

WILLIAMS COLLEGE

Chronicle

OF EXPERIENTIAL LEARNING
AND COMMUNITY
ENGAGEMENT



CLiA

Center for Learning in Action

Connecting
Curriculum &
Campus to
Community

2019-2020

WHO WE ARE AND WHAT WE DO

The Center for Learning in Action (CLiA) cultivates and sustains experiential learning opportunities, curricular and extracurricular, in service of the teaching goals of our faculty, the civic aspirations of our students, and the needs of the wider community. The Center's programming and pilot projects include support for fieldwork courses, volunteer and paid work opportunities, summer internships, and research fellowships. We also support the community engagement work of many other campus entities.

Our team of two full-time and ten part-time staff¹ takes a collaborative and continuous learning approach, working with faculty and a wide range of community organizations, student groups, and campus partners to provide students hands-on learning opportunities to address pressing civic problems.

CENTER FOR LEARNING IN ACTION STAFF AND CONTRACTORS

Paula Consolini, Ph.D.

Adam Falk Director

Colin Ovitsky, BA

Administrative Coordinator

Jennifer Swoap, BS

*Associate Director, Elementary Education and
Director of Elementary Outreach*

Kaatje White, BA

*Assistant Director, Local High School
Education, and Director, Williams Center at
Mount Greylock*

Anne Valk, Ph.D. (until January 2020)

*Associate Director for Public Humanities &
Lecturer in History*

Sharif Rosen, BA

*Assistant Director, Community Engagement &
Muslim Chaplain*

Tracy Finnegan, MA, MAT

*Assistant Director, Poverty, Food Insecurity & NYC
Education*

Molly Polk, MA (until July 2020)

*North Adams Coordinator for Williams
Elementary Outreach*

Tracy Baker-White, MIS

*Williamstown Elementary School Coordinator,
Science*

Shaina Adams-El Guabli, M.Ed.

*Williamstown Elementary School Coordinator,
Classroom Support*

**Amy Sosne, MD, M.S.Ed. (beginning
October 2019)**

Adventures in Learning Coordinator

Jessica S. Dils, MFA

*Williams Fellows Program Coordinator for the
Williams Center at Mount Greylock*

**Melody Blass Fisher, Ph.D (until November
2019)**

Adventures in Learning Co-Coordinator

Renee Schiek, BS

Lanesborough Elementary School Coordinator

¹ This comprehensive list includes staff who've been with CLiA for any part of the 2019-2020 year, whether beginning or ending their time on the CLiA team.

NOTE FROM THE DIRECTOR

2019-20 was certainly a year like no other.

From an experiential learning standpoint, it began in a very promising way. In the summer of 2019, we hosted student community outreach training and innovative work and we later co-organized a very well received K-12 educator institute on teaching diversity and social justice. After classes started in the fall, we continued with our regular programs of robust engagement with schools and other community partners through courses and extracurricular efforts.

And then came COVID.

We had been traveling by our regular routes, and the pandemic tore them up. We faced two options: take to the air and go virtual; or grab a mask and make our way through the rubble. Not surprisingly, the Williams community did both. As faculty scrambled to teach over Zoom, Williams students created interactive online science lessons and read-aloud videos, moved their mentoring online, and stepped up their efforts to advance racial justice. Faculty, staff, and students also stepped up to deliver food, raise funds, sew masks, and share messages of care to those hardest hit. COVID forced us to pivot, but critically needed community work continued.

The stories and reports in this year's Chronicle show both the pain and the possibility: the pandemic diminished in-person engagement but a surge of online efforts and problem-solving began.

I'm pleased to report that this year, Center for Learning in Action staff supported (and in some cases, taught or co-taught) 21 of the 130+ courses involving experiential learning. Members of our team also directed 32 of the 50+ extracurricular community engagement programs and projects available to students. In addition, we supported more than two dozen offerings by student organizations and other campus offices, helping with funding, strategy, transportation, and other logistical issues.

A few 2019-20 highlights:

- Two new "inside-out" courses offered at the Berkshire County House of Correction: Prof. Bernie Rhie's "Meditation and Modern American Life" and Prof. Laura Ephraim's "Politics of Waste."
- The student organization Ephvotes conducted a Fall semester voter registration drive and organized joint primary debate-watching parties, which engaged hundreds of students.
- Williams students taught, tutored, mentored, or gave workshops or presentations to more than 2000 students in some fifteen K-12 schools in our region, New York City, and internationally before shifting to create online lessons and read-aloud videos.
- CLiA staff and student leaders collaborated with the Office of Diversity, Equity, and Inclusion to offer professional development workshops for Williams students working in K-12 education.
- Before the pandemic struck, volunteers created over 1000 frozen meals from unserved dining hall food, then packaged and delivered them to local nonprofits for distribution to families in need.
- Volunteer Income Tax Assistance volunteers secured over \$395,000 of Federal and state income tax refunds for 159 clients.
- Three new student groups tackled pandemic-related problems head on: Williams4Williamstown gathered donations to purchase local restaurant food for frontline healthcare workers, while the Williams Mask Initiative and Mask Moovers obtained donations and drafted people to sew facemasks for emergency distribution to frontline workers.

- CLiA created evolving lists of virtual community engagement possibilities for Williams students, featuring volunteer opportunities for semester and summer work and a list of resources for racial justice research and advocacy work.
- An informal COVID move-out donation process netted two truckloads of donations to local community resale programs.

My staff and I deeply appreciate all the uplifting efforts of faculty, students, and staff--including other campus offices such as the Davis Center-- this year. Of course, we all depended on a host of dedicated and generous community partners who welcomed us, and especially our students, to join them in their work. Nicky Wu '22 and Gavin McGough '22 created a wonderful music video, linked here, which conveys our gratitude beautifully.

We thank President Mandel and now retired Vice President Steve Klass for their inspiring video remarks in June and for championing engaged learning and CLiA. Our heartfelt gratitude also goes to departing CLiA staff members Annie Valk and Molly Polk, whose contributions to our programs in North Adams will enlighten Williams students for years to come.

With respect to this edition of the Chronicle, thanks go to the entire CLiA team for their contributions and editing help, to those who contributed essays for the Spotlight section, and to graphic artist Nicky Wu '22 for her beautiful front and back cover designs.

While COVID-19 may have ripped up the road, it could not dampen our energy and resolve to keep moving forward. Thank you for the honor of supporting the work the world so desperately needs.

On behalf of CLiA,



Paula Consolini, Ph.D.

Adam Falk Director



2019 Summer Community Outreach Fellows host President Mandel for a dorm-made meal.

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SPOTLIGHT STORIES OF ENGAGED LEARNING

Here's an eclectic selection of the many small and large ways Williams students are learning by doing in the Berkshires and beyond.

Building Community through BFAIR By Regina Fink '22

I have been so grateful to run BFAIR Buddies with my inspiring and dedicated co-leader Eva Castagna '22, for our second year. BFAIR Buddies is a student-run organization whose members work with adults with special needs who are associated with Berkshire Individual and Family Resources (BFAIR). We hold weekly trips to different BFAIR homes, where we do seasonally themed crafts, have dance parties, enjoy spa days, and play eclectic board games.

Students at Williams have a tendency to remain on campus, holed up in the library or their rooms poring over textbooks and staring anxiously at screens. For a long time, I was one of those students — the Fall of my first year I spent more time doing homework than anything else on campus. My workload skewed my worldview, placing my own goals and assignments in the center of the universe, above friendships, service, and fun. Thankfully during last Winter Study, I was given time to reflect on how I was spending my time in college. The pace of my world slowed down,

enough for me to finally realize the absurdity of putting my homework above everything else in life, and gave me the space to envision who I wanted to be outside of work. I started to read (rather than skim) the wealth of information in the Lehman Community Engagement newsletter and came across a message from BFAIR asking interested students to reach out about volunteering. I immediately set up a Tunnel City coffee date with their outreach coordinator, and we talked



for hours about why she was involved with BFAIR, who her favorite clients were, what her work was like, and laughed about shared experiences. This meeting and many incredible ones with Paula Consolini and Imam Sharif gave me all the tools I needed to start this club and to become more engaged in the surrounding community. To those who are still uncertain about whether homework really matters: I already have trouble remembering any of the specific assignments I poured hours of work into freshman year, but I can remember the joy of every craft and dance party we've had at different BFAIR houses.

Every weekend I have looked forward to spending time with our Buddies and the space of beautiful positivity we are able to create. Almost every week we made new friends- whether adults living at BFAIR houses, their caretakers, or Williams students looking to give back to the community. These connections are what have enriched my college experience beyond what I thought possible: the joy on everyone's faces when we complete a project, the gradual blossoming of a shy student or buddy into a bubbly friend, or the respite the caregivers have to take a moment to themselves for the few hours we're there. There have been so many unexpected moments of delight--the chats I have with Colin Ovitsky before I grab the keys to the van, the sometimes awkward but always enjoyable introductions of new members on the ride to a

house, Eva's calming hand-picked playlist for Saturday morning drives--none of which I would have experienced without this club.

The final visit of the Spring Semester of last year [2019] was particularly difficult. One Buddy burst into tears when we told her we wouldn't be seeing her for a few months when we went home for the summer. The time apart over the summer made our reunion in the fall even sweeter, and heightened the warmth and delight of seeing our friends. However, it has made this spring's [2020] abrupt departure particularly painful. The first group of people on my mind when we suddenly had to leave campus this spring were my friends at BFAIR- will they understand our months of absence? Will we all be able to see each other again in the fall? What kept me grounded in difficult times of the semester and focused on what really mattered in life was the silliness and comfort that BFAIR Buddies provided every week. I am certain we will be able to make BFAIR Buddies happen next year in some form, and I hope to continue to spread the value of creating joy for everyone, regardless of ability.

Why I Miss WES by Seamus Connor '22

When I heard that we would be leaving Williams in March [2020], I knew that being a recess buddy at WES (Williamstown Elementary School) would be one of the things I would miss the most. I've been a recess buddy both years I've been at Williams, and I've grown to love it more and more. It's helped me get to know people I never would have met otherwise, and even though I'm a pretty introverted person, now that I'm stuck at home I miss these people more than ever.

I miss the teachers and paraprofessionals who I worked with during recess. Although some I saw rarely and didn't say much more to than a brief hello, some I talked to quite a bit. College has been strange for me because almost everyone I see is around my age, and so it was really nice to talk to adults who weren't my professors. Although I would only see them a few hours in total each week, these people were important to me.

I miss the other recess buddies, too. There are usually a few minutes of just waiting before or after a grade comes out to recess, or times when nothing much is happening outside, and it was always nice to have another recess buddy to talk to. I got to know Williams students who I doubt I would have gotten to know otherwise, people who were in different years than I and who had different interests. Since the recess buddies I know seem to enjoy working there, I got to see their best side. And since I was able to talk to them about the kids at WES or any problems I was running into, they made me better at my job.

But of course, most of all I miss the WES students that I talked and played with during their recess. I got to know them much better since I started being a recess buddy, but there are still plenty of kids who I hardly know anything about, and it's always a pleasure to learn something about a student. Not only have I gotten to know the WES students better, but I've become more confident in starting conversations with them.

When I was working at WES this past fall, I spent most of my time walking around watching the students, not really interacting, and while I enjoyed my job, it wasn't particularly interesting. My main interactions with kids were when something was wrong. But in the winter and spring, I made an effort to start talking to students, and I've ended up engaging with them a lot more. I've had lots more conversations with kids and I've been asked to play with them more. Going to WES became something I really looked forward to.

So when we had to leave Williams, I was especially disappointed. For one thing, I'm missing out on a job that I love, and I'm not able to talk with the wonderful people there. But more than that, I had only just begun to fully connect with the kids I was working with. I don't know when I'll next be able to work at WES, but I'm excited for whenever it happens, and I hope that we all stay safe and healthy until then.

Berkshire County Schools: Before, During, and After Williams

Liv Carlson '20

For someone who grew up in the Berkshires, you would think it would be easy to burst the “Purple Bubble” and get involved with the larger Berkshire County community when attending Williams. Yet during my first semester, I soon learned how consuming the academic rigor of the College can be, causing one to stray no further than Spring Street. This is why I’m incredibly thankful that I began working with CLiA as a first-year and stayed involved all four years at Williams. CLiA allowed me, a graduate of Drury High School, to work in the same school system I had attended, getting into classrooms at various grade levels. As a first- and second-grade buddy at Brayton Elementary, I took the short drive from campus to have lunch with students and join them for recess weekly, after which I would often feel like I needed a nap. “Tag” can be tiring and seven-year-olds



are fast! I also had the opportunity to work in a classroom support position in the sixth grade at Greylock School. Helping in math class, I got to work one-on-one with students and even design and teach original lessons, such as practicing plotting on the coordinate grid by playing a modified version of Battleship. Staying involved in the North Adams Public School system helped me maintain a connection to the larger Berkshire community to which I owe so much. It was a highlight of my four years at Williams.

Now, as a graduate of Williams, I’ll be moving to Boston, MA this fall to work for a consulting firm, living outside of the Berkshires for the first time in my life. As excited as I am, I fear losing my connection to Berkshire County. Luckily, in April I stumbled across an ad for a survey of Berkshire County high school alumni. I was happy to take it, considering it was the middle of quarantine and the biggest thing on my to-do list was the 3000-piece puzzle in my living room.

The survey was put together by the Berkshire County

Education Task Force (BCETF), a non-profit working to develop community-informed solutions to regional challenges facing public education. I received a follow-up to participate in a focus group with other Berkshire County alumni. I was struck by some of the incredible ideas my peers had raised about improving our schools and by the benefit of putting all our experiences and perspectives together. At the end of the focus group, Jake Eberwein, the BCETF Project Manager, mentioned that the task force was looking for interns. With the pandemic having spoiled my summer travel plans, I sent Jake an email a few days later that I was interested. Fortunately for me, Kamea Quetti-Hall, a Pittsfield High School grad and student at Occidental College, did the same. and since June, Kamea and I have been working remotely for the task force.

Diving into the work at the task force was exciting since there are so many projects occurring at once. Kamea and I collected and analyzed data concerning postsecondary outcomes of Berkshire County graduates. We looked at graduation rates, persistence in college, degree attainment, trade program placements, and workforce earnings. The data was interesting to compare between subgroups, schools, and the state. Aware that quantitative data can be enlightening, but that it also doesn’t tell the whole story, we have also been working to conduct interviews with the administration teams at each high school to

collect further information about the schools' challenges and distinguishing practices. Together with Jake we've worked to create presentations for various audiences, whether it be for the strategy team of BCETF, the entire task force, or the upcoming community meeting, where we'll present to a larger audience on the education landscape of Berkshire County for the Portrait of a Graduate project. The task force has also been supporting schools as they transition to hybrid and remote learning models, by helping them to purchase the learning management system Canvas, and to train teachers across the county. Through all of the projects, it has been enlightening to work with so many incredible educators and researchers and I am continually amazed by how much can be accomplished when the schools work together as a county. As my work this summer wraps up, I hope to take many of the lessons I have learned from BCETF, as well as my four years at Williams, to my work as a consultant and I am thankful to have been able to continue following my passion for education, one that I first discovered through my work at CLiA.

Let's Dance!

By Lucy Walker '23

Dance is a challenging art form. The most obvious challenge is learning the technical aspects that involve moving the body in ways that are often new and uncomfortable. However, when you learn to dance, you're also constantly pulled between opposing ideas. You have to foster your own creative expression and artistry while also maintaining personal discipline and focus. You have to lengthen, while also being grounded. You have to push yourself while also taking care of your body. You have to be strong but equally flexible. When you're ten years old and first learning what a plié is, you're not worried about those opposing ideas. You're just trying to process all the new information being sent your way. Our job in the "Let's Dance!" program was not to make the kids we worked with understand every single challenge and dynamic of studying dance, but simply to lay a firm foundation for all of this. We strove to present the main ideas of dance in a way that was understandable and enjoyable, and to make the challenges exciting.

When Janine Parker, Artist-In-Residence in Dance at Williams, promoted the Outreach Assistant position to students for the 2019 Fall semester, I jumped at the opportunity. The position combines a lot of my interests: working with children, dancing, and teaching. I had trained as a dancer for the

previous six years. I had forgotten, however, what it was like to be totally new to dance, and what it was like to see it from fresh eyes.



On Mondays and Fridays a school bus transported six to eight from Brayton Elementary to the '62 Center for Theatre and Dance. Once in the studio, Professor Parker and we Outreach Assistants would lead the kids through a series of exercises meant both to teach basic ballet technique and to foster an understanding of the format of a ballet class. We would start in a circle holding hands. We sent the "energy" around the circle, squeezing each other's hands,

before moving into a warmup that helped the kids focus on individual parts of their bodies, turning their legs in and out, bending and straightening their knees, and holding short balances. Professor Parker would then move into teaching the basic elements of ballet, including steps like pliés, tendus, and dégagés. Rond de jambe (known as "cut the pie" to the kids) was a class favorite. Some classes featured music lessons, where the kids began to understand different kinds of rhythms, like waltzes, mazurkas, and marches. I found that the music lessons were helpful for me as well, as I have often struggled with understanding different musical rhythms throughout my dance training. Some days the dancers would learn about choreography and they would then get to try telling a story with their body.

It was always exciting to watch them exercise their creativity, and it was clear that making up dances was their favorite part of class. The TA's would often lead certain exercises, which helped me develop my own teaching skills, allowing me to convey material in a way that was clear and understandable.

There were hard days too. Sometimes the kids came to us tired or unfocused. Some days they didn't want to dance, or would tell us they were dealing with an injury. Some days, something that had happened during their school day distracted them. In those moments, I learned that motivating someone to participate in class and "buy-in" was an important skill that I myself had to improve. How do you instill your own passion in someone else? The difficult days forced me to question why I loved dancing and to use the answer to motivate the kids.

It's hard to come to an unfamiliar environment and then learn to do something uncomfortable and challenging. Watching the kids navigate spaces on campus made me see the spaces through new eyes. I hadn't considered how children might experience being on a college campus. I found that they brought a new energy to spaces. Other students always seemed pleasantly surprised to see kids unexpectedly, and overall, I felt that having kids on campus has benefits for everyone. The kids got to learn in an environment with more resources tailored to learning dance, and college students got to spend more time around kids.

As the weeks went on, the kids would start to retain information from past classes, better remembering which exercise came next or the name for a certain step or position. Not only did their technique improve, but so did their class etiquette. I saw more focus from each of them over time as they came to understand the structure of a dance class. They began to learn the discipline that comes with dance and came to understand how to work better as a group. It was incredibly satisfying to see class come together or to watch that lightbulb moment. We also got to know each other better. The kids would tell me bits and pieces about their lives on the way to and from the bus, or on the walk to the restroom. They all had different reasons for participating in this after-school program. Some danced outside of this program at a studio and wanted to do more. Some wanted to try something new. Some had discovered that ballet just wasn't for them, but couldn't do any other after school program. Whatever their reason for being there, I was glad that I could play a part in helping them define what their interests were for themselves.

When the final performance came, it was so exciting to see the kids perform everything they had been working on. They had the same pre-performance nerves that I had experienced so many times before. I found myself backstage saying the steps that were coming next, and was so excited to see them remember what came next without any help from Professor Parker or the TA's. The other TA's performed short pieces as well, to demonstrate the diversity and breadth of the Dance Department here at Williams. My fellow TA Erin Meadors improvised to a Michael Jackson song, while another TA, Maria Avrantini, showed a classical variation from "Sleeping Beauty." The kids watched from the wings, and I think they were excited to see the TAs in their element. I was glad I could share what I was interested in, and that I could help demonstrate the wider possibilities for dance. After the show, the kids found their parents in the audience, and I could tell that they were proud of the work they had shown on stage.

You can learn a lot more than steps and technique from dance. Your brain processes verbal and visual information, and then quickly has to translate it into physical movement. Certain movements happen on certain counts of the music. But beyond that, there is an important discipline that dance fosters. You have to commit to improving, and to be open-minded enough to challenge your body. You learn how to work with others, and how to move around others.

There's a lot to process, especially when you're a fourth-grader. We were just opening their eyes to that process. Watching these kids struggle, overcome, and then struggle again, made me appreciate why I started dancing years ago. I realized that whether you're eight or eighty, there's always something to gain from dance.

Addressing Food Insecurity: The work of WRAPS

By Josh Reynolds '21

On Friday, March 13th, I ran the last Williams Recovery of All Perishable Surplus Program (WRAPS) shift of my junior year. Williams had just announced that it was closing, and I had attended my last two in-person classes that morning. Marco Vallejos, Katrina Wheelan, and I grabbed 134 frozen meals from a freezer in Dodd and started driving to North Adams. For Marco, a multi-year club leader and the person who first encouraged me to volunteer, this would be his last shift before graduating in June. Over the course of the next hour, the three of us delivered meals to our three community partners and tried to grapple with the sudden closing. Midway through a successful year, our program was shutting down just as the risk of food insecurity was skyrocketing in the communities we serve.

In brief, WRAPS is a diffuse food recovery and sustainability organization. Volunteers recover excess food from Williams' three dining halls and package it into individual, frozen meals. These meals are then delivered with recovered produce from Wild Oats Market to three locations in North Adams--Mohawk Forest, ROOTS Teen Center, and the Brayton Hill community through the Northern Berkshire YMCA. This work is done on seven different shifts over five weeknights and one afternoon. Volunteers typically attend one shift each week, usually a commitment of less than 60 minutes. We produce about 100 meals every week this way. It is an efficient process that we have continued to streamline over the past two years. Now, health concerns and changes in dining operations at Williams are causing us to rethink our volunteer model. We are pivoting to apply for grant funding to purchase and provide food to our partners and to connect our volunteers with other community organizations in need.

The WRAPS shifts for the 2019-20 school year started long before classes. Marco and I were both on campus during the summer working on different research projects. We each ran a packaging shift and a pickup shift every week with a handful of volunteers, and delivery continued every Friday. With just Marco and me running shifts, Katrina transitioned all our data collection to online forms for easy integration and access. WRAPS has run intermittently during the summer months in the past, but this was the second year in a row that the club operated at a high capacity and tracked recovery data. We recovered and delivered an additional 617 meals beyond our regular fall and spring operations, more than doubling the number of meals recovered during the previous summer.

We also used this time on campus to organize First Days programming with CLiA and the Leading Minds and Root programs. First-year students participated in shortened versions of WRAPS shifts. We discussed how our club operates and tried to place our work in the context of food insecurity in northern Berkshire County. Whether or not students continued to volunteer with us, we wanted to encourage them to think about service and engagement as soon as they arrived on campus. The collaboration was a success, as we saw students from those programs become regular volunteers.

With a high influx of new volunteers and a cohort of summer students, we began to search for more recoverable food. This meant finding community partners that were accessible at times when we could populate shifts. This was another job in addition to the day-to-day work of keeping the club running while managing the increasingly frequent community requests for additional meals. We had decided to bring on new leaders in Winter Study to start acclimating them to the club. When we ran interviews, we wanted to work with everyone, and five new students joined the leadership team. A new leadership structure was developed that established two groups which would work semi-independently on different projects. The Coordinating Committee would focus on weekly logistics and small-scale projects, while the Planning Committee would focus on achieving our broader, long-term goals that were often sidelined due to time constraints.

This decision paid off immediately. The Planning Committee started working with CLiA on a grant proposal while the Coordinating Committee set up an agreement with Log Lunch to begin collecting and packaging their extra food. More leaders also meant more availability for various needs. When students and professors from Bennington College visited in March to learn about WRAPS, five of our leaders were available at different times throughout the afternoon to bring them on a delivery shift and explain other parts of our weekly routine. Twice this year, students from other nearby schools

came to campus to experience our shifts and learn about our work. Running similar programs is tricky due to high student turnover: WRAPS has ended and been revived many times in its eighteen-year history. Furthermore, many college food providers will not allow students to handle and redistribute their food. We have started conversations with local schools that hope to adopt a similar model, tailored to their own food production style, about how to navigate setting up such a program. This work would be directly supported by the Planning Committee's new proposal to provide accessible food safety training remotely to high school and college students and community members in and around Williamstown. As the club has been succeeding at current capacity, we are finding new opportunities for community- and food-centered work.

Just before the last delivery shift in March 2020, our plans had been quite different. We were ready to operate through the end of the school year, and our new group of leaders was hoping to be awarded their grant. We planned to purchase a freezer for one of our community partners to allow them to store meals, further decreasing waste. This was then to lead to another summer, another set of shifts with incoming first-year students, and another successful year. Instead, the nature of our work will clearly be different over the next year. We are working on adapting our mission to account for the pandemic. When we are able to return to delivering food, we plan to work with Dining Services and our community partners on developing new safety guidelines. We will also be collaborating with the Zilkha Center on a campaign to encourage the return of the new reusable containers that will be used in the dining halls. This initiative will only be successful and sustainable if students are conscious of the need to return rather than discard these containers.

WRAPS volunteers come face to face with failures of the food system, and the COVID-19 pandemic has made food issues more visible. Even before the pandemic, 12 percent of Berkshire county residents experienced food insecurity, 27 percent of whom were children. Food insecurity has increased locally and nationally due to the pandemic. Being in a public space like a grocery store increases risk. Food banks are reporting national shortages due to sharp increases in demand. Layoffs and furloughs have decreased incomes. Unsafe working conditions have caused the virus to rapidly spread through meatpacking plants, causing illness, closures, and potential shortages. With restaurants closed, farmers have reported pouring out milk, burying large numbers of livestock, and destroying large amounts of fresh produce. Closing schools has cut meal access for an enormous population of children in the United States. The food system is experiencing extreme shocks as the pandemic continues to evolve, which poses increased public health risks in addition to infection. We are saddened by the tragedy of the pandemic and our inability to continue to help the communities we serve in North Adams at a time when it is especially needed. While remote, we have been working on sustaining our club's momentum by planning for safe ways to operate once campus is reopened. We are reimagining our volunteer shifts and weekly activities for a pandemic setting, in order to continue to promote food accessibility in the Berkshires. We are a food-justice organization, and the need for our work has never been clearer.

Adventures in Learning

Maddie Moore '23 and Lulu Whitmore '23

Maddie: Self-portraits are an attempt at expressing the inner world on the outside for an audience. Or they're just a self-fabricated picture of yourself. Either way, you're going to see your self-image reflected. This can be a powerful tool for self-reflection, and feelings (both pleasant and unpleasant) may come up when looking or creating yourself in an art medium. Lulu and I were interested in facilitating the beginning of this socio-emotional learning with young students. That's how we came to the idea of a self-portrait class. That, and Lulu is an incredible artist, and I have a bit of experience with teaching young children. So, the glove fit.

Even if we didn't incorporate discussions about self-image into our curriculum (there wasn't much room for it), some students did struggle or were resistant when we asked them to depict themselves. Some of these students use more abstract art methods (finger painting) while others felt comfortable with more precise ones (drawing). It is possible that even at the young age of eight, students may feel more comfortable looking at themselves and analyzing aesthetic characteristics of themselves in the

mirror rather than looking at others. One of the goals of this class was for students to explore their own self-representations, whether it was through more abstract expressionist art forms and methods or more precise, realistic art methods and techniques.

Regardless of the social and psychological influences these students may have exhibited, Adventures in Learning (AiL) was a ton of fun. We saw all of the students come out of their shells and experiment with art -- which was the ultimate goal. This program was super fun and provided a creative release for Lulu and me (and the kids of course). I would absolutely recommend AiL to anyone who is interested in being reminded of what youth and wholesome fun are all about.

Lulu: After we became friends out of our shared love for education, Maddie asked me to co-teach an elementary afterschool class as part of the Adventures in Learning program over the course of Winter Study. I couldn't say no. Initially, I was not entirely sure what was involved: do we just go in and follow a lesson plan? How will we earn the kids' respect as mere college students? Then Maddie mentioned self-portraits and the liberty of designing the four-week course and I was officially excited.

Our initial goal was to broaden the students' understanding of what a self-portrait could be and possibly to weave in aspects of identity formation. What if we incorporated collage? What if we asked them to respond not only to their physical appearance but to the activities they did and things they liked? For instance, if their favorite color was blue, why not draw their portrait in blue?

Without allowing ourselves to get too far in the weeds on the meaning of a self-portrait, we acknowledged the ages of the kids we'd be teaching. We brainstormed different "warm-up" activities, music for dance breaks, and games to end each class with, in order to cater to the ever-active brains and bodies of first through third graders. Initially, I saw these activities as solely a method of classroom control. I was soon proved wrong, however. Once we began teaching, I realized that these games allowed me to get to know the kids, their personalities in a social setting, and their taste in music for dancing. The soundtrack from *The Greatest Showman* was a great hit.

Of course, as was to be expected, the course did not go as planned. There was only a limited discussion about the meaning of self-portraits, nor any mention of life-changing artistic discoveries. But there was exploration, experimentation, and a change of pace from the customary "look in the mirror and draw what you see."

If I am provided the privilege of teaching another AiL course, I will no doubt take it, and I would recommend anyone else with a love for kids and teaching to do the same.

Hopkins Memorial Forest¹ **By Billy Donoso '23**

"Looking for an unconventional campus job?" No... "Enjoy working with kids?" Yeah...? "Become a Hopkins Forest Educator!"

This poster— almost hidden on a Mission Park bulletin board behind posters for upcoming concerts and events— was my introduction to the position I now have with the Center for Learning in Action. At first, I doubted I was the candidate they were looking for; I had no desire to be "quirky" and I knew virtually nothing about the local fauna. But I needed money and I had years of experience working at my town's summer camp, so I applied.

I got the job and I now work with a senior named Paul. He is pre-med, skis, and drives a Blue Subaru. We have field trips scheduled for Thursday mornings from 8:45-11:30 AM, and on one such morning, I'm sitting shotgun as we navigate the winding, tree-lined road to Hopkins. We take a left turn onto a gravel path that passes an off-season apple orchard on the left and an overgrown grass field on the right. The car pivots into the driveway of the Rosenburg Center, a great big building that looks like an 18th-century colonial concoction of chapel, schoolhouse, and decay. I open the door and see the familiar array of

¹ This essay was originally submitted on November 9, 2019 for an assignment in ENGL 104: Creative Non-fiction taught by Professor John Kleiner.

students' desks that could have belonged to my great-grandparents, had they been in the United States at the time.

Drew, a lanky older man wearing a bucket hat and a beige Safari vest, swings open the door of the laboratory and exclaims, "Good to see you boys!" You can see all sorts of equipment behind him: ecological tools, biological containers, geological instruments. It's the kind of scientist's playpen that I can see Drew, the Godfather of Hopkins Memorial Forest (and our boss) entertaining himself in for hours at a time. "PERFECT weather we've got this morning! Greylock Elementary should be coming in about a half-hour so we have a good amount of time to set up in the meantime." He turns to go back into the lab but then pauses and looks at us. "No Caitlin?" Caitlin works with Paul and me, too, but I haven't seen her as much.

In the Fall, we lead field trips for 5th graders whose curriculum at school includes the carbon cycle and the water cycle. In the short amount of time we have, we lead four activities for the kids: a hike, which is a straightforward twenty-minute walk on either of the forest's two footpaths; the Water Ramble, a simulation where the kids "become water molecules" to see water's cyclical nature in action; the Web of Life, a simulation where the kids "become producers, consumers, and decomposers" to see an ecosystem's interdependent nature in action; and the environmental investigation, pretty much code for picking up slugs and worm shit.

Paul shakes his head. "No, she didn't respond in our group chat."

"Ahh, well that's okay, we'll just, uhh... Paul, you can take one group and start with the Water Ramble activity first and Billy can start with either the hike or the uhh, the investigation. It's a smaller group today, so that's good at least. I can take a group if you want and you guys won't have as many kids... OR, I can make the rounds and help out, whichever one you two prefer."

We hear the rumbling of a bus motor slowly grow louder as that great big, ugly yellow vehicle becomes visible through the window. Drew's cerulean eyes bulge with excitement. "Apparently Greylock is early today! Well, it's go time boys!" He strides out the door and we shuffle out after him.

Kids jump off the bus excited to arrive because they can at last be knuckleheads with their friends outside of that cramped yellow prison that I remember all too well from my middle-school days. Their adult chaperones step out of the bus after them. The younger ones tend to mask their nerves with a professional demeanor, like parents of young children that regret having dinner at an expensive bistro the moment they start to throw a tantrum. The older chaperones are cordial and friendly because they know that I wouldn't be working as an educator if I didn't already know the way kids can be.

In their neon sweatshirts and hats for all of the New England sports teams, the boys clump around to one side impressing each other with a wide repertoire of dance moves from the video game Fortnite. The girls, dressed in pink from head to toe apart from multicolored down jackets, stand on the other side and giggle among themselves. Half of the kids are visibly overweight, hopefully making the payoff of this Nature 101 crash course even higher for them.

Drew is on the move. He takes several massive steps in front of the group and yells, "Good morning boys and girls, and welcome to Hopkins Forest!" Some of the teachers hush the kids, who turn to face him. "Today, we're going to be looking at the ecosystem of Hopkins Forest. What is an ecosystem?"

A boy wearing a Red Sox hat half-raises his hand. "Where animals live?"

Drew looks at him skeptically and says, "Yes... would anybody like to add on?"

A lively, brown-haired girl wearing glasses raises her hand. "And where organisms are, like plants and fungi!"

Drew nods his head emphatically this time. "Right! And along with that, we're looking at the water cycle. Now who can tell me what that is?" He sees the same girl's hand linger alone in the air for several seconds but calls on the first person who raises their hand after her. It just so happens to be the boy behind her. She opens her mouth, thinking mistakenly that she'd been called again, but gets a quiet, resigned look on her face when the boy starts speaking. It would be funny if I hadn't embarrassed myself the same way countless times as a kid.

“Great answer! Now, our fantastic helpers, Billy and Paul, are going to show you around the forest today! Teachers, if we could separate into three groups, the three of us will take all of you to the different activities.” I focus back in, taking my cue that Drew just finished his standard spiel. I stand off to the side by a younger, bearded guy wearing a North Face jacket similar to mine.

I reach out to shake his hand. “Hi, I’m Billy.”

“Nice to meet you Billy. I’m Mr. Abedy. I’m a Senior over at MCLA studying education, their student-teacher.”

I look at all the students in front of me, none of whom are wearing name tags. Before we get into any of the activities, I ask them to tell me their names. They go down the line: Jorge, Ella, Paige, Gabe, Shyne (with a “y”), Adrian, McKenzie, Justin, Natalie. I recite their names back to them and they’re impressed.

To them, this part of my routine might seem like a game, but to me, it is one of the most important things I do. The kids are here at Hopkins because they have to be, but they still trust me to make it a memorable experience for them. Even though I do a lot of the talking, I want there to be enough of a rapport between us throughout the trip so that we can experience how wonderful the forest is, together. Learning their names is just one way to build up that dynamic.

We go out in the forest and look at insects and earwigs and Rove Beetles and Wolf Spiders. There is the magic of discovery in the air, which I feel vicariously. It’s not “worm shit” to them: it’s worm castings, packed up in tight little balls that are packed with the energy that fuels everything else going on in the forest. On the hike, they goof off and crack zany jokes with each other like kids do.

When their excitement starts to die down, I tell them to take a seat on a log by the side of the leaf-splattered path, close their eyes, and be quiet for a few moments to listen to the sounds around them. There are giggles at first from this new feeling they get. Kids are usually reprimanded when they are told to be quiet, but that is the last thing I intend to do. After the moment’s novelty wears off, they hear nature’s conversation with herself: Chickadees singing to one another; the wind whispering through branches; chipmunks scurrying on the ground and burrowing into holes; the stream trickling by us, beckoning surrounding critters to drink.

It starts to rain. So much for ‘perfect’ weather. Still, we linger there for just a little while longer before I get a text from Drew to bring my group back to the Rosenberg Center. We stay indoors until the bus returns and the kids go on their way, back to school.

It’s not on the curriculum, but what I desperately hope to impart to these kids is that the world is not the one behind a screen, but the Earth that has breathed life for billions of years and the Hopkins Memorial Forest that sheltered us under its canopy at that moment when we all closed our eyes. That moments like these are as ephemeral as the raining water droplets I felt on my cheeks; they are fragments of time that are lost eventually, truly and forever disseminating into the void like raindrops become anything from the moisture in the air to the crashing tides of the ocean and even to the tears that we cry. That life will be sad, but it will be okay. It will.

Senior Spotlight: Astrid DuBois ’20 **By Nick Servedio ’22**

Astrid DuBois ’20 is a Spanish and English major who was a Lead Classroom Helper at WES this past year. On Thursday afternoon, I sat down (virtually) to talk with Astrid about her time working at WES while being a student at Williams.

So, you worked at the elementary school for CLiA. Yeah! I had worked at WES since freshman year. Nice! What did you do there?

My freshman fall I worked as a reading buddy, and then I started working as a classroom helper for Mrs. Stewart’s 3rd-grade class in the spring. I worked with Mrs. Stewart for all of sophomore year, and junior year while on campus (since I was abroad for the spring), and then I worked with her this full year, up until we had to leave.

Gotcha. Where did you go abroad for the spring?

I went to Chile, I was in Santiago. **Wait, so what do you do with CLiA?**

I was a coordinator for Adventures in Learning this past winter. I also worked as a classroom helper last year for a Kindergarten class, but... [laughs] I think it was a little too much for me, the kids were always so energetic and I was so tired.

I feel like Kindergarten can be a hard age – even just one grade can make such a big difference.

Yeah, totally. So did you work as a reading buddy for Mrs. Stewart's class, too? [Laughs] I don't actually really know what the reading buddy job is.

Well, it was actually a different program freshman year, and, well [laughs]... it was a little more disorganized. I would go in for a specific amount of time, and then a reading teacher would send me to a classroom to go work with the kids.

Oh, cool! I don't know if you've heard of this, but there's a program online with Brayton where you read picture books aloud and then post the video to Youtube.

Aw.

[Laughs] Yeah, well, I was supposed to do it, but I've sort of forgotten, so this just reminded me.

Yeah, I know. That's sort of like the classic quarantine thing where you have so many things you think you'll do, but in reality, the days just pass by and you're like, "Well, that was a nice day, but..."

Have you found anything good to do in quarantine, besides our English homework?

Which I may or may not have done. [N and A both laugh] I did read the last book, though!

Same here – it's tough to do homework in quarantine!

To answer your question, I went back home (I live in Washington) for a month and a half, but now I'm staying in California. I've felt super fortunate to be here, and I think it's been really good for me just to be by the ocean. I've been trying to get outside every day. Oh, and I've started learning guitar! So that's one thing [laughs].

Oh, that's awesome! Have you learned any good songs?

My dad plays guitar, and he was giving me some lessons, which has been fun. And... he's been teaching me some Neil Young songs, just some oldies.

Are there other activities you do on campus, besides working at WES?

I'm the treasurer for Berkshire Doula Project, which is a reproductive-justice oriented organization that provides abortion doulas to patients at Berkshire Medical Center.

Oh, cool! I think I'm on the listserv for that, though I've never gone to a meeting... [laughs] like with so many other things.

Yeah. I was also in ¡Vive! this past fall. I played the ukulele.

Have you found your ukulele skills have translated to guitar?

I think... potentially. It gives you a good basis for understanding what it takes to play an instrument, though the chords are very different.

Do you know what you want to do after you graduate, or if you want to go abroad again at some point?

I don't really know right now... but I would definitely love to live abroad at some point, or work as a translator in the United States – there are so many opportunities to use Spanish in professional settings in the US. I'm looking at a couple of random opportunities right now, but I'm not totally sure.

Yeah, Spanish is really useful for sure. Going back to WES – do you have any favorite memories from the elementary school or things you really enjoyed doing there?

Part of what I really loved about the program was being able to work with the teacher, Ms. Stewart, throughout different years. It's crazy how much each year the classroom dynamic changes. That's something she would always tell me: "You're not going to believe how different this group is from the last group!" It's a really special experience to see a group of students come in and settle down and make their own community within the school, and I feel like the teacher I got the opportunity to work with did such an amazing job at helping the students follow the guidelines and respect each other, but also letting them be their individual selves, which is especially important at that age – they're so young, but they're also fully formed and really intelligent. Classes are pretty small at WES, so I really got to know the students, and getting to be there throughout the school year makes such a big difference too. At the beginning, they're all sort of settling in, but then you get to know them, what they like to talk about, what makes them laugh, and they get to know you and look up to you. They get so excited to share things with you, too. I did get to stop by for the last time after Williams made the decision to send everyone home, but was definitely sad at the end to say goodbye.

Yeah, it's too bad that things had to end early. But it's great that you felt the kids got to know you and were excited to see you.

I feel like I have lots of good memories from being there. Like, during indoor recess, they would have a ping pong thingy set up on their classroom tables, so I would get to play ping pong with the kids on these tiny tables.

Aw! [Laughs] Who would win, usually?

