

CLARK UNIVERSITY ACADEMIC UNITS

SEPTEMBER 2020

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INTRODUCTION

PREAMBLE

This document is a snapshot, as of July 2020, of the academic units that deliver our core educational and research products and their self-assessed areas of strength as well as areas of potentially untapped opportunity. This is a dynamic document that we anticipate changing regularly based on faculty departures and new hires; shifting foci of departmental planning; and other changes that may shift the picture offered at the time of this writing.

BACKGROUND AND PURPOSE

In November 2019, the Planning & Budget Review Committee (PBR) raised the idea of creating an “on-boarding document” for the new president, designed to quickly acclimate him/her/them to the academic ecosystem at Clark University. The document would be a quick snapshot of each academic department, and would have the dual benefit of encouraging departments to think more deeply and strategically about the justification for new faculty position requests, which PBR vets. On November 15, 2019, Ken MacLean, Chair of PBR, joined the monthly Chairs’ meeting at the invitation of Esther Jones, Dean of the Faculty, to explain this request, the purpose, and aspects of the process. Jones proceeded to work with Chairs to execute the request, and also determined to invite interdisciplinary programs and centers/institutes to participate as well in order to give a full picture of academics at Clark. [Please see the documents in Appendices A, B, and C to see the instructions and template provided to Deans, Department Chairs, and Directors]. Dubbed “strategic visioning” by PBR, this process initiated by faculty governance and implemented by Academic Affairs, working with Deans, Chairs, and Directors, resulted in the production of this document.

PROCESS

In December 2019 and from January through mid-March, Dean Jones hosted a series of four additional (but optional) Chairs’ sessions to assist with the development of this document. In addition, a template was created and shared, and discussions ensued about how to engage all the faculty in an inclusive process as well as how to get beyond departmental gridlock when discussing future-oriented matters. These were among the many opportunities available to heads of academic units to develop the documents contained herein. We had planned to discuss the completed departmental documents and explore potential synergies at our first-ever “all-faculty retreat” on May 12th to generate further discussion of institutional strengths—current and emergent; however, the advent of COVID-19 curtailed such plans to engage in broader campus-wide discussions, and the all-faculty retreat has been postponed to a time when we are able to physically convene again or an acceptable alternative is developed. Still, all of the extra sessions for Chairs to lead their departments in this work had been conducted by the time COVID-19 disrupted campus life, and most of the groundwork had been laid for chairs and departments to complete their departmental documents as well as some of the interdisciplinary concentrations and research centers/institutes. Many were able to complete the process and produce a document that reflects each academic program’s current status and represents how they think about their future prospects.

Please regard this as a “living document,” dynamic and subject to ongoing change as departments and programs change over time. The latest version of this document can be found on the following file share:

[Academic Affairs Strategic Framework Documents.](#)

ACADEMIC DEPARTMENTS: GRADUATE DEGREE-GRANTING

Academic departments are the administrative organization of disciplinary units that may be traditionally single-discipline (e.g., Geography, Psychology, Biology, English, Sociology) or a combination of two or more distinct disciplines (e.g. Language, Literature & Culture, Math and Computer Science, Visual & Performing Arts). They serve the administrative function of hiring faculty in addition to performing other administrative functions in interfacing with the administration.

BIOLOGY

1. **FACULTY: 13 FT Faculty (11 TT Faculty, 2 VAPs)**
Tenure-Line Faculty: Nathan Ahlgren, Philip Bergmann, Jackie Dresch*, Robert Drewell, David Hibbett, Denis Larochelle, Kaitlyn Mathis, Neva Meyer, Deborah Robertson, Javier Tabima, and Justin Thackeray; **VAPs:** Alicia Knudson, Nareg Djabrayan

Tenure-Line Faculty: Nathan Ahlgren, Philip Bergmann, Jackie Dresch*, Robert Drewell, David Hibbett, Denis Laroche, Kaitlyn Mathis, Neva Meyer, Deborah Robertson, Javier Tabima, and Justin Thackeray; **VAPs:** Alicia Knudson, Nareg Djabrayan

2. CURRENT STRUCTURE

Undergraduate education: Science for Life. The Biology Department offers a broad curriculum in life sciences that prepares students for careers in biomedicine, research, conservation, education, and other fields. Biology faculty make major contributions to interdisciplinary programs in Biochemistry and Molecular Biology, Mathematical Biology and Bioinformatics, Environmental Science, Health Science and Society, and the Pre-Health Advising Committee. The Department offers an exceptionally large number of directed research experiences for undergraduates, during the academic year and in the summer.

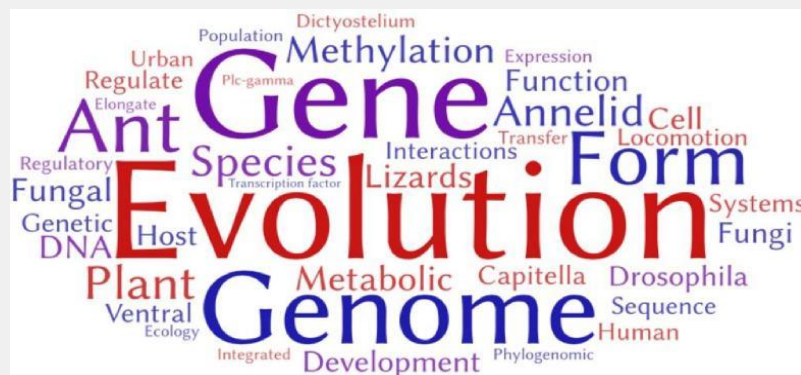
Synergy of Graduate and Undergraduate research and education. Graduate students are integral to our community, **and to Clark's historical identity.** PhD and Master's students make essential contributions to research, serve as mentors and role models for undergraduates, and provide cost-effective teaching services. The presence of graduate (particularly PhD) students in a small-college setting is one of Clark's most distinctive traits, and it is critical for recruiting excellent faculty members.

Research: Decoding Life's Complexity. We seek to understand the diversity of life and the interactions among entities ranging from proteins to species. Our work is interdisciplinary and is conducted at scales from individual cells to the tree of life, in the lab and in the field, using methods from microscopy to modeling.

Our research interests can be conceptualized around two thematic foci: **Evolutionary and Functional Genetics**, and **Integrative Organismal Biology**. However, these themes are overlapping and interconnected; most Biology faculty pursue research that bridges these areas, and there is a strong collaborative spirit in the Department.

- **Evolutionary and Functional Genetics** includes studies of genes, gene products, and genomes, often involving computational analyses of massive “-omics” datasets. We use genetic data to address problems ranging from molecular biology to environmental and evolutionary biology.
- **Integrative Organismal Biology** includes studies at whole-organism scales, often in an ecological or evolutionary context, using diverse experimental techniques.

3. ACADEMIC STRENGTHS ASSESSMENT



To create this image, all tenure-track faculty (as of F20) supplied ***hypothetical titles of articles and grant proposals*** for the next five years. Thus, this is a forward-looking picture of research interests. However, some important general themes are not present (e.g., “phylogeny”) or prominent (e.g., “ecology”).

4. STRATEGIC ASPIRATIONS

This section highlights general aspirations for the Biology Department, including programmatic goals and infrastructure needs. The following items are unranked.

- **Genomics/genetics, computational, and mathematical/quantitative biology.** Genomics and quantitative approaches have transformed life sciences in the last decade. In the 2020s, these approaches will continue to revolutionize our understanding of the natural world. We seek to develop a ***stronger focus on computational and quantitative biology***, including bioinformatics, possibly via a new undergraduate “track” or Concentration. In so doing, we are mindful of the need to connect functional and analytical approaches, including addition of quantitative and computational perspectives to existing courses.
- **Diversity/Community.** Increasing diversity and creating an inclusive community is a top-level priority for our Department. We seek to promote ***inclusion of groups that are traditionally underrepresented in STEM***, through actions focused on new faculty and staff, and student populations within Biology, and outreach in the Worcester community (including schools and the biotechnology business community).
- **Graduate students.** The Biology graduate programs are successful and valuable, but they face strong competition from larger R1 institutions, including those in Massachusetts. At the PhD level, it is a challenge to recruit top students. The Department would like to work with the Administration and University Advancement to ***strengthen recruiting and support of graduate students***, for example through competitive fellowships for PhD students, which are currently lacking.
- **Undergraduate research and education.** The recent growth in Biology enrollments threatens our ability to deliver exceptional educational opportunities for undergraduates. We seek ***to innovate at all levels of our curriculum***. A major focus is renovation of the Introductory Biology sequence. In upper-level education, we aspire to expand active learning, raise awareness of reproducibility and scientific ethics, and increase undergraduate research leading to publications. We also wish to offer more first-year seminars and non-majors science courses, which is currently difficult due to staffing limitations.
- **Infrastructure and space.** The “new” Biology building is sixteen years old and is full to overflowing. One Biology faculty member does not have research space in the building. Space intended for teaching and shared equipment has been repurposed. Conspicuous in its absence is a greenhouse, which would be useful for teaching and research by multiple faculty. There are numerous other infrastructure needs, such as microscopy facilities and computational resources. Expansion of science facilities, within and beyond the Lasry Center for Bioscience, will create needs for new staff positions to provide technical support and training.

5. SYNERGISTIC VISIONARY DIRECTIONS

The Biology Department welcomes the chance to work with other colleagues to strengthen sciences at Clark. Many of the (unranked) activities described below are potentially interconnected. To bring these visions to life, a coordinating entity would be needed. We note that not one of Clark’s eight Centers and Institutes is situated within the Natural Sciences.

- **Genomics, computational and quantitative sciences.** There are many potential synergies involving computational, quantitative, and data-intensive science. Mathematical modeling approaches bridge all STEM Departments and research areas, including ecology and environmental science. Genomics/transcriptomics (Biology) is naturally complemented by proteomics/metabolomics (potentially, Chemistry). Bioinformatics bridges Biology, Math/CS, and Chemistry. Activities in these areas involve undergraduate education and mentoring, as well as graduate research. A collaborative hub for quantitative and computational science could fulfill roles comparable to that of the Writing Center and other academic support services and contribute to development of an interdepartmental STEM community at Clark.

- **Inclusivity and excellence in STEM.** There are many traditionally underrepresented groups in STEM. At the same time, a large proportion of Clark's students of color and first-generation students specifically seek training in disciplines related to STEM. A targeted STEM-specific effort is needed to create a sense of community and belonging, and to promote the success of minority and first-generation students in the sciences.
- **Outreach to non-STEM programs.** There is a need to raise awareness of the relevance of science, and the cultures of science, among non-STEM Departments at Clark. While some Centers, such as the Higgins School of the Humanities, make laudable efforts to draw in the sciences, there are few opportunities for the sciences to reach out in a centralized, coordinated fashion to the other branches of the academy. Consequently, understanding of sciences is limited beyond the STEM Departments. One specific area where this is felt is in pre-health training, which extends across all divisions of the University.
- **Existing interdepartmental programs.** Biology participates in successful interdepartmental programs, including Biochemistry and Molecular Biology, Environmental Science, and Health Science and Society. Continued support for, and coordination of, these Programs is essential.
- **Leadership.** A structure to provide leadership for the sciences is desperately needed. Leadership, whether in the form of a single administrative position or a committee, is necessary to develop a common vision, and to advocate for sciences at the highest levels of the University, including the Board of Trustees. Leadership is also needed to facilitate operational activities, such as course scheduling.

CARLSON SCHOOL OF CHEMISTRY AND BIOCHEMISTRY

1. FACULTY: 9 FT Faculty (8 TT, 1 Sr. Lecturer)

Tenure-Line Faculty: Sergio Granados-Focil, Shuanghong Huo, Charles Jakobsche, Noel Lazo, Arundhati Nag, Luis Smith, Donald Spratt, and Mark Turnbull; **Senior Lecturer,** Ernie Krygier

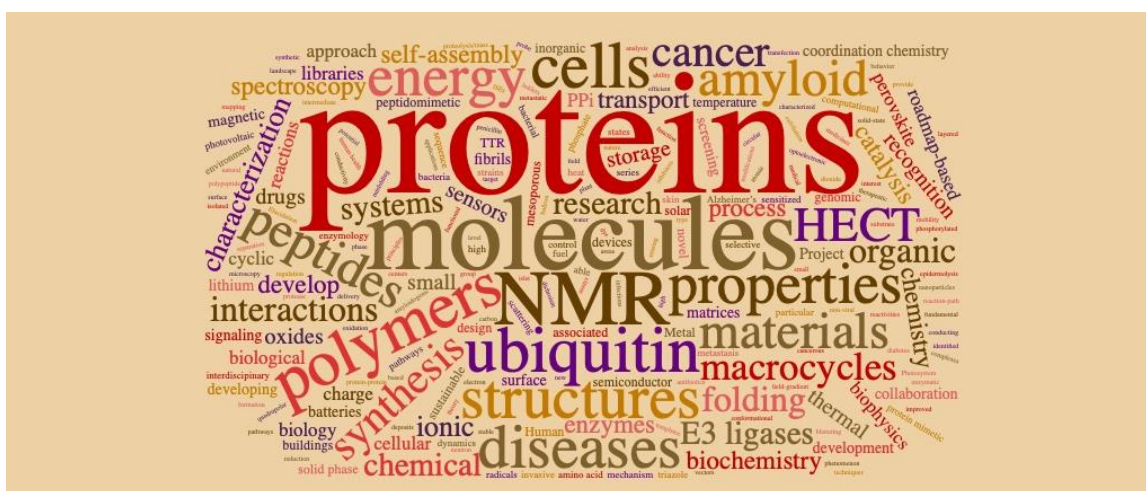
Part-time: Typically, four to five courses or laboratory sections are taught by part-time faculty.

2. CURRENT STRUCTURE

Chemistry and biochemistry by virtue of the roles the sciences play in the world sits at the nexus of many of the sciences that impact modern society and can be considered the central sciences that intersect with the other STEM disciplines both in education and research.

- **Research Foci: biochemistry and materials science.** This approach has allowed us to retain the required breadth for our teaching needs, while maximizing our research efforts in a way that increases the opportunities for synergistic collaborations. Currently six of the eight faculty conduct biochemical research with a focus on areas related to proteins and health while three of the eight faculty conduct materials research with focus on energy-related, magnetic, and polymeric materials. Our research instrumentation infrastructure, with a good capability in Nuclear Magnetic Resonance (NMR) instrumentation, is a strength that facilitates research in a department of our size.
- **Undergraduate education** serves three different constituencies that can overlap: non-science students, pre-professional and associated science students, and departmental majors. The department plays an important role in supporting other majors offering courses that serve students in the pre-health program, Biology, and Environmental Science. The department offers majors and minors in chemistry and biochemistry and molecular biology (BCMB), which is a joint effort with the Biology department.
- **Graduate education** occurs in the form of accelerated MS and PhD degree programs in both chemistry and BCMB. The master and doctoral programs are instrumental in undergraduate education through the graduate student roles as teaching assistants and mentors in the research labs. The ongoing research is only feasible through the key research efforts of the graduate students in the various research groups in the department.

3. ACADEMIC STRENGTHS ASSESSMENT



To construct this word cloud, the faculty submitted keyword lists ***based on recent publications and research descriptions***. The word cloud represents the current strengths and efforts of the department but also demonstrates the current larger emphasis of faculty in biochemistry research over materials science, which the department aspires to alter.

4. **STRATEGIC ASPIRATIONS:** A chemistry and biochemistry department that offers education at the bachelors, masters, and doctoral level while pursuing a research focus with a good instrumentation core to support this effort is not common at institutions of Clark's size.
- Acknowledging this difference, the department aspires to maintain and augment this delicate balance as it offers a unique and potent environment for education and research. It is this small size that encourages an enriched program due to the significant participation of both undergraduate and graduate researchers. Within that framework, the department ***aspires to develop as a center that provides a liberal arts education but with a focus that is interdisciplinary in nature and impacts scholarship, education, and experimental work.*** In a sense, we seek to develop a unique place that is not pure engineering and not pure liberal arts but an ***interdisciplinary nexus in keeping with the nature of Clark University.***
 - **Graduate education:** A robust graduate education program is instrumental to the educational and research success of the department. The department aspires to grow the size of the program further ***doubling our doctoral student population*** from the current size of 15 in order to develop a richer environment for education and grant-supported research. Our program needs to grow in order to be able to ***effectively compete*** with typically sized chemistry graduate programs throughout the country and Northeast, in particular. The department has embarked on a pilot program to enhance, and better target program promotion and student recruiting and to increase graduate stipends amounts to better compete with chemistry and biochemistry graduate programs in New England through the utilization of endowment funds. The department aspires to work with the Administration to establish a more permanent program focused on ***student recruitment.*** Improvements to our graduate student program will ***increase the average quality of our student body, leading to higher research productivity, increased success securing external funding, and an improved research infrastructure.***
 - **Leveraging and improving infrastructure:** The department currently owns and operates a wide variety of instrumentation not typical for our faculty numbers in a university of our size. This infrastructure has been key to supporting and enhancing the teaching/research taking place on campus. Much of this has been possible through endowment support for the instrumentation. The department aspires to ***continue to develop a robust infrastructure to support both learning and research that builds on the addition of departmental staff to support the analytical needs of the faculty and students. The building infrastructure on the other hand is in severe decline.*** The Jeppson Laboratory (completed in 1959) and the Arthur M. Sackler Sciences Center addition (built in 1984) are now ***out of date in terms of design and, more critically, safety.*** Both buildings are now physically deteriorating, requiring work that expands well beyond routine maintenance. The department would like to work with the Administration to develop a plan to execute all the necessary repairs/improvements or to chart a path to raise funds for a ***new building.*** Addressing the need for safe and effective teaching and research laboratory space is critical to the continued activities of the department, notably the training of students in state-of-the-art safe and environmentally sustainable work practices.
5. **SYNERGISTIC VISIONARY DIRECTIONS:** The central nature of chemistry and biochemistry lends to its key support of other majors and its synergistic collaborations with other research programs. The department is committed to continuing its two foci of biochemistry and materials science but aspires to improve the balance between them by ***strengthening materials science education and research.*** Development would come through both new faculty hires in the materials science focus and the development of concentrations

and degrees in the area. This strengthened direction for the department will become another prominent signature offering for the department in parallel to the BCMB program.

- **Materials science major:** A materials science major at Clark will provide the foundation for understanding quantum, soft, smart, energy, catalytic, and bio-materials. This major would leverage course offerings and research expertise already at Clark, ***strongly connecting the department with the Physics department, but more broadly connecting to the Math/Computer Science and Biology departments*** as well. A materials science major is not one typically offered at liberal arts institutions, but one that naturally emerges from Clark's coordinated strengths. As such, this program would make the University stand out and ***attract students interested in applied sciences, engineering, and renewable energy fields***.
- **Materials science doctoral program:** The development of either a concentration within the Chemistry PhD or a stand-alone PhD akin to the BCMB program would be an ***evolution of the doctoral offerings in the department that would align better with the energy-related materials and soft matter research focus***. A new doctoral focus also would expand the ***interdisciplinary overlap of research in terms of collaborations and funding*** with not just physics collaborators but potentially biology and biochemistry faculty as well (for soft matter-related research). The program also could be developed to leverage existing collaborations with the Worcester Polytechnic Institute for graduate education and research.
- **New materials faculty:** The current strengths of our instrumentation infrastructure for research and our interdisciplinary research focus can be further increased with the development of a critical mass of research faculty in the area of materials science. With the coming retirement of faculty, the focus of our ***future faculty development will be centered on bringing an additional materials chemist aboard***. Given the inherent interdisciplinary nature of materials science, this new faculty hire would ***create synergies with both physics and biology***, potentially focusing on soft matter and bio-materials and contributing to the development of the proposed undergraduate major and doctoral program.

ECONOMICS

1. **FACULTY: 9 FT** Full: John Brown, Jacqueline Geoghegan, Wayne Gray, Junfu Zhang; Associate: SangHoo Bae, Dave Cuberes; Assistant: Magda Tsaneva, Edouard Wemy, Suprabha Baniya. We “should” have another assistant professor, as one was denied tenure two years ago, but PBR has not yet approved the search. Rob Johnston may be considered a half-time FT, Director of the Marsh Institute has his tenure home in Economics, but he only teaches one doctoral course every other year.

Part Time: Anderton teaches two courses and Bauer teaches one course per semester. We usually have 2-3 courses each year taught by advanced doctoral students, but because of the continued delay in the development economist hire, we currently have to cover those additional four courses with doctoral students.

2. CURRENT STRUCTURE

- **Research Areas:** We specialize in three crosscutting areas of applied economics: **Urban** (Brown, Cuberes, Zhang); **International** (Baniya, Tsaneva) and **Environmental** (Bauer, Geoghegan, Gray, Johnston). All faculty use econometrics in their research, while Cuberes, Gray and Wemy are the resident experts who teach these courses at the doctoral level. A unique and defining feature of our research profile is our use of **spatial analysis and GIS** within these areas of **applied economics**. Indeed, we were one of the first graduate programs in Economics to offer a dedicated doctoral course on spatial economics. In addition, much of our research has a **policy focus** and has been funded by a myriad of government and research organizations.
- **Undergraduate Education:** Our suite of undergraduate courses serves both **majors** and **minors**; the number of majors in Economics graduating each year has nearly doubled over the past decade. Our courses serve a number of other majors (e.g. SOM, Political Science, IDCE, Math/CS) that require our courses for their students, and our courses count towards 6 of Clark’s 12 interdisciplinary concentrations. Our courses also serve the general population through multiple PLS courses, especially ECON10 (GP), taken by approximately half of all Clark undergraduates.
- **Graduate Education:** we award **PhD** degrees, with an **MA** available. Similar to other doctoral programs at Clark, a strong PhD program is important for both the teaching and research success of department. It is a critical feature for recruiting our excellent faculty. As a small doctoral program, our graduate students work closely with their faculty mentors, often as RAs through external grants or summer RAs through department funds, which lead to jointly authored publications. Our graduate students contribute to our multigenerational learning communities by serving as TAs and mentored instructors for undergraduate courses. Graduates go on to both academic and research positions.

3. ACADEMIC STRENGTHS ASSESSMENT

Within each of our core strengths, we have particular themes and applications, often incorporating econometrics and spatial techniques. The majority of our research is motivated by policy-relevant questions. Urban themes include urban growth dynamics, migration, technological co-location, transportation and commuting, urban infrastructure and urban education and housing, with applications across time as well as across the globe (New York and New England cities, Oklahoma, Germany, Spain, and China). International themes include human capital accumulation, fertility and marriage, transportation infrastructure and trading costs, with applications in Mexico, India and the Central Asian region. Environmental themes include land use change, food access and agricultural best management practices, regulatory enforcement and compliance, benefit-cost analysis, valuation of ecosystem services, and wildlife conservation with applications across the United States, including New England, the Midwest, and Maryland, as well as Mexico.

ACADEMIC STRENGTHS ASSESSMENT (cont.)



4. STRATEGIC ASPIRATIONS

- **Data Analytics:** While all faculty use econometrics in their research, we aspire to expand our teaching in time series econometrics and applications in forecasting, given Wemy's skills. We also aspire to develop expertise in the machine learning techniques becoming widely used in economics, where computer algorithms allow researchers to analyze new datasets from nontraditional sources (e.g. newspaper articles, social media content, Google street views, or satellite imagery).
- **Policy Analysis:** Most of the applied research in the department is policy relevant, but we currently only offer one specific undergraduate course on policy evaluation (Tsaneva). We aspire to expand our teaching in this area and provide more course on policy analysis and impact evaluation, giving students additional opportunities to engage with data and learn advanced technical skills.
- **Spatial Data and Analysis:** Many faculty currently use GIS, satellite data and spatial analysis in their research, but this can be expanded further into International economics, where faculty aspire to use new spatial and satellite data to study the effect of geographic factors on individual households and firms. The development of machine learning techniques described above could generate new sources of data for research projects across all research areas for interested faculty and students.
- **Graduate Education:** Our ability to recruit doctoral students is hampered by limited funding for their support. We could work with UA to target our many PhD alumni to raise funds for graduate fellowships.
- **Alumni Relations:** Though impractical at the moment, we could expand on past success in connecting economics alumni with undergraduates in meetings on campus, in Boston and New York. The undergraduate Economics Society has often assisted us with those efforts.

5. SYNERGISTIC VISIONARY DIRECTIONS

- **Data Analytics:** A new undergraduate course in time-series econometrics and forecasting would serve both Economics and SOM students. Given the new data analytics concentration in CS and their recent hires in this field, expanding our portfolio into machine learning would create new synergies with CS.
- **Policy Analysis:** Expanding our teaching and research portfolio further into policy evaluation would create additional synergies with IDCE, potentially at both the undergraduate and graduate level.
- **Spatial Data and Analysis:** While there has been a tradition of connection with GSG (e.g. Geoghegan adjunct), incorporating spatial data and analysis into other faculty research in International Trade and Development would strengthen relationships and potential collaborations with GSG. All Economics faculty can draw on the expertise of the satellite and other spatial data specialists in GSG to refine our use of mapping techniques and process satellite data.

EDUCATION

1. **FACULTY: 11 FT (4 TT; 6 POP; 1 Vis. Lecturer)**

TENURE-LINE: Katerine Bielaczyc, Eric DeMeulenaere, Sarah Michaels, Jie Park

PROFESSORS OF PRACTICE: Tom Del Prete, Holly Dolan (Chair), Letina Jeranyama, Carmen Ocon, Raphael Rogers, 1 POP search authorized for 20/21

Visiting Lecturer: TBD, search authorized for 20/21

Total No. of Courses Taught by PT Faculty: 10.5

2. CURRENT STRUCTURE

A. Undergraduate Major: *Community, Youth, and Education Studies*

B. Undergraduate Minors: *Education* minor and *Community, Youth, and Education Studies* minor

C. Graduate Program: *Master of Arts in Teaching* program

D. Associated Centers and Institutes

(1) Adam Institute for Urban Teaching and Practice (see *Centers & Institutes* section for more information)

(2) Hiatt Center for Urban Education (see *Centers & Institutes* section for more information)

3. ACADEMIC STRENGTHS ASSESSMENT



4. STRATEGIC ASPIRATIONS

- **Race, Equity, Culture:** It is our goal to frame and develop the learning pathways of all programs such that ***all of our students and faculty develop the awareness and capability to enact racially and culturally equitable practice in educational work and scholarship***, reflected, for example, in our foundational courses and program curricula, in the diversification of our student body, in work in the field, and in our hiring practices
- **Student experience, coherence, learning pathways:** We aim to provide undergraduate and graduate students with a transformative education experience rich in real-world learning opportunities and spaces of inquiry and reflection. This includes:
 - Enriching departmental/cross-departmental course offerings and extra-curricular programming as part of ***creating a more seamless student experience in re-envisioning the education minor, strengthening the ADP track, and supporting the growth of the CYES program***.
 - Working with students to ***develop coherent and community-connected learning pathways where they are able to engage with schools and local organizations*** through field placements,

STRATEGIC ASPIRATIONS (Cont.)

- practicums, internships; participate in meaningful community-engaged scholarship; and explore and establish their future goals beyond Clark.
- Expanding our **recruitment of non-dominant students** and providing necessary supports for thriving.
 - **Exploring opportunities for new programs:** Considering both our current program offerings as well as potential collaborations within the University and between our local cadre of experienced teachers, we propose the **creation of additional graduate programs complementing existing strengths and commitment to social justice**. Possibilities include:
 - CYES Masters to build on the existing undergraduate program (in collaboration with IDCE's Youth Certificate Program).
 - Educational leadership certification program.
 - Smaller programs that provide certification in educational fields (such as English Language Learning) and modules that result in certificates, along with workshops and other public events.
 - Collaboration with the School of Professional Studies to create a STEM certificate.
 - **Exploring opportunities for programming:** Considering potential collaborations within the University and between our local cadre of experienced teachers, we propose the creation of **regular programming opportunities that will complement existing strengths and commitment to social justice**. Possibilities include:
 - Modularized workshops or certificate pathways in collaboration with IDCE (Youth Work, Community Development) and CETL.
 - Collaborative grant-related programming around engaged scholarship.
 - Innovative Higher Ed programming specifically related to gender, race, and equity.
 - Diversity and Inclusion programming such as linking K-12 neighborhood schools and Higher Ed or developing a collaboration with MFGSS.
 - **Research-Practice Partnership:** We aspire to **build a profile and national reputation for research/practice partnerships in urban education**, broadly conceived. Responding to the widely recognized disconnect between research and practice, more universities around the country are engaging in what's known as "research/practice partnerships" (RPPs). Different from use-inspired or translational research, RPPs refer to a **collaborative relationship among university and community stakeholders in identifying problems, and developing interventions, methodologies, and analytic tools**. It's a relationship built on often-long periods of co-engagement and trust; researchers stay with the communities during the research and enactment of programs and inhabit the consequences—for the long term—of their collaborative work. We envision these relationships manifesting in diverse ways; from individual relationships between education department faculty and community members both in and out of schools (built on common research interests as well as synergistic commitments and stances), to deep organizational relationships between Clark programs and centers and organizations within the community.

5. SYNERGISTIC VISIONARY DIRECTIONS

- Actively identifying sources of synergy for race, equity, and culture with IDCE, CGRAS, MFGSS, and Sociology—for example, the ACE first year experience (FYI) course will now be listed as an EDUC course.
- Creating connections for research-practice partnerships through exploring potential synergy between and among different combinations of groups and programs such as **ACE** (college transition & experience), **sociology** and/or **IDCE** around community-based youth opportunity, **Mosakowski** regarding youth trauma and mental health and school-based support, youth agency and voice in community and school settings (IDCE, Hiatt Center, Adam), cultural relevance and **ethnic studies**.

ENGLISH

1. FACULTY: 11 FT (8 Tenure Track, 1 Lecturer; 2 VAPs)

Tenure-Track Faculty (8): Jay Elliott (Prof), Lisa Kasmer (Assoc), Betsy Huang (Assoc and Dean of the College), Meredith Neuman (Assoc), Stephen Levin (Assoc), Esther Jones (Assoc and Dean of the Faculty), Liz Blake (Asst), Justin Shaw (Asst), Lou Bastien (Lecturer); **VAPs**: Kourtney Senquiz, Jin Lee

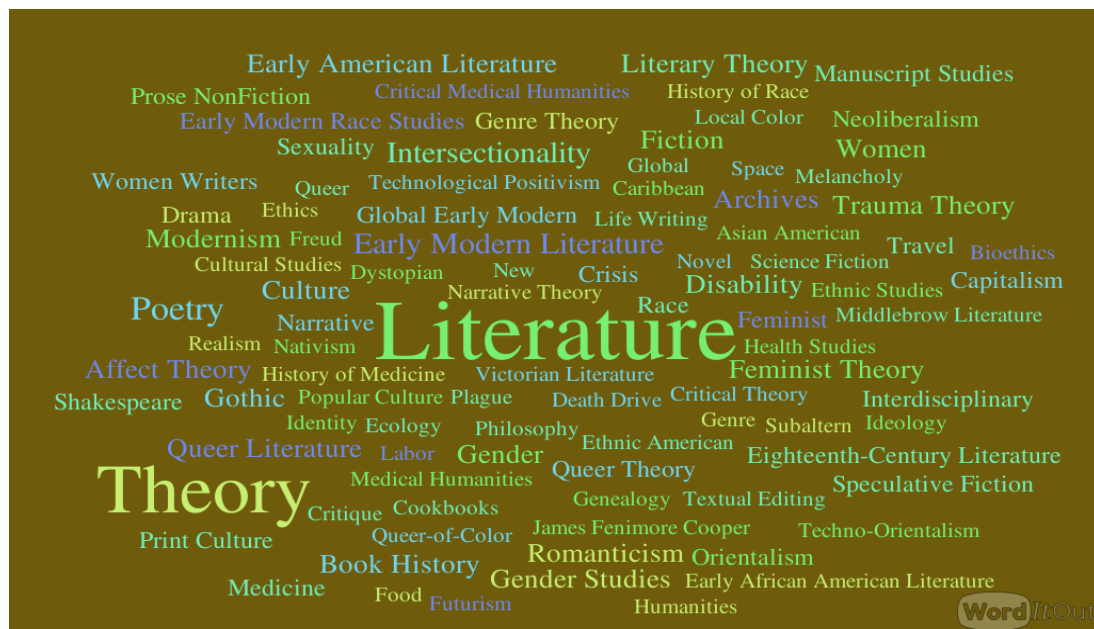
Total # courses regularly taught by PT faculty: Approximately **30** courses are taught each academic year by part-time instructors, which does not include courses taught by our Visiting Assistant Professors: **18** courses in our Creative Writing minor, **8** courses in introductory literary studies that fulfill the VE perspective; and **4** courses for our major requirements.

