EXECUTIVE SUMMARY
The Centers and Institutes Review Committee was charged by the Provost to extend an analysis of Centers and Institutes (hereafter, “Centers”) that was initiated by the CARS committee in 2009. The Centers and Institutes Review Committee was asked to provide recommendations that addressed ways to maximize financial contributions of the Centers to the university’s mission; promote involvement of the faculty in setting direction and programming; and define ways that departments, programs and faculty can contribute to the teaching, scholarship and public engagement activities of the Centers. The analysis of the committee was based on many different kinds of data, of which survey responses from the Center directors formed a major part. Conversations and data provided by directors and faculty members of the Centers, other members of the Arts & Sciences faculty, department chairs, senior administration sources and other academic institutions also contributed to resources available for consideration.

Brandeis Centers form an integral part of the university with activities that contribute to its scholarly and educational mission and raise its public profile. Enhancing the synergy of ideas and research between the Centers and departmental faculty has the potential to create new and significant opportunities within and beyond the Brandeis community. However, meaningful communication between some Arts & Sciences faculty and the Centers is limited by a climate of mutual distrust that shapes those relationships. Departmental faculty see a lack of transparency in the activities and finances of the Centers, while Center directors report a lack of faculty interest in their activities, public events, and the potential of their Centers to contribute to the educational mission. These views have been exacerbated by concerns about resource scarcity, resulting in institutional divisions that we simply cannot afford to perpetuate. The committee viewed its charge as an opportunity to explore the best practices that have emerged in regard to our Centers, and to recommend structures that will serve to extend those practices across units while preserving the creativity and flexibility embodied by the Centers.

The committee recommendations address areas covered in the University’s Guidelines for Centers and Institutes, a document generated in 2005 by the Provost in concert with Center
directors that established the rules for the creation, running, and discontinuation of Centers at Brandeis. These areas are: Purposes of Centers; Governance; Establishment and Discontinuation; Center and Institute Review; and Finances. In each of these areas the recommendations aim to create greater synergy between Arts & Sciences faculty and the Centers, the administration and both of those units, and across the Centers themselves.

**Major recommendations**

- All Centers should have Brandeis steering committees that include relevant departmental faculty as selected by the Dean or the Provost in consultation with Center directors. The committees should, in concert with the Center director, have responsibility for shaping Center programming and advising on staffing and academic appointments.

- The committee supports the creation of an overarching Academic Priorities Committee (APC) reporting to the Provost that will consider the Centers in the context of overall academic planning. Such a committee should have Faculty Handbook standing and should advise the Provost on matters involving the establishment of new Centers, Center governance and faculty and departmental interactions with the Centers while engaging in comprehensive assessment of academic priorities. Members of the APC should be members of the faculty, drawn from various units of the academy including the Centers and, like other standing committees, should include members elected by the faculty and members chosen by the Provost.

- Incentives should be established that promote engagement and cooperation between Centers and relevant faculty. These incentives should encourage stakeholders and potential stakeholders to identify and expand mechanisms that promote active engagement of departmental/program faculty in grant applications, research programs and other joint Center/Departmental activities, and to promote the involvement of Center research personnel in departmental activities.

- In addition to their research and public engagement activities, all Centers should contribute to the educational mission of the university at the graduate and/or undergraduate level in ways consistent with the curricular and intellectual priorities of departments and programs.

- Directors should be regular members of the Brandeis faculty. Directors may work with non-faculty Executive Directors to set priorities and Center programming. In addition, members of Centers who hold the title of “Professor” (any rank, tenure- or non-tenure track) should be affiliated with an academic department or program. Hiring into such faculty positions should involve those academic units, and such faculty should have departmental/program oversight and responsibilities.

- All paid and unpaid research appointments associated with Centers should be of limited term and meet university standards of scholarly or practitioner excellence. Appointment and renewal of such non-faculty positions should follow established University fair search procedures (for paid positions) and should be subject to review by the Center steering committee and Provost approval.
• Center steering committees should work together with Center directors and relevant academic departmental chairs to define shared goals and to best allocate resources for faculty, student support, and program expenses. Budget-relieving activities such as support for courses and graduate student stipends should be considered in the context of both departmental and curricular priorities and Center mission and financial mandates.

• The committee recognizes that Centers make important contributions to the intellectual and program life of the campus. While Centers should cover indirect costs to the greatest extent possible, we recommend that complete coverage of these costs not be required. Nevertheless, the university should develop and define clear indirect cost rates that approximate the overhead costs incurred by the individual Center.

Additional recommendations further address mechanisms to enhance communication and collaboration between Centers and department/programs. The Report also seeks to provide guidance for the creation of new Centers that emphasizes collaboration between the President, senior administration, and faculty. Finally, additional financial issues are addressed, including recommendations pertaining to indirect costs and opportunity costs associated with the establishment and funding of Centers.
PREFACE
The Centers and Institutes Review Committee was charged by the Provost to analyze and provide recommendations on how i) “to maximize Centers/Institutes’ academic and financial contributions to the university’s core missions”; ii) “governance structures of Centers/Institutes provide opportunities for faculty to advise and be involved in direction setting and program activities” and; iii) “academic departments and programs can contribute to as well as benefit from the ...activities of the Centers/Institutes.”

The 21 Centers included in this charge relate primarily to the School of Arts and Sciences and report to the Provost (13) or to the Dean (8). Centers associated with the Heller School and the International Business School were excluded from the charge.

The committee used a variety of resources to gather information about the Centers, including surveys completed by Center directors and conversations with directors, members of the Centers’ faculty, and non-affiliated members of the Arts & Sciences faculty. We sought information from department chairs, administration officials, and from other academic institutions. While the committee did not have access to the original gift agreements governing Centers, the President’s office provided brief summaries indicating the mission and financial strictures deemed germane to the review. We also used the University’s Guidelines for Centers and Institutes, a document generated in 2005 by the Provost in concert with Center directors that established the rules for the creation, running, and discontinuation of Centers at Brandeis. The Appendix of this report includes the Guidelines for Centers and Institutes, the template that was

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1 Reporting to the Dean of Arts and Sciences:
   National Center of Behavioral Genomics
   Center for German and European Studies
   Gordon Public Policy Center
   Graybiel Spatial Orientation Laboratory
   Keck Institute for Cellular Visualization
   Rosenstiel Basic Medical Sciences Research Center
   Sloan-Swartz Center for Theoretical Neurobiology
   Volen National Center for Complex Systems

Reporting to the Provost:
   Brandeis-Genesis Institute
   Cohen Center for Modern Jewish Studies
   Crown Center for Middle East Studies
   Fisher-Bernstein Institute
   Hadassah-Brandeis Institute
   International Center for Ethics, Justice, and Public Life
   Mandel for Center for Studies in Jewish Education
   Tauber Institute for the Study of European Jewry (includes Sarnat Center for the Study of Anti Jewishness)
   Schuster Institute for Investigative Journalism
   Schusterman Center for Israel Studies
   Steinhardt Social Research Institute
   Women’s Study Research Center
used to request information, and individual summaries on each Center. Our recommendations are framed within the context of the Guidelines.

The introduction of this report describes the evolving role of Centers in American higher education and at Brandeis. Overall findings and specific recommendations are grouped into five areas:

1. Purposes of Centers
2. Governance
3. Establishment and Discontinuation
4. Center Review
5. Finances

Recommendations in each of these areas point to activities that might be undertaken to create greater synergy across Centers, between Arts & Sciences faculty and the Centers, and with other parts of the University.

In addition to the Provost’s Guidelines, the Appendix contains the report of the CFRR on Faculty Handbook matters related Centers, and some of the basic information gathered on the mission, financial profile, and staffing of each Center reviewed.

INTRODUCTION

Centers and Institutes: The National Context

Centers and Institutes have been an important feature of American higher education since the end of World War II, when the first area studies centers were created to promote the teaching of interdisciplinary areas of study relegated to the margins of more traditional academic departments. In the late 20th century, a different model of Center began to proliferate: those devoted to deepening a campus’s research in particular, sometimes highly particular subjects of inquiry. Both types of Centers exist at Brandeis, with the majority of the twenty-one Centers we have studied belonging to the second model.

The reasons for the rise of Centers are multiple and complex. As government support for many core liberal arts disciplines has shrunk, Centers have helped University administrations and faculty to court private philanthropic dollars. With their high profile on campus and beyond, Centers often help connect university objectives with donor interest. Centers have the potential to raise public recognition of the University through their public and scholarly programs. Centers also offer flexibility to administrations and faculty alike; with few defined instructional responsibilities, Centers can be highly responsive units, taking advantage of specific faculty strengths and fostering new growth across traditional institutional or disciplinary lines. Many elite research universities, especially those with large numbers of professional schools, have large numbers of Centers and Institutes. According to their websites, Boston University has 159 Centers; University of Pennsylvania has 179; Tufts has 52; Boston College has 44, and Brown University has 34. The numbers are smaller for Centers within or associated with the schools of Arts and Sciences at these institutions; for universities that specify such associations, there are 31 at Boston University, 25 at the University of Pennsylvania, and 25 at Tufts.

The review effort undertaken since last spring responds to and attempts to take stock of this period of growth, and we have been intrigued to note that other campuses are undertaking

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2See Mary Burgan, “Faculty Governance and Special-Interest Centers: New Entities Challenge the Traditional Role of the Faculty,” AAUP Academe Online, November-December 2009.
similar efforts to understand and to rationalize the relationship of Centers to their campuses. The American Association of University Professors explored the serious implications of Centers for curriculum and faculty governance in a recent article.\(^3\) Several members of the Colonial Group, a working group of provosts from research universities around the country, are currently developing or have recently developed policies in response to the growth of Centers on their campuses.

