

**Report of the Working Group
Williams in the World**

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Background

The story of Williams's engagement in the world is long and interesting. We have space here only to summarize it.

For most of its life, Williams understood itself as a "college on a hill." Students withdrew here to contemplate higher things before heading back into the "real world." The vocation of faculty was to pass on that knowledge, while staff supported the operation by managing the day-to-day.

Over time, however, all of these lines blurred.

The beginning may have come in the early 1960s, when students formed the Lehman Service Council to organize their projects in the local community. Two student-initiated programs, the Williamstown Youth Center and the Berkshire Food Project, still thrive.

In the way that the student-formed Lyceum of Natural History, some of whose interactions with other cultures we now question, eventually led to the introduction of science into the curriculum, so too in time did the engagement seed germinated in the Lehman Council disperse widely through the college.

The Center for Learning in Action's most recent Chronicle reported that in 2018-19, "At least 56 student groups [including Lehman] and an estimated 1,100+ students engaged in some kind of community work. Sixty-seven community organizations or agencies in our region partnered with Williams in some way [and] at least 22 other campus offices, departments, or programs ran or supported extracurricular community engagement work of some kind."

In that same year, 14 semester or Winter Study courses, from all three academic divisions, involved some amount of off-campus work. Longstanding examples include the Environmental Planning course, which for decades has been organized around teams of students each developing recommendations on a local project for an actual client, and the course on Psychotherapy, which has long required experience in the field. A more recent entry, the program in Public Health quite naturally requires field work. Academic units also support student engagement outside the curriculum. Examples here include political science working with the student-led EphVotes registration initiative and philosophy's guidance of students planning an Ethics Bowl at the Berkshire County House of Correction.

Note how over time the framing of this work changed from "service" to "engagement." It's not a bestowal of largesse, but an interaction of individuals who benefit in mutual, if not identical, ways. Other lines blurred as engagement came to occur in and outside of the curriculum, and, with the formation of CLiA, to involve both faculty and staff.

As the campus grew more diverse, the engagement of its members spread geographically, as many of those who came here from differing backgrounds chose to engage more with North Adams, Pittsfield, and other nearby cities.

In general, faculty no longer see themselves as dispensers of high knowledge but as co-learners with students, and they increasingly value the ways that academic understanding can be sharpened by practical experience.

Not all student engagement occurs in the region (coursework, research, and internships span the country and globe), but for practical reasons much of it has been focused nearby.

This growth in the amount, type, and nature of individual student, faculty, and staff engagement in the world mirrors that at many other liberal arts colleges.

A similar story can be told of the college as an institution. For many decades Williams was not only a “college on a hill,” but a small, struggling one in an agricultural region that paid it little mind. In time, it became a stable, but still small, institution in a region that was becoming largely industrial, to which it was of more, but still little, consequence. Then over the past 40 years, Williams has grown dramatically in size and resources while much of the region’s industrial base has fled, leaving the college one of the few local institutions of heft.

This was one reason why Williams’s institutional engagement grew over time. Another was the growing realization, as the college lifted its head from its books, that the health of the college and the health of the community intertwine. A third was the pursuit of the educational opportunities afforded by college members’ engagement off campus.

Another still was acknowledgement that the college is exempt from taxes that support services it benefits from. So, for instance, in the early 1900s Williams and the Williamstown Fire District settled on a formula, still in use, through which the college pays for coverage that the district provides to the Williams properties that are exempt from property tax. The college does pay tax on its residential and commercial holdings.

By mutual agreement of college and town, other municipal financial arrangements are based not on formulas but on seizing opportunities. Williams shares the cost of some projects (e.g. the new, flashing crosswalk signs, capping the landfill), contributes to others (e.g. new and renovated schools, police station), and finances still others (e.g. the town solar project). These are things that would not have happened, or would not have happened at nearly the same level, without the college’s financial involvement. Williams has also invested significantly, especially in recent years, in the vitality of the town center (e.g. The Log, Williams Bookstore, The Williams Inn, and the culvert designed to address chronic flooding).

