

FRIES CENTER FOR GLOBAL STUDIES

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

2022**2023**
ANNUAL REPORT

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EXECUTIVE SUMMARY

The Fries Center serves Wesleyan in two, complementary ways. On the one hand, the Center's administrative staff and student workers enable key university functions: study abroad, language technology, fellowship applications, intercultural training, and more. On the other hand, the Center serves as hub for broader conversations about the university's goals for campus internationalization – goals that certainly include the activities of the Fries Center itself, but also reach out to students, staff, faculty, and alumni across the campus and world.

You'll read in this report both about the Center's direct activities and about its role as convener. Much of the focus is on the former, including both on-going programs and some significant new initiatives. But the broader context of internationalization, in which the Center plays only a part, is also represented here, for example in collaborative programs like International Education Week and Power of Language Week, and also in the newly established Wesleyan Internationalization Team, which has been making connections across campus and endeavoring to be more and more inclusive in how we conceptualize internationalization.

As noted in the [Presidential Statement](#), "Internationalization is the infusion of international and comparative perspectives throughout the teaching, research, creative practice, and service missions of our institution. As we understand it here at Wesleyan, such an infusion does not just add more knowledge to be learned but actually changes the ways that we teach and the questions we seek to answer. Internationalization means to cultivate intercultural understanding and sensitivity in all and to amplify previously marginalized voices." Read on to discover the range of ways that the Fries Center has sought to put this into practice over the last year.

NEW IN 2022-2023

Each year's Annual Report begins by highlighting significant changes from the past year. This year began with our bidding farewell to Hannah Parten, our splendid Assistant Director of Study Abroad. Among her many achievements while with us was developing our Study Abroad Ambassadors program which is now a mainstay. After a national search, we succeeded in hiring Gabriela Berzinskas to be our new Study Abroad Adviser. Gabi is originally from Brazil and came to the U.S. in 2013 to attend college as an international student-athlete. In 2017, she earned a Bachelors of Business Administration - Human Resources Management degree from Colorado Mesa University, and a year and a half later, she decided to pursue a Master of Education in Higher Education degree at Providence College while serving as the Graduate Assistant Volleyball Coach. Constantly reflecting on her own experiences as an international student in America and after her internship in the JWU Global Department at Johnson and Wales University, where she gained experience with Study Abroad and International Student Services, Gabi decided that she would pursue a career in International Education. Immediately after graduating with her master's degree, Gabi worked at Amherst College as the Women's Volleyball Assistant Coach for the 2021-2022, and by 2022, she knew it was time to enter the International

Education world. She joined us in November 2022 and enjoys directing students towards a meaningful and life-changing study abroad experience.



Gabriela Berzinskas

The biggest change at the Fries Center this year was the launching of a new staff position, the Global Language and Outreach (or GLO) Fellow. The GLO Fellow is a one-year, post-bac position aimed at graduating Wesleyan students or recent alums who love languages and want to share their passion by promoting multilingualism on campus. Our inaugural GLO Fellow has been Verónica Socorro Matos '21, a French and Studio Art double major who is originally from Puerto Rico. Vero worked closely with Emmanuel Paris-Bouvret, Director of Language Resources and Technology, on a range of

NEW IN 2022-2023 *continued*

projects that we will detail below. Vero brought just the kind of energy and perspective to our endeavors that we had hoped for and we wish her much success as she pursues her artistic and multilingual passions after a terrific year with us.



Verónica Socorro Matos '21

Beyond personnel changes, several new initiatives bear mentioning. The first is the Wesleyan Internationalization Team (or WIT), a collaboration between the Fries Center, the Office of International Student Affairs (OISA), and the Multilingual Writing group of the Office of Academic Writing. This cross-office effort was facilitated in part by OISA moving into Fisk Hall, bringing support for international students into even greater proximity with the other international

programming sponsored by the Fries Center. Second, one of our GLO Fellow's main responsibilities was organizing a "Power of Language Week" in February with a whole series of events designed to highlight the values and complexity of multilingualism. A third major undertaking was the launch of a new "Course Embedded Experiential Learning" (CEEL) program: the instructors and students in two courses travelled abroad during spring break, building on but deepening the learning that students accomplished on campus. We also began a series of workshops and related events on international post-Wesleyan opportunities. Less visible but still important were some behind-the-scenes developments such as the establishment of a strategic plan to guide our fellowships work and revisions to the logistics and learning goals of the Global Engagement Minor. As you can tell, we have been busy!

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 also mutual understanding between people of different national backgrounds.

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In February 2023, based on last year's successes, Wesleyan was once again named a [Fulbright US Student Program Top Producing Institution](#), a title that the university has now held for four years running.

This year, six Wesleyan applicants, four graduating seniors and two recent alumni, were awarded Fulbright grants this year. They will spend the 2023–2024 academic year conducting independent research or serving as assistant teachers of English, each of them located in a different country. In addition to these six Fulbright finalists, two Wesleyan applicants have been designated as alternates for the programs they applied to and an impressive 20 of the 30 Wesleyan applicants were designated as semifinalists. Like last year, part of the secret to success seems to be persistence. Of the six finalists this year, two were alumni who had applied to Fulbright in the past before being awarded a Fulbright in this cycle.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

Fulbright US Student Program *continued*



Nick Bowman '23 has been awarded a Fulbright fellowship to pursue an MA in Maritime Civilizations at the University of Haifa, where he plans to expand upon his undergraduate research by exploring interregional maritime connectivity between sites on the Israeli coast with other coastal settlements across the eastern Mediterranean during the Late Bronze Age. He is an Archaeology and Classical Civilizations double major with a minor in Environmental Studies and was recognized with University Honors, a distinction awarded to less than one percent of the graduating class and the highest academic award Wesleyan bestows.



Lizzie Edwards '21 has been awarded a Fulbright ETA to Thailand. She is looking forward to learning about the Thai education system as well as food and climate policies. After Fulbright, they hope to work in food policy, especially on policies addressing food access inequities caused by displacement and climate change. She graduated Wesleyan in 2021 with a double major in Anthropology and Environmental Studies and a minor in Middle Eastern Studies. Since graduation, she was awarded the CBYX for Young Professionals scholarship where she studied Political Science in Germany and worked on climate resilient food systems advocacy at UN Climate Change. They are currently working with asylum seekers in the DC-area as an Immigrant Advocate at refugee resettlement organization HIAS.



Margalit Katz '22 has been awarded a Fulbright English Teaching Assistantship to Mexico. Katz is from New York City and majored in Anthropology and Hispanic Literatures and Cultures at Wesleyan. Last year, Katz completed a thesis in Anthropology entitled *Between the Lines: Transience, Transgression, and Transfers in New York City's Subway*, which employed ethnography to investigate the social functions of the subway, the affective nature of embodied social proximity it affords, and the role of MTA workers in preserving its delicate environment. Their work can also be found in *Capacious: Journal for Emerging Affect Inquiry*. Katz currently works as an associate special educator, teaching 7th grade literacy and peace studies and supporting a 7th grade homeroom at Mary McDowell Friends School in Brooklyn, NY. As they look forward to their Fulbright year, Katz is particularly interested in methods for teaching English language learners and students with learning disabilities, and the ways that these approaches may inform each other.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

Fulbright US Student Program *continued*



Ben Levin '23 has been awarded a Fulbright English Teaching Assistantship in the Czech Republic. He is looking forward to learning about the Czech education system and bringing new perspectives back to work in the United States. After his Fulbright experience, Levin hopes to pursue a career in the law, policy, or education, with an eye to making substantive change to inequitable systems. He is a Government and Education Studies double major with a minor in Civic Engagement. Levin was also the [student speaker at the Class of 2023 graduation](#).

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Emily McDougal '23 has been awarded a Fulbright English Teaching Assistantship to Argentina. Emily was born and raised in the suburbs of Atlanta, Georgia and came to Wesleyan as a Questbridge Scholar. At Wes, she continued learning Spanish and took up Italian, ultimately combining the two to pursue a Romance Studies major. She began taking Japanese in her sophomore year eventually completing a minor in the College of East Asian Studies. While on campus she has worked for globally focused organizations and publications, acting as a student coordinator for the Power of Language conference, a writer and editor for the Italian magazine, WeScribe, and most recently a student liaison for the International Student Buddy program. McDougal ultimately hopes to work in translation.

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Anna Tjeltheit '23 has been awarded a Fulbright English Teaching Assistantship in Germany. She is a German Studies and English major from Allentown, Pennsylvania. At Wesleyan, she works as a Writing Tutor and co-leads the Wesleyan Democratic Socialists. A creative writer, she has published short stories and plays in several small literary magazines, including The Lavender and Hive Avenue. Her other literary engagements include working with Professor Courtney Weiss-Smith to edit the Norton Anthology of English Literature: 18th Century, and producing the Words of Wesleyan podcast, which featured discussions by Wesleyan community members about the role of writing in their lives. Since 2019, she has worked at Concordia Language Villages as a German language counselor, and this summer she will begin teaching Norwegian there as well. During her time in Germany, she plans to engage with the literary community by joining a writing circle, volunteering at a literature house, and incorporating creative writing into her English lessons. After spending time in Germany, she hopes to return to the United States and pursue a Master of Arts in Fiction Writing.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

Barry Goldwater Scholarship

The Goldwater Scholarship Program is one of the oldest and most prestigious national scholarships in the natural sciences, engineering, and mathematics in the United States. This national scholarship competition seeks to identify, encourage, and financially support college sophomores and juniors who show exceptional promise of becoming the United States' next generation of research leaders in these fields. Two of the three Wesleyan juniors nominated for this award in 2023 were named Goldwater Scholars.