The tables were so small that they were a bit of a handicap for me... [laughs] usually I'm a pretty good ping-pong player though. But it would go either way. Or we got to play Boggle sometimes... one thing I really appreciated was Mrs. Stewart did a lot of mindfulness in the classroom, and it was really great to see the students tuning into themselves a little more, and being receptive to that. And it's helpful for the classroom environment too. Also! They do a unit on Mount St. Helens, which is right by where I live, and the 40 year anniversary of the 1980 eruption is coming up soon. I did a presentation on Mount St. Helens with photos of me when I climbed it.

Wow! That's so cool.

Yeah, they always get so excited. And it's cool to be able to show them what Washington is like since it's so far away.

Last question: What would you say to students at WES and Williams if you had a chance?

I would tell them [Williams students] to get off-campus. I've really loved working at the elementary school, and it's so cool that Williams makes working at the elementary school into a job. It's really important to get involved and spend some time doing things besides homework, and it helps connect you to other communities outside of campus.

Embodying Creativity: A Winter Study Experience

Lily Gordon '20

Around lunchtime on a weekday in Winter Study 2020, a member of the cleaning staff stopped in his tracks outside the open door of the '62 Center shared studio and stared. Inside he saw eleven young adults thrashing, spinning, jumping, rolling, and moving in ways for which there is no description. I was one of them. The other nine were my classmates, and the last was Tracy Hu, instructor of the Winter Study course "Embodying Creativity." This moment of being observed by someone who had no context for the situation gave me a flash of awareness for how absurd we must have looked. The amazing thing was, we didn't care. The self-consciousness that usually governed our bodies in the Purple Bubble had evaporated. Two weeks into the course, Tracy had led us to a point where the feeling of freedom in our bodies and comfort with one another outweighed all our fears and inhibitions. So how did we get there, and what was this all about?

Tracy Hu, from the Williams class of 2013, found her inspiration for “Embodying Creativity” in a course she took during her years at Williams called Perceptual Intelligence. Taught by Hana van der Kolk, the Levitt Artist-in-Residence at the time, the course “didn’t even feel like a class” to Tracy. “It was just something that became a part of my life,” she said. Van der Kolk’s course was the first time Tracy got a glimpse of what it meant to deeply reside in her body. She told me, “I didn’t realize this until the class, but throughout my entire career at Williams I was up in my head and kinda cut off from below the neck. Meaning I didn’t pay attention to how my body felt, and sometimes didn’t even really know how it felt!” The class emphasized experiential learning and mindfulness, or as Tracy described it, “a quality of attention with curiosity, openness, and non-judgment.” It opened up a new world for her. She remembered how the class “gave us so much permission to move however we wanted to, even if it might be silly or awkward or embarrassing.” Tracy told me the class completely altered her trajectory after Williams. It improved her confidence and assertiveness, led to a deepening interest in meditation and experimental forms of movement, and allowed her to “trust in paths I normally wouldn’t have taken” such as moving to Los Angeles without knowing anyone there. In teaching Embodying Creativity, she wanted to convey to her students some of what van der Kolk taught her. She said, “If I could even share one percent of the empowerment I felt with Hana, my class would be successful.” The framing idea Tracy chose for her course, creativity, was meant to be an accessible way into some deeper threads she hoped to weave together: mindfulness, empowerment, and connection.

One of the things that struck me in the class was how Tracy didn’t have a concrete plan for the syllabus. She told us she wanted to see how things unfolded, both within a single class and from one class to the other. She wanted to see how the group responded to an activity she proposed and then allow that to guide her facilitation. After each class, she would reflect on what happened and determine what to do in the following class. When I asked her why she chose this approach, she replied that she wanted to practice the ideas she hoped to teach us: openness, creativity, and trusting that things will work out. She said, “I thought maybe if I approached this class the way I envisioned for my students to approach the class, I would be able to connect with you more.” She prefers this style of pedagogy: “Rather than, ‘I’m the teacher and I have all this knowledge, and I’m gonna impart the knowledge to you,’ I imagined a course that was more of us working together.” Tracy explained that “each person is already wise in their own way. They already have way more experience than I do in certain arenas of life. And creating an environment where people felt free to share those experiences... I would be learning just as much as I was teaching.”

As Tracy said, though, “a certain amount of structure is needed for anything to happen.” There was a loose structure to every class; we’d always start off with an opening circle, checking in with how we were doing. From there we’d transition to guided exercises that involved movement, paying attention, and/or connecting in some way. One day we wandered around the studio for fifteen minutes noticing everything that was red. Another day we made blind contour drawings, images of our classmates rendered without looking down at the paper. A few days into the class, Tracy introduced more and more partner activities. We learned different massage techniques on each other, held the entire weight of our partner’s head, and observed each other without judgement.

I asked a few classmates which exercises stood out to them. Emma Levy ’20 loved one particular class “where we divided into two groups, and did sort of freestyle/improv dance ‘performances’ for one another.” She said she couldn’t believe how much time had passed when she looked at the clock. As another student shared, on one day “we all stared into each other’s eyes without breaking contact. We did this with every other person in the class, and despite seeming extremely awkward at first, it was a really powerful experience.” My personal favorite was an “emotion zones” exercise where we moved in a “happy” way, then an “angry” way, then a “scared” way, and so on. I had not moved so freely since I was a kid, and it was incredibly cathartic. Tracy was also open to changing her plan for the class, welcoming our ideas for new exercises. One day, a group sound circle evolved into a singalong. By the third week, it felt more like an experimental group collaboration.

The biggest surprise for Tracy and for many of us in the class was just how comfortable we became with each other. Many of us were complete strangers with different interests, of different ages, with different socioeconomic backgrounds. Despite our differences, a sense of deep trust and connectedness grew with each class. Emma recalled, “Though we all ran in different social circles at Williams, I felt our walls coming

down within that space, in this beautiful way that let us explore and experiment with the movement of our bodies and how that blended with the movement of others.” This sense of community led us to spontaneous group hugs and evolved into unplanned dance parties in class. Tracy said, “It happened twice, I think--exercises we were doing just became this open-ended space where people were just having fun.” I don’t know if I’ve felt such a sense of belonging and joy in any other class at Williams.

I asked Tracy how she felt embodiment fits into education. “For some reason,” she told me, “being in the body can help with innovation and new ideas. Such different neurocircuitry is required for us to think logically and for us to feel and move in the body, so taking a break from mentally working on a problem can contribute to creative ideas.” Also, many of the skills students need to succeed in the adult world are emotional and social skills. “When we’re so focused on the STEM disciplines, we lose an opportunity to cultivate emotional intelligence, and being able to interact with people and connect.” In her own experience in medical school and now residency, she found that the most positive impact she’s had has been through relationship-building, which she ties directly to her training in embodiment and mindfulness practices; it wasn’t just about “knowing medical facts.” But overall, Tracy thinks embodiment tools can help anyone to live a more fulfilled and present life. She cites her own experience, describing her journey that began with van der Kolk’s class, this way:

“Learning to take care of my body, to befriend it and to honor it. I used to think my body was just this vehicle that allowed me to accomplish things. I abused it quite a bit in terms of not sleeping, not eating, and putting way too much stress on it. I had insecurities about my appearance, and my body became this external thing where I needed to do things to it to either maintain or change how it looked. It was something to fix, something to keep under control. The more I’ve been practicing becoming in tune with what it actually felt and how it experienced sensations, the more I’ve become really grateful for this gift to experience the world and connect with people. Out of that comes a more integrated way of approaching health and wellness. The relationship I have with my body now is a lot more like a friend and a partner.”

“Embodying Creativity” held lessons for all of us. Tracy said that teaching the class opened her to the idea that she might be more suited for a leadership role than she thought. It was out of her comfort zone as well, but she was so happy with how the class went that she’s now thinking about ways she can facilitate similar exercises for medical professionals. She said, “How do we actually practice self-care to allow us to serve our patients? There’s a lot of lip service paid to this idea in medicine, but like most things, it’s easier said than done. I think embodied practices can play a role in it.” For me, the class touched a chord and taught me how safe I could feel in a group of people. I was inspired by the transformative power of embodiment practices and want to find a way to incorporate them into my own personal and professional life. One student said they have become “much more comfortable with myself... I’ve learned to be much more of myself around others.” Emma said she wants to remember “what it felt like to feel so free, confident, comfortable, and safe... so I can try to help create a space like that again.” Jake Saudek ’22 wants to remember and emulate “the openness that everyone in the class exemplified.” He said, “I never would have thought that, throughout the course of a short four weeks, I would have felt so much improvement in my mental and emotional health.” Wherever we end up, I know we’ll all cherish the time we spent together; it was much more than a Winter Study class.

Research with an Impact:

Four Fall ’19 Students Share Their Williams-Mystic Marine Policy Research Projects (from the February 25, 2020 Williams/Mystic Blog)

Independent research is at the core of the Williams-Mystic experience. There’s nothing quite like venturing into the field to help you understand how science is made — nothing like delving into the archives to understand how history is written. And with upwards of thirteen different majors in a typical class of eighteen students, independent research projects give students the opportunity to draw on their interests and expertise.

In the Marine Policy course, each student chooses to study a current unresolved question impacting America’s coastlines and oceans. They then interview a myriad of stakeholders with a vested interest in

the outcome of the issue; examine relevant federal and state laws and regulations; and conduct cross-disciplinary research in order to develop credible policy strategies and solutions to their real-world problem. A student researching a lobster fishery, for instance, might talk to lobster fishermen as well as NOAA fishery scientists. Someone studying the Asian carp invasion in the Great Lakes might interview activists as well as state government officials. Indeed, students often share their resulting policy briefs with the stakeholders they interviewed — many of whom include Williams-Mystic alumni.

This problem-based approach empowers students to gain the knowledge, confidence, and skills to address major questions and issues in all fields. Communicating directly with coastal and ocean-based stakeholders to seek solutions to real-world issues instills a passion for learning that drives excellence, fosters a sense of purpose, and enables creative problem-solving. It also provides the coastal stakeholder community with an opportunity to benefit from capable research, objective investigations, and collaboration with the only undergraduate college program that examines the ocean from an interdisciplinary lens, while seeking opportunities to empower global problem-solving.

Below, four students from the Class of Fall 2019 share their policy briefs and discuss what they learned from the experience.

The Future of the Liquefied Natural Gas Facility in Tacoma, WA, by Hazel Atwill



Originally from Tacoma, Washington, Hazel Atwill is a junior at Smith College studying conservation biology and coastal and marine science. Her favorite part of the Williams Mystic experience was sailing on tall ships.

[Image shows a student smiling in the middle of a grassy salt marsh. She is wearing a life jacket and a baseball hat.]

Hazel on her research:

"I gained a lot from doing this policy research, in that I was able to more meaningfully connect with my

home community even though I was on the other side of the country. Because I completed this project, I feel more comfortable interviewing people and expressing how I think change should be happening."

Excerpt from the brief:

Puget Sound Energy and the Port of Tacoma are proposing Liquefied Natural Gas (LNG) as a transitory solution to bunker fuel for large ships. With the climate changing more and more rapidly, there is the constant hope of new solutions to mitigate some of the damage caused by fossil fuels. However, LNG is primarily methane gas which is sourced from fracking.

One current approach to reduce dependence on fossil fuels is building the proposed LNG facility at the Port of Tacoma. LNG is a fossil fuel but considered cleaner than diesel. However, if the facility or any of the equipment to get the LNG to the facility were to leak or break, it would cause serious environmental issues. There are also treaty rights that have not been considered. The Puyallup Tribe of Indians has the right to meaningful consultation, and the City of Tacoma has not met this requirement yet. The Port of Tacoma should not build this facility, but if they go ahead with the plans, there should be more meaningful consultation and more investment in truly clean fuels.

Protecting New Jersey's Meadowlands and Local Communities from Floods and Greenhouse Gas Emissions, by Jeff Erazo

Jeff Erazo is a comparative literature major, with a concentration in Spanish, at Williams College.

[The image shows a student in a bright yellow rain jacket, looking off into the distance. He is standing in a small cove, with an evergreen-lined shore and other rain-gear-wearing students in the background.]

Jeff on his research:

“My policy research at Williams-Mystic allowed me to better understand sea-level rise in the greater NY-NJ metropolitan area — a place I call home. Being able to talk to stakeholders helped me understand how I can be more proactive in my community. I learned about many environmental groups in my area that I hope to join soon! This policy project also taught me the importance of listening — which is key to helping bridge competing interests among various stakeholders.”



Excerpt from the brief:

Located in one of the nation’s most densely populated metropolitan areas, the New Jersey Meadowlands are one of the largest brackish estuarine systems in the northeastern United States. For decades, these wetlands were used as landfills, contaminated with toxic waste, and drained for urban development—the last of which significantly reduced the size of the Meadowlands. ...

The Meadowlands will likely experience high-tide flooding in its more low-lying areas, even in the absence of storm surge due to sea level rise. Coupled with the projected six feet of sea level rise early in the next century, over 308,000 homes, 362,000 jobs, and 619 residents could potentially be inundated. The loss of life, homes, and businesses would be astronomical. The North Bergen Liberty Generating Plant’s proposed site is in a flood plain, right on the edge of the Hackensack River; the Meadowlands, however, are unable to absorb storm surge from this river. This is not solely a New Jersey problem, however. Rising sea levels threaten all coastal communities around the world.

Towards Sustainable Native Hawaiian Access to Green Sea Turtle Take, by Colin Goodbred

Colin is a member of Dartmouth College Class of 2021 and Williams-Mystic F’19. He is majoring in quantitative social science and minoring in philosophy, and he is interested in working at the intersection of science, government, and ethics, exploring how science can be used to inform ethical policy making.



[The image shows a grinning student sitting on the deck of a ship. He is holding up what appears to be a grill rack, and you can just barely see a large bucket in the foreground. Behind him, there is a series of coils of rope — lots of rope.]

Colin on his research:

“Being able to do my own extensive policy research project at Williams-Mystic challenged me to interact directly with stakeholders – many with passionate beliefs on how to best protect their communities. Not only was I reading academic articles online, I was actually talking to people, hearing in their voices how

much they cared about the environment, their culture, their livelihoods, and all of our futures. It was humbling to realize how many people have dedicated their lives to this issue, and while I cannot bring the expertise and lived experience to the issue that they can, I can offer my ability to listen and do my best to share their voices with others.”

An excerpt from the brief:

In May 2018, Native Hawaiian Bronson Nakaahiki was arrested for killing a green sea turtle and harvesting its meat, violating the Endangered Species Act as well as Hawaii state law. This arrest, one of several cases of harassing and killing sea turtles in 2018, intensified Native Hawaiian efforts to enact

policy change and allow for the cultural practice of harvesting sea turtles, or honu as they are known in the Hawaiian language. Indeed, green sea turtle populations have recovered significantly recently, particularly in Hawaii, thanks to strict state and federal legal protections, but they have not yet reached the official benchmark set out by the National Marine Fisheries Service and the US Fish and Wildlife Service in 1998 of 5,000 nesting green sea turtles per year. With the increasing abundance of sea turtles, more Native individuals are pushing for access to harvesting honu, which was considered a mythological guardian of children and was utilized in the form of meat, bones, and eggs for ceremonial events and subsistence until the listing of green sea turtles as “threatened” under the Endangered Species Act in 1978. I recommend the amendment of the Endangered Species Act to permit Native Hawaiians the ability to harvest endangered and threatened species, modeled on the exception granted for Alaskan Natives, as well as the passage of a bill amending Hawaii Revised Statutes, Chapter 195D-4-E and Hawaii Administrative Rules 13-124-9 to decriminalize such take.

The Future of Maine Aquaculture: Growth and Sustainability in Fish Farming, by Zach Arfa

Zach Arfa grew up in Shelburne Falls, MA and is in his fourth year at Oberlin College. He studies Psychology and Dance and, thanks to Williams-Mystic, will put these skills to use in solving the environmental crisis after college.

[The image to the right shows a grinning student holding a baby alligator. The gator's body is about a foot long; its mouth is slightly open to reveal minute, razor-sharp teeth.]

Zach on his research:

“The policy project isn’t just an academic assignment, it was a chance for me to immerse myself into a real issue, with real stakes. It embodies Williams-Mystic’s philosophy that learning should be engaged and experienced, not just passively absorbed. The project also builds the confidence and skills to be able to actually talk and interview stakeholders, again making it an experience not just of learning about an issue but engaging one.”



An excerpt from the brief:

Through the comparison of two large-scale, Atlantic Salmon aquaculture projects in Maine, I will propose a framework for comparing such aquaculture facilities to each other, and to traditional facilities. This framework will weigh the facilities’ impacts on the environment, the community, and the economy. I will also compile the ways that governments can regulate this industry through existing legislation. Through these methods, communities across the country can evaluate and regulate the growth of this industry over the coming years.

These two projects are similar, but even though they are to be located only twenty-five miles apart, they have had different receptions from the local communities. The community of Bucksport has welcomed the Whole Oceans facility. The company promises to bring many local jobs to the small town, and the operation is being advertised as having a strong commitment to conservation, with the Conservation Fund as their partner. The Nordic Aquafarms project in Belfast has seen more opposition. Wastewater has been a point of contention, as Nordic Aquafarms will discharge about 7.7 million gallons of water per day, which would increase outflow into the Penobscot Bay by 90 percent (Hinckley, S.). With this outflow comes a concern for eutrophication, the increase of nutrients in the water that could cause harmful algal blooms.

CURRICULAR EXPERIENTIAL EDUCATION

Learning-by-doing at Williams deepens student learning through a variety of approaches. Faculty employ methodologies such as community-based learning, participatory action research, and problem-based learning,¹ depending on the learning goals of their course(s). In turn, students get the chance to test ideas and concepts through their fieldwork, relating theory to practice.

EXPERIENTIAL LEARNING AT WILLIAMS



We at CLiA work with our faculty and staff colleagues to encourage students to think of their community service and other co-curricular experiences as opportunities to inform curricular learning and vice versa. The variety of experiences can be represented on a continuum, shown above, which arrays experiential opportunities from those involving no formal academic analysis to those in which academic analysis is of primary importance. (Analysis is here understood as making sense of experience in light of academic theory.) Beyond specially designed courses, faculty welcome students developing their community service and work interests into curricular fieldwork, whether as a retooling of an existing assignment or the creation of an independent study. CLiA and other college staff also work with students directly, helping them prepare academic fieldwork project ideas to propose to relevant faculty.

CLiA specializes in support of community-based learning and participatory action research pedagogies, which tend to be cooperative and collaborative in nature. Our guidance, building on longstanding relationships with a wide range of community organizations, involves discernment and support of mutual interests among community organization partners, faculty and students. We provide faculty with course design support that promotes ethical and effective community engagement as outlined in Stanford University's [Principles of Ethical and Effective Service](#).

In short, community engagement work can be seen as proto-curricular or pre-curricular but it is also post-curricular. Working on frontline community challenges helps students build their capacity for formal

¹ See Appendix A for key elements of experiential pedagogy and a glossary.

analysis. But their extracurricular engagement can also be inspired by their coursework, building on what they learn through lectures and reading.

After briefly highlighting some of our work supporting faculty use of experiential pedagogy, we describe here some of the 130+ course offerings in 2019-20 that involved some form of experiential learning.² Many are notable for their community field work, others for their creative ways of challenging students to put the concepts and skills they learn to immediate use. CLiA provided some form of support (strategic, staffing, logistical and/or financial help) to 21 of these courses, including the 13 starred [*] here and 8 more.³

FACULTY SUPPORT

CLiA support of faculty in 2019-20 ranged from individualized support to group brainstorming sessions organized in collaboration with campus-wide entities. We participated in the September Faculty Essentials Fair organized by the Dean of the Faculty's Collaborative for Faculty Development (CFD) and helped staff the All Faculty Pedagogy Lunch organized by the Teaching and Learning Partnership, a staff work group which supports the CFD.

Through CFD, the consortium of offices supporting faculty professional development, we alerted faculty to the strategic, logistical and financial support for experiential courses available from our office. We also made new connections through our participation in the February 2020 All Faculty Pedagogy Lunch discussions which focused on the many dimensions of "reading" relevant to teaching and learning, including interpreting documents, observing interpersonal interaction, and making sense of social and political conditions.

EXAMPLES OF SEMESTER COURSES

***AFR 440 Performing Blackness** **Rashida Braggs (Africana Studies and** **Comparative Literature)**

In modern parlance and scholarship, blackness is understood not as a biological but rather a socially constructed phenomenon. This course extends common perceptions by working from the foundational concept that blackness is not only social construction but also performance and lived experience. Using the lens of performance on racial identity foregrounds the active and shifting nature of race in contrast to the potentially passive, static connotation of construction. But what is this term performance that is now so widely used as to be an anathema? In this course, we explore performance broadly as entertainment, representation, social function, and lived experience. By the end of the course, students analyze multiple performance types from theatrical and dance performance to performance of race in everyday life. They also study and practice at least four core black performance studies methodologies: oral interpretation of literature, ethnography, written performance analysis, and embodied performance (i.e. movement, music and/or theatre). In this way, students begin to understand performance as both subject matter and method. The course is structured around discussions, written responses, and performance exercises that help students analyze and practice each methodology. At the



² See Appendix B for the complete list.

³ Including: AFR 200, ANSO 205, DANC 214, ENVI 101, LATS 234, LATS 320, SOC 228, & THEA 346.

end of the semester, students create final creative research projects that articulate key theories of black performance studies and draw on at least one of the featured performance methodologies.

ANTH 371 Medicine, Pathology, and Power: An Ethnographic View **Kim Gutschow (Religion & Anthropology/Sociology)**

How do medical anthropologists examine and interpret health, disease, and illness today, in order to elucidate the biosocial determinants of health and health-seeking behaviors? In this course, we are particularly interested in how medical anthropologists employ ethnographic techniques including interviewing, surveys, and observant participation/participant observation—also known as ‘deep hanging out.’ Through experiential inquiries, we investigate the systemic health inequalities that are produced by socio-economic hierarchies, while paying particular attention to the most marginalized and vulnerable groups.

Through the semester, students pursued their own individual, fieldwork-based projects on campus with students & staff. Our goal was a better understanding of the limits and strengths of ethnographic inquiry as we explored the challenges of collaborative research into health and inequality in a local world structured by diverse forces, actors, and motives. We considered how medical anthropologists: tell stories that describe and influence the ways that patients and providers respond to a dialogic quest for health and well-being within a world structured by social inequality and suffering; interpret the biological, socio-cultural, and behavioural determinants of health at individual and population levels and seek to mitigate the ways that health inequities are produced by social inequality and unequal access to health resources; understand biomedicine and other medical systems as scientific and cultural discourses that project their own rationalities and biases even as they try to improve health outcomes.

***ARTS 329 Architectural Design II** **Ben Benedict (Art)**

This course is a continuation and expansion of ideas and skills learned in Architectural Design I. The course, taught biennially, features four to six design projects requiring drawings and models, each of which emphasize particular aspects of architectural theory and design. One project is typically built full-scale by the students in the class. The design challenge for this major exercise was to create a “Room with a View” with expected placement in the center of campus near Hopkins Hall.

Professor Benedict explains how the process works: “This structure houses a “room with a view” in homage to E.M. Forster’s novel of the same name. Published in 1908, the story details the blossoming of a proper young

Englishwoman who can’t get the romantic visions of recently-visited Venice out of her head. Assuming that it’s possible that Miss Lucy Honeychurch might have harbored visions of our Berkshires in her mind, had she seen them, the Architecture II class was assigned to create a place where every-day cares might be secondary to the simple pleasure of looking out at the view. In this case, the view is carefully defined to bring some peace to the busy central campus.



Each class member designed a solution to the problem which they drew, modelled, and presented to their classmates. This scheme by Novera Rahman Momo '21 (pictured below) was chosen by the class as their



building project. Together, during the week of September 23rd, we built this life-size model for all to enjoy.

Ben Benedict, Senior Lecturer | Peter Barry '21 | Adam Bocker '20 | Anna Bruce '21 | Emma Egan '20 | Rick Kobik, Carpintero | Alejandro Flores Monge '21 | Kelsie Hao '21 | Ariel Koltun-Fromm '20 | Caroline Lovisolo, TA | Novera Rahman Momo

We owe thanks to many at Williams, including: The Art Department | Tom Bona, Operations Project Manager | Dave Boyer, Director of Campus Safety and Security and his Strong Officers | Paula Consolini, Adam Falk Director of the Center for Learning In Action | Rita Coppola-Wallace, Executive Director, Design & Construction | Matt Sheehy, Associate Vice President for Finance | Christina Sanborn, Executive Director for Facilities Operations.”

***DANC 214 Performance Ethnography**

This course explores the theory, practice, and ethics of ethnographic research with a focus on dance, movement, and performance. Traditionally considered to be a method of research in anthropology, ethnography is the descriptive and analytical study of a particular community through fieldwork, where the researcher immerses herself in the culture of the people that she researches. Students were introduced to (i) critical theory that grounds ethnography as a research methodology, (ii) readings in ethnographic studies of dance and performance practices from different parts of the world, and (iii) field research in the local community for their own ethnographic projects. No previous dance or performance experience was assumed or required.

***ENGL 277 Meditation and Modern American Life Bernie Rhie (English)**

The first English translation of a Buddhist text was published in the United States in 1844. At the time, few Americans knew the first thing about what Buddhism was, but now, a little over a century and a half later,

Buddhist ideas and practices (meditation, in particular) can be found everywhere. In this class, we explored how Buddhism came to be the profoundly important cultural force in American life that it is today, looking particularly at the increasingly mainstream role of meditation in modern American life. We studied how traditional Buddhist meditation practices were transmitted to the West, and then tracked the way those practices changed over time, as they were adapted to the radically new context of American culture. And we studied the way meditation is impacting a wide array of cultural domains, including: literature, psychology, education, environmentalism, Western attitudes towards death and dying, and the fight against racism. A key part of the course was an introduction to the theory and practice of meditation: we learned a variety of meditation techniques, and we spent a significant amount of time each class practicing and reflecting upon those practices. This course is a part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail, in Pittsfield, MA. The class was composed equally of nine Williams students and nine inmates. An important goal of the course is to encourage students from different backgrounds to think together about issues of common human concern. Classes were held at the jail, with transportation provided by the college. [The entire class posed for a photo, below, with President Mandel, after the course graduation ceremony during which Inside students received course completion certificates.]



ENVI 411 Environmental Planning Workshop: Community-based environmental problem solving

Sarah Gardner (Center for Environmental Studies) and Hank Art (Center for Environmental Studies and Biology)

This interdisciplinary, experiential workshop course introduces students to the field of planning through community-based projects. Environmental Planning encompasses many fields pertaining to the natural and built landscape such as city planning, sustainable design, natural resource planning, landscape design, agricultural planning, climate planning, transportation planning, and community development. Students get out of the classroom and gain direct experience working on the planning process in the greater Berkshire region. The class is organized into two parts. Part 1 focuses on reading and discussion of the planning literature: history, theory, policy, ethics, and legal framework. Part 2 focuses on project work in which students apply the concepts learned to tackle an actual community problem. Small teams of

students, working in conjunction with a client in the region and under supervision of the instructor, conduct a planning project using all the tools of a planner, including research, interviews, survey research, mapping, and site design. The project work draws on students' academic training and extracurricular activities, and applies creative, design thinking techniques to solve thorny problems. The midterm assignment is a creative landscape/site design project. The lab sections include field trips, GIS mapping labs, project-related workshop sessions, public meetings, and team project work. The course includes several class presentations and students gain skills in public speaking, preparing presentations, interviewing, survey research, hands-on design, and teamwork. The class culminates in a public presentation of each team's planning study. Projects in the Fall 2019 course included the "Future of North Adams Waste Management", "Protecting Hopkins Memorial Forest", and "Greening the Grid: Decarbonizing the Berkshires Electricity Supply". The reports and presentations of these projects and those of the other four student teams can be found at: <https://ces.williams.edu/environmental-planning-papers/>.

GEOS 214 Mastering GIS

Jose Constantine (Geosciences)

The development of Geographic Information Systems (GIS) has allowed us to investigate incredibly large and spatially complex data sets like never before. From assessing the effects of climate change on alpine glaciers, to identifying ideal habitat ranges for critically endangered species, to determining the vulnerability of coastal communities to storms, GIS tools have opened the door for important, large-scale environmental analyses. And as these technologies improve, our ability to understand the world grows ever greater. This course teaches students how to use GIS tools to investigate environmental problems. We review fundamental principles in geography, the construction, and visualization of geospatial datasets, and tools for analyzing geospatial data. Special attention is given to analysis of remotely sensed (satellite) imagery and to the collection of field data. By the end of the course, students are able to conduct independent GIS-based research and produce maps and other geospatial imagery of professional quality.

***PSCI 242: The Politics of Waste**

Laura Ephraim (Political Science)

Waste is not just a fact of life, it is a political practice. To create and maintain political order requires devising collective means to pile up, bury, burn, or otherwise dispose of stuff deemed dirty or disorderly: waste management is regime management. In turn, our feelings of disgust for anything deemed waste shape political deliberation and action on environmental policy, immigration, food production, economic distribution, and much more. The very effort to define "waste" raises thorny political questions: What (or who) is disposable? Why do we find the visible presence of certain kinds of things or persons to be unbearably noxious? How should we respond to the fact that these unbearable beings persist in existing, despite our best efforts to eliminate them? What is our individual and collective responsibility for creating and disposing of waste? Serious inquiry into waste is rare in political theory and political science—perhaps understandably, given that the study of politics is shaped by the same taboos that shape politics. In this seminar we openly discussed unmentionable topics and got our hands dirty (sometimes literally) examining the politics of waste. We took notice of the erasure of waste in traditional political theory and worked together to fill these gaps. To do so, we drew on work in anthropology, critical theory, history, urban studies, and waste management science; representations of waste in popular culture; and experiences with waste in our lives. This course was part of a joint program between Williams' Center for Learning in Action and the Berkshire County Jail in Pittsfield, MA. The class was composed equally of nine Williams students and nine inmates and was held at the jail until the cancellation of in-person teaching in early March due to the pandemic. For the remainder of the term, the course was divided into two tracks— a) remote class sessions with the Williams students and b) individualized coaching for each of the inside students via email since they were not able to gather together for class sessions within the jail. Though in-person learning engagement between the inside students and the Williams ones was cut short, they were able to draw on the perspectives and relationships they had developed during the first half of the term.

***PHLH 402: Senior Seminar in Public Health**

Susan Godlonton (Economics) Marion Min-Barron (Psychology)

The capstone seminar provides concentrators with the opportunity to reflect upon and synthesize their experiential learning in the context of understanding gained from a cohesive set of elective courses, and through the lens of a variety of intellectual and disciplinary frameworks. A second goal is to give concentrators experience working in a multi-disciplinary team to address a real-world, and in many cases very daunting, public health problem. Students read, discuss, and compose written reflections on primary source empirical papers addressing a range of issues and disciplines in the field of public health. For example, topics include the social determinants of health, environmental health risks, and access to health care. Students are divided into three or four research teams to investigate a contemporary real-life issue in public health by designing a study; collecting and analyzing data; and disseminating findings by written report and formal oral presentation to the public health advisory committee faculty.

EXAMPLES OF WINTER STUDY COURSES

***BIOL 11 BioEYES Teaching 3rd Graders about Zebra Fish**

Martha Marvin (Biology), Jennifer Swoap (CLiA) and Renee Schiek (CLiA)

BioEYES brought tropical fish to 3rd-grade classrooms in Williamstown, Lanesborough and Hancock Elementary schools, in a science teaching workshop. Elementary school students bred fish in the classroom, then studied their development and pigmentation during one week. Williams students adapted BioEYES lesson plans to the science curriculum for the schools we visited, worked with classroom teachers to introduce concepts in genetics and development, helped the 3rd-grade students in the classroom, and assessed elementary student



learning. No zebrafish experience was necessary; during the first week students learned to set up fish matings,

learned about embryonic development and the genetics of fish pigmentation as well as practiced teaching the 3rd-grade BioEYES lesson plans with hands-on experiments using living animals. In the subsequent three weeks, students presented lessons at the schools and reviewed assessment data.



CLAS 25: Performance and Place in Greece

Amanda Wilcox (Classics) and Sarah Olsen (Classics)

Ancient Greek literature displays a keen awareness of the links between performance and place. Whether referring to the locations of their own performance or conjuring up images of other sites and scenes, Greek songs and speeches demand that we pay attention to setting. This course, therefore, takes an

experiential and contextual approach to the study of ancient Greek literature and performance culture. The course will include foundational reading in performance theory, as well as select readings from Greek poetry, drama, and oratory. The core work, however, will occur in Greece, as we visit sites like the Athenian Acropolis, the theater and sanctuary at Epidauros, and the Temple of Aphaia on the island of Aegina. Each student will be responsible for introducing the class to a specific site, using primary and secondary sources to describe the layout of the space and the kinds of performance events (choral dance, athletic competition, religious ritual, forensic oratory) that took place within it. As a group, we will discuss different approaches to the reconstruction of historical performance events and consider how literary texts of various genres navigate the representation of landscape and architecture. While we will primarily focus on Classical Athens, a brief turn to Greek oratory under imperial Roman rule (the



“Second Sophistic”) will give us an opportunity to reflect on the ways in which the enduring cultural significance of the city of Athens in later antiquity served as a resource for writers and performers who represent themselves already as belated heirs of an earlier, classical period. This course will encourage us to consider the complex significance of studying ancient authors, performers, and audiences across an unbridgeable gap in time, even as we aim to close the gap in space, in order to explore how physical sites function as archives of memory, practice, and performance that can enrich and nuance our understanding of ancient literature and culture.

CSCI 12 Stained Glass Tiling

Debora Coombs

In this course students learned geometric drawing, design, and the traditional craft skills needed to build a stained glass window. Each student made a single panel of stained glass from a mosaic of transparent colored glass tiles. Students learned how to cut glass; to paint and print on glass with kiln-fired enamels; and to assemble, solder, patinate and frame a stained glass window. Instructional sessions on the use of tools and safe handling of materials were included where necessary. Finally, all students participated in setting up a group exhibition of their work in the Science Center, and tidying the lab at the end of the term.

ENGL 25 Journalism Today

Christopher Marcisz

This travel course gave students an in-depth view of the inner workings of journalism today. It featured the perspectives of several Williams alumni who work in a broad spectrum of today's media universe, including print, broadcast, and new media. Visiting experts helped students workshop their ideas for a feature-length piece of journalism they were required to create. The experts discussed the reporting skills to use, as well as their own experiences. In addition to reading the work of guests, students read required

texts about issues and methods related to journalism. Students completed several small reporting and writing exercises, as well as one feature-length news story on a topic chosen at the beginning of the course. The course included a week-long trip to New York for field work and to visit various newsrooms.

***PSCI 21: Fieldwork in Public Affairs and Private Non-Profits**
Cathy Johnson (Political Science) and Paula Consolini (CLiA)

This regularly offered course features a 90-hour participant-observation experience in which students work full-time for a governmental or nongovernmental (including voluntary, activist, and grassroots) organization, political campaign or on a special project related to public affairs. The instructors work with each student either to develop a field research project, find a placement or make appropriate arrangements with ones the students found for themselves. Each student's fieldwork mentor sends a confirmation letter to the instructors, verifying the placement and describing the nature of the work to be performed by the student. Students keep a journal and write a final analytical paper. The instructors guide the students through a pre-term orientation session, theoretical and practical reading assignments, and a post-fieldwork group debriefing session.

January 2020 placements and projects of the 21 participating students were wide-ranging. They included financial literacy work in Los Angeles, affordable housing work in Maine, teaching and curriculum development in a rural elementary school in the Dominican Republic, work on national political campaigns, and [research on carceral reentry](#) in preparation for a role-playing simulation run during Claiming Williams. [Images, below, from Reinventing ReEntry: Post-Incarceral Simulation Experience]



***PSCI 22: Learning Intervention for Teens**

Cheryl Shanks (Political Science), Michael Wynn (Pittsfield Chief of Police)

Student Coordinator: Nigel Jaffe '22

"This student-led course, which has been running for over a decade, is an alternative sentencing program that pairs Williams students with adolescents involved in the juvenile court system of Berkshire County. Judges work with probation officers to assign a small group of teenagers (ages 13-17) to the program. The goal of LIFT is to use individual peer mentoring relationships to allow teens to explore topics that matter to them in a supportive and safe environment. Each Williams student helps a teen choose a topic to investigate, develop a report on their chosen subject, and present it to the group. Each pair formally presents their work via PowerPoint to an audience that includes the Berkshire County Juvenile Court judges and probation officers, town and city chiefs of police, County District Attorney and assistant DAs, the teens' peers and families, Williams faculty and community members. Examples of projects this year include hip-hop dance styles, the band Pink Floyd, and creating a cookbook.

Williams students gain mentoring experience working with the teenagers, and learn about the juvenile justice system from both sides: that of the probation officers and judges as well as their students. Williams students are expected to attend trainings, meet with their teens three times a week, co-give a final presentation, and keep a weekly journal detailing their meetings. This is a student-led course, sponsored by Pittsfield Police Chief Mike Wynn '93 and Professor of Political Science Cheryl Shanks but coordinated entirely by Williams students who have served as mentors in the past."

PHLH 25 Public Health, Education, and Community Action in Rural India

Elizabeth Curtis '17

This course explores access to and reliance on public health services, NGOs, and education in a rural Indian social context. As one of the fastest growing and most populated countries in the world, India has the potential to have an enormous global impact. However, the country's future is entirely dependent upon the health of its population, specifically its most vulnerable--and most vital--members: women and children. To understand how public health and education policy can be formed and changed to address inequity and sociocultural biases, students in this course learned about the context of India and how local, national, and global actors currently interact with social systems. The course began with an orientation and introductory lectures in New Delhi. Then students traveled to rural Uttar Pradesh (UP) for 10 days for seminars with local experts and field trips to community health centers, schools, and villages. Following their trip to UP, students traveled to Rajasthan to meet NGO workers in Jaipur. The course included an introduction to fieldwork methods and an interview project on a topic of the students' choice addressing development in India. This course was run in partnership with the Foundation for Public Health, Education, and Development (<http://fphed.org/>). A UP-based organization with its own campus, FPHED's board collectively has decades of experience hosting study abroad programs, including biannual semester-long programs with the School for International Training. FPHED assisted in making all accommodations and travel arrangements, as well as making local connections with experts and translators for students.

REL 14 Yogic Meditation: A Dynamic Synergy of Experience and Understanding

Tasha Judson

Would you like to learn to meditate with ease? Are you interested in texts and explanations that support a meditation practice? This course was an experiential immersion into a deep practice of meditation that works with the nature of the body and the mind. It was also an exploration and familiarization with key ideas and understandings about how meditation actually works. No particular faith or beliefs were necessary for this practice. This course was not about becoming part of any group, but rather establishing oneself in deep meditation practice that supports one's life. At the beginning of the course, one received personal instruction and learned a meditation practice. Having learned an effective practice one is not required to forcefully concentrate or wrestle with your mind. Instead the practice unfolds naturally.

Understanding how this might work involves study. To anchor key understandings of yogic meditation in a larger context, we studied important texts from the non-dual Shaiva Tantras. Moreover we delved into some of the roots of this particular meditation practice in the earlier Classical Yoga. In addition to written texts, we worked with audio recordings and study guides that explore both the theory and the practice of Neelakantha Meditation. This particular practice, Neelakantha Meditation as taught in Blue Throat Yoga (<https://www.bluethroatyoga.com/>), is specifically intended for those of us active in the world. So it is oriented to provide rest, restore well being, and also to up level our capacities for skillful, wise and compassionate activity in the world. This class met four three hours a week for 1.5 hours to meditate and discuss the foundational concepts. We also learned additional practices that support meditation including chanting, breathing and light yoga asana. On one's own students meditated twice a day, read and contemplated texts, listened to audio recordings, and journaled. Each week one submitted a 3-4 pg. journal reflecting on one's practice and study. Individual Personal Instruction in Neelakantha Meditation as taught in Blue Throat Yoga was required, and could take place outside normal class hours January 6-8.

Adjunct Instructor Bio: Tasha Judson is director and teacher at Tasha Yoga in Williamstown. She has been teaching yoga asana for over 25 years. In 2016, she became an Authorized Teacher of Neelakantha Meditation as taught in Blue Throat Yoga after eight years of intensive study and practice. She has traveled to India multiple times to related sacred places and communities.

RUSS 25: Williams in Georgia Vladimir Ivantsov (German & Russian)

Williams has a unique program in the Republic of Georgia, which offers students the opportunity to engage in three-week-long internships in any field. Our students have worked in the Georgian Parliament, helped in humanitarian relief organizations like Save the Children, interned in journalism at The Georgian Times, taught unemployed women computer skills at The Rustavi Project, documented wildlife, studied with a Georgian photographer, done rounds at the Institute of Cardiology, and learned about transitional economies at the Georgian National Bank. In addition to working in their chosen fields, students experience Georgian culture through museum visits, concerts, lectures, meetings with Georgian students, and excursions. They visit the sacred eleventh-century Cathedral of Sveti-tskhoveli and the twentieth-century Stalin Museum, take the ancient Georgian Military Highway to ski in the Caucasus Range, see the birthplace of the wine grape in Kakheti and the region where Jason sought the Golden Fleece. Participants are housed in pairs with English-speaking families in Tbilisi, Georgia's capital city. At the end of the course, students write a 10-page paper assessing their internship experience.

