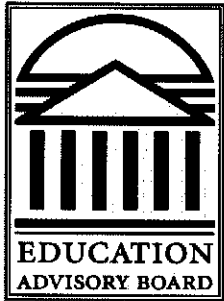


UNIVERSITY LEADERSHIP COUNCIL

Organizing Interdisciplinary Research Through Centers and Institutes

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**THE ADVISORY BOARD COMPANY
WASHINGTON, D.C.**

I. EXECUTIVE SUMMARY

The Research Question

When a private research university was about to launch four cross-school interdisciplinary research institutes, its Vice Provost for Research approached the Advisory Board Company with a question that many member institutions have voiced in similar terms:

What are the best ways to organize the reporting and administrative structures of centers and institutes?

And more specifically:

1. Definitions	How do the various disciplines differ in their reporting and administrative structures?
2. Policies for Creation/Dissolution	Can centers “come and go” and, if so, what is the procedure for developing a new center and equally important what is the process for dissolving a center?
3. The Role of Faculty	How do the various disciplines differ in their reporting and administrative structures?
4. Administrative Structure	What about the directorships for centers and institutes - internal or external? How long are the terms? What is the course release? Typically led by tenured faculty?
5. Cross-School Collaboration	What are the various ways in which centers and institutes can be developed and managed across schools and disciplines?
6. Humanities and Social Sciences	How do centers and institutes in the humanities and social sciences differ in structure from those focused on the sciences and engineering?

In order to address these questions, this research brief relies upon:

- 1) Interviews with research administrators and center directors
- 2) An analysis of institutional policies for creating and evaluating centers
- 3) A review of the literature on managing centers

This brief presents a preliminary analysis of these questions as well as three cases studies of humanities and entrepreneurship institutes. More detail will be available when our larger study of centers and institutes is completed for the Fall 2008 University Leadership Council meeting series on “Managing Large-Scale Multi-Disciplinary Research.”

Institutions Profiled

University	Location	Control	Enrollment (Total)	Carnegie Classification: Research Activity
University A	Southeast	Private	13,000	RU/VH
University B	Mid-Atlantic	Public	28,000	RU/VH
University C	West	Public	33,000	RU/VH
University D	Midwest	Public	40,000	RU/VH
University E	Southeast	Public	17,000	RU/VH
University F	Midwest	Public	51,000	RU/VH
University G	Southwest	Public	50,000	RU/VH
University H	Southwest	Private	5,000	RU/VH
University I	Northeast	Private	6,000	RU/VH
University J	Southeast	Private	11,000	RU/VH
University K	Mid-Atlantic	Public	23,000	RU/VH
University L	West	Public	25,000	RU/VH
University M	Northeast	Public	23,000	RU/VH
University N	Midwest	Private	11,000	RU/VH
University O	Midwest	Public	7,000	RU/H
University P	Canada	NA	36,000	NA
University Q	Northwest	Public	11,000	Master's
University R	Northeast	Public	25,000	RU/VH
University S	Midwest	Public	51,000	RU/VH
University T	West	Public	24,000	RU/VH

Key Findings

Centers Problematic at Most Universities

Centers and institutes are now common features on university campuses. Yet despite decades of experience launching and managing these units, most institutions are still struggling to find best practices. Common problems include:

- The proliferation of centers of varying size, quality and strategic relevance
- Ad hoc governance structures with no uniformity across the institution
- Lack of accountability through regular performance reviews
- Failure of many/ most centers to become financially sustainable
- Ongoing tensions between departments and centers over resource allocation

Changing Funding Environment Forcing Reform

Many universities allowed center proliferation to continue as federal funding grew, but as we enter a period of flat or declining federal funding (coupled with budget cuts at many state supported universities), universities are finding it increasingly critical to prioritize funding—paring back centers that are not generating significant impact and focusing resources on a smaller set of centers and institutes with potential for greater success. At the same time, the vast majority of universities see large-scale interdisciplinary research as core to their mission, and they see centers and institutes as the structures best able to support this type of research. Managing centers well has become an essential core competency.