**Centers and Institutes: The Brandeis Context**

Brandeis Centers, like such research units nationwide, are relatively recent creations. The Rosenstiel Basic Medical Research Center, the oldest extant Center at Brandeis, was founded in 1972; the Maurice and Marilyn Cohen Center for Modern Jewish Studies and the Tauber Institute for the Study of European Jewry followed in 1980. On our campus as across the United States, Centers have risen in number, scale, and visibility in the last decade and a half. Fifteen of the 21 Centers under our review have been created since 1995, nine of them since the year 2000. Brandeis School of Arts and Sciences, with its 311 full-time faculty members (242 tenured or tenure-track), provides many connections for these 21 Centers; by comparison, the Boston University College of Arts and Sciences has 31 Centers and 530 tenured or tenure-track faculty members (not including lecturers or adjunct faculty), and the University of Pennsylvania School of Arts and Sciences has 25 Centers and 481 standing faculty members, defined as faculty members with tenure or in tenure-probationary status. Brandeis, with a ratio of A&S tenure/tenure-track Faculty to Centers of 12:1, has more Centers in relation to the size of its faculty than A&S Centers at either Boston University (17:1) or the University of Pennsylvania (19:1).

These numbers suggest that the Centers form an important and sizable part of our campus community, an idea that is also supported by the level of Center staffing. The administrative and research staff for the Centers numbered some 116 people in 2010, compared to 197 for Arts and Sciences (exclusive of Center staff) in the same period. It seems clear that the growth of Centers over the past 15 years has played an important role in defining the Brandeis campus today.

Centers have received support from donors at the highest levels of philanthropic commitment. Brandeis Centers have deepened the commitment of extant supporters and have been supported by new donors. While the largest number of donors (and consequently the largest proportion of Development’s efforts) support the stated University priorities of budget-relieving financial aid and faculty chairs, Centers have flourished thanks to a small number of very substantial gifts. The Centers in our charge received 17% of the University’s cash gifts since 1995\(^4\). Many of the gifts were one-time, endowed, gifts to establish Centers and support their programs. In its entire history, the University has received 15 gifts of greater than $10 million. Eight of those 15 gifts have supported or created Centers (seven Centers within Arts & Sciences and one in the Heller School). Seven endowed chairs within Arts & Sciences funded between 1994 and 2010 have created positions linked to Centers including chairs that came about because of the Centers.

The resources of the Centers are, overall, expended in accordance with the defined missions and funding restrictions mandated by the original donor agreements that established the

\(^3\)Burgan, “Faculty Governance and Special-Interest Centers.”

\(^4\)Receipts include gifts for current operations, endowment, capital projects, and private-sponsored grants. Cash receipts exclude outstanding pledges.
Centers. With few exceptions, operating budgets come from a combination of endowment, gift and grant funds. In 2010, operating expenses for Centers totalled $17.1 million. When compared to A&S sponsored research expense of $27.7m or even total expense of $76.8M, it is clear that Centers comprise a significant part of Brandeis University.\(^5\) Brandeis Centers do not possess large sources of unrestricted funds that can be diverted to other university priorities although there may be opportunities, within the missions of the Centers, to prioritize programs that draw upon and enhance the strengths of our faculty and, when possible, that provide budget relief to the university. Several Centers contribute directly to university finances in this way using mechanisms that include the support of graduate student stipends and teaching courses.

The activities of the Centers contribute to many aspects of university life. Centers engage in scholarly, educational, and public engagement activities that enhance teaching at the graduate and undergraduate levels. The Centers provide research and involvement opportunities for our students. Research carried out by the Centers in many cases contributes to the scholarly reputation of the university and provides the context for public engagement that raises our public profile. Cross-fertilization of ideas and research between the Centers and departmental faculty has the potential to create new and significant opportunities within and beyond the Brandeis community.

However, we have found considerable evidence that a climate of mutual distrust shapes relationships between the Arts & Sciences faculty and our Centers. Center directors consistently report that few A&S faculty not affiliated with Centers attend Center events. Many also noted that Center research faculty are prepared and eager to contribute to the A&S curriculum by teaching, training graduate students, and so on, but sometimes see their way blocked by departments.

Some A&S faculty report the converse. Those not affiliated with Centers find themselves unable to take a meaningful part in the ways Centers define and inhabit their missions; being invited to events does not represent full citizenship. Faculty see a lack of transparency in the workings of the Centers and disinterest in engaging faculty participation. A&S faculty also described the difficulty of evaluating the work of potential new colleagues in whose hiring they have not participated.

Particularly in the climate of resource scarcity that has so long prevailed at Brandeis, we simply cannot afford to perpetuate this culture of mutual suspicion and separation. We view the creation of this review committee as a real opportunity to explore the many best practices that have developed \textit{ad hoc} with respect to the Centers, and to impart some structure and rationality to those practices, all the while preserving the creativity and flexibility that Centers embody.

The \textbf{Centers and Institutes Guidelines} that the Provost developed in concert with Center directors in 2004-05 represent a serious effort to take stock of the rapid growth, diversity, and creativity of Brandeis Centers, and to develop policies that create consistency and transparency within and across these variegated units. There is much to applaud in those Guidelines, and many of the recommendations offered below propose mechanisms for the more effective implementation of those stated policies.

\section*{FINDINGS AND RECOMMENDATIONS}
\section*{I. Purposes of Centers}

\footnote{The University’s total expenses in FY10 were $262.6m ($332.7m including financial aid).}
For the most part, the missions of Centers are documented in the original donor agreements made at the time of the establishment of the Center and are interpreted by the Center director in consultation with a variety of entities. The summaries we have read indicate that gift agreements typically frame the mission and finances of a given Center, often in quite general terms. Statements such as “academic mission to be balanced between research and education,” or “income may be used to support the Center’s academic objectives,” are typical. Only rarely do donor agreements dictate a particular administrative configuration, the nature of academic positions, or mandate details of the governance structure of a unit. Center missions generally, and to varying extents, include scholarly, educational, and/or public engagement activities consistent with the mission of the university.

**Recommendations**

- Formal affiliations should be established between faculty and Centers, along the lines of the departmental and program affiliation recently established by the Dean of Arts and Sciences. These affiliations should be proposed by either the relevant Center or the interested faculty member and be approved by the Provost or the Dean. Affiliations should have defined benefits and responsibilities as established by the Provost. Existing relationships between A&S faculty and Centers should be formalized in this way, and reflected on the faculty member’s Faculty Guide Page.

- While Centers may vary in the extent to which they engage in scholarly, educational, and public engagement activities, all Centers should contribute to the educational mission of the university at the undergraduate and/or graduate level. These contributions could take many forms, such as the development of courses in consultation with departments and with consideration of departmental and major needs, providing research opportunities for undergraduate and/or graduate students; sponsoring, in conjunction with academic departments/programs, Justice Brandeis Semesters; or including Center faculty or research staff on honors thesis and Masters or dissertation committees.

- Incentives should be established that promote engagement and cooperation between Centers and relevant faculty. These incentives should encourage stakeholders and potential stakeholders to identify and expand mechanisms that promote active engagement of departmental/program faculty in grant applications, research programs and other joint Center/departmental activities, and to promote the involvement of Center research personnel in departmental activities. As suggested by President Reinhartz, these incentives may include the establishment of a Provost’s fund for an annual joint department/Center conference or joint appointment of individuals in departments and Centers.

- Consistent with the mission statement of Brandeis University, which asserts independence from any doctrine or government, Centers should not engage in advocacy for political or national causes nor for organizations that advocate for such causes. Center review and oversight, as described below, should assess potential conflicts that could compromise this independence.
II. Governance
Centers are made up of different combinations of tenured or tenure-track faculty, full or part-time faculty outside of the tenure track, research and administrative personnel. Management of the Centers is in the hands of the directors who report to the Provost or the Dean of Arts and Sciences. A committee made up of the directors of the Centers advises the Provost on Center matters. Programming and direction is set by the director in accordance with the mission of the Center. Directors work in consultation with a variety of entities that include internal and external advising committees, members of the Centers and/or affiliated or non-affiliated faculty. The size, make-up and extent to which these groups have control over programming decisions varies among the Centers. Currently, few Centers have steering committees that include Brandeis faculty with meaningful responsibilities to shape programming within a given Center mission.

Recommendations
- In order better to define and integrate academic priorities across Centers, departments, and programs, we support the creation of an Academic Priorities Committee (APC) reporting to the Provost. Such a committee should advise the Provost on matters involving the establishment of new Centers, Center governance and faculty and departmental interactions with the Centers while engaging in comprehensive assessment of academic priorities within as well as beyond departments. Development and Alumni Affairs could also receive important input from this committee. We believe that the APC should have Faculty Handbook standing and that members should be part of the faculty, drawn from various units of the academy including Centers. Like other standing committees, the APC should include members elected by the faculty and members chosen by the Provost. The Provost, together with the Senate Council, would develop the charge for such a committee, and also work with CFRR to facilitate any needed Handbook interpretations and/or changes. We note that the existing University Advisory Council, a Faculty Handbook committee whose members serve multi-year terms of the sort appropriate to this kind of long-term planning, could conceivably be reconfigured to carry out the roles of the proposed APC.

- All Centers should have Brandeis steering committees that include relevant departmental faculty selected by the Dean or the Provost in consultation with Center directors. We envision a working committee that would typically have seven or fewer members. The Faculty Handbook makes provision for a “faculty committee,” and states that each director should “consult” with the Center’s faculty committee (Section IV.E). The steering committee should, in concert with the Center director, have responsibility for shaping Center programming and advising on staffing and academic appointments. The affiliate faculty of an interdepartmental program can serve as a model for the role of the steering committees in hiring and appointment decisions. These internal Brandeis committees do not replace the important roles of outside advisory Boards or other Center committees devoted to external relations.
Directors should be regular members of the Brandeis faculty with set terms of appointment. Directors may work with non-faculty Executive Directors to set priorities and Center programming, similar to the structure seen at some of our peer institutions. Guidelines for (re)appointment of Center directors should be established, and should resemble the norms governing the (re)appointment of department and program chairs, including a thorough review as determined by the Dean or Provost.

Members of Centers who hold the title of “Professor” (any rank, tenure-line, or non-tenure track) should be affiliated with an academic department or program. The department or program should, in collaboration with the Center, have a primary role in the hiring of such faculty, who should have departmental/program oversight and responsibilities that include, but are not limited, to teaching. Such hiring should follow Faculty Handbook procedures [Sections III.V.1-6] as well as established University fair search procedures, and should be subject to review by the Center’s steering committee.

