



FRIES CENTER FOR GLOBAL STUDIES

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

2024 2025

ANNUAL REPORT

TABLE OF CONTENTS



Executive Summary.....	3
New in 2024-25.....	5
National Fellowship and Scholarship Winners	6
Fulbright US Student Program	6
Thomas J. Watson Fellowship	13
Keasbey Memorial Foundation Fellowship	14
Samuel Huntington Public Service Award	14
Critical Language Scholarship	15
Barry Goldwater Scholarship	18
Study Abroad	19
Study Abroad by the Numbers	19
Ambassador Program	23
Global Correspondents Program	24
Course-Embedded Experiential Learning (CEEL)	25
Wesleyan Programs Abroad Committee	26
Language Resources, Technology, and Multilingualism	27
Language Technology	27
Foreign Language Teaching Assistants (FLTAs)	29
Cultures and Languages Across the Curriculum (CLAC)	31
American Sign Language	33
Alternative Language Study Options	35
Mango Languages	36
Language Buddies Program.....	37
Intercultural Learning	38
Office of Intercultural Learning	38
Development and Operation of Global Engagement Minor (GEM)	39
Intercultural Programming	49
Support Wesleyan's International Community	53
Extracurricular International Opportunities	56
Events	59
Fellowships Oversight	61
Assessment	61
Events and Outreach	67
Power of Language Week	67
Social Media	68
Fellowships	71
Fellowships Team	71
2025 Federal Grants & Fellowships Landscape	73
Fellowships Outreach	75
New Strategies	78
Fellowships Events.....	85
Fellowships by the Numbers	87
Records System	88
Fellowships Database	90
Outreach and Communications Protocols	91
Acknowledgments	92
Contact Us	97

Executive Summary

FCGS



The 2024–25 academic year was a time of transition, fresh energy, and meaningful growth at the Fries Center for Global Studies. As this was my first year as director, I felt incredibly fortunate to work alongside such a thoughtful and talented team: Emmanuel Paris-Bouvret (Director of Language Resources and Technology), Thais García Bagué (Global Language and Outreach Fellow), Anita Deeg-Carlin (Director of Intercultural Learning), Erica Kowsz (Associate Director for Fellowships), Emily Gorlewski (Director of Study Abroad), Gabi Berzinskas (Study Abroad Advisor), and Jen Collingwood (Administrative Assistant). I'm especially grateful to Jen and to my predecessor, Steve Angle, who were both generous with their time and insights as I got up to speed on how the Center works day to day. This team brings creativity, care, and deep dedication to their work, and I've learned a great deal from them.

Our Study Abroad Office supported 357 students this year, spanning 41 majors and all academic divisions. Even with a slight drop from last year (due to expected class-size changes), student enthusiasm remained strong, especially for Wesleyan-run programs and destinations across Europe. Student engagement also grew through programs like the Study Abroad Ambassadors, Global Correspondents, and a CEEL course that took students to Hong Kong to explore cinema through site visits and cultural immersion.

The Fellowships Office also had a strong year. Wesleyan students earned major awards—Fulbright, Watson, CLS, Truman, Keasbey, and Goldwater among them—and we were once again named a Fulbright Top Producing Institution. The team piloted new advising tools, including a student-designed fellowship database, held more than 520 advising sessions, and responded quickly and thoughtfully to a year of uncertainty in the federal fellowship landscape

The language and technology side of our work remains vital as we continue to advance Wesleyan's commitment to multilingualism—supporting 11 Foreign Language Teaching Assistants (FLTAs), offering a record 20 CLAC courses in 11 languages, and expanding the American Sign Language and Deaf Studies curriculum. We also provide innovative language-learning opportunities through programs such as Alternative Language Study Options (ALSO), Mango Languages, and the Language Buddies initiative. This year, the Center also led the third annual Power of Language Week—a vibrant, weeklong celebration of linguistic and cultural diversity. Timed to coincide with UNESCO's International Mother Language Day, the initiative featured 28 student- and community-led events and was organized by FCGS Global Language and Outreach Fellow Thais García Bagué.

Executive Summary

The Office for Intercultural Learning continued to stretch what's possible through the Global Engagement Minor (GEM), community-based learning, and cross-border partnerships. We saw our largest GEM cohort since 2018 and began planning a new short-term program in Nairobi. The team led more than 30 events during International Education Week and provided key support to international students and Scholars at Risk.

The language and technology side of our work remains just as vital with support for innovative projects and experimentation with Artificial Intelligence. All in all, the Center continues to be a space where Wesleyan's global learning mission comes to life through advising, programming, collaboration, and a whole lot of behind-the-scenes coordination.



The Center has faced major disruptions before—most notably during the height of the COVID-19 pandemic, when study abroad programs were suspended, students were recalled mid-semester, and staff quickly shifted to remote support to sustain global learning. This year's challenges, driven by renewed political tensions and the Trump administration's stance on international exchange and federal fellowships, have been different in tempo but just as complex. Uncertainty around programs like Fulbright and Scholar-at-Risk, alongside broader geopolitical pressures, made our work harder. Nevertheless, it underscored its importance. At a place like Wesleyan, where engaging with diverse cultures and perspectives is core to our academic identity, the Fries Center continues to play a vital role in helping that commitment thrive. In moments like these, our mission feels as essential as ever.

The Fries Center Welcomes New Director, Masami Imai, After Six Years Under Stephen Angle

Last July, we bid a grateful farewell to Dr. Steve Angle, the esteemed director of the Fries Center for Global Studies, and extended a warm welcome to Dr. Masami Imai, who stepped into this pivotal role. This transition provides an opportunity to reflect on Dr. Angle's remarkable contributions

During his time at the FCGS, he led and advocated for many important initiatives, including the creation of the Language Data Project, establishing Cultures and Languages Across the Curriculum courses, the Wesleyan and the World blog, and the Global Engagement Minor. The creation of the Global Wes Collaborative allowed him to streamline and further Wesleyan's internationalization efforts by identifying and harnessing the many campus entities that also engage in this work.



Masami Imai is Professor of Economics/East Asian Studies at Wesleyan University in Middletown, CT. He teaches Money, Banking, and Financial Markets, Quantitative Methods in Economics, and Economy of Japan. He has a Ph.D. in economics from the University of California-Davis and a B.A. in economics from the University of Wisconsin-Eau Claire. He received support from the Center for Financial Research at the Federal Deposit Insurance Corporation in 2008 and was awarded the most significant paper published in 2012 in the Journal of Financial Intermediation. He is a research fellow at Tokyo Center for Economics Research (TCER). His research focuses on banking and has been published in American Economic Journal: Macroeconomics, Journal of Banking and Finance, Journal of Development Economics, Journal of Financial Intermediation, Journal of Law and Economics, Journal of Money, Credit, and Banking, Journal of Public Economics, and Journal of Urban Economics, and as well as other scholarly journals. In the spirit of global studies, when asked about the most unforgettable place he's ever visited, he mentioned that for him, it is the summit of Mt Fuji in Honshu, Japan. "The view was just fantastic. Of course, climbing up there with my wife and kids made it even more special."

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 doctoral degree. 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 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.

.....

In February 2024, 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 six years running.

This year, 42 applicants, both alumni and seniors, completed our campus application process, including interviews with the campus Fulbright Committee. In January 2025, 26 of these applicants were named semifinalists for the Fulbright awards they had applied to in the fall. Fulbright decisions were delayed in spring 2025 due to furloughs at IIE, the contractor running the program on behalf of the State Department, but results did begin to trickle in. 11 Wesleyan seniors and alumni were selected for Fulbright grants this year, the most grants Wesleyan has been awarded in the Fulbright US Student Program since the program was founded in 1946.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

Fulbright US Student Program *continued*



Zubaida Bello '22, Fulbright/University of Strathclyde Award, UK, for graduate study in Literature

Standing at the intersections of Africana Studies, History, and Literature, Zubaida Bello studies literature in the African Diaspora, focusing on exploring how Black writers used prose and poetry to transport culture and subjectivity in times of displacement. As a James Baldwin Scholar at Hampshire College, Zubaida studied Black Feminist Literature in mainstream feminist movements. As a Mellon Mays Undergraduate Fellow at Wesleyan University, Zubaida examined how freed slaves asserted their subjectivity through captivity narratives. At the University of Strathclyde, Zubaida will join the Historical Studies MSc, where she'll study how the UK travels and travel writings of Frederick Douglass and Ida B. Wells influenced the international abolition and anti-lynching movements. Zubaida hopes this research on Wells and Douglass' travel writing, contextualized within modern transatlantic Black travel writing, can illuminate how Black communities in the African diaspora have crafted cross-cultural relationships through travel and how we can use travel narratives to continue building cross-cultural connections.

When she isn't studying literature, Zubaida loves to write her own poetry and prose. Former 2019 New York City Youth Poetry Slam Team member and author of *How to Stop the Burning*, Zubaida is a multi-disciplinary poet who always seeks to blend her academic interests with creative mediums. Zubaida has performed at The Apollo Theater, The United Nations, The Teen Vogue Summit, The Metropolitan Museum of Art, The Brooklyn Museum, and more. While in Scotland, Zubaida will take inspiration from her research project and write her own travel literature.

.....

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

Fulbright US Student Program *continued*



Hansini Bhasker, Music MA’25, Fulbright-Nehru Open Study/Research Award, India, for research in Anthropology

Hansini Bhasker is a Tamil (ethno)musicologist, multi-genre vocalist, performer, composer, and improviser from Connecticut who deploys embodied music-making and movement for socio-ecological healing and change. She recently received her Master's in Music from Wesleyan University, pursuing training in Performance and Ethnomusicology, and graduated Summa Cum Laude with a Bachelor's in Music from Princeton University with certificates in Vocal Performance, Cognitive Science, Entrepreneurship, and Finance. She is a YoungArts winner in Voice and winner of Wesleyan's Concerto Competition, whose musical practice and research bridge across Western classical opera and early choral repertory, French chanson, jazz, pop, musical theater, gospel, R&B, Karnatak, Kazakh folk, Javanese gamelan, and experimental soundscape and extended vocal techniques. Her Master's thesis research explored cross-cultural contrasts, evolutions, and interactions in the use and control of vibration, timbre variation, and pitch oscillation in vocalization. She will be pursuing a PhD in Ethno/Musicology following her Fulbright year, touching further on questions relating to performers' identity-making through interactions between physical environment and resources, and legal and socio-cultural context. She is an avid lover of food, languages, reading, biking, and musicking.

.....



Will Briskin '21, English Teaching Assistant, Romania

Will graduated in the class of 2021 with a Bachelor's degree in History and Government, and swiftly moved from his hometown of Boston to New York City. While at Wes, Will participated in numerous English Language Learning volunteer programs and pedagogy courses that he is eager to apply in his classrooms in Romania for his upcoming Fulbright fellowship. After graduating, Will did a brief stint apprenticing a fine woodworker and furniture designer and is eager to use that experience to engage with Romania's long tradition of craft, especially as it relates to the Bauhaus, Romanian Revival, and Romanian Modernism movements. In the time between working at the furniture studio and when he will depart for Romania, Will worked first as a paralegal at a large law firm, Cleary Gottlieb Steen and Hamilton, and then at the Manhattan District Attorney's Office in the Major Economic Crimes Bureau, where he is now a Financial Intelligence Analyst.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

Fulbright US Student Program *continued*



Teva Corwin, English Teaching Assistant, Mexico

Teva Corwin graduated in the class of 2025 from Wesleyan University. She is from Los Angeles, California. At Wesleyan, she completed a double major in American Studies and Hispanic Literatures and Cultures (Spanish) and a minor in Data Analysis. At Wesleyan, she was involved in the Wesleyan Doula Project, she was a DJ at WESU FM, she served on the American Studies and Spanish student major committees, and loved her time as a Teaching Assistant for various classes in the American Studies and Spanish departments. She wrote her honors American Studies senior thesis about how small food markets in the uniquely diverse neighborhood of Koreatown, Los Angeles, facilitate placemaking, community building, and cross-cultural interaction within an otherwise segregated urban landscape. She is especially interested in reproductive rights, immigrant rights, and urban planning/policy as a means for social change. After graduating from Wesleyan, she hopes to work in either public affairs or in education

.....



Eiley Doyle '25, English Teaching Assistant, Spain

At Wesleyan, Eiley Doyle founded and led Clay Club, a student collective that hosts weekly pottery sessions in collaboration with Wesleyan Potters, a local studio. She was also the captain of the Ski and Snowboard team and worked as a course assistant in the Film Department. Outside of school, Eiley has worked as a river guide, hiking guide, and ski instructor. After graduation, she hopes to continue working in film, education, and community art spaces - anywhere stories can be shared and creativity can thrive. (Eiley declined the award in favor of another opportunity.)

.....

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

Fulbright US Student Program *continued*



Sophie Jager '25, English Teaching Assistant, Spain

Sophie Jager, from Manchester, Vermont, completed a double English and Government. At Wesleyan, she works as an editor at The Argus, plays classical guitar, and organizes outdoor trips across New England with the Outing Club. Her senior thesis, an exploration of time, consciousness, and aesthetic representation in three of Virginia Woolf's novels, was recently awarded High Honors by the English Department. As a Fulbrighter, she will be teaching English in Spain's La Rioja region while also studying the impact of rural depopulation in Spain--a phenomenon known as "España vaciada"--by curating an exhibition of photographs, essays, and oral histories to explore the changing perception that young people from rural communities have about their futures, as well as what gets left behind in the process.

.....



Spencer Klink '24, Open Study/Research Award, Germany, for an Art History research project

Spencer Klink is an artist, writer, and designer from Los Angeles, CA. His work, spanning printmaking, installation, self-publication, and writing, explores connections between urban design, digital technology, and queer identity. Klink graduated Phi Beta Kappa from Wesleyan with a double major in Art History and Studio Art, having completed an Honors thesis in printmaking. In March of 2025, Klink was a Scholar-in-Residence at LACMA's Robert Gore Rifkind Center for German Expressionist Studies, where he conducted preliminary research for his Fulbright proposal on design, printmaking, and typography at the Bauhaus. Currently, Klink publishes critical essays and regular articles on contemporary artistic occurrences in Los Angeles with IMPULSE Magazine. Samples of both his visual and written work can be accessed on his website, spencerklink.com. Outside of the studio, Klink can be found line dancing with friends, going on a run, or reading in the sun.

.....

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

Fulbright US Student Program *continued*



Jack Noble '25, Open Study/Research Award, Nepal, for social science research on the effects of the attention economy in Nepal

Jack Noble, from Seattle, majored in the College of Social Studies and Environmental Studies. He studied abroad in Nepal in the fall of his junior year, spending the last month of his program trekking the Annapurna circuit and researching the effects of internet access on rural Himalayan communities along the route. He furthered his interest in technology-induced change with his senior thesis, which evaluated how digital platforms use algorithmic recommendation systems to shape American political discourse. Outside of his academic projects, Jack enjoys playing ultimate frisbee (go Wesleyan Nietzsche Factor), birding, arguing, scuba diving, and Hobbes, his cat. On Fulbright, he will be exploring how modern attention-grabbing internet platforms are impacting Nepal's Tibetan Buddhist monastic communities. He plans to spend eight months in monastic residency, four at Kopan Monastery in Kathmandu and four at Rowaling Gumba in Rowaling Valley, evaluating how monastic training has been affected by the digital attention market.

.....



Kaori Sakurai '25, English Teaching Assistant, Taiwan

Kaori Sakurai is a government and psychology major and human rights advocacy minor from Boston, MA. Her research interests include political violence, transitional justice, and East Asian politics. In her time at Wesleyan, Kaori has been involved with a wide range of student groups, ranging from the Wesleyan Refugee Project and Long Lane Farm to Prometheus Fire Arts and WesBurlesque. After completing her fellowship, she hopes to pursue a career in human rights fact-finding, international relations research, or the humanitarian sector.

.....

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

Fulbright US Student Program *continued*



Marshall Schulman '25, English Teaching Assistant, Mexico

Marshall Schulman is a filmmaker, writer, researcher, and artist from Los Angeles, California. He studied Film and the College of Letters at Wesleyan University. He has worked on commercial, independent, and student films distributed in international film festivals and has received research grants and fellowships, including a Wesleyan College of the Environment Fellowship in which he studied the semiotics of bullfighting in Spain. Before Fulbright ETA, he completed his thesis film and honors essay at Wesleyan University, where he earned departmental honors.

.....



Czarina Yuffa '25, English Teaching Assistant, Uzbekistan

Czarina Yuffa, originally from Denver, Colorado, graduated from Wesleyan University in 2025, where she double-majored in the College of Social Studies and Religion, with a minor in Russian, East European, and Eurasian Studies. In her senior thesis, "Lost in Transmission: America's 'Islamic Resistance' in Soviet Central Asia," Czarina explored U.S. Cold War broadcasting targeting Muslim audiences in Soviet Central Asia and examined how these efforts were shaped by shifting understandings of Islam, modernization, and ideological rivalry. The project drew on archival research at the Hoover Institution and the Keston Center and earned High Honors in both majors. Czarina was a leader of Wesleyan's Ethics Bowl team and ACLU chapter, and she received the Giffen Prize for excellence in the Religion Department.

.....

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.

Wesleyan’s campus Fellowships Committee nominated four seniors to be considered for the Watson Fellowship at the national level, and two of the four were selected as a part of a 36-fellow cohort of Watson Fellows for the 2025–2026 fellowship year.

.....



Maryam Badr '25
Maryam Badr double majored in Neuroscience and Behavior, and East Asian Studies. She co-founded the Arab Student Association and served as Co-President of the Wesleyan Refugee Project, which provides tutoring and resettlement support for displaced individuals. She directed the People’s Free Grocery Program and held positions at the Resource Center. As an undergraduate researcher in the Aaron Lab, she studied zebra finch song and conducted computational neuroscience research in India. Her senior capstone explored geriatric medicine and welfare in South Korea. Maryam’s Watson project is titled “Health in Transit: Navigating Healthcare in Displaced Communities.” The project aims to explore the intersection of public health and displacement through the lived experiences of refugees, healthcare workers, and human rights activists in both formal and informal spaces



Malia Detar Cheung '25
Malia Detar Cheung '25, graduated with a double major in the College of Letters and Dance and a minor in Animal Studies. A Mellon Mays Undergraduate Fellow, her written and choreographed thesis asked, “How do we dance with horses?” Through interspecies choreographies, she explored the role of the body in partnership and the potential of dance to activate creative participation, collective understanding, and connection. While at Wesleyan, Malia served as a Center for the Arts Program Assistant and co-directed the WesGrooves community dance series. She also led the Wesleyan Swing Dance Club and taught at Vinnie’s Jump & Jive Dance School in Middletown, CT. Originally from Corvallis, Oregon, Malia received the 2020 Corvallis Chamber of Commerce Future First Citizen Award. Drawing from years of training in diverse dance forms and equestrian and performance arts, Malia plans to pursue transdisciplinary graduate studies and eventually establish a creative arts center that supports collaborations between artists, scholars, and community members.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

Keasbey Memorial Foundation Scholarship

The Keasbey Memorial Foundation Scholarship (pronounced kays-bee) is a private scholarship supporting graduate study in the UK. Students who receive a Keasbey fellowship are awarded up to two years of full funding, including tuition, fees and living expenses, either to read for a second undergraduate degree or to attend a graduate program at one of the universities with which the Keasbey Foundation is affiliated in the UK. Which US schools are eligible to nominate candidates for the Keasbey rotates by year, such that Wesleyan is able to nominate rising seniors during 2024, 2027, 2030, and so on. During the years that we are able to nominate students, our candidates compete with nominees from Bowdoin, Haverford, and Middlebury, travelling to Philadelphia to interview with the Foundation’s selectors in mid-December. We can nominate two people in any given year that we nominate.



Ben Sheriff '25

Ben Sheriff majored in History and the College of Social Studies. A native of Williamsburg, Virginia, he was awarded a Keasbey Memorial Foundation Scholarship to pursue an MPhil in American History at the University of Cambridge in 2025–2026. His historical work focuses on comparative empire, the 19th-century American West, state power, and Civil War memory. His senior thesis examined the 1859 “Pig War” and the federal government’s role in shaping antebellum continental empire. Ben also co-authored a forthcoming book manuscript, *Schoolbook Politics in the Former Confederacy*, with Carol Sheriff. At Wesleyan, he served as Co-chair of the History Majors Committee, Vice-chair of the Student Budget Committee, and Editor-in-Chief of the undergraduate history journal.

.....

Samuel Huntington Public Service Award



Diana Naiyanoi Kimojino '25

Diana Naiyanoi Kimojino '25, originally from Narok County, Kenya, majored in Economics and minored in African Studies. She is one of three seniors nationwide to win the Samuel Huntington Public Service award in 2025. Through the fellowship she will advance new reproductive health programming in her home community.