When Tropical Storm Irene destroyed the homes of more than 300 town residents, the college donated land and launched the project that resulted in the senior, affordable housing facility Highland Woods.

Williams is particularly invested in local education, with endowed funds to support capital projects, an infusion of more than \$200,000 annually into the operating budget of Mt. Greylock Regional School, and a program that awards funds for professional and curricular development at schools around the region.

The college also supports a number of local nonprofits that contribute to the cultural vitality of the region and/or engage significantly with students.

In all, Williams contributes around \$1 million annually in the region, and over the past five years has made one-time contributions of another \$5.5 million. About two-thirds of these contributions focus on Williamstown, the rest more broadly.

All of these commitments have been made bearing in mind Williams's status as a 501(c)(3) institution. That is the Internal Revenue Service designation that, in return for exempting Williams from federal tax, requires it to spend all of its money on its educational mission. Basically the college has two kinds of money – that paid to educate an individual student and that given to help educate all current and future students. By definition, there is no profit that Williams can divert to other causes, however admirable. Instead the college is a steward of the money that others have given it. Having said that, Williams has been increasingly intentional in seeking ways to contribute financially in the region that honor its ethical and legal obligations and advance its mission. The most obvious example is investment in local schools that serve faculty and staff families. The quality of those schools affects the recruitment and retention of faculty and staff, which affects the quality of the education Williams can offer.

Williams also considers itself an institutional partner in the region's social and economic development. It is a dues-paying member of many such organizations and is represented on many of their boards, including Berkshire and various Chambers of Commerce.

How the college spends and invests its money also affects the social, economic, and environmental health of the region and beyond. There have been several attempts over the years to focus more of the college's spending locally, and there is an ongoing effort to have more of it guided by environmental concerns. In addition to college investments tied to capital projects at Williamstown schools, it has invested in funds designed to increase the number of jobs in the region, in the vitality of Spring Street, and in projects that reduce carbon emissions. A portion of the Williams endowment is focused on impact investing, and since the 1980s the faculty/staff/student/alumni Advisory Committee on Shareholder Responsibility has provided input regarding endowment management practices.

Lastly, Williams weighs in on legislative and regulatory matters at the state and federal level that directly affect its mission. This is done mostly through membership in the Association of Independent Colleges and Universities of Massachusetts and the National Association of Independent Colleges and Universities. On occasion, the college joins court amicus briefs, signs joint letters with other colleges, submits comments on pending legislation or regulations, or has a college official write to, or meet with, an individual state or federal legislator. In recent years, this activity has centered largely on issues of immigration and of Title IX regulation.

As with the engagement of individual student, faculty, and staff, the college's engagement, though largely focused for practical reasons regionally, also spreads nationally and beyond. This history of increasing scope and intentionality in Williams's institutional engagement is also mirrored at other liberal arts colleges, where it varies according to the amount of resources available, the nature of the region, and the size of the college relative to that of the community.

Our Work

Given the rapid evolution of individual and institutional engagement, it made good sense for the Coordinating Committee to include this work as a focus of strategic planning.

Our group was charged with grasping the breadth and depth of this engagement, understanding its role within the college's mission, looking at the experience of other colleges, and identifying opportunities for Williams's engagement to grow to the mutual benefit of its members, the college itself, and the communities of which the college is a member. (Appendix 1) We understood that this charge was expansive and would intersect with those of many other working groups.

As shown in Appendix 2, our conversations were extensive, including more than 50 meetings with groups, organizations and offices on and off campus; Tuesdays at the Log; open forums in Bennington, North Adams, Pittsfield, and Williamstown; sit-downs with representatives of neighboring colleges, and weekly drop-ins on Spring Street. These were supplemented with feedback provided online and in countless informal conversations with people on and off campus. During conversations, community members, faculty, staff and students were generally excited to engage and imagine what a future should look like. Even those of us already close to this work learned of initiatives we had not known of, and opportunities that are only now growing on the horizon.

