



Wesleyan University

FRIES CENTER FOR GLOBAL STUDIES

2025 2026

ANNUAL REPORT

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EXECUTIVE SUMMARY



2025-26 was another successful year at the Fries Center, combining robust ongoing programs and exciting new initiatives.

To begin with, we bid farewell to Director Masami Imai, who was replaced by Stephen Angle – returning to a role he had filled for six years previously – and welcomed this year's Global Language and Outreach (GLO) Fellow, Amalie Little.

Amalie is from Atlanta, Georgia, and recently graduated from Wesleyan in the class of 2025 with a Bachelor's degree in College of Letters (COL) and Russian, Eastern European, and Eurasian Studies (REES).

You can read more about Amalie's many accomplishments this year in later sections of the report.

This year marked the fifth year of the university's Internationalization initiative, which is overseen by a volunteer group of faculty and staff from across campus called the Global Wesleyan Collaborative (GWC).



Both internationalization as a whole and the GWC itself extend well beyond the staff and immediate concerns of the Fries Center, but the Fries Center is at the core of many internationalization initiatives and the GWC is convened by the Center's Director, this year very ably supported by Amalie Little as a new aspect of the GLO Fellow's responsibilities. The GWC had a number of meetings this year in order to reflect on the past five years' accomplishments and revise our collective goals for the next five years; the GWC will issue a separate report that will be available on the Fries Center's website.

Amongst all the flourishing activities in the Center this year, a few things stand out. With support from Erica Kowsz and the fellowships team, Wesleyan students and alumni won a record number of Fulbright Fellowships this year, along with a slew of other prestigious opportunities. We also have been consciously focusing on building connections with the diverse countries and peoples of Africa. This year Anita Deeg-Carlin developed and taught a new course within the Global Engagement Minor (GEM) that included travel to and multiple kinds of engagement in Kenya, and Emily Gorlewski has been leading efforts to create a new Wesleyan-run study abroad program based in Ghana. More broadly, we continued to have robust numbers of students studying abroad (almost 400), our intercultural pre-departure programming reached record numbers of students, and the introductory class for GEM was our largest yet.

EXECUTIVE SUMMARY



In addition to Anita's new class, Emmanuel Paris-Bouvret also debuted a new class in which he introduced students to both language acquisition theory, and they had ample opportunities to experiment with ways that emerging technologies can support language learning.

This year also saw an emphasis on podcast production, both in conjunction with language learning and, in a first for the Center, the launch of a new Wes and the World interview series hosted by Jennifer Collingwood and Amalie. Jennifer plans to continue the series next year together with our incoming GLO Fellow. Another new initiative this year was the incorporation of a photography-focused element into the GEM capstone course taught by Erica, thanks to her successful application for a Creative Campus Initiative grant.

We created and hosted many, many events this year, including those clustered into the very successful International Education and Power of Language weeks. The biggest highlight was our powerful exhibition "Artolution: Art Through Crisis," which featured a keynote by Dr. Max Steiner, about which you can read more below.

There were also some important behind-the-scenes developments that may sound less exciting but are vital and deserving of recognition, like significant enhancements to our risk management protocols covering students traveling abroad using university funding (outside of conventional study abroad) and a new cross-campus committee that is pursuing various kinds of formal interaction with the United Nations.

For details on all of this and much more, read on!



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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 2025, 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 seven years running.

This year, 44 applicants, both alumni and seniors, completed our campus application process, including interviews with the campus Fulbright Committee, with one more completing the application for the national deadline the following month.



In January 2026, 27 of these applicants were named semifinalists for the Fulbright awards they had applied to in fall. By May, 17 of these applicants had won the Fulbright awards they applied to, a new all-time high for Wesleyan.