Jessica Luu '24 is majoring in Chemistry, Environmental Studies, and the College of Integrative Sciences (CIS). As a first-generation college student and McNair scholar, she hopes to spread the process of science far and wide. She is broadly interested in using chemistry and nanotechnology to further environmental sustainability, as well as the societal implications of scientific research.



Aaron Berson '24 is majoring in Neuroscience & Behavior and Science in Society with a minor in the Integrated Design, Engineering, Arts & Society (IDEAS) Program. He is a neuroscience research student interested in exploring how environmental factors contribute to the dysregulated brain pathways of neurodegenerative diseases.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

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 prior to their fellowship.



Jocelyn Velazquez Baez '23 has been named one of 42 Thomas J. Watson Fellows nationwide for 2023. Velazquez Baez will travel to the Philippines, Ecuador, Nepal, Ghana, New Zealand, and Canada—with the hope of more—to learn about the integration, adaptation, and practice of traditional medicine in diverse Indigenous and ethnic communities. The Watson year she has designed aims to address a bigger question: How can health systems be ethically and culturally grounded? Velazquez Baez is a double major in Molecular Biology & Biochemistry and the Science in Society program. Velazquez Baez, who identifies as K'iche' Maya, has been surrounded by traditional medicine since she was young but has also learned about the relationship between Western and Indigenous medicines through service work in Guatemala and a summer internship at the Johns Hopkins Center for American Indian Health. Her Watson project will allow her to develop a truly global perspective and inform the ways she hopes to address these issues in a future career within the medical field.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

Boren Scholarship

The Boren Awards program encompasses both the Boren Scholarship, which funds study abroad for undergraduates, and the Boren Fellowship, which supports graduate students studying and/or conducting research abroad during their graduate programs. Both programs are for students planning careers related to national security and involve a federal government service requirement after award completion. The list of eligible countries is shaped to support students studying languages that of critical importance to the United States but are not as commonly studied and mastered by US citizens.



Eli Siegel-Berstein '25 received a Boren Scholarship to further his ongoing study of Arabic and study abroad in Jordan. Ultimately, Siegel-Berstein declined the Boren in favor of a Foreign Language and Area Studies (FLAS) Fellowship for intensive study of Arabic at Indiana University. He plans to study abroad in Jordan in fall 2023, nonetheless. Siegel-Berstein is majoring in Anthropology and Science in Society, and in addition to his major coursework, is involved in reproductive health and abortion care work on campus with the Wesleyan Doula Project and off campus at Planned Parenthood League of Massachusetts. He is also involved in the Center for Prison Education where he is a writing and mathematics tutor. Siegel-Berstein plans to use his language skills to conduct research in the Middle East for a senior thesis, and after Wesleyan he hopes to pursue peace or policy work in the Middle East.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

Critical Language Scholarship

The Critical Language Scholarship (CLS) Program, a program of the US Department of State, offers group-based programs in intensive language and cultural immersion that take place overseas during the summer. US citizens and nationals attending US colleges and universities can apply to spend eight to ten weeks abroad studying one of 14 critical languages in the main CLS program. Alternately, they can apply for CLS Spark, an initiative of the CLS Program that provides opportunities for students to study Arabic, Chinese and Russian virtually at the beginning level.

This year Anita Deeg-Carlin, the Fries Center's Associate Director for Intercultural Learning, coordinated CLS applicants on our campus and even served as a reviewer in the national selection process. For 2023, Wesleyan reports a total of three CLS recipients; two were awarded spots in in-person Critical Language Scholarship programs and one for the online CLS Spark program. In addition, two more students were named as alternates for the CLS awards they applied for this year, one for Arabic and a second for Portuguese.

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Because student interest in CLS was very high, we have been spurred to also consider expanding our language-specific efforts to promote [Foreign Language and Area Studies \(FLAS\)](#) opportunities more systematically next year.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

Critical Language Scholarship *continued*



Mika Zapf '25 was awarded to study Korean, Busan, South Korea during summer 2023. She is a Psychology and Education Studies double major, who transferred to Wesleyan University in fall 2023 from Dickinson College in Carlisle, PA. Zapf will be joining a psychology lab in fall 2023, where she will work alongside Wesleyan faculty on advanced research in racism and intergroup relations before studying abroad in spring 2024, all while continuing to study Korean language at Wesleyan.



Natasha Muromcew '26 was also awarded a spot in the CLS Korean language program. She is a prospective Government major and Global Engagement minor. On campus she is a proud member of the Wesleyan Mock Trial team. She is extremely passionate about learning languages and is currently studying both Mandarin Chinese and Korean. Muromcew had to decline the award, but the campus community congratulates her on earning a spot in this competitive program.



Henry Leighton '25 has been awarded a CLS Spark scholarship to study Chinese intensively online during summer of 2023. Leighton is a Science in Society major and Global Engagement Minor from Philadelphia, Pennsylvania. He will be studying abroad in Havana, Cuba in fall 2023.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

Gilman Scholarship

The U.S. Department of State's Benjamin A. Gilman International Scholarship Program enables students of limited financial means to study or intern abroad, providing them with skills critical to our national security and economic prosperity. To be eligible for the Gilman Program, applicants must be receiving a Federal Pell Grant during the time of application or provide proof that they will be receiving a Pell Grant during the term of their study abroad program or internship.

This year, staff from fellowships, intercultural learning, and study abroad collaborated to support Gilman applicants at Wesleyan, and one student was awarded a Gilman Scholarship.



Julia Augustyn '25 will use her Gilman Scholarship to study at the Middlebury College program in Florianópolis in the Brazilian state of Santa Catarina. Augustyn is an Italian Studies and Earth & Environmental Studies major as well as a Global Engagement Minor, and she was attracted to this program in Brazil because of its emphasis on language and cultural immersion alongside a wide selection of environmental science classes. She hopes to pursue her passion for coastal and ocean geology while immersing herself in the local culture during her semester in Brazil this coming fall.

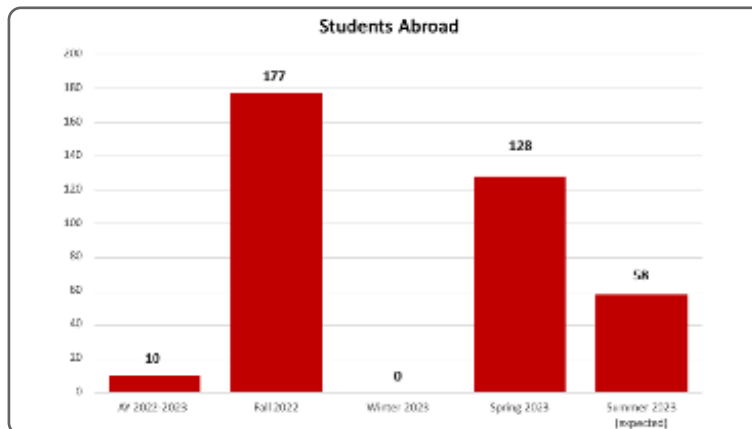
STUDY ABROAD

Study Abroad by the Numbers

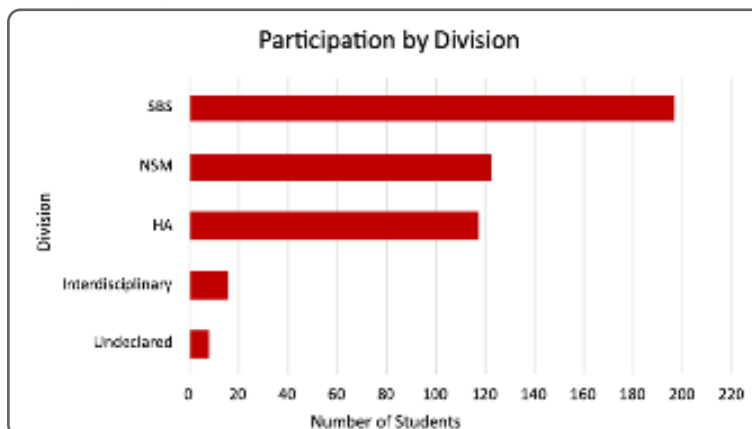
In the 2022–2023 academic year, study abroad numbers have completely recovered from the impacts of COVID. Fall 2022 numbers increased significantly compared to Fall 2021, and Spring 2023 had great participation as expected. Summer 2023 currently has the largest participation for this term in comparison with previous years. The increase in participation is carrying itself to the upcoming year, as we will have approximately 230 students going abroad in the Fall 2023.

This academic year, the Social and Behavioral Sciences division sent the highest number of students abroad. Economics, Government and Sociology were the three majors with largest student numbers amongst all SBS majors. Overall, Psychology, a Natural Sciences and Mathematics major, comes in second place amongst the majors sending the most students abroad, with Economics in first place and Government in third place.