Themes

The prevailing theme of these conversations has been the convergence of two powerful and abiding trends.

The first is the growing desire, especially among students and newer faculty, to apply their academic learning to practical situations. They have a growing appreciation of how "engaged research," as it is sometimes called, can enhance learning and make it more purposeful, constructive, and valuable.

At the same time, the world has come to expect more from Williams. This is particularly true in the region, where social and environmental challenges have deepened over recent decades, while many of the major institutions have retreated from the field, leaving Williams, with capacities, both intellectual and financial, that have grown significantly. While 30 or 40 years ago the regional community generally hoped that Williams, which seemed aloof anyway, would stay out of its business, now the community looks increasingly to the college to help address its challenges and opportunities. This is particularly so among the agencies that have had firsthand experience of the college's already increasing engagement. This pattern also applies more broadly: society, as its challenges have grown, has been turning increasingly to strong, well resourced institutions like Williams to help lead the way.

The coming together of these two trends provides a rich opportunity for Williams to enhance its engagement in ways that advance its educational mission, strengthen the region (and the world)

of which it is a part, and expand the public good that it provides through the life contributions of alumni, the production of knowledge by faculty, and the roles that the institution already plays in the region and beyond.

There were also several secondary themes.

1) Schools, nonprofits, and other entities hunger for engagement with their work by students, faculty, and staff. CLiA is very well known and highly regarded. These agencies would also appreciate new, or greater, financial support from the college, but they value highly the ways that college members help to advance their work and wish that more of that could happen.

2) There is appetite for much greater interaction with Williams arts performances and presentations, and with educational opportunities more generally. This would particularly be the case if more of them took place in the communities and neighborhoods that people could more easily get to and in which they felt more socially comfortable.

3) A significant challenge to engagement, and in fact an impediment to the overall health of the region, is the scarcity of transportation.

4) Regional engagement of the college and its members already extends beyond Williamstown (more than many realize), though it could intentionally grow more so.

5) Williams shares with the region a number of key challenges. Transportation is an obvious one. The lack of it not only stymies student engagement and limits the size and diversity of staff applicant pools, but it broadly restricts area residents' access to education, employment, healthcare, and social connections. Likewise both the college and region feel frustrated by a shortage of qualified candidates for a variety of positions, especially those in the trades. There is a shared interest in expanding the housing stock for low- and middle-income residents. Both college and region need more housing that's affordable and close to where people work. The slow but steady drop in population serves no one well. And, not least, there are shared needs regarding environmental initiatives and the advancing of diversity, equity, and inclusion.

6) Finally, our conversations also underscored that to many people, on and off campus, it is not clear what the college's engagement consists of and what guides it.

Aspirations

Based on all of this input, on our look at other colleges, and on our own understanding of Williams's engagement, we lift for the Coordinating Committee the following ten-year aspirations.

That Williams be understood by its members and neighbors to be powerfully engaged with the issues of the day, both near and far.

That Williams afford students, faculty, and staff every useful opportunity to use practical experience to sharpen academic understanding.

As shown in Appendix 4, a number of colleges have developed centers of engaged scholarship, or engaged learning, or some similar title. These centers encourage and support faculty interested in developing courses with an engagement component, and students looking to pursue such work, whether in a course or independently.

Some of these centers incorporate the work that CLiA does, including the managing of internships. In many cases, they include more work with faculty on pedagogical and curricular development than CLiA currently has the capacity for.

That Williams encourages and supports all college members in the deepening of their engagement within regional, national, and global communities.

From admission material through alumni communications the college could signal more than it does how engagement can deepen academic learning, develop skills, and advance the communities that the college and its members are part of. CLiA does an effective job of this with its constituencies, and First Days includes options for students to experience these kinds of activities.

