

Fall 10-1-2013

# The Mosakowski Institute for Public Enterprise Five Year Report

Mosakowski Institute  
*Clark University*

---

## Recommended Citation

Mosakowski Institute, "The Mosakowski Institute for Public Enterprise Five Year Report" (2013). *Mosakowski Institute for Public Enterprise*. 33.  
<https://commons.clarku.edu/mosakowskiinstitute/33>

This Article is brought to you for free and open access by the Academic Departments, Centers & Programs at Clark Digital Commons. It has been accepted for inclusion in Mosakowski Institute for Public Enterprise by an authorized administrator of Clark Digital Commons. For more information, please contact [mkrikonis@clarku.edu](mailto:mkrikonis@clarku.edu), [jodolan@clarku.edu](mailto:jodolan@clarku.edu).

---

# The Mosakowski Institute for Public Enterprise Five Year Report

## **Abstract**

This report contains the highlights of the first five years of Clark University's Mosakowski Institute for Public Enterprise. It includes a description of the Institute's founding, its commitment to use-inspired research, transformational educational experiences, and community connectedness, the Institute's leadership and finances, and a listing of projects undertaken and faculty partners.

## **Keywords**

Clark University, Mosakowski Institute, use-inspired research, Liberal Education and Effective Practice (LEEP), useable knowledge, Mid-sized cities, Family Impact Seminar, NOAA Fellows

Follow this and additional works at: <https://commons.clarku.edu/mosakowskiinstitute>



Part of the [Business Commons](#), [Education Commons](#), [Life Sciences Commons](#), [Public Health Commons](#), and the [Social and Behavioral Sciences Commons](#)

THE MOSAKOWSKI  
INSTITUTE FOR  
PUBLIC ENTERPRISE

BUILDING THE BRIDGE BETWEEN  
RESEARCH AND ACTION



CHALLENGE CONVENTION. CHANGE OUR WORLD.

# THE MOSAKOWSKI INSTITUTE FOR PUBLIC ENTERPRISE: THE FIRST FIVE YEARS

2	The Mosakowski Institute For Public Enterprise: Beginnings
4	The 2008 Launch Conference: The Institute Goes Public
6	A Bold Clark Idea: Research That Connects
8	Mosakowski Research in Action
8	Education
10	The Gurel Endowment in Education
12	Health & Well-being
14	Family Impact Seminar
16	Mid-sized Cities
18	Sustainability
20	Timeline
24	A Clark Commitment: Education That Transforms
28	The NOAA Fellows Program
30	Connecting, Learning, and Making a Difference
34	Founding Benefactors: Bill and Jane Mosakowski
36	Institute Leadership
38	Institute Finances
40	Mosakowski Faculty Partners
42	Looking Ahead: The Next Five Years, and Beyond



## LETTER FROM THE DIRECTOR

**The report you are holding tells the story of the first five years of Clark University's Mosakowski Institute for Public Enterprise.** It is a story that I have had the great good fortune to experience first-hand as the Institute's inaugural director.

Or rather, it is many stories, as one would expect from an institute launched with such high hopes and ambitions at a place like Clark, a university with a distinguished past that is always looking ahead to the next challenge, the next horizon. Stories like:

- The professor with an idea to improve science education in America, who organized a national team of expert educators to reform how science teachers are trained;
- The political science students who rolled up their sleeves and redrew congressional district maps just like legislators do, or the biology students who rolled up their pant legs to take water samples in Washington's Padilla Bay;
- The urban school principals who are working to improve teaching and learning in their schools under a new state program that gives them more tools and flexibility;
- The researchers, health professionals and public officials who are working together to understand and prevent type 2 diabetes in Nicaragua.

All of these stories, and many more, were made possible thanks to another story — that of two Clark alums, Bill and Jane Mosakowski, whose extraordinarily generous gift to their alma mater made the Mosakowski Institute a reality.

Most of all, this report tells stories of *connection*: between research lessons and real-world results, between liberal education and lives of meaning and consequence, between a small urban university and the world beyond its gates. That theme of connection is why you will see so many images of bridges on the pages of this report.

I wish I could tell you about all of this in person, to share the excitement I feel when I walk onto our campus or venture forth to meet new partners or tell our stories. In fact, I *can* tell you in person. If you would like to learn more about the Institute and its work, or if you have ideas for future Institute projects, please drop me a line at [jgomes@clarku.edu](mailto:jgomes@clarku.edu). Maybe we can begin writing some new stories together.

All the best,  
Jim Gomes  
Director



## THE MOSAKOWSKI INSTITUTE FOR PUBLIC ENTERPRISE: BEGINNINGS

*“Nourish beginnings, let us nourish beginnings...”*

—MURIEL RUKEYSER

**In 2006, two Clark alums, Bill '76 and Jane '75 Mosakowski, made the largest gift in the history of the University** — ten million dollars — to establish the Mosakowski Institute for Public Enterprise.

Like many research centers at other universities, the Mosakowski Institute was intended to support research on major issues of social concern, including education, health and well-being, energy and environment, and

economic development. But unlike most such centers, the Mosakowski Institute would dedicate itself from the beginning to conducting research and communicating the results in ways that made it more likely that the lessons would be used by those engaged in service to society — the public enterprise — to improve people's lives and communities.

Then-provost, now Clark president, David Angel chaired the search committee that worked for much of 2007 to recruit and select the new Institute's director. After a lengthy national search, the choice was made: Jim Gomes, a career public servant who at the time was the president of a venerable policy and advocacy

organization, the Environmental League of Massachusetts. Gomes, a Harvard-trained lawyer and policy analyst, was chosen as someone who could bridge the gap between the University and the world of practice. Gomes took up the helm as the Institute's inaugural director in the fall of 2007.

That same year, President John Bassett appointed Dr. Richard Freeland, president emeritus of Northeastern University, to be Clark's first Jane and William Mosakowski Distinguished Professor of Higher Education. Freeland, who had spent a decade revamping Northeastern's strategy

and programs, would prove to be an invaluable asset for Clark as it set out to better connect both its research and teaching to practice.

As was appropriate for what was to be a flagship institution for Clark, plans were made to create a permanent home for the Institute adjacent to the new Academic Commons level of the Robert Hutchings Goddard Library. However, completion of the library renovation project that would create the Commons was more than a year away; the new Institute would begin its life in temporary quarters at 138 Woodland Street, a lovely old Victorian next to Harrington House.





## THE 2008 LAUNCH CONFERENCE: THE INSTITUTE GOES PUBLIC

*“I said, Hey Senorita,  
that’s astute...”*

*“Why don’t we get  
together and call  
ourselves an institute?”*

—PAUL SIMON



In November 2008, just a week after America had elected Barack Obama its 44th president, Clark President John Bassett welcomed more than 200 researchers, public officials, business leaders, journalists, students, and

other citizens to Clark for the public launch of the Mosakowski Institute. At a two-day event entitled, “University Research and the American Agenda: Discovering Knowledge, Enabling Leadership,” speeches, panels, and much conversation over coffee and meals focused on three critical issues at the crossroads of current research and practice that formed the core of the conference’s agenda:

- What is working to raise the achievement of urban students?
- What are we learning from current efforts to improve quality of, and access to, health care?
- What are the implications for policy makers of a rapidly industrializing world with increasing evidence of the impacts of carbon emissions?

Scholars and practitioners alike presented their concerns, their questions, and their views. As any reader of this report can see, for better or worse, the questions that were considered at the Institute’s coming-out party are, if anything, even more

urgent five years later. Not surprisingly, these issues continue to provide much of the focus for the Institute’s work.

The Mosakowski launch conference was highlighted by two keynote addresses, one by former three-term Governor of Massachusetts and 1988 Democratic presidential nominee Michael Dukakis, the other by Kathleen Hall Jamieson, director of the University of Pennsylvania’s Annenberg Public Policy Center. Dukakis called on universities to devote more attention to helping governments address societal problems, recounting his disappointment that the academy had rarely partnered with him and his administrations during his time as governor. Jamieson focused on how methods of communication can either aid or impede the effectiveness of evidence in policy debates. Specifically, she cited the role of influencing elite opinion in moving public sentiment more broadly, and the importance of narrative in creating an understandable context for research-generated data.



Among the many other thought and action leaders who delivered remarks, participated in panels, or acted as respondents for this seminal event for the Institute were:

David Angel, Provost, Clark University

Charlie Baker, President and CEO of Harvard Pilgrim Health Care

Nancy Budwig, Associate Provost and Dean of Research, Clark University

Jennifer Davis, President, Massachusetts 2020

Thomas DelPrete, Director, Hiatt Center for Urban Education, Clark University

Catherine Dunham ‘67, M.A. ‘70, Ed.D. ‘81, President, The Access Project

Jeffrey Henig, Professor of Political Science & Education, Teachers College, Columbia University

Robert Johnston, Professor of Economics and Director of the George Perkins Marsh Institute, Clark University

Barbara Kates-Garnick, Consultant and former Vice President, Keyspan Energy Delivery

Peter Levine, Director of the Center for Information & Research on Civic Learning and Engagement (CIRCLE), Tufts University

Shelley Metzenbaum, Director, Collins Center for Public Management, University of Massachusetts, Boston

Ricardo Millett, former President, Woods Fund of Chicago

Dolores Mitchell, Executive Director, Massachusetts Group Insurance Commission

Susanne Moser M.A. ‘95, Ph.D. ‘97, Research Associate, Institute of Marine Sciences, University of California-Santa Cruz

Rev. Kenneth Robinson, M.D., Pastor, St. Andrew A.M.E. Church, Memphis, and former Tennessee Commissioner of Health

Paul Rosenberg, Partner, The Bridgespan Group

Richard Rothstein, Research Associate, Economic Policy Institute

Warren Simmons, Executive Director, Annenberg Institute for School Reform, Brown University

Brian Stern ‘88, Chief of Staff to Rhode Island Governor Donald Carcieri

B.J. Turner, Gilbert F. White Chair in Environment and Society, School of Geographical Sciences, Arizona State University

Gary Yohe, Professor of Economics, Wesleyan University

At the conference’s festive opening dinner, Bill Mosakowski struck a note both practical and visionary for the Institute’s work going forward:

“Today’s public policy research and accountability systems must be strategic and outcome-based. They must recognize and perhaps even encourage the coordination of government across many agencies. We cannot allow ourselves to use the tools of the past to engineer the solutions for the future. I think the Mosakowski Institute should help, and I sincerely believe and hope that these are the types of problems that we take on in the future.”

And so with much hope and high ambitions, the Institute was up and running.

For the full conference agenda and a compendium of papers, photos, and videos, visit the Institute’s website at [www.clarku.edu/research/mosakowskiinstitute](http://www.clarku.edu/research/mosakowskiinstitute).



## A BOLD CLARK IDEA: RESEARCH THAT CONNECTS

*“The great end of life is not knowledge but action.”*

—FRANCIS BACON

**The acquisition and application of knowledge** have influenced the path of human history from the beginning. Whether it was fire, vaccines, crop rotation, rocketry, or the Internet, the basic process is the same. Someone learns something new. The new knowledge is then spread to a wider circle, some of whom put that knowledge into practice to change people’s lives.

