

Fries Center ^{for} Global Studies

Annual Report
2016-2017



CONTENTS

OUR MISSION

The Center for Global Studies is committed to helping all members of the Wesleyan community achieve the knowledge, language skills, and sensitivity each person will need in order to exercise effective and responsible citizenship in an increasingly inter-dependent world.

OUR VISION

Our emphasis on intercultural communication, experience, and knowledge reflects the value we place on adaptability, compassion, and cultural self-awareness with respect to the world beyond our borders. These qualities and practices put Wesleyan's liberal arts program at the forefront of global education and are the hallmark of responsible global citizenship.

2016-2017 Annual Report

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Front Cover Photo:

Let Your Flag Fly, by Amélie Clénot, '18

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INTRODUCTION

Wesleyan's [Fries Center for Global Studies](#) (FCGS) was formally dedicated on May 25, 2017 in recognition of the generosity of Board of Trustees member Michael Fries '85, vice chairman and CEO of Liberty Global.

As Fries made clear in his address at the [dedication ceremony](#), his work over time with colleagues and companies around the globe has strengthened his commitment to values and goals that are foundational to our Center in particular and to Wesleyan as a liberal arts institution. Fries' address was a most fitting and moving culmination to this, our inaugural year in our new facilities.

The FCGS staff and all members of the Wesleyan community are extremely grateful to Michael Fries for his vision and exemplary generosity. His passion for global awareness will endure as an inspiration for all who continue to labor at Wesleyan on behalf of the intercultural understanding and engagement that are necessary for peace and prosperity to thrive.



Michael Fries speaking at dedication event



Joyce Jacobsen, Michael Fries, Michael Roth, and Antonio Gonzalez cutting ribbon



The dedication of the Fries Center for Global Studies plaque at Fisk Hall



Entrance to the Fries Center for Global Studies



Antonio Gonzalez and Michael Fries greeting each other

CAPITALIZING ON OUR NEW FACILITIES

With the opening of our new facilities on August 29, 2016 the entire FCGS staff was finally able to come together to work collaboratively within a common space. As is to be expected, our move into the new facilities on Fisk Hall's main floor merely began at that time, when our staff took up residence in their new offices.

The early part of the year especially was dedicated to resolving a host of issues that ordinarily result from a project of this magnitude. Happily, as the year progressed, our staff was able to redirect its attention from facility-related issues toward the practices, policies, and protocols that will form the basis for the Center's operations. This report aims to outline the inaugu-

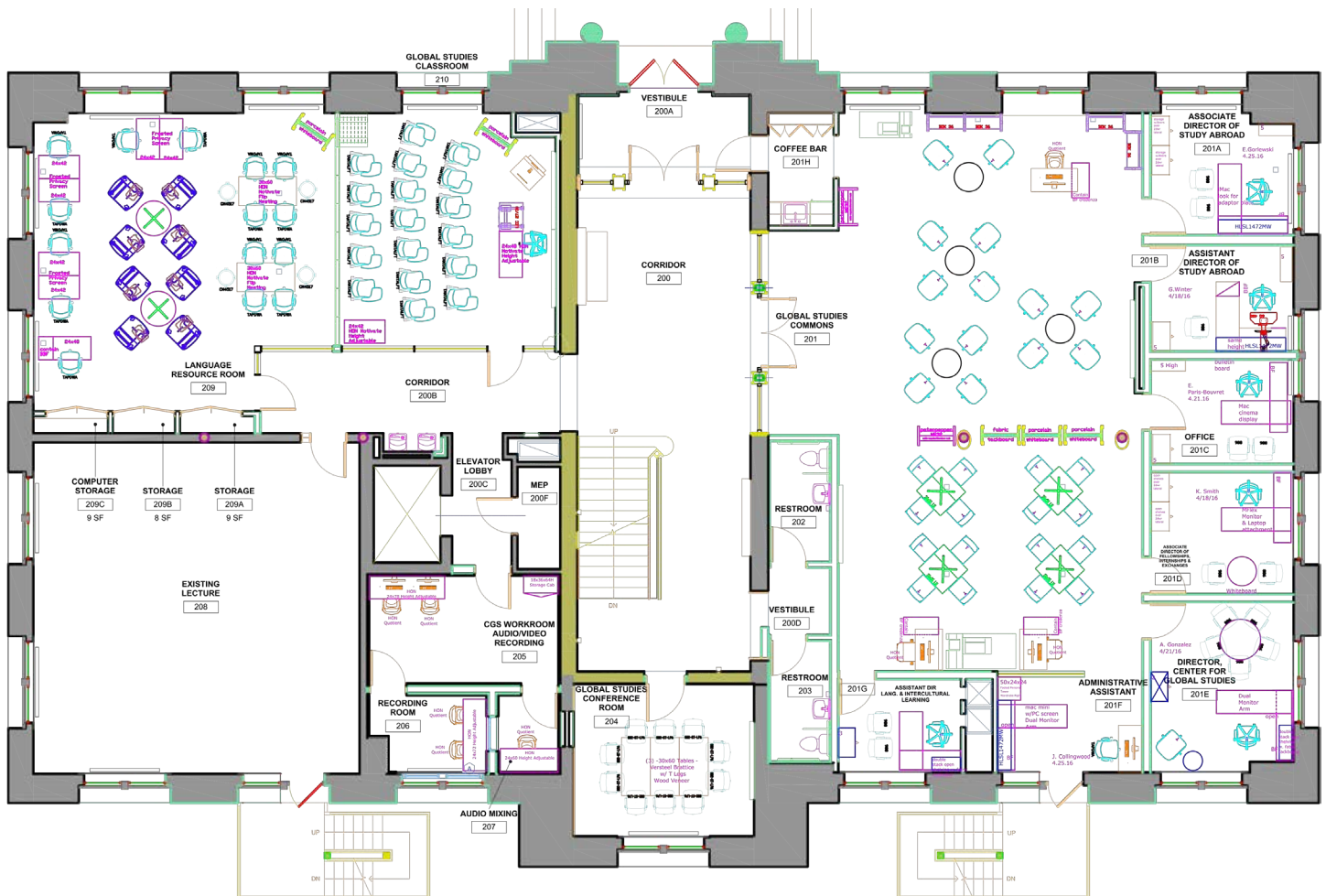
ral efforts made in this regard, along with the threads that we will develop further as we build on our initial achievements. This year our staff has begun to capitalize on our new state-of-the-art facilities by seeking enhancements to the many services that we regularly offer our community and by developing new opportunities that the Fisk Hall renovations have made possible.

The uniquely spacious and bright Global Studies Commons (Fisk 201) has been pivotal in this regard. Outfitted with high quality audiovisual technology (90" monitors, Apple TV) and strategically located in close proximity to the center of campus on Fisk Hall's main floor, the Commons has enabled us to showcase language and

intercultural learning while raising the Center's profile within the Wesleyan community.

We have enhanced and augmented the number of staple events—info-sessions, fairs, orientation meetings, forums and seminars—organized for students interested in studying or interning abroad.

We have hosted various special events, perhaps most notably the study abroad photo exhibit that that was on view throughout the fall, in the Commons and in the display cases in the Fisk Hall vestibule, and that was capped by an award ceremony honoring prize-winning student photographers on February 3, 2017.



In the interest of broadening our range of campus partnerships, we have cohosted language and culture-related activities in the Commons with specific academic departments and we have made the space available upon request to different administrative units as well.

Students and faculty have begun to view the FCGS Commons as an ideal break-out space for both structured or spontaneous interaction beyond the classroom, something that has contributed to the notable vitality of a location that is in the process of becoming Wesleyan's prime intercultural forum.

The other newly designed spaces that comprise the FCGS have also enabled us to better serve our constituencies while offering tactical support for campus-wide administrative and departmental units.

Language teaching faculty regularly reserve the highly flexible and multi-functional Language Resources and Technology room (Fisk 209) for testing or for technology/project-based teaching. Students planning to study or intern abroad use the space for similar purposes, either individually or in small groups.

The FCGS Computer Testing Room located downstairs (Fisk 101B) is available for testing or lessons that require a soundproof environment. The Recording Studio (Fisk 205, 206), outfitted with the latest audio-visual recording equipment, a soundproof recording booth and a green screen, has been used by faculty and staff needing to record administrative or class-related lectures and exercises, or to digitize materials.

Like the newly designed classrooms in the Center for Pedagogical Innovation (Fisk 101 and 110), the FCGS classroom (Fisk 210) is outfitted with the latest videoconferencing/telepresence equipment and is available to any Wesleyan faculty wishing to explore innovative uses of technology in their teaching.

Hospitality, of course, is an essential function for any Center such as ours. We are delighted to be able to provide this service with the degree of decorum befitting an institution such as Wesleyan, for the many planned and improvised meetings, with individuals or groups, from across campus or from other U.S.-based or international institutions.

We have, in fact, entertained many administrators and faculty from institutions around the world, interested in exploring potential partnerships with Wesleyan, just as we meet regularly with Wesleyan faculty and staff interested in exploring out-reach opportunities abroad.

Some small-scale group meetings and gatherings have been hosted this year in our new center, most notably a champagne reception for participants in the Wesleyan-Social Sciences in China Press forum on Globalization (see below), a meeting of Global Studies representatives from Carleton College and Conn College, an orientation session for Wesleyan's Gordon Career Center and University Relations staff, and an Academic Affairs Happy Hour.

It goes without saying that the attractive and comfortable facilities contribute markedly to the congeniality of these and many other meetings and gatherings held throughout the year.



The FCGS has been visited by, among others: Susan Johnson of The American University in Rome; Nilesh Shah of FLAME University, India; Christy Bahr of the Japan Foundation; Dr. Trisha Craig of Yale-NUS; Dr. Roger Paget (Wesleyan '58) a Davis UWC representative; Sha-Ye (Wesleyan '96); Danielle Tolland, Tel Aviv University; Jonathan Key, Academic Manager for CIEE Amsterdam, The Netherlands; Diana Arizaga, Resident Director for IFSA-Butler in Merida, Mexico; Yi Lin, Director, Middlebury in Kunming, China.



The

FCGS TEAM

Left to right: Emily Gorlewski, Jennifer Collingwood, B. Antonio Gonzalez, Zehra Abbas, Emmanuel Paris-Bouvret, Kia Lor and Kate Smith

Wesleyan's Fries Center for Global Studies was founded in September of 2015 when two longstanding offices – *Study Abroad* and *Language Resources and Technology*— were conjoined and, along with the new Office of Fellowships, Internships, and Exchanges, brought under the supervision of the newly created position of Director of Global Studies.

The facilities planning that led to the summer renovation project (May – August 2016) unfolded throughout that academic year as the staff, still dispersed throughout Fisk Hall, began to identify ways of advancing the collaborative interaction that is essential for the Center's success.

As mentioned in last year's report, pre-inaugural collaboration brought our staff "to identify the critical need for a staff member attuned to language and intercultural learning locally, notably (but not exclusively) as an extension of an experience abroad," someone who would help us develop "the tools and methods needed for assessment and for measuring outcomes, and for on-campus programming that will help bring international and U.S.-based students together around mutual interests and for a common enterprise."

After a successful national search, our new Assistant Director of Language and Intercultural Learning joined us as the fifth member of the FCGS staff this past November.

The retirement of our previous Assistant Director of Study Abroad, who served Wesleyan brilliantly for more than 23 years, led to the appointment, in November, of a new Study Abroad Advisor as well.

Once we were fully staffed with new and continuing colleagues and after resolving major facility-related challenges, the FCGS was finally able to attend in earnest to the business of building teamwork and enhancing the organic unity of the Center around the sense of a common cause.

Meetings scheduled throughout the year for the mere purpose of checking in with each other collectively have given our staff the opportunity not only to educate each other with regard to each individual's goals and achievements.

They also provide a forum for peer mentorship and for soliciting advice and support more or less spontaneously. Special meetings convened for the discussion of global studies-related readings hold special value and they represent a practice that we plan to continue.

Our discussion of strategically chosen essays has helped to enhance the intentionality of our work as a team, to build a shared vision of the *what*, *why* and *how* we do what we do, and to create a shared language and common knowledge bank.

The same value has derived from some of the projects or events that the FCGS staff planned or participated in collectively:

- January 18 workshop led by Talya Zemach-Bersin ('07; Yale, Ph.D., '15) and based on two of Talya's essays*
- Talya's lecture, which was co-sponsored with American Studies, and entitled: "Educational Utopias and the Making of U.S. Global Power, 1898-1950"
- Meetings with Global Studies officers from other institutions (the Conn College-Carleton College meeting, May 1)
- An orientation meeting with members the Gordon Career Center breakfast/orientation meeting, Jan. 24; and the University Relations tour of our Center on April 4.

*"Selling the World: Study Abroad Marketing and the Privatization of Global Citizenship," *The handbook of practice and research in study abroad: Higher education and the quest for global citizenship* (2009): 303-320; "Entitled to the World: The Rhetoric of US Global Citizenship Education and Study Abroad," *Postcolonial perspectives on global citizenship education* (2012): 87-104.

NETWORKING

THE FCGS ADVISORY BOARD AND FACULTY COMMITTEES

Partnering with the Wesleyan faculty is essential for ensuring that the work of the center aligns with the academic mission of the institution and the needs of our students.