This is generally a matter of affirming how much the curriculum and co-curriculum have evolved in the direction of engagement with communities and issues off campus . . . of signaling that this is now considered an essential part of being an educated person, a Williams person.

That Williams as an institution continually broaden and deepen its engagement with issues in the region and beyond.

Given the college's growing stature, it is right that it play a more active role.

Here are two examples of such institutional work, one done and one undone.

The first is from Bennington College. Several years ago, heightened levels of the chemical PFOA were found in the drinking water of Hoosick Falls, N.Y., triggering a health and community crisis. Bennington responded by gaining a grant from the National Science Foundation that enabled college members to analyze water supplies in the region, to survey residents to quantify impacts, and to moderate community discussions among residents, government leaders, and representatives of the company responsible for the pollution, in what was an extremely fraught situation. College members provided their interdisciplinary expertise and the college used its stature to win grant funding.

The second example is even closer to home. In 2014, North Adams Regional Hospital, which like many rural hospitals had been in slow decline, closed suddenly, with immediate health, economic, and political effects. Williams participated in the community response, but did not

have the mindset to consider playing a more prominent role in, say, being the convenor of people from the regional, state, and national level who might have contributed to that response. This is not to say that the outcome would have been, or even should have been, different. It is to say that a more Bennington-like response might have been available and been of the kind that the region has come to hope, perhaps even need, from Williams.

It is important to distinguish between the college “addressing” problems and “solving” them. Williams itself cannot solve the region’s problems. They have developed through long, complicated processes and are affected by forces at play well beyond the Berkshires. They will require long, complicated processes to solve. Also, Williams does not know by itself how to solve these challenges; it would be presumptuous to think otherwise. Neither can Williams buy solutions. As explained above, the college is not chartered as a philanthropic foundation but as an educational institution, whose financial resources, considerable though they are, must be focused on that purpose for ethical and legal reasons.

We know of no guidelines for determining how much private colleges, which have varying levels of resources and exist in regions with different challenges and opportunities, should contribute within their communities. Williams will have to continue to be thoughtful in determining the amount appropriate to its evolving role in the region.

Guiding Principles

As the college plans the further evolution of member and institutional engagement off campus, we offer several principles to guide the process.

Communities can be geographic, cultural, or professional.

The most relevant communities for engagement are those nearest to the main campus and to the ones in Oxford and Mystic, though, of course, the college and its members are also citizens of the nation and world. Students, faculty, and staff also belong to myriad communities that have formed around factors such as racial or ethnic identity, heritage, religion, and artistic and other interests. At the same time, faculty and staff take part in communities that are focused on academic and other professional interests. Though this report foregrounds activity in the geographic region around Williamstown, all of these other communities offer challenges and opportunities, the engagement with which can provide educational benefit to students, personal and professional satisfaction for staff and faculty, and ways for the college to expand its public good.

The health of the college and its communities intertwine.

The more socially and economically healthy the regional community is the better for Williams and vice versa. The more diverse, equitable, and inclusive . . . The more environmentally healthy . . . The more culturally vibrant . . . And so on. The college’s tending to the health of the region promotes a series of virtuous cycles.

The geographic reach of Williams's engagement should be as wide as the college's roots.

Like a large tree, Williams's roots are thickest where it's planted but spread widely underground. In the same way, the intertwining of college and community health is strongest in Williamstown but expands more broadly. Many faculty and staff live in surrounding communities. The college's and the community's environmental impacts on each other extend well beyond town. And since the overall health of any community depends in part on the health of its neighbor ones, the college's interest in social, economic, and environmental health necessarily ripples out.

Engagement of the college and its members should be undertaken not for communities (out of noblesse oblige), or with them (as if we stood apart), but within them as individual neighbors and as an institutional partner.

These prepositions matter. The wrong ones mis-frame relationships unhealthily. Faculty and staff are members of the regional community, as are students during their time here. Even many alumni feel that they have some stake in this community from afar. Likewise, the college itself is just one of many institutional partners in the region. There is no high place from which we come down to engage. We have as much to learn as to offer.

