AN INVITATION TO APPLY FOR THE POSITION OF

PRESIDENT

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Building on these strengths, the incoming president will work to continue to: raise the University’s profile on both the national and international stages; enhance and ensure Clark’s financial stability; engage and support a talented and capable leadership team; and develop and execute the University’s next strategic plan, which will place a strong focus on building upon Clark’s distinctive undergraduate experience.

A strategic leader with bold vision, the successful candidate will strive to provide a personalized and broad liberal arts experience for undergraduates, as well as a rigorous and research-focused experience for graduate and professional students. This person will possess a clear understanding of how this combination of liberal arts and research-based graduate programs can complement each other and contribute to Clark’s unique identity and market position. Passionate about the benefits of a close-knit and highly interdisciplinary learning environment, the next president will be an active and accessible member of the community, frequently interacting with constituencies both on campus and outside the University. An essential prerequisite for the position is a deep and successful history of securing and stewarding financial resources. The ideal candidate will have well-developed leadership and management skills, will clearly and visibly demonstrate a professional and personal commitment to diversity and inclusion, and will have the desire to be a leading visionary and voice on issues relating to national higher education policy.
Mission

Clark prepares students to meet the challenges of a complex and rapidly changing society, and to explore the relationship between academic knowledge and the world beyond the University. In both students and faculty, Clark fosters a commitment to excellence in traditional academic disciplines, as well as innovation in exploring questions that cross disciplinary boundaries. The pursuit of inquiry and the free exchange of ideas are central to these commitments. The focus of Clark’s academic approach is a liberal arts education, enriched by interactions among undergraduate students, graduate students, and faculty, that links closely to a select number of professional programs. Clark also serves adult learners who wish to continue a formal education throughout their lives.

Committed to enhancing the intellectual and personal development of its students, the University offers a wide variety of educational programs and extracurricular activities. Clark believes that the development of values, the cultivation of responsible independence, and the appreciation of a range of perspectives must accompany intellectual growth. Clark is a dynamic community of learners able to thrive in today’s increasingly interconnected societies. The University maintains a national and international character, attracting high-caliber students and faculty from across the globe. As an urban university, Clark also addresses the needs and opportunities of its neighbors and has, since inception, worked closely with the Worcester community to successfully develop a strong, interactive, and mutually beneficial partnership.

Clark’s intimate academic setting and tradition of “elbow teaching” provide many opportunities for students to pursue knowledge through participation and experiential learning. The undergraduate curriculum encourages students to become autonomous learners through high expectations and deep, consistent engagement with its faculty. Clark’s international and interdisciplinary orientations combine with a tradition of strong self-direction among students and faculty. These attributes enhance the University’s ability to contribute to the development of new modes of thought and the advancement of society through the creation and transmission of knowledge. Clark continually demonstrates its distinction through programmatic strength and history in many areas, such as geography, Holocaust and genocide studies, international development, and psychology.
A Brief History

Clark’s founder, Jonas G. Clark, was a successful Massachusetts entrepreneur, abolitionist, and book and art collector who envisioned opening a rigorous but affordable undergraduate college for young men. Clark hired G. Stanley Hall, a pioneering psychologist who studied adolescence and later founded the American Psychological Association, to serve as his university’s first president. However, Hall had his heart set on a graduate-level, research-oriented institution. This desire led to the school’s opening as the first graduate-study-only institution in the U.S.

Due to Hall’s leadership and expertise in his field, Clark’s program in psychology became nationally competitive and widely known, a position the program still holds. In 1902 the University established Clark College for undergraduate men and appointed Carroll Wright, the first U.S. Commissioner of Labor, as its president. In 1920, the undergraduate and graduate programs were united under the leadership of geographer and former Harvard University professor, Wallace Atwood. Atwood established Clark’s world-renowned geography program, which has awarded more doctorates in that field than any other institution in the U.S.

Although women first earned master’s and doctoral degrees from Clark in 1907 and 1908, respectively, Clark took the relatively progressive step of admitting women to its undergraduate program in 1942. The University soon elevated women within the organization. In 1967, for example, Alice Coonley Higgins became the chair of the Clark Board of Trustees, the first woman to assume that role at any private research university in the United States. Today, the Office of Diversity and Inclusion continues to advance the University’s mission and commitment to excellence by promoting a campus climate that values diversity and inclusion and is free from bias and harassment for all students, staff, and faculty.

“[To provide] the utmost breadth of freedom both of teaching and of investigation.”

- Founder Jonas G. Clark on his university’s purpose
So begins the Clark University chapter of the 2012 edition of Loren Pope's *Colleges That Change Lives*. Indeed, the Clark University of today builds upon the visionary work of its previous leaders to stand at the forefront of where learning meets research, inquiry sparks action, and where the status quo is never enough. The University is widely recognized for the quality and uniqueness of the educational experience it provides to students. U.S. News and World Report ranks Clark as number 66 on its list of Best National Universities, The Princeton Review places the University at number 11 among its 25 Best Schools for Making an Impact, and Times Higher Education ranks Clark as number 7 on its list of the World's Best Small Universities.

Clark is particularly proud to have received the 2018 Higher Education Excellence in Diversity (HEED) Award. The only national award that recognizes colleges and universities for outstanding diversity and inclusion efforts on their campuses, the HEED Award measures an institution’s level of achievement and intensity of commitment to broaden diversity and inclusion on campus through initiatives, programs, and outreach; student recruitment, retention, and completion; and hiring practices for faculty and staff.