In 2022, she founded the Nailepu Foundation to support young Maasai women facing challenges such as female genital mutilation, early marriage, and limited access to education. The foundation has reached over 10,000 students and directly supported more than 35 girls through mentorship and reproductive health initiatives. Diana has presented her work at the United Nations ECOSOC Youth Forum and the Maa Diaspora Conference. On campus, she served as a Wesleyan Africans Thriving Together (WATT) mentor and a Patricelli Center Fellow and received a Davis Projects for Peace Grant. Kimojino also plans to pursue a master’s degree in education policy at the University of Pennsylvania after her graduation from Wesleyan.

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, six students at Wesleyan were awarded Critical Language Scholarships. Additionally, Laurence Fine '25 and Eli Siegel-Bernstein '25 were named alternates for Intermediate Russian and Advanced Arabic, respectively.

.....



Maryam Badr '25, Arabic, Intermediate

Maryam Badr double majored in Neuroscience and Behavior, and East Asian Studies. On campus, Maryam served as the Co-President of the Wesleyan Refugee Project, a student group that provides free English tutoring, fundraising, and resettlement services to displaced people abroad and resettled refugees in Connecticut. Maryam was also a former Resource Center Race, Ethnicity, and Nationality Intern and the Director of the People’s Free Grocery Program—a food-access program supporting low-income families in Middletown, Connecticut. Maryam is also a Co-founder of the Arab Student Association, a student group that works to provide a safe and welcoming space for all Arab-identifying students on campus. In this role, she facilitated Wesleyan’s first ever Arab-American heritage Month Events, focused on uplifting the diversity of Arab identity and culture. Her CLS Arabic studies will take place before she starts on her Watson Fellowship later in summer of 2025.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

Critical Language Scholarship *continued*



Malik Booker '25, Korean, Advanced

Malik Booker graduated with a major in East Asian Studies. Originally from Racine, Wisconsin, he is a Posse Foundation Veteran Scholar with a deep passion for language learning, cultural exchange, and East Asian media. As a Critical Language Scholarship recipient, he will travel to Gwangju, South Korea, to participate in an intensive Korean language and cultural immersion program. While at Wesleyan, Malik actively engaged in initiatives supporting veteran scholars and promoting cross-cultural understanding. For his capstone project, titled *Love in Fantasy: The Impact of BL Drama on the LGBT Community*, he explored the intersection of media, fantasy, and LGBTQ+ representation—writing the project entirely in Korean. Outside of academics, Malik enjoyed going to the gym, studying new languages, watching Thai and Korean dramas, and discovering new desserts. He aspires to combine his interests in media, language, and global affairs in a career focused on cultural understanding and advocacy.

.....



Ava Yuanshun Guralnick '25, Korean, Beginning

Ava Yuanshun Guralnick '25 grew up on Lenapehoking land, current-day Woodstock and Kingston, New York. A double major in American Studies (with a concentration in Asian American Studies) and English (Creative Writing track), Ava completed a creative writing thesis at the intersections of Transnational Adoption Studies, Korean War Studies, and memoir.

.....



Nate Kianovsky '25, Russian, Intermediate

Nate Kianovsky majored in Russian, Eastern European, and Eurasian Studies and minored in Middle Eastern Studies. Nate grew up in New Jersey but now lives in New York. He wrote a senior thesis on polyphony, or “many-voicedness,” in the works of Anton Pavlovich Chekhov. In his free time, Nate sings in two a cappella groups, The Mazel Tones and Slender James. He loves to cook and read, especially when he can do it while walking around (the reading, not the cooking).

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

Critical Language Scholarship *continued*



Liev Shpitalnik '27, Russian, Intermediate

Live Shpitalnik is majoring in Psychology, with minors in Russian, East European, and Eurasian Studies (REES) and Education Studies. He’s originally from Branford, CT, but his father’s side of the family is from Russia. Growing up, he spoke Russian with my father and grandparents, but never reached full fluency. He applied to CLS to take the next step in immersing himself in the language, deepening his proficiency, and reconnecting with his cultural roots. He is incredibly excited to embark on this journey to Kyrgyzstan and experience learning Russian in a completely new environment, and he’s looking forward to bringing a piece of Kyrgyz culture back with him and sharing it with others.

.....



Diana Q. Tran '26, Arabic, Advanced

Diana Q. Tran grew up in Los Angeles, California and entered Wesleyan as a QuestBridge Scholar. She is majoring in the College of Letters with a minor in Middle Eastern Studies. When she is not co-chairing the Vietnamese Student Association or handling the budget for the Wesleyan QuestBridge Scholar Network, she is writing short stories or attempting to cook. She is also a writing mentor at the Wesleyan Writer's Room where she has also trained as a Multilingual Specialist. In her senior year, she will be writing a thesis on the representation of the global Vietnamese diaspora. While at Wesleyan, she had the opportunity to study abroad in Rabat, Morocco. Through the Critical Language Scholarship she will be studying Arabic in Nizwa, Oman in summer 2025.

.....

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 two Wesleyan juniors nominated for this award in 2024 were named Goldwater Scholars in 2025.

.....



Antonio Rivera '26

Antonio Rivera is pursuing a double major in Chemistry and Molecular Biology & Biochemistry with a minor in Molecular Biophysics. He is from Middletown, Delaware, and is a TRIO Ronald E. McNair Fellow and a WesMaSS scholar. At Wesleyan, he served as co-vice president of the SACNAS chapter and participated in student groups related to MB&B and Chemistry. He conducted research in the Calter Lab, developing antiviral agents, and previously studied the role of copper in skeletal muscle development in the Padilla-Benavides Lab.

.....



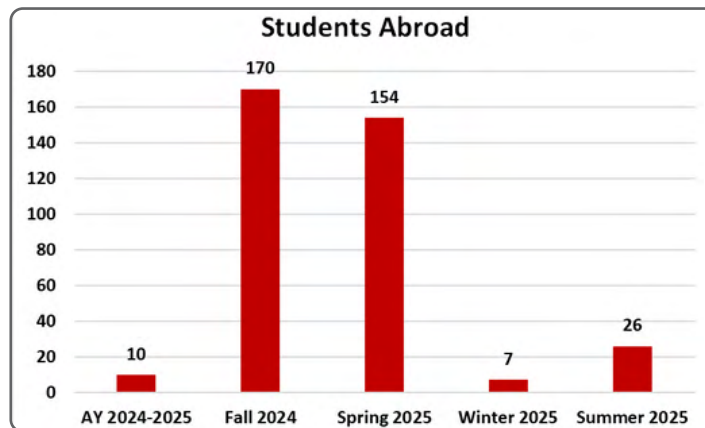
Kaylin Maher '26

Kaylin Maher is majoring in Molecular Biology and Biochemistry with a minor in Education Studies. She conducts research in Professor Scott Holmes' lab, focusing on how interactions between histone proteins H1 and H2A.Z influence chromosome segregation in eukaryotic cells. Kaylin was a member of the Wesleyan Math and Science Scholars (WesMASS) program and is co-chair of the student chapter of the American Society for Biochemistry and Molecular Biology. Passionate about teaching, she also served as a course assistant and peer tutor for multiple biology courses. Kaylin plans to pursue a PhD in Molecular Biology with a focus on chromatin structure and epigenetics and hopes to build a career in academia that advances understanding of the epigenome's role in disease while supporting the next generation of scientists.

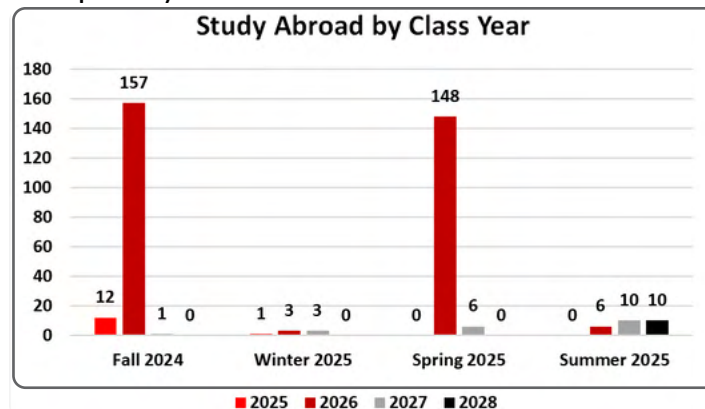
Study Abroad by the Numbers 2024-2025

Following the remarkable study abroad numbers (448) of the past academic year (2023-2024), the 2024-2025 academic year saw a drop in its numbers, with a total of 357 students who studied abroad. It is important to recognize that this drop was expected, as the previous academic year had the “big class” (Class of 2025) of students who enrolled in Wesleyan after the pandemic. The Fall 2024 semester reached 170 students abroad, and the Spring 2025 semester had 154 students abroad; 10 students studied abroad for the full academic year. Amongst the students who went abroad during a semester (324), 20% (64) attended one of the three Wesleyan administered study abroad programs (VWM, VWPP, and ECCO). Summer 2025 is expected to have about 26 students attending study abroad programs for two to eight weeks. The fall of 2025 is anticipated at 186 students.

Participation by Year



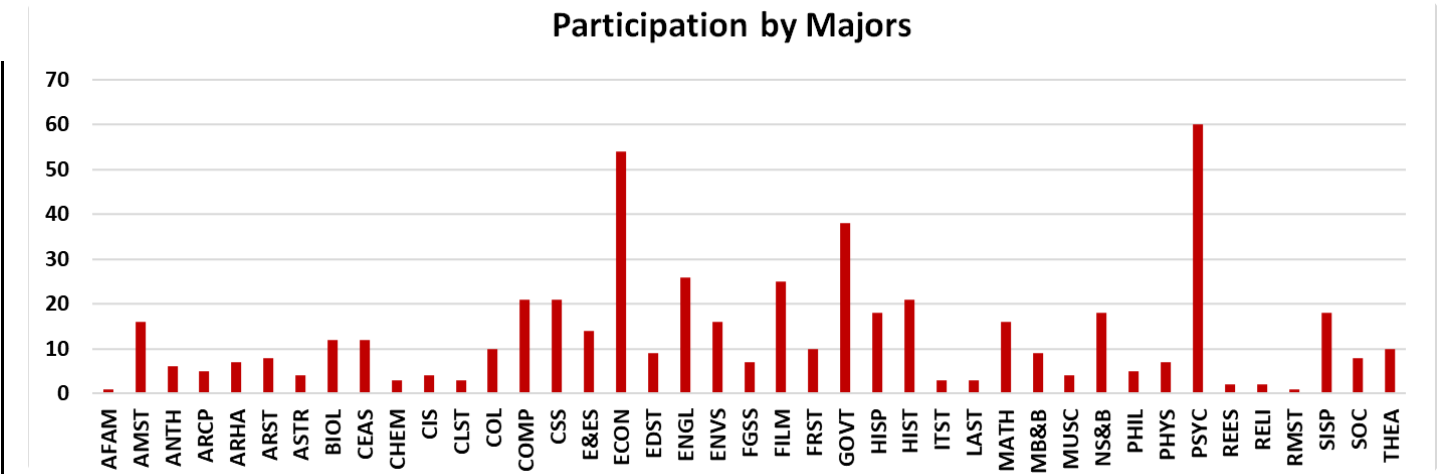
Participation by Term



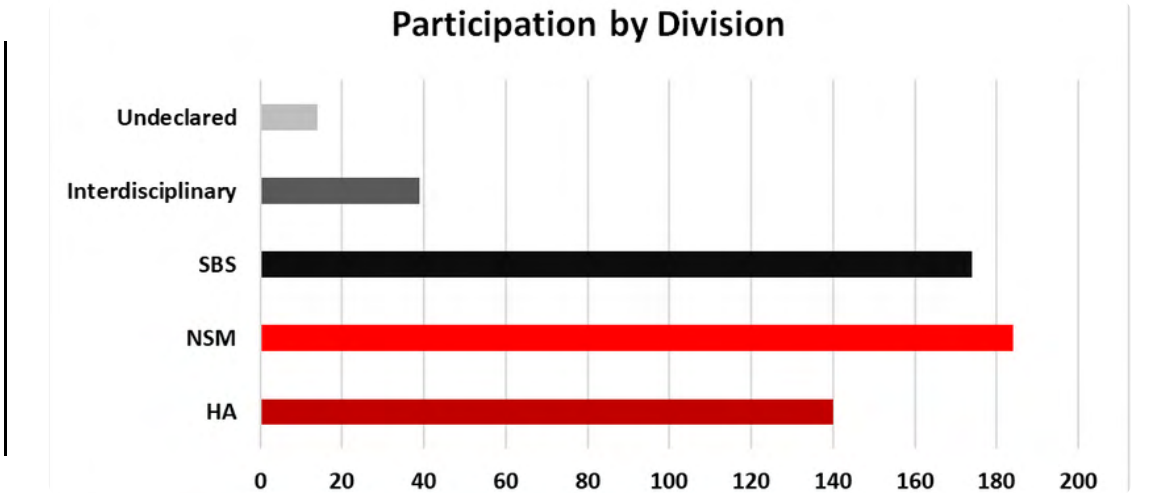
Study Abroad by the Numbers *continued*

In the 2024-2025 academic year, our study abroad students represented 41 majors out of the 47 offered at Wesleyan University. Psychology is the major with the highest number of students who are going abroad, followed by Economics and Government. This trend has maintained its numbers for the past 4 years, where Psychology, Government, and Economics have led as the majors sending the most students abroad. Even though the Social and Behavioral Sciences division has sent the most students abroad in the past years, the Natural Sciences and Mathematics division is leading in 2024-2025, with Psychology and Computer Science representing as the first and second places amongst all NSM majors sending students abroad.

Study Abroad by Majors (2024-2025)
Participation by Majors



Participation by Division (2024-2025)
Participation by Division

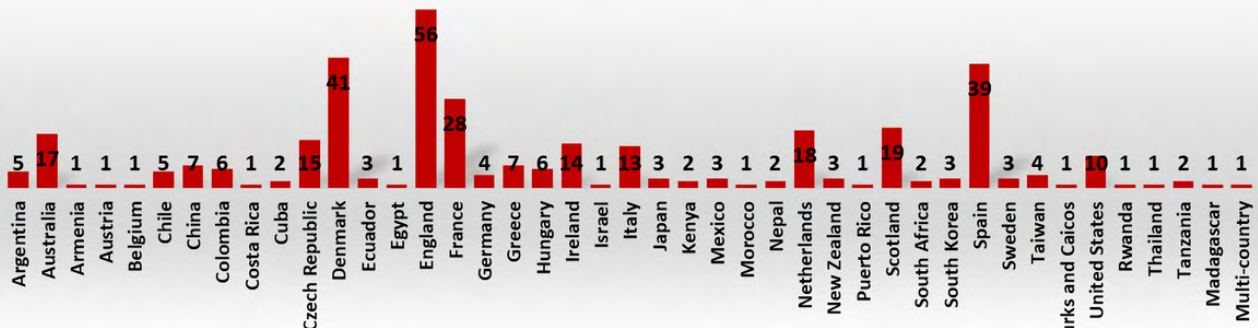


Study Abroad by the Numbers *continued*

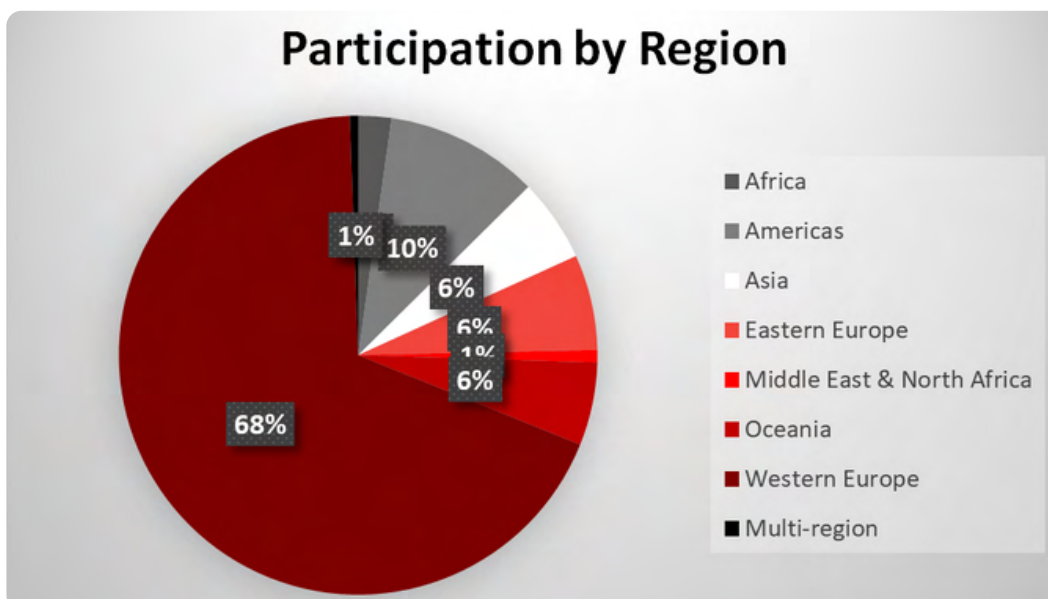
Trends by Location:

In 2024-2025, 257 students attended programs on the European continent, accounting for 74% of our students abroad. England, Denmark, Spain, and France were the countries that had the highest number of student participation. The Americas, Asia, and Oceania regions all had around 20+ students attending programs in their countries, with good participation in locations such as Australia, China, and Colombia.

Participation by Country



Participation by Region



Study Abroad by the Numbers *continued*

Wesleyan Programs Abroad (WPA)

Wesleyan Programs Abroad Participation	Fall 2024	Spring 2025
Vassar-Wesleyan Program in Paris	10	11
Vassar-Wesleyan Program in Madrid	19	17
Eastern College Consortium Program in Bologna	2	5

.....

Ambassador Program

We had four outstanding Study Abroad Ambassadors this academic year. Julia Gardner was our Newsletter Editor/Manager, editing stories from the Global Correspondents and writing features for the *Wes in the World* newsletter. Mark Zheng was the Pre-Departure Orientation Manager, collaborating with Anita Deeg-Carlin, Director of Intercultural Learning, to plan our orientations for the spring and fall semesters. Dixie Lissack was Social Media and Events Manager, planning and promoting our events on campus and managing our social media accounts, and Mika Zapf was our Global Correspondents Manager, collaborating with the Global Correspondents, editing their blog posts, and helping with their Instagram takeovers.

The Study Abroad Ambassadors continued to present First Steps meetings and advise students in addition to their other duties. We learned that Friday afternoons are the most popular time slot; Mark's hours were at that time, and he led more than any other Ambassador! He was a little nervous about speaking at first, but by the end of the year, he was a pro.

.....



Mark Zheng



Dixie Lissack



Mika Zapf



Julia Gardner

STUDY ABROAD

Global Correspondents Program

Eight students served as Global Correspondents this year, with four serving in the fall and four serving in the spring. Each Global Correspondent did a blog post, made a video, contributed 50 photos, and did an Instagram takeover. The Global Correspondents help us stay connected to our students abroad and promote study abroad to the campus community.

.....

Fall 2024



*Baron Fisher
IUP Program, China*



*Ollie Hoffman-Paul
Pachaysana : Rehearsing
Change, Ecuador*



*Helen Gies
SFS Kenya*



*Rose Chen
Vassar-Wesleyan
Program in Paris, France*

Spring 2025



*Jenny Ongele
Arcadia: University of
Galway, Ireland*



*Isaías Pagan
American University in
Cairo, Egypt*



*Henry Ewing-Crystal
Loop Abroad program,
Thailand*



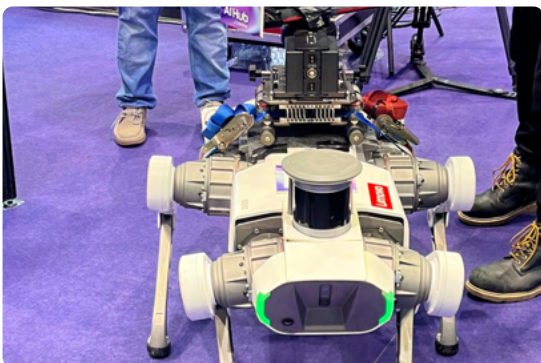
*Diana Tran
Middlebury School in
Morocco*

Course-Embedded Experiential Learning

This year, we had one Course-Embedded Experiential Learning (CEEL) program. This was a spring-semester course with travel during what is normally Spring Break. Professor Lisa Dombrowski took students to Hong Kong as part of her Hong Kong Cinema course. The students learned a bit of Cantonese and prepared beforehand so that they were somewhat familiar with the language and culture.

They had the opportunity to visit filmmaking companies and distributors, learning how films are made in Hong Kong. They met many well-known people in the Hong Kong filmmaking space. Cultural activities included a Cantonese opera, martial arts class, drumming workshop, and tour of Chungking Mansions with the Africa Center; tour of the Nan Lian Chinese Garden; and walking (and eating) tours of Sheung Wan, Central, and Sham Shui Po.