Non-faculty research appointments associated with Centers, whether paid or unpaid, should be of limited term and meet university standards of scholarly excellence. Appointment and renewal of such positions should follow established University fair search procedures (for paid positions), and should be subject to review by the Center steering committee and subject to Provost or Dean approval.

President Reinharz suggested, and we concur, that the Provost should deliver an annual report on Centers to the Faculty Meeting, modeled after the annual reports on enrollment, fund-raising, etc.

III. Establishment and Discontinuation
The vision that led to the establishment of the different Centers at Brandeis has come from many sources including individual faculty members, groups of faculty, donors, and the President’s office. The great majority (75%) of Centers under our review were created over the last fifteen years. Many factors contribute to and constrain the ability to define the area and mission of a new Center, not the least of which is the need to collaborate fully with the wishes of the donors. However, the engagement and enthusiasm of departments and faculty are important for the successful integration of Centers into the fabric of the university. Thus, to the greatest extent possible, involvement of the Brandeis community should be an integral part of the planning process for the establishment of new Centers.

Recommendations
- As noted above (see section II), the proposed Academic Priorities Committee should advise the Provost on matters involving the establishment of new Centers.
- While providing vision and cultivating donors are major roles of the President, relevant faculty and departments/programs should have the opportunity to collaborate with the administration in defining the areas and missions of new
Centers which should, ultimately, reflect the priorities of the academy. Although initial interest may be expressed by a donor, the creation of a new Center should involve faculty input, and should build upon existing faculty research interests and strengths, and be compatible with established academic priorities. In some cases the vision of the President or faculty may lead to the expansion of faculty into new areas.

- The decision to establish a Center that will expand into a new area not well covered by expertise already on campus should consider the interest and vision of the faculty. Fund-raising for such a new Center should include raising salary support for new, department-affiliated faculty hires.

- The creation of new Centers should follow the process laid out in the Faculty Handbook as interpreted by the CFRR, involving a deliberative process. Further, the Provost’s 2005 guidelines for the establishment of Centers should be modified to reflect the processes described in the Faculty Handbook.

- A requirement for university matching funds for gifts or endowments targeted for the creation or running of Centers should only be considered in exceptional circumstances and after careful consideration of the opportunity costs of such fund raising efforts or expenditure.

- A process for the closing down or merging of Centers should be defined and should include consideration of multiple factors that include the standing and contributions of the Center in regard to its scholarly work and academic contributions, the status of any endowments, the level of grant funding, and the degree of overlap or redundancy with other Centers. A guideline for such an assessment is currently available in the Guidelines for Centers and Institutes and in the document on the Centers and Institutes Review Process, both of which are on the Provost’s website http://www.brandeis.edu/provost/guidelines/index.html. At least one of our peer institutions, the University of Pennsylvania, establishes Centers for fixed initial periods, continuing them only after rigorous internal and external review. The APC may wish to consider such a protocol.

IV. Center Review
Periodic review of Centers is at the discretion of the Provost or Dean and may include an external or internal review panel. A number of Centers have engaged in review processes, including self-assessments and assessments by external review panels constituted by the Center. Those who have done so have found the process beneficial. There is no process for assessment across Centers and departments that addresses issues of interactions and overlap between Centers and relationships with academic departments/programs.

**Recommendations**

- Centers should undergo review once every five years by either an internal university committee or external committee constituted by the Provost or Dean,
following the process used for the evaluation of interdepartmental programs by the UCC. Reviews should follow the guidelines set forth in the 2005 Guidelines for Centers and Institutes. Following the submission of a written review, the Provost or Dean should make a recommendation about the continuance of the Center and should communicate that decision to the Center director. The Provost should, with advice from the Academic Priorities Committee, establish a rolling schedule of reviews for the different Centers.

- The Academic Priorities Committee should assess interactions, redundancies, and overlap between programs sponsored by the Centers and should make recommendations to the Provost based on those assessments. As suggested in the Guidelines for Centers and Institutes, these may include, but are not limited to, recommendations for resource sharing and merging of Centers.

V. Finances
The Provost’s Guidelines for Centers and Institutes mandate that all Centers fully fund both their direct and indirect costs. Indirect costs are overhead expenses incurred by the university in support of the Center (e.g., facilities and administration). The mandate to cover all costs is not typical of our peer institutions, many of which do not require that Centers fully cover indirect costs. At Brandeis, Centers have been generally successful in covering their direct operating expenses. The funding of indirect expenses is less clear and less consistent. Currently, sponsored research recovery and a tax of 15% on expenses funded by gifts comprise the Centers’ contributions to University overhead ($1.8m in total, or an average of 11% of Center direct expenses in 2010, with rates of 35% and 0% as the high and low extremes). There is no policy in place to recover overhead from the portion of Center expenses that are funded by endowment, and there are several exemptions from the 15% policy on gifts. The actual indirect costs borne by the university are likely to exceed 15% of Center expenses. Many Centers do not have a funding structure that allows them to fully cover their indirect costs, forcing them out of compliance with university policy.

Recommendations
- We affirm, in accordance with the Guidelines for Centers and Institutes, that all Center programs and operating expenses that constitute direct costs should be fully supported by outside funding sources secured by the Center.

- The committee recognizes that Centers make important contributions to the intellectual and program life of the campus. While Centers should cover indirect costs to the greatest extent possible, we recommend that complete coverage of these costs not be required. Nevertheless, the university should develop and define clear indirect cost rates that approximate the overhead costs incurred by the individual Center. The Provost’s Guidelines for Centers and Institutes should be modified to reflect this change. The university should also consider changes in policies for indirect cost recovery that would allow Centers more fully to fund indirect costs.
In the interest of transparency and informed collaboration, aggregate financial information for the major divisions of the University (A&S, Heller, IBS, Rabb, Centers, and central administration) should be disclosed in an annual report that is available to the Brandeis community. The report would serve as a reference document for faculty and administrative-leadership discussions about the University’s academic priorities and resources constraints.

Center steering committees should work together with Center directors and relevant academic departmental chairs to define shared goals and to best allocate resources for faculty, student support, and program expenses. Budget-relieving activities such as support for courses and graduate student stipends should be considered in the context of both departmental and curricular priorities and Center mission and financial mandates.

**Conclusion**
Centers play an important role in contributing to the University’s scholarly and educational mission and raising its public profile. Thus it is critically important that we maximize the integration of Centers across all units of the university. Practices within some Centers could serve as a standard for this integration. As a university, we would be stronger if we worked more collaboratively. While this may require additional time commitments from already busy faculty and researchers, it is critical to our moving forward as one university and maximizing the benefits of such collaboration for all stakeholders.
APPENDIX

Provost’s Guidelines for Centers and Institutes (4/11/05) (http://www.brandeis.edu/provost/guidelines/pdf/Ctr_Inst_guidelines.pdf)

Summary of Contents
I. Purposes of Centers/Institutes
II. Guidelines for the Establishment of a New Center or Institute
III. Financial Resources
IV. Management of Centers and Institutes
V. Review Procedures for Centers and Institutes

Introduction
Brandeis University’s research Institutes and Centers help define the unique identity of the University and make essential and powerful contributions to its academic life. This document presents guidelines for the creation, operations, and review of Centers and Institutes at Brandeis University. It is the result of the collective input of directors of Centers and Institutes that currently report to the Provost’s Office. Implementation of these guidelines for existing Centers and Institutes will be gradual, accomplished through a process of strategic planning that will consider a range of options for each Center or Institute, including possible mergers of Centers/Institutes, where such mergers can result in stronger units both academically and financially.

I. Purposes of Centers/Institutes
A Center or an Institute at Brandeis University is a distinct entity within a Department, a School or the University at large that:
• Has a clear intellectual focus that defines its essential program and research activities;
• Advances the scholarly mission of a Department, a School or the University at large;
• Conducts research in emerging fields or in areas not covered by discipline-based departments, or in any area that can benefit from focused study;
• May provide educational programs, training, and services to constituents in the University and the community;
• Extends the visibility and reputation of the University in the public realm;
• Is financially self-supporting, including all direct and indirect costs as determined by the University, when under RCM (Responsibility Center Management).

Both flexible and entrepreneurial, a Center or Institute contributes to the academic life of the School or the University by fostering collaboration among faculty, departments, and schools, and facilitating external relations with other research enterprises and grantmaking agencies. A Center or an Institute provides opportunities for faculty and other distinguished scholars to pursue research and education that is enhanced through collaboration with others. Centers and Institutes promote research activities that would/could not otherwise take place and add a dimension to the research potential of their members.

To date, the designation of an entity as an Institute or Center has been inconsistent. Without suggesting that existing entities necessarily be renamed, but also in the interest of introducing a
semblance of order, the following distinction shall apply going forward: Generally speaking, an Institute is a research entity organized within a Department or School whose research activities focus on a single discipline or field of study. A Center is organized within a School or the University and promotes research activities that are multidisciplinary and interdisciplinary in nature, and may serve as an umbrella for multiple Institutes. When Centers and Institutes are appropriately designed, ably led, regularly reviewed, and carefully integrated with the University’s core mission, they make essential and powerful contributions to Brandeis University’s academic life.

II. Guidelines for the Establishment of a New Center or Institute
The case for the establishment of a Center or Institute can be made by a faculty member, by a department(s), by a Dean, or by the Provost or President. A proposal for a new Center or Institute must be submitted to and approved by the Provost prior to the initiation of, or acceptance of, fundraising or grants activity for the proposed unit. For Centers or Institutes to be established via a federal agency grant, the grant proposal may serve as the submitted documentation requesting approval for the Center or Institute. In such circumstances, the proposed principal investigator must confer with the Provost regarding the planned submission of a Center or Institute grant proposal sufficiently in advance of the proposed submission to enable a determination by the Provost.