For the last couple of centuries, research universities have played a vital role in the first stage: knowledge production. However, universities typically have been less attuned to knowledge dissemination, except within the confines of the academic disciplines and their specialized journals and conferences. Academics who sought to reach a wider audience risked being labeled as “popularizers.” And, with few exceptions, academia has disfavored research whose object is the practical use of knowledge, deeming it “merely applied.”

Clark established the Mosakowski Institute for Public Enterprise to challenge conventions of how academic research is conducted, communicated, and deployed. The Mosakowski Institute resembles a traditional research center in that its work seeks to produce or discover new knowledge using rigorous methods and high standards of evidence. But there the similarity ends.

The Mosakowski Institute represents a new model for an academic research center, one based on relatively recent insights. Over the past quarter century, many have come to appreciate that academic research does not divide neatly into “basic” and “applied” — some research is both, in that it produces genuinely new knowledge and insights while at the same time addressing practical problems or opportunities.

*“Serving as research assistant for the first Family Impact Seminar was my most formative research experience as an undergraduate. Leading a team, working closely with faculty, and presenting on a panel of experts at a symposium — all as a student researcher — were invaluable to me.”*

—Laura Faulkner ’10, M.P.A.’11

Since its founding five years ago, the Mosakowski Institute has sought to maximize the impact of its work in several distinctive ways:

**Research that truly makes a difference.** The kind of research the Institute undertakes has come to be referred to within the academy as use-inspired. However, a critical test of any research that seeks to make a difference in the world is not what inspired it, but *what it inspires*. While the impact of research on practice and policy is often difficult to discern, is often cumulative, and can be remote in time and place, genuine impact on the world beyond Clark — not merely vague claims of being “influential” — is always the Institute’s aspiration.



**Crossing disciplinary boundaries.** Mosakowski projects frequently involve multiple faculty participants drawn from several academic departments. This approach comes from the recognition that actual challenges and opportunities in the world are not neatly wrapped in discrete disciplinary packages. For example, what might appear initially to be an educational issue usually involves economic, social, political, and psychological aspects as well.

**Challenging students.** Most Clark students will not pursue careers as academic researchers, but developing an understanding of how research is done and the uses to which it can be put are core elements of a Clark education. The Institute’s programs, from faculty-led research projects to hands-on internship opportunities to specially designed courses, are all aimed at helping our students see the relationships between what they learn in the classroom and what happens in the neighborhood, in the *favela*, in the boardroom, and in the halls of Congress.

**Engaging with practitioners.** The culture and incentives of public enterprise — policy making and implementation in the service of the common good — differ considerably from those of academic research. The academy values new knowledge, while practitioners put more emphasis on utility than novelty. Academics tend to be deeply specialized in their knowledge and focus, while practitioners often are required to generalize and to integrate across several bodies of knowledge and multiple stakeholders. Academic researchers favor the scientific rigor of controlled experiments; practitioners have to deal with situations as they are. Academics tend to work over months or even years, while practitioners are usually under pressure to decide and act quickly.

The Mosakowski Institute never loses sight of these differences. It is only by meeting practitioners more than halfway, demonstrating a desire to work with them to solve their problems rather than viewing them principally as a convenient source of research questions, that researchers gain access to the richness and complexity of the

world as practitioners experience it. Furthermore, working with this orientation maximizes the chance of their learning making a difference in people’s lives. Our commitment to deep engagement with practitioners working on important issues in actual context is perhaps the Institute’s most distinctive feature.

It is not surprising that a university with Clark’s long history of making a difference in the world is emerging as a leader in the movement to go beyond conventional thinking about academic research. Whether the subject is developing new methods of science and math education, using mushrooms to clean up contaminated water, helping people afflicted with mental illness, or revitalizing older cities, our goal is to produce not just use-inspired research, but *use-inspiring research*.

This is the research mission of the Mosakowski Institute. And we’re just getting started.



## MOSAKOWSKI RESEARCH IN ACTION

*“Ideas won’t keep;  
something must be done about them.”*

—ALFRED NORTH WHITEHEAD

**The focus for the Mosakowski Institute’s research** is the creation of new knowledge that can be of practical use. In this it is distinct from other centers at Clark and elsewhere that focus on one particular set of issues or are devoted to a particular discipline. However, four issue clusters that we refer to as Areas of Focus make up the great majority of the Institute’s activities: Education, Health & Well-being, Sustainability, and Mid-sized Cities. The first three clusters correspond to the issues that were the focus of our American Agenda launch conference five years ago; the fourth, Mid-sized Cities, is of growing significance in the U. S. and internationally and, importantly, also speaks to Clark’s deep commitment to its home city of Worcester.

Each of these clusters lends itself to interdisciplinary research teams, and the issue areas themselves often overlap. For example, our work with the Worcester Public Schools is inextricably linked to both the health and well-being of the children and their families, which in turn are bound up in the livability of our city and its neighborhoods.

The following sections contain descriptions of some project highlights from these Areas of Focus over our first five years.

### EDUCATION

#### **Making Science, Technology, Engineering and Math (STEM) education work.**

Clark Education Department Chair Sarah Michaels was concerned. She saw the National Research Council’s 2012 release of the new Framework for K-12 Science Education as an opportunity for the nation to make major strides in improving the teaching and learning of science. However, she worried that the necessary professional development programs would not be in place to train teachers how to respond to the new Framework, which would then not achieve its potential.

So Michaels came to the Mosakowski Institute with a proposal. She wanted to convene a workshop at Clark with about two dozen of the country’s leading experts on math and science education and professional development. At the workshop, they would survey what professional development approaches and materials were available and begin to identify potential exemplars of

excellent practice in the field. This work would provide the basis for seeking additional support for design and production of pilot materials.

The Mosakowski Institute invested in Professor Michaels’ vision, and the Next Generation Science Exemplar Project (NGSX) was the result. In late 2012, after Michaels’ workshop had taken place and concrete plans were being drawn up, the National Science Foundation awarded her project a \$196,000 RAPID grant, which in turn enabled Michaels and her partners, Jean Moon of the Tidemark Institute (currently a visiting scholar at Mosakowski) and Brian Reiser of Northwestern University, to begin assembling prototypes of professional development materials, including videos of teachers leading classrooms at various levels in the exploration of science concepts.

With additional support from the Institute, Michaels and her colleagues piloted new professional development materials with teachers from the

Worcester Public Schools during the summer of 2013. Seeing first-hand what works and what doesn’t with the intended end-users of their research — teachers of science and math — will help them refine the materials and ultimately help to improve teachers’ effectiveness. The Institute expects that NGSX will set a new standard for STEM-related professional development, making an important difference in this vitally important field in the years ahead.

**Getting under the hood of our community colleges.** Over the last few years, many observers have awakened to the need for education and training beyond high school for the numerous “middle-skill” jobs of the modern economy. Delivering that kind of education is central to the mission of the nation’s community colleges. In 2011, the Mosakowski Institute and the Public Consulting Group teamed up to examine the budgets of Massachusetts’ community college system and the funding practices of several states considered among

the leaders in community college education in America. The resulting report, “Investing in Community Colleges of the Commonwealth: A Review of Funding Streams,” found stark disparities among per-pupil funding levels provided by the Commonwealth of Massachusetts to its fifteen community colleges. The report also recommended better partnerships between the colleges and private-sector employers, and moving toward performance-based budgeting for community colleges.

*“The Mosakowski/PCG report was crucial in influencing the legislature to increase funding for community colleges by tens of millions of dollars and to begin addressing the inequities and inefficiencies of the earlier funding scheme.”*

—Dr. Gail Carberry, President, Quinsigamond Community College



**Assessing the start-up of Innovation Schools.** In 2010, Massachusetts Governor Deval Patrick signed education reform legislation that created a new classification of public schools, the “Innovation Schools.” Under this law, schools chosen by local school districts could seek approval from the state Department of Education for this designation, providing these schools greater flexibility in their personnel hiring, curricula, budgets, etc.

In the first year of the program, Worcester had more Innovation Schools — five — than any other community in Massachusetts. As the first year of the program was

coming to a close, the Worcester School Department approached the Mosakowski Institute and asked it to undertake a series of detailed interviews with principals and other academic leaders in the first wave of Innovation Schools, with a view toward guiding the future development of this program in both the initial five schools and others that would join the program later.

The Institute conducted the interviews during the summer of 2012. Subsequent analysis of the content, which was conducted and summarized in a report by Hiatt Center for Urban Education Director Kate Bielaczyc, revealed that the

professionals responsible for the early implementation of the Innovation Schools initiative found that the greater flexibility they were afforded to hire teachers was the most valued autonomy. The analysis also revealed the need for assistance from both the Worcester and Massachusetts departments of education in resolving latent ambiguities in the program’s rules and operation. After just one year, it is too soon to tell if the Innovation Schools program will ultimately yield the result it seeks to achieve — improved learning — but Clark and the Worcester Public Schools plan to continue their work together on the program in the years ahead.

**Analyzing the Worcester school budget.** In 2011, the Mosakowski Institute was approached by Jennifer Davis Carey, executive director of the nonprofit Worcester Education Collaborative, with a request for help. A controversy was brewing over the budget for the Worcester Public Schools. Some critics were asserting that the school system was bloated, spending too much on administration and overhead and not enough on instruction. Mosakowski Institute Director Jim Gomes and research assistant (and then-economics doctoral candidate) Samuel Kofi Ampaabeng, Ph.D. ’13, conducted a study using



the Massachusetts Department of Education’s database on the commonwealth’s public schools. They produced multiple detailed analyses breaking down the WPS budget into

its component parts and comparing Worcester’s school spending to that of other mid-sized Massachusetts cities, Worcester’s suburbs, and Boston’s suburbs. The conclusion: the WPS budget was not out of line with its comparison groups; in particular, its administrative spending was at or below the mean. Gomes presented the analyses at a public forum in Worcester and received substantial coverage in the local media, helping to put to rest some of the inaccurate charges and focusing the debate on the real needs of the school system and its students.

## THE GUREL ENDOWMENT IN EDUCATION

*“A vision is not just a picture of what could be; it is an appeal to our better selves, a call to become something more.”*

—ROSABETH MOSS KANTER



In 2010, Dr. Lee Gurel ’48 made an extraordinarily generous gift of \$500,000 to create an endowment fund in his name within the Mosakowski Institute. The income from this fund, together with other Institute resources, supports much of Mosakowski’s research work in

this subject area, including our early work on Innovation Schools and Next Generation Science Standards.

Born in Poland between the world wars, Lee came to Worcester when he was 3 years old and attended Worcester public schools. His association with Clark began in 1943, when he enrolled in a summer session program at the University after graduating from Worcester’s Classical High School. He earned a bachelor’s degree in psychology from Clark in 1948, and then went on to receive his M.S. and Ph.D. from Purdue University.

He enjoyed a long career as a research psychologist with the Veterans Administration, last serving as Chief of Research in Mental Health and Behavioral Sciences at the Washington, D.C., VA Hospital. Dr. Gurel has been an active member of the American Psychological Association throughout his career and was named director of the APA’s research development division in the 1970s. He has published extensively in the areas of schizophrenia and the evaluation of psychiatric treatment.

