

FRIES CENTER FOR GLOBAL STUDIES

<https://www.wesleyan.edu/>

2021**2022**
ANNUAL REPORT

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EXECUTIVE SUMMARY

This past year can be summed up as “returning to (the new) normal.” As you will see below, at least by the spring of 2022, in many ways things were returning to pre-pandemic norms. Study abroad, language teaching, and intercultural programming were all robust. But a lot is packed into the words “(the new),” which we can see if we focus on two themes: structural adjustment and internationalization. In part, structural change was enabled by the departure of three staff in August. This offered the chance to reorganize positions in a more coherent fashion. We now have two positions in each of our three focal areas—mobility (both study abroad and international students), language (both instruction and supporting multilingualism), and intercultural education—and in each case we have one more senior colleague and one more junior colleague, only the former of whom reports to the Director. We’re still in the process of working through structural changes both in how/where we work and in how the Fries Center for Global Studies (Fries Center, FCGS) staff are organized. We have realized that we can continue to serve students and other constituents well and also reap the benefits—more time for focused work, more flexibility—

that comes with remote work by establishing staggered schedules in which everyone works (at least) three days in-person and has two days remote. By staggering the remote days, we ensure there is always a robust presence in the Center.

Internationalization has always been central to the Fries Center and indeed, has long been a strength of Wesleyan as a whole, but as further discussed in “Update on Campus Internationalization” below, many of the initiatives were happening in isolation from one another without any explicit attention or overall support. A year-long effort has now resulted in much more visibility and coordination for internationalization efforts, as well as a much clearer sense of what we mean, here at Wesleyan, by the sometimes vexed term “internationalization.” For details, see the presidential statement on [“Internationalization at Wesleyan”](#) as well as the “Update” below, but suffice to say that going forward both FCGS and even the University as a whole have a more solid sense of direction—the latter more fully spelled out in the new [“Towards Wesleyan’s Bicentennial”](#) strategic plan.

NEW IN 2021-2022

The summer of 2021 brought with it both signs of positive change, as we worked with colleagues throughout the administration to enable study abroad to restart for Fall 2021, and new challenges: three Fries Center colleagues moved on from Wesleyan in August. Magdalena Zapędowska took a position at Smith College, Natalia Roman Alicea left for Brown University, and Zijia Guo chose to leave because of various family reasons. Each of them made important contributions to the Center and to Wesleyan, and they have been missed!



Our new Assistant Director for Fellowships, Erica Kowsz

Sticking with personnel-related changes, Hannah Parten was promoted to Assistant Director of Study Abroad in the Fall in recognition of her wonderful combination of attention to detail and creative innovation. In January 2022, Erica Kowsz joined as our new Assistant Director for Fellowships.

NEW IN 2021-2022 *continued*

Erica came to Wesleyan from the University of Massachusetts Amherst, where she earned a PhD in anthropology. Erica's research combines ethnography with legal and historical research to examine the recognition of Indigenous peoples and their rights across distinct national jurisdictions in the United States and Norway (further description [here](#)). Her earlier work focused on similar issues along the US-Canada border in the interior Pacific Northwest, where Erica has completed several interrelated projects, including a film produced while on a Fulbright grant in 2011-2012 (trailer [here](#)). Erica has a long track record working with UMass undergraduates and early-career graduate students on grant and fellowship applications, as well as years of experience writing her own proposals for international exchange. She has had a great first six months and we're all thrilled to have her on our team.

Finally, just as the academic year was ending, Anita Deeg-Carlin joined

us as our new Associate Director for Intercultural Learning. Anita brings almost two decades of experience in higher education, at Mount Holyoke College, previously at Wesleyan, Fairfield University, and Trinity College, mainly in the global education space. Raised in an international and multilingual home, she made a career out of intercultural education, studying subsistence farming systems as an intern in Uganda for six months as an undergraduate, for four years in the environmental conservation and public health sectors as a Peace Corps Volunteer and development consultant in Madagascar specialized in rural appraisal methodologies, and directing a high school cultural immersion program for three years in Costa Rica. She received her interdisciplinary undergraduate degree from Wheaton College, IL, in Culture and Development, and holds a Master's Internationalist degree from Colorado State University in Watershed Management. Welcome, Anita!

UPDATE ON CAMPUS INTERNATIONALIZATION

Stephen C. Angle

A year ago, I wrote a short essay in the Fries Center annual report titled “Making Sense of Internationalization at Wesleyan.” My goal was to catalyze a broader conversation about internationalization across our campus with the hope that we would arrive at a more explicit self-understanding of the internationalization that is already taking place and more clarity on what our objectives are for further deepening comprehensive internationalization. I am happy to report that all this has happened, even if the breadth and inclusiveness of the conversation can always stand to be increased. In this update, I will review both specific actions that have been taken and the broader goals that we have articulated, and end with some thoughts about the future.

President Michael Roth, Provost Nicole Stanton, and I began discussing a statement on “Internationalization at Wesleyan” in the summer of 2021. Over the next months, the emerging draft statement and its accompanying goals repeatedly were discussed with the Fries Center’s [Advisory Board](#) and with numerous faculty and staff stakeholders. The consultation process continued when I met with the president’s cabinet members in December of 2021 and then had an opportunity to discuss these matters with the Trustees in February of 2022. In the Spring of 2022, President Roth issued the statement that now appears on the [Fries Center’s website](#). As noted there, the presidential statement calls for progress to be made in deepening Wesleyan’s comprehensive internationalization over the next five years in the following five areas:

-
- 1.**
Promote internationalized student learning
 - 2.**
Expand and support a culture of campus multilingualism
 - 3.**
Broaden access for and diversity of international students, faculty and visiting scholars, and staff
 - 4.**
Increase support for international student and faculty research, creative practice, and other partnerships
 - 5.**
Build attention to comprehensive internationalization into our governance and institutional structure

UPDATE ON CAMPUS INTERNATIONALIZATION

continued

Progress on these goals will come in various ways: in some cases, they represent continuation of efforts already underway in administrative offices and academic units across campus; in other cases, they are new initiatives that may require further consultation and authorization before they can be undertaken.

The statement explains that there are three main reasons why internationalization must be central to Wesleyan's future.

First, Wesleyan embraces the ethical call to openness, to resisting parochialism, to pushing back against the status quo. Treating this call with the seriousness it deserves requires internationalizing. Second, the same underlying reason that Wesleyan has long valued boundary-crossing interdisciplinarity leads equally to internationalization: the cross-pollination of multiple ideas and experiences leads to innovation. To continue to generate creativity across the academic spectrum, we must internationalize. Third, global flows of power, culture, capital, and people unavoidably shape our world. To attract talented students, faculty, and staff— and to prepare our students to flourish in this world—we need an institution that itself reflects the diverse realities, perspectives, and languages of that world.

It should be obvious that the “internationalization” that these reasons undergird is not simply spreading currently-dominant values and practices to the rest of the world. Instead, “internationalization means to cultivate intercultural understanding and sensitivity in all and to amplify previously marginalized voices.” Successful internationalization, therefore, includes critical self-reflection and ultimately changes “the ways we teach and the questions that we seek to answer.”

UPDATE ON CAMPUS INTERNATIONALIZATION

continued

As I emphasized in the essay a year ago, internationalization must be “comprehensive” because it touches every aspect of a university. And there are encouraging signs from across the campus. Within Academic Affairs, some examples are:

- Clarifying and regularizing support for smaller area-studies minors
- Improving support for international faculty (through a change to what aspects of the Green Card process the University covers)
- Many Writing Center initiatives aimed at supporting multilingual writers
- The library’s support for the “Library Access Initiative,” part of Wesleyan’s broader Scholars at Risk program

For their part, Office of Admission has:

- Hired new staff to improve their coverage of international region
- Updated their campus tour materials to better reflect Wesleyan’s strengths in languages and study abroad
- Revised the “Viewbook” that is sent to tens of thousands of prospective students to highlight our international and language-learning strengths

A key change in Student Affairs (with support from Academic Affairs) is moving the Office of International Student Affairs (OISA) to Fisk Hall, enabling us to have a true hub for international students and activities, which is further assisted by regular joint meetings between OISA and FCGS.

UPDATE ON CAMPUS INTERNATIONALIZATION

continued



The Office of Advancement, has hired a new internationally-focused colleague and, together with the Office of Admission, has taken over responsibility for Wesleyan's Chinese-language WeChat channel.

As important as all these steps are, the goals and proposed actions listed on the internationalization site make clear that we have further to go. I will close with some reasons to be hopeful that a year from now, there will be more progress to report. First of all, two new FCGS staff members will begin work over the summer, our Associate Director for Intercultural Learning and our first-ever Global Language and Outreach Fellow. Just as the spring was winding down, finally, we received the news that an extraordinary new donation will enable us to launch our highest-priority objective as soon as Spring 2023: a new program of spring-semester courses with travel components during spring break. Look forward to news about that program and more!

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

Fulbright US Student Program

The Fulbright US Student Program is the nation’s largest exchange program, awarding more than 2,200 awards in over 140 countries, worldwide. These grants span all fields of study and are open to graduating seniors and recent alumni who have not yet completed a PhD. Fulbright grants provide a stipend and support for grantees to undertake international graduate study, advanced research, or English teaching at primary, secondary, and post-secondary school levels. During their grants, Fulbrighters meet, live with, work alongside, and learn from the people of the host country. The Fulbright program is the original US citizen diplomacy program and is intended to promote not only education but mutual understanding between people of different national backgrounds. Applicants to the Fulbright US Student Program must be US citizens. (The Fulbright Foreign Student Program, by contrast, supports students of other nationalities to travel to the United States.)

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After a slight decline in the number of Wesleyan applicants who succeeded in their bid to win a Fulbright award last cycle, this year saw a high yield of Fulbright awards at Wesleyan. Eight Wesleyan applicants, a mixture of seniors and alumni, won Fulbright grants this year. They will spend the 2022–2023 academic year conducting independent research or teaching English, each of them located in a different country. In addition to these eight Fulbright finalists, three Wesleyan applicants have been designated as alternates for the programs they applied to and five more were named semifinalists.

Of special note this year is the determination not to be deterred exemplified in this cohort: two of this year’s Fulbright finalists were applying to the program for the second time this year. After having applied in a previous cycle and initially not received the award they sought, these two continued to build their skills, revamped their applications, applied again, and won. Their experience is a great example of the importance of perseverance, and it is an excellent sign that they have what it takes to face the challenges and reap the rewards that a Fulbright year can offer.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

Fulbright US Student Program *continued*



Alphina Kamara '22, an English and sociology major, was awarded an English Teaching Assistant Award to Zambia. Kamara has been an activist on issues of educational equity and quality from a young age, advocating for herself and for other students who have suffered discrimination and/or neglect in school. She sees herself as offering her students a chance to gain agency and view themselves as part of a world beyond their village, town, or country. She views her family connection to West Africa (Sierra Leone & Senegal) as important preparation for the environment in which she will be teaching and representing the United States.