Sophisticated Institutions Building Permanent Mechanisms to Support Centers

Universities are revisiting the policies and procedures that govern centers. In a sense, they are finally acknowledging after decades of ad hoc growth that centers have become a permanent and critical component of the research enterprise. They are “institutionalizing” interdisciplinary research through a variety of mechanisms:

- **Definition:** Clearly differentiating a set of organizational structures (previously lumped together under the term center) with distinct purposes, policies and approval procedures
- **Stratification:** Creating a hierarchy of centers and institutes that reflects different levels of resources and oversight and different reporting relationships
- **Infrastructure:** Building a permanent shared infrastructure (physical and administrative) to support centers
- **Budgeting:** Planning for the ongoing financial support of centers
- **Accountability:** Implementing processes to evaluate center performance and make decisions about levels of future support

Recommendations

Stratification

- Create different tiers of centers based on reporting relationship, level of central resources, degree of permanence and alignment with institutional strategic priorities
- Set up center approval and oversight policies appropriate for each different tier
- Keep central administration time and resources focused on the top tier

Infrastructure

- Focus resources on building permanent infrastructure (required to support a range of centers) and minimizing temporary infrastructure (required to support a specific center)
- Identify administrative services that can be shared across multiple centers (e.g., HR, communications, pre-award, post-award, purchasing)
- Provide these services (where appropriate) either centrally or through the administrative teams of an existing center

Budgeting

- Require centers to create “business plans” that analyze the long term financial viability of the center, including back up plans if anticipated funding sources fail to materialize
- Provide business planning support to major centers to ensure quality and standardization
- Develop long term core budgets for all major centers, representing the base level of institutional funding that will be required

Accountability

- Review all major centers simultaneously at three year intervals
- Compare performance and investments across all centers and reallocate funding based on success and institutional priorities

Cross-Campus Collaboration

- Encourage center funds to be used for joint hires with departments
- Require two or more deans to commit funds to a center before investing central university funds

Humanities and Entrepreneurship Center Directorships

- Humanities: Hire an internal director who can immediately galvanize faculty interest around the center’s focus area.
- Entrepreneurship: Hire someone with substantial experience engaging with the business community. (In general, these are external hires)

II. DEFINING CENTERS AND INSTITUTES

Extra-departmental research units go by a stunning variety of names—center, institute, organized research unit (ORU), laboratory, board, bureau, initiative or program. A “center” can be anything from a file cabinet in a professor’s office to a \$100 million initiative with a major research facility and hundreds of affiliated faculty members.

Nevertheless, there are certain characteristics common to the vast majority of centers:

- Most engage in research, and many also engage in teaching, outreach or tech transfer
- They have a director who is a tenured faculty member and who reports to a department chair, dean or senior administrator
- They have affiliated faculty but those faculty have a department as their tenure home
- They instruct graduate students but do not sponsor degrees
- They draw faculty and students from more than one department¹
- They may or may not have assigned space

The ad hoc accumulation of such units over time has left most universities with little or no uniformity in their naming conventions. Given the difficulty of renaming existing units (particularly long-standing units), few universities have attempted to apply uniform naming conventions to all of their non-departmental research units. Many, however, have begun applying strict rules to all new centers. (See the appendix for sample definitions of institutes and centers.)

While many exceptions exist, there is a generally accepted distinction between centers and institutes. Institutes tend to be larger and more permanent and are more likely to serve as umbrellas for multiple centers. University A, for example, has seven “signature” institutes that represent the university’s strategic priorities and that serve as umbrellas for related research centers. (See chart in Section IV.) A recent survey of centers and institutes at U.S. medical schools found that institutes have on average more funding and more assigned space than centers and that they are more likely than centers to report to a higher level in the academic hierarchy. (Mallon 2005, p. 2) One center director explained to us, “It makes sense to call it an institute if part of the aspiration is to have a number of centers contained within it.” (Although there are certainly examples of centers that report to other centers and of institutes that report to centers.)

New naming policies are being implemented not because it matters particularly whether something is called a center or an institute, but out of a recognition that these generic terms refer to very different kinds of units that require different policies and procedures for approval, management and evaluation.

¹ Mallon (2005) finds that 15% of centers at academic medical centers had faculty from just one department, while 70% had faculty from 3 or more departments.