To a degree, the means for developing such partnerships are embedded in the Center's administrative structure, through the various faculty committees appointed each year to work with our staff: the FCGS Advisory Board, the Wesleyan Program Abroad Committee, and the Language Resource and Technology Faculty Committee.

As in previous years, the Advisory Board continues to provide strategic support and advice to the Director as he confronts many of the important administrative and programmatic challenges facing our young Center and as he looks to develop alliances with departments and programs spread across each of Wesleyan's academic divisions.

The Wesleyan Program Abroad Committee continues to collaborate with the Associate Director of Study Abroad for

the purpose of promoting and recruiting students for Wesleyan's own programs abroad, processing the applications and orienting those chosen.

Ad hoc faculty groups are instrumental in helping our Associate Director of Fellowships, Internships, and Exchanges in interviewing candidates and selecting finalists for the numerous fellowships she promotes.

As indicated later in this report, the LRT Director benefits from the advice of his faculty committee in planning such workshops and demonstrations as those held this year, on December 14, May 12 and May 22, aimed at showcasing innovative uses of technology in the language teaching classroom.

Through these structured and in many other less structured ways, the FCGS staff works hard to make the Wesleyan faculty feel fully invested in the regular operation of our Center and in its future.

FCGS FACULTY COMMITTEES 2016-17

FCGS FACULTY ADVISORY BOARD

Division I: Katya Kolcio (Dance); Ao Wang (College of East Asian Studies)
 Division II: William ("Vijay") Pinch (History); Melanie Khamis (Economics)
 Division III: Lutz Hüwel (Physics); Ann Burke (Biology)

WESLEYAN PROGRAMS ABROAD COMMITTEE

Camilla Zamboni (Italian)
 María Ospina (Spanish)
 Catherine Poisson (French); Fall '16
 Andrew Curran (French); Spring '17

LANGUAGE RESOURCES AND TECHNOLOGY COMMITTEE

Ana Pérez-Gironés (Romance Languages and Literature)
 Camilla Zamboni (Romance Languages and Literature)
 Dalit Katz (Religious Studies)
 Iris Bork-Goldfield (German Studies)
 Kate Birney (Classical Studies)
 Naho Maruta (College of East Asian Studies)
 Priscilla Meyer (Russian, East European, and Eurasian Studies)



LANGUAGE LEARNING AT WESLEYAN

It goes without saying that proficiency in foreign languages increases one's knowledge of the world exponentially. The Fries Center for Global Studies is founded on the principle that language acquisition is both ethical and practical. It is the key to true intercultural competence and is therefore essential for our being able to function effectively in an increasingly interconnected world.

As the Center continues to explore ways of partnering with the Wesleyan faculty generally, it also seeks to refine its unique relationship with the language teaching faculty, in recognition of our bonds of a shared mission. We do so, moreover, with the clear sense of a responsibility that we embrace for producing a citizenry adept in the languages and cultures of all regions of the world and not just of those that may enjoy economic or political dominance at any given period of history.

The appointment of our new Assistant Director of Language and Intercultural Learning was motivated by these values and goals. As indicated below and in the interest of promoting second language acquisition at Wesleyan, this

new member of the FCGS staff has already begun to enact strategic collaborations with colleagues within the Center, with members of the Wesleyan faculty, with our team of Foreign Language Teaching Assistants who are now conveniently housed in Fisk Hall, and with other relevant international and U.S. based student groups.

Of special note are the new opportunities we will begin offering the entire Wesleyan community—students, staff, faculty and alumni—this fall, for studying languages not formally taught at Wesleyan, through alternative teaching modes (see *Less Commonly Taught Languages*).

Ad hoc meetings hosted by the FCGS Director over this past year with representatives of the language teaching departments and programs (Nov. 2, Jan. 24, May 22) have given these constituencies a valuable forum for debating issues of mutual interest. Moving forward, we expect to continue to exploring with these colleagues how the Center might facilitate a more strategic and concerted effort on behalf of our common goals in the area of foreign language education.

OTHER ADMINISTRATIVE UNITS AT WESLEYAN

Various services channeled through the FCGS create natural partnerships with a host of administrative units: most significantly, Academic Affairs, University Relations, the Career Center, as well as the Offices of the Registrar and Student Deans. The FCGS staff has been steadfast in its efforts to clarify and solidify these and other collaborations for the benefit of our greater community.

The proximity of the FCGS and the Center for Pedagogical Innovation provides the basis for fluid and meaningful interaction. Cooperation between these two units is channeled primarily through the FCGS Director's membership on the CPI Advisory Board through technology-related conversations between the LRT Director and the CPI's Director of Academic Design.

In recognition of the unique value that graduate schools and employers place on global competency, we have attended especially to our partnership with the Gordon Career Center in order to help with the language and intercultural component that Wesleyan undergraduates need in their pre-professional advising.

We are especially proud of the fruits of our collaborations with University Relations on behalf of global studies at Wesleyan. In addition to the extraordinary generosity of Michael Fries, as indicated above, we are deeply grateful as well to another Wesleyan alum, Sha Ye (M.A., '96), whose generosity has allowed us to establish a grant in his name in support of student travel-study projects in China.



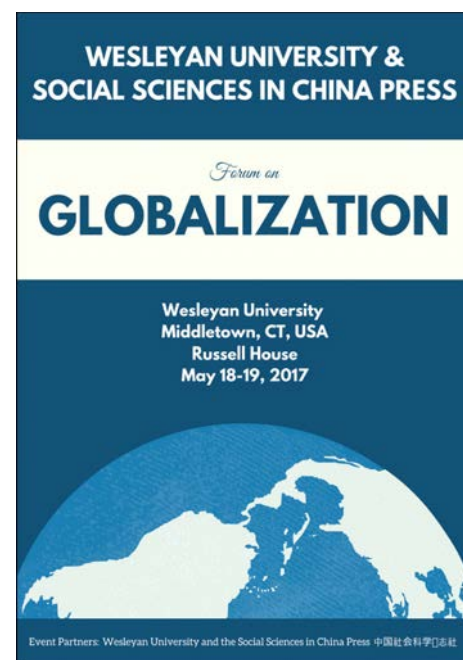
NETWORKING BEYOND WESLEYAN

As mentioned, the dedication of the Fries Center for Global Studies on May 25 marked a fitting conclusion to our inaugural year in our new facilities. No less fitting was the international forum that we hosted in conjunction with the [Social Sciences in China Press](#) (the Chinese Academy of Social Sciences) one week prior to the dedication, on May 18-19, a forum in which humanists and social scientists from China, Europe, and the United States joined Wesleyan colleagues to debate the topic of globalization.

The ideas that they developed and debated over their two-day visit will continue to inspire us as we seek to refine further our vision for global studies at

Wesleyan, as we seek to integrate our Center further within the academic framework of the liberal arts education we provide our students.

The forum was also strategic in terms of our Center's and Wesleyan's international profile. By fulfilling its calling as a leader among U.S. liberal arts institutions in the realm of global education, Wesleyan is poised to become a model for other institutions that seek to develop their own programs and centers. The praise that we have received this year for our inaugural efforts, from colleagues at other institutions in the U.S. and abroad, motivate us to build further upon the network of institutional ties that we have begun to lay.



WESLEYAN INVITED PARTICIPANTS



William "Vijay" Pinch
History, Environmental Studies;
Associate Editor of the journal
History and Theory,
Wesleyan University



Lisa Dombrowski,
Film Studies
Wesleyan University



Dominic Sachsenmaier
Modern History;
University of Gottingen



Christopher Balme
Department of Theater Studies;
Ludwig-Maximilians-
University of Munich



Jeffrey Wasserstrom
History Department
University of California-Irvine

Paula Park
Spanish; Latin American Studies;
Wesleyan University



Anand Yang
History Department
University of Washington



Don Moon
Government, Environmental Studies; Ezra
and Cecile Zilkha Professor in the College
of Social Studies, Wesleyan University



Angelika Epple
Modern History;
University of Bielefeld



STUDY ABROAD

OSA OVERVIEW

The academic year 2016-17 has been a year of collaboration for the Office of Study Abroad. We have partnered with faculty, other administrative offices on campus, returned study abroad students, and our colleagues in the Fries Center for Global Studies. These collaborations have allowed us to focus more intentionally on the mission and vision of the FCGS.

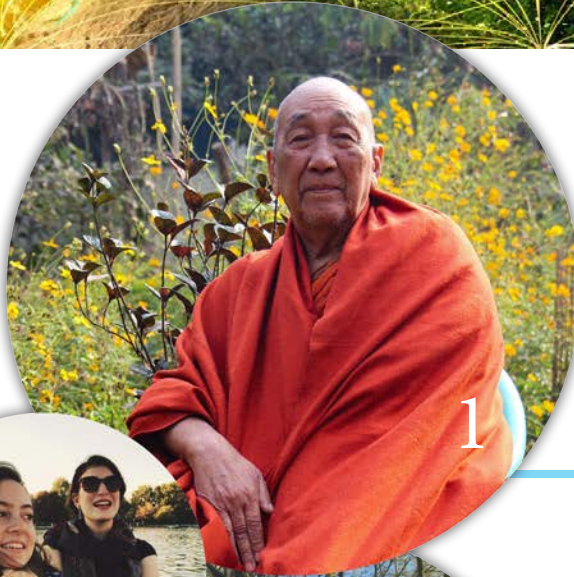
PROMOTION AND OUTREACH

The Office of Study Abroad continued its promotion and outreach efforts. We held our annual Study Abroad Fair, along with two Wesleyan Programs Abroad Fairs. The well-attended Wesleyan Programs Abroad Fairs were held in our new facilities with breakout sessions in nearby classrooms. These fairs were specifically aimed at promoting our consortial programs:

- ECCO: Eastern College Consortium Bologna (Italy)
- VWM: Vassar-Wesleyan Madrid (Spain)
- VWPP: Vassar-Wesleyan Program Paris (France)

In addition to these events, we hosted the following information sessions in the FCGS Commons:

Event	Partners
Session for sophomores	Jennifer Wood, Dean for the Class of 2019
Study abroad in Germany	German Studies: Iris Bork-Goldfield
Summer study abroad in Japan	College of East Asian Studies: Naho Maruta
Study abroad in Africa	African Studies: Michael Nelson



All photographs taken by Wesleyan students while abroad: 1. Jacob Seltzer (Bihar, India); 2. Rachel Guetta (Madrid, Spain); 3. Jennifer Cascino (San Sebastián, Spain); 4. Phoebe Howe (Valparaíso, Chile); 5. Lauren Chang (Kruger National Park, South Africa)



STUDENT ADVISING

Student advising continued on the model devised in 2015-2016, with a few changes. With our new, more open office space we were able to hold group advising sessions in conjunction with appointments. The Graduate Intern, Sylvia DeMichiel, and new Study Abroad Advisor, Zehra Abbas, managed the group sessions while Emily Gorlewski worked with petition programs. All three advised students on an individual basis.

A new initiative this year was to bring students in to discuss the pre-departure reflection essays that students write for their applications. In individual appointments, we discussed the goals each student had set for their study abroad program, and strategies that they might adopt for achieving these goals. We took this opportunity to broach other matters such as academic accommodations and cultural identity abroad.

While only a small percentage of the students scheduled and carried out these appointments, the ones who did found them to be an extremely useful venue for asking meaningful questions and reflecting purposefully on studying abroad. We intend to expand this initiative in future terms, as it directly relates to the mission of the Fries Center for Global Studies to develop knowledge, language skills, and cultural sensitivity.



SUPPORT SERVICES

This year, Wesleyan faculty members served as Resident Directors in two of our consortial programs. Nadja Aksamija (Art and Art History) was Resident Director in Bologna, and Stéphanie Ponsavady (Romance Languages & Literatures) was Resident Director in Paris.

The Office of Study Abroad supported these programs, coordinating the applications from Wesleyan and outside students, dealing with emergencies and difficulties, and attending the consortium meetings.

We also have worked with María Ospina (Romance Languages & Literatures), who completed her training under our supervision as she prepared to direct Wesleyan's Program in Madrid this coming academic year.

FACULTY-LED PROGRAM DEVELOPMENT

This year saw the development of two faculty-led programs to be offered in Winter 2018. Marcela Oteiza (Dance) will lead a program in Santiago, Chile, centered around the street performances and immersive theater of the Festival International Santiago a Mil (FITAM). Ying Jia Tan (History) will lead a program in which students will study two thousand years of history in the city of Guangzhou, China. These professors continue to work on these programs in collaboration with contacts on site, the Office of Study Abroad, and partner organizations. Student recruitment began in Spring 2017 with classroom announcements, e-mails, and information sessions for each program.

In addition to the Winter 2018 offerings, proposals were solicited for Summer 2018 programs. These faculty-led programs will provide opportunities to students who wish to study with particular Wesleyan faculty members abroad or who are unable to study abroad for a semester or year due to scheduling conflicts. They will also enable faculty members to gain the unique perspective of teaching their courses in an intensive time frame and in the context of a particular location.

We expect to continue to expand on these opportunities, either as a one-time or a periodic offering. These programs promote the FCGS goal of enhancing opportunities for students and faculty to pursue a global perspective.