2. CURRENT STRUCTURE:

- A. English Literature major and minor
- B. Creative Writing minor
- C. Master's program in English Literature

In the English major and minor and MA program, we are focused on the discipline of literary studies and critical and theoretical approaches. In addition to expertise in specific periods of literary history, each of our faculty members has a distinct theoretical or critical orientation. These distinct approaches complement each other, allowing us to offer students multiple ways of learning from and about *literary texts*. Our academic strengths are *American* literature, *ethnic* literatures, *British* literature, *global literature and culture*, *early* literature, and *gender and sexuality* studies.

3. **ACADEMIC STRENGTHS ASSESSMENT:** Our academic strengths are grounded in our *engagement with the cultural and social texture of our world through literature*: literature allows contact with worlds other than our own and allow us a particular way of understanding the world. In particular, our critical and theoretical approaches emphasize *social justice, representing various forms of diversity and equity*. Textuality remains at the heart of these social issues since narratives connect us to the world. Others on campus might be surprised by the level of *cultural and political engagement* in our work. Through our research and teaching, we also rethink conventional ways of building the discipline to remake the received canon, the history of the field, and established terms in literary studies.



4. **STRATEGIC ASPIRATIONS:** We have a number of strategic aspirations in untapped potential in our department.
- **Sexuality Studies:** We plan to build on the compelling research and teaching within our department in the area of sexuality studies.
 - **Medicine, Health and Bodies, Biopolitics:** We will foster the field of medicine, health and bodies, enhancing faculty's research and teaching in the *medical humanities* and *disability studies* and the *environmental humanities*.
 - **Critical Race Studies and Transnational Studies:** Enhance curricular and scholarly strengths.
 - **Material Culture:** We would like to enhance our research and teaching in material culture to create a Book History certificate in conjunction with Worcester's American Antiquarian Society, which would generate both reputation and revenue.
 - **Creative Writing Expansion:** We intend to develop our burgeoning Creative Writing program; we have submitted a position request for a Professor of Practice in Creative Writing who could reassess and further develop the curriculum in the Creative Writing program, as well as build internships and create new programming.
 - **Master's Program focus on American Studies:** We will create an interdisciplinary American Studies program, centered on a strong literary component with connections to other programs. Our international partner institutions and the Fulbright program are especially interested in this type of program.
5. **SYNERGISTIC VISIONARY DIRECTIONS:** All of our strategic aspirations have a synergistic capacity.
- **Sexuality studies** could connect with faculty research and teaching in multiple departments-- *Comparative Literature; History; International Development and Community Engagement; Visual and Performing Arts; and Women's and Gender Studies*. There is also potential to create a concentration in Women's and Gender Studies or a separate LGBT studies concentration, which has the strong support of students.
 - **The medicine, health and bodies** focus has a natural connection to **STEM** and the interdisciplinary *Health, Science, and Society* concentration, as well as social psychology, which would build upon the current STEM interest in the humanities.
 - **The Environmental Humanities** would naturally connect with the collaborative A new Earth Conversation.
 - **The Book History** program has connections with the History department, Clark libraries, and Worcester's American Antiquarian Society.
 - **Development of an American Studies** program, which has likely partners in *History, Art History and Geography* and could potentially connect in the future with the *Center for Gender, Race, and Area Studies* and other *international institutions*.

GRADUATE SCHOOL OF GEOGRAPHY

1. **FACULTY 16 FT** (15 TT faculty, 1 VAP); Advanced PhD students typically teach 1-4 courses per semester.

TT Faculty: Yuko Aoyama, Tony Bebbington, Asha Best, Mark Davidson, Lyndon Estes, Karen Frey, Dominik Kulakowski, Deb Martin, James McCarthy, Jim Murphy, Gil Pontius, John Rogan, Rinku Roy Chowdhury, Flor Sangermano, Chris Williams.

2. CURRENT STRUCTURE

National Reputation: Clark's Graduate School of Geography (known as GSG), the longest sustained Geography Department in the US, consistently ranks as one of the top departments in the discipline, nationally and internationally. We currently have one National Academy of Sciences member (Bebbington). GSG on average generates 1/3 the total and indirect research dollars at Clark University and more than 60 articles/chapters per year.

Degrees: GSG offers degrees at all levels.

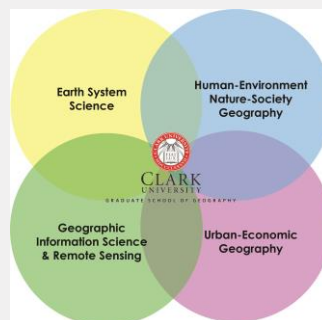
- **BA** in GEOG, Global Environmental Studies (GES), Environmental Science (Earth System Science track);
- **MS** in GIS (MSGIS), as ADP and a standalone Master's shared with IDCE (managed as an enterprise budget in IDCE);
- **PhD** in Geography, with **MA available en route**.

These undergraduate and graduate commitments are evident in our 20+ year direction of the **undergraduate research program HERO (Human-Environment Regional Observatory)**, and in our training and placement of a substantial number of faculty members in our discipline. GSG is one of very few top-ranked US departments that ***covers and leads in the full range of the discipline***. We organize ourselves into **four sub-disciplinary clusters**:

- Earth System Science (ESS)
- Human-Environment (HE; includes Nature-Society),
- GIScience/Remote Sensing (GIS/RS), and
- Urban-Economic (UE) Geography.

The department's strength and reputation have derived in large part from the cross-cutting nature of faculty research and PhD student interests across these clusters. ***Clark owns, and GSG manages, the top-tier and profitable journal, Economic Geography***. Our reputation in ***GIS is enhanced by Clark Labs*** and its ***TerrSet software***.

3. ACADEMIC STRENGTHS ASSESSMENT



4. STRATEGIC ASPIRATIONS

- **Environment and Development/Political Ecology** – Due to the loss of **three** unreplaced Human-Environment faculty in recent years (through retirements and moves to other universities), we are at critically low numbers to ***maintain and advance Clark geography's historical and reputationally central strength in Human-Environment Geography***, particularly in the subfield of political ecology.
- **Global Environmental Change / Climate Change** –opportunities here focus on ***bridging Earth System Science and Human-Environment Geographies***, in ways that foster better understanding of human drivers of environmental change, and the global political economic context shaping how humans can address these changes (this area is addressed in *two position requests in Mar 2020*).
- **Economic Geography and geospatial analytics** – We are at critically low numbers to ***maintain and enhance our international reputation in economic geography***. We also need to ensure ***long-term editorial and strategic support for the journal Economic Geography***, which is owned by Clark University. Finally, we have an opportunity to ***enhance our quantitative and technical expertise in social sciences***, with connections to GIS and Math and Computer Science.
- **Clark Labs** – We are in ongoing University level discussions about its future and departmental connections. We see untapped potential for GSG faculty to be in ***Clark Labs-oriented research collaborations***.

5. SYNERGISTIC VISIONARY DIRECTIONS

- **Climate Change/Environmental Governance**: with links to IDCE, Economics, Biology, Marsh, Philosophy, Visual and Performing Arts, Higgins Center for the Humanities, and New Earth Conversation –embedded within, but also extend beyond, our current position requests.
- **Data Analytics/Spatial Analytics**: with links to Math and Computer Science, School of Management, Economics, IDCE, Marsh Institute, and Clark Labs
- **Diversity, Equity and Inclusion**: expanding departmental scholarly and programmatic/community expertise in Diversity, Equity, Inclusion and Social Justice, particularly around ***Indigenous and Black geographies*** –links to CODI, CGRAS, Higgins Center for Humanities, New Earth Conversation, and UDSC
- **Clark Labs**: ongoing discussions and strategic planning investments by the department and across the University about the future of Clark Labs also have important implications for both internal and external identity and strategic directions.

HISTORY

1. FACULTY: 12 FT, TENURE-LINE

Names: Taner Akçam, Janette Greenwood, Elizabeth Imber, Wim Klooster, Thomas Kuehne, Nina Kushner, Doug Little, Lex Jing Lu, Drew McCoy, Ousmane Power-Greene, Amy Richter, and Frances Tanzer

PT COURSES: 4 per semester on average. Typically, we use adjuncts to provide coverage for faculty on sabbatical or to teach courses on regions, periods, or subjects not regularly covered by full-time faculty.

2. CURRENT STRUCTURE

A. Undergraduate Major, History

B. Undergraduate Minor, History

C. Graduate Programs:

(1) BA/MA – Accelerated Degree Program

(2) PHD – U.S./Atlantic World (suspended indefinitely in Fall 2019)

(3) PHD – Holocaust & Genocide Studies (housed in and independently administered by the Strassler Center for Holocaust & Genocide Studies)

D. Associated Centers and Institutes

(1) Strassler Center for Holocaust & Genocide Studies (*see Centers & Institutes section*)

3. ACADEMIC STRENGTHS ASSESSMENT

Our Research is concentrated mainly in the **modern era**, especially the **nineteenth and twentieth centuries**. Collectively, we focus on various sets of questions around **identity, historical empathy, oppression, and the operations of power**. We also have considerable interest in **public history** at various levels.

- US history
- Atlantic world history
- European history
- Holocaust and genocide history
- Jewish history
- The histories of women/gender/sexuality
- The histories of diaspora and migration
- The histories of race and slavery



4. STRATEGIC ASPIRATIONS

- **Full Global Coverage** At the moment, our department covers mainly the US, Western Europe, the Atlantic World, and East Asia. The transnational focus of several of our faculty, and the willingness of all of us to stretch allows us to offer a few courses on other parts of the world, but we lack any sustained attention to Africa, Latin America, the Middle East, and South Asia. These lacunae were pointed out in our 2015 external report, which noted that most departments our size provide broader geographic coverage. We aspire to full global coverage, replacing three of our five Americanists, as they retire, with scholars of Africa, Latin America and the Middle East.

STRATEGIC ASPIRATIONS (Cont.)

- **Global History** “adopts the interconnected world created by the process of globalization as its larger unit of analysis, providing the ultimate context for the analysis of any historical entity, phenomenon, process.”¹ While not ignoring the importance of national histories, global history is a new turn in the discipline. It is also one that is particularly suited to the era in which we live, marked as it is by a profound interconnectedness. We already have faculty who study and teach history from the lens of regional and global interconnectedness. Hiring scholars who study topics like the environment, migration and diaspora, or disease (and who also specialize in broad regions of the world not currently represented), would enhance our research excellence in global history.

Both approaches would allow the department to continue to teach our students the basic skills of history and reorient our undergraduate curriculum to better prepare students for the globalized world of the 21st century, while pushing against claims of history’s irrelevance.

5. SYNERGISTIC VISIONARY DIRECTIONS

Current departmental strengths are supported and enhanced by our engagement in various programs and concentrations ranging from Jewish Studies to Women and Gender Studies. Our synergistic visions are not intended to supplant extant thematic strengths. Rather, we seek to deepen them by coordinating with other departments to develop core expertise in particular geographic regions. These include:

- **Latin American Studies** – With the hire of a Latin Americanist, we imagine working with Political Science, Geography, and IDCE to enhance the Latin American studies program.
- **American Studies** – With our current strength in American history, we imagine working with English, Art, and Education to establish an American studies program, one that could possibly develop into an MA program.
- **Africana Studies** – Clark has an Africana studies concentration but no scholars of Africa outside IDCE and Geography. An Africanist is an essential next hire in History, regardless of the direction in which we go. We imagine coordinating with Political Science, Art History, and Economics to hire African specialists to develop a core competency at the university level in African studies.
- **Middle East Studies** – There is an emerging core of scholars teaching on the Middle East. We imagine anchoring this work with a hire in Middle Eastern history and connecting with other departments interested in hiring Middle Eastern specialists.
- **Global Studies** – Finally, we imagine connecting with other departments — Geography, Political Science, IDCE, Economics, Art History and English — in developing a global studies core competency, one which uses the globe as the unit of analysis.

¹From Diego Adrián Olstein, Patrick Manning and Yuval N Harari, *Thinking History Globally* (Basingstoke: Palgrave, 2014), 27. Cited in Jordan Barnes, “Defining World History vs. Global History,” H-World Discussions, (31 March 2015), <https://networks.h-net.org/node/20292/discussions/66052/defining-world-history-vs-global-history>

INTERNATIONAL DEVELOPMENT, COMMUNITY & ENVIRONMENT

1. **FACULTY: 18** FT professors

Tenure-line and Research Professors: David Bell, Ramon Borges-Mendez, Nigel Brissett, Cynthia Caron, Edward Carr, Timothy Downs, Anita Fabos, Jude Fernando, Ellen Foley, Elisabeth Gilmore, Denise Humphreys Bebbington, Kathryn Madden, Ken MacLean, Yelena Ogneva-Himmelberger, Margaret Post, Shadrock Roberts, Laurie Ross, and Morgan Ruelle

Part-time Faculty: 8-10 Courses. We are joined by a talented group of part-time (adjunct) faculty who are professionals in their fields and dedicated to teaching the next generation of practitioners.

2. **CURRENT STRUCTURE:** IDCE's faculty, staff, and students address urgent, complex social and environmental problems spanning local and global contexts. Our aim is to educate and train professionals—whether practitioners or academics—who seek to advance *social justice and sustainable development* by thinking critically, leading empathetically, *developing and implementing successful projects, policies and programs* in partnership with diverse social groups, *evaluating impact* effectively, responding adaptively, and learning continuously. Our community of scholars and practitioners achieves this goal by drawing on its diversity, in terms of our training, epistemologies, approaches, and identities.

Degrees

- A. Undergraduate Programs
 - (1) International Development and Social Change (Major, Minor)
 - (2) Environmental Science & Policy (concentration in the Environmental Studies major)
- B. Master's Programs
 - (1) International Development (MA offered through Accelerated Degree Program)
 - (2) Environmental Science & Policy (MS offered through Accelerated Degree Program)
 - (3) Community Development & Planning (MA offered through Accelerated Degree Program)
 - (4) Geographic Information Sciences (MS)
 - (5) Community and Global Health (MHS)
- C. Graduate Concentrations* (9)
- D. Professional Certificates
 - (1) Monitoring and Evaluation
 - (2) Global and Community Health
 - (3) Refugees, Forced Migration & Belonging
 - (4) Youth Work Practice

*Our nine problem-centered concentrations are open to students in all graduate programs. In these concentrations, students infuse their knowledge and experience with that of their peers, the faculty, external colleagues, and community partners to gain deeper understanding about complex problems and how to construct effective and relevant solutions.

3. **ACADEMIC STRENGTHS ASSESSMENT:** IDCE's unique strength is derived from the diversity of its faculty, staff and students and its problem-centered, integrative character. While disciplinary knowledge of the world remains fundamental to our ways of addressing global challenges, we see an increasing need for academic and practice communities that integrate, translate, and apply such knowledge to confront complex issues such as climate change, land rights, food security, and youth violence. We offer two complementary word clouds. One is built from individual faculty members' CVs and bios. The second represents faculty and staff conceptualization of IDCE. Taken together they highlight the connections between our different pedagogical, research, and practice focal areas (e.g. *development, planning, health, evaluation, gender, education*, etc.) and the ways in which we go about our work (e.g. *transdisciplinary, engaged, collaborative, practice-focused*).

Engaged research
 Problem centered Faculty
 Equity Relevant
 Transdisciplinary
 Practice
 Interdisciplinary
 Community partners
 Professionals
 Scholar practitioners
 Transformation
 Think critically
 Methods
 Economic
 Possibilities
 Practitioners
 Social Praxis
 Multiple
 World Address
 IDCE
 Globe
 Train
 Complex
 Forward focused
 Challenges
 Staff
 Community
 Persistent problems
 Local Urgent
 Students
 Teaching
 Global Theory
 Individual
 Projects
 Engaged
 Collaboration
 Create knowledge
 Multidisciplinary
 Experiential learning
 Social ecological problems
 Intellectual diversity

- Make our ***integrative and collaborative pedagogies explicit and visible*** within IDCE and across campus as well as to prospective students so that they understand both how and what they would learn by coming to IDCE
- Improve the ***amount and impact of our sponsored research and projects***, specifically by developing the staffing and institutional mechanisms needed to support collaborative research and practice within IDCE, with other units on campus, and with partners (e.g. seed funds for grant development; position request for a project manager).

5. SYNERGISTIC VISIONARY DIRECTIONS

- Work with Graduate School of Geography, the Economics Department, Marsh Institute, and the School of Management and harness our facilitation of a “new Earth conversation” to strengthen ***social and environmental governance and climate change***-focused teaching, learning, research, and practice by recruiting faculty working on climate change mitigation and adaptation policy.
- Work with the **Education Department** and **Mosakowski Institute** on ***youth/praxis*** initiatives.
- Work with Graduate School of Geography, Sociology, Biology, Chemistry and Math and Computer Science on ***health-related big data initiatives***.

PHYSICS

1. **FACULTY: 6 FT Tenure Track**

Faculty Names: Charles Agosta, Michael Boyer, Barbara Capogrosso Sansone, Arshad Kudrolli, Ranjan Mukhopadhyay, and Alexander Petroff

Post-doctoral Fellows (2 on average, funded by external research grants)

Part Time Courses: PT faculty cover 4 to 5 courses each year.

2. **CURRENT STRUCTURE:**

- **Undergraduate Program:**

- Major with 3 tracks: 1) Comprehensive; 2) Applied; 3) General

The requirements for each track enable students to choose courses in line with their particular post-Clark aspirations, whether it be to matriculate into physics and engineering graduate programs, join the technology or research sectors, go into finance, or become science educators.

- Minor in Physics

About our Undergraduate Research: A Clark hallmark, and major strength of our undergraduate program, is the ***diverse experimental, computational, and theoretical research opportunities*** available to undergraduate students, using ***cutting-edge resources and instrumentation in our laboratories***. The vast majority of Clark physics majors take advantage of these opportunities. Clark undergraduates routinely appear as ***coauthors on manuscripts*** appearing in prominent peer-reviewed journals, and make ***presentations at national conferences***. Such high-level research opportunities are unusual at liberal arts colleges, and, at large research institutions, are typically reserved for stellar advanced undergraduates. These research experiences complement course work, leading to the strong success of our undergraduate physics majors. As one measure of the success of our undergraduate program, Clark ***physics majors are regularly accepted to top graduate physics and engineering programs*** (e.g. Berkeley, Yale, Chicago, Stanford, Columbia, Brown etc.).

- **Graduate and Research Programs:**

- M.S. (Advanced Degree Program)
- Ph.D. Although our doctoral Physics program and department size are among the smallest in the country, the department, proudly, has an ***oversized impact in the physics community***, which brings considerable recognition to Clark University. As an example, since August 1st 2019, faculty in the Physics Department have brought in over ***1.9 million dollars in new, external research grant funding*** (including \$461,400 in indirect costs). The doctoral program enables faculty members to carry out their research programs, strengthens undergraduate education, trains the next generation of researchers and academics, and serves to attract exemplary faculty to Clark.
- Postdoctoral Fellows, funded by external research grants, enable cutting edge research at the highest levels.

- **Departmental and PhD Program Research Focus: *Condensed Matter Physics* (CMP).** This focus is ideal because it is possible to do world-class research in this area with the small-scale resources available at Clark, and still conduct research that has beneficial impacts on our community and several applications in daily life. Within CMP, the research efforts of faculty are directed into two still fairly-broad, though not fully encompassing, areas:

- Soft Matter, Biological, and Environmental Physics
- Quantum Physics

Graduate students are critical for supporting and carrying out faculty-led research. The research experience for graduate students provides advanced training in experimental, computational, theoretical, and analytical techniques, allowing for a diversity of post-Clark careers, ranging from

academic positions, to prestigious postdoctoral fellowships, to positions in industry and at national laboratories.

- **Relationship between Graduate and Undergraduate Programs:** The graduate program plays a critical role in supporting undergraduate education; graduate students serve as mentors and teachers to undergraduate students. Thus, graduate students work side-by-side with undergraduates on research projects. Graduate student teaching assistants play crucial roles in the teaching of our introductory and laboratory courses. Undergraduates interested in joining graduate programs look to graduate students for guidance and advice.

3. ACADEMIC STRENGTHS ASSESSMENT:

These word clouds represent the two broad research foci of the physics faculty.



STRATEGIC ASPIRATIONS

- **Undergraduate Program**
 - **Numerical Solutions/Computational Modeling in the Curriculum:** In aspiring to best-position students to succeed post-Clark, the Physics Department strives to help students develop skills which can be broadly applied in their future learning and careers. In introducing a course “Computer Simulation Laboratory” years ago, the department recognized the importance of being able to code, apply/use numerical techniques, and model physical systems. Moving forward, the department plans to incorporate numerical solutions and aspects of computational modeling throughout the physics curriculum such that students develop strong competency with important modeling and numerical techniques while also becoming competent at coding.
 - **Increased Applied Research Experiences:** To increase the diversity of research opportunities and courses for students, the department is considering future faculty hires in the fields of *applied physics/engineering* and *astrophysics/planetary sciences*. A faculty member who establishes an experimental laboratory in physics/engineering will provide additional research opportunities for students looking for applied experiences and would naturally **complement the 3/2 engineering program Clark has with Columbia University**. A faculty member with a background in astrophysics/planetary science would support our highly-subscribed astronomy courses, develop astrophysics electives for physics majors, and would have research connections extending from physics to geography, biology, chemistry, math, and computer science.
- **Research:** The current strength of the Physics Department’s research program is reflected, in part, by the recent federal grant funding awarded to support faculty research. The department’s two broad research foci model is successful. In the future, faculty hires who establish research programs

in engineering and astrophysics/planetary science will complement and expand upon current research thrusts in soft matter/biological/environmental physics and quantum physics.

- **Doctoral Program:** Critical to the ongoing success of our research and educational support of our undergraduate/graduate students is the ability to **attract strong graduate students** to our program. Despite a recent increase in physics doctoral teaching assistant stipends, Clark's rates are still considerably below those at peer institutions. Sustained efforts to increase these stipends to make them more competitive is important to the health of the PhD program, faculty research programs, and undergraduate education.
- **Diversity and Inclusion:** The Physics Department looks to create a still more inclusive environment. We work to understand and confront the challenges underrepresented groups in STEM fields face. In recent years, the Physics Department has **hosted/co-hosted presentations and open conversations regarding challenges women and gender minorities face in the STEM fields**, has supported student participation in the American Physical Society's Conference for **Undergraduate Women in Physics**, and **coordinated TA training with Clark's Title IX Coordinator**. However, the department acknowledges more needs to be accomplished, and will continue to work to promote inclusion, diversity, and equity within the department, in STEM, and on campus.
- **Updated Facilities:** Physics is situated in the Math-Physics building along with Math & CS, and in the Sackler Sciences Center along with Chemistry. Both **buildings are significantly aging** and in need of upgrades. Upgraded and quality laboratory space (teaching and research) is needed. Building repairs for safety reasons (falling debris) are needed. Additional space is essential to maintain and grow teaching/research opportunities. Ideally, **a new building in close proximity to Lasry** will join the STEM departments and provide the space and infrastructure needed to sustain and grow the sciences.

5. SYNERGISTIC VISIONARY DIRECTIONS:

- **Materials Science Major:** A Materials Science major at Clark will provide the foundation for studying **quantum, soft, smart, energy, catalytic, and bio-materials**. This major would **leverage course offerings and research expertise already at Clark**, strongly connecting the Physics and Chemistry departments, but more-broadly connecting to the Math & Computer Science and Biology departments as well. A Materials Science major is not one typically offered at liberal arts institutions, but one which naturally emerges from Clark's coordinated strengths. As such, this program would make Clark stand out and **attract students interested in applied sciences, engineering, and renewable energy fields**.
- **Data Science, Machine Learning, and AI:** Data Science and Machine Learning have become ubiquitous in the sciences and industry. We are connecting strongly with the Computer Science/Math Department in developing natural **synergies using numerical, statistical, and machine learning approaches to problem solving**. For example, department members are currently pursuing joint research projects which require Machine learning and AI to understand multidimensional data sets in energy localization in condensed matter, river networks and decision making which requires a background in physics and CS. This current collaboration provides a great opportunity to further **develop additional research and teaching/course synergies between the Physics and Math & CS departments**. Given the increasing applications of Machine Learning and AI in the sciences, research projects in physics can **provide valuable and exciting real-world applications of Machine Learning techniques for both CS and physics students**.

HIATT SCHOOL OF PSYCHOLOGY

1. **FACULTY: 17 total;** FT: 14 TT; 2 FT Visitors, 1 (non-teaching) Professor of Practice.

Tenure-track Faculty: Clinical Program: Michael Addis (Prof. and Head of Prog.), Esteban Cardemil (Prof. & Department Chair), James Córdova (Prof.) Abbie Goldberg (Prof), Wendy Grolnick (Prof), Amy Heberle (Asst), and Kathy Palm Reed (Assoc); Developmental Program: Michael Bamberg (Prof), Nancy Budwig (Prof and Head of Program), Alena Esposito (Asst), and Ana Marcelo (Asst); Social Psychology Program: Nicole Overstreet (Assoc), Andrew Stewart (Assoc), and Johanna Vollhardt (Assoc. & Head of Program).

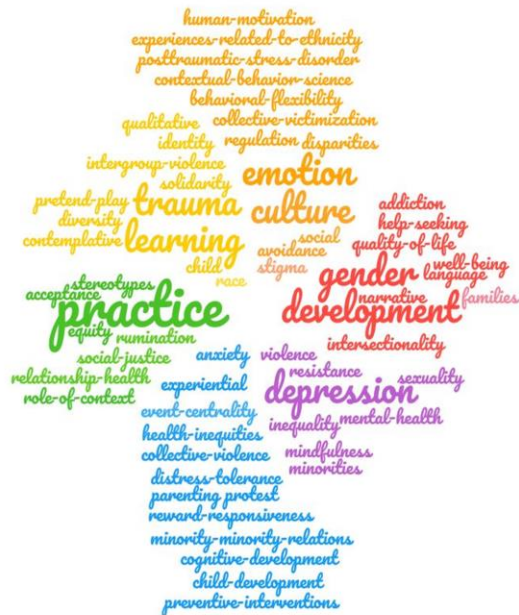
Visiting Assistant Professors: Justin Laplante, a 2019 graduate of the Developmental Program, and Ozden (Melis) Ulug. Drs. Laplante and Ulug taught five courses each for AY 19/20 and will stay on for AY 20/21. A third visitor, Rebecca Babcock Fenerci, will join for AY 20/21 as well, teaching 5 courses. **Professor of Practice:** Dr. Nadia Ward, Director of the Mosakowski Institute. Dr. Ward does not currently teach any courses for the Psychology Department.

2. CURRENT STRUCTURE

- **Undergraduate Major**
- **Doctoral Degrees**
 - Clinical Psychology
 - Developmental Psychology
 - Social Psychology

3. Academic Strengths Assessment

Across the three areas, the Psychology department has developed an international reputation for socially significant and innovative research. Members of Clark's psychology department have been at the forefront of theoretical and methodological innovations in the field of psychology that situate the study of **psychological processes in cultural context**. The department also is known for attention to **interdisciplinary perspectives**, and its increasingly foregrounded attention to issues of **diversity, inclusion, and equity**. The visionary approach faculty take to their work is infused throughout the education and training provided to both undergraduate and doctoral students. The depth of training provided undergraduate and graduate students, as well as the opportunity to play a significant role in the research agenda of the department distinguishes the student experience from other institutions.



4. STRATEGIC ASPIRATIONS

- **Context and Culture:** Over the next years, we aim to strengthen the cross program connections and develop some of the cross-cutting themes such as addressing complex social problems and the outcomes of growing inequity in our increasingly diverse and interconnected world. A more unified agenda across the three programs will serve us well. Although more institutions and funding agencies are now recognizing the importance of context and culture in psychological inquiry, our leadership role and extended track record of research in this emerging area, positions us to lead the field in new and exciting directions. In particular, the department has a strong theoretical and methodological foundation to build upon that will contribute to **understanding and disrupting oppressive structures, empower marginalized communities**, and help **forge connections across difference**.

To advance this work in impactful ways, however, we need to assure the continued vibrancy of each of the three programs. Currently, two of the three programs (Developmental and Social) are significantly understaffed, given the recent retirements and departures from the university as noted above. Indeed, we see the impacts of these staffing shortages through the recent decline in successful applications for external funding and the ability of our faculty to maintain leadership roles in disciplinary societies and editorial positions. The teaching, mentorship, and advising needs of the largest undergraduate major and one of the largest doctoral programs in the university make advancing this work challenging. The recent approval to conduct a hire in Social Psychology is an important step to address this staffing shortage; however, four faculty in both our Social and Developmental programs is inadequate to meet these aspirational goals.

5. **Synergistic Visionary Directions:**

The Psychology Department shares important synergies with research centers, interdisciplinary programs, and other departments on campus that share our focus on context and culture. Our interest in **human development, health, education, and disparities in outcomes** have led us to close connections with:

- The Mosakowski Institute
- The Hiatt Center for Urban Education

Given our inter-disciplinary interests we have aligned with and played leadership roles in various Interdisciplinary programs on campus including:

- Health, Science, and Society (HSS) concentration
- The Center for Gender, Race, and Area Studies (CGRAS) and its affiliated majors, minors, and concentrations such as WGS and Peace Studies.
- In addition, we work closely with the Education Department, especially the Community, Youth, and Education Studies (CYES) major where several faculty sit on the advisory board
- We share interests and potential synergy with IDCE and Sociology as well.

SCHOOL OF MANAGEMENT*

1. **FACULTY:** 25 Full-Time Faculty (15 TT, 1 Lecturer, and 4 Professor of Practice; 5 Visitors)

Names: Hamid Ahady Dolatsara; Mary Ellen Boyle, Keith Coulter, John Dobson, Priscilla Elsass, Fei Fang, Donna Gallo, Yue Gao, Laura Graves, Minji Jung, Tom Murphy, Steve Ng, Will O'Brien, Siti Parida, Erfan Rezvani, Inshik Seol, Richard Spurgin, Zhenyang Tang, Vasilisa Vasiliou, Zhihong Wang, Da Wu, Atefeh Yazdanparast, Kyunghye Yoon, Jing Zhang, Hong Zhou

Adjuncts: Routinely hired. This year, adjuncts will cover over 40 courses at both the graduate and undergraduate levels.