“What happens when you take the best of a liberal arts college and the best of a research university and mash them together? You get Clark. The [U]niversity is in a field by itself.”
Clark’s 2011 Academic and Financial Plan presented a vision for the University’s future based on a powerful synthesis of undergraduate and graduate education, research, and community partnerships.

The 2011 Plan goals included:
- Enhancing the University’s visibility and reputation;
- Increasing engagement of and philanthropic support from Clark constituencies;
- Designing and implementing undergraduate programs that merge liberal education with practice in the world beyond the University;
- Ensuring graduate education quality and growth;
- Raising Clark’s research and scholarly profiles;
- Increasing collaborations with outside entities; and,
- Creating a campus culture that inspires intellectual daring and creativity and that respects, supports, and compensates both faculty and staff in ways that enhance the University’s research and educational missions.

Over the last decade, Clark has advanced on many of these goals and has recognized the need to adjust some of its efforts. The new president will build on these gains while also recognizing the ongoing transitions in higher education and building further capacity at the institution. Early in his/her/their tenure, the next president will lead the development of a new five- and ten-year Academic and Financial Plan.

The next Academic & Financial Plan will place particular emphasis upon:
- Securing a significant increase in the reputation and visibility of Clark’s undergraduate college;
- Securing substantial increases in philanthropy to the University and continued and significant growth of the endowment;
- Enhancing, in a thoughtful and targeted manner, Clark’s research capacity and reputation, and leveraging this for greater synergy between undergraduate and graduate education;
- Building and, where necessary, refocusing capacity in Clark’s professional graduate programs to increase their revenues and academic reputation;
- Enhancing the overall undergraduate student experience, including through the expansion of co-curricular and extra-curricular programs; and,
- Increasing Clark’s commitment to and engagement with agendas of local, national, and global importance, in particular ones of diversity and inclusion, climate change, and social justice.

Advancing on these objectives — through collaborative relationships with the faculty, Board of Trustees, staff, and student body — will define a significant part of the success of Clark’s next president. As he/she/they pursue these goals, the president will have remarkable assets with which to work, including those described in the following sections.
Clark University is composed of: the undergraduate College of Arts and Sciences, three graduate schools, and the International Development, Community, and Environment Department (IDCE). The University offers graduate courses through the Graduate School of Arts and Sciences, the Graduate School of Management, the School of Professional Studies, and IDCE. Undergraduate students are able to take courses through all these entities under the University’s umbrella. Clark University is accredited by the New England Commission of Higher Education (NECHE); the Association to Advance Collegiate Schools of Business (AACSB); and the American Psychological Association (APA).

**College of Arts and Sciences**

Clark's College of Arts and Sciences provides undergraduate students with an innovative liberal arts experience. Students can choose from more than 30 majors and minors and 12 concentrations that combine rigorous coursework with hands-on experiences that enable students to apply their knowledge to solve problems beyond the classroom. Developed as part of the University's current strategic plan, this approach, called Liberal Education and Effective Practice (LEEP), is defined by a strategically designed curriculum that emphasizes the combination of liberal arts and experiential learning to develop the skills and capabilities students need for future success.

LEEP commences with a First-Year Intensive (FYI) course, where students explore a topic or discipline in depth with a professor and a small cohort of students who share similar interests. FYIs lay the intellectual, social, and emotional groundwork students need to thrive at, and after, Clark. Across sophomore and junior years, students explore courses that vary by topic and pedagogy, including: innovative Problems of Practice courses, where students work on faculty-led teams to investigate complex questions beyond the typical classroom experience; eight courses from the Program of Liberal Studies, which strengthen critical-thinking skills and scaffold cross-disciplinary inquiry; and a Diversity and Inclusion course that encourages students to explore sensitive issues related to identity and power in a safe and structured way. LEEP culminates with a capstone project that addresses a significant issue, problem, or theme in each student's chosen field.
Graduate School of Arts and Sciences

As the first all-graduate institution in the United States, Clark has a long and distinguished history of excellence in graduate education. In the Graduate School of Arts and Sciences, students complete doctoral programs in biology, biochemistry and molecular biology, chemistry, economics, geography, history, Holocaust and genocide studies, physics, and psychology. Many of these programs are internationally respected and widely known: Clark’s doctoral program in geography is top-ranked, and the University has awarded more doctorates in geography than any other institution. The doctoral program in psychology is widely known for its emphasis on culture and the social determinants of human well-being, and the ground-breaking program in Holocaust and genocide studies brings students from different disciplines together to study — and help prevent the reoccurrence of — some of humankind’s worst history.

Clark also offers two arts and sciences master’s degree programs through the Graduate School of Arts and Sciences: a nationally recognized Master of Arts in teaching, which focuses on strengthening educational outcomes in urban schools, and a master’s in English. Furthermore, Clark offers 14 accelerated degree programs that allow high-performing Clark undergraduates to earn a master’s degree with only one additional year of course work — and with free tuition for eligible students.

In 2018, 30 percent of the graduating class entered the accelerated master’s degree program.