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Justin Kim '19, is a great example of a recent alum who has succeeded in utilizing fellowships as a means to pursue original projects in his chosen field. For Kim, that field is filmmaking. Back in 2019, Kim departed for his Watson Fellowship the summer after having graduated from Wesleyan with majors in American studies and film. In 2022–2023, he will once again be going abroad as a fellow, this time as a Fulbright grantee in Filmmaking at Korean National University of the Arts in South Korea. Kim will both complete a research project on the history of South Korean film and make headway on an original docuseries. He has also been named a Mortimer Hayes-Brandeis fellow for 2022–2023, a wonderful recognition of the artistic merit of his work and a welcome addition to the support available for his proposed project.

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Elizabeth (Lizzie) Edwards '21, has been awarded a Fulbright English Teaching Assistant Award to Turkey. Edwards, an anthropology and environmental studies major, spent the year immediately after graduation as a participant in another US Department of State Program, the Congress-Bundestag Youth Exchange (CBYX), jointly sponsored by the US and German governments. Initially, Edwards had applied to the ETA program in Vietnam, during her senior year at Wesleyan. Undeterred by being named an alternate rather than a finalist in that first year, Edwards applied again the following cycle, this time to Turkey. Edwards sees Turkey as a place in which she might explore her long-held interest in refugee reception and human rights, while also getting to know a new place and culture.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

Fulbright US Student Program *continued*



Andrew Finkelman '23, a double major in sociology and Hispanic literatures and cultures, will travel to Spain to serve as an English Teaching Assistant in Galicia, an autonomous region in the far northwest corner of Spain. Spain hosts one of the larger Fulbright ETA programs, which attracts more applicants than any other single Fulbright award. With over 800 applications to this program for the past two cycles running, Finkelman's success in winning a spot in this particular program is especially notable.

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Sarah Backer '23, a government major and East Asian studies minor, was awarded an English Teaching Assistantship in Taiwan. Backer has studied Mandarin since childhood and her linguistic skills in combination with her experience in classrooms and leading youth camps no doubt made her an appealing match for the ETA program in Taiwan. Taiwan's ETA program has been on the rise, attracting increasing number of applicants and becoming increasingly competitive since other Mandarin-speaking countries were closed to Fulbright in 2016.

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Anna Marti '23, an American studies and education studies double major, has been awarded an Athens College-Hellenic American Educational Foundation (HAEF) English Teaching Assistantship in Greece. Marti will be assigned to the school's University Applications and Counseling Office, where she will draw on her work in Wesleyan's Office of Admission, where she has most recently worked as a senior interviewer. Even before she knew whether she would be awarded the Fulbright, Marti jumped into preparing herself for the experience, enrolling in Modern Greek courses during her senior year. The preparation will serve her well when she brings the fundamentals of this less commonly taught language with her to her Fulbright year.

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Alexandra (Lexie) Prendergast '20, a college of social studies and government major, has been awarded a Fulbright English Teaching Assistantship to Belgium. Prendergast will draw on her proficiency in the French language and her substantial teaching and mentoring experience in her work with Belgian students. From her academic background, she also brings with her an interest in Belgium's role in the European Union, including roles like hosting plenary sessions of the European Parliament.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

Barry Goldwater Scholarship

The Goldwater Scholarship is the oldest and most prestigious national scholarship for the natural sciences, engineering, and mathematics in the United States.



Anna Fehr '23, was awarded a Goldwater Scholarship in recognition of her excellent work thus far in astronomy, physics, and computer science and her potential for ongoing excellence as she builds her scientific career. Fehr is engaged in the Wesleyan Women in Science steering committee and plans to pursue a PhD program where she will continue studying exoplanets and planet formation after she completes her Wesleyan degree.

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Thomas J. Watson Fellowship

The Watson Fellowship gives newly graduated students the opportunity to pursue a personal passion project for a full year, beginning the summer after graduation. Wesleyan is one of 41 campuses to participate in the Watson Fellowship program, each of which can nominate up to four students to the national competition each fall. Nominees go on to interviews with the Watson selection committee. Those who are selected as fellows then spend a year outside the United States, without returning to any country in which they have spent more than four weeks before.



In August, **Livia Cox '22**, will depart for Kenya, the first stop on her Watson year, after having graduated from Wesleyan in May with majors in science and society and neuroscience. Cox will pursue her project, "Pain, Policy, and the Person," across eight countries, seeking to understand how different societies and cultures conceive of and manage experiences of pain. Her interest in these themes arises in part from her experiences in the local community in Middletown. During her years at Wesleyan, Cox founded and ran a local nonprofit seeking to prevent death by overdose and harm associated with intravenous drug use. Cox plans to pursue a Master's in Public Health and, ultimately, a career as a physician.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

Schwarzman Scholarship

The Schwarzman Scholars program brings together extraordinary students from around the world to spend a year on the campus of one of China’s premier universities. Students from 33 countries and over 100 different institutions of higher education come together to learn both about China, as a critical place in the future of a globalized world, and about leadership more generally.



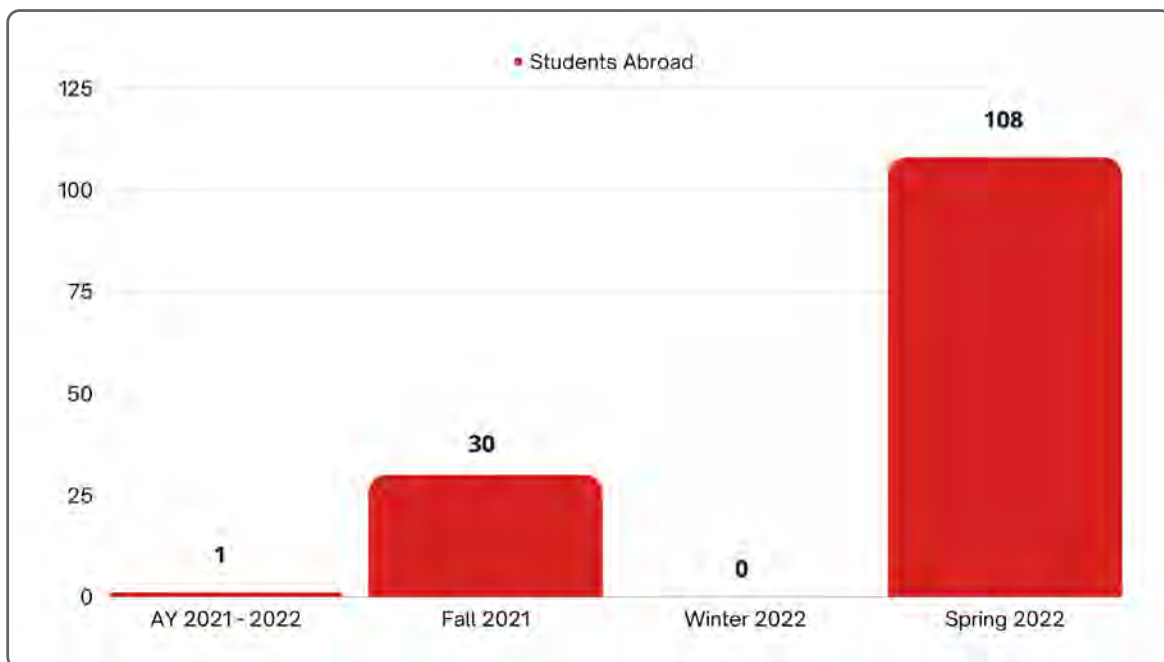
Anna Nguyen '22, is one of the 150 students chosen out of 300 applicants to be a Schwarzman Scholar in 2022–2023. As the President of the Wesleyan Student Assembly during the COVID-19 pandemic, Nguyen is no stranger to the challenges of leadership. Nor is the value of a global perspective a new concept for her; Nguyen, who is a Freeman Scholar, is from Vietnam but has also spent time in the US, England, and China as a part of her intentional pursuit of a global perspective. This summer, Nguyen will travel to Abu Dhabi for the program’s orientation before continuing on to Beijing for her year as a Schwarzman Scholar at Tsinghua University.

In addition to the programs listed above, Wesleyan students and alumni applied for the Beinecke Scholarship, Churchill Scholarship, Gaither Carnegie Junior Fellowship, Marshall Scholarship, Mitchell Scholarship, Keasbey Memorial Foundation Scholarship, and Rhodes Scholarship.

Study Abroad Participation

2021-2022 saw the welcome return of in-person study abroad. Fall 2021 participation was far below pre-COVID levels, but spring 2022 was back to normal. One phenomenon that happened in the spring was that many students applied to study abroad, but only two thirds of them ended up following through. This melt was fortunately not repeated for fall 2022, when we will have 180 students abroad, a healthy number for a fall semester and up to a pre-COVID level.