For proposed Centers or Institutes to be supported by individual donors, foundations, or corporations, a written proposal to the Provost should include the following:

- **Rationale:** What is the need for the university and/or school of the proposed Center or Institute? How will the new entity advance scholarship in its field? What new opportunities will occur as a result of the new unit?
- **Benefits:** What is the benefit of the new unit to faculty, students, and/or staff? What is the benefit of the new unit to the non-university community and how will the results of the unit’s activities be communicated to this wider community? What is the relationship of the proposed unit to currently available faculty, educational programs, and other Centers or Institutes?
- **Financial Resources:** What funding opportunities exist to support the proposed new unit? What level of funding will be needed for the proposed unit to fully cover all of its costs now and in the future? How long is it estimated that it will take to achieve the funding goals and from what sources will funding be solicited? (More on financial resources in Section III.)
- **Faculty/Staff Resources:** What faculty will be involved in the proposed unit and what will their roles be? What impact will the new center or institute have on the other responsibilities of those faculty members involved in it? What other personnel are necessary for the proposed unit? (see Section IV B on faculty appointments.)
- **Administrative Structures:** What is the proposed administrative structure for the unit? What space, equipment, or other physical requirements are anticipated?
- **Consultations:** What entities have been consulted, both within and outside the university, in relation to possible participation and/or overlap in activities? Are there letters of support or reports documenting cooperation or need for the unit?
• Naming the Center or Institute: The Provost shall designate an entity as an Institute or a Center, in accordance with Section I (see above). Its formal name is to be determined by the Provost in consultation with the President.

III. Financial Resources
A research Center or Institute is expected to support fully its ongoing direct and indirect costs from outside sources as a result of its own efforts. There are multiple ways Institutes and Centers may be funded. As of 2002, the Office of Institutional Advancement periodically issues guidelines requiring specific levels of endowment for newly formed entities. Not all Centers or Institutes, either existing now or likely to be launched in the future, have or will have endowed funds. Other funding mechanisms, such as restricted gifts and/or foundation, corporate or public agency financing through grants and contracts are common sources of support for such entities. Moreover, while some Institutes or Centers may open with large endowments or considerable infusion of restricted gifts, others will grow slowly and over time. The Provost, in accordance with University budget policies and RCM policies and procedures, will determine whether sufficient funding exists to implement the initial goals of the Center or Institute. The fiscal plans of an Institute or Center should be reviewed periodically (see section IV for review procedures). Centers or Institutes that are created within a department or School as a result of federal funding (that often requires the naming of the activity as a “Center”), and that may not be expected to be a permanent entity, are allowed and may be operated with different guidelines than those presented here, but must demonstrate full funding of all direct and indirect costs.

Regardless of the type or mix of funding, Centers and Institutes must maintain a level of financial support consistent with its mission, capable of providing support for adequate personnel, and sufficient operating funds to conduct its research, training, and service mission. Over time, as the capacity of the funds for a Center or Institute changes, or the university’s academic mandates shift, the university reserves the right to evaluate Centers and Institutes and to reallocate funding if necessary to serve the needs of the academy.

IV. Management of Centers and Institutes
The directors of Centers and Institutes at Brandeis report either to a Dean or to the Provost. The Dean or the Provost is responsible for ensuring
• that the Center or Institute continues to contribute to the academic vitality and visibility of the University,
• that the personnel and financial resources of the Center or Institute are appropriate for its mission and are properly utilized, and
• that there is periodic review of the overall functioning of the Center or Institute,
• consistent with the procedures described in this document.

A. Directorship of Centers and Institutes
The Director of a Center or Institute must be a member of the faculty, unless specifically approved by the Provost (regardless of reporting lines). The Director should be appointed for a specified period of time (typically no more than five-year terms), subject to renewal by either the relevant Dean or the Provost. The appointment of a Director must include a written enumeration of any additional compensation, change in workload, or other alterations of the faculty member’s relationship with the university that accompanies the position as director. The Director has day-
to-day administrative oversight and must provide leadership to the Center or Institute. His/her responsibilities include:

- creating strategic plans and goals in the context of the academic mission of the university;
- ensuring that the Center conducts research, teaching or related activities consistent with its mission, goals, and objectives;
- establishing an organizational structure for the effective functioning of the Center: consistent with Human Resources policies and procedures;
- interacting with university faculty and administrators, as well as external constituents on behalf of the Center;
- securing resources to support the Center or Institute and overseeing fiscal matters and submitting financial reports as required;
- ensuring that grant and donor agreements are met.

Directors are reviewed for renewal of their term during the last year of their appointment period on the basis of the following criteria:

- strategic vision;
- contribution to the visibility and stature of the university;
- contribution to scholarship in the areas in which the Center is positioned;
- ability to involve faculty and students;
- ability to garner the resources to maintain, support, and achieve prominence for the Center;
- ability to utilize the Center’s advisory board (if applicable) to enhance and expand the Center’s goals and activities;
- management ability.

B. Faculty Appointments within Centers and Institutes

A Center or Institute’s academic focus should be defined broadly enough to attract the intellectual and professional participation of a critical mass of faculty members, visiting scholars, senior scientists, and/or leading professionals. A Center or Institute’s viability should not depend on the work of a single faculty member. The Director of a Center or Institute may recommend to the Dean or Provost the appointment of members of the Brandeis faculty, visiting scholars and other outside professionals to the Center or Institute. A faculty member may become an affiliate of a Center or Institute, but tenure is not awarded in a Center or Institute. In exceptional cases and with the approval of the Provost, a Center or Institute may initiate a search for a faculty position, in cooperation with one or more departments or Schools. Faculty members or affiliates of a Center should be appointed for a specified period of time, should have a written description of their roles and responsibilities and any compensation, alteration of faculty workload, or other rewards associated with their appointment, and should report on their accomplishments associated with the Center or Institute in their annual activities report. Department chairs and the University administration will consider faculty contributions to Centers and Institutes when making decisions on compensation, promotions, and other recognitions of excellence.

C. Staff Appointments within Centers and Institutes

Staff appointments are permitted within Centers and Institutes in order to carry out the mission of the unit. Procedures for hiring of staff and the policies governing their employment, benefits, compensation, and related matters, are determined by the Office of Human Resources.
D. Establishment of External Advisory Boards by Centers and Institutes

If deemed appropriate by the Provost and Senior Vice President of Institutional Advancement, an external advisory board may be created for a Center or Institute to provide oversight for the unit and to:

- advise the director on the Center or Institute’s mission
- review the Center’s accomplishments in light of its goals
- provide long-range guidance for the Center’s major direction and strategies
- contribute to and/or promote the financial viability of the Center

The external advisory board may include qualified representatives from academic communities, professional organizations, corporations, donors, or other groups or entities of relevance to the Center or Institute. Members of an external advisory board are appointed by the President, upon the recommendation of the Provost (regardless of reporting lines to a Dean or the Provost), in accordance with the following procedures:

- The director of the Center or Institute requests the permission of the Provost and the Senior Vice President for Institutional Advancement to approach a prospective board member. This request for permission, accompanied by a rationale for the proposed appointment and the nominee’s qualifications, ensures coordination of the university’s efforts to engage individuals appropriately within the university.
- If permission is granted by both the Provost and the Senior Vice President for Institutional Advancement, the Center or Institute director should confirm with the nominee that such an invitation would be welcomed.
- If the nominee agrees to entertain an invitation for board membership, a letter from the President is sent to the nominee inviting membership for a specific term on the relevant advisory board. The President upon the Provost’s recommendation may renew board appointments.
- The Director or a nominating committee may recommend prospective board members but may not invite or appoint new members to the board independently. External advisory boards are expected to meet at least annually. The Dean or the Provost to whom the Center or Institute reports serves as an ex officio member of the board and should be invited to attend the advisory board meetings. Appointments to advisory boards should make clear the expectations of membership, including the philanthropic expectations. Advisory boards should have a formal mechanism for membership and term rotation to ensure continuity.

V. Review Procedures for Centers and Institutes

Within a period of five years following their establishment, and periodically thereafter (on a schedule to be determined by the relevant Dean or the Provost in consultation with the Center or Institute director), each Center or Institute will be reviewed by the relevant Dean or Provost. At the Dean or Provost’s discretion, an internal or external review committee may be established to participate in the review. The criteria for the review will be determined by the Dean or the Provost, but must include:

- the unit’s ability to enhance the academic mission of the university;
- the unit’s contribution to the visibility and stature of the university;
- the quality of scholarly activity, educational programs, and/or other intellectual
• contributions of the unit;
• the level of faculty and student activity and participation;
• the effectiveness of the management of the unit;
• the effectiveness of the unit’s external funding activities and financial sufficiency;
• the effectiveness of the advisory board (if applicable).

The Director should prepare a written report responding to the criteria established for its review. If an internal or external review committee has been utilized in the conduct of the review, it will prepare a written report of its findings and recommendations to the appropriate Dean or Provost. The recommendations should be designed to enhance the functioning and development of the Center or Institute. In some circumstances, the recommendations may include alternative organizational arrangements, including phasing out of the unit.
II. Report of the Committee on Faculty Rights and Responsibilities, May 2010
To: Susan Birren, chair,
Review Committee on Centers and Institutes
From: Committee on Faculty Rights and Responsibilities.

Dear Susan,

The CFRR met on May 13, 2010 to discuss the three questions your committee put to us concerning the process for establishing and maintaining centers and institutes at Brandeis:

The first question concerned whether a center or institute should have a faculty committee that would consult on matters concerning the functioning of a center or institute, and the appointment or re-appointment of a chair.

Section IV.E.2 concerning the structure of Interdepartmental Programs, Centers, Institutes, and Other Academic Administrative Units states:

a. The Provost or appropriate Academic Dean, acting on the basis of consultations with the appropriate faculty, may appoint a faculty committee for each interdepartmental program, Center, Institute, and other academic unit.
b. The chairs or directors of interdepartmental programs, Centers, Institutes and other academic units are appointed or re-appointed by the appropriate Dean or Provost for a defined term, determined on the basis of consultations with the faculty committee.
c. The chairs or directors of academic administrative units, acting in consultation with the faculty committee, are responsible for all functions of the academic unit.
d. The chair or director discusses matters pertaining to the functions of the academic unit at meetings of the faculty committee.