Differentiating Centers at University T

Organized Research Units

- Director reports to the Vice Chancellor for Research
- Vice Chancellor for Research appoints an Advisory Committee with members from both inside and outside the state system
- Must be approved by the Academic Senate
- Reviewed at intervals of five years or less by the Academic Senate
- All ORU units that have been in existence for 15 years or more are subject to a Sunset Review

Special Research Programs

- Director reports to the Vice Chancellor for Research
- May be formed in response to a special funding opportunity, as the campus branch of a state-system university research program, or as part of a federal or state governmental initiative
- Established for three or five years
- Approved by the Vice Chancellor for Research, in consultation with the Academic Senate
- Periodic reviews conducted in consultation with the Academic Senate

Campus Centers

- Director reports to a Dean
- Established for a period of three years
- Office of Research generally does not provide funding beyond the first three years
- Approved by the Vice Chancellor for Research, in consultation with the Academic Senate

School Centers

- School Centers may be established by a Dean
- No resources are expected from the Vice Chancellor for Research or the Executive Vice Chancellor and Provost
- Deans are responsible for establishing procedures for submitting proposals for School Centers
- Vice Chancellor for Research must approve the name
- Not subject to review by the Academic Senate

Source: University website

III. STRATIFICATION

A key aspect of some approaches to center definitions is the creation of different tiers of centers with different reporting levels, approval processes, resources and privileges. The most common approach differentiates centers based on whether they report to a department chair, a dean or a senior university administrator (typically VP for Research or Provost).

The value of this approach is

- Defines scope of responsibility (e.g., Provost should not have to oversee departmental centers)
- Creates different processes for approval and oversight appropriate to the needs of centers in a specific tier

The most common basis for differentiation has to do with how many different departments or schools are represented in the center. Those centers with faculty primarily from a single department report to that department's chair. Those with faculty from multiple departments within a single school report to the Dean and those with faculty from multiple schools report to the VP for Research or Provost.

University B's Taxonomy of Centers

University B's Centers are formally approved units within the institution.

Based on differences in 1) funding source, 2) locus of fiscal and administrative control, and 3) who the director reports to, the university classifies three types of centers:

	Funding Source	Locus of Fiscal and Administrative Control	Director Reports To:
Departmental Research Centers	Departmental	Department Chair	Department Chair
College Center	Appropriations, grants or contracts	Dean of the College	Dean of the College (director of a College Center is <u>usually</u> a member of an involved academic department)
University Center	University	VP for Research or Provost	VP for Research or Provost

IV. INFRASTRUCTURE

Developing a formal policy framework that recognizes the different aims and structures of centers is a first step. The next step taken at many institutions is the creation of an administrative and physical infrastructure to support centers and institutes.

As centers were added in an ad hoc manner over the years at many universities, two major problems arose:

- Duplication of infrastructure (each center has its own HR, accounting, communications and research administration staff)
- Mismatched infrastructure (some centers have too much support, others not enough)

University A's Interdisciplinary Program Office (IPO)

University A has focused its efforts on seven "signature" institutes, many of which contain centers within them. With the investment of significant levels of central funding, the administration felt that it was important to offer both oversight and support for these institutes. In 2008 they launched the Interdisciplinary Program Office (IPO) to provide HR, accounting and other forms of support to the institute and center directors.

[Image Removed]

University C's Research Services Office

In 2008, University C created a new unit to provide business and research administration services to a small set of large centers. Rather than create a new central office, they started with the staff of one high performing center and allowed a handful of other centers access to their services. In the process they took the business and research administration staff of the other centers and combined them with the staff from the high performing unit. The new office is funded by a return of 6% of ICR from each of the centers.

[Image Removed]

University D's Center Launch Expert

On a smaller scale, University D has a center launch expert who handles the critical tasks in the first six months of a center, including budgeting, setting up accounts, and hiring staff (including the long term managing director). At any given time he supports four or five centers ensuring that they are launched quickly and consistently and allowing faculty directors to maintain their focus on research rather than administration. Currently his salary is supported by the VP for Research, but in the future they plan for him to charge a portion of his time to each of the centers that he supports. The expectation is that half of his salary could eventually be covered in this way.

V. ACCOUNTABILITY

Centers and institutes often represent significant investments of institutional funds. Yet at many universities, there is little or no link between center performance and funding decisions. Formal review processes are a common component of center policies, but in practice they rarely accomplish the goals they were designed for. In particular, many of the administrators that we spoke to expressed frustration with the difficulty of sunsetting underperforming centers.