Participation by Term (2022-2023)



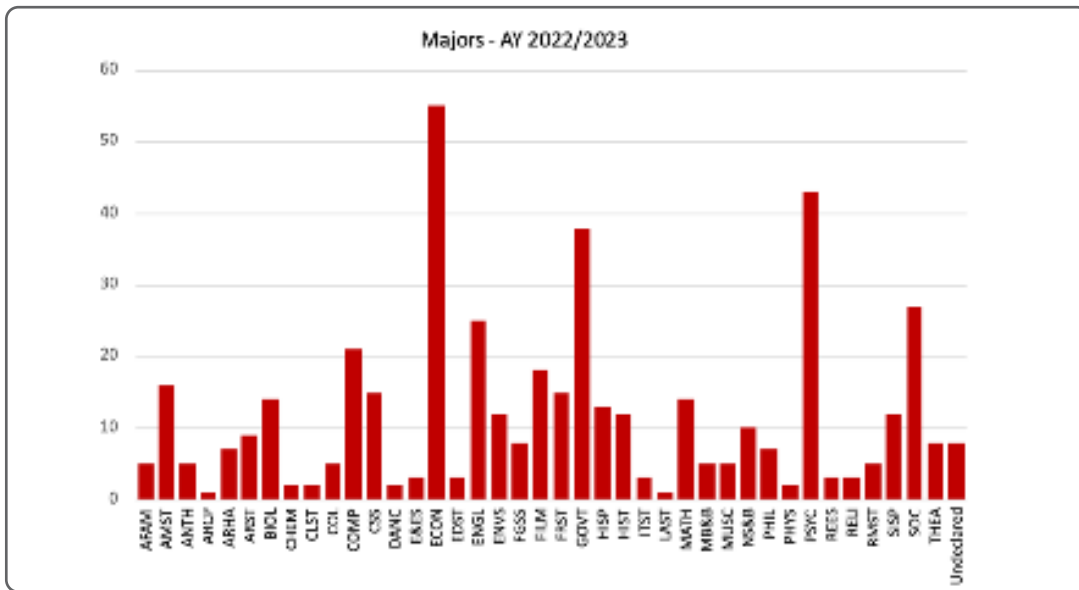
Participation by Division (2022-2023)



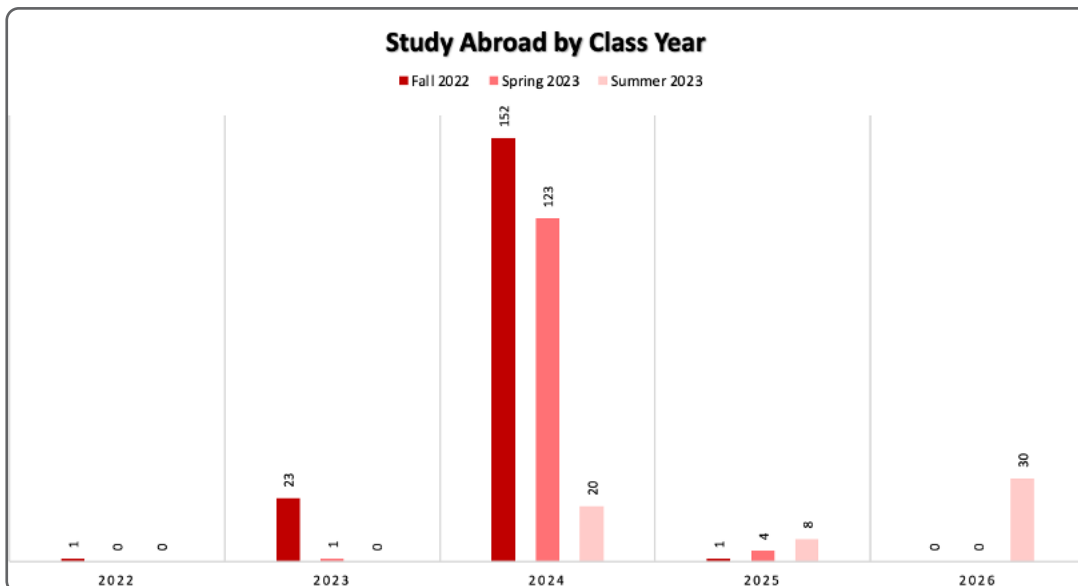
STUDY ABROAD

Study Abroad by the Numbers *continued*

Participation by Majors (2022-2023)



Participation by Class Year (2022-2023)



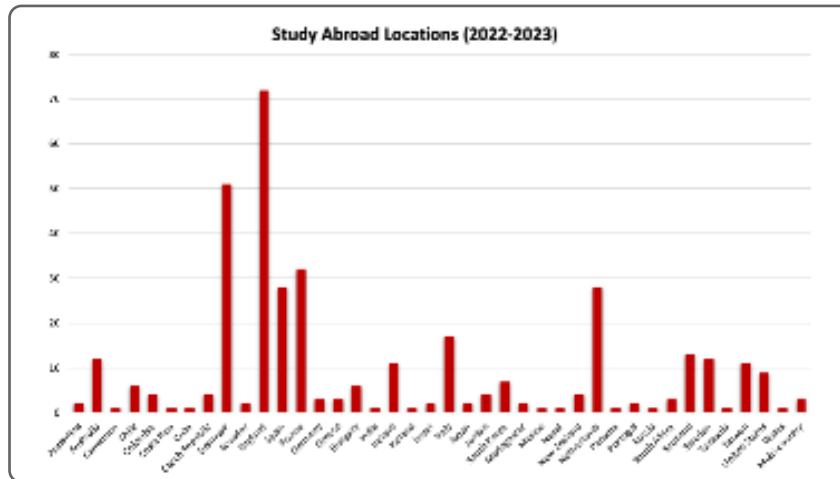
STUDY ABROAD

Study Abroad by the Numbers *continued*

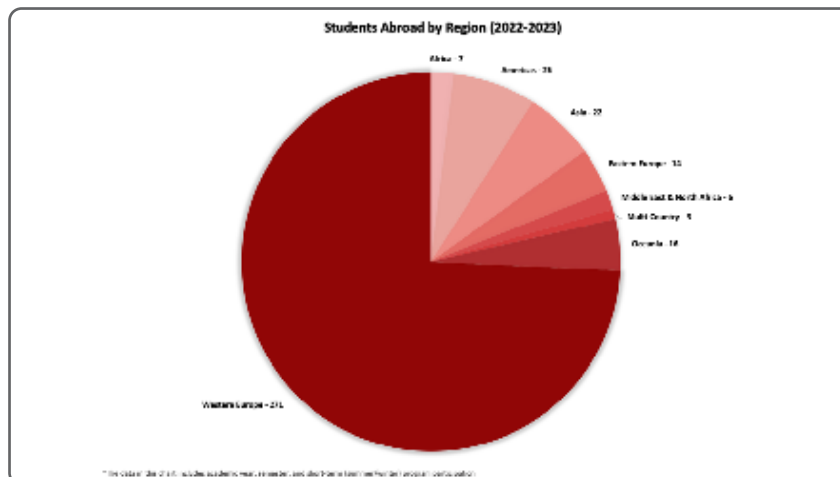
Trends by Location:

In 2022-2023, approximately 80% of our students going abroad remained attending programs on the European continent. England, Denmark, France, the Netherlands, and Spain were the countries that had the highest number of student participation. The Americas and Asia are the second and third regions that hold student attendance, with good participation numbers in countries such as Chile, Colombia, and South Korea.

Participation by Country (2022-2023)



Participation by Region (2022-2023)



STUDY ABROAD

Ambassador Program

The Study Abroad Ambassador program underwent some changes this year as the Office of Study Abroad had a greater need for student help due to the departure of our intern. Each of the ambassadors had a main job within the office and also had their own initiatives. This worked well and we will be adopting this model next year as well.



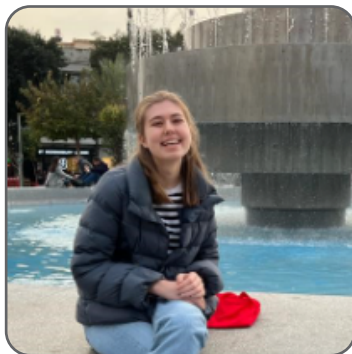
*Isabelle "Cookie" Armstrong '23 (right),
Events Manager*



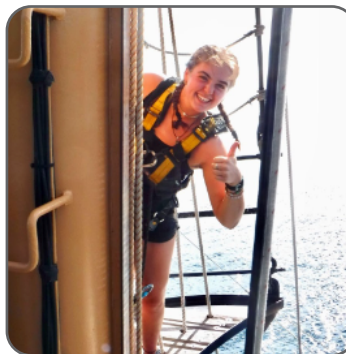
*Jackson Belden '23, spring, Data
Project Manager*



*Andrew Carroll '23, Social Media
Manager*



Sasha Gerber '23, Website Manager



*Anna Merrifield '24, spring,
Newsletter Editor*



*Nicholas Summerson '23, Pre-
Departure Manager*

<http://wesandtheworld.blogs.wesleyan.edu/2022/11/23/6-ways-to-practice-your-french-before-studying-abroad/>

