately documented physical, learning, or psychological disabilities; short-term and long-term. Since admission to the university is based on the academic qualifications of the applicant, admissions procedures are the same for all applicants, regardless of disability. Disclosing a disability and requesting accommodations are personal decisions. Brandeis does not require a student to disclose the existence of a disability, but requesting accommodations does require that a student disclose their disability. To request accommodations, students should contact the Student Accessibility Support office. For questions regarding the accommodation request process, please contact Jaspreet Mahal, Accessibility Specialist for Graduate Students, jaspreet26@brandeis.edu.

As part of the Brandeis effort to improve communication with and support of this group of students, **all instructors must include the following note, in bold type, in the syllabus (which must also be posted to the course site) for each course offered at Brandeis:**

Brandeis seeks to welcome and include all students. If you are a student who needs accommodations as outlined in an accommodations letter, please talk with me and present your letter of accommodation as soon as you can. I want to support you.

In order to provide test accommodations, I need the letter more than 48 hours in advance. I want to provide your accommodations but cannot do so retroactively. If you have questions about documenting a disability or requesting accommodations, please contact Student Accessibility Support (SAS) at 781.736.3470 or access@brandeis.edu.

Any questions concerning specific format for official documentation or adaptation of courses may be directed to the Student Accessibility Support office.

Religious Observance

The following state law governs absence due to religious observance:

Section 2B of Chapter 151C of the Massachusetts General Laws provides that: "Any student (...) who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirement --[may make up work] -- which he may have missed because of absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fee of any kind shall be charged...for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this section."

Students anticipating such absences from an online course are urged to make their instructors aware of their potential absence in advance of the day(s) to be missed, so that appropriate planning and/or action may be taken.

Discrimination and Harassment

All students and instructors are expected to adhere to the Brandeis policies on discrimination and harassment. This policy can be found on the Brandeis website at

<http://www.brandeis.edu/studentaffairs/srcs/index.html>. Students and instructors who believe that they are subject to unlawful treatment should seek counsel with the Director of Student Services and Director of Faculty Operations.

Additional Information

Rabb School Location

The Division of Graduate Professional Studies is housed within the Rabb School of Continuing Studies building, located at 480 Old South Street, Waltham, MA 02453. The building is situated across from the main entrance of Brandeis University on Old South Street close to the MBTA Commuter Rail station. Parking is available in the nearby MBTA Commuter Rail parking lot or on Old South St.

Tax Treaties

If you hold citizenship in a country other than the USA, and that country has a tax treaty or understanding with the U.S. and will claim exemption from withholding taxes, contact Human Resources for the appropriate forms, to be filled out once a year.

Withholding Forms

Adjunct instructors must complete and return state and federal withholding forms. All instructors and staff should complete new withholding forms if they wish to change the withholding selections currently in use.

Direct Deposit and Other Instructor Self-Service Features

Workday is Brandeis University's administrative management system for human resources, payroll, and financial operations. Instructors can log into Workday to conduct a variety of business transactions, including the setup of the direct deposit of paychecks, online in a confidential manner. Workday requires login with a UNet username and password. It currently enables employees to:

- Add and update home and mailing addresses, phone numbers, and emergency contact information
- Review other personal data on file with the university (i.e., gender, date of birth, ethnicity)
- Submit name-change requests
- Enroll in the university's emergency notification system
- Change direct-deposit allocations

From On-Campus

- Point your browser to <https://www.brandeis.edu/humanresources/>
- Enter your UNet ID and password
- Click "Sign In" button

From Off-Campus

- Point your browser to <https://wormhole.brandeis.edu>
- Enter your UNet username and password
- Under "Web Bookmarks," click the Workday link
- Enter your UNet username and password again

- Select the self-service option you wish

Benefits Eligibility

Rabb GPS instructors who teach at least four courses per academic year are classified as half-time and are eligible for benefits. Contact the Human Resources office for more information.

<http://www.brandeis.edu/humanresources/>.

Enrollment in Courses

Benefits-eligible part-time staff and faculty are eligible to receive prorated tuition remission for one course per semester. The tuition discount is equal to the employee's full-time equivalency (FTE) rate. For example, an employee who is considered 0.60 FTE would receive a 60 percent tuition reduction.

Brandeis Offices and Services

Goldfarb/Farber Main Library 781-736-4624

Gerstenzang Science Library 781-736-4728

Brandeis Bookstore (Barnes & Noble) 781-736-4272

Directory Assistance 781-736-3000

Campus Card 781-736-4230

Human Resources 781-736-4474

Graduate Professional Studies Staff List

Please refer to the current listings on the GPS website:

- <https://www.brandeis.edu/gps/about/staff.html>