University A's Approach to Performance Metrics

Recognizing the need for some standardization of performance metrics across institutes but also understanding the unique missions of each institute, University A created a standard set of 72 performance metrics. The director of the Interdisciplinary Program Office individually with each of the institute directors to agree on a customized set of metrics selected from the master list. Most of these metrics can be tracked directly by the IPO without additional work by institute staff.

Center Reviews at University E

University E has implemented one of the most rigorous center review procedures that we have encountered. It combines a performance review with budget allocation decisions, decisions that are ultimately made by the Deans.

Key features include:

- All university wide centers are reviewed together at the same time (including proposals for new centers) every three years
- Centers are ranked by each of the Deans as well as by a university wide Research Advisory Group
- Using these rankings each of the Deans decides how much funding to allocate to each of the centers. The central administration supplies additional funds in proportion to Dean's funding commitments.

University A's approach accounts for the fact that each of their major institutes has a very different mission—humanities, ethics, social science, policy, genomics, etc.—while University E's approach works well because all of their centers are focused on biomedical research.

VI. CROSS-CAMPUS COLLABORATION

Centers and institutes are typically created with the goal of fostering greater collaboration across campus. By taking faculty out of their departments, they strive to enable new interdisciplinary teams. But because universities are still structured around departments tensions almost inevitably arise.

Faculty time	Faculty typically have their primary appointment and teaching responsibilities in a department. Time spent in a center represents a cost to the department.	Centers buy faculty members out of courses, enabling departments to fund supplemental teaching resources.
Faculty hiring	Faculty are hired by departments whose interests in new candidates may not be aligned with the hiring needs of centers.	Centers supplement start up packages or faculty salaries (for a limited time), enabling departments to hire candidates they otherwise could not have.
Tenure/promotion	Departments decide on tenure and promotion, often focusing on a record of performance within the discipline and deemphasizing the importance of interdisciplinary research and teaching.	Center director has input (often informally) into tenure and promotion decisions. Faculty publications outside the narrow discipline are taken into account.
Indirect cost recovery	When centers receive indirect cost recovery on grants, departments feel that they are losing resources needed to cover the costs associated with their faculty.	Allow all indirect cost recovery to go to the home departments of the faculty members involved, while subsidizing the centers directly with central administration funds (which can be derived from an “off the top” portion of ICR).

Keeping the Deans aligned with the centers is critical to ensuring faculty will be allowed and encouraged to participate in center activities. University E’s approach holds the centers directly accountable to the Deans in that they are only funded to the degree that Deans support them. At University F, the Targeted Investments in Excellence program (a large seed fund for interdisciplinary projects) required Deans to fund all of the proposals that they submitted—whether or not they eventually received central support. This guaranteed that Deans were committed to every project proposed.

VII. HUMANITIES AND ENTREPRENEURSHIP CENTERS

Interviews with humanities and entrepreneurship center directors at high-achieving universities revealed that while such centers differ markedly in terms of their specific funding profiles and missions, there are a handful of common denominators among these two types of centers:

Humanities Centers

Internal directorship hires are the norm.

According to a member of the Advisory Board of the Consortium of Humanities Centers and Institutes (CHCI), most humanities center and institute directors are internal hires. In fact, all of the individuals that currently sit on the Executive Committee of the Consortium of Humanities Centers and Institutes (CHCI) were faculty at their respective institutions prior to becoming center/institute directors. As one center director phrased it, “it’s important that humanities centers grow organically out of the scholarly interests that are already in the community.” Still, whether a university hires someone externally can depend in large part on the scale of the center and whether or not the institution intends for it to be a self-sustaining stand-alone unit. For example, University L recently launched an external search for a director of its Center for the Humanities.

“The vast majority of [humanities] center directors are internal faculty, and I think that’s actually rather important in terms of having the trust and being a known quantity among the faculty. I think the ideal profile would probably be an intellectual leader on the university’s campus—a person whose own research record is beyond reproach—a full professor, and someone who is well-regarded not just as a scholar but as being a reasonable person.”

Humanities center director

Little prospect for extramural support leaves endowment, fundraising, institutional subsidy viable options.

Unlike most centers in the natural and physical sciences, humanities centers have few opportunities for extramural funding. Since the operating costs of such bodies tend to be much lower, however, there is also less need for significant support. Most humanities centers operate with a varying mix of endowment, fundraising, and institutional support.