We congratulate 11 graduating seniors and 6 alumni on their success in the Fulbright application process this year.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS



Fulbright US Student Program *continued*



Muhammad Abdur-Rahman '26, Fulbright English Teaching Assistant, Bosnia

Muhammad Abdur-Rahman graduated with degrees in Film Studies and English, through which he cultivated his appreciation of art and language. Wesleyan gave him the opportunity to both study and practice filmmaking both in Middletown, Connecticut, and abroad in Prague, Czech Republic. He worked on many student films and produced several of his own. Muhammad lived in Massachusetts most of his life, between interreligious and interracial communities. He is inspired to go to Bosnia in part to study the aftermath of the Bosnian War, the remnants of religious and ethnic divides, as they might speak to his own experience and go beyond it.



David Gabriel Calderon '26, Fulbright/COMEXUS Binational Business Award, Mexico

Born in Miami and raised in Guatemala City, David Calderon '26 graduated from Wesleyan with a major in the College of Social Studies and a minor in Data Analysis. On campus, he served as a co-chair of the International Student Advisory Board for three years, mentored students through Consulting Pathways, and enjoyed exploring Middletown's running trails. He studied abroad in Madrid and wrote his capstone on the challenges limiting Guatemalan avocado exports. During his summers, David interned at the MacArthur Foundation, Universidad del Valle de Guatemala, and AGEXPORT, Guatemala's Exporters Association. As a Fulbright COMEXUS Binational Business Award recipient, Calderon will spend a year as a fellow at a company with operations in the U.S. and Mexico and take MBA classes at the Instituto Tecnológico Autónomo de México. After his Fulbright, David will work as a Business Analyst at McKinsey & Company.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS



Fulbright US Student Program *continued*



Robert Taylor Clemens '26, Fulbright English Teaching Assistant, Spain

Robbie Clemens is from Cambridge, Massachusetts and majored in Government and Environmental Studies at Wesleyan. He interned at The Fortune Society in West Harlem, working with formerly incarcerated individuals. He also created a data visualization project on Bluebikes in the Boston area, focusing on highlighting changes to the program following the impacts of Covid-19. In his final semester at Wesleyan, he wrote a political theory thesis on post developmentalist autonomy. He also played for the Wesleyan Rugby team and wrote for the Wesleyan Business Review.



Priya Devavaram '26, English Teaching Assistant, Taiwan

Priya Devavaram is from Boston, Massachusetts. She is a Psychology major and holds a minor in the College of East Asian Studies. Outside of class loves reading, music, and the outdoors. Priya is passionate about child development, equalizing educational spaces, and language learning. Currently, she is completing a senior capstone project for the Psychology department examining the decision-making attitudes and experiences that parents of children with intellectual and developmental disabilities have while navigating care placements. She is also active in the Literacy Volunteers of Central Connecticut, an organization that supports early English language learners through weekly classes.



William "Liam" Farrell '26, English Teaching Assistant, Spain

Liam Farrell is a College of Social Studies (CSS) major from Orono, Maine. After graduating from Orono High School, Liam took a gap year, studying abroad at the School for Ethics and Global Leadership at the African Leadership Academy in Johannesburg, South Africa, and volunteering in Goma, Democratic Republic of the Congo. At Wesleyan, Liam was a part of the Wesleyan Student Assembly and the Office of Religious Life. He also founded the Wesleyan Golf Club. After studying abroad in Paris through the Vassar-Wesleyan program, Liam wrote a thesis titled "The Political Economy of Wine in France," which received honors in the CSS. In his free time, Liam enjoys running, pick-up soccer, Tuesday trivia nights, and chess. In Madagascar he will be supporting local teachers with English instruction (i.e., activities, tutoring, and improving conversational skills) and organizing extracurricular projects in the broader community.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS



Fulbright US Student Program *continued*



Emma Goetz '25, Fulbright English Teaching Assistant, Spain

Emma Goetz is from Long Island, New York and majored in American studies and Hispanic Literatures and Cultures. She studied abroad in Madrid, and Madrid is her favorite city that she's lived in (so far!). While at Wesleyan, she pursued her interests in education and advocacy work as a Teaching Fellow for Breakthrough NY, an education nonprofit, and a tutor at MeshEd, an education collaborative. She also loves creative writing and worked as a copy editor for Wesleyan's Literary Magazine The Lavender.