Lee has been remarkably generous to his alma mater. In addition to his endowment at the Mosakowski

Institute, his gifts have established awards for an outstanding psychology student and the professor most critical to her/his success, an annual prize for an outstanding student in Asian Studies, a fund at Clark to support a partnership with the APA to advance the teaching of psychology at the pre-collegiate level, and an annual workshop at Clark for high school teachers.

He summarized his philosophy of giving in this way: “I feel that we all owe a debt to the teachers and institutions that equipped us for fuller, more satisfying lives.”

### Gurel Lectures

In addition to the faculty and student research efforts it supports, the Gurel Endowment also funds the annual Gurel Lecture in Education. Since 2010, the Mosakowski Institute has brought a major figure in American education to campus each year to deliver a talk and spend time in discussion with students and faculty, engaging the campus and the community around some of the most important issues in the field. Following are brief descriptions of the lectures to date:



**2010-11. Diane Ravitch, “How Testing and Choice are Undermining Education.”** The eminent Columbia University educational historian and former U.S. Assistant Secretary of Education under President George H.W. Bush had once been a champion of high-stakes testing in public schools, but no more. Ravitch offered her unique perspective on where the movement to reform American education has gone wrong, and shared her ideas for how to improve our schools and the life prospects of our children.



**2011-12. Aimee Guidera, “From Dartboards to Dashboards: The Imperative of Using Data to Improve Student Achievement.”** Guidera is the founding executive director of the National Data Quality Campaign, a partnership of national organizations working to develop and promote uniform standards for state-level longitudinal data systems for America’s schools. She argued that developing better data systems is critical to being able to measure educational progress and hold educational leaders accountable.



**2012-13. Thomas Kane, “Measures of Effective Teaching.”** The noted Harvard Education School researcher discussed the results of his multi-year research project supported by the Bill and Melinda Gates Foundation. Kane’s team used a trio of measures for assessing teacher quality — test score “value added” analysis, in-class observations by professional educators, and student evaluations of teacher performance — and found that this combined approach was a better predictor of future student performance than any single factor.

Additional information, including videos of the lectures, can be found on the Institute’s website, [www.clarku.edu/research/mosakowskiinstitute](http://www.clarku.edu/research/mosakowskiinstitute).



### HEALTH & WELL-BEING

**Men in turmoil.** For many adults, the stresses of life cause a lot of hurt, depression, and torment. This is true of both women and men, but, thanks to cultural norms and images of masculinity, men in our society seek help for their mental distress far less frequently than women. Perhaps not surprisingly, men also engage in far more substance abuse, exhibit far more violent behavior, and commit suicide at much higher rates than women. Clark Psychology Professor Michael Addis, author of the book “Invisible Men” (2011), concentrates on men’s mental health issues and asserts that if men were more willing and able to admit to their pain and vulnerability, both they and the women and children closest to them would be the better for it. The Mosakowski Institute has supported Addis’ research to survey men about their feelings and their help-seeking behavior, as well as his preliminary exploration of creating a researcher-practitioner network dedicated to men’s mental well-being.

**Difficulties in entering the workforce.** The deep recession of 2007-09 created hardship and deprivation for hundreds of millions of people, both in the U.S. and abroad. But even as the world has slowly emerged from that downturn, one of its long-lasting effects is likely to be a diminishment of the employment prospects and lifetime earnings of the young people who should have been entering the workforce just as the recession was hitting. The Institute has worked

with Ramon Borges-Mendez, associate professor of International Development, Community, and Environment (IDCE), to document the youth unemployment rates that prevailed in the last several recessions and chronicle the negative effects that early-life-stage unemployment has on later-life prospects. Among those findings: minority youth, especially young Latino women, are at higher risk of falling off track in their quest to find stable employment.

**The livelihoods of recent immigrants and refugees.** The history of America, indeed the nation’s unique character and ethos, has been shaped by wave after wave of immigration. How are today’s immigrants, many of them coming here from distressed or perilous circumstances, building lives here for themselves, their families, and their communities? In the fall of 2012, IDCE Associate Professor Anita Fabos’ LEEP-inspired class, “Displacement and Development in the Contemporary World,” explored these questions with seed money support from the Mosakowski Institute. (For a discussion of Clark’s LEEP [Liberal Education and Effective



Practice] program, see p. 24.) In partnership with the locally based non-profit Lutheran Social Services, her students conducted pilot research on the livelihoods of refugee, immigrant, and native populations in Worcester. Undergraduate and graduate students examined U.S. Census and LSS archival data, mapped area immigrant and refugee businesses, and conducted interviews and focus groups in an attempt to ascertain how these newcomers were progressing both in obtaining jobs and incomes and in rebuilding their lives and communities.

**Reducing chronic disease.** In 2012, the Institute began investing in research on the rise in non-communicable diseases, which have silently become leading causes of illness and death worldwide. Assistant Professor Barbara Goldoftas (IDCE), an environmental epidemiologist, launched a project in cooperation with physicians, public health experts, and nongovernmental organizations in Nicaragua to study the environmental and social risk factors behind a dramatic increase in type 2 diabetes in that country. They are using a survey paired with interviews of type 2 diabetics and their family members to probe what is causing the spike in type 2 diabetes and whether it can be reversed. Designed for one rural province, the study will be conducted in other parts of the country as well. Goldoftas also plans to devise culturally appropriate means of helping individuals, families, and communities manage the disease better — and ultimately prevent it.



## FAMILY IMPACT SEMINAR

*“The family is the nucleus of civilization.”*

—WILL DURANT

In 2009, upon acceptance of the application submitted by the Mosakowski Institute, Clark became the only Massachusetts university affiliated with the National Policy Institute for Family Impact Seminars. This two-decades-old program, headquartered at the University of Wisconsin-Madison, seeks to provide the latest non-partisan research on issues relating to family policy to state legislatures throughout the United States.

Research Associate Professor Denise Hines of the Clark Psychology Department is the director of the Family Impact Seminars program at Clark. “Even with all the changes in our society and culture over the past several decades, the family remains a vital building block of people’s lives, and the well-being of families is a major factor in determining the

well-being of neighborhoods and communities,” said Hines. “It is critically important that public policy decision makers understand this and that they consider the impacts on families of legislation that comes before them.”

The Institute has now organized four annual seminars at the Massachusetts State House. These presentations include talks by policy experts

from Clark and other participating institutions. They are followed by question-and-answer sessions with legislators and their staffs, and conclude with a luncheon that encourages further discussion and follow-up. Each year’s presenters, assisted by Clark undergraduate and graduate students under the direction of Professor Hines, prepare briefing papers on their talks, which are bound together into a booklet and distributed to all 200 Massachusetts legislators.



The following are the Massachusetts Family Impact Seminars that Mosakowski has presented to date:

### **(2010) The Great Recession and its Impact on Families**

“Structure, Stress and Families in the Great Recession”

Robert J.S. Ross, Ph.D., Department of Sociology, Clark University

“Promoting Economic Independence: Identifying What it Costs to Make Ends Meet in Massachusetts and the Jobs that Get You There”

Deborah Youngblood, Ph.D., Crittenton Women’s Union

“The Great Recession’s Impact on Family Violence and Implications for Policy”

Denise A. Hines, Ph.D., Department of Psychology, Clark University

### **(2011) Men at Risk: The Physical, Mental and Social Health of Men in Massachusetts**

“The Status of Men’s Physical Health: A Cause for Concern for the Commonwealth of Massachusetts”

James R. Mahalik, Ph.D., Department of Counseling, Developmental, and Educational Psychology, Boston College

“Men’s Mental Health in Massachusetts: Stigma, Substance Abuse, Suicide and Unemployment”

Michael E. Addis, Ph.D., Department of Psychology, Clark University

“Men’s Social Health within Families and Intimate Relationships”

Emily M. Douglas, Ph.D., Bridgewater State University School of Social Work

### **(2012) Youth at Risk, Part 1**

“How Are Youth Doing? Trends in Youth Victimization and Well-Being and Implications for Youth Policy”

Lisa M. Jones, Ph.D., Research Associate Professor of Psychology, Crimes Against Children Research Center, University of New Hampshire

“Global and Local Youth Unemployment: Dislocation and Pathways”

Ramon Borges-Mendez, Ph.D., Department of International Development, Community, and Environment, Clark University

“Online Predators — Myth versus Reality”

Janis Wolak, J.D., Senior Researcher, Crimes Against Children Research Center, University of New Hampshire

### **(2013) Youth at Risk, Part 2**

“Trans-Racial Foster Care and Adoption: Issues and Realities”

Fern Johnson, Ph.D., Department of English, Clark University

“Food Insecurity Among Children in Massachusetts: Dislocation and Pathways”

Deborah M. Frank, M.D., Professor of Child Health and Well-Being, Boston University School of Medicine

“Children and Homelessness in Massachusetts”

Donna Haig Freeman, Ph.D., Director, Center for Social Policy, McCormack Graduate School, University of Massachusetts, Boston



*“As a Clark alumna, it makes me proud to see the Mosakowski Institute presenting these high-quality seminars on important social issues to my colleagues in the Massachusetts legislature. We need more of this kind of information and help.”*

—Senator Harriette Chandler, M.A. ’63, Ph.D. ’73

The Mosakowski Institute’s Family Impact Seminar program consults with Massachusetts legislators and other policy makers on potential future topics for seminars that will be timely and actionable. If you have ideas for future seminars, please contact Professor Denise Hines, Family Impact Seminar program director, at [dhines@clarku.edu](mailto:dhines@clarku.edu). More information on Clark’s Family Impact Seminars, including links to past briefing papers, is available on the Institute’s website, [www.clarku.edu/research/mosakowskiinstitute](http://www.clarku.edu/research/mosakowskiinstitute).



## MID-SIZED CITIES

### The Main South Promise

**Neighborhood Partnership.** The Mosakowski Institute teamed up with more than half a dozen Clark faculty members from multiple departments and with many Worcester community partners to apply for and receive a \$456,000 Promise Neighborhood planning grant from the U.S. Department of Education. The Promise Neighborhood program is grounded in the belief that improving the academic performance of students in low-income areas will not come about by improving the schools alone: the multiple challenges of poverty in the neighborhood, such as unemployment, poor health, and public safety must also be addressed.

The 2010 grant to the Main South team was one of fewer than two dozen such grants awarded nationwide. The Institute's role, led by IDCE Associate Professor Ramon Borges-Mendez, was to develop the plan for data collection, usage, and security for the project. The Promise Neighborhood project built upon Clark's several decades of hands-on commitment to its neighborhood, the City of Worcester, and its schools, a commitment that continues across a wide range of current Clark research and community engagement projects.

### Lessons from the Worcester

**Biocluster.** The transition from industrial to information-based economies has many implications for the locational decisions of firms and individuals and the strategic decisions of governments. The Mosakowski Institute invested in the work of a team of Clark faculty made up of Mary-Ellen Boyle (Graduate School of Management), Jennie Stephens (IDCE), and Jing Zhang (GSOM), later joined by Stephen McCauley, Ph.D '09 (Marsh Institute), to explore the way that clustering of firms and organizations influences their productivity, creativity, and the growth of regional industry. The team examined the phenomenon of clustering in multiple contexts and gave particular attention to Worcester's experience with a decades-old cluster in the biomedical field, with a view toward gaining insights for a possible new cluster focused on sustainable energy. Among its findings and recommendations is the need to continually scan the changing global context for developments relevant to the cluster and to nurture the connections among firms, universities, and governments.