Humanities centers and institutes are a key venue for building interdisciplinarity.

Informal connections through humanities centers and institutes can create an arena for faculty to discover common research interests and begin collaborative efforts. These informal connections help bridge disciplinary gaps and promote cooperative research on topics of mutual interest. Contacts at University G give the example of a cultural anthropologist and a law professor who met in the Humanities Seminar several years ago and recognized common

research interests; this collaboration eventually resulted in the founding of a center focused on social justice, now an endowed unit within the law school at University G.

A primary challenge for humanities centers is to create institutional buy-in.

Contacts note that interdisciplinary faculty research may be less visible than research conducted by faculty within traditional disciplinary silos. Consequently, it is important to institutionalize interdisciplinarity to the extent possible and to create structures for facilitating, recognizing, and sustaining interdisciplinary research efforts.

Humanities Center University H

Directorship

- Internal/External: Internal
- Term: 5 years
- Fundraising Role: In collaboration with University Office of Development, Director set up external Advisory Board to assist with fundraising for the center
- Reporting Structure: Reports to Dean of Humanities
- Salary: No salary add-on for role as director (Note: Most universities *do* have a line item for the director's position)

Advisory Board: Internal Advisory Board makes all major center decisions. Comprises five faculty members, each serving a three year term. When a seat opens, director makes a request for nominations within the school and, in consultation with the dean, makes an appointment. Members are School of Humanities faculty.

Funding/History:

In response to faculty interest, center created by university president in the 1980s. According to the center's current director, "Humanities centers were imagined as being able to respond more quickly and nimbly to scholarly change than individual departments."

Initially funded by President commitment of staff lines (not including Director line) and an operating budget administered through the Dean's office.

Five years after center's creation, it was awarded two grants that subsequently became endowed funds. One supports post-doctorates, and one funds conferences and working groups.

In 2005, new director began working with humanities liaison in the university's development office to establish an **external advisory board** for fundraising efforts.

35% university, 35% endowed gifts, 30% fundraising and "targeted grants."

Faculty Involvement:

The center provides

- 1) Residential fellowships that allow faculty and post-docs to stay at the university for terms of varying length. Faculty members at the university often work with these visitors to sponsor conferences.
- 2) Support for developing working groups
- 3) Support for semester-long research leave (by application)
- 4) Support for major conferences
- 5) Year-long foundation-supported graduate seminar teaching opportunities (by application)

In any year, 30% (of 140) faculty in the School of Humanities is engaged in one of these areas.

Humanities Center University I

Directorship

- Internal/External: Internal
- Term: 3 years, with possibility of renewal (maximum of 2 terms)
- Fundraising Role: Does not fundraise. Dean fundraises for college and allocates funds to the center
- Reporting Structure: Reports to Dean of the Faculty of Arts and Sciences

Advisory Board: Members serve three year terms. Appointed by director. Members (including one astrophysicist) are faculty from School of Arts and Sciences

*No external advisory board.

Funding/History: Center was created with an endowment in 1999. 2-3 years prior to the endowment, there was very little funding and very little center oversight. Today, the endowment is controlled by the Dean's office, but the center director has a great deal of spending authority.

Faculty Involvement: Although the center was established to meet the needs of faculty researchers, not to serve students or bring in external fellows, it is becoming more comprehensive in its agenda and beginning to offer more graduate-student and post-doc support. Faculty-focused activities include:

- 1) Running an annual internal funding competition to support faculty humanities research. Awardees use funds to bring in external scholars to hold a 10-week, theme-focused seminar alongside competitively-chosen internal faculty. Participants receive either a) a term off from teaching or b) research funds.
- 2) Internal fellowships to support term-length individual research. Awardees receive office space and administrative research support.

Humanities Institute University G

“The founding idea and commitment of the Institute is interdisciplinarity—to bring together multiple communities of knowledge...beyond the range of academic disciplines.”

– Institute Director

Directorship

- Internal/External: Internal
- Term: 4 years, renewable
- Fundraising Role: Director does not specifically fundraise but does seek local grants for community programs.
- Reporting Structure: Effectively reports to Dean of Liberal Arts
- Salary: Receives summer salary in addition to departmental faculty salary

Advisory Board: There is no faculty governing council on campus; decisions about semester themes for the Humanities Faculty Seminar, the crux of the Institute’s on-campus program, are made by faculty affiliates.