Professor Dombrowski said of the course: "As a result of the study tour, students developed a greater understanding of socioeconomic conditions in Hong Kong and the varied impacts of its rapid political and historical changes. This, in turn, has shaped their subsequent creative and analytical work in the class, adding depth, nuance, and inspiration. From my perspective, the class has been a vivid illustration of the value of a CEEL experience." The program was subsidized through the generosity of Wesleyan alumnus Sha Ye.



Wesleyan Programs Abroad Committee

The Wesleyan Programs Abroad Committee comprised:

- María Ospina and Daniella Gandolfo, Madrid
- Nadja Aksamija , Bologna
- Andy Curran, Paris

The WPAC met monthly during the academic year to discuss the administration of the programs. They assisted with pre-departure orientations and information sessions to promote the programs. An important decision that was made during the spring semester was to check the grades of students in qualifying language courses mid-semester to make sure that students are prepared for the programs.

.....

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

Language Technology

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

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



ITAL225 course spotlight: one of the missions of the FCGS is to support initiatives courses. One successful example for this academic year was ITAL225: Italian/Middletown: Podcasting Middletown's Italian Treasures, a course designed and taught by Professor Ellen Nerenberg. For this course, students interviewed members of the Middletown community and produced group podcasts and a larger class project to be played on WESU. The FCGS provided audio recording equipment, training on its use, produced audio recordings in the recording studio, and assisted in the production of the final project.

Artificial Intelligence: As in many other disciplines, generative AI presents great opportunities to enhance the process of language teaching and learning. The director of language resources and technology and the students in his FREN111 Intermediate French class experimented with various activities using OpenAI's chatGPT and focusing on several aspects of proficiency development, such as vocabulary building, verbal and written communication, and oral/aural practice.

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

Language Technology *continued*

He shared his experience with language faculty in the Spring semester through a presentation and will continue with more robust projects in the next academic year. He will also conduct workshops and a focus group with language faculty interested in exploring this new technology



Another part of our mission is to provide technical support for technologies used specifically in languages, and thus, we are the main resource for the following applications:

- Poodll: a suite of add-ons for Moodle which allow the integration of media-rich exercises, assignments, and quizzes, and now using AI.
- Mahara: an e-portfolio system that allows students to easily create electronic portfolios to document and reflect on their language learning experience. Mahara switched from being an open-source program to a product that has to be licensed. Information Technology Services has generously agreed to support our licensing, and thus, we will be able to continue using this program in the academic year 25-26. New training materials and customization for the updated version will be produced during the summer break of 2025.
- Test de Connaissance du Français (TCF): Each semester, the FCGS administers the TCF as it is required for students who are going on the Wesleyan-Vassar Program in Paris.



In the academic year 25-26, we will be experimenting with offering the test for non-Wesleyan candidates who need to take the test as they apply for citizenship in France or Canada. We will assess at the end of the academic year if the effort is worth the revenue generated.

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

Foreign Language Teaching Assistants (FLTAS)

The FCGS provides an administrative home and office space for all of Wesleyan's Foreign Language Teaching Assistants (FLTAs). The Global Language and Outreach Fellow and other 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 arrival at Wesleyan, providing administrative support, and assistance in establishing connections across campus.

For the academic year 24/25, Wesleyan welcomed 11 FLTAs from several different language programs:

College of East Asian Studies

- HONGLI LIU, Chinese
- NAO TSUJII, Japanese
- YERIM KIM, Korean

Department of Romance Languages And Literatures

- MARIE RÉANT, French
- JOAN COSTENTIN, French
- STEFANIA CIVELLO, Italian
- MANUELA ZÁRATE, Spanish
- ALBA MONTES GÓMEZ, Spanish
- CARLOS FERNÁNDEZ MONDEDEU, Spanish

Fries Center For Global Studies

- MARYAM AJBOUNI, Arabic

Global South Asian Studies

- ADITYA RAJ, Hindi-Urdu



The French FLTAs get ready for a 'soirée jeux' (game night)

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

Foreign Language Teaching Assistants (FLTAS) *continued*

Throughout the academic year, FLTAs were busy coordinating activities and events that correlated to their language and cultures. Notably, they were involved in both International Education Week (IEW) and Power of Language Week (POL)'s FLTA Carnivals, where most of them worked together to create different stations representing a cultural game in a carnivalesque setting, such as the French Mille Bornes and pétanque, Korean gonggi, and Indian carrom. These events were a continuation of last year's International Carnivals. During IEW and POL, they also organized their own events: for example, Maryam organized the highly successful interactive event "Discover the Richness of Arabic Culture!", where she tasked her Arabic students with researching a specific country and had them create games and presentations based on these, for IEW. The FLTAs also pursued individual co-curricular events such as an Arabic dessert-making class for Eid, a celebration of the Spanish Feria de Sevilla, a Chinese Spring Festival celebration, and an Italian Karaoke Night. They hosted language tables, movie nights, and game-centered events in several languages over the course of the year.



2024-2025 FLTA Cohort at the Power of Language Week FLTA Carnival event.

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

Cultures and Languages Across the Curriculum (CLAC)

Now in its sixth year, Wesleyan's Cultures and Languages Across the Curriculum initiative is still thriving, as we again were able to offer 20 courses, like last academic year. 10 different languages were represented, with a total enrollment of 146.

Semester	Title	Language	Child or Standalone	Instructor Status	Enrollment
Fa2024	Brazilian Culture and Identity Through Media	Portuguese	Standalone / 0.50	Visitor	3
Fa2024	The Soviet Century	Russian	Standalone / 0.50	TT	10
Fa2024	Introduction to ASL – English Interpretation	ASL	Standalone / 0.50	Visitor	11
Fa2024	La cultura y la historia de la España islamica	Spanish	Standalone / 0.50	Adjunct	6
Fa2024	Neotropical Aquatic Ecosystems: Their Importance, Sustainable Use and Conservation	Spanish	Standalone / 1.0	Visitor	4
Fa2024	Hebrew in the Media: From National Literature to International Films and TV Shows	Hebrew	Standalone / 1.0	Adjunct	5
Fa2024	Venezuela: The Effect of Oil Discovery on People, the Environment, and on Democracy	Spanish	Standalone / 1.0	Visitor	10

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

Cultures and Languages Across the Curriculum (CLAC)

continued

Semester	Title	Language	Child or Standalone	Instructor Status	Enrollment
Sp2025	Italian Gaming Lab: Using Tabletop Games for Language Learning	Italian	Standalone / 0.50	Adjunct/ Visitor	9
Sp2025	Translating Modern Japanese song lyrics	Japanese	Standalone / 0.50	TT	6
Sp2025	Living a Good Life: Chinese Lab	Chinese	Child / 0.50	TT	3
Sp2025	Living a Good Life: Greek Lab	Ancient Greek	Child / 0.50	TT	5
Sp2025	Music, Culture and Social Justice in Latin America	Spanish and Portuguese	Standalone / 0.50	Visitor	8
Sp2025	Investigaciones Importantes en Psicología	Spanish	Standalone / .25	TT	14
Sp2025	Introduction to Tamazight: The Native Language of North Africa and Beyond	Tamazight	Standalone / 0.50	Adjunct	8
Sp2025	Introduction to ASL in the Performing Arts	ASL	Standalone / 0.50	Visitor	6
Sp2025	East Asian Culture Through Chinese Pop Music	Chinese	Child / 0.50	TT	3
Sp2025	Current Environmental Issues in Latin America	Spanish	Standalone / 1.0	Visitor	12
Sp2025	Food Security and Environmental Conservation	Spanish	Standalone / 1.0	Visitor	11
Sp2025	Global Hip Hop of the Non-Anglophone World	various	Standalone / 0.50	TT	6
Sp2025	Israeli Cinema	Hebrew	Standalone / 1.0	Adjunct	6

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

American Sign Language

The ASL and Deaf studies program completed its fourth year under the leadership of Pedro Pascual Villanueva, Assistant Professor of the Practice in ASL, and it was yet another successful one.

Just as in the previous year, the challenge in finding per-course visitors in ASL (because of high demand in this area and limited qualified individuals) resulted in Prof. Pascual focusing on language and culture courses (elementary and intermediate) and teaching an overload course, while long-time visiting Instructor Leslie Warren continued to enhance the curriculum with CLAC courses related to ASL and interpreting and ASL in the performing arts – both areas in which she has extensive professional experience and in which she continues to be active through theater performance and her interpreting services business CoSignCT.

Also, for the second year, Elementary ASL I is being offered as an intensive online course as part of the summer session. Due to ongoing high demand for beginning ASL courses, many students have not been able to get in during the regular semesters, and this provides a welcome additional opportunity.

This year's courses were:

Semester	Title	Credit	Enrollment
Fall 2024	Elementary American Sign Language I (section 01)	1	18
Fall 2024	Elementary American Sign Language I (section 02)	1	19
Fall 2024	Intermediate American Sign Language I	1	17
Fall 2024	Introduction to ASL / English Interpretation (CLAC)	.5	11
Spring 2025	Elementary American Sign Language II (section 01)	1	17
Spring 2025	Elementary American Sign Language II (section 02)	1	9
Spring 2025	Intermediate American Sign Language II	.5	12
Spring 2025	Introduction to ASL in the Performing Arts	1	6
Summer 2025	Elementary American Sign Language I	1	7

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

American Sign Language *continued*

During commencement weekend, we held a ceremony to celebrate recipients of the Recognition for Advanced Achievement in ASL and Deaf Studies Award, which honors students who have taken the entire language and culture sequence as well as advanced courses in ASL and Deaf Studies.

Class of 2025 recipients are:

Eliana Bloomfield '25
Bailey Nadeau '25
Jesse Herzog '25
Thais García Bagué '23
Elana Abrams '25
Jasmine Luu '25
Julissa Cruz Bautista '25
Ella Spitz '25



Award ceremony in the FCGS Commons during commencement weekend



2025 award recipients with Profs Leslie Warren and Pedro Pascual Villanueva

From left to right: Leslie Warren, Jesse Herzog, Eliana Bloomfield, Thais García Bagué '23, Jasmine Luu, Bailey Nadeau, Elana Abrams, Ella Spitz, Julissa Cruz Bautista, and Pedro Pascual Villanueva.

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

Alternative Language Study Options

Aimed at increasing the range of language offerings on campus, our Alternative Language Study Options program features several options to address the various needs of individual students or small groups. Our program uses the following structure:

- .5 credit small-group classes conducted by an instructor on-site or remotely
- .5 individual tutorials with remote instructors using a commercially available platform.
- .25 individual self-paced online lessons through Mango Languages.

The following table illustrates the various courses and tutorials offered during the 2024-2025 academic year:

Semester	Course	Credit	Enrollment
Fall 2024	Elementary Modern Greek I	.5	2
Fall 2024	Elementary Swahili I	.5	2
Fall 2024	Intermediate Tamil I	.5	1
Fall 2024	Beginning Farsi I	.5	1
Winter 2025	Beginning Danish	.25	1
Winter 2025	Beginning Cantonese	.25	1
Winter 2025	Beginning Vietnamese	.25	1
Winter 2025	Beginning Thai	.25	1
Winter 2025	Beginning Hungarian	.25	1
Winter 2025	Beginning Punjabi	.25	1
Spring 2025	Beginning Dutch	.25	1
Spring 2025	Intermediate Tamil II	.5	1
Spring 2025	Elementary Farsi II	.5	1
Spring 2025	Introduction to Tamazight	.5	8

Student spotlight: Hansini Bhasker, who will be doing a Study/Research Fulbright in India next year, explains that “the SILP program has been extraordinarily helpful in providing me with Tamil instruction. I will be using the Tamil language skills I acquired through SILP directly during my time in India, to conduct interviews for my research about disabled Karnatak musicians. I am very grateful that SILP was offered at Wesleyan as it has equipped me with valuable tools which I would not otherwise have had access to during the school year.”



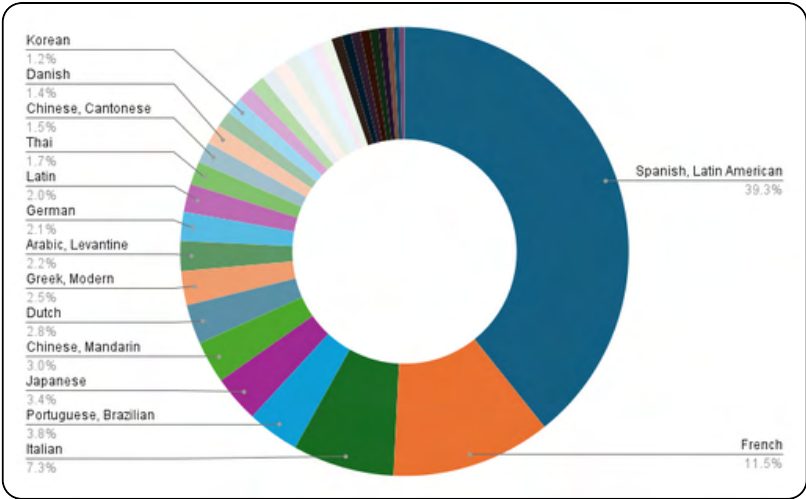
LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

Mango Languages

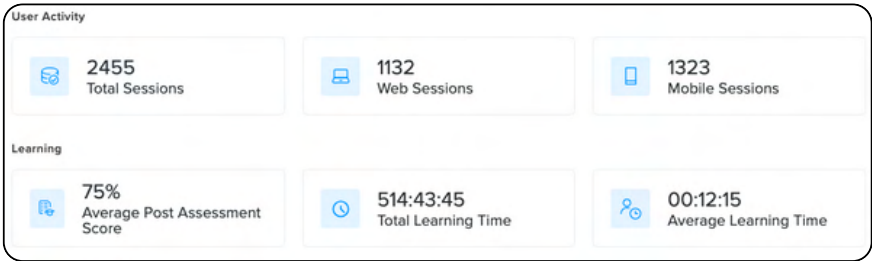
The Mango Languages learning platform allows members of the Wesleyan community (including alumni) to access learning materials for more than 70 languages. With the ability to listen and record their voice, check their progress through assessments, and get introduced to cultural customs, users are able to learn the basics of a language or review one they already studied in the past. Under certain circumstances, students may elect to receive .25 credit for their work with Mango Languages; see above under Alternative Language Study Options for more information.

This year’s usage is comparable to last year, with 514 hours of learning across 2455 sessions, 670 of which represent alumni usage. Spanish is still the most studied language (39%), followed by French and French. It is worth noting that approximately half of the usage is spread out over a large number of languages (Farsi, Malay, Swedish, and Thai, for example) for which there are often few resources available, and for the study of which Mango Languages provides a great entry point.

.....



Percentages of languages studied through the Mango Languages platform



Data from the Mango Languages administration interface. These figures include usage from both campus users and alumni

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

Language Buddies Program

Started during the pandemic, the Language Buddies Program is designed to connect members of the Wesleyan community interested in practicing languages during winter and summer breaks. Now in its fifth year, this program remains popular as it allows students, faculty, and staff to interact informally outside of the classroom around shared interests.



This academic year, we had 88 sign-ups in 13 languages during the winter break, and 88 sign-ups in 17 languages over the summer break. In total, we received sign-ups in 22 different languages. The Summer participation represents a **31% increase** from the previous year.

Our recent efforts have focused on trying to enlarge the community by trying to include students in the incoming first-year class. This is challenging for technical reasons linked to the timing of when students receive their credentials, but we are exploring other ways to advertise the program through social media outlets.

Winter 2025	88 participants
Summer 2025	88 participants

INTERCULTURAL LEARNING

Office of Intercultural Learning

"The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning."

-Excerpt from the AAC&U's VALUE Rubric for Intercultural Knowledge and Competence, Appendix I

The Office for Intercultural Learning (OICL), led by Director Anita Deeg-Carlin and Associate Director of Fellowships Dr. Erica Kowsz, with the support of two student staff members, grounds its mission in the AAC&U's VALUE Rubric for Intercultural Knowledge and Competence. This rubric defines measurable learning outcomes across three core domains:

- Knowledge – including cultural self-awareness and understanding of diverse cultural worldview frameworks
- Skills – such as empathy and effective verbal and nonverbal communication
- Attitudes – including curiosity, openness, and respect for difference

To advance these outcomes, the OICL coordinates the Global Engagement Minor (GEM) and oversees the Fellowships Office. It also identifies, develops, and facilitates intercultural learning opportunities both on and off campus while supporting the university's international and multicultural groups through listening and community-building efforts. Through collaborative partnerships across campus and beyond, Director Deeg-Carlin plays a key role in fostering dialogue, connection, and community in spaces where cultural perspectives intersect.

Ms. Deeg-Carlin was honored this year as the recipient of a Cardinal Award of Achievement for her contribution to building an inclusive community at Wesleyan. Six colleagues wrote letters of support, all of them from international backgrounds, emphasizing the niche role that this position serves in our Wesleyan community.

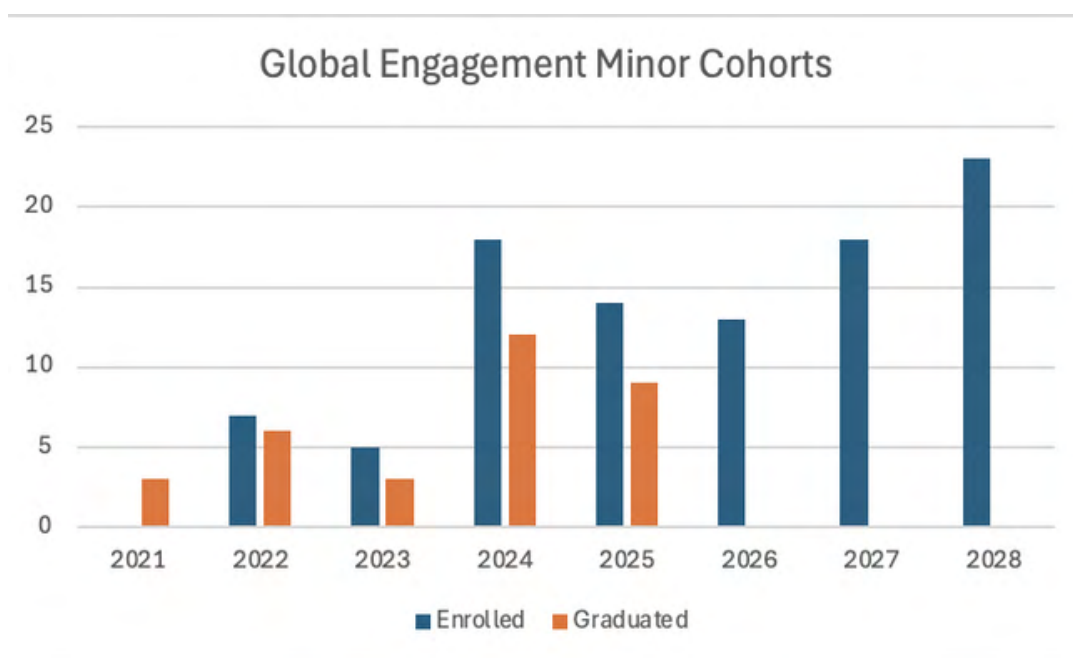
INTERCULTURAL LEARNING

Development and Operation of Global Engagement Minor (GEM)

Ms. Deeg-Carlin continues to coordinate the GEM program and develop its growth and culture towards the long term. The Faculty Advisory Board currently has twelve members, while the Student Advisory Board, having now completed its second year, has nine. Highlights from the Minor this year are the launch of the Community Engaged Learning Program in the CGST 205 introductory course, a group visit to the United Nations in New York City, and an exploratory visit to Kenya to begin a spring break program in collaboration with the Kenya Education Fund.

This year, we graduated eight seniors (including one December 2025 grad) with impressively diverse interests, including the following major/minor combinations: CEAS, CEAS/IDEAS, Music, SISP, E&ES/Italian, English (2), Government, and Hispanic Studies/Sociology. Among this year's cohort are a Fulbright finalist and winners of multiple academic awards, including World Music and Italian, Spanish, and Japanese language studies.

Our sophomore 2027 cohort grew to 18 students, the biggest since Ms. Deeg-Carlin's arrival, with a current list of 24 initial applicants for FA25 (see Figure 1).



INTERCULTURAL LEARNING

There has been a slight trend of student “melt” before completing the minor, a pattern Ms. Deeg-Carlin plans to examine more closely with the 2026 cohort. Encouragingly, of the thirteen students who completed the introductory course, twelve have already declared the minor, suggesting a possible shift in this trend. Nevertheless, she intends to follow up with any students who choose not to complete the program to better understand the contributing factors.

Student feedback consistently expresses a request for additional “belonging” opportunities during the interim between the CGST 205 and 305 courses during their sophomore, junior, and senior years to combat the issue of student disconnection with each other in the minor. They also emphasized a desire for opportunities to engage with more people of diverse cultural and linguistic backgrounds during the CGST 205 course. While anchoring the minor in our learning outcomes, Ms. Deeg-Carlin responded to the feedback from students and the faculty advisory board with this year’s main adjustments and accomplishments:

Completed the first pilot course with Community Engaged Learning designation

Following the award of a CELIG grant in 2024, Ms. Deeg-Carlin partnered with Amy Grillo in the Office of Community Engagement to design a community-engaged program for the course. A call for volunteers who identified as international was sent out to the Wesleyan community. Of the eleven volunteers, including faculty, staff, and off-campus neighbors, nine were ultimately confirmed as partners.