PRE-DEPARTURE AND RE-ENTRY PROGRAMMING

With the Fries Center for Global Studies fully staffed, there has been much greater collaboration on pre-departure and re-entry programming. This programming is central to our efforts toward the intercultural development of our study abroad students. A team consisting of the Associate Director of Study Abroad, Emily Gorlewski, the Study Abroad Advisor, Zehra Abbas, and the Assistant Director for Language and Intercultural Learning, Kia Lor, along with our Graduate Intern, Sylvia DeMichiel, worked together to design and implement these programs. We invited other Wesleyan colleagues to present with us in these events, along with returned study abroad students.



RE-ENTRY

In early Spring 2017, we planned a re-entry week with several events:

- Sharing Where We've Been (Emily, Kia, and Zehra)
- Linking Study Abroad to Professional Development (Kate Smith, FCGS Associate Director of Fellowships, Internships, and Exchanges, and Pam Grande, Gordon Career Center Advisor)
- Connecting your Study Abroad Experience (Kia with Cathy Lechowicz, Director of Jewett Center for Community Partnerships, and Makaela Kingsley, Director Allbritton Center)
- The Return to Wesleyan (Sylvia with Jennifer D'Andrea, Director, Counseling and Psychological Services, and Renee Johnson Thornton, Dean for the Class of 2018)

Although attendance was low, these events provided us with important lessons regarding how to develop them further in the future and how to attract a larger audience.



PRE-DEPARTURE

Pre-departure orientation underwent several changes in Spring 2017. With the support of the Director of Language Resources and Technology, an on-line orientation module was created to address the logistical, health, and safety portions of pre-departure orientation on Moodle. This will ensure universal access to the basic information and it will free us up to address intercultural learning in greater detail during the hands-on pre-departure orientation sessions.

Through the Moodle gradebook interface, it is then easy for the Study Abroad Advisor to check that all students have completed the necessary lessons, obtained a satisfactory score and have thus grasped the main concepts explained in the pre-departure orientation. This process was implemented in the Spring semester 2017 (for students heading out to programs during Summer of Fall). The Office of Study Abroad staff and the LRT Director have planned to further develop this online orientation and include a set of interactive videos and other types of activities.

For the in-person pre-departure orientation held on May 6, 2017, the FCGS staff designed activities intended to enhance cultural self-awareness, awareness of cultural differences, and awareness of underlying cultural values.

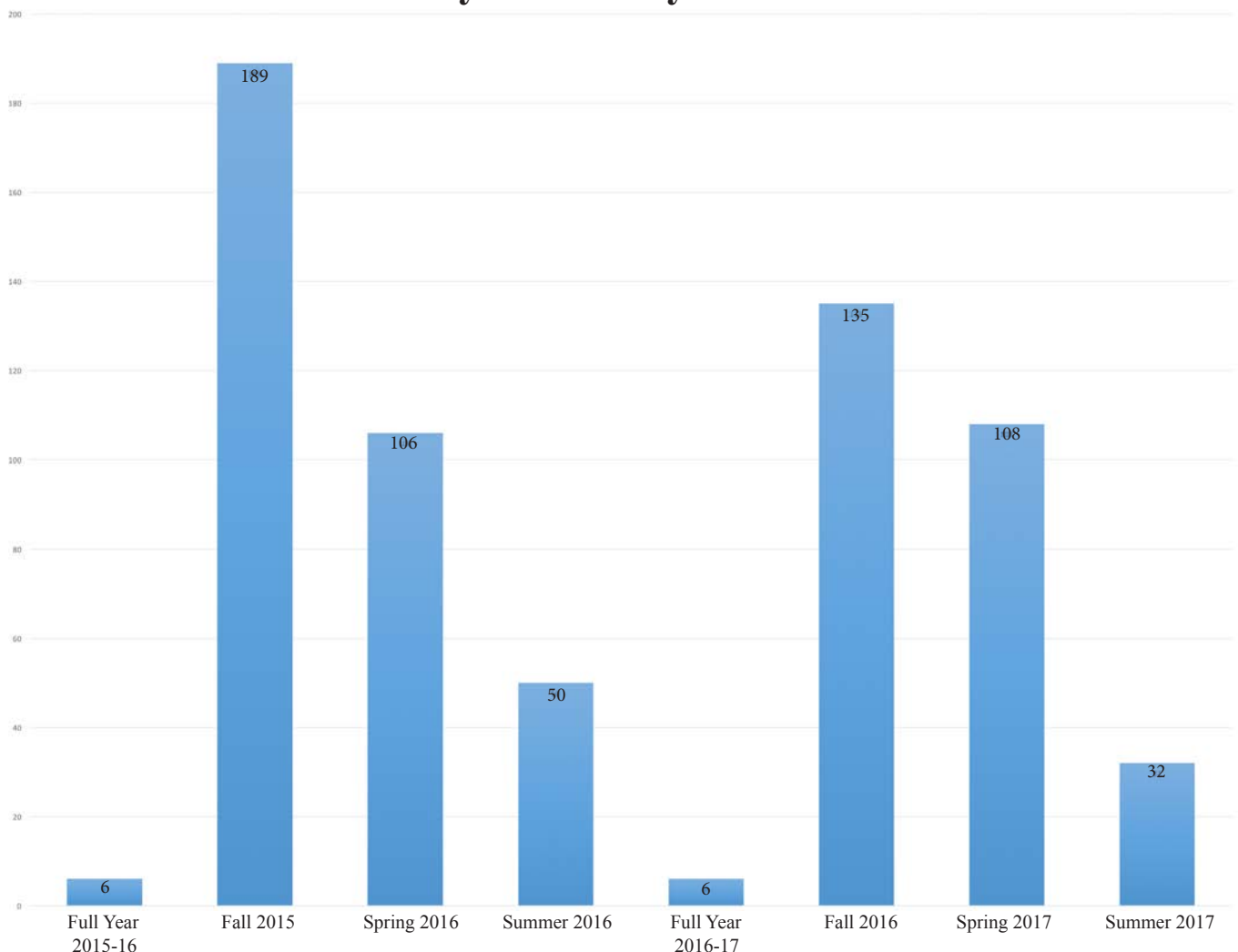
More than one hundred students attended this meeting, so our volunteers were essential in facilitating small-group discussions. Members of the Study Abroad team were joined by Kate Smith, Debbie Colucci of the Office for Equity and Inclusion, Laura Patey, Associate Dean of Student Academic Resources, and several returned study abroad students.

STUDY ABROAD AT A GLANCE

The charts included below are useful for evaluating current study abroad trends at Wesleyan. In terms of semester and year-long study abroad, the data related to our participants' majors and to their study abroad destinations remains more or less unchanged. However, data for the summer, which we capture here for the first time, indicates that summer participants choose areas other than Western Europe in much higher percentages relative to their in-semester counterparts. Study in Asia in particular increases significantly during the summer. As we analyze this data further we hope to understand better the reasons for these trends. We also hope to learn how to motivate more students to choose semester and year-long study abroad and how to encourage Wesleyan students to consider a broader cross-section of countries and continents.

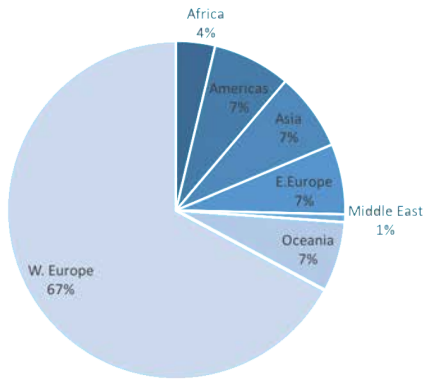
We note also that study abroad participation this year declined with respect to 2015-16. The FCGS staff is working on several initiatives to understand this decline and to reverse it, most of which involve closer collaboration with faculty advisors, greater outreach to targeted student groups (majors with low participation rates) and streamlining the application process. These efforts have already born fruits. Fall 2017 numbers (not represented in the charts below) are up 18% with respect to fall 2016.