***SPEC 19: Healthcare Internships Rebecca Counter ('68 Center for Career Exploration)**

Firsthand experience is a critical component of the decision to enter the health professions. Through these internships, students clarify their understanding of the rewards and challenges that accompany the practice of all types of medicine. Internships are arranged in two distinct ways: some students live on campus and are matched with a local practitioner, while others make independent arrangements to shadow a distant professional. The expectation is that each student observes and sometimes assists in some aspect of medicine for the better part of the day, five days per week. Students have shadowed physicians, veterinarians, dentists, nurses, and public health experts.

***SPEC 21: Experience the Workplace, an Internship with Williams Alumni/Parents Dawn Dellea ('68 Center for Career Exploration)**

Field experience is a critical element in the decision to enter a profession. Through this internship, students clarify their understanding of the rewards and challenges that accompany the practice of many different aspects within a profession and understand the psychology of the workplace. Internship placements are arranged through the Career Center, with selected alumni and parents acting as on-site teaching associates. The expectation is that each student observes some aspect of the profession for the better part of the day, five days per week. It is also expected that the teaching associate assigns a specific

project to be completed within the three-to-four week duration of the course depending upon appropriateness. In addition to observation, there may be an opportunity to work on distinct projects generated by the instructor depending upon appropriateness. Students complete assigned readings, keep a daily journal, and write a 5- to 10-page expository review and evaluation that becomes public record as a resource for other students.

***SPEC 27 Community Development Health and Education Work Project in Liberia, West Africa**

Scott Lewis, Outing Club

This course provided a great opportunity for students to immerse themselves in the culture of West Africa and to perform some service work at the same time. We explored the close historical ties that exist between the United States, Williams, and Liberia and how NGO's have succeeded and not succeeded in work there. We experienced rural living in the tropical environment of the interior of Liberia as we spent time visiting several schools and interacting with students in the River Gee county. We also spent time staying at the Ganta

Leprosy and TB rehabilitation center, observed health care practices and visited with the community members. We were directed and supported by the Honorable Francis Dopoh II, Center for Development Economics 2010 alum who represents this county in the Liberian Congress.



***SPEC 28: Class of 1959 Teach NYC Urban Education Program**

Tracy Finnegan (CLiA)

Students in this course learn about the front-line challenges of urban education by working daily in public schools, charter schools, and sometimes, parochial school settings. Participants pursue a full day's program of observing, teaching, tutoring and/or mentoring in the subject and grade level of their interest. Once the school placement is arranged, the student's site supervisor arranges a work schedule and provides mentoring during the month. Instructor Finnegan hosts weekly dinner discussions with all of the participants as a way to relax, bond and make sense of

their respective experiences. The students are also required to keep a journal and write a 5-10 page paper, reflecting upon their experience. Finnegan conducts orientation meetings with students prior to January, matching each student's interest with appropriate teaching subject



areas and a host school. In addition to the weekly discussion dinners, Williams College provides dormitory-style housing at the Vanderbilt YMCA on East 47th street, along with a monthly metrocard for transportation and a \$500 stipend to help offset the cost of meals. Further assistance is available for financial aid students.

In the 2020 run of this course, the twelve enrolled students were placed at seven schools that are both recent and longtime collaborators.

- Manhattan: East Side Community High School, 6 years
- Manhattan: Yorkville East M.S. 177, 2 years
- East Harlem: DREAM Charter School, 5 years
- Washington Heights: NYC Outward Bound, K-12 Wheels, 2 years
- Brooklyn: Gotham Professional Arts Academy, 2 years
- Brooklyn: El Puente Academy for Peace and Justice, 1 year
- Queens: Sunnyside Middle school, P.S. 150, 2 years

EXTRACURRICULAR EXPERIENTIAL LEARNING

Extracurricular community engagement affords students powerful learning opportunities to grow both personally and intellectually. The same experiential education principles that make sense for curricular learning drive CLiA's guidance of extracurricular community engagement, whether it is overseen by staff, faculty, or students. We prioritize ethical standards,¹ careful preparation, relevant inquiry methods, and collaboratively designed structures. We encourage all those involved to take a continuous learning approach, providing opportunities for feedback, reflection, and analysis.

Extracurricular and curricular research projects share standards of excellence. Students need to ask questions such as: Who has done this work before? What worked, what didn't, and why? What ideas, information, or voices have been missing? How are my biases, stereotypes, and assumptions affecting my engagement? How will I ensure that my learning does not come at the expense of those I am working with? .

As this section shows, options for our students to “learn by doing” abound outside the curriculum with opportunities across a dozen areas of potential interest.² When the pandemic struck and in-person engagement was not possible, many program staff and student leaders found innovative ways to pivot, moving their work with community partners online. In some cases, students formed new service groups such as the Williams Mask Initiative and Williams for Williamstown to help address community problems created by COVID-19.

Well over half of the 32 extra-curricular opportunities run by CLiA this year involved teaching, tutoring or mentoring in local educational institutions. We and our colleagues on campus also offered opportunities in many other areas, including food insecurity and other anti-poverty work, community and economic development, and public health. In addition, at least 48 student groups participated in some form of community engagement in our region. In this section, we begin by sharing opportunities directed by our staff and other College departments and offices, and then follow with the work led by students. We later list our campus and community partners, and finally, in Appendix C, name the student participants in all these programs and groups.

WILLIAMS ELEMENTARY OUTREACH (WEO)

Director: Jennifer Swoap (CLiA)

CLiA's dedicated part-time elementary outreach staff organize opportunities for Williams students to engage in teaching, tutoring, and mentoring students primarily in five partner primary schools in the area: Williamstown Elementary, Brayton Elementary, Greylock Elementary, Lanesborough Elementary, and Pownal Elementary. WEO operates sixteen programs and pilots in partnership with these and other schools, other campus departments, and nonprofits. In 2019-2020, over 300 Williams students engaged in some capacity -- academic credit, paid, or volunteer -- in local elementary schools, serving more than 1,100 elementary students. The majority of Elementary Outreach programs are helmed by Williams Student Leaders who work closely with CLiA staff and school administrators and teachers to more deeply understand the complexities of public schools. WEO Student Leaders help implement and improve communication, reflection, and evaluation of peers working in CLiA programs. This year in response to Williams student feedback, Student Leaders and CLiA staff refined and expanded community building efforts in an attempt to strengthen a sense of belonging around education outreach work through providing more professional development and training opportunities for our students working in local elementary schools. Driven by student interest, several CLiA sponsored events were designed by students to focus on understanding unconscious bias in education and advocating for more equitable educational

¹<https://drive.google.com/drive/u/0/search?q=ethical%20and%20effective%20standards%20of%20service%20Haas>

² We categorize opportunities into a dozen action areas: Activism; Arts & Culture; At-Risk Youth; Community and Economic Development; Education; Health & Wellness; History, Government & Politics; International Development; Media and Technology; Religion & Spirituality; Science & Environment; and Social Services.

environments. We are planning a convergence of this student-led work with a K-12 professional development project that we co-organized with the Davis Center. The project kicked off with a very well-received three day [diversity, equity, and inclusion summer training institute for Berkshire County K-12 teachers](#)³. The programs described here offered our students the chance to deepen and grow their understanding of frontline public education challenges while exploring their interests in education and serving the learning needs of local children, many of whom are under resourced. The perspectives shared below illustrate how Williams students picked up valuable skills and insights along with the appreciation and respect of their hosts and the children they served!

HOPKINS FOREST EDUCATORS

Coordinator: Jennifer Swoap (CLiA)

During the 2019-2020 school year, 20 Williams students led 11 elementary school field trips under the supervision of Drew Jones, Hopkins Forest Manager. These students spent Thursday and Friday mornings planning and guiding elementary school groups on field trips within the forest. More classes visited the forest in Fall 2019, with 369 K-12 students from seven area public schools in North Adams, Lanesborough, Pownal, and Williamstown experiencing outdoor learning in Hopkins Forest. Williams students contributed significantly to both field trip planning and execution focusing on topics such as plants and animals, geologic history, and food webs.



"I have been a camp counselor for many summers so I'm used to and enjoy working with kids. Also, I wanted to learn more about Hopkins Forest and nature in general so I figured that the best way to learn was by being able to teach!" Williams student

"I most enjoyed working with the kids. They were always super excited to spend that time outside and that joy was contagious." Williams student

"It was a lot of fun! It was a little nerve-wracking leading the biology curriculum and the geology curriculum for the first time respectively, but getting past first-time nerves made me realize how meaningful the work is. I even wrote an essay for my Creative NonFiction class about one particular trip. Whether it's next semester or later in my time at Williams, I'd enjoy working this position again!" Billy Donoso '23

"All aspects of the field trip were fantastic! We ran out of time to fully complete the water cycle activity, but the students were incredibly engaged by every activity." Traci Cristofolini, Pownal 5th grade teacher

"Harold, Jesse, and Regina, the college students assigned to my group, were terrific. They kept a lively pace and were knowledgeable and models of curiosity." Kate Seid, Williamstown 4th grade teacher

"I always encourage people to recast what they're saying at least one additional time in more simplified terms to best reach a wider range of learners. ... It's nice to connect locally to reinforce concepts; I've learned this year that all connections need to be made extremely explicitly; kids aren't transferring information and connecting prior experiences independently!." Jaime Elder, Williamstown 4th grade teacher

³For a full summary see the Campus and Community Partners Section, page 4-1.

WILLIAMSTOWN RURAL LANDS FOUNDATION (WRLF) EDUCATORS

Coordinator: Jennifer Swoap (CLiA)

During the 2019-2020 school year, five Williams College students supported the Woodchuck Wednesday program during the fall and spring terms. The Williams students work closely with WRLF Director, David McGowan, and WRLF Education Coordinator, Kathy Chesney, and spent over 130 hours helping lead after school programming for 20 children at Sheep Hill.

"I applied this year because I loved it last year; I applied last year because I like being outside and working with kids ... I loved the people I worked with and that much of the program was unstructured."
Seamus Connor '22



"I especially enjoyed the outdoor activities, like visiting the river and going on hikes." Caroline Hess '23

"The flexibility and opportunity to be outdoors are the aspects of the program I most enjoyed." Rachel Morrow '22

SUMMER SCIENCE LAB

Coordinators: Dave Richardson (Chemistry), Chip Lovett (Chemistry), Stephen Bechtel (CLiA) & Jennifer Swoap (CLiA)

Director Stephen Bechtel ran the 2019 Summer Science Lab over two weeks - July 8-12 and July 15-19. 58 elementary students experimented with a variety of substances in groups of four. Each group was guided by a Williams or Mount Greylock student (6 Williams, 9 MGRS) as they investigated a variety of chemical reactions relating to solids, liquids, and gasses. Professors Chip Lovett and Dave Richardson presented chemical mysteries to the elementary students and did demonstrations to show the chemistry behind student experiments. On Thursday night, elementary students and their families gathered for a pot-luck, a tour of the laboratory, and student hands-on demonstrations of experiments in WEGE.



Children's reflections included responses to the question - I found it helpful to work in a small group with a college student because...

"if I was doing this alone I would blow up the building."

"you can make friends."

"Papa is awesome."

"Maia knew what it was like to be learning and small groups make it less crowded."

"there were some ways we relate to them."

"they help you when you need it."

"they know how to teach cool stuff."

"I met new people and Max was a really nice helper."

"It was a refreshing reminder to be around children who are so curious about science." Joseph Flores '20

"Really loved this experience. It was a great opportunity to be a mentor to these students. I also learned a lot from the curiosity and open-mindedness with which they approached the mysteries. Nothing they said was "stupid"; they always had a reason for it. Such qualities are a must-have." Williams student

"Summer Science Lab definitely improved my patience and organization skills, helped me better cope with difficult situations, and reach out for help when I needed it. I would do this program again and will recommend it to friends." Max Stukalin '20

"Although it was exhausting, it was an extremely rewarding experience. I was satisfied at the end of each day." Amy Garcia '22

"I noticed that the lab instructor team was rather diverse, thank you for making that happen. The lab instructors are excellent role models for the children."
parent

"My camper talked about Science with my dad for days afterward, which was wonderful to see. She thought some mysteries (the ones earlier in the week) were more exciting than others. Overall, a great program!" parent

"Very valuable as a local experience for young people interested in science." parent

"My child was able to go because of the scholarship."
parent

"He responded very well and was thrilled to do all the experiments and ponder the nightly mysteries. He wanted to sign up for another week! His instructor Max was a huge part of that!" parent



NORTH ADAMS PUBLIC SCHOOLS (NAPS) STUDENT LEADERS

Advisor: Molly Polk (CLiA)



In 2019-2020, the NAPS Student Leader cohort grew even stronger in its work to connect the Williams and NAPS communities. Seven students served as leaders this year: Chris Avila '21, Taylor McClennen '22, Emaun Irani '20, Kiri Peirce '20, Gwyneth Maloy '21, Chelsea Romulus '22, and Helene Ryu '22 (all but Emaun are featured in the adjacent photo). The team cultivated dialogue and skill-building within WEO NAPS programs by actively sharing ideas about their work with their peers, modeling best practices in communication, organizing events and training, and supporting program reflection and surveys. The NAPS Student Leaders also spearheaded new efforts to organize

training for all students working in CLiA Education programs, and, to this end, they co-wrote a successful TIDE grant to support their work.

Student Leaders assisted with planning the Fall 2019 NAPS-wide student orientation in September 2019. They organized the creation of video reflections from alums of Williams-NAPS programs and presented these to students working in the Science Fellows, First & Second Grade Buddies, iTeam, and Classroom Support programs in the North Adams Schools. At the September gathering, they co-led break-out sessions with members of each of these teams. They also worked with Polk to arrange for Annie Valk to speak about the history of North Adams and for Alysha Warren to connect students with IWS services available to support their work as mentors with local youth. The NAPS Student Leaders planned a training in November 2019 with Polk and the Davis Center on social identity in relation to Williams students' work in local classrooms. This training was open to all CLiA Education students and took place

on two separate evenings. Along with the Davis Center staff and Community Engagement Fellows, 40 Williams students attended.

Building on this initiative, the NAPS Student Leaders collaborated with Polk in Fall 2019 to co-write a TIDE grant in order to address the topic of unconscious bias in teaching. The team set out to ask the following question: How can we become better attuned to, and advocates for, equitable educational environments? The NAPS district, along with other schools in the Berkshires, is committed to engaging with topics of diversity, equity, inclusion and belonging, and the NAPS SL team aims to deepen their understanding of how they can participate in conversations regarding diversity, equity, inclusion and belonging in their own work with local school partners. A \$5,000 grant was awarded for the project, “Confronting Race, Class and Gender Bias in



Education,” by the Office of Institutional Diversity, Equity, and Inclusion in December 2019, and project activities began in January 2020.



The Student Leaders and Polk worked from January through March 2020 with Dr. Tracey Benson, a professor of Education at UNC Charlotte and author of the book, *Unconscious Bias in Schools: A Developmental Approach to Exploring Race and Racism*. The NAPS SL team organized a training on campus in February 2020 at which Dr. Benson was the guest speaker. More than 70 people attended this training, including several Williams faculty and community members who work in local schools. The

NAPS SL team also worked with Prof. Susan Engel to lead a March 2020 Teaching Lunch, and they created a [website](https://sites.google.com/williams.edu/napsweo-unconsciousbias/home?authuser=1) (<https://sites.google.com/williams.edu/napsweo-unconsciousbias/home?authuser=1>) to document their work funded by the TIDE grant that they have shared with CLiA Education students and local educators. The team will continue to add resources to the website and to work collectively towards building a more just society that fully honors the lives of historically marginalized people.

SCIENCE FELLOWS at Brayton and Greylock Elementary Schools, North Adams **Coordinator: Molly Polk (CLiA)**

During the 2019-2020 school year, Williams students worked at Brayton and Greylock Schools in North Adams as Science Fellows, using curricula that were developed over the course of the four-year, NSF-funded Teach to Learn (T2L) project. Science Fellows worked in pairs in K-5 classrooms. Their primary responsibility was a weekly lesson that they prepared and led, in collaboration with classroom teachers, using the T2L curriculum. Following school closures in mid-March 2020, eight Science Fellows continued to prepare and deliver instruction using digital platforms, and an archive of their work was created. Stability in



Science Fellows and Classroom Teacher cohorts from previous years created the foundation for continued, meaningful collaboration with NAPS partners in the emergency remote learning scenario during Spring 2020. Twelve Science Fellows were able to set schedules to allow for continuation in the same classroom from fall to spring semesters. Returning students grew deeper in their own practice, developing skills as science teachers, communicators, and problem-solvers. One of the NAPS Science Fellows applied for ASIP funding in order to continue with virtual science curriculum development in Summer 2020.

"The best part of the Science Fellows program for me were the interactions I had with the students every week. Their excitement every time we walked into the classroom always put a smile on my face, and I think the most valuable part of the program both for us as Williams students and for the NAPS students is the interaction we get to have and the connections we build over the year. Finally, the other really great thing I got out of the program was just a deep gratitude and respect for the work of elementary school educators. It is amazing to see teachers like Ms. Garner match the energy of the first graders every day!" Rwick Sarkar '23

"The most important part of doing the job successfully, for me, was getting to know and being able to rely on my teaching partners and my classroom teacher. Being able to know the different strengths of the people I was working alongside and learning how each of them operated in a classroom was probably the most effective way to make sure our lessons went as smoothly as possible." Sam Schraver '22

"Waking up every Friday and knowing that I was going to Brayton to teach science was a highlight of every week on campus for me. The students are passionate about learning which makes teaching them a joy for science fellows. More than teaching them, I have learned a great deal from my students. They've taught me volumes on how to communicate complex ideas in a clear and easily understandable way. More than that, they push me to understand the nuances of the subject I teach so I can field the wonderful questions they have. The faculty and staff at Brayton are also very welcoming and look to enable us as well! It is an honor to work with such passionate educators. I really enjoy our training and I believe that these should become a frequent standard in our program. As budding educators, learning from those with more experience may be the best way we can teach in the future!" Mukund Nair '22



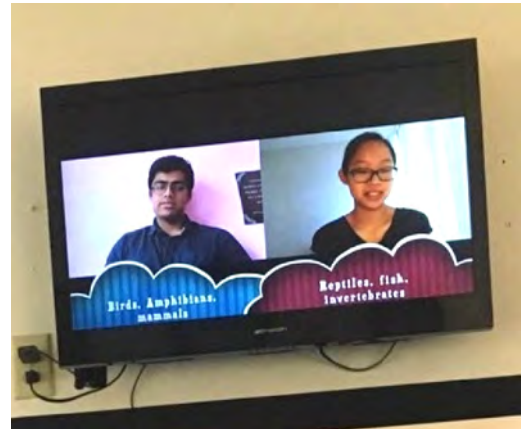
"The Science Fellows program has been the highlight of my week since I started teaching my freshman year. I've worked with first graders the past two years, so working with fifth graders this year brought new, but exciting, challenges. The 'Williams experience' was never going to be the same once we went virtual—the coursework is only a small part of what makes Williams special—but I appreciated the opportunity to stay connected with the teachers and students at Greylock elementary through our virtual science lessons. Making the videos each week pushed me to experiment with new technology and adapt the curriculum so that it remained fun, relevant and accessible. While I wish we had been able to properly thank the fifth graders for all of their

hard work this year, I hope our continuation of the science curriculum helped students maintain some semblance of normalcy during the early weeks of the pandemic (if nothing else, it did for me)." Gwyneth Maloy '21

"This was my first year as a Science Fellow and I have absolutely loved the experience. Spending time with Ms. Rondeau's fifth graders was always a highlight of my week. They were an engaged and eager to learn classroom. While I wish we were able to continue the program in person through the spring semester, the transition to online was easier than I had expected. I hope that our recorded lessons helped to add some

excitement to online learning for Ms. Rondeau's class. I look forward to continuing Science Fellow work in the future!" Jessie Hem '21

"I think we should continue to have science fellows and lunch/recess buddies. I feel it is a connection that is valuable to both the Brayton students as well as the Williams' students. I've continued to collaborate with my science buddies and it's amazing what they are doing! They have been doing science videos and I post them on Thursdays - which was the day the fellows would visit. We follow up with a Zoom session to review the video and talk about their homework and/or science journals. The students really enjoy this connection....and so do I!!!" Jackie Thomas, Grade 1 Teacher



"My students really fell in love with their science fellows and talked about them coming all week until they could finally see them on Fridays. They put so much effort, and continue to put so much effort into our science lessons each week. I am so impressed by my two science fellows who are taking their own time to create thoughtful and meaningful lessons for my first graders. I am so thankful to have them help me with the science aspect of distance learning. They are great at engaging the students." Nina Ricci, Grade 1 Teacher

"The remote learning experience was and is exceptional. The Science Fellows were able to bring the curriculum that I am well versed in and adapt to remote learning in a way that was completely out of my expertise. Their lesson features served as models for me to replicate. The partnership continues to be rewarding for all involved. Thank you for everything. I can not say enough about the opportunities, experiences, and expertise that this has afforded both me and my students." Michele Rondeau, Grade 5 Teacher

FIRST & SECOND GRADE BUDDIES at Brayton Elementary School, North Adams **Coordinator: Molly Polk (CLiA)**



During the 2019-2020 school year, Williams students worked at Brayton School in North Adams as First and Second Grade Buddies, mentoring first and second grade students in Brayton's two first grade and two second grade classes for one hour each weekly, on Tuesdays (FGB) and Fridays (SGB), at lunch and recess. After school closures in mid-March 2020, we were able to organize several zoom calls for the first and second graders to socialize with Buddies who were available, and one Williams student continued corresponding with elementary students as a pen pal. This continues to be a beloved program by Williams students (31 students applied for 14 positions in 2019) and by elementary students alike. Students who return to

the program from previous years and semesters develop skills through mentoring their peers as they seek together to grow in their ability to engage and support elementary students in communicating and expressing their ideas, problem-solving, and collaborating. Students continued to work during Winter Study 2019 and Spring Semester 2020 providing critical continuity to elementary students. Student

drivers play leadership roles in helping coordinate attendance of teams and carpool departures and help keep program costs down.

"I was really happy to stay in touch with NAPS through school closures. I wrote a letter to the second graders which made me personally still feel connected. I loved having a zoom with them to see their faces- even though it isn't ideal I still thought it worked surprisingly well and was great for everyone. I would've liked to have done maybe one or two more! I think this program is amazing and I have been having such a great experience." Alex Giles '22

"I think what probably touched me the most was when we would all line up to go to recess and the children would ask to hold our hands. That's the moment I began to realize how they look up to us, and how potentially important we were to them." Sebastian Job '22



"The Lunch/Recess Buddies are wonderful with our students. Our kids always look forward to the day that they come. The college students always listen to our little ones and build friendships with them. We are grateful for this program and hope it will continue." Tracy Piekos, Grade 2 Teacher



"I have been working as a First and Second Grade Buddy since my first year at Williams, and it has always been the best day of my week. Every year I get to know different students and watch them grow and learn and play. Having this be my last year made me so sad and any time I had to miss a Friday I cried because I genuinely loved every moment with the kids. For this year, I think one of my favorite days was when it was super snowy and I borrowed my friend's snowsuit. All the students were bundled up and had sleds but as I was at the top of the hill trying to coordinate who was going in each sled, we decided it would be a fun idea to try and be 'penguins' and slide on our bellies

down the hill. After that, so many of them joined and we were all sliding down the hill any which way we could think of.

This program allowed me to get out of the Williams bubble every week and have such a wonderful time engaging with students who loved having us there. Every time we went, all the kids would light up; and when we had to leave, they always asked if we could stay for longer. Unfortunately, our time was cut short by the school closures in March, but I can't wait to see some of the second graders on a virtual lunch buddies zoom call soon, and hopefully I can come back and visit. What was really great was that even as the elementary students went to older grades, they would come up and hug me and say hi." Sarah Kelly '20

"The lunch/recess buddies always bring so much energy which the children sooo enjoy! It's great to Williams students playing tag with children, creating chalk scenes or even trying to problem solve an issue on the playground. I think we should continue to have science fellows and lunch/recess buddies. I feel it is a connection that is valuable to both the Brayton students as well as the Williams students." Jackie Thomas, Grade 1 Teacher

"The FGB were so beneficial to those children who just needed a little more attention, or someone to listen to them. They were like older brothers and sisters to them. My students would jump up and down in the lunch line when I told them that their FGB would be there to see them today! I am so happy to have had a zoom meeting with my class and the FGB as well. They love knowing that they are still thinking about them and want to spend time with them. I can't wait to continue our collaboration next year." Nina Ricci, Grade 1 Teacher

iTEAM at Brayton Elementary School, North Adams Coordinator: Molly Polk (CLiA)

During the 2019-2020 school year, Williams students worked in two third grade classrooms at Brayton School in North Adams as members of the iTeam. The Williams students developed and led weekly lessons in coding, using the Scratch platform, until the school closures in mid-March. In addition to teaching third graders fundamental coding principles, the iTeam provided feedback on students' original coding projects and led lessons in digital citizenship as well. Williams students developed skills as educators, developing and implementing lesson plans, and collaborating with classroom teachers to lead effective student groupings. Enthusiasm for coding among elementary students is very high among all students, including among more reluctant learners. Coding with iTeam members often provides new points of access to more introverted students and allows opportunities for peer mentoring. Williams students archived lesson plans created in 2019-2020 school year. The program ended in mid-March when schools closed due to the COVID-19 pandemic.



"It was a blast being part of the iTeam program this year. Every week, I looked forward to my trip to Brayton because I knew that when I entered the classroom, the students' excitement for our coding activities would become contagious and remind me why I love to learn and teach others about computer science. It was incredibly fulfilling to see the students develop as programmers, and it makes me proud to know that I have helped them start to develop the types of thinking skills that will make them successful digital citizens in a world that is becoming more and more reliant on computers and the Internet." Mark Bissell '22



"I had an absolutely incredible time working with the kids at Brayton this year, and seeing their smiles was genuinely one of my favorite parts of the week. Getting the chance to watch such a bright group of kids begin to learn the joy of computer programming -- of making the machine in their hands do exactly what they ask it to -- made sure that it never felt like work. The entire program was a pleasure to be a part of: from top to bottom everything ran smoothly and I was always confident that each of the student educators, both my partner and those in the other group, would help the students at Brayton in any way they could. I consider myself lucky to have been a part of such a great program and group, and I hope that things start to clear up so we can continue our work in the fall!" Nate Orluk '22

"(The iTeam students) were kind, patient, and understanding with all of the third grade students and took the time to create lessons that were well thought out, age appropriate, and had achievable goals. The third graders looked forward to their weekly visits." Robyn Lawson, Grade 3 Teacher

CLASSROOM SUPPORT at Greylock Elementary School, North Adams **Coordinator: Molly Polk (CLiA)**

During the 2019-2020 school year, three Williams students worked at Greylock School in North Adams to support two sixth grade teachers and their students in four academic subject areas: English, Math, Science, and Social Studies and in social-emotional learning throughout the school day. In the Classroom Support program, Williams students work in the same classroom all year and are able to forge strong relationships with teachers and students through in-depth experiences in the classroom and at lunch and recess as well. Two of the students in this program returned from 2018-2019, thus strengthening their own learning and the relationship with the teacher in whose classroom they worked for almost two years. All three students who participated in 2019-2020 were dedicated and consistent with their commitment across fall semester, Winter Study, and spring semester until schools closed in mid-March, and all forged meaningful mentor relationships with their classroom teachers and the sixth grade students. Williams students developed skills as assistants to teachers in middle school classrooms, supporting academic content areas, classroom management, and social-emotional learning. Williams students also grew as communicators in their work with students, teachers, and with each other. One of the Williams students developed and taught her own lessons several times this year. Teachers were flexible in terms of their schedules and open to setting up a regular weekly schedule that worked best for the Williams students' class schedules. The program ended in mid-March when schools closed due to the COVID-19 pandemic.



"Working in the classroom support program really helped me build relationships with my students. As a consistent presence each week, I got to know every sixth grader and was able to be involved in individual and group instruction. It was an extremely rewarding experience especially when I was able to develop and teach my own math lesson." Olivia Carlson '20

"We had a really wonderful time returning to Ms. Ropelewski's classroom at Greylock School this past year, and felt that we were able to solidify even deeper relationships with the 6th grade class than we were last year. Every week we looked forward to the students' exceptional energy and enthusiasm, and are

sad that our time with the class ended earlier than expected. Working at Greylock School has allowed us to engage meaningfully with our surrounding community, and we could not be more grateful for everyone who makes these opportunities possible!" Emily Bleiberg '22 and Ana Strong Garcia '22

"Given the strange ending this year to our Williams College relationship, the bond that was forged between students, both elementary and college, remains. The Williams students were a wonderful addition to our classroom and the enthusiasm and energy they provided was invaluable to the 6th graders. Thank you, Ana and Emily, for being such an important part of our weekly routine!" Mary Ellen Ropelewski, Grade 6 Teacher

CLASSROOM HELP at Williamstown Elementary School

Coordinators: Shaina Adams-El Guabli (CLiA), Amy Sosne (CLiA) & Astrid DuBois '20

Classroom Help continues to be a successful program building on strong relationships between Williams students, Williamstown Elementary School (WES) teachers, and WES students. Williams College students gain the experience of being in the classroom, provide support to WES students and teachers, and build rapport with the teacher with whom they work. Many students who begin as Classroom Helpers as first years or sophomores continue across their Williams years to build a strong, meaningful, constructive, and rewarding relationship with a teacher. Over the course of the year, 23 Williams students served 18 Classroom Teachers, providing one-on-one and small group support, as well as administrative assistance to teachers.

"My students and I enjoyed having classroom helpers. My classroom helpers were able to read with students, play math games with students, and offer additional support when I was unavailable. Students missed them on their days off!" Sara Rudd, WES 4th grade teacher

"I loved being a classroom helper this year. I found the experience consistently rewarding and I gradually found a sense of belonging as I spent more time there." Maddie Moore '23

"I absolutely loved working with the first graders at WES. I learned a lot and it really opened my eyes to what it takes to be an effective and compassionate educator. Spending time with the kids and learning from the teacher whose class I worked in brightened my day each time I came into the classroom without fail." Olivia Dulany '21

"Being a classroom helper has been one of the most rewarding aspects of being on campus. The kids are so kind and appreciative, and the teachers are such a welcoming community!" Abigail Fournier '21.

"I have worked as a classroom helper since my freshman spring with Mrs. Stewart, a fabulous third-grade teacher at WES. Now, as a graduating senior, I have been reflecting back on my experiences at Williams--including the dramatic interruption caused by a COVID-19. I got to go into the classroom one last time my final week on campus and realized how much Mrs. Stewart's classroom has come to feel like a community for me. I loved getting to work with four groups of third-graders over the years and see how every year in a classroom is different, even if things like the materials and curriculum stay more or less the same. Third grade is such a unique and special time where students openly share their individuality as they learn to articulate themselves and value both their feelings and capabilities as learners. I am incredibly thankful to Mrs. Stewart's guidance and grace in the classroom and the opportunity I had through CLiA to work there for four years." Astrid DuBois '20. [image: smiling mentor and 3rd grader holding a book]



"Being a classroom helper was a rewarding experience for me because I loved building relationships with each of the students in my class, and they were so excited to find ways to include me in their work. It gave me a new perspective on my schoolwork and motivated me to be more creative." Natalie Silver '22

SCIENCE FELLOWS at Williamstown Elementary School

Coordinators: Tracy Baker-White (CLiA); fall: Rock Stewart '20 & Tim Saffold '22; spring: Molly Fraser '23 & Kerryanne Reynolds '22

Twenty-six years ago, Williams College started its partnership with Williamstown Elementary School with the introduction of the Science Fellows Program – designed to support elementary science education with college student teaching assistants.

Science learning at WES is supported at all the grade levels, but is intensively provided at K, 1st and 2nd grades. In these three grades 18 Williams College Science Fellows contributed 287 hours of work in 230 science classes covering everything from geoscience and landforms to the study of sound, light and waves. Additional support is provided to grades 3-6 by the Outreach Coordinator, who purchases special materials for activities and occasionally assists with upper grade lessons.

"I learn so much from the kids about how to wonder about things big and small, and I always leave with a new excitement for the world around me." Lexi Cooper '22

"Honestly, each day I got to spend in science lab was a high point of my sophomore year. My favorite lab we did was probably the one where we tested the space liquids take up. I really enjoyed helping out at WES and am looking forward to doing it again next year." Kerryann Reynolds '22



ADVENTURES IN LEARNING at Williamstown Elementary School

Coordinators: AiL coordinator – Amy Sosne (CLiA), WES coordinator, Shaina Adams-El Guabli (CLiA), and student coordinators Fiona Campbell '23 & Nick Servedio '22

Adventures in Learning (AiL) is a month-long after-school enrichment program taught primarily by Williams College students and community volunteers during January. In its sixth year as part of the CLiA department, Williams provides funding support for a Program Coordinator, Student Leaders, as well as CLiA administrative support and some funding for class supplies. AiL 2020 was a very successful year with 21 classes taught by 44 Williams students, as well as the involvement of 3 Williams College faculty/staff, and 3 members from the Williamstown Community. The program benefitted from having an additional Williamstown Elementary School staff member Christina





Doherty (first-grade teacher) along with returning staff, Dawn Stewart (third-grade teacher). Program assistants were helpful by providing insight through previous experience (sophomore, Nick) and successfully mobilizing and recruiting first-year participation (first-year, Fiona) in AiL, as well as helping during class hours in January. Limits to class sizes and a diverse array of class offerings balanced across different age groups, allowed 201 elementary students to successfully participate in the program.

2020 Classes Included:

- Sweet History
- Creativity with Cookies
- Art Explorers
- Minecraft
- It Can be Easy Being Green
- Around the World
- Making a Newspaper
- A Global History Through Disney
- Lights! Camera! Lego
- Adventures in Baking
- Beginning Ballet
- Ultimate Fun with Ultimate Frisbee
- Astronomy
- Experimentation through Science
- Woodworking I/II
- Chess: Playing to Win
- Creepy, Crawly, Critters
- Fortbuilding
- The Spotlight's on You
- How Many Different Ways can you make a Self-Portrait?

"I love this program! I believe that this is a very valuable program for the children and only wish that I could offer more classes." Anonymous

"I really enjoyed the program and the kids were great." Anonymous

"This program was super fun and provided a creative release for Lulu and I (and the kids of course!). I would 10/10 recommend AiL for everyone and anyone that's interested in being reminded what youth and wholesome fun is all about." Maddie Moore '23

AFTER SCHOOL TUTORING at Williamstown Elementary School

Coordinators: Tracy Baker-White (CLiA); fall: Megan Seidman '20 & Marek Janda '21; spring: Marek Janda '21 & Isabelle Wood '22

The After School Tutoring Program at Williamstown Elementary provides homework help to students who need it at no cost. Each semester, approximately 12-15 Williams College tutors work one on one or in small groups with children, under the supervision of a paid teacher coordinator. Tutors develop a close mentoring relationship with WES students that fosters both academic and personal growth. All tutoring takes place at Williamstown Elementary School.



The best part of my tutoring experience was....



"...how we work closely with one or two students and get to know them really well. I also love the board game time, when we are done with work early. It's a great way to get to know the students really well."

"...getting to work with the same students over a sustained time and getting to know them."

"...bonding with my kiddo in between homework assignments..."

"...seeing the same kids grow over the years."

"...I worked with the same student every week, and it helped us create a bond. I really enjoyed helping her!"

READING & MATH BUDDIES at Williamstown Elementary School

Coordinators: Shaina Adams-El Guabli (CLiA), Amy Sosne (CLiA) & Sophie Moore '22



It was another wonderful year for the Reading and Math Buddies programs! There was growth in terms of applicant and participant numbers, a testament to the programs' wide-reaching successes. The WES students enjoyed working with 16 Williams students in the fall and 20 students in the spring. This year, Reading and Math Buddies evolved in program design to allow for a home classroom for the Williams Students--Williams Buddies were hired into a position, and then paired with a teacher based on scheduling and grade level preference, where possible. This allowed for teachers and students to build relationships, and for the Williams Buddies to gain a deeper connection to the children in the classroom.

"Having a classroom helper and a math buddy this year was a fantastic experience! My first grade students (and myself) developed great relationships with the Williams students. The Williams students offered an additional level

of support for my classroom, which was really fantastic. They jumped right in to help with math, reading, writing, and social/emotional issues. They even offered to teach a few short Spanish lessons to our class, which was spectacular." Katie Galusha, 1st Grade Teacher

"My Williams students were a tremendous help with organization, correcting, packing Friday Folders, working with small groups or one-on-one and many other ways. They helped my mornings run much smoother and easier and provided valuable support to myself and my students." Traci Lavigne, 1st Grade Teacher

"I really enjoyed this experience more than I was expecting to! I was unsure how well I would be able to get along with and help the students but I always came back to campus with many stories and the students brightened my Friday mornings this semester!" Math Buddy

"One of the students I worked with was at a class average reading level when the semester started. Now, he reads almost all the books given to him smoothly and accurately. It makes me happy to think that the one on one time we worked together was a significant factor in his improvement." Reading Buddy

"I have enjoyed helping kids who are struggling to understand the material because when they get that "aha" moment, it feels so good to know that you helped them get there." Math Buddy

"One of the children in my class is here for a semester from Sweden, and they often struggle with reading and writing. I was helping this student complete an ELA benchmark test, and hearing their thought process as they interpreted the story and chose what to write about was extremely rewarding. I have learned a lot from this student and it has been amazing to see how quickly their English had improved." Reading Buddy



[In the image, above, Reading Buddy/Classroom Helper, Abby Fournier '21, joins Ms. Culnane's Kindergarten Class Zoom call during remote learning. Students display their construction paper clouds]

RECESS BUDDIES at Williamstown Elementary School

Coordinators: Shaina Adams-El Guabli (CLiA), Amy Sosne (CLiA) & Seamus Connor '22



This fall was the start of the second full year of the Recess Buddies program at WES, and it was another successful iteration of this exciting opportunity! The Williams Recess Buddies are a wonderful addition to the school day for the children--they provide fun, socio-emotional support, and an extra set of eyes and ears on the playground. The Williams students also provide an important resource on inclement weather days when recess moves indoors to individual classrooms. This year, 6 Williams students worked as Recess Buddies, and WES students truly looked forward to seeing them each week.

"It has been wonderful to establish partnerships with the Recess Buddies at WES. Recess is an unstructured time of the day where students have free choice to participate in a semi-structured game, play on equipment, use their imaginations freely, or take some quiet time. The Recess Buddies all have their own unique personalities and have joined in where they feel comfortable. Sometimes, that means being a moderator of kickball, joining

Gaga ball, being "it" when playing tag, or sharing a novel with a student. The connections are just that, connections, not supervisory roles. They get to know students in a setting outside of the classroom where they can converse, compete, or provide companionship. The program fosters reflection, intergenerational play, and allows relationships to grow. The recess buddies have noticed nuances in students and brought their observations to our staff which has allowed us to provide outreach and possibly social emotional support to that student within the school day." Elea Kaatz, WES Assistant Principal

"When I first started working, there was a boy who didn't play at recess, and didn't interact with the other children as much so I talked to him and made an effort to include him in games on the playground. He still likes to talk with me, but now he feels more comfortable having fun with his peers which is great to see!" Recess Buddy

"I work recess buddies on Fridays, so I'm not there too frequently, but this past Friday I had several of the kids come up and play with me or recognize me from previous weeks. Their sincerity was heartwarming, and

their curiosity brings humility. One student was asking me about how volcanoes are formed, how dragons breathe fire, and what the earth is made up of, and their interest in the world helps me to be more positive and hopeful.” Recess Buddy

“I got to play in the snow with some of the children and honestly what more can you want from being with kids during the winter?” Recess Buddy

Recess Buddies in action! Natalie Silver ‘22 helping kids on the swings and Calen Geiser-Cseh ‘22 in a game of tag with kindergarteners.



BIG SIBS at Williamstown Elementary School

Coordinator: Shaina Adams-El Guabli (CLiA)

The Big Sibs program continues to provide an important resource for WES students, pairing them in a one-on-one mentoring relationship with a compassionate and caring Williams College student. This mutually-beneficial relationship often extends across multiple years and is a source of connection for all involved. During the 2019-20 academic year, the Big Sibs program expanded to 13 Big Sib-Little Sib pairs, and we look forward to continued growth of this worthwhile opportunity. The program also added a volunteer student leader in order to enhance communication and cohesiveness amongst the Big Sibs themselves as well as with WES administrators. Feedback continues to be very positive from teachers, administrators, WES and Williams students, a testament to the important impact of the Big Sibs program.