Graduate School of Management

Clark’s Graduate School of Management (GSOM) was founded in 1982 in response to the demand for high-quality scholarship in business and management. Over the last three decades, GSOM has experienced significant growth and continues to embody its mission to develop a diverse community of learners, researchers, and business professionals that prepares future leaders to think critically, manage collaboratively, and contribute to their organizations and society. GSOM offers degrees in management, accounting, business analytics, marketing, and finance that meet the needs of various constituencies, including working professionals, accelerated-degree students, full-time students, and dual-degree students. Undergraduate students can also enroll in a management major or a minor specializing in management, marketing, or innovation and entrepreneurship. GSOM has been named a Net Impact “Top 50 School for Environmental Sustainability,” placing it among the world’s best business schools at which to study and research sustainability and related issues. Furthermore, the Aspen Institute’s 2012 Beyond Grey Pinstripes ranking placed the Clark MBA in the top 100 business programs worldwide preparing students for the environmental, social, and ethical complexities of modern-day business.
School of Professional Studies

For more than 65 years, Clark’s School of Professional Studies (SPS) has delivered relevant, rigorous academic programs for professional learners and recent college graduates seeking to advance in their careers through a curriculum grounded in practical application and hands-on opportunities. With students from more than 90 countries and partnerships with 150 nonprofits and businesses around the globe, SPS recognizes that today’s classroom spans the world. With five options of semester start dates, online master’s degree programs, weekend and evening courses, and professional experience credits, SPS students can pursue their studies in a timeframe that suits their needs. SPS offers undergraduate programs leading to bachelor’s degrees in communications, computer sciences, criminal justice, human resource development, public administration, or social services. At the graduate and professional level, students can receive master’s degrees in information technology, communication, data analytics, public administration, or public administration for senior leadership, or certificates in advanced graduate study, educational leadership, health informatics, project management, or public administration.

The International Development, Community, and Environment Department

Serving graduate students, accelerated degree students, and undergraduate students via majors and minors in international development and environmental science and policy, the International Development, Community, and Environment Department is a transdisciplinary academic unit built on more than 35 years of collective field experience in Africa, Asia, Latin America, and North America. Offering master’s degrees in the fields of community development and planning, health science (community or global health), environmental science and policy, geographic information science, and international development, curricula are organized around cross-cutting concentrations to emphasize a problem-centered approach. Through IDCE, students learn how to address complex problems and build community across their differences in approach, experience, and knowledge.
Centers and Institutes
Supplementing Clark’s schools and colleges, the University is home to several centers and institutes, including:

Adam Institute for Urban Teaching and School Practice
The Adam Institute develops and supports and understand teaching that puts all students, especially those who are underprepared and underrepresented, on a path to college. In meeting this goal, the Institute develops and examines powerful models of urban teacher preparation, teaching practice, and college-going learning cultures, which are based as much in communities as schools. This innovative work occurs primarily in collaboration with partner schools in Worcester’s Main South neighborhood. The Adam Institute’s Master of Arts in teaching program earned a rating of “approval with distinction” from the Massachusetts Department of Elementary and Secondary Education. The designation is the highest approval level the state awards, and the program was the first in Massachusetts history to receive it.

Center for Gender, Race, and Area Studies
A recent addition to the University, the Center for Gender, Race, and Area Studies (CGRAS) is an academic hub consisting of the interdisciplinary programs of women’s and gender studies, Holocaust and genocide studies, Asian studies, Latin American and Latino studies, Africana studies, comparative race and ethnic studies, and peace studies. With a core mission dedicated to the study of diverse, disadvantaged, and marginalized societies and populations, and an emphasis on promoting social justice, CGRAS facilitates intellectual synergies around diversity within and across gender, race, and ethnicity in scholarship and teaching.
Clark Labs
Based within the graduate geography program, Clark Labs is known for pioneering advancements in areas such as decision support, uncertainty management, classifier development, land change science, time series analysis, and climate change monitoring. Partnering with organizations including Conservation International, Google.org, the Gordon and Betty Moore Foundation, U.S. Department of Agriculture, United Nations, and World Conservation Society, Clark Labs leverages its academic base to develop innovative and customized research tools, provide software solutions to organizations in need, and apply geospatial expertise to a range of real-world problems.

George Perkins Marsh Institute
The George Perkins Marsh Institute is dedicated to the study of the socio-ecological, technical, institutional, and other systems through which humans interact with their surrounding environments. The Institute — home to approximately fifty research faculty and staff, many of whom have joint appointments with other departments — promotes collaborative, systems-based research that challenges traditional disciplinary boundaries.

Hiatt Center for Urban Education
The Hiatt Center promotes research aimed at developing cultures of learning and teaching where youth from all backgrounds participate in, inquire into, and create powerful educational and life opportunities, and become active members of a more just society. The Center connects scholars, practitioners, and youth to shape educational spaces that exemplify new possibilities for community-building and knowledge creation. This work encompasses the worlds of schools, local neighborhoods and networks, and virtual and digital spaces.

Higgins School of Humanities
Founded in 1986, the Higgins School of Humanities enhances the intellectual and cultural life of Clark University by fostering connections between the humanities disciplines, supporting humanities faculty research through its grant programs, and sponsoring public events and campus initiatives. Affirming the centrality of the arts and humanities in a liberal arts education, the School champions humanistic inquiries and practices that are crucial to human development as intellectually curious, socially engaged, and ethically oriented beings.

Mosakowski Institute for Public Enterprise
The Mosakowski Institute for Public Enterprise was founded ten years ago on the emerging model of “use-inspired” research that mobilized cutting-edge university work to address critical social concerns and offered new approaches to improve the effectiveness of public policies and programs. Under new leadership, the Institute has redefined its mission to engage the issue of behavioral health in adolescents and young adults, particularly young men, and will work in partnership with the Worcester Public Schools and Clark educational institutes to advance necessary research and action in this area.