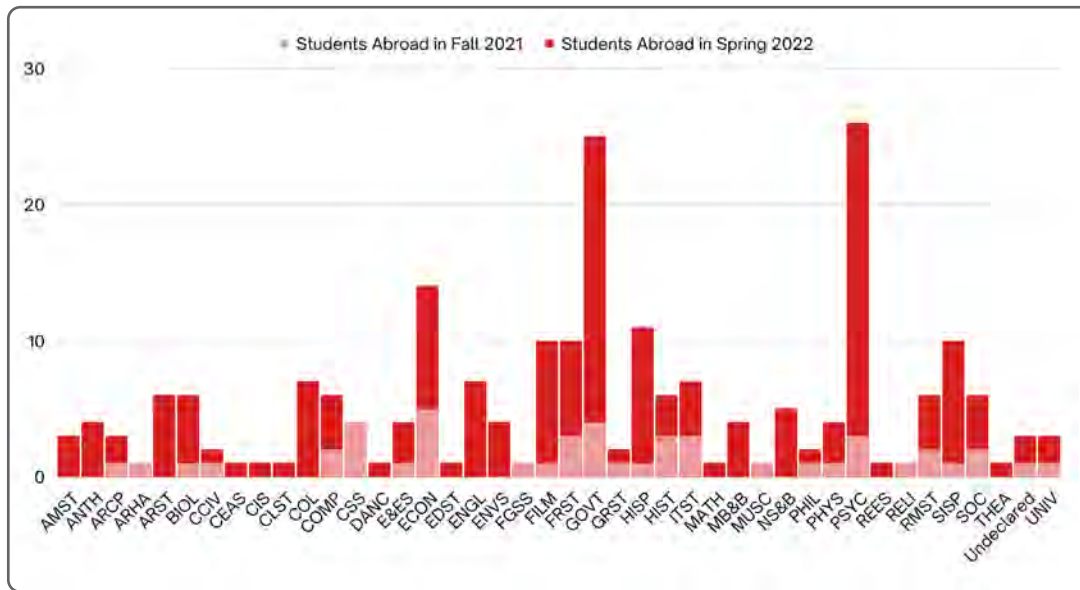
Students abroad Fall 2021, Spring 2022



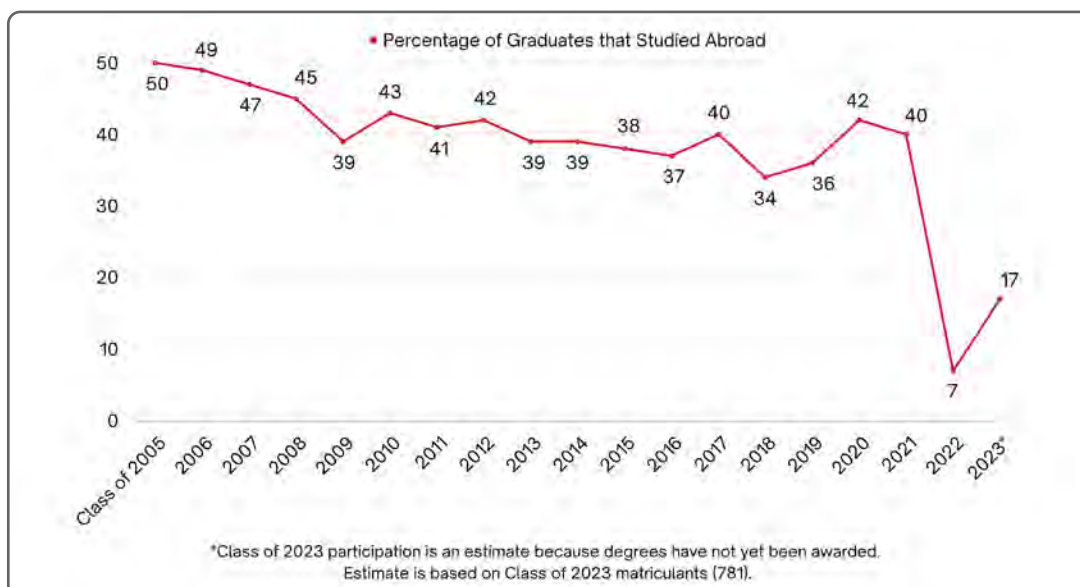
STUDY ABROAD

Study Abroad Participation *continued*

Students abroad by major



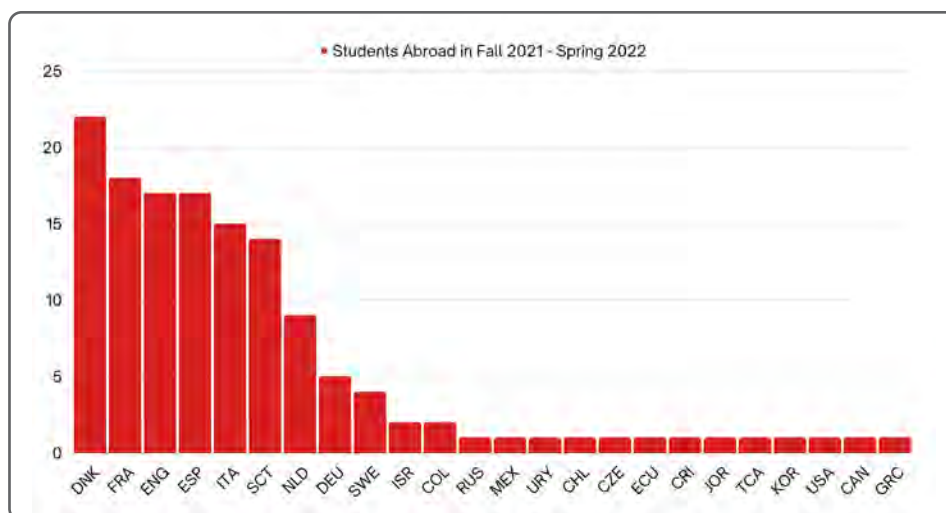
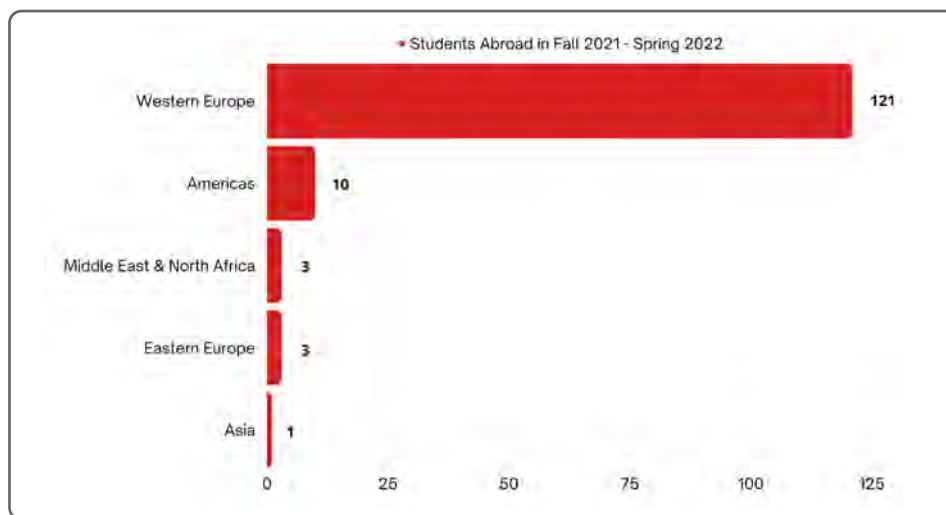
Percentage of graduates who have studied abroad



Study Abroad Participation *continued*

Trends:

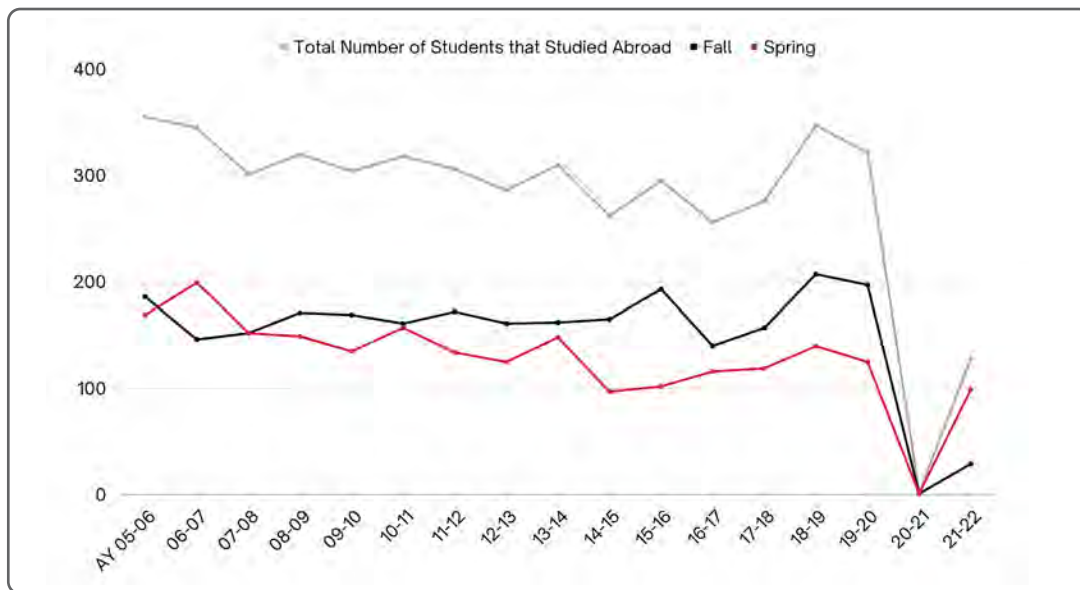
Western Europe is still the most popular region for students to study abroad, even more now than before COVID. This year Denmark and France surpassed England as the most popular countries. Scotland was also popular, however, so the United Kingdom as a whole was still the most popular.



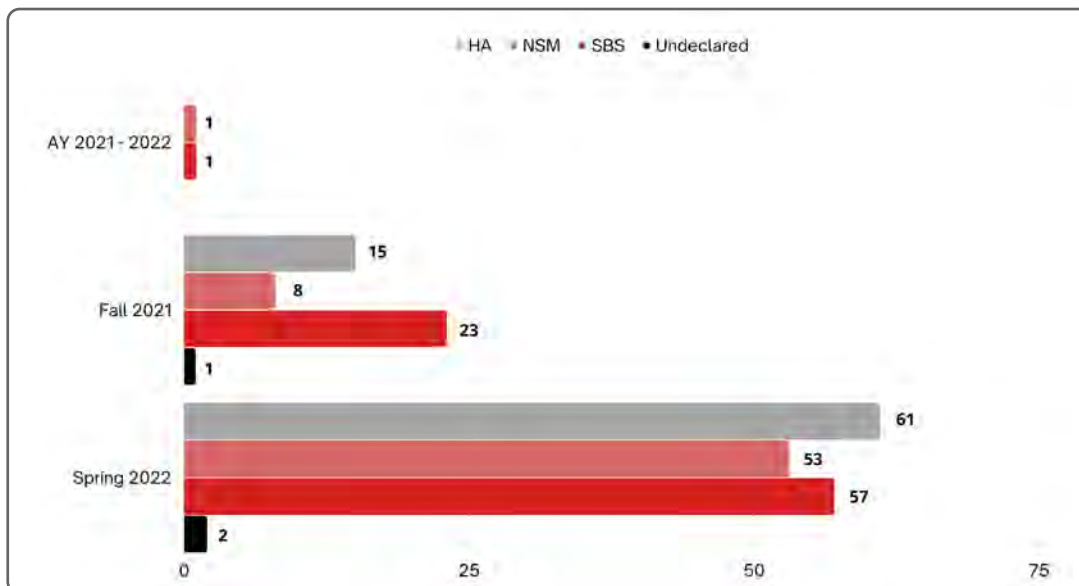
STUDY ABROAD

Study Abroad Participation *continued*

Total number of students who studied abroad



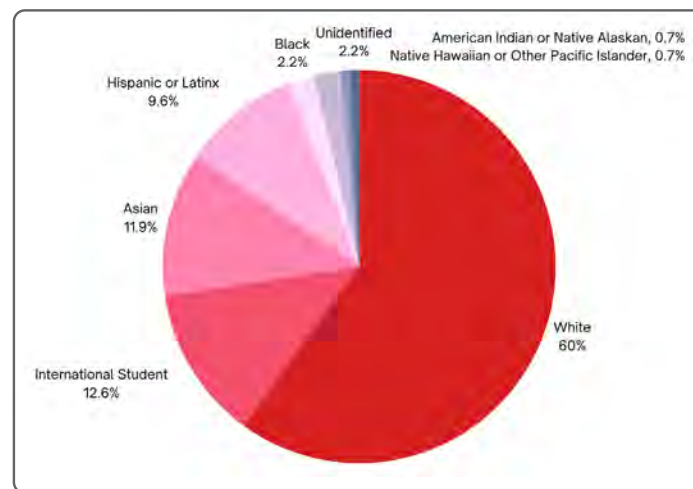
Study abroad by division



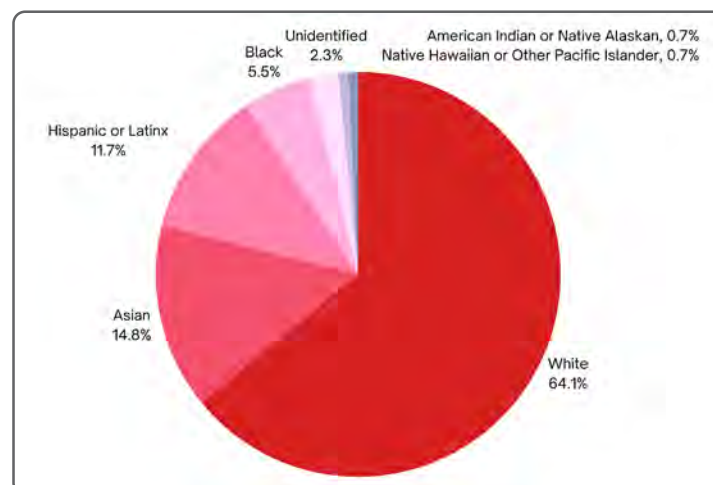
Study Abroad Participation *continued*

White students made up a higher percentage of study abroad participants this year than in previous years. This is of interest because it may point to differential effects of COVID on students of color. It will be important to monitor future participation and see if the percentages go back to pre-COVID levels. Efforts to reach diverse student populations will remain a priority.