In the year after graduating, she worked in DC as a paralegal at We Are CASA, an immigration advocacy organization. She is excited to return to Spain as an English Teaching Assistant in the Canary Islands and learn about Spanish culture in a different region of Spain. She also hopes to learn more about Spain's education system, teach a creative writing elective for her students, and join a local writer's circle. Upon returning to the US, she plans to pursue a career in law or education.



Ava Yuanshun Guralnick '25, Fulbright English Teaching Assistant, South Korea

Ava Yuanshun Guralnick majored in English, Creative Writing, and American Studies. At Wesleyan, she received Olin and COE fellowships, which supported travel to her birth city in China, and to South Korea, where her adoptive grandmother lived before coming to the U.S. Ava's thesis manuscript examines the Korean War origins of transnational adoption as an institutional practice and weaves an intergenerational family narrative that traverses many waters. Her thesis includes lyric prose practices, epistolary entries, journal logs, documentary poetics, and investigations into her family photo-archive. Since graduating, Ava received a scholarship from the Critical Language Scholarship's (CLS) Spark program to learn Korean, has been accepted into various poetry workshops and the Brooklyn Poets 2026-2027 mentorship program, and is working as a preschool teacher.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS



Fulbright US Student Program *continued*



Blake Klein '26, Fulbright English Teaching Assistant, Spain

Blake Klein majored in the College of Social Studies (CSS), with minors in Data Analysis and History. Originally from Leonia, New Jersey, he is interested in pursuing a career at the intersection of public policy and law, and during college he worked as an intern for Representative Josh Gottheimer in Washington, D.C. He was a member of Wesleyan Mock Trial for all four years as an undergraduate, served on the CSS House Committee, and wrote for the Wesleyan Argus as an editor of the Food Section. He wrote a senior thesis examining the relationship between diversity and democratization through a comparative analysis of Spain's democratic transition after 1975 and Yugoslavia's political fragmentation after 1980. While on grant as a Fulbright ETA in Spain, Blake hopes to deepen his understanding of education policy and promote cross-cultural understanding. After completing his Fulbright, Blake plans to work as a paralegal before eventually attending law school.



Judy Liu '26, English Teaching Assistant, Taiwan

Judy Liu studied Government, History, Social Theory, Economics in the College of Social Studies and French in the Romance Languages and Literatures Department. Having immigrated from China to the United States at age four, Judy is passionate about language, education policy, and fostering cross-cultural understanding. As Vice President of the Wesleyan student body, she worked closely with administrators and students to improve campus life and strengthen student advocacy initiatives. Drawing from her experience as an immigrant, Judy is committed to building stronger relationships between the United States and other countries through public service and dialogue. She has interned for U.S. Senator Chris Murphy and U.S Representative Ted W. Lieu. Her senior thesis, "'Good and Faithful Servants: Turning Point USA and the Remaking of the Religious Right,'" examines the rise of Christian nationalism in the United States.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS



Fulbright US Student Program *continued*



Caroline Clark Mancini '26, Fulbright English Teaching Assistant, Spain

Caroline Mancini '26 majored in Psychology at Wesleyan. In the spring of her junior year, she studied abroad in Madrid, Spain through the Vassar-Wesleyan program, and it became a highlight of her college experience. Caroline loved learning Spanish, making new friends, tutoring, and traveling all over the country. On campus, she taught yoga, researched psychology, worked in the Office Study Abroad, and enjoys tackling surprisingly difficult puzzles with my housemates. Caroline received high honors for her psychology thesis on how the media (including social media) attributes blame in the aftermath of school shootings. During Fulbright, Caroline will be an English Teaching Assistant in the La Rioja region of Spain.