Strassler Center for Holocaust and Genocide Studies
Genocide, mass atrocities, crimes against humanity, and their prevention stand at the core of the Strassler Center for Holocaust and Genocide Studies. Home to a rich undergraduate program and a landmark doctoral program, the Strassler Center is the first and only institute of its kind. Since its establishment in 1998, the Center has gained international standing as the sole U.S. program to train students for doctoral degrees in Holocaust history and genocide studies.
Faculty

Clark's more than 200 full-time and approximately 150 part-time faculty follow their intellectual curiosity wherever it leads — from the Siberian Arctic to the business community in China and to the University's Main South neighborhood, where Clark resides. These determined, distinguished faculty, 97 percent of whom hold terminal degrees in their fields, form the heart of Clark's academic community. The University’s faculty and staff reflect an ongoing commitment to diversity, with approximately 20 percent of individuals identifying as coming from racially underrepresented backgrounds. Furthermore, approximately 60 percent of the University’s tenure-line faculty are women, far higher than national averages.

Attracted to Clark's profile as the nation's second-smallest premier research university, faculty are committed and celebrated researchers who are also passionate about guiding students through in-depth and innovative research and teaching. Furthermore, 100 percent of faculty teach at the undergraduate level. Drawn to an intimate, undergraduate learning environment, that maintains a low student-to-faculty ratio of 10:1, faculty are devoted and talented teachers, wise advisers, and caring mentors to these students. In collaboration with Clark professors, students work across boundaries to address complex challenges on a global scale in a wide variety of fields.

Clark's faculty members are recognized internationally for their work. Faculty at Clark have included: a MacArthur Fellow, a Nobel Laureate, 22 American Academy of Arts and Sciences Fellows, eight American Association for the Advancement of Science Fellows, 15 National Academy of Sciences Fellows, 21 Guggenheim Fellows, and 32 Fulbright Scholars. Faculty are regularly awarded external funding from prestigious organizations, including the National Science Foundation, National Institutes of Health, the Department of Energy, and the Templeton Foundation.
Within the past year, a variety of organizations have recognized faculty members for a plethora of accomplishments, including the following outstanding recognition:

**Taner Akçam** (History, Holocaust and Genocide Studies) was presented with the 2018 Outstanding Upstander Award from the World Without Genocide organization.

**Edward Carr** and **Elisabeth Gilmore** (International Development, Community, and Environment) were selected in spring 2018 to serve as lead authors for the next major report by the United Nations’ Intergovernmental Panel on Climate Change, to be released in 2021.

**David Hibbett** (Biology) was named a Fellow of the American Association for the Advancement of Sciences (AAAS) and was included on the Highly Cited Researchers 2018 list from Clarivate Analytics.

**Sarah Michaels** (Education) received a Lifetime Achievement Award from the American Educational Research Association at its 2018 annual meeting.

**Nicole Overstreet** (Psychology) was named a 2018 Nancy Weiss Malkiel Scholar by the Woodrow Wilson National Fellowship Foundation.
Clark University hosts a vibrant student life program, which is likely part of the reason The Princeton Review ranked Clark number 18 in the country on its 2019 list of schools with the happiest students. While nearly all graduate students choose to live off campus, close to 70 percent of undergraduates reside on campus in one of a variety of settings, including apartment-style and traditional residence halls, restored houses, and apartments. All undergraduates remain engaged with campus life through participation in more than 130 student-run clubs, organizations, and sports teams at Clark, as well as through on-campus lectures, volunteer opportunities, performances, and other events.

The Clark University athletics program competes in the NCAA Division III and is a member of the New England Women's and Men's Athletic Conference (NEWMAC). Other institutions in the conference include: Babson College, Coast Guard Academy, Emerson College, MIT, Mount Holyoke College, Smith College, Springfield College, Wellesley College, Wheaton College, and Worcester Polytechnic Institute.

The University hosts 17 varsity sports teams, which include baseball/softball, basketball, cross country, lacrosse, soccer, swimming and diving, and tennis for both men and women and field hockey, rowing, and volleyball for women.

Clark students maintain two Student Council groups: one for undergraduate students and the other for students at the graduate and professional levels. The Clark Undergraduate Student Council (CUSC) advances the interests of undergraduate students and ensures that students play a vital role in University decisions. The Trustees of Clark University charge the Student Council as caretakers for the Student Activities Fee in its entirety, and so the CUSC is responsible for providing funds to all recognized student clubs and student initiatives. The Student Council is also responsible for representing the student body in the form of binding and nonbinding legislation, resolutions, and formal correspondence with the administration.

Students

Clark University prides itself on attracting students with high, but not yet fully realized, potential, whom it will educate, inspire, and compel to pursue careers and lives of consequence. The University’s approximately 2,200 undergraduate students and 900 graduate students come from all walks of life. Representing 43 states, Washington D.C., and Puerto Rico, more than 20 percent of undergraduates identify as individuals of color. A further 13 percent identify as international students and 19 percent as first-generation college students.
The Graduate Student Council (GSC) provides graduate student representation on University wide committees that make decisions affecting graduate students, promotes an active and interactive graduate student community, and functions as a unified voice for graduate student concerns at Clark. The GSC hosts an annual research symposium, which this year brought together graduate students from institutions throughout Worcester.