Ethnicity including international students



Ethnicity without international students



Study Abroad Ambassador Program

The Study Abroad Ambassador Program continued for its second year in 2021-2022. As study abroad returnees, Study Abroad Ambassadors promote international experiences and intercultural learning opportunities at Wesleyan, offer guidance to study abroad applicants and outgoing students, and support students once they return to campus.

Due to a limited number of study abroad alumni on campus because of COVID-19, only one Study Abroad Ambassador was hired in Fall 2021, **Jamie Cheng '22**, who studied abroad in Denmark and Ghana. Collaborating with the Assistant Director of Study Abroad, Hannah Parten, Jamie helped plan and execute International Education Week 2021, assisted with focus group data collection, and hosted a study abroad alumni panel focused on intercultural learning opportunities on campus.



In Spring 2022, five study abroad alumni were hired as Study Abroad Ambassadors: **Taveras Shelley '22, Paris Jensen '22, Rebecca Dowd '23, Uresa Ahmeti '22,** and **Haley Fish '22**. The Ambassadors hosted a suite of events during the spring semester, including a study abroad alumni potluck, program info sessions, tabling sessions in Usdan, and casual study abroad-focused conversations over coffee at Espwesso. The Ambassadors also shared their experiences and advice through the form of one-on-one advising sessions with their peers and Wes and the World blog posts.

Global Correspondents Program

Launched in Fall 2021, the Global Correspondent Program gives students the opportunity to document their study abroad experience through various storytelling formats including blogs, photos, social media takeovers, and videos. In addition to providing their fellow students with a glimpse into their day-to-day lives abroad, Global Correspondents are given a unique opportunity to process their study abroad experience as it's happening, which can help ease cultural adjustment and homesickness.



Paris Jensen '22, Global Correspondent on the Vassar-Wesleyan Program in Paris in Fall 2021

Our 2021-22 Global Correspondents were:

- Naraa Altai '22, Denmark
- Nick Bowman '23, Scotland and Turks & Caicos
- Rebecca Dowd '23, Spain
- Sasha Gerber '23, Israel
- Paris Jensen '22, France
- Genesis Pimentel '23, The Netherlands
- Jay Reyes '22, Denmark
- Nicholas Summerson '23, France
- Diana Venus '24, Italy

Global Correspondents Program *continued*

Each correspondent's content was unique to them and their own study abroad journey, which made for a rich collection of stories and imagery. Examples of blog posts written by our correspondents include: [Money and Relationships: Studying Abroad as FGLI](#); [The Life Aquatic: A few thoughts from an isolated field school on the island of South Caicos](#); and [Studying Abroad While Abroad](#). Videos covered topics such as [Four Days on El Camino Finisterre](#), [Marine Debris Research](#), [Budgeting Time and Money While Abroad](#), and more.



Diana Venus '24, Global Correspondent on the ECCO Bologna program in Spring 2022

"All of the content produced by our Global Correspondents has been fantastic," said Hannah Parten, Assistant Director of Study Abroad. "Some of my favorite days this year have been when our correspondents hosted their [Instagram takeovers](#). Watching their day unfold in real time and seeing them navigate their host city with such ease is something very special."

Program Review Policy and Schedule

The Office of Study Abroad thoroughly reviews each program prior to its approval by Wesleyan for its students to participate. In order to ensure continuing quality, rigor, health, and safety, the Office of Study Abroad periodically reviews each program. This year, the Office codified what had previously been conducted more loosely, establishing a process and schedule, understanding that each type of program has different needs in terms of evaluation.

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Principles:

Each type of program has different needs in terms of evaluation.

Wesleyan programs

- Need evaluation least often, because the Office of Study Abroad is closely involved in their administration and design—7 years
- It would not be possible to make changes which would make the programs unacceptable

Approved programs run by study abroad provider organizations—5 years

- Need evaluation more often than the Wesleyan programs
- Several programs run by a given organization may be evaluated at the same time due to their similarities

Approved programs run by other colleges or universities

- Need evaluation more often than provider or Wesleyan programs—4 years
- Administration may be less professionalized than that of provider programs

Direct enroll programs

- Need evaluation more often than approved or Wesleyan programs—3 years
- Administration depends on the international office abroad

Exchanges

- Need evaluation most often—3 years
- Program evaluation and relationship building

Program Review Policy and Schedule *continued*

Evaluation process:

- Programs reviewed using checklist for new programs
- If site visit available on a non-eval year, keep site visit report for use during next eval
- For Wes programs, site visit is necessary
- If the program is found unacceptable, the partner should be informed and given the chance to make changes to bring it up to Wesleyan's standards.
- Consider evaluations by APUNE, AACUPI, APUAF

Schedule of evaluation: [See OSA 10-Year Review Calendar](#)

Wesleyan Programs Abroad Committee (WPAC)

Fall 2021: Marco Aresu, Assistant Professor of Italian; Michael Meere, Assistant Professor of French; Marcela Oteíza, Associate Professor of Dance

Spring 2022: Marco Aresu, Assistant Professor of Italian; Michael Meere, Assistant Professor of French; Paula Park, Associate Professor of Spanish

LANGUAGE LEARNING AND MULTILINGUALISM

Hosting the Annual GELA Conference

Wesleyan is an original member of an informal collective of liberal arts colleges devoted to innovation in international education called “Global Engagement in the Liberal Arts” or



GELA. This year, we played host to the sixth annual GELA Conference (Friday, October 15, 2021 and Saturday, October 16, 2021);

the conference's theme was “Language, Identity, and Global Learning: The Values of Multilingualism.” The conference was notable for being held at all—it was the first significant conference hosted in-person at Wesleyan since the pandemic began—and for its hybrid format, with 27 in-person attendees and an additional 14 participating in the same session remotely.

A primary motive for many early study-abroad programs was language learning, but as study abroad and U.S. higher education institutions have grown and diversified, the link between international education and language learning has weakened. At the same time, language instruction has become more intertwined with intercultural, interdisciplinary, and community-based learning; and the linguistic

diversity on U.S. campuses has expanded dramatically thanks to increasing numbers of international students, faculty, and staff as well as domestic heritage speakers. Taken together, these trends suggested it would be timely to re-examine the benefits and challenges which multilingualism (of any degree and any form) pose to questions of identity and practices of global engagement.

This day-and-a-half conference was organized around the following themes:

- Study abroad and current best-practices related to language, culture, and identity
- Multilingualism in the on-campus curriculum
- Community-based language learning
- Working with on-campus diversity of linguistic and cultural backgrounds

Each theme was anchored by a keynote speaker, followed by shorter talks that commented on or supplemented the opening remarks; more details are on the conference website [here](#). The day and a half was full of stimulating theoretical perspectives and exciting practical ideas that we will be exploring here on campus in coming years.

LANGUAGE LEARNING AND MULTILINGUALISM

Foreign Language Teaching Assistants (FLTAS)

The FCGS provides an administrative home and office space for all of Wesleyan's FLTAs. Members of the FCGS staff help welcome them to Wesleyan and facilitate their transition to the American university system by organizing an orientation upon their starting at Wesleyan, providing administrative support, and assistance in establishing connections across campus. This year, FLTAs organized activities during International Education Week, hosted and supported other events such as language tables, movie nights or game-centered activities, and special events related to the elections in their country.

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This year, Wesleyan welcomed 11 Foreign Language Teaching Assistants from several different language programs:

College of East Asian Studies

- AYUMI ARIMA, Japanese
- JI SEON HYUN, Korean
- YENYU LIN, Chinese

Department of Romance Languages And Literatures

- LUCÍA GUERRERO, Spanish
- TAMIRIS HALLEZ, French
- MARCOS RODRÍGUEZ LABELLA, Spanish
- MARTA MANGANA RÍOS, Spanish
- YULIANA ALEJANDRA MARTINEZ RICO, Spanish
- ELISA SANTUCCI, Italian
- CLARA ZIEGELMEYER, French

Fries Center For Global Studies

- SARAUBH VERMA, Hindi-Urdu

See full FLTA biographies on the FCGS website [here](#).

LANGUAGE LEARNING AND MULTILINGUALISM

Cultures and Languages Across the Curriculum (CLAC)

This was our third full year of Wesleyan's Cultures and Languages Across the Curriculum initiative, and we again had a robust set of courses: 12 courses in nine different languages, with a total enrollment of 108, all of which are all-time highs for the program. In addition, we began asking all students enrolled in CLAC courses to answer a common set of questions at the end of their course. The results of the survey (which had a solid 53% response rate) are very encouraging. Easiest to summarize are the responses to two of the questions:

For language learners, how did this CLAC influence your desire to take language classes?	
No effect or decreased	5%
Somewhat increased	53%
Significantly increased	41%

If you are a native speaker or heritage learner of the language employed in your CLAC, did this class have an effect on your sense of belonging at Wesleyan?	
No effect or decreased	9%
Somewhat increased	36%
Significantly increased	46%

LANGUAGE LEARNING AND MULTILINGUALISM

Cultures and Languages Across the Curriculum (CLAC) *continued*

For more details on the courses themselves, see our [CLAC website](#) and the following table:

Semester	Title	Language	Child or Standalone	Instructor Status	Enrollment
Fa2021	Living a Good Life: Chinese Lab	Chinese	Child / 0.25	TT	5
Fa2021	Living a Good Life: Greek Lab	Ancient Greek	Child / 0.25	TT	12
Fa2021	Exploring Korea Through a Multifaceted Cultural Lens	Korean	Standalone	POP	16
Fa2021	Introduction to Tamazight: The Native Language of North Africa and Beyond	Tamazight	Standalone	Adjunct	10
Fa2021	Neotropical Aquatic Ecosystems: Their Importance, Sustainable Use and Conservation	Spanish	Standalone / 1,0	Visitor	10
Sp2022	Chinese Calligraphy	Chinese	Standalone / 0.25	POP	21
Sp2022	Current Environmental Issues in Latin America	Spanish	Standalone / 1.0	Visitor	8
Sp2022	Food Security and Environmental Conservation	Spanish	Standalone / 1.0	Visitor	3
Sp2022	Global Economy: Germany and the World in an Age of Extremes, 1870-1957	German	Child	TT	4
Sp2022	Twentieth Century Russian Poetry	Russian	Standalone	POP	4
Sp2022	Arabic in Translation: Arabic-English & Vice Versa	Arabic	Standalone	Adjunct	7
Sp2022	Israeli Cinema	Hebrew	Child / 1,0	Adjunct	8

LANGUAGE LEARNING AND MULTILINGUALISM

American Sign Language

Wesleyan's flourishing American Sign Language (ASL) program, hosted in the FCGS, had a year of both growth and transition. Student enthusiasm continued to be very high, enabling us for the second consecutive year to offer a fourth semester ASL course ("Advanced Conversational American Sign Language") in which nine students enrolled. Leslie Warren, Visiting Instructor in American Sign Language, and Keith Vinci, Visiting Instructor in American Sign Language, did stellar jobs, especially given the continuing challenges that pandemic-related policies impose on learning a language that depends so much on gesture and facial expression. Professor Vinci stepped ably into the shoes of Joe Basile who had retired before this academic year began.