With the community partners identified, the program launched with an invitation to a preparatory workshop in August, where partners were welcomed to campus to meet and brainstorm the best approaches we could take to facilitate connection and learning this first semester. Volunteers included a visiting professor from Peru who has a background in film, the owner of a local Mexican restaurant, a local Cambodian American family with two children, and an Ethiopian family of six with a refugee background.



INTERCULTURAL LEARNING

The off-campus partners who participated in the workshop were appreciative of the chance to experience a campus space (Fisk Hall), and the group shared ideas for mutually beneficial engagement and asked questions about their role in the process.

Some suggestions of ways students could give back were practicing English with children, sharing their lived experience in different parts of the US, sharing and discussing films and music, making a culturally common meal together, etc. The meeting ended with an agreed-upon plan for the semester.

In pairs matched up by complementary interests, students partnered with the community volunteers to carry out the program. Students were asked to set up four distinct meetings with their partners throughout the course of the semester. Each meeting had a slightly different (mutually beneficial) goal, with two focusing on building rapport by exploring intercultural topics, and two addressing a request by the community member with a creative activity.



A highlight was our end-of-year celebration, where all community participants and students were invited to share a meal in Fisk 201. The event featured international music, Mexican food catered by one of our community partners, and story sharing from the semester.

With over 50 attendees, including children, the event was lively and enjoyable and emphasized the community-building and collective knowledge-building power of intercultural learning.

Ms. Deeg-Carlin looks forward to repeating the program next semester with some additional off campus contacts already having reached out to participate. Middletown Adult Education, for example, is eager to suggest English Language Learners to partner with the GEM students.



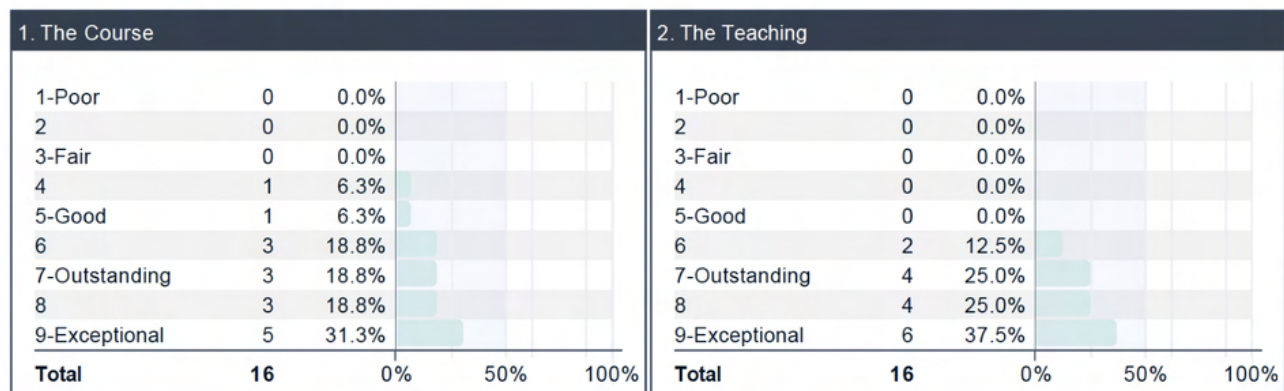
INTERCULTURAL LEARNING

Student feedback to the introductory course following the CEL designation continues to be positive (Figure 2), signaling that the design of the course is meeting student expectations. Below are a few excerpts from the course evaluations that summarize the student experience:

- The strengths of this course include connecting us to the Wesleyan community, allowing us to explore our identities, take part in group discussions, and get an international perspective.
- Professor Deeg-Carlin brought in many guests to speak throughout the semester, which was extremely helpful in developing a more robust understanding informed by different worldviews. The course also integrated many projects and group work that helped me make friends and practice the intercultural skills we were studying in real life. The community and peer partnerships have helped me create meaningful and long-term connections that have been a source of personal growth and cultural insights. Thanks to the course, I feel empowered to take part in intercultural and global conversations and try to facilitate mindful and respectful connections within and between different communities.
- This course was incredible in the way it prioritized building and celebrating community on campus. The peer and community engagement projects were so insightful and helped me feel connected to the world beyond Wesleyan... Interpersonal relationships were prioritized in a way that I haven't really encountered in other classes at Wesleyan, and I think this was crucial to help build our understanding of intercultural praxis.

Deeg-Carlin, Anita (CGST 205) (01)

Please rate the overall quality of:



INTERCULTURAL LEARNING

which is understandable given the newly added challenge of scheduling community partners. Ms. Deeg-Carlin will be able to make improvements this fall with many of the relationships established, and tentative details of the syllabus confirmed based on last year's experience. The many written assignments that students note struggling to keep up with and prioritize will be in part transitioned to in class activities to ensure meaningful engagement with the material and sharing of voices. This move will also discourage the inappropriate use of AI tools in personal reflective writing.

One senior this year made the following comment, emphasizing the need for ongoing support of the growing Global Engagement Minor:

... being in the Global Engagement Minor has been such an amazing experience. I am beyond grateful for all of the encouragement and support I feel from all of the department!!! If I had any feedback to offer, it would be to consider adding more community bonding events, or have funding for these events... Since we're such a small minor, it would be even more profound and intimate to have more opportunities to connect with other students, outside of the academic setting. Each of our individual GEM paths can be so different, so having designated times to gather and just talk, especially if promoted by the department, could make a huge difference to the community atmosphere. GEM Student '27

Senior Capstone, CGST 305

Instructor Erica Kowcz implemented several thoughtful adaptations in this year's Senior Seminar course, based on feedback from both faculty and student advisory boards. With a smaller senior cohort, she streamlined the final presentations into a single evening session rather than spreading them across two days. This shift also aligned with the seminar's evening meeting schedule. The highly efficient PechaKucha presentation format was retained for a second year, and with support from the Language Technology Office, we introduced video and audio recording for all presentations, offering students the option to include these recordings in their ePortfolios.

INTERCULTURAL LEARNING

A new assignment was also introduced: a photo workshop (see Appendix), designed to produce a tangible, visual representation of the GEM minor for long-term display on campus. This assignment aimed to:

- Practice skills of contextualizing visual imagery, considering positionality.
- Think through how best to use images in the e-portfolio.
- Gain broader exposure to world regions by learning from peers' experiences.
- Represent some of the insights gained during GEM to a broader campus audience by displaying photos and narratives on campus.

The photos and essays are currently on temporary display on a corkboard in Fisk 201 (The Global Commons), but will transition to a more permanent location over the summer.

Student Advisory Board

As mentioned above in the introduction, our GEM Student Advisory Board completed their second year and met 3 times each semester. We were successful in achieving many of the goals that the inaugural group had come up with during year one. These included a small budget, which allowed us to hold additional social events like an international dinner featuring food from four different countries and an end-of-year celebration where the incoming first-year students could meet other cohorts. We doubled the number of E-portfolio workshops from one to two per semester and turned them into social opportunities by serving snacks and scheduling them in the evening.

We also partnered with the Gordon Career Center to plan a full-day trip to the United Nations in March. Camille McGadney, Law and Social Impact Career Advisor, and Ms. Deeg-Carlin were able to take 12 students to meet with the following experts in Global Engagement:



Rio Hada '89, Chief, Equality, Development and Rule of Law Section, OHCHR, United Nations

INTERCULTURAL LEARNING

We also took a tour of the UN building and the UNHCR offices. It was a wonderful day of learning and networking and we hope to repeat it either annually or biannually.



Olayinka Lawal '15, Strategic Partnerships Development Manager, Google, and Angel Investor, Black Angel Group



Blanche Tax, Senior Policy Advisor at UNHCR, the UN Refugee Agency

INTERCULTURAL LEARNING

Faculty Advisory Board

This year saw a small shift in the faculty advisory board with Scott Aalgard and Jim Lipton stepping off, and Hyejoo Back joining the group. We now have eleven members of the board, each carrying an advising load of 4 or fewer advisees. The board meets once per semester to review issues and suggestions.

Two specific developments this year, following board suggestions, were a first annual eportfolio award in which seniors were nominated by advisors for their adherence to an agreed-upon rubric that stressed the quality of posts, and the structure and overall appearance of the site. We were pleased to select Emerson Jenisch '25, a World Music major and Global Engagement Minor, to win this year's \$200 award for her beautiful website. The GEM encouraged Emerson to explore many different musical traditions around the world, giving her skills, perspective, and context that she'll be able to apply to a leadership role in her field. We plan to move her site to our server permanently and use it to instruct future students.

Additionally, we responded to another idea raised by the board last year to create a lasting visual representation of each senior's work. Each senior selected one image that best represented a personal intercultural highlight from their time at Wesleyan and added a descriptive narrative, as described above in the Senior Capstone section. These are posted in the Global Commons on a corkboard awaiting a permanent destination where they can be viewed all year long to celebrate these new alumni as well as to inspire prospective minors.

Outreach

Recruiting first-year students to the Global Engagement Minor (GEM) is an ongoing challenge, as many are hesitant to commit to a specific academic path so early in their college journey, and are often unaware of the need to apply in time for the sophomore gateway course. Despite these hurdles, and with valuable input from our Student Advisory Board, we launched earlier and more creative outreach efforts this year, including student-led tabling during the lunch hour at Usdan.

INTERCULTURAL LEARNING

Encouragingly, despite national shifts away from diversity, equity, and inclusion priorities, student enthusiasm for these core principles of global engagement remains strong. In fact, several applicants remarked that, 'now more than ever,' the themes explored in this course feel particularly appealing. Applications to the minor have increased from 17 at this time last year to 24, signaling steady momentum (*see Figure 1 on page 39: Global Engagement Minor Cohorts*).

Every week, Ms. Deeg-Carlin and the Global Engagement and Intercultural Learning Student Assistant generate a GEM Community Newsletter connecting faculty advisors and students to opportunities and events related to international and multicultural learning. Sources for the newsletter include faculty, alumni, the Gordon Career Center, and APSIA, the Association of Professional Schools for International Affairs. APSIA curates a global hub of graduate school resources, fellowships, and multi-disciplinary career paths. The newsletter helps surface programs that might otherwise go unnoticed, allowing students to discover opportunities that align with their unique interests.

Kenzie Kelly '25, for example, learned of Wesleyan's first joint annual bilateral conference with Shanghai Jiaotong University through a post Professor Ying Jia Tan submitted to the newsletter. Kenzie was accepted to participate in the program given her interest and prior research in the conference theme: "Confronting Global Environmental Crises with Interdisciplinary Perspectives." She will travel to China this summer with Professor Tan!

Systems Mapping Project

Building on our partnership with the Patricelli Center last year, Ms. Deeg-Carlin worked with Sun Boonbhati '27 who was a member of the three student team who won Oxford University's 2023 "Map the System" challenge, to incorporate Systems Thinking into our final project. For this year's final project, students partnered with peer social entrepreneurs to explore their lived experience and grassroots innovations to meet local challenges. Peer partners included Diana Kimojino '25, Priyanshu Pokhrel '26, and Gad Nkurunziza '27. Learning about these international and multicultural students' backgrounds and lived experiences while developing relationships was a mutually rewarding process that will continue to benefit both sides moving forward.

INTERCULTURAL LEARNING

Kenya Education Fund

Finally, but perhaps most exciting, is a new partnership Ms. Deeg-Carlin is building with the Kenya Education Fund in Nairobi.

Thanks to trustee Andy Fairbanks '92, the GEM has the opportunity to offer a spring course in both 2026 and 2027 that will prepare 6-10 Wesleyan students to travel to Nairobi, Kenya, over spring break. Participants will spend the semester learning about Kenya, East Africa, and the Swahili language before being immersed in a university preparatory program for local high school seniors.

KEF has been supporting students for nearly 20 years and has a thriving community of over 4000 alumni and countless supporters. Wesleyan participants will partner with Kenyan mentors to manage the university and career preparatory workshop which hosts approximately 80 students at a residential learning center.

Joined by Office of Study Abroad Director Emily Gorlewski and Ahmed Badr of the Patricelli Center, Ms. Deeg-Carlin spent a few days visiting the venue this past February to develop relationships with the Kenyan team and to begin to design together a mutually beneficial program outline. The visit also served to connect the FCGS team with Wes alums living and working in Nairobi, who are eager to support the endeavor. We expect that this experience will support Wesleyan's interest in and connection to this vibrant and industrious moment in African history.



INTERCULTURAL LEARNING

Intercultural Programming

To keep herself up to date on progress and evolution in the field of intercultural competence, Ms. Deeg-Carlin attended the annual WISE (Workshop on Intercultural Skills Enhancement) Conference at Wake Forest University in February and an “Inspire, Engage, Connect, and Reflect Workshop” with Jen Stanchfield’s Experiential Tools program. She is also a member of both SIETAR USA (Society for Intercultural Education, Training and Research) and the World Council on Intercultural and Global Competence, both of which have regular online workshops and “global meetups” to support networking and access to diverse voices. With the support of this professional network, she adapts to the unique demands and forms of Wesleyan’s dynamic cultures and communities with the following initiatives:

Predeparture and reentry with the Office of Study Abroad

Ms. Deeg-Carlin continues to partner with the OSA to refine and develop the highly nuanced predeparture and reentry programs to emphasize key concepts of intercultural learning to a very diverse community. For the main pre-departure session, returnees share genuine stories of intercultural challenges they faced or witnessed while abroad with the outgoing cohorts. These stories are anonymized and generalized for instructive purposes. Following a simulation experience highlighting the realities of cultural immersion, the returnees’ scenarios are discussed in small groups, facilitated by returnees. The debrief provides students with tools that encourage them to engage in a positive (if at times uncomfortable) and transformative experience. In addition to the main Intercultural Predeparture Workshops for spring and fall outgoing study abroad students, Ms. Deeg-Carlin led a tailored workshop for the Hong Kong CEEL group led by Lisa Dombrowski prior to their trip over spring break.

In an effort to match pre-departure with the experience of students and hosts in the country, the OSA and OICL have begun to connect Ms. Deeg-Carlin to country staff and even schedule a first site visit to Madrid. She was able to meet with the staff from our Paris program when they visited campus, and the outgoing faculty directors for Madrid and Bologna, Daniella Gandolfo and Najda Aksamija, to develop a more synchronized effort that prepares and encourages our students to step out of their comfort zones, consider their positionalities when abroad, and practice intercultural sensitivity.

INTERCULTURAL LEARNING

Predeparture and reentry with the Office of Study Abroad *continued*

Ms. Deeg-Carlin continues to partner with the OSA to refine and develop the highly nuanced predeparture and reentry programs to emphasize key concepts of intercultural learning to a very diverse community. For the main pre-departure session, returnees share genuine stories of intercultural challenges they faced or witnessed while abroad with the outgoing cohorts. These stories are anonymized and generalized for instructive purposes. Following a simulation experience highlighting the realities of cultural immersion, the returnees' scenarios are discussed in small groups, facilitated by returnees. The debrief provides students with tools that encourage them to engage in a positive (if at times uncomfortable) and transformative experience. In addition to the main Intercultural Predeparture Workshops for spring and fall outgoing study abroad students, Ms. Deeg-Carlin led a tailored workshop for the Hong Kong CEEL group led by Lisa Dombrowski prior to their trip over spring break.

Following these conversations and the first OICL site visit to Wesleyan's program in Madrid, the OSA and its partners have decided to place a higher emphasis on an intercultural predeparture workshop program by consistently including country directors and staff members in the training process and by making intercultural pre-departure more mandatory for outgoing students. Spaces and dates are already booked for the fall and spring sessions, so students have plenty advance notice to mark their calendars. We expect these adjustments will further advance the OICL's learning outcomes in the OSA community.

Success at Wes Professional Development Workshops

As part of her commitment to fostering intercultural learning on campus, Ms. Deeg-Carlin partnered this year with Lauren Stumpf, Associate Director of Professional Development and Employment, and Dr. Willette Burnham-Williams, Vice President for Equity and Inclusion, to broaden the reach of intercultural programming throughout the campus community. Together, they delivered five highly participatory workshops as part of Wesleyan's "Success at Wes" series (see Figure 3). The goal of the workshop series was to contribute to a culture of inclusivity on campus by naming and promoting intercultural skills like cultural self-awareness, curiosity, openness, suspending judgement, dialogue and reflection. A total of 36 campus members—including staff and faculty—participated in one or more sessions. Feedback surveys and follow-up initiatives provided valuable insight into the impact of the workshops, helping to inform future programming and highlight the value of sustained intercultural engagement on campus.

INTERCULTURAL LEARNING

Intercultural Workshop Series		
Where & When?	Title	Learning Outcome
Oct. 1, Tues 9:30 – 11:00 a.m. Usdan 108	Intro to Intercultural Learning: UNESCO Story Circles Activity	Describe intercultural openness and apply to your campus context
Nov. 7, Thurs 9:30 – 11:00 a.m. Usdan 108	Intro to Intercultural Learning: UNESCO Story Circles Activity	Describe intercultural openness and apply to your campus context
Feb. 4, Tues 9:30 – 11:00 a.m. Usdan 108	Navigating Difference: <u>Bafá Bafá</u> Cultural Awareness Activity	Describe and address how difference is experienced in your campus context
April 3, Thurs 9:30 – 11:00 a.m. Woodhead Lounge	Developing Collective Compassion: Intersectionality Matters	Describe how <u>intersectionalities</u> matter in your campus context
May 7, Wed 9:30 – 11:00 a.m. Fayerweather	Cultural Self-Awareness: Human Values Continuum Activity	Describe some aspects of your own deep culture and how it shapes you

As a result of these sessions, several new ideas have emerged. Dr. Burnham Williams and Ms. Deeg-Carlin were honored to be invited to collaborate with the Center for Prison Education (CPE) to deliver UNESCO Story Circles workshops at both the Cheshire and York correctional institutions over Spring Break. Over the course of two days, they spent approximately two hours at each facility, working alongside CPE staff and their students to offer the workshops and lead post-session reflections with the incarcerated participants. In total, around 30 inmates took part in the sessions. The experience was deeply rewarding, as participants engaged with the activity thoughtfully and enthusiastically. The conversations were rich, and the learning was truly mutual. This initiative reaffirmed the power of dialogue and storytelling in building empathy and understanding, and we are excited to continue this meaningful partnership and expanding our engagement in the future.

In addition, Anika Dane, College of Integrative Sciences (CIS), has partnered with Ms. Deeg-Carlin to lead summer workshops for this highly international and multicultural summer science community. Together, they will facilitate a session designed for both graduate and undergraduate students, and another for CIS faculty, focused on building community. The session will also promote intercultural dialogue and support the development of culturally responsive teaching and classroom management practices.

INTERCULTURAL LEARNING

Finally, Provost Nicole Stanton has called together a group of colleagues who all lead different forms of “Difficult Conversations” workshops, activities, or events. Ms. Deeg-Carlin was invited to join this group given her growing role in leading participatory workshops across campus. The group is in the process of gathering our various approaches and audiences in order to harness the initiatives towards a clearer and more cohesive strategy that will generate increased participation and resources.

International Education Week

Wesleyan continues to celebrate International Education Week (November 18-22, 2024), an annual national initiative that celebrates the benefits of international education and exchange worldwide. Ms. Deeg-Carlin led Wesleyan’s 2024 IEW Team, which consisted, as usual, of a wonderful interdepartmental committee of nearly a dozen committed faculty, staff, and students. The week featured nearly 30 distinct events and included approximately 560 participants! Topics ranged from a talk given in Spanish by Professor Antonio Machado Allison entitled *Ciencia y Fantasia de los Caribes (Piranas) de Venezuela*, to an event hosted by our Russian, Eastern European, and Eurasian Studies program on *Writing to Russia's Political Prisoners*. The week was a cacophony of cultural explorations and celebrations. For details about this year’s themes and events, please visit [our website here](#).

The timing of the week places a heavy administrative burden on Ms. Deeg-Carlin and her team, and the decision has been reached to add a second student worker to the OICL who will help manage the onslaught of detailed tasks during peak semester activity.

INTERCULTURAL LEARNING

Support Wesleyan's International Community

Wesleyan International Network of Faculty and Staff (WIN)

"WIN" was formed two years ago in response to the expressed need for international faculty to have a supportive community. We have added international staff and informally, international graduate students, and the group continues to enjoy strong support and participation with 30-50 attendees at events. Dr. Willette Burnham-Williams has generously offered to support the group as it does any other affinity group on campus under Equity and Inclusion. Sally Wang (Communications Office), Helen Treloar (Neuroscience), Dari Jigjidsuren (Office for International Student Affairs) and Ms. Deeg-Carlin coordinate the group together.