Williams has particular interest and expertise in matters of environmental sustainability and of diversity, equity, and inclusion.

These two areas of special and timely importance are ones that the college has not "solved" but in which it has considerable knowledge and experience, making them areas especially ripe for the promotion of virtuous cycles.

How the college allocates and invests its resources has significant social and economic effects on the region and beyond.

As described above.

Engagement should also be guided by a full and fair understanding of Williams's history.

The college is in the process of better understanding its history, including the ways in which its stature has to some degree grown at the expense of vulnerable communities near and far. The deeper understandings that are evolving will provide other, reparative, reasons for the extent and shape of college engagement.

Engagement is a year-round activity.

This is already wholly true at the institutional level and for faculty and staff. It is somewhat, and increasingly, so for students. Further expansion of this work in Winter Study and especially in summer would open a range of opportunities for new and deeper student engagement.

Staff play important roles.

Staff are in many ways the college's eyes and ears in the region, including in communities socioeconomically different from Williamstown. They are active in those communities, and many of them express interest in being so on behalf of the college.

One model for facilitating staff involvement is the work that Human Resources does to connect spouses and partners of college members with opportunities for engagement. Administrative units could consider projects that involve the volunteer engagement of their members, some of which might even occur during work hours. Several members of facilities described to us initiatives at other colleges they'd worked at, where teams of staff would spend a day on well planned volunteer projects—the results being benefit to the community, personal satisfaction, team building, and the signaling of the college's role as a community partner and of staff members' strong role in it.

Important partnerships include those with neighboring colleges.

Williams has student exchange programs with Bennington College and with the Massachusetts College of Liberal Arts, and Williams and MCLA recently worked with North Adams Public Schools on an NSF-supported project. But the potential exists for more joint activity at both the individual and institutional level. Right now any shared interests among faculty come to light only if individuals happen to know each other socially. The colleges could develop structures through which shared interests and planning could emerge. One possibility, which arose in conversations both on and off campus, is the development of certificate programs for Williams staff looking to enhance their education and training.

Planning the further evolution of the college's engagement in the world will require determining the best organizational structure to encourage and support it.

Student engagement is currently organized by CLiA, which also works with faculty and staff to the degree that it can. Some student groups and academic and administrative units pursue engagement directly, while institutional partnerships often involve several college offices, coordinated by the part-time position of assistant to the president for community and government affairs. Reaching the aspirations articulated here will require an infrastructure that balances the college community's values of autonomy, accountability, and (human, financial, and environmental) sustainability.

Recommendations

In line with these aspirations and principles we make the following recommendations.

Consider developing a center for engaged scholarship.

This might mean expanding CLiA's scope to include more support for faculty in their professional and curricular development. It might mean incorporating CLiA into a larger structure. The purpose would be to take advantage of what is clearly growing interest among students and faculty to incorporate outside world experience in their teaching and learning.

Commit to raising Williams's institutional profile in the region.

This would require someone working at the president's behest, and more than halftime, to 1) deepen off-campus relationships, 2) seek opportunities for the college to bring, as appropriate, its stature and its human and financial resources to bear on the region's addressing of its problems and embracing of its opportunities, 3) coordinate the efforts of many college members, departments, and offices, and 4) help advance on campus a culture that values this work as an increasingly prominent facet of the liberal arts.

Seek further, targeted ways to invest financially in the social and economic development of the region.

Even though the greatest asset that the college can offer is the knowledge and expertise of its students, faculty, and staff, Williams should remain alert to new opportunities involving its spending and investing in the region (and beyond), particularly as they align with college priorities such as education, the environment, and diversity, equity, and inclusion. Williams should be particularly open to investing in solutions to the region's transportation challenges as they emerge.

Include work outside the college in the understanding of what "service" means in the faculty review process.