At the same time, the success of the ASL program led the Wesleyan administration to approve our first-ever, full-time Assistant Professor of the Practice in ASL. With key support from Professors Vinci and Warren (who both have full lives and careers already), we mounted a national search and, as of this writing, have hired Pedro Pascual Villaneuva—a terrific pedagogue who grew up in Spain and is fluent in six languages (Spanish, French, English, Spanish Sign Language, French Sign Language, and ASL). Prof. Pascual Villaneuva will also have the distinction of being Wesleyan's first-ever Deaf instructor. We know the students are extremely excited to see how ASL and Deaf Studies are able to grow going forward.

LANGUAGE LEARNING AND MULTILINGUALISM

Alternative Language Study Options

One of the important missions of the FCGS is to broaden the range of options for language study and support members of the Wesleyan community wishing to learn a language which is not offered as part of a language program. Through our Alternative Language Study Options program, the FCGS continued offering several options which range from standard, small group classes to supervised individual tutorials to self-paced online lessons through Mango Languages.

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The following table illustrates the various courses offered during the 21/22 academic year:

Semester	Course	Credit	Enrollment
Fall 2021	Beginning American Sign Language I (section 01)	1	18
Fall 2021	Beginning American Sign Language I (section 2)	1	19
Fall 2021	American Sign Language and Current Issues	1	15
Fall 2021	Elementary Modern Greek I	.5	6
Fall 2021	Elementary Swahili I	.5	2
Spring 2022	Beginning American Sign Language II (section 01)	1	11
Spring 2022	Beginning American Sign Language II (section 02)	1	19
Spring 2022	Advanced Conversational American Sign Language	.5	9
Spring 2022	Elementary Modern Greek II	.5	4
Spring 2022	Beginning Farsi (Mango Languages)	.25	2
Spring 2022	Intermediate Farsi (Individual Tutorial)	.5	1
Summer 2022	Beginning Farsi II (Mango Languages)	.25	1
Summer 2022	Beginning Turkish I (Mango Languages)	.25	1

LANGUAGE LEARNING AND MULTILINGUALISM

Alternative Language Study Options *continued*

As outlined in the previous section, American Sign Language courses have continued to be very popular and the hiring of a full time Assistant Professor of the Practice will help strengthen and further develop the program. Under the leadership of Adjunct Instructor of Modern Greek Hrisi Haldezos, a Wesleyan staff member and experienced language instructor, Modern Greek has also seen steady enrollments over the past few years. Although it is a .5 credit course, Hrisi Haldezos instills a passion for Greek language and culture through cultural and food-related events.



Language demonstration video for a self-paced Mango course in Turkish

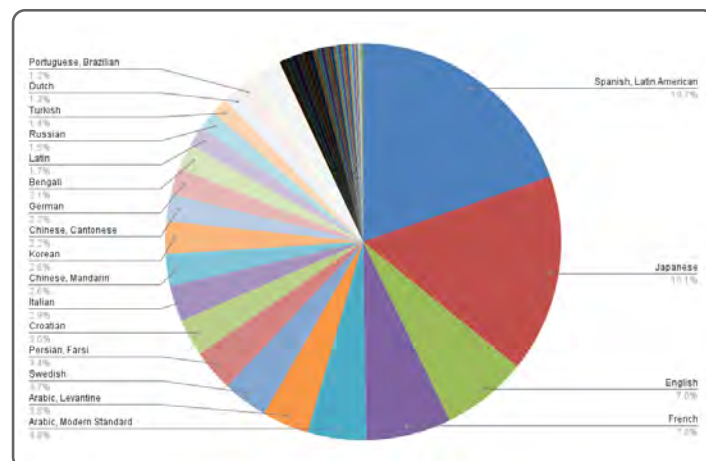
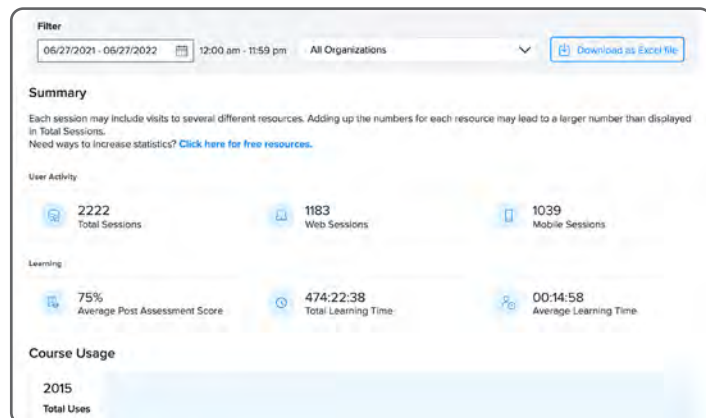
Available to all members of the Wesleyan community (including alumni), the Mango Languages learning platform allows users to choose from over 70 languages. Students are also able to receive .25 credit for a self-paced learning option using the Mango Languages learning platform. They need to complete a set of lessons, successfully pass the quizzes and record a final ten minute language demonstration video in which they describe what they have learned—including the cultural aspects—and demonstrate their language skills by using the language to give examples of what they have learned.

LANGUAGE LEARNING AND MULTILINGUALISM

Alternative Language Study Options *continued*

While some students elect to receive credit, many other members of the Wesleyan community use the Mango Languages platform to brush up on a language they already know or start learning new ones. The information below illustrates usage over the past year and demonstrates the popularity of the Mango Languages Platform while showing the diversity of languages studied:

Usage of the Mango Language platform decreased from last year (from 733 to 474 hours of total learning time), when many users were still home because of the pandemic. This serves as a reminder of the importance of having had this tool available during these trying times. Usage for this year remains nonetheless substantial as Mango Languages provides a great additional language learning resource. Plans for the future include reviews and recommendations about other web-based language resources such as Duolingo or Lingvist.



LANGUAGE LEARNING AND MULTILINGUALISM

Language Buddies Program

The Language Buddies is a program which allows members of the Wesleyan community to be grouped with one another in order to practice languages they would like to practice during winter and summer breaks. Started during the previous academic year, the first iteration of this program happened during the unusually long

winter break resulting from the pandemic. It was an immediate success and although numbers have somewhat decreased post-pandemic, it remains a popular program as it allows students, faculty, and staff to informally interact outside of the classroom around shared interests. The quotes below, collected through a feedback form from the 2021 Winter Language Buddy program, provide a good description of the useful aspect of this program:



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"It was a fun way to practice Japanese over the break! We talked about our lives and played games together."

"I really enjoyed meeting with my language buddies and was able to keep my Chinese from getting too rusty."

LANGUAGE LEARNING AND MULTILINGUALISM

Language Buddies Program *continued*

The form below provides information for Language Buddies each session for the past Academic Year, including the one for Summer 2022:

Language Buddies Program Session	Number of Participants
Summer 2021	83
Winter 2021	60
Summer 2022	73

In planning for the summer language buddies 2022, we decided for the first time to invite the incoming students and the graduating seniors to participate. The goal is to provide a way for students from the incoming freshmen class to maintain their languages skills over the summer and start experiencing the vibrant multilingual community and the many ways that language study is supported and valued at Wesleyan. To further enhance the program, we also decided to hire a Language Buddies Student Coordinator (Alexandra Weidenfeld '24). Alexandra helped group participants, checks in on groups to make sure no one is left out and is ready to help readjust groups if needed.

For next academic year, one of our primary goals will be to identify ways to improve participation in the program, particularly among students from the incoming Freshman class. Therefore, we will make further efforts to advertise during Wesfest, organize in person and online information sessions and ensure that posters and flyers are available from the Admission Office.

LANGUAGE LEARNING AND MULTILINGUALISM

Lead with Language Collective

The Lead with the Language Collective (the Language Collective for short) is comprised of faculty from the 15 language programs and departments, including the College of East Asian Studies (Chinese, Japanese, Korean), Romance Languages and Literatures (Spanish, French, Italian, Portuguese), Russian, East European and Eurasian Studies (Russian), German Studies (German), Classical Studies (Greek, Latin), Arabic, Hebrew, Hindi-Urdu, and American Sign Language.

The Language Collective has typically had two co-conveners: one language faculty member (on a rotating basis; this year Iris Bork-Goldfield) and a staff member from the FCGS (this year, Emmanuel Paris-Bouvret). The group meets at least twice per semester. This arrangement allows the language departments to retain autonomy and leadership while simultaneously benefitting from the virtual and physical gathering space of the FCGS, and support from and coordination with the FCGS staff.

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Accomplishments this year include:

- Consulting on the drafting of the Presidential Statement on Internationalization at Wesleyan and on the contents of relevant goals
- Discussing and issuing a shared statement concerning potentially harmful changes to course meeting times
- Discussing issues related to language assessment, and planning for an American Council on the Teaching of Foreign Languages ACTFL-sponsored OPI workshop once on-campus activities become easier
- Consulting with Office of Admission about inclusion of language-related information in virtual and in-person tours
- Creation of a one-stop FAQ about all language programs (see [here](#))
- Coordinating the drafting of content related to languages for the new first-year student Academic Roadmap

LANGUAGE LEARNING AND MULTILINGUALISM

Faculty/Staff Reading and Conversation Language Group

The nature of academic training and the needs of academic research and travel mean that many scholars develop some abilities in many different languages outside of their core research or teaching focus. These language abilities then sit idle because of a lack of opportunity, or sit on a back burner because of a lack of pressure to keep them active. This year we piloted a new initiative, the “Faculty/Staff Reading and Conversation Language Group,” which this year focused on German and met weekly under the tutelage of Lena Kruzycki (the German TA from Heidelberg University). Ten faculty and staff members participated regularly—perhaps six or so on a given Monday noon—and the feedback was very positive. A typical comment: “These meetings greatly improved my understanding of German language and culture. I have lived in Germany and hope to return, so this class will help me form stronger connections there, including scientific opportunities and relationships with colleagues.”

TOWARDS AN INTERNATIONALIZED CURRICULUM

Global Engagement Minor

The Global Engagement Minor (GEM) aims to integrate a student's academic studies, co-curricular activities, and experiential learning in order to expand and demonstrate intercultural competence. First-year students apply in their second semester and are then required to enroll in the gateway seminar, CGST 205: Introduction to Global Engagement in the fall semester of their sophomore year. In this course, they begin building an electronic portfolio that they then are expected to populate with their intercultural and linguistic experiences during their time at Wes. Students are expected to engage in language learning, study abroad, and four "Global Perspective" courses, and then as second-semester seniors, they enroll in a Senior Capstone Seminar to process their academic, co-curricular, and experiential learning.