Staff

Working alongside the faculty, Clark’s approximately 470 full- and part-time staff are an essential part of ensuring smooth operations across the University. Recognizing the vital role this constituency plays at Clark, leadership has worked hard to ensure substantial benefits are available to staff, including health and dental insurance, flexible spending accounts, University retirement plans and generous retirement contributions, disability insurance, generous vacation and holiday time, and tuition benefit programs at both the undergraduate and graduate levels. While staff members represent a diverse cross-section of talented and committed individuals, the University recognizes that Clark’s size does not necessarily support economies of scale, and that the University’s success depends on every individual staff member contributing skill and effort at a consistently high level.

Alumni

Clark boasts approximately 40,000 alumni. Ninety-eight percent of undergraduates in the Class of 2018 were successfully employed, in school, or engaged in voluntary service within a year of leaving campus, and other recent classes have enjoyed similar success.

Their education has prepared them to move confidently and thoughtfully through the world, and their alma mater continues to support them on their journeys. Clark’s Career Development Office offers advising, programming, and professional opportunities that help students build the skills, credentials, and professional network they need to shape a well-fitting career and contribute in a modern and evolving world.

Clark also has established ClarkCONNECT, an easy-to-use platform for mentorship, networking, and professional opportunities designed exclusively for Clark students and alumni around the world. Learning to connect with, contribute to, and collaborate within a community of peers and partners is an essential skill for future success. ClarkCONNECT models this structure and energy by extending and reinforcing Clark’s reach beyond campus, bringing together students, alumni, faculty, parents, and friends of the University to expand students’ knowledge and prepare them for a successful career launch.
Alumni volunteers participate with their reunion committees, conduct student interviews on behalf of the Admissions Office, serve as class agents, or become members of regional leadership councils throughout the country. The Clark University Alumni Council promotes the general welfare of Clark, fosters relationships among Clark constituencies, enhances communications between the University and the alumni collectively, and encourages alumni participation in fundraising. The Council’s Executive Board consists of passionate Clark representatives who serve three-year terms.

Clark is particularly proud to count among its alumni innovators and leaders in a wide variety of fields, including:

Robert H. Goddard M.A. 1910, Ph.D. 1911: the “father” of modern rocketry
Francis Cecil Sumner 1916, Ph.D. 1920: first African-American to earn a Ph.D. in psychology
D’Army Bailey ’65: African-American lawyer, civil rights activist, author, and film actor
Robert J. Hurst ’66: former vice chairman, Goldman Sachs
Jackalyne Pfannenstiel ’69: assistant secretary of the Navy for energy, installations, and environment
Marian Leighton Levy ’70: founder, Rounder Records
Mark Bittman ’71: former influential food writer, *The New York Times*
Jeffrey Lurie ’73: owner, The Philadelphia Eagles
Bill Mosakowski ’76: founder, Public Consulting Group
Ron Shaich ’76: founder, Panera Bread
Hugh Panero ’78: former chief executive officer, XM Radio
Marc Lasry ’81: co-owner, the Milwaukee Bucks, and co-founder, Avenue Capital Group
Matt Goldman ’83, MBA ’84: co-founder, Blue Man Group
Ellen Hughes-Cromwick, M.A. ’88, Ph.D. ’86: former chief economist, the U.S. Department of Commerce and Ford Motor Company
Wendi Trilling ’86: former executive vice president, comedy development, CBS
Padma Lakshmi ’92: “Top Chef” host, model, actress, activist
Gregory de Gunzburg ’05: senior vice president, corporate strategy, NBC Universal
Clark is always working on new approaches to improve diversity and inclusivity while maintaining the following successful programs:

**Diversity and Inclusion Certificate**: Now in its second year, this program provides a valuable professional development opportunity for staff, faculty, and graduate students. Participants engage in critical dialogue and in-depth examination of diversity, difference, power, and privilege.

**Survey on Campus Culture and Community**: The Survey serves as a core part of Clark’s strategy on diversity, inclusion, and equity. This initiative aims to help the Clark community better understand the various experiences of undergraduate students, graduate students, faculty, staff, and senior administrators. Although the University has researched such questions in the past, this survey represents the first time in the institution’s history that all constituents have been contacted simultaneously.

**President’s Diversity Advisory Council**: The Council, with membership including faculty, administrators, staff, undergraduate and graduate students, community members, and alumni, advises campus leaders and makes recommendations about best practices in creating a diverse and inclusive campus community.

**Office of Diversity and Inclusion Co-Funding Program**: The Co-Funding Program helps support activities, events, research, and recruitment efforts on campus that advance diversity and inclusion across Clark.

**D’Army Bailey ’65 Diversity Fund**: The Fund helps talented students from historically underrepresented backgrounds finance their education at Clark. The Fund also assists in the recruitment and retention of a more diverse faculty; provides critical support for faculty to diversify their curricula and develop academic programming and lectures; and advances the work of the Center for Gender, Race, and Area Studies.