“The Big Sib Program has grown in size over the last school year. The program is a growing experience for both the college students and elementary students as they develop relationships that last several years. The trust and bond between generations supports the social emotional learning of both Big and Little Sibs. Big Sibs are in tune to both the environmental and situational stresses that may impact their Little Sib. Big Sibs provide support, encouragement, and mentorship to support the Little Sib in developing compassion, empathy, confidence, and trust in others. Big Sibs provide support in a variety of ways which include academic skills, guidance during lunch and recess, or separate time to play a game, develop strategy, or practice skills of mindfulness. Consistency with all students is essential and the Big Sibs have demonstrated this for our students at Williamstown Elementary School.” Elea Kaatz, WES Assistant Principal

LANESBOROUGH ELEMENTARY SCHOOL PARTNERSHIP

Coordinator: Renee Schiek (CLiA)



The Lanesborough Elementary School partnership with Williams is in its fifth year. Outreach activities include volunteer work and academic connections. Williams students are welcomed into classrooms and provide interactions with elementary school students through short term programs. The programs can be a one-time visit, like a Break Out Trip, multi-day visit, such as a course study, or a week-long activity like BioEYES. BioEYES has been run at LES for five years and is a great hands-on, one week science program.

Several Williams students in past years have conducted studies with the elementary students. The strongest relationship is the field trip support to educational programming at Hopkins Forest and Williamstown Rural Lands Foundation's Sheep Hill. For the 2019-2020 school year, approximately 133 students out of 205 total participated in a CLiA-sponsored field trip or activity. New ways to collaborate and expand the partnership are always being explored.

POWNAL ELEMENTARY SCHOOL PARTNERSHIP

Coordinator: Jennifer Swoap (CLiA)

2019-2020 was CLiA's second year to partner with Pownal Elementary. Given the need for academic placements, Pownal Elementary continues to serve as an additional learning ground for Williams students. 2020 marked the first year Williams College awarded the Bicentennial Olmsted Awards for Faculty and Curricular Development to Pownal Elementary. Pownal Elementary will utilize the funds to develop its staff's trauma-informed practices by evaluating the effectiveness of existing monitoring systems for emotional and behavioral curricula.

At Pownal Elementary, Fall 2019 brought independent study work in Psychology, a fifth-grade ecosystems field trip to Hopkins Forest, and Williams students volunteering during first-grade recess. Spring 2020 began with plans for fieldwork for Eliza Cogdon's *Psych 332 Children's Mathematical Thinking and Learning* and senior projects for her C.A.L.F. research, as well as 1st and 3rd grade Hopkins Forest field trips. Mid-March closure of schools due to the pandemic caused a cancellation of plans. However, in the last two years a strong partnership has been formed and will be continued when schools reopen.

- Academic field placements for Psych 332 for the spring 2020 semester
- Academic field placement for Independent Study work
- Faculty research with Williams students for Eliza Congdon's C.A.L.F. research
- Friday, October 4, 2019 - 5th Grade: Cristofolini & Robertson Hopkins Forest field trip on Ecosystems, Cycles, and Food webs
- Friday, March 6, 2020 - 1st grade: Metcalfe, Holcomb, Hope Hopkins Forest field trip on plants and seasonal changes
- *Friday, April 24, 2020 - 3rd-grade Duplisea & Hunt Hopkins Forest field trip on comparative habitats - canceled due to COVID*
- *May 2020 Kindergarten Hopkins Forest field trip on basic habitats - unscheduled due to COVID*
- Shared and promoted after school and recess volunteer opportunities at Pownal Elementary with Williams students and supported the transportation of Williams student volunteers.
- Pownal Elementary awarded \$5,000 Olmsted funding to develop its staff's trauma-informed practices by evaluating the effectiveness of existing monitoring systems for emotional and behavioral curricula.

HIGH SCHOOL OUTREACH & WILLIAMS CENTER AT MT. GREYLOCK

Director: Kaatje White (CLiA)

Williams Fellows Coordinator: Jessica Dils (CLiA)

HIGH SCHOOL OUTREACH

During the 2019-20 school year, we continued our work supporting initiatives through the efforts of High School Local Education Outreach. While our primary focus remains focused on coordinating the activities and programs related to The Williams Center at Mt Greylock, this year we continued to maintain Williams student involvement at Pine Cobble School, Buxton School, and BART. Nearly 60 Williams student Fellows participated in some form of activity with area high school students with 50 participating at Mt Greylock.

Our thanks go to the more than 23 Williams faculty, staff, and parents who engaged in numerous ways—including participation in class presentations, field studies, professional development, GreylockTalks, and much more!

We are deeply grateful to the 20+ Mt. Greylock Faculty, Administration and Staff who have so patiently, professionally, and respectfully mentored our Williams Fellows through their various endeavors.

The Williams College Fund for Mt. Greylock continues to underwrite key areas of professional development and technology. These initiatives reinforce the school's commitment to teaching, learning and innovation. MG teachers were able to quickly pivot to an online learning environment thanks, in part, to the extra funding that Williams has prioritized over the past years.

Mid-March marked a dramatic shift in our middle and high school programming; we have been amazed and impressed by how many Williams Fellows and MG students seamlessly shifted to online platforms; the Writing Center, the After-School Writing group, Model UN, and LEED the Way. Students who participated in these remote experiences have provided important feedback that will help us to navigate and plan for our work in the fall.

THE WILLIAMS CENTER AT MT. GREYLOCK

The **Williams Center (WC) at Mt. Greylock's** original vision in 2008—"to maximize the academic value the College can provide the school"—continues to serve as the broad principal focus as we build and expand upon the rich educational connections that now exist between the two institutions. Over the past few years, we have seen that both Williams and Mt. Greylock students wish to develop and exercise their leadership skills and voices within the school community and as part of a larger national dialogue. To encourage this, we continued our commitment "to support a more inclusive, equitable, engaging and safe school community for all students." We have responded to the shifting community climate, articulated by the MG faculty and administration, by deepening our collaborations both in and out of the classroom through a more intentional and varied lens. We also partnered with Elementary Outreach on important professional development opportunities for Fellows as they deepen their understanding of the cultural climate of the Northern Berkshires and develop tools to constructively engage with students and faculty.

Many WC@MG programs are now firmly established, and more faculty and students have come to welcome and add depth to these collaborations; they value the presence and diversity of Williams student Fellows both in the classroom and as leaders of co-curricular activities. As a result of the new Library Media Center—housing our own **Williams Writing Center**—and additional MG faculty interest, Williams students expanded their work in writing, Spanish, social studies, science, middle school math, and other forms of mentoring.

WILLIAMS FELLOWS AT MT. GREYLOCK

Williams student Fellows continue to serve in the areas of academic programming, student academic support and co-curriculars both inside and outside the classroom.

Writing, Student Support & Classroom Support

Our Williams Fellows Captain, **Emma Lezberg '20**, served as a peer mentor and liaison for our Fellows. This year, she helped organize our orientation training program in early October in addition to a **Winter Writing Center Training** in February with Liza Barrett, school media center librarian, on the Williams campus with an in-depth workshop to facilitate specific teaching techniques and best practices for our developing teachers-in-training.

Each year, a handful of Williams students request opportunities for in-depth teaching experiences alongside master teachers that extend their placements as Fellows. These experiences are initiated by students who seek a more extensive career experience in the field of education. This winter and spring, **Robbie Rock '20** served for a second year as a middle and high school History/Social Studies Fellow. **Oliver Yang '20**, while continuing to serve as co-coordinator of the Sunday high school tutoring program, also served as a Science Fellow in multiple eighth-grade classrooms and in high school chemistry. Oliver's in-depth, hands-on experience at MG gave him extensive experience landing him a spot at Stanford School of Education. **Jake Goldfarb '22** assisted in Anna Pesce's 7th grade science classroom. **Gaia Steinfeld DeNisi '20**, new to the WC this year, embraced all opportunities broadly at MG as a senior, working in the Writing Center, in Blair Dils' English classroom, and also with team LEED. Her commitment to multiple roles solidified her decision to enter the teaching field, and she received a Fulbright English Teaching Assistant Award in Malaysia where she will begin post-graduation. Williams student leadership in the area of co-curriculars expanded. We continue to attract Williams students who are eager to run programs with guidance and coaching from the WC@MG staff and MG faculty. These programs include: the LEED the Way, Model UN, Spanish lunch club, After-school Writing Group, Sunday Evening Tutoring, and the new Multicultural Student Union.

LEED the Way ("Learn Educate Empower Do")

Last year's Community Matters (CM) team reevaluated their program and adapted it through the lens of a new and innovative, entrepreneurial "Design-Thinking" model, with guidance from Tonio Palmer ('68 *Center for Career Exploration*). Building on last year's mission that incorporated peer mentorship and interactive, community-building activities, team LEED tailored this year's program to enhance the lived experience and feedback from last year's pilot. Led by **Kohen Rhaman '22** who participated as a CM Fellow last year concurrently with his **LEED** work at BART, this group incorporated his vision of entrepreneurial leadership to serve and extend to a larger group of students: the entire ninth grade class at MG.

Supported by the Wellness faculty at Mt. Greylock, Kohen built a team of nine Williams Fellows who led small groups of 10 students (including MG Peer Team members) during four sessions throughout the fall semester. Using consecutive Wellness and Directed Study extended blocks, these groups met in the gymnasium to brainstorm, discuss, role-play and create their own versions of innovative ideas with the goal of building and enhancing specific aspects of **community** within the school. After the fall semester, team LEED reassessed and decided to relaunch in the spring with a much smaller, self-selected group of ninth graders who would choose to extend this project in a more intimate way. This motivated group of ten students (led by Kohen and **Sabrina Churchwell '23**, with MG advisor Emily Leitt) and members of the MG Peer Team planned to present their design project at Reed Smith LLC in NYC for a Pitch Competition in May in front of a live panel of judges, alongside their peers at BART who were completing their second year of innovation and participation with this platform. LEED was able to meet twice before the pandemic cut the semester short. Resilience and creativity allowed the group to reconvene via Zoom

during April and May. We couldn't be more excited about the outcome, spirit and tenacity of this group's non-traditional approach and team-building model. We imagine that this opportunity will lend itself well to a hybrid (in-person/remote) model in the fall.

Model UN

Model UN continues to strengthen its ranks. The group launched this fall with close to ten strong, committed high school students and adding more middle school students as well. Under the superb leadership of **Melinda Kan-Dapaah '20, Audrey Lee '20, Sam Holmes '22, Yannick Davidson '23, and Ben Platt '23**, the group met every Sunday at Williams and, with parent chaperones, **25** MG students attended one competition this fall at Bronx Science Academy, bringing home honors and awards. We resolved logistical and communication challenges with MG's hiring of two, school-based advisors.

Spanish Conversation

We continue to create bridges between Spanish speaking students at Williams and the Spanish classes at MG. This year, the four Spanish TAs from Williams visited upper level Spanish classes during Winter Study for casual conversation and cultural exchange. Under the leadership and energy of **Alicia Smith Reina '23**, we successfully relaunched our Spanish lunch program on Wednesdays from 12:00 - 1:00 pm. Williams students organized games and conversation for these weekly sessions at MG.

The MG Spanish department under the leadership/advisorship of outside consultant Betsy Burris **designed and completed a year-long graduate independent study course** exploring the pedagogical approaches to second language acquisition. Their process included researching through extensive readings and observation of Williams college foreign language classes. Credit for this course was awarded by MCLA.

Topics the teachers explored included:

When/why do L2 teachers use English in the classroom? How do they maximize L2 use?

When is immediate oral correction by the teacher in class appropriate and how is it done?

What impact does the anxiety level of the teacher have on students' learning of a second language?

The three MG teachers (Amy Kirby, Joe Johnson and Shannon Vigeant) attended multiple sessions of Williams classes in Chinese (**Cecilia Chang**), Russian (**Janneke van de Stadt**) and Arabic (**Radwa El-Barouni**) and spent time with the Williams professors reflecting on their own and the Williams professors' teaching styles. Based on their observations of and debriefings with the WC language professors, extensive reading in the fields of language acquisition and L2 pedagogy, their own self-designed research projects, and weekly meetings with Betsy throughout the spring semester, the MG teachers wrote sections of their own research reports and created PowerPoint presentations describing their work and findings. Their intention is to be able to deliver these presentations at a professional language teachers conference (Massachusetts Foreign Language Association).

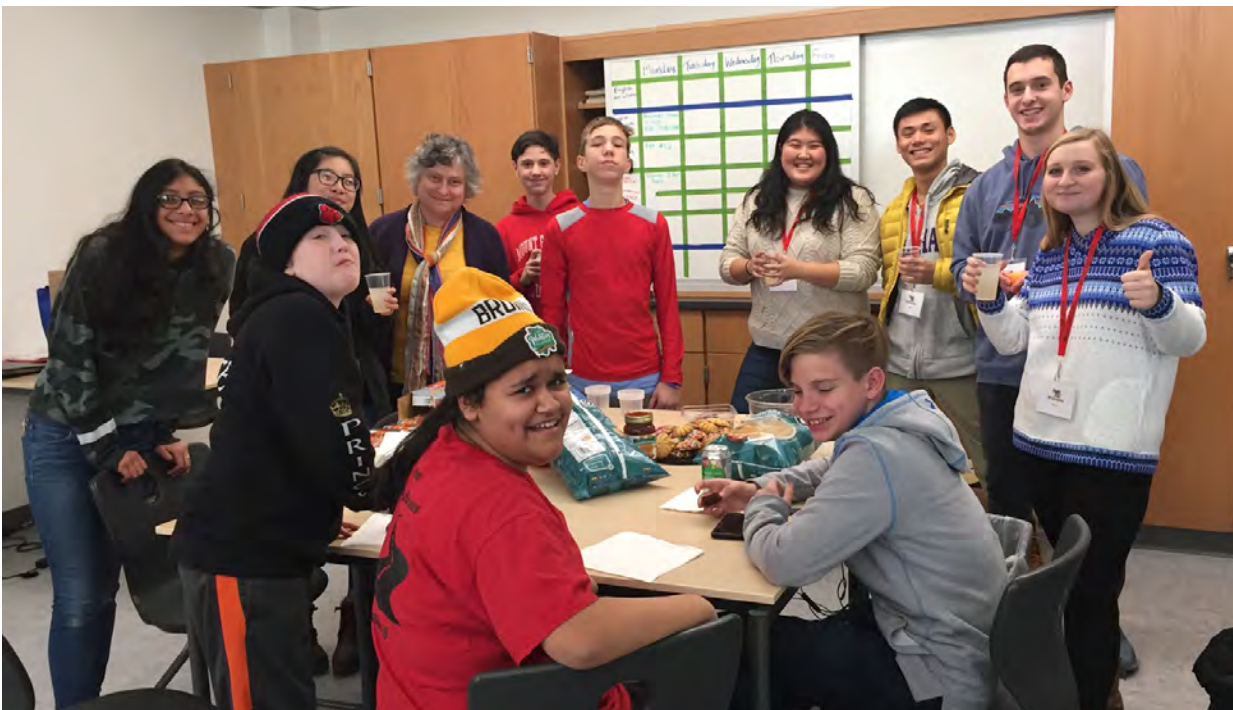
MS and HS Writing Groups

Spotlight from Liza Barrett, MG Media Center Librarian (2020):

The After-School Writing Groups launched this year with three of our wonderful college leaders returning for a second year. While writing remains the focus, the groups continue to serve a broader purpose for these students who find acceptance, consistency and camaraderie amongst each other with the thoughtful guidance and mentorship of our Williams leaders. These leaders meet weekly as a team on campus to prepare for the upcoming sessions, recognizing and embracing the unique needs of each age group. This year the MS group enjoyed writing games and creative exercises while the HS group employed a writer's workshop model. The MS program grew in size this year, while both groups enjoyed the consistent attendance of the members. Even during the school closure due to COVID-19, two of our amazing college leaders volunteered their time to meet for an hour with each group every single week. The After-School Writing Program is an invaluable group offering at MGRS.

Academic and College Application Support

The WC offers academic support in the form of one-on-one tutoring and mentoring beyond the classroom, utilizing Williams students as Homework Fellows. The WC also offers many ways for Greylock students to access additional support with the college application process.



- **Homework Fellows.** Each Monday, Tuesday and Thursday afternoon, an average of **10** Greylock students in grades 7-10 received free homework support and mentoring from **23** Williams tutors in all academic subjects including ESL.
- **Free Sunday Evening Tutoring at Williams for high school students.** Roughly four Williams tutors provide homework support with the same number of Greylock students each week. This year **Oliver Yang '20** and **Kevin Coakley '20** did a tremendous job coordinating this program with the school guidance department; Tutoring occurs in all subjects, including AP and SAT prep, with emphasis on math and science (physics). This opportunity teaches MG students important college readiness skills, specifically the critical nature of self advocacy and working in a study group environment.
- **Fee-based private tutoring options at Williams.** The Center maintains a list of private Williams tutors and makes it available to interested Greylock students. Each year approximately 10 MG students request private tutors.
- **Independent Study Mentors - Emma Lezberg '20 designed and coordinated an advanced independent study program for 2 MG students.**
- **College essay writing program.** A handful of high school seniors worked on their college essays with our three community member coaches this year. The consistent presence of Writing Fellows in the new Writing Center during Directed Study periods was at the center of much of the College Essay feedback and assistance that MG students received this fall and winter. 40 one-on-one writing feedback meetings took place with Writing Fellows in the fall, a number of which focused on assistance for senior college essays.

FIELD STUDIES & SPECIAL ACADEMIC PROGRAMS HIGHLIGHTS

The WC supports many one-day or short-format “field studies” at Mt. Greylock, Williams and beyond.

- **NYC Ballet workshop** with MG and BART students at Williams. About 30 students participated in this workshop followed by pizza provided by '62 Center. '62 Center also

covered busses for BART students and donated about 30 free tickets to students and their families.

- **High School Environmental Studies** field trip to Hopkins Forest for weather monitoring and bio habitat lab.
- **Model UN trip to Bronx Science Academy**
- **Careers Day@MG.** Kristen McCormack offered a workshop on resume writing.
- **Spanish Conversation and Cultural Exchange.** Visits by Williams College Spanish TAs and Williams student native speakers.
- **GreylockTalks -**
 - David Gurcay Morris - Theater and Design
 - Jessica Fisher - Poetry
 - James McAllister - *Postponed due to COVID*
 - Jeff Israel - *Postponed due to COVID*
 - Comp Sci talks - *Postponed due to COVID*
- **Tenth Grade ScienceBlast** - *Cancelled due to COVID*
- **Eighth Grade water quality lab** with Jay Racela and Williams TAs - *Postponed due to COVID*
- **LEED the Way trip to NYC for pitch competition** - *Cancelled due to COVID*

Programming During COVID (March - May)

While many of our field studies programs were cancelled in the spring due to the COVID shutdown, we were amazed and impressed to see how well Williams and MG students found each other in the virtual world continuing in some capacity with well established programs. Williams student High School Outreach Fellows engaged virtually with Mt Greylock Regional Middle and High Schoolers as mentors to the Model UN group, the creative writing group, as writing coaches, as design-thinking community builders, as a Latin tutor, and in some cases unbeknownst to us as ongoing homework mentors. Based on some wonderful success stories this spring, we are eager to apply what we have learned during this remote-learning period to the upcoming academic school year. We await the specific modifications and anticipated hybrid schooling models from both Williams and MG as we continue to adapt our programs.

Highlights:

MUN - Five Williams students (Audrey Lee '20, Melinda Kan-Dapaah '20, Sam Holmes '22, Ben Platt '23 and Yannick Davidson '23) met weekly on Sundays with 8 - 10 MG students for mock crisis intervention exercises via Zoom. Next year if we need to continue remote learning, we can envision maintaining this program. Some MUN regional conferences have decided to move to an online format, which will make it easy for the MG and Williams students to participate.

Writing Fellows and Writing group through the Writing Center - Two Williams students (Andrew Rule '21 and Nicole Chen '21) successfully continued their roles as leader/mentors to the middle and high school after school writing group. These two groups met weekly via Zoom. MG students loved this opportunity to stay connected with the Williams Fellows and to work creatively with their peers. This online platform will continue to be a valuable resource for the group.

LEED the Way - Williams Fellows, led by **Kohen Rahman '23** and **Sabrina Churchwell '23**, continued their leadership of LEED the Way, an interactive, design-thinking approach to community building. From mid-April-mid-May, they met remotely via Zoom with a group of MG ninth grade students and the MG Peer Team to create an outreach program. The incoming seventh graders were not able to visit the school this spring for traditional annual orientation events such as Parent Night and Rise Up Day, which incorporate activities for students to get to know each other, faculty, peer team leaders and the building itself. Team LEED, seeing this community absence and need, will be extending themselves as mentors to these younger students through a Pen Pal program they have designed. Incoming seventh graders will be paired with a LEED Program member or Peer Team member and will be able to spark new friendships and ask any questions they might have about their new school environment.

Highlighted Testimonials

"I love to work with kids. If working with them once a week gives them the opportunity to grow as students and in their confidence it is so worth it. This year I've had the opportunity to meet so many curious and driven students during my time at Mt Greylock and they remind me of the importance of taking the time to talk to students and speak to them as people."

"It is always important to see how students react to the program and to take into consideration what they want and what works best for them. This year with LEED at MG, we were really able to change our approach to find the best way to work with the students. It was a great change not only for the students, but also for me, when I saw how much their engagement and enthusiasm skyrocketed. They were able to take ownership of the program, and I loved that for the program."

"I've learned the importance of realizing where people are coming from. I come from a very different place from Williamstown and the Berkshires and as such I often take certain understandings for granted. I think my time as a tutor has taught me the importance of slowing down and discussing things when something is said that isn't quite correct instead of just correcting them off the bat."

"Some unexpected lessons I've learned about the MGRHS community is just how much the teachers all care about the students. It's easy to forget that not every teacher is equipped with every resource possible, but they almost always come and stay in the profession since they care about their kids."

"I have learned immensely about teaching, as well as starting an organization from scratch, from pitching the initial idea to gathering/sustaining interest and thinking of ways to help the group grow. The variety of challenges we have faced at different stages in this journey have helped me grow as a leader and team player."

CLASSES AT WILLIAMS

This year, high school students enrolled in **31** Williams classes from Buxton, BART, Drury, Hoosac Valley, Mt. Anthony, Pittsfield and Mt. Greylock High Schools. MGRHS students enrolled in **18** of these classes.

BEYOND MT. GREYLOCK: MIDDLE/HIGH SCHOOL EDUCATION OUTREACH

Buxton School

Two Williams students visited Buxton School each week this fall and winter working with Buxton faculty and students; one student continued a small civic engagement mentoring program started last year, and another student **Morin Tinubu '23** piloted a small tutoring program.

Pine Cobble School

Pine Cobble attracted **six** Williams students this past year, three of whom regularly visited the school as classroom TAs. **Emma Lezberg '20** continued to serve for the entire year as a 1:1 Latin teacher. This relationship continues to bloom under the superb leadership of Heads of School, Sue Wells and Devin Wootton. Given the smaller, more intimate nature of the school, Pine Cobble offers the opportunity for students to customize their own teaching experience in a broad range of subject areas.

Berkshire Arts and Technology High School (BART)

This year, **Kohen Rahman '22** and two other Williams students continued with the after-school program at BART modeled on Kohen's highly successful NYC not-for-profit program called **LEED the Way** designed to help middle and high school students solve problems in their community through design thinking and social entrepreneurship skills.

The '62 Center for Theater and Dance provided a wonderful dance opportunity with the **NYC Ballet**. Roughly 30 BART and MG students participated in a master workshop at Williams in September and then attended the company's evening performance in the '62 Center.

BREAK OUT TRIPS (BOTs)

Coordinator: Colin Ovitsky (CLiA)

Break Out Trips (BOTs) are College-sponsored ventures in which students (and sometimes, faculty and staff) provide hours of voluntary service through short-term intense work projects conducted over part of the College's spring break. BOTs offer opportunities for students to participate in experiences that are transformative for them and for their host agencies/communities through immersion in carefully planned projects in close collaboration.

For the 2019-2020 academic year, in preparation for the Spring 2020 Break Out Trips, we published a new [Break Out Trip Planning Manual](#) for the first time. This manual was a compilation of the various stages of training, instruction and guidance that has been provided to BOTs leaders and participants over the years, but also incorporated new information and additional requirements for trip preparation and orientation steps aimed at improving both service effectiveness and overall student learning.

Also new for 2019-2020, thanks to the generosity of President Maud Mandel and Senior Staff, we were able to pilot some changes to increase equity, including:

- Because of additional funding allocated to the program on a pilot basis, there was no group fundraising requirement.
- Individual participant contributions were capped at \$200 for domestic trips and \$400 for international ones.
- We were given permission to adjust participants' required contribution according to financial aid level. With this increased financial support, some participants' required contributions were as little as \$50 or even lower, depending on the particulars of a given trip.\
- Trip leaders were expected to run more comprehensive team preparation with the help of expanded program resources, including the manual. Leaders organized three special sessions focused on a) team-building, b) cultural, political and economic issues and context, and c) engaging and confirming plans with the trip host(s).

Only two of the planned trips (one international) were repeats this year. Our students planned to travel to Taiwan for the first time, replacing the trip to China that had occurred for several prior years, but with a similar mission. We added new trips to Detroit and El Paso, both organized by the Chaplains' Office, and also expanded our local Berkshire trip offerings to include one with a medical focus (replacing the longstanding Global Medical Training trip) and one focusing on the local and regional food systems.

In 2020, a total of 62 students were slated to participate in the seven Break Out Trips offered, including 24 on the three local Berkshire trips, 8 to international destinations and 30 to domestic U.S. destinations. Two staff members, Rev. Valerie Bailey Fischer and Tracy Finnegan, were also planning to join the Chaplains' Office trips to Detroit and El Paso, respectively.

The planned trips were as follows (detailed descriptions may be found at <https://learning-in-action.williams.edu/opportunities/bot/2020-trip-summaries/>):

- **Berkshire Community Outreach & Service (BBOT)**
- **Berkshire Opioid Abuse Prevention & VIM Shadowing (VIM)**
- **Chaplains' Interfaith Detroit (DET)**
- **Chaplains' Interfaith El Paso: Border Immigration & Social Justice (ELP)**
- **An Ephed Up Food System (EPH)**
- **Teaching English in Taiwan (TAI)**
- **Voter Engagement in Florida (VOTE)**

Unfortunately, the COVID-19 pandemic forced us to cancel all of the 2020 trips. Taiwan trip student leaders canceled their trip in late January as the virus was first emerging in Asia, and by early March, just as the trips were preparing to depart (and, unfortunately, after all of the flights had already been purchased), it was determined that none of them would be able to proceed. Within a few days, it was

announced that the Williams campus was shutting down and all students were heading home for the rest of the semester.

Despite the cancellations, it was a transformative year for the Break Out Trips program. The student leaders had done an excellent job following the new manual and preparing their groups for the trips, and the participants were grateful for both the removal of the group fundraising need and lower out-of-pocket payments for those on financial aid. We are hopeful of resuming at least some local trips for the 2021-22 academic year and sharing the BOTs program improvements with the Winter Study Committee for use for group independent studies and fieldwork courses during Winter Study.

"Participating in and leading a BOT each year was one of the highlights of my Williams career, and I am going to cherish the memories and experiences that I made on those trips." -- VIM BOT leader

COMMUNITY OUTREACH TRAINING PROGRAM

Coordinator: Paula Consolini (CLiA)

This eight-week summer program provides a small group of Williams students, designated Community Outreach Fellows, the opportunity to strengthen their capacity to fulfill their civic responsibilities. It embodies the spirit of understanding "that an education at Williams should not be regarded as a privilege destined to create further privilege, but rather as a privilege that creates the opportunity and responsibility to serve society at large."



Seven dynamic and multi-talented students worked with us during the summer of 2019. The team of six rising sophomores and one junior - Nicky, Huy, Irfan, Nathan, Anna, Maria, and Elle, pictured here with Brandy (2nd from the right) - engaged in an intensive period of

community meetings, trainings, and service work beginning with website editing, graphic arts, video production, and interview workshops. They took on a challenging short-term community project as a group, researching and producing a brief video celebration of the work of The Louison House, the northern Berkshire non-profit dedicated to combating homelessness. Though given only a few weeks to complete the project, the team met the challenge, completing the video in time for it to be shown during a ceremony celebrating the reconstruction of the organization's homeless shelter which had been damaged by fire. The heartwarming video can be viewed on the Louison House website at <https://louisonhouse.org/gallery>.

In between their trainings and video production work, the Fellows immersed themselves in the civic life of Berkshire County. They met with nonprofit leaders, public officials, and community organizers. They attended the Northern Berkshire Community Coalition annual meeting and sat in on public events such as a countywide energy/environment town hall featuring state legislators. They also engaged in the cultural life of the county, attending plays and a playwright talk, sampling city festivals, and visiting area museums. Beyond these activities, they received a crash course in the work of CLiA and that of other offices through meetings with CLiA and other staff. In the earliest of these sessions, they read works in psychology and

sociology to help them make sense of the complexities they encountered.

Once prepared via training, immersion, and debriefings, the team turned to planning introductory tours of North Adams and Pittsfield for the Williams pre-frosh attending the College's Summer Humanities and Social Sciences Program. Working in subgroups, the Fellows prepared handouts and talking points designed to help the new students acclimate to the region and learn about the many ways they can engage in it.

During their social media training, the team was asked to review and recommend improvements to CLiA's communications strategies. It was during these discussions that Nathan Thimothe, designated a Wilkins



Fellow in honor of civic leader Dr. Wayne Wilkins '41, developed his idea for a Williams promotional video for community engagement. The video, "[Beyond the Purple Bubble](#)" was shared during First-Year orientation. Other Fellows engaged in website construction, fundraising, interview projects, and community development work. More information about each of the Fellows and their work can be found in the 2019 section of the [CLiA Community Outreach Summer Fellowship Program webpage](#).

[Fellows selling empanadas and Agua de Jamaica at a fundraiser on the steps of Paresky Center.]

FOOD INSECURITY

Coordinator: Tracy Finnegan (CLiA)

In 2019-2020, Williams students, faculty and staff engaged in work addressing food insecurity in a wide range of ways. Their work included a partnership with Williams Dining Services, periodic baking for local meal programs for shut-ins, and volunteering and organizing fundraisers for the Friendship Center Food Pantry, the Berkshire Food Project and the weekday community meal program in nearby North Adams. Williams Recovery of All Perishable Surplus (WRAPS), the college's oldest student-run program, addressing food insecurity had another record-breaking year! Assisted by CLiA Advisor, Colin Ovitsky, WRAPS student leaders Marco Vallejos '20, Joshua Reynolds '21 and Katrina Wheelan '21, organized and managed a record number of volunteers to pack and distribute over 3000 frozen meals to local community organizations with stealth efficiency! For the second year, using teaching materials they developed themselves, WRAPS leaders, Joshua and Katrina led tutoring sessions for frontline Dining Services staff who were preparing to take the ServSafe certification test. All of the staff members who were coached in the sessions passed the ServSafe test with flying colors! Building on the success and enthusiasm for the coaching, the ServSafe training team hopes to collaborate with Dining Services again next year. In addition to WRAPS work, individual students and informal groups responded to community calls for help, borrowing the CLiA baking kit to bake desserts for the Take and Eat weekend meal delivery program and helping with meal preparation at the Berkshire Food Project and food distribution at the Al Nelson Friendship Center Food Pantry.

COVID-19 UPDATE: After students were sent home early from campus in March due to the pandemic, WRAPS leaders and other students were extremely concerned that the communities they had been serving all year would become more food insecure due to the campus shut down. Unfortunately, the students' fears were correct. But as Williams students do, they found a way to continue to feed and support their most vulnerable community friends: Introducing Williams4Williamstown!

Williams4Williamstown (W4W) was created and led by three amazing Williams students: Clare Diaz '20, Eliza Bower '20, and Emily Tibbetts '20. These three women recognized the looming hunger crisis and the unprecedented loss of jobs brought on by the pandemic and without missing a beat, they turned to their

network of students, community and alumni to raise funds for an emergency meal delivery program. W4W's purpose is twofold: to alleviate hunger and to help small businesses, such as local restaurants, survive! W4W has been an enormous success! Now, as we transition into a new academic year of hybrid learning, W4W and WRAPS have collaborated to continue this important work. While the logistics are being worked out, The Al Nelson Friendship Center Pantry Board has agreed to be W4W's fiscal partner to maintain its non-profit status. W4W = CCC: College, Community & Collaboration at its best!

GIVE IT UP!

Coordinator: Colin Ovitsky (CLiA), Mike Evans (Zilkha) & Paula Consolini (CLiA)

Give It Up! (GIU) enables students to donate their unwanted items during move-out time to local charities and nonprofits, benefiting the local community and preventing waste. Under normal circumstances, the campaign takes place from the beginning of Reading Period (prior to final exams) in mid-May through



Commencement in early June. Student workers are hired to transport donated items from strategically placed storage pods diverting goods that would otherwise head to landfills.

GIU operates with financial support from the Zilkha Center for Environmental Initiatives (paying for student labor) and Facilities (paying for the storage "pods"), and logistical support from Campus Safety & Security (CSS), the Office for Information Technology (OIT) and Alumni Reunions (assigning "Reunion Rangers" to assist with the intense move-out period on Commencement Day).

The Zilkha Center also provides strategic input and assistance in promoting the campaign to the campus community. Our community partners are the First Congregational Church (FCC) and ABC Clothing Sale (who include these collected goods with all their other donations in their annual sales to benefit local charities), as well as the Williamstown Food Pantry. The donated books are sold to the Williams Bookstore and Better World Books for resale or recycling, with sales proceeds benefiting Nyanam International (previously Konyango KCBO) in Kenya, an NGO founded by recent Williams alumni to prepare widows to lead positive social changes in their communities through leadership development, economic empowerment, and community engagement.

This campaign creates multiple "wins" for the college, students, community and environment by reducing the volume of items left in the dorms and the amount of waste generated during the move-out process, while giving students a convenient way to donate their belongings, all while financially benefiting small local nonprofits. The last "win" of this reuse/recycle program benefits incoming Williams students in the early fall, when the clothing and tag sales at the FCC offer students (and community members) access to needed items at very affordable prices. For example, each year, over 100 dorm refrigerators are collected during the campaign and resold to students in the fall!



Of course, 2020 was not a typical year. With the sudden shutdown of campus in mid-March, students were given only a few days' notice to pack their belongings and vacate their dorms. This time constraint, combined with the logistical and health challenges involved in launching a donation collection campaign, resulted in GIU not being able to take place in its usual form. With the help of the Zilkha Center, Office of Campus Life, Facilities and students Regina Fink '22, Matthew Roychowdhury '21, and Marco Vallejos '20, students were notified and encouraged to set aside items for donation in marked boxes and bags in their

rooms. After the spring semester ended, Williams Facilities staff delivered two truckloads of donations to FCC and ABC volunteers. They also dropped off the 200+ donated books at the CLiA office where they were sorted by CLiA staff and given to the Berkshire County House of Correction library. Because of the ongoing health concerns, the church's annual tag sale and the ABC clothing sales were not held. Both programs have begun revising their sales approaches to deal with COVID constraints.



Though no estimate of their value is available, it is clear that donations from the GIU collection in 2018-19 contributed substantially to the late summer and early fall FCC Tag Sale and ABC Clothing Sales results. In Fall 2019, the ABC Clothing Sale donated \$50,000 in sales proceeds to benefit a range of local charitable and non-profit organizations, including Barrington Stage Company (Playwright Mentoring Program), Berkshire Summer Youth Internship Program, Community Legal Aid, Elizabeth Freeman Center, Friendship Center Food Pantry, Kids 4 Harmony (Brayton Elementary School), Louison House, Northern Berkshire Habitat for Humanity, Northern Berkshire YMCA, ROOTS Teen Center, Williamstown Farmers Market, Williamstown

Food Pantry, and YMCA Summer Swim and 8th Grade Mentoring Programs. Sales proceeds from the FCC Tag Sale supported the church's Outreach Team and their projects, including the church's efforts to become a Level 2 Sanctuary, their Community Outreach Organizer's work with the Berkshire Immigrant Center, and financial support for a variety of local nonprofit and social service organizations and volunteer initiatives.

GIU collected and packed a record number of 126 boxes of donated books in 2019. In addition to the over \$1,500 raised for Nyanam International from resold books, the environmental impact metrics from the books resold or recycled by Better World Books between May 2019 and August 2020 report the following totals collected and saved through recycled/post-consumer fiber production:

- ~4,100 books (~5,600 lbs)
- 66 trees
- Over 40,000 gallons of water
- 8 cubic yards of landfill space
- Over 13,000 kWh of electricity
- Nearly 9,000 lbs of methane and greenhouse gases

POSITIVE PATHWAYS PARTNERSHIP (P3)

Coordinator: Sharif Rosen (CLiA)

Positive Pathways Partnership (P3) is a student-driven initiative that promotes the transformative potential found in experiences of mutual learning. Since 2016, Williams students have been a weekly presence at the Berkshire County House of Corrections. There, our students support the jail's population through academic tutoring and facilitating group book discussions; most of the men they serve are working towards passing the Hi-Set Exam which equates to a high-school diploma -- an important milestone in their process towards societal re-entry and new, better chapters in their lives. Yet, side-by-side, through the exchange of stories



and experiences, through the co-creation of spaces devoid of pressure or expectations, these encounters have a way of transcending the material being taught or discussed. Williams students tap into their capacities as tutors and mentors, while opening themselves to learning and discovery in a new setting where those they serve model and teach through their determination and resilience amidst incredible life obstacles.

Reflections from Kitty Holbrooke '22 and Emily Marquis '22, P3 Tutoring Coordinators

As the new student leaders of P3, we were blown away by the level of energy and enthusiasm brought to the program by both our tutors and our students at the Berkshire County House of Correction. We began working with P3 last year as freshmen and were able to learn from and build upon Omar Kawam '20's past leadership expertise. We want to give a big thanks to Omar for all the amazing work he has done for the program and extend our best wishes as he continues to do great things beyond Williams.



This year P3 implemented an application process in order to ensure a high level of commitment on the part of our tutors. With ten regular tutors in the fall and spring semesters, Williams students formed close bonds with the men they worked with each Thursday night. All of our tutors held a deep interest in criminal justice reform, which informed their work at the House of Correction. In addition to tutoring for HiSET exams, a lot of our instruction focused on this year's Inside/Out classes, with Bernie Rhie's "Meditation in Modern

America" in the fall, and Professor Ephraim's "The Politics of Waste" in the spring.

P3 hit several roadblocks this year. In the fall, we had intended to expand our tutoring services to the Second Street Reentry Center. Unfortunately, the gang climate in the area made this impossible for us at that time. We still hope to reach that goal in the future. Additionally, the pandemic cut our tutoring days short even before the student body was asked to leave campus, which was disappointing for our students and tutors alike. In the remaining week on campus, in which BCHoC was closed to visitors, P3 students met voluntarily for a screening of College Behind Bars, a documentary series about the Bard Prison Initiative, and held a lively discussion afterward.

Since P3 had become a highlight of our weeks, it was difficult to see it end so abruptly. However, we as student coordinators have remained in contact with Al Bianchi, the facility's program director, and have collected notes and letters from our tutors to be delivered to the men inside. The profound bonds formed between Williams and BCHoC students made leaving early especially bittersweet. The entire P3 program hopes to come back together as soon as possible for more shared laughs and learning in the coming year.

PUBLIC HUMANITIES AT WILLIAMS

Director: Clinton Williams (Director of Special Academic Programs)

Drawing from art, culture, and history, the public humanities share research and creative work in order to engage, inspire, and educate public audiences. In particular, public humanities initiatives can be effective ways to build awareness and stimulate dialogue around issues of controversy and conflict. Successful public humanities projects may incorporate oral history interviews or collaborative and community-based research, use exhibition techniques, and communicate with broad audiences through writing, visual design, oral presentations, or digital displays.

Williams students can undertake public humanities work as a class or independent study project, a fieldwork course, an internship, or an extracurricular activity. Each year, Public Humanities Fellows work together on a collaborative project exhibited during Claiming Williams. Previous Public Humanities

Fellows have researched and written two self-guided tours focused on campus activism from the 1950s-present, examined the history of transfer students, and conducted archival research on co-education at Williams College and oral histories on the 1969 takeover of Hopkins Hall.

Up to five Public Humanities Fellows are selected each fall through a competitive application. Selected fellows will receive a stipend, distributed through student payroll over two semesters. Public Humanities Fellows will use the Williams College Archives and other sources to research, document and disseminate materials related to Williams' untold or less known historical legacy around diversity, equity, and inclusion. During the fellowship, students will develop competencies in conducting archival research, writing for public audiences, project management, oral history, collaboration and other topics.