2. **CURRENT STRUCTURE**

SOM offers 1 undergraduate Major; 3 UG Minors, 1 Concentration, 8 Master's degree, and 2 professional certificates:

UG Major: Management

UG Minors: Management, Entrepreneurship & Innovation, and Marketing

US Concentration: Business Data Analytics (with Computer Science and Economics. Currently under UAB review)

Master's Degrees: Accounting; Accounting Analytics, Business Administration, Business Analytics, Finance, Management, Marketing, and Marketing Analytics

Combined Master's: Master's/MBA in Accounting, Master's/MBA Finance

Accelerated Degrees: BA/MBA, BA/MSF (Finance), BA/MSM (Management), BA/MSA (Accounting), BA/MSBA (Business Analytics), BA/MSMK (Marketing)

Graduate Certificates: Business Analytics; Management Fellows program (a post-MBA Certificate)

3. **ACADEMIC STRENGTHS ASSESSMENT**

SOM faculty's research is multi-disciplinary, with management and business as the common context of study. Highlighted areas include sustainability, corporate social responsibility, analytics, gender and equality, value-based investment, CEO compensations, pricing, management education, etc.

Instructional strength currently are in the areas of high demand: analytics (including cross-disciplinary application of analytics in marketing and accounting). Quantitative finance is another area of strength.

Pedagogical strength is in the area of experiential learning. Many courses have a strong element of case-based or project-based learning. Connection with the businesses and providing students with a real life experience are cultivated by individual faculty as well as a career service office on site.

4. **STRATEGIC ASPIRATIONS**

Since developing a strategic plan in 2018, SOM has created several overlapping graduate programs, including the MS in business analytics, MS in marketing analytics, MS in accounting analytics and MS in marketing (non-analytics). The faculty Program Review Committees are tasked with continuing to maintain the relevance of these programs and tweaking them as necessary.

** Please note that SOM is undergoing a leadership change and will revise and update their submission in the near future.*

5. SYNERGISTIC VISIONARY DIRECTIONS

- SOM has a growing expertise in *analytics* that should be encouraged. We have already begun working with *Math/Computer Science* to develop an undergraduate program in data analytics.
- Other collaborative programs are also possible with, for instance, *Economics*.
- Perhaps one of the most intriguing collaborations could be with the sciences. *Professional Science Masters* are gaining traction and programs built on the sciences and management courses could have a lot of appeal, particularly to Massachusetts employers. The biotech industry in Massachusetts, for example, has never been adequately addressed through collaborative programming at Clark.

SCHOOL OF PROFESSIONAL STUDIES

1. **FACULTY:** The School of Professional Studies (SPS) faculty is a **part-time (adjunct) faculty** with no tenure lines. SPS has between **30-40** part-time faculty who teach regularly in the graduate program and **12-18** part-time faculty who teach in the undergraduate program.

LEADERSHIP STRUCTURE: The unit is led by Assoc. Provost and Dean John LaBrie; Assoc. Dean for Grad Programs, Mary Pieciewicz; Assoc. Dean for Undergrad Programs, Siu Ming Luie; Asst. Dean for STEM programming Richard Aroian; Director of Grad internships and Community Development Laura Myers; Academic Operations Manager, Joanne Nash; and Administrative Asst. Deana Bandilla

2. CURRENT STRUCTURE

- **Undergraduate Programs**

SPS Undergraduate **degree completion program** offers a Bachelor's of Science in the following:

- Communication
- Computer Science
- Criminal Justice
- Human Resources
- Public Administration
- Social Services

- **Master's Degrees and Professional Certificates**

- Public Administration
- Information Technology
- Data Analytics
- Project Management
- Communication

- **Professional Certificates**

- Advanced Graduate Study
- Educational Leadership
- Health Informatics
- Project Management
- Public Administration
- Regulatory Affairs for Cannabis Control

3. ACADEMIC STRENGTHS ASSESSMENT



4. STRATEGIC ASPIRATIONS

- SPS needs to offer a more employment ready suite of programs to respond to the growing demand for a graduate level educated workforce. To that end it must transition itself towards a more STEM focused offering infused with experiential learning embedded within the curriculum.
- SPS UG also needs also be more responsive to the degree completion adult audience (online and face-to-face). By doing so, it will benefit the community of learners who have, for whatever reason, paused their traditional learning process at the baccalaureate level.

5. SYNERGISTIC VISIONARY DIRECTIONS

While SPS has historically been a stand-alone, independent “school” within the Clark context, it could use its administrative, online and enrollment management function to collaboratively host credentials that are academically guided by Clark arts and sciences departments.

- Masters of Computer Science in conjunction with the Math/Computer Science department. An MS in CS would fit the direction of the STEM programming while leveraging the academic specialty of the Math/CS department. This is an unrealized potential as the market for graduate level computer science (professional and application based) is rapidly growing.
- A BS and eventually an MS in Biotechnology in conjunction with the Biology Department. These applied degrees have both market demand (especially in the eastern and central Massachusetts market) as well as campus expertise in within the Biology Department. There is both current strength in this area as well as unrealized potential.
- Masters of Education and/or a Professional Doctorate in Education (Ed.D.). Clark has a very highly respected Education department and two substantial endowed centers. Yet, it offers only a modest sized MAT degree. Leveraging SPS in partnership with the online learning, the department could tap into its rich educator network and offer a very marketable and respected a M.Ed or even the Ed.D. The M.Ed. could have a STEM focus where the department already has several faculty ready to specialize in this area. The Ed.D. could be Clark’s first professional doctorate and could prove to be a very attractive low residency program.

ACADEMIC DEPARTMENTS: UNDERGRADUATE ONLY

LANGUAGE, LITERATURE & CULTURE

1. FACULTY: 10 FT Faculty; 7 TT; 3 Lecturers

Names: **French:** Odile Ferly (Assoc.), Allison Fong (Lecturer), Beth Gale (Assoc); **Spanish:** María Acosta Cruz (Prof.), Belén Atienza (Assoc.), Dolores (Lola) Juan-Moreno (Lecturer), Juan Pablo Rivera (Assoc.); **Comp Lit:** Everett Fox (Prof), Robert Tobin (Prof), and Alice Valentine (Chair and Senior Lecturer, Japanese)

Part Time Hiring: Regularly hire every term 5-7 PT faculty, and 5 of these are the long term sole instructors of some of the languages we offer (ASL, Chinese, German, Hebrew, and Latin).

2. CURRENT STRUCTURE

UG Major and Minor:

Spanish

French & Francophone Studies

Comparative Literature

Combined Languages

Interdisciplinary Majors, Minors, or Concentrations

Ancient Civilization Major

Asian Studies Major

Jewish Studies Concentration

German Studies (Self-designed Major) and Minor

3. ACADEMIC STRENGTHS ASSESSMENT

Our strengths are in gender studies, Caribbean studies, and cultural studies



4. STRATEGIC ASPIRATIONS

We are poised to flourish as a hub for cross-cultural exploration at Clark, as evidenced by our team-taught core course for all of our majors, “The National Imagination.”

Adding expertise in *sociolinguistics* or *translation pedagogy*, for example, would deepen support for our current programs and open enormous potential for intersections with other departments (IDSC, English, History, Sociology, Education, Geography).

5. SYNERGISTIC VISIONARY DIRECTIONS

The study of language and literature, with its dual emphasis on intercultural understanding and skills development, is inherently transdisciplinary. LL&C faculty are eager to continue to develop and grow synergistic partnerships across the university.

- We share a broad synergy with the ***Center for Gender, Race, and Area Studies (CGRAS)***, specifically the concentrations, minors, and majors in Women's and Gender Studies; Comparative Race and Ethnic Studies; Latin American and Latino Studies; Africana Studies; Asian Studies and Community, Youth, and Education. Comparative cultural studies inform most of our teaching and research.
- We also share a natural synergy with ***English and V&PA***. Presently, many of our students do some work in English, particularly Comparative Literature students, and we have had successful Honors projects involving faculty in both departments. Many of our courses in film and theatre can be listed in V&PA. More can be done!
- LL&C has long had synergies with Clark-wide programs such as Study Abroad and Higgins School of Humanities. We ***envision more team-taught interdisciplinary courses and faculty initiatives*** under their umbrellas.

MATHEMATICS & COMPUTER SCIENCE*

1. **FACULTY: 9 Total; 4 FT Math; 5 FT Computer Science**

Faculty Names: Math: Natalia Sternberg (Prof & Assoc. Chair), Gideon Maschler (Assoc), Amir Aazami (Asst), Michael Satz (Lecturer); **CSCI:** Fred Green (Prof), Li Han (Prof and Chair), John Magee (Assoc), Shuo Niu (Asst), Ken Basye (Assoc. Prof. of Practice)

Visiting and Part-time Faculty: In AY 2019-20, PT instructors taught 14 mathematics courses and 3 computer science courses. We had one visiting faculty member in mathematics and one visiting faculty member in computer science. For Fall 2020, we have three visiting faculty in mathematics (Aghil Alaei Khangha, Ali Maalaoui, Robert Ream), 2 PT courses in mathematics, and 1 PT course in computer science.

2. **CURRENT STRUCTURE**

Mathematics (Major and Minor)

Computer Science (Major and Minor)

Interdisciplinary Programs:

- Data Science Minor (including 3 new courses, one just approved in 2020 and specifically designed for undergraduate and graduate students in natural and social sciences, humanities and arts)
- Computational Science Concentration (with Physics, Chemistry, Biology and GIS; MathCS contributes about 40% of the courses)
- Mathematical Biology and Bioinformatics Concentration (with Biology; MathCS contributes about two-thirds of the courses)
- Actuarial and Financial Mathematics Minor (with Management and Economics, proposed in mid-April 2020, approved by UAB, to be reviewed by PBR)
- Business Data Analytics Concentration (with Management and Economics, proposed in mid-April 2020, to be reviewed by UAB and PBR)

Students across the campus take courses in mathematics, computer science, and data science. Our dedicated faculty provide a rigorous education and supportive learning environment to all students. MathCS has an established record of accomplishments in outstanding student success, collaboration with faculty in all three divisions, and service to the students, the University, and the community. To help support students and promote Clark, we partner with student-focused, externally-facing units on campus, such as the Career Connections Center, Marketing and Communications, Admissions, Multicultural and First Generation Student Support, and Academic Advising.

Key limiting factors for our department and our further success include the administrative structure (one department housing two independent disciplines with only undergraduate programs), exceedingly small faculty size (incompatible with student demand and external funding potentials), and lack of space.

Please refer to our separate visioning statements for the individual disciplines, mathematics and computer science, for additional information on this section as well as the following sections.

3. **ACADEMIC STRENGTHS ASSESSMENT** (See respective programs)

4. **STRATEGIC ASPIRATIONS** (See respective programs)

5. **SYNERGISTIC VISIONARY DIRECTIONS** (See respective programs)

**Please note that Mathematics and Computer Science are structured as a single department housing two distinct disciplines. Each discipline submitted its own, separate stand-alone document which can be viewed after this general departmental overview.*

1. Faculty

Among all the STEM departments, the Mathematics Program is the only one that shrank significantly, while the science departments grew. Tenure lines vacated by retired math faculty are not being filled, and instead transferred to other programs (the latest one to Biology). We currently have only 3 tenure-line mathematics faculty (Natalia Sternberg, Professor; Gideon Maschler, Associate Professor; Amir Aazami, Assistant Professor) and 1 Lecturer (Michael Satz). One of the tenured faculty assumes administrative responsibilities as Associate Chair and gets 1 course reduction. When no faculty are on sabbatical, the permanent faculty is able to cover 16 courses. However, depending on the size of the incoming class, we have about 20 additional courses to teach, and we are forced to hire part-time faculty. Qualified part-time faculty in Mathematics are impossible to find, and it is very hard to manage them. For the AY 2020-21, we were able to hire 3 visitors who are covering 13 courses. One of the visitors was selected in a national search, and we expect he will be converted to a tenure-track faculty at the Assistant Professor level. This, however, will not solve our staffing problems, since Sternberg will either retire in a year to become a research professor, or enter her phased retirement. Meanwhile, our enrollments, number of majors and minors have been increasing. In the AY 2019-20, we had 752 students enrolled in our classes, and as of May we had 48 majors and 26 minors.

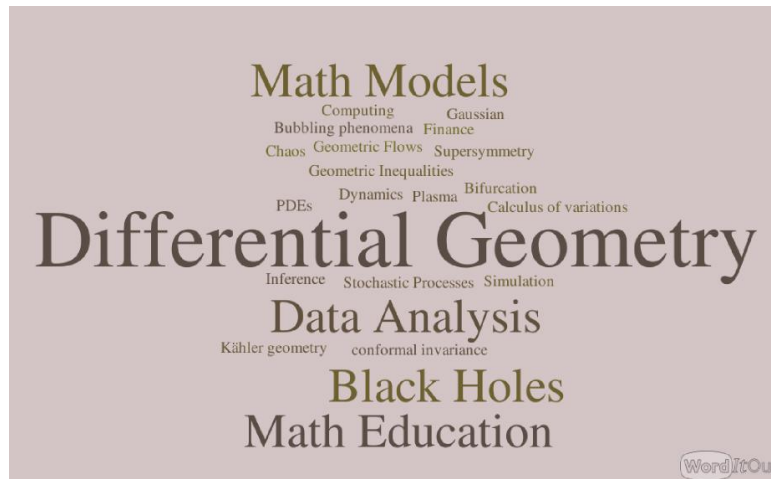
2. Current Structure.

- **Research:** The current mathematics faculty are broadly trained and are all interdisciplinary. Sternberg's expertise is in Applied Mathematics, Mathematical Modeling, Scientific Computing, Mathematics Education, and background in Differential Geometry. Maschler's expertise is in Differential Geometry, with interest in Theoretical Physics, and background in Computer Science. Aazami's expertise is in Differential Geometry, Theoretical Physics and Cosmology with additional interests in Finance and Quantum Computation. Satz's expertise is in Applied Mathematics, Statistics, Stochastic Processes, Electrical Engineering and Data Networks. We all have extensive experience in working with researchers outside our fields.
- **Undergraduate Education:** As an undergraduate program, our primary focus is on educating our undergraduate students. Our mathematics majors are very successful, due to their rigorous, broad mathematics and interdisciplinary training, and are in high demand. To complete the major, students take courses in Mathematics, Applied Mathematics, Probability and Statistics. In our courses, from introductory to advanced, students study various areas of Mathematics and apply their knowledge by working on models from the natural and social sciences. Our own backgrounds in the sciences have allowed us to include interdisciplinary components into our classes, and to engage students in out-of-classroom activities. Besides Mathematics, the majority of our majors are interested in Computer Science, Economics, Physics, Finance, Actuarial Science, or Data Science. Our majors enter prestigious graduate programs, become teachers, find employment in industry, as well as in insurance, and financial companies.
- **Interdisciplinary Programs:** We participate in 5 interdisciplinary programs. The Data Science Minor, and the Actuarial and Mathematical Finance Minor (waiting for approval by PBR) are collaborations between the Mathematics and Computer Science Programs. The Business Data Analytics Concentration is a collaboration between Computer Science, Mathematics, Economics and Management (waiting for approval from UAB and PBR). The Computational Science Concentration is supported by all the natural sciences, GIS, Mathematics and Computer Science with four out of six core courses coming from Mathematics and Computer Science. The Mathematical Biology and Bioinformatics Concentration (MBB) is a collaboration between Computer Science, Mathematics and Biology, with 13 out of 19 courses coming from Mathematics and Computer Science.
- **Mathematics Support to other Disciplines.** We are committed to support all departments in teaching and in research. We currently offer Mathematics introductory and intermediate-level courses to support the natural and social sciences. We also provide math tutors for the Quantitative Center. We

offer a course for prospective elementary school teachers which is required by the Massachusetts Department of Education for colleges which are accredited to train teachers. We offer two required as well as two elective courses for the graduate program of the Economics department. We are actively participating in the Noyce program. We have had research collaborations with the Education and the Psychology departments, and consulted faculty on their research from the Economics and Management departments.

3. Academic Strengths Assessment

Our strength is in our depth, breadth, and versatility in research and teaching.



4. Strategic Aspirations

- **Research:** We have been able to hire talented faculty in the fields of Geometric Analysis and Differential Geometry (permanent and visitors). Our research aspiration is to establish a national and international departmental reputation in these fields which overlap with other research areas in Partial Differential Equations, Applied Mathematics and Data Science. With additional strong faculty we would be able to establish a **Center for Geometry** within our department. Such a center (without labs and administrators) will generate revenue through outside funding and increase the research footprint of Clark on the international stages.
- **Teaching:** We are currently considering the following untapped areas which we think will complement existing undergraduate programs in other departments and significantly increase the pool of prospective students with strong analytical skills.
 - *Major in Data Science (jointly with Computer Science)*
 - *Major in Mathematics Educations (collaboration with the Education Department)*
 - *Major in Mathematical Economics (collaboration with the Economics Department)*
 - *Major and MS program in Mathematical Physics (collaboration with the Physics Department)*
 - *Ph.D. in Mathematics*

5. Synergistic Visionary Directions

- **Vision:** We envision a strong, grant-funded, and multidirectional research program to go alongside our strong, vibrant undergraduate program. Our faculty are ambitious and would like to actively apply for grants. We would like to have our Ph.D. program reinstated – the only STEM department currently without one. And yet, with only 3 tenure line faculty, the Mathematics program is in real jeopardy.

- Our latest tenure-line search has shown that we can realize our vision: we are able to attract mature, talented, broad, well trained mathematicians who are working in **“hot” research areas**, and who have access to multi-million dollar institutional grants. They are able to support post-docs who can replace our part-time faculty. Those mathematicians would **elevate Clark’s prestige**, create a **strong research environment**, and **support other departments** on campus. We believe there should be an effort from the university to attract and hire such faculty in Mathematics.
- **Diversity and Inclusion Initiative:** We are especially interested in promoting diversity by working with Clark’s Education Department. There is a great need for Mathematics teachers, but Clark is attracting very few students interested in this career. Our goal is to attract a diverse population of students who will become mathematics teachers in areas of high need.
- **Synergies:** We have natural synergies with Computer Science, Economics, Management, Physics, and Education. Please refer to Section 4 for the specific details on teaching.

We have synergies with areas of Physics which are unfortunately not currently represented at Clark. We work in Astrophysics and Plasma Physics. Our collaborators include a Fields Medalist in Mathematics and a winner of the Maxwell Prize for Plasma Physics. We think that such outside collaborations are very valuable for Clark. We are happy to collaborate with Clark’s researchers if such opportunities arise. However, we do not feel that we belong into a centralized structure with the sciences (such as a STEM or Science Center), since Mathematics is not a natural science. In its spirit, Mathematics is a Liberal Art rooted in logic and analysis (close to Philosophy) with ties to nearly every department on campus. We therefore believe that a membership in a STEM/Science Center will hinder our flexibility in research and teaching, our collaborations outside Clark, our ability to attract well trained faculty and outside funding.

Threats and Concerns. Given recent events, we feel very much threatened by the idea of any STEM Leadership who would dictate to us what positions to request, who to hire and what courses to schedule, all this under the pretext of a common vision. We consider this as an **assault on academic freedom, on departmental autonomy, and on faculty governance**. It will hinder the creativity of our faculty and the education of students across campus, and thus pose an existential threat to the Mathematics Program. This affects the whole university.

1. **Faculty:** As of fall 2020, the CS program consists of four tenure track faculty (Fred Green, Li Han, John Magee, Shuo Niu) and one professor of practice (Ken Basye). It is next to impossible to recruit part-time or visiting instructors of sufficient quality. The shortage in permanent faculty is a major challenge to the department, leading to severely limited student access to CS education at Clark as early as spring 2021. We had a full time Visiting Assistant Professor approved for AY 2020-21, but he had to resign for personal reasons. PBR has given highest priority to a tenure-track CS search.
2. **Current Structure:** Since its start in the 1980s, Computer Science has been an **undergraduate program**. Our hardworking, dedicated and collaborative **faculty** fosters an environment of academic and intellectual **strength**, which is embodied by our talented and active **students**. Our sustained student success in external competitions with outstanding performance in international hackathons and programming contests, student research publications and conference presentations, as well as placements into top graduate schools and companies, has enhanced the reputation of the department both on and off campus. Our track record in student success is exceptional for such a small program, both in terms of faculty and resources, and would not have been possible without our faculty and students' extraordinary dedication and pursuit of excellence.
3. **Academic Strengths Assessment**



Computer Science (CS) is a wide-ranging field that impacts not only our daily lives but also has profound scientific applications and even social, ethical, and philosophical implications. CS teaches skills in critical thinking and computational problem solving that are widely applicable to every career. Our students, frequently also double majors or minors in other disciplines, have gone to top graduate schools and companies in high tech and other industries. Our phenomenal student success also elevates the Clark profile, student recruitment, and placement outcomes. Below are a few quotes from the Career Connections Center about our CS program and students:

“Students graduating from Clark with majors in computer science can expect to compete for positions at ‘brand name’ organizations like Facebook, Amazon, NetApp and Google. . . Outcomes like these position Clark to tell a strong liberal arts education story with supporting data for the entire institution.”

“Internal data shows that CS majors are leading the way in career outcomes and elevating the recruiting potential of students across the institution. Based on national employment trends, we know that preparing more students with technical skill sets to compete for the uncharted job market of the future is a strong value proposition for prospective students and families.”

The continuing aspiration of the CS Program at Clark is to be recognized for impactful research that also contributes to the teaching mission and community of the university, especially in Data Science (DS), Artificial Intelligence (AI), Machine Learning (ML), and Human Computer Interaction (HCI).

4. Strategic Aspirations

Our permanent CS faculty have solid track records in research, in publications and grants, with international reputations in their fields. Based on our faculty expertise, research accessibility to students, collaboration potentials with other departments and programs on and off campus, and broad impacts on society, we identify the following two areas of **untapped potential**. While we have expertise in these areas, the number of students interested in pursuing these areas has quickly exceeded the current capacity of our faculty resources.

- **Human Computer Interaction** is a broad field covering problems as diverse as developing disability-friendly computer systems and designing collaborative technologies for addressing global challenges. Additionally, HCI is an integral part of the forefront of CS and software engineering, incorporating speech recognition, computer vision, social media, and graphic design. Our faculty are already in collaborations or discussions with faculty and researchers in Geography, Psychology, the Mosakowski Institute, and non-profits such as the Seven Hills Foundation and the Worcester Assistive Technology Consortium.
- **Artificial Intelligence and Machine Learning** develop theories, algorithms, and practical systems to extract knowledge from datasets. They form a core foundation of data science and intersect with many fields. Our faculty are already in collaborations or discussions with Clark faculty and researchers in Mathematics, Physics, Chemistry, Economics, Geography, IDCE, Management, and Psychology.
- Another aspiration for the program is a development of a **graduate program** in CS, potentially in collaboration with other campus units.

To achieve our aspirations, we have the following needs:

- More faculty to sustain and elevate our program and campus-wide student access to CS education,
- Significantly more space for research, student clubs, and effective teaching and collaborative learning,
- Money/funding to engage our increasing student population with the activities that we currently do and envision doing (currently we frequently have no choice but to use student club funds to do this),
- Continued autonomy in hiring and course scheduling that meets the needs of both our majors and the university as a whole.

5. Synergistic Visionary Directions

- **Top Liberal Arts Program in Computer Science and Data Science:** Within a few years, we aim to see more prospective students come to Clark for Computer Science and Data Science, and also to see more Clarkies from all disciplines take at least one course in these areas to better prepare them for an increasingly challenging and digital age.
- **Diversity and Inclusion:** The percentages of woman CS students in our courses and programs are at or slightly above the national average. Like the rest of the country, this promising progress only strengthens our drive to increase the participation of women and under-represented groups in computer science. We have ALANA students in all levels of our courses, some at the top of their classes and playing a leadership role in our student clubs. As an example, all four executive members of one of our CS student clubs in AY 2019-20 were women of color.
- **Data Science and Analytics** are primarily about managing data (which can be from any discipline, industry, non-profit, or government agency) and extracting information from data to assist with knowledge discovery, decision making, and prediction, etc. Within a few years, we'd like to see Clark being recognized for innovative interdisciplinary research and education in data science and analytics.

We have strong synergies with diverse departments and academic units on our visionary directions. For the first two, we are open to collaboration with all departments interested in bringing CS and Data Science education to their students and improving diversity and inclusion. We also look forward to deepening our collaboration with the Hiatt Center on research and community service related to CS and DS education.

The CS faculty have taken the lead in developing strong interdepartmental synergies on Data Science and Data Analytics at Clark. We have actively engaged faculty from Mathematics, Sciences, Economics,

Geography, IDCE, Management, and Psychology in discussions of teaching and research collaborations, and plan to have dialogues with more departments.

We have developed: A new successful **minor** in Data Science (with Math); A proposal for a new **concentration** in Business Data Analytics (with Math, Economics, and Management); Two new data science courses; A newly approved grad/undergrad course on applied data analytics mainly for students in social and natural sciences, and humanities and arts (with support from multiple graduate departments). We plan to develop a new **major** in Data Science as well as interdisciplinary research in this increasingly influential discipline, in collaboration with Math and departments in natural and social sciences, and humanities and arts.

PHILOSOPHY

1. FACULTY: 7 Total, 6 FT Teaching (5 TT, 1 Lecturer, 1 Admin Provost Davis Baird)

TT Faculty: Patrick Derr (Prof), Scott Hendricks (Assoc.), Ravi Sharma, (Assoc.), Wiebke Deimling (Asst.), Arden Ali (Asst.)

1 Lecturer: Wes Demarco

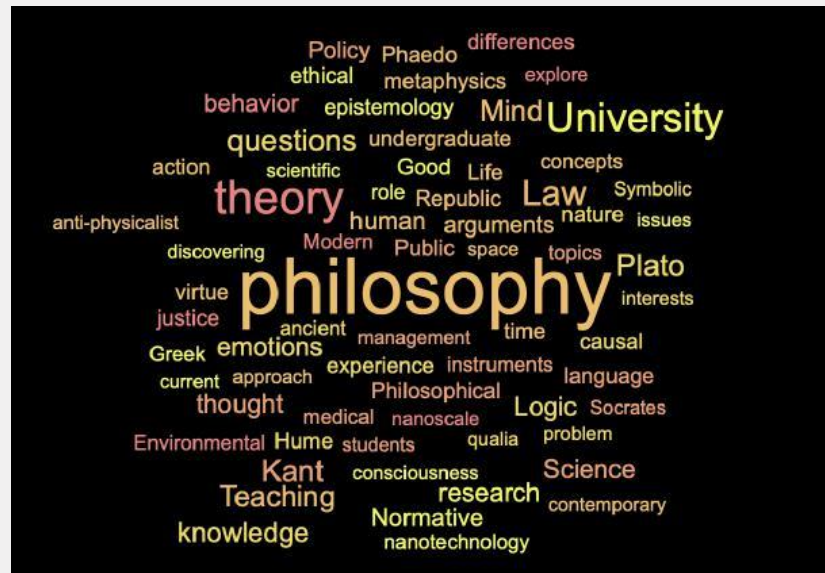
1 FT Administrator (Davis Baird, Provost, does not contribute to departmental teaching)

2. CURRENT STRUCTURE

- Major in Philosophy
- Minor in Philosophy
- Interdisciplinary Concentrations (Contributors)
 - Ethics & Public Policy (Current Director is from Philosophy)
 - Law & Society

3. ACADEMIC STRENGTHS ASSESSMENT

In addition to the requested Word Cloud image, I have included a list of the major areas of faculty expertise. As a small undergraduate teaching department, we have primarily worked to **maximize breadth over depth**, so there are fewer areas of overlapping strengths. The exceptions **are History of Philosophy, Cognition and the Mind**, and to a lesser extent, **Ethics**, very broadly construed.



Faculty Expertise: Ancient **Greek** Philosophy, Modern **European** Philosophy, **Kant** and the 19th Century, **Ethics**, **Aesthetics**, **Medical Ethics**, Philosophy of **Law**, **Environmental Ethics & Policy**, **Epistemology**, Philosophy of **Science** (including Philosophy of Nanotechnology), **Metaphysics** (including Philosophy of **Action**, Philosophy of **Emotion**, Philosophy of **Psychology**, and Philosophy of **Mind**).

4. STRATEGIC ASPIRATIONS

- **Ethics and Value Theory:** Broadly construed, the study of value comprises a great number of prominent and flourishing subdisciplines in philosophy, many of which remain underrepresented by our faculty areas of expertise. While the recent addition of Professor Ali certainly offsets this lacuna significantly, we feel there is more work to be accomplished here. As opportunities to augment our department faculty arise, it will benefit our students to aim for faculty hires that can increase our offerings in Ethics and Value Theory, possibly including *Political Philosophy, Social Philosophy, Metaethics, Feminist Ethics*, and so on.
- **Increasing Existing Strengths:** The department has actively worked to bolster its strength in the *History of Philosophy*. We also note that several of our faculty work in areas that relate to *the mind* (philosophy of action, philosophy of emotion, and the philosophy of psychology). We feel that new faculty hires in areas that further bolster our existing strengths is warranted.

5. SYNERGISTIC VISIONARY DIRECTIONS

At present, members of our faculty participate in concentrations such as *Ethics & Public Policy* and *Law & Society* and are involved in less formal faculty collectives including *EMU (Early Modernists Unite)* and the *Science Fiction Studies* Collective. Areas for new direction could include:

- **Reinvigoration of the Classics** unit on campus: With the sudden retirement and passing of Paul Burke almost a decade ago, Clark has effectively been without a functioning Classics program. At present, there are only two tenure-line faculty members on Clark's campus who teach anything connected with the ancient world: Ravi Sharma (Philosophy) and Rhys Townsend (V&PA, close to retirement). An important goal in Ravi's hire was to *enrich the classical studies curriculum*, but that has not been possible without dedicated faculty lines to support a Classics program. Going forward, we would like to see the liberal arts aspect of Clark's mission sustained with renewed teaching of topics connected with *ancient civilization*; and we see Ravi Sharma as having a central role to play in effecting this goal.
- There does not seem to be a natural center of gravity for the study of *Cognitive Science* at Clark. We think that cultivating connections between our faculty and other academic units can provide a more well-defined framework for students to study this subject.
- The recent hire of Arden Ali gives us more opportunities to connect with academic units focused on *social issues* (e.g. *Political Science, IDCE, Geography*). We are excited to see these connections develop and hope to strengthen these connections with further hires.
- More work could be done to bring together faculty from across campus interested in studies in *speculative/science fiction*. The current composition of the faculty collective is limited to *English and Philosophy*. This should be expanded and more should be done to include students.
- Wiebke Deimling is developing connections with faculty *in Visual & Performing Arts* around issues in *Aesthetics*, including a regularly offered course co-taught with Ben Korstvedt (V&PA).

POLITICAL SCIENCE

- 1. FACULTY: 10** Full-time Tenure Line Faculty; **3** courses regularly taught by Part Time faculty
FT Faculty: Rob Boatright (Prof), Mark Miller (Prof), Valerie Sperling (Prof), Kristen Williams (Prof), Michael Butler (Assoc), Paul Posner (Assoc), Srinivasan Sitaraman (Assoc. on leave through 2021), Heather Silber-Mohammed (Assoc), Ora Szekely (Assoc); Suzanne Scoggins (Asst)
- 2. CURRENT STRUCTURE**
The faculty is organized into three subfields: **International Relations** (Williams, Butler, Sitaraman); **Comparative Politics** (Sperling, Posner, Szekely, Scoggins); and **American Politics** (Boatright, Miller, Silber Mohamed). Students are required to take classes from all three subfields but to specialize in one. We also offer courses in research methodology and political theory. The department does not have a graduate program, although some faculty participate in other departments' graduate programs.
- 3. ACADEMIC STRENGTHS ASSESSMENT**



As our Departmental word cloud shows, there are few areas of overlap among the faculty. There are some interests shared by two or three of us – for instance, several faculty have conducted research on issues related to **gender**. Given the breadth of material the ten of us have to cover, we find it reassuring that we do different things, and that we cover many, though certainly not all, of the important subjects in contemporary political science. Our faculty have directed or participated in several interdisciplinary programs, including **Women’s and Gender Studies, Asian Studies, Holocaust and Genocide Studies, Peace & Conflict Studies, Ethics and Public Policy, Law and Society, Latinx Studies**, and the **Leir Luxembourg Program**. Our faculty have active research agendas and are participants and leaders in several national academic organizations.