### Understanding Massachusetts'

**Mid-sized Cities.** The Federal Reserve Bank of Boston launched its Working Cities Challenge in 2013 to advance collaborative leadership in Massachusetts cities and to support work to improve the lives of low-income people in those cities. The Mosakowski Institute is the Bank's Research Partner for this project. In that role, the Institute has produced "data dashboards" and "city snapshots" on twenty Massachusetts cities, all of which have struggled with deindustrialization, periodic economic downturns, and the challenges of serving waves of immigrants from overseas. Additionally, a diverse group of Clark faculty members are taking part in the Bank's site visits to applicant cities throughout the commonwealth. The research to date has found many similarities and some surprising differences within these cities along such dimensions as demographics, employment, educational attainment, and health. It is expected that future research will delve into the experiences that successful Working Cities teams have in implementing their ambitious visions for change. For more information about the Working Cities Challenge, see [www.bos.frb.org/WorkingCities](http://www.bos.frb.org/WorkingCities).

*"The Mosakowski Institute's research and analyses on Massachusetts' mid-sized cities have proven to be very useful to the Boston Fed and its partners."*

—Member of the Working Cities Challenge Steering Committee



**School quality and housing prices.** It is well known that housing prices in the leafy suburbs tend to be higher than in inner-ring suburbs or in older cities. One factor in this price difference is that families will pay a premium for their kids to attend schools with historically better graduation rates, test scores, and college admissions records. Two Clark economics professors, John Brown and Jacqueline Geoghegan, set out to examine whether the same phenomenon existed within a poorer area of the city, specifically, Clark's own Main South neighborhood. They found that it did by comparing the market values of houses within the catchment area for University Park Campus School (an award-winning, high-performing urban high school that Clark helped to found and plays a significant role in operating) with the value of houses just beyond the eligibility boundary line for UPCS. Intrigued by Brown and Geoghegan's initial results, the Mosakowski Institute has provided support for their ongoing work to further investigate this relationship for the City of Worcester as a whole.

**The changing face of Worcester — and beyond.** Worcester and other places like it have been dubbed "gateway cities" because of their role as points of entry and settlement for many immigrants to the United States. A number of Clark faculty from different disciplines, among them Robert Ross (sociology), Ramon Borges-Mendez (IDCE), Anita Fabos (IDCE), Ravi Perry (political science), and Laurie Ross (IDCE), have been using different methods to assemble data from which a rich and dynamic mosaic of the city and its people is emerging. The Mosakowski Institute has supported many of these efforts and is facilitating discussions among faculty as to how we can best turn large amounts of data about Worcester into useful, actionable information. This work is expected to prove useful in understanding both Worcester and the dozens of similar places that are home to many millions of people in the northeastern quadrant of the United States.



## SUSTAINABILITY

### Mycoremediation at Fisherville Mill.

What's mycoremediation? It's using fungi to neutralize the hazardous properties of pollutants. Clark Biology Professor David Hibbett and his students have been working on this novel technique as part of a U.S. Environmental Protection Agency grant to clean up the old Fisherville Mill site along the Blackstone River in Grafton, Massachusetts.

The Industrial Revolution provided a myriad of useful products and brought employment and prosperity for countless people, but it also left a pervasive, sometimes dangerous legacy in the land and water. The

Mosakowski Institute supported the work of two of Professor Hibbett's research assistants, Darcy Young '11, M.A. '12, and Rachael Martin '13, who investigated whether various biological agents could be put to work to break down chemical contaminants. They found that several species of fungus were effective at degrading fuel oil. Their research, which served as the basis of Young's master's thesis and her 2012 presentation to the Mycological Society of America, provides just one piece of a large and intricate puzzle, but the methods they developed and demonstrated could ultimately be used by the EPA and others to ameliorate water pollution both in the Blackstone and elsewhere.



### Toxics and environmental justice.

The distribution of chemical contaminants in our environment is not random. For a variety of political and economic reasons, toxic emissions and waste are found in much higher concentrations in proximity to poor people and people of color. Professor Bruce London (sociology) and his then-research assistant Anna Rosofsky '10, M.A. '11, conducted detailed studies of this environmental injustice using data on the locations of toxic chemicals, the locations of schools, and school performance statistics from Baton Rouge, Louisiana, and from Worcester. They found that schools rating lower in school performance were more likely to be located in more polluted areas, and that these schools had higher percentages of low-income and minority students. This subject became the topic of Rosofsky's master's thesis and a scholarly article for which she was lead author (among her co-authors were Professor London and IDCE Associate Professor Ramon Borges-Mendez). Rosofsky's research experience, substantially funded by the Mosakowski Institute, served as an inspiration for her enrollment in a doctoral program in environmental health in the fall of 2013.

### The Mosakowski HERO Fellows.

Each summer, Clark's Geography Department runs its Human Environment Regional Observatory (HERO) Program, and about a dozen lucky students from Clark and other universities get more than two months' worth of intense training in research methods, Geographic Information Systems, data analysis, and the presentation of research findings. The Institute has been sponsoring Mosakowski HERO Fellows for the past five years.



*"As a Mosakowski HERO fellow, I was given the tools, guidance, and opportunity to grow as a student, researcher, and member of the community. The value of the fellowship endures, as I still find myself frequently using the skills and lessons I learned then as I pursue a graduate degree."*

— Joseph Krahe '12

For the first few years, the students studied the relationship between types of land cover and use of water in two dozen communities north of Boston. They found that maintaining lawns was significantly associated with increased demand for water, and that during especially hot and dry summers this demand was contributing to water shortages that in turn led to restrictions or bans on lawn watering and the filling of swimming pools. Colin Polsky, associate professor of geography, and his colleagues (including former Mosakowski HERO Fellow Nicholas Giner, Ph.D. '13) have developed sophisticated methodologies for distinguishing land uses and measuring different kinds of land cover using aerial photography, on-the-ground observations, and cutting-edge mapping techniques, and have published and presented extensively on this subject.

For the past two years, HERO students under the supervision of geography associate professors John Rogan and Deborah Martin have turned their attention to a different problem: the impact of a non-native invasive species, the Asian longhorned beetle, is having on the trees and neighborhoods of Worcester and its surrounding towns. One intriguing finding with implications for policy makers: Worcester is actually losing more trees to "normal" development projects than it is due to the beetle infestation.

### Climate change and coastal areas.

The Mosakowski Institute has partnered with Clark's George Perkins Marsh Institute on numerous occasions over the last five years. One recent example is the seed money matching support the Institute provided for Marsh Director Robert Johnston's project, "Climate Change Adaptation and Ecosystem Service Resilience in Northeast Coastal Communities." Dr. Johnston's project seeks to test and evaluate high-impact, science-based communication strategies and messaging techniques to inform coastal communities, which are on the front lines of the Earth's warming climate, about adaptation to climate change at a regional scale, and thereby promote greater awareness of outcomes, benefits and tradeoffs. A \$200,000 grant in support of this project, a collaboration with the Nature Conservancy's Connecticut Chapter, was provided by the Northeast Sea Grant Consortium.

## THE MOSAKOWSKI INSTITUTE FOR PUBLIC ENTERPRISE TIMELINE

**2006**

William '76 and Jane '75 Mosakowski donate \$10 million to endow the Mosakowski Institute

**2007**

Jim Gomes is appointed director of the Institute

Richard Freeland is appointed as the first Jane & William Mosakowski Distinguished Professor

**2008**

Institute supports its first graduate HERO Fellow, Nicholas Giner, Ph.D. '13

Congressmen Jim McGovern and Barney Frank take part in "Politics of Climate Change" panel

"American Challenges" op-ed series runs in *The Boston Globe*

"University Research and the American Agenda Conference" launches the Institute

**2009**

Clark and the American Association of Colleges and Universities convene Liberal Education and Effective Practice conference, organized by Richard Freeland

Clark is designated as Massachusetts' sole Family Impact Seminar University; Denise Hines (psychology) becomes FIS program director

Dr. Lee Gurel '48 donates \$500,000 to establish the Gurel Educational Endowment within the Mosakowski Institute

**2010**

The first Family Impact Seminar at the Massachusetts State House, "The Great Recession and its Effect on Families," with presentations by Denise Hines and Robert Ross (sociology)

Worcester team wins \$456,000 Promise Neighborhood grant

Educational historian Diane Ravitch delivers first Gurel Lecture

Institute begins research with Public Consulting Group on funding of Massachusetts community colleges

**2011**

LEEP-inspired "Congressional Redistricting: The Geography of Politics" is recognized by *U.S. News* as a "top course that impacts the outside world."

Nick Rossi '12 wins first prize in Massachusetts Common Cause's "Redistricting Olympics"

Institute hosts Federal Reserve Bank of Boston conference, "Collaboration and Leadership in Smaller Industrial Cities," at Clark

Bruce London (sociology) and Anna Rosofsky '10, M.A. '11, complete research on toxic chemicals in proximity to schools

NOAA Administrator Jane Lubchenco delivers annual Geller Lecture, co-sponsored with Marsh Institute

David Hibbett (biology), Darcy Young '11, M.A. '12, and Rachael Martin '13 experiment with mushrooms to neutralize water pollutants

**2012**

Marsh Institute wins \$200,000 Northeast Sea Grant Consortium grant for climate change adaptation work with matching support from Mosakowski Institute

Institute presents the Family Impact Seminar "Youth at Risk" at the Massachusetts State House

First class of NOAA Fellows selected for summer internships around the U.S.

Institute and Hiatt Center prepare report on "Innovation Schools" commissioned by Worcester Public Schools

Political demographer Ruy Teixeira delivers Mosakowski Lecture on the 2012 Presidential election

**2013**

Massachusetts legislature increases funding for community colleges by \$20 million, in line with Mosakowski-PCG report recommendations

Mosakowski Institute becomes Research Partner of Federal Reserve Bank of Boston on its "Working Cities Challenge" for mid-sized Massachusetts cities

Former UMass Memorial Health Care President John O'Brien named Mosakowski Distinguished Professor

John Brown (economics) named Mosakowski Faculty Research Fellow

Sarah Michaels (education) receives National Science Foundation grant for STEM professional development

Barbara Goldoftas (IDCE) begins research project on type 2 diabetes in Nicaragua



**A CLARK COMMITMENT:  
EDUCATION THAT TRANSFORMS**



*“Practice is the best of all instructors.”*

—PUBLILIUS SYRUS

**At the time of the Mosakowski Institute’s founding,** American higher education was undergoing intense examination. This was understandable: the nation was experiencing the deepest economic downturn in decades, globalization

was connecting the world’s peoples more closely, the pace of information growth was accelerating, and emergent technologies were delivering educational content to dispersed audiences. Disruptive change was everywhere, and higher education would be changing too.

Well before the Great Recession, Clark was already thinking deeply about how best to educate undergraduate students. The overriding goal was to preserve the enduring values of liberal education while simultaneously preparing our students for a rapidly changing world.