Carolyn Neugarten '26, Young Professional Journalist Award, Germany

Carolyn Neugarten '26 majored in the College of Letters, with minors in Economics and German Studies. An aspiring journalist, she has served as Editor-in-Chief of the Wesleyan Argus, and has held reporting and editorial roles at media organizations including U.S. News and World Report, Connecticut Public Radio (WNPR), the New York Review of Books, and OpenSecrets. Carolyn's previous work has focused on the lived impacts of law enforcement, economic policy, and data privacy, and she has a particular interest in how these systems are experienced on an individual level. As a Fulbright Young Professional Journalist Award grantee based in Berlin, she will be working with POLITICO Europe, the Berlin daily newspaper Die Tageszeitung, and with the Max Planck Institute for Security and Privacy to write investigative news stories on cybercrime in Germany and the phenomenon of ""hacktivism,"" or politically motivated hacking.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS



Fulbright US Student Program *continued*



Ibby Newland '26, English Teaching Assistant, Italy

Ibby Newland majored in the College of Letters. Outside of classes, she was a staff editor for ADLit magazine, a youth advisor at Traverse Square Afterschool Program, and a casual participant in the dance scene at Wesleyan. Ibby was born in New York but grew up internationally and went to high school in Barcelona. The experience of moving to Spain as a teenager ignited an interest in language learning which followed Ibby to university, where she was able to study Italian and also learn some Kichwa through a study abroad program based in the Ecuadorian Andes and Amazon. Ibby is also an enthusiastic writer, and for her senior thesis wrote a poetry collection animated by the idea of creating a transhistorical dialogue between female artists and travelers. She hopes to continue writing, dancing, and connecting with others through language during her year as a Fulbright ETA in Italy.



Ruby Smith '23, English Teaching Assistant, Spain

Ruby Smith grew up in Burlington, Vermont. She was a Government major at Wesleyan, writing her senior thesis about the role of remorse in criminal sentencing. Between graduating in 2023 and her Fulbright grant, beginning in 2026, she worked in the New York City court system doing advocacy work for public defenders. Leading up to her Fulbright, she worked as a mitigation specialist, advocating for alternatives to incarceration for youth aged 16-24. In Spain, she will teach English in the Canary Islands. Aside from teaching duties and a project doing volunteer work on the island where she is placed, she looks forward to reading, writing, and improving her Spanish.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS



Fulbright US Student Program *continued*



Diana Q. Tran '26, Fulbright English Teaching Assistant, Morocco

Diana Q. Tran, a Los Angeles native, graduated from Wesleyan University with a degree in the College of Letters, Global Middle Eastern & North African Studies, and Medieval Studies. At Wesleyan, she was engaged in community building through organizations like the Vietnamese Student Association, the Wesleyan Questbridge Chapter, and Wesleyan Students in Research. During her time at Wesleyan, she worked as a Writing Mentor that specializes in supporting multilingual and FGLI students in the Writers Room, a Study Abroad Ambassador in the Office of Study Abroad, and the Project Manager of the Traveler's Lab, Wesleyan's only digital humanities lab. After graduation, Diana will spend a year as a Fulbright English Teaching Assistant in Morocco. Having previously studied abroad in Morocco and also in Oman through the Critical Language Scholarship, Diana is excited to continue her Arabic and Tamazight language learning and community building endeavors internationally through her Fulbright. Although she will be abroad, Diana is committed to continuing to support Wesleyan students in pursuing their language learning and study abroad dreams as a Critical Language Scholarship Alumni Ambassador.



Lauren Tran-Muchowski '25, Fulbright English Teaching Assistant, Vietnam

Lauren Tran-Muchowski '25 is a freelance audio and digital journalist from San Francisco, California. She will be serving as a Fulbright ETA in Viet Tri, Vietnam during the 2026-2027 school year. While at Wes, they were a double major in English and American Studies and a recipient of the Critical Theory certificate. She wrote an honors thesis in American Studies, deconstructing the harmful stereotype of the "inscrutable" Asian, and exploring the role of shame in Asian American affect. They were also involved with WESU Middletown 88.1 FM, the Wesleyan Doula Project, and FXT, and have held journalist positions at WHYY, KALW, and Voice of America.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS



Fulbright US Student Program *continued*



Jocelyn Velasquez Baez '23, Fulbright English Teaching Assistant, Brazil

Jocelyn Velasquez Baez '23 graduated with majors in Molecular Biology and Biochemistry (MB&B) and the Science in Society Program (SISP) and a minor in Chemistry. Born and raised in Los Angeles, California, she continues to live and work in her hometown. During her time at Wesleyan, Jocelyn was awarded the Scott Biomedical Prize for excellence in Molecular Biology and Biochemistry and received the Thomas M. Arndt Wesleyan Summer Experience Grant to support community health work alongside Indigenous Maya midwives and their communities in Guatemala. Following graduation, Jocelyn was awarded a Thomas J. Watson Foundation Fellowship, which allowed her to travel across 11 countries exploring traditional medicine practices and engaging with Indigenous and local communities around the world. After her Watson Fellowship she worked at CIELO, supporting advocacy efforts for Indigenous language access and analyzing interpretation service data to help improve access for migrant communities across the United States. Outside of work, Jocelyn enjoys dancing to cumbia sonidera and regional Mexican music, along with surfing, hiking, and traveling to explore new countries, cultures, and communities.



Isaac Platt Zolov '26, English Teaching Assistant, Taiwan

Isaac Platt Zolov '26 is from Brooklyn, New York. At Wesleyan, he minored in Civic Engagement and majored in the College of East Asian Studies, from which he received the P.L. Kellam Prize. On campus, he was Co-Chair of the College of East Asian Studies Majors Committee and Coordinator for Cardinal Kids, a Wesleyan student-led afterschool program in Middletown. He is passionate about immigrant rights and language justice through community organizing and has been involved in local politics and arts programming in New York City's Chinatown since his youth. As a Fulbrighter, he will be teaching English to elementary and middle school students in Chiayi, Taiwan.

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 one of the four was selected as a 2026–2027 Thomas J. Watson Fellow.



Tamira Le '26

Tamira Le is majoring in the College of Social Studies (CSS) and Environmental Studies. She is an international student from Ho Chi Minh City, Vietnam. Her interest lies in climate and sustainability work, specifically in advancing an equitable energy transition. As a Thomas J. Watson Fellow, Tamira's project asks: How do community-owned energy projects sustain themselves and reflect the communities they serve? She will explore the successes and challenges of expanding decentralized, community-owned energy across different global contexts.

On campus, she served as a Sustainable Middletown Intern, collaborating with stakeholders across campus and the local community to advance sustainability initiatives focused on energy efficiency, civic engagement, and waste reduction. She also served as a Hub Coordinator at Sunrise Wesleyan, where she organized events with political representatives to deepen campus understanding of environmental issues in Connecticut. During her time at Wesleyan, worked at a forest conservation NGO in Brazil and interned at a US renewable energy company. Through the SIT International Honors Program, she studied abroad in Morocco, Nepal, and Ecuador, where she focused on food, water, and energy justice. Tamira was also the CSS History Preceptor for the Sophomore History Tutorial on Modern European History. Tamira's senior thesis on China's renewable energy investments in Southeast Asia.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS



Udall Undergraduate Scholarship

The Udall Foundation was created to honor the legacies of Congressman Morris Udall and Secretary of the Interior Stewart Udall, whose careers significantly impacted Native American self-governance, health care, and the stewardship of public lands and natural resources. The Udall Foundation awards scholarships to college sophomores and juniors for leadership, public service, and commitment to issues in one of the two categories: (1) Native American tribal policy or (2) the environment. The Udall scholarships provides access to the Udall Alumni network, a five-day scholar orientation, and a financial award. The Udall Scholarship has been awarded nationally since 1992. While we have had an applicant named Honorable Mention in the past, Jesse Chang-Frieden '27 is Wesleyan's first recipient of the award.