4. **STRATEGIC ASPIRATIONS**
- In this period of turbulence in American and international politics, our research and teaching aspirations will be partially determined by world events.
- ***Build on our prior collaboration in teaching and public scholarship.*** We have expanded our efforts to address students' anxieties about contemporary politics, holding campus-wide events to discuss the rise of populism in the US and abroad, the challenge of information literacy, and the political implications of changing racial and ethnic demographics in America and on campus. We have also sought to ensure

that the full department participates in the shaping of the content of our introductory courses and our cross-subfield classes in research methods and political theory. An important part of this goal is to reduce barriers between subfields and look further for common teaching and research interests.

- ***Determine what the most important absences are in our research and teaching agendas.*** Although we do not anticipate very many retirements in the near future, it is important to determine how best to change our range of courses offered. We have not had a full time political theorist for decades, and we have lacked an expert in public policy for the past decade.
- ***Work more closely with our alumni.*** We have many alumni in New England who can contribute to our classes, who want to be more involved at Clark, and can serve as resources for our students. Achieving this goal would require closer collaboration with Clark's alumni affairs staff.

5. SYNERGISTIC VISIONARY DIRECTIONS

Given our department's size and ambitions, it is important to strengthen connections with other academic units at Clark and elsewhere.

- ***Improve ties to Clark's graduate programs*** – particularly the **MPA** program and the **Education** program, but also the **Holocaust and Genocide Studies** program and the **International Development, Community, and Environment** program. Developing collaborative relationships with these programs will help us guide students into these programs, and will help us to create research synergies on subjects such as public policy and civics education. We are also open to exploring joint hiring with these programs and cross-listing courses.
- ***Continue to advocate for greater university support for interdisciplinary programs.*** Something akin to Clark's Higgins School of Humanities, but for the social sciences, might seed other valuable work with our social science colleagues. It will also help us to advocate for shared interests. Several interdisciplinary programs we work with, such as the Ethics and Public Policy Concentration, have great potential and are popular among students, but it is at times difficult to ensure that students in these classes have a firm understanding of what the concentrations are for or how the classes relate to each other. We are also open to exploring joint hiring with undergraduate interdisciplinary programs such as **Women's and Gender Studies, Africana Studies, and Law and Society.**
- ***Work with the university to support collaborations with other higher education institutions.*** Worcester is home to several universities and colleges of about Clark's size. Many of these schools offer courses that we cannot, and we provide many course offerings that these schools do not. While students are able to enroll at courses at any Worcester school, few do so, and shuttle transportation to and from the various Worcester institutions was recently discontinued. We would like to take part in a more robust effort to take advantage of what the other Worcester colleges and universities have to offer. We have observed that in recent years there has been an increase in faculty development events where other Worcester consortium members participate. But we think more could be done. For instance, colleges in other parts of the country have made it easy for faculty to teach courses at each other's schools, either individually or as part of team teaching efforts. This could be of particular interest in political science because of the significant differences in the ideological views of faculty at the various Worcester colleges. We also want to explore ways to develop stronger ties to the graduate programs of the major research universities in the area.

SOCIOLOGY

1. **Number of Full-Time Faculty:** 6 tenure track faculty; 1 full-time visitor

Tenure track: Parminder Bhachu (Prof), Jack Delehanty (Asst), Patricia Ewick (Prof), Deborah Merrill (Chair and Prof), Shelly Tenenbaum (Prof), and Rosalie Torres Stone (Assoc)

FT Visitor: Melissa Butler (six courses plus advising responsibilities).

2. Current Structure

The sociology department shares a focus on ***social inequality***. Although it is not central to everyone's research, it is a significant component of our teaching. It is central to many of our courses (e.g., Deviance, Law, Mental Illness, Medicine, Genocide, Race etc.). In addition, ***Class, Status, and Power*** is a core requirement of the major. Within the department, we also have foci on ***health*** and on ***race***.

3. Academic Strengths Assessment



4. Strategic Aspirations

- **GENDER:** We need to develop a focus on **gender** to realize fully our commitment to social inequality. We discuss gender in our classes but we do not have anyone whose scholarship is on gender or teaches an entire course on gender. While Clark has a Women and Gender Studies major and minor, it does not have anyone who examines gender from a sociological lens.
- **RACE:** Secondly, we would like to develop further the study of **race**. Professors Tenenbaum and Bhachu teach courses on race, but it is not the focus of their research. Given the centrality of race in understanding social inequality, it is imperative that we develop this area.
- **Teaching Quantitative Methods:** We would also like to strengthen our curriculum with offerings in **quantitative methodologies**.

5. Synergistic Visionary Directions

- We share a synergy with the **Center for Gender, Race, and Area Studies (CGRAS)** and concentrations, minors, and majors in **Comparative Race and Ethnic Studies; Latin American and Latino Studies; Africana Studies; Asian Studies** and **Community, Youth, and Education**. Nearly all our courses include an analysis of **race**. In addition, race is typically a variable in all our research.
- We also share a synergy with **Women and Gender Studies**. Gender is a master status that we incorporate in the majority, if not all, of our courses and in our research.
- Finally, we share a synergy with other entities that examine **health** and **mental health** such as **International Development, Community, and Environment (IDCE)**; the **Mosakowski Institute**; the **Health, Science and Society (HSS)** concentration; **Psychology**, and possibly The George Perkins **Marsh Institute**.

VISUAL & PERFORMING ARTS*

1. **FACULTY: 17 FT (14 TT; 1 Prof. of Practice; 1 Lecturer; 1 Visiting Assistant Professor); Ongoing PT/Adjunct: ~26**

NAMES: **Art History** Faculty: John Garton (Assoc), Rhys Townsend (Prof), Kristina Wilson (Prof); **Studio Art:** Elli Crocker (Prof), Toby Sisson (Assoc), Stephen DiRado (Prof. of Practice); Sherry Freyermuth (Asst.); **Music:** John Aylward (Assoc), Benjamin Korstvedt (Prof), Matt Malsky (Prof), John Freyermuth (VAP); **Screen Studies:** Hugh Manon (Assoc), Gohar Siddiqui (Asst), Rox Samer (Asst), Soren Sorensen (Lecturer); **Theater:** Gino Dilorio (Prof); Ray Munro (Prof)

PT Faculty/Technical and Teaching Staff: **VPA** ~26 on average; **Art History** ~1; **Studio Art** ~9; **Music** ~10; **Screen Studies** ~2 , **Theater** ~4.

2. **CURRENT STRUCTURE**

The department encompasses **six (6)** autonomous but synergistic programs, each headed by a faculty member who serves as program director, generally on a rotating basis. Each program supports a full curriculum, but considerable collaboration occurs between and among these programs.

- V&PA Department—Chair, Ben Korstvedt
- Art History (Major & Minor) – Director, Kristina Wilson
- Studio Arts (Major & Minor) – Director, Toby Sisson
- Media, Culture & the Arts [MCA] – Director, Hugh Manon
- Music (Major & Minor) – Director, Ben Korstvedt
- Screen (Major & Minor) – Director, Hugh Manon
- Theatre (Major & Minor) – Director, Gino Dilorio

Chair's Responsibilities: Overarching administrative tasks including personnel issues such as hiring staff, tenure track faculty, promotion and tenure personnel processes, departmental student awards and scholarships, facility issues, and large equipment purchases.

Program Directors' Responsibilities (with support of the Chair): oversight of program curriculum, advising, events, operating budget, and part-time faculty hiring.

A word on uniqueness of this departmental structure: Our department structure—six autonomous programs that come together to form one dynamic department—provides a unique and valuable framework that facilitates a spectrum on **intersections** that take place in the classroom, in the curriculum, in collaborative projects, and in public events. Art History and Studio Art naturally connect in many ways. Music, Theatre, and Screen Studies similarly have many areas of **collaborative** intersection. MCA is, by design and in practice, a crossing point that synthesizes strong elements from each of the other five programs. The department's spirit of lively collegiality plays an important part here, as does the mutual respect we maintain for the distinct professional and disciplinary demands pursued by each of our programs and individual faculty.

**Visual & Performing Arts is comprised of 5 traditional programs that at larger institutions would be stand-alone departments and one "unique" interdisciplinary major (MCA). Each program has developed and submitted its own document as part of this process and can be viewed in the order listed above after this general departmental overview.*

1. **Program Faculty: 3** FT faculty (each teaches four courses annually): John Garton, Ph.D., Renaissance, Baroque, Pre-Columbian and Latin American Art; Rhys Townsend, Ph. D., Ancient Civilizations, Classical Archaeology, Greek and Roman Art; Kristina Wilson, Ph.D., 19th, 20th, and 21st-Century American and European Art & Design

Repeating Part-time Faculty: 1 PT faculty [teaches two courses annually]: Barbara Beal, Ph.D., Part-time, Islamic Art, African Art, Sub-Saharan Art and Architecture

2. **Current Structure**

Art history delivers courses at introductory through advanced undergraduate levels involving diverse cultures:

- Our introductory ARTH 010 From Stone Age to Our Age: Monuments and Masterpieces of the Western World includes weekly small group discussion and involves five fieldtrips to study first-hand in the Worcester Art Museum Galleries. A significant number of university students fulfill their Aesthetic Perspective (AP) with this course which enrolls between 45 and 60 students, and is taught by one of the three FT faculty members.
- ARTH 100-level courses – These 18 courses offer rich visual histories of the continental Americas, Europe, and Africa in various epochs. 100-level courses help students learn to analyze form in artworks; gain familiarity with architecture and visual culture while analyzing politics, patronage, religion, intention of the artist, and other historical factors. 100-level courses introduce research, writing, and presentations. Many involve first-hand study at regional museums. Each 100-level course enrolls 25-30 students.
- ARTH 200-level courses – These 12 courses (along with the Senior Honors Thesis course) concentrate on higher-level analysis. Syllabi include requirements of sophisticated research-based writing, verbal expression, and substantial verbal presentation skills. Examples include Architecture and Democracy (ARTH 216), Leonardo da Vinci (ARTH 231), and Gender and Representation (ARTH 248).
- ARTH201 Art, the Public, and Worcester's Cultural Institutions (Problems of Practice – PoP course) engages sophomores and juniors in partially off-campus learning, team-based research, peer review, and public-facing communication. The course is structured around a collaborative project involving an institutional partner chosen from among Worcester's cultural institutions [in 2017 and 2018 ARTS Worcester, and 2019 Worcester Art Museum]. Students have discussed advanced topics with arts institution professionals, interviewed artists, and conducted advanced library research. The writing component of the course has a public venue ranging from exhibition brochures and labels to reviews in *Worcester Magazine*.
- ARTH210 The Art of Art History: Teaching & Methods fulfills the Senior Capstone. Student and faculty evaluations affirm the success of this seminar and practicum exploring some of the major critical questions that art historians have asked about our discipline. For the practicum, seniors serve as PLAs (Peer Learning Assistants) for the art history survey, ARTH 010 Stone Age to Our Age, providing guidance and critical support for teaching art history discussion sections.

Internships and Professional Opportunities

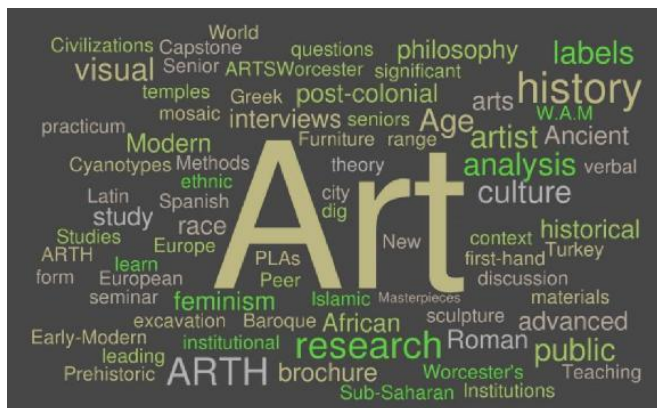
Since 2008 nearly 30 Clark students have traveled to Turkey with Professor Townsend to participate in an archaeology field school at the ancient Roman site of Antiochia ad Cragnum, a dig underwritten by the University of Nebraska. Clark students study material culture and learn excavation techniques.

Clark's undergraduates often experience museum opportunities more typical of leading art history graduate programs. Professors Garton and Wilson have worked with the Worcester Art Museum on 4 different exhibition opportunities featuring student-authored materials and public presentation: *Bound by Fashion: The Corset in European Painting* (2009); audio guides for highlights of the *Pre-Columbian Art in the Worcester Art Museum* (2012) as well as Spanish language translations provided by Clark Professor Montross's advanced Spanish students; *Cyanotypes: Photography's Blue Period* (2016); *Women of W.A.M.:*

Depictions of Femininity in Early Modern Europe (forthcoming 2020-21). The Cyanotypes exhibition was the first of its kind in the world, reviewed favorably in *The New York Times*, and the recipient of an Award of Excellence from the Association of Art Museum Curators in 2017.

LEEP Partners –student internships at: ARTSWorcester; Fitchburg Art Museum; Fruitlands Museum; Museum of Fine Arts, Boston; New England Air Museum, Windsor Locks, CT; Preservation Worcester; Schiltkamp Gallery in the Traina Center; Worcester Art Museum; Worcester Historical Museum

3. Academic Strengths Assessment



4. Strategic Aspirations

Sustainable high-impact teaching – we have added high-impact courses involving first-hand study of buildings, historic objects, and interviews with community artists and art professionals. Clark reaps these benefits without shouldering any campus art museum expenses. We have been praised for meeting LEEP outcomes; in fact, the *Cyanotypes* exhibition was the model for the successful multi-year Mellon Foundation grant for community-partner-based learning that the university won in 2017. Our program budget now does not cover our annual transportation costs.

To grow into these curricular improvements and community engagement/travel requires our annual art history program budget be increased.

Rhys Townsend will retire fairly soon. Courses in ancient art are unfailingly popular. Each year several students express interest in the Ancient Civilizations inter-departmental major at Clark. We are optimistic that we will be able to hire a scholar of ancient art upon Townsend's retirement that will deepen our program's commitment to a diverse, multifaceted story of Western art.

5. Synergistic Visionary Directions

- The Media Culture and the Arts (MCA) major;
- History department especially in the area of early modern and modern art (EMU, Early Modernists Unite; the new hire of Frances Tanzer);
- Many areas resonate with CGRAS, Geography, and WGS; Latin American courses support the LatinX concentration;
- Classical courses serve ancient civilizations and resonate with classical philosophy.

1. **Program Faculty: 3 FT Faculty** — Full Professor, Elli Crocker; Associate Professor, Toby Sisson; and Full-Time Professor of Practice, Stephen DiRado. A 4th full-time member will join our program in fall, 2020, Assistant Professor Sherry Freyermuth. Ongoing PT Faculty: 8-10 part-time faculty members, many with years of dedicated service to the program.

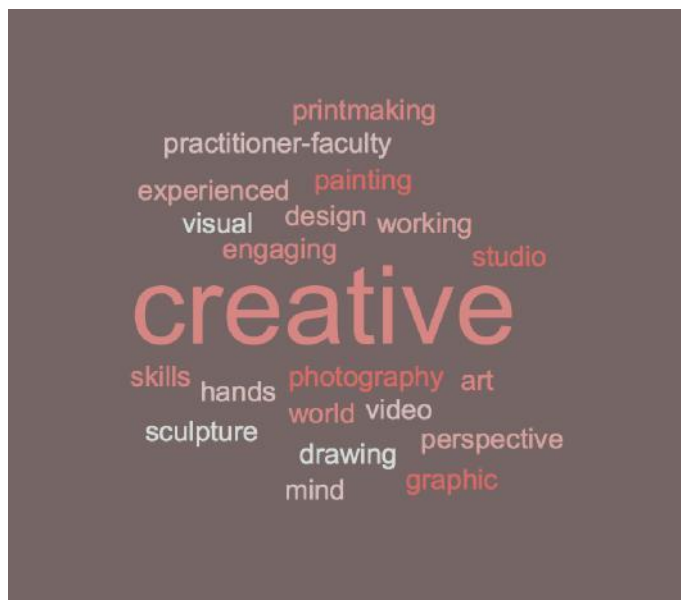
2. **Current Structure**

The Studio Art Program contains 5 co-equal concentrations:

- Painting & Drawing
- Photography
- Graphic Design
- Sculpture
- Printmaking

Although many courses are medium specific and skill development based, there is an emphasis on art making as a tool for intellectual inquiry and critical analysis, so that the study of Studio Art serves as a meaningful focus of a liberal arts education. Reflecting this approach are courses that engage a broad range of interdisciplinary interests (e.g., Contemporary Directions, Drawing & Meditation, Exploring the Natural World, Smartphone Media). We offer 42 undergraduate courses per academic year at the introductory, intermediate and advanced levels. Most introductory courses fulfill the Aesthetic Perspective (AP) of the PLS requirement.

3. **Academic Strengths Assessment**



Coursework in the Studio Art Program is available to every Clark student and no portfolio review is required for electing to major or minor in the program. This encourages students with varied interests to explore synergies between disciplines and pursue cross-media projects. Program faculty are supported in proposing specialty courses and interdisciplinary work as well.

4. **Strategic Aspirations:**

The Higgins School of Humanities connects scholarship in the Visual & Performing Arts, History, English, Philosophy and Language, Literature and Culture. There is potential for stronger connections with other

schools and institutes at Clark, including the Hiatt Center for Urban Education and the Mosakowski Institute for Public Enterprise.

The Studio Art Program could also generate stronger connections to local/regional organizations in the arts for 'effective practice' partnerships, including Worcester Art Museum, ArtsWorcester, Worcester Historical Society, Ecotarium, etc.

5. Synergistic Visionary Directions

- The synergy within the Visual & Performing Arts Department could be further integrated in the coursework and scholarly research of its programs — Studio Art, MCA, Screen Studies, Art History, Music and Theater. The visual language of a studio art practice is profoundly enriched by other aesthetic disciplines.
- Studio Art has a synergy with the Higgins School of Humanities' cohort of departments that share programming and resources. There is potential for even deeper faculty and student engagement across the humanities.
- Studio Art has an untapped synergy with disciplines that explore communication in different ways. For example, graphic design and computer science or public art and education.

1. **Program Faculty: 3 core faculty** — Full Professor Matt Malsky, Associate Professor and Director Hugh Manon, and Assistant Professor Rox Samer – each of whom is in rotation to teach the MCA 101 course, “Introduction to the History, Theory and Analysis of Media.”

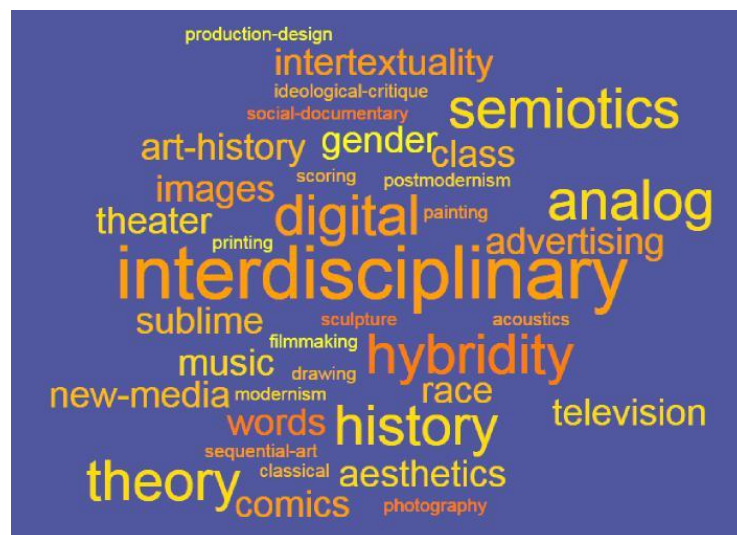
9 steering faculty: Stephen DiRado (ARTS), Ben Korstvedt (MUSC), Stephen Levin (ENG), Meredith Neuman (ENG), Gohar Siddiqui (SCRN), Toby Sisson (ARTS), Soren Sorensen (SCRN), Robert Tobin (LLC), and Kristina Wilson (ARTH). There are also, on average, 2 part-time faculty members hired each year, usually to teach a single MCA course apiece. To date, the administration of MCA has largely overseen by Screen Studies faculty

2. Current Structure

Originally proposed by Profs. Malsky and Manon, and with the support of the V&PA faculty, the MCA Program was founded in 2016 and has quickly grown to a size of **48 majors** as of this spring. This interdisciplinary media arts major combines hands-on media production experiences with the cultural and historical study and critical analysis of media practice. In keeping with Clark's liberal arts approach, students thus ***create media*** as well as ***read, discuss, and write about media***. At the same time, students are required to ***explore courses in the existing five V&PA programs***—Art History, Music, Screen Studies, Studio Art, and Theatre Arts—as well as other related programs outside V&PA, including ENGL, PHIL and LL&C. MCA faculty and students view history/theory as not exclusively “in service to” artistic practice, nor do they view artistic practice as a dilettantish diversion for historians and theorists. Rather, each area rigorously supports and sustains the other.

Courses in the MCA Program are mainly drawn from the curricula of the other five V&PA programs. Required courses included hands-on **“Media Production Workshops,”** history courses in three broad periods, **theory** courses from a range of approaches, and two **“Creative InterMedia Seminars”**—a signature MCA course type in which hybrid approaches to media are explored in a single practice-driven course. **MCA capstones** may be completed in any of the six V&PA areas.

3. Academic Strengths Assessment



It is difficult to generalize about academic strengths in MCA, because faculty and students do work in such a wide range of areas. However, two things are certain: the work accomplished in the program is aggressively interdisciplinary and also combines traditional scholarship with hands-on media practice. It should also be noted that the term “media” is conceived by the program in very broad terms to include both art works and forms of mass communication; pre-electronic analog through digital forms; performance, broadcast, installations, print (from literature to journalism) and all “new” and developing manifestations; design (2D, 3D, graphic), photography, film and video production, theater, music and sound, and visual fine arts. MCA emphasizes the study of media in their historical, economic, social and political contexts, and on personal, local, national, and global scales. Matters of race, class and gender are always part of these discussions, and MCA is a particularly active major, politically.

4. Strategic Aspirations

- MCA is a thriving, growing major. After four years, having grown to a full size of 48 majors, it is clearly time to pursue an MCA dedicated FT hire, which has been part of the plan since the major was proposed.
- MCA is under-funded for a program of its size, so we will pursue other sources of funding.
- MCA has had excellent success drawing prospective students to Clark and we plan to fine-tune out recruitment materials.

5. Synergistic Visionary Directions:

- Investigate other programs at Clark that could cross-list courses with MCA, bringing the relevant faculty on-board as part of MCA steering.
- With Matt Malsky having completed his term as Dean, we plan to initiate MCA’s “2.0” phase, with a number of curricular changes and updates.

1. Program Faculty:

- 3 Full-time, tenured faculty members: John Aylward, Benjamin Korstvedt, Matt Malsky
- 1 Full-time staff position: Cailin Manson, Director Choral Activities and Music Performance
- 1 Visiting Assistant Professor (John Freyermuth)
- 1 Distinguished Artist (Yelena Beriyeva, piano, choral accompanist, chamber music coach)
- 1 Part-time Professor of Practice (Peter Sulski, Director, Sinfonia; violin instructor).
- 2 Part-time Ensemble Directors (Samantha McGill, Concert Band; Jerry Sabatini, Jazz Combos).
- A full roster of adjunct instructors in music performance.

2. Current Structure

The music curriculum is organized around four areas of concentration (History and Criticism, Composition and Theory, Music Technology, and Performance), which correspond to the areas of professional specialization of the full-time members of the program's faculty and staff. Our curriculum is designed to enable all majors to understand and engage with music creatively, critically and historically, technically, technologically, and as a social enterprise.

Our curriculum offers a wide array of classes:

- Introductory courses open to all students in world music, Jazz, music appreciation and more
- Strong foundation courses in music theory, history and criticism, and music technology
- Extension/Workshop courses in which students engage with performance, composition, music technology, and musical scholarship through active learning
- Performance-based courses that serve to connect lessons and ensemble work to the classroom
- Capstone courses and projects in which students produce large, often collaborative, projects

The program also offers private instruction in many instruments and voice, which may be taken for credit by majors and minors. Students are also encouraged to participate in our four music ensembles: Concert Band, Choirs, Jazz Ensemble, and Sinfonia.

Graduating majors complete a portfolio, which complements capstone work and assists in post-college transition. The portfolio gathers and refines work done across a student's course of study centering in the music major.

3. Academic Strength Assessment

- The program's academic strength begins with our full-time faculty. We are committed teachers. In addition, we each operate with distinction at international, national, and regional levels as scholars and creative artists.
- Our faculty teach a wide variety of courses—and do so very effectively. Our course offerings include performance-based courses, seminars, collaborative courses co-taught with other professors from within the VPA and across the university, music lessons, chamber music coaching, music production courses, and strong independent study and capstone experiences.
- The program offers an unusually wide array of courses in the program of liberal studies covering not only AP but also HP, SP, VP, GP and FA.
- Music courses and the music major are populated by a distinctly diverse group of students, including international students, first-generation students, LGBTQ+ students, and students of color.
- The music performance opportunities we offer, which involve students from every program and department on campus, are a fundamental element of the music curriculum

and also make distinctively valuable contributions to campus life.

- Our focus on music technology has historically been a strength and continues to be an innovative part of our curriculum. The Mac Lab in the Traina Center is a hub for music and multimedia projects and excellent for teaching computer-aided music courses. A modest recording studio in Estabrook Hall serves as a teaching facility and provides students with access to critical musical technology equipment
- The strength and success of the program is reflected in the growing number of students majoring in music.

Academic Strengths Cloud:



4. Strategic Aspirations

Facilities

Our most significant aspiration is for better teaching facilities. Most of the music program working and teaching spaces are housed in one of the university's oldest buildings, Estabrook Hall, which has become increasingly inadequate. Our offices, classrooms, and practice spaces do not meet our needs. We find creative ways to work around these limitations, but they are a hindrance to reaching our full potential. We hope to:

- Update a second classroom with A/V capabilities and climate control.
- Improve recording studio spaces with better sound-proofing and climate control
- Improve student practice rooms with sound-proofing and climate control
- Improve our piano and instrument inventory and upgrade facilities to properly maintain this inventory.
- Add additional space for ensemble rehearsals.

Ensemble Development

- Currently we have no student orchestra and would like to develop one, perhaps in conjunction with other schools in the consortium
- Student Activities budgets fund our four ensembles. We hope to improve and streamline this funding process.

Curriculum Development

- We hope to be able to offer more courses in American music and popular music traditions.
- We hope to expand our performance-based opportunities and offer a Music Theater minor.
- The full realization of our curricular goals will entail the addition of a new faculty position.

5. Synergistic Visionary Directions

- To be increasingly recognized nationally and regionally as a strong, creative and nurturing music program in a liberal arts curriculum that cultivates the skills and abilities necessary for students to become active and engaged musicians, scholars, and citizens.
- To develop more interdisciplinary dimensions through the department's MCA Major
- To extend our areas of interdisciplinary curricular innovation. We currently offer a course that is taught in conjunction with the Philosophy department, and we hope to expand our connection to the undergraduate Program in Holocaust and Genocide Studies, as well as build on previous initiatives with English, History, and LLC.

1. **Program Faculty: 4 FT faculty** —Associate Professor and Director Hugh Manon, Assistant Professor Gohar Siddiqui, Assistant Professor Rox Samer, a full-time permanent Lecturer Soren Sorensen, and one affiliate faculty, Professor Matt Malsky. There are, on average, **2 part-time faculty** members hired each year, usually to teach a single course apiece.

2. **Current Structure**

Screen Studies is a vibrant and growing program, currently home to 45 undergraduate majors, our all-time high. Courses in the Screen Studies Program are open to every Clark student, although some upper-division courses carry prerequisites. The entire Screen Studies major and minor were redesigned in 2019-20 to better suit students' goals, as well as current faculty expertise, and the Program offers numerous PLS courses (especially AP, HP, GP and DI). In general, students informally self-identify as concentrating on the "studies side" or the "production side" of the program, however all students are required to complete a variety of courses in each of these broad areas. This approach aligns with the program's liberal arts-based philosophy that *learning filmmaking aids scholarship* and, at the same time, *learning scholarship aids filmmakers*.

Course coverage is divided into six broad areas:

- U.S. Film History
- International Film History
- Film Theory
- Television and New Media
- Filmmaking,
- Screenwriting

Certain faculty members have research or practical expertise in each of these areas. With the exception of Screenwriting, each of these areas entails instruction in narrative, documentary, and experimental forms. We offer 18 undergraduate courses per academic year at the introductory, intermediate and advanced levels, most of which fill to capacity.

All Screen Studies faculty are integrally involved in the interdisciplinary Media, Culture & the Arts Program, discussed in a separate document.

3. **Academic Strengths Assessment**

The strengths of the Program align with our faculty's research and creative expertise: 1) Gender Studies (especially feminist, queer and transgender cinema); 2) Transnational and Hindi Cinema; 3) Film Genre (especially *film noir*, melodrama, romantic comedy); 4) Film and Critical Theory (especially psychoanalysis and semiotics) 4) Documentary Filmmaking (especially Social Documentary); and Film Sound (including film scoring and theories of sound). Faculty share interests in digital media, low budget and independent cinema, works by marginalized filmmakers and groups, and theorizations of gender, race, and class.

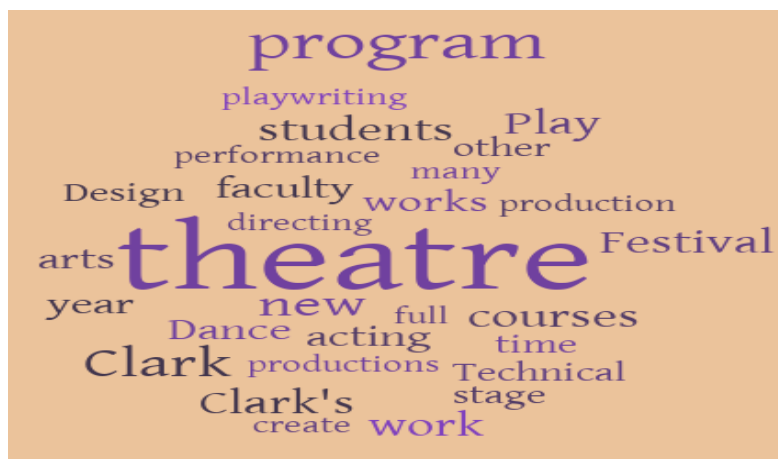
1. **Program Faculty: 2 FT Faculty**--Gino Dilorio, Prof. Acting and Program Director; Ray Munro, Prof. Acting and Directing; **1 FT Staff:** Kevin McGerigle (Technical Director who also teaches courses)

2. **Current Structure**

In most small university theatre programs, course coverage is divided into six broad areas: acting, directing, playwriting, dramatic literature, dance, and technical theatre. Technical theatre is comprised of many subcategories including Set Design, Lighting and Sound Design, Stage Management, and Costume Design. Clark's Theatre program thrives on a hybrid approach to ensure full coverage.

For example, with his course offerings, Theatre Program Director Gino Diiorio primarily covers acting, playwriting, and dramatic literature (sometimes called dramaturgy). Professor Ray Munro teaches acting and directing. We leverage Technical Director Kevin McGerigle in a Part Time Staff position. Yet, he covers Basic Technical Theatre, Set Design, and Stage Management, while also offering courses in Musical Theatre Theory as well as Acting in the Musical. The remaining areas of expertise are covered with a host of adjuncts and devoted part time professors. Theatre is the only program in V&PA that has only two full time faculty--all other V&PA programs have three.