An external Community Advisory Committee, made up of key figures in community institutions with which the Institute partners, helps form plans for programs in the greater community.

Funding/History:

Founded in 2001 through an initiative from within the College of Liberal Arts with support from the Provost, the College of Liberal Arts, College of Fine Arts, College of Communication, and the School of Law; eventually, the School of Business and School of Social Work joined the Institute as well.

Funding for the Institute comes primarily from the Provost and the College of Liberal Arts, which contributes the majority of faculty affiliates, but each college that has faculty affiliated to the Institute funds a portion of the Institute’s budget and provides course release for those faculty.

The Humanities Institute is extremely active within the community and so receives local grants for its programs.

The Institute is taking steps toward an endowment model but presently retains its autonomy from the university development structure.

Faculty Involvement:

- 1) The Director estimates that there are around 215 faculty across 25 disciplines that are faculty affiliates of the Institute. Affiliates have participated in programs in the community facilitated by the Institute, either as teaching faculty, research consultants, or general program coordinators
- 2) Each semester, 20 faculty are selected through a competitive application process to participate in the Humanities Faculty Seminar, a weekly seminar that serves as a venue for interdisciplinary collaborative research.
- 3) The Institute hosts monthly lunches and occasional symposia for faculty affiliates in order to encourage interdisciplinary discourse.

Note: The Director estimates that 60% of the Institute’s activity is off-campus in community ventures, classes, and programming.

Entrepreneurship Centers

External directorship hires are the norm.

According to the director of University J's entrepreneurship center, since directors of such centers interact regularly with the business community, they tend to be "entrepreneurs who have done well and are ready to go back into the academic world for awhile." Unless they happen to have experience in business already, most existing faculty members will not be as effective in this role.

Entrepreneurship Center University J
<i>"Our small size dictates much of what we do."-Center Director</i>
<p><u>Directorship</u> One director since inception, no set term. Created by director, who had already been a faculty member for decades. No compensation for serving as director. "If we were a larger school, that would probably be different, but we've got several centers around here and the people who run them don't get anything extra. It's just part of what you do," explained the director.</p> <p>No administrative infrastructure. As of right now, director, one part-time faculty member, and one staff person (who several others also share) run most center operations. Six faculty members (all from the management school) work on center activities.</p>
<p><u>History</u> Established in 2001 Does not cut across schools (Embedded in university's management school) Offers classes for MBA students</p>
<p><u>Funding:</u> The center brings in \$50-60K annually. Aside from individual sponsors supporting breakfasts/lunches, there are about 6 individuals who give \$500-5,000 to support the center's additional activities.</p> <p><u>Fundraising:</u> Informal mix. Center director does some individually and some in collaboration with management school liaisons in the university development office. The dean also does some fundraising on the center's behalf.</p>
<p><u>Primary Activities of the Center:</u></p> <ol style="list-style-type: none"> 1) Fosters "entrepreneur network" growth by hosting social events for entrepreneurs 2) Hosts 3 annual speaker/panel-based breakfasts for entrepreneurs. (Paid for by sponsor) 3) Hosts 20 lunches per year. 12-15 students given opportunity for informal engagement with entrepreneur. (Paid for by sponsor) 4) Independent study projects for students <p>Like many other entrepreneurship centers, also runs a student business development programs: Up to 4 students receive \$15K to develop their own business ideas during the summer between their 1st and 2nd years in the school of management.</p>

**Entrepreneurship Center
University K**

"Our primary function is to create an entrepreneurial education for MBA students."-Center Director

Directorship:

Three faculty members have served as director since inception, with no set term but an option for renewal after review. The first two directors were previous members of the business school faculty but the current director was hired externally. Directors are compensated with a 12-month salary rather than the 9-month salary that is typical for other faculty members.

The executive director of the Center reports directly to the Dean of University K's business school.

History:

Established in 1999

Does not cut across schools (Embedded in business school)

Offers classes for MBA students only

Most of the affiliated faculty with the Center are tenure-track

Has explicitly split its research and teaching functions to the extent possible.

Advisory Board:

Currently "putting together" an advisory board composed of alumni and various business professionals. Members serve a strictly consultative purpose and are personally appointed by the director.