From its beginnings, the Mosakowski Institute has been a key part of Clark’s attempts to reform undergraduate education. In the fall of 2007, a full year before the Institute’s public launch, a team composed of then-Provost (now Clark President) David Angel, Dean

of Research/Associate Provost Nancy Budwig, Mosakowski Distinguished Professor Richard Freeland, and Mosakowski Institute Director Jim Gomes came together to design and plan Clark’s “Liberal Education and Effective Practice (LEEP) Conference,” which the Institute would host in March 2009. In partnership with the American Association of Colleges and Universities, Clark convened three dozen academics and practitioners for two days of presentations and discussions on topics such as “Self-Authorship and Effective Practice,” “The Power of Experiential Education,” and “Wisdom, Intelligence and Creativity.” (The complete LEEP Conference agenda and the full set of commissioned papers are available online at [www.clarku.edu/research/mosakowskiinstitute](http://www.clarku.edu/research/mosakowskiinstitute).)



**LEEP IN ACTION AT MOSAKOWSKI**

Since the seminal LEEP conference, the Mosakowski Institute has remained deeply engaged in putting this signature Clark initiative into practice. Here are some of the ways Mosakowski is providing important and uncommon experiences for students and in the process helping to change education at Clark:

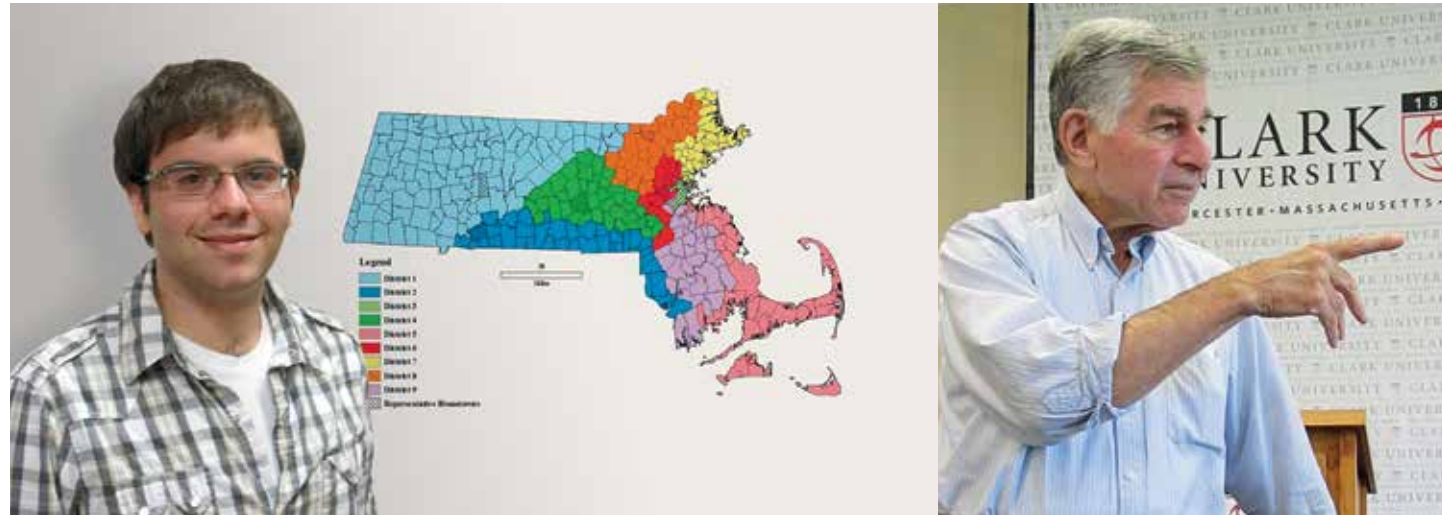
**A taste of real-world politics.** Every ten years, after census results are known, most states in the U. S. have the task of redrawing their congressional districts to account for changes in population. In 2011, the Mosakowski Institute decided to use the redistricting process in Massachusetts as a real-world laboratory to help students gain a deeper understanding of the law, politics, and practicalities of drawing

political boundaries. Thus was born “Congressional Redistricting: The Geography of Politics,” a Political Science course co-taught by Mosakowski Institute Director Jim Gomes and Political Science Associate Professor Robert Boatright. In addition to learning some constitutional law and political theory, students — and their teachers — needed to learn how to use Geographic Information System programs to create district maps on a computer. This was the job of Nicholas



*“My role as T.A. in the Congressional Redistricting course was one of the highlights of my Clark education. Not only did I learn a lot about politics and the redistricting process, I also got to put my mapping skills into practice and teach undergrads how to make their own maps.”*

—Nicholas Giner, Ph.D. '13



Giner, Ph.D. '13, a geography graduate student who served as teaching assistant for the course (and who had previously been a Mosakowski HERO Fellow; see p. 19).

In the middle of the semester, the legislative committee that was tasked with drawing a new district map for Massachusetts accepted the Institute's invitation to hold one of its regional public hearings at Clark, giving students a rare chance to see one facet of the process in action. Later, the students were able to put their newly gained knowledge into practice: the final project in the course called for teams of students to draw their own maps of Massachusetts with their proposed districts. *U.S. News* recognized this novel, hands-on, interdisciplinary course as one of the "Ten College Classes that Impact the Outside World."

One student in the class, Nicholas Rossi '12, M.A. '13, went a step further. He refined the district map he had done in class and entered it in Common Cause of Massachusetts' "Redistricting Olympics." Competing against several dozen other contestants, including some professors of political science at other New England colleges, Nick won the gold medal and \$1,000 first prize for his map.

*"To succeed in a highly competitive global economy, students need to develop a broader set of capabilities — creativity, resilience, teamwork, persuasion and perseverance."*

—Clark President David Angel

**Non-starving artists.** It's not an accident that most cities with thriving economies are home to vibrant arts scenes. Ted Buswick, Executive in Residence for Leadership and the Arts at Clark's Graduate School of Management, decided to explore the links between Worcester's economy and its variety of arts-related enterprises. The graduate and undergraduate students in his 2011 Mosakowski-supported course "Understanding Worcester's Creative Economy" got out into the city to research different aspects of creativity-based industry in Worcester. Students learned about the city they live in and also developed a deeper appreciation for the economic realities of arts-related businesses and the way viable arts enterprises can create spillover benefits for their neighborhoods.

**Using evidence to advocate for change.** There is much talk about evidence-based policy in many fields, but how does evidence, in fact, get used in making policy? That is the subject of a Mosakowski-sponsored course designed and taught by Psychology Research Associate Professor Denise Hines. The course, "Using Research to Influence Public Policy," is built around the annual

Family Impact Seminar (see p. 14) that Professor Hines organizes for Massachusetts legislators. Hines challenges students to think about how policy-relevant information does or does not reach decision makers and about which strategies for engaging public officials with information are most effective. Beginning in 2013, students in this course assisted Family Impact Seminar presenters with the research and writing of their briefing papers for legislators and came to the State House to work on the event and watch the experts make their presentations.

**The American Presidency.** Everyone knows something about the presidency, and courses on this subject are a staple in most university political science curricula. However, the LEEP-inspired course taught by Mosakowski Institute Director Jim Gomes had a twist. It was built around exposing students to multiple, sometimes conflicting, perspectives on the presidency, in particular, those of academic political scientists and political professionals such as pollsters, strategists, and candidates themselves. With a mix of readings, video presentations, lectures, student-led discussions, and guest speakers — including former presidential candidate Michael Dukakis — the class developed a nuanced view of the presidency in both governing and campaigning modes. A major project involved six student teams conducting intense research on each of six closely contested battleground states and comparing the strategies



and resources of the two major party candidates seeking to win their electoral votes. This exciting course, taught in the fall of 2012 as the presidential campaign was coming to a conclusion, is likely to run again in time for the 2016 election season.

Just as the Mosakowski Institute works to bring the knowledge generated by research to public-

enterprise practitioners, it seeks to develop in students the habits and skills of sophisticated, knowledge-based practice. The hope is that our students will become the kinds of adult professionals and citizens who recognize the benefit of putting knowledge to work in their lives, careers, and communities.

*"I think that human knowledge is essentially active."*

—JEAN PIAGET





## THE NOAA FELLOWS PROGRAM

Clark's NOAA Fellows Program is a joint venture between the Mosakowski and George Perkins Marsh institutes. Beginning in 2012, the institutes have invited Clark undergraduates to apply for the opportunity to spend their summer involved in active research projects at one of dozens of National Oceanic and Atmospheric Administration field stations or offices around the United States.

Those selected as Fellows receive a stipend (currently \$4,000 for the summer) and work under the direct supervision of NOAA scientists and policy analysts on current priority projects. Each Fellow also selects a Clark faculty member to serve as a mentor to integrate the work the Fellow does in the field with the academic program she or he is pursuing at Clark.

In its first two years, the NOAA Fellows program has attracted a very strong applicant pool, and the students and faculty who have participated have

given it high marks. The program offers students the chance to see first-hand the connections between scientific and policy research and the challenges facing our society, from climate change to biodiversity to the preservation of fisheries.

Clark Biology Associate Professor Deb Robertson, faculty mentor for NOAA Fellow Karissa Lear '13, notes that Karissa, who received highest honors in biology based on this work, built her thesis off her NOAA internship.

"Karissa combined her field data on seagrass density and distribution collected during the summer with analyses of the genetic structure of seagrass beds. Her work provided tantalizing evidence that hybridization may be occurring between native and introduced seagrasses, a hypothesis she further explored during the summer with support from the Mosakowski Institute. Currently we are working to finalize this study in collaboration with Karissa's mentors at Padilla Bay."

These are the Clark students who have been awarded NOAA Fellowships during the first two years of the program, along with their majors, project topics, field placements, and faculty mentors:

### 2012 NOAA Fellows

Christina Geller '13 (Geography and Economics)  
*"Understanding the Importance of Marine Resources to Alaskan Fishing Communities"* in Washington. Clark faculty mentor: Jacqueline Geoghegan (Economics)

Karissa Lear '13 (Biology)  
*"Monitoring of Eelgrasses in Padilla Bay (Wash.) National Estuarine Research Reserve."* Clark faculty mentor: Deb Robertson (Biology)

Audrey Seiz '13 (Biology)  
*"Climate Change Effects on Fish Early Life Processes"* on the New Jersey coast. Clark faculty mentor: John Baker (Biology)

Emily Sturdivant '13 (Geography)  
*"The Importance of Pacific Salmon and Their Marine-Derived Nutrients in Salmon River Basin Streams of Idaho."* Clark faculty mentor: Karen Frey (Geography)

Lauren Ziemer '13 (Environmental Science)  
*"Coastal Ecology Research Supporting Ecosystem-Based Management"* along the Maine coast. Clark faculty mentor: John Rogan (Geography)

### 2013 NOAA Fellows

Lucas Earl '14 (Geography)  
*"Land-based Influences on the Ecology of Coastal Freshwater and Marine Ecosystems,"* Puget Sound, Washington. Clark faculty mentor: Christopher Williams (Geography)

Faye Harwell '15 (Biology)  
*"Coastal Ecology Research Supporting Ecosystem-Based Management,"* Wells, Maine. Clark faculty mentor: Deb Robertson (Biology)

Gina Jenkins '14 (Environmental Science and Policy)  
*"Pacific Salmon Ecology and Conservation,"* Seattle. Clark faculty mentor: Karen Frey (Geography)

Desiree Jerome '14 (Economics)  
*"Socio-economic Support for the Office of National Marine Sanctuaries,"* Silver Spring, Md. Clark faculty mentor: Jacqueline Geoghegan (Economics)

For more information about the NOAA Fellows program, contact either Robert Johnston, director of the Marsh Institute, at [rjohnston@clarku.edu](mailto:rjohnston@clarku.edu) or Jim Gomes, director of the Mosakowski Institute, at [jgomes@clarku.edu](mailto:jgomes@clarku.edu).