A selection of public humanities opportunities and projects accomplished by students in the past can be found online at <https://learning-in-action.williams.edu/public-humanities/>.

PURPLE VALLEY VITA (VOLUNTEER INCOME TAX ASSISTANCE PROGRAM)

Coordinator: Paula Consolini (CLiA)

The Purple Valley VITA (Volunteer Income Tax Assistance) program is both a class offered annually during Winter Study (ECON 22) and a fifteen-year-old spring term community service program that provides local low-income residents assistance in filing their income tax returns. The Center for Learning in Action staffs and funds the program in partnership with the North County office of the Berkshire Community Action Council (BCAC).

As VITA volunteers, students also conduct a form of financial social work, listening, serving and connecting clients to other services. Along the way, they develop a deeper understanding of the financial challenges faced by many area residents. While completing tax returns, volunteers learn the stories behind personal financial struggles, gaining a valuable perspective on how low-income individuals and families do and do not "make ends meet." This program gives Williams students a chance to see the real impacts of public policies while making a material difference in the lives of people in the local community.



Professor Sara LaLumia (pictured, below, with a happy client) taught the Winter Study course in 2020 as she has for many of the years she has been at Williams. As in past years, she has also served as both

anchor volunteer and valuable tax law guide for others on the team. The program relies on a large pool of certified volunteer consultants, most of them Williams students, who were certified through the Winter



Study course. This year the course alums were joined by other students, faculty, staff, and a community member who all became certified independently of the course. In 2020, the team received a great boost from veteran volunteers Cooper Bramble '20, Ali Ladha '21, Jim Kolesar '72, and Amy Reische, as well as first-time volunteer Don Zasada, Director of Caretaker Farm.

With site administrative support from BCAC deputy director Aleta Moncecchi and BCAC staffers Rose Moore and Karen Labombard, the consultants served clients from all over northern Berkshire at the Berkshire Community Action Council offices in North Adams on Wednesdays and Saturdays from the end of January through early March. With the pandemic forcing the closure of the tax preparation site on March 6th, the team pivoted to a hybrid service model with contactless paperwork transfers and phone interviews. In spite of the disruption, the program was able to assist 159 clients in filing for over \$395,000 in Federal and state tax refunds.

SENTINELS SUMMER RESEARCH FELLOWSHIP

Coordinator: Paula Consolini (CLiA)

This competitive public policy research fellowship program awards summer funding for student projects focused on contemporary issues in U.S. economic or social policy, including but not limited to regulation, inequality, community and regional development, and/or processes and powers of American government. Students prepare a short proposal for the Sentinels Fellowship Committee which includes Professors Nicole Mellow, Steve Sheppard and Cathy Johnson. Students are encouraged to engage in original, action-oriented research. In addition to a \$4600 stipend, fellowship recipients are provided a \$500 expense account to help cover field research expenses. Projects are guided by an advisor, preferably a Williams faculty member, who commits to regular oversight of the Sentinel Fellow's work through the research period.

Fourteen students were awarded Summer Sentinels 2019 fellowships. Research topics, many focused on challenges and institutions in the Berkshires, included housing affordability, paid family leave policy, the HIV/AIDS crisis, abortion activism, Zines, restorative justice, courtwatch program design, and marijuana legalization.

Abstracts for many of the projects and some full reports are in the Sentinels section of the CLiA website at: <https://learning-in-action.williams.edu/opportunities/sentinels-summer-research-fellowship/>

STUDENT-LED COMMUNITY WORK

Williams students engage outside their coursework with regional, national and international communities in wide-ranging ways through formal and informal campus groups.. The pandemic stalled the community work of many student organizations in March but the intense need in the community gave rise to some new groups and some new creative work by established ones. Of the over 150+ formal student organizations on campus in 2019-20, at least 48 shared their talents and energy beyond the Williams campus. Beginning with Lehman Community Engagement, the student group focused on community service, we share descriptions here of the groups that engaged in community work. Those for which CLiA provided some form of assistance (strategic, administrative and/or financial) during the year are marked with an asterisk (*). Note that some groups, pop-up projects and initiatives may be missing from this listing.

***Lehman Community Engagement (LCE)**

Lehman Community Engagement (LCE) strives to promote and facilitate Williams students' relationships and interactions with our Berkshire community, both by providing regular opportunities for such engagement and supporting existing initiatives with similar goals. This year, we organized a Fall Great Day of Service, volunteer events with local farms, a Winter Study service week, Veterans Day cards for Operation Gratitude, and Valentines for local senior residences.

***Williams Recovery of All Perishable Surplus (WRAPS)**

Williams Recovery of All Perishable Surplus (WRAPS) recovers excess food from the three dining halls, and packages meals of a protein, grain, and vegetable three times a week. Volunteers then deliver these meals, along with produce from Wild Oats, to affordable housing units in North Adams, the YMCA, and the ROOTS Teen Center. WRAPS delivered over 2,800 meals to our community partners in North Adams, and recovered 4791.5 pounds of food, during the 2019-20 academic year.

This fall, we introduced First Days programming with the ROOT and Leading Minds groups, which was a great way to involve new volunteers. We also restructured our leadership team to include a Planning Committee and a Coordinating Committee. Our new board members include: Abby Matheny '22, Grace Reynolds '22, Kerryann Reynolds '22, Alli Cooke '23, and Sarah Dean '23. We are working on a few long- term projects, including purchasing a freezer for Mohawk Forest and applying for a TIDE grant.

Sadly, COVID-19 has forced us to suspend our operations at a time when food insecurity is heightened. We are working with other organizations, like Williams for Williamstown, to try to deliver meals to some of our partners during the pandemic.



***Alhambra Consulting Group (ACG)**

Alhambra Consulting Group (ACG) is Williams College's development consulting group. Alhambra aims to foster regional economic development in Berkshire County by providing advisory to local businesses, non-profits, and public sector groups. Alhambra's primary services include conducting academic & business research, collecting and analyzing data, advising and designing marketing & advertising campaigns, and developing and implementing technology. Alhambra's paramount objective is to leverage the resources of

Williams College to engage with the regional issues of Berkshire County and foster long-term growth and change for our clients and our community.

Aristocows

The Aristocows is the College's only all-Disney, no-audition acapella group. We sing songs from Disney movies, TV shows, and musicals and have concerts at the end of each semester. We have also performed for the community, including for the Reindog parade.

***The Assist Program**

The Assist Program worked with elementary students at Greylock Elementary and Brayton Elementary in North Adams. The Williams students were paired with elementary school students and joined them for weekly activities to offer guidance and support. We had a consistent group of about 26 volunteer mentors during the 2019-20 academic year that made a lasting impact on the kids.

***Berkshire Doula Project (BDP)**

The Berkshire Doula Project (BDP) is a Reproductive Justice collective on campus that offers free support services to individuals undergoing elective or spontaneous terminations in Berkshire County. Over one hundred Williams College students, staff, and members of the wider community have attended our on-campus abortion doula trainings, which have been offered twice a year since 2016. Outside of the clinic, BDP fosters Reproductive Justice (RJ) awareness, advocacy, and education through events related to a variety of RJ topics. We were very lucky to be able to train a new class of doulas this past year, as well as host some of our annual events, such as Menstruation Celebration before the year was cut short. We will be continuing to energize and educate those in the Williams community & beyond as we use this time to deepen our RJ framework through our virtual events and teach-ins while we prepare future doulas to join our incredibly dedicated team. As a Planned Parenthood Generation Action chapter, we are also working on bringing new projects to life as we work to foster reproductive health education on campus.

***BFAIR Buddies**

BFAIR Buddies is a student-run organization whose members work with special-needs adults in the Berkshires to foster an inclusive, welcoming environment for neuro-diverse individuals. We were started when a group of students wanted to create opportunities to get off campus and serve our community in



ways that are not typically addressed by college students. With constant support and enthusiasm from CLiA, we hold weekly trips to Berkshire Family and Individual Resources (BFAIR) homes in different locations, where we do themed crafts, have dance parties, enjoy spa days, and plant flowers. We also host

BFAIR individuals at Williams sports events throughout the year, and hope to expand this part of the program in the coming years to include different events such as student group concerts, plays, and performing arts groups' practices. Students at Williams tend to rarely leave campus or interact with the special needs (or even the general population) of our surrounding area. Part of BFAIR Buddies' mission is to change this mentality by providing an easily accessible way for students to make new friends who live outside of the Purple Bubble. Additionally, students are often not exposed to the reality of the diverse and complex needs that exist in our own community outside of our textbook readings, so BFAIR Buddies attempts to bridge this gap by applying classroom learning to direct, tangible action.

This year we made new friends at Wood House in North Adams! Wood House is home to a group of gentlemen with special needs. They really love board games, and always had a new, fun game for us all to play when we visited. Some of our favorites include The Lion King game and Fortnite Monopoly! Next year, we would love to get in touch with more BFAIR houses in the Berkshire community as well as getting more Williams students involved. Further, we would like to plan events on campus so our BFAIR buddies can experience Williams campus life! We are excited to plan music events in which we can create and play music with our buddies. We would like to thank everyone who participated and made BFAIR Buddies possible this year as we are immensely grateful for the connections and friendships we made!

Black Student Union (BSU)

Our primary objective is to proactively engage the Black community, provide a holistic support system for Black students at Williams, and adapt the structure of BSU to changing campus needs. We aim to make BSU an organization that directly funnels students' concerns to campus administrators, and provides social, emotional, academic, and professional support for Black students. We aspire to stimulate campus dialogue on experiences that are unique to Black people in the Purple Bubble and beyond, through hosting valuable discussions and inviting speakers to campus..

***Brayton Afterschool Tutoring**

Each semester, Williams students have the opportunity to serve weekly as tutors and mentors to K-5th grade students at the Brayton Afterschool Program in North Adams. Williams volunteers work closely with teachers to improve literacy as well as inspire a general love of learning through themed programs such as "Empowering Your Brain With Games," "Around the World Stories," "Coding for Kids," and "Sensational Science Experiments." The commitment is about three hours for one afternoon per week, including travel time using the local bus, which Williams students ride for free. The Brayton Afterschool Tutoring Program is open to all class years and is a great way to get involved in education, work with kids, and make a difference in the Berkshire community!

In the 2019-2020 year, while students were no longer able to volunteer in classrooms midway through the spring semester, the Brayton After School Tutoring program launched a read-aloud video program that allowed them to continue to engage in the learning of the North Adams community. Williams students shared videos of themselves reading children's books with the students of Brayton and Colegrove Park Elementary Schools.

Chinese American Student Organization (CASO)

The Chinese American Student Organization (CASO) organizes social gatherings that interact with Chinese culture in various ways. Dedicated to boosting the local Chinese community at Williams and building a deeper appreciation of our culture in the larger Williams community, we engage with Asian American issues, connect with global movements, and work with other MinCo groups to build cross-cultural dialogues through events and workshops. We also conduct a Big Sib and Fam program that pairs first-years with upperclassmen to build a stronger community within the organization.

Circle of Women

Circle of Women at Williams works with chapters at colleges and universities across the country to promote women's secondary education worldwide. This year, we hosted multiple fundraisers to support the MAIA Project -- an initiative to provide students at a school for girls in Solola, Guatemala with

e-readers to increase literacy rates. We also hosted awareness events surrounding global gender gaps in education, and collaborated with Stressbusters to give Williams students an opportunity to write letters to, and engage with, students benefiting from Circle of Women's projects. The Williams chapter also began leading the development of a Life Skills Curriculum for girls at the Orkeeswa school in Monduli, Tanzania, one of Circle's long standing partners, on a wide range of real-life-applicable topics.

***Coalition for Immigrant Student Advancement (CISA)**

The Coalition for Immigrant Student Advancement (CISA) aims to achieve administrative progress and create a campus consciousness around immigrant issues. We hope to improve college policies to better address the needs of immigrant and mixed-status family students. We want to foster a richer campus dialogue, give a voice to these stories, and engage with immigrant issues in the community. Some events we put on in the 2019-20 year to work towards these goals included a vigil to honor the lives lost crossing the U.S.-Mexico border, a phone-banking session to support the Work and Family Mobility Act, and an immigrant Storytime to share how immigration has touched the lives of our peers.

***Converging Worlds (CW)**

At its core, Converging Worlds (CW) is an organization dedicated to the idea of "convergence" – the bringing together of people in order to collapse the artificial, bias-driven barriers that lead to injustice in our society. CW was co-founded by two black women (Yazmine Nichols '15 and Kiyana Hanley '16) in April 2013. Nichols felt compelled to found CW after a close friend of hers was incarcerated. For Nichols, writing to her friend, illustrated the grave injustices of the carceral state and "the profound need incarcerated individuals have for contact and community with the outside world." Since its inception as an organization dedicated, primarily, to facilitating pen-pal relationships between free world people and people on the inside, CW has expanded its initiatives to include creative projects on campus and concrete programming in the community. Through Black and Pink pen pal relationships with currently incarcerated, queer people, a social activist series (including the Re-entry Simulation with Reinventing Re-entry), the MLK Day Book Drive to collect literature for the people housed in the Berkshire County House of Corrections (BCHoC), CW continues to encourage critical thought and concrete action aimed at establishing viable alternatives to our current carceral state.

***Educational Opportunities for Success (EOS) @ Eagle Street Mentoring**

EOS is a student-run organization in which Williams mentors build relationships with high school students who attend Eagle Street Academy in Pittsfield, an alternative learning facility designed to offer



more individualized instruction to at-risk youth. EOS supports the academic, social, and emotional development of students and practices a trauma-informed approach to education. Mentoring runs Monday through Friday, and Williams students choose a day of the week to visit Pittsfield that works for them. Some favorite activities include playing UNO, painting, cooking, and Pictionary. Every year, at the end of the fall semester, mentors host a holiday party at Eagle Street with tons of goodies and gifts. In the

spring, the Eagle Street students take a field trip to Williams and explore the campus. Founded by two Williams students in 2017, EOS has since grown exponentially and now over thirty students have mentored in Pittsfield!

Ephs at the Clark

Ephs at the Clark is a student led organization founded with the goal of facilitating a closer connection between the Clark Art Institute and the Williams College student body. The organization works closely with the Clark's Advancement office through the David Rogers internship program to promote programs and events that encourage students to take advantage of the art and resources that are available at the Clark. "Cows Cards" are distributed to every student at the school which gives students a free sustaining membership to the museum after eight visits. There is an annual student opening for the Clark's seasonal exhibitions that includes catering, live music, and talks from the curators of the exhibit and the Clark's Director Olivier Meslay. Among other events, the club brings members of the broader arts world such as Titus Kaphar to speak to students on the campus; the club also facilitates a career day with members of the Clark's staff for students who are interested in pursuing a profession in the arts.

***EphVotes**

EphVotes brings together students who are concerned with declining voter and civic participation on campus, and works toward increasing voter registration and turnout on the Williams campus. By engaging with students, faculty, staff, and administrators, we hope to engage Ephs on the importance of voting to our democracy as well as making it easy to register to vote and apply for absentee ballots.

In the 2018 midterm elections, EphVotes helped boost voter registration from 32.2% in 2014 to 80.4%, with a corresponding boost in turnout from 31.5% to 52.5%!

In the 2019-2020 school year, we held events like National Voter Registration Day, debate watch events, and absentee tabling drives. Our work is never done, and we look forward to maximizing voter registration and turnout for the all-important 2020 election and beyond!

***Friendly Visitors**

Members of the Friendly Visitors Club are dedicated to serving the elderly residents of the local nursing home and rehabilitation center, Williamstown Commons. Every Sunday afternoon, student volunteers receive transportation to the Commons, a five minutes' drive from campus. Volunteers remain at the Commons for one hour and have the opportunity to serve a variety of needs for both residents and staff. Most students will spend the hour visiting residents individually, usually between two and three residents per day. These visits may consist of conversations about life at Williams, listening attentively to the resident's life story, or sometimes even assisting the resident with tasks like organizing the room or typing an email. Students also have the option of assisting the staff in the Activity Room, where residents spend time engaging in arts and crafts or enjoying performances. In holiday seasons such as Christmas and Valentine's Day, Friendly Visitors write and deliver holiday cards to every resident in the Commons. In all of these endeavors, members hope to brighten residents' day with warmth and enthusiasm, give residents sincere attention, and lighten the load of the regular staff.

Going to the Commons is a wonderful way to engage in the local community meaningfully. It is a rewarding experience not only because the residents appreciate the company of and conversations with student volunteers but also because students learn from the memories and stories that the elderly share with them. Since many of these residents seldom have visits from family members or friends, the residents are typically thrilled to see students return from one week to the next. With each hour spent at the Commons, students and residents get to know one another in a friendship that spans generations. Whenever a resident's face lights up after a volunteer enters their room, one already knows they are making a difference.

We have focused on running more events for collective volunteer reflection that help foster a close community between the volunteers outside of our weekly visit time. In the close of the semester we have

focused most on thinking about how we can best support the Commons in other ways without visiting or potentially not physically being on campus.

"I joined Friendly Visitors during the spring of my first year at Williams College. I was searching for a way to give back to the local community, and I stumbled upon this club. As a rising senior, I am so excited to see how this club has grown and flourished over the past few years. The residents look forward to seeing us each week and club members always leave feeling grateful for the opportunity to help brighten someone's day. I personally have developed a meaningful relationship with several of the residents, and I am always excited to visit them to discuss our weeks with one another. Friendly Visitors has been one of the most rewarding aspects of my time at Williams College. I look forward to Sunday every week because I know that I will be able to visit my elderly friends at the Williamstown Commons." -- Kate Orringer '21

Jazz at Williams

Jazz at Williams is a collective of students passionate about increasing exposure to and appreciation of jazz and Black American Music (BAM). Working in conjunction with the Music Department, we create playing, listening, and performance opportunities at Williams and in the surrounding community. We have hosted jam sessions at The Log—which are open to the general public—and provided jazz music for various events on campus, at WCMA, and at the Clark. This past January, we were invited to perform for alumni at the Williams Club in NYC!

***Justice League**

The Justice League is a collaboration between Williams College and Reid Middle School students where we try to create a community to act as a home base from which we can all seek out justice in the world around us. We meet weekly and discuss our lives as well as local and global movements for justice and the issues they seek to address, and go on field trips to get to know some of these groups within the Berkshires.



Masculinity, Accountability, Sexual Assault, and Consent (MASC)

Masculinity, Accountability, Sexual Assault and Consent (MASC) is a group that seeks to fight sexual assault at Williams through prevention-based work. We hold outreach events and workshops with primarily male spaces on campus geared towards education and engagement with the wider community. We also hold frequent discussion meetings about toxic masculinity and other risk factors for sexual violence. While much of our programming is normally during April (Sexual Assault Awareness Month) when we were not on campus this year, we held discussion meetings over Zoom and encouraged our members to work with the SAPA (Sexual Assault Prevention and Awareness) working group to adjust Williams' Title IX regulations in line with the U.S. Dept. of Education's new rules.

***Matriculate**

Matriculate is an educational access nonprofit that pairs lower-income, high-achieving high school students from across the country with college students who serve as informal advisors to those students during the college application process. Matriculate has several chapters from across the country, and the Williams fellowship is one of the oldest. As an organization, Matriculate uses individualized advising to combat some of the systemic barriers that keep high-achieving but underprivileged students from gaining access to best-fit institutions. Our Williams advising fellows undergo training and professional

development through the Matriculate curriculum to become skilled and attentive advisers, and are then matched with students from around the country, whom our advisers work with from the student's junior year until the time they enroll at a best-fit institution.

This year, we welcomed the largest cohort ever at Williams, with almost 60 advisers working to help their students navigate a uniquely challenging year in the world of college admissions. These advisers have collectively invested many hundreds of hours in working individually with their students to provide them with the information and support they need to find and gain admission to a college at which they'll thrive.

***No Lost Generation - Williams College (NLG)**

Refugee Advocates: No Lost Generation - Williams College (NLG) is the campus chapter of a national group tasked by the United States Department of State to support those affected by the global refugee crisis and ensure that this generation of displaced youth is not lost. We have expanded to advocate for all immigrants, and are currently focused on education and outreach -- both on campus and in the greater Berkshire community -- to raise awareness of issues surrounding immigration and refugee resettlement.

This year, we organized an immigrant advocacy career dinner for students who have done related internships to share their experiences, hosted a winter study workshop on campus for over 35 attendees on U.S. immigration policy, and presented to congregants at Congregation Beth Israel to provide context for their new immigrant support group. We have also provided support as the Williams College Translation Project for the Berkshire Immigrant Center (see the Translation Project's entry in this Chronicle), which has taken off! Thank you to Colin Ovitsky and the rest of CLiA for making our initiatives possible. We look forward to finding creative ways to engage with the local community and continue to support newcomers at this unprecedented time. If you are interested in getting involved in any of these projects, don't hesitate to reach out to us!

Organization for Under-Represented Students in Science, Technology, Engineering, Mathematics (OURSTEM+)

OURSTEM+ is a student organization dedicated toward supporting underrepresented minorities of different ethnicities and sexual orientations in STEM+ fields. Major events hosted last year include our annual "I Know What You Did Last Summer" event sharing interesting summer positions held by upperclassmen, our Student-Faculty Dinner connecting underrepresented students with faculty across STEM+ fields, and a set of internship workshops in collaboration with the '68 Center for Career Exploration for the construction of effective resumes, cover letters, and applications. We also focused on community building and a support network among underrepresented students, with movie nights and food events for fun, shared experiences.

Purple Bike Coalition

The Purple Bike Coalition maintains a bike fleet to rent to the Williams College community, holds open hours to help people learn to fix their bikes, and promotes cycling on campus. With funding for mechanics' paychecks from the Center for Environmental Studies and funding for replacement parts from the now-dissolved College Council, we held weekly open hours for anybody who wanted to either learn about bikes or have their bike fixed. We also ran our rental program, providing free bikes to students on campus both semesters; despite a spring rental season cut short by COVID-19, we are very thankful for the work of students



remaining on campus, particularly Benny Weng for his efforts in keeping the shop and rental system running while following social distancing guidelines.

We added several bikes to our fleet this year thanks to donations and access to confiscated bikes through Mark Lancia of Campus Safety and Security. In addition, mechanics Hannah Jackson '22.5 and Nelly Lin-Schweitzer '21 ran a Free University course during the winter term teaching students the basics of how to ride a bike.

PBC mechanics also helped out at the Sheep Hill Repair Café run by the South Williamstown Association and enjoyed providing free repairs at Family Bike Night in the Greylock Valley Neighborhood, organized by the Northern Berkshire Community Coalition (nbCC). Particular kudos to mechanic Hannah for driving the van to and from these events. Nelly and Lucas Estrada '19.5 were honored with Neighborly awards from nbCC for doing bike repairs at past community events.

We were also excited to gain two new mechanics, De La Petrillo '23 and Richard Gonzalez '22 (who also coordinates our Instagram page) through a newly formalized hiring process. We are sad to graduate T Wynn '20 and the aforementioned Lucas, but the world outside of Williams is lucky to have them both.

QuestBridge

The QuestBridge Scholars Network (QSN) is committed to building a supportive and welcoming community of QuestBridge Scholars and their peers by providing support and offering growth, service, academic, and leadership opportunities. We host events during the academic year for



QuestBridge-affiliated students to encourage each other throughout our common challenges and celebrate our accomplishments. We also aim to strengthen our national network through inter-chapter cooperation and coordination.

Rape and Sexual Assault Network (RASAN)

The Rape and Sexual Assault Network (RASAN) provides confidential peer support for survivors of sexual assault and their allies, and engages the Williams community through educational and advocacy events. In the 2019-2020 school year, RASAN trained about 80 students with our trauma-informed curriculum, and held several social events to build community within our organization. We collaborated with the Every Voice Coalition (EVC) and contributed 50 letters to their letter writing campaign for two bills to be brought forward in the state legislature. RASAN collaborated with MASC and SAAC for a "No Red Zone" campaign bringing attention to the higher rates of assault during January term. Finally, we continued to stay engaged during the remote spring semester with digital action items for students during April as Sexual Assault Awareness Month.

***Ritmo Latino**

Ritmo Latino is a student-run dance group with a mission at fostering and building community with our knowledge of and love for Latin American culture. During the fall semester of 2019, the team held one of its most successful benefit dinners for the Berkshire Immigrant Center in years. Michelle Lopez, the new Executive Director of the center, and her husband came to campus to meet the team and attend our annual Noche de Melodía performance that filled Goodrich Hall to capacity.

***Sankofa**

Sankofa is Williams College's one and only step team! Founded in 1996 by five Women of Color, Sankofa has evolved over the years and developed our unique style of stepping, while staying true to the history of stepping as a dance form. Last year we performed in the '62 Center's all-ensemble "Pachedu" event, as well as our collaborative performance with NBC, Williams' hip-hop team. Over Winter Study, we held our first Free University course, and performed at the Colonial Theatre in Pittsfield for a Four Freedoms Coalition event.

Sexual Wellness Advocacy Network (SWAN)

SWAN works to introduce topics of consent and healthy relationships to local middle school and high school students through workshops. We also create relationships with administrators and teachers to create consent-promoting initiatives. It is the purpose of SWAN to work closely with students, teachers, and administration to figure out the best ways in which to bring our information and messages to local campuses. With every place we go to, we hope to create a consent-promoting, survivor-supporting campus. In addition, SWAN works to improve Williams students' ability to understand and thus teach consent to local students.

Sisterhood

Sisterhood holds weekly meetings aimed at cultivating community among Black womxn and non-binary people. Our weekly activities include screenings, discussions about colorism, and opportunities to meet

and mingle with Black faculty and staff. After Williams went remote, Sisterhood held a virtual event for Bolin Weekend and a few of its members were involved in a Black Alumni talk in response to racial violence.

Sisterhood ended off the year thinking of better ways to engage with our constituency online and to bolster the professional development of our members.



***The Society of the Griffins**

The mission of The Society of the Griffins is to secure equitable pathways of mobility for male-identifying students of color at Williams College. We strive for academic excellence, community engagement and professional development. We aim to connect with the Williams community, our native communities and national pioneers as ambassadors of principle, precedent and passion. As men of wholeness, we endeavor to create a brotherhood to help further our individual and collective aspirations, in the name of unity and fidelity. In the 2019-2020 year, the Griffins sought to improve their visibility and support on-campus. We frequently collaborated on events with other groups such as Converging Worlds' event with Adam Foss and the Black Theatre event in Cambridge. Off-campus, we strengthen relationships within the Berkshires by working with the Berkshire Branch of the NAACP. We capped the shortened year with our annual Black & White Ball, where we celebrated the culmination of Black History Month in a gala with Clinton Williams as the keynote speaker.

Storytime

Williams College Storytime is a group on campus that aims to support the culture of storytelling that exists and foster new ways of storytelling and listening on the Williams campus and beyond. Each Sunday



at 9 p.m., we hold storytelling events (before the pandemic, in Dodd House and afterwards, over Zoom) where people from the Williams community can come to meet and know each other, tell stories, listen to stories, and mutually learn from the experience. Over Zoom, Storytime has become a space where individuals can take a break from their busy academic schedules to reflect, process, and enjoy community with others.

*Student Athletic Advisory Committee (SAAC)

As defined by the NCAA, "A student-athlete advisory committee (SAAC) is a [NCAA supported] committee made up of student-athletes assembled to provide insight on the student-athlete experience. The SAAC also offers input on the rules, regulations, and policies that affect student-athletes' lives on NCAA member institution campuses." The mission of the Williams SAAC is "to improve the experience of student-athletes at Williams. We want to enhance the four years they spend here and offer the possibility of improving the situation for any

individual or athletes as a group. In addition we hope to offer

opportunities for our student-athletes to enrich the community around them and give back to Williams."



In 2019-20, the Williams SAAC encouraged and supported team leaders in community service work in the communities around Williams. One notable Fall 2019 project: SAAC Community Engagement Representative John Rooney '22 organized a work crew to help with construction of the local Habitat for Humanity house a short walk from the Williams campus.

Students for Israeli-Palestine Dialogue (SIPD)

The Israeli-Palestinian conflict/occupation is full of nuance. The goal of SIPD is to create more open dialogue, education, and compassion within the community about the conflict. We hope to achieve this by inviting speakers from around the world, ranging from scholars on the conflict/occupation to individuals with powerful stories to share. We want the Williams community to hear from experts in facilitation and organizations that work with Palestinians and Israelis alike with the goals of creating change and establishing mutual respect. Part of our mission is to lead (and bring in experts to teach) workshops on Palestinian and Israeli history and create a better foundational base and context for understanding where people are coming from, and to engage thoughtfully and respectfully over such a charged topic.

During the spring semester of 2020, SIPD held a Just Vision film screening of "Naila and the Uprising" and heard from Emma Alpert, the film's Impact Producer. We invited two alumni of the Dialogue Project — an Israeli and a Palestinian — to speak at Log Lunch about their experiences living and working at the Arava Institute, a leading environmental studies, peace-building, and research institute in the Middle East. Although we planned to host a film screening of "Afterward" and discussion with director, Ofra Bloch, in March, we unfortunately had to cancel due to campus closure. This is an event we hope to hold virtually this year!

Students of Caribbean Ancestry (SoCA)

SoCA is a bridge between the Caribbean, the Williams College community, and all who are interested in Caribbean culture. SoCA wants to act as a forum for those who are involved to interact, share, and learn about Caribbean cultures. SoCA is also active in organizing activities aimed at fostering interaction among



the Caribbean community and introducing the Caribbean/its culture to the rest of the Williams College community and those outside of Williams College. For example, we host an annual food festival, student-faculty dinners and a Heritage week full of interactive events that include games with prizes, giveaways and discussions.

***Williams College Democrats**

Williams College Democrats advocates for progressive issues and candidates, locally and nationally, creates opportunities for students to get engaged in the political process, like working on campaigns and specific policy areas, and lastly holds large events to get students involved in current events and candidates. Last year, we were able to host Senate candidates like Shannon Liss-Riordan, large watch parties in Baxter for the debates and primary results, and a Super Tuesday Party where we released the results of the first Williams Mock Primary.

Williams College Feminist Collective (FemCo)

The Williams Feminist Collective (FemCo) is a student organization on campus which seeks to create an inclusive sex-positive space for female-identifying students on campus. Every year, the Feminist Collective

holds two major events, Menstruation Celebration in the fall and Masturbation Celebration in the Spring. At these events, students are provided with menstruation cups and sex toys through a raffle system. FemCo also hosts several other events and meetings throughout the semester which, in the past, have focused on body hair, stigmas around prostitution and other third-wave feminism movements.

***Williams College Jewish Association (WCJA)**

The mission of the Williams College Jewish Association (WCJA) is to provide a space that models the richness and diversity of Judaism and Jewishness, to foster a community of plurality and acceptance, and to provide opportunities for Jewish involvement in the community. WCJA offers a variety of religious, social, cultural, and educational programming on campus, including Shabbat dinners every Friday evening. We also focus on tzedek, or community service, such as volunteering at the Berkshire Food Project, donating childrens' books and visiting North Adams elementary schools during Chanukah, and baking and selling challah to fight food insecurity through Challah for Hunger.

***Williams College Law Society**

The Law Society brings together Williams students who have a common interest in law along with alumni, faculty, and professionals in fields relating to law through programs and activities dealing with or related to the field of law. It also promotes understanding of the legal profession, the rule of law, and the legal process while also identifying and discussing the bias and contemporary problems in our legal and justice system.

Williams College Oral Health Society

We aim to serve multiple services around Williamstown and the surrounding areas of Berkshire County. Through programs that involve us in the North Adams Public Schools, we engage with educational programs that teach the youth about the importance of proper oral hygiene, as well as a toothbrushing program in the schools of North Adams. On an educational front, we also help to educate the youth of North Adams in YMCA and ASDA sponsored programs. On campus, we serve as an outlet for any students that are interested in dental school as an outlet by providing those students a means to reach out to other pre-dental students, where they can ask for guidance or advice when it comes to preparing for dental school.

Williams Environmental Council (WEC)

Williams Environmental Council (WEC) works to make the Williams community more sustainable by pushing the administration to make more environmentally-conscious choices and educating the student body about various issues. Last fall, WEC worked to organize Food Justice Week with various events and activities to help students learn about the food system. Over Winter Study, we organized an Adventures in Learning class at Williamstown Elementary School. With a mix of third and fourth grade students, we had classes on various topics within sustainability, including waste, energy, and climate change. During the spring, we hosted a few more events before being sent home when the campus closed.

***Williams for Williamstown (W4W)**

As COVID-19 cases surged in Berkshire County and Williams College closed in March, we (Williams for Williamstown) knew both the pandemic and our mass exodus would have a huge impact on Williamstown. A group of members of the class of 2020 felt compelled to find a way to support this community and so Eliza Bower founded Williams for Williamstown, an initiative that feeds Berkshire County's frontline medical workers, supports local businesses, and connects the Williams community – a win-win-win proposition. Over the last six months, we've not only distributed 2,000+ meals and raised over \$45K in contributions, we've also expanded our mission to address the area's increased food insecurity and have partnered with the area's existing nonprofits to do so. We serve a variety of organizations across Berkshire County, and work primarily with the Berkshire Medical Center, the Southwestern Vermont Medical Center, Mohawk Forest, and the Berkshire Food Project. We are excited to continue to provide meals and support to the communities and organizations we work with!

Williams Forum

The Forum organized and ran a series of conversations focused on campus and national issues, with the goal of creating constructive discussion and political participation. Some discussions were more formal, and led by guest speakers. Others were more informal, student-only conversations. Topics included national political issues such as health care, the national drinking and voting ages, and the presidential election, as well as campus issues such as athletic recruitment.

***Williams Mask Initiative**

This student group responded to the shortage of Surgical masks and N-95 respirators by drafting volunteers to sew cloth masks in accordance with CDC guidelines and raising funds to purchase additional PPE for the Berkshire County non-profit community. They have collected and distributed thousands of masks to service organizations for sharing with high-risk populations and non-medical frontline workers.

***Williams Outing Club (WOC)**

Williams Outing Club (WOC) offers a wide variety of events, trips, and activities throughout the year, including regular sunrise hikes, polar bear swims, campouts, indoor/outdoor climbing, and PE classes. We reach a broader community each year through special on and off campus events including Mountain Day, Winter Carnival, spring break service-based trips to the Joshua Tree and Grand Canyon National Parks, and the WOOLF outdoor orientation program for first-years.

Williams Ski Patrol

Williams Ski Patrollers volunteer at Jiminy Peak to provide first aid to skiers and snowboarders, both for those within the Williams community and to the broader Berkshire area. This past year we've also increased focus on training new patrollers, obtaining necessary equipment, and building a sense of community within the club

Williams Sustainable Growers (WSG)

Williams Sustainable Growers (WSG) or the Garden Club plans and manages the gardens on campus: Parsons Garden on Dodd Circle, and the Zilkha Center annual garden beds. WSG distributes the produce among students on campus. Last year, we partnered with WRAPS to donate some of our surplus produce to local food pantries. WSG also aims to educate the community about the value of sustainable agriculture in theory and practice. Last year, we led an initiative to introduce composting bins in dorms. Events are open to everyone!

***Williams Translation Project (WTP)**

The Williams Translation Project (WTP) is a group of Williams students, faculty, staff, and community members, who translate documents for immigrants through the Berkshire Immigrant Center (BIC). Thanks to our stellar 43 translators, in one year we translated 40 documents in 8 languages, and provided two on-site interpretations in Pittsfield, MA. In doing so, we saved BIC over \$1,100 in translation fees and logged 125+ volunteer hours. We are an offshoot of the No Lost Generation (NLG) chapter at Williams.

***Winter Blitz**

Winter Blitz is a one day home weatherization project when students from Williams College, Bennington College, and MCLA work together to weatherize homes in local communities. Supplies are provided by the Zilkha Center and include multiple types of weather-stripping and insulation. In 2019, over 140 students weatherized 40 houses.

CAMPUS AND COMMUNITY PARTNERS & ALLIES

It takes committed work by many stakeholders to build meaningful community. In this section, we share a few examples how campus departments and offices have helped students engage in the community in 2019-20 along with brief descriptions of our most involved community partners. But first, we describe an important project that has benefited our students indirectly.

The Berkshire K-12 Educator Diversity and Social Justice Training Institute & Follow-Up

The Berkshire Educator Summer Institute for Teaching Diversity and Social Justice was a three-day comprehensive workshop designed to assist K-12 teachers in nurturing learning environments that engender excellence in diversity and inclusivity. The institute was grounded in four principles: fostering interconnectedness, listening and communicating, encouraging respect, and exploring differences. Overall, the aim of the institute was to support teachers in inspiring academic success among all their students, as well as empowering students with the tools to become critical participants and culturally competent navigators in an intercultural society.

Funded by a combination of a TIDE Grant, and support from the Center for Learning in Action and the Davis Center, the Institute welcomed K-12 teachers from public school districts and independent schools from northern Berkshire County and Pittsfield. Over the course of three days in late August 2019, 29 K-12 teachers and administrators participated in all-day sessions created for educators to gain awareness,



increase knowledge, and acquire and practice skills. The intensive program engaged participants' heads, hearts, and hands in a process that made them more aware of their own biases and privileges and better equipped to teach and lead in 21st-century classrooms and

schools. Educators engaged in purposeful planning and development of toolkits for their grade levels and/or disciplines. They also discussed how racial identity development impacts their teaching practices and considered best practices in teacher-student and teacher-family interaction.

Topics included:

- Overview of Multicultural/Social Justice Education & Culturally Relevant Teaching
- Advantaged and Disadvantaged Identities
- Addressing Racism, Privilege & Bias at the Institutional Level
- Examining White Privilege in Our Everyday Lives
- What Does it Mean to Be an Ally?
- Racial Identity Development
- Anti-bias/Social Justice Curriculum Development and Pedagogy

The Institute was facilitated by Dr. Khyati Joshi who has run similar training institutes for K-12 teachers throughout the Northeast. Dr. Joshi is a Professor of Education at Fairleigh Dickinson University, and the author or editor of many publications including: *New Roots in America's Sacred Ground: Religion, Race, and Ethnicity in Indian America* (Rutgers University Press, 2006); *Teaching for Diversity and Social Justice*, 3rd Ed (Routledge, 2016); *Asian Americans In Dixie: Race and Migration in the South* (University of Illinois Press, 2013); and *Understanding Religious Oppression and Christian Privilege* (Sense Publishers, 2008).

Attendees were highly engaged during the training and rated the experience very positive overall. Many reported that the role-playing exercises were particularly helpful. Among the reviews:

"An insightful, interactive, and brilliant presentation."

"This was honestly the best PD experience I have had in a long time. It not only allowed me time for deep personal reflection but I have some understanding and tools I can use immediately in my work that I did not have in the beginning of the week. I want to bring Dr. Joshi back next summer and offer the course to my staff."



Encouraged by the very enthusiastic response to the training and the request for additional training and support from attendees, CLiA organized a TIDE-funded series of three follow-up sessions designed to 1) deepen participants' learning and effectiveness, 2) expand access to colleagues who were unable to attend the first offering, and share frontline sessions learning with Williams students working in local education.

The first followup, a check-in session facilitated by Dr. Joshi, was held in late January 2020. Discussion focused on questions and problem situations submitted by attendees in advance. CLiA and Davis Center staff sat in on the session as observers to better understand the challenges faced by our partner educators. The second followup session (designed to loop in additional K-12 faculty and staff) and the third (including Williams students in the dialogue) were both postponed due to the pandemic. CLiA staff expect to offer revamped, potentially remote versions of the last two sessions sometime in 2021 after hearing from partner educators about how their challenges and needs have changed.

Campus Partners and Allies

We thank these campus offices and programs for their guidance and support of students' community engagement work.

'62 Center for Theatre & Dance

- Let's Dance
- Local School Workshops

'68 Center for Career Exploration

- Alumni Sponsored Internship Program
- SPEC 19, SPEC 21, & SPEC 30

Admissions

- Previews
- Matriculate

Athletics

- Williams4Williamstown

Campus Safety & Security

- Give It Up!

Chaplains' Office

- Where Am I?!
- Break Out Trips
- Martin Luther King, Jr. Day of Service

Dance Department

- Brayton After School Dance
- Let's Dance

Davis Center

- Berkshire Educators Institute
- Martin Luther King, Jr. Day of Service
- ROOT

Dining Services

- WRAPS
- ServSafe Project
- Campus Kitchen Project

Facilities

- College Cars
- Give It Up!

Gaudino Fund

- Break Out Trips
- SPEC 24

Hopkins Memorial Forest

- Hopkins Forest Educators

Integrated Wellness Services

- Peer Health
- RASAN
- College Cares

Music Department

- Kids 4 Harmony

Office of Financial Aid

- Federal Work Study

Office of Campus Life

- Give It Up!