The **Office of Diversity and Inclusion** takes a broad view of the talents, perspectives, and contributions of all members of the community and recognizes the richness of humanity reflected in Clark’s students, faculty, and staff. Clark’s culture encourages engagement in civil, constructive discourse to create a climate of acceptance where individuals understand that differences, in concert with commonalities, are the cornerstone for a stronger, more inclusive university.
Worcester is New England’s second-largest city and the proud home to Clark University. Well-integrated into the Worcester community, Clark’s 70-acre campus boasts 70 buildings, including 21 residence halls and houses and eight athletics facilities. The major cities of Boston and Providence are each within a short drive from the campus.
Worcester has a rich history and is energized by an ambitious vision for its future. The city found its footing as a manufacturing giant and has since evolved into a hub for eclectic cultural offerings and dynamic professional opportunities. Worcester’s roots date to the Revolutionary War, but it is now shaping a new legacy around modern-day revolutions in biotech, health care, the arts, and higher education. In fact, Worcester is home to a total of nine colleges and universities, which comprise the majority of the 11-college Higher Education Consortium of Central Massachusetts (HECCMA), of which Clark is an active member. In recent years, many news organizations, including NPR, have recognized the city as being “on the rise.” This is evidenced by the influx of young professionals from Boston, the surge of market-rate housing being built downtown, the emergence of Worcester as a major “food hub” with tremendous growth in new restaurants and craft breweries, the relocation in 2021 of the Red Sox minor league baseball team from Pawtucket to Worcester, and the expansion of flight offerings at the Worcester Regional Airport.

Clark is located in Worcester’s Main South neighborhood, and since the 1980s, has been a national model in the movement of anchor institutions partnering with local governments, civic and business organizations, and neighborhood residents to rehabilitate and revitalize urban communities. Among the initiatives that have had the most significant local impact was the creation by Clark and the Worcester Public Schools, in 1997, of the neighborhood-based University Park Campus School (UPCS) for grades 7 through 12, which has earned a national reputation as a top-performing urban public middle/high school. Clark offers free tuition to UPCS graduates and others who have lived in the neighborhood for at least five years and are accepted to Clark. To date, more than 100 students have benefitted from this opportunity.

Clark’s strategic initiatives and investments in Main South have created a strong, stable neighborhood, building a trusting and collaborative relationship between the University and the community. These initiatives have also afforded Clark’s faculty and students significant classroom and research opportunities to work with the Main South and broader Worcester communities in a multitude of areas, including teaching, affordable housing, land preservation, community and urban development, geographic information system mapping, urban educational policy, and community health care.

Within the past decade, Clark has joined other national colleges and universities to support initiatives such as the Presidents’ Climate Commitment, established to reduce greenhouse gas emissions, and the Real Food Challenge, which promotes a healthy, fair, and green food system. The University’s Climate Action Plan, adopted in 2009, aims for the campus to be climate-neutral by 2030. To achieve this goal, the campus has undergone many changes, including updates to the 1982 cogeneration plant and an expanded recycling center. Community members continue to identify new ways to make Clark more sustainable, whether by employing solar power to recharge cell phones, installing rain gardens and biodiversity gardens, or upgrading plumbing to conserve water.

Additionally, all new buildings strive to meet LEED green certification standards. The Lasry Center for Biosciences, which opened in 2005, was the first LEED-certified (Gold) building on campus. In 2016, the University opened the LEED-certified Shaich Family Alumni and Student Engagement Center, which expanded the University’s footprint to the opposite side of Main Street. The four-story, 36,000-square-foot Center serves as the locus for Clark’s LEEP undergraduate education program as well as a place where students can come together with alumni, faculty, and outside partners for career mentoring in a variety of fields.
The Board of Trustees

Working closely with the president, the Board of Trustees oversees Clark University’s governance. Twenty-six members comprise this governing body, including six alumni-designated Trustees. Each member serves a six-year term, and new terms begin June 1. The full Board typically meets three times annually, in October, February, and May. Board committees also meet throughout the year as necessary.

The Board meets its responsibilities through the action and recommendation of its standing committees. These committees include: Executive Committee, Executive Compensation Committee, Academic Affairs, Advancement, Audit, Community Affairs and Social Responsibility, Finance and Facilities, Governance, Investment, Strategic Marketing, and Student Affairs. The Board’s incoming chair, Ross Gillman ’81, is chairing the Presidential Search Committee, ensuring a strong relationship is built between the next president and the chair to promote a smooth transition.
Faculty Assembly

Clark has a strong tradition of shared faculty governance. Each month, the faculty as a whole meet in a Faculty Assembly that serves both as a legislative body on matters of academic policy and a forum for discussing matters of significance for the faculty and the University.

Such topics include: faculty status, academic programs, curricula, standards, student recruitment, admissions and aid, and internal academic organization, as well as those aspects of student life that relate to the educational process. The faculty chair, the secretary of the faculty, and the vice chair of the faculty are elected to three-year terms. A variety of faculty committees share responsibility with the administration to ensure productive faculty engagement in strategic planning for the University. Clark maintains a formal academic and financial plan that is developed jointly with the faculty and approved by the Faculty Assembly.

Staff Assembly; Unions

The Clark University Staff Assembly is dedicated to recognizing the interests of all non-faculty and non-student staff employees and acknowledges and respects the diversity and professionalism each staff member contributes to the University.

The Assembly provides a forum to represent all staff members and strengthens the common values as outlined in the Administrative and Staff Compact; conveys information to University leadership, with the goal of maintaining a stronger interdependent work environment; and enhances Clark’s community. Clark is mostly a union-free environment, but the University Police, both Sergeants and Officers, are represented by an eleven-member union. The most recent four-year contract expired on June 30, 2018, and negotiations continue for an extension or new contract, which is targeted by both sides to be a four-year deal, covering the period from July 1, 2018, through June 30, 2022.
FINANCES

While Clark University faces many of the same challenges facing higher education broadly, its overall financial position is sound, as affirmed by the recent Moody’s A1 stable rating. The University manages an endowment of over $440M and operates with an annual $115M budget; however, Clark remains highly tuition-dependent.