In addition to the usual social events, the need arose this year to address the group regarding the evolving political pressure on immigrants and foreigners. Members of the group, many of whom work in the US on visas or green cards, have expressed serious concerns about deportation, border crossing, and related complexities involving spouses and children. Many travel for their research, or have federal grant funding, so upper administration agreed to join us and answer questions. On April 28th, Michael Roth, Mark Hovey, the academic deans, HR, and others gathered in Allbritton 311 with approximately 40 international staff/faculty, and took the time to answer pre-submitted anonymous questions that were mutually informative. A [University Guidance on Federal Policies](#) website has been created to keep faculty informed of advice regarding international travel and work. The group will meet one final time during the month of June to close out the academic year and solicit feedback for next year's planning.

International Student Community

Wesleyan's Office of International Student Affairs continues to partner with the Office for Intercultural Learning to address intercultural issues faced by this community of students. Making friends with Americans, fitting into the US social life, homesickness, interacting with American professors, experiences with marginalization and miscommunication, and navigating US systems – these are common concerns expressed by our international students. Ms. Deeg-Carlin works closely with Dari Jigjidsuren, Assistant Director of Student Services, to craft interculturally sensitive events and to equip our student body with the tools to address these concerns.

INTERCULTURAL LEARNING

An example is the Orientation for International Student Buddies, which occurred on May 1st. Dr. Jigjidsuren hosted and served dinner to approximately 40 students who volunteered to be “senior buddies” to incoming first-year international students. Ms. Deeg-Carlin facilitated a UNESCO Story Circles activity to build community while equipping the mentors with intercultural skills like deep listening, reframing, and self-awareness, which will help them to be effective leaders and advocates for their buddies.

A series of intercultural workshops is planned for the international student community in the coming year, aimed at fostering connection, creating spaces for open dialogue, and empowering students with the words and tools to navigate and grow from the unique challenges they face as a multicultural group.

A series of intercultural workshops is planned for the international student community in the coming year, aimed at fostering connection, creating spaces for open dialogue, and empowering students with the words and tools to navigate and grow from the unique challenges they face as a multicultural group.

Ms. Deeg-Carlin places strong emphasis on maintaining a 'safe enough' space for students navigating these intercultural challenges. Over the past year, she welcomed nearly 100 student visits—both scheduled and drop-in—many from international or multicultural backgrounds seeking guidance on issues of belonging. These conversations, which also occasionally include graduate students, staff, and faculty, underscore her commitment to fostering intercultural dialogue throughout our community.

The Wesleyan Scholars at Risk (WSR) Program

This year we welcomed Hedaya Saleh Shamoun to campus with the generous support and guidance of Dr. Merve Emre (Director, Shapiro Writing Center, and Shapiro-Silverberg University Professor of Creative Writing (and Criticism)) and her self-created support community. Originally from Palestine, Hedaya and her family arrived from Egypt in November. A large team of volunteers signed up to assist with the family's transition around the clock for their first few months in town. Recently, Merve, along with her team, Masami, and I, were honored with a Certificate of Appreciation from IIE (International Institute for Education) for our support of Hedaya and her family. Merve's gracious response was “...I only wish we could do more.”

INTERCULTURAL LEARNING

Dr. Gebremedhin Haile, Earth and Environmental Sciences, welcomed his family to the US at the end of the last academic year. They have adjusted unbelievably well, with his wife finding a job and his children quickly gaining English fluency and exhibiting success in their various school environments. Dr. Haile's courses in Geographic Information Systems are filled to capacity and consistently receive positive student feedback. Following much deliberation and negotiation, he was recently offered an uncommon third-year extension, given both the success of and demand for his teaching, along with the difficulty of his situation in the current political environment. We all very much look forward to having him here with us again this coming year.

Dr. Hassan Almohammed has finished his second year teaching for the Center for Humanities, and will part ways with Wesleyan this summer. We look forward to hearing where he goes next!

With the collaboration of Dr. Arien Mack, Alfred and Monnette Marrow Professor of Psychology at The New School for Social Research, we plan to host the New University in Exile Consortium's annual retreat here at Wesleyan in June. Forty scholars and liaisons from campuses around the world will join us for a three-day retreat. We will hear a pre-recorded talk about academic freedom by President Roth and a welcome address by Dean Roger Grant. Following additional sessions to network and address the common "what next" dilemmas, the group will enjoy a concert by graduate student, composer, violinist, and war survivor, Ameen Moqdad.



Dr. Gebremedhin Haile, Anita Deeg-Carlin, Nathan Camp '98

Responding to requests raised at last year's retreat, Ms. Deeg-Carlin partnered with Wes alum Nathan Camp '98, Associate Director for Partnership Development at Yale, to offer regional scholars and liaisons a full-day workshop this past fall focusing on employment issues. Dr. Haile and Dr. Almohammed enjoyed the opportunity to network with other scholars and to ask and discuss relevant questions with invited experts in immigration law, career search, and others.

INTERCULTURAL LEARNING

Wesleyan Faculty International Research

For the third year, Ms. Deeg-Carlin and her student worker have collected faculty scholarship that crosses borders to highlight and celebrate international and multicultural scholarship. Twelve faculty members' works are summarized and highlighted in two separate sections on the Wes and the World blog, and a few examples this year include:

- Kari Weil, Region: France, Title: "Straddling the Bell Epoque"
- Tere Padilla-Benavides, Region: USA & Mexico, Title: Revolutionizing ovarian cancer therapy by drug repositioning for accelerated and cost effective treatments
- Peter Mark, Region: West Africa (Senegal, Guinea-Bissau); Europe (Portugal); Title: The Development of the early Portuguese Slave Trade and African Responses in Upper Guinea, 1450-1669
- Richard Grossman, Region: UK, Europe, Latin America, Title: Living La Vida Loca? Remote Investing in Latin America, 1869-1929 (co-authored with Gareth Campbell and Áine Gallagher)
- Katja Kolcio, Region: Ukraine, Title: Development, implementation and assessment of a somatic methods program in Ukraine

Extracurricular International Opportunities

Intercultural work in higher education naturally compels us to examine issues of geographic equity—whether in curriculum design, international education, or campus diversity. Our international education program continues to reflect a disproportionately Eurocentric orientation. Given the OICL and GEM's emphases on learning outcomes like global self-awareness, understanding global systems, and applying knowledge to contemporary global contexts, addressing this imbalance remains a key priority. Ms. Deeg-Carlin continues to actively identify, develop, and promote opportunities that are accessible to all students and representative of all continents.

Short-term opportunities to learn abroad

Ms. Deeg-Carlin maintains close contact with Iracambi Research Center in Brazil, Pachaysana in Ecuador, and El Ceibo in Costa Rica since they offer flexible timelines that can be more accessible to students and are located in less common destinations. Her work with the Kenya Education Fund in Nairobi mentioned above in the GEM section is another step towards increasing interest in an underrepresented region as well as establishing new contacts and connections.

INTERCULTURAL LEARNING

My host dad used to work for a petroleum company, exploding mines in the forest to check for deposits. The other night at dinner he was explaining how all the trees in a 50m radius crumble during the explosions. Now he and my host mom are forest restorers and grow their own organic produce in an "edible forest" (bosque comestible).

– Ibby Newland '25, Pachaysana



Ms. Deeg-Carlin zooms with Ibby Newland '25 from her homestay in Ecuador

Study Abroad In Africa

While this initiative is housed within the Office of Study Abroad, its progress directly advances the broader goals of the Office for Intercultural Learning as well. An underrepresented approach to international education perpetuates dominant power narratives and limits our students' capacity to engage with the full complexity of the world. Encouragingly, ongoing dialogue around this issue has already sparked fresh ideas, attracted new voices to the study abroad community, and prompted meaningful reflection on areas of the program ripe for renewal.

United Nations and the Sustainable Development Goals

Ms. Deeg-Carlin remains in regular contact with Jeffrey Brez '89, Senior Communications Officer at the UN Food and Agriculture Organization in Rome. Jeff regularly visits the GEM introductory course via Zoom to give an overview of the United Nations and jump-start the students' final project. This past fall, Mr. Brez encouraged GEM alum and Watson Fellow Dylan Campos '24, and GEM senior Julia Augustyn '25, to join COE Professor Rosemary Ostfeld in attending the World Food Forum in Rome. Dylan had the flexibility of the Watson Fellowship to travel to Rome, Julia was studying abroad in Bologna and is an Earth and Environment Major, and Dr. Ostfeld's research and teaching intersects with many aspects of WFF work.

INTERCULTURAL LEARNING

Ms. Deeg-Carlin is working toward establishing a more direct and integrated connection between relevant Wesleyan communities and the work of the United Nations. A growing collaboration among the Global Engagement Minor/Fries Center for Global Studies, the College of the Environment, the Patricelli Center, the Gordon Career Center, and the World Food Forum marks another exciting step in that direction. Together, we hope to again send a delegation to the flagship event in Rome this October and continue strengthening pathways for students to find their voices on this global platform, opening doors for them to contribute meaningfully to large-scale, positive change in their futures.

An important and expected outcome of diversifying our learning abroad opportunities is that students recognize the value of indigenous voices and the agency they have in amplifying them. Wesleyan has made great strides compared to its peers in terms of reconciling some of its travel-induced carbon emissions through carbon offset investments. Our partnership with Pachaysana in Ecuador has introduced us to the concept of “carbon onsetting”. Pachaysana is a collective of Ecuadorian and international educators, nature restorers, teaching artists, and community organizers who:

“...bring together our diverse knowledge and experiences to re-imagine the dominant models of education and land use in our world. We create just alternatives through innovative educational and environmental programming.”

Their idea of carbon onsetting adds a qualitative approach to carbon offsetting by asking partners to invest in indigenous communities who are best positioned to foster care for the life-giving standing forests of the world, but who face the impossible pressures of external global economic forces. GEM student Ollie Hoffman-Paul '26 spent last semester in Ecuador thoughtfully evaluating the idea and has returned with urgent and positive feedback confirming the validity and importance of this approach. Sophomore and GEM student Ibby Newland '27, quoted and pictured above, has just completed her spring semester there and both students have secured summer funding to return to Ecuador to continue their work.

INTERCULTURAL LEARNING

Other schools are interested in these developments, and on May 17th, Emily Gorlewski (Study Abroad), Jen Kleindienst (Sustainability Office), Ollie Hoffman-Paul '26, and Ms. Deeg-Carlin were invited to speak at Penn State's Climate Symposium, "Furthering Indigenous-Led, Nature-based Solutions through Rights and Onsets in the Global South." The presentation was well received, and we plan to present this integrated approach to other higher education institutions at NAFSA's Region XI 2025 conference. We are eager to represent Wesleyan's cutting edge work on this topic through this platform.

Events

The Office for Intercultural Learning continues to initiate, collaborate on, and support events that bring people and ideas together across differences. A few events to highlight this year are the second annual Samba Fest, held in the popular Eclectic/Movement House this year. This event intersects with Power of Language Week and Black History Month, so it's always a powerful and enjoyable experience. Joya Powell from the Dance Department shared some historical background before teaching us some basic Samba moves, and we enjoyed the company of our many Brazilian-born faculty and staff. It's a chance for intercultural learning through movement while simultaneously promoting the study of Portuguese, the Iracambi internship opportunity, multicultural dance, Latin and Caribbean Studies, Black Studies, etc.



INTERCULTURAL LEARNING

A second important event was a panel discussion cohosted with Latin American Studies and the History Department during Power of Language week, featuring Professor Valeria López Fadul's new book, *The Cradle of Words: Language and Knowledge in the Spanish Empire*.



Featuring Colombian cuisine, the panel and audience posed questions to the author, who discussed how languages served as archives of local knowledge and a crucial resource for both the human and natural history of the Americas in the Spanish empire. Roberto Saba, Thais García Bagué, and Ms. Deeg- Deeg-Carlin served as panelists alongside Professor López Fadul.

INTERCULTURAL LEARNING

Fellowships Oversight

The accomplishments of the Office of Fellowships are described in the corresponding report section, but Ms. Deeg-Carlin's role in providing guidance and support to the Office takes the form of weekly or biweekly meetings with Associate Director Erica Kowsz throughout the academic year. Primary challenges this year included the need to advocate for appropriate media coverage of fellowships related news with the Office of University Communications and the response to the Trump administration's policy shifts and their effects on federally funded fellowships like Fulbright.

Ms. Deeg-Carlin also serves on the Fulbright committee, covers gaps in student advising, helps to promote opportunities and coordinate events, and oversees several of the undergraduate scholarship opportunities whose deadlines coincide with peak fall fellowship activity. The Gilman Fellowships and the Critical Language Scholarships are two such undergraduate opportunities and are supported collaboratively with the Global Language and Outreach Fellow, the Study Abroad staff, Gordon Career Center staff, and others. These are important "gateway" undergraduate opportunities, so they are prioritized accordingly, even during the busiest academic season.

Assessment

The Office for Intercultural Learning continues developing ongoing assessment methods to help us understand the need and appetite for this work, the impact of it, and adjustments that can be made for the future. Below are some examples of areas that are monitored, along with relevant results.

Please tell us how much you agree with the following statements (pre-test)

31 Responses

Field	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
I am familiar with the practices of multiple cultural traditions from around the world.	3%	13%	16%	61%	6%
I can see how my own cultural background influences my interactions with individuals from other backgrounds.	0%	0%	10%	42%	48%
I am able to interact with individuals from different cultural backgrounds in a way that leaves those individuals feeling valued.	0%	0%	16%	52%	32%
I want to gaining a deeper understanding of cultural practices that are different from my own.	0%	0%	0%	3%	97%
I actively seek opportunities to learn about individuals who have cultural backgrounds different from my own.	0%	3%	6%	35%	55%

INTERCULTURAL LEARNING

Success at Wes Intercultural Workshops

Rachael Barlow assisted Dr. Burnham Williams and Ms. Deeg-Carlin with designing and administering pre- and post-workshop survey tools for our series. A pre-test was given to each participant the first time they attended a workshop, and a post-test was circulated following the completion of the five-part series. Below are some noteworthy excerpts from participants' response reports.

In pre-test responses, respondents universally expressed an interest in new cultures (100% agreed or strongly agreed), demonstrating a noteworthy level of "self-selection" in the participation of the workshops; participants who sign up come to the table willing to be challenged in this way. Respondents also showed confidence in their pre-workshop intercultural abilities. For example, 90% agreed or strongly agreed that they have a certain level of cultural self-awareness, and 90% agreed or strongly agreed that they actively seek out difference.

Results from the post-test clearly show that in spite of this initial confidence, participants overwhelmingly felt that the workshops did further their intercultural knowledge and openness and even sparked further interest in and awareness of difference. For example, nearly 60% of respondents pointed to a "significant increase" in the likelihood of seeking more relationships with culturally different individuals. That said, the responses point to multiple areas for improvement and adaptation next year. For example, next year, we could adjust the workshops to precipitate more opportunities for exposure to cultural diversity while putting into practice the intercultural learning.

Did any of the following increase as a direct or indirect result of the workshop(s) you attended this year? (post-test)

Field	17 Responses			
	No change	Slight increase	Significant increase	Not sure
Your familiarity with the practices of multiple cultural traditions from around the world.	29%	59%	12%	0%
Your understanding of how your cultural background influences your interactions with individuals from other backgrounds.	12%	53%	35%	0%
Your ability to interact with individuals from different cultural backgrounds in a way that leaves those individuals feeling valued.	6%	47%	35%	12%
Your desire to gain a deeper understanding of cultural practices that are different from your own.	6%	35%	59%	0%
The likelihood of you seeking opportunities to learn about individuals who have cultural backgrounds different from your own.	6%	35%	59%	0%

INTERCULTURAL LEARNING

The more qualitative and descriptive responses visible in Figure 4 point to specific areas of growth in terms of the knowledge, skills, and attitudes relevant to intercultural competence. For example, a respondent was reminded of the critical importance of listening, an intercultural skill essential for practicing empathy. Another respondent described a deeper understanding of “ingroups”, exhibiting knowledge about cultural worldview frameworks. One specifically named key intercultural attitude of curiosity and openness.

Overall, we are very pleased with campus participation and survey results and deduce that the series was effective and moved the needle on intercultural competence, like attitudes of curiosity and openness. We are grateful to Rachael Barlow for her guidance with this pilot process and look forward to repeating and improving the workshops next year based on the survey.

Please describe about one thing you have learned about cultural practices around the world.

9 Responses

That there are some similarities with other cultures and that these vary depending on the age of the person.

Each of us have different cultural practices, even if you think you know someone from a similar background there are nuances that you may not know and to be curious about these differences and listen attentively

there are many differences, and even those items one might consider inconsequential will have a consequence,

More in common than different

I've become more aware of how cultural values not only help ingroups bond and understand each other but can present barriers when faced with other cultures with different values.

I was reminded of the importance of listening more, talking less

Cultural background affects every interaction, often in ways that are not obvious (for example, body language)

Thinking of the Bafa Bafa activity in particular, I think it's important how difficult communication and collaboration can be if individuals do not understand each others' backgrounds, beliefs, and possibly even languages. We may all have the same common goal, but the ways of achieving those goals can be so varied. It's important to keep our differences in mind and celebrate those differences to ultimately achieve a common goal.

How important it is to be curious and compassionate first.

INTERCULTURAL LEARNING

Intercultural Learning Tools

In many of her intercultural activities, Ms. Deeg-Carlin integrates educational tools specifically designed to cultivate psychological safety and promote collective learning. These sessions often incorporate informal, anonymous feedback mechanisms that yield rich, real-time insights, highlighting both the learning taking place and the areas where further growth is needed.

One particularly revealing moment occurred during an anonymous reflection activity with students who had volunteered to serve as Senior Buddies for incoming international first-year students. In response to a prompt about their biggest concern for their upcoming role, one student found the courage to express their fear of being paired with someone from a significantly higher socioeconomic background. The activity's anonymous format had empowered the student to share this candid insight, prompting deeper reflection on the subtle, often invisible differences that shape intercultural experiences.

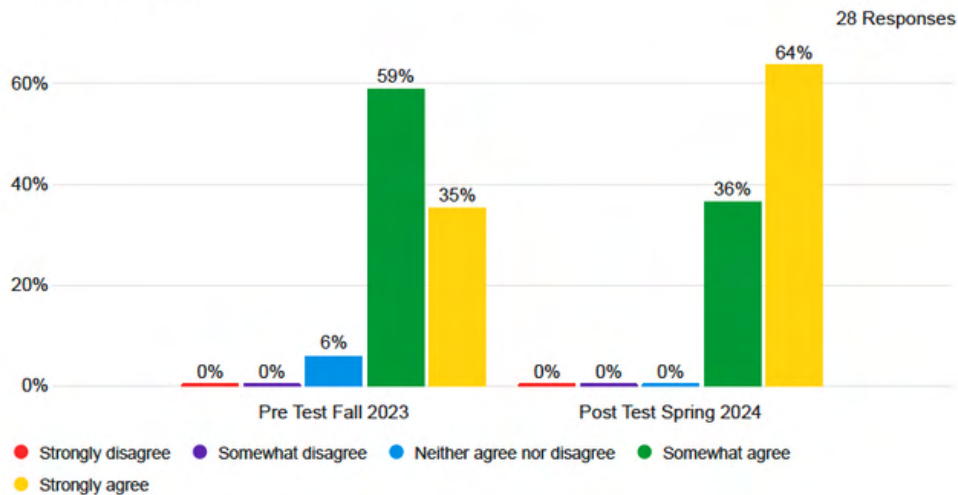
Unscripted, organic moments like this serve as powerful artifacts of learning. They demonstrate how the Office fosters community through shared reflection and creates context-specific content that advances the teaching of intercultural competence.

Global Engagement Minor

Pre- and post-surveys designed in Qualtrics have been administered to GEM students since the fall of 2023. The graphic below demonstrates one definitive area of growth we detected between sophomores' vs. seniors' responses in terms of readiness to engage with culturally different others. Each set of students is unique, however, so we can surmise that growth is attributable to the minor, but future results will be more reliable. At the time of writing, the 2025 senior class responses to the post-program survey have not yet been released. We look forward to analyzing them soon, since this will have been the first cohort of students to complete both the pre- and post-program survey assessment tool, so we can track growth. Nevertheless, the dramatic positive shift in confidence to engage across differences is an encouraging metric worth celebrating.

INTERCULTURAL LEARNING

Q10 - I am confident engaging with people who come from a different culture than me.



E-portfolio

Eportfolio content will be reviewed again for insight that can be incorporated into the preparation of writing assignments for CGST 205 and to clarify the post requirement beyond the introductory course – this tool was highly instructive last year in terms of the range of intercultural growth exhibited in students' posts. Anonymous excerpts from precious reflections are again useful artifacts for teaching in the future.

INTERCULTURAL LEARNING

Finally, Ms. Deeg-Carlin collected a few quotes from CSGT 205 reflections, which demonstrate how the OICL's learning outcomes are being met in qualitative terms. Below are a few examples:

I think I learned that guilt while inevitable is not a productive emotion. We don't have to pretend to be anything other than what we are and maybe the best thing we can do to start open discourse is claim our own lives with honesty and humility.