Study Abroad by Term

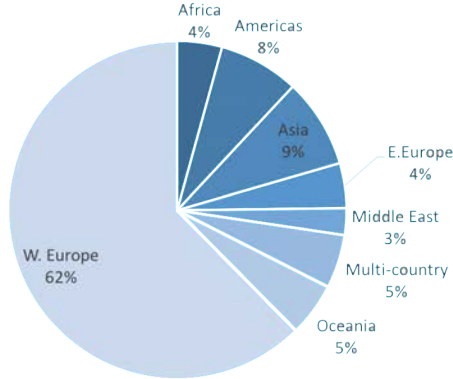


Students Abroad by Region

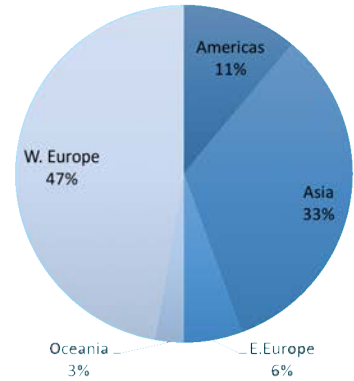
Students Abroad by Region, Fall 2016



Students Abroad by Region, Spring 2017

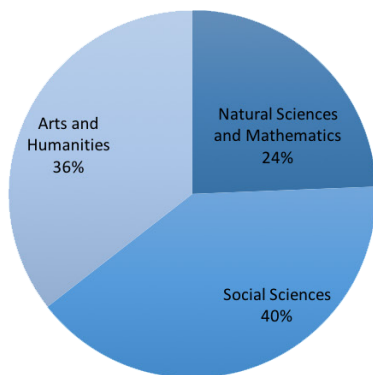


Students Abroad by Region, Summer 2017

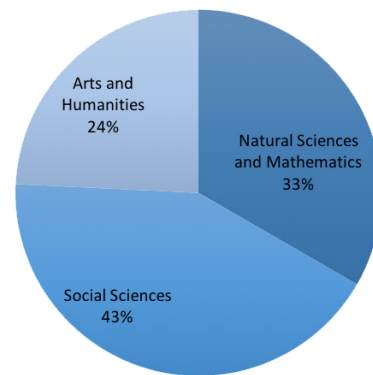


Students Abroad by Division

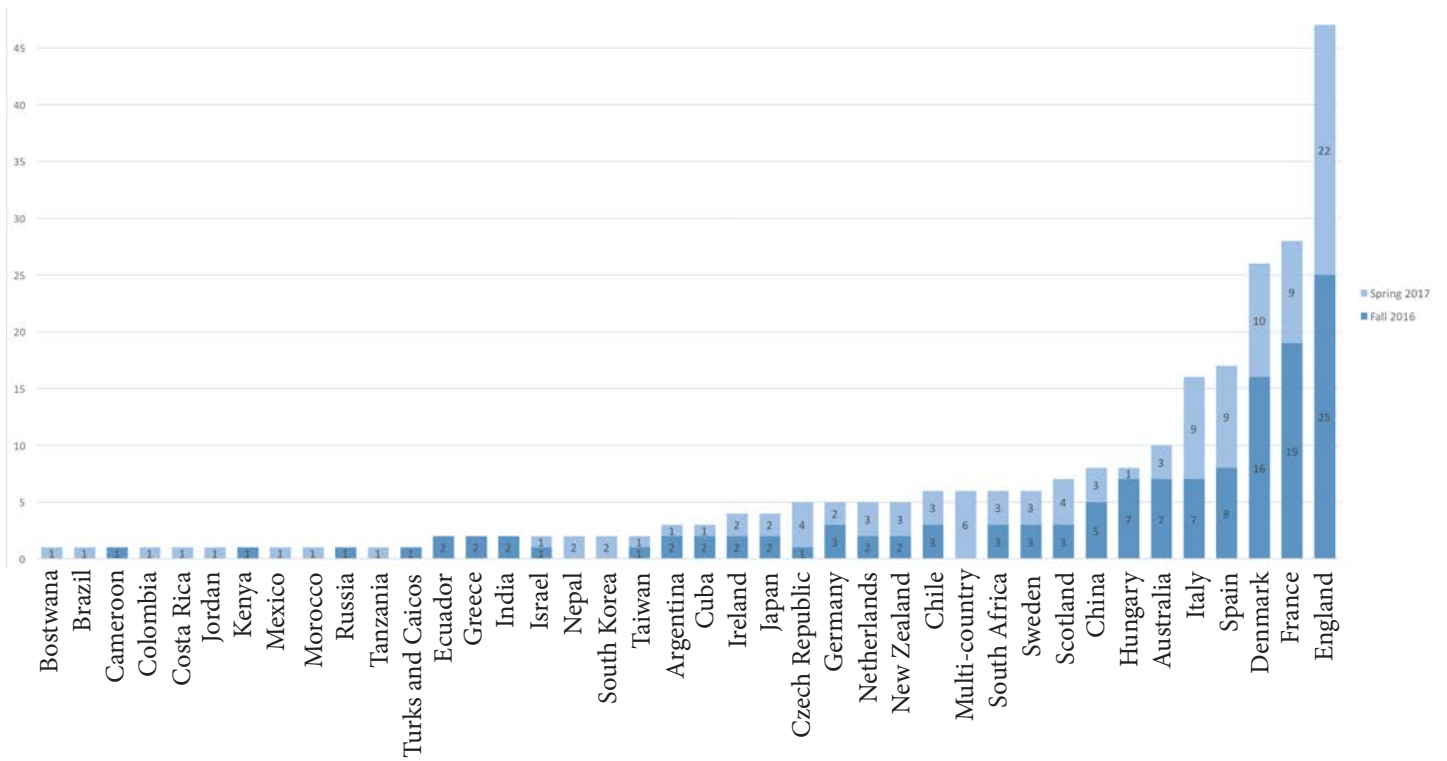
Students Abroad by Division, Fall 2016



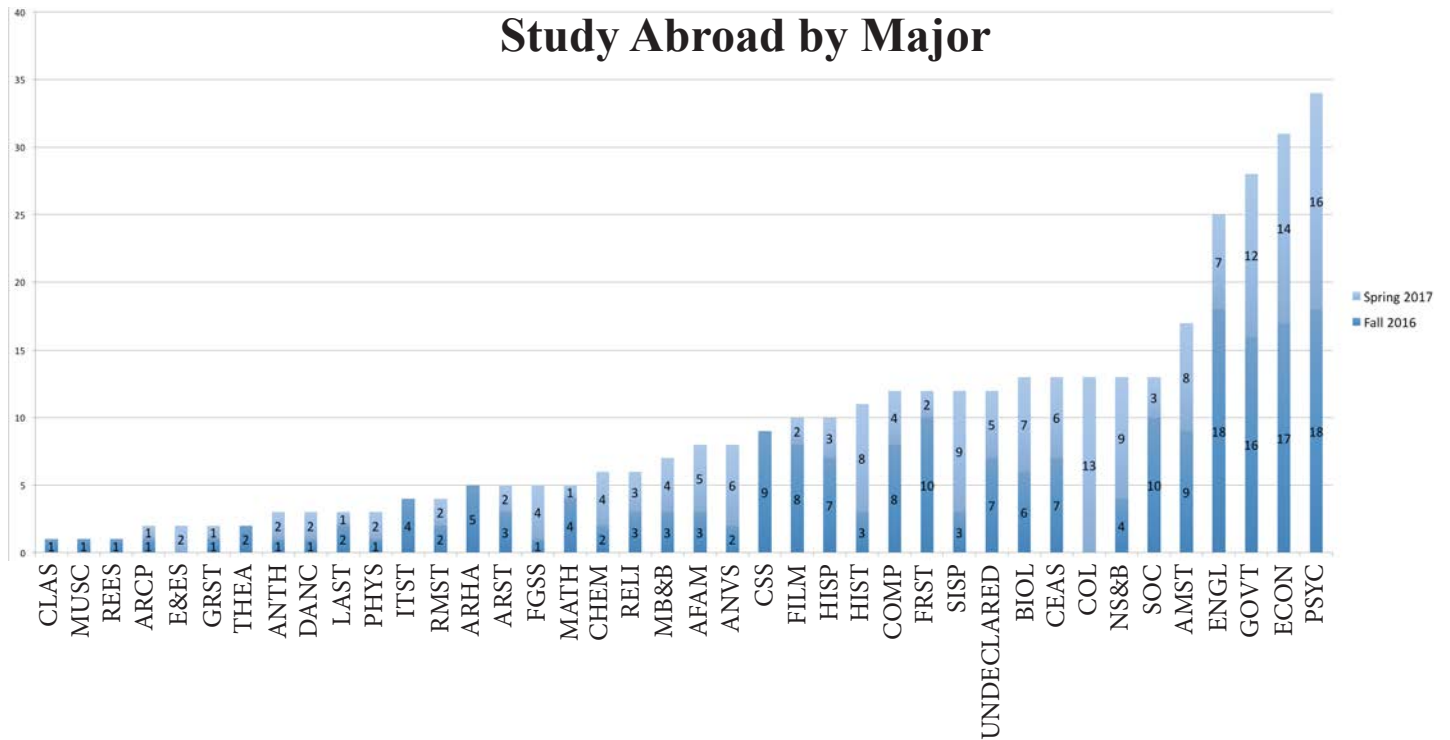
Students Abroad by Division, Spring 2017



Study Abroad by Country



Study Abroad by Major



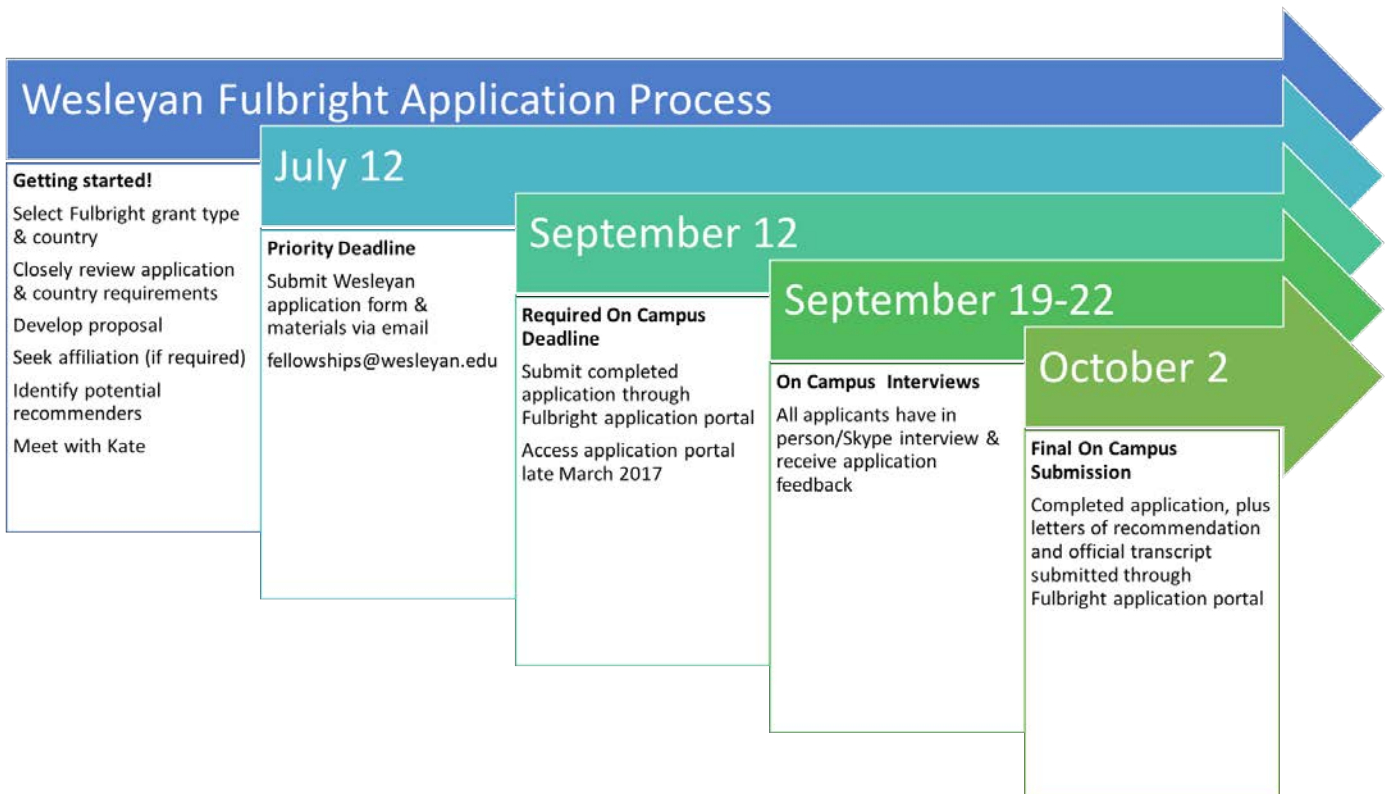
16 FELLOWSHIPS, INTERNSHIPS, EXCHANGES

FIE OVERVIEW

The Associate Director of Fellowships, Internships and Exchanges advises potential applicants and coordinates and oversees the international fellowship application process for the range of programs for which Wesleyan students regularly apply. She assesses, develops, and coordinates internship opportunities abroad, she oversees the academic internship credit-granting process and she provides strategic support to faculty interested in developing an overseas exchange.

FELLOWSHIPS

As indicated, our office provides centralized support for Wesleyan students and alumni interested in applying for an international fellowship or scholarship. Among the many programs of interest, some –such as the Fulbright, Watson, Marshall, Mitchell and Rhodes– require an on-campus interview and nomination process. Throughout the year we have used our web site and social media to clarify and publicize this process, which adheres more or less to the following (Fulbright) model:



FELLOWSHIP INFORMATION SESSIONS

FIE meets with students and alumni on an individual basis through scheduled appointments and drop-in advising in order to help them prepare their applications. In an effort to support a larger number of interested applicants, FIE seeks to orient and prepare Wesleyan applicants generally in terms of fellowship opportunities through updated online content. This content includes a section for "[Preparing your Application](#)" and an active social media presence on [Facebook](#), in addition to the following workshops and information sessions:



Writing Workshop

An overview of preparing your application and incorporated writing exercises and prompts to start students thinking about personal statements and research ideas.

SOPHOMORE

Fellowships & Scholarships for Sophomores

Sophomores are invited by their class dean to attend an evening presentation with Kate Smith for an overview of fellowships and scholarships, best practices in preparing, what sophomores can do now, and what they are eligible for as juniors and seniors.



What are Fellowships?

Students learn about fellowships involving teaching, research and graduate study. Fellowships include: Fulbright, Watson, Rhodes & more. Offered both fall and spring.



Graduate School Abroad

Overview of funded opportunities for graduate study, including: Marshall Scholarship, Mitchell Scholarship, Rhodes Scholarship, Churchill Scholarship, Gates Cambridge Scholarship, Fulbright Grants and more. Reviews best practices for graduate school admissions abroad and resources to identify the best programs for your academic interests.



Fulbright Fellowship

Designed to promote the [Fulbright English Teaching Assistant](#) grant and the [Fulbright Research](#) grant. Includes a student participant that received the Fulbright.



Watson Fellowship

Designed to promote the [Watson Fellowship](#). Also includes a webinar hosted by the foundation followed by Q&A with Kate Smith. Offered in the fall and spring semester.



Exploring International Opportunities

An overview of how to find and/or create an opportunity abroad for those interested in internships, volunteering, and living abroad post-graduation. Review of resources, best practices, and tips in envisioning and developing an opportunity abroad. Offered both fall and spring.

Specific Program Information Sessions

- Yenching Academy small group presentation with program representative
 - Boren Scholarship Information Session
 - Truman Scholarship Information Session
- Knight Hennessy Scholars Program; 36 students in attendance w/ program reps

NOMINEES & WINNERS

During academic year 2016-2017, FIE worked with a number of students for a total of 75 applications for fellowships and scholarships that require university nomination. In review:

Fellowship	Applicants	Nominees	Finalists	Recipients
Beinecke Scholarship	4	1	-	-
Carnegie Endowment Junior Fellowship	1	4	-	-
Churchill Scholarship	0	0	-	-
Fulbright Grants	38	38	12 semi-finalists 2 alternate & 7 Fulbright recipients	6 applicants accepted the Fulbright grant
Goldwater Scholarship	1	1	1 honorable mention	
Keasbey Scholarship	Not available in AY 16-17			
Luce Scholarship	1	1	1	-
Marshall Scholarship	3	3	-	-
Mitchell Scholarship	1	1	1	1
Rhodes Scholarship	2	1	-	-
Schwarzman Scholarship	1	1	-	-
St. Andrew's Scholarship	1	1	-	-
Truman Scholarship	4	4	-	-
Udall Scholarship	2	2	-	-
Watson Fellowship	16	7	4	1

NOTABLE FELLOWSHIPS & SCHOLARSHIP RECIPIENTS

Wesleyan continues to see the most applicants for the Fulbright Grants and the Watson Fellowship. These opportunities are most closely aligned with the academic and personal interests of candidates and allow applicants to explore specific areas of interest.

WATSON FELLOWSHIP RECIPIENT

The Watson Fellowship continues to be an opportunity that Wesleyan students are uniquely prepared for in that students develop a project to explore critically and creatively a broad issue that reflects their personal and academic interests.

Beginning August 2017, [Michaela Fisher '17](#) will observe how cooperatives function in Spain, Mexico, Argentina, New Zealand, Germany and Canada and compare what infrastructures and processes are effective or ineffective. She purposefully selected distinctive cooperatives that reflect local economy and industries with close ties to community.

Michaela plans to explore on a local level what organizers, leaders and community members are doing to address challenges and in what ways cooperatives affect economies and communities through their work. On campus, she gained practical knowledge of cooperatives by working

with the Real Food Challenge and the Wesleyan Local Co-op. Off campus, she has worked on food policy issues as an intern with the Los Angeles Food Policy Council.

Through these experiences, Michaela has become familiar with the challenges that cooperatives face. Her project reflects her personal passion for social justice and the use of cooperatives as a potential tool to affect change.

As a Watson Fellow, Michaela will work to thoughtfully examine the powerful connection between cooperatives and social justice.