Funding:

The center continues to be funded by an original \$90 million endowment. Additional fundraising is the responsibility of the director, who presents a budget overview to Dean of the business school every year.

Primary Activities of the Center:

- 1) Provide a set of entrepreneurship-focused classes and experiential programs within the larger business school curriculum
- 2) Sponsor competitions for new projects
- 3) Provide an "incubator" for early growth of new businesses
- 4) Offer support structure for entrepreneurial research

Also contains a "fellows program" designed to bring in faculty and professionals from outside of the business school. This includes both "research fellows," who typically work with an existing faculty member on a current project, and "executive fellows," who tend to be "practitioners and luminaries," and who "generally contribute to the intellectual climate of the school," according to the center's Director.

UNIVERSITY LEADERSHIP COUNCIL UNIVERSITY LEADERSHIP COUNCIL
<p><u>Directorship</u> The current director joined University C to found the center, and became an adjunct faculty member only after he was hired in as director, The director receives a salary supplement. There is no set term.</p> <p>Administrative infrastructure: Two faculty members (both professors in business school), one senior fellow, and three staff members put together events and business plan competitions. The faculty members work on center activities and are involved primarily with seeking out members of the business community. An Advisory Board, which oversaw the center's creation, is made up primarily (though not exclusively) of faculty members from the business school.</p>
<p>History Established in 1991 Founded in conjunction with another center on campus, the Institute for Management, Innovation and Organization; still under the umbrella of "research center Embedded in the school of business Offers classes primarily for MBA students (10 classes and designated curricula), expanding programs to include undergraduate students</p>
<p>Funding: The center receives funding for payroll from the business school. The director is currently in charge of fundraising, though there are talks in the works to form a committee to spearhead fundraising initiatives. Almost all funds come in the form of donations from companies and grants from the private sector.</p>
<p>Primary Activities of the Center:</p> <ol style="list-style-type: none"> 1) Monthly entrepreneurship forum for students and members of the business community 2) Engage speakers from the community to give talks and teach classes 3) Main focus is on core courses in curriculum and certificate in entrepreneurship for MBA students 4) Coordinate yearly business venture competitions

VIII. ADDITIONAL RESOURCES

Selected Articles

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IX. APPENDIX – DEFINITIONS OF CENTERS AND INSTITUTES

A non-degree granting unit that is focused on academics. Interdisciplinary research naturally promotes the concept of centers by fostering research that crosses traditional boundaries of departments and colleges. Centers naturally promote interdisciplinary research and are often in a much better position to capture large Federal grants than are departments. A recent study identified 140 centers and institutes at University F.

A unit that ordinarily has a focused mission and a clearly defined objective. It may involve a group of faculty from one or more departments from a single school/college or from different schools/colleges.

A unit that ordinarily is larger, has a broader mission and a more complex interdisciplinary focus than a center. It is expected that most institutes would involve faculty from multiple departments and schools/colleges. Unlike centers, the primary mission of institutes is an academic one.

A smaller, collaborative effort, centered on a specific research or educational activity, often with participants from more than one Department or School. A Center is administered by a Director that usually reports to a Department Chair or School Dean.

A larger, integrative unit, usually with participants from more than one College or School. An Institute may contain one or more Centers within its administrative structure. An Institute is administered by a Director that reports to a Dean or higher ranking individual in the central administration.

Both Centers and Institutes are focused externally supported research or educational activities. By definition, Centers and Institutes are collaborative efforts and not the product of individuals. Directors of Centers or Institutes are normally tenured faculty within a Department or School. Centers and Institutes normally contain faculty lines outside of academic Departments or Schools. It is not necessary for every Center or Institute to be identical. The governance structure of each should reflect the unique needs and characteristics of that Center/Institute. Other research organizations typically do not extend beyond the Department/School level and which do not require higher administrative approval beyond the Department/School level may be designated as a "Laboratory" or "Program".

A Center is defined by a group of faculty, staff and students who declare a shared technical interest and pursue shared research, instruction, and outreach as an *enterprise* that involves common activities; these may include cooperative research and scholarship, shared resources, operations, facilities and personnel, and require appropriate oversight, reporting and review. The term "Center" may include such synonyms as "institute," "laboratory," "group," etc. Centers are further categorized as "University Centers," "College Centers," or "Departmental Centers."