-Student '27 reflects on Cultural Self-Portrait assignment

[M]y experience with [my community partner] widened my worldview... I got to know a person that taught me an infinite amount of lessons more than the hours we spent together... I now know the importance of getting to know people on a level that is in depth rather than intentionally having my walls up. [She] has taught me that learning, service, and a love for people can be fostered anywhere in the world...

-Student '27 reflects on Community Engaged Partner program

I had to wrestle with the fact that there are thousands of children going through similar things in Kibera and even more beyond it... I found it hard to even imagine at that scale... It made me wonder if there were other students like Kennedy walking with me on Field Andrew or even at the same dinner table at Usdan. I've been discussing some parts of the reading with my friend, an African scholar from Kenya and learning more about their culture.

-Student '27 reflects on a Find Me Unafraid reading

EVENTS AND OUTREACH

Power of Language Week

Power of Language (POL) Week is an annual event aimed at bringing together multilingual students, faculty, and staff and helping them share their linguistic and cultural experiences. This initiative began in 2017 as the Power of Language Conference, where students presented research papers and projects relating to multilingualism and language learning. This year was the third year the event has taken the format of a weeklong initiative. It took place from February 13 to February 21, successfully hosting 28 unique events. The lead organizer was the FCGS Global Language and Outreach Fellow, Thais García Bagué, alongside the steering committee consisting of staff from several different departments across campus, as well as student workers.



Students enjoying Puerto Rican food catered by Criollísimo Restaurant during the Power of Language Bad Bunny Album Listening Party event.

Events were organized and led by Wesleyan students and other community members from across the globe. This year, more concentrated efforts for advertising and community outreach were implemented through increased social media presence, collaboration with many departments and student groups across campus, and most notably, through tabling on the first floor of the Usdan University Center the week before POL.



(from left to right) Tasmiah Akter '26, Thais García Bagué '23, and Calista Huang '25 hosting the POL interactive project table in Usdan.

The tabling efforts consisted of two or more student workers hosting a small table during lunch time that featured quick games, trivia, origami, and international snacks to spread the word about Power of Language Week and the upcoming events taking place. On Monday, February 17th, Thais and her student team created an interactive project involving student passersby, which was later exhibited in the Usdan display cases. For details on POL Week, including a full lineup of events, see the [POL 2025 page here](#).

EVENTS AND OUTREACH

Power of Language Week *continued*

For details on POL Week, including a full lineup of events, see the [POL 2025](#) page [here](#).

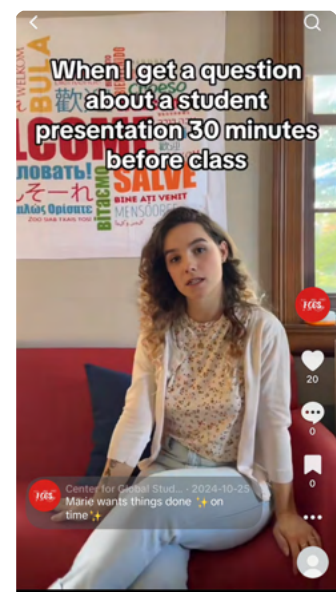


Usdan Display case for Power of Language Week featuring the interactive activities hosted on Monday, February 17th.

Social Media

Instagram and Tiktok

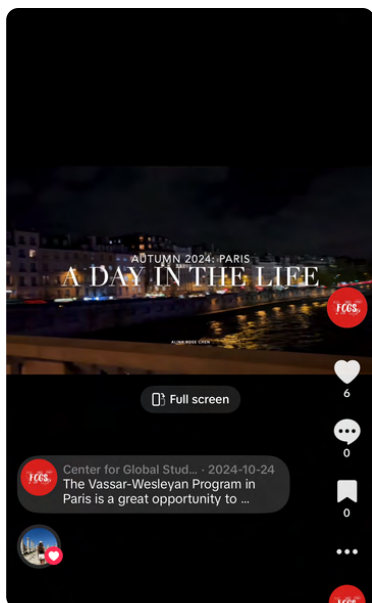
Social media is an important part of student outreach at the Fries Center for Global Studies. The FCGS TikTok and its linked Instagram account (@wesfcgs on both platforms) are overseen by the Global Language and Outreach Fellow Thais García Bagué and managed by the Student Outreach Coordinator Furuzon Atobekova, who have continued to practice the successful outreach and marketing strategies implemented in 2023-2024 with the foundation of the FCGS TikTok account.



Marie Réant's French FLTA Spotlight

EVENTS AND OUTREACH

Social Media *continued*



*Rose Chen's study abroad video
blog: A Day in the Life in Paris*

The posts can consist of a series of promotional videos for events such as Power of Language Week and International Education Week; spotlight series, like the FLTA Spotlight Series held throughout the fall semester; and event recaps. With the use of the “linked” feature for Instagram and TikTok, which allows for dual publication of content on each platform, these videos have helped the Center reach a wider audience. The most successful TikTok posts this academic year have garnered 2000+ views and 150+ likes. The World Trivia initiative, which began on Instagram in the 2023-2024 academic year, continues to be a successful method of engagement with the wider Wesleyan community.

Global trivia questions, compiled by Furuzon Atobekova, were posted every Wednesday throughout the academic year, and consistently engaged 20+ participants. The statistics reported since the last academic year are as follows for Instagram and TikTok:

	Total Following	% Increase in Followers <i>(since June 2024)</i>	Average Views
Instagram	545	10%	644 (Low:313/High:1241)
Tiktok	45	40.6%	957 (Low:235/High:2206)

LinkedIn

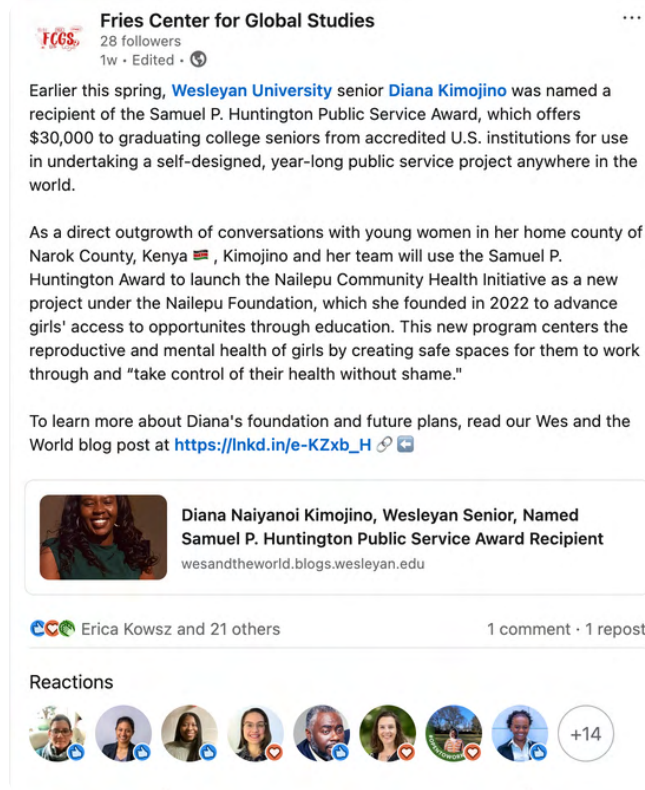
Notably, the need for a new strategy for more professional communication with students, faculty, and particularly alumni, led to the creation of the Fries Center for Global Studies LinkedIn page. As students look to LinkedIn for networking and professional development, the FCGS LinkedIn page serves as an avenue to post news highlighting the Fries Center’s programs, awards, and distinguished students.

EVENTS AND OUTREACH

Social Media *continued*

Thais García Bagué created and manages the company page and organizes it based on post submissions that are sent into an AirTable database. The submission form for this database is designed to be accessible to all Fries Center staff and student workers who have news that is relevant to share on this platform. Posts on this platform are mainly accompanied by a corresponding Wes and the World blog post, which helps extend the blog's reach beyond the biweekly newsletter sent out to 1500+ subscribers in the wider Wesleyan community.

Posts are especially successful when highlighting a specific student, as other people in that student's network are able to interact with the post without following the FCGS's page, thanks to the platform's network-based algorithm. However, the page has garnered interest with Wesleyan students, faculty, and staff, as evidenced by the increase in 29 followers in the first month of its initial post. Through the summer and into the coming year, the Global Language and Outreach Fellow team will continue working on engagement strategies specifically targeting Wesleyan alumni and faculty.



Fries Center for Global Studies LinkedIn post highlighting Huntington Award recipient Diana Kimojino '25.

FELLOWSHIPS

Fellowships

The Office of Fellowships at the FCGS helps students and alumni refine their knowledge of their own strengths, commit to their own sense of purpose, and connect their goals to concrete plans through the process of applying for fellowships. We understand this work as a part of producing liberal arts graduates who are better equipped to pursue their goals and become leaders. We advance this central mission through outreach, advising, organizing campus processes for nomination and endorsement, and by striving to create a comprehensive fellowships program that we can improve upon over time and adapt to emerging conditions. This chapter will share a review of the AY 2024-2025 application cycle and updates on ongoing and new projects. This section of the annual report concludes with acknowledgments to the many individuals who have contributed to the successes of the fellowships program this year.

.....

Team

The Associate Director for Fellowships, Erica Kowsz, works with two faculty committees, student workers, and a seasonal temporary fellowships advisor to accomplish the goals of the fellowships program. FCGS staff also collaborate on advising and outreach for on the Boren, Gilman, and Critical Language Scholarship.

Temporary Fellowships Assistant

In June 2024, we hired Alyssa Maraj Grahame into the role of Temporary Fellowships Assistant for the third year of the pilot of this seasonal, part-time role. Alyssa’s background as a liberal arts college faculty member and Fulbright grantee provided her with a great foundation for taking up this role. She assisted most with the Fulbright US Student Program, but also with the Watson Fellowship and the Truman Scholarship. The Watson and Fulbright competitions had exceptionally high volumes of applicants in the 24-25 application cycle, a reality we anticipated, given that the Class of 2025 is Wesleyan’s largest graduating class in history. Alyssa’s contributions to one-on-one advising, group workshops, and campus interviews were critically important to the success of the fellowships program in academic year 24-25 and are broken out in greater detail in the Advising & Applicant Support section of this chapter. For June 2025 to November 2025, we have hired Garrett Groesbeck, a PhD candidate in Ethnomusicology, who first held this role in 2023. This summer, the position title has been updated to “temporary fellowships advisor” to better reflect the work the position has in reality focused on during the first two years of the pilot.

FELLOWSHIPS

Fries Center Collaboration on the Critical Language Scholarship

Global Language and Outreach Fellow, Thais García Bagué, Study Abroad Advisor, Gabi Berzinskas; Director of Study Abroad, Emily Gorlewski; Director of Intercultural Learning, Anita Deeg-Carlin; and Associate Director for Fellowships, Erica Kowsz, met in August of 2024 to discuss a year-long plan for supporting Wesleyan's students in applying for the Critical Language Scholarship. Ultimately, Thais took the lead on fall outreach, running a successful informational event featuring returned CLS students. Erica took CLS advising meetings in summer and Deeg-Carlin, Berzinskas, García Bagué, and Emmanuel Paris-Bouvret split the advising load nearing the deadline in the fall. We organized an "I hit submit!" lunch during IEW, immediately following the CLS deadline to connect with students in person. In the spring semester, Erica and Thais collaborated on communications work in the spring, gathering information from recipients, including them in the spring fellowships celebration, and publishing a [CLS article](#) in *Wes and the World*, which was circulated on social media, with the help of FCGS student workers.

.....

Fellowships & Fulbright Committees

This year, the Office of Fellowships kept with the committee structure used last year: a Fellowships Committee handling nomination meetings and, where needed, campus interviews for a set list of fellowships, and a Fulbright Committee, consisting of a larger group of faculty and staff with representation from the Fellowships Committee, who serve as campus interviewers for our Fulbright US Student Program campus process. Just over half the members stayed on the Fellowships Committee from last year to this, and we didn't make any major changes to the practices of the committee. One relatively minor change this year was an expansion of the use of online shared spreadsheets as scoring rubrics (in addition to the static PDFs available in the committee Moodle) because these had been pointed out as useful in Goldwater Scholarship nominations in 2023. We had candidates for most of the fellowship competitions that involve the committee; exceptions to that pattern were Schwarzman Scholars, the Churchill Scholarship, and the Udall Scholarship, for which the Associate Director did outreach and contacted several prospects, but no campus applications were submitted. While one committee member did need to step down from the Fellowships Committee early in the service year, the remaining eight were able to cover the needed nomination meetings and interviews, and all eight have volunteered to return to the committee for the coming academic year.

FELLOWSHIPS

Fellowships & Fulbright Committees

continued

As is our usual practice, the Fulbright Committee was constituted ad hoc in August when it was clear how many applicants we would have in the pipeline. With several of our usual members on sabbatical or leave, we were joined by a number of new members: Daniella Gandolfo, Giovanni Miglianti, Juan Esteban Plaza, Lynne Stahl, Mary Paul, Masami Imai, Mira Seo, Rehana Patel, and Talia Andrei. The committee conducted an astounding 42 interviews during the second half of September. Critical to this success was our temporary fellowships assistant, Alyssa Maraj Grahame, who brought with her to this role experience as a faculty member on a similar Fulbright committee at Bates College. Grahame facilitated 20 of the 42 interviews (the remainder of which were led by Kowsz), completed the Campus Committee Evaluation form and provided feedback to students whose interviews she ran.

Student staff

After the temporary staff position ended in November, the Associate Director hired student workers for spring. This year, as different from previous years, the roles of the two student workers were more differentiated: one worked on social media, events, and communications as Events and Outreach Assistant, while the other largely worked on a prototype fellowships database as the Database Development Assistant. Two seniors were hired into these roles in spring 2025: Kate Marriott as Events and Outreach Assistant and Julia Augustyn as Database Development Assistant. The successes they contributed to are discussed in the Projects section below.

.....

2025 Federal Grants & Fellowships Landscape

Spring 2025 was notable for disruptions to several federal fellowship programs. One program that our fellowships office has advised on in the past, the Fulbright-Hays Doctoral Dissertation Research Award (DDRA), which funds graduate students’ research in other countries through grants administered through the Department of Education, was canceled on May 9, 2025. Other programs saw funding disruptions for the fellows currently abroad, with Fulbright US Student Program and Gilman Scholarship students from other campuses experiencing disruptions to their funding in March 2025. Fulbright Foreign Student Program FLTAs at Wesleyan were affected by delayed payments, but by happenstance none of Wesleyan’s US alumni abroad on Fulbright were affected, as only some countries were impacted, and we did not have recipients in those countries this year.

FELLOWSHIPS

2025 Federal Grants & Fellowships Landscape *continued*

Disruptions to payment schedules between the Department of State and IIE, the contractor running the Fulbright US Student Program application process, caused furloughs at IIE beginning in mid-March 2025. The furloughs disrupted outreach events already scheduled with IIE; ours at Wesleyan was among those canceled. Spring 2025 also saw a major delay in the release of final decisions by the Fulbright US Student Program for applicants who had applied in 2024. Though finalists are typically selected by host countries, final offers must be confirmed by the Fulbright Foreign Scholarship Board and results are typically communicated to applicants and advisors by IIE. While ordinarily results come out on a rolling basis, country-by-country, throughout the spring, this year all results were held up. Results did not begin to be announced until May, well after the normal start date for final results (in 2024, our first finalist heard the news in late February). In our case at Wesleyan, the delayed timeline contributed to one finalist, who had been promoted from alternate status, declining the English Teaching Assistantship offered by the program. Given doubts about the full funding of the Fulbright program raised by the ongoing budget reconciliation process and the late notification during the week leading up to graduation, this senior decided to keep their commitment to a job they had already accepted rather taking up the Fulbright grant.

Initially, it seemed that the IIE furlough might be to blame for the delayed notifications, but by mid-late May, coverage in higher ed news outlets, first in Norway and Finland, and by the end of the month in the US as well, broke the news that US State Department staff had initiated an additional review of all Fulbright applications that might be selected by host countries according to the normal bilateral selection process. The director of the Norwegian Fulbright Commission, Curt Rice, who has been outspoken on the events of spring 2025, has stated that for his commission, 40% of the applicants selected were rejected because of the new State Department review, which involved keyword searches on finalists' project proposals to flag those that might conflict with US President Trump's executive orders.¹ At the end of May 2025, neither the Department of State nor IIE acting on its behalf had yet communicated to advisors that such an additional review had taken place. As of the end of May 2025, there is no transparency on the specific nature of this review or whether a similar process will take place in the coming cycle. The introduction of a such a keyword search by the State Department represents a departure from the prior process, which did not involve a political review of application content. Other federal fellowship programs that our Office of Fellowships at Wesleyan does not work with as closely, like the National Science Foundation Graduate Research Fellowship Program (NSF GRF), are at risk of similar sorts of review and have experienced delayed timeline for the opening of the competition (which Fulbright has not; the competition for AY 25–26 opened on time in early April 2025).²

FELLOWSHIPS

2025 Federal Grants & Fellowships Landscape *continued*

The delay in Fulbright notifications and the many changes to the program ongoing throughout the spring necessitated a more hands-on approach to advising Fulbright semifinalists during spring. Associate Director for Fellowships, Erica Kowsz, held semifinalist group meetings following Wesleyan’s spring break to convey what was and was not known about the future of the program and its plans for notifying finalists. This session was offered three times, online and in person, and reached nearly all 26 of the semifinalists. Many semifinalists also opted to book one-on-one follow-up meetings, something that has been rare in the spring semester for Fulbright (usually, in the past, meetings of this type have focused, for example, on navigating deferring a graduate school admissions offer to accept a Fulbright grant). In Spring 2025, Kowsz had 20 meetings with Fulbright semifinalists, easily five times the usual meeting load for this meeting type. These meetings totaled about one fifth of the fellowship advising meetings conducted in spring semester 2025 (21 out of 96 meetings held). The need for additional semifinalist attention may extend into the summer of 2025 as the federal budget progresses through Congress, leading up to the next budget deadline of September 30. We expect that having an experienced temporary fellowships advisor on board will be helpful in allowing more time to keep up to date on these developments and advise new recipients as needed. Because our campus deadline for the Fulbright US Student program is set for September 10, 2025 at noon, students (and alumni) must proceed with their applications without knowing whether the program might be affected by budget cuts at the federal level, which are likely to be finalized well after applications must be well underway. This will also pose an additional recruitment and advising challenge for summer 2025.

.....

Fellowships Outreach

Outreach continues to be a key purpose of the fellowships program, both to introduce students to the national fellowships landscape and to provide key information on specific fellowship opportunities. We continue to collaborate with a range of faculty and staff partners across campus to reach student populations who maybe be interested in applying for national fellowships, including, but not limited to partners at the Melon Mays Undergraduate Fellowship (MMUF) program, the McNair and WesMass programs in the sciences, the Gordon Career Center, the Allbritton Center, the class deans, and more. 258 students (or recent alumni) attended the outreach events offered this year, averaging 13 attendees per event.

FELLOWSHIPS

Fellowships Outreach *continued*

We also continue to involve fellowship recipients and alumni in our outreach strategy. These near peers continue to draw students to alumni events and info sessions. Where possible, we try to create a panel of alumni so that prospective applicants are exposed to multiple perspectives and relate to a successful fellowship winner that might share some of their interests, experiences, or campus affiliations. This year, we hosted student or alumni speakers from the Critical Language Scholarship, Watson Fellowship, Fulbright ETA and Study/Research programs, Gaither Junior Fellows Program, Truman Scholarship, DAAD German Academic Exchange Service Masters Scholarship for All Disciplines, MEXT Scholarship, Keasbey Scholarship, and Luce Scholars Program join either in person or by Zoom, totaling 17 student or alumni speakers throughout the academic year.

Several of the alumni events are perennial offerings, but several of these events were new ideas or variations on a theme established in previous years. For example, we ran a Fellowships for Careers for the Public Good event in fall 2023, for which we Zoomed in a non-Wesleyan Truman and Luce Scholar, a friend of Anita Deeg-Carlin who generously offered to join us. We saw that visit pay off with a Truman recipient last year and a Luce recipient this year, both the first at Wesleyan in many years (since 1998 and 2014 respectively). This year, we kept the same framing and timing but switched up the speaker, having our 2024 Wesleyan Truman Scholar, Desaree Edwards '25 join us in person and our Gaither Junior Fellow Debbra Goh '24 join us via Zoom from the Carnegie Endowment for International Peace in Washington DC.