STUDY ABROAD

Global Correspondents Program

The Fall 2022 Global Correspondents were Christopher Noh '24, a Film Studies major who studied at Korea University <http://wesandtheworld.blogs.wesleyan.edu/2022/11/23/a-sunday-at-the-korean-spa-yummy-food/>; Helen Townsend '24, a Physics major who studied at La Universidad de los Andes, Colombia; Ishan Modi '23, a Film Studies Major who studied in Copenhagen, Denmark; and Ziye Zhu '24, a Dance Major who participated in the Columbia University Shape of Two Cities exchange program, where she studied in New York City, USA and Paris, France. Ziye's blog post: <http://wesandtheworld.blogs.wesleyan.edu/2022/12/15/documenting-a-monday-pin-up-architecture-is-just-like-poems/>



Christopher Noh '24



Helen Townsend '24



Ishan Modi '23



Ziye Zhu '24

STUDY ABROAD

Global Correspondents Program *continued*

The Spring 2023 Global Correspondents were: Felice Li '24, who studied abroad in Taiwan at National Taiwan University; Nathan Hausspiegel '24, who studied abroad in New Zealand at IFSA – University of Auckland; Andrea Coronel-Lopez '24, who studied in Spain with the Vassar-Wesleyan Program in Madrid; Gissel Ramirez '24, who studied in England with the Boston University London Internship Program <https://wesandtheworld.blogs.wesleyan.edu/2023/03/07/a-different-kind-of-city/> ; Nicki Klar '24, who studied in Chile with the Middlebury School in Chile; Serena Sink '24 (right), who studied in Denmark with DIS Copenhagen. Serena's blog post: <https://wesandtheworld.blogs.wesleyan.edu/2023/04/11/testing-a-happiness-hypothesis/>



Felice Li '24



Nathan Hausspiegel '24



Andrea Coronel-Lopez '24



Gissel Ramirez '24



Nicki Klar '24



Serena Sink '24

STUDY ABROAD

Course-Embedded Experiential Learning

In Spring 2023, the Office of Study Abroad/Fries Center for Global Studies launched our first course-embedded experiential travel programs. After originally calling the program Course-Embedded Study Away, we have now settled on Course-Embedded Experiential Learning (or CEEL). In CEEL courses, students and the instructor travel over spring break to one or more locations connected with the course and engage in creative experiential learning activities. Each year faculty have the chance to apply to offer a CEEL course in the following year; there is an additional course fee for students to participate, but students on financial aid pay a reduced or even zero course fee, depending on their level of aid.



Assistant Professor of Russian, Roman Utkin, and his student group on the Course Embedded Experiential Learning (CEEL) travel program in Berlin, Germany.

For this first year, we offered two CEEL courses. Roman Utkin of the Russian, East European, and Eurasian Studies Department taught a course called Moscow/Berlin: Dreamworld and Catastrophe. The students in the course traveled with Professor Utkin to Berlin, Germany. Jane Alden of the Music Department taught a medieval music performance course called Collegium Musicum. Many of the students traveled with Professor Alden to Dublin, Ireland during spring break to learn about the context of the music they were performing and rehearse in different spaces.

Course-Embedded Experiential Learning *continued*

Our primary motivation for offering these courses is the impactful learning experiences they enable. Students clearly appreciated this. One wrote, “the trip was the best thing that ever happened to me at Wesleyan! Everything from organization to the emotions we got was fabulous! It was really helpful to learn in practice everything we studied during the semester.” Another said, “the trip to Berlin made my overall learning experience so much more meaningful, only because it helped contextualize everything we previously covered prior to the trip, and made information we covered afterwards a lot clearer in my opinion.” A third student noted that “as someone with little international experience ... I left the trip feeling that I had more agency in the world around me. I think I returned to campus with more intention in my work for class and an energized spirit.”

Indeed, we do think that these CEEL courses have the potential to reach students who might not otherwise study abroad due to schedules or other factors. This first year, at least, they attracted a higher percentage of financial-aid students than semester study abroad does, and several of the students were going abroad for the first time. They were, admittedly, work-intensive for the faculty and Office of Study Abroad. We learned lessons this year about communication with providers and reducing labor on the faculty side.

In spring 2024, Nadja Aksamija of the Art and Art History Department will be taking students to Italy to study sculpture, and Iddrisu Saaka of the Dance Department will be taking students to Ghana to study West African Dance.

STUDY ABROAD

New Course Approval System

In spring 2023, after many years of discussions, the Deans’ Office, ITS, and Office of Study Abroad launched a new course approval system for study abroad and transfer credit. The system will allow the discontinuation of the pdf Permission to Transfer Credit form and make course approvals easier for departments. It will also create a database of pre-approved courses, reducing the number of times a department must approve the same course at the same institution for different students. Finally, it will provide a list of all courses each student is taking per term they are studying abroad, so that they can be enrolled in the courses during the term of enrollment. This is important for the class deans, academic advisors, and Financial Aid; they will know what progress their students are expected to make toward their degrees while they are abroad.

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Wesleyan Programs Abroad (WPA)

Wesleyan Programs Abroad Participation	Fall 2022	Spring 2023
Vassar-Wesleyan Program in Paris	16	10
Vassar-Wesleyan Program in Madrid	11	15
Eastern College Consortium Program in Bologna	6	6

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.

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

College of East Asian Studies

- KOTOHA MORI, Japanese
- TAEHUI HA, Korean
- YENYU LIN, Chinese

Department of Romance Languages And Literatures

- ROMANE ROUSSEAU, French
- CLÉMENCE GAUTIER, French
- RACHEL URBANO QUEROL, Spanish
- ALBA RUBIO CORTEZÓN, Spanish
- ALEJANDRA MARTÍNEZ RICO, Spanish
- ELENA ROTA, Italian

German Department

- SARAH GOUVERNEUR, German

Fries Center For Global Studies

- AMIRA OUNIS, Arabic
- PRIYANKA CHAKRABORTY, Hindu-Urdu

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



As part of International Education Week Foreign Language Teaching Assistants came together to share their cultures through cuisine.

LANGUAGE LEARNING AND MULTILINGUALISM

Cultures and Languages Across the Curriculum (CLAC)

This was our fourth full year of Wesleyan's Cultures and Languages Across the Curriculum initiative, and we again had a robust set of courses: 14 courses in 9 different languages, with a total enrollment of 109, which are once again all-time highs for the program (9 languages includes the multi-lingual "Global Hip Hop" course as a single language, and ties last year's 9 languages).

Semester	Title	Language	Child or Standalone	Instructor Status	Enrollment
Fa2022	Living a Good Life: Chinese Lab	Chinese	Child / 0.50	TT	5
Fa2022	Living a Good Life: Greek Lab	Ancient Greek	Child / 0.50	TT	6
Fa2021	Neotropical Aquatic Ecosystems: Their Importance, Sustainable Use and Conservation	Spanish	Standalone / 1.0	Visitor	7
Fa2021	Teaching Spanish K-12 : Second Language Pedagogy	Spanish	Standalone / 0.5	Adjunct	9
Fa2021	Food in Japanese Media	Japanese	Child / 0.5	TT	12
Fa2021	Global Hip Hop of the Non-Anglophone World	Multiple	Child / 0.5	TT	4
Fa2021	La cultura y la historia de la España islamica	Spanish	Standalone / 0.5	Adjunct	8
Fa2021	Hebrew in the Media: From National Literature to International Films and TV Shows	Hebrew	Standalone / 0.5	Adjunct	6
Fa2021	Latin: Love & Suffering in Ancient Rome	Latin	Standalone / 0.5	Visitor	8
Sp2022	Introduction to Russian and Soviet Cinema	Russian	Child / 0.5	TT	7
Sp2022	Chinese Calligraphy	Chinese	Standalone/ 0.25	POP	15
Sp2022	Current Environmental Issues in Latin America	Spanish	Standalone / 1.0	Visitor	10
Sp2022	Food Security and Environmental Conservation	Spanish	Standalone / 1.0	Visitor	4
Sp2022	Urdu Literature and Poetry	Urdu	Standalone / 1.0	POP	8
Sp2022	The Cosmos of Dante's Comedy - Medieval Italian Lab	Italian	Child / 0.5	TT	4
Sp2022	Arabic in Translation: Arabic-English & vice versa	Arabic	Standalone	Adjunct	7
Sp2022	Israeli Cinema	Hebrew	Child / 1.0	Adjunct	7

LANGUAGE LEARNING AND MULTILINGUALISM

American Sign Language

This year was a very special year for the American Sign Language program since it was the first for Pedro Pascual Villanueva, who was hired last year as the first full-time faculty in the American Sign Language program's history.

During this first year, he was able to focus on the first year curriculum while working with Leslie Warren who oversaw the intermediate level courses. He also taught a new course (Visual Gestural Communication) which was opened to non-signers. As of next academic year, ASL classes will move out of the "Alternative Language Study Options" framework (and LANG coursecode) to a new "American Sign Language and Deaf Studies" rubric with coursecode ASLD. This year's courses:

Semester	Title	Credit	Enrollment
Fall 2022	Beginning American Sign Language I (section 01)	1	19
Fall 2022	Beginning American Sign Language I (section 02)	1	19
Fall 2022	American Sign Language and Current Issues	1	15
Spring 2023	Beginning American Sign Language II (section 01)	1	15
Spring 2023	Beginning American Sign Language II (section 02)	1	18
Spring 2023	Visual Gestural Communication	1	16
Spring 2023	Advanced Conversational American Sign Language	1	12

LANGUAGE LEARNING AND MULTILINGUALISM

American Sign Language *continued*

Pascual Villanueva's multiple language proficiencies and rich professional experiences allowed Pascual Villanueva to rapidly make connections with the faculty in the language teaching community and was eager to get involved in meetings and events. For example, he collaborated with Catherine Poisson, Associate Professor of French for a Power of Language Week event called "Deaf in America and/et Sourd(e) en France" which focused on the movie CODA and the Franco-Belgian movie which it was the remake of (La famille Bélier) to discuss the different approaches to representing the Deaf Community and the resulting representations in the two movies. He also conducted a workshop for the FCGS staff and the language faculty called "Being Deaf and Using ASL." This workshop focused on what it means to be a deaf person, including the impact of educational policies on the deaf community. Participants also got a chance to review their assumptions on ASL and the role of ASL in the Deaf community – and learned to spell their names in ASL.