Science Center

- BioEyes
- Outdoor Educators (WLRF)
- Summer Science Lab

Williams-Mystic Program

- SHSS Pre-Frosh Field Trip

Williams Outing Club

- WOOLF

Zilkha Center for Environmental Initiatives

- Give It Up!
- Break Out Trips
- Winter Blitz
- ROOT
- Eco Advisors

Community Partners and Allies

We extend our gratitude to these organizations for allowing us and our students to join them in their community building work during this past year.

1Berkshire

<https://1berkshire.com>

As the official Regional Economic Development Organization and Regional Tourism Council of Berkshire County, we are here to assist everyone in becoming a part of our dynamic region in Western MA, which is well-positioned for investment, growth, and development. 1Berkshire was created in June 2016 by a merger of four countywide economic development organizations: the Berkshire Economic Development Corporation, the Berkshire Chamber of Commerce, the Berkshire Visitors Bureau, and the Berkshire Creative Economy Council. By combining these entities, we leverage resources, improve efficiency, expand audience reach, and coordinate programs that benefit every area of the region. We are the voice of the Berkshire business community with a strong membership and a powerful network of resources.

18 Degrees (formerly Berkshire Children and Families)

<https://18degreesma.org/>

18 Degrees is where the sun stands just below the horizon at daybreak. It's more dark than light in that moment, and hard to see the way forward. At 18 Degrees – formerly Berkshire Children and Families – it's our mission and privilege to meet people at that point, with the promise that for them, for all of us, the light will grow from the start of each new day.

18 Degrees promotes the well-being of children and youth, and the strength of families to build better communities in Western Massachusetts. We provide education, parenting skills and support, prevention and intervention, advocacy, and life skills across a spectrum of programs serving [children](#), [young people](#), individuals and families in four areas: [early education](#) and care; [foster care](#) and adoption; child and family well-being; youth and community development.

ABC Clothing Sale

<https://www.facebook.com/abcclothingsale>

Our mission is to benefit the environment by recycling & supporting local charitable organizations that serve families at risk & address hunger, poverty & inequality.

Barrington Stage Company (BSC)

<https://barringtonstageco.org>

Barrington Stage Company (BSC) is a not-for-profit professional theatre company co-founded by Julianne Boyd with a three-fold mission: to produce top-notch, compelling work; to develop new plays and musicals; and to find fresh, bold ways of bringing new audiences into the theatre, especially young people. BSC has become the fastest growing arts venue in Berkshire County, attracting more than 55,600 patrons each year, and gaining national recognition for its superior quality productions and comprehensive community educational programming, including the Playwright Mentoring Project which serves at-risk youth in Pittsfield and North Adams and community issue discussions and symposia coordinated with relevant theatrical productions.

Berkshire Community Action Council (BCAC)

<http://www.bcacinc.org>

The Berkshire Community Action Council, incorporated in 1966 as a non-profit human service organization, was designated the anti-poverty Community Action agency for Berkshire County, MA. We serve to act as a catalyst to stimulate quantifiable change in people's lives as they work towards self-reliance. Our programming is designed to minimize the impact of poverty on people's lives, help

people help themselves and each other, and make Berkshire County a better place to live. BCAC offers a comprehensive list of programs to tackle poverty in the Berkshires such as asset development, emergency services, food depot, medical reassurance, weatherization, heating system repair and replacement, LIHEAP-fuel assistance, Project RECONNECT, and transportation.

Berkshire County Education Task Force

<http://www.berkshireeducationtaskforce.org/>

BCETF is a countywide organization "dedicated to developing community-informed solutions to regional challenges facing public education. By strengthening our public education infrastructure, we endeavor to generate positive outcomes for our students, respond to the fiscal realities of our communities, and bolster the economic vitality of the Berkshire region...Current 2020 efforts are focused on research, planning, and modeling related to educational quality and finance, as we conduct public outreach and engagement."

Berkshire County Regional Employment Board (BCREB)

<http://www.berkshirereb.org>

The mission of BCREB is to develop opportunities that will assist Berkshire County households in securing the skills, knowledge, and resources necessary to achieve self-sufficiency and household stability. We do this by developing and implementing a continuum of services and programs that address the underlying causes of household instability and homelessness. Our institution serves to assist households to develop strategies to overcome barriers to self-sufficiency and collaborate with other human service providers, including grassroots organizations and faith-based organizations, to alleviate the causes and effects of household, housing, and community instability.

Berkshire County Sheriff's Office

<https://bcsoma.org>

The primary mission of the Berkshire County Sheriff's Office is "to protect the public from criminal offenders by operating a safe, secure and progressive correctional facility while committing to crime prevention awareness in the community" We explore innovative and cost-effective community correction alternatives to incarceration, pursue the fair and equitable treatment of inmates, and create a just and fair environment that encourages positive behavior from criminal offenders. We also promote education, treatment and social responsibility in an effort to successfully integrate criminal offenders back into society. Finally, we develop public safety initiatives, volunteer and support programs for the prevention of criminal activity and providing the community with pertinent information.

Berkshire Family and Individual Resources (BFAIR)

<http://www.bfair.org>

The Berkshire Family and Individual Resources is a national and state accredited human service agency responsive to the unique needs of people with disabilities and their families through a dedication to excellence, diverse service options, safe and healthy environments, fiscal responsibility, and community partnerships, career opportunities, and advancement.

Berkshire Family YMCA

<http://www.bfymca.org>

The Berkshire Family YMCA's (BFYMCA) mission is to put Caring, Honesty, Respect and Responsibility into programs that build healthy spirit, mind, and body for all. We fulfill this mission by strengthening our communities through three areas of focus:

- Youth Development: Nurturing the potential of every child and teen
- Healthy Living: Improving the nation's health and well-being
- Social Responsibility: Giving back and providing support to our neighbors

Berkshire Farm Center & Services for Youth

<http://www.berkshirefarm.org>

Our Mission: "to strengthen children and families so they can live safely, independently, and productively within their home communities." Berkshire Farm Center & Services for Youth is one of New York State's leading nonprofit child welfare agencies, serving 8,500 children and their family members across New York State in 2014 alone. Our employees, who work in settings that often challenge the heart and the mind, know that what they do matters. They understand that their work directly contributes to the success of the agency and to the many achievements made by the thousands of young lives we serve. With support from caring individuals and forward-looking businesses, we empower children, their families, and their communities to become healthier and stronger. Berkshire has a distinguished history of working with children and families for more than 129 years. Helping children and families become healthier and stronger has been at the heart of Berkshire's mission since its founding in 1886.

Berkshire Food Project (BFP)

<http://www.berkshirefoodproject.org>

The BFP seeks to alleviate hunger, food insecurity, and social isolation by serving healthy and dignified noontime meals every weekday, by providing education in making good nutritional choices and by helping people access available food resources. We also seek to alleviate a need that had grown even in periods of economic expansion nationally. We seek to provide a forum to facilitate unselfconscious interaction among disparate segments of the population. And lastly to provide information helpful to our consumers.

Berkshire Health Systems / Berkshire Medical Center

<https://www.berkshirehealthsystems.org/>

Berkshire Health Systems (BHS) is the region's leading provider of comprehensive healthcare services. With award-winning programs, nationally-recognized physicians, world-class technology and a sincere commitment to the community, BHS is delivering the kind of advanced healthcare most commonly found in large metropolitan centers. A private, not-for-profit organization, BHS serves the region through a network of affiliates which include Berkshire Medical Center, the BMC Hillcrest Campus, Fairview Hospital, Berkshire Visiting Nurse Association, BHS physician practices, and long-term care associate Berkshire Healthcare Systems. Each of these facilities is distinguished by the high quality of their programs and services, and by the credentials, skill and compassion of their physicians, nurses and caregivers. The mission of Berkshire Health Systems is to improve the health of all people in the Berkshires and surrounding communities, regardless of their ability to pay.

Berkshire Humane Society (BHS)

<http://www.berkshirehumane.org>

Berkshire Humane Society (BHS) is a private, non-profit organization, not affiliated with the Massachusetts Society for the Prevention of Cruelty to Animals (MSPCA) or any other animal welfare group. We have been in operation since 1992 after taking over for a failed MSPCA operation in Berkshire County. BHS, an open-admission animal shelter, receives no public funds from local, state, or federal sources. The welfare of our companion animals and the future of our organization depend on the compassion and generosity of our community. Since our beginning, BHS has sheltered over 43,000 homeless animals who are cared for and made available for adoption. Between 1992 and 2013, our surrenders have been gradually decreasing, a trend which we attribute to the availability of our spay/neuter programs and the years of education we have provided the community. For example, in 2012, BHS took in 1,446 homeless pets, but in 2013, that number dropped to 1,168. We're proud that we were able to rehome 100% of all our healthy, adoptable dogs, cats, small mammals, and birds.

Berkshire Immigrant Center

<http://www.berkshireic.com>

The mission of the Berkshire Immigrant Center is to assist individuals and families in making the economic, psychological and cultural adjustment to a new land, not only by meeting basic needs but also by helping them to become active participants in our community. The Center also aims to build bridges of understanding and cooperation across cultures, to fight racism and discrimination in all forms, and to advocate for the rights of immigrants from all backgrounds. The Center offers comprehensive services for individuals from more than 80 countries to promote civic engagement, facilitate cultural integration, and assist in navigating the complex U.S. immigration system.

Berkshire Innovation Center

<https://berkshireinnovationcenter.com/>

The Berkshire Innovation Center will provide a catalyst to accelerate the innovation and growth of existing companies in the Berkshire Region — primarily small to medium sized manufacturing companies (SME's) in Life Sciences and the Life Sciences Supply Chain — with the ultimate objective of spurring economic growth, jobs, and investment in the region.

Berkshire Interfaith Organizing (BIO)

<http://www.berkshireinterfaithorganizing.org>

The goal of Berkshire Interfaith Organizing is to alleviate the root causes of poverty in the community. We seek to gain a seat at decision-making tables and change the power relationship that exists between our member congregations and allies, and institutions whose decisions shape access to income, transportation, and food for the poor and working poor in Berkshire County. Our strategy is to develop leadership skills of hundreds of clergy and lay leaders in our member institutions, leading to a powerful Berkshire organization capable of making systemic changes.

Berkshire Museum

<https://berkshitemuseum.org/>

Bringing people together for experiences that spark creativity and innovative thinking by making inspiring educational connections among art, history, and natural science.

Berkshire Opioid Abuse Prevention Collaborative (BOAPC)

<http://berkshireplanning.org/initiatives/boapc>

Berkshire Opioid Abuse Prevention Collaborative (BOAPC) implements local policy, practice, systems, and/or environmental changes to prevent the misuse and abuse of opioids and to prevent and reduce unintentional deaths and non-fatal hospital events associated with opioid poisonings throughout the 32 municipalities in Berkshire County. This program emphasizes the integration of SAMHSA's Strategic Prevention Framework (SPF) model into overall prevention systems, to ensure a consistent data-driven planning process focused on implementing effective and sustainable strategies and interventions.

Berkshire Regional Transit Authority (BRTA)

<http://www.berkshirerta.com>

The Berkshire Regional Transit Authority provides public transportation services to its 25 member communities within Berkshire County, the westernmost region of Massachusetts. The BRTA's daily service area spans a region as large as Rhode Island; bordered by Vermont to the north, New York to the west and Connecticut to the south. Fixed route service is provided by fourteen bus routes in 12 communities from Williamstown to Great Barrington, Monday through Saturday. Paratransit services are provided to eligible persons from the BRTA's member communities for ambulatory, non-ambulatory, or complementary paratransit ADA service.

Berkshire Regional Planning Commission

<http://berkshireplanning.org>

Berkshire Regional Planning Commission (BRPC) provides leadership and assistance to the County's municipalities, organizations, and citizens in achieving County-wide inter-relationships, prosperity, opportunities, quality of life, strength and vibrancy. We affect positive change through our collaborative efforts to achieve Sustainable Berkshires principles and a high quality of life for County residents, including greater economic growth, sustainable resource management, environmental, social and economic equity, and effective governmental and educational services. BRPC is recognized as the primary source of trusted, reliable Berkshire County data and analysis, provider of technical assistance to Berkshire County municipalities and organizations, convener of interests seeking to seize opportunities for and confront challenges to the Berkshires, and advocate on behalf of the collective interests of Berkshire County.

BerkshireWorks

<http://berkshireworks.org>

BerkshireWorks is a partnership between Berkshire Training & Employment Program and the [Massachusetts Division of Career Services](#), chartered by the [Berkshire County Regional Employment Board, Inc.](#) Together, we provide access to a comprehensive system of employment- focused programs and services for businesses, job seekers, workers, and employers. We serve all 32 cities and towns in Berkshire County. Whether people are looking for a first job, a new job, career advancement, or quality employees, BerkshireWorks is here to help. We are committed to providing quality programs and services to employers, job seekers, and our community partners.

Brayton Elementary School

<https://bes.napsk12.org/>

Brayton Elementary is a "Community of Learners" where collaboration, cooperation and partnership among students, families, school and the community are critical and lead to the successful education of every child. Brayton is a learning environment where expectations allow for creativity and discovery through meaningful life experiences. Brayton staff, students and families support and are supported by the Golden Rule: "Treat others the way you want to be treated."

Buxton School

<https://buxtonschool.org/>

Buxton is a small, progressive and diverse boarding and day college preparatory school nestled in the Berkshire Hills of western Massachusetts. For the past 90 years, our faculty and staff have delighted in welcoming students to our egalitarian community to inspire and nurture their academic, artistic and social growth.

The Caleb Group / Mohawk Forest

<http://www.thecalebgroup.org/wp1/find-housing-2-2/massachusetts/mohawk-forest-north-adams>

The Caleb Group is a nonprofit, faith-inspired affordable housing organization that creates residential communities that are attractive, well-managed, nurturing, and affordable for those of low to moderate income in North Adams, Mass. Mohawk Forest is a 190-unit townhouse and garden style community. In 1999, Caleb purchased and renovated this community and built a new community center. This project is an example of intergenerational collaboration working to build community and enhance the lives of all the residents. The Caleb Group provides resident service coordination to assist in linking residents to the services they need within the community. A frequent beneficiary of grant funding, this property has wonderful programs for residents of all ages and interests.

Christodora & The Manice Education Center

<http://www.christodora.org>

Many urban youth lack opportunities to learn about the environment and experience the natural world first hand. A New York City childhood is spent playing in the park, learning about “nature” in museums or on television. It can be difficult to find a single patch of green, let alone the grandeur of the wilderness and the clarity and direction it gives to our lives. At Christodora, we believe an escape from the concrete is not just a privilege—it’s a transformative experience that allows youth to better understand the natural world and shape their role within it. Since its opening in 1981, Christodora’s Manice Education Center (MEC) has provided over 25,000 students with outdoor, leadership and environmental experiences. For most students, MEC offers a first opportunity to be immersed in the wilderness — the first mountain to climb, first river to paddle, first view of the constellations of stars.

Educational Opportunities for Success (EOS) @ Eagle Street

http://www.pittsfield.net/district_info/programs/specialized_programs

EOS@Eagle Street, housed at 53 Eagle Street, 3rd Floor, is a structured, supportive high school program of the Pittsfield Public School District that offers small group instruction, life skills, and community experiences. This setting is designed to meet the needs of students who require a more individualized approach to high school.

Ecu-Health Care

<http://ecuhealth.bboxcarexpress.com>

We are a private non-profit health coverage access program located at 99 Hospital Avenue Suite 208, on the Northern Berkshire Campus of Berkshire Medical center, in North Adams. Our mission is to help the uninsured and underinsured residents of North Berkshire access affordable health care. Ecu-Health Care is the designated outreach and enrollment site in northern Berkshire County for all of the Massachusetts health programs and we also help residents enroll into all supplemental programs associated with Medicare. The programs we help residents access include: The new subsidized and unsubsidized Qualified Health Plans implemented under national health reform, ConnectorCare, MassHealth, the Health Safety Net, The Children's Medical Security Plan, Medicare Part-D, Prescription Advantage for seniors and the disabled, Medicare premium assistance, reduced fee dental care, and all prescription assistance programs.

First Congregational Church, Williamstown

<http://firstchurchwilliamstown.org>

The First Congregational Church of Williamstown is a lively, progressive congregation, meeting in the iconic white clapboard Meetinghouse in the center of town. Our church’s architecture may be conservative, but our thinking is innovative. Our church has been active from our earliest days to the present speaking out for the oppressed in our society. It was predominantly members of our church who started the local ABC House, the only member of the national "A Better Chance" organization to send kids to a public high school. We have been active in supporting LGBT rights, and have been glad to host gay and lesbian commitment ceremonies, and weddings since 2004, when Massachusetts began issuing marriage licenses.

Four Freedoms Coalition

<http://4freedomcoalition.org>

On December 10, 1948, the United Nations Commission on Human Rights, chaired by Eleanor Roosevelt, issued the Universal Declaration of Human Rights, stating that "the equal and inalienable rights of all members of the human family [are] the foundation of freedom, justice and peace in the world," and that "all human beings are born free and equal in dignity and rights." We uphold these universal values and reject all forms of bigotry, hatred, and prejudice. We proclaim the transcendent truths of our equal

humanity, of decency, of compassion. We believe in equality and in the Four Freedoms for all peoples, anywhere in the world. We stand with those whose Freedoms are threatened, and we work towards inclusiveness, connectedness, justice and the protection of human rights for all people. And we invite all to join us.

Goodwill Industries of the Berkshires, Inc.

<http://www.goodwill-berkshires.com>

At Goodwill, your donations help people find good jobs. Proceeds from your shopping treasure hunt stay in our community supporting job skill training for your neighbors. Every item you donate, every item you buy, gives back to the community. You help people, of all ages, and from all walks of life, get job skill development and training at Goodwill that strengthens their family's economic status. Goodwill industries offers workforce development programs including Business 101 job training, skill development, recycling processes, logistics, and retail sales job training. These programs include the following projects: Spot-on cleaning, Recycled Rags, Waste Cardboard Recycling, Dell Reconnect Computer Recycling, Popcorn Wagon Project, Office Internships, Suit YourSelf, Soft Skill Development, Electrical Testing and Quality Control, Donation- to-Resale and After-Market Handling and Processing, Certification for Forklift Operation & Safety Training, Retail Associate Training Program, and Retail Associate In-Store Training.

Greylock Elementary School

<https://ges.napsk12.org/>

Greylock students will develop a love of learning becoming lifelong learners, demonstrate good citizenship skills, and act responsibly at all times. The development of these skills will enable students to show mastery of the Common Core and Massachusetts State Frameworks in preparation for success. Greylock Elementary School seeks to promote a love of learning that develops into a lifelong pursuit of new knowledge. Through deep understanding, students can apply their knowledge to solve complex problems for improving the community. At Greylock students are expected to "Give their best." It is stressed that students come to school every day ready to learn.

Greylock Together

<http://greylocktogether.org>

Greylock Together is a grassroots, non-partisan political movement formed in November 2016, representing 400+ members of the communities surrounding Mount Greylock. We are committed, engaged community members dedicated to social justice and united in our fight for progressive policies. Rooted locally and united by shared values of justice, common respect, and citizen empowerment, Greylock Together has working groups on the Environment, Civil Rights, Health Care, Reproductive Rights, Education, Voting Rights, and Legislative Action.

Growing Healthy Garden Program

<https://www.facebook.com/GrowingHealthyGardens>

Over the past 9 years, the Growing Healthy Garden Program has developed thirteen school and community gardens in North Berkshire County as a way to encourage people to eat more vegetables, and we are involved in a grassroots initiative to preserve and increase farming and infrastructure in Berkshire County to create a successful local food system.

Hancock Shaker Village

<https://hancockshakervillage.org/>

A living history museum in the Berkshires of western Massachusetts, Hancock A living history museum in the Berkshires of western Massachusetts, Hancock Shaker Village brings the Shaker story to life and preserves it for future generations. Village brings the Shaker story to life and preserves it for future generations.

Higher Ground

<http://highergroundnb.org>

Our mission is to provide services and funds to meet the immediate and long-term physical, emotional, and spiritual needs of flood survivors. We develop disaster replacement housing for those who lost their homes in the flood and prepare our community for future disasters and to assist in disaster response.

Hoosac Harvest

<http://www.hoosacharvest.org>

The mission of the Hoosac Harvest is to support and encourage access for North Berkshire residents across income levels to sustainably-raised, locally grown food while building relationships between the land, each other, and our food. We value food security for all members of our community, local food, farmers, and farmland as keystones to the health and well-being of our community, agriculture as a vital facet of a thriving economy, and community-based action as a crucial component in creating lasting social change. Hoosac Harvest partook in the creation of Square Roots Farm and Many Forks Farm both of which operate on the community supported agriculture model. We raise funds to subsidize one-fifth of the shares available at both farms to enable low-income community members to participate. Our program Know Your Farmer, Know Your Food connects farmers, small food producers, and the community. We also have a Sharing the Abundance program for local gardeners and volunteers.

Hoosic River Watershed Association (HoorWA)

<http://hoorwa.org>

HoorWA is a citizens' group that looks after the river. We are dedicated to the restoration, conservation, and enjoyment of the Hoosic River and its watershed, through education, research and advocacy. We envision a watershed that is ecologically sound and adds to the quality of life of its residents.

Hoosic River Revival

<http://www.hoosicriverrevival.org>

The mission of the Hoosic River Revival is to reconnect the community to a healthy, scenic, wildlife-and-people-friendly river, which will provide 21st Century flood protection and also enhance North Adams' recreational, cultural, and economic vitality.

Knesset Israel

<http://knessetisrael.org>

Knesset Israel is an innovator in the rapidly changing world of American Judaism. We create authentic and meaningful points of connection and spiritual experiences for contemporary Jews and cultivate a community empowered to make a positive difference in the world. This flourishing congregation is inclusive and supportive and accepts a wide range of beliefs and practice. Among people of all ages, religious backgrounds, genders, and orientations, you will find a supportive community here. When you come by, you will find that our synagogue teems with life and activity, especially on Shabbat. We engage deeply with the Torah and its wisdom — intellectually, practically, ethically and spiritually. We actively cultivate community — members of the congregation teach in our Hebrew School, lead services, chant Torah, prepare students for bar/bat mitzvah, visit the sick, bury the dead and tend to those in need. And we are especially proud of how we encourage each other to learn and grow through Jewish living.

Lanesborough Elementary School

<http://www.wlschools.org/page.cfm?p=511>

Lanesborough Elementary School (LES) is a pre-K to grade 6 elementary school with approximately 200 students. Lanesborough is a quiet, residential township comprised of around 3,000 persons spread over the rural landscape. The town is located between Taconic Range on the west, and a spur of the Hoosac Mountains in the north and east. These two ranges unite at the foot of Mount Greylock, the highest mountain in the state. Pontoosuc Lake is on the town's southern border.

Lever, Inc.

<http://www.leverinc.org>

Lever supports local economic development by creating and growing enterprises that leverage local assets, including the talents of young people from our region's colleges.

Louison House

<http://louisonhouse.org>

Louison House, Inc. is a private, 501 (c) (3) non-profit organization that was established in 1990 by local agencies to address the issue of homelessness that had become more pervasive as a result of the economic decline in Northern Berkshire County during the 1980's. Over the past twenty years, Louison House has provided homelessness prevention and housing services to over 3,500 individuals and families throughout Berkshire County. Our vision is to become a leader in creating a homeless-free community in Northern Berkshire County over the next 20 years. Our mission is to reduce homelessness and its causes in Northern Berkshire County.

Massachusetts College of Liberal Arts

<http://www.mcla.edu>

Massachusetts College of Liberal Arts (MCLA) is the Commonwealth's public liberal arts college and a campus of the Massachusetts state university system. MCLA promotes excellence in learning and teaching, innovative scholarship, intellectual creativity, public service, applied knowledge, and active and responsible citizenship. MCLA prepares its graduates to be practical problem solvers and engaged, resilient global citizens.

Massachusetts Museum of Contemporary Art (MASS MoCA)

<http://massmoca.org>

Through innovative collaborations, MASS MoCA helps artists and their supporters create and show important new work, bringing to our visitors bold visual and performing art in all stages of production, creating a stimulating center of creativity and commerce that brings life and economic vibrancy to its region. MASS MoCA is one of the world's liveliest centers for making and enjoying today's most evocative art. With vast galleries and a stunning collection of indoor and outdoor performing arts venues, MASS MoCA is able to embrace all forms of art: music, sculpture, dance, film, painting, photography, theater, and new, boundary-crossing works of art that defy easy classification. Much of the work we show in our light-filled spaces, on our technically sophisticated stages, and within our lovely network of late 19th-century courtyards is made here during extended fabrication and rehearsal residencies that bring hundreds of the world's most brilliant and innovative artists to North Adams all year round.

MASSHIRE Berkshire Career Center

<https://masshireberkshirecc.com/>

The MassHire Berkshire Career Center is a partnership between Berkshire Training & Employment Program and the [Massachusetts Division of Career Services](#), chartered by the MassHire Berkshire Workforce Board. Together, we are committed to providing quality programs and services to employers, job seekers, and our community partners. We serve all 32 cities and towns in Berkshire County. Whether you're looking for your first job, a new job, career advancement, or quality employees, MassHire Berkshire Career Center is here to assist you.

Mount Greylock Regional School District

<http://www.wlschools.org/page.cfm?p=513>

Mount Greylock Regional School is a public middle and high school serving grades 7-12 located in Williamstown, Mass. The region includes Williamstown and Lanesborough, representing a combined population of 11,000 residents. Enrollment is 600 students with a capable faculty and staff of 100. Mt.

Greylock is a spirited educational community that celebrates human differences, recognizes individual abilities, and challenges its students to strive for excellence by realizing their full talents and aspirations. Located in an idyllic setting with stunning views of the highest peak in Massachusetts, Mt. Greylock offers generous expanses of open green space, a full range of playing fields, and miles of hiking trails through the surrounding woods. Student learning is enhanced by proximity to three museums (Clark Art Institute, Williams College Museum of Art, and MASS MoCA, and two colleges (Williams and MCLA).

NAACP Berkshire County Branch

<https://www.naacpberkshires.org/>

Founded February 12, 1909, the NAACP (National Association for the Advancement of Colored People) is the nation's oldest, largest and most widely recognized grassroots-based civil rights organization. Its more than half-million members and supporters throughout the United States and the world are the premier advocates for civil rights in their communities, campaigning for equal opportunity and conducting voter mobilization.

The Berkshire branch of the NAACP, established in 1918, is currently led by a dynamic leadership team including President Dennis Powell, Secretary Chad Robertson, and Executive Board members Shirley Edgerton and A.J. Enchill. Along with other branches nationwide, the group operates under the ethos of "One Nation Working Together, For Justice and Equality Everywhere." True to that commitment, the branch has brought about significant change in the region, especially in Pittsfield where the minority population is highest among the Berkshire communities and diversity and poverty-related issues are also high. Their tireless advocacy and creative approaches have helped city and school leadership begin to address the school-to-prison pipeline, economic disadvantage and inequitable treatment of people of color.

North Adams Council on Aging / Mary Spitzer Senior Center

http://www.northadams-ma.gov/index.php?nav_id=25

This center offers a wide range of services to elderly community members from Hot Lunch, Bingo, and Aerobics classes to Hearing Clinics, and income tax assistance.

North Adams Public Schools

<http://www.napsk12.org>

The mission of the North Adams Public Schools is to help every child learn every day and empower all students to recognize and optimize their full potential.

Northern Berkshire Community Coalition (nbCC)

<http://www.nbccoalition.org>

The mission of the coalition is to improve the quality of life for people in Northern Berkshire by organizing, supporting, and empowering the community. The Coalition works to achieve its mission by connecting and providing a public space for the community, providing prevention strategies, building stronger neighborhoods, promoting positive youth development, helping families stay healthy, happy, and strong, and helping to make healthy choices, the easy choices. Our programs include Coalition Core, Northern Berkshire Neighbors, UNITY Youth Programs, nb21 Prevention Programs, Mass in Motion, and The Family Place.

Northern Berkshire Habitat for Humanity

<http://www.northberkshirehabitat.org>

Northern Berkshire Habitat For Humanity is an affiliate of Habitat for Humanity International. Our offices are in North Adams, Massachusetts and we serve the surrounding communities of Adams, Cheshire, Clarksburg, Williamstown and Stamford, Vermont, as well as North Adams. We are a non-profit, all-volunteer organization and receive no financial support from Habitat International. Our mission is the same as Habitat International. We are working to eliminate poverty housing and to provide decent, safe,

and affordable housing for people in need. Currently, we are the only organization in northern Berkshire actively working to alleviate the shortage of housing for low-income working families. By building or renovating homes we are empowering our homeowners to become contributing members of the community and providing security for their children to grow and prosper.

Northern Berkshire Interfaith Action Initiative / Al Nelson Friendship Center Food Pantry

<http://northernberkshireinterfaith.blogspot.com/>

The Northern Berkshire Interfaith Action Initiative (NBIAI) is a group of people of faith working together with others of goodwill to find ways to serve our community. The NBIAI meets the third Friday of each month at 10 a.m. at the First Baptist Church of North Adams. In addition to agenda items, each meeting begins with a period of silent prayer, faith sharing, and brief community announcements. All people of goodwill are welcome to participate.

The Al Nelson Friendship Center is the home of the Northern Berkshire Interfaith Action Initiative. It also hosts a food pantry. The Food Pantry is open from 10 a.m. to 2 p.m. and from 4 to 6 p.m. on Wednesdays. Donations of food may be brought to 43 Eagle St. on Tuesdays between 11 a.m. and 2 p.m.

The Nutrition Center (TNC)

<http://www.thenutritioncenter.org>

Our mission is to inspire a healthy relationship to food through counseling, nutrition, and culinary education. We provide nutrition and cooking education services to everyone, regardless of insurance status or ability to pay. We work to improve the overall wellness of people by inspiring them to cook and eat real food. We strive to accomplish our goals of reducing obesity rates and managing and/or preventing chronic disease by empowering our clients with the tools and resources they need to make informed decisions and to nourish themselves and their families. Successful TNC programs include Food Adventures, Cooking & Nutrition, Fresh Start Cooking, Berkshire Food Web, Think Food Conference, Nutrition Counseling, and Wellness in 5.

Pine Cobble School

<http://www.pinecobble.org>

Pine Cobble School is a co-educational day school for children in preschool through ninth grade. For over three-quarters of a century, Pine Cobble has nurtured creativity, curiosity, outstanding character, and a lifelong love of learning. Our mission is “to cultivate in each student a lifelong passion for learning, a strong sense of self-worth, and respect for others throughout the community.” This mission is what drives us, every single day. It drives us to approach every moment as a teachable moment. It’s what inspires us to go the extra mile for our students, to bring out their excellence as scholars, artists, athletes, and human beings with integrity.

Pittsfield Public Schools

<http://www.pittsfield.net>

We strive to serve our community and its children by creating an environment where lifelong learning is valued, excellence is expected and improvement is continuous. We will do this by meeting the needs of each student and providing the understanding, encouragement, knowledge, and skills each requires to meet or exceed the district’s high expectations and rigorous academic expectations. In doing so we will prepare every student for postsecondary education, career and lifelong economic, social, and civic success.

Pownal Elementary School

<https://pownal.svsu.org>

We pride ourselves in making sure all members of our community are represented in our schools, serving not only our 220+ K-6 students, but their families and extended families. Through thriving community

programs, such as after school programs, and free breakfast and lunch for all of our students, we strive to cultivate a community of lifelong learners. Our students continue to be the center of all that we do so that we are developing the “Whole Child”. Our arts, music, and physical education programs are very strong and we have a commitment to these programs for our students. We have been recognized by the Vermont PBIS Team as an “Exemplar School” for the second year in a row.

Roots Rising

<https://www.rootsrising.org>

Roots Rising, a program of Alchemy Initiative, is an agriculture-based youth development program that builds community and empowers young people. oots Rising pays teens to work on farms, in community gardens, and in local food pantries. But it's not just a job; it's an opportunity for teens to engage in meaningful work- work that needs to be done and that contributes to a larger social good. Meaningful work is transformational. It leaves youth feeling purposeful, capable, and connected. At Roots Rising, Pittsfield teens from all walks of life work side by side towards a common goal. They learn the value of working hard, the importance of communication and perseverance, and the satisfaction of living closely with the land in service of something that matters. We hire 36 teens a year in three Farm Crews: Summer, Fall, and Spring. In 2019, we plan to launch a teen-run food truck, where graduates of our Farm Crews will have the opportunity to run their own business and work together as a Truck Crew!

ROOTS: Northern Berkshire Teen Center

<http://rootsteencenter.com>

ROOTS Teen Center recognizes and upholds the inherent worth of all northern Berkshire teens and young adults. We strive to create an environment where young people feel heard, encouraged and empowered. All youth and young adults, age 14-22, are welcome to join us in community. Regardless of our differences, we come together to support one another and encourage each other. ROOTS is a place where young people can explore new ideas, new forms of expression, and new experiences. It is a place for youth to safely explore and express their thoughts, ideas, hopes, and struggles. ROOTS encourages young people to build healthy, strong and nurturing relationships with each other, mentors, volunteers, and the larger community. Through our hearts, minds, hands, and voices, we strive to be healthy and impactful youth, ready for the challenges of today and dedicated to building a stronger tomorrow. Our programming includes: Health and Wellness, Mentoring, Drop-In Homework Center, Job Skills, Internships, Artistic Expression (visual, musical, drama), Leadership Development, Social Justice and Service Learning.

Rotary Club of Williamstown

<https://www.williamstownrotary.com/>

The object of Rotary is to encourage and foster the ideal of service as a basis of worthy enterprise and, in particular, to encourage and foster FIRST: The development of acquaintance as an opportunity for service; SECOND: High ethical standards in business and professions; the recognition of the worthiness of all useful occupations; and the dignifying of each Rotarian's occupation as an opportunity to serve society; THIRD: The application of the ideal of service in each Rotarian's personal, business, and community life; FOURTH: The advancement of international understanding, goodwill, and peace through a world fellowship of business and professional persons united in the ideal of service. The Williamstown Rotary welcomes guests to its weekly lunches which usually feature guest speakers sharing their stories of community service.

St. John's Episcopal Church

<http://saintjohnswilliamstown.org/>

We are many generations from a variety of religious backgrounds who have been attracted to a warm and welcoming community of people, the beauty of the Anglican liturgy, and a commitment to making a difference in the world, both locally and globally. Our communal life is both enriching and challenging as we try to balance age-old ways of worship with fresh expressions, as we explore God's Word, grow in

loving relationship with Jesus Christ and each other, and as we discover and develop our spiritual gifts. Wherever you are in your spiritual journey, we welcome you.

The mission of the people of St. John's Parish, Williamstown, is to know God and make God known through worship, love, and service, by the grace of our Lord Jesus Christ and in the strength of the Holy Spirit.

Sanctuary for Independent Media & The Nature Lab

<https://www.mediasanctuary.org>

The Sanctuary for Independent Media is a telecommunications production facility dedicated to community media arts, located in a historic former church at 3361 6th Avenue in north Troy, NY. The Sanctuary hosts screening, production and performance facilities, training in media production and a meeting space for artists, activists and independent media makers of all kinds.

NATURE Lab is the Sanctuary's resident STEAM (Science, Technology, Ecology, Art, Math) education program. NATURE Lab promotes sustainability, and urban research in ecology using art, technology, and science. Programming is open to novices and experts alike.

Sand Springs Recreational Center

<http://www.sandspringspool.org>

Opened in 1907 as the Wampanaug Inn and Bath House, The Sand Springs Recreational Center has been serving as a "community gathering place" ever since. Our goal is to preserve this historic place while expanding the programs to better serve all. Our goal is to create a sustainable community gathering place where residents and visitors can gather in a historic and bucolic setting for relaxation in natural spring waters, outdoor recreation, and fitness.

Take & Eat

<http://takeandeat.org>

Take and Eat was founded in 2003 by Rev. Mr. Francis Ryan, Ed.D and his wife Kathleen as a Non-Profit organization to recruit, train and empower volunteers in various faith-based community organizations to prepare and deliver, free of charge, hot meals to the homebound elderly on weekends and three-day holidays. The government-funded Meals-on-Wheels Program provides meals to seniors from Monday thru Friday. On weekends and holidays these elders in need, for the most part, have no access to a nutritious meal and in many instances no contact with another human being.

Town of Williamstown

<http://williamstown.net>

Williamstown is located in the far northwest corner of Massachusetts bordering Vermont and New York. We are the home of the Sterling and Francine Clark Art Institute, Williams College, and 8,220 residents including 2,000 Williams College students. Today, with a population of 8,056 including students, Williamstown continues to be known for the scenic beauty of its surrounding mountains, for Williams College, and for the cultural attractions of its Theater Festival and the Sterling and Francine Clark Art Institute.

Toxics Action Center

<https://toxicsaction.org>

"At Toxics Action Center, we believe everyone has the right to breathe clean air, the right to access clean water, and the right to live in a healthy, sustainable community. We believe our government should operate responsively, democratically, and help us ensure that our children grow up free of exposure to dangerous chemicals and have every opportunity to thrive. Toxics Action Center's mission is to work side-by-side with communities, empowering you with the skills and resources needed to prevent or clean up pollution at the local level. Since 1987, we have organized over 1,000 community groups and trained

over 20,000 individuals across New England to put together plans and strategies to effectively solve the problems they face. Not only do we provide the tools they need to defend their health and safety, but also the expertise they need to think strategically and come together for proactive, positive change.

Volunteers in Medicine Berkshires

<https://vimberkshires.org/>

Volunteers in Medicine Berkshires provides access to free, comprehensive health care for those in the Berkshire region who are income-qualified and uninsured or under-insured. "We envision a society in which everyone has an equal opportunity to achieve good health."

Williamstown Affordable Housing Committee

http://williamstown.ws/?page_id=1896

The mission of the Williamstown Affordable Housing Committee is to promote the creation and preservation of housing and housing programs in Williamstown that ensure that people with incomes below the area median can access an affordable place to live. We seek to create enough affordable housing so that ten percent of the town's total housing units be affordable to those whose incomes are at or below eighty percent of the area median income. Additionally, we promote an economically vibrant community as well as maintain and preserve the character and historic nature of Williamstown.

Williamstown Chamber of Commerce

<http://www.williamstownchamber.com>

The Williamstown Chamber of Commerce serves Williamstown and our neighboring communities by supporting efforts in communication, education, and coordination of our members, our residents, and our visitors.

Williamstown Commons Nursing and Rehabilitation Center

<https://williamstowncommons.org>

Williamstown Commons is proud to offer area families top-quality skilled nursing care for short-term rehabilitation and long-term care. We focus on maximizing patient recovery, comfort, and independence for the highest possible quality of life. From post-surgery and post-hospital rehabilitation to long-term care for a chronic illness, our highly skilled care teams provide compassionate attention and specialized care every step of the way.

Williamstown Community Chest

<http://www.williamstowncommunitychest.org>

Once quite common across the country, Community Chests extended a helping hand to people in need. Today, the Williamstown Community Chest is one of just a handful of these local charitable organizations left. In these times of decreasing funding, cutbacks in programming, and increasing need, we remain deeply committed to helping solve problems right here in our own neighborhoods. We conduct annual fundraising campaigns to support services provided locally by our member agencies. Contributions to the Williamstown Community Chest are distributed to these 16 local agencies working to help people in our community meet a variety of challenges in Berkshire County including poverty, addiction, and abuse.

Williamstown Council on Aging / Harper Center

<http://williamstownma.gov/2157/Council-on-Aging>

This town funded agency with offices adjacent to the Proprietor's Fields housing complex provides social, cultural, health and transportation services to residents over 60 years old. Information on events and opportunities to volunteer can be found in their monthly newsletter at

<https://williamstownma.gov/wp-content/uploads/2018/07/August-2018-newsletter.pdf>

Williamstown Elementary School

<http://www.wlschools.org/page.cfm?p=512>

Williamstown Elementary School (WES) is a pre-K to grade 6 elementary school with approximately 450 students. Centered in the picturesque town of Williamstown, WES is surrounded by the Berkshire Mountains. Its culturally rich neighbors include Williams College, the Williams College Museum of Art, the Williamstown Theatre Festival, the Clark Art Institute, and MASS MoCA. WES is a member of the Mt. Greylock School District.

Williamstown Historical Museum

<http://www.williamstownhistoricalmuseum.org>

The Williamstown Historical Museum was founded in 1941, as the Williamstown House of Local History, to preserve and to promote knowledge of the town's history. Our goal is to document the diverse people and buildings, the associations and businesses, the institutions and events, which form the town's history from the earliest days to the present time. Our collection includes photographs, documents, and artifacts from the 1700s to the present day, as well as published works related to the town's history. We have a permanent display set up, and rotating exhibits which use many items in the collection to help educate our community on many aspects of the town's history.