Although point a. says that the Provost or appropriate academic dean *may* appoint a faculty committee, the following points assume that such a committee should exist. *Therefore CFRR determines that such a faculty committee should be appointed and this committee should be consulted in decisions concerning the center (including appointing the chair and other matters).*

The second question concerned the process by which a center or institute can be established. The relevant section is IV.F.1, concerning proposals for the Establishment and Discontinuation of Departments, Programs, Centers, Institutes, and Other Academic Units:

1. Proposals

*Proposals for the establishment or discontinuation of a school, department, undergraduate or graduate program, or other academic organizational unit such as a center or institute may originate from the faculty or administration. The Provost will consult with the Academic Deans, the chairs of relevant existing departments and School Councils, as well as with the Council of the Faculty Senate to establish an appropriate deliberative process.*

*The handbook clearly states here that some deliberative process including at least some departments, school councils and the Senate Council must take place in considering the establishment of a new center or institute. The particular departments and school councils*
consulted will depend on the center or institute proposed, but the phrase “relevant existing
departments and school councils” should be interpreted broadly.
If this procedure is not followed, the process of establishing a center or institute will be in
violation of the faculty handbook.

Note: This provision does not preclude proposals for outside funding from donors or granting
agencies that, if successful, may result in the establishment of a new center or institute.
However, if funding is secured, this process would still need to be followed.

The third question concerned the legislative role of the faculty in the establishment of a center or
institute, as described in section IV.F. 2 on process:

Process
a. The Provost, acting on the advice of the Academic Deans, and in consideration of the
results of the established deliberative process, determines whether and how to proceed with a
proposal.
b. The Provost will inform the Faculty Senate of his or her decision and provide an
explanation thereof. The Faculty Senate may place the proposal on the agenda of the next
Faculty Meeting for its consideration.
c. Establishment of undergraduate academic programs requires legislative approval by
the Faculty Meeting.

According to this section of the handbook, the establishment of a center or institute would not
require legislative approval by the Faculty Meeting, unless the work of the center or institute
includes one or more undergraduate academic programs. In that case, those programs would
need legislative approval. The section also stipulates that, once the deliberative process is
finished, the Provost will inform the Faculty Senate of his or her decision (in this case, the
decision to establish a center or institute or not), giving the Senate further opportunity to place
the issue before the faculty as a whole. Again, if this procedure is not followed, the process is
in violation of the handbook.
III: Summaries of Individual Centers

➢ Jewish Studies Centers
Maurice and Marilyn Cohen Center for Modern Jewish Studies  
Director: Leonard Saxe, Klutznick Professor of Contemporary Jewish Studies, Hornstein Program and Heller School, [http://www.brandeis.edu/cmjs/](http://www.brandeis.edu/cmjs/)

Fisher-Bernstein Institute for Leadership Development in Jewish Philanthropy  
Director: Amy Sales, Associate Professor, Hornstein Program, [http://www.brandeis.edu/fbi/](http://www.brandeis.edu/fbi/)

Steinhardt Social Research Institute  
Director: Leonard Saxe, [http://www.brandeis.edu/ssri/](http://www.brandeis.edu/ssri/)

**Mission and foci**

The Cohen Center (founded 1980), Fisher-Bernstein Institute (1997) and Steinhardt Institute (2005) are interacting Centers with overlapping missions, faculty, and staff. The Cohen Center and Steinhardt Institute share a predominantly scholarly focus on the Jewish community. The Cohen Center has the broadest mission and conducts a variety of evaluative and other types of applied social research concerning modern Jewish life. The Steinhardt Institute provides social scientific analysis of religion and ethnicity among contemporary Jews. The Steinhardt Institute undertakes social scientific analysis of religion and ethnicity among contemporary Jews and conducts quantitative studies of issues related to ethnic identity, education, and social networks; particular foci are socio-demographic studies and development of survey methodology. The Fisher-Bernstein Center conducts education and training programs on fundraising among Jewish institutions and conducts research on fundraising and philanthropy.

Cohen, Fisher-Bernstein, and Steinhardt provide various forms of research support to their faculty, research staffs, and Brandeis students. Faculty salaries, both academic year and summer, are partially supported by the Center and Institutes. Support is also provided for two graduate fellowships a year in Heller, sociology or NEJS and 5-10 summer internships for undergraduates, mostly from Brandeis. The Center and Institutes employ and provide research opportunities for additional Brandeis undergraduates during the academic year. Faculty and staff have expertise in statistics, survey research, research design, and the creation/use of large databases providing resources and potential connections across the Brandeis faculty. Interactions or shared interests that could result in additional interactions exist across many departments and programs including Hornstein, Sociology, Psychology, Politics, and NEJS, as well as the Heller School. Several other Brandeis Centers, including Sillerman, Shusterman and Hadassah-Brandeis, explore aspects of related topics.

**Financial profile**

The research and educational endeavors of Cohen, Steinhardt and Fisher-Bernstein are supported by endowments and grants. In FY10, total expenses were $2.1m, about 54% funded from sponsored research grants (primarily in Cohen) and 46% funded by endowment and gifts. As of June 30, 2010, endowed and gift fund balances totaled $14.0m. Steinhardt’s endowed balances were $10.4 of the $14.0m.

**Administrative structure**

Administrative structure is shared between the Cohen Center and the Steinhardt and Fisher-Bernstein Institutes, with the Cohen Center providing the administrative center. There are two
tenured full-time Brandeis faculty members associated with the three Centers: Leonard Saxe (Hornstein, Heller) directs Cohen and Steinhardt and Sylvia Fishman (Chair, NEJS; co-director, Hadassah-Brandeis Institute) is affiliated with the Cohen Center. Part-time faculty member Amy Sales directs Fisher-Bernstein. The overlapping faculty and staff include three additional part-time or visiting faculty members. Steinhardt lists 15 total faculty or staff positions and Cohen includes 21 people in this category. Of these, 11 researchers staff both centers. Of Fisher-Bernstein’s six staff members, all but one belongs to the Cohen and/or Steinhardt research staff. The Center and Institutes do not have outside advisory committees.
Brandeis Genesis Institute for Russian Jewry
Interim Director: Daniel Terris, Vice President for Global Affairs
http://www.brandeis.edu/genesis/about/index.html

Mission and foci
The Brandeis-Genesis Institute (BGI) seeks to prepare Russian-speaking students worldwide to become effective community leaders. The emphasis falls on secular Jewish identity. The Institute’s foci are Jewish learning, knowledge of Russian-Jewish culture and history, and inculcating in its participants a sense of mission for the Jewish future. Its first year was 2009-2010.

Financial profile
The Institute’s funds are provided by a multi-year commitment of gifts by the Genesis Philanthropy Group. Most of the funding (in FY10 it amounted to $500,000+) is applied to scholarships for undergraduate and graduate students. For example, in 2009-10, BGI funded three full scholarships for students in the Hornstein Program and a number of undergraduates. Some funding goes to affiliated faculty for conferences and meetings. Thus far there is no funding for scholarly research but future planning aims to expand the Institute in this direction.

Administrative Structure
The BGI has two administrators: a director and an administrative coordinator. The director reports to the Vice-President for Global Affairs (Daniel Terris, who is serving now as interim director until a new director is appointed). The BGI has a faculty advisory committee drawing on expertise from several departments. This committee reviews key policy decisions.
The Hadassah-Brandeis Institute
Directors: Shulamit Reinharz, Jacob S. Potofsky Professor of Sociology and Sylvia Barack Fishman, Joseph and Esther Foster Professor in Judaic Studies, Chair, Near Eastern and Judaic Studies, English
http://www.brandeis.edu/hbi/

Mission and foci
The Hadassah-Brandeis Institute (HBI) seeks to develop new ways of thinking about Jews and gender worldwide. Through scholarly research and artistic projects it aims to explore and illuminate issues such as the changing involvement of Jewish women in religious and community activities, the relationship of feminism to Jewish law, gender and Jewish education, Jewish women in art, women and children in the Holocaust, and Jewish women as leaders. The HBI publishes the journal Nashim. In addition it publishes two series through Brandeis University Press/University Press of New England: the HBI Series on Jewish Women; and the Series on Gender, Culture, Religion and the Law. The HBI partners with the Feminist Press for the publication of the Reuben/Rifkin Jewish Women Writers Series. HBI is housed together with the Women’s Studies Research Center in the Epstein building.

Financial profile
Original funding for this institute was provided by Hadassah in 1993. HBI Board of Director members give annually to support HBI’s Scholar-in-Residence and Research Awards programs. Currently HBI receives funding through numerous private foundations. HBI supports its directors’ research and can fund faculty through its Research Award program. It provides funds for its Scholar-in-Residence program (in existence since 1998). HBI does not fund graduate fellowships. It funds a 6-week summer internship program for undergraduates and graduate students. The HBI typically sponsors one or two conferences each academic year. The two directors’ summer (Professor Fishman) and full (Professor Reinharz) salaries are supported by HBI or WSRC fund-raising. The HBI supports its activities from gifts and from endowment income. On June 30, 2010, HBI had endowed funds of $6.2m and gift funds of $0.7.

Administrative structure
The two HBI directors report to the provost. There is a National Board of Directors (21 members) and an Academic Advisory Board (comprising 117 members, some of whom are Brandeis faculty). Apart from the HBI’s two co-directors, staffing includes 1) two project directors, 2) a communications director, 3) a program manager, 4) the HBI Conversations National Director, 5) an editor for the electronic magazine 614, 6) a communications assistant and 7) the HBI Coordinator. Though the national Hadassah provided funding for HBI’s first few years, this national organization plays no role in setting the Institute’s agenda.
Mandel Center for Studies in Jewish Education  
**Director:** Sharon Feiman-Nemser, Mandel Professor of Jewish Education, Near Eastern and Judaic Studies, [http://www.brandeis.edu/mandel/index.html](http://www.brandeis.edu/mandel/index.html)

**Mission and foci**
The Mandel Center for Studies in Jewish Education was founded in 2002 with a mission of transforming professional learning for Jewish educators and carrying out scholarly research on the teaching of Jewish Studies. The flagship program of the Center is the DeLeT program (Day school Leadership through Teaching), which partners with the Education Program at Brandeis to prepare teachers for teaching general and/or Jewish Studies at Jewish day schools. The Center has research programs that include the study of factors that lead to the choice to teach in Jewish, Catholic and public schools and an investigation into different forms of Jewish learning. Programs also seek to promote dialogue between scholars and teachers of Jewish studies and to study and support young teachers in partner schools.