In addition to these achievements, Pedro also developed a vision for the future of the program and identified a part-time instructor to join the program next year and team-teach the first year courses with him. This will allow him to focus on the intermediate-level curriculum and Leslie Warren will offer new CLAC courses in ASL/English Interpretation and ASL in the Performing Arts.



Pedro Pascual Villanueva during the joint ASL and French event: Deaf in America and/et Sourd(e) en France

LANGUAGE LEARNING AND MULTILINGUALISM

Alternative Language Study Options

Aimed at increasing the variety of language offerings on campus, our Alternative Language Study Options program includes several options which range from standard, small-group classes to supervised individual tutorials and self-paced online lessons through Mango Languages. Students continue to find these options useful for developing some basic fluency before visiting a country, applying for a fellowship, learning more about the language and culture of their parents, or deepening their knowledge of a language they started learning abroad.

The following table illustrates the various courses offered during the 22/23 academic year:

Semester	Course	Credit	Enrollment
Fall 2022	Beginning Thai I (individual tutorial)	.5	1
Fall 2022	Elementary Swahili	.5	5
Fall 2022	Elementary Modern Greek I	.5	6
Spring 2023	Elementary Modern Greek II	.5	4
Spring 2023	Beginning Bengali I (Mango Languages)	.25	3
Spring 2023	Beginning Swedish I (Mango Languages)	.25	2
Summer 2023	Beginning Farsi I (Mango Languages)	.25	1
Summer 2023	Beginning Cantonese I (Mango Languages)	.25	2

Swahili has been taught remotely for over ten years now by Professor Kiarie Wa’Njogu, Director of the Program in African Languages at Yale. This small course (capped at six students) continues to be popular in part due to Professor Wa’Njogu’s expertise and also because of the dedicated work of a Course Assistant who is a native speaker of Swahili (Meka Tyson ’23). Modern Greek, taught by Wesleyan Staff member and experienced language instructor Hrisi Haldezos is also a popular small course option and she and her students get involved in the language and culture activities organized by the FCGS such as the potluck.

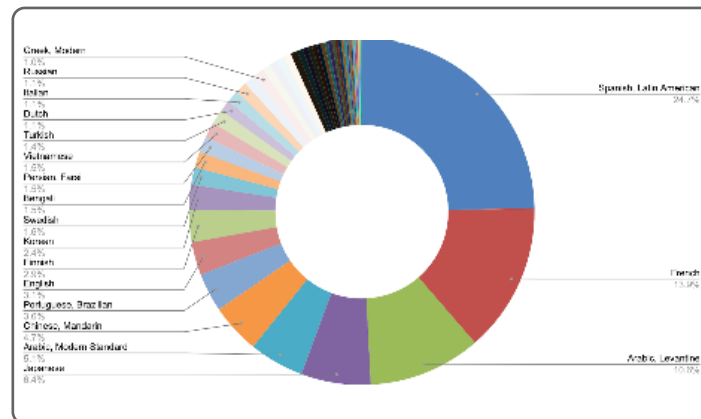
In order for students to earn credit for work with the Mango Languages learning platform (on which see more below), they need to complete a set of lessons, successfully pass the quizzes, and record a final ten-minute language demonstration video in which they describe what they have learned—including the cultural aspects— and demonstrate their language skills by using the language to give examples of what they have learned.

LANGUAGE LEARNING AND MULTILINGUALISM

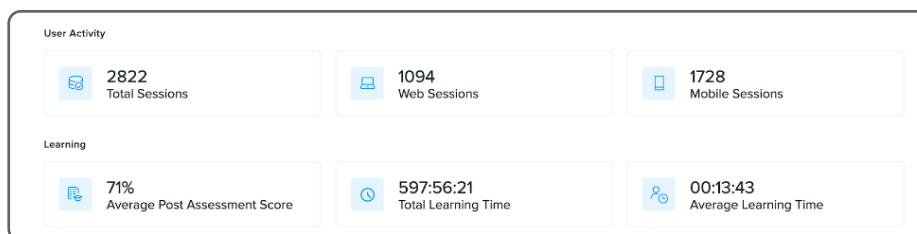
Mango Languages

Available to all members of the Wesleyan community (including alumni), the Mango Languages learning platform allows users to choose from more than 70 languages. Under certain circumstances, students are also able to receive .25 credit for their work with Mango Languages; see above under Alternative Language Study Options.

Many other members of the Wesleyan community use Mango Languages to discover a new language or brush up on one they already studied. Usage of the Mango Languages platform increased substantially in 22-23 compared to the previous year (from 474 to 597 hours of learning), coming close to the all-time high usage which happened during the pandemic. The most popular languages studied through Mango Languages were Spanish (24.7%), Arabic (15.7%) and French (13.9%). It is worth noting that 254 of these hours come from Wesleyan Alumni as it is nice to know alumni are taking advantage of this offering and are interested in languages.



Languages studied through Mango Languages during the past year



Detailed statistics on Mango Languages past year usage

LANGUAGE LEARNING AND MULTILINGUALISM

Language Buddies Program

The Language Buddies Program allows members of the Wesleyan community to be grouped with one another in order to speak languages they would like to practice during winter and summer breaks. The program initially started in December 2020 as a way to stay connected and keep speaking languages during an unusually long winter break due to the pandemic. It became 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.



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Language Buddies Program Session	Number of Participants
Summer 2022	73
Winter 2023	67
Summer 2023	68

LANGUAGE LEARNING AND MULTILINGUALISM

Lead with Languages 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 Hafiz FazaleHaq, Assistant Professor of the Practice in Hindi-Urdu) and a staff member from the FCGS (this year Verónica Socorro Matos). 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.

Accomplishments this year include:

- Discussing and continuing progress towards internationalization at Wesleyan
- Following up on discussions from the previous year, organizing a two-day Oral Proficiency Interview (OPI) workshop conducted by an ACTFL certified trainer
- Discussing and preliminary work on a translation services portal
- Discussing changes related to year-long courses for beginning and intermediate language levels
- Planning the first Power of Language Week
- Improving first-year student Academic Roadmap experience by coordinating and drafting the content of language specific emails sent out based on students' expressed interests
- Discussing projects for assessment and ways to recognize language proficiencies such as the seal of biliteracy
- Planning and implementing the language immersive signs project for the second floor of Fisk

LANGUAGE LEARNING AND MULTILINGUALISM

Lead with Languages Collective *continued*



Multilingual signage on the second floor of Fisk. These signs were designed by Verónica Socorro Matos

Join the Fries Center for Global Studies and our language departments in making Fisk a more language-immersive space!

You'll see these signs being switched out frequently among the 15 languages taught on campus. We hope these signs will help language students with their day to day learning and pique the curiosity of others.

We encourage you to practice your skills in other languages and explore the multilingual opportunities Wes has to offer you!

INTERCULTURAL LEARNING

Intercultural Learning at Wesleyan has opened a new chapter this year with the creation of the Associate Director for Intercultural Learning position. This more focused role than earlier iterations will allow the Fries Center to take a more concentrated look at where cultures intersect on campus, and how those intersections can be cultivated both to support individuals and communities, and as valuable learning opportunities for all. Examples of these points of intersection are our international student community, our study abroad community, our international and multicultural faculty and staff, our global curriculum, our residential community, and our international alumni. Our programming and courses gather students from all majors with transborder interests to examine and develop their individual intercultural competence, including through the growing Global Engagement Minor.

Continuing Development of Global Engagement Minor

As the incoming Associate Director for Intercultural Learning, Anita Deeg-Carlin assumed responsibility for the GEM program this past year. She reinforced the overall structure of this new minor by articulating its guidelines more clearly, and by updating the introductory course, CGST 205. So far, the results look positive with steady growth in enrollments. The steps below summarize the steps taken this year:

1. **Learning Outcomes:** The minor's [learning outcomes](#) were updated for clarification and to emphasize central components of the discipline like critical framing and reflection.
2. **Outreach:** Given the small cohort of seniors this year, outreach was prioritized to attract new- and retain current minors. Ongoing outreach culminated in an extensive publicity campaign in March, including an informational session featuring a panel of current minors. Results show the highest number of enrollments to date for the fall intro seminar (see Figure 1).
3. **Immersion guidelines:** The GEM requirement for off-campus immersion has been unclear, particularly during COVID, affecting learning outcomes and causing some of our upperclass-students to lack crucial experiential learning. A document clearly illustrating the guidelines of this requirement was drafted, reviewed, and posted in the FAQs on [the GEM webpage](#).