Fewer families each year are able to afford the full tuition, which, including fees, tops $47,000 per year for undergraduates, and with room and board, totals about $56,000. In fact, the University awards financial aid to 85 percent of students, with an average annual award from the institution of nearly $24,000. When other grants and non-private loans are factored in, 88-89 percent of Clark students receive about $27,000 in annual financial aid.

Fortunately, the University has enjoyed robust philanthropic support in recent years. The current Campaign Clark surpassed its original $125M goal in the summer of 2018, nearly two years in advance of the original May 31, 2020, deadline. The Campaign had received more than 14,800 contributions from individuals and organizations at that time, and the University is continuing to grow the Campaign through 2020, with a final total approaching $150M. Campaign funds are being used to support student scholarships, endow professorships, advance innovative research and creative endeavors, improve facilities and academic programs, and grow the University’s endowment.

The Clark Fund is the annual fund campaign. These unrestricted, current-use gifts are critical to supplement the University’s yearly budget. Various “mini” Clark Fund campaigns are planned throughout the year in order to boost unrestricted giving. Some recent examples are the 5-31 Challenge, Spree for Clark Challenge, and the Clarktober Challenge. The five-year average total for the Clark Fund runs at $2.6M.
The next president of Clark University must leverage the University’s strong position to advance its mission and ensure its future academic and financial success. Demonstrating a deep commitment to the value of liberal education, the next president will uphold Clark’s values and dedication to delivering the highest-quality education to students at both the undergraduate and graduate levels. The ideal candidate will have exceptional leadership and management skills, possess a record of transformative impact, clearly and visibly demonstrate a professional and personal commitment to diversity and inclusion, and have a deep and successful history of securing and increasing financial resources.

Working collaboratively with faculty, staff, students, trustees, alumni, and members of the Worcester community, the next president will:

1. **Create a distinctive and thriving undergraduate program:**

   Clark University’s robust, traditional liberal arts program for undergraduates is uniquely influenced by its overlap with distinguished graduate programs, a degree of interaction that makes it singular among educational institutions nationally and globally. Furthermore, Clark’s friendly and supportive culture sets it apart and attracts students who are individualistic, idealistic, and who identify as advocates for social justice. Students of all backgrounds find themselves quickly and naturally calling the campus “home.” The next president will ensure these aspects of Clark’s undergraduate program are maintained while prioritizing further distinguishing enhancements that will be reflected in improved selectivity, higher retention, and increased student satisfaction.

2. **Support a faculty who are committed to the teacher/scholar model and who embrace Clark’s focus as an undergraduate-centered institution:**

   At Clark, faculty fully embrace the teacher-scholar model. All Clark faculty teach at the undergraduate level, which increases the presence of research-based activities and learning in all undergraduate classrooms. By engaging with faculty as partners committed to the mission and vision of Clark, the next president will uphold the University’s shared-governance commitments while directly understanding how best to support this essential constituency in their work as teachers and as researchers.
3. **Ensure that Clark’s prestigious graduate programs maintain and strengthen their rankings by supporting top-quality knowledge production, circulation, and impact:**

While Clark identifies itself as an undergraduate-centered institution, its prestigious graduate programs are important parts of the University’s identity and reputation. These programs and their faculty heavily impact Clark’s approach to teaching undergraduates and imbue a desire for research across all student levels. Therefore, in addition to supporting faculty broadly, the next president will ensure that the University’s graduate programs and the faculty who teach within them continue to thrive.

4. **Build and nurture a genuinely diverse and inclusive environment at Clark, which encompasses faculty, staff, students, administrators, and the board of trustees:**

As the leader of Clark’s distinctive and diverse academic community, the next president will advocate for ongoing efforts to attract and welcome students, faculty, staff, administrators, and board members from all backgrounds, as Clark believes the most effective and forward-looking universities are those that most value different points of view and a diversity of experiences. She/he/they will ensure the broadest outreach to potential students and will evaluate and strengthen hiring practices and salary structures to ensure that the best-qualified employees from all walks of life join, and remain part of, the Clark community.

5. **Effectively manage co-curricular and extra-curricular operations that impact the quality of the undergraduate experience:**

With the Clark community growing increasingly diverse and the needs of students evolving, the next president will lead efforts to address holistic student needs, particularly in the areas of mental health and wellness, so that all students are supported and successful in their academic and personal endeavors. She/he/they will further invest in the co- and extra-curricular offerings that complement and enhance a liberal arts education, including, but not limited to, academic counseling, athletics, career preparation, and study abroad.

6. **Effectively manage Clark’s financial and administrative operations to infuse greater urgency and rigor in such operations and accelerate Clark’s recent fundraising success:**

On the heels of a record-breaking comprehensive fundraising campaign, the next president will channel this momentum and continue this philanthropic success, fostering higher alumni and parent participation rates in the annual fund and establishing a tradition of major-gift philanthropy. She/he/they will also work expeditiously toward the launch of a major capital campaign, with a goal of not less than $200 million, inspiring alumni, parents, and friends to contribute to Clark’s future and success. To complement increased fundraising, the next president, working collaboratively with the University’s leadership team, will steward a sustainable financial model to ensure success in both the short and long terms. As part of this model, the president will also prioritize the diversification of revenue streams.