## CONNECTING, LEARNING, AND MAKING A DIFFERENCE

*“Only connect.”*

—E. M. FORSTER

**Clark is a small liberal arts research university** in a mid-sized city. While we are deeply committed to this place and cherish our close connections to our Main South neighborhood and the City of Worcester, our horizons and aspirations go beyond the small corner of the world we occupy.

We also believe strongly in the rigorous practices that have been the hallmark of research universities. However, presenting the results of our research in journals and at conferences aimed primarily at academic specialists will not create either broad awareness of new research findings or the trust necessary for people from different spheres to cooperate productively.

How are we to think and act both locally and globally? How do we meet the needs and standards of both the academy and the wider world?

One way is to continually look for opportunities to bring the world beyond Clark to our campus, while simultaneously going forth to engage with people and institutions with whom we share interests. Here are some examples of ways the Mosakowski Institute has worked in its first five years to create and strengthen the connections between Clark and the world of practice, policy, and people's lives.

**Bringing State House deliberations to campus.** In 2011, as the Massachusetts legislature was grappling with the problem of how to re-draw the Massachusetts congressional district map and eliminate one of the state's districts as required because of the state's slower-than-average population growth, a Clark political science class was studying that very topic (see p 25). The legislature's Special Committee on Redistricting accepted the Mosakowski Institute's offer to hold its Worcester regional

public hearings in Clark's Tilton Hall. Clark students had the opportunity to observe first-hand the realities of what they were studying in class, while visiting legislators, many of whom had never been to Clark, experienced a packed auditorium of students and community residents witnessing and taking part in democracy in action.

**Moderating community conversations.** When the Harvard Pilgrim Health Care Foundation wanted guidance from the greater Worcester community on possible new directions for its philanthropic work, it approached Mosakowski Institute Director Jim Gomes to lead a series of discussions throughout 2013. This project, “Better Together in Worcester,” brought senior leadership from about twenty prominent Worcester-area nonprofit organizations together to consider both the region's strengths and areas where progress was needed. Among the areas identified for possible future initiatives were building more effective partnerships between the for-profit and nonprofit communities and creating better opportunities to involve the area's many college students in the life of the community.

**Convening New England thought and action leaders.** Worcester is New England's most centrally located city, and as such offers a convenient place for thought and action leaders to come together and interact. In the summer of 2011, President David Angel welcomed an array of civic and business leaders, scholars, and activists to Clark for a Federal Reserve Bank of Boston conference hosted and co-sponsored by the Mosakowski Institute along with MassINC and the Rappaport Institute for Greater Boston. The conference, “Collaboration and Leadership in Smaller Industrial Cities,” which included a keynote address by Boston Fed President Eric Rosengren, provided a forum to consider the importance of these cities — including Worcester — to New England's economy, the nature of their comparative advantages in attracting capital investment, and the challenge of creating prosperity for all the diverse populations who live in these cities. The Institute's subsequent work as the Boston Fed's Research Partner for its Working Cities Challenge (see p. 16) was one of several useful byproducts of this gathering.

The Institute also organized the panel on “Congressional Redistricting in New England” at the 2012 Annual Meeting of the New England Political Science Association (NEPSA) in Portsmouth, New Hampshire. The panel, co-chaired by Mosakowski Director Jim Gomes and Associate Professor Rob Boatright (political science), brought together experts from five New England states (all but Vermont, which has but one congressional district), to present papers on the 2010 round of redistricting in the region. The Institute has published the papers as a book that is available both in hard copy and on the Institute's website. Two recent Clark alums, Amelia Najjar '12 and Nicholas Rossi '12, M.A. '13, who had been students in Boatright and Gomes' Geography of Politics course (see p. 25), co-authored the paper about their home state of Rhode Island.

**Commentary: The “American Challenges” series.** In the fall of 2008, as the nation was preparing to go to the polls for what would prove to be a historic election, *The Boston Globe* commissioned Mosakowski Director Jim Gomes to write a series of six weekly op-ed pieces on critical issues facing the country. The result was



"American Challenges," a compendium of columns on such topics as health and education policy, the politics of climate change, the integrity of our electoral processes, and the impoverishment of political discourse. Here is an excerpt from one column in the series, "Health care, education through the looking glass":

*"A thought experiment may be helpful: What if public education worked like our health care system? First, children's education would depend on where their parents worked. If the employer provided it as part of a benefits package, kids would receive an education. Some employers would offer high-quality educations to their employees' kids, while others would offer stripped-down schooling that omitted whole subjects or stopped after sixth grade. Students would bring daily co-payments to school with their lunch money."*

"When I wrote these pieces," said Gomes, "the country had entered a period of great uncertainty. So much of what had been taken as a given in the last half of the 20<sup>th</sup> century, from broadly shared prosperity to the health of our political system to America's place of leadership in the world, was being called into question."

The "American Challenges" series generated considerable favorable reaction and attention for Clark's new research center. Much of what Gomes wrote five years ago has proven to be prescient and remains vital. The Mosakowski Institute will continue to look for opportunities to bring an evidence-based perspective to the public square.

**Timely and provocative speakers: Bringing the conversation to Clark.** With its broad purview and emphasis on influencing important policies and practices, the Mosakowski Institute can draw on a broad range of thoughtful and thought-provoking speakers, enriching the quality of discourse experienced by Clark students, faculty, and our neighbors in the community.

Since its founding, the Institute has sponsored dozens of speakers who have come to Clark to inform, stimulate, and challenge audiences. Here is a sampling of some of these special programs:

**2008.** Two members of the Massachusetts congressional delegation, Barney Frank and Worcester's own Jim McGovern, headlined a panel on "The Politics of Climate Change," and provided a candid appraisal of the prospects for congressional action, concluding that Congress would only act on climate when its constituents demanded it.

**2009.** Clark alum Lee Miringoff '73, director of the Marist Institute for Public Opinion, is the driving force behind the highly regarded Marist Poll. In his tele-lecture "Obama at Year 1," co-sponsored with the Political Science Department, Dr. Miringoff shared the latest research on American public opinion about President Obama, health care reform, and other current topics.

**2010.** Steven Rothstein, president of the Perkins School for the Blind, delivered the lecture "Individuals with Disabilities: The Next Civil Rights Movement." Rothstein traced the progress that had been made in the twenty years since the enactment of the Americans With Disabilities Act and set out an agenda for future action. Co-sponsored with the Difficult Dialogues program at Clark.

**2011.** Dr. Jane Lubchenco, NOAA Administrator and Undersecretary of Commerce for Oceans and Atmosphere, presented the Albert, Norma and Howard '77 Geller Endowed Lecture, "Growing a Sustainable Future: Reasons for Urgency and Hope," calling for renewed commitment to protecting the environment in the wake of the Deep Water Horizon and Fukushima disasters. Co-sponsored with the George Perkins Marsh Institute.

**2011.** Jessie Gruman, Ph.D., nationally known health care author and expert on patient engagement, delivered the Alex Drapos Memorial Lecture, "That's Not What I Wanted to Hear!: Evidence-Based Medicine and Our Hard Choices." Gruman noted that evidence-based treatment recommendations often clash with the wishes of individual patients.

**2012.** Kevin Knobloch, President of the Union of Concerned Scientists, delivered this year's Geller Endowed Lecture, "Science and Democracy in Turmoil: The Fracturing of a Great American Relationship." Knobloch decried the change in the political climate that has de-emphasized the role of science and evidence in federal policy making. Co-sponsored with the Marsh Institute.



**2012.** Dr. Ruy Teixeira of the Center for American Progress, one of America's leading political demographers, addressed the timely topic of America's changing electorate and the upcoming presidential election in this year's Mosakowski lecture, "Can Obama Win Re-election? Demographic vs. Economics." Teixeira accurately predicted an Obama victory, citing the rapid growth of Democratic-leaning population groups. Co-sponsored with the Political Science Department.

**2013.** In her lecture, "Fields, Factories, and Workshops: Green Economic Development on the Smaller-Metro Scale," historian and journalist Catherine Tumber shared the results of her travels to 25 cities in the Northeast and Midwest, discussed strategies for developing a productive green economy in the era of climate change, and invited conversation about Worcester's efforts to meet the challenge. Co-sponsored with the Economics Department.

These visits from key decision makers and opinion leaders often include a luncheon with faculty, coffee and conversation with students or a dinner with a selection of Clark faculty, alums, and community leaders. Sometimes, these days together are the beginning of productive, long-term relationships. For example, Dr. Jane Lubchenco's visit to Clark led directly to the creation of our NOAA Fellows program (see p. 28). The net effect of all these Mosakowski connections is to enrich Clark's collective understanding of the world and to better position students and faculty to make a difference in it.

For more information on the programs described here, including transcripts and videos, please visit the Institute's website, [www.clarku.edu/research/mosakowskiinstitute](http://www.clarku.edu/research/mosakowskiinstitute).



## FOUNDING BENEFACTORS: BILL AND JANE MOSAKOWSKI

*“Someone’s sitting in the shade today because someone planted a tree a long time ago.”*

—WARREN BUFFETT

It doesn’t seem all that long ago that Jane ‘75 and Bill ‘76 Mosakowski were Clark undergrads, majoring in English (Jane) and Government (Bill). But the Mosakowskis’ commitment to Clark University and their extraordinary generosity have created a legacy that will benefit future generations of Clark students long into the future.

From an early age, Bill Mosakowski has had a fascination with government, working first in a state government agency and then in the private sector as a consultant to governments. He went on to found his own firm, The Public Consulting Group.

*“When I left Clark and headed to Boston ... I found a love and a passion in government service that I knew I would never leave. I have continued to find the intricacies, the changes, everything that goes on in government to be so fascinating, so instructive, and so important.”*

And with that fascination came a determination to use research and data to make government perform better:



*“I’ve often wondered: how many men and women remanded to our Department of Correction had stops in our juvenile justice system? How many of those in our juvenile justice system came first through the child welfare system? And how many of those families served by our child welfare system came through our mental health system or some other agency? What are the early warning signs for preemptively serving those populations that are at such risk?”*



Jane Rossetti Mosakowski worked in the library as a Clark student and found that she liked it, in part because of her life-long love of books. Jane’s campus job also introduced her to the woman who would later become her mother-in-law, Dorothy Mosakowski, who worked at Clark’s Goddard Library for many years. After graduation, Jane would go on to earn her master’s degree in library science from Simmons College and to work for many years as a librarian.