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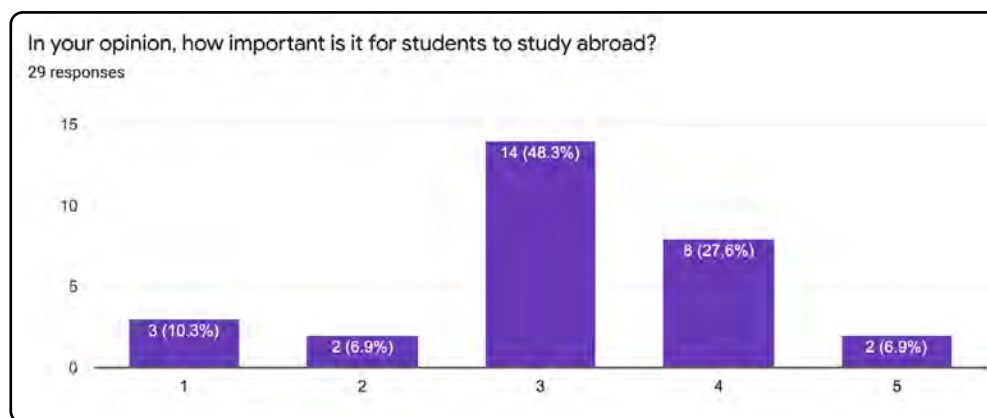
In the Minor's second year of existence we were pleased to see a total of 23 students enrolled in two different sections of the introductory seminar, and we graduated our second class of five GEM seniors. The Class of 2022 GEM students represent a diversity of academic interests on campus.

- Shayna Dollinger majored in religion and completed a minor in Jewish and Israeli studies alongside her Global Engagement Minor. She studied both Hebrew and Arabic while at Wesleyan and is one of two recipients of the Needler Prize for Excellence in Jewish Studies and Hebrew for the Class of 2022.
- Manuel Dominguez majored in Latin American studies and completed a minor in History alongside GEM. Dominguez pursued coursework in both English and Spanish.
- Lauren Greenberg majored in the Science and Society Program and studied Spanish throughout her years at Wesleyan.
- Cyndi Le majored in government and completed a minor in the College of East Asian Studies while also completing GEM. She studied Spanish and Korean, including an intensive summer language study program in Korean.
- Emily Sheppard majored in government and completed an IDEAS (Integrated Design, Engineering, Arts & Society) minor as well as GEM and studied Spanish at Wesleyan.

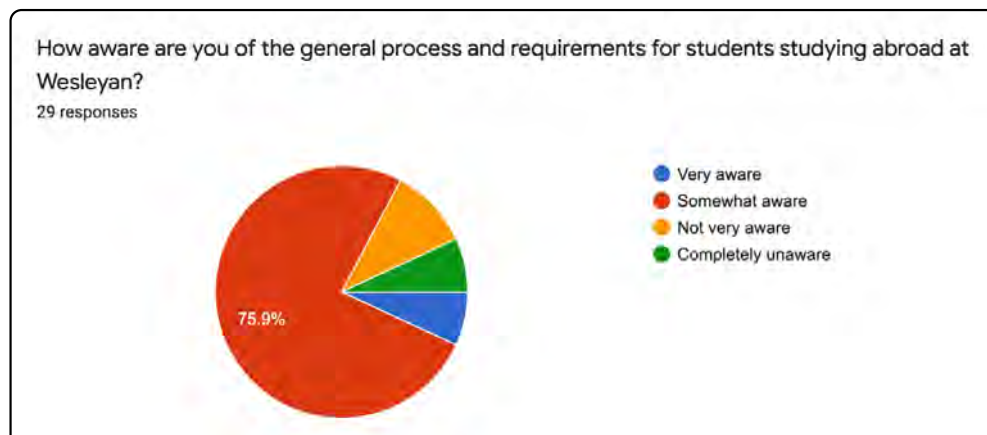
TOWARDS AN INTERNATIONALIZED CURRICULUM

Division III Study Abroad Survey

With help from the Office of Study Abroad, Matthew Kurtz, Professor of Psychology, and Graduate Student, Lorencia Chigweshe, of the Global Studies Advisory Board conducted a survey of Division III (natural sciences and mathematics) faculty regarding study abroad. Twenty nine faculty members from many different departments responded. The results provide a way forward for the Office of Study Abroad to engage with Division III faculty and students.

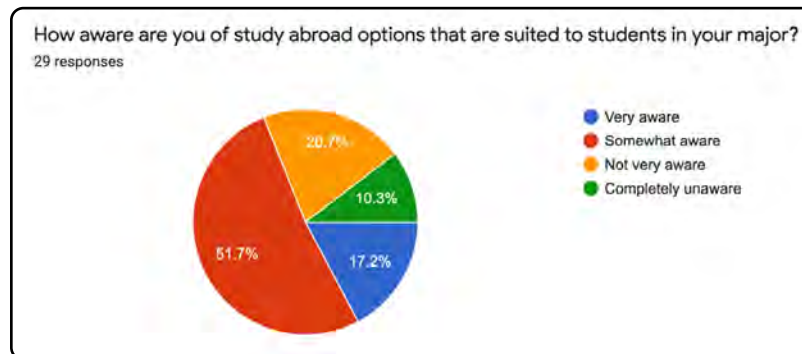


The responses to this question show that FCGS needs to do more to demonstrate the importance of study abroad to Division III faculty. Only 34.5% of respondents rated the importance of study abroad 4 or 5 on a scale from not important to very important.



TOWARDS AN INTERNATIONALIZED CURRICULUM

Division III Study Abroad Survey *continued*



These charts show that FCGS and the Office of Study Abroad need to do more to communicate information about study abroad programs, policies, and procedures to Division III faculty. Only 6.9% of respondents were “very aware” of the general process and requirements to study abroad, and only 17.2% were “very aware” of programs for their majors. Most respondents were “somewhat aware,” but there were some who were “not very aware” and “completely unaware.”

Of respondents, 13.8 % said they do not even discuss study abroad with their advisees, and 58.8% of respondents “neither encourage nor discourage” study abroad. FCGS and the institution as a whole should do more to communicate and demonstrate the importance of international experiences for natural sciences and mathematics students. Many of these students will go on to work in intercultural teams or with international collaborators, so they must be equipped with the skills they need to be effective teammates.

The open-ended questions yielded some helpful suggestions and insights. When asked how often they speak about study abroad with their students, some faculty members said they only discuss it when a student asks. Others said they discuss it every time they meet with students. The Academic Roadmap that is being put in place next year for incoming first-year students might help with this inconsistency; students will hear about study abroad and know to bring it up with their advisor.

Faculty mentioned wanting more information about study abroad programs. One suggestion was to have a list of programs for each major. This year, the Office of Study Abroad collected a list of courses from abroad that have counted toward each major. This should provide what the faculty were asking for, as long as we can get the information out to them.

TOWARDS AN INTERNATIONALIZED CURRICULUM

Internationalizing the Curriculum Seminar

In fall 2021, five faculty members participated in our second Internationalizing the Curriculum Seminar. They met for four two-hour sessions with Director of Study Abroad Emily Gorlewski, discussing internationalizing their teaching with intentionality. The faculty members each developed a syllabus, unit, or project for their students, bringing in international perspectives. It was a chance for the faculty members to think about what knowledge, skills, and attitudes students in their disciplines should have when they leave Wesleyan.

The faculty members participating were:

- Lisa Dombrowski, Professor, East Asian Studies and Film Studies
- Peter Gottschalk, Professor, Religion, Education Studies, and Science in Society
- Elizabeth Hepford, Assistant Professor of the Practice, TESOL, Education Studies, and English
- Iddrisu Saaka, Assistant Professor, Dance
- Natalie Shibley, Visiting Assistant Professor, Science in Society

The projects each of these faculty worked on as a result of the seminar can be found at the seminar's website [here](#).

Based on feedback from this year's participants, we have re-thought the number and length of the meetings for next year. We will bring back Sharon Stein of the University of British Columbia for a talk toward the beginning of the seminar. Professor Stein is a proponent of Critical Internationalization Studies, in which she explores the colonizing and harmful effects of traditional internationalization and imagines ways to interrupt them. We have also re-named the seminar for next year "Internationalizing and Decolonizing the Curriculum" to reflect this critical approach.

TOWARDS AN INTERNATIONALIZED CURRICULUM

Pachaysana Unlearning Series

In the fall and spring semesters, FCGS, along with the College of Letters, Resource Center, Office of Faculty Career Development, and Office for Equity and Inclusion, hosted a series of webinars



and Zoom workshops called the Unlearning Series. The presenters were Daniel Bryan and Chelsea Viteri from our study abroad partner in Ecuador, Fundación Pachaysana. The topics were:

- Visibilizing Epistemic Justice
- Radical Listening, Knowing, and Being
- Embodying Epistemic Justice
- Restorying our World

These interactive sessions were powerful experiences for the participants, of whom there were unfortunately not a large number. There were three people who participated in almost all sessions, and then 10-12 more who came to just one each. The lack of attendance was a bit surprising because the courses offered by Pachaysana in spring 2021 were popular with students, and we reached out to those students as well as the Community Forum, Faculty Forum, and individual faculty members. Those who did attend had wonderful experiences, and the workshops allowed FCGS to strengthen relationships with others on campus.

TOWARDS AN INTERNATIONALIZED CURRICULUM

Scholars at Risk

The Scholars at Risk (SAR) program at Wesleyan is dedicated to helping scholars, artists, writers, and public intellectuals from around the world escape persecution and continue their professional lives. We do this primarily by hosting scholars on our campus in Middletown, as well as by providing electronic library access to certain other scholars. We work with the [IIE Scholar Rescue Fund](#) and the international [Scholars at Risk](#) network to identify scholars to host, and are members of the [New University in Exile Consortium](#) (NUEC) which provides hosted scholars with additional community and support during their time with us. The goals of the SAR program at Wesleyan are:

- Enable scholars to escape risk.
- Enable scholars to continue or rebuild their professional lives, including adapting to US higher education. Some teaching is typically conducive to this. With support, scholars can avoid the feeling of being in a “second exile” on our campus
- Support scholars in identifying possible next steps, after their year (or sometimes two) at Wesleyan.
- Through opportunities to learn from, work with, and support the scholar (and their dependents), students, faculty, and staff—and the broader community—may also gain in terms of intercultural sensitivity and knowledge.

TOWARDS AN INTERNATIONALIZED CURRICULUM

Scholars at Risk *continued*

At Wesleyan, we take a team approach to supporting scholars and their dependents, with staff from Academic Affairs and from the Fries Center for Global Studies; faculty from each host department; and volunteers (including students, faculty, staff, and community members) all playing key roles. The SAR program is coordinated by the SAR Committee, chaired by the Director of the Fries Center (who also serves as Wesleyan's liaison to the organizations referenced above). The Wesleyan Welcome and Hospitality Committee supports the scholars and their families as they adjust to life in the US. Our group of volunteers facilitates non-academic aspects of welcoming scholars at risk and their families to the Wesleyan and Middletown communities. This includes finding housing, collecting donations of clothing and household items, helping enroll children in school, providing English language tutoring, developing tools for self-sufficiency, and building cultural connections.