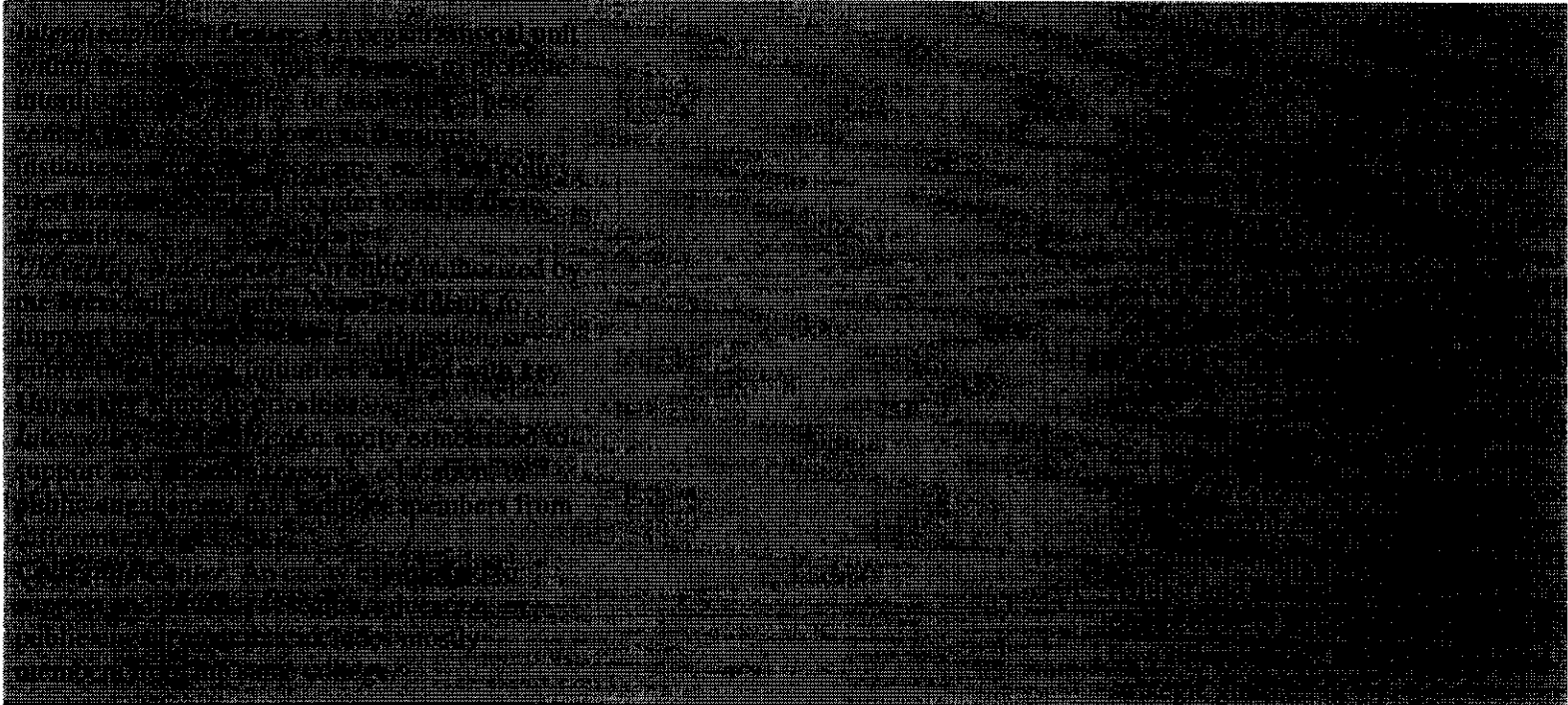
Definition of a Center

Definition of an Institute

Ordinarily a subordinate unit within an existing department, school, college, or institute; interdisciplinary centers may, however, report to the Provost or Chancellor.

A distinct and freestanding unit of substantial size. Institutes may engage in a wide variety of research, public service, and instructional activities, typically in areas of broad concern. Institutes are frequently interdisciplinary and embrace ideas and personnel from various departments, colleges, and schools.

A center or institute is an organization on one or more campuses or the President's created to implement academic and training programs, clinical or community service activities that cannot ordinarily be accommodated within existing departmental structures



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