In addition to their focus on scholarship and training, the Mandel Center provides support and involvement opportunities for the university and the campus community. The Center has created a faculty position in Jewish education that is located in NEJS and has supported both graduate students and postdoctoral fellowships in the area of Jewish education. The Center also sponsors talks and programs that are open to the campus community, including lunchtime seminars and public presentations and has co-sponsored events with departments (NEJS, Philosophy, History), programs (Education, Hornstein), and other Centers (Cohen, Ethics).

The Mandel Center has close ties with the Education Program, with the DeLeT program forming a track in the Master of Arts in Teaching Program. In particular, the Center raises scholarship funds to fully support tuition for 8-12 students per year in the MAT program. The Center also has strong connections with NEJS. The director and the assistant academic director both hold faculty positions within NEJS and the Center funds graduate student stipends for NEJS graduate students.

**Financial profile**
The Mandel Center was founded in 2002 through gifts from the Mandel Foundation, following the earlier creation of the DeLeT program, which had its own funding. The Mandel Foundation continues to support the Center with annual gifts that are matched by additional funds raised by the Center. Current revenues of ~1.8m annually are used to support faculty and staff salaries, Center research and other programs, and for student and postdoctoral fellow support. As of June 30, 2010, the Mandel Center had $335k in gift funds.

**Administrative structure**
The Center director is faculty in NEJS and Education and is affiliated with Hornstein. The assistant academic director is NEJS faculty and affiliated with Education, Hornstein, and Philosophy. Additional administrative staff includes an assistant director of communications and development, and an associate director of finance and administration. Staffing of the Center includes researchers and instructors and staff of the DeLeT/MAT program. A Joint Advisory Team (JAT) that includes representatives of the Mandel Foundation, senior Brandeis leadership, and Center leadership meets twice a year for purposes of Center review. A formal outside review of the MAT-DeLeT program was completed about two years ago, providing useful insight for strategic planning and fundraising.
The Tauber Institute for the Study of European Jewry
Executive Director: Sylvia Fuks Fried
Associate Faculty Director Eugene Sheppard, Associate Professor of Modern Jewish History and Thought, Near Eastern and Judaic Studies,
www.brandeis.edu/institutes/tauber

The Sarnat Center for the Study of Anti-Jewishness
Director: Jonathan Sarna, Joseph and Belle Braun Professor of American Jewish History, Near Eastern and Judaic Studies, History, Hornstein

Mission and Foci
The Tauber Institute, established in 1980, is devoted to the study of European Jewish history, thought, culture and society. It has a special interest in studying the Holocaust and its aftermath within the context of modern European intellectual, political and social history. The Institute is organized on a multidisciplinary basis and works with faculty associates in other departments and programs including NEJS and Women’s and Gender Studies. It organizes symposia and other events, publishes original works, and engages in research on the history and culture of European Jewry in the modern period. The Tauber Institute Series is published by the Brandeis University Press/University Press of New England. It is dedicated to publishing innovative approaches to the study of modern Jewish history, thought, culture and society. The series publishes about 3-4 books per year.

Tauber Institute sponsors lectures for Brandeis faculty and staff, organizes thematically-based lecture series, and co-sponsors film screenings at the annual Jewish film festival. The Institute works in conjunction with departments, other Centers, and international institutions to organize conferences for scholarly discourse and to develop new areas of inquiry. The Institute supports graduate student research through small grants of up to $5,000 and enhances the education and training of graduate students through a graduate student/faculty colloquium in Jewish studies. In 2009-2010, six students received support (four from NEJS, one from American Studies, and one from Politics). Graduate and undergraduate students are also employed for administrative and special project support.

The Sarnat Center for the Study of Anti-Jewishness aims to promote an understanding of the causes, nature and consequences of anti-Jewish prejudice, as well as Jewish and non-Jewish responses in historical and contemporary perspectives. It was established in 1997 and is administered through the Tauber Institute.

Financial Profile
The Institute was founded in 1980 as a result of a major contribution by Dr. Laszlo N. Tauber. Additional funds were raised over the years to build its endowment. Currently, the Institute is supported through endowment income and various grants from private individuals and foundations. In addition to the salaries of the executive director and a part time program administrator, the institute provides some salary support for faculty in NEJS and in GRALL. In FY10, Tauber expenses totaled $360k. As of June 30, 2010, Taber had $8.4m of endowed funds and virtually no gift funds.

Administrative Structure
The activities of Tauber Institute are overseen by its Associate Faculty Director, Eugene Sheppard, and by its Executive Director, Sylvia Fuks Fried. Faculty associates include Professors ChaeRan Freeze (NEJS and WGS) and Jonathan Decter (NEJS). Jehuda Reinharz, former director of the Tauber Institute, serves as general editor of the Tauber Institute Series. The Sarnat Center is administered through the Tauber Institute. Professor Jonathan Sarna serves as the Director of the Sarnat Center and Sylvia Fuks Fried serves as the Associate Director. In 2008, the Tauber Institute underwent a formal review that included two outside experts. The review was generally positive with recognition of the Tauber Institute’s national reputation in the field of Jewish studies. It encouraged the formation of a faculty advisory board to enhance links with other disciplines, and to infuse new programmatic ideas.
International Centers
Crown Center for Middle East Studies
Director: Shai Feldman, Judith and Sidney Swartz Professor of Politics
http://www.brandeis.edu/crown/

Mission and foci
The Crown Center for Middle East Studies, founded in 2005, seeks to produce balanced and dispassionate research regarding all aspects of the contemporary Middle East. Dedicated to research and to the teaching of undergraduate and graduate students, Crown’s research focus extends beyond Arab-Israeli tensions to include the politics of Arab countries as well as that of non-Arab countries of the Middle East: Islamic studies, economic and social developments, and regional security and arms control.

The Crown Center has an active portfolio of publications with several books in production with major presses and three publications series, one of which is peer-reviewed. Together with the Harvard Kennedy School, it co-sponsors The Crown-Belfer Middle East Program – a seminar series with “Middle East insiders” plus roughly a dozen on-campus events, such as film screenings and colloquia. There are two permanent Senior Research Fellows and up to two visiting faculty per year, along with a number of post-doctoral fellows. Crown Center scholars teach each year in the departments of Politics, Economics, and History. To date, course scheduling with NEJS has been very sporadic. Significant funding is provided by Crown each year for associated faculty and student research support and travel, including full 5-year funding of several Ph.D. students.

The Schusterman Center, with its specific focus on Israel has the most obvious commonality in interest with The Crown Center. The two Centers have co-sponsored a major conference and a number of events. Crown has also co-sponsored events with the Shuster Institute for Investigative Journalism, National Center for Jewish Film, the Malkin/Slifka Scholars, and the Center for Ethics, Justice and Public Life.

Financial profile
The Crown Center had about $22m in fund balances as of June 30, 2010. Crown has an expense budget of about $1.4m. At the time that Crown was established, funds were also raised for three named endowed faculty chairs located at the Center: The Judith and Sidney Swartz Director, the Myra and Robert Kraft Chair in Arab Politics, and the Leir Chair in the Economics of the Middle East.

Administrative structure
In addition to the director, a position held currently by founding director Professor Feldman, the Crown Center’s administration includes an Associate Director, an Assistant Director for Research, a Senior Department Associate, and a part-time Coordinator. The director reports to the Provost. There is no outside advisory or faculty committee.
Mission and Foci
Founded 1998, the mission of The International Center for Ethics, Justice and Public Life (“Ethics Center”) is to develop effective responses to conflict and injustice by offering innovative approaches to coexistence, strengthening the work of international courts, and encouraging ethical practice in civic and professional life. The Ethics Center strives to build bridges between academic and professional life. The Ethics Center is structured around three main activities, 1) international justice, including the Brandeis Institute for International Judges (BIIJ), 2) the Slifka Program for Intercommunal Coexistence, including an M.A. Program in Coexistence and Conflict, Coexistence International (to train and network practitioners), and Creative Approaches to Coexistence and Reconciliation, and 3) Brandeis campus activities, including the Sorensen Fellowship Program, sponsored courses in Legal Studies and other fields, and many campus events. Effective fiscal year 2011, the M.A. Program in Coexistence and Conflict and Coexistence International moved from the Ethics Center to the Heller School for Social Policy and Management.

Financial Profile
The Ethics Center was originally funded by two major gifts, first for the Center and later for the Slifka Program in Intercommunal Coexistence. The Center has since developed additional donor and foundation support, including the David Berg, Rice Family, Ford, MacArthur, and JEHT foundations. The JEHT Foundation was invested with Bernard Madoff and an outstanding pledge of $400k to the Ethics Center has been rescinded. The Ethics Center has carried forward its tuition revenue, net of expenses. The balance of this carry forward was transferred along with the M.A. Program to the Heller School in July, 2011, as well as more than $1.1 million in non-endowed funds. In fiscal year 2010, the Ethics Center (including the M.A. Program) had revenues of $2.0m, about 49% from gifts, 20% from foundation grants, and 31% from tuition. Expenses in fiscal year 2010 equaled $1.8m, for a net contribution to the University’s overhead expenses of $0.2m. FY2010 expenses included $0.6m in faculty and financial aid expenses for the M.A. program. At least $85k of direct expenses relieved costs that otherwise would have been borne by the University ($35k legal studies, $35k overseas internships (PAX students), and $15k to GSAS). As of June 30, 2010, the balances of the Ethics Center’s endowed and non-endowed funds were $8.6m and $4.5m, respectively.