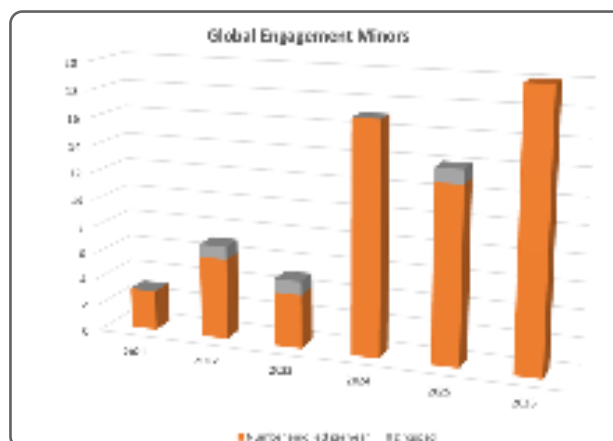


Figure 1, GEM enrollment over the years

INTERCULTURAL LEARNING

Continuing Development of Global Engagement Minor *continued*

4. Eportfolio guidelines: The core of the minor, the Eportfolio (Figure 2), provides a platform for students to synthesize their global learning throughout their undergraduate experience into a cohesive and assessable product. Clear instructions have been formulated, circulated, posted, and embedded in a new system of mandatory workshops offered every semester to all minors.
5. Cohorting: In response to feedback from GEM alumni, an emphasis on cohorting was established and woven into the pedagogy of CGST 205, the regular workshops, and the outreach programming.
6. Diversity: A renewed push for diversity in the program prioritizes representation in the minor's curriculum, its student population, and faculty advisory committee (Figure 3). In response, the Wesleyan International News Group (WING, Figure 4) was formed by a group of GEM sophomores to explore non- U.S. headlines. The group meets biweekly, engages with the independent newsletter [Daily Chatter](#), and hosts international speakers who present on current global issues.
7. CGST 205 to transition to full credit course: Finally, in response to feedback and a survey of this year's sophomore class, the decision was made to expand the course from a half credit to a full credit, allowing the program to root students deeper in the theory and practice of intercultural competence.



Figure 2, Sample student Eportfolio



Figure 3, West African Dance CGST 205 sendoff



Figure 4, WING Leadership group

INTERCULTURAL LEARNING

Continuing Development of Global Engagement Minor *continued*

Congratulations to the four Class of 2023 GEM students who graduated this May! They completed the capstone seminar and presented to the Global Engagement Minors from other class years and to the GEM Faculty Committee in April. These four new graduates are:

Alex Brun majored in Government and French Studies. In his senior year, he earned Honors in French Studies, was named to Phi Beta Kappa; was awarded the Mann Prize in Romance Languages; and was awarded the Davenport Prize in Government. After graduation, Brun will be a *Lecteur d'anglais* at the University of Paris until June 2024, after which he hopes to pursue a Masters degree.

Elena Diaz majored in Hispanic Literatures and Cultures and Psychology.

Tiah Shepherd majored in French and Government and received the Butterfield Prize, awarded to the graduating senior who has exemplified those qualities of character, leadership, intellectual commitment and concern for the Wesleyan community shown by Victor Lloyd Butterfield, 11th president of the University.

Brooklin Williams majored in Neuroscience and Behavior. In the fall, she will begin a Masters degree in Neuroscience and Education at Columbia University in New York City. After this graduate program, Williams hopes to go on to medical school.

INTERCULTURAL LEARNING

Intercultural Programming

The Fries Center aims to effect intercultural learning, dialogue, and competence across campus, resulting in an institution-wide approach to global engagement that is humble, representative, informed, equitable, and effective. This first year in her role as the Associate Director of Intercultural Learning, Anita Deeg-Carlin partnered with the Office of International Student Affairs, the Office of Study Abroad, and Residence Life on intercultural programming for students and student leaders, directly reaching a total of approximately 250 students.

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Scholars at Risk

Wesleyan's Scholars at Risk program continues to take shape as we gain experience with our visiting faculty (Figures 5 & 6). Dr. Henry Meriki finishes his second and final year with us this summer, and his experience has prepared us to host the next two incoming scholars, the Ethiopian scholar Dr. Gebremedhin Gebremeskel Haile who will be hosted by the Earth and Environment Sciences Department, and Dr. Hassan Almohammed, a returning scholar originally from Syria who has been unimaginably displaced a second time by the earthquake in Turkey. Dr. Almohammed will be hosted by the Center for Humanities.



Figure 5, Sendoff celebration for Dr. Meriki at Dr. K. Brunson's home.



Figure 6, Sendoff for Dr. Meriki.

INTERCULTURAL LEARNING

Extracurricular International Opportunities

A partnership with the Iracambi Research Center in Rosário da Limeira, Brazil, has established an opportunity for our students to engage in immersive international experiences that address issues of accessibility by being flexible, interdisciplinary, affordable, and offered during the summer period. Our first cohort of five students (Figure 7) are at Iracambi at the time of writing. They are Julia Augustyn '25, Tamira Le '26, Josie Dickman '26, Cecilia Briana Foldessy-Stiegemeier '26, and Emma Knapp '25. These students received funding from a variety of sources including the Gordon Career Center, Allbritton Center, and the Fries Center for Global Studies.

As the UISFL Grant for South Asian Research Opportunities winds down, two final students were funded through the grant to spend their summer at Shiv Nadar University in Delhi, India (Figure 8). Sophia Morgan '25, Chemistry, and Maryam Badr '25, Biology, Neuroscience & Behavior, are participating in laboratory research related to their studies at Wesleyan.



Figure 7, First cohort of Iracambistas!



Figure 8, SARO Cohort with their host "buddies" at Shiv Nadar University, New Delhi

We are hopeful that both student programs, located in less commonly visited countries, will be successful so that we can continue to connect students with these generous hosts and develop further mutually beneficial connections with the locations.

INTERCULTURAL LEARNING

Extracurricular International Opportunities *continued*

Another avenue that the Office of Intercultural Learning is actively exploring is how we as a Center, and as an institution, might engage with the United Nations and the 17 Sustainability Goals. Jeffrey Brez '89, Senior Communications Officer at the UN FAO, Ahmed Badr '20, Interim Director of the Patricelli Center for Social Entrepreneurship, and Pam Grande, Associate Director for Career Advising at the Gordon Career Center, are among our thought partners in this conversation. Anita Deeg-Carlin was able to accompany Ahmed Badr and four outstanding students to the ECOSOC Youth Forum this past spring at UN Headquarters in New York (see Figure 9). This pilot visit was a success and an opportunity to begin strategizing and networking towards future engagement.



Figure 9, ECOSOC Youth Forum, Wes Delegation

Wesleyan Internationalization Team

As is clear from the Presidential Statement on Internationalization, we understand the imperatives and values of internationalization to apply campus-wide. While the Fries Center plays an important and direct role in some of this, internationalization necessarily reaches well beyond our immediate scope. In an effort to both coordinate and bring visibility to these broader activities, this year a collaboration between the Fries Center, the Office of International Student Affairs (OISA), and the Multilingual Writing group of the Office of Academic Writing resulted in the creation of the Wesleyan Internationalization Team (or WIT). Colleagues from each of these three units met regularly throughout the year to discuss how to refine and implement the university's stated internationalization goals, as well as beginning a process of outreach and consultation with other stakeholders on campus (including Admissions and various student groups, as a beginning).

WIT made some good progress this year, especially in recognizing that the initial list of five goals neglected to include important work that is happening outside of the framework of our curriculum, leading to the articulation of an additional goal and some smaller changes and reorganization; the new goal to support students and alumni in pursuing global engagement and intercultural growth through activities beyond the curriculum," is now listed second among the [six internationalization themes](#). At the same time, we also realized that WIT's current structure needs work so that it can be more inclusive of student and other perspectives. In the coming year we expect to experiment with new possibilities for shared deliberation about our objectives.

African Scholars Program

This spring the university [announced](#) the African Scholars Program, realizing one of the goals listed under Internationalization Theme 4 (“Broaden access for and diversity of international students, faculty and visiting scholars, and staff; foster a campus environment in which all can thrive”). [The African Scholars Program](#) will usher in its inaugural cohort of 13 students this year and the Fries Center, in particular our Office of Intercultural Learning, has enthusiastically served on the committee of colleagues preparing for the successful integration of these exceptional students into our community. We look forward to increasing visibility on campus of the cultures, languages, histories, challenges, and hopes of the vast and vibrant African continent.

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Launching the History of Wesleyan’s Internationalization Documentation Project

With the dynamic [campus internationalization portion](#) of our website in place, we have begun to collate, publish, and reflect on the long history of Wesleyan’s journey in global learning. An application to the [Paul Simon Award for Campus Internationalization](#) is underway as well as a [new webpage](#) where we initially aim to highlight relevant language from historic documents like previous strategic plans and committee reports, and outline the history of each of our area studies programs. Both projects are ongoing processes as we search and curate more information and continue to organize how to present this rich and foundational aspect of Wesleyan’s history.