MITCHELL SCHOLARSHIP RECIPIENT

A highlight of the fall 2017 application cycle was [May Treuhaft-Ali '17](#) receiving the Mitchell Scholarship. The last Mitchell Scholar from Wesleyan University was Gabe Paquette '99, who is now a professor of history at Johns Hopkins University. While a Mitchell Scholar, Paquette earned a MA in culture and colonialism from the National University of Ireland in Galway.

As a Mitchell Scholar, Treuhaft-Ali will have the opportunity to advance her studies on theater and performance at Trinity College in Dublin. At Trinity, Treuhaft-Ali will work toward an MPhil in theater and performance. The research-based program focuses on performance studies in the context of contemporary Irish theater.

The [George J. Mitchell Scholarship Program](#) is a nationally competitive

award for U.S. citizens sponsored by the U.S.-Ireland Alliance. Named in honor of the former U.S. Senator's pivotal contribution to the Northern Ireland peace process, the Mitchell Scholarship is designed to introduce and connect future American leaders to the island of Ireland, while recognizing and fostering academic excellence, leadership and a commitment to public service.

At Wesleyan, Treuhaft-Ali wrote and directed plays for the Theater Department and Second Stage. Her plays were twice selected by the Los Angeles-based Blank Theatre Company's Young Playwrights Festival, a national competition for young writers. In 2014 and 2015, she was selected to attend the Young Playwrights Inc. National Playwrights Conference and recently served as an apprentice to the director of Sarah DeLappe's *The Wolves*, an off-Broadway play that was selected as a New York Times Critic's Pick. She also is the founder and coordinator of AnyStage at Wesleyan, a play development program that provides resources such as table reads and workshop productions for student playwrights.

May was an exceptional candidate for this and other scholarships. She had found the point at which her personal and academic interests aligned, allowing her voice and vision to come through in her application and interviews.

Additional fellowship recipients:

[Hilary Brumberg '17](#) - [Princeton in Latin America](#)
[Lauren Chang '17](#) - [Princeton in Africa](#)



FULBRIGHT RECIPIENTS

Kate Cullen '16, academic Fulbright in Chile.



Shourya Sen '15, teaching assistant Fulbright in Laos.



Jennifer Cascino '17, academic Fulbright in Spain.



Claire Brady '15, academic Fulbright in Jordan.



Rob Roth '14, teaching assistant Fulbright in Bogotá, Colombia.



Sophie Zinser '16, academic Fulbright in Jordan.

MOVING FORWARD ON FELLOWSHIPS**CULTIVATING A CULTURE OF FELLOWSHIPS AT WESLEYAN**

Programming, information sessions, and advising have proven to be highly effective in creating awareness around fellowships and scholarships at Wesleyan University.

In an effort to further develop a culture of participation and application for highly competitive and prestigious scholarships and fellowships, the Associate Director of Fellowships, Internships, and Exchanges has proposed a course for spring 2018 to foster a close knit cohort of students intending to apply for major scholarships and fellowships.

The overarching purpose for this course is for students to reflect on how identity (who you say you are) motivates the actions they take now, which, in turn, shape their

long-term goals and commitments. This course will be particularly applicable to future national and international fellowship applicants, as almost every scholarship foundation asks similar questions (in one form or another): *Who are you? What are you proposing to do? In what way are you the most qualified candidate? Why is this work important?*

This course will highlight best practices for writing personal statements and will include theories for this specific writing style. It will also include a wide array of perspectives to prompt self-reflection, personal development and skill building.

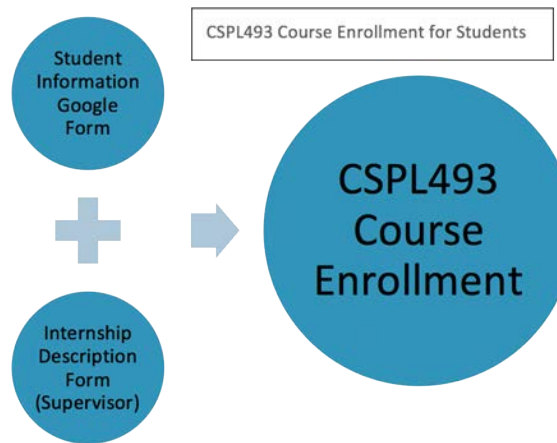
The course will be offered for a .25 credit beginning spring 2018 for a series of six weekly sessions.

NETWORKING BEYOND WESLEYAN

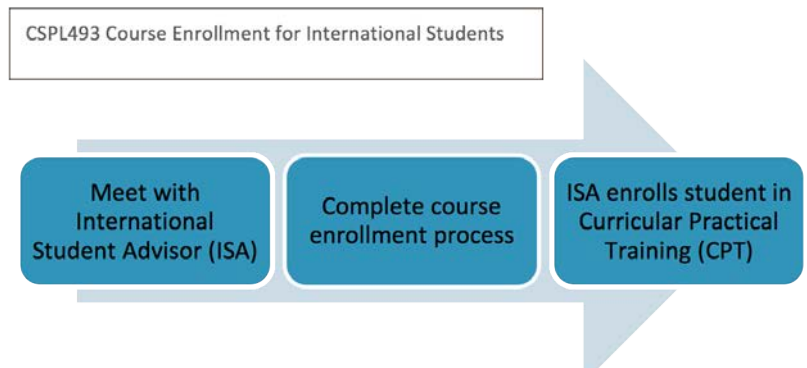
The Associate Director of Fellowships, Internships, and Exchanges will also present a poster titled “Building a Foundation of Fellowships: Utilizing Campus Partners and Leveraging Resources” at the annual meeting of the [National Association of Fellowship Advisors](#). The poster will draw on the Wesleyan model by showing how colleges and universities might create a more carefully integrated advising system while raising campus awareness generally with regard to national and international fellowships and scholarships. The poster will highlight current trends and the most effective practices in the field. It will identify key stakeholders and it will show how to leverage such units as Academic Affairs, the Career Center, and other campus resources available to the student body. The poster will benefit most those who are either new to the field of advising or who are working with limited resources.

INTERNSHIPS

FIE administers CSPL493 Internship Course. This course allows students to receive .25 credit for their internship course. The process is simple for students. They refer to the [Course Enrollment Process](#) online, submit a google form, and ask their supervisor to complete an Internship Description Form.



The process for international students includes an *additional* step. Any international student that wants to participate in an internship is REQUIRED to receive credit in order for them to be enrolled in Curricular Practical Training (CPT) which allows them to legally participate in an internship in the US.



The FIE coordinates internships in conjunction with the following academic units:

- Student Judicial Board
- Honor Board
- Office of the Class Dean’s
- Office of International Student Affairs
- Office of the Registrar

By introducing the Student Information Google Form, the Office of International Student Affairs has been able to monitor in real time the status of any international student enrolling in CSPL 493. This is critical in order for the International Student Advisor to account and plan for CPT enrollment.

FIE advises students that enrollment in CSPL 493 can take 4-6 weeks. Once FIE receives the Student Information Google Form, an email to verify status and good standing. FIE verifies that an Internship Description Form has been submitted by the supervisor.

In many cases, internships require a proof of eligibility for students to apply. To support students in applying for internships, students request a letter that confirms their proof of eligibility for academic credit. For some students, they require a proof of enrollment as well. In these cases, FIE works directly with students, supervisors and employers to ensure

a student’s participation by preparing a letter of enrollment clearly outlining that the student is in good standing, when they are expected to graduate and that in complying with all course standards are eligible for .25 credit through CSPL 493.

This year CSPL 493 Internship Course was offered over summer, fall and spring in addition to winter session. This is feasible in that the course requires a minimum of 40 hours, allowing students to participate in an internship for credit over their winter break as well.

INTERNATIONAL INTERNSHIPS

In order to incorporate internship opportunities into international experiences, FIE partnered with the Office of Study Abroad to identify in what ways internships for credit could be formally introduced to the course offerings for Wesleyan study abroad programs.

The Vassar/Wesleyan Madrid Program was the most logical location to start in that internships in Paris are supported by staff on site at the Vassar/Wesleyan Paris Program and internships are less common in Italy, where Wesleyan participates in the ECCO Bologna Consortium Program.

The purpose was to provide internships for credit as an option to students participating on the Vassar-Wesleyan Madrid Program. The proposed goal was to partner with an internship provider that is based locally in Madrid to help facilitate internship placements, offer student support, provide program approved course content, and an on-site instructor.



After meeting with two highly regarded organizations in Madrid and speaking with site directors in June 2016, it was clear that [EUSA – Academic Internships \(EUSA\)](#) would serve as an excellent partner to the Vassar/Wesleyan Madrid Program.

EUSA designs and implements high quality, customized academic internship programs that immerse our partners' students in new professional, social, and linguistic cultures. Our work promotes the advancement of cultural understanding by integrating learning, working, and living abroad.

EUSA is a recommended partner based on philosophy, approach and in services provided. [Almendra Staffa-Healey](#), the on-site director for EUSA, approaches advising students, internship placement, and experiential education holistically. She continually works with students throughout the semester preparing and orienting students in preparation of the internship through revising and revisiting students, internship partners.

The structure of the internship program is flexible based on the preferences of the faculty committee of the Vassar/Wesleyan Madrid Program. The internship runs concurrently to coursework throughout the entire semester and offers the option to include an on-site instructor to alleviate additional work required by the faculty director in Madrid each year. This will also allow for continuity.

This proposal was first reviewed by the Office of the Study Abroad and approved by the Director of the Center for Global Studies. Subsequently, the proposal was presented to the faculty committee of the Vassar/Wesleyan Madrid Program and was unanimously supported.

Currently, the program is being developed in partnership with EUSA and FIE expects to have internships formally available beginning spring 2018.

MOVING FORWARD ON INTERNSHIPS

It has been an exciting year for FIE in the context of internships. The administration of CSPL 493 was further streamlined to work more easily with partners across campus and to maintain consistency for student participants.

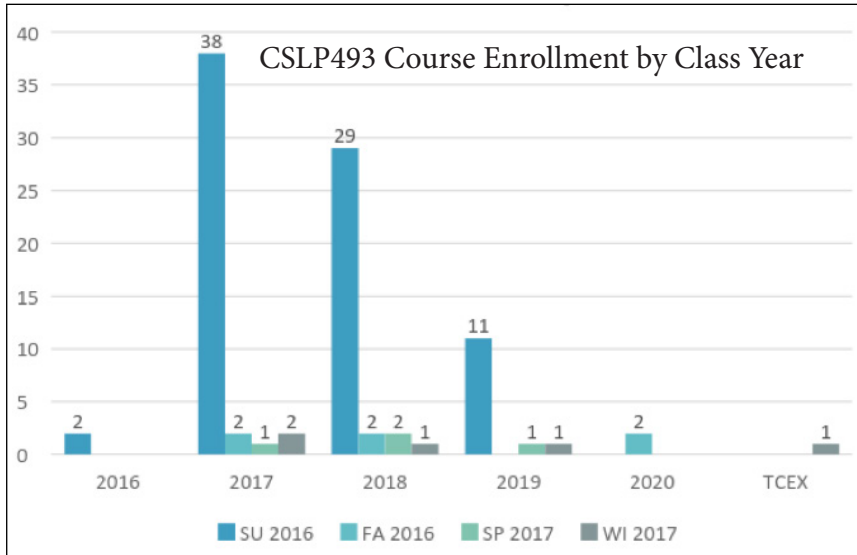
For grants and experiences, FIE managed the administration of the Sha Ye (MA '96) China Study Grant this May, which provided funding for immersive language study in China through a gift from alumnus Sha Ye. Building upon this smaller model of funding and opportunity, FIE hopes to continue to work toward developing international internships for students.

In June 2017, Associate Director of Fellowships, Internships and Exchanges attended the [Global Internship Conference](#) in Santiago, Chile where she was able to attend site visits, understand the student experience in country, attend workshops and presentations on multiple relevant topics including: Using Multimedia Ethnography in Internship Courses.

Ultimately, there is extraordinary potential in developing and supporting more international internships at Wesleyan University.

INTERNSHIPS AT A GLANCE

During Academic Year 2016-2017, a total of 94 students enrolled in CSPL493 Internship Course for .25 credit. The summer is the most popular time period for students to enroll in the course and participate in an internship: 79 of the 94 students enrolled for CSPL493 during summer 2016.