3. **Academic Strengths Assessment**



Despite the limitations presented by having relatively few faculty positions, the theatre program is remarkably successful. In 2015 and 2016, the *Princeton Review* ranked Clark's Theatre Program as **one of the top 20 in the nation**. With relatively limited resources, the program is able to offer broad course offerings and a **wide range of theatrical specialties** to both majors and non-majors. Since 2015, there has been an average of 20 Theatre Majors each year. We currently offer 22 courses per

year, only 8 of which are taught by full-time faculty. We produce **three main stage productions a year** while advising and assisting myriad of other works by Clark student groups. These include productions by Clark Musical Theatre, Clark Players Society, Peapod Squad, Shenanigans, Variant Dance, and Dance Society.

Every other year, Clark Theatre produces the **New Play Festival**, the only college festival of its kind in the country. The festival is hugely successful, and provides the opportunity for over 100 Clark students to be involved, both on and off stage. Attendance for the 2017 festival was well over 1,200.

The Theatre Program is at an interesting inflection point. Long time Professor Ray Munro will go into phased retirement in Spring of 2021, with a plan of fully retiring in the Spring of 2024. Little Center, the home of the theatre program, will go under a refurbishment and rebuild in 2020-21. (Note: due to the COVID 19 project, the refurb of Little Center may be postponed to 2021-22).

4. **Strategic Aspirations**

In many ways, the program is playing “catch up.” Obviously, we would like to modernize our theatre facilities and at the very least, bring them up to code. We would also like to join other V&PA program in featuring a diverse faculty with 3 full time tenure lines. What follows is a more specific “wish list” for the program.

- Promote long time Costume Designer Jess Darrell to a Professor Practice.
- Convert the Technical Director Position to a Tenure-Track Line.
- Upon the retirement of Professor Munro, fill his position with a talented Theatre hybrid who can teach acting as well as playwriting.

5. **Synergistic Visionary Directions**

- Bring the Clark New Play Festival to national prominence by producing works by not only students, but also recognized playwrights.
 - Establish a consistent rotation of works from musicals, to contemporary classics, Shakespeare and the Greeks, along with student written plays.
 - Broaden our artistic synergies with other V&PA programs such as MCA and Music.
-

CENTERS AND INSTITUTES

ADAM INSTITUTE FOR URBAN TEACHING & SCHOOL PRACTICE

1. **FACULTY:** The Institute currently supports **3.8** professor of practice positions (including the Director position) and **(1)** one visiting associate professor of practice. The institute also supports a partner school teacher position (Adam Fellow) with half-time responsibility in the MAT program, as well as a “Teacher Diversity Coordinator.”

Names Raphael Rogers, Carmen Ocón, Tom Del Prete (Director), Holly Dolan (.8 in Adam), and Kevin Moylan (visitor)

Indicate if this unit hires faculty (either FT or PT or both) Full time faculty appointments are in the Education Department

2. **CURRENT STRUCTURE**

The work of the Adam Institute is embedded largely in practice, in close partnership with Main South neighborhood schools and teachers, and includes the Master of Arts in Teaching (MAT) program. Overall, the Institute supports the development of powerful models of teacher learning and student learning, with an emphasis on academic development that prepares underrepresented students for college, particularly in the Main South neighborhood.

3. **ACADEMIC STRENGTHS ASSESSMENT**



4. **STRATEGIC ASPIRATIONS**



- An outstanding MAT program integrated with partner schools in solidarity with the neighborhood community, enrolling greater numbers of both accelerated degree and external-to-Clark candidates, contributing more to teacher diversity, and with continuing “distinction” in state program approval and status as an exemplar in urban teacher education
- Expanded exemplars of equitable and powerful teaching practice supportive of all students in our partner school community, starting in the areas of culturally sustaining pedagogy and racial justice, in turn supporting Education undergraduates and MAT students in understanding and developing practice and research-practice connections.

5. SYNERGISTIC VISIONARY DIRECTIONS

Adam Institute work could evolve to:

- Support a more robust set of practice-based and community-based learning experiences on the learning pathway of undergraduates interested in teaching and the accelerated degree/MAT program
- Synergize the learning for students interested in teaching with focused efforts to support undergraduates in understanding issues of race, equity, and culture, particularly as they shape and influence educational opportunity and experience
- Support the development of exemplars in culturally sustaining pedagogy and of research-practice partnership (e.g., with the Hiatt Center for Urban Education)
- Support a master's program for practicing teachers seeking advanced ("professional") licensure, possible working with the School of Professional Studies
- Support more systematically cross-fertilization of practice and research with likeminded institutions in the national Urban Teacher Education Consortium that we co-support (e.g., week-long faculty exchanges, virtual meetings).

CLARK LABS*

1. FACULTY: 5

NAMES: J. Ronald Eastman (Prof. Emeritus, Geography, Senior Research Scientist and Director)
Lyndon Estes (Assoc. Prof, Geography), James Toledano, Stephano Crema, Tammy Woodard

2. CURRENT STRUCTURE

Clark Labs is a research center focused on the development of geographic information technologies, maintaining state-of-the-art computing and data facilities for software development and research applications. Clark Labs is located in a 3-story house with basement at 921 Main Street with computer equipment to accommodate two dozen research staff, many of whom are graduate students directly engaged with software development.

3. ACADEMIC STRENGTHS ASSESSMENT



Founded in 1987, Clark Labs has been developing Geographic/Earth System Information technology to address the needs of effective decision making for social and environmental security and sustainable development. With \$7 million external grants in the last 5 years (with close relationship with Moore Foundation, Conservation International, Wildlife Conservation

Society), Clark Labs offers a suite of geospatial monitoring and modeling tools (TerrSet), including the IDRISI GIS and Image Processing system, the Land Change Modeler, the Earth Trends Modeler, the Habitat and Biodiversity Modeler, the Ecosystem Services Modeler and the Climate Change Adaptation Modeler, with over 100,000 licenses sold worldwide.

4. STRATEGIC ASPIRATIONS

With Ron Eastman's retirement, the university hired Bridgespan to conduct strategic planning (2019-20) which envisions a significantly expanded the scope. Leveraging its existing reputation, the plan is underway to build a geo-spatial data analytics center involving a broader array of faculty (primarily in geography) to position the center as a research/consulting entity with significant external grants/contracts activities in areas of earth observation and climate/environmental change. Fundraising efforts are starting, coordinated by the Dean of Research and Graduate Studies, University Advancement and Corporate and Foundation Relations.

5. SYNERGISTIC VISIONARY DIRECTIONS:

The new geo-spatial analytics center will ensure Clark's strong reputation in areas of geographic information science and climate/environmental change will continue, solidify MSGIS degree program (**IDCE**) along with potential synergies in various areas of big data analytics emerging elsewhere on campus (**SOM, SPS, Math/CS** among others).

**Clark Labs was unable to submit a document as requested. Information contained in this document was written by Yuko Aoyama, Dean of Research and Graduate Studies.*

THE GEORGE PERKINS MARSH INSTITUTE

1. Faculty and Researchers

The George Perkins Marsh Institute (henceforth, the Marsh Institute) does not have full-time faculty like a traditional academic department. Our faculty and scientists have various types of affiliations with us. For example, many of our active faculty have tenure-line appointments with other academic departments and conduct their research through the Institute. Current faculty and scientists are summarized as follows:

- **Full-time, Permanent Faculty and Scientists – 2** (Robert J. Johnston, Director & Professor; Dana M. Bauer, Assistant Director & Research Scientist). Johnston and Bauer hold concurrent appointments and teach courses with the Economics Department.
- **Other Currently Grant-Active Faculty with the Institute, who hold concurrent tenure-line appointments in other Clark departments - 13** (Geography: Anthony Bebbington, Lyndon Estes, Karen Frey, Deborah Martin, Robert “Gil” Pontius, John Rogan, Rinku Roy Chowdhury, Chris Williams; IDCE: Ed Carr, Tim Downs, Anita Fabos, Elisabeth Gilmore, Laurie Ross.)
- **Current Grant-Funded, Non-Faculty Research Scientists and Postdocs (with supporting faculty in parentheses) – 7** (Nick Cuba (Center for Extractives at Clark), Boka Luo (PI – Lyndon Estes), Natalia Hasler (PI – Chris Williams), Jozefina Lantz (PI – Ed Carr), Tom Ndebele (PI – Rob Johnston), Margaret Post (PI), Jennifer Safford-Farquharson (PI – Laurie Ross)).
- **Other Marsh-Affiliated Faculty and Scientists - 27** (Jon Anderson, Halina Brown (Emeritus Professor, IDCE), Cindy Caron, Mark Davidson, Jackie Geoghegan, Robert Goble, Viola Haarmann, Dale Hattis, Denise Humphreys Bebbington, Douglas Johnson (Emeritus Professor, Geography), Roger Kasperson (Emeritus Professor, Geography), Kuan-Hui (Elaine) Lin, Jessa Loomis, William Lynn, James McCarthy, James Murphy, Jeffrey Osleeb, Prajwal Panday, Sam Ratick (Emeritus Professor, Geography/IDCE), Shadrock Roberts, Florencia Sangermano, Laura Sauls, Chi Ho Sham, Gordon Thompson, Philip Jan Vergragt, Deborah Woodcock, Junfu Zhang).

The Institute does not traditionally submit requests for new tenure-track faculty hires.

2. Current Structure and Function

The Marsh Institute coordinates resources from Clark and elsewhere to study **human transformation of the environment and responses to this change**. We promote high-profile research that addresses critical issues facing today’s world, currently oriented around three core themes: **(1) Human-Environment Systems & Sustainability Science**, **(2) Earth System Science**, and **(3) Institutions, Welfare & Human Development**. Cross-cutting topics include **(a) Climate Change**, **(b) Local & Global Food Security**, and **(c) Sustainable & Healthy Communities**. The Institute is one of the most widely recognized centers of excellence within the University, and regularly generates ~50% of all external research funding received by Clark. We maintain ~\$10 million in active grants, with ~\$2 million in new grants each year. Marsh plays a leading role in initiatives that enhance reputation, such as the establishment of Clark as a formal observer organization with the UN Framework Convention on Climate Change, and is a pillar in Clark’s aspirations as a university of consequence. Our faculty are top experts in their fields. We catalyze, initiate, coordinate and support research, and provide pre- and post-award assistance for external research grants. We work with offices such as the Office of Sponsored Programs and Research to develop processes, procedures and training necessary for faculty to obtain external funding. We work with faculty to provide services, support and leadership necessary for visionary and important work. We provide communication and outreach that impacts the outside world and **enhances Clark’s reputation**. We further promote the partnerships necessary to ensure that our work is relevant and anticipates real-world needs. The Institute provides hands-on research opportunities for students, many of whom participate our research projects each year. Other student programs include the Human-Environment Regional Observatory (HERO) research program and the Geller Student Research Grants. Building on programs such as these, the Institute plays a key role in Liberal Education and Effective Practice (LEEP) at Clark.

3. Academic Strengths Assessment

The Institute’s growth and success is due to multiple factors, including: (1) a dynamic and entrepreneurial focus on contemporary problems, (2) strategic initiatives that enhance funding and recognition, (3) outreach

and integration with external networks and organizations and (4) the expertise of our faculty and scientists. Our academic strengths orient around those needed to understand current human-environment interactions.



4. Strategic Aspirations

Considered on a per-faculty basis, the success of the Marsh Institute rivals that at the best environmental research institutes worldwide. At the same time, most of our grant funding is supported by a few exceptional researchers, and our internal institutional funding (budget) does not rival that of successful research institutes elsewhere. This requires strategic efforts to **expand our research and funding base**. The Institute is hence engaged in multiple initiatives to develop (1) major research & funding prospects in new areas, (2) national & international collaborations with new partners across the globe, and (3) increased capacity to conduct pioneering research, supported by a substantially increased external funding base and cadre of grant-supported researchers. We are further seeking to (4) work with University Advancement to capitalize on the many alumni and others who are motivated to support environmental research at Clark. These individuals are *not* typically interested in supporting the general "Clark Fund," but are motivated by strong interests in environmental and human sustainability. With coordinated efforts this group could be leveraged as a source of major, currently untapped support for the Institute. The vision guiding these activities is one in which Clark achieves a research enterprise capable of the sustained funding, reputation and impact realized by our larger peer institutions.

5. Synergistic Visionary Directions

Our activities are conducted in synergy with other units. We succeed by enhancing the productivity of our partners. We are developing new initiatives across multiple areas, in partnership with units such as the Graduate School of Geography, Department of Economics, and IDCE. These are at various degrees of development and build on established programs. While these targets are visionary, they are also realistic. Examples include:

- **Pioneering research at the nexus of climate, land use, earth systems, agriculture and human development.** This will enable Marsh to capitalize on the synergistic interest and talents of faculty from IDCE, GSG, Economics, Clark Labs, and The Humanitarian Response and Development Lab. The goal is a new, major effort around these topics capable of supporting impact and external funding.
- **Research at the forefront of ecosystem services valuation**, in coordination with GSG, Economics and multiple groups from beyond campus. This work capitalizes on Marsh's recognized expertise and partnerships, and is closely tied to needs at government agencies such as US EPA, USDA and NOAA.
- **Pioneering research on environmental dimensions of risks, hazards and community health.** The recent Covid-19 pandemic (originating in a zoonotic pathogen) highlights the importance of human health dimensions of environmental interactions. Other examples include climate-induced forest fires, floods and storms, and health dimensions of conditions in underserved urban environments.
- **Developing next-generation approaches to extractive-industry governance**, in coordination with The Clark Center for the Study of Natural Resource Extraction and Society. This will build on established expertise at Clark, and support pioneering work on extractive industries, infrastructure, energy, and agroindustry; and deepen our engagement with decision-makers worldwide.

THE HIATT CENTER FOR URBAN EDUCATION

1. **FACULTY: (2)** 1 FT Director (Katerine Bielaczyc, Associate Professor, tenured) and 1 FT Research Scientist (Nastasia Lawton-Sticklor). These two positions are paid for by the Hiatt Center Endowment itself, but the Hiatt Center also supports the research work of other Full-Time Clark Faculty and Staff.

Membership in the Hiatt Center for Urban Education: The Hiatt Center engages a distributed network of researchers in forming a research-practice collective comprised of youth, school- and community-based educators, and university academics and students across Worcester and the region.

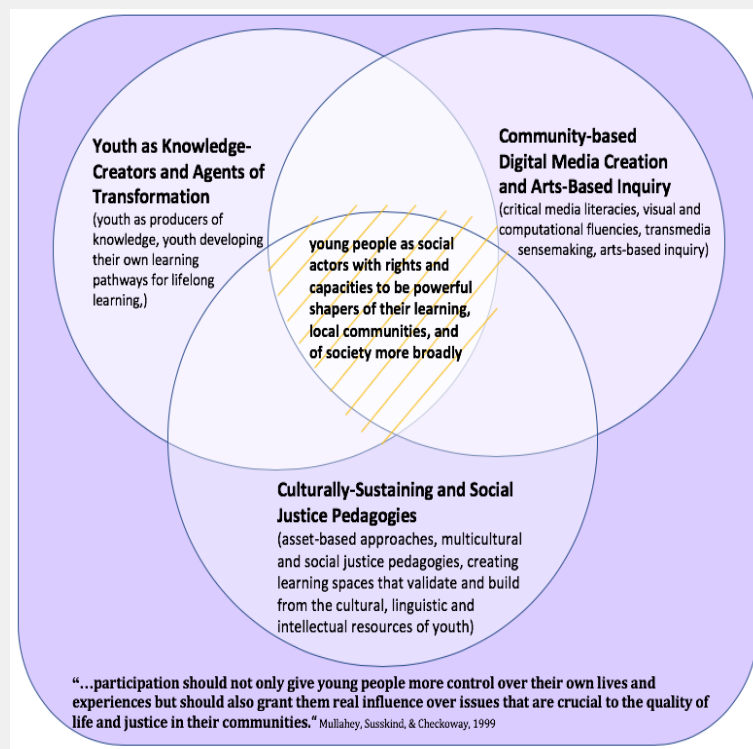
Is this unit able to hire faculty? No

2. CURRENT STRUCTURE

The Hiatt Center is organized as a participatory research-practice collective so that we can recruit the strengths and ingenuity of our local community in order to advance understanding of urban education, create powerful spaces of learning within and beyond schools, and foster relationships that promote social and political change. Through cultivating a multi-generational *Community of Inquiry*, we seek to create a rich research ecology comprised of youth-led, educator-led, and university-led research projects that not only advance research and social justice education, but impact lives and opportunities in the communities we work with.

We are the home of the *Journal of Youth Scholarship (JOYS)*, a peer-reviewed, scholarly journal run by an inter-generational team. The Hiatt Center offers *Hiatt Community of Inquiry* workshops and research sharings; and hosts an annual *Hiatt Youth Summit on Race and Education*. We are also planning to launch *Hiatt Youth Inquiry Radio*, a youth-run program sharing youth-based research on community radio. Hiatt also contributes to the education of students across Clark's disciplinary majors through research courses, employment, and internships that engage students in community-based work of consequence.

3. ACADEMIC STRENGTHS ASSESSMENT



ACADEMIC STRENGTHS ASSESSMENT (continued)

Central to our work is cultivating educational spaces that support youth from all backgrounds in inquiring into and creating new realities as they become active members of a more just society. We are committed to “research with,” rather than “research on,” grounded in collaborative, humanizing methodologies and an underlying belief that such research can create spaces of care, transformation, and knowledge-in-action. The work of the Center encompasses the worlds of schools, local neighborhoods and networks, and expanding virtual and digital spaces.

4. STRATEGIC ASPIRATIONS

At the core of Hiatt’s model is our commitment to moving from “research projects” to “research as a way of engaging the world” — developing *inquiry as a stance* of youth and school- and community-based educators, and providing supportive means of working together to advance our collective understanding and our actions. We are developing models of **participatory research with youth and community members**, particularly engaging and supporting those most impacted by social and educational inequities. This includes exploring new forms of scholarship that validate multiple identities and sources, challenging traditional means of engaging in the processes of knowledge creation and interacting with the outcomes of research. In keeping with this commitment, we aspire to build on and expand the infrastructures and communities we have built over the past several years.

We are cultivating a **Youth Research Network**, with particular emphasis in the areas of (a) youth as knowledge creators and agents of transformation, (b) community-based digital media creation and arts-based inquiry, and (c) youth supporting the development of culturally-sustaining and social justice pedagogies. This includes exploring the creation of a youth research conference.

We are engaging local and regional organizations and plan to grow our strengths and reputation through developing **regional and national networks** --- broadening opportunities for diverse perspectives, critical friends, collaborations.

We are **expanding Hiatt’s research–practice collective beyond Education Dept. faculty** to involve university faculty and staff in Clark and its partner universities. This includes supporting participants in developing research pathways moving through explorative engagement with youth- and community-engaged research to small grants to the development of consequential collaborative research grants. For Clark students pursuing inquiry in line with Hiatt’s vision/mission, we want to support research pathways throughout their Clark experience and beyond.

5. SYNERGISTIC VISIONARY DIRECTIONS

The Hiatt Center’s focus on creating spaces of multi-modal knowledge production positions us to build on connections with centers, departments, and other campus entities that span multiple disciplines and missions.

- Given our focus on youth as knowledge creators along with our infrastructure supporting youth researchers, we seek to build synergies with other campus entities supporting undergraduate and community-based research (e.g., **SURJ, Steinbrecher Fellowship Program, IDCE**).
- Given our emphasis on digital media creation and arts-based inquiry, we seek to build synergies with **Higgins, V&PA** and the **MCA major** and to continue to strengthen our collaborations with our **Computer Science** colleagues.
- Given our focus on culturally-sustaining and social-justice pedagogies along with our infrastructure supporting teacher researchers, we seek to build synergies with our colleagues in **CETL, Strassler**, and the **Adam Institute**.
- The centrality of social justice work with nondominant youth leads us to seek to deepen synergies with our **CGRAS** colleagues, along with other **campus entities focused on diversity and inclusion**.
- We are also excited by the recent hire of a new head librarian, and seek to create synergies with the **Clark Library** staff in thinking about the roles of libraries in creating innovative spaces for community-based knowledge creation.

ALICE COONLEY HIGGINS SCHOOL FOR HUMANITIES

1. **FACULTY: (1)** Matt Malsky, V&PA-Music (Incoming Director as of FA20; outgoing Meredith Neuman, English) 1 course release/semester, 3-year term appointment

Faculty Steering Committee, comprised of the chairs of the five arts & humanities departments (Lisa Kasmer, English; Language, Alice Valentine, Language Literature & Culture; Amy Richter, History; Scott Hendricks, Philosophy; and Ben Korstvedt, Visual & Performing Arts – outgoing: Beth Gale, LLC; Nina Kushner, History), provides oversight

Administrative Staff: Associate Director, Jennifer McGugan: PT 10-month appointment; Events & Budget Coordinator, Kelly Hanlon: PT 10-month appointment

2. **CURRENT STRUCTURE:**

Founded in 1986, the Higgins School of Humanities enhances the intellectual and cultural life of Clark University through its *advocacy for the arts and humanities*. We foster *connections between the humanities disciplines*—English, History, Language Literature & Culture, Philosophy, and Visual and Performing Arts; sponsor *public programming and campus initiatives*; encourage *curricular innovation*; and support *teaching and research/creative practice*.

Our ongoing *mission* affirms the centrality of the arts and humanities to our lives and promotes the intrinsic values of a liberal arts education. In cultivating the ability to experience great artistic expressions, to frame analyses and arguments on the most important questions, to speak and listen with open intensity, and to examine our own deepest assumptions, the arts and humanities bring value and purpose to lived experience. Learning through the humanities and arts grounds our capacity to engage with societal complexities by developing cultural, literary, linguistic, artistic and philosophical consciousness, and understanding history to document and explain changes in human societies through time.

Current Organization: The activities of the Higgins School are organized around three categories: public programming, classroom engagement and faculty resources.

- Public programming: The Higgins School provides the campus and the wider Worcester community with a welcoming space in which to explore important and complex ideas with award-winning experts and emergent scholars, all transforming their fields. Our programming highlights a broad range of academic disciplines, creative practices, and lived expertise. Each year, the Higgins School presents public programming focused on a specific topic for sustained consideration. These symposia began in spring 2007 and include public lectures, screenings, performances, and conversations with connections to classroom work. Recent symposia have explored narrative, failure, humor, evidence, bodies, and the public good. Our themes highlight humanistic practices and concepts that cross disciplinary boundaries and shape our everyday lives, underscoring the significance of the humanities. Other public programming includes an *African-American Intellectual Culture Series*; the *Roots Of Everything Series*; the *Modern Poetry Series*; and the *Higgins Faculty Series* that showcases humanities-oriented research taking place at Clark through public lectures presented by our faculty.
- Classroom Engagement: Higgins School classes value exploration and introspection into the connections between the personal and the academic, the intellectual and the creative. Our innovative curriculum encourages students to venture beyond conventional coursework and to discover their own unique relationship with the arts and humanities. Designed to supplement a standard course load, our courses prepare students for the rigors of college and a lifetime of independent learning.

- We have the capacity to offer courses in three categories taught by FT and adjunct faculty.
 - In a **Symposium Seminar** (one course per semester, 0.5 units), students explore the Higgins School's Symposium theme through active participation in Symposium events, as well as supplementary readings and screenings, in-class discussions, and short written assignments.
 - **Mini-courses** (typically three courses per year, 0.5 units), are designed to help students strengthen and enhance their college experience and to forge connections across and beyond conventional coursework.
 - **Team-taught interdisciplinary course** (one course per year, one unit, replacement funds to departments for 2-FT faculty) integrate our ongoing symposia topics in a classroom setting lead by two full-time Clark faculty.
- Faculty Resources: The Higgins School has a long history of fostering research and creative achievement that provides opportunities for faculty career advancement while enhancing the national profile of Clark arts and humanities. Through our grants program, Clark faculty members receive funding for individual projects, collaborative ventures, and classroom-focused initiatives. Our Faculty Fellowships and other extensions of public programming allow for in-depth collegial engagement with scholars and artists from within and beyond our campus community.
 - [Major grants \(individual & linking\); Mini grants; Faculty Fellowships](#)
 - Faculty Collaboratives

3. ACADEMIC STRENGTHS ASSESSMENT



4. STRATEGIC ASPIRATIONS:

Increase our Public Humanities Profile

The Higgins School of Humanities is an extraordinary node on campus that supports research and creative work in the arts and humanities by faculty and students, fosters important collaborations and conversations, and presents stimulating programming that supports the curriculum. One area of still-untapped potential is to make stronger our connections to communities beyond the edges of campus. That is, to promote Clark arts and humanities in the public discourse.

New initiatives will bring exciting creative and scholarly work from campus into conversation with broader public audiences and organizations, and address how our humanities research/creative practice, teaching and learning intersect with contemporary social and political concerns.

The **Public Humanities Hub** is a pilot project to foster and support collaborative research and to develop, highlight and promote public engagement with Clark faculty's research and teaching.

Interlocking activities that comprise the public humanities hub:

- Build out Higgins website to highlight arts and humanities creative practice and scholarship and Clark's participation in arts/humanities-oriented local, national, and international efforts (Neuman teaching through AAS, DiRado work on Alzheimer's, Clemente program, etc.)
- Seek and foster connections to arts/humanities-oriented local, national, and international cultural, arts, and educational institutions — both public and private organizations (Worcester Cultural Commission, MCC, American Antiquarian Society, Mechanics Hall, CHCI, other humanities centers, etc.);
- Strengthen collaborative connections with campus entities (DOF Public Intellectuals program, a New Earth Conversation, CGRAS, etc.)
- Create a regularly-produced arts & humanities newsletter (spotlight on individual faculty & their work; report on symposium events; highlight national/international arts/humanities efforts)
- Pursue greater civic engagement, partnerships and off-campus audience participation in Higgins public programming and events (work with off-campus partners to include local participation in on-campus programming)
- Robustly support curricular experimentation/LEEP to help the Clark community make the arts/humanities meaningful and accessible, and bring the exciting humanistic endeavors on campus into conversation with a broader public audience (explicitly support of Problems of Practice courses & "communities of effective practice" through linking grants and mini-grants)
- Rethink faculty fellows program – also, is there a student fellowship/summer internship support model/student and/or PLA/Higgins production assistant
- Consider a (modest) Clark digital publication/working papers in the Arts & Humanities program (perhaps modeled on <https://humanitiesfutures.org/papers/>).
- Expand on faculty research collaboratives (sexuality studies, critical approaches to the role of data and technology in research and daily life, 19/20th Century studies)

5. SYNERGISTIC VISIONARY DIRECTIONS

Not included in the submission.

MOSAKOWSKI INSTITUTE FOR PUBLIC ENTERPRISE

1. **FACULTY:** (1) FT Director and Professor of Practice of Psychology, Nadia L. Ward, Ph.D.
STAFF: (1) FT Administrative Assistant/Department Administrator, Shelley Grover, M.B.A
The Institute was authorized to hire two (2) additional associate director/faculty positions in 20/21

2. CURRENT STRUCTURE

Our objective is to leverage e-learning and immersive technologies to develop, market and aggressively scale a suite of behavioral health products and services to assist mental health practitioners and educators in their work with adolescents and young adults. The work is organized around three divisions: 1) The Division of Business Development & Innovation, 2) The Division of Behavioral Health Initiatives, and 3) The Division of Translational Research. Each division works synergistically to support the development, scaling and evaluating of all programs, products, and services, housed within the Institute. The full-time director Nadia Ward holds a faculty appointment in Psychology and will soon hire two additional directors to oversee Behavioral Health Initiatives and Translational Research, respectively.

3. ACADEMIC STRENGTHS ASSESSMENT



4. STRATEGIC ASPIRATIONS

In the next 5-10 years:

- Full scale release of behavioral health resources for youth in national and international markets;
- Full scale release of online behavioral health programs and training resources for professionals;
- Full scale release of multi-site expansion of brick and mortar Rely On Centers nationally;
- Forge long-term partnerships in K-12, higher education, business, and managed care industries
- Increase Clark's prestige as the leading provider of immersive technology and behavioral health services for youth

5. SYNERGISTIC VISIONARY DIRECTIONS

The Mosakowski Institute has synergies with the following academic units:

- School of Psychology
- School of Education
- Department of Mathematics & Computer Science

STRASSLER CENTER FOR HOLOCAUST & GENOCIDE STUDIES

1. FACULTY: 4 FT Faculty

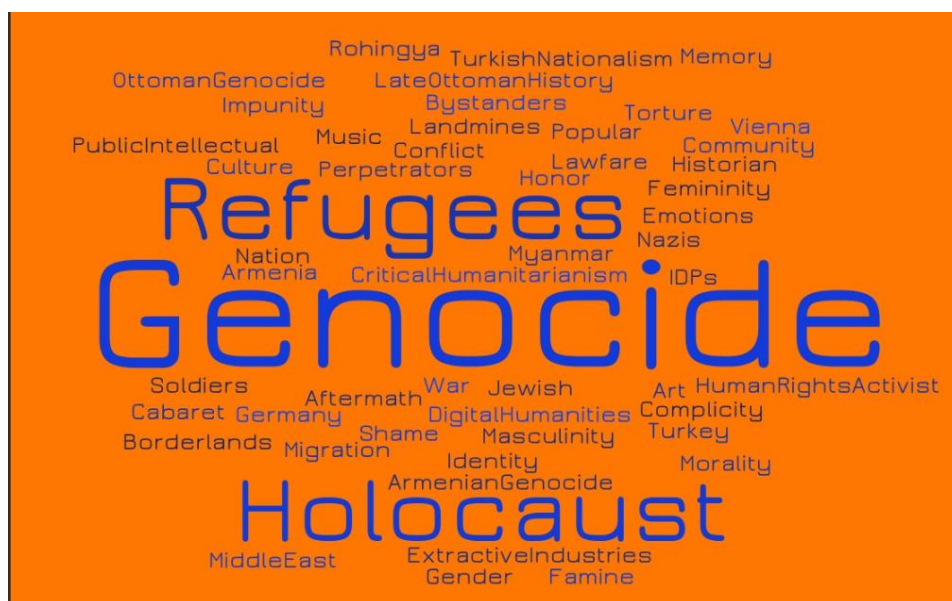
Faculty Names: Thomas Kühne, Director and Strassler Colin Flug Chair of Holocaust History; Taner Akçam, Kaloosdian and Mugar Chair in Armenian Genocide Studies; Frances Tanzer, Rose Professor of Holocaust Studies and Jewish History and Culture; Ken MacLean, Assoc. Prof. IDCE (Southeast Asia). In addition, faculty members from **eight** different departments teach courses that are cross-listed as HGS courses.

Staff: Mary Jane Rein, Executive Director; Kim Vance, Budget Coordinator; Robyn Conroy, Program Manager and Rose Librarian; Alissa Duke, Administrative Assistant

2. CURRENT STRUCTURE

- Undergraduate concentration in Holocaust & Genocide Studies
 - Shelly Tenenbaum (Prof., Sociology) serves as Coordinator of Undergraduate Activities
- Doctoral Program in Holocaust & Genocide Studies (housed in History Department)
 - Since its inception in 1998, the doctoral program has offered a specialized PhD track through the History Department that has graduated twenty students who have worked on topics related to and beyond the expertise of the core faculty and who secured jobs in and outside of classic academic fields. Understanding the complex causes and manifestations of mass violence demands expertise in numerous fields. To that end, faculty members from eight academic departments contribute coursework encompassing a range of disciplinary approaches. They include Education, Language, Literature & Culture, Geography, History, IDCE, Political Science, Psychology, Sociology

3. ACADEMIC STRENGTHS ASSESSMENT



4. STRATEGIC ASPIRATIONS

- **Expand Faculty Expertise:** In order to become a truly comprehensive program and to most effectively contribute to Clark's agenda of training students who tackle the challenges of a complex and rapidly changing world, we seek to expand our faculty expertise in two directions, first on the various parts of the globe afflicted by mass violence, and second on linking the study of past human rights violations to pedagogical and political efforts to prevent current and future violations.