A new event this year was the panel on Graduate School Abroad in April. Two speakers, Ben Sheriff '25, who had recently won the Keasbey Scholarship, and Garrett Groesbeck, PhD candidate at Wesleyan, recently returned from a Fulbright-Hays Doctoral Research Fellowship and a prior recipient of the MEXT Scholarship for his Master's work in Japan, joined us in person. A third, Anna Tjeltveit '23, who completed a Fulbright ETA in Germany in AY 2023–2024 before beginning a DAAD scholarship, joined us via Zoom from Augsburg, Germany where she is pursuing a Master's degree in Applied Intercultural Linguistics. This panel had the advantage of spanning several different countries and being at different moments in their experience with fellowships: Ben had a fresh perspective on the application process and what it's like to complete an application as a senior, Anna had already completed her Fulbright and could speak about how it led her to her graduate program and fellowship, and Garrett had completed his Master's degree fellowship several years ago and could also speak about research funding at the PhD level. This resulted in a rich conversation with the panelists and a fruitful Q&A. Utilizing the FCGS's Global Commons space, we were able to offer this as a hybrid event, having students attend both in person and online and creating a recording that can be accessed in the future.

FELLOWSHIPS

Fellowships Outreach *continued*



Knight Hennessy Scholars Info Session with Rachel Rossen, an admissions official from the program who visited campus on April 2, 2025 (Photo by Anita Deeg-Carlin)

By featuring new panelists and different opportunities each year, we are amassing an excellent library of recorded fellowship events. In initial advising appointments, we can refer students to recordings they might want to check out, even if they are from several years ago. For example, this spring Kowsz referred several students interested in opportunities in China to the recording of the Opportunities in Asia event that Deeg-Carlin and Kowsz organized in Spring 2023. Though we had low live attendance at that event, which, due to panelists locations worldwide, had to be offered at 9am, the recording continues to be an important resource for prospective applicants. And several of the panelists have generously offered to be in touch with new applicants on an ongoing basis. Many of the recordings from this year will be able to serve a similar purpose going forward.

.....

FELLOWSHIPS

New strategies

A new addition to the outreach strategy this year was the introduction of invited info sessions on the Beinecke Scholarship in December 2024. Starting in 2023, Erica has asked the faculty for suggestions of juniors who might be a good match for the Beinecke Scholarship in addition to outreach directly to students. Because the Beinecke Scholarship requires exceptional academic achievement and plans to complete a terminal degree in the arts, humanities, or social sciences, faculty have good suggestions for students who might be a fit, and oftentimes those who could be competitive for a Beinecke Scholarship in the middle of their junior year could be a match for other fellowships as well, come the summer before senior year.

This year, the outreach to faculty generated a robust list of 23 juniors who might be a good match. When Kowsz followed up with them by email, she not only provided links to written information but also links to register for a quick 30-minute online info session with Q&A. This provided a great way to get the information about the Beinecke application out to students during the winter break while using individual appointments to address specific questions about whether the Beinecke Scholarship was really a match (and talking about other opportunities if, for example due to eligibility criteria, it was not).

FELLOWSHIPS

Fellowships Outreach Events 2024-2025

#	Name	Date of Event	Semester held	Type	Fellowships covered	# of Student /Alumni Speakers	Campus Partners	Location	# of Attendees (manual count)
1	Fellowships Info Session for Juniors (Class of '26)	August 20, 2024 5:00...	Summer 2024	Info Sess...	Various	0	Shelissa Newball	Zoom	27
2	Fellowships Info Session for Summer Grant Recipients (2024)	August 22, 2024 12:0...	Summer 2024	Info Sess...	Various	0	Sarah McNamara	Zoom	40
3	Critical Language Scholarship Info Session (2024)	October 16, 2024 12:0...	Fall 2024	Alumni P...	CLS	3	Thais García Bagué Anita Deeg-Carlin	Fisk 201	20
4	Goldwater Info Session (2024)	October 30, 2024 4:30...	Fall 2024	Info Sess...	Goldwater NSF GRF Rhodes	1		Fisk 208	1
5	Fellowships for Careers for the Common Good (2024)	November 4, 20... 12:15...	Fall 2024	Alumni P...	Truman Carnegie Gaither Junior	2		Fisk 201/Zoom	14
6	Coro Fellowship Webinar Watch Party (2024)	November 14, 2... 1:00...	Fall 2024	Info Sess...	Coro	0	Camille McGadney	Fisk 201/Zoom	4
7	Teaching English in French-speaking countries (2024)	November 18, 2... 12:0...	Fall 2024	Alumni P...	Fulbright ETA	0	Emmanuel Paris-Bouvre	Fisk 208	3
8	IEW Fulbright GPS (2024)	November 19, 2... 5:00...	Fall 2024	Info Sess...	Fulbright ETA Fulbright S/R	0	Anita Deeg-Carlin Thais García Bagué	Fisk 208/Zoom	7
9	Beinecke Info Session - Option 1 (2024)	December 17, 2... 2:00...	Fall 2024	Info Sess...	Beinecke	0		Zoom	2
10	Beinecke Info Session - Option 2 (2024)	December 19, 2... 11:00...	Fall 2024	Info Sess...	Beinecke	0		Zoom	6
11	McNair Program Class Visit (2025)	February 25, 20... 3:15...	Spring 2025	Class visit	Various	0	Ronnie Hendrix Ilesanmi Adeboye	Hall Atwater	5
12	Meet Watson Fellow Cate Levy (2025)	March 3, 2025 7:15p...	Spring 2025	Alumni P...	Watson	1		Fisk 201 and Zoom	17
13	Fellowships for the Health Professions (2025)	March 27, 2025 12:0...	Spring 2025	Info Sess...	Watson Fulbright ETA Fulbright S/R Schwarzman Marshall Rhodes Churchill NSF GRF CLS Boren Gilman Other	0	Mildred Rodriguez	Boger 115	5
14	Fulbright Alumni Panel March 27 (Hybrid, 2025)	March 27, 2025 12:15...	Spring 2025	Alumni P...	Fulbright ETA Fulbright S/R	3		Fisk 201	19
15	Knight-Hennessy Scholars Info Session with Rachel Rossen (2025)	April 2, 2025 12:15...	Spring 2025	Info Sess...	Knight-Hennessy	0	Camille McGadney	Fisk 201	9
16	Teaching English in Latin America Through Fulbright (2025)	April 2, 2025 6:00...	Spring 2025	Alumni P...	Fulbright ETA	2	Maria Ospina Melanie Khamis	Fisk 201 and Zoom	9
17	Graduate School Abroad Panel (2025)	April 10, 2025 12:0...	Spring 2025	Alumni P...	DAAD Keasbey MEXT Various	3		Fisk 201, Zoom	17
18	WesMaSS Class Visit (Spring 2025)	April 11, 2025 1:20...	Spring 2025	Class visit	Goldwater Fulbright S/R Various	0	Erika Taylor April Ruiz	Allbritton 103	30
19	Meet Watson Fellow Dylan Campos (2025)	April 23, 2025 6:00...	Spring 2025	Alumni P...	Watson	1		Fisk 201 and Zoom	17
20	Luce Scholars Program Info Event with Maryam Badr '25 (2025)	April 24, 2025 12:0...	Spring 2025	Info Sess...	Luce	1		Fisk 201	6
						SUM 17			SUM 258

FELLOWSHIPS

Digital communications

Events are a key part of our outreach strategy because they are a great way to share information and generate interest. Beyond increasing attendance at events, advertising for events itself provides an opportunity to put fellowships on the radar of a wider set of students than those who manage to attend live. Requests to access a recording or slides are common and provide another avenue for raising awareness.

This year, we’ve been working on refining and systematizing our approach to organizing and advertising events. We’ve also worked on new protocols and practices for amplifying fellowship winners’ success as a way of reaching other students and campus faculty and staff about these opportunities. Progress on these efforts is discussed in the Projects section, below.

.....

Advising & Applicant Support

Applicant support encompasses informational sharing, advising, research design/project design, networking applicants and alumni, writing support, technical support in navigating online scholarship/fellowship application portals, and support in preparing for national interviews. We do substantial one-on-one advising but we also organize group events, both for information sharing and in the form of interactive workshops that help students and alumni develop their application materials. Records in Airtable indicate that Kowsz and Grahame worked with 520 individual students from June 1, 2024 through May 30, 2025; some of these students corresponded by email, others booked advising appointments, some attended events about fellowships they might be interested in applying for in the future but are not yet eligible for, given they are early in their studies.

.....

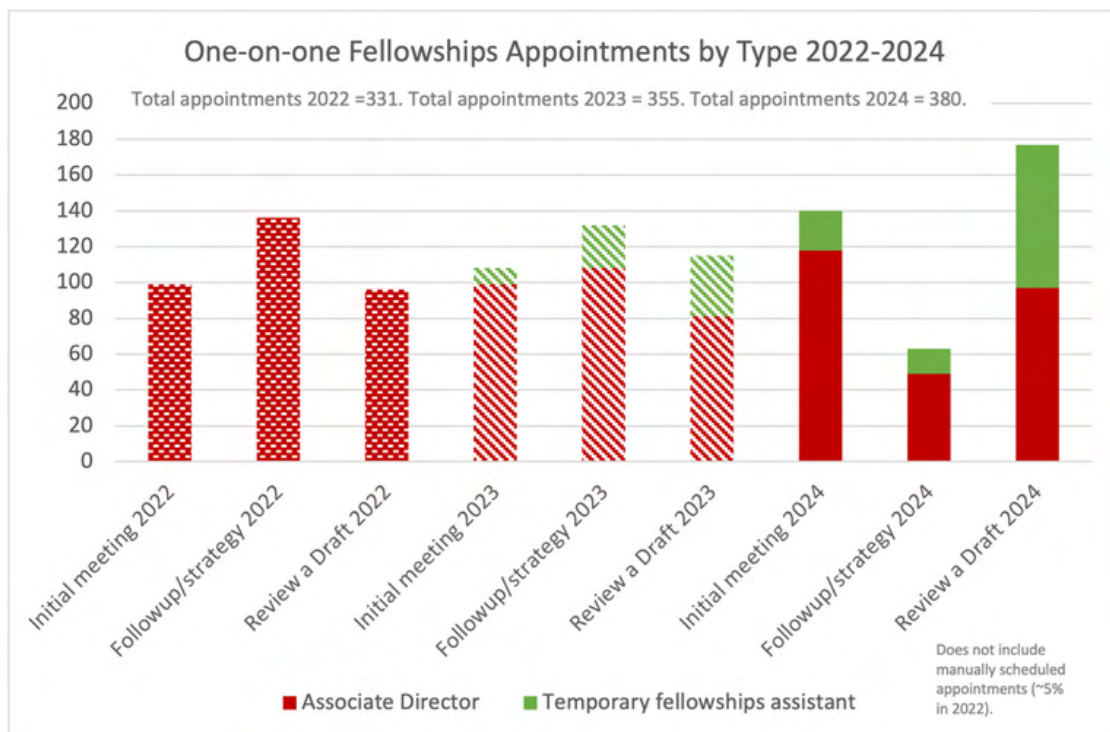
FELLOWSHIPS

Individual Advising

When students book individual advising appointments online, they can choose from three appointment types:

- an initial advising appointment, for their first contact with the office or when they are starting a new application,
- a follow-up or strategy session, where we discuss and ongoing application before they have a draft prepared of their materials,
- and draft review appointments, for which they are asked to submit their writing ahead of time.

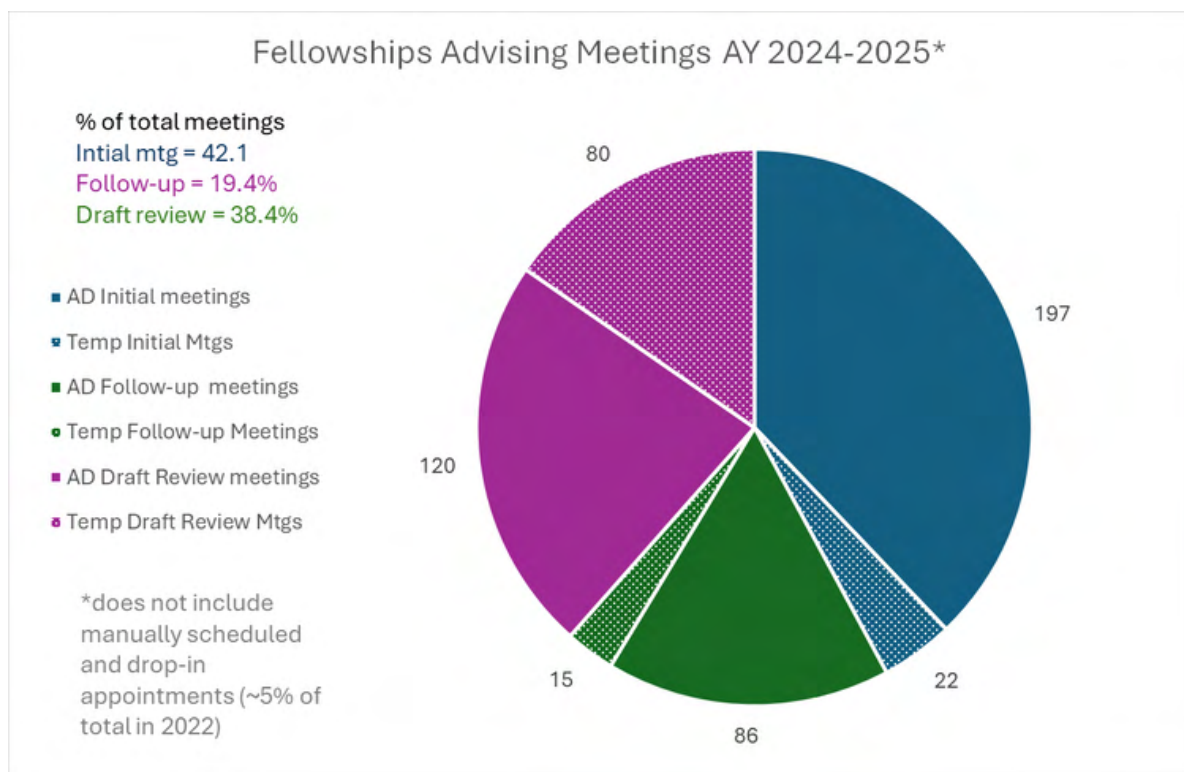
From our appointment records, we can see that 2024 had a higher total number of appointments than prior years (380 compared to 355 in 2023 and 331 in 2022). It is also immediately apparent from the data from the past three years that the temporary fellowships assistant has played an important part in increasing the advising capacity during the pilot of this new role. Not only have we increased the overall advising capacity, but we have been able to offer more draft review appointments, the most time-consuming of the appointment types, and the type of appointment that generally clusters in the late July to early October timeframe as campus and national deadlines approach.



FELLOWSHIPS

Individual Advising *continued*

The relatively higher number of draft review appointments as compared to follow-up appointments in 2024 likely reflects Grahame's strategy of booking a student's next appointment with them at the end of a call. Students select the appointment type themselves in the online booking system when they book independently and anecdotally seem to be more likely to book a follow-up appointment that does not commit them to sending in their writing. By booking the appointment while still on the call, the advisor can control the appointment type and establish a clear agreement on next steps with the student. Seeing that it was working well, Kowsz took up this strategy as well in the latter half of the summer. This case provides a good example of how bringing in a second advisor during the high season not only helps accommodate demand for appointments but can also generate new ideas through experimentation and dialog between two staff members doing similar advising work and meeting regularly to discuss approaches and innovations.



Group applicant support

In the temporary fellowships assistant position, Grahame was also able to contribute new, additional workshops to our calendar of online summer workshops, something that exceeded the job description for the position but that was as welcome contribution to our offerings. In addition to our traditional Fulbright summer workshops on planning an application timeline, getting started on the personal statement, and writing the statement of grant purpose, Grahame offered new workshops titled “The Bigger Picture: Tailoring Your Statement of Grant Purpose to Your Personal Statement and Vice-Versa” and “Putting Together the Pieces: Fulbright Paragraph Answers Workshop.”

Having more group support for Fulbright applicants during August freed up some of Erica’s time for support for Watson applicants; early outreach to juniors, supported by the Class Deans; outreach to Wesleyan Summer Grant recipients, in collaboration with the Gordon Career Center; and organizing August and early September committee meetings.

.....

FELLOWSHIPS

Fellowships Group Applicant Support Events 2024-2025

#	Name	Date of Event	Semester held	Type	Fellowships covered	Campus Partners	Location	# of Attendees (manual count)
1	Getting Started on Your Personal Statement (2024, Round 1)	June 28, 2024 12:00...	Summer 20...	Workshop	Various		Zoom	17
2	Anatomy of a Statement of Grant Purpose S/R Edition (2024)	July 1, 2024 12:00...	Summer 20...	Workshop	Fulbright S/R	Alyssa Maraj Grahame	Zoom	4
3	Anatomy of a Statement of Grant Purpose ETA Edition (2024)	July 2, 2024 11:00...	Summer 20...	Workshop	Fulbright ETA		Zoom	3
4	The Art of Requesting Letters of Recommendation (Summer 2024)	July 10, 2024 12:00...	Summer 20...	Workshop	Various	Camille McGadney	Zoom	5
5	Getting Started on Your Personal Statement (2024, Round 2)	July 10, 2024 6:30pm	Summer 20...	Workshop	Various		Zoom	6
6	Anatomy of a Statement of Grant Purpose ETA Edition (2024, 2nd round)	July 16, 2024 7:00pm	Summer 20...	Workshop	Fulbright ETA	Alyssa Maraj Grahame	Zoom	11
7	Anatomy of a Statement of Grant Purpose S/R Edition (2024, 2nd round)	July 17, 2024 7:00pm	Summer 20...	Workshop	Fulbright S/R		Zoom	4
8	The Bigger Picture: Tailoring Your SOP to Your Personal Statement and Vice-Versa	July 30, 2024 7:00pm	Summer 20...	Workshop	Fulbright ETA Fulbright S/R	Alyssa Maraj Grahame	Zoom	9
9	From Topic to Project: Watson Workshop	August 6, 2024 11:45...	Summer 20...	Workshop	Watson		Zoom	13
10	Putting Together the Pieces: Fulbright Paragraph Answers Workshop (2024)	August 7, 2024 6:30pm	Summer 20...	Workshop	Fulbright ETA Fulbright S/R	Alyssa Maraj Grahame	Zoom	13
11	Fall Fellowships Write-in 1 of 4 (2024)	September 4, 2024 4:30am	Fall 2024	Write-in	Fulbright ETA Fulbright S/R Watson	Beth Hepford	Fisk 201	15
12	Fall Fellowships Write-in 2 of 4 (2024)	September 6, 2024 1:30pm	Fall 2024	Write-in	Fulbright ETA Fulbright S/R Watson	Beth Hepford	Fisk 201	15
13	Fall Fellowships Write-in 3 of 4 (2024)	September 30, 2... 6:30pm	Fall 2024	Write-in	Fulbright ETA Fulbright S/R Watson	Beth Hepford	Fisk 201	15
14	Fall Fellowships Write-in 4 of 4 (2024)	October 4, 2024 1:30pm	Fall 2024	Write-in	Fulbright ETA Fulbright S/R Watson	Beth Hepford	Fisk 201	15
15	Narrativizing Your Civic Engagement Experience (2024)	December 4, 2024 12:00...	Fall 2024	Workshop	Various Voyager	Camille McGadney Clifton Watson	Albritton 311	7
16	Narrativizing Your Civic Engagement (Spring 2025, first session)	February 12, 2025 12:00...	Spring 2025	Workshop	Various	Camille McGadney Clifton Watson	Albritton 304	4
17	Voyager Scholarship Info Event and Writing Workshop (2025)	February 26, 2025 3:30pm	Spring 2025	Workshop	Voyager		Fisk 201	0
18	Fulbright Semifinalists Meeting (2025 - In person)	March 24, 2025 12:00...	Spring 2025	Semifinalists me...	Fulbright ETA Fulbright S/R		Fisk 101	6
19	Fulbright Semifinalists Meeting (2025 - Zoom)	March 26, 2025 12:15...	Spring 2025	Semifinalists me...	Fulbright ETA Fulbright S/R		Zoom	9
20	The Art of Requesting Letters of Rec (Spring 2025)	April 1, 2025 12:10...	Spring 2025	Workshop	Various	Camille McGadney	Fisk 201	20
21	Fulbright Semifinalists Meeting (2025 - Zoom, round 2)	April 2, 2025 9:15am	Spring 2025	Semifinalists me...	Fulbright ETA Fulbright S/R		Zoom	2
								SUM 193

FELLOWSHIPS

Campus and Mock Interviews

Members of the Fulbright and Fellowships Committees and fellowships office staff conducted campus interviews as a step in making endorsement/nomination decisions for the following fellowships: Fulbright, Watson, Marshall, Keasbey, Rhodes, and St. Andrew's scholarship. In addition, fellowships office staff, committee members, and volunteers among the faculty and staff conducted mock interviews for these same opportunities and for the Gates Cambridge Scholarship as well. In total, this amounted to 64 individual interviews. The highest proportion of there were campus interviews with the Fulbright Committee (42) in September and the second highest were campus interviews for the Watson Fellowship (11) in October.

.....