In 2021-22, we hosted one scholar, Dr. Henry Meriki, a microbiologist from Cameroon. In the spring of 2022, Dr. Meriki taught "Fundamentals of Public Health and Communicable Diseases Epidemiology," sharing the perspective of an African scientist intimately involved in the fight against COVID-19 and other diseases. You can read more of his story in [this article](#) from the Wesleyan Connection.



LANGUAGE RESOURCES AND TECHNOLOGY

With all classes returning to in-person instruction in the fall 2021, very little online instruction took place. However, there was a substantial need for hybrid options since students who were not feeling well were encouraged not to attend classes in person. We helped support hybrid classes and lent out equipment when needed. Some other technical support provided by Language Resources and Technology staff included:

- Technical set up and support for events hosted by the FCGS (lectures, film series, meetings, livestream conversations)
- Troubleshooted issues in FCGS spaces (such as Zoom set up in the FCGS conference room)
- Oversaw the display of posters on the large monitors in both the Fisk lobby and the Fisk Commons areas. Student employees (Language Technology Consultants) were instrumental in helping ensure that the posters displayed on each screen were current, which meant regular monitoring, uploading new ones and archiving old ones.
- Taped, digitized, and streamed classes and presentations by candidates for hiring of new faculty.
- Digitized films and other media materials for Language and Literature classes
- Organized weekly screenings for film-based classes in the Fall and Spring semesters
- Facilitated use of the audio recording studio for interview projects

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We also worked to improve and update software and facilities used by the language community.

LANGUAGE RESOURCES AND TECHNOLOGY

Poodll Upgrade and Extended Features

Poodll is a series of plugins working with Moodle and it allows for some media-based activities and audio and video quizzes which can be leveraged in language teaching and learning. The FCGS collaborates with ITS to install and upgrade these plugins and ensure full integration with each Moodle upgrade. This year, the new version of Poodll includes a new suite of plugins which show great potential for improving listening and speaking skills. The director of language resources and technology will work during the summer break to design activities which use these new features and implement them in his section of FREN111 in Fall 2022.



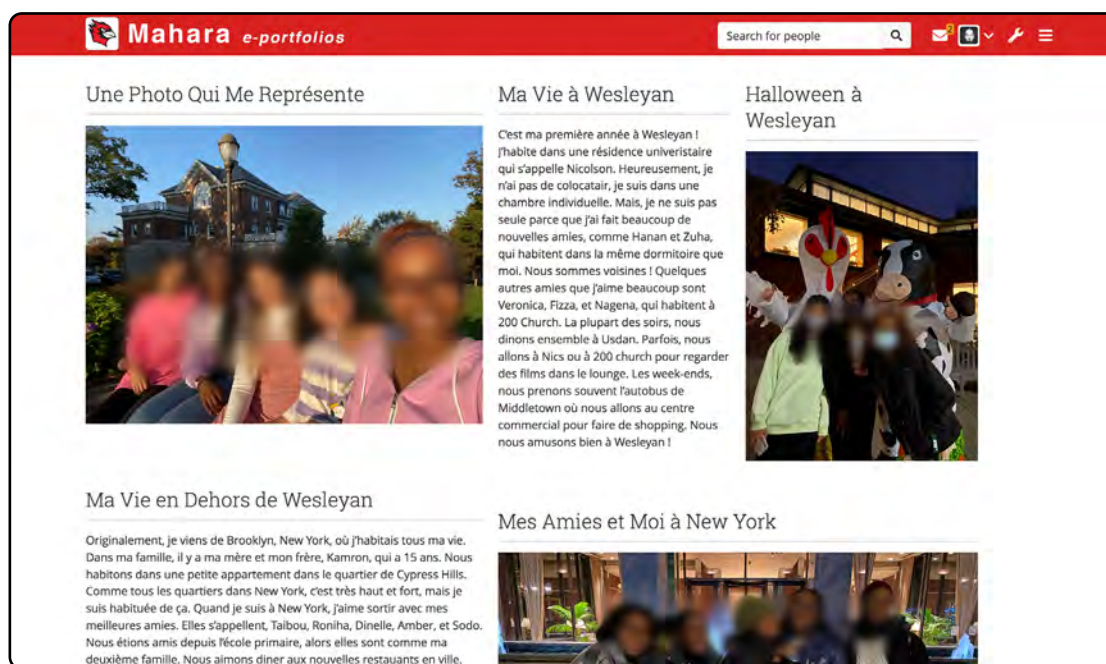
The screenshot displays the Poodll website interface. At the top, there is a navigation menu with links for Home, Products, See & Try, Support, Pricing, Courses, Members, and a Request a Call button. The main content area features a central banner for 'Poodll Languages Features' with two computer monitors showing the software interface. Below the banner, there are four plugin cards: 'Poodll WordCards' (describing a flashcard application), 'Poodll ReadAloud' (describing a tool for reading practice), 'Poodll MiniLesson' (describing a tool for combining activities), and 'Poodll Solo' (describing a tool for recording speaking). Each card includes a 'Learn more' button.

New Poodll language plugins (Wordcards, ReadAloud, MiniLesson and Solo) which allow the creation of activities aimed at building vocabulary and develop listening and speaking skills.

LANGUAGE RESOURCES AND TECHNOLOGY

Mahara E-Portfolio Software Upgrade and Rebranding

In coordination with ITS, we oversee implementation and upgrades for an eportfolio authoring platform called Mahara. This past academic year, the platform was upgraded and in addition to improved functionality, we also upgraded the theme and graphics to reflect Wesleyan's colors. This platform is used by several sections of language classes in French, Spanish, and German and is an excellent tool for students to reflect on their learning processes and document their progress using artifacts such as recordings, texts, images or assignments.



Example of a FREN111 student e-portfolio using the Mahara open source platform and branded with Wesleyan theme.

LANGUAGE RESOURCES AND TECHNOLOGY

Recording Studio Upgrades

Part of the FCGS facilities include a recording studio which is used either to produce audio materials for language classes, record interviews or to create student projects. When the recording studio (located in Fisk 205) was built as



part of the creation of the FCGS, sound insulation was installed and we outfitted the studio with equipment to allow for good quality audio recordings. However, no connections had been made between the studio and the recording space. We hired an audio technology consultant who installed audio outlets on each side of the wall, which will allow for easy communication between the studio and the sound booth. The I/O



interface was also upgraded, a new audio software production was installed, and a dedicated external hard drive was purchased. This new set up will allow us to more efficiently, reliably and comfortably produce higher quality audio recordings.

EVENTS AND OUTREACH

International Education Week

Wesleyan's campus was abuzz in November 2021 with the return of an in-person International Education Week (IEW). After an all-virtual series of events in 2020, student organizations, academic departments, and offices throughout campus were eager to host internationally-themed events on campus.



The goals of International Education Week 2021 were:

1. To recognize the myriad of ways in which we, as members of the Wesleyan and greater Middletown community, can engage meaningfully in intercultural learning and understanding.
2. To consider how we might emerge from the pandemic with a greater sense of interconnectedness, self-awareness, and empathy.
3. To offer space for members of our community to take the lead in organizing globally-focused events that are important to them.

Over 20 events were included in the IEW 2021 schedule of events. Dance classes, game nights, language tables, panels, and more made for a well-rounded week of events for the entire campus community. A great article about the success of IEW 2021 may be found on [The Wesleyan Connection](#).

EVENTS AND OUTREACH

International Education Week *continued*

International Education Week

Saturday, November 13

PINOY, Filipino Student Association

1:30 PM | Usdan, Main Floor
Hosted by PINOY

Afrobeats Dance Class

2:30 PM | Scan QR Code for Location
Hosted by the African Student Association

Sunday, November 14

Tales from Tutoring: Student Perspectives on Tutoring Refugee Populations

12:00 PM | Albritton 103
Hosted by the Wesleyan English Language Learning Program and Wesleyan Refugee Project

Monday, November 15

Center for the Humanities Monday Night Lecture Series

4:15 PM | Scan QR Code for Zoom Info
Hosted by the Center for the Humanities

Study Abroad Session for First-Years & Sophomores

4:30 PM | Fisk Hall, Rm 201
Hosted by the Office of Study Abroad

Tuesday, November 16

From Ghana to Middletown: Maximizing Your Study Abroad Experience Overseas and Back Home

12:00 PM | Fisk Hall, Rm 201
Hosted by Study Abroad Alumni

OISA Open House with ISAB

5:00 PM | North College, Rm 024
Hosted by OISA and ISAB

Wednesday, November 17

Faculty Opportunities Abroad

12:00 PM | Fisk Hall, Rm 201
Hosted by FCGS, OFCD, and OCFG

Navigating (LIFE): Living in Full Experience

4:00 PM | Usdan 108
Hosted by CAPS, WesWell and SHAPE Office

So You Want to Change the World? Do This First

4:30 PM | Scan QR Code for Zoom Info
Hosted by the Patricelli Center for Social Entrepreneurship

Greek Film Night

5:30 PM | Fisk Hall, Rm 101
Hosted by Elementary Modern Greek

Thursday, November 18

Work Experiences Abroad Peer-to-Peer Panel

12:00 PM | Boger Hall, Rm 115
Hosted by the Gordon Career Center

Chinese Name Pronunciation Workshop

4:30 PM | Fisk Hall, Rm 201
Hosted by Chinese Culture Club and CEAS

Wes Stories

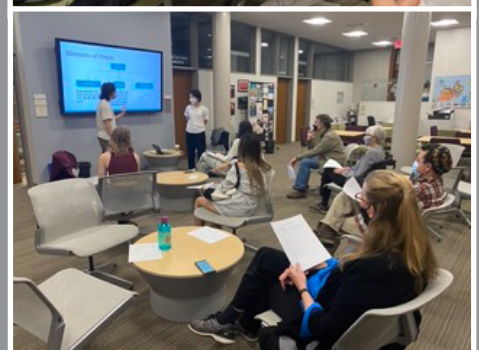
7:30 PM | Russel House
Hosted by the International Student Association and OISA

Friday, November 19

International Festival of Games

4:30 PM | Fisk Hall, Rm 201
Hosted by the Foreign Language Teaching Assistants

Scan for more event details!