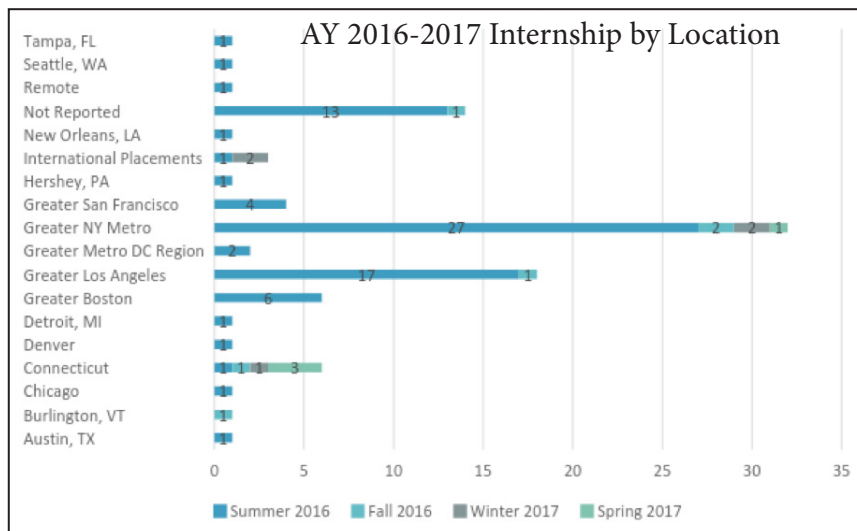


Summer 2016	79
Fall 2016	6
Winter 2017	5
Spring 2017	4
TOTAL	94

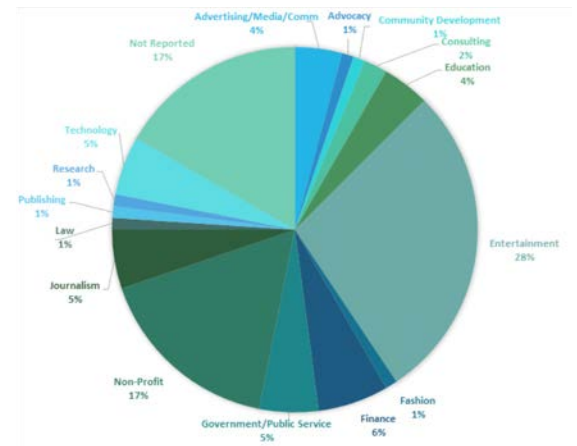
International students are required to enroll in Curricular Practical Training (CPT) in order to participate legally in internship opportunities in the United States. **Approximately 25% of students enrolled in the course during AY 2016-2017 were international students.**

Although internship providers are not required to pay interns, in some cases they offer stipends, pay or other compensation. Of the total internship placements during AY 2016-2017, 25% of **internship placements offer pay or a stipend, which 55% were not paid** (the remaining 20% did not report on this data).

FIE reviewed internship locations for CSPL493 participants. **Students participating in internships internationally through CSPL493 are 3% of the students participating in the course.**



AY 2016-2017 CSPL Internships by Industry



FIE also reviewed the industry of the internships for CSPL493 participants over AY 2016-2017. In terms of industry, Entertainment was the most prevalent at 28%.

EXCHANGES

The Fries Center for Global Studies offers support to faculty and administrators who might be interested in proposing an international educational exchange with another institution and it has developed a template for guiding those interested through the process.

Over the past year, FIE has focused on taking inventory of the existing exchanges that exist between Wesleyan University and multiple international institutions. The [current active exchange agreements are now prominently featured on the Fries Center for Global Studies webpage](#).

This past year, Wesleyan formalized its' partnership with the University of York in York, England. Professor Peter Rutland initiated this exchange based on his own undergraduate experience at the University of York. In fall 2017, Wesleyan will welcome its' first two exchange students from York and Wesleyan will be sending a student for the academic year to York as well.



FIE is also currently finalizing an agreement with Kansai Gaidai University, which will result in a Foreign Language Teaching Assistant annually from Kansai Gaidai to come to Wesleyan to support the Japanese language program and faculty on campus.

This partnership stemmed from Professor Naho Maruta's undergraduate experience at Kansai Gaidai University in which she also served as an FLTA at Vanderbilt University.



ESTABLISHING EXCHANGES: CREATING A PATHWAY FOR FACULTY BASED PARTNERSHIPS

Faculty interest in exploring potential exchange agreements with overseas institutions has grown considerably over the past two years. The FIE has therefore worked to clarify relevant procedures and protocols, showing what exchange models exist and outlining exactly what will be expected of all parties involved in setting up such exchanges. The process may be summarized briefly as follows:

Faculty

- Submit initial proposal
- Form for proposal available online (internal Wes access only)
- Proposal submission accepted throughout the academic year



Fries Center for Global Studies

- FCGS Advisory Board Reviews proposals & makes recommendations for exchange report
- FIE notifies & meets with approved proposals



Exchange Development

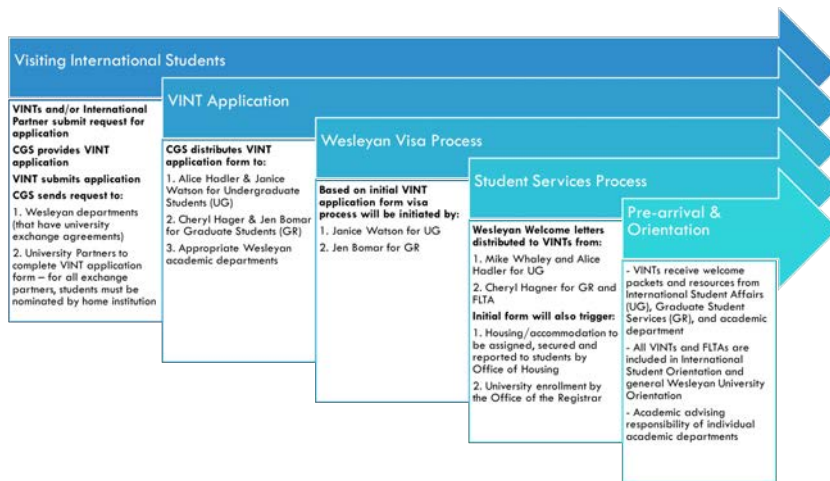
- FIE creates exchange proposal report outlining next steps, timeline and responsibilities
- Faculty meet with FIE
- Faculty meet with OSA (if necessary)

The overall process is based in faculty interest and reviewed by the Fries Center for Global Studies. For those proposals that are recommended for development, FIE will work closely with faculty and international institutions to prepare an agreement to then be reviewed by critical campus partners including: legal counsel, VP of Finance, and the Provost.

Faculty are now able to review the process online and submit a [Google Form](#) to propose their potential exchange.

ESTABLISHING PROCESSES: VISITING INTERNATIONAL STUDENTS & INTERNATIONAL SCHOLARS

While working to inventory existing international exchanges and to rationalize the process for establishing new ones, the FIE has collaborated as well with the Office of International Student Affairs, Academic Affairs, and the Office of Graduate Student Services for the purpose of clarifying the application, admission, and orientation processes for Wesleyan's [Visiting International Students](#). These processes may be summarized as follows:



MOVING FORWARD ON EXCHANGES

Through the FIE the FCGS has made significant strides, on campus and abroad, in the development of new exchange agreements. We have established two new exchanges over the past year. We have completed our inventory of existing agreements. We have developed and publicized the protocols and processes for establishing new ones, and we have created a wide range of online resources and tools for interested faculty, visiting international students, and visiting international scholars.

By emphasizing the role of faculty in the development of exchanges, FIE strives to leverage the academic expertise and regional knowledge of faculty in order to strengthen the curriculum and academic opportunities on behalf of the student population. As always, our goal is to develop programs in global education in tandem with the teaching and scholarly interests of our faculty.

We are confident that the processes that we have created and the means by which we have made them available to the public will generate even greater interest among both Wesleyan faculty and faculty and administrators abroad for potential international exchange agreements with our institution.

FIE: FINAL THOUGHTS

In a practical sense, FIE made advancements in developing and updating relevant web content to offer more comprehensive information and incorporates all components of the Office of Fellowships, Internships, and Exchanges. FIE also partnered with Kai Labs, a student organization which works to provide practical solutions to campus and community challenges. Young Money - the group that worked closely with FIE from Kai Labs - developed a searchable database that will be available for use online in order to help students and alumni more easily identify funding and funded opportunities that are available at, through, or in partnership with Wesleyan University.

In the future, FIE aims to provide further content through Moodle for interested fellowship applicants, allowing students to understand holistically the development as a student, academic, individual in preparation for fellowship and scholarship applications.

The scope of Fellowships, Internships, and Exchanges continues to evolve as student and alumni interest and need grows. More specifically, FIE looks forward to partnering within the Fries Center for Global Studies as well as with the Gordon Career Center and Office of International Student Affairs for the 2017 International Education Week, further solidifying the advancement of internationalization at Wesleyan University through the collaborative efforts within the center and in partnership with offices and centers across campus.

LANGUAGE AND INTERCULTURAL LEARNING

LIL OVERVIEW

In November 2016, we officially welcomed our new Assistant Director of Language and Intercultural Learning. In this position, she works closely with the Office of Study Abroad to develop strategies for assessing intercultural competence as an outcome of study abroad, with language being a core element. She also collaborates with the Director of Language Resources and Technology to develop, promote, and oversee formal instructional opportunities in languages not regularly taught at Wesleyan through an online platform called Mango Languages. In addition, she supports the Office of International Student Affairs by orienting, advising, and coordinating international students' programs on matters related to cultural immersion. Lastly, she supports the Office of Graduate Student Services and the Language and Literature programs in the selection, pre-arrival orientation and on-campus orientation of the Foreign Language Teaching Assistants.

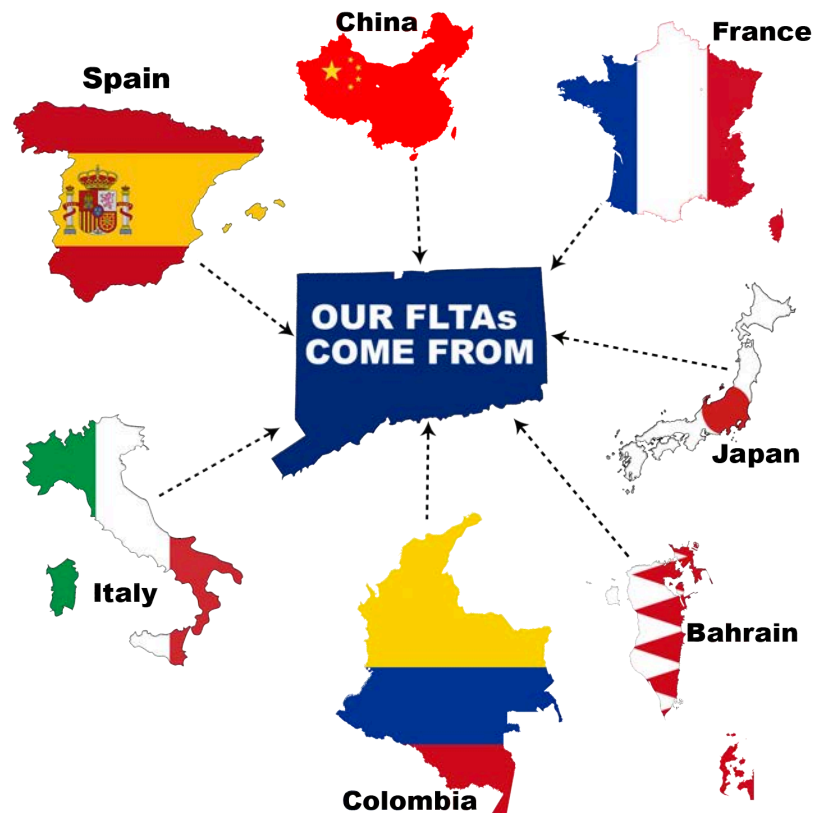
FOREIGN LANGUAGE TEACHING ASSISTANTS

Our [Foreign Language Teaching Assistants \(FLTAs\)](#) represent a significant resource that we hope to leverage for advancing the mission of the Fries Center for Global Studies in terms of language and intercultural learning.

By bringing them together in a highly visible common space in Fisk, we hope to foster greater interaction between international students and language learners. The Assistant Director of Language and Intercultural Learning worked collaboratively with the Office of Graduate Student Services, Academic Affairs, and the Language Departments to streamline a process to support all our FLTAs.

FLTAs are non-degree seeking graduate or undergraduate students who attend Wesleyan for one year. They are assigned a language department and provide support to Wesleyan faculty. This past 2016-2017 academic school year we had nine FLTAs.

This coming 2017-18 we excitedly await our new FLTAs from Bahrain, China, Colombia, France, Japan, Italy, and Spain.



LANGUAGE LEARNING COLLABORATION



WESFEST: FOREIGN LANGUAGE LEARNING ALUMNI PANEL

As mentioned above (Introduction, 8), the Fries Center for Global Studies is founded on the principle that proficiency in foreign languages is the key to true intercultural competence. The WesFest Alumni Panel that we organized this year, in collaboration with Wesleyan's language teaching faculty, was designed with this very principle in mind. The panel was co-sponsored by the College of East Asian Studies; German Studies; Romance Languages and Literatures; Russian, East European, and Eurasian Studies; and the Fries Center for Global Studies. It included eight Wesleyan alumni whose career paths and personal outlook have been deeply enriched by the language skills and intercultural insights gained thanks to their studies at Wesleyan.

Despite the differences in their language or country of study, each of the Wesleyan alumni agreed that their bilingual (sometimes even multilingual) skills gave them a competitive edge in the job market. Some discussed how learning another language enhances their communication skills in English and deepens their understanding of themselves: of their own cultural identity and of their sense of duty –to the planet, to humanity– as global citizens. Others explained that struggling in another language helped them become more empathetic towards second-language learners, especially if English is their second language. Everyone agreed that deep study in another language bolstered their confidence when faced with professional and intellectual challenges.