7. **Ensure that Clark’s professional programs are net revenue generators with clear market positions and quality reflective of institutional standards:**

The next president will be charged with reviewing and, where applicable, refocusing established professional programs and related expenditures to further enhance and support the University’s mission and reputation. Additionally, Clark’s next leader will help evaluate programs for their ability to meet Clark’s educational mission and be financially sustainable, while investing in new course offerings that can meet the University’s mission and produce a recurring positive net-revenue stream.
8. **Align Clark’s external marketing operations (marketing and communications, undergraduate admissions, graduate admissions and marketing, faculty recruitment, alumni affairs, and fundraising) around a single vision of Clark that speaks effectively to multiple audiences:**

Due to an underinvestment in marketing, combined with the ever-increasingly competitive higher education landscape, Clark’s innumerable strengths and natural fit for many types of students are not widely known. The next president will work with the community to understand and then articulate Clark’s most distinctive qualities. She/he/they will champion Clark as a place that embraces high-potential students and supports them in their educational journeys and then lead the charge to align Clark’s external marketing operations around a universally applicable vision of Clark that speaks persuasively to multiple audiences.

9. **Envision the future of Clark and collaboratively lead the University’s next strategic plan:**

To achieve a broad set of priorities, the next president must ensure that a strategic and well-articulated plan is developed. Clark’s current strategic plan runs through 2021, which necessitates that the next president engage faculty, staff, students, and the broader community in identifying and articulating approaches to meeting the University’s goals for the future shortly after his/her/their arrival to campus. She/he/they will do this through a highly collaborative strategic planning process, working particularly closely with the Board of Trustees, to outline bold yet obtainable goals for the University’s next chapter and beyond.

10. **Continue to strengthen Clark’s engagement with the Worcester community and the areas surrounding the University:**

Many small colleges and universities epitomize the idea of the “ivory tower”: an institution of higher learning separate and apart from a community. In contrast, Clark University sees itself as deeply integrated into the Worcester community, both benefiting from, and contributing to, the city. Clark actively connects students, faculty, staff, and the broader Clark network to its city in ways that are mutually enriching for community organizations and the campus community alike. Examples of this include partnerships with local public schools, such as the University Park Campus School, and nonprofits such as the Worcester Art Museum and the American Antiquarian Society, among others. The next president will uphold and strengthen these important connections in ways that serve both Worcester residents and the campus. She/he/they will also evaluate and recalibrate the University’s relationship with the Higher Education Consortium of Central Massachusetts to better enhance benefits to Clark community members and the Worcester academic community as a whole.

11. **Embrace technology as a means for delivering a better educational program and the strategic use of data for running essential operations efficiently and effectively:**

The ideal candidate will understand the important role technology plays both in the classroom and in terms of providing smooth operations for faculty, staff, and students. The next president will prioritize investments in technology to ensure that both students and employees have access to and benefit from the use of the latest and most important technological enhancements.
Qualifications and Personal Characteristics

Clark University seeks a president who is deeply attracted to its unique makeup as a small, urban campus that is home to both undergraduate and graduate students and steeped in the liberal arts. The University’s mission and distinctive qualities should resonate with candidates who have: a deep understanding of, and experience with, the opportunities and challenges facing higher education broadly; the ability to anticipate the evolution of the higher education landscape, including through the broader use of technology; a record of building strategic partnerships that mutually benefit an institution and its community; and deep personal integrity, courage, approachability, and a sense of humor. Additionally, the next president must possess many of the following qualifications and personal characteristics:

Embracing Clark

- Passion for the value and importance of the liberal arts and Clark’s commitment to undergraduate education within an integrated program that combines this undergraduate experience with graduate and professional education; and,
- Authentic intellectual pursuits and the endless curiosity necessary to embody the academic mission of Clark.

Leadership

- A demonstrated ability to think systematically and strategically and develop a shared vision for an institution;
- A record of an entrepreneurial spirit that encourages an institution to find ways of generating new sources of revenue and optimizes its existing resources in accordance with its culture and values;
- A deep commitment to diversity, equity and inclusion;
- An approach to goal-setting that balances lofty, aspirational priorities for an institution with the ability to be realistic and plan for the long term; and,
- A record of building strategic partnerships that mutually benefit an institution and its community.

Management

- Talent for, and experience with, guiding an institution through a period of transformation and change while nurturing and supporting leaders from a wide variety of backgrounds;
- A commitment to leading collaboratively within a robust shared-governance culture;
- Facility for making difficult decisions and communicating their rationale effectively and with transparency; and,
- Ability to effectively delegate responsibility and decision-making to a talented senior staff.

Finances

- The ability to manage Clark’s financial and administrative operations effectively to infuse greater urgency and rigor in such operations and the decision-making involved;
- The proven capacity to enhance current revenue streams and develop new ones to support the University’s vision and plans; and,
- Demonstrated experience with managing budgets strategically.

Communication

- An authentic desire to be out and about on campus, engaging personally with all constituencies, particularly students;
- A communication style that is engaging, energetic, persuasive, and inspiring as a speaker and an ability to serve as a champion for an institution;
- Experience speaking on the national stage and with a wide variety of constituencies; and,
- Sincere interest in engaging with the local community of Worcester.
Applications and Nominations

Screening of applications will begin immediately and will continue until the position is filled. The preferred start date is July 2020. For best consideration, send all nominations, inquiries, and applications, electronically and in confidence, to:

Shelly Weiss Storbeck, Managing Partner
Anne E. Koellhoffer, Senior Associate
Storbeck / Pimentel & Associates, LP
ClarkPresident@StorbeckSearch.com

For more information, please visit clarku.edu

Clark University is an affirmative action/equal employment opportunity employer and strongly encourages members from historically underrepresented communities — inclusive of all women — to apply.