Internationalizing and Decolonizing the Curriculum Seminar

In fall 2022, seven faculty members participated in our first Internationalizing and Decolonizing the Curriculum Seminar, adapted from the earlier Internationalizing the Curriculum Seminar. These faculty members met for six ninety-minute sessions with Director of Study Abroad Emily Gorlewski and Associate Director of Intercultural Learning Anita Deeg-Carlin. They discussed internationalizing and decolonizing their teaching as well as their departments' and Wesleyan's curriculum. The faculty members each developed a syllabus, unit, or project for their students, bringing in international and decolonizing perspectives.

The faculty members participating were:

- Raquel Bryant, Assistant Professor, Earth & Environmental Science
- Courtney Fullilove, Associate Professor, History, Environmental Studies, and Science in Society
- Natasha Karageorgos, Assistant Professor of the Practice, Russian, East European, and Eurasian Studies
- Kerwin Kaye, Associate Professor, Feminist, Gender, and Sexuality Studies, Sociology, and American Studies, and Tutor, College of Social Studies
- Robin Mazzola, Costume Shop Manager and Adjunct Assistant Professor of Theater
- Elizabeth McAllister, Professor, Religion, African American Studies, American Studies, and Feminist, Gender, and Sexuality Studies
- Pedro Pascual, Assistant Professor of the Practice, American Sign Language

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

CAMPUS INTERNATIONALIZATION

Faculty International Research

The international research conducted by our own diverse faculty is both a rich and critical resource for our community, as it is an indicator of our deep, active, and ongoing academic engagement with global issues. This past year we've begun to celebrate and amplify these efforts more directly by gathering and sharing them via our [Wes and the World Newsletter](#). This past year, we highlighted the projects of seven faculty members that span the globe geographically from Asia and Europe to North and South America. Several of these works have been translated into multiple languages and include topics from the sciences, music, history, literature, politics, climate change to even a new novel. We look forward to continuing to spotlight these cutting-edge projects and finally, in January 2023, a trio of Wesleyan faculty—Anna Shusterman,



Peter Gottschalk, professor of religion, Erika Taylor, associate professor of chemistry, Anna Shusterman, professor of psychology and Joe Coolon, associate professor of biology in New Delhi, India.

professor of psychology and education studies, Joe Coolon, associate professor of biology and integrative sciences, and Erika Taylor, associate professor of chemistry—travelled to New Delhi, India to exchange knowledge and develop partnerships with colleagues and institutions in India, as part of the University's multi-year South Asian Initiative, funded by the UISFL grant program of U.S. Department of Education. The three scientists were accompanied by South Asian specialist Peter Gottschalk from the Department of Religion, who has returned to India frequently since 1985. They met with alumni, parents of current students, and others interested in Wesleyan, as well as engaging in academic exchanges at Shiv Nadar University and Ashoka University, a pair of liberal arts-minded, Wesleyan-sized institutions. For more information, read the [Wesleyan Magazine article](#) on the trip.

LANGUAGE RESOURCES AND TECHNOLOGY

A central part of our mission is to offer technological support for language teaching and learning departments, such as through the following services:

- Digitization of audio-visual materials for use in various language and literature courses (French, Italian, German, American Sign Language, Spanish, Portuguese, Japanese)
- Movie screenings as part of film-centered classes
- Video production for classroom observation, promotion of language programs and for curriculum-centered projects
- Technology support for events hosted in the FCGS Commons (guest speaker series, movie shows, conferences, International Education Week, Power of Language)

Another part of our mission is to provide pedagogically-centered technology for the teaching and learning of languages and as such, we are the main resource for the following applications:

- Extempore: a program which allows faculty to create interactive oral/aural activities
- Poodll: a suite of add-ons for Moodle which allow the integration of media-rich exercises, assignments and quizzes
- Mahara: an open-source eportfolio system that allows students to easily create electronic portfolios to document and reflect on their language learning experience

LANGUAGE RESOURCES AND TECHNOLOGY *continued*



Camilla Zamboni presents her workshop: Language Teaching and Learning through Tabletop Games

One other area that the Office of Language Resources and Technology worked on this past year has been exploring uses of board games. Following an inspiring presentation during the fall semester by Camilla Zamboni (Assistant Professor of the Practice in Italian and Education Studies) about the great benefits of using board games in the context of language learning, we added more board games to our collection and made them available to the community. In collaboration with the French section, we then co-sponsored a successful game night series in the spring and hope to extend it to other languages next academic year. Additionally, Bobby Bourne '23, one of our student employees, developed a model to produce custom cards from various games so they can be adapted to new languages and tailored to specific purposes such as reviewing specific vocabulary or grammar. Some of these cards were successfully used by faculty and Course Assistants in the spring and our goal is to keep experimenting with more sets next year.



Example of a custom-made board game card. At the top is the front and back from the original game and at the bottom is the custom-made card

EVENTS AND OUTREACH

International Education Week

International Education Week, November 11-18, 2022, is an annual national initiative that celebrates the benefits of international education and exchange worldwide. Wesleyan's IEW 2022 was led by Anita Deeg-Carlin, our Associate Director for Intercultural Learning, with the support of an interdepartmental committee of a dozen committed faculty, staff, and students. The week featured nearly 30 distinct events, and included approximately 520 participants. For details about this year's themes and events, please visit [our website here](#).

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Power of Language Week

This year, the Power of Language format was changed from a two-day conference to a week-long series of events centering on topics related to languages and cultures. This format allowed for more events and gave Wesleyan community members more opportunities to attend an event they are interested in. This inaugural Power of Language Week was coordinated by Verónica Socorro Matos, Global Language and Outreach Fellow, with the help of a committee of faculty members and staff. The timing of this event, which took place during the week of February 20-25, was scheduled as a tribute to the Bengali Language movement and the day which honors it: International Mother Language Day (February 21st). The week started off with a high-profile event with award-winning author Rebecca F. Kuang, who came to talk about her recently published book *Babel*. The format was a conversation with FCGS Director Stephen Angle followed by Q&A and book signing. Other highlights of Power of Language Week included game-centered events, language learning workshops, and presentations which explored the centrality of language in music, films, and professional outcomes of language focused experiences. A more detailed look at the program can be found [here](#).

EVENTS AND OUTREACH

Global Engagement Beyond Graduation

In partnership with the Office of Fellowships, the Office of Intercultural Learning explores and curates international career opportunities through our alumni and global contacts. This year we hosted a panel of returned and current Peace Corps Volunteers as well as an Opportunities in Asia alumni panel, where alumni who traveled to Asia through fellowships spoke about professional engagement in various fields today. We have increased efforts to develop active and ongoing relationships with our globally oriented alumni and to bridge connections to our current student community. One example is the new [Wesleyan Global Engagement Community](#) on LinkedIn where members can network and share opportunities about international opportunities.



Figure 10. Peace Corps alumni panel session

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 1583 subscribers (+214 since last year), including international students, study abroad returnees, language majors, and other global-minded audiences such as other students, staff, faculty, alumni, parents, and community members. Verónica Socorro Matos, Global Language and Outreach Fellow, was instrumental coordinating the publishing efforts of the newsletter in 2022-23, and with the help of Fries Center Administrative Assistant, Jennifer Collingwood, twelve issues of the newsletter were published. See the [Wes and the World blog site](#) for the many articles published over this past year.

EVENTS AND OUTREACH

Fellowship Events and Outreach

Fellowships events ranged from visits to campus programs, to info sessions in Fisk Hall, to hybrid alumni panels and in-person events with recent recipients.



Applying for the Watson Fellowship, Q&A, April 24, 2023 in Fisk Hall. Recent recipient, Jocelyn Velasquez Baez '23, is seated to the left of the screen. Assistant Director for Fellowships, Erica Kowsz, is seated to the right.



Inayah Bashir '20 and Livia Cox, join us on Zoom from Jamaica and the UK to talk about their year of world travel as Thomas J. Watson fellows and advice they have for current applicants.

EVENTS AND OUTREACH

Fellowship Events and Outreach *continued*

One new development in fellowships outreach this year was collaboration with the university's social media presence, run through the Communications office. One impactful new step was the creation of collaboration posts between the Office of Fellowships account (@WesFellowships) and the university's main account (@Wesleyan_U). This approach helped get the word out about students' and alumni's fellowship success and gave them a boost of encouragement and celebration to the tune of 1000+ likes on that one platform alone.



FELLOWSHIPS

Fellowships Strategic Plan

This year saw the creation of the first ever strategic plan for the Office of Fellowships. The idea for a strategic plan emerged last year in conversations between Assistant Director for Fellowships Erica Kowsz and Center Director Steve Angle, and this year Kowsz, Angle, and Associate Director for Intercultural Learning Anita Deeg-Carlin met through the spring 2023 semester to review drafts and discuss the future of the fellowships office at Wesleyan. The plan was approved by the Provost in April 2023. It includes both a statement on the purpose of the office as well as goals for the next 3-5 years.

The Office's threefold statement of purpose:

1. The main purpose of the Office of Fellowships is to help applicants refine their knowledge of their own strengths, commit to their own sense of purpose and to connect their goals to concrete plans through the process of applying for fellowships. Advancing this goal involves three key activities:
 - a. Introducing students and recent alumni to the fellowships landscape, both through outreach and advising
 - b. Teaching students and recent alumni how to apply for fellowships and supporting them throughout the application process.
 - c. Assuring that students who are underrepresented or marginalized in various ways have meaningful access to the Office of Fellowships to further their development.
2. The second purpose is to enable some applicants to win fellowships, whether as students or alumni (to the extent possible given the highly competitive nature of many awards).
3. Third purpose to support students and alumni in pursuing fellowship opportunities not only within but also outside their passport countries, thereby contributing to internationalization at Wesleyan.