Even with their active professional, family, and civic lives, the Mosakowskis have always taken a deep interest in their alma mater. In addition to their founding gift to endow the Institute, they have made several other major contributions to Clark. One such gift enabled Clark to close off and landscape the area between Goddard Library and Wright Hall that was formerly part of Downing Street. Another created a substantial fund that has allowed the library to

dramatically increase its acquisition of books, including hundreds of new titles relating to public policy and its implementation. Bill has also given countless hours of his time and wisdom to Clark as a member of its Board of Trustees, including serving as chair of the board from 2007 to 2011.

Jane reflected on her Clark experience:

*“My favorite Clark memory is the thought I had upon graduation: wishing I could start all over again because I finally got it. I finally figured out how to study, how to prepare myself, and I realized Clark had done its job because that was the whole purpose of being there.”*

With their founding gift to endow the Mosakowski Institute, Jane and Bill have made it possible for Clark to help future generations of students prepare themselves for lives of consequence in a changing world. Even more, their accomplishments and their generosity have set a high standard to which those future generations can aspire.

## INSTITUTE LEADERSHIP

*“Get the right people on the bus.”*

—JIM COLLINS, *GOOD TO GREAT*

Over its first five years, the Mosakowski Institute has drawn upon the energy and talents of scores of people, who together have built a strong foundation for the Institute’s future work.



Director **Jim Gomes** came to the Mosakowski Institute in 2007 after a national search. A strategist, institution builder, and communicator with experience in the private, public and nonprofit sectors, he personifies the Institute’s aspiration to deeply understand each sector and to productively bridge the gaps between them to achieve impact. He served as president and CEO of the Environmental League of Massachusetts for more than a decade, where he co-founded the Massachusetts Environmental Collaborative and the Massachusetts Smart Growth Alliance. Earlier in his career, Gomes was Massachusetts Undersecretary of Environmental Affairs, executive assistant to Senator John Kerry, and an attorney at the Boston firm of Hale and Dorr. Before coming to Clark he taught at Williams College and Tufts University and held a research appointment at Harvard University’s Kennedy School. Gomes received his B.A. in political science from Trinity College, a master’s degree in public policy from Harvard University’s Kennedy School of Government, and a law degree from Harvard Law School.



**John G. O'Brien** was appointed the Jane and William Mosakowski Distinguished Professor of Higher Education by President David Angel, beginning in August 2013. O'Brien is the immediate past president and CEO of UMass Memorial Health Care and a national leader in advocating for the health of vulnerable populations. He formerly served as CEO of the Cambridge Health Alliance and commissioner of health for the City of Cambridge, and is a past chair of the board of the Massachusetts Hospital Association. He continues to serve on several boards of directors in the health field. He plays a leadership role in helping to strengthen and catalyze the Mosakowski Institute’s work on issues of health and well-being. O'Brien holds an A.B. in economics from Harvard College and an M.B.A. in health care administration from Boston University.



**Richard Freeland** was appointed the first Jane and William Mosakowski Distinguished Professor of Higher Education by then-President John Bassett, serving in that capacity from 2007 to 2009. The former president of Northeastern University, he is nationally known for his leadership in practice-oriented education, emphasizing the importance of connecting classroom learning with real-world experience. While at the

Institute, Freeland helped Clark to design its signature Liberal Education and Effective Practice (LEEP) initiative. He left the Mosakowski Professorship in 2009 to become Massachusetts Commissioner of Higher Education, and currently serves on Clark’s Board of Trustees. Freeland received his bachelor’s degree in American studies from Amherst College and his doctorate in American civilization from the University of Pennsylvania.



**John Brown**, professor of economics, is the first Jane and William Mosakowski Distinguished Faculty Research Fellow, beginning in the summer of 2013. Brown, who was appointed after a search process conducted by a sub-group of the Mosakowski Faculty Steering Committee, is an economic historian affiliated with the Clark program in Urban Development and Social Change. He also serves as a research economist with the Program in Cohort Studies of the National Bureau of Economic Research. His recent work with Professor Jacqueline Geoghegan has examined efforts to revitalize Worcester’s Main South neighborhood. His initial research as Mosakowski Fellow focuses on the problems and opportunities of America’s mid-sized cities, including urban schools. Dr. Brown received a B.A. from the University of Wisconsin, Madison and an M.A. and a Ph.D. from the University of Michigan.

## FACULTY STEERING COMMITTEE

As one would expect at any university research center, much of the work of the Mosakowski Institute relies on the effort, commitment, and expertise of the Clark faculty. At Mosakowski, the involvement of faculty goes well beyond individual research projects and courses.

The Institute is overseen by the Mosakowski Faculty Steering Committee, composed of faculty from diverse disciplines who are united by their commitment to connect research to the concerns and challenges of the world beyond the academy. In addition to meeting as a group several times a year to review the Institute’s programs, individual members consult on the design and launch of Institute initiatives, suggest and recruit speakers, assist in the selection of the Mosakowski Faculty Research Fellow, refer or nominate students who have interests that match the Institute’s, and act as ambassadors for the Institute with other Clark faculty.

Clark is deeply grateful to the Mosakowski Faculty Steering Committee, which upholds both the high intellectual standards of the academy and the highest aspirations of Clark as a small, urban research university that seeks always to “Challenge Convention” and “Change Our World.” Here are the Clark faculty who have shepherded the Mosakowski Institute through its first five years as FSC members:



**Nancy Budwig**, associate provost and dean of research. By virtue of her senior position in Clark’s Academic Administration, Dr. Budwig serves on the FSC *ex officio*. But her value to the Institute extends far beyond her administrative responsibilities. A cognitive psychologist who taught for many years in Clark’s Hiatt School of Psychology, Nancy brings a wealth of experience in the world of academic research to the Institute. She was also

deeply involved in the creation of the Institute, advising the Clark president and provost on its mission and structure and serving on the search committee that selected the Institute’s inaugural director. She holds a B.A. from Vassar College and a Ph.D. from the University of California, Berkeley.

Michael Addis, *Psychology*  
Margarete Arndt, *Graduate School of Management*  
Jacqueline Geoghegan, *Economics*  
David Hibbett, *Biology*  
Fern Johnson, *English*  
Sharon Krefetz, *Political Science*  
Sarah Michaels, *Education*  
Robert Ross, *Sociology*  
Jennie Stephens, *IDCE*

## INSTITUTE STAFF



**Lisa Coakley '11**, executive assistant to the director. Coakley has been a key ingredient in the Institute’s programs and development since its founding. She came to the Institute after more than a decade at Clark working in the Communication and Culture program and the Higgins School for the Humanities, and drew upon those experiences in setting up the Institute’s office systems. She oversees the Institute’s accounting and communications systems, plans



its numerous events, and is the first point of contact for many callers and visitors to Mosakowski. A Clark alum, parent, and staff member, she is deeply dedicated to the University and its mission and focuses intently on the well-being and growth of our students.

## STUDENT RESEARCH AND OFFICE ASSISTANTS

The Institute has been fortunate to draw upon the energy and enthusiasm of many Clark students and recent alums in carrying out its mission. Their work has covered a wide range of topics and skill sets, from researching student and school system performance to teaching GIS mapping techniques to helping to organize conferences and presentations. In all their efforts, they have helped the Institute maintain a high level of quality and advanced their own learning about the world. They also serve as points of constant inspiration for the faculty and staff members who work with them.

Mickayla Aboujaoude '17  
Samuel Kofi Ampaabeng, Ph.D. '13  
Laura Faulkner '10, M.P.A. '11  
Nicholas Giner, Ph.D. '13  
Natch Greyes '10  
Sara Hagstrom '09  
Joseph Krahe '12  
Sarah Lamotte  
Andrea Lopez Duarte '06, M.P.A. '09  
Jessica Lui  
Brigid Palcic '11, M.A. '12  
Amelia Najjar '12  
Mai Pham '14  
Jennelle Quill, '09  
Anna Rosofsky '10, M.A. '11  
Nicholas Rossi '12, M.A. '13  
Suryea Ry '14

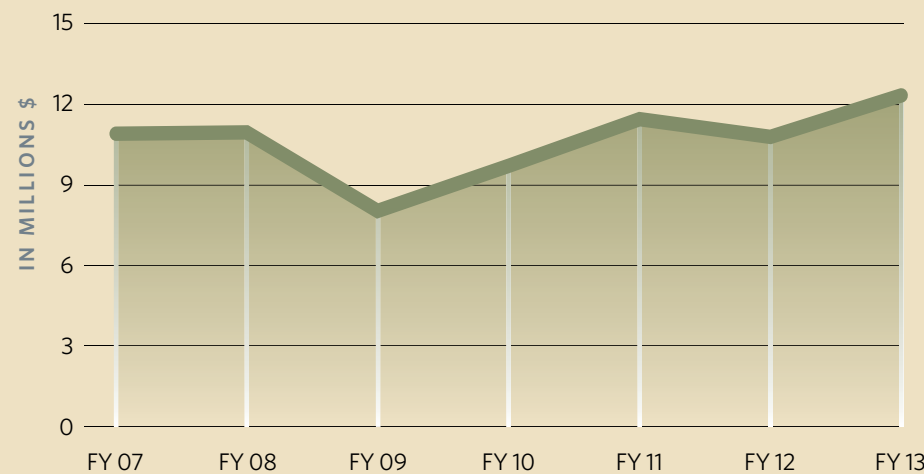


## INSTITUTE FINANCES

*“An investment in knowledge pays the best interest.”*

—BENJAMIN FRANKLIN

### ENDOWED FUNDS



The Mosakowski Institute was made possible thanks to a \$10 million founding gift by Bill '76 and Jane '75 Mosakowski in 2006. The endowment they created as well as the later endowment for the Institute established by the gift of Dr. Lee Gurel '48, is invested by Clark's investment managers as part of their overall stewardship of the University's endowment funds.

This graph tracks the fiscal year-ending market value of the combined Institute endowments (Mosakowski and Gurel Funds) since the original founding gift.<sup>1</sup>

FY 07	\$10,920,818
FY 08	10,965,626
FY 09	8,028,954
FY 10	9,720,336 <sup>2</sup>
FY 11	11,469,484
FY 12	10,801,801
FY 13	12,369,236

<sup>1</sup> All figures are calculated using the University's audited financial statements for each fiscal year displayed.

<sup>2</sup> The Gurel Endowment was established during FY '10.

### OPERATING STATEMENT, FYS '12 & '13

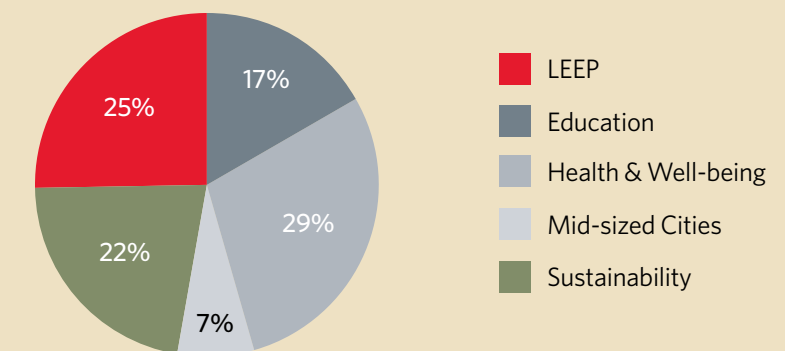
The primary source of support for the Mosakowski Institute's programs in its first five years has been income from the Mosakowski and Gurel endowments. The Institute has also played an important role in other Clark units obtaining several sizeable research grants, however, these funds have not been allocated to Mosakowski Institute accounts. Rather, they are accounted for separately and expended by those other units.