- ***An expert on the global south*** would ideally teach and research the history of genocide in the context of colonialisms and of genocide prevention. The holder of this position might have regional expertise on Africa as current and potential students have a deep interest in the 1994 Genocide in Rwanda and other areas. In addition to history, such a faculty member might have training in history, sociology, anthropology, human rights, international law, political science, or other disciplines that demand in-depth local experience and knowledge. We expect to hire a junior scholar for a three-year appointment in fall 2021. With time, we hope that this temporary appointment will lead to a permanent tenure-track position.
- ***An expert on Indigenous Peoples in the Americas*** to better address genocidal violence perpetrated against ***Indigenous Peoples*** in the Americas and mass crimes committed against ***slaves and African Americans***. In order to integrate these histories of mass violence into our program, we will need to forge new partnerships across disciplines. Placing memories of the Holocaust into a comparative framework with memories of slavery and violence against American Indians, crimes at the heart of America's founding, was the subject of a Strassler Center conference organized in spring 2019, *E Pluribus Unum? Memory Conflicts, Democracy, and Integration*. Participants examined whether it is possible for the United States to deal constructively with its racist and even genocidal past. The intensification of harmful rhetoric and violence based on white supremacy in the US and elsewhere around the globe demonstrates the importance of scholarship and teaching that addresses the legacies of mass violence and racism.

5. SYNERGISTIC VISIONARY DIRECTIONS

- Teaching and research about ***human rights*** would conceptually link the various regional foci of our program and would also forge dynamic ***connections between academia, pedagogy, and activism***. The history of human rights is closely linked to the genocides of the 20th century. Expanding human rights studies and education, possibly in collaboration with **IDCE, Education, Political Science**, or others would strengthen knowledge about individual genocides and provide a theoretical framework that deepens appreciation for similarities and differences. Such an approach would build upon the international reputation that the Strassler Center has developed in order to build our profile in the field of human rights. Such growth would help us to attract new students and might offer the potential to establish a revenue generating MA track. A focus on human rights and genocide prevention would provide students with the analytical and practical skills necessary for a wide range of human rights-related careers.
- A central rationale of Holocaust education has been to spread tolerance, diversity, and inclusion in the spirit of "Never Again." Despite these efforts, there has been a surge in discriminatory attitudes with violent consequences against Jews and other minorities around the globe. A new ***David P. Angel Chair dedicated to Holocaust pedagogy and the study of antisemitism*** will advance our long-standing interest in fostering serious research about what constitutes effective education about the Holocaust and other genocides. We plan to collaborate with the ***Hiatt Center for Urban Education*** to promote greater appreciation for the relationship between education and understanding about antisemitism, racism, human rights, genocidal violence, and prevention of atrocity. Since the Strassler Center was founded, our doctoral program has been at the forefront in establishing pioneering professorships. The David P. Angel Chair is in that tradition of innovation.
- The introduction of a ***new doctoral track*** culminating in an interdisciplinary ***Genocide Studies PhD*** would yield reputational, academic, and recruitment benefits. The Strassler Center would grant this degree in addition to the existing PhD in History. This interdisciplinary degree would attract students interested in much more than the history of the Holocaust or the Armenian genocide, important strengths of the

Center that appeal to a limited number of strong and promising students. The new degree would draw students working on genocide and mass atrocities with undergraduate and MA degrees in the humanities and social sciences other than history. These students will be interested in international law, human rights, human security, refugees, memory studies, and other key fields and subjects with much contemporary relevance. Such a degree would better integrate the valuable contributions from Clark faculty who teach in a wide variety of departments.

THE CENTER FOR EXCELLENCE IN TEACHING & LEARNING

1. **Staffing:** 1 Part time director/administrator (faculty member with 2-course release per academic year and associate dean title), Steering Committee with four faculty members, one undergraduate student, and one graduate student.
Names: Laurie Ross, Assoc. Dean of the Faculty and Director of CETL and Prof, IDCE; Steering Members: Wiebke Deimling (Philosophy), Holly Dolan (Education), Rox Samer (VPA), Sharon Huo (Chemistry)
2. **Current Structure:** CETL's mission is to support, strengthen and recognize excellent and innovative teaching and learning.
 - Stand-alone, instructor-focused workshop series:
 - ***Pedagogical Deep Dives*** foster peer-to-peer learning on particular teaching and learning practices, such as flipped classrooms and engaging large lecture courses.
 - ***"Can we talk about..."*** creates safe spaces for faculty to discuss difficult and important topics related to teaching and learning, such as grading and the quality of classroom spaces.
 - Resources to instructors
 - Monthly teaching & learning bulletin
 - CETL Moodle Site
 - One-on-one consultations and classroom observations
 - Support for university administration initiatives
 - Peer Learning Assistant (PLA) Practices Study and Training
 - University Wide Teaching Evaluation review
 - Arthur Vining Davis Foundation-funded "Curriculum to Career Initiative"
3. **Strengths Assessment:** As part of Strategic Visioning and Planning, CETL conducted a self-assessment of strengths and areas for growth guided by, "A Center for Teaching and Learning Matrix" produced by the American Council on Education and the POD Network. Given that this has been a year to reestablish CETL's presence on campus, most areas were assessed as Beginning/Developing. The areas that were determined to be Proficient/Functioning were: Mission, vision & goals; Institutional placement; Staffing; Online resources; Communication & Reputation; Scope; Target audience; and Approach. CETL's word cloud highlights that our strengths are a steadfast focus on Teaching, Learning, Faculty and Students. The smaller words and phrases indicate areas for potential and growth.



4. Strategic Aspirations

CETL commits to nurturing a ***culture of excellence*** in teaching and learning at Clark University that promotes ***diversity and inclusion*** through pedagogy and that supports instructors to adopt ***research-based*** and ***evidence-informed practices***. CETL aspires to be ***the*** Hub that supports teaching and learning for the university through CETL-sponsored initiatives; by developing strategic collaborations with the ***Hiatt Center, CGRAS, Psychology, and Academic Technology Services***; and by supporting teaching and learning activities developed by other units on campus, such as ***Student Accessibility Services, Center for Counseling and Personal Growth, and the Office of Diversity & Inclusion***. CETL seeks to focus university leadership attention to areas needed to improve conditions for teaching and learning (e.g. development of learning spaces that are conducive to active learning; creation of authentic teaching and learning assessment). In order to nurture a culture of excellence, CETL will focus on the needs of Peer Learning Assistants (PLAs), graduate students, new faculty, part-time instructors, recently promoted faculty, and any instructor who is interested and invested in becoming better at their craft. CETL strives for its work to contribute to university goals of ***student and faculty retention***.

5. Synergistic Visionary Directions

Four synergistic directions emerged out of the CETL Strategic Visioning Process.

- Development of faculty inquiry groups that would work together over the course of a year to increase their understanding about the process of learning and to explore their practices with the purpose of growth, development, and ultimately dissemination to the larger Clark community. Developing these communities would be collaborative effort with units such as ***Hiatt, Psychology, and CGRAS***. CETL is beginning to work with University Advancement on identifying collaborative grants to create these inquiry groups.
- Faculty Teaching Fellows appointed across the disciplines would expand the capacity of CETL to nurture a culture of excellence in teaching and learning. Faculty Teaching Fellows would require compensation in the form of a course release and a small budget for instructional support that would be coordinated through CETL.
- Building out the University's teaching and learning mentor matrix by seeking candidates for the Teaching Competency Cluster.
- Highlight the best of Clark's teaching and learning through a variety of modalities. CETL will promote and preserve the stories of excellence in teaching and learning and make more resources and information available to faculty that concern best practices regarding accessibility, diversity, and inclusion.

THE CENTER FOR GENDER, RACE & AREA STUDIES

1. **Affiliated Faculty:** 76 contributing to 7 constituent programs

Director: Jie Park (Education) **Constituent Program Directors:** Abbie Goldberg (Psychology), **Women's & Gender Studies;** Alice Valentine (LLC), **Asian Studies;** Paul Posner (Political Science), **Latin America and Latinx Studies;** Ora Szekely (Political Science), Johanna Volhardt (Psychology), & Jude Fernando (IDCE), **Peace and Conflict Studies;** Shelly Tenenbaum (Sociology), **Holocaust and Genocide Studies;** Ousmane Power-Greene (History), **Africana Studies;** Eric DeMeuleneare (Education), **Comparative Race and Ethnic Studies.**

All affiliated faculty and program directors are hired, evaluated, and promoted in their home departments

2. **CURRENT CGRAS STRUCTURE**

Center Director: Jie Park (Education); Administrative Associate: Lori Buckley

CGRAS is an academic, intellectual, and administrative hub, consisting of **(7) seven interdisciplinary programs:** 1) Women's and Gender Studies, 2) Holocaust and Genocide Studies (UG), 3) Asian Studies, 4) Latin America and Latinx Studies, 5) Africana Studies, 6) Comparative Race and Ethnic Studies, and 7) Peace Studies. Our core mission is the study of diverse, disadvantaged, or marginalized societies and populations through interdisciplinary approaches, with an emphasis on promoting social justice. CGRAS steering, which consists of the seven program directors, provides governance for the Center, and advises the Director

3. **ACADEMIC STRENGTHS ASSESSMENT**

- Through **course offerings** and **programming** (e.g., speaker series, student and faculty fieldtrips, brownbag luncheons, faculty writing groups), CGRAS and its constituent programs highlight gender, race, ethnicity, identity, and diversity and inclusion as areas of inquiry with intellectual and political significance. We also support the **academic diversification** of Clark.
- CGRAS facilitates and fosters intellectual synergies, and collaboration between faculty colleagues. Affiliated faculty represent a breadth of disciplinary studies, approaches, and backgrounds. We have close ties to Psychology, Sociology, History, Political Science, IDCE, English, Education, and LLC (Language, Literature, & Culture).
- CGRAS represents Clark's stated commitments to **interdisciplinarity** and **intersectionality**, critical and innovative pedagogy, and **engaged scholarship** – three of Clark's signature strengths.
- We support the **recruitment and retention of diverse faculty and students.**



4. STRATEGIC ASPIRATIONS

- **Establish a research infrastructure and profile:** CGRAS has the potential to serve as a hub for interdisciplinary, collaborative research on important issues and themes, including ***immigration, housing displacement, educational disparities, health disparities, mass incarceration, resistance and activism, queer imaginaries*** – all of which require an interdisciplinary approach that focuses on ***power and difference***. CGRAS is also positioned to support ***research on critical pedagogy***, in partnership with Center for Excellence in Teaching and Learning (CETL). Specific activities that would support this strategic aspiration are:
 - Work with OSPR to build a research and grant-making infrastructure.
 - Organize an annual or biennial conference responding to a particular theme.
 - Support publication of faculty and student research, following examples like UC Berkeley's Urban Global Humanities.
 - Support undergraduate and graduate-student research through CGRAS scholarships or small grants.
- **Enhance, and amplify academic diversification at Clark:** CGRAS aspires to promote diversity, inclusion, and equity on campus through supporting existing curricular initiatives (e.g., "Diversity and Inclusion" courses), and creating new learning opportunities for students and faculty. Some ideas we would like to accomplish by 2030:
 - Create two new academic programs: a **minor in LGBTQ+, Queer, or Sexuality Studies**; a **major/minor in Critical Ethnic Studies**, with specialized tracks in different area studies (e.g. Africana, Asian, Latin America, Comparative Race and Ethnic Studies).
 - Create a **Diversity, Inclusion, and Equity Fellows program for undergraduates**. Currently, undergraduates are required to take one "Diversity and Inclusion" course as part of their PLS requirements. The undergraduate Fellows program would allow students to take a range of "Diversity and Inclusion" courses, participate in cohort-based seminars, and attend co-curricular activities on campus. Upon completion, students would earn a Diversity and Inclusion transcript at graduation
 - Create a **Critical Pedagogy Teaching Certificate for doctoral students** at Clark. There are similar models across the country; for example, Vanderbilt's Center for Teaching offers a seminar for graduate students with an emphasis on teaching first-generation and multi-marginalized students through a Humanities lens.
- **Build a national reputation for innovative pedagogy in higher education:** CGRAS aspires to support faculty who are interested in implementing and researching innovative teaching practices.
 - Deliver interdisciplinary, team-taught courses that focus on issues, and questions of scholarly and political importance – health disparities; representation of marginalized communities in research, media, and popular culture, etc. This will build on the "Clark Commons" and Higgins Teaching Fellow models.
 - Offer workshops and opportunities for faculty to develop anti-racist, and culturally sustaining pedagogy (e.g., workshops on decolonizing curricula and syllabi, teaching about race and oppression in racially heterogeneous classrooms).
 - Establish inquiry groups for faculty interested in researching innovative teaching practices. While the Hiatt Center for Urban Education supports practitioner inquiry groups, these are in K-12 settings. CGRAS plans to leverage Clark faculty's interest in researching pedagogy, and their commitment to reflective, student-centered teaching.

5. **SYNERGISTIC VISIONARY DIRECTIONS**

- CGRAS as strategic partner to CETL
 - Create and sustain faculty inquiry groups with CGRAS faculty who may be interested in researching their pedagogy.
 - Create a Graduate Teaching Certificate in Critical Pedagogy.
 - Co-plan and host workshops on anti-racist and culturally sustaining pedagogy.
- CGRAS as strategic partner to The Dean of the College, Office of Diversity and Inclusion (ODI), and Multicultural and First-Generation Student Support (MFGSS), with the aim of reframing diversity and inclusion as an asset/strength of our campus rather than a “problem.”
 - Offer a Diversity, Inclusion, and Equity Fellows Program at the undergraduate level
- CGRAS as strategic partner to Higgins School of Humanities
 - Co-plan and host Difficult Dialogues around race and systemic racism as well as other forms of identity-based oppression.

INTERDISCIPLINARY PROGRAMS LIST

Clark's interdisciplinary majors, minors, and concentrations leverage faculty from traditional academic departments to offer interdisciplinary courses of study for undergraduate arts & sciences students. A little more than half of the programs were able to submit documents as of September 2020. We hope to eventually have submissions from all interdisciplinary programs in order to complete the picture of academics at Clark. Programs with submissions are bolded in RED while all others have placeholders until a document can be generated.

INTERDISCIPLINARY MAJORS & MINORS

1. Ancient Civilization (Maj./Min.)
2. Asian Studies (Maj./Min)
3. Biochemistry & Molecular Biology (Maj./Min.)
4. **Comparative Literature (Maj.)**
5. **Community, Youth and Education Studies (Maj./Min)**
6. **Data Science (Min.)**
7. **Environmental Science (Maj./Min.)**
8. Environmental Science & Policy (Maj.)
9. **Women's & Gender Studies (Maj./Min)**

INTERDISCIPLINARY CONCENTRATIONS

1. Africana Studies
2. **Comparative Race & Ethnic Studies**
3. **Computational Science**
4. Ethics and Public Policy
5. **Health, Science & Society**
6. **Holocaust & Genocide Studies**
7. **Jewish Studies**
8. Latin American & Latinx Studies
9. **Law and Society**
10. Mathematical Biology and Bioinformatics
11. **Peace and Conflict Studies**
12. **Urban Studies**

INTERDISCIPLINARY MAJORS AND MINORS

ANCIENT CIVILIZATION

No submission at this time.

No submission at this time.

No submission at this time.

COMPARATIVE LITERATURE

1. **FACULTY:** 12 (10 from LLC, and 2 from other departments), possibly up to 23!

Names: Acosta-Cruz, Atienza, Ferly, Fong, Fox, Gale, Juan-Moreno, Rivera, Tobin, Valentine, plus Levin (English) and Deimling (Philosophy). In recent years, eleven other faculty have taught courses that have a Comparative Literature attribute, but for this report I wasn't able to get a commitment from them that they wanted to be listed as part of the interdisciplinary major faculty.

2. Current Organization of Major

The Comparative Literature major has a language component and a world literature component:

- Students must attain at least an intermediate level in a language (generally indicated by completing a second-year language course and taking at least one more course in the language abroad, or the equivalent thereof).
- Students take eight more courses in world literature, grounded in LLC's unique course, Comparative Literature 130, The National Imagination, and concluding in a capstone course, and in some cases an honors thesis. Students are encouraged to develop breadth, taking courses in translation from a number of language traditions, as well as depth.

3. Academic Strengths Assessment



4. Strategic Aspirations

- The department has strong interests in feminism, gender, sexuality, and LGBTQ issues that can be expanded on.
- We also have an interest in literary theory, psychoanalysis, politics, and social justice that we can expand upon.

5. Synergistic Visionary Directions

- We could certainly work with departments such as English, philosophy, and V&PA to develop courses in theory.
- We could certainly continue to work with Women and Gender Studies to develop and unify our courses in sexuality, gender, and LGBTQ issues.
- We should continue to work with screen studies on our courses in film.
- There is also potential for work with Holocaust and Genocide Studies.

COMMUNITY, YOUTH & EDUCATION STUDIES

1. **Total number** of Affiliated Faculty: 21

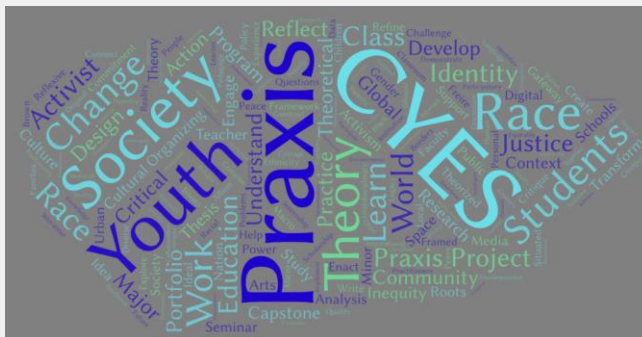
Affiliated Faculty: David Bell, IDCE; Asha Best, Geography; Parminder Bhachu, Sociology; Kate Bielaczyc, Education; Nigel Brissett, IDCE; Nancy Budwig, Psychology; Edward Carr, IDCE; Jack Delahanty, Sociology; Thomas DelPrete, Education; Eric DeMeulenaere*, Education; Holly Dolan, Education; Alena Esposito, Psychology; Jude Fernando, IDCE; Jeannette Greenwood, History; Amy Heberle, Psychology; Letina Jeranyama, Education; Nastasia Lawton-Sticklor, Education; Sarah Michaels*, Education; Jie Park*, Education; Raphael Rogers, Education; Laurie Ross, IDCE

**Core CYES Faculty Member; all affiliated faculty are hired and promoted in their home departments.*

2. **CURRENT CYES STRUCTURE:** Interdisciplinary by design, CYES is unified by its commitment to community engaged teaching and scholarship and its three theories of understanding: **1) Critical Social Theory on Inequity, 2) Positionality and Identity in Social Contexts, and 3) Theorizing Social Change.** Majors and minors complete foundational coursework in the three **Theories of Understanding.** Majors also complete a participatory research methods course, a three-course praxis project thesis sequence, complete a senior thesis and a digital portfolio. See [website](#) for more information.

3. **ACADEMIC STRENGTHS ASSESSMENT:**

- The major exemplifies Clark's motto, "Challenge Convention, Change the World" by engaging every student in senior theses in which students grapple with theoretical frameworks grounded in complex community spaces. (See Samples: [1](#), [2](#), [3](#)).
- [CYES has an innovative transdisciplinary developmental model](#) from foundation course, through theories of understanding, participatory research methods, to three-course praxis sequence including activist research, thesis completion, and a final portfolio and defense.
- Employing a semi-cohort model, CYES uses intergenerational mentoring to equip students for academic, social and emotional success.
- Faculty reflexively research the CYES program to both bring national attention to the model and to continually improve the program.
- CYES Students and Faculty present their CYES research at National Academic Conferences.
- Clark's CYES Major was featured as an exemplar model in the Association of American Colleges and Universities' (AAC&U) [Civic Learning in the Major by Design](#).
- Draw, supports, sustains, and retains marginalized students (CYES is overrepresented by students of color, LGBTQ+, and first generation students).
- All faculty share a commitment to community engaged scholarship.



4. STRATEGIC ASPIRATIONS:

- **Position CYES as a national model** of innovative and humanizing education that embraces the value of higher education for the community good through
 - Presentation and publication of scholarship investigating the impact of CYES on majors.
 - Book proposed to highlight the CYES model and the exemplary work of majors.
 - Continued consultancies and case studies with AAC&U and other spaces for reimagining higher education.
- **Make CYES sustainable.** Since its inception three years ago, CYES has grown to over 40 majors and it continues to grow; now students are choosing Clark because of this unique major. While there is a diverse cadre of faculty who teach the theories of understanding courses and the electives, the core courses (foundation course, methods course and three course praxis sequence) have been covered by three full-time faculty and one part-time faculty. The part-time faculty member just retired. To make CYES sustainable we need:
 - **Five core faculty** who can advise and be in the rotation to teach the three-course praxis sequence. This can include affiliated faculty from any department who can supported in taking on this leadership role.
 - **Administrative support** to promote the development of CYES programing, a CYES newsletter, and the supervision of work-study students.
 - **Develop a Graduate Student Mentoring Program** in which graduate students collaborate with CYES Core faculty to provide advising and teaching support for the three course praxis sequence. This would provide research sites, teaching, and advising experience for graduate students and support for CYES majors as the program continues to grow.

5. SYNERGISTIC VISIONARY DIRECTIONS

- **CYES as a strategic partner in a hub for Community Engaged Scholarship** (in collaboration with the Community Engagement Scholarship and Just Practice Taskforce, IDCE, the Education Department, the Mosakowski Institute, the Hiatt Center, etc.) Clark has long been seen as an institution that values community engagement. But there is a lot we can do to enhance this reputation and stake a claim as leader in community engaged scholarship that builds knowledge with and alongside community members. CYES as an interdisciplinary site for scholars invested in community engaged scholarship hopes to be catalyst for building this reputation and leadership by:
 - **Developing Interdisciplinary Grant-Funded Community Engaged Research Projects** with multiple faculty and students engaged in projects to improve local communities.
 - **Host a biennial conference** on community engaged research and praxis.
 - **Publish a journal on community engaged research** connected with the conference and including pieces co-authored with community members.
- **Develop a Master's (M.Ed.) program connected to Community, Youth, & Education** focused on racial justice and social change strategies. (In collaboration with the Education Department, SPS, The Youth Certificate Program in IDCE, Community Development and Planning Program, and others).
- **Develop a Pedagogy and Curriculum Training program** (in conjunction with CGRAS, CETL, Etc.) for addressing the following needs:
 - Worcester/New England Graduate students developing their pedagogical practice as TAs
 - Workshops on instructional methods for engaging students in difficult dialogues around racial justice and othe forms of social oppression.
 - Workshops and consultancies with other institutions of higher education interested in reimagining the college major and fostering civic and community engagement.

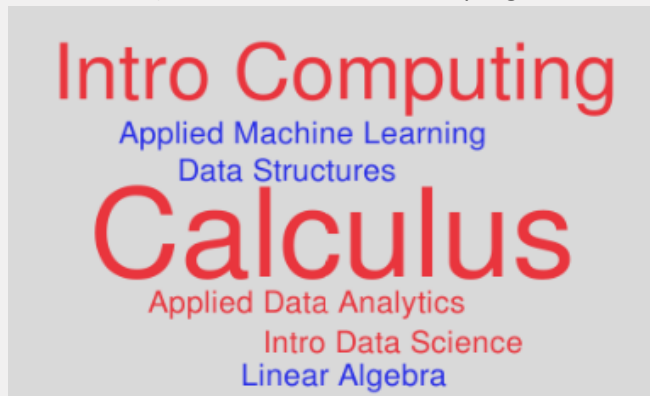
DATA SCIENCE*

1. **Faculty:** 9 FT faculty from Department of Mathematics and Computer Science, Director: Li Han
Computer Science: Ken Basye, Fred Green, Li Han, John Magee, Shuo Niu
Mathematics: Amir Aazami, Gideon Maschler, Michael Satz, Natalia Sternberg

2. **CURRENT STRUCTURE**

The Data Science Minor is developed and offered by the Department of Mathematics and Computer Science. This new minor started in Fall 2019 and has become one of the most popular programs in just one academic year, with 37 minors as of May 2020.

3. **ACADEMIC STRENGTHS ASSESSMENT:** (word cloud based on the program courses)



4. **STRATEGIC ASPIRATIONS**

In collaboration with partner departments in all three divisions, we aspire to offer a Data Science **Major** and to make Clark a **national leader** among small liberal arts research universities in the development of innovative data science research and education.

5. **SYNERGISTIC VISIONARY DIRECTIONS**

We have engaged diverse departments at Clark, including Chemistry, Economics, Geography, IDCE, Management, Psychology, and Physics so far, to discuss departmental interest in data science and develop interdepartmental synergistic programs. We plan to reach out to more departments. There is enthusiasm and recognized need across campus for more teaching and research collaboration in data science and analytics.

We end this section with the following quote from the Harvard Data Science Initiative (<https://datascience.harvard.edu/about>):

Data Science is a field for the 21st century and beyond... Data Sciences stands to revolutionize almost every empirical field, and is having a profound effect on a wide range of practical areas including business and commerce, government and politics, pure and applied science and engineering, medicine and public health, law, education, design, and many others.

**Due to the relatively new status of the Data Science minor, the program did not receive the original invitation to conduct a visioning process in December 2019. The omission was identified and the program notified of this opportunity on Sept. 2. Program director Dr. Li Han generated the submission based on MathCS departmental documents and the enrollment data from the Registrar's Office.*

ENVIRONMENTAL SCIENCE

1. **Total Number Affiliated Faculty:** 25 TT, a Program Director, and an Executive Steering Committee

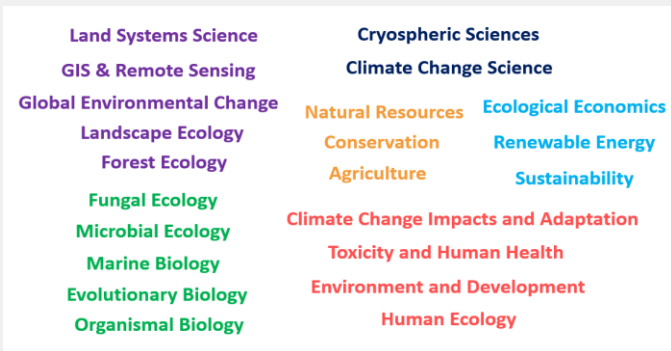
Names: Christopher Williams (Director) (G), Nathan Ahlgren (B), Charles Agosta (P), Dana Bauer (M), Philip Bergmann (B), Ed Carr (I), Rinku Roy Chowdhury (G), Patrick Derr (Ph), Tim Downs (I), Lyndon Estes (G), Karen Frey (G), Jackie Geoghegan (E), Elisabeth Gilmore (I), David Hibbett (B), Rob Johnston (M, E), Dominik Kulakowski (G), Kaitlyn Mathis (B), Yelena Ogneva-Himmelberger (I), Gil Pontius (G), Deb Robertson (B), John Rogan (G), Morgan Ruelle (I), Florencia Sangermano (G), plus recent retirements of John Baker (B), Ron Eastman (G), and Susan Foster (B)

[B=Biology; G=Geography; I=IDCE; M=Marsh Institute; E=Economics; P=Physics; Ph=Philosophy]

2. **CURRENT STRUCTURE:**

- 3 lead departments (Biology, Geography and IDCE) + coursework from many others
- 65 majors, 5 minors, 22 B.A. degrees per year; 11th largest major, 6% of UG graduates
 - **Environmental Science (ES)** is an undergraduate interdisciplinary B.A. program led jointly by Biology, Geography and IDCE with additional contributions from many departments. ES offers a major with **three areas of specialization**, a minor, an Honors program and has linkages to several M.S. Programs including Accelerated Degree M.S. Programs (ADPs).
 - **Environmental and Conservation Biology (ECB)** explores the ways in which organisms evolve and interact with one another and their environments, and identifies strategies for protecting and conserving species and their habitats. Levels of exploration can range from molecular evolution and genomics to ecosystem level function and composition. Because the loss of biodiversity has reached crisis proportions, we offer a focused curriculum that enables students to bring appropriate biological tools and knowledge to efforts to develop conservation strategies and policies.
 - **Earth System Science (ESS)** examines the physical and biological processes that shape environments across the globe, and explores how global environmental changes are altering natural resources and the sustainability of our planet. The field involves an interdisciplinary approach to studying the complex, interacting physical, chemical and biological processes that regulate life on planet Earth, spanning the biosphere, atmosphere, hydrosphere, and geosphere, and placing emphasis on observing, understanding, monitoring and predicting global environmental changes.
 - **Environmental Science and Policy (ES&P)** prepares students to address the complexities of environmental issues facing society today, spanning toxicity and health risks to resource management and environmental policy. Students are provided in-depth exposure to how human activity is impacting the environment and how the environment affects human health, livelihoods, and the natural resources on which we depend. ES&P students engage with both natural and social science perspectives for managing and mitigating these human-environment relationships.

3. ACADEMIC STRENGTHS ASSESSMENT



4. STRATEGIC ASPIRATIONS

This section highlights three thematic areas that have untapped potential, as well as programmatic goals and infrastructure needs. These should not be read as a final, collective list. They remain the subject of ongoing conversations amongst ES faculty.

- **Natural Resources Conservation.** We offer coursework in this cross-cutting field that addresses threats to natural capital and strategies for their protection, including biodiversity, open space, water resources, forest resources, food production, and a wide range of additional ecosystem services. We also have widespread relationships with conservation science and planning institutions. However, we have yet to fully capitalize on this collection as a concentration, a major track, or an M.S. degree.
- **Sustainability and Development.** We offer coursework and cutting edge scholarship in this cross-cutting field that addresses the interwoven challenges of food and water provision, urban development and growth, pollution and waste, and energy supply. However, we have yet to fully capitalize on this collection as a concentration, a major track, or an M.S. degree.
- **Environmental Governance.** The climate change crisis, rampant pollution, resource degradation, and loss of biodiversity threaten our planet's life support systems and the very habitability of planet Earth. Addressing these challenges within the context of our rapidly developing and increasingly globalized society requires a new form of global governance that stewards the earth system while safeguarding the welfare of all. With expertise on all of these fronts, we at Clark have an opportunity to step out as a thought leader on the topic – a topic that is of existential importance to humanity.
- **Undergraduate research, education, and practice.** We intend to innovate the ES curriculum in several ways. We aspire to deepen the quantitative literacy, critical thinking and communication skills of our majors. We seek to offer more field and lab experiences with practical relevance, and more assignments that emulate real-world applications. We aim to accelerate career readiness with expanded co-curricular programming and internships. We aim to increase diversity and inclusivity in the sciences. We aim to leverage M.S. and Ph.D. programs as resources for the UG program and vice versa.
- **Infrastructure and space.** The ES program lacks science lab space, with two of its three departments housed in non-science buildings. This has significantly hampered the program's ability to recruit and retain faculty, and added strain to the space allocations for Biology, Geography and IDCE. It is essential that the space needs of the ES program be factored in to plans for new or renovated science facilities going forward.

5. SYNERGISTIC VISIONARY DIRECTIONS

We highlight three directions that ES could take in synergy with others but note that these should not be read as a final collective vision as they are the subject of ongoing conversations.