FELLOWSHIPS

Fellowships Strategic Plan *continued*

The goals established for the coming 2-3 years are as follows:

1. Shift the focus of the fellowships office from engaging students for a single application cycle to engaging them over the longer term in order to maximize the benefit that students/alumni gain from their engagement with the office (as described above).
2. Streamline applicant support and resources in order to improve the quality of support offered to support the feasibility of goal #1, above.
3. Foster relationships of mentorship and mutual support between student applicants, between recipients and applicants, and between recipients – create community around fellowships.
4. Cultivate and maintain relationships with other units on campus to assist in reaching students and while advancing common goals between units – raise awareness and involve faculty and staff in outreach efforts.
5. Improve the functioning of campus fellowships committees.

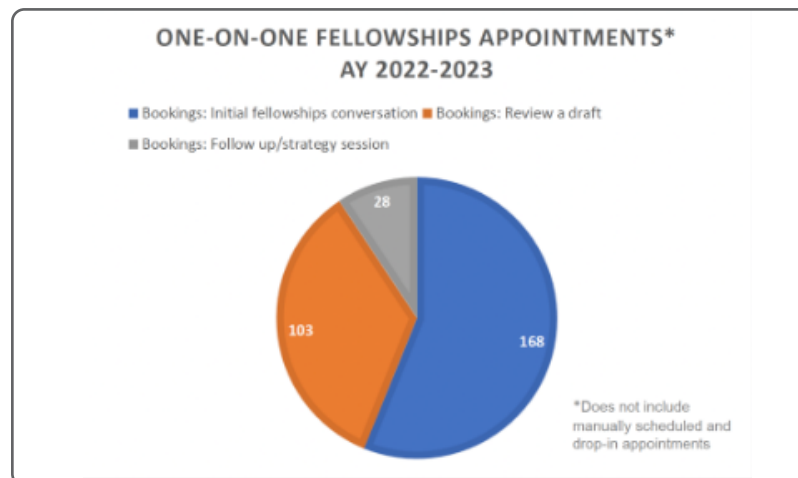
Already, work is underway on each of these goals. Many of the fellowships events included in the Events and Outreach section of this annual report feature fellowships alumni and Kowsz has been featuring alumni content not only in the Wes and the World blog but also on the Office of Fellowships social media (see a feature on Lexi Prendergast, '20, on the [blog](#) and on [Instagram](#), @WesFellowships). To streamline applicant support, Kowsz has introduced online application support modules for Fulbright applicants using the campus learning management system, and the Provost has supported a pilot position for a fellowships assistant to help with advising and logistics for the busy summer-fall application and nomination season.

The Fellowships Committee will follow a new structure next year. The Fulbright Committee will continue to function as it has in the past while all other fellowships requiring campus nomination or endorsement will be the purview of an overall campus Fellowships Committee. Members are recruited to this committee to represent all three academic divisions on campus, Arts and Humanities, Social and Behavioral Science, and Natural Sciences and Mathematics. Representatives are also recruited for slots designated for the campus at large. Each member of the committee has assignments to two subcommittees which cover a set of related fellowships. For example, specific members of the committee will serve on the subcommittee for STEM scholarships, which reviews applications both for the Barry Goldwater Scholarship, for early excellence in science, and the Churchill Scholarship, which supports a year of STEM research at Churchill College at Cambridge University in the UK).

FELLOWSHIPS

Outreach and Application Support

Assistant Director for Fellowships Erica Kowsz, conducted 300+ individual applicant advising appointments and organized 30 group events on campus, including events hosted at the Fries Center and visits to a range of programs across campus, including some of the usual partner programs, like the McNair Program, and new partnerships, like a visit to the Peer Health Advocates Program organized by WesWell staff and a special session on fellowships in the sciences for students participating in summer research on campus through the Center for Integrated Sciences.



Kowsz leads an info session for summer research students working in the labs on campus during early June 2023. Kowsz is at center; seated to her right is Aaron Berson, '24, who attended to speak to peers about his experience applying for and winning the Goldwater Scholarship in 2022-2023. (Photo by Anita Deeg-Carlin)

FELLOWSHIPS

Acknowledgements

Campus Fellowships Committees

As always, we acknowledge here the contributions of our campus fellowships committees, whose members read applications, interview applicants, and make decisions about which applicants are nominated and endorsed. They also provide helpful feedback along the way, allowing our nominees to submit their strongest possible applications to national and international fellowship competitions.

Fulbright Committee

- Scott Aalgaard, Assistant Professor of East Asian Studies
- Hyejoo Back, Associate Professor of the Practice in East Asian Studies
- Michael Calter, Beach Professor of Chemistry
- Peggy Carey Best, Visiting Assistant Professor, Education Studies and Science in Society
- Ann Campbell Burke, Professor of Biology Emerita
- Anita Deeg-Carlin, Associate Director for Intercultural Learning, Fries Center for Global Studies
- Hafiz M. FazaleHaq, Assistant Professor of the Practice in South Asian Language and Culture
- Octavio Flores-Cuadra, Adjunct Professor of Spanish
- Bernardo Antontio González, Professor of Spanish
- Iris Bork Goldfield, Adjunct Professor of German Studies
- Emily Gorlewski, Director of Study Abroad, Fries Center for Global Studies
- Elizabeth Hepford, Associate Professor of the Practice in TESOL
- Indira Karamcheti, Associate Professor, Education Studies and American Studies
- Dalit Katz, Professor of the Practice, Religion
- Kristin Oberiano, Assistant Professor of History
- Liana Pshevorska, Associate Professor of the Practice in French
- Jeff Rider, Professor of French
- Roberto Saba, Assistant Professor of American Studies
- Joseph Weiss, Associate Professor of Anthropology
- Krishna Winston, Professor of German Language and Literature Emerita

FELLOWSHIPS

Acknowledgements *continued*

Watson Committee

- William Johnston, Professor of History
- Jen Wood, Class Dean for the Class of 2023
- Rachael Barlow, Associate Director for Assessment, Institutional Research, Visiting Assistant Professor, Education Studies, Adjunct Assistant Professor of Academic Writing

National Fellowships Committee

- Cecilia Miller, Professor of History and Medieval Studies
- Scott Holmes, Professor of Molecular Biology and Biochemistry
- Stephanie Kuduk Weiner, Professor of English and Director of Academic Writing
- Krishna Winston, Professor of German Language and Literature Emerita

Contributions to the Fellowships Program

For their contributions to Wesleyan's fellowships program in 2022– 2023, we would also like to recognize:

- Colleagues at the Fries Center who advised applicants, organized application processes, and outreach for the Gilman Scholarship and Critical Language Scholarship:
 - Anita Deeg-Carlin, Associate Director of Intercultural Learning
 - Gabriela Berzinskas, Study Abroad Advisor
- Stephen Angle, Professor of Philosophy and Director of the Fries Center, and Jennifer Tucker, Professor of History and Director of the Center for the Study of Guns and Society, who conducted a mock interview with a Marshall nominee prior to her regional Marshall interview

FELLOWSHIPS

Acknowledgements *continued*

- Our current fellows and fellowship alumni who made time to share their experiences and inspire others. Some visited campus via Zoom, other shared their stories on social media or contributing a blog post; some did all of the above!
 - Aaron Berson '24, Goldwater Scholar
 - Anna Fehr '23, Goldwater Scholar
 - Anna Marti '22, Fulbright English Teaching Assistant, Greece
 - Anna Nguyen '22, Schwarzman Scholar
 - Austin Pope '19, Fulbright English Teaching Assistant, Taiwan
 - Bulelani Jilu 16, Yenching Academy
 - David Vizgan '21, Fulbright Study/Research, Denmark, and [Fulbright US Student Program Alumni Ambassador](#) for the AY 2022-2023 application cycle
 - Inayah Bashir '20, Watson Fellow
 - Jed Munson '19, Fulbright Study/Research, South Korea
 - Jocelyn Velasquez Baez '23, Watson Fellow
 - Lexi Prendergast '20, Fulbright English Teaching Assistant, Belgium
 - Livia Cox '22, Watson Fellow
 - Momi Afelin '19, Watson Fellow
- Two spring semester undergraduate Fellowships Assistants:
 - Eli Siegel-Bernstein '25, who assisted with outreach events, corresponded with alumni and wrote about their experiences for the Wesleyan and the World blog, and completed a number of key website updates
 - Fernando Caballo '24, who put together a comprehensive list of all of Wesleyan's fellowship recipients going back to long before the establishment of the Office of Fellowships. (Thanks also to Amanda Nelson at the University Archives for assisting Fernando in finding some of the most elusive information!)



 **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
- Erica Kowsz, Assistant Director of Fellowships
- Gabriela N. D. Berzinskas, Study Abroad Advisor
- Jennifer Collingwood, Administrative Assistant V
- Verónica Socorro Matos, Global Language and Outreach Fellow

.....

Core Faculty:

- Abderrahman Aissa, Adjunct Assistant Professor in Arabic
- H. M. FazaleHaq, Assistant Professor of the Practice in South Asian Language and Culture
- 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
- Liana Pshevorska, Associate Professor of the Practice in French