Spring Celebration

On May 1, 2025 we held a dessert reception to celebrate our fellowships students with the committees and campus stakeholders. Like last year, we provided students with printed invitations for them to distribute to their mentors on campus, and we gathered under the tent in back of Fisk Hall. Last year, we included only recipients of national fellowships in the event. However, this year, due to the delay in the release of Fulbright decisions at the national level, we had a number of students who were semifinalists but didn't know their final results yet. We decided to invite all the Fulbright semifinalists and to include semifinalists and alternates for other awards, too. We ended up with great turnout and a chance, in the remarks at the event, to recognize the accomplishments of students who got very far with their applications, even if, in the end, they were not awarded a fellowship.



The festivities provided some great photo opportunities! At left, a photo of the students who attended, from the left, back row: Eli Siegel-Bernstein '25, Ben Sheriff '25, Juliette Vemmer '25, Diana Naiyanol Kimojino '25, Mika Zapf '25, Erica Kowsz, Kaylin Maher '26, Antonio Rivera '26, Malik Booker '25, Liev Shpitalnik '27, Czarina Yuffa '27, and in the front row, from the left: Teva Corwin '25, Romani Osbourne '25, Hansini Bhasker MA '25, Julia Gardner '25, Michelle Kim '25, Maryam Badr '25, Malia Detar Cheung '25. At right, guests help themselves to cheese, crackers, and fruit. (Food organized by Jen Collingwood and banner created by FCGS student worker Lisa Luu.)

FELLOWSHIPS

Spring Celebration *continued*



Associate Director for Fellowships, Erica Kowsz, at left, reads remarks to the group assembled about our Fulbright English Teaching Assistantship semifinalists including, pictured from left to right, Czarina Yuffa '25, Teva Corwin '25, Julia Gardner '25, and Mika Zapf '25.

.....

FELLOWSHIPS

Fellowships by the Numbers

As outlined at the outset of this report, 22 Wesleyan students and recent alumni received nationally competitive fellowships this year.

In addition to the fellowship winners, we had several candidates who came very close to receiving very competitive fellowships:

- Gates Cambridge Scholarship: One finalist, Talia Goldberg '19 was interviewed but not selected.
- Luce Scholars: One finalist, Maryam Badr '25, was selected but ultimately declined the Luce Scholars program in order to take up a Watson Fellowship (the two opportunities being mutually exclusive, with neither allowing deferrals).
- Marshall Scholarship: Out of our three nominees this year, one, Zubaida Bello '22 was named a finalist and was interviewed for the New York Region competition but was not ultimately selected for the award.
- Rhodes Scholarship: We nominated one candidate for the US competition and also supported a second candidate, Romani Osbourne '25, for the Rhodes competition in the Jamaica constituency (which does not use university nominations). Romani interviewed at national level in Kingston, Jamaica, but was not selected as the Jamaica scholar for 2025.
- St. Andrew's Society Scholarship: We nominated Juliette Vemmer '25 for the St. Andrew's Scholarship, which supports graduate study in Scotland. Juliette became a finalist and interviewed in New York City in March. She was ultimately named "first alternate," meaning that if any of the three winners had declined the award, she would have taken their place as a St. Andrew's Scholar.

These near misses, though unfortunate, they do not provide our students and alumni with the financial support of the fellowships they sought, are a good indicator that we are putting forward realistic candidates for these highly competitive awards.

FELLOWSHIPS

Fellowships by the Numbers

Fellowship	Max interest tracked	Campus deadline applications	Nominations/endorsements	National deadline applications	Max nominations allowed	(Semi)finalists	Selected at (inter)national level	% Yield (semi)finalists	% Yield selects
Beinecke Scholarship	12	7	1	1	1	N/A	0	N/A	0%
Boren Scholarship	0	N/A	N/A	N/A	N/A	N/A	0	N/A	N/A
Churchill Scholarship	5	0	0	0	2	0	0	0%	0%
Critical Language Scholarship	33	N/A	N/A	22	N/A	8	6	36%	27%
Gaither Junior Fellows	14	8	2	2	2	1	1	50%	50%
Gates Cambridge Scholarship	7	N/A	N/A	Unknown	N/A	1	0	Unknown	Unknown
Goldwater Scholarship	5	2	2	2	4*	N/A	2	N/A	100%
Fulbright US Student Program	105	42	42	43	No limit	26	10	60%	23%
Keasbey Scholarship	3	3	2	2	2	N/A	1	N/A	50%
Knight Hennessy Scholars	5	N/A	N/A	Unknown	N/A	1	0	0%	0%
Luce Scholars	5	1	N/A	2	N/A	1	1	0%	50%
Marshall Scholarship	9	3	3	3	24	1	0	33%	0%
McCall MacBain Scholarship	1	N/A	0	0	3**	0	0	0%	0%
Rhodes Scholarship Jamaica	6	1	N/A	1	N/A	1	0	100%	0%
Rhodes Scholarship US	1	1	1	Unknown	No limit	0	0	Unknown	Unknown
Schwarzman Scholars	0	0	0	0	N/A	0	0	0%	0%
St. Andrew's Scholarship	1	1	1	1	1	1	0	100%	0%
Truman Scholarship	4	1	0	0	4***	0	0	0%	0%
Udall Scholarship	1	0	0	0	8	N/A	0	0%	0%
Voyager Scholarship	10	N/A	N/A	Unknown	N/A	N/A	0	0%	0%
Watson Fellowship	48	16	4	4	4	N/A	2	N/A	50%

* Additional candidates can be nominated if they are transfer students or veterans. None of our candidates were.

** For US or Global candidates the limit is 3. For Canadians, there is no limit.

*** Additional candidates can be nominated if they are transfer students or veterans; one of our candidates was, but we only had 3 candidates who met the threshold for nomination.

Projects

Records System

Associate Director for Fellowships Erica Kowsz continues to develop the records system for applicant, collaborator, and application cycle data in Airtable, a cloud-based, visual relational databases platform. New developments this year include:

FELLOWSHIPS

Records System *continued*

- **Integrated Meeting Notes Form:** The introduction of a meeting notes form, which allows anyone advising on fellowships to enter meeting notes into the records system, linking them to the applicant and application cycle to which they pertain. This way both the temporary fellowships advisor and the Associate Director can access one another's notes during the high season for advising appointments, and other FCGS staff advising on CLS will be able to enter their meeting notes in the system as well, helping us track the timing and distribution of fellowship appointments across competitions throughout the year.
- **Cycles table for tracking the applicant pipeline:** The creation of a cycles table in which we can keep track of the number of total students/alumni involved at each stage of the process: interest, campus deadline, national deadline, semifinalist stage, recipient, alternate, or withdrawn from the competition. In June 2025, Kowsz is working with an outside low-code systems coach on automating reports of this data on a month-to-month basis to help track advising demand more closely for future planning.
- **Recipients gallery:** During Spring 2025, Kowsz and Augustyn, the Database Development Assistant, took steps to move toward a visual, searchable, sortable recipients directory in Airtable that can be embedded on the main Office of Fellowships website in place of the text-based list currently present. This system runs off a recipient bio and headshot form and has built-in automations to notify the Associate Director when a form is submitted for review. Once reviewed, the information is displayed in the gallery view. We hope to embed this gallery view onto the main webpage in AY 25-26.
- **Attendance form:** We developed an attendance form that will allow students to sign into events from their photo and automatically add these event attendance records to their own individual profile in the records system and the linked Event Records table. This will save substantial work entering attendance from events and allow us to track and communicate with students interested in fellowship opportunities from the day of the event forward.

FELLOWSHIPS

Fellowships Database

Throughout the year, we made substantial progress in putting together a database of fellowship opportunities, exceeding the shorter list profiled on the website currently, which only covers national fellowships for which we have an established campus process (involvement of the committee and/or a campus deadline). Even those profiles are limited in their utility by the format available on our Cascade webpage, which offers a text-based system and doesn't allow students to sort or filter through the opportunities available.

Building on the work completed by a student fellowships assistant in spring 2024, in summer and fall 2024, temporary fellowships assistant Alyssa Maraj Grahame, contributed to building out a list of fellowship opportunities in Excel and Grahame and Kowsz worked together to determine which, of a long list of possible categories variables, would make most sense as the organizing principles in a student-facing database. Over the winter break, Kowsz hired a student worker, Julia Augustyn '25, as Database Development Assistant and throughout the spring semester Augustyn worked assiduously on the project. We were able to produce a prototype of the database interface, loaded up with a manageable selection of ~40 fellowship opportunities by the end of Wesleyan's spring break and tested the tool out with a focus group of students from various class years and disciplines at the end of March. Augustyn spent the remainder of the semester making tweaks to the interface based on students' feedback. The new temporary fellowships advisor coming on board in June 2025 will take up this project continuing data entry during times when appointment volume is low, and we hope to debut the resource to students in spring 2026, during our primary fellowships outreach season.

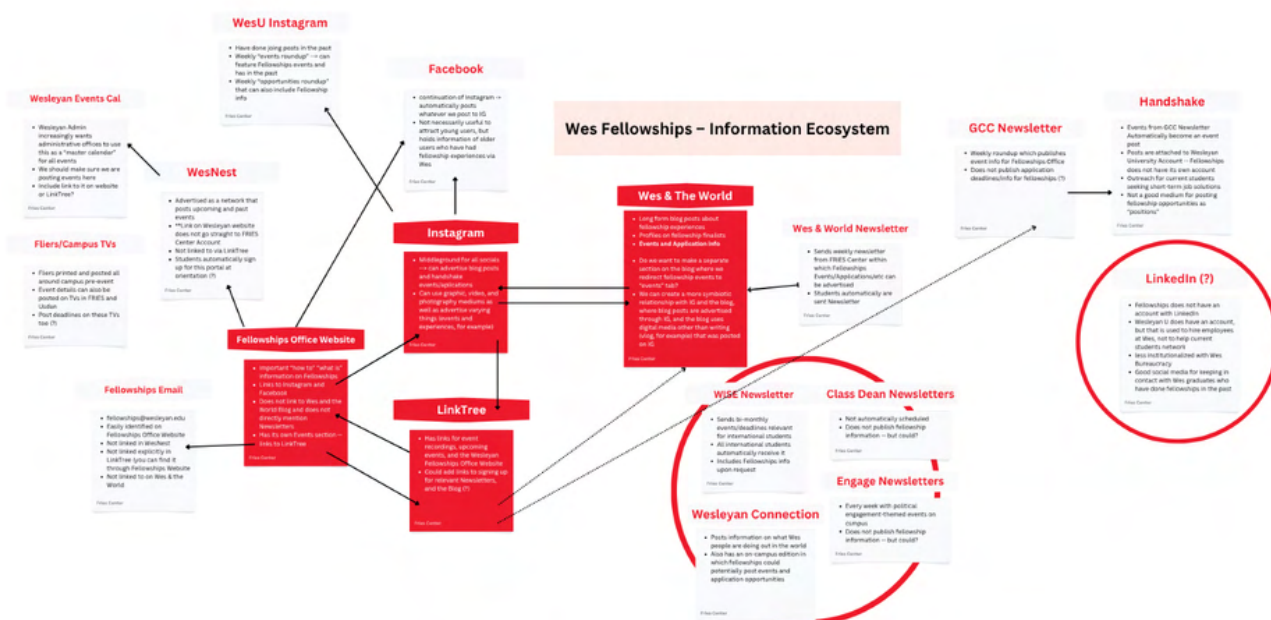
While working on this database project at Wesleyan, Kowsz also joined a subgroup of the new National Association of Fellowship Advisors Advocacy Working Group that is working on developing a fellowships database at the national level. Due to changes to state law in a range of other US states, there are a number of campuses that are no longer allowed to host their own fellowship databases, though they can link to outside resources. This development has been the impetus to look at having the national professional organization host this kind of a student-facing database resource. Kowsz has represented Airtable as a possible option for building such a database, gathering quotes for co-building assistance from a range of companies and providing these to the group for the budget request presented in April. Work on this initiative is ongoing.

FELLOWSHIPS

Outreach and Communications Protocols

The second project that student workers were assisting on in spring 2026 was the development of communications protocols to provide a clearer blueprint for what needs to happen to organize and advertise outreach events and to communicate fellowship wins to the campus community. As Events and Outreach Assistant, Kate Marriott '25 made substantial contributions to this work.

Kowsz asked Marriott to start the semester by creating a map of the communications ecosystem, which the two then revised and developed together throughout the semester. Working with an example developed by Marcus Khoo '24, former outreach fellow at the Allbritton Center, Marriott mapped out the existing communications ecosystem, including the FCGS blog and newsletters, fellowships office social media, and connections to various other newsletters and information avenues at the university. She included elements that she thought should exist, though they didn't already, including a LinkedIn page for either the Fries Center or Office of Fellowships. By the end of the semester, Global Outreach Fellow, Thais García Bagué created just such a page and fellowship announcements made up the inaugural posts, having just the effect we had hoped for, with fellows sharing the announcements on their own LinkedIn pages.



Fellowships Information Ecosystem Map (Kate Marriott, January 2025)

FELLOWSHIPS

Outreach and Communications Protocols *continued*

As they ran outreach events in the spring, Kowsz and Marriott worked together to develop checklists for event outreach and results announcements. The event checklist in particular proved very useful for remembering, well ahead of time, to take early steps like reaching out to alumni panelists for scheduling information or seeking event co-sponsorship. With both people working off a checklist in Sharepoint, we were able to track easily what tasked had been accomplished and share notes. Similarly, using the announcements checklist, we were able to reuse content across platforms (for example, Instagram and LinkedIn), while also linking longer form content like a Wes and the World blog post or Wesleyan Connection article to social media posts to drive traffic from social media to the more in-depth coverage of the award or event. These resources will help to get future Events and Outreach Assistants up to speed quickly on how to promote an event or a fellowship results announcement, and they give us a written resource that can be adapted as needed over time and as the communication ecosystem evolves.

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, both on their writing and in the form of campus interviews and mock interviews, allowing our nominees to submit their strongest possible applications to national and international fellowship competitions.

FELLOWSHIPS

Fellowships Committee

- Talia Andrei, Assistant Professor of Art History and East Asian Studies (Luce, Fulbright, Beinecke)
- Rachael Barlow, Associate Director for Assessment, Institutional Research, Visiting Assistant Professor, Education Studies, Adjunct Assistant Professor of Academic Writing (Watson, Truman)
- Erik Grimmer-Solem, Ezra and Cecile Zilkha Professor in the College of Social Studies, Professor of History and German Studies (Keasbey, Marshall, Rhodes, Watson, Gaither Junior)
- Mary Alice Haddad, John E. Andrus Professor of Government, Professor of East Asian Studies and Environmental Studies, Director of Faculty Career Development (Luce, Truman, Gaither Junior)
- Scott Holmes, Professor of Molecular Biology and Biochemistry and Integrative Sciences (Keasbey, Marshall, Rhodes, Watson)
- Alyx Mark, Associate Professor of Government (Truman, Gaither Junior)
- Jen Mitchel, Assistant Professor of Biology and Integrative Sciences (Luce, Goldwater)
- Stephanie Kuduk Weiner, Professor of English (Marshall, Mitchell, Rhodes, Gaither Carnegie Junior Fellows, Beinecke)

FELLOWSHIPS

Fullbright Committee

- Amir Aissa, Adjunct Assistant Professor in Arabic
- Talia Andrei, Assistant Professor of Art History and East Asian Studies
- Scott Aalgaard, Assistant Professor of East Asian Studies
- Hyejoo Back, Associate Professor of the Practice in East Asian Studies
- Peggy Carey Best, Visiting Assistant Professor, Education Studies and Science in Society
- Anita Deeg-Carlin, Director for Intercultural Learning, Fries Center for Global Studies
- Hafiz M. FazaleHaq, Assistant Professor of the Practice in South Asian Language and Culture
- Daniella Gandolfo, Associate Professor of Anthropology and Latin American Studies
- Emily Gorlewski, Director of Study Abroad, Fries Center for Global Studies
- Indira Karamcheti, Associate Professor of Global South Asian Studies, Education Studies and American Studies, Coordinator of Caribbean Studies
- Giovanni Miglianti, Visiting Assistant Professor of Italian
- Emmanuel Paris-Bouvret, Director of Language and Technology
- Rehana Patel, Visiting Associate Professor of Mathematics
- Ana Perez-Girones, Adjunct Professor of Spanish and Education Studies
- Juan Esteban Plaza, Visiting Assistant Professor of Spanish
- Andy Quintman, Associate Professor of Religion and Global South Asian Studies
- Roberto Saba, Assistant Professor of American Studies and History
- Mira Seo, Provost's Distinguished Equity Fellow of Classical Studies
- Lynne Stahl, Humanities & Interdisciplinary Studies Librarian
- Roman Utkin, Associate Professor of Russian, East European and Eurasian Studies and German Studies, Core member Feminist, Gender and Sexuality Studies
- Krishna Winston, Professor of German Language and Literature Emerita

FELLOWSHIPS

Contributions to the Fellowships Program

The success of our applicants in fellowship competitions and what they learn along the way takes a big group effort from the Fries Center staff, our campus community, alumni community, and beyond. For their contributions to Wesleyan's fellowships program in 2022–2023, we would also like to recognize:

Individual contributors in our campus community and beyond who jumped in to assist with outreach, applicant support, and other key functions

- Tsampikos Kottos, Professor of Physics, Mathematics, and Integrative Sciences, who stepped in to replace a committee member who needed to recuse on the Goldwater Scholarship nomination committee
- Colleagues at the Allbritton Center for Public Life, who integrated fellowships content into their programming for CSPL 120 and their spring series for students interested in civic engagement
- Anita Deeg-Carlin for conducting a mock-interview with one of our Fulbright ETA candidates facing a semifinalist interview
- Krishna Winston, Professor Emerita of German Language and Literature, who advised Fulbright applicants during the summer of 2024 in addition to her service on the endorsing committee in the fall

Mock interviewers for our Rhodes Scholarship finalist:

- Garry Bertholf, Assistant Professor of African American Studies
- Erik Grimmer-Solem, Ezra and Cecile Zilkha Professor in the College of Social Studies and Professor of History
- Stephanie Kuduk Weiner, Professor of English
- Camille McGadney, Social Impact and Pre-Law Career Advisor
- Zaira Simone-Thompson, Assistant Professor of African American Studies

Mock interviewers for our Gates Cambridge Scholarship finalist:

- Ethan Kleinberg, Professor of History, Professor of Letters
- MJ Rubenstein, Professor of Religion, Feminist Gender and Sexuality Studies, Philosophy, and Science and Technology Studies, Dean of Social Sciences
- Stephanie Kuduk Weiner, Professor of English

FELLOWSHIPS

Our current fellows and fellowship alumni who made time to share their experiences and inspire others. Some visited campus via Zoom, some were the focal point for an on-campus event, others shared their stories on social media or a Wes and the World blog post; some did all of the above!

- Adin Dowling, '25, Goldwater Scholar
- Debra Goh '24, Gaither Junior Fellow
- Desaree Edwards '25, Truman Scholar
- Nick Bowman '24, Fulbright-Nehru Open Study/Research Award, India
- Dylan Campos '24, Watson Fellow (2024-2025)
- Cate Levy '24, Watson Fellow (2024-2025)
- Anna Tjeltveit '23, DAAD Masters Studies for All Disciplines (2024-2025), Fulbright ETA (2023-2024)
- Ben Sheriff '25, Keasbey Scholar (2025-2026)
- Garrett Groesbeck, PhD Candidate, Fulbright-Hayes Doctoral Dissertation Research Abroad program (US Department of Education), Japan Studies Fellowship (Japan Foundation), MEXT Scholarship
- Daisy Montoya '24, Fulbright English Teaching Assistant, Mexico (2024-2025)
- Emily McDougal '24, Fulbright English Teaching Assistant, Argentina (2023-2024)
- Joanna Paul '18, Fulbright English Teaching Assistant, Germany (2024-2025)
- Simon Worth '24, Fulbright English Teaching Assistant, Madagascar (2024-2025)
- Mika Zapf '25, Critical Language Scholarship, Korea, 2023
- Kat Basilio '28, Critical Language Scholarship, Indonesia, 2024
- Lyla Normand '25, Critical Language Scholarship, Japan, 2024
- Sophie Raiksin-Wood '25, Critical Language Scholarship, Brazil, 2024



Wesleyan University

Fries Center for Global Studies

.....

Masami Imai, Director

Emmanuel Paris-Bouvret, Director, Language Resources and Technology

Emily Gorlewski, Director, Study Abroad

Anita Deeg-Carlin, Director for Intercultural Learning

Erica Kowsz, Associate Director of Fellowships

Gabriela N. D. Berzinskas, Study Abroad Advisor

Thais García Bagué, Global Language and Outreach Fellow

Jennifer Collingwood, Administrative Assistant

.....

Core Faculty:

Abderrahman Aissa, Adjunct Assistant Professor in Arabic

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

H. M. FazaleHaq, Assistant Professor of the Practice in South Asian Language and Culture