- **Data Analytics, Computation, and STEM (DACS).** Environmental science has entered a data-rich era allowing us to address integrative questions with cutting-edge computational and analytical capabilities. Big data geosciences and biosciences have some of the fastest rates of job growth across all STEM fields, with high demand for professionals trained in high dimensional computation and big data analytics. We are well-positioned to contribute to, and take advantage of, this trend with our well-established expertise in ecology, earth and climate sciences, biology and conservation. As one example, our research regularly involves the design and implementation of big data solutions to applied problems in environmental science, earth system science, and physical geography. We use state-of-the-art computing to process large, diverse datasets and integrate them with computer models and mapping tools to address a wide range of important, integrative real-world problems. Collaborative growth in this area across the sciences will contribute to quantitative literacy at Clark, and build a powerful platform for career readiness and launch.
- **B.S. Degrees at Clark.** Clark's attractiveness to undergraduates could be elevated by expanding our degree offerings in the natural sciences to include a B.S. option. Admissions enthusiastically supports this idea. It would be easily implemented with subtly augmented major requirements, while still upholding the Program of Liberal Studies requirements and the liberal arts nature of a Clark education. The School of Professional Studies already offers B.S. degrees from Clark, and we offer several M.S. and Ph.D. degrees in the sciences. This would bolster our reputation in the sciences, underscore the strength of our science majors, and expand student opportunities with no added cost.
- **Research Delivering Solutions (RDS).** Innovation hubs, thematically linked to our areas of expertise, could be spawned to incubate applied solutions that utilize novel and advanced methods to address applied needs in the field. Hubs could be channeled to those areas expected to attract grants and contracts while also providing applied research opportunities for students, building their network and serving as a ladder for their employment post-Clark.

No submission at this time.

1. **FACULTY: 42** affiliated FT faculty; Director: Abbie Goldberg, Psychology. 16 FT humanities; 8 IDCE/geography; 14 social sciences/education; 4 V&PA (total: 42). Plus, 1 research professor, and 1 PT faculty.

NAMES: Humanities & Arts Faculty: Alice Valentine, LLC; Amy Richter, History; Belen Atienza, LLC; Beth Gale, LLC; Betsy Huang, English; Deborah Martin, Geography; Deborah Merrill, Sociology; Elizabeth Blake, English; Esther Jones, English; Jennifer Plante, Staff; Juan Pablo Rivera, LLC; Lisa Kasmer, English; Lucilia Valerio, English; Maria Acosta Cruz, LLC; Meredith Neuman, English; Nina Kushner, History; Odile Ferly, LLC; Robert Tobin, LLC; Thomas Kühne, History; Rox Samer, V&PA; Gino Dilorio, V&PA; Gohar Siddiqui, V&PA; Kristina Wilson, V&PA. **IDCE Faculty:** Anita Fabos; Barbara Thomas-Slayter; Cynthia Caron; Denise Humphreys Bebbington; Ed Carr; Ellen Foley; Laurie Ross

Social Sciences / Education Faculty: Alena Esposito, Psychology; Andrew Stewart, Psychology; Eric DeMeulenaere, Education; Jie Park, Education; Heather Silber Mohamed Political Science; Kristen Williams, Political Science; Michael Butler, Political Science; Nicole Overstreet, Psychology; Ora Szekely, Political Science; Parminder Bhachu, Sociology; Patricia Ewick, Sociology; Rosalie Torres Stone, Sociology; Shelly Tenenbaum, Sociology; Valerie Sperling, Political Science

Research Professor: Cynthia Enloe

PT Faculty: Danielle Hanley (who was originally to be hired as a 3 year visiting professor, but who is currently contracted to teach part-time/as an adjunct due COVID-related issues).

2. **CURRENT STRUCTURE:** A constituent program to CGRAS, WGS is central to the mission, functioning, and health of CGRAS, and is **a model for intersectional scholarship and teaching**.
- Major and Minor in WGS (between 15 and 25 at any given time)
 - Students are required to double-major or minor in other departments. The most common co-majors and minors with WGS include **Psychology, Sociology, and International Development for Social Change**, with smaller numbers in **Political Science, Education, Asian Studies, Geography, and History**.
 - A wide range of courses are cross-listed with WGS, such as Women in Jewish Culture (Sociology), Health Psychology (Psychology), Women & War (Political Science), and Gender & Environment (Geography), highlighting the cross-disciplinary nature of WGS.

3. ACADEMIC STRENGTHS ASSESSMENT



Our word cloud highlights the centrality of not just women and gender among faculty teaching and research interests, but also, very notably, **other key social locations** that intersect with gender, including **race** (Latinx, Black women) and **sexuality** (Queer, Lesbian, Gay), as well as key **contexts** in which gender is central (Culture, Elections, War). Furthermore, the centrality of feminism highlights the significance of gender not just as an aspect of identity or the social structure, but also as an approach or lens.

Student Experience: Through course offerings, community-based activities (including internships and WGS-affiliated clubs, such as Students Advocating for Feminist Empowerment [SAFE]), workshop and speaker series, and WGS alumni connection opportunities, WGS actively facilitates **academic and community engagement** surrounding gender—as well as **gender literacy**. Students learn to use gender as a lens to understand, analyze, and address systemic inequities, and to apply what they learn to research, policy, and practice, thus preparing them for a wide range of professional roles and occupations.

Faculty Experience: WGS has also been critical to the faculty experience at Clark—enhancing the **skills, intellectual breadth, and sense of community** of faculty members who affiliate with WGS (approximately 40-50 at any given time). WGS faculty work and collaborate with colleagues across departments and across ranks, learning how to develop **innovative curricula and programming**, despite serious budgetary constraints. It is not a mere coincidence that so many of the university's Chairs and academic leaders have been or are involved with WGS: WGS operates in ways that facilitates **leadership and collaboration** and helps to strengthen the entire University faculty.

4. STRATEGIC ASPIRATIONS

- **Continue to build on and promote an intersectional gender lens as a core component of WGS at Clark.** An intersectional gender lens is essential in the current sociopolitical context, and will continue to be important in the future—for example, as political leaders across the world address how gender, race, and class intersect to shape personal decision-making during the COVID-19 crisis (e.g., wearing masks; participation in political protests), and the economic, educational, health, and mental health burdens of the pandemic. Likewise, an intersectional gender lens is essential in addressing the interlocking forms of oppression that have led to current calls for racial justice, criminal justice reform, and large-scale institutional change.
- **Continue Intersectional, Gender-focused Programming:** Prior to the pandemic, WGS partnered with many campus programs and departments in putting together top-notch programming on a wide range of topics (e.g., women in STEM; women running for political office) that attracted students, faculty, and staff. Frequent co-sponsors of programming, not surprisingly, included Psychology, Sociology, IDCE, History, and Political Science, which are among the common co-majors/minors with WGS.
- **Continue to build student leadership opportunities within the WGS student and faculty community.** I (AEG) have sought to create opportunities for current WGS students to connect with WGS alumni based on interests and professional/educational aspirations. To that end, I conducted a survey of WGS alumni and used the information I obtained to match current majors/minors with alumni. This was a first attempt to offer career development opportunities to majors/minors while also offering leadership/mentorship opportunities to alumni. It would be ideal to systematize such efforts in the future and develop a healthy and ongoing relationship with WGS alums, hopefully drawing them back to Clark in ways that would be mutually beneficial. I hope to work more extensively with Alumni Affairs to develop strategies for such work.
- **Develop innovative pedagogical opportunities for students.** Over the past five years, many new courses of interest have been offered at Clark, often by visiting faculty. John Pallela, in particular—a postdoctoral teaching fellow in CGRAS who recently left to pursue a new position—offered courses that were highly intersectional and on issues of interest to Clark students (e.g., LGBTQ history, race and LGBTQ identities, embodiment and sexuality). WGS students need fresh and innovative courses on methods and topics that have been underrepresented among Clark WGS-affiliated faculty, such as intersectional feminism. After a very successful search (over 100 applications, and 8 finalists) we extended a revocable offer, which was accepted, to Danielle Hanley, for a 3-year visitor position in WGS. She is currently teaching one course (Intro to WGS) as a PT faculty member, amidst COVID-related complications that prevented her from taking on a FT position just yet (which was well timed given the financial constraints of the university for Fall 2020). We hope that the FT offer will be formally re-extended in the Fall of 2021.

5. SYNERGISTIC VISIONARY DIRECTIONS

- **Interdisciplinary gender focus.** In the future, exciting directions that WGS could pursue include:
 - Partnering with Political Science to produce a series of events and/or programs explicitly focused on politics, gender, and intersectionality;
 - Joining with Sociology as well as other programs in CGRAS to put together a series of events and/or programs on societal institutions (criminal justice, health care, schools) that purposefully center intersectionality (gender, race, sexual orientation, class, etc.);
 - Joining with Education and ODI to develop events, workshops, or other materials that address and propose solutions to the entrenched gender and racial hierarchies in academia and at Clark.
- **Student professional development opportunities.** In the future, partnering with Alumni Affairs, the Career Center, and other campus groups could advance
 - Professional networking opportunities
 - Alumni-university connections
 - Development of additional WGS-centered internships
- **Innovative course development.** In collaboration with WGS Steering, Danielle Hanley is excited to teach courses such as:
 - Gender and emotion
 - Gender and political theory
 - Gender literacy
 - Intersectional feminisms
 - Critical race theory

INTERDISCIPLINARY CONCENTRATIONS

No submission at this time.

COMPARATIVE RACE & ETHNIC STUDIES

1. **Total number of Affiliated Faculty: 30**

María Acosta Cruz, LL&C; Belen Atienza, LL&C; Parminder Bhachu, Sociology; Ramon Borges-Mendez, IDCE; Esteban Cardemil, Psychology; Eric DeMeulenaere (Director), Education; Anita Fábos, IDCE; Odile Ferly, LL&C; Janette Greenwood, History; Claire Gullander-Drolet, English; Betsy P. Huang, English; Esther Jones, English; Lisa Kasmer, English; Willem Klooster, History; Thomas Kuehne, History; Carissa Leung, ALCI; Stephen Levin, English; Deborah Martin, Geography; Jie Park, Education; Paul Posner, Political Science; Ousmane Power-Greene, History; Amy Richter, History; Raphael Rogers, Education; Valerie Sperling, Political Science; Andrew Stewart, Psychology; Ora Szekely, Political Science; Shelly Tenenbaum, Sociology; Alice Valentine, LL&C; Johanna Ray Vollhardt, Psychology; Kristen Williams, Political Science

All affiliated faculty and program directors are hired, evaluated, and promoted in their home departments.

2. **CURRENT STRUCTURE**

Comparative Race and Ethnic Studies (CRES) is a concentration within the **Center for Gender, Race, and Area Studies (CGRAS)** that examines the ways race and ethnicity have impacted the collective and individual experiences of people throughout the world through comparing U.S. experiences with those of other racially and ethnically diverse countries around the world, both past and present. Unlike other ethnic studies, this concentration explicitly examines inter-racial group relations. Students take a selection of six courses from a wide array of offerings in both the social sciences and the humanities.

3. **STRENGTHS ASSESSMENT**

- Through course offerings and programming (e.g., speaker series, student and faculty fieldtrips), CRES is the one intellectual space on campus that specifically focuses on inter-racial group relations.
- CRES provides an intellectual hub for faculty and students interested in examining cross race relations.
- We support the recruitment and retention of diverse faculty and students.
- Housed in CGRAS with affiliated faculty from a wide array of disciplinary backgrounds, CRES is both intersectional and interdisciplinary in its approach to ethnic studies.

4. **STRATEGIC ASPIRATIONS**

- Increase and expand the number of faculty and students affiliated in CRES.
- Create programming in collaboration with race affiliated clubs on campus to build on and leverage the anti-racist sentiment in the current historical moment.
- Work with others to develop a major/minor in Ethnic Studies on campus.
- Become an intellectual hub for anti-racist teaching and organizing on campus and beyond.

5. **SYNERGISTIC VISIONARY DIRECTIONS:**

- In collaboration with CETL and other faculty groups, co-plan and host workshops on anti-racist pedagogy and decolonizing our curriculum.
- In conjunction with other CGRAS programs and the Higgins School, co-plan and host Difficult Dialogues around race and systemic racism.
- In collaboration with the other affiliated programs in CGRAS, develop a major in Intersectional Studies. CGRAS uniquely houses race-based studies with Women's & Gender Studies, Sexuality Studies, Peace & Conflict Studies and Holocaust and Genocide Studies. This distinct feature of CGRAS makes it the perfect space to launch an intersectional studies major that would enable students to draw together curriculum from various concentrations/minors within CGRAS.

COMPUTATIONAL SCIENCE*

1. **Faculty:** 14 faculty from 6 participating departments, Director: Li Han (MathCS)

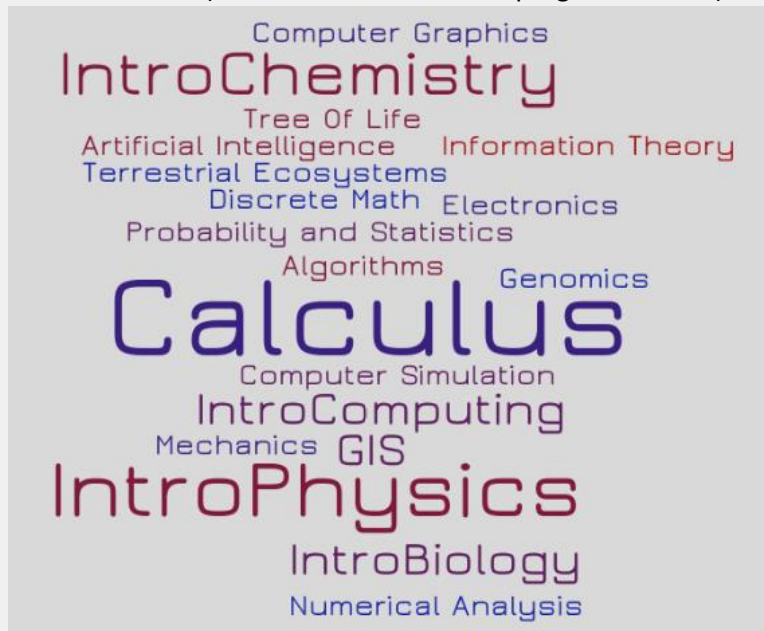
Biology: Phillip Bergmann, Jacqueline Dresch, David Hibbett, Todd Livdahl; **Chemistry:** Shuanghong Huo, Noel Lazo; **IDCE:** Yelena Ogneva-Himmelberger; **Geography:** Christopher Williams; **MathCS:** Frederic Green, Li Han, John Magee, Natalia Sternberg; **Physics:** Charles Agosta, Ranjan Mukhopadhyay

2. **CURRENT STRUCTURE:**

The goal of the computational science concentration is to provide an opportunity for students to learn about the interplay between science and computation. It started about 20 years ago and is supported by about 30 courses from the six participating departments. Increased student interest and enhanced faculty advising have led to higher numbers of concentrators in the last two years than before.

Semester	F15	S16	F16	S17	F17	S18	F18	S19	F19	S20
No. of Concentrators	1	2	2	2	2	3	5	12	8	9

3. **ACADEMIC STRENGTHS ASSESSMENT:** (word cloud based on the program courses)



4. **STRATEGIC ASPIRATIONS** (To do in the strategic framework development process)

5. **SYNERGISTIC VISIONARY DIRECTIONS** (To do in the strategic framework development process)

**Due to an oversight, the Computational Science concentration did not receive the original invitation to conduct a visioning process in December 2019. The omission was identified and the program notified of this opportunity on Sept. 2. Program director Dr. Li Han generated the submission based on the program's website and the enrollment data from STAIR. Submitted September 9, 2020.*

No submission at this time.

HEALTH, SCIENCE & SOCIETY

1. **Faculty:** 18 FT faculty, representing 7 different departments that span social sciences, natural sciences, and humanities. Co-directors: Chuck Jakobsche (Chemistry) and Rosalie A. Torres Stone (Sociology).

Names and Departments: *Psychology*: Michael Addis, Esteban Cardemil, James Cordova, Nicole Overstreet; *Sociology*: Deborah Merrill, Rosalie Torres Stone; *IDCE*: Ellen Foley, Marianne Sarkis; *Biology*: Nathan Ahlgren, Susan Foster, Denis Larochelle, Neva Meyer, Deborah Robertson, Justin Thackeray; *Chemistry*: Chuck Jakobsche, Ernest Krygier; *Philosophy*: Patrick Derr; *English*: Esther Jones

2. **CURRENT STRUCTURE:**

The course requirements for the Health, Science, and Society concentration (6 total courses) are based on the concentration's four core aspects, along with the idea that students should develop a diverse set of health-related perspectives.

- Biomedical Science. Thinking about health, disease, and medicine at a biomolecular level provides a critical perspective for anyone wishing to have a strong foundation in a health-related field.
- Social Determinants of Health. Considering social, economic, and environmental factors, such as socioeconomic status, education, the physical environment, employment, social support networks, and access to health care leads to a broader understanding of health issues within a society.
- Statistics-Based Data Analysis. In both social sciences and biomedical sciences, the appropriate use of statistical analysis of data is necessary for appropriate and meaningful conclusions to be drawn.
- Ethical and Value Considerations. Questioning what is good, just, fair, and compassionate provides insight about what a society or individuals should do with the knowledge that is provided by scientific studies of health-related topics.

3. **ACADEMIC STRENGTHS ASSESSMENT**

"Health" is a very broad subject that is studied through many disciplines. Here at Clark, course offerings and the interests and expertise of Clark faculty span a wide range of topics that are relevant to health in a variety of ways. Most, but not all of these perspectives are science-based, and these scientific perspectives can be roughly divided into the more social aspects and the more biomedical aspects, although there is certainly substantial overlap across the various topics. Other courses and faculty approach health-related topics from ethical / philosophical / humanistic perspectives.

Due to this broad range of perspectives and expertise, in the 2017–2018 academic year, the public health concentration underwent a substantial revision. The main focus of this revision was to recognize that Clark is better positioned to provide a concentration that focuses broadly on health-related topics rather than specifically on the public-health career path. This new understanding of the focus of the program led to a broadening of the course requirements and a renaming of the concentration to "Health, Science, and Society."

4. **STRATEGIC ASPIRATIONS**

This concentration was created just a couple years ago through a substantial self-evaluation of the University's prior attempt to create a program in "public health." The prior program was not sustainable for a couple reasons, predominantly due to minimal faculty interest / expertise aside from that of the program's

director, who has since passed. We are happy with what we have created, and we have therefore decided not to re-initiate a visioning process at this time, so soon after having just gone through a rigorous process.

5. SYNERGISTIC VISIONARY DIRECTIONS

We share synergy with several departments and entities including ***International Development, Community and Environment, Psychology, Sociology, Biology, Chemistry, English*** and ***Philosophy***. (Indeed, these are the departments to which our faculty belong.) At this point, though, we are more of a collection of individual faculty members, who each primarily focus on their own area within their individual disciplines.

HOLOCAUST & GENOCIDE STUDIES

See the Strassler Center for Holocaust & Genocide Studies section for information on the Holocaust & Genocide Studies undergraduate concentration.

JEWISH STUDIES

See the Strassler Center for Holocaust & Genocide Studies section for information on the Jewish Studies undergraduate concentration.

No submission at this time.

1. **Total Number of Affiliated FT Faculty: 2 Core Faculty**

Names: Program Director Mark C. Miller, Political Science; Patricia M. Ewick, Sociology

Affiliated Departments: Political Science, Sociology, Philosophy, History, Management, Chemistry, International Development, Comparative Literature, Economics, Psychology

2. **CURRENT STRUCTURE**

The Law & Society (LAS) program includes:

- LAS concentration (interdisciplinary minor)
- Our highly successful intercollegiate mock trial teams and various programming for students including the annual federally required Constitution Day outside lecture.

History: The program began about 25 years ago when three core faculty members with a primary teaching and research focus in American law from three different departments came together to create an interdisciplinary program that drew on our shared interests. One of those core faculty has since retired. The core courses for the minor, as well as its capstone courses, continue to draw from the political science, sociology, and philosophy departments, while various others contribute elective courses.

Student Engagement: For many years, the LAS concentration was the largest interdisciplinary minor on campus, but with the creation of the concentration in health, science, and society, LAS is now the **second largest interdisciplinary minor** with about **35 students** formally enrolled each year. This number has been quite steady over the years. About 16-20 students participate on the university's **two mock trial teams** each year. Some of the mock trial participants are formally enrolled in the LAS program, but others are not. Each year we tend to have a novice mock trial team and a veteran team representing Clark. The teams are coached by a Clark alum, who is a full-time litigator. He teaches a regular trial advocacy class in the fall for LAS students in general and for those wishing to try out for the mock trial teams, and the students receive academic credit for team participation in the spring.

LAS students find a real sense of community within the program and readily self-identify as LAS students. Some of the students formally enrolled in the program are contemplating applying to law school, but not all pre-law students complete the LAS minor. Likewise, many of the LAS students never intend on becoming lawyers. Nevertheless, they all share a desire to explore legal issues and how the law affects regular members of the society. Miller tends to take an institutional, top-down approach to the law, while Ewick takes a bottom-up, grass-roots approach. These two different approaches clearly complement each other, and both faculty and students benefit greatly from being exposed to these different disciplinary foundations. Not surprisingly, LAS students are often some of the top students at the university because the program has the reputation of offering quite challenging courses.

Events/Programs

In addition to the courses for the minor and mock trial activities, LAS events have included:

- The annual Constitution Day lecture
- Panels of lawyer-alums for Alumni in Residence Day
- A trip for 12 students each year to attend oral arguments at the U.S. Supreme Court, to have dinner with D.C. area alums, to meet with the four judicial fellows working at federal judicial agencies, and to meet with Clark alums who work on Capitol Hill.

- Pre-law programming that overlaps with the LAS program includes inviting law school admissions professionals to campus for a panel presentation and having Clarkies who are current law students return to campus to talk about their experiences in law school.
- The LAS program also co-sponsors various lectures hosted by other departments and programs on campus, including the Holocaust and Genocide Studies program, the Higgins School of the Humanities, and the Women and Gender Studies program. Several years ago, students helped an alum who is a district court judge in Massachusetts to film a video on implicit race bias in jury selection. The students role-played lawyers, witnesses, and jurors for the video, which was filmed at Suffolk Law School in Boston with actual judges playing that role. The video was used in training sessions on racial bias attended by all Massachusetts district court judges and held on our campus.

Advising: The two core faculty members do all the advising for the program. Although Miller directs the LAS program and also serves as the university's sole pre-law advisor, these two programs remain distinct, even though there is some overlap in programming and events for students. If Miller were to step down from either of these positions, the two programs would continue to function quite separately. In the past we had two pre-law advisors, but now we only have one.

3. **ACADEMIC STRENGTHS ASSESSMENT: Miller:** U.S. judicial behavior, lawyers and American politics, U.S. constitutional law, comparative courts and law, interactions between Congress and the courts; **Ewick:** sociology of law, deviance and social control, punishment and culture



4. **STRATEGIC ASPIRATIONS:** [Nothing included]
5. **SYNERGISTIC VISIONARY DIRECTIONS** [Nothing Included]

CONCERNS: The LAS program is at a crossroad. Judi DeCew was the third core faculty member for the LAS program, with an emphasis on philosophy of law. She has been retired for a few years now. The philosophy department continues to contribute core courses, capstone courses, and elective courses to the program, but that department no longer has a specific faculty member whose teaching and research interests focus on American law issues. Although Judi used to teach both one of the LAS core courses and a LAS capstone course, the philosophy department now has various personnel teaching these courses the department contributes to the LAS program. The loss of the third core faculty member for the program has been difficult, especially regarding advising and research. The LAS program for several years now has requested that the university hire someone with an American law focus, but like all of the interdisciplinary programs at Clark we are totally dependent on the hiring choices made by departments and by the university administration. The university has not hired an American law focused tenure track faculty member since 1990, when both Ewick and Miller started their time at Clark. Both Ewick and Miller are approaching retirement age (Ewick will probably retire first), and it is unclear what will happen to the LAS program if either of them leave the university.

No submission at this time.

1. CORE FACULTY: 4FT Ora Szekely (Director), Jude Fernando, Johanna Vollhardt and Kristen Williams

Affiliated Faculty: 12 FT Michael Butler, James Cordova, Wes DeMarco, Patrick Derr, Anita Fabos, Doug Little, Ken MacLean, Sarah Michaels, Morgan Ruelle, Valerie Sperling, Andrew Stewart, Shelly Tenenbaum

Indicate if this unit hires faculty (either FT or PT or both): We've hired adjuncts and visitors in the past.

2. CURRENT STRUCTURE

As a program rather than a department, Peace and Conflict Studies is inherently interdisciplinary. Our undergraduate concentration is organized around **three requirements** (in addition to Introduction to Peace Studies): **Individual and community dimensions** of peace and conflict (i.e., micro level influences); **National and transnational dimensions** of peace and conflict (i.e., macro level influences); and a **geographic depth** requirement. This is a reflection of the nature of peace and conflict studies as a discipline. Our affiliated faculty come **from History, Psychology, Political Science, ID, Philosophy, Sociology, and Education**. We have particular concentrations of expertise in **the psychology of interpersonal conflict and group violence**; international and intra-national **war; political violence**; **theories of peace and conflict**; and **community resilience**.

When asked what they considered to be the program's strengths, faculty responses included its **interdisciplinarity**, the **activist nature of the campus**, and **the interest of our students** in topics related to peace and conflict in the U.S. and internationally. We see ourselves as **a locus of "effective practice"** on campus, and a natural academic home for student activists looking to **connect their ethical commitments to their academic work**. In this sense, we provide a bridge between many of the departments that our faculty call home for interested students, and a complement to many majors on campus.

One of our important contributions to the Clark community is the **workshop series** that Jude Fernando runs every year, which brings community practitioners (activists, local officials, non-profit staff members, and others) to campus for a series of workshops on peace and conflict. Students can register for a directed study and receive credit for attending all of the workshops. While as an interdisciplinary program we don't have a major per se, we do have a template for a self-designed major in Peace and Conflict Studies for those wishing to pursue it.

It's worth noting that while at present we have only a handful of concentrators, **Introduction to Peace Studies routinely fills up** when capped at **50** students. Over the past year we've "rebooted" the concentration to better match student interests, reorganizing the requirements to match student interests and existing course offerings, and making arrangements for Introduction to Peace Studies to be offered on an annual basis by a full-time faculty member (Jude Fernando, in IDCE). We're really excited about these changes, and anticipate even greater student involvement down the road as a result.

3. ACADEMIC STRENGTHS ASSESSMENT



Word cloud based on faculty research interests

Word cloud based on course offerings

4. STRATEGIC ASPIRATIONS

As noted above, we have recently conducted a complete overhaul of the Peace and Conflict Studies program. (This included changing the name from Peace Studies to Peace and Conflict Studies to better reflect what other programs at our peer universities are called.) As part of this process, we had a number of long conversations about exactly this issue, based both on faculty expertise and student interests.

- First, we're interested in building up our connections to and collaborations with other programs at CGRAS, particularly Women and Gender Studies and Comparative Race and Ethnic Studies, where there are clearly overlapping interests. While Peace and Conflict Studies is its own discipline (and a separate department at many institutions) it asks similar questions to those asked by some of the other programs with whom we share a home at CGRAS.
- Secondly, we're very focused on meeting our students' interest in connecting their personal and political commitments outside the classroom – whether that's climate justice activism, an interest in community conflict resolution, or volunteering at a food bank in Worcester - with their academic work. (As you can see, "social justice" is a major feature of our curriculum.) The course offerings in Peace and Conflict Studies offer students a chance to think theoretically and academically about many of these issues while drawing linkages between them.
- One of our immediate practical goals is growing the program based on the recent reboot. Students have shown increased interest in the program already, and we're very focused (even given the current challenges of operating remotely) in making sure they know about the program.

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5. SYNERGISTIC VISIONARY DIRECTIONS:

- Shared workshops or other student programming with other programs at CGRAS. This would build on our existing capacities given our long-running workshop series and help to build connections with other CGRAS programs. It would also serve to deepen the interdisciplinary ties that are the real strength of CGRAS.
- With other CGRAS programs, it might be interesting to offer joint courses, such as FYIs. This could help deepen our connection to other CGRAS programs as well as introducing students to these programs.
- Strengthen cross-disciplinary collaboration among Peace and Conflict Studies faculty through shared research projects involving student researchers. Areas where there appears to be significant overlap are with regard to gender, political violence, and racial justice.

Our goals for Peace and Conflict Studies going forward, based both on our current strengths and what we see as our unrealized potential, are as follows:

- To grow student engagement with the program, based on existing enrollments in Introduction to Peace Studies and increased student interest in the program based on our rebooted version of the concentration.
- Build greater connections with other units at CGRAS.
- More broadly, we see ourselves as a locus of effective practice at Clark. We want to deepen that identity through increased public programming (e.g., an annual lecture series on current “hot topics” in peace and conflict studies and ongoing conflicts in the world), connections to the Worcester community (which already exist via the workshop series and other programs), and mentorship of students interested in internships and other similar opportunities.

URBAN STUDIES

1. **FACULTY:** 6 full-time professors

NAMES: Ramón Borges-Méndez, IDCE (Program Director); John Brown, Economics; Mark Davidson, Geography; Deborah Martin, Geography; Amy Richter, History; Laurie Ross, IDCE

2. CURRENT STRUCTURE:

Urbanization has been one of the most powerful processes shaping the world; economically, culturally, geographically, and socially. The Urban Studies concentration offers students majoring in any field with a multi-disciplinary way to understand the “urban” and to think about cities as vital sites of human experience and innovation. At Clark we emphasize the explicit social, economic, environmental, and political challenges to the conditions of life and social relations in cities, which orient to creating societal change. We also encourage students to explore the artistic, humanistic ways people live in cities. The courses making up the concentration, therefore, expose students to a variety of ways that we observe, work, and feel cities, and to consider what produces cities and their broader environments. Urban Studies offers an exposure to a variety of disciplinary practices in understanding and analyzing cities which is compatible with any major.

3. ACADEMIC STRENGTHS ASSESSMENT

Interdisciplinary; hands-on experience for students by promoting internships; committed faculty.



4. STRATEGIC ASPIRATIONS

The faculty in the Urban Studies concentration went through an extensive re-visioning exercise during AY 2019-20. As a result, the core faculty outlined the following objectives for the restructured concentration: (a) **expand** the concentration in order to increase the participation of the **humanities**; (b) **enhance the comparative** perspective of the concentration by including courses with **international** content; (c) changed the name of the concentration to **broaden appeal** to the student body. The concentration has been attracting 10-12 concentrators, and we seek to expand this number in the coming years.