Williamstown Rural Lands Foundation

<http://www.wrlf.org>

The Williamstown Rural Lands Foundation is a private, non-profit, member-supported land conservation trust. It was founded in 1986 to address the loss of open space and public access, the disappearance of family farms in the Williamstown area and to encourage responsible development. The Mission of the Williamstown Rural Lands Foundation is to conserve the rural character of Williamstown: to enable working landscapes such as forests and farms; to promote land stewardship, and to connect the community to the region's natural heritage. As a land trust, our Mission since we were founded in 1986 has been to preserve open and accessible space for the benefit of present and future generations. Through educational programs and other related initiatives, we also serve as a catalyst to increase public awareness over land-use issues and options, to promote responsible land stewardship, and to connect the community to the region's natural heritage.

Williamstown Youth Center

<http://www.williamstownyouthcenter.org>

The Williamstown Youth Center is a non-profit corporation located in Williamstown, Massachusetts and dedicated to providing quality recreational programs and activities for youths in grades 1-12. The Williamstown Youth Center is committed to nurturing the recreational, social and emotional well-being of the youth in Williamstown and surrounding communities through quality programs for all. We will accomplish this in a safe and enjoyable environment led by positive role models who provide and adapt programs and activities based on the needs of the community.

WilliNet

<http://www.willinet.org>

WilliNet's Mission: To provide the citizens of Williamstown free access to video technology and training, and to show town government proceedings, school committee business, community events and locally created and sponsored programming. WilliNet serves as an avenue of free speech for the people of Williamstown to communicate, educate, and entertain. WilliNet is a community media resource offering free instruction in all aspects of video production. Local residents can borrow cameras and equipment the same way the library loans books. Regional non-profit organizations and individuals are encouraged to produce studio programs and share announcements on our community bulletin board. Our experienced staff will help get you started. Come visit our studio at 34 Spring Street. Volunteers are most welcome!

APPENDIX A:

KEY ELEMENTS OF EFFECTIVE EXPERIENTIAL PEDAGOGY

Paula Consolini, Adam Falk Director, Williams College Center for Learning in Action

Experiential pedagogy in its various forms (collaborative, community-based, problem-based, service learning, etc.) is a valuable approach to deepen student learning and improve understanding of unfamiliar or personally challenging concepts and issues. Courses effectively employing experiential pedagogies should include the following key elements¹:

PREPARATION AND GUIDANCE

Students should be intellectually and psychologically prepared for the experience or project. Depending on the learning goals of the course or module, a combination of readings, lectures, discussions, training and/or role-playing exercises, can be used to focus student attention on relevant concepts and issues. Guidance during the experience can consist of scheduled in-person and/or electronic debriefings.

METHOD(S) OF INQUIRY

Students should be conscious of how they are learning and how their research could potentially impact those they are engaging in their field work. Review and training in appropriate research method(s) and ethical practices should take place before the learning experience begins or at least in the early period of the experience. Literature on ethnographic, participant/observation, interview methods, and community service ethics² would be appropriate.

APPROPRIATELY STRUCTURED (OR UNSTRUCTURED) EXPERIENCE

Fieldwork or experiential projects should be arranged by the instructor to suit the educational goals of the course or learning module within it. For example, small-scale projects or assignments such as a single work session in a local community organization can be organized so that students are exposed to social, political and/or economic issues relevant to the goals of the course. Large-scale fieldwork with specific expected outcomes could include work scheduling or sequenced experiences.

REFLECTION

The course or module should include some form of reflection involving written and/or oral processes through which students review their experience. Journals and group discussions are the most common techniques used.

ANALYSIS

Analysis involves making sense of field experience in light of some or all of the learning goals and literature of the course. For example, fieldwork can be used as an opportunity to critique existing theory or develop new theory and/or concepts.

FEEDBACK

The best way to continuously improve the use of experiential pedagogy is to include feedback of some kind (survey, written response, focus groups, etc.) within or at the end of the course or module.

¹ These guidelines were developed using John Dewey's *EXPERIENCE AND EDUCATION* (New York: Collier, 1938), David A. Kolb's *EXPERIENTIAL LEARNING: EXPERIENCE AS THE SOURCE OF LEARNING*, (Englewood Cliffs: Prentice Hall, 1984), and the National Society for Experiential Education Foundations Document Committee's "Best Practices of Experiential Learning" (1997), the author's teaching and training work and feedback from Williams faculty and staff.

² Stanford University's [Principles of Ethical And Effective Service](#) provides exemplary guidance.

AN EXPERIENTIAL LEARNING GLOSSARY

(Compiled by Paula Consolini, Center for Learning in Action)

ACTIVE LEARNING

"A process whereby learners are actively engaged in the learning process, rather than "passively" absorbing lectures. Active learning involves reading, writing, discussion, and engagement in solving problems, analysis, synthesis, and evaluation." In active learning, the instructor facilitates rather than directs learning and students generate rather than simply receive knowledge. Activities range from paired or "buzz groups," (in which two students discuss material during a short pause in a lecture) to more extensive engagement methods such as case studies, role-playing, and group projects. Active learning often (though does not necessarily) involves collaboration with other students. Also known as cooperative learning (See entry, below). Source: http://en.wikipedia.org/wiki/Active_learning.

APPLIED (vs BASIC) RESEARCH

Term (from natural science) to describe "research designed to solve practical problems of the modern world rather than to acquire knowledge for knowledge's sake." Examples: investigations to treat or cure disease, investigations into ways to improve the energy efficiency of homes, offices, etc.

BASIC (vs. APPLIED) RESEARCH (aka fundamental or pure research)

A term used in natural science to describe research which is driven by a scientist's curiosity or interest in a particular scientific question (such as how do slime molds reproduce?).

COLLABORATIVE LEARNING (CL)

A philosophy of interaction (versus Cooperative Learning, a classroom technique) which assumes a sharing of authority and acceptance of responsibility among group members for the group's actions. As a learning approach, CL "suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions... The underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members. CL practitioners apply this philosophy in the classroom, at committee meetings, with community groups, within their families and generally as a way of living with and dealing with other people."³

COMMUNITY-BASED LEARNING (CBL)

A set of teaching/learning strategies that enable students to learn by applying knowledge and analytic tools gained in the classroom to pressing issues that affect local communities. Some variations emphasize mutual change on the part of students and community organizations, others, social change, still others, the problem-solving nature of the enterprise. See especially <http://www.princeton.edu/~cbli/>.

COMMUNITY-BASED RESEARCH

Research project(s) involving partnerships and/or beneficiaries at local levels of community and society. Such projects have immediate or short-term possibilities to help solve civic problems.

COMMUNITY-BASED PARTICIPATORY RESEARCH

"A collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community, has the aim of combining knowledge with action and achieving social change to improve... outcomes." (from the WK Kellogg Foundation Community Health Scholars Program) See the Community-Campus Partnership for Health at <http://depts.washington.edu/ccph/index.html>.

³ From "A Definition of Collaborative vs Cooperative Learning" by Ted Panitz (1996) in *Deliberations* at: http://colccti.colfinder.org/sites/default/files/a_definition_of_collaborative_vs_cooperative_learning.pdf

COOPERATIVE LEARNING

A pedagogical method in which students work in groups to maximize the learning of all individuals in the group. Typically, students work in small groups (usually 3-5 people) on an assigned project or problem under the guidance of an instructor who monitors the groups to make sure students stay on task and come up with the correct answers (to the extent there are correct answers). Key pedagogical elements include: positive interdependence, face-to-face promotive interaction, individual accountability, social skills use and development and attention to group process.⁴ See:

http://highered.mheducation.com/sites/0072486694/student_view0/glossary.html.

EXPERIENTIAL LEARNING

"Learning undertaken by students who are given a chance to acquire and apply knowledge, skills, and feelings in an immediate and relevant setting. Experiential learning thus involves a 'direct encounter with the phenomena being studied rather than merely thinking about the encounter, or only considering the possibility of doing something about it'." (Borzak 1981: 9 quoted in Brookfield 1983 cited at

<http://www.infed.org/biblio/b-explrn.htm>).

PARTICIPANT OBSERVATION

"A set of [research](#) strategies which aim to gain a close and intimate familiarity with a given group of individuals (such as a religious, occupational, or subcultural group, or a particular community) and their practices through an intensive involvement with people in their natural environment, often though not always over an extended period of time." Methods include "informal interviews, direct observation, participation in the life of the group, collective discussions," etc. "Observable details (like daily time allotment) and more hidden details (like taboo behavior) are more easily observed and understandable over a longer period of time. A strength of observation and interaction over long periods of time is that researchers can discover discrepancies between what participants say -- and often believe -- should happen (the formal system) and what actually does happen, or between different aspects of the formal system."⁵ See also: https://en.wikipedia.org/wiki/Participant_observation.

PARTICIPATORY ACTION RESEARCH

Referred to as PAR, a multi-cycle collaborative social science and education research methodology designed to ensure that those who are affected by the research project have a voice in it. PAR "is not just research which is hoped will be followed by action. It is action which is researched, changed and re-researched, within the research process by participants. Nor is it simply an exotic variant of consultation. Instead, it aims to be active co-research, by and for those to be helped" (Wadsworth, Y. (1998). <http://www.scu.edu.au/schools/gcm/ar/ari/p-ywadsworth98.html>). Cycles of a PAR project may include participants joining in any or all of the following: a) formulation and/or assessment of the research problem, b) determination, implementation and/or assessment of the intervention. Multiple research methods are often used with PAR, including (but not limited to) surveys, focus groups, interviews, observations, etc. One very effective version of this approach is the [Environmental Justice Community Model](#) developed by Beverly Wright, Executive Director of the [Deep South Center for Environmental Justice](#).

PRACTICUM

"A college course, often in a specialized field of study, designed to give students supervised practical application of a previously studied theory." Practica are common for social work and education majors. (<http://en.wikipedia.org/wiki/Practicum>).

⁴ Source: David W. Johnson, Roger T. Johnson, Karl A. Smith. *Active Learning: Cooperation in the College Classroom* (Edina, MN: Interaction Book Co., 1991), 1:19-20.

⁵ Source: DeWalt, K. M., DeWalt, B. R., & Wayland, C. B., "Participant observation." In H. R. Bernard (Ed.), *Handbook of Methods in Cultural Anthropology*. (Walnut Creek, CA: AltaMira Press, 1998), pp. 259-299.

PROBLEM-BASED LEARNING

"Problem-based learning (PBL) is focused, experiential learning (minds-on, hands-on) organized around the investigation and resolution of messy, real-world problems. PBL curriculum provides authentic experiences that foster active learning, support knowledge construction, and naturally integrate school learning and real life." Key elements include: 1) student responsibility for own learning, 2) Problem simulations must be "ill-structured"⁶ and allow for free inquiry, 3) learning should be integrated from a wide range of disciplines or subject, 4) collaboration is essential, 5) what students learn during their self-directed learning must be applied back to the problem with reanalysis and resolution, 6) assessment of learning should include self and peer assessment.⁷

PROJECT-BASED LEARNING

"A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem or challenge." The project may be instructor-defined or student-defined. Essential elements include: key knowledge, understanding and success skills, challenging problem or question, sustained inquiry, authenticity, student voice & choice, reflection, critique and revision and public product (http://bie.org/about/what_pbl).

PUBLIC HUMANITIES

A variant of project-based learning that teaches methods to "engage the public in conversations, facilitate and present lectures, exhibitions, performances and other programs for the general public on topics such as history, philosophy, popular culture and the arts. Public humanities programs encourage recognition of diverse heritage, traditions, and history, and the relevance of the humanities to the current conditions of life. Public humanities projects include exhibitions and programming related to historic preservation, oral history, archives, material culture, public art, cultural heritage and cultural policy. Practitioners of public humanities are invested in ensuring the accessibility and relevance of the humanities to the general public or community groups." Public humanities projects can be embedded in courses or practicum experiences and often entail partnerships with nonprofit cultural organizations or government agencies (from https://en.wikipedia.org/wiki/Public_humanities).

SERVICE-LEARNING

A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service-learning combines service objectives with learning objectives with the intent that the activity changes both the recipient and the provider of the service. Service is combined with structured opportunities that link the work to self-reflection, self-discovery, and the acquisition and comprehension of values, skills and knowledge content (from the National Service-Learning Clearinghouse, <http://www.servicelearning.org>).

STUDENT-ACTIVE SCIENCE

Natural science variant of project and problem-based learning involving hands-on learning in the classroom focused on open-ended inquiry and related learning techniques and skills that are explicitly aimed at fostering higher-order thinking. The approach is investigative, often collaborative, involving students in work on complex, often real-world problems and gathering and interpreting their own data. Student-Active Science "fosters higher order thinking skills and intellectual maturity," asking students "not only to accept knowledge but to aid in forming it" and showing them "the power and limitations of particular scientific 'ways of knowing'."⁸

⁶ "ill-structured" is understood as designed to allow students free inquiry through observation, interview, and review of records or documents in order to obtain information needed to support or verify hypotheses.

⁷ Source: *Problems as Possibilities: Problem-Based Learning for K-16 Education*, 2nd Edition, by L. Torp & S. Sage, 2002, Alexandria, VA: Association of Supervision and Curriculum Development.) pp. 15-16.

⁸ Ann P. McNeal and C. D'Avanzo, *Student-Active Science: Models of innovation in College Science Teaching* (1997). Harcourt Brace & Company - Book Library. Paper 112.

APPENDIX B: 2019-20 COURSES INVOLVING EXPERIENTIAL LEARNING

***= Course features community fieldwork**

SEMESTER COURSES

AFR 200 Introduction to Africana Studies
AFR 440 Performing Blackness*
AMST 101 America: the Nation & Its Discontents
ANSO 205 Ways of Knowing*
ANSO 402 Senior Seminar*
ANTH 371/ STS 370/ WGSS 371 Medicine, Pathology, and Power: An Ethnographic View
ARTH 274/ ARTS 271/ ASST 274 Chinese Calligraphy: Theory and Practice
ARTH 494 Thesis Seminar
ARTH 508 Art and Conservation: An Inquiry into History, Methods, and Materials
ARTS 274 Chinese Calligraphy
ARTS 329 Architectural Design II*
BIOL 211 Paleobiology
BIOL 220/ ENVI 220 Field Botany & Plant Natural History
BIOL 302/ ENVI 312 Communities and Ecosystems
DANC 214 Performance Ethnography
ENGL 113/AMST 113/ WGSS 113 Feminist Poetry Movement
ENGL 277 Meditation in Modern America*
ENGL 239/AMST 238/COMP 238/ REL 228 Zen and the Art of American Literature*
ENVI 101 Nature and Society: Introduction to Environmental Studies
ENVI 102 Introduction to Environmental Science
BIOL 104/ GEOS 104/ MAST 104 Oceanography
ENVI 229/ HIST 264 Environmental History
ENVI 250/ STS 250 Environmental Justice*
ENVI 302/ AMST 302 Environmental Planning Workshop: Community-Based Experience*
GEOS 100/ ENVI 100 Introduction to Weather and Climate
GEOS 101/ ENVI 105 The Co-Evolution of Earth and Life
GEOS 102 An Unfinished Planet
GEOS 202 Mineralogy
GEOS 203 Structural Geology
GEOS 212 Paleobiology
GEOS 214/ ENVI 214 Mastering GIS
GEOS 255/ ENVI 255 Environmental Observation
GEOS 302 Sedimentology
GEOS 303 Igneous and Metamorphic Petrology
GEOS 401 Global Tectonics
GEOS 404 Coastal Processes
LATS 234 From Conga to Hip Hop
MAST 211/ GEOS 210 Oceanographic Processes (Williams/Mystic Program)
MAST 231 Literature of the Sea (Williams/Mystic Program)
MAST 311/ BIOL 231 Marine Ecology (Williams/Mystic Program)
MAST 351/ ENVI 351/ PSCI 319 Marine Policy (Williams/Mystic Program)
MAST 352/ HIST 352 American Maritime History (Williams/Mystic Program)
MATH 130 Calculus I
MATH 317 Introduction to Operations Research*
MUS 111 Music Cultures of the World
MUS 205 Composition I

MUS 206 Composition II
 PHLH 402 Senior Seminar in Public Health*
 POEC 402 Political Economy of Public Policy Issues*
 PSCI 242 The Politics of Waste*
 PSYC 272 The Psychology of Education*
 PSYC 332 Children's Math Learning
 SOC 228 /STS 229 The Panoptico: Surveillance, Power and Inequality*
 THEA 246 Asian American Performance: Activism and Aesthetics*
 THEA 330/ AMST 331/ COMP 331 New Orleans as Muse: Literature, Music, Art, Film & Theatre in the City

WINTER STUDY COURSES

AMST 12 Podcasting: Writing and Producing for the Ear
 AMST 15/MUS 15 Contemporary American Songwriting
 ANSO 11 Introduction to Indian Cuisine
 ANSO 15/ SPEC 15 An Introduction to Spatial Science and GIS
 ANTH 15 Photographic Literacy and Personal Vision
 ARAB 10 Cooking Moroccan Food From Couscous to Tea
 ARTH 16/ENVI 16 Sensing Place
 ARTH 19 The Restless Collection
 ARTS 10 Relief Printmaking - the Woodcut
 ARTS 13/ RLFR 13 Creative Portraiture in the Darkroom
 ARTS 14 Introduction to Ceramic Sculpture
 ARTS 15/ARTH 15 Introduction to Indian Drawing Techniques
 ARTS 19/ ARTH 19/ INTR 19/ LEAD 19 The Restless Collection
 ASST 14 Martial Arts in Movies and Real Life
 ASTR 16 An Infinity of worlds: Planets and the Search for Life
 BIOL 11 Teaching 3rd Graders about Zebrafish: BioEYES*
 BIOL 13 Intro to Animal Tracking
 BIOL 21 Science Beyond Williams
 BIOL 25/ ENVI 25 Tropical Marine Conservation
 CHEM 12 Embodying Creativity
 CHEM 13 Ultimate Wellness: Concepts For A Happy Healthy Life
 CHEM 16/ ARTS 16 Glass and Glassblowing
 CHEM 41 It's a Material World - What's it made of?" - Intensive
 CLAS 25 Performance and Place in Ancient Greece
 CSCI 11 Video Game Appreciation (1972-1992)
 CSCI 12 Geometry in Stained Glass
 CSCI 13/ PSYC 13 Designing for People
 DANC 11 BFF (Ballet Film Festival)
 ECON 13 Tools for Moving from Good Ideas to Successful Businesses and Organizations
 ECON 15 Management Consulting: A Primer for Williams Students
 ECON 16 Venture Capital
 ECON 17 The Fun of Fundraising
 ECON 21 Fieldwork in International Development*
 ECON 22/POEC 22 Volunteer Income Tax Assistance*
 ECON 23 Investing
 ECON 24 Economics, Geography and Appreciation of Wine
 ECON 28/ CSCI 28 Solution Design and Product Management
 ENGL 13 Talking with Strangers
 ENGL 17/ ARTS 17 Writing Art
 ENGL 18 /ARTS 18 Can I Ask You Something?
 ENGL 19 The Personal is Political: A Nonfiction Writing Workshop

ENGL 20 Humor Writing
 ENGL 25 Journalism Today*
 ENGL 26 Reading Moby-Dick on a Whaler
 HIST 19 Special Collections: Curating Rare Books and Manuscripts for Our Times
 JLST 15/ CHEM 15 The Work of the Supreme Court: A Simulation
 LEAD 14 Mock Trial
 LEAD 18 Wilderness Leadership in Emergency Care
 LEAD 21 Wilderness Leadership and Outdoor Skills Development
 LEAD 22 / SPEC 22 Outdoor Emergency Care
 MATH 11 Narrative Structure Though Dungeons & Dragons
 MATH 12 The Mathematics of Lego Bricks*
 MATH 14/ SPEC 29 Introductory Photography: People and Places
 MATH 17 Tournament Bridge
 MATH 20/ ENGL 20 Humor Writing
 MUS 11 The World and Wes Anderson
 MUS 13 Javanese Gamelan Ensemble
 MUS 15/ AMST 15 Contemporary American Songwriting
 MUS 16 Zimbabwean Music Collaboration
 MUS 17/ DANC 17 Introduction to Argentine Tango
 NSCI 10 The Neuroscience of Learning
 PHIL 11 Philosophy of Chess
 PHIL 19/ PSYC 19 Living a Good Life: Insights from Philosophy and the Science of Human Nature
 PHIL 26 Morocco
 PHLH 15 The Human Side of Medicine and Medical Practice
 PHLH 25 Public Health, Community Action, and Education in Rural India*
 PHYS 10 Light and Holography
 PHYS 12 Drawing as a Learnable Skill
 PHYS 14/ MUS 14 Experimental Music: Species, Monsters and Things Artificial
 PHYS 15 Cooking for the Real World
 PHYS 16 The Way Things Work
 PSCI 13 American First & Int'l Democracy Promotion: Democracy Promotion in US Foreign Policy & Int'l Devt.
 PSCI 15 /DANC 15 Introduction to Tap Dance
 PSCI 16/ LEAD 16 Speech Writing as Craft and Career
 PSCI 21 Fieldwork in Public Affairs and Private Non-Profits*
 PSCI 22 Learning Intervention for Teens*
 PSYC 10 Yoga, Mindfulness and Creativity
 PSYC 11 Designing Your Life and Career After Williams
 PSYC 12 Towards a Fuller Life: The Role of Joy, Creativity, Play and Gratitude
 PSYC 14 JA SelCom: A Case Study in Selection Processes
 PSYC 15 Ephquilts! An Introduction to Traditional Quilting
 PSYC 16 Self Compassion: The Benefits and the Challenges
 PSYC 21 Psychology Internships*
 PSYC 23 / ARTH 23 / ARTS 23(W)STEAM Sandboxes: Public Pedagogy and Transformative Learning*
 REL 14 Yogic Meditation: A Dynamic Synergy of Experience and Understanding
 REL 18 Rare and Wondrous Bibles of the Chapin Library
 REL 19 Charmed: Amulets and Talismans to Protect, Heal, Curse, and Influence Others
 RLFR 13 / ARTS 13 Creative Portraiture in the Darkroom
 RLSP 25 / LATS 25(W)Somos Sur: Mexico-Central American Borderlines and Visual Culture
 RUSS 25/SPEC 25 Williams in Georgia*
 SPEC 10 Counseling Skills Intensive
 SPEC 11 Climate Justice & Audio Storytelling: Podcasting Climate Change, Equity & a Sustainable Future
 SPEC 12 Introduction to Advertising and Creativity
 SPEC 16 Liberal Arts for Epic Challenges: Design Thinking for Social Change

SPEC 18 / PSYC 18 Peer Health Call In Walk In Training
 SPEC 19 Healthcare Internships*
 SPEC 21 Experience in the Workplace: An Internship with Williams Alumni/Parents*
 SPEC 22 Outdoor Emergency Care
 SPEC 24 Class of 1959 Teach NYC Urban Education Program*
 SPEC 26 Essentials for Entrepreneurship: An Immersion In the San Francisco Start-Up Culture
 SPEC 27 Community Development Health and Education Work Project in Liberia, W. Africa
 SPEC 28/DANC 16 The GYROKINESIS® Movement Method
 SPEC 30 Emergency Medical Technician Training*
 STAT 20 The History, Geography and Economics of the Wines of France
 THEA 19 Williams on Stage: Workshopping an Original Play
 THEA 22 A Filmmaking Intensive

APPENDIX C: PARTICIPANTS: CLiA PROGRAMS & PROJECTS

* = Student/Trip Leaders; Senior names are in bold

Break Out Trips

<http://learning-in-action.williams.edu/opportunities/bot>

- **Berkshire Community Outreach & Service (BBOT)**
- **Berkshire Opioid Abuse Prevention & VIM Shadowing (VIM)**
- **Chaplains' Interfaith Detroit (DET)**
- **Chaplains' Interfaith El Paso: Border Immigration & Social Justice (ELP)**
- **An Ephed Up Food System (EPH)**
- **Teaching English in Taiwan (TAI)**
- **Voter Engagement in Florida (VOTE)**

*Yousef Alamassi '22 (DET)

Eman Ali '20 (ELP)

Nicole Alvarez '22 (TAI)

Keileh Atulomah '20 (TAI)

Lilianne Au '22 (VIM)

*Rev. Valerie Bailey Fischer
(DET)

Mark Bissell '22 (ELP)

Samuel Brooks '23 (DET)

*Caroline Bruno '15 (EPH)

Yaznairy Cabrera '20 (VOTE)

Jacob Chen '23 (EPH)

Michael Crisci '21 (VOTE)

Karla De La Fuente '22 (ELP)

Nicki Delgado '22 (EPH)

Ethan Dincer '23 (DET)

Seynabou Diop '21 (DET)

Irfan Durmić '22 (ELP)

Mohammad Faizaan '23 (VIM)

*Tracy Finnegan (ELP)

Leslie Garcia '22 (ELP)

Chuhan Geng '23 (BBOT)

Judy Gitahi '20 (DET)

Fernanda Gonzalez '22 (EPH)

*Diana Gonzalez-Castillo '22
(ELP)

Nasir Grissom '22 (VOTE)

Argenis Herrera '22 (VOTE)

Dario Herrera '22 (ELP)

***Lauren Heuer '20 (VIM)**

Huijun Huang '22 (ELP)

**Melinda Kan-Dapaah '20
(TAI)**

*Catherine Ka '21 (TAI)

Hanbin Koo '22 (BBOT)

Elise Kuwaye '23 (BBOT)

Emily Kuwaye '23 (BBOT)

Andrew Lee '22 (BBOT)

Brennan Lee '21 (VIM)

Clara Lee '22 (BBOT)

***Yang Lee '20 (VIM)**

*Anna Leedy '22 (VOTE)

Melvin Lewis '22 (DET)

April Li '23 (BBOT)

Gavin Li '22 (VOTE)

Shirley Lin '23 (TAI)

Rosalba Linares '23 (VIM)

Curtis Liu '23 (BBOT)

Lili Massac '23 (DET)

Vy Nguyen '21 (TAI)

Virginia Ontiveros '22 (VOTE)

Essence Perry '22 (VOTE)

William Ren '21 (TAI)

Grace Reynolds '22 (VIM)

***Jake Rinaldi '20 (TAI)**

Faith Rodriguez '22 (ELP)

*Maria Roman '22 (ELP)

Maysa Shaer '22 (DET)

Kaylen Smith '22 (DET)

Kai Soto-Dessen '22 (DET)

Tony Truong '23 (BBOT)

***Marco Vallejos '20 (EPH)**

Amy Wang '23 (VIM)

***Morgan Whaley '20 (DET)**

*Nicky Wu '22 (VOTE)

***Oliver Yang '20 (BBOT)**

Xiaoyi Zhang '23 (EPH)

Class of 1959 Teach in New York Winter Study Program

<http://learning-in-action.williams.edu/courses-teaching/teach-in-new-york-city>

Kristen Altman '22

Nicole Alvarez '22

George Carroll '21

Young Chong '22

Karla De La Fuente '22

Abdu Donka '22

Huijun Huang '22

*Michelle Lopez '21

Lauren Menjivar '22

Ivana Onubogu '21

Anastasia Owens '22

Sanket Patel '22

Jesus Payan '20

CLiA Student Van Drivers

Jackson Ennis '20

Jennifer Hernandez '23

Aliya Klein '22

Julia Lim '23

Vanessa Quevedo '21

Amanda Roff '22

CLiA Summer Community Outreach Fellows, Outreach Associates & Office Assistants

Irfan Durmić '22

Lilian Gordon '20

Anna Leedy '22

Elle Montoya-Kelner '21

Anna Kim '19

Gavin McGough '22

Huy Pham '22

Maria Roman '22

Nathan Thimothé '22

Nicky Wu '22

Teresa Yu '20

The Positive Pathways Partnership (P3)

<https://learning-in-action.williams.edu/fieldwork/by-sector/education/postive-pathways-partnership-p3>

Kristen Altman '22

Louisa Belk '20

Ajay Chatha '23

Pauline Cochran '22

Yvonne Cui '20

Campbell Day '20

Renée DePencier Piñero '23

Molly Fraser '23

Jason Ha '22

*Kitty Holbrooke '22

Rachel Horowitz '22

Annie Kang '20

Omar Kawam '20

*Emily Marquis '22

Ginya Marr '21

Abraham Park '22

Erin Vasquez '23

Morgan Whaley '20

Hope Wiley '22

The Positive Pathways Partnership (P3) Book Club

<https://learning-in-action.williams.edu/fieldwork/by-sector/education/postive-pathways-partnership-p3>

Kimberly Andreassen '20

Regina Fink '22

***Ted McNally '20**

Joseph Moore '20

Nick Servedio '22

Purple Valley Volunteer Income Tax Assistance (VITA)

<http://learning-in-action.williams.edu/courses-teaching/volunteer-income-tax-assistance-program>

Cooper Bramble '20

Nehemiah Cesar '23

Tommy Cruz '23

Maddie Dekko '21

Emily Elder '20

Justin Gross '21

Brian Hernandez '23

Peter Kirgis '20

Jim Kolesar '72

Ali Ladha '21

Professor Sara Lalumia

Melvin Lewis '22

Elle Montoya Kelner '21

Sarah Nelson '23

Brandon Paguada '23

Daniel Page '23

Aimee Reische

John Rooney '22

Liliane Wells '22

Don Zasada

Christina Zhou '23

Sentinels Public Policy Summer Research Fellows

<https://learning-in-action.williams.edu/opportunities/sentinels-summer-research-fellowship>

Kendall Allen '20

Elsa Bjornlund '20

Tricia De Souza '21

Lydia Duan '21

Mohammed Memphis '21

Moises Roman Mendoza '19

Leonard Bopp '19
Haley Bosse '20
Michael Crisci '21

Jonah Goldstein '22
Elizabeth Hibbard '19
Peter Kirgis '20

Sophia Shin '21
Ashish Solanki '20
Ricardo Torres-Garzon '21

Williams Center at Mt. Greylock

<http://learning-in-action.williams.edu/high-school-outreach>

- **Afterschool Homework Fellow (HF)**
- **BART Charter School (BART)**
- **Buxton School (BUX)**
- **Classroom Fellow (CF)**
- **LEED the Way (LEED)**
- **Model UN (MUN)**
- **Pine Cobble (PC)**
- **Spanish Language Fellow (SLF)**
- **Student Support Fellow (SSF)**
- **Writing Fellow (WF)**

Caroline Case '22 (HF)
*Nicole Chen '21 (WF)
Sabrina Churchwell '23 (LEED, HF)
***Kevin Coakley '20 (HF)**
Kathryn Conley '23 (LEED)
Charlotte Cooper '20 (WF)
Yannick Davidson '23 (MUN)
Marissa Feller '20 (WF)
Yuichi Fukanaga '23 (HF)
***Isabelle Furman '20 (HF)**
Nikitah Gaju '23 (HF)
Sarah Gantt '23 (SSF, WF)
Eyobel Gebre '22 (HF)
Jake Goldfarb '22 (HF, CF)
Lily Goldberg '22 (PC)
Annika Harrington '23 (HF)
Meghan Halloran '21 (PC)
Brian Hernandez '23 (BUX)
*Sam Holmes '22 (MUN)
Mia Holtze '22 (HF)

***Melinda Kan-Dapaah '20 (MUN)**
Emily Kondo '23 (HF)
***Audrey Lee '20 (MUN)**
Clara Lee '22 (WF)
***Emma Lezberg '20 (LEED, HF, PC)**
Curtis Liu '23 (HF)
Darien Manning '20 (HF)
Hanna Morgan '22 (PC)
Keegan Noronha '22 (LEED)
Madeline Ohl '23 (WF)
Eric Pappas '20 (HF)
Hemal Patel '22 (LEED)
Ben Platt '23 (MUN)
Quincy Powers '22 (SSF, WF)
Cole Prowitt-Smith '23 (HF)
Catherine Quackenboss '20 (WF)
Ahad Qureshi '21 (HF)
Irfa Qureshi '22 (HF)

Teddy Rader '23 (HF)
*Kohen Rahman '22 (LEED, BART)
Sarah Ryu '23 (LEED, BART)
Robert Rock '20 (HF, CF)
Adriana Roman '20 (SLF)
Elise Root '23 (HF)
*Andrew Rule '21 (WF)
Liz Sandoval Siman '22 (SLF)
Preetul Sen '22 (LEED)
Sarah Shi '23 (HF)
Blain Solomon '22 (WF, BUX)
*Alicia Smith Reina '22 (SLF, HF)
Thandi Steele '22 (PC)
***Gaia Steinfeld '20 (LEED, WF)**
Hannah Tager '20 (HF)
Mikaela Topper '21 (HF)
Divya Wodon '20 (LEED)
***Oliver Yang '20 (HF)**
Emery Zahner '22 (BART)



Williams Elementary Outreach

<http://learning-in-action.williams.edu/elementary-outreach>

- Adventures in Learning (AiL)
- Big Sibs (BIG)
- BioEYES (BIO)
- Hopkins Forest Educators (HF)
- Let's Dance (DANC)
- Link to Libraries (LtL)
- NAPS Classroom Support (CS)
- NAPS First/Second Grade Buddies (FGSB)
- NAPS iTeam (iT)
- NAPS Science Fellows (SF)
- PSYC 332 (PSYC)
- Reading Buddies (RB)
- Summer Science Lab (SSL)
- WES After-School Tutors (AST)
- WES Classroom Helpers (CH)
- WES Math Buddies (MB)
- WES Recess Buddies (REC)
- WES Science Fellows (WSF)
- Williamstown Rural Lands Foundation Educators (WRLF)

Papa Anderson '21 (SSL)
 Maddie Annis '23 (WSF)
 Ginger Atwood '22 (PSYC)
 *Chris Avila '21 (SF)
 Maria Avrantini '23 (DANC)
 Petra Baldwin '21 (AiL)
 Zoe Bank '23 (MB)
 Lyza Berg '21 (HF)
 Alex Bernstein '23 (AiL)
 Alexandra Bettez '23 (BIO, RB)
 Mark Bissell '22 (iT)
Elsa Bjornlund '20 (WSF)
 Emily Bleiberg '22 (CS)
 Will Bock '22 (SSL)
 Hannah Brown '23 (BIO)
 Anna Bruce '21 (CH)
 Chris Burdick '22 (WSF)
 Bailey Burger-Moore '23 (WSF)
 Isabel Bushway '23 (CH)
 Allie Campbell '21 (SF)
 Fiona Campbell '23 (AiL)
Olivia Carlson '20 (CS, FSGB)
 Alice-Henry Carnell '22 (HF)
 Emma Casey '23 (FSGB)
 Eva Castagna '22 (MB)
Tiffani Castro '20 (CH, REC)
 AJ Chabot '21 (FSGB, LtL)
Harold Chambers '20 (HF)
 Alameda Chapman '22 (HF)
 Ajay Chatha '23 (AiL)
 Angela Chen '23 (AST)
 Catherine Chen '23 (BIG)
 Jacob Chen '23 (BIO)
 Kirun Cheung '22 (RB)
Eugene Cho '20 (SF)

Young Chong '22 (AST)
 Enoch Chou '23 (iT)
 Dominic Clarke '21 (SF)
 Grace Clarke '23 (AiL)
 Emily Cohen '23 (AST, MB)
 Rain Condie '22 (iT)
 Kathryn Conley '23 (BIO, RB)
 *Seamus Connor '22 (REC, WRLF)
 Lexi Cooper '22 (WSF)
 Molly Craig '21 (WSF)
 Brian Crane '22 (AiL)
Anna Cuellar-Parajon '20 (PSYC)
Maia Czaikowski '20 (SSL)
Ashwin Dasgupta '20 (AST)
Campbell Day '20 (PSYC)
 Deven Desai '22 (AiL)
 Billy Donoso '23 (HF)
***Astrid DuBois '20 (CH)**
 Olivia Dulany '21 (CH)
Rebecca Duncan '20 (CH)
 Avery Dunn '21 (HF)
Molly Egger '20 (AST)
 Mohammad Faizaan '23 (SF)
 Zachary Fatihi '22 (BIG)
Justine Felix '20 (BIG)
 Maria Fernanda Estrada '23 (AiL)
 Regina Fink '22 (HF, LtL)
Joseph Flores '20 (SSL)
 Abby Fournier '21 (CH, RB)
 Molly Fraser '23 (AST, WSF)
 Amy Garcia '22 (SSL)
 Kaiser Garcia '23 (MB)
 Leslie Garcia '22 (AST)

Tarik Garvey '21 (RB)
 Calen Geiser-Cseh '22 (REC)
 Alex Giles '22 (FSGB)
 Richard (Richie) Gonzalez '22 (CH, REC)
 Lucy Grossbard '23 (SF)
 Gracie Guidotti '23 (HF)
Selin Gumustop '20 (BIG)
Julia Gunther '20 (SF)
 Caitlin Han '23 (HF)
 Kayla Han '22 (AiL)
Morgan Harris '20 (LtL)
Ben Hearon '20 (SF)
 Jessie Hem '21 (SF)
 Tai Henrichs '23 (AST)
 Brian Hernandez '23 (FSGB, SF)
 Caroline Hess '23 (FSGB, WRLF)
John Hincks '20 (WSF)
 Joanna Hovey '23 (AST, MB)
 Chen Chen Huang '23 (BIG)
 Elizabeth Hughes '22 (RB)
 Zaynab Ibrahim '23 (SF)
***Emaun Irani '20 (BIG, SF)**
 Marek Janda '21 (AST)
 Sebastian Job '22 (FSGB)
 Jovan Jones '22 (BIG)
 Atlas Kaan Yilmaz '23 (AiL)
 Andrew Kamian '21 (CH)
 Leyla Kamshad '23 (iT)
 Margaux Kanamori '23 (WRLF)
 Catherine Kao '21 (AST, CH)
 Jackson Karofsky '21 (PSYC)
Sarah Kelly '20 (FSGB)
 Charlie Kerzner '22 (HF)

Williams Elementary Outreach (cont'd)

Chulwoo (John) Kim '21 (CH)
Rosa Kirk-Davidoff '21 (AiL)
Emily Kondo '23 (AiL)

Grace Kromm '20 (PSYC)

Aileen (Ally) Lamb '20 (RB)

Thea Lance '20 (FSGB)

Emily Leal '22 (REC)

Heidi Leeds '22 (SF)

April Li '23 (iT)

Ethan Lopes '20 (AiL)

Alina Luchyshyn '23 (REC)

Michael Ludwig '21 (RB)

Jacques Lybarger-Martel '23 (HF)

*Gwyneth Maloy '21 (SF)

Cristina Mancilla '20 (HF)

Madison Mandyck '22 (MB)

Petros Markopolous '23 (MB)

Virginia (Ginya) Marr '21 (CH)

Amy Martinez '23 (FSGB)

Manuel Matos '21 (AiL)

Duncan McCarthy '21 (AiL)

Shadae McClean '21 (AiL)

*Taylor McClennen '22 (SF)

Erin Meadors '20 (DANC)

Mohammad Mehdi Mojarradi '23 (AiL)

Paula Mejia '20 (CH)

Lauren Menjivar '22 (AST)

Steve Menjivar '21 (BIO, SF)

Karla Mercedes '23 (CH)

Chloe Moffitt '23 (BIO)

Maddie Moore '23 (CH)

*Sophie Moore '22 (MB)

Hanna Morgan '22 (FSGB)

Siobhan Morrissey '22 (AiL)

*Rachel Morrow '22 (WRLF)

Mukund Nair '22 (SF)

Tali Natter '23 (AiL, HF)

Mila Nazarali '23 (SF)

Sarah Nelson '23 (LtL)

Morgan Noonan '22 (WSF)

Agustus Nordmeyer '23 (AiL)

Vina Nweke '22 (AST)

Sonia Nyarko '21 (AiL)

Michaela O'Connor '21 (LtL)

Ashlyn Oh '23 (WSF)

Nate Orluk '22 (HF, iT)

Patrick Ottley '22 (FSGB)

Abraham Park '22 (AiL)

Rebecca Park '22 (BIG)

Jesus Payan '20 (HF)

Inaya Payne-Wilks '20 (FSGB, SF)

Julia Peabody '23 (AST, WRLF)

***Kiri Peirce '20 (SF)**

Morgan Persky '23 (BIG)

True Pham '23 (AiL)

Minh Phan '23 (iT)

Sarina Prasad '22 (CH)

Sonia Prasad '22 (CH)

Grace (Allyse) Pratt '22 (CH)

Aniah Price '23 (BIG)

Cameron Pugh '23 (CH)

Erica Qin '22 (AST)

Juliana Ramirez '23 (WSF)

Jenae Rasmussen '22 (HF)

Madeline Rawson '21 (AiL)

William Ren '21 (AiL)

Grace Reynolds '23 (MB)

Kerryann Reynolds '22 (BIG, WSF)

Samuel Riley '23 (MB)

Lilia Robinowitz '22 (WSF)

*Chelsea Romulus '22 (FSGB, LtL)

*Helene Ryu '22 (FSGB)

Tim Saffold '22 (WSF)