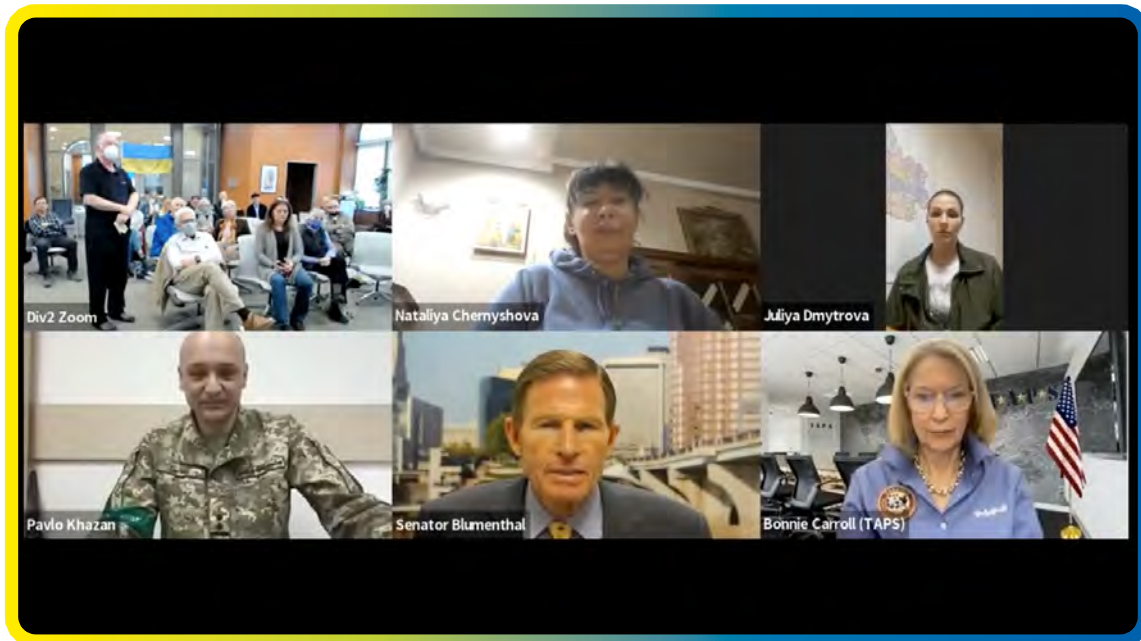
Standing with Ukraine

As the situation worsened and the invasion of Ukraine by Russian forces seemed imminent, Professors Barry Chernoff (Professor of Earth and Environmental Sciences and Director of the College of the Environment) and Katja Kolcio (Associate Professor of Dance and Director of the Allbritton Center for the Study of Public Life) organized a series of events called “Standing with Ukraine: a series of livestream international conversations.”

Sponsored by the College of the Environment, the Allbritton Center for the Study of Public Life, the Fries Center for Global Studies, and Russian, Eastern European & Eurasian Studies, the live events were hosted in the FCGS. These Zoom-based live conversations allowed members of the Wesleyan community to engage with students, civic leaders, journalists, experts, military officers, and artists located in Ukraine, Russia, and Poland. Panelists also included members of the Wesleyan community such as students from Ukraine, Belarus and Russia. Connecticut Senator Richard Blumenthal, who came to Wesleyan for a gathering outside Usdan following the invasion of Ukraine, also joined a Zoom conversation and talked about his visit to Ukraine and voiced his commitment and the overall importance for the United States to support Ukraine.

EVENTS AND OUTREACH

Standing with Ukraine *continued*



Standing with Ukraine: A Series of International Livestream Conversations: April 29, 2022. Panelists included Richard Blumenthal, US Senator for Connecticut; Pavel Khazan, Officer in the Ukrainian Armed Forces; Nataliya Chernyshova, Dnipro City Council; Juliya Dmytrova, Director of TAPS Ukraine; Bonnie Carroll, Founder and President of TAPS

Stretching over two months, the series consisted of seven conversations and was well attended, both in person and online. This provided a unique way to hear powerful personal accounts of the effects of the invasion and better understand the situation.

We added *A Standing with Ukraine* section to the FCGS website, which is available [here](#). The pages available through this site provide:

- Announcements of Wesleyan events related to Ukraine
- Video recordings of all livestream conversations
- Links to media coverage of Wesleyan's activities in support of Ukraine
- Resources for learning more about the conflict and ways to support Ukraine
- Writings published in various media outlets by Wesleyan Professors.

EVENTS AND OUTREACH

Other Events

Italian Game Night

Visiting Assistant Professor of Italian Megan Crognale



Mahjong Club

Associate Professor of the Practice in East Asian Studies Wei Gong

Associate Professor of the Practice in Chinese Mengjun Liu



EVENTS AND OUTREACH

Other Events *continued*

Spring Festival and Lantern Festival Celebration



Thousand Origami Cranes Project

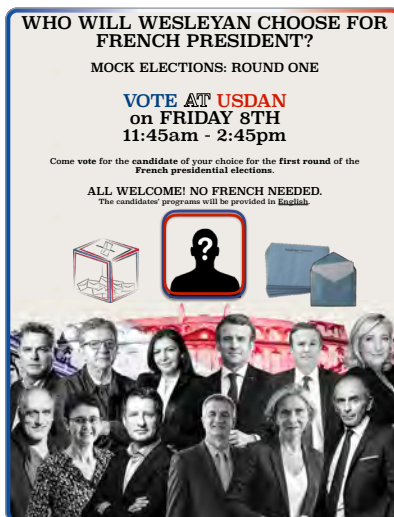


EVENTS AND OUTREACH

Other Events *continued*

Foreign Language Teaching Assistant (FLTA) event spotlight: Vote like a Frenchie!

Throughout the year, FLTAs organize events to showcase their language and culture, sometimes as part of larger events like International Education Week and other times when important events occur in the country they are from.



Presentation of presidential Candidates and their programs

One such event was related to the French presidential elections which took place in April 2022. The French FLTAs, Clara Ziegelmeier and Tamiris Hallez, organized mock elections which included two voting rounds synchronized with the ones that were happening in France at the same time. Clara and Tamiris set up a French style voting booth in Usdan and any member of the Wesleyan community could experience voting like French citizens (with a paper ballot, an elector ID card that was stamped after voting, a curtained voting booth). On the day of the final election results, the FCGS hosted a live watch party and the FLTAs introduced the event by presenting about the major issues that were at stake with the election and a reminder of the backgrounds of each candidate—and announced the candidate that the Wesleyan community elected!

EVENTS AND OUTREACH

Wes and the World Blog & Newsletter

The Wes and the World newsletter is a bi-weekly newsletter whose goal is to keep the campus community informed about intercultural events, language education, international updates, and



global opportunities. The newsletter now reaches 1369 subscribers, including international students, study abroad returnees, language majors, and other global-minded audiences such as other students, staff, faculty, alumni, parents, and community members. Staff departures made it a challenge to bring out the newsletter in a timely way this year, but thanks to the persistence of Administrative Assistant Jennifer Collingwood we managed to keep it alive! See the [blog site](#) for the many articles published over this past year.

WeChat

The official Wesleyan WeChat aims to provide the most up to date campus news to alumni and parents in China and for the University to attract qualified prospective students and their parents. Published regularly in Chinese, Wesleyan WeChat reaches over 2,700



subscribers, including parents, prospective students and families, alumni, and high school counselors, as well as Chinese students and language students. New this year, our WeChat channel is now jointly managed by the Office of Advancement and the Office of Admission and Financial Aid, serving to keep lines of communication open even while travel to China remains difficult or impossible due to the pandemic.

FELLOWSHIPS

Outreach and Application Support

Assistant Director for Fellowships Dr. Erica Kowsz joined the staff of the Fries Center for Global Studies in January 2022. In spring 2022, she conducted her first 66 individual advising appointments, both in person and via Zoom, and corresponded with 70+ students. Kowsz held a total of 19 informational events about fellowship opportunities, six of them online via Zoom and 13 of them in-person on Wesleyan's campus. In addition to information sessions open to the whole campus, Kowsz also visited the Posse, Mellon Mays, WesMASS, and McNair seminars, and held a targeted session on fellowships for pre-health students.

Other predominating elements of Kowsz's work during this first semester was outreach to faculty and staff on campus who can serve as important allies to the fellowships program at Wesleyan and a comprehensive review of the fellowships webpage. Working with student fellowships assistants, Kowsz also created a [Fellowships at Wesleyan Instagram account](#) (@wesfellowships) and began to populate the account with fellow features and event announcements.

FELLOWSHIPS

Acknowledgements

For their contributions to administering fellowship processes and supporting fellowship applicants in in 2021 – 2022, we would like to recognize:

- Krishna Winston, Professor Emerita of German Language and Literature
- Makaela Kingsley, Director, Patricelli Center for Social Entrepreneurship
- Alice Hadler, formerly Senior Associate Director, Fries Center for Global Studies
- Jennifer Collingwood, Administrative Assistant, Fries Center for Global Studies

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For their efforts to get the word out about fellowships in late spring 2022, both in person and online, we recognize two student Fellowships Assistants: Will Miner '22 and Shiven Sankalia '24.

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For his exceptional engagement in supporting Wesleyan students in applying for Fulbright US Student grants, we recognize David Vizgan '21 (Fulbright to Denmark 2021–2022). Vizgan participated in a Zoom info session, corresponded with individual applicants, and agreed to be interviewed by Dr. Kowsz for a blog post in Wesleyan and the World (["Fulbright Spotlight: Interview with David Vizgan '21, Astronomy Researcher in Denmark"](#)).

FELLOWSHIPS

Acknowledgements *continued*

The Wesleyan Fulbright Committee

- Richie Adelstein, Professor Emeritus of Economics and College of Social Studies
 - Abderrahman Aissa, Adjunct Assistant Professor of Arabic
 - Hilary Barth, Professor of Psychology
 - Iris Bork-Goldfield, Adjunct Professor of German Studies
 - Katie Brewer-Ball, Assistant Professor of Theater, Feminist, Gender, and Sexuality Studies, African American Studies
 - Lisa Dombrowski, Professor of East Asian Studies and Film Studies
 - Octavio Flores-Cuadra, Adjunct Prof of Spanish & Spanish Section Head
 - Jeff Rider, Professor of French and Medieval Studies
 - Andrew Szegedy-Maszak, Professor of Greek and Classical Studies
 - Laura-Ann Twagira, Associate Professor of History; Feminist, Gender, and Sexuality Studies; and Science in Society Program
-

The Wesleyan Watson Committee

- Alice Hadler, formerly Senior Associate Director, Fries Center for Global Studies
 - Andrew Quintman, Associate Professor of Religion
 - Steven Stemler, Professor of Psychology
-

The Wesleyan Committee for Other Fellowships

- Ruth Johnson, Associate Professor of Biology and Integrative Sciences
- Cecilia Miller, Professor of History and Tutor in the College of Social Studies
- Peter Rutland, Professor of Government; Colin and Nancy Campbell Professor in Global Issues and Democratic Thought; Tutor, College of Social Studies; Professor of Russian, East European, and Eurasian Studies
- Don Moon, Professor Emeritus, Government and College of Social Studies



 Wesleyan University
Fries Center for Global Studies

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- Stephen Angle, Director
- Emmanuel Paris-Bouvret, Director, Language Resources and Technology
- Emily Gorlewski, Director, Study Abroad
- Anita Deeg-Carlin, Associate Director for Intercultural Learning
- Hannah Parten, Assistant Director of Study Abroad
- Erica Kowsz, Assistant Director of Fellowships
- Jennifer Collingwood, Administrative Assistant

.....

Core Faculty:

- Abderrahman Aissa, Adjunct Assistant Professor in Arabic
- H. M. FazaleHaq, Assistant Professor of the Practice in Hindi-Urdu
- Pedro Pascual Villanueva, Assistant Professor of the Practice in American Sign Language

.....

Affiliated Faculty:

- Camilla Zamboni, Assistant Professor of the Practice in Italian
- Naho Maruta, Assistant Professor of the Practice in East Asian Studies
- Dalit Katz, Professor of the Practice in Religion