The three components of faculty review are teaching, scholarship, and service. One way to affirm the faculty engagement that already occurs in communities important to Williams, and to encourage more of it, would be to include off-campus activity in what is considered service. Older college members say that in the distant past faculty service did include work outside Williams. For a long time, though, it has exclusively meant service on campus, primarily on committees. When we asked college members what they thought of expanding the understanding of faculty service in this way, the response was invariably positive.

Tap into the desire of many staff members to engage within their communities as part of their college roles.

The appetite and scope for this work will vary among units, but harnessing it could bring many benefits, including a deeper feeling among staff that they are full members of the college.

Explore ways for more students to reside on campus during the summer.

Along with Winter Study, summer affords rich opportunities for students to more deeply engage with projects in the world. This is particularly true regarding internships and other opportunities with the many world-class arts organizations in the region that more fully come to life just as most students leave town.

Consider developing an ongoing physical presence in North Adams, Pittsfield, and perhaps eventually Bennington.

There are likely to be cost-effective ways to do this, perhaps with one or more of the neighboring colleges. Maybe it is a storefront that could provide space to facilitate engagement by CLiA and others, bring Williams art presentations and performances to new audiences, and show, with the Williams name on the door, that the college is indeed a full and present member of the community.

Develop more ways for people on and off campus to discuss together the college's engagement within the region.

Our many discussions, both on and off campus, were themselves exercises in outreach. The conversations were often rich, and the building of strong relationships can occur only person to person and over time. Holding such forums is another way to ensure that college outreach aligns with community needs.

Develop ways for representatives of colleges in the region to hold regular conversations from which common goals and ways to address them could emerge.

These could occur at the institutional, department and office, or individual level. There currently is little to no structure in place to encourage these conversations. The point would be to start small and see what they grow into. One possible fast track, however, could be discussions of certificate programs that could be offered by nearby colleges in ways that would be convenient and affordable for Williams staff.

Pursue forms of reparative engagement guided by deepened understandings of the college's history.

To do this work, the college should engage with its history by collaborating across offices, departments, and archives. For instance, Williams could build a relationship with the Stockbridge-Munsee Community of Mohicans (now located in Wisconsin), whose ancestors were forced from the local land. Curricular connections with the community have recently been made. The college could also find institutional ways to support and raise the visibility of the Stockbridge-Munsees' work to preserve their history and explore its relevance to the region, including the college, today.

The college should also consider joining the group [Universities Studying Slavery](#). A growing number of colleges and universities have found engagement with the history of their relationships with slavery to be a rich source of academic inquiry, a way to more fully understand how their institutions attained their current stature, and a spur to think constructively about the responsibilities that history might confer on them now.

Use the college website and other means to make clearer how the college engages with the world and why.

With the exception of CLiA's thorough annual report, there currently is no way for Williams members and others to grasp all the parts of the college's engagement that they are not directly involved in, let alone the whole.

To Close

We can imagine a time, ten to fifteen years from now, when the culture of Williams's engagement has evolved even further. When students, faculty, and staff arrive on campus eager for this work, and strong, flexible structures are in place year-round to inspire and support them. When the college is more visibly present throughout the region and a more active partner in vital community initiatives. When Williams and nearby colleges are mutually supportive. When all community residents feel welcome on campus and all college members feel welcome throughout the community. When college members feel that they reside not just in Williamstown but in the north Berkshires and environs. When the effects of college engagement ripple out nationally and globally. And when everyone associated with the college knows instinctively that being engaged with the world is part of what it means to be an educated person, a Williams person.

Every strategic planning working group probably thinks it has had the most significant brief, and we are no exception. Ours touches every aspect of Williams: learning inside and outside the classroom, all academic divisions, all faculty, staff, and students. It involves community, sustainability, institutional history, and the advancement of diversity, equity, and inclusion. It centers on an evolution that is already underway, here and elsewhere, and that with good planning can advance the college, its members, and the public good that the college exists to serve. For the opportunity to help Williams think freshly about these exciting developments we are grateful.