Mahesh Saha '22 (FSGB)

Rwick Sarkar '23 (SF)

Noah Savage '21 (AiL, HF)

Sam Schraver '22 (SF)

Jack Sercu '22 (WSF)

Nick Servedio '22 (AiL)

Claire Shao '22 (SF)

Ben Shapiro '23 (MB)

Paul Sheils '20 (HF)

Jeremy Shields '20 (CH)

***Megan Siedman '20 (AST, FSGB)**

Vanessa Silva '23 (AiL)

Natalie Silver '22 (CH, REC)

Anneliese Silveyra '21 (AiL)

Mira Sneirson '22 (PSYC)

AJ Solecki III '21 (PSYC)

Julia Solowey '22 (BIG)

Nicholas Sommer '21 (AiL)

Rock Stewart '20 (WSF)

Julia Stock '22 (AST)

Kenzie Stoker '22 (CH)

Ana Strong Garcia '22 (CS)

Max Stukalin '20 (SSL)

Alan Sun '23 (AiL)

Rebecca Tauber '21 (AiL)

Rose Tchenkam '23 (REC)

Max Thierry '22 (AiL)

Morinsola Tinubu '23 (FSGB, SF)

Harrison Toll '22 (WSF)

Anna Tosolini '23 (MB)

Loren Tsang '22 (MB)

Dan Vaughn '22 (MB)

Lucy Walker '23 (DANC)

Clarissa Wallin '22 (BIO, CH)

Laura Westphal '21 (PSYC)

Morgan Whaley '20 (WSF)

Lulu Whitmore '23 (AiL, FSGB)

Samuel Wolf '21 (AiL)

Isabelle Wood '22 (AST)

Christie Yang '23 (CH)

Ryan Young '22 (BIG)

Aija Zamurs '20 (CH)

Isabelle Zollinger '23 (HF)

PARTICIPANTS: STUDENT-LED COMMUNITY WORK

* = Student Leader; Senior names are in bold

Alhambra Consulting Group

*Christian Alberga '21
Sanjeev Ashok Kumar '23
Ruby Bagwyn '23
***Catherine Banner '20**
*Cameron Carver '21
***Amanda Chen '20**
*Emily Chen '22
Karunesh Gautam '23
Brian Ha '22

Hailey Han '22
*Kalina Harden '21
Brandon Hashemi '23
Danny Irvine '23
Sana Jawa '23
Saamia Khan '22
KJ Kogawa '23
Nick Langel '23
Lily Levin '23

Annie Lu '23
***Clayton Morikawa '20**
***Ethan O'Connell '20**
***Nikhil Palanki '20**
Anna Peterson '22
*Ksoosha Ramras '21
*Cole Robbins '21
*Isaki Wada-Law '21
Will Zhang '22

Aristocows

Dylan Chan '23
Chris Chung '22
*Sophia Clement '22
*Leslie Garcia '22
*Huijun Huang '22
Chloe Hysore '23

*Peter Le '21
Rosalba Linares '23
Curtis Liu '23
Garett Liu '21
*Katherine Melkonian '21

Odysseas Morgan '22
Trang Ngo '22
Jesse Payan '20
Kiri Peirce '20
Laurel Swanson '23

The Assist Program

***Michael Babek '20**
***Vincent Brookins '20**
***Amelia Carroll '20**
Kameron Cisneros '20
Maya Cords '22
Ryan Cox '20
Mercedes Crestanello '23
Avery Dunn '21
Max Fuld '20

Meghan Halloran '21
Jacob Justh '20
Dan Kacmarek '21
Matt Karpowicz '20
Mara Kipnis '22
Ben Lebowitz '20
Gwyneth Maloy '21
Lauren McCarey '23
Jack Murphy '21

Michael Myers '21
Rachel Neugart '22
Maya Principe '23
Derrick Spencer '20
Spencer Spivy '22
McKenzie Stoker '22
Marc Taylor '21
Madeline Walter '20

Berkshire Doula Project

2019-20 Board Members

***Elsa Bjornlund '20**
*Rebecca Brody '22
***Drew Cohen '20**
***Astrid DuBois '20**
***Selin Gumustop '20**

***Harper Kerkhoff '20**
*Sonya Lee '22
*Maddie Moore '23
*Anjali Poe '22
*Juli Ramirez '21

*Claire Shao '22
*Hannah Stone '22
*Sophie Torres '21
*Alice Westerman '21

BFAIR Buddies

Nick Bern '23
*Eva Castagna '22

*Regina Fink '22

Dasol Lee '21

Black Student Union (BCU)

***Shane Beard '20**
*Kendra Brenya '22
*Jasmine Jackson '20

***Arsley Joseph '20**
*Isha Kamara '23
*Shalya Powell '22

*Alex Stoddard '23
***Morgan Whaley '20**

Brayton After School Tutoring Program

Magdalena Arias '23
Gayani Balasuriya '20
Christina Chavarria '20
Trinity Conant '23
Ashley Conroy '20
Luna Dao '20
Bashudha Dhamala '23
Lemmy Evans '23
Diana Gonzalez-Castillo '22
Eamon Grady '23
Chloe Hysore '23
Daniel Kam '23

Marla Khishigsuren '23
Chulwoo Kim '21
Andrew Lee '22
*Dasol Lee '21
April Li '23
Lili Massac '23
Taryn McLaughlin '23
Steve Menjivar '21
Chloe Moffitt '23
Novera Momo '21
Ivana Onubogu '21
*Emma Paquette '21

Inaya Payne-Wilks '20
True Pham '23
Hazel Richards '23
Jay Schroeter '22
Ziyang Shen '23
April Su '23
Meklit Tesfaye '20
Emma Truman '22
Amy Wang '23
Kathryn Wright '22
Kaela Zarrillo '22
Jessica Zong '21

Chinese American Student Organization (CASO)

Christian Alberga '21
*Lillian Au '22
Eden Bloch '23
Blake Bullwinkel '20
Vera Cao '23
Spencer Carillo '20
Josephine Chai '23
Angela Chan '20
Amanda Chen '20
Catherine Chen '23
Emily Chen '22
Jacob Chen '23
*Kary Chen '23
Tiffany Chhuor '22
Ejay Cho '21
Joshua Choi '20
Julia Choi '20
Young Chong '22
Kristen Chou '23
Rebecca Christensen '21
Lindsey Chu '23
Christopher Chung '22
Xiaoyong Cui '20
Francesca D'Arista '21
Beyond Deng '21
Teiheim Edwards '20
Jesus Estrada '20
Markus Feng '21
Isabelle Furman '20
Chuhan Geng '23
David Goretski '20

Kurt Gu '21
Jessica Gutierrez '20
Brian Ha '22
Jason Ha '22
Kimberly Hadaway '21
Malia Hamilton '20
Hailey Han '22
Jeongyoon Han '21
Kelsie Hao '21
Yi He '21
Chloe Henderson '20
Wendy Hernandez '20
Nathan Hu '23
Qiyuan Hu '20
Chen Chen Huang '23
Huijin Huang '22
Phoebe Huang '20
Will Huang '21
Anna Jackowski '21
Noah Jacobson '22
Gyung Hyun Je '20
Jimmy Jiang '20
Rachel Jiang '23
Rhea Jiang '20
Vincent Jiang '22
Daniel Jin '20
Melinda Kan-Dappah '20
Annie Kang '20
Anna Kankunen '22
Marla Khishigsuren '23
Chan Woo Kim '23

Chulwoo Kim '21
Peter Knowlton '21
Carson Kurtz '22
Elise Kuwaye '23
Emily Kuwaye '23
Samuel Lang '21
John Lautenbach '21
Long Le '21
Ben Leary '20
Amber Lee '21
Andrew Lee '23
*Anika Lee '22
Jennifer Lee '22
Izzy Levi '23
Allison Li '22
April Li '23
Darin Li '21
Gavin Li '22
Miriam Li '23
Karmen Liang '21
Alina Lin '20
*Shirley Lin '23
Nelly Lin-Schweitzer '21
Christopher Liu '21
Jason Liu '20
Keyi Liu '20
Annie Lu '23
Geoffrey Lu '20
Weiwei Lu '23
Rachel Morrow '22
Quan Ng '23

Chinese American Student Organization (CASO) (cont'd)

*Crystal Ngan '23
Vanessa Oeien '22
Nikhil Palanki '20
Abraham Park '22
Aylen Park '23
Daniel Park '21
Rebecca Park '22
Yunjin Park '23
Inaya Payne-Wilks '20
Huy Pham '22
Spring Pham '21
Minh Phan '23
Sarina Prasad '22
Sonia Prasad '22
Yuan Qiu '23
Alice Qu '22
Jianing Ren '23
Andrew Rim '20
Caroline Ro '23
Scarlet Rusch '23
Nicholas Servedio '22
Claire Shao '22
Leting Shao '20
Ziyang Shen '23
Haoyu Sheng '20
Sophia Shin '21
Benjamin Siu '23
Simran Sohal '20
Athena Song '23
Ingrid Song '21
Max Song '23

Kenzie Stoker '22
April Su '23
Kyle Sung '22
Akihiro Takigawa '21
Joanna Tan '23
Rito Tanaka '23
Suiyi Tang '20
Stephanie Teng '23
Andrew Thai '21
Avery Trinidad '23
Loren Tsang '22
*Megalan Tso '22
Borivoje Vitezovic '20
Allen Wang '20
Alyssa Wang '20
Angela Wang '22
Cindy Wang '20
Eric Wang '22
Yuchen Wang '23
*Nicky Wu '22
Richard Wu '21
Junze Xia '22
Brenda Xu '20
Manting Xu '21
Yiwen Xu '21
VanNashlee Ya '20
George Yacoub '21
Grace Yang '22
Jiashu Yang '23
Kevin Yang '22
Oliver Yang '20

Xiwei Yang '20
Catherine Yeh '22
Hae On Yoon '21
Maki Yoshimura '22
Cristina Young '22
Abigail Yu '21
Angela Yu '20
Annie Yu '22
Daniel Yu '20
Li Yu '20
Mi Yu '20
Teresa Yu '20
*Riley Yuen '23
Alan Zhang '20
Andrea Zhang '20
Chenyu Zhang '22
Kevin Zhang '23
Will Zhang '22
Xiaoyi Zhang '23
Kellen Zhao '23
Peter Zhao '21
Emily Zheng '20
Emily Zheng '21
Ashley Zhou '20
Christina Zhou '23
Tongyu Zhou '20
Stephan Zhu '21
Patrick Zhuang '21
Jessica Zong '21
Tony Zou '21

Circle of Women

Catherine Banner '20
Campbell Day '20
Senjuti Gayen '23

Alana Lopez Barro Rivera '23
*Jazzlyn Martell '21
*Taylor McClennen '22

***Kate Pippenger '20**
*Marya Rana '21

Coalition for Immigrant Student Advancement (CISA)

*Jennifer Hernandez '23
*Dario Herrera '22
*Johanna Huarachi '23

*Vanessa Quevedo '21
*Imane Rharbi '22

*Mirna Rodriguez '21
*Chelsea Romulus '22

Converging Worlds

Olamide Adeyeri '23
Jaya Alagar '22
***Ally Alvarez '20**
Nicole Alvarez '22
Maddie Annis '23
Adrienne Banks '20

Eden Bloch '23
Alexandra Bonat '23
Haley Bosse '20
Sabrine Brismeur '22
Gold Carson '23
Samy Castaneda '23

Rain Condie '22
Eli Cytrynbaum '20
Bashudha Dhamala '23
Jeromy DiGiacomo '20
Ethan Dincer '23
Julius Dodson '21

Converging Worlds (cont'd)

Clarissa Dominguez '22
Abdu Donka '22
Astrid DuBois '20
Mae Erzini Vernoit '21
Regina Fink '22
Erika Garcia '20
Leslie Garcia '22
Erinn Goldman '21
Stephanie Goodrich '23
Ariane Grossmann '22
Jennifer Hernandez '23
Wendy Hernandez '20
Caroline Hess '23
***Maria Hidalgo Romero '20**
Dan Hirata-Epstein '20
Huijun Huang '22
Johanna Huarachi '23
Christian Jimenez '20
Jordan Jones '18
Mikayla Kappes '20
Sameer Khan '23
Andrew Lee '22
Kofi Lee-Berman '22
April Li '23
Samuel Liu '23

Arrington Luck '22
Amanda Lugo '20
Katie Manning '20
Emily Marquis '21
Virginia Marr '21
Panalee Maskati '20
Gavin McGough '22
Lauren Menjivar '22
Sarah Nelson '23
Madeline Ohl '23
Samuel Ojo '22
Devon Parfait '22
Sara Paulsen '21
Cassidy Pawul '22
Essence Perry '22
Sydney Pope '22
Quincy Powers '22
Tharini Prakash '23
Vanessa Quevedo '21
*Bless Reece '22
Hazel Richards '23
Chelsea Romulus '22
Derek Rosario '22
Sara Sanchez Alarcon '23

Jennifer Sarmiento '23
Zia Saylor '23
Nicholas Servedio '22
Nicolas Shanosky '22
*Kaylen Smith '22
Blain Solomon '22
Mariane St. Juste '21
Thandi Steele '22
Maren Strand '20
Ji Won Sung '22
Kayla Swift '23
Rebecca Tauber '21
Chelsea Taylor '22
Ruby Teklemariam '23
Wylie Thornquist '20
Joelle Troiano '20
Isaki Wada-Law '21
Allen Wang '20
Isabelle Wood '22
Kathryn Wright '22
Nicky Wu '22
Bishoy Yacoub '23
Maki Yoshimura '22
Kaela Zarrillo '23

Educational Opportunities for Success (EOS) Mentoring

Omar Ahmad '23
Papa Freduah Anderson '21
Rebecca Brody '22
Dominic Clarke '21
Trinity Conant '23
*Michael Crisci '21
Erin Denham '20
Azar Dixit '22
*Elle Fietsam '22

*Rheanna Fleming '23
Julia Friedberg '23
*Karunesh Gautam '23
Isha Kamara '23
Eunice Kim '23
Rebecca Kim '20
Virginia Marr '21
Connor Middleton '22
Jesus Payan '20

Patrick Postec '21
*Marya Rana '21
Imane Rharbi '22
*Jay Schroeter '22
*Halle Schweizer '21
Nicholas Servedio '22
*Sophie Torres '21
Erin Vasquez '23

Ephs at the Clark

*Samantha Ahn '21
Fiona Campbell '23
Emily Du '24
*Sarah Gantt '23
*Meadhb Ginnane '21
Erinn Goldman '21
Julia Horne '24

Johanna Hurachi '23
Grace Lee '24
Megan Lin '24
Imogen Mandl-Ciolek '24
Anastasia Owens '22
April Owens '24

Ethan Richmond '24
*Jake Saudek '22
*Ella Smit '21
Lina Wang '24
*Benjamin Ward '22
Ana Wever '24

EphVotes

2019-20 Board

*Zach Babat '21
*Niku Darafshi '21
*Gordon Elwood '23
*Joey Fox '21
*Jeongyoon Han '21

*Elizabeth Hughes '22
*Solly Kasab '21
*April Li '23
*Miriam Li '23

*Tali Natter '23
*Ben Platt '23
*Brynn Puppe '21
*Sam Wolf '21

National Voter Registration Day Volunteers

Zola Baird '23
Jett Ballantyne '23
Jacob Chen '23
Oliver Cohen '23
Trinity Conant '23
Maria Fernanda Estrada '23
Molly Fraser '23
Julia Friedberg '23

Jordan Furtak '22
Diana Gonzalez-Castillo '22
Eleonora Grenfell '23
Nick Harrington '23
Simon Kent '23
Grace Kim '23
Emily Kondo '23

Sarah Nelson '23
Maximilian Peters '23
Juliana Pfeifer '23
Rwick Sarkar '23
Carolina Skinner '24
Isabelle Wood '22
Nicky Wu '22

Friendly Visitors

Catherine Chen '23
Kerryann Conway '21
*Selin Gumustop '20
*Julie Ha '20
Chen Chen Huang '23
Eunice Kim '22

Elise Kuwaye '23
Emily Kuwaye '23
Emily Lock '21
Gwyneth Maloy '21
*Katie Orringer '21
Jeremy Shields '20

April Su '23
Anastasia Tishena '20
Christie Yang '23
Ashly Zhou '20
*Jessica Zong '21

Jazz at Williams

Jared Bathen '20
*Jared Berger '21
Kiersten Campbell '21
Rebecca Coyne '22
Peter Duke '21
Curren Flaherty '23
*Josh Greenzeig '20
Anuvind Iyer '22

*Noah Jacobson '22
Vijay Kadiyala '20
Joe LaRocca '22
Hal Olson '22
Nick Patino '21
Jeff Pearson '20
*Rachel Porter '21

Andrew Rule '21
Spencer Spivy '22
Max Thierry '22
Oscar Triggs '23
Henry Urschel '23
Eric Wang '22
Matt Wisotsky '23

Justice League

Elvira Alonso '20
*Eli Cytrynbaum '20
Michael Crisci '21

Kai Soto Dessen '22
*Tricia De Souza '21
Leonel Martinez '20

Stephany Rivera '23
Alexa Walkovitz '21

Lehman Community Engagement (LCE)

2019-20 LCE Board

*Kristen Altman '22
*Caroline Case '22
*Elijah Goldberg '21
*Allison Li '22

*Geoffrey Lu '20
*Ruairi O'Cearuil '20
*Katie Orringer '21
*Huy Pham '22

*Megan Siedman '20
*AJ Solecki '22
*Laura Westphal '21

Volunteers

Isabel Albores '23
Nicole Alvarez '22
Keileh Atulomah '20
Lili Au '22
Catherine Banner '20
Sofia Barandiaran '20
Peyton Beeli '23
Alexandra Bonat '23
Mina Burns '22
Cody Carrier Carrier '21
Eva Castagna '22
Catherine Chen '23
Dylan Chen '23
Lexi Cooper '22
Molly Craig '21
Rachel Cross '21
Niku Darasfhi '21
Desel Dorji '23
Morgan Duak '21
Aiden Dunkelberg '22
Elle Fietsam '22
Regina Fink '22
Julia Friedberg '23
Nikitah Gaju '23
Sarah Gantt '23
Leslie Garcia '22
Ruby Gary '23
Eleonora Grenfell '23
Lucy Grossbard '23
Greta Gruber '23

Dante Gutbrod '23
Kimberly Hadway '21
Charlotte Hanson '22
Katherine Hatfield '22
Caroline Hess '23
Nigel Jaffe '22
Maya Jamroz '23
Haley Jefferson '23
Erika Jung '20
Mira Kamat '23
Louisa Kania '20
Isabel Kelly '23
Samantha Kilcoyne '23
Gabriela Kovarsky Rotta '23
Reid Kurashige '22
Paul Leclerc '22
Andrew Lee '22
Melvin Lewis '22
Gavin Li '22
Alina Lin '20
Sarah Lyell '23
Abby Matheny '22
Manuel Matos '21
Emma McTague '23
Elle Montoya-Kelner '21
Maddie Moore '23
Ken Morotomi '23
Nilay Neelevani '22
Quan Ng '23
Georgia Panitz '22

Minh Phan '23
Sydney Pope '22
Julia Powell '23
Maya Principe '23
Irfa Qureshi '22
Bless Reece '22
Kerryan Reynolds '22
Coco Rhum '23
Pedro Rodriguez '23
Matthew Roychowdhury '21
Rwick Sarkar '23
Jay Schroeter '22
Nicholas Servedio '22
Audrey Shadle '23
Niki Srivastava '23
Melissa Swann '20
Nathan Szeto '23
Ahdyia Tandon '23
Emily Tibbets '20
Anastasia Tishena '20
Eric Tran '22
Loren Tsang '22
Marco Vallejos '20
Lydia von Schwanenflugel
'23
TJ Watkins '23
Nick Whitcomb '22
Veronica Wolff '20
Haeon Yoon '21
Christina Zhou '23

Learning Intervention for Teens (LIFT)

Daniel Chun Ernn Kam '23
Connor Engel '21
Elle Fietsam '22
Regina Fink '22
Lauren Fossel '22

*Nigel Jaffe '22
Julia Lim '23
Cynthia Masese '23
*Jamie Nichols '21

Jane Petersen '20
Nicholas Servedio '22
*Rebecca Tauber '21
Kitt Urdang '23

Masculinity, Accountability, Sexual Violence, and Consent (MASC)

Sude Akgundogdu '22
Gina Al-Karablieh '22
Zola Baird '23
Drew Cohen '20
Robin Lamb '23

*Asher Lasday '21
*Maximillian Mallett '23
Michael Nettesheim '20
*Agustus Nordmeyer '23

*Rwick Sarkar '23
Jonah Tobin '23
*Harrison Toll '22
*Isaac Wilkins '22

Matriculate

Isabel Albores '23
Nicole Alvarez '22
Sanjeev Ashok Kumar '23
Lillian Au '22
Zoe Bank '23
Emily Bleiberg '22
Mina Burns '22
Caroline Case '22
Ajay Chatha '23
Young Chong '22
Emily Cohen '23
Oliver Cohen '23
Brian Crane '22
Deven Desai '22
Adam Dionne '22
Madeline Dyke '21
*Kaiz Esmail '23
Molly Fraser '23
*Katelyn Harris '22
Jennifer Hernandez '23

Dario Herrera '22
Huijun Huang '22
Elizabeth Hughes '22
Maddie Hurwitz '21
Chloe Hysore '23
*Nigel Jaffe '22
Sameer Jain '23
Anna Kankkunen '22
*Emily Kondo '23
Gabriela Kovarsky Rotta '23
Reid Kurashige '22
Elise Kuwaye '23
Emily Kuwaye '23
Wai Wilson Lam '21
Emily Leal '22
Lance Ledet '21
Melissa Leon Pons '23
Miriam Li '23
Irene Loewenson '22
Amy Martinez '23

Lauren Menjivar '22
Abraham Park '22
Caleigh Paster '21
Huy Pham '22
Alexis Poindexter '23
Sydney Pope '22
Lilia Robinowitz '22
Johanna Rodriguez Huarachi '23
Elise Root '23
AbuBakr Sangare '23
Tula Schapiro '22
Nicholas Servedio '22
*Laurel Swanson '23
Joanna Tan '23
Avery Trinidad '23
Tony Truong '23
Erin Vasquez '23
Hope Wiley '22
Patrick Zhuang '22

No Lost Generation

*Ruby Bagwyn '23
Diego Esparza '22
Sam Gollob '22
Caroline Hess '23
***Emma Lezberg '20**

Elle Montoya-Kelner '21
*Gabriel Patenotte '21
Maximilian Peters '23
Sydney Pope '22

Robert Rock '20
Amanda Roff '22
Maria Roman '22
*Maya Spalding-Fecher '21

Organization for Under-Represented Students in Science, Technology, Engineering, Mathematics (OURSTEM+)

***Andrea Alvarez '20**
*Kimberly Hadaway '21
*Curtis Liu '23

*Sonia Nyarko '21
*Maxwell Song '23
*Fernando Villegas '21

*Manting Xu '21
*Bishoy Yacoub '23

Purple Bike Coalition

*Lucas Estrada '19.5
Richard Gonzalez '22
Hannah Jackson '22.5

*Nelly Lin-Schweitzer '21
De La Petrillo '23

Karol Regula '21.5
T Wynn '20

QuestBridge

Board 2019-20

*Josephine Chai '23
*Julia Lim '23

*Huy Pham '22
*Halle Schweizer '21

*Lirianna Valerio '23
*Eddy Varela '20

Rape and Sexual Assault Network (RASAN)

Maddie Annis '22
*Ruby Bagwyn '23
Alex Bonat '23
Caleb Dittmar '23
*Kaiz Esmail '23
*Gabby Granata '22
*Rollie Grinder '21

*Lucy Grossbard '23
Sarah Johnson '22
*Emily Lock '22
Gwyneth Maloy '21
Hannah Mathew '23
Chloe Moffitt '23

Tali Natter '23
*Robert Neilson '23
Maddy Sullivan '23
*Laura Westphal '21
Lulu Whitmore '23
George Yacoub '21

Ritmo Latino

Keyly Barrios Morales '23
Veronica Berger '22
Alex Bernstein '23
Joe Bouvier '21
Kendra Brenya '22
Tania Calle '20
Cody Carrier '21
Jessica De Los Santos '22
*Alejandro Flores Monge '21
Richard Gonzalez '22

Dario Herrera '22
Claudia Inglessis '22
Alex Joshua '22
Aanya Kapur '20
Angie Lopez '23
Jazlynn Martell '21
Karla Mercedes '23
Connor Middleton '22
Elle Montoya-Kelner '21
Seyi Olaose '22

Cynthia Reyes '22
Claudia Rodriguez '21
Faith Rodriguez '22
Pedro Rodriguez '23
Zaria Roller '23
Rio Salazar '20
Morin Tinubu '23
Ricardo Torres-Garzon '21
Alejandro Zuleta '21

Sankofa

*Lyza Berg '21
*Veronica Berger '22
Magdalena Blaise '22
J'nai Blake '22
***Phoebe Bloom '20**
***Jazmin Bramble '20**
***Dominique Burgess '20**
*A.J. Chabot '21
Francesca D'Arista '21
Seynabou Diop '21

***Evette Eweka '20**
Gaurnett Flowers '22
Nathan Hu '23
Natalie Jean-Michel '23
Rachel Jiang '23
Ryan Joseph '22
Sameer Khanbhai '21
***Dong Joo Lee '20**
*Raquel Livingston '21

Weiwei Lu '23
Nicholas Madamidola '20
Samuel Ojo '22
Adrian Oxley '20
Seungmin Park '21
Nohely Peraza '20
Sydney Pope '22
AbuBakr Sangare '23
*Balint Szollosi '22

Sexual Wellness Advocacy Network (SWAN)

Oliver Behrens '22
Alex Bernstein '23
Emily Chen '22
***Ashley Conroy '20**
Karla De La Fuente '22
Sarah Dean '23
Azar Dixit '20
Polly Ellman '22
Kaiz Esmail '23
Regina Fink '22

Ruby Gary '23
Diana Gonzalez-Castillo '22
Lucy Grossbard '23
Veronica Kao '23
Michelle Laker '22
Amy Lam '22
Sonya Lee '22
Izzy Levi '23
Gavin Li '22

Samuel Liu '23
Kennedy Long '21
Georgia McClain '22
Paula Mejia '17
Maddie Moore '23
Aniah Price '23
Ashish Solanki '20
Marlon Stanfield-Pazmino '22
Kobe Tray '23

Sisterhood

Melinda Adjoa Dapaah '20

*Mazie Alexander '21
Wunmi Awelewa '22
Tia Birdsong '21
***Yaznairy Cabrera '20**
Nehemiah Cesar '23
Arselyne Chery '21
Jessica De Los Santos '22
*Cassie Deshong '21
Micaela Foreman '22
*Kailyn Gibson '22
*Kimberly Hadaway '21
Jen Hernandez '23
Del Rose Hooker Newball '21
Isha Kamara '23

Gelila Kassa '23
Rocky Livingston '21
Kennedy Long '21
Delsa Lopez '21
Lili Massac '23
*Shadae McClean '21
Erinn McKenzie '23
Ivana Mensah-Agyekum '23
Daltie Mitchell '23
Adna Mohamed '22
Sharon Mutoni '23
Vina Nweke '22
*Sonia Nyarko '21
Seyi Olaose '22

Virginia Ontiveros '22
Ava Otoadese '22
Aiyana Porter '20
Aniah Price '22
Shiara Pyrrhus '23
Zaria Roller '23
Chelsea Romulus '22
*Aida Sawadogo '22
Kaylen Smith '22
Blain Solomon '22
*Mariane St. Juste '21
Alex Watson '23
Toni Wilson '20
VanNashlee Ya '22



Society of the Griffins

*Julius Dodson '21
***Sean Fontellio '20**
*Bariki Innis '21

*Hamza Mankor '22
*Sam Mecha '21

*S. Justin "Say Say" Rivers '21
***Rufus "RJ" Shamberger '20**

Students for Israeli-Palestinian Dialogue (SIPD)

Aisha Abdrashitova '22
Yousef Alamassi '22
Ilana Albert '21
Zoe Bank '23
Molly Berenbaum '21
Phoebe Bloom '20
Spencer Brooks '21
Anna Bruce '21
Sasha Cayward '21
Evan Chester '21
Emily Cohen '23
Davis Collison '21
Lexi Cooper '22
Grace Dailey '22
Abdu Donka '22
Madeline Dyke '21.5
Jack Ellrodt '20
William Foote '22
Abigail Fournier '21
Amy Garcia '22
Jonah Garnick '23
Lily Goldberg '22
***Hannah Goldstein '20**
Jonah Goldstein '22
Sophie Goldstein '23
Lev Gordon '20
Janelle Gowgiel '20
Benjamin Hearon '20

Wendy Hernandez '20
Chen Chen Huang '23
Zaynab Ibrahim '23
Claudia Inglessis '22
***Gaby Ivanova '23**
Liza Jacoby '22
Jacob Jampel '23
Solly Kasab '21
Omar Kawam '20
Simon Kent '23
Simon Kessel '21
Lindsay Klickstein '19
Ariel Koltun-Fromm '20
Amy Lam '22
Kofi Lee-Berman '22
Melvin Lewis '22
Emma Lezberg '20
Jacob Lezberg '20
Alan Lin '22
Arrington Luck '22
Landon Marchant '20
Emily Marquis '22
Catherine May '20
Nathan Medow '22
Melissa Mendino '22
Adna Mohamed '22
Joseph Moore '20
David Morse

Sofia Neaher '22
Charlotte Oakley '21
Jacob Pesikoff '20
***Sydney Pope '22.5**
Phillip Pyle '22
Bellamy Richardson '23
Noah Savage '20
Zia Saylor '23
Jacob Schuman '20
Anneliese Silveyra '21
Sophia Sonnenfeldt '22
Julian Speyer '23
Maren Strand '20
April Su '23
Hannah Tager '20
Rebecca Tauber '21
Loren Tsang '22
Topjor Tsultrim '22
Mae Vernoit '21
Trevor Wertheimer '22
Alice Westerman '21
Morgan Whaley '20
Katrina Wheelan '21
Isabelle Wood '22
Charles Xu '21
Lour Yasin '23
Aija Zamurs '20

Students of Caribbean Ancestry (SoCA)

Olamide Adeyeri '23
***Mazie Alexander '21**
Rev. Valerie Bailey Fischer
Yaznairy Cabrera '20
***Nehemiah Cesar '23**
Michael Crisci '21
Yannick Davidson '23
***Jessica De Los Santos '22**
***Cassie Deshong '21**
Kimberlean Doni '23
Dara Etienne '22
Sean Fontellio '20
Kaiser Garcia '23
Kimberly Hadaway '21

Argenis Herrera '22
***Del Rose Hooker Newball '21**
Astia Innis '20
Danny Irvine '23
Haley Jefferson '23
Rosalba Linares '23
Anaira Lopez '23
Gabby Lowe '23
Nicholas Madamidola '20
Hamza Mankor '22
Rose Martin '23
Lili Massac '23
***Shadae McClean '21**

Erinn McKenzie '23
Daltie Mitchell '23
Adna Mohamed '22
Curtis Nyanjom '21
Samuel Ojo '22
De La Petrillo-Foster '23
Cameron Pugh '23
Shiara Pyrrhus '23
Faith Rodriguez '22
Chelsea Romulus '22
Lirianna Valerio '23
Brandon Wingfield '22
Gabrielle Wolfe '20

Williams College Democrats

***Kendra Brenya '22**
***Bernal Cortez '22**
***Nick Harrington '23**

***Argenis Herrera '22**
***Benton Leary '20**
***Essence Perry '22**

***Maddie Wessell '20**
***Kevin Yang '22**

Williams College Feminist Collective (FemCo)

2019-20 Board

*Ariane Grossmann '21

*Kalina Harden '21

*Julianna Ramirez '21

*Alice Westerman '21

Williams College Jewish Association (WCJA)

WCJA Board 2019-20

*Oliver Cohen '23

*Rebecca Coyne '22

*Regina Fink '22

*Molly Fraser '23

*Mackenzie Grace '22

*Noah Jacobson '22

***Cole Janco '20**

***Ariel Koltun-Fromm '20**

*Melvin Lewis '22

***Emma Lezberg '20**

***Jacob Lezberg '20**

*Jacques Lybarger-Martel '23

*Ben Platt '23

*Bellamy Richardson '23

***Jacob Shuman '20**

*Kasey Stern '22

*Sarah Willwerth '21

Williams College Law Society

*Margot Berman '22

*Max Chayet '22

*Clarissa Dominguez '22

*Jackson Hartigan '23

*Ruth Kramer '22

*Kate Orringer '21

Williams College Oral Health Society

Stella Woo '21

Andrea Orozco '21

Williams for Williamstown (W4W)

*Lauren Barry '21

***Brynne Blaugrund '20**

***Eliza Bower '20**

Justin Burke '22

Isabel Bushway '23

Erin Courville '21

***Clare Diaz '20**

*Ella Dunn '21

Caroline Galo '21

Caitlin Han '23

*Haley Jefferson '23

*Izzy Kelly '23

Jo Kim '22

Brennan Lee '21.5

*Gabby Martin '21

***Nina McGowan '20**

Theresa Morley-McLaughlin
'21

*Quan Ng '23

*Cole O'Flaherty '21.5

Liz Ostermeyer '21

***Emily Peckham '20**

***Jane Petersen '20**

Adam Roupas '23

*Niki Srivastava '23

Ji Won Sung '22

***Daiana Takashima '20**

***Emily Tibbetts '20**

Sarah Tully '21

Julia Ward '21

*Lilly Wells '22

Emma Weurth '21

Williams Environmental Council

Elizabeth Bigham '21

Allie Campbell '21

Wyndom Chace '21

Karla De La Fuente '22

Madeline Dyke '21

Andrew Hallward-Driemeier
'21

Dario Herrera '22

*Rosa Kirk-Davidoff '21

***Danielle Moore '20**

Henry Newell '21

Sarah Jane O'Connor '22

Alex Pear '22

Rachel Porter '21

*Madeline Rawson '21

Maya Spalding-Fecher '21

Williams Forum

Emma McTague '23

Sam Mermin '22

*Davey Morse '22

*Emma Neil '22

Abby Scott '22

Grant Swonk '21

Williams Outing Club (WOC)

***Jackson Ennis '20**
Annabelle Feist '20
Sam Holmes '22
*Charlotte Jones '22
Rosa Kirk-Davidoff '21

Danny Levine '22
Aidan Lloyd-Tucker '22
*Duncan McCarthy '21
Gavin McGough '22
Rachel Morrow '22

Georgia Panitz '22
Alex Pear '22
Ellie Sherman '20
Alex Simons '21
T Wynn '20

Williams Recovery of All Perishable Surplus (WRAPS)

Nicole Alvarez '22
Joe Bouvier '21
Caroline Case '22
Wyndom Chace '21
*Alli Cooke '23
*Sarah Dean '23
Maddie Dyke '21
Trudy Fadding '23
Regina Fink '22
Papa Freduah Anderson '21
Kevin Garcia Rios '21

Melvin Lewis '22
Allison Li '22
*Abby Matheny '22
*Taylor McClennen '22
Avery Mohan '23
Rachel Morrow '22
Katherine Myers
Samuel Ojo '22
*Grace Reynolds '23
*Josh Reynolds '21
*Kerryann Reynolds '22

Pedro Rodriguez '23
Matthew Roychowdhury '21
Audrey Shadle '23
Natalie Silver '22
Lev Simon
***Marco Vallejos '20**
*Katrina Wheelan '21
Sarah Willwerth '21
Anna Wise '21
Isabelle Zollinger '23

Williams Ski Patrol

Maddie Burbage '22
Nick Couch '21
Curren Flaherty '23
Nick Iskenderian '22

*Adam Jones '21
*Danny Levine '22
Aidan Lloyd-Tucker '22
Sofia Neaher '22

Fiona Selmi '21
*Harrison Toll '22
*Riley Will '22
Matthew Wiseman '20

Williams Sustainable Growers

Alice-Henry Carnell '22
Rachel Horowitz '22

Anastasia Owens '22
*Matthew Roychowdhury '21

Maxwell Song '23

Williams Translation Project

Gina Al-Karableih '22
Nadiya Atkinson '21
Catherine Chen '23
Kenia Cruz Guardado '22
Anna Cuellar-Parajon '20
Ana Laura Delgado
Fernandez '22
Irfan Durmic '22
Regina Fink '22

Isabel Frey Ribeiro '23
Chuhan Geng '23
Julia Gunther '20
Natalia Halpern Lagos '20
Kenneth Han '21
Peter Le '21
Allison Li '22
Lauren Menjivar '22

Andrea Orozco '21
*Gabriel Patenotte '21
Mirna Rodriguez '21
Maria Roman '22
Scarlet Rusch '23
Alicia Smith Reina '22
Hannah Tager '20
Patrick Zhuang '21

Winter Blitz

Co-Presidents & Steering Committee

*Jaya Alagar '22

*Nicole Alvarez '22

*Lili Au '22

*Nat Davidson '22

*Emily Ham '22

*Charlotte Jones '22

*Emily Leal '22

*Shirley Lin '23

*Bless Reece '22

Team Leaders & Members

Jason Adulley '19

Spencer Allyn '20

Eugene Amankwah '22

Jackson Anderson '23

Wael Baalbaki '22

Dasha Belobokova '23

Marshall Borrus '20

Haley Bosse '20

Rebecca Brody '22

Hannah Brown '23

Quinlan Byrne '20

Vera Cao '23

Caroline Case '22

Eva Castagna '22

William Chen '22

Tiffany Chhuor '22

Young Chong '22

Kristen Chou '23

Davis Collison '21

Seamus Connor '22

Marcone Correia '19

Tommy Cruz '23

Deja Cunningham '22

Akhil Dayal '20

Deven Desai '22

Abdu Donka '22

Caroline Douglas '23

Chandler Dula '23

James Dunivan '20

Aidan Dunkelberg '22

Robin Eagleton '22

Jonas Echeandia '23

Calum Ferguson '19

Regina Fink '22

Austin Franklin '23

Julia Friedberg '23

Armanis Fuentes '22

Michael Gao '21

Ben Gips '19

Seth Goldstein '19

Nasir Grissom '22

Kelsie Hao '21

Katelyn Harris '22

Brandon Hashemi '23

Jennifer Hernandez '23

Owen Hiland '22

Del Rose Hooker '21

Prince Hunt '20

Claudia Iannelli '23

Astia Innis '20

Danny Irvine '23

Ally Isley '20

Liza Jacoby '22

Sameer Jain '23

Maya Jamroz '23

Vincent Jiang '22

Carolyn Jordan '23

Daniel Kam Chun Ernn '23

Isha Kamara '23

Grace Kim '23

Julius Kindfuller '19

KJ Kogawa '23

Emily Kondo '23

Justin Kugel '20

Anika Lee '22

Gabriello Lewis '22

Melvin Lewis '22

Alan Lin '22

Sierra Loomis '20

Roxanne Mackinnon '23

Cristina Mancilla '20

Petros Markopoulos '23

Julia Marks '23

Lili Massac '23

Jason Mazique '21

Gavin McGough '22

Lauren Menjivar '22

Mykel Miller '20

Daltanette Mitchell '23

Adna Mohamed '22

Cyrus Naider '23

Katie Nath '23

Emma Neil '22

Maxine Ng '22

Jamie Nichols '21

Samuel Ojo '22

Krysten Ortega '20

Nikhil Palanki '20

Harmon Pardoe '19

Aylen Park '23

Sanket Patel '22

Nicholas Patino '21

Cassidy Pawul '22

Julia Peabody-Harhigh '23

Juliana Pfeifer '23

Ben Platt '23

Anjali Poe '22

Alexis Poindexter '23

Patrick Postec '21

Megan Powell '20

Alice Qu '22

Irfa Qureshi '22

Bless Reece '22

Daniel Rials '22

Samuel Riley '23

Caroline Ro '23

Cole Robbins '21

Maria Roman '22

Chelsea Romulus '22

John Rooney '21

Elise Root '23

Adam Roupas '23

Matthew Roychowdhury '21

Sara Sanchez Alarcon '23

Samuel Schraver '22

Nicholas Servedio '22

Kaylen Smith '22

Patrick Smith '20

Nicholas Sommer '21

Tyler Spiezio '22

Marlon Stanfield-Pazmino '22

Max Stukalin '20

April Su '23

Nathan Szetzo '23

Alex Szrol '21

Summer-Solstice Thomas '20

Eddy Varela '20.5

Isaki Wada-Law '21

Eric Wang '22

TJ Watkins '23

Alex Watson '23

Ben Weaver '20

Isabelle Wood '22

Manting Xu '21

Tarun Yadav '21



Williams College
G10 Brooks House
983 Main Street
Williamstown, MA 01267
(413) 597-4588
clia@williams.edu



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@williamsclia