THE ALUMNI PANELIST

Craig Burns, '87

Studied: Japanese
Major: East Asian Studies
Current: Chief of Psychiatric Services for the Connecticut Department of Correction

Julia Baez Valentin, '14

Studied: Chinese, Portuguese, & French
Major: East Asian Studies
Current: J.D. candidate at Fordham University of Law

Juliya Arbisman, '03

Studied: Russian
Major: Music; Russian, East European, and Eurasian Studies
Current: International lawyer focusing on international arbitration and human rights.

Sade Jack, '14

Studied: French
Major: College of Letters
Current: Ms. Jack teaches French at Phillips Academy

Elisabeth Lauffer, '07

Studied: German
Major: College of Letters; German Studies
Current: Translator under contract for two titles with the MIT Press and works as Production Editor at Chooseco.

Evan Throne, '15

Studied: French
Major: Math and Computer Science
Current: Data Scientist at CKM Advisors

Elsa Hardy, '14

Studied: Portuguese & Spanish
Major: African American Studies; Hispanic Literature and Cultures
Current: On-site Coordinator at the Wesleyan Center for Prison Education (CPE)

Emma Koramshahi, '16

Studied: Italian
Major: Film and Italian
Current: Director of Development at Loveless in New York City where she is an Associate Producer on two HBO documentaries (one in Italian!)



WES IN THE WORLD PHOTO CONTEST



A prime goal of the Fries Center for Global Studies is to create curricular, co-curricular, and extracurricular experiences that will help students transcend disciplines while achieving a global education. The [Wes in the World Photo Contest](#) organized this year was aimed to encourage students to reflect on their study abroad experiences and to bring more visibility to our new Center. We invited students returning from study abroad during the fall 2015 and spring 2016 semesters to submit images that they considered unique, creative, and representative of their personal experience.

A total of 255 members of the Wesleyan community voted on the photos through online balloting throughout the fall semester. On February 3rd, 2017, the Fries Center for Global Studies held a Photo Award Ceremony to honor the student winners. The award-winning photos are displayed here.



Photo Contest Winners: 1. Ari Markowitz, '17, Wanaka, New Zealand; 2. Laura McIntyre, '17, Capetown, South Africa; 3. Heidi Westerman, '17, Lake Moke, New Zealand; 4. Amélie Clémot, '18, Chile; 5. Ari Markowitz, '17, Parnell Festival of Roses, New Zealand; 6. Ari Markowitz, '17, North Island, Rotorua, New Zealand

MOVING FORWARD ON LANGUAGE AND INTERCULTURAL LEARNING



GLOBAL AFFAIRS BOARD

In order to increase the vibrancy of global discussions within the Wesleyan student body, we plan to establish a student Global Affairs Board this coming fall (2017).

The Global Affairs Board (GAB) will function as a student advisory committee that will lead a variety of initiatives to better serve the Wes community and further establish the Center for Global Studies as a key resource in global education and citizenship. Students' involvement in GAB will be key in organizing and planning outreach activities.

Additionally, GAB members will be encouraged to create new opportunities for student engagement through activities such as blogs, international film series, digital storytelling, photo and essay contests, international education week events, monthly newsletter, and more.



LANGUAGE TABLE COMMITTEE

The Wesleyan language and literature departments currently sponsor language tables lead by Foreign Language Teaching Assistants (FLTAs), Course Assistants (CAs) and Teaching Assistants (TAs).

We contemplate exploring with these departments the possibility of creating a Language Table Committee that might coordinate this important resource.

Our aim would be to build language learning communities of practice while enhancing opportunities for students to practice their target language in an informal setting.

We hope that this will also raise the profile of language learning on campus and that it will help our Foreign Language Teaching Assistants build stronger relationships with our students outside of the classroom.



INTERNATIONAL STUDENT ORGANIZATIONS

Lastly, we aim to explore new ways of increasing the mobility and visibility of our international student organizations and clubs.

During International Education Week, we will collaborate with PAN-GEA, an International Student Club, in hosting an international student and international staff professional development dinner.

We will also work alongside students involved in Mabuhay, an annual Asian/Asian American show, to showcase where our international students come from and the talents they bring to Wesleyan.

For this coming year, the Assistant Director of Language and Intercultural Learning will work more closely with international students and U.S. domestic students in order to facilitate greater interaction between these two groups.



The Assistant Director of Language and Intercultural Learning and the Director of the Language Resources and Technologies will be launching an exciting new pilot project on Mango Languages for the fall of 2017. Read more about Mango Languages on page 37.

LANGUAGE RESOURCES AND TECHNOLOGY

LRT OVERVIEW

The academic year 2016-1017 has been one of transition for the Language Resources and Technology section of the Fries Center for Global Studies. This is in part because of the move to our new facilities and also because of the personnel restructuring which followed the retirement of the Assistant Director for Language Resources and Technology. These changes presented challenges, which included setting up technology in the new facilities and ensuring that services provided to faculty and students under the previous structure continued to be offered smoothly. In addition to these changes, exciting projects were implemented in language courses, supported directly or indirectly by the Director of Language Resources and Technology and by the student staff he supervises. Additional language learning opportunities are also now made available in the Less Commonly Taught Languages area through the new Mango languages online language learning platform.

FACILITIES

As part of the renovations which took place over the summer 2016, some of the facilities formerly housed in the Language Resources Center (computer lab, recording studio, testing space, study space) were relocated to other parts of Fisk Hall. Following this relocation, the Director of Language Resources and Technology devoted time to set up and ensure proper functionality of the facilities described below – in many instances with considerable help from Information Technology Services.

LANGUAGE RESOURCES AND TECHNOLOGY AREA

The lab component of the Language Resources Center was moved to the newly named Language Resources and Technology Area. This welcoming new space features flexible seating, six desktop computers and fourteen laptops, which makes it possible to conduct classes, workshops or testing with entire classes. The LRT area is staffed by students trained to assist faculty and students with technologies used for assignments or testing such as Mahara electronic portfolios, iMovie for digital storytelling, Audiovisual assignments in Moodle and basic audio and video recording troubleshooting.

This facility has been used by several classes this past academic year for simulated oral proficiency interviews, testing, workshops as well as a study space for students. As faculty, students and Foreign Language Teaching Assistants become more familiar with this space, we anticipate an increase in usage.

Over the summer 2017, ITS will upgrade the seven iMac computers (which are over five years old and are noticeably slow) with new solid state hard drives to improve their performance.



The Language Resources and Technology lab

AUDIO AND VIDEO PRODUCTION STUDIO

Designed to fulfill multiple functionalities, this space includes an insulated sound booth which allows users to produce professional quality sound recordings, a digitization workspace with equipment set up for digitizing and editing any type of media materials, and an area which can be used as for video production. During the Fall semester, the Director of the LRT set up the different parts of these spaces and made necessary equipment upgrades in order that these facilities could serve their purpose.

This multifunctional facility has already been used intensely for a variety of projects such as video production by staff from University Relations, digitization of DVDs and VHS tapes for language courses, recording of audio materials for language courses (Chinese and Russian) and podcasts for student projects (French).

Some upgrades and improvements still need to be completed over the summer 2017: purchase and set up of a new digitization machine, hard drive upgrade for the recording studio computer, installation of XLR inputs and outputs through the wall between the sound booth and the computer/mixing area, new digital sound mixer.



The Recording Studio (sound booth and mixing room)



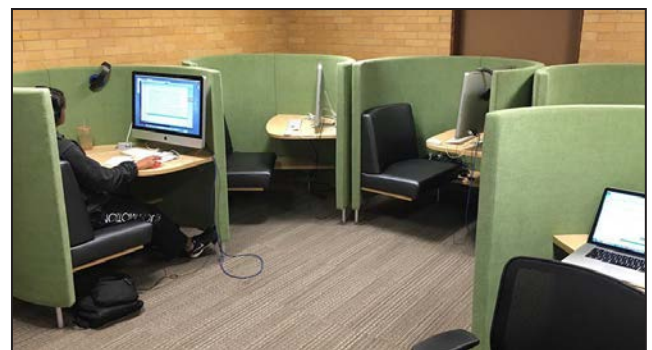
The Video Production area



The Digitization workspace

COMPUTER TESTING ROOM

Located on the first floor of Fisk (100B), this space includes five computer stations which are installed in soundproofed carrels. Designed to be a testing and practice space, this room is available for general student use when it is scheduled by faculty for testing or practice. This facility is overall well-adapted to the practice of pronunciation or recording of audio/video assignments. This room has been used so far for Chinese weekly quizzes throughout the academic year and for the administration of the Test de Connaissance du Français (TCF). As in the LRT area, the computers located in this space are over five years old and will receive new hard drives over the summer to improve their performance.



The Computer Testing Room

SUPPORTING LANGUAGE TEACHING & LEARNING MISSION

One of the main goals of Language Resources and Technology is to identify new technologies and explore their application in language teaching. Success in this area requires a multi-pronged approach and careful collaboration with other administrative units. For example, it is essential that these new technologies be tested and demonstrated through workshops and presentations. They must be implemented in actual instructional settings. The strong support of various parts of ITS (Academic Computing, Unix Group, Instruction Media Services) is crucial to this mission, particularly when it comes to updating existing technologies or to testing and deploying new ones.

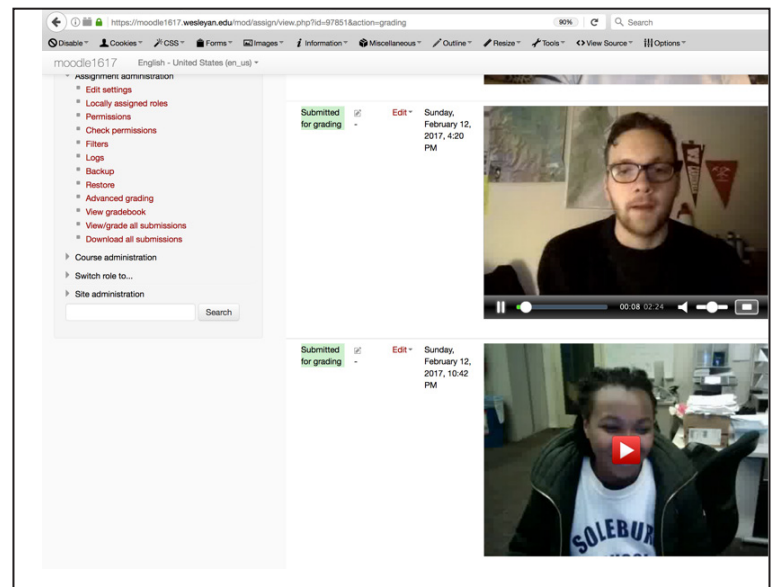
Below is a description of our primary achievements in this area during this past academic year:

AUDIO/VIDEO RECORDER PLUGIN FOR MOODLE

As part of an effort to increase the range of opportunities for students to practice oral/aural skills outside of class, the LRT Director oversaw the installation of a free Moodle plugin called *Poodll* which adds audio and video recording capabilities to Moodle. The steps involved coordinating the installation of the plugin with ITS, finding the appropriate settings to optimize its integration into the Wesleyan Moodle, testing the various components of the tool and implementing it in several courses.

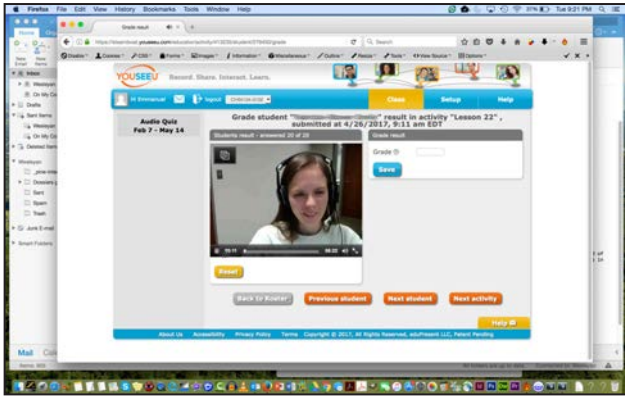
Poodll was implemented for regular assignments and to evaluate oral proficiency in both sections of French 111 and 112. Students were asked to make video recorded entries (five for each semester) as assignments to be performed outside of class. In addition, students went to the LRT area twice a semester as part of the class to record videos answers for a simulated oral proficiency interview. The LRT Director conducted *Poodll* workshops at the end of each semester and as a result other faculty members started using the tool (Hye-joo Back, Ana Perez-Girones, Octavio Flores, Christine Lalande, Typhaine Leservot and Louise Neary) and more plan on using it next academic year.

Poodll proved to be very useful despite a few technical issues due to the technology it uses and the fact that it was the first year it was used. The current version of *Poodll* relies on Flash technology, which is not reliably supported on all platform/browser configurations. The new version (3.0) of *Poodll* is no longer free but the cost is nominal (\$300 for a campus license) and it has been installed is currently being tested and will be integrated in the new version of Moodle to be released for next academic year. This version relies on HTML5 recorders and thus, does not rely on a specific plugin but rather on a technology which is more reliable across a variety of configurations.