Appendix 1: Williams in the World Charge

Recent years have brought increased engagement with the world off campus by individuals, student groups, offices and academic units, and the college as a whole.

This working group is charged with identifying opportunities for such engagements. It will educate itself about current Williams practices, consult broadly on and off campus, explore model programs at other colleges, and identify areas deemed ripe for development.

The working group should consider the following questions:

- Is there a clear public articulation of the motivation for, and the particulars of, how we engage with the world off campus?
- How can we best communicate expectations of and opportunities for involvement to students, faculty, and staff?
- What mechanisms are in place, or could be, to identify opportunities for scholarship that is engaged with challenges faced locally and afar?
- What responsibilities derive from the college's position as one of the largest organizations in the region, and by far the largest in Williamstown, and how should those be balanced with the responsibilities that derive from our standing as a nonprofit?
- How does the growing diversity of the college community affect our relationships off campus, and our opportunities and responsibilities in the local community?
- How well do the college's financial arrangements with local governmental and non-profit organizations align with our mission?
- What is the best organizational structure to encourage and organize all these efforts?

Each working group will collaborate with the Office of the President on a list of resources needed for its work, including internal data sets and models from peer institutions. In addition, each working group is charged with:

- Developing an open and inclusive process for gathering input from all sectors of the campus;
- Developing a communications strategy throughout the fall and early spring of 2019-20;
- Coordinating with other relevant working groups and the Coordinating Committee as necessary;
- Recognizing that resources are limited and thinking carefully about ways to achieve programmatic change without necessarily increasing total spending;
- Operating with the understanding that new initiatives may replace existing ones and thus an inventory of possible reductions/eliminations should be developed.

Appendix 2: Summary of Outreach

Public Forums and Open Sessions

- 9/9/19: Williamstown Select Board
- 10/1/19, 10/22/19 & 11/19/19: Tuesdays at The Log
- 10/2/19, 10/9/19, 10/16/19, 10/23/19 & 10/30/19: Wednesday Open Drop-In Sessions at Spring Street Market
- 10/17/19: North Adams Public Forum
- 10/22/19: Williamstown Public Form
- 10/24/19: Pittsfield Public Forum
- 10/29/19: Bennington Public Forum

Meetings with Community Organizations and Members

- 8/14/19: Middlebury College
- 10/7/19: Bennington College
- 10/23/19: Berkshire Community College
- 10/24/19: Local Entrepreneurs
- 10/28/19: Southwestern Vermont Medical Center
- 10/30/19: Friendship Center Food Pantry
- 10/30/19: Greylock Together
- 10/31/19: Berkshire Health Systems
- 11/1/19: State Legislative Delegation, North Adams Mayor, Berkshire District Attorney
- 11/11/19: Berkshire Innovation Center
- 11/5/19: Williamstown Town Manager
- 11/21/19: Berkshire Immigrant Center
- 12/3/19: Williamstown Theater Festival
- 12/4/19: NAACP Berkshire County Branch
- 12/5/19: Massachusetts College of Liberal Arts
- 12/9/19: Stockbridge-Munsee Community

Meetings with College Offices, Departments, Faculty, Staff and Students

- 8/20/19: Strategic Planning Workshop
- 9/16/19: Williams-Exeter Programme at Oxford
- 9/16/19: Williams-Mystic
- 9/18/19: Admission & Financial Aid
- 9/18/19: Faculty (Steve Sheppard & Sara LaLumia)
- 9/23/19: Strategic Academic Initiatives: The Future of the Arts at Williams
- 10/1/19: Facilities
- 10/2/19: Student-Athlete Advisory Committee
- 10/8/19: Williams Staff Council
- 10/11/19: Board of Trustees Committee on College Relations and Public Affairs
- 10/15/19: Strategic Planning Day
- 10/18/19: College and Community Advisory Committee
- 10/23/19: Facilities
- 10/23/19: Strategic Academic Initiatives: International Initiatives
- 10/24/19: Williams Staff Committee