Administrative Structure
As of June 2010 the Ethics Center had eleven staff members (including the Director) and two full-time, contract faculty. As of November 2010, following the departure of the M.A. program and Coexistence International, the Ethics Center has seven staff members. The Ethics Center has an International Advisory Board comprised of a scholar and about fourteen others with a wide range of professional and disciplinary backgrounds. The Board meets annually to provide expertise and advice on the Ethics Center’s programs and objectives. The Ethics Center Events Advisory Committee meets periodically to assist with event planning. The Director of the Center reports to the Provost. The Center has not received a formal review.
Center for German and European Studies  
Director: Sabine von Mering, Associate Professor of German and Women’s and Gender Studies  
www.brandeis.edu/cges

Mission and Foci  
The Center for German and European Studies was established in 1997 to support interdisciplinary teaching and research on contemporary Germany and Europe and to reach out to broader communities on the social, political, and cultural issues facing Germany and Europe today. The Center was first conceived in conversation between President Reinhart and Chancellor Helmut Kohl in 1995. The Center supports a variety of programs and expenses including faculty grants for course development, grants for student or faculty travel, conferences and events, research, and visiting lecturers. The Center also funded courses in fiscal years 2008 (HIST 177b) and 2009 (ANTH 80a1). Similar Centers exist at Harvard, Georgetown, Berkeley, University of Minnesota, University of Madison, Wisconsin, and several Canadian universities.

Financial Profile  
Initial funding of about $1.5m was provided from the European Recovery Program (ERP), which was itself funded from investments from the Marshall-Plan and is administered by KdW (a German agency). To help establish the Center, Brandeis agreed to cover 40-50% of operating costs through 2001 and contribute $1m to an endowed fund. In August 2008, the German Academic Exchange Network signed a separate agreement to contribute $247,500 over five years, matched twice by Brandeis and other sponsors. The match can be satisfied in a variety of ways, including endowment distribution, co-sponsoring students, co-sponsoring events, and co-operating with off-campus organizations. The current matching-fund agreement allows up to 20% of total funds (including match) to be used towards salaries and/or overhead and up to a 20% change in type of expense (academic event, cultural event, student, faculty, Director). Today, the Center has an annual budget of about $130k and endowed funds totaling about $1.3m.

Administrative Structure  
The Center has a Director and Assistant Director who are full-time, non-tenured members of the GRALL and Economics faculty, respectively. The Center also has one half-time Program Coordinator and a few part-time student assistants. The Center is overseen by an Executive Committee that includes the Dean of Arts & Sciences and several other faculty. The Director reports on Center activities to the Executive Committee every semester. The Director is reappointed every three years by the Dean. CGES and similar centers at other schools meet annually with German Academic Exchange Service (DAAD).
Mission and Foci
The Gordon Public Policy Center, established in 1987, is housed within the Politics department and focuses on supporting and disseminating research on various aspects of political competition and public policy-making in the United States. The Center supports scholarly work, primarily by members of the Politics faculty that is directly aimed at influencing debates concerning American politics and public policy. It does this through research support, campus-based lectures, workshops and conferences, and publications. The Center sponsors one or two conferences per year. The Center also supports two graduate student stipends. Five faculty members in Politics and one in Sociology received grants from the Center in recent years.

Financial Profile
The Center and its activities are supported by a continuing program of gifts from the James Gordon Foundation in Chicago, Illinois. It currently operates on an annual budget of approximately $74k. About half is used to support the stipends of two Ph.D. Gordon fellows and the reminder supports the research and scholarly publications of faculty, including the current Director (Professor Kryder) and former Director (Professor Levin) who have been the primary recipients of funding.

Administrative Structure
The Director, Daniel Kryder is the only officer in the program. The Department of Politics administrator covers the modest administrative needs of the Center. Each year the Center hosts the Gordon Foundation’s trustees, coinciding with an annual review of the program. Faculty doing work within the mission of the Center are eligible for support. The Director consults with chairs and relevant faculty to publicize opportunities and to select awardees.
Schuster Institute for Investigative Journalism  
Director: Florence Graves  
http://www.brandeis.edu/investigate/

**Mission and foci**

Founded in 2004, the Schuster Institute for Investigative Journalism is an independent reporting center that reports on social injustice, human rights abuses, and corporate and government abuses of power. The first such institute to be housed at an American university, Schuster mentors students in investigative reporting techniques while emphasizing the analytic role of news media in maintaining a healthy democracy. The Institute has three ongoing core projects: 1) The Political & Social Justice Project, which includes a focus on human trafficking/modern slavery and on government and corporate power; 2) The Justice Brandeis Innocence Project, which investigates possible wrongful convictions for murder and rape; and 3) The Gender & Justice Project, which exposes underreported injustices against women and children.

**Financial profile**

The Schuster Institute for Investigative Journalism is supported by private donations and foundations. It is named for philanthropists Elaine and Gerald Schuster, whose gift enabled the Institute’s creation. Support for the Justice Brandeis Innocence Project and the Ethics & Justice Fellowships comes from the Ethics & Excellence in Journalism Foundation. Fellowships are awarded to reporters with projects that are consistent with the institute’s journalistic mission. In FY10, the Schuster Institute’s expenses totaled about $0.5m. The Institute had $0.3m in endowed funds and $0.4m in gift funds on June 30, 2010.

**Administrative structure**

The full time staff of the Schuster Institute consists of the Director, its Associate Director (who doubles as Senior Researcher), an Assistant Managing Editor (who manages all office administration, maintains all financial affairs, assists with fundraising and publicity, designs and maintains the Web site, creates event posters and brochures), and a Research Specialist (who manages research for projects and 12 to 15 student research assistants at any given time).
Schusterman Center for Israeli Studies  
Director: S. Ilan Troen, Stoll Family Chair in Israel Studies, Near Eastern and Judaic Studies  
http://www.brandeis.edu/israelcenter/

Mission and foci  
The Schusterman Center for Israel Studies, founded in 2007, “seeks to make Brandeis a hub for nurturing and catalyzing Israel Studies”. Its mission specifically mentions teaching and scholarship, the support of research, publication, and public conferences. While Schusterman’s focus is modern Israel, there has been some support of pre-modern studies. The seeds of the Center date to 2004, with the initiation of the Summer Institute for Israeli Studies (SIIS), is now an annual Schusterman program.  

The Schusterman Center is able to sponsor a robust number of activities. A central activity is the non-credit Schusterman Scholars Seminar that brings together all doctoral students in Israel Studies at Brandeis and some from other Boston area universities to share work with faculty and confront the work of invited scholars and public intellectuals. The Center appoints one or two visiting faculty per year and a number of post-doctoral fellows. Visitors have made contributions to the course offerings in Arts History, NEJS, Politics, Sociology, and a number of other departments. The departments see these extra courses as valuable. The Center sponsors publications, including a monograph and a book series, especially through Brandeis University Press, and co-sponsors Israel Studies, the leading journal in the field. Each year nine or more graduate fellows are partially or fully supported. The Center sponsors or co-sponsors numerous public programs and events, which are well publicized and attended. In the coming year Schusterman will host a major international conference at Brandeis.  

A number of Brandeis Centers share some aspect of theme and/or mission with Schusterman. Among these, the Crown Center, with its focus on the modern Middle East has the most obvious commonality. Other related Centers are The Cohen Center, Hadassah-Brandeis, Fisher-Bernstein, Tauber and Steinhardt Institutes.

Financial profile  
The Schusterman Center had about $24m in fund balances as of June 30, 2010 with a few million to be added by the Foundation and the University in the years ahead. Along with a variety of program expenses, the endowment will support two chairs in Israeli studies. The University's match includes about $2m of Goodman Institute funds that have been subsumed in the Center. The Center’s actual expense in FY10 was $1.6m, including contributions to University overhead.

Administrative structure  
In addition to the Director, a position held currently by the founding Director Professor Troen, the Schusterman Center’s administration includes an Assistant Director, a Department Administrator, a Senior Program Director, and a Communications Specialist. Sylvia Fuks Fried of the Tauber Institute serves as Director of Publications. A Faculty Advisory Committee comprised of five to seven Brandeis faculty and visitors aids the Director in vetting applications for support. There is an impressive international Advisory Council populated by leaders from the academic and philanthropic communities. This committee currently includes founding donor, Lynn Schusterman.
Women’s Centers
Women’s Studies Research Center
Director, Shulamit Reinharz, Jacob S. Potofsky Professor of Sociology
http://www.brandeis.edu/centers/wsrc/

Mission and foci
The Women’s Studies Research Center was established in 2001 as an outgrowth of the pre-existing Women’s Studies Program (founded in 1978). The WSRC was conceived as a research complement to the Women’s Studies Program’s emphasis on teaching. The center’s mission is to facilitate gender-related research in the arts, social sciences, and humanities at their various points of intersection and to communicate the results of that research. It aims to link academic research with art and activism. The director identifies five decisive points: the WSRC comprises 1) a place to work (the Epstein building and its facilities); 2) a community of scholars; 3) student assistants to its Scholars; 4) the formation of study groups; 5) an opportunity for its members to present work publicly. In addition, the WSRC sponsors many events open to the Brandeis community, including art shows in their gallery space in the Epstein building. The WSRC publishes an on-line semi-annual e-magazine entitled Re/Search. Its 84 researchers and artists focus on questions related to women’s lives and gender dynamics. The WSRC pays students to be research assistants to resident Scholars (the Student-Scholar Partnership Program) and this program is open to Brandeis faculty. It contributes a course to one department or another every year and some Scholars interact with the university by volunteering to give lectures or serving on committees.