The Poodll plugin allows students to record videos directly into Moodle either for assignments or testing

SOFTWARE SOLUTION FOR WEEKLY CHINESE QUIZZES



YouseeU web multimedia activity authoring tool allows seamless integration of weekly aural/oral quizzes in Chinese classes

The teaching of Chinese at the elementary level includes weekly audio quizzes where students perform a variety of tasks such as answering questions in Chinese and translating into Chinese and English. In the middle of the academic year, the free platform from the University of Michigan which had been used for several years to conduct these tests was abruptly discontinued.

The LRT Director worked with Professor Xiaomiao Zhu to replace it with another web-based tool called YouseeU. This proved to be an excellent solution and it will keep being used in the future for Chinese quizzes but it may be difficult to extend its use to other languages because of the cost involved (payment is per student, per semester).

PLACEMENT TESTS

One important component of language instruction is the placement tests which are used to direct students to enroll in the appropriate course. There are nine language placement tests and the LRT Director oversaw the move of the tests to a new server location (communitymoodle) and collaborated with ITS as they designed the new score and placement retrieval interface which is integrated in the new Wesportal tool. This involved copying the tests to the new Moodle server, testing the scoring with students and working with ITS ensure proper placement issuance based upon scores. Until now, placement tests had to be copied into a new Moodle instance every year and this new set up will save time by having the tests permanently located on communitymoodle.

TEST DE CONNAISSANCE DU FRANÇAIS (TCF)

Each semester, students who are going to study abroad on the Paris program the next semester take the TCF at Wesleyan. This test gives students a score based on the European framework of reference for languages and is a very useful way of assessing students outside of the Wesleyan system of evaluation. In addition, scores obtained on the TCF will eventually determine if students who are studying abroad in France will be able to take courses at a French university.

Although registering students and setting up tests is done on a web interface, the test itself is taken through a PC only software program installed on individual machines. Since the FCGS does not have PC computers available, the test is taken on Macs through virtual machines running an emulated Windows system. This year, the LRT Director collaborated with ITS to successfully ensure the delivery of the tests in this environment, while overseeing the upgrade of the TCF test to a new version. Students were able to take the test in the Fall and Spring semester without major issues. There were some minor delay issues due to the set up with virtual machines but ITS is taking the appropriate action to improve the set up for the next session in Fall 2017.



The Test de Connaissance du français (TCF) is used to assess students' French proficiency level before their semester abroad

MAHARA ELECTRONIC PORTFOLIO

The LRT Director worked with ITS to oversee the upgrade of the Mahara electronic portfolio system to the newest version and worked with faculty in several languages to facilitate their use of this program in their courses. The use is made easier by the fact that Mahara integrates with Moodle through the assignment module, which allows students to easily submit their portfolios to their instructor.

The LRT Director visited classes to demonstrate how to build a portfolio in Mahara and conducted hands-on workshops in the LRT area. Electronic portfolio building has become an integral part of courses in French, German and Spanish. The use has extended to the College of Letters where students maintain portfolios of their work across semesters and document their progress through the literary time periods they study.



WESLEYAN UNIVERSITY
MAHARA PORTFOLIO SYSTEM

Settings 0 Logout



La clase del español ha sido una gran y valiosa experiencia. He aprendido mucho y mis habilidades en español han mejorado también. Específicamente, he trabajado duro y he mejorado mis composiciones y mis habilidades del escrito. Gracias al comentario de Profesora Ana y mucha práctica, he mejorado mis habilidades de escrito, incluyendo la gramática, la estructura y mi habilidad para escribir mi mensaje en mi escrito con claridad en español. La clase del español ha sido una de mis clases favoritas en mi carrera académica. He disfrutado la camaradería de la clase y las actividades en grupos y de aprender la historia del mundo hispano. Además, me gusta la tertulia porque era una oportunidad para practicar mi español y para tener conversaciones en español que no tenemos en la clase. Español es una lengua que quiero continuar a practicar y usar. El próximo semestre voy a estudiar en el extranjero en Madrid, España. En Madrid, toda mis clases van a ser enseñadas en español y voy a vivir con una familia anfitriona en España. Estoy muy emocionada y nerviosa para esta experiencia en un lugar y país no he visitado antes. Sin embargo, estoy lista para desafiar a sí mismo por esta experiencia. Es más, quiero ser fluido en español de mi experiencia de estudiar en el extranjero. Después del programa de estudiar en el extranjero, espero que vuelva de regreso a mi estado de California donde hay una gran población hispánica y desamparada. Me gustaría involucrarse en ayudar inmigrantes o los necesitados como ellos luchan con la lengua y enfrentan los futuros inciertos, especialmente ahora en los Estados Unidos. Quiero usar mis habilidades del español para ayudar otros en el futuro.

Mahara allows students to document - and reflect on - their language learning experience across semesters

DIGITALIZATION AND SCREENING SERVICES

The major day-to-day services that faculty in languages rely upon include digitization of materials and movie screenings. These services were handled by the Assistant Director for the Language Resource Center and following his retirement, changes in the processes had to be made.

Under the new model, services are still performed in part by students, but under the double supervision of Debbie Pozzetti, who now takes a direct role in providing both those services, and the Director of Language Resources and Technology. Below is a list of courses which used LRT provided services for digitization and/or movie screenings:

ARAB202 - CCIV170 - CEAS181- CEAS206 - CEAS213 - CEAS241 - CEAS278 - CHIN217 - FIST126 - FIST127 - FREN305 - FREN333 - FREN224 - GRST214 - GRST217 - GRST302 - HEBR211 - JAPN219 - ITAL112 - ITAL222 - PORT156 - RUSS234 - SPAN203 - SPAN250 - SPAN258 - SPAN272 - SPAN278 - SPAN280 - SPAN283 - SPAN284 - SPAN301

MISCELLANEOUS COURSE SUPPORT AND LANGUAGE PROJECTS

STUDENT VIDEO INTERVIEWS: The LRT Director has continued to produce video interviews of German majors. The interviews are conducted in German and students discuss their experience taking courses at Wesleyan, studying abroad and talk about their plans after graduation. The videos are then subtitled and made available on the [German Studies web site](#). The Department of Romance Languages and Literatures became interested in having the same types of videos on their web site and thus, the LRT Director worked with faculty in the department to produce student video interviews for French, Italian and Spanish. The videos will be subtitled by the faculty in the respective sections.

SUPPORT FOR FREN 325: Caroline Herbelin, a visiting professor in French, conducted Skype interviews with professors and museum curators in France as part of her Museums, Objects, and Empire: Exhibiting the Self, Exhibiting the Other course. The LRT Director assisted in this process by setting up a computer with an external camera, tripod and an external microphone to enhance the experience and allow the entire class to participate. This worked well and provided a good model for conducting video conference activities in rooms not equipped with telepresence units. As part of the course, Prof. Herbelin also consulted with the LRT Director to create a Wordpress blog which served as an online museum and where students built virtual exhibits – as it was done in the past in some Classics courses.

SUBTITLING ASSIGNMENTS IN LATIN 262: As part of his Latin course, Michael Roberts asks students to add Latin subtitles to a video in English. Students worked on a skit from the Monty Python (the Parrot Skit) and the LRT Director trained students on how to use the most appropriate platform for this type of work (amara.org, which is a free web-based tool). The video subtitles are now available online and available as a resource to anyone.

DIGITAL NARRATIVE ASSIGNMENTS IN GERMAN AND GOVERNMENT COURSES: One of the assignments in German 111 is for students to produce a digital narrative introducing where they are from. As he did in the past, the LRT Director provided support for this project by training students on the technical aspect of using iMovie (inserting still images, recording voice overs, using transitions, adding music and inserting video clips) as well as explaining the specificities of multimedia digital narrations and sharing guidelines. The LRT Director also provided the same support for the GOVT278 course on Nationalism taught by Peter Rutland in which students are given the option to produce a ten minute digital narrative in place of a traditional presentation. Many of these video presentations turn out to be of good quality and Peter Rutland features them on his [Nationalism Watch blog](#).

SUPPORT OF THE OFFICE OF STUDY ABROAD

The LRT Director worked with the office of Study Abroad to create and deploy an online version of the pre-departure orientation through Moodle courses.

They have planned to make enhancements to this project in the upcoming year by adding videos and other interactive components through various technologies.

For more details about this project, please refer to the Study Abroad section of this report on page 13.



WORKSHOPS AND EVENTS

During this past year, the LRT Director conducted two workshops at the end of each semester to demonstrate the use of the *Poodll* plugin and discuss ways of engaging students outside of class with audio and video recorded activities. The Director also organized an event at the end of the academic year where several faculty members presented innovative uses of technology they had implemented in their courses. Following is the list of presenters and topics:

- **Digital storytelling in an intermediate German course – Iris Bork-Goldfield**
- **Telepresence course collaboration between Wesleyan and a University in Madrid – Antonio González**
- **Flipped classroom experiment in a FIST course – Michael Meere**
- **Student Eportfolios in beginning and intermediate Spanish courses - Louise Neary and Ana Pérez–Gironés**
- **Video assignments in an intermediate Japanese course – Naho Maruta**
- **Subtitling assignments in a Latin course – Michael Roberts**
- **ArcGIS Storymaps projects in an intermediate Italian course – Camilla Zamboni**

Presentations generated stimulating conversations. The event was followed by a luncheon in the FCGS Commons.

The FCGS facilities provide great spaces for social and cultural events such as the one co-organized by the LRT Director and Professor Catherine Ostrow during the French presidential elections. Students, faculty and staff and Foreign Language Teaching Assistants gathered on the afternoons of Sunday April 23rd and May 7th to watch the returns of the first round and the second round of the presidential election. This event was well attended and provided a nice opportunity for students and faculty to mingle outside of class while discussing political issues at stake during this election.



LESS COMMONLY TAUGHT LANGUAGES

American Sign Language constitutes the core of the language courses currently offered through the Less Commonly Taught Languages program. This past academic year, two year-long sections of beginning ASL were offered and they were fully enrolled as usual. The offerings will be enriched in the Fall 2017 with an intermediate level course (American Sign Language and Current Issues) designed to further students' proficiency in ASL while introducing them to issues related to the deaf community.

The three instructors and the LRT Director are also investigating a partial credit internship for Spring 2018 where students will work in one of the Middletown public school system to enhance literacy skills by teaching ASL concepts and stories to students in elementary schools.

ALTERNATIVE LANGUAGE STUDY OPTIONS

The FCGS staff has collaborated closely with Wesleyan's Provost for the purpose of expanding the range of language learning opportunities beyond those languages taught formally at Wesleyan. The LRT Director identified an online self-study language learning platform, Mango Languages, and oversaw the testing and purchasing process as well as the integration of this program into the Wesleyan authentication system.

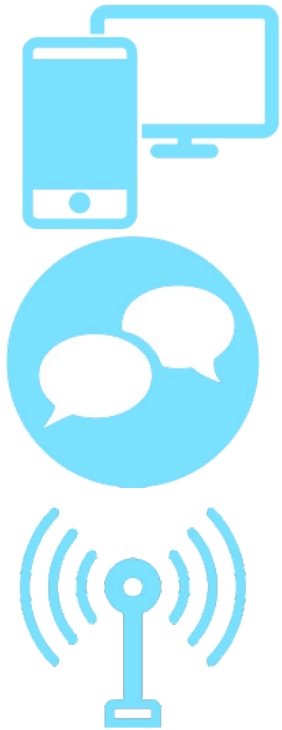
The LRT Director worked with the Assistant Director for Language and Intercultural Learning to evaluate comparative models for self-instruction implemented at other schools and thereby identify a process for a pilot course to be offered this fall: a .25 credit course in beginning Danish for students planning to study on the Copenhagen DIS program in the spring. The course will include self-instruction and testing in [Mango Languages](#) and other task-based activities to be completed in Moodle. It introduces students to basic concepts of the Danish language and will therefore facilitate their cultural adaptation upon arriving at their study abroad site in January. Opportunities for expanding this program beyond Danish are immense.

In addition to increasing the range of credit bearing language learning opportunities in Less Commonly Taught Languages, the Mango contract grants access to online language learning in over 75 languages for the whole Wesleyan community: students, faculty, staff and alumni.



Mango languages, a conversation-based online language learning platform featuring over 75 languages, is now available to the entire Wesleyan community

MOVING FORWARD ON LANGUAGE RESOURCES AND TECHNOLOGY



As demonstrated above, a substantial part of the efforts from Language Resources and Technology this past year were focused on setting up facilities in a new environment and ensuring uninterrupted and quality service to our students and faculty. Although we have succeeded in this regard, more effort will go next academic year into further streamlining the current processes and finding ways to increase efficiency by involving student staff even more directly.

Another goal will be to increase collaboration with Academic Computing and the CPI and identify meaningful ways to maximize expertise in order to provide the best services to our community. The LRT Director will continue experimenting with new technologies in the courses he teaches and he will share ideas with faculty in the languages and classics through workshops, presentations and individual meetings. Some of the technologies to be investigated include exploring the potential use of gaming, augmented reality, touchscreen technology to increase ways of engaging students.

In the area of Less Commonly Taught Languages, the LRT Director will continue working with the Assistant Director for Language and Intercultural Learning to increase the range of language learning opportunities through online study, SILPs and collaborative initiatives. To that end, the LRT Director will keep working with colleagues at Connecticut College on setting up a telepresence-based course in Hindi which will be shared between the two institutions.

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