- 10/29/19: Diversity, Equity & Inclusion Working Group
- 10/29/19: Dining Services
- 10/31/19: Williams Libraries
- 11/1/19: President's Administrative Group
- 11/1/19: Williams Club
- 11/4/19: Strategic Planning Retreat
- 11/7/19: Center for Learning in Action
- 11/24/19: CLiA Student Outreach Leaders

Appendix 3: A List of Tactical and Tangible Ideas That Arose From Outreach

As an institution:

Re-work college mission statement to articulate where community engagement fits into the College's mission

Broaden the definition of service in tenure and faculty promotion decisions to include community service, such as serving on a school or community organization board

Make use of the land acknowledgement statement proposed by the Stockbridge-Munsee Community

Provide an office to the Stockbridge-Munsee historical preservation officer

Hold a meeting of Stockbridge-Munsee and college leaders

Have an ongoing physical presence in North Adams and Pittsfield

Invest in funds designed to increase jobs in the region

Help devise and invest in programs to address the shortage of transportation in the region

Invest in housing in the region that is affordable

Engage with the Greylock Glen Project in Adams

Hold conversations with neighboring colleges from which shared interests could emerge and be developed

In the curriculum and academic programs:

Hold Williams theater, music, and dance performances around the region

Partner with Bennington College, MCLA and/or BCC to work on engaged research together, on topics such as climate change, food insecurity or transportation

Incentivize engaged research and engaged curriculum development from faculty

Consider a curricular requirement, much like the one for difference, power, and equity, that requires students to take a course engaged in the broader community, *while remembering that long-term relationships are fundamentally important*

Educate students on how to effectively and thoughtfully do community engagement

In communications and operations:

Buy more food locally

Make clearer to college members and others how the college is engaged as an institution and what drives such decisions

Devise a way for people who are not college members to access an appropriate version of Daily Messages

Create paths and structures through which community members can reach out to faculty who may have expertise in their area (through Communications or Departments)

Make efforts to publicize educational opportunities for community members

In promotional materials, institutional language, and outreach, emphasize that Williams's region is much larger than Williamstown, but includes North Adams, Pittsfield, Bennington and Eastern New York

When planning projects or processes that affect the community, make every effort to reach out and gather their feedback

Consistently gather feedback on community engagement from the larger region and community, such as through an annual public forum

With CLIA, students and student-run organizations/initiatives:

Develop more ways for students to engage off campus during Winter Study and summer

Compensate and support students staying on campus during the summer so that programs like WRAPS can be maintained year round

Add a community engagement component to First Days for every first year

Develop a post-graduate fellowship program that supports graduating seniors or recent alumni staying in the community to research, work, or advocate

Expand federal work-study to opportunities beyond working in local schools

For staff, families and community members:

Engage more student interns from McCann Technical School

Create a convenient and affordable way for staff to earn education/training certificates from nearby colleges

Offer to staff the kind of diversity, equity and inclusion resources offered to students

Offer workshops for business people and others on cultural sensitivity and questions of DEI, “A Davis Center for the community”

Intentionally invite community members into college spaces that are open to the public, such as the library

Devise programs through which teams of staff can perform community service, especially programs that allow staff to share their expertise and skills with the community

Develop on campus a summer camp run by students for children from low-income families

Appendix 4: Centers for Engaged Learning or Scholarship at Several Peer Schools

Amherst College	https://www.amherst.edu/academiclife/cce
Bowdoin College	https://www.bowdoin.edu/mckeen-center/academic-connections/
Brown University	https://www.brown.edu/academics/college/swearer/
Carleton College	https://carleton.ca/seo/community/cel/
Macalester College	https://www.macalester.edu/cec/academiccivicengagement/
Oberlin College	https://www.oberlin.edu/engaged-liberal-arts
Stanford University	https://undergrad.stanford.edu/programs/community-engaged-learning-cel
Swarthmore College	https://www.swarthmore.edu/lang-center/