Financial profile
The WSRC was not originally funded by a single, large donation. Rather Shulamit Reinharz has headed and raised funds for the WSRC since its creation. The center has been housed since its founding in a refurbished portion of the Epstein Building (as a result of $2.4m fundraising campaign run by Professor Reinharz and a $1 million maintenance fund). The WSRC does not fund research. Its researchers, the eighty-four WSRC Scholars, must procure their own funding, but a small competitive fund enables Scholars to travel for research purposes. The WSRC pays for one Scholar per year to teach a course at Brandeis. Board of Director members contribute $5,000 annually. In FY10, total expenses for WSRC were $0.7m ($1.5m including HBI). On June 30, 2010, WSRC had endowed balances of $0.8m ($7.0m including HBI) and gift balances of $0.3m ($1.0m including HBI).

Administrative structure
The structure of the WSRC is tripartite: a) director, b) board, and c) staff. There are five paid staff members, two of which are full time employees: an administrator responsible for the facility and for budgets and another responsible for the Scholars and for the WSRC board. Other, part-time positions include a curator, a coordinator for the Student-Scholar Partnership program and a librarian. Administration is internal; there is no faculty committee with responsibility for WSRC activities and policies. Scholars are chosen by an internal committee that advises the director and that is made up of WSRC Scholars. Faculty members are consulted at the discretion of the director. All Scholars have Ph.D.s or other terminal degrees. About seven per year are appointed. Each submits an annual report to the WSRC Renewal Committee (comprising other WSRC Scholars and board members).
Science Centers
National Center for Behavioral Genomics  
Director: Michael Rosbash, Professor of Biology, Howard Hughes Medical Institute Investigator  
http://www.bio.brandeis.edu/genomics/  

**Mission and foci**  
The National Center for Behavioral Genomics (2001), which reports to the Dean of Arts and Sciences, is comprised of eight faculty members in the Brandeis life science departments whose research focuses on various aspects of brain and behavior. Research within the Center aims to apply current genomic approaches to the study of molecular, cellular and systems neuroscience and to use this information to understand how complex behavior is generated and disrupted in brain disorders. All affiliated faculty are A&S faculty members with teaching and administrative duties in addition to their research. No teaching or instructional activities are conducted through the Center directly. The NCBG serves to support interdisciplinary work and the individual research of affiliates.

**Financial profile**  
The NCBG has no separate gift or endowment funding. Indeed, it is not a separate accounting entity within A&S. Its financial activity (Federal and foundation grants) is merged with the Department of Biology. Faculty Principal Investigators, individually and in groups, may use the NCBG name in pursuit of their grants.

**Administrative structure**  
The Center has no staff. The Director, a Howard Hughes Medical Investigator and Professor of Biology and Neuroscience, is not on the A&S payroll.
Ashton Graybiel Spatial Orientation Laboratory
Director: James Lackner, Meshulam and Judith Riklis Professor of Physiology
http://www.graybiel.brandeis.edu/index.html

**Mission and foci**
The Graybiel Spatial Orientation Laboratory opened in 1982 with the mission to understand how humans control their movements and orientation in unusual force environments. The laboratory uses experimental approaches to understand the control of human movement in altered environmental conditions such as weightless and high force environments, virtual environments and artificial gravity environments. The work has implications for space flight in both weightless and high g situations, and also for human disorders.

The laboratory sponsors 2-3 undergraduate research projects a year and supports graduate student stipends for in Physics, Neuroscience, and Psychology. Brandeis students participate as subjects in many of the experiments and over 100 students have experienced weightlessness by participating in parabolic flight experiments at the Johnson Space Center. The laboratory has links with the Psychology department and Neuroscience program. The director and associate director hold faculty appointments in Psychology and teach courses for both Psychology and Neuroscience.

**Financial profile**
The Graybiel laboratory was founded with a gift of equipment and support from the NASA. Research funds and salaries for all laboratory research staff is covered by research grants from the National Institutes of Health, DARPA, the Office of Naval Research and the Air Force Office of Scientific Research and NASA. Revenues in FY10 equaled about $2.4m (total) of which $850k are indirect costs to the university (35%). The university funds an administrator for 25 hours a week and provides a small contribution for “equipment support”.

**Administrative structure**
The director, James Lackner, and associate director, Paul DiZio, are professors in Psychology and Neuroscience. There is a lab administrator and nine researchers that include Ph.D. scientists, engineers, research associates, and computer programmers.
Mission and Foci
The Keck Institute focuses on the development and application of new high-resolution imaging techniques based on advanced light and electron microscopy to address compelling questions in biophysics, biochemistry and cell biology. A monthly meeting is held at the Institute to bring together researchers in the Boston area interested in the development and application of high-resolution electron microscopy.

Financial Profile
Currently the Institute does not directly fund scholarly work. The Keck Foundation will be approached in 2012 for renewed funding to support a number of collaborative research projects between Institute members. The Institute coordinates its funding initiative with the Rosenstiel Center.

Administrative Structure
The Director is the only administrative staff of the Institute. Fourteen Brandeis professors are members of the Institute. Strong connections exist between the Institute and the departments of Biology and Biochemistry and the Institute members come from the faculty of Biology, Biochemistry, and Chemistry. There are synergies between the Institute and the Rosenstiel Center.
Rosenstiel Basic Medical Sciences Research Center
Director: James E. Haber, Abraham and Etta Goodman Professor of Biology
http://www.rose.brandeis.edu/

Mission and foci
The Rosenstiel Medical Sciences Research Center (founded in 1970) currently represents nearly all of the faculty within Life Sciences doing research on cell and molecular biology that is not focused on neuroscience. All affiliated faculty are departmental members with full teaching and administrative duties in addition to their research. The Center serves to support interdisciplinary work and the individual research of affiliates. It also administers and awards a prestigious annual prize, the Rosenstiel Award, widely known in the field as a precursor to the Nobel Prize.

Rosenstiel serves as a center for basic research in cell and molecular biology that cuts across departmental boundaries. Faculty affiliates are members of the Biology, Biochemistry and Chemistry departments. Rosenstiel provides a cohesive center that balances and has ties to the strong neuroscience group that is affiliated with the Volen Center and the Center for Behavioral Genomics. While all affiliates are, by the nature of their appointments, working with students, the Center itself has no programmatic aspects aimed directly at student support. With additional funds, the Director would be pleased to develop Rosenstiel stipends and the like, but this is currently impossible. Historically, the endowment also funded a valuable annual faculty retreat and other faculty support. When the income was turned toward budget relief, this support was not sustainable.

Financial profile
In 1969, Brandeis University received a $4m gift for construction of the Rosenstiel Medical Research Center and an $11m gift to fund operations at the Center. The $11m gift has been entirely spent and now the Center is supported by research sponsors, the University’s unrestricted resources, and a small number of restricted gifts. In FY10, the Center’s sponsored research revenues totaled $4.3m ($3.8m direct and $0.6m indirect). The Center’s total expenses, sponsored and non-sponsored, were $4.7m. A small amount of Center monies funds a prestigious national prize. The Director recently approached the family who made an additional gift to augment the prize.

Administrative structure
The center has a small staff. A number of faculty members of the Biology and Biochemistry departments have been Director over the years, a position currently held by James Haber. There is a full-time Administrative Secretary who organizes the Rosenstiel Award, provides support for grant submissions for Center and Biology faculty, and provides support for foreign postdocs in Biology. There is a full-time Financial Administrator (paid 50% from grant funds), and several affiliated technicians paid in part or in full from research grant budgets.
Sloan-Swartz Center for Theoretical Neurobiology
Director: Eve Marder, Victor and Gwendolyn Beinfield Professor of Neuroscience and Professor of Biology
www.bio.brandeis.edu/sloan

Mission and Foci
The Sloan-Swartz Center is devoted to training postdoctoral researchers with strong analytic and computational backgrounds to apply these skills to neuroscience. All trainees are expected to gain a combination of skills to be able to carry out independent research on exciting and important topics in neuroscience and to move smoothly between the theoretical and experimental approaches appropriate to the scientific question being addressed.

Financial Profile
Currently the Swartz Foundation provides funds for three post-docs/year in computational neuroscience, as well as a small amount of unrestricted program money that pays for a computational journal club, refreshments and speaker travel. It also supports travel for Brandeis personnel to attend the compulsory Sloan-Swartz summer meeting of researchers from the 11 Sloan-Swartz Centers around the country. At present there are no funds for faculty salary.

Administrative Structure
The Director of the Sloan-Swartz Center is joined by three additional core faculty members. There are also eleven other affiliated faculty. All faculty are tenured or tenure-track regular members of the faculty.
Volen National Center for Complex Systems
Director: Arthur Wingfield, Nancy Lurie Marks Professor of Neuroscience and Professor of Psychology
www.bio.brandeis.edu/volen

Mission and Foci
The Volen Center promotes interdisciplinary approaches to the study of the brain and intelligence. The Center is constituted essentially of a building and faculty “members” who, many of whom reside in the building. The Volen Center, as a building, was dedicated in October, 1994, but Brandeis representatives had been planning and meeting with congressional representatives since 1987. Volen Center members research a variety of topics related to the brain, such as how it grows and ages, how connections between brain cells are formed and function, and how disorders such as Alzheimer’s and strokes affect the brain and its processes for learning and speech. Program activity includes the Bauer Colloquium Series, Bauer Guest Lecturers, and an annual Scientific Retreat.

Financial Profile
Initial funding was provided through a congressional appropriation (through US Departments of Defense, Energy, and General Services Administration). Ted Kennedy, John Kerry, and Ed Markey advocated for the appropriation. Foundations and individuals contributed, also. The Center had fund balances totaling $42k at the end of fiscal year 2010 and receives about $20k in operating expenses from the university. The Center supports portions of salaries for three staff (together constituting about one half of a full-time equivalent staff person) along with operating expenses for glass washing and autoclave maintenance. Sponsors, not the University, provide funding for Volen Center members’ direct research.

Administrative Structure
The current Center Director is a tenured member of the faculty who reports to the Dean of Arts & Sciences. The Director is assisted by a Steering Committee comprised of five faculty member (currently three from Biology, one from Psychology, and one from Computer Science). All 36 members of the Center hold faculty appointments in Arts & Sciences departments and teach according to the standard loads of their respective departments. The Center supports a part-time Assistant Director and portions of salaries for a Department Coordinator and a Web and Database Specialist.