5. SYNERGISTIC VISIONARY DIRECTIONS

The Urban Studies concentration could grow and develop strong synergies by:

- **Incorporating the Humanities:** The concentration traditionally was oriented towards the social sciences and geography, and most of the core faculty were from such disciplines (Total 6 faculty: 5 faculty-SS &G/ 1-Humanities). As a concentration, we will seek to develop relations with the Humanities by reaching out to departments beyond History and attract faculty from such disciplines and expand the selection of courses available to concentrators. For example, we will reach out to Art History, English and Spanish which currently offer courses on cities and urban life.
- **Incorporating Communications and Multimedia:** The convergence of various new technologies (internet, multi-media, bio/cognitive sciences) is dramatically transforming how we organize, perceive, represent, and understand urban spaces (and communities). Also, in urban areas the forms of collective action are changing fast in conjunction with such technologies (and tools of social and political mobilization). The Urban Studies concentration would greatly benefit from bridging into such areas of development.
- **Comparative Approach:** UDSC, predecessor to Urban Studies, primarily focused on US domestic affairs. Broadening the scope of the program to address international and global forces would greatly enhance our ability to attract a more diverse student body. In addition, the change in scope would enrich our capacity to offer students an education truly in tune with the complexities of globalization and change in urban areas and communities.
- **Expanding Research and Practice:** Urban Studies offers summer research fellowships to eligible applicants, which allow the students to work on individual research projects in Main South, Southern Worcester, and other inner-city neighborhoods. Students work closely with faculty and often graduate students, and receive a \$2,800 stipend for their work, made possible by a generous gift from Lois and Robert Green. We will seek to expand the funding available for students for summer internships and opportunities.
- **Building Linkages Across Campus:** Most of our concentrators come from the Geography Department. We will seek stronger connections with other majors such as International Development (ID), Community, Youth, and Education Studies (CYES), Sociology, Political Science, Business, History, and various disciplines in the Humanities.
- **Improving Marketing and Identity:** Part of growing the concentration is to increase our visibility on campus and consolidate our identity as an interdisciplinary concentration which offers hands-on opportunities for summer research and internships. During 2020-21 we, will create a more cohesive marketing strategy to show potential concentrators the rich structure and complementarity of our curriculum.
- **Preparation for Graduate and Professional Education:** A significant number of our Urban Studies concentrators go on to pursue graduate or professional education. Urban Studies may become an important feeder for our graduate programs at Clark, and may serve as a mentoring ground for concentrators seeking further education.

EMERGENT FACULTY-DRIVEN COMMUNITIES OF INQUIRY

This section contains statements from faculty-driven collectives around particular intellectual approaches or themes. They are multi-disciplinary groups that vary widely in terms of degree and type of organization and structure. They do not currently occupy a formal, institutionalized position in the university, but represent spaces in which there may be opportunities for capitalizing on faculty-identified interests and institutional strengths to establish distinctive world-class reputations in these areas.

1. Community-Engaged Scholarship and Just Practice
2. A new Earth conversation
3. STEM Synergies
4. Urban Early Childhood Development, Education, and Care

COMMUNITY-ENGAGED SCHOLARSHIP AND JUST PRACTICE

1. **FACULTY:** 10 FT

Names: Dave Bell (IDCE), Nigel Brissett (IDCE), Mary-Ellen Boyle (SOM), Eric DeMeulenaere (Education), Anita Fabos (IDCE) Sarah Michaels (Education), Jie Park (Education), Margaret Post (IDCE), Laurie Ross (IDCE), Rosalie Torres Stone (Sociology)

2. **CURRENT STRUCTURE:** CESJP is organized as a Taskforce of Faculty Steering. Our goal is to advance Clark's legacy as a community engaged campus, even more necessary given the triple crises facing higher education and our neighborhood: the COVID-19 pandemic, renewed calls for racial justice and equity, and the economic downturn. To do so will require a comprehensive plan for engaged collaborative work with the local community, as it relates to pedagogy, scholarship and social justice. This Taskforce is guided by the following Community Engaged Scholarship principles:

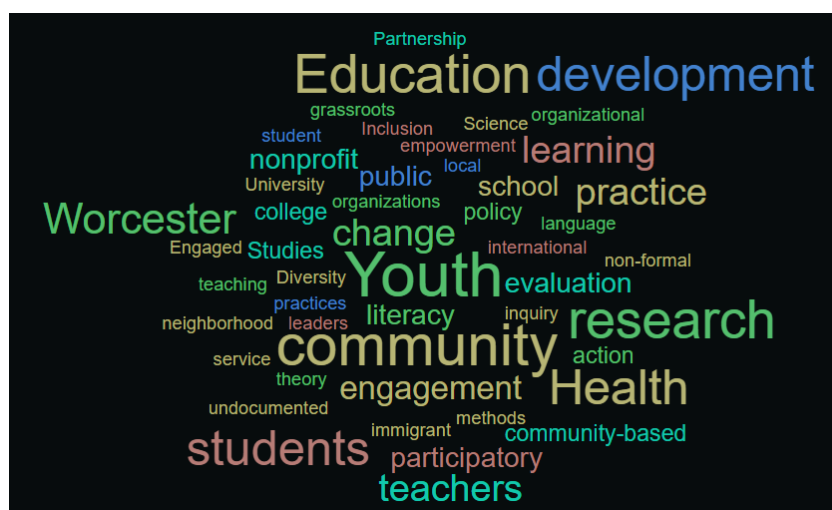
- **Collaborative, reciprocal, and equitable partnerships that focus on the co-production of knowledge and action:** The university and community partners contribute to and benefit from initiatives based on the recognition that all partners have experience and knowledge to contribute and that through collaboration, new knowledge and innovations can be created for local as well as broader benefit.
- **Interdisciplinary, Multidisciplinary, and Transdisciplinary:** projects and teams not only include participants from different disciplines, community organizations, and backgrounds, but intentionally integrate these perspectives into more holistic analyses, which in turn produce more efficacious and equitable outcomes.
- **Reflection and reflexivity:** every activity/project is an opportunity for individuals, institutions, and fields of practice to learn and anchor collaborative research and practice with an equity lens.

3. **ACADEMIC STRENGTHS ASSESSMENT**

In the last five years, CESJP Taskforce members have been awarded over \$2 million in grants on youth justice, education equity, and health equity.

Funders range from NSF to Boston Children's Hospital to the Leir Foundation – and more. We have published over 20 collaborative peer-reviewed journal articles, book chapters, and books. We teach nearly 20 different regularly offered courses that feature community engagement,

with over 50 community partners. Students contribute countless hours volunteering and through work-study, calculated annually as part of Clark's contribution to the community (i.e. PILOT—payment in lieu of taxes). We have not yet catalogued the impact on our community partners, but plan to. The following word cloud comes from the bios of our multi-disciplinary taskforce members that highlights how CES looks on the Clark campus.



4. STRATEGIC ASPIRATIONS

- **Develop a statement on Community Engaged Scholarship and Just Practice at Clark University** Once the Taskforce completes a draft statement, it will be presented for discussion to faculty governance committees, including Research Board, COP, and PBR, as well as administrative units, such as VP of Government and Community Relations, Academic Affairs, IRB, Grants Accounting, OSPR, MarCom – before final adoption by Clark’s Faculty Assembly. While potentially time-consuming, utilizing the faculty governance system to vet and approve the statement will educate the Clark community about community-engaged scholarship. The purpose of the statement is to ensure a common understanding of community-engaged scholarship and a shared awareness of the structures and systems in place that support it
- **Support the on-boarding of the new Director of Community Engagement** to serve as a space for collaboration and guidance for the new director as they begin to establish partnerships in Worcester and within the faculty. This would also inform the new Director’s year-one work plan, including adoption of strategic initiatives such as the renewal of the Carnegie Classification and/or renewing membership with the Campus Compact. The Taskforce also seeks to play an active role in the transition of the current Vice President of Government and Community Relations
- **Align institutional systems at Clark with the values and commitments to Community Engaged Scholarship through systems mapping of units and individuals who influence Community Engaged Scholarship at Clark.** This mapping will reveal assets, gaps, and barriers in various systems and infrastructures at Clark. From this we will develop a list of recommendations that would foster greater support and productivity for Community Engaged Scholarship at Clark. These systems might include, faculty orientation, budgeting and payroll, IRB, MarComm, etc.
- **Develop a Proposal to Support, Instantiate, Enhance and Expand Clark’s Commitment to Community Engaged Scholarship.** The primary outcome of the Taskforce’s work will be to develop a proposal with a set of recommendations that could support, enhance and expand Clark’s Commitment to Community Engaged Scholarship in all spaces at Clark. This work should enable community engaged scholars on campus to focus on the work rather than having to spend time navigating Clark systems—while still adhering to University compliance requirements. As important, improved Clark research infrastructure will make it easier for community partners to work with Clark faculty and staff on pressing community issues. Some of these recommended changes may be aspirational and may help to inform the development of the next Academic and Financial Plan.

The above work should be completed before the beginning of the 2021-2022 academic year. This would also include whether or not the taskforce recommends the establishment of a Center. If in the affirmative, the Taskforce would continue to work through the 2021-2022 academic year to develop the structures and raise the funding to establish the Center.

5. SYNERGISTIC VISIONARY DIRECTIONS

- **Develop a Center for Community Engaged Scholarship and Just Practice.** The Center for CESJP would be an interdisciplinary and cross-administrative community-university space to coordinate, facilitate, and sustain community engaged scholarship efforts. It could be housed within an existing research institute

on campus or be free-standing but that decision would come out of the Taskforce process. The Center would allow faculty to have the support needed to fund, manage grants, envision larger collaborations between various scholars at Clark and with groups across the city, nation and globe, and evaluate impact. It could also be a space that unifies the various activities that fall under the field of community engagement, including student focused engagements, coursework, scholarship and campus and community events/speakers. The Center would have the ability to rapidly respond to local needs especially in a time of crisis, as we are witnessing now with COVID-19. The Taskforce is forging partnerships with the Worcester schools, youth development organizations, cultural institutions, and higher education partners to coordinate short and long term responses to Worcester youth and family needs. Staffing needs of the Center would be explored through this process; however we imagine a Center Director, Administrative Support, and Partnership Development support would be needed. We would explore the extent to which existing staff could play some of these roles. Space needs would also be explored through this process.

A NEW EARTH CONVERSATION

1. **Affiliated NEC Faculty and Staff:** 30 Collaborative and Affiliated course faculty*

Collaborative Faculty (Fall 2018 – present): Michael Carolan (English), Steve Levin (English), Rinku Roy Chowdhury (GSG), Anthony Bebbington (GSG), Karen Frey (GSG), Morgan Ruelle (IDCE), Timothy Downs (IDCE), Jude Fernando (IDCE), Ramon Borges-Mendez (IDCE), Denise Humphreys Bebbington (IDCE), Cynthia Caron (IDCE), Jessica Bane-Robert (LEEP), Rachael Shea (Goddard Library), Walter Wright (Emeritus), Charles Agosta (Physics), Amy Wynne (V&PA), Sarah Buie (Emerita), Tim DeChristopher (Visiting Fellow)

Affiliate Faculty (Fall 2019 – present): Deborah Robertson (Biology), Florencia Sangermano (GSG), Youjin Chung (GSG)**, James McCarthy (GSG), Jessa Loomis (GSG)**, Ellen Foley (IDCE), Elisabeth Gilmore (IDCE), Anita Fabos (IDCE), Wes DeMarco (Philosophy), Patrick Derr (Philosophy), Valerie Claff (V&PA), Matt Malsky (V&PA)

** All Collaborative and Affiliate Faculty are hired, evaluated and promoted in their home departments. **Has left the university.*

2. **CURRENT STRUCTURE**

Faculty Lead Convener: Denise Humphreys Bebbington; **Assistant Director:** Michelle Sayles; **Founding NEC Convener:** Sarah Buie (Emerita *advising*); **Core Advisory Team:** Charles Agosta; Jessica Bane-Robert, Anthony Bebbington, Ed Carr (IDCE), Ellen Foley, Jenny Isler (Sustainability), Steven Levin, Deborah Robertson, Morgan Ruelle, Rachael Shea and Walter Wright.

A new Earth conversation (NEC) is a campus-wide climate initiative at Clark University. Neither academic department nor center, NEC operates in the interstices of the Clark community to create a space for open dialogue on the climate crisis and the key issues that define our present and collective future. It offers an opportunity beyond the traditional classroom setting to think about how climate change, global environmental crisis, race and social inequality intersect in ways that call for us to rethink society's institutions, including the future of the university. The entirety of NEC's funding is extramural: a Christopher Reynolds Foundation grant of \$100,000/year for three years (2019-2021).

Since Fall 2018, NEC has developed 21 unique Collaborative course experiences. Two of the courses were taught as First Year Intensives (FYIs). Collaborative courses establish a foundation of dialogue and community building through an opening experience with the Council on the Uncertain Human Future (CUHF). From Council, students and faculty co-produce questions and paths of inquiry they will pursue over the course of the semester. Over 400 undergraduate and graduate students have participated in Collaborative courses since 2018. NEC provides resources to faculty teaching Collaborative and Affiliate courses to support field trips, guest speakers and other materials that connect the classroom to academic and community-based work. NEC organizes a Public Program each semester consisting of external speakers, faculty talks, panel discussions, and film screenings, and holds Listening in Nature Week and campus-wide Evenings of Council each term in collaboration with CUHF.

As NEC grows and evolves, we are adding pathways for student involvement through Fellowship opportunities that support leadership, engagement with community-based organizations and networks, and research opportunities with faculty. NEC has supported several students directly since Spring 2019. They include: Communications and Outreach Fellow Priscilla Ahn; ClarkCONNECT Summer Fellow Emily Braddock; NEC Fellows Molly Gurney, Dimitri Koufis, August Welles, and Aswira Pasha.

3. ACADEMIC STRENGTHS ASSESSMENT



NEC creates spaces to collectively study, reflect on and respond to the challenges of the current moment. As a collaborative initiative, we contribute to building dialogue and relationships across the university and catalyze the energy and creativity of faculty, staff and students towards collaborative work. NEC Collaborative Courses are highly valued by students and NEC sponsored events enhance the image of Clark University with participation from individuals of national importance.

The work of NEC is drawing interest from other universities as a model for thinking about the [role of higher education](#) in the context of the climate crisis. Groups of faculty, staff and students at MIT, UC Berkeley, Bard, Worcester State, Wellesley and Swarthmore have completed CUHF experiences

with Clark support. We look forward to expanding our collaboration with other higher ed institutions in Worcester, Massachusetts and nationally. The [NEC](#) and [CUHF](#) websites documents the growth of these interconnected projects.

4. STRATEGIC ASPIRATIONS

- NEC aspires to bring and keep the Clark community together in these fractious times. NEC is central to Clark's identity and especially in the context of COVID-19, it serves an important function to build and strengthen relationships and connections among and between students, faculty and staff.
- We aim to reach more students through Collaboratives and to support faculty- and staff-focused initiatives in teaching, dialogue, and outreach. Our goal is to create new pathways for students to develop their climate and community leadership skills, to engage in collaborative research with Clark faculty, and to connect with domestic and international networks and alliances.
- We aspire to involve and amplify community voices, in particular voices of underrepresented groups, in discussions of the climate crisis. In particular, we seek to raise, reflect on, and engage with proposed responses to the crisis to ensure that such responses do not further aggravate existing gender and racial inequalities and environmental risk, but work from a perspective of justice.

5. SYNERGISTIC VISIONARY DIRECTIONS

- NEC has working collaborations with the following Departments, Programs and Centers: Graduate School of Geography, IDCE, Physics, Biology, V&PA, English, Philosophy, Higgins School of Humanities, Goddard Library, Sustainable Clark; and Clark Center for the Study of Natural Resource Extraction and Society (Extractives@Clark).
- Forge new and stronger connections with academic departments and programs across the university, especially with CGRAS, humanities and physical sciences. We imagine connecting with many more faculty through the development of joint initiatives, especially recent faculty hires. We look to create Collaborative experiences that may emerge from NEC conversations and programming that extends beyond and complements current academic offerings.

- Develop synergies with administrative and support units including: Counseling and Personal Growth, University Advancement, Admissions Office, Dean of the College/Clark Navigator to introduce students to NEC early in their Clark careers.
- Expand on university diversity and inclusion initiatives with Collaboratives and programming that address the intersections of the climate crisis with race, gender and global inequalities (in collaboration with ODI, the Higgins Center for Humanities, and student groups such as Clark Climate Justice, Black Student Union, CASA, among others).

STEM SYNERGIES

No submission at this time.

1. **FACULTY** with Relevant Expertise: **4** full time faculty

Jie Park (Assoc. Prof, Education, Director of CGRAS); Ana Marcelo (Asst. Prof, Psychology); Amy Heberle (Asst. Prof, Psychology); Alena Esposito (Asst. Prof., Psych)

Total # courses regularly taught: **14-16** on average

2. **CURRENT STRUCTURE**

Currently an ad hoc working group consisting of faculty from Education, Psychology, SOM, and staff from OSPR/CFR devoted to exploring the possibilities of developing something across these synergies. The working group has not been formalized through official program status.

3. **ACADEMIC STRENGTHS ASSESSMENT**



4. **STRATEGIC ASPIRATIONS**

With strategic investment, Clark could:

- Build out Clark's **degree credentialing in four areas**:
 - an interdisciplinary **UG major** in early childhood education and development (Psychology & Education);
 - a **Master's** degree (Education) in early urban childhood education and development;
 - a **Master's** degree for school psychologists (Psychology or SPS)
 - a **professional credential** in SPS in urban early childcare and development for daycare providers/workers.
- Build out a **Research Center and Lab School** to amplify faculty research, receive grants, and support experiential learning for students in all three degree programs; create an early urban education "lab school" affiliated/connected with a day care center;
- Open a **Main South Day Care Center** (there is currently only one center-based provider in the Main South area) that serves Clark faculty, staff, and students as well as the Main South community to further amplify Clark's institutional commitments and reputation for community-engaged research excellence, social justice, and equity and inclusion.

5. SYNERGISTIC VISIONARY DIRECTIONS

This group would seek to establish Clark as the leading innovator in urban early childhood education, development, and care by building on Clark's key reputational strengths in community-engaged research and scholarship, teacher training, and its commitment to diversity, equity, and inclusion.

- **Likely/Potential Departmental/Unit Links:**

- Psychology
- Education
- CYES
- SOM
- SPS
- IDCE
- Math & Computer Science
- Hiatt Center
- Adam Institute
- Mosakowski Institute for Public Enterprise

- **Reputation:**

- Could build on **Research Expertise**, perhaps via the **Hiatt Institute** for Urban Education and/or the **Bliss Child Care Lab** (Psychology);
- Could build on reputational excellence of **MAT in Education (Adam Institute)** by expanding to early childhood education
- Could expand upon the **Mosakowski Institute's** focus on young adult/adolescent mental health by expanding to early childhood age group.

- **Revenue:**

- **Grants:** There are several federal and local grant opportunities to support research and establishment of day care facilities;
- **Certification Programs in SPS:** There may be opportunity to generate revenue through professional certifications in SPS programs; potential for SPS revenue-generating credential.
- **Development of scalable curricular models and technological applications** (phone and/or computer-based) focused on early childhood education and development in urban contexts.

APPENDIX A: STRATEGIC VISION TEMPLATE

[NAME OF ACADEMIC UNIT AND TYPE]

(E.G, SOCIOLOGY DEPARTMENT, ACADEMIC DEPARTMENT; OR MARSH INSTITUTE, INTERDISCIPLINARY RESEARCH CENTER; AFRICANA STUDIES, INT. CONC.)

1. **Total number** of Full-Time Faculty and, if applicable, Total # courses regularly taught by PT faculty
Names of FT Faculty comprising the unit
Indicate if this unit hires faculty (either FT or PT or both)
2. **CURRENT STRUCTURE: Brief Description** of How the Academic Unit is **Currently Organized** (e.g., around disciplinary foci), and particular points of **current academic/intellectual strength** in the unit. If you have graduate programs, include them here.
3. **ACADEMIC STRENGTHS ASSESSMENT: Insert a Departmental Word Cloud Image** from SEO Terms Exercise (conduct this as a collaborative and inclusive process; each FTE faculty member should ideally submit their SEO terms themselves; the SEO terms should be a comprehensive “professional identity” list. WordItOut.com is an easier-to-use site for this).
4. **STRATEGIC ASPIRATIONS:** Statement describing at least two (2) areas of currently **untapped potential** (or under-engaged opportunity) that could take your department to a higher level in the next 5-10 years based on the word cloud exercise (should be based on a collective discussion of the word cloud amongst members from your unit.)
5. **SYNERGISTIC VISIONARY DIRECTIONS: *Generate a list of three** potential visionary directions your unit could go in synergy with other academic units** with which each of these strategic directions could synergize. Articulate what the academic unit could grow towards accomplishing based on a consideration of 2) “current strengths”; 3) “strengths re-assessment”; and 4) areas of “unrealized potential” or “strategic aspiration.”

**NB: Three is the baseline goal, but it could be more. It should not be just one or two; the purpose is to leave space to explore options for identifying greatest areas of synergy for strategic focus, not to pinpoint the one thing your unit wants to do independent of larger goals.*

APPENDIX B: STRATEGIC VISION PROCESS STEP-BY-STEP

INFORMATION ABOUT STRATEGIC VISIONING DOCUMENTS: A STEP-BY-STEP EXPLANATION OF THE PROCESS, THE PRODUCTS, AND THE POINT OF IT ALL

The idea for engaging in a strategic visioning process emerged in the faculty governance committee PBR. The point of this strategic visioning process is to establish a faculty-driven articulation of areas of academic strengths and opportunities to onboard newcomers (e.g., David Fithian and other new hires who need to understand us), educate existing staff in support units whose work entails communicating about faculty work and institutional academic strengths intelligibly and accurately, and most importantly, initiate conversations in preparation for the next strategic framework. This is not strategic planning yet. This is preparation for strategic planning in such a way that faculty work and academic units are understood with the highest degree of faculty engagement for accurate representation as possible without leaving others to their own devices to interpret who we are and what we do based on old website language, and other problematic means. This process is designed to be inclusive and iterative at each step and provides an opportunity to begin to explore areas of synergy for further strengthening and advancing the work of academic units thoughtfully, intentionally, synergistically, and strategically.

SEO Word Clouds—what they are, how to create them, why they're needed, and how they will be used: I shared with those present at today's session, and attach for those of you who could not make it, some templates to show what to do and how to do it to advance this process. The end product we are working towards is to generate a concise yet comprehensive academic strengths & opportunities briefing document that will help those who are unfamiliar with the academic units start to understand who we are and what we do at a simultaneously high-level glance while at the same time allowing enough specificity to see what is distinguishing and/or specific to our academic programs at Clark. This audience includes the new President, but could likely include new hires in senior administrative roles (MarCom VP, Chief Financial Officer) and even others who have been around, but seem to fail to fully understand our academic strengths and identities as academic units (think graduate admissions staff, marketing and communications staff, university advancement staff, even Board of Trustees members).

Word Clouds are useful in that they take text and transform it into a visual cloud, enlarging the words that have been repeated most frequently and minimizing words according to less-frequent use. It helps highlight what you are emphasizing vis-à-vis word repetition, and can be very instructive in highlighting both consistencies and inconsistencies in verbal or popular narratives on a particular subject; highlighting surprising commonalities and areas of overlap; and prompting dialogue based on data created by each full-time long-term faculty member. Word Clouds will, ideally, allow us to assess with a *degree* of objectivity our academic strengths from the individual to the departmental, to the divisional, to the larger institutional levels. The process below describes how that will happen.

This is a three-step process:

4. Individual Faculty Word Clouds and SEO terms

In order to do this, we must start with each full-time member of the faculty developing Search Engine Optimization terms (which you will need to develop for your eFAR profile anyway) to develop your own word cloud. Use enough terms so that the fullness of your current work is captured. Generating your individual word cloud ensures that you feel your work and what you do is articulated accurately. Don't like what you see? Tweak your words and phrases until it looks accurate. Then share it with your academic unit chair or director. It is important for every faculty member who wants their intellectual contribution to be reflected (both in their units and in the university) to engage in this process.

5. Individual Academic Unit Word Clouds and SEO terms (**Departmental Template** Attached)

The Chair (or perhaps assign a student worker to do this!) should collect all faculty WordClouds for that unit, combine the terms from all faculty into a single grouping and develop a department or unit WordCloud. Once that cloud is generated, you will want to discuss with your department what words are emerging prominently. Are there surprises? Is it accurate? Is it who you as a department want to be? What would you prefer to be highlighted, both now and in the future?

6. University-wide Word Cloud and SEO Terms [to be compiled by the DoF office]

Once the academic unit Word Clouds have been developed, discussed, and revised, if necessary, send them to me to generate a university-wide Word Cloud. We will also generate an *aspirational* Word Cloud based on the departmental templates that are filled out in Step 2. These two Word Clouds-- “current strengths” and “aspirational strengths” will be presented for a **full faculty discussion** at the All-Faculty Retreat on May 12th. The intention is **not** to settle on anything, but to begin a conversation about areas of both recognized and heretofore less-recognized intellectual synergies of potential across the institution.

The easiest site I’ve found for generating Word Clouds is WordItOut.com. Others who are familiar with Word Clouding may use another program with which they are most familiar/comfortable, but for newbies, WordItOut is easy and intuitive to use.

The departmental documents generated will ultimately be placed into an academic strengths profile/booklet to be shared with Fithian and potentially other audiences. They need to be kept short—no longer than two pages, or a single page front and back, using 11 or 12-pt. Times New Roman font. Please use the attached **Departmental Template** to ensure uniformity of how information is shared and ease of reading for the final product. This is the end-product we will work towards. Based on how the discussion of the institutional clouds (current and aspirational) goes at the all-faculty retreat, the product of the retreat (revised current and aspiration wordclouds) may be included in the profile/booklet if the faculty are satisfied with our outcomes at the retreat; or they may be brought to faculty assembly in the fall semester for further discussion.

APPENDIX C: COLLECTIVE PROCESS FOR STRATEGIC VISIONING

Strategic Visioning Session 1

Engaging in a Collective Process Inclusively

Reminder: Visioning is not the same as planning; it's the first step in the process of strategic planning.

Structure of Strategic Planning:



The Importance of Having a **Vision**: What Do We Want to Be Especially Known For? What is Our Reputation Amongst Peers? How can we elevate it (even higher)? Where can we be seen as leaders?

The Importance of Being **Strategic**: Visioning needs to be done within some parameters of reason; therefore, acknowledge existing strengths in a systematic fashion.

Engaging Stakeholders: Create a process in which all are invited to participate and be heard is crucial; some will engage eagerly (pioneers), some will adopt early, some will eventually settle in, some will hang back and never come along, and that's okay. What's important is that all be given the opportunity to engage.

For challenged spaces (or even collegial spaces), consider this strategy:

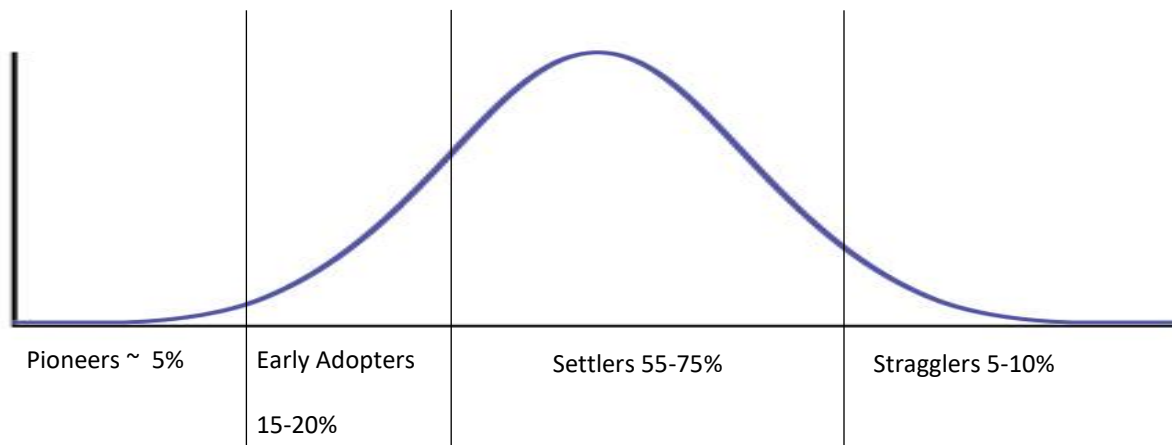
- 1) Get all stakeholders to identify their personal areas of professional strength (in terms of teaching and research/creative work. Do this in an analog fashion anonymously with one 'SEO' term per notecard and have faculty drop it in a box to be converted into a word cloud or an analog version of a word cloud.
- 2) Do this online with a Word Cloud tool. Try: <https://www.wordclouds.com/> OR <http://www.wordle.net/create>
- 3) This process identifies strengths in the program, and can serve as a starting point for discussion about what we had perceived our strengths to be and what the data suggests. Are there surprises about what stands out? Is it in alignment with expectations or current departmental narratives? What appear to be opportunities for growth or development? What could this mean for the

different potential areas of growth for the program? What are the different intellectual pathways that are emerging that could potentially advance the departmental towards a shared vision of excellence in specific intellectual spaces?

Steps to work through with academic departments, research institutes, and programs:

- 4) Assess the strengths using Word Cloud strategies and use it as a starting point for thinking about where the academic unit could head.
- 5) As leaders of the process, review the Presidential Mandate (attached), the Presidential Search Prospectus (attached) and Clark University's Mission Statement as published on our web site. This should help give some parameters for thinking about what our audience (the new President) has been hired to do and what he must take into consideration as he thinks about vision and strategy for the university. These documents should help to shape your strategic forward thinking.

Final Take-Aways:



Change is always challenging, and you will likely never be able to get 100% of people fully engaged in any process that looks like change. It's okay to focus your energy on the types of people in the upper 20-25% as influencers who can help engage the other 55-70% of "settlers" who will eventually come along. However, it is important to engage in a process that invites everyone's input, regardless of where they fall on the bell curve of engagement/buy-in. This way, no one can say they weren't consulted or included in the efforts, and those who historically feel their voices aren't heard get a chance to be heard. Our next session will discuss the HERI top-line results with ODI and what it means for academic units. This information may help shape thinking about Visioning strategically as well.

APPENDIX D: STRATEGIC VISIONING FAQs

1) Why are we doing Strategic Visioning and how does it relate to the new President's Strategic Planning Process?

Answer: The idea of strategic visioning was generated by PBR in Fall 2019 and brought to department Chairs in fall 2019 as something to execute over the course of Spring 2020. The goal was to develop an “on-boarding document” for the new president that would quickly orient him to existing academic strengths as well synergistic potentials across departments. It was believed that it could have the added benefit of helping departments in writing position requests, since part of the position request process involves consideration of how the position contributes to departmental goals as well as institutional goals. This is not strategic planning, nor is it designed to take the place of the next strategic planning process; but it *could* help to provide some baseline scaffolding for the development of the next strategic framework as that process is enacted by the next President.

2) Is this a purely administrative demand that was initiated without faculty governance involvement?

Answer: No. In the true spirit of shared governance, PBR generated an idea or proposal that was then issued to the administration to carry out and execute.

3) Why are we being asked to generate word clouds?

Answer: Word clouds are one of the simplest ways to quickly capture each and every faculty member who wishes to be represented in the articulation of the university's distinctive academic/creative contributions; clouds make it easy to identify explicit as well as implicit strengths, and to collate and aggregate different combinations of faculty research synergies both within and across academic units; they help to prompt conversations about academic strengths that are inclusive of all full time faculty who participate.

4) Is participation mandatory?

Answer: No. But it is highly recommended if you wish to see your intellectual contributions and/or that of your academic unit represented accurately.

5) Do we know if this is something that the new President wants?

Answer: Yes. Esther Jones has been in conversation with David Fithian about what would be a useful output/resource, and he appreciates this approach as offering both a high-level overview of academic units *in addition to* a degree of granularity/specificity to identify the overall distinguishing characteristics of each academic unit.

6) Isn't this just going to sit on a shelf somewhere and collect dust?

Answer: Not if we do our jobs well. The idea is that this could/will serve as an orientation document for any administrator who needs to understand the work of our specific academic units at Clark.

7) Why do departments and academic units have to follow a template to submit?

Answer: Ease of digestibility for the new president and other administrators who may use it to (re)orient themselves to the distinctive academic programs that comprise Clark.

8) What's the timeline for departments to have this done?

Answer: Now that the All-Faculty Retreat is postponed, we'd like to have the departmental and academic unit profiles (using the template provided to Chairs and Directors) submitted to Esther Jones by April 28, 2020. The goal is to have a document collated and shared with PBR by their May 5 meeting, and approved for sharing with Fithian by his July 1 start date.