	FY 12	FY 13
<b>Total Expenditures</b>	<b>478,366.45</b>	<b>447,201.47</b>
<b>Receipt Description</b>		
Distribution from Mosakowski Endowment	430,687.76	439,513.80
Distribution from Gurel Endowment	25,219.40	25,659.25
Other Income	0	7,500.00
<b>Total Receipts</b>	<b>455,907.16</b>	<b>472,673.05</b>
<b>FY Balance</b>	<b>[22,459.29]<sup>3</sup></b>	<b>25,471.58</b>

### ALLOCATION OF PROGRAMMATIC EXPENDITURES, FYS '12 & '13

Two years ago the Institute began pursuing an explicit strategy of concentrating its efforts in four broad research areas and in LEEP-based pedagogy. This chart illustrates the balance of expenditures among these areas of concentration<sup>4</sup> over the two most recently completed fiscal years.

These allocations do not reflect a judgment as to the relative priority of the areas of concentration; they may fluctuate from year to year depending upon the degree of completion of various projects and the particular mix of opportunities, including the availability to the Institute of additional funding (e.g., grant funds) at any point in time.



Source: Mosakowski Institute Statements of Accounts, FYS '12 & '13

<sup>3</sup> The Institute's operating account maintains a cash reserve that allows expenditures over the course of a fiscal year to exceed that year's receipts.

<sup>4</sup> Percentages reflect direct cash expenditures only and do not include allocations of staff time.



## MOSAKOWSKI FACULTY PARTNERS

*“Knowledge has to be improved, challenged, and increased constantly, or it vanishes.”*

—PETER DRUCKER

While the Mosakowski Institute has established few formal faculty appointments or affiliations, its relationships with faculty are the bedrock upon which all its efforts stand. Although Clark is a relatively small research university, it is home to a faculty with a commitment to the creation and application of new knowledge, a wide range of interests and expertise, and the desire to involve

both undergraduate and graduate students in their projects.

The following list contains all Clark faculty and post-docs with whom the Institute has worked in its first five years, their department or program, and the issues or projects on which they have collaborated. It is exciting to imagine how this list will grow in the years to come.

Faculty Member	Affiliation	Project(s)
Michael Addis	Psychology	Mosakowski Faculty Steering Committee (FSC); Men's mental health
John Ameer	Education	Teacher quality
David Angel	President/Provost	LEEP
Margarete Arndt	GSOM	FSC
John Baker	Biology	NOAA Fellows
Anthony Bebbington	Geography	Earth Transformed 25
Kate Bielaczyc	Hiatt School of Education	Innovation Schools; Teacher quality
Robert Boatright	Political Science	Congressional Redistricting; NEPSA redistricting panel; Money and politics in Worcester
Ramon Borges-Mendez	IDCE	Promise Neighborhood; Working Cities Challenge; S. Worcester development; Census Data Usage
Mary-Ellen Boyle	GSOM	Biotech cluster
Halina Brown	IDCE	Sociotechnical factors in Climate Change
John Brown	Economics; Mosakowski Fellow	Housing prices; Working Cities Challenge
Nancy Budwig	Associate Provost & Dean of Research	FSC; LEEP; Use-Inspired Research; Promise Neighborhood; Art of Science Learning

Faculty Member	Affiliation	Project(s)
Sarah Buie	Higgins School	Difficult Dialogues
Ted Buswick	GSOM	Worcester's Creative Economy; Art of Science Learning
Brian Cook	Political Science	Student survey research
Verna DeLauer	Marsh Institute	Climate change; HERO
Tom Del Prete	Adam Institute	Promise Neighborhood; Teacher quality
Eric DeMeulenaere	Education	Promise Neighborhood
Tim Downs	IDCE	Working Cities Challenge
Deborah Dwork	Strassler Center	Informed Activism for Congo
Priscilla Elsass	Dean of Research, GSOM	FSC; Promise Neighborhood
Anita Fabos	IDCE	Immigrant livelihoods
Jude Fernando	IDCE	Livelihoods Strategy for Haiti
Ellen Foley	IDCE	Worcester public health
Richard Freeland	Mosakowski Professor	LEEP
Karen Frey	Geography	NOAA Fellows
Jackie Geoghegan	Economics	FSC; Housing prices; NOAA Fellows
Robert Goble	Marsh Institute	Climate Change
Barbara Goldoftas	IDCE	Chronic Disease
Wayne Gray	Economics	Census Data Usage
Stacey Hancock	Mathematics	Promise Neighborhood
David Hibbett	Biology	FSC; Mycoremediation of toxics
Denise Hines	Psychology	Family Impact Seminar; Domestic violence
Fern Johnson	English	FSC; Transracial adoption
Rob Johnston	Marsh Institute	NOAA Fellows; Climate Change; Geller Lectures; Earth Transformed 25
David Jordan	GSOM	Social entrepreneurship in Haiti
Sharon Krefetz	Political Science	FSC; Congress' use of research
Bruce London	Sociology	Proximity of toxics and schools
Mikaela Luttrell-Rowland	Strassler Center	Informed Activism for Congo
Deb Martin	Geography	HERO
Stephen McCauley	Marsh Institute	Biotech cluster
Sarah Michaels	Education	FSC; NGSX
Mark Miller	Political Science	Mock Trial Program
Jean Moon	Mosakowski Visiting Scholar	NGSX; Use-Inspired Research
John O'Brien	Mosakowski Professor	Working Cities Challenge; Worcester public health
Yelena Ogneva-Himmelberger	IDCE; Geography	Promise Neighborhood; Census Data Usage
Ravi Perry	Political Science	Changing Face of Worcester
Colin Polsky	Geography	HERO
Gil Pontius	Geography	HERO
Mahesh Ramachandran	Marsh Institute	Climate Change
Deb Robertson	Biology	NOAA Fellows
John Rogan	Geography	NOAA Fellows; HERO
Bob Ross	Sociology	FSC; The Great Recession and Families; Changing Face of Worcester
Laurie Ross	IDCE	Domestic violence; Promise Neighborhood; Homeless youth; Worcester public health
Marianne Sarkis	IDCE	Working Cities Challenge; Worcester public health
Jennie Stephens	IDCE	FSC; Biotech cluster; Smart Grid
Mark Tigan	IDCE	Urban development
Christopher Williams	Geography	NOAA Fellows
Marianne Wiser	Psychology	STEM learning progressions
Jing Zhang	GSOM	Biotech cluster



## LOOKING AHEAD: THE NEXT FIVE YEARS, AND BEYOND

*“The outcome of any serious research can only be to make two questions grow where only one grew before.”*

—THORSTEIN VEBLEN

When the Mosakowski Institute was publicly launched at our 2008 **University Research and the American Agenda** conference, one didn't have to be a seer to know that public education, health care, and energy and climate would continue to be major challenges for many years to come. But while the questions posed at that conference remain vital, new facts, questions, and points of view have since emerged that cast new light and perspective on each of these areas of concern. In just the past five years:

In the field of **Education**, value-added methods for assessing student progress have become more sophisticated and nuanced, adding to the call for greater performance and accountability. At the same time, work in behavioral psychology has raised

questions as to whether market-like incentives are likely to be effective in improving schools, teaching, and learning.

In the **Health** area, the passage of the Affordable Care Act in 2010, and the Supreme Court's 2012 decision affirming the law's constitutionality, set the stage for the largest change in a domestic social program in almost five decades, while the law's opponents showed increasing determination to use every political tool at their disposal to delay implementation and ultimately repeal the law. Meanwhile, the rising cost of health care imposed a burden on families, employers and the overall economy.

Major new discoveries of natural gas and development of technologies

to extract previously uneconomic supplies of oil and gas have dramatically changed the economics of **Energy**, making a shift to renewable, less carbon-intensive sources of energy more challenging. The Fukushima nuclear plant in Japan was the scene of a catastrophe that continues to this day. Meanwhile, the domestic politics of the climate change issue underwent a remarkable and rapid transformation, from the House of Representatives passing “cap and trade” legislation in 2009 to the near invisibility of the issue in the 2012 election campaign.

Beyond these three issue areas, much more has been happening. The nation's recovery from the Great Recession has been painfully slow, and in other parts of the world even slower. The spread of computer and telecommunications technology and the growth of social networking have paradoxically brought people closer together and reduced human interactions. The corrosive partisanship in Washington has intensified and that city's gridlock has

hardened, causing many to reconsider the states and cities as places where openness to new evidence, experimentation and problem-solving might yet gain traction. And in just these five years, the Earth's population has grown by more than 400,000,000 people, to more than 7.1 billion.

It's been an amazing five years in which to begin this new kind of university institute. What might the next five years hold, and the years after that? Here are a few of the questions the Mosakowski Institute is beginning to pursue in projects that are just getting started:

- What are the attributes of effective teachers? Which of those attributes are the same and which differ in the inner city and the suburbs? How can we identify them, measure them, and, most importantly, foster them?
- What can be done about the rapid growth of non-communicable disease, such as type 2 diabetes

and cardiovascular disease, both in the U.S. and abroad? How can the cost of these conditions, both human and financial, be reduced? What approaches hold the most promise for reversing the growth of these conditions, and how does that answer differ in varying social, economic, and cultural contexts?

- Why are some of America's older cities doing better at revitalization and renewal than others? What can for-profit and not-for-profit entities do to assist governments to bring hope and opportunity to the tens of millions of people who live in these places that played such an important role in the nation's past, and that continue to serve as gateways for new waves of immigrants?
- How can technology help to reverse the warming of the Earth brought about by increasing concentrations of greenhouse gases? Will the development of a “smart grid” cause electricity consumption

— and the fossil fuel burning that largely supports it — to plummet, or will its greater efficiency merely lead us to consume more energy, thereby accelerating climate change?

Students who matriculated at Clark five autumns ago have now graduated and are taking their places in jobs and in graduate and professional schools. The world they are joining as young adults will continue to change throughout their lives. Whatever the future may hold, the Mosakowski Institute will strive to focus Clark's research on important challenges and opportunities to have significant impact, to afford Clark students important, even life-transforming experiences, and to create stronger bonds between Clark and the world.

The Mosakowski Institute will always be a work in progress, in every sense. We welcome your ideas, engagement, and partnership.





CHALLENGE CONVENTION. CHANGE OUR WORLD.

Mosakowski Institute for Public Enterprise

950 Main Street

Worcester, MA 01610

508-421-3872

[www.clarku.edu/mosakowskiinstitute](http://www.clarku.edu/mosakowskiinstitute)

An annotated version of this report with citations to referenced papers and publications is available at [www.clarku.edu/mosakowskiinstitute/about](http://www.clarku.edu/mosakowskiinstitute/about).