Jesse Chang-Frieden, '27, Environment Category

Jesse Chang-Frieden is an IDEAS minor and Environmental Studies and Earth & Environmental Sciences double major studying how landscapes and communities can recover from environmental disasters. His work combines satellite remote sensing, in situ sampling, and environmental policy to improve responses to wildfires, water contamination, and urban heat. He has worked with NASA's Jet Propulsion Laboratory and Wesleyan's Forests and Global Change Lab, where he developed models to assess post-fire water contamination. This summer, he will continue creating computer models with the Jet Propulsion Laboratory to evaluate the most effective methods for cooling outdoor urban areas, while making the science behind these models more accessible to both researchers and the public.

Outside of Wesleyan, Chang-Frieden has worked in wildfire mitigation through AmeriCorps NCCC, trail construction with the Appalachian Mountain Club, and several land stewardship and environmental design projects. These efforts have formed his commitment to equitable climate adaptation, accessible science, and interdisciplinary collaboration. When not in the lab or the forest, he enjoys doing origami, casting metal jewelry, and baking.

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 9 critical languages: Arabic, Chinese, Hindi, Japanese, Korean, Persian, Portuguese, Russian, and Swahili.

This year, three students at Wesleyan were awarded Critical Language Scholarships and two additional students were alternates (on the waitlist) for the award at the time this report was written in early June 2026.



Jenny Ongele '26, Beginning Swahili

Jenny Ongele is a Sociology and Film Studies major from Los Angeles, California, who will be studying Swahili intensively in Arusha, Tanzania, at the MS-Training Centre for Development Cooperation through the Critical Language Scholarship. Her parents and extended family are from East Africa, her father from Kenya, and her mother from Uganda. Both of their cultures have informed Ongele's worldview. Growing up, her parents introduced her to Swahili, Luo, and Rutooro, primarily through oral storytelling traditions that strongly influence Ongele's own creative storytelling.

Ongele hopes to pursue a career in entertainment where she can create and produce diverse stories that educate and deconstruct harmful tropes and stereotypes about marginalized groups, fostering empathy, understanding, and inclusivity. While at Wesleyan, Ongele explored those interests through a handful of leadership experiences across student groups, including the Film Series Board, Fray Magazine, Suya, and the SOC Fashion Show.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS



Critical Language Scholarship *continued*



Lizbeth Ramirez '28, Advanced Beginning Korean

Lizbeth Ramirez is majoring in Government and Education Studies and pursuing the Global Engagement minor. Originally from Tennessee, she is passionate about language policy, cultural diplomacy, and expanding access to international education. As a QuestBridge Scholar and first-generation college student, Lizbeth’s interest in language is both academic and deeply personal. She studies how language shapes belonging, opportunity, and power, particularly within education systems and global exchange programs. Through the Critical Language Scholarship, she looks forward to strengthening her Korean proficiency while engaging more deeply with the cultural and political dimensions of U.S.–Korea relations.

On campus, she serves as an International Orientation Leader, Campus Tour Guide, and works at Olin Library. She volunteers as a TESOL tutor with Middletown Adult Education and IRIS, supporting immigrant and refugee communities. Outside the classroom, she gravitates toward spaces where cultures meet through multilingual literature, community engagement, Latin music, and Korean Dramas. Overall, she hopes to build a career in diplomacy or education policy that expands equitable access to global opportunities.



Bella Rosenblatt '26, Intermediate Portuguese

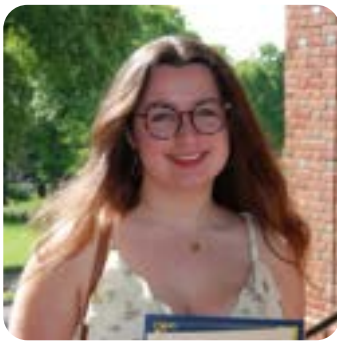
Bella Rosenblatt is majoring in Science and Technology Studies with a minor in Chemistry. She is from New York City. Her academic interests focus on the social and cultural dimensions of reproductive public and global health care, and she has pursued a pre-med track during her time at Wesleyan with the goal of pursuing a career in reproductive medicine. On campus, she is a member of the Wesleyan Doula Project and a Research Associate at Black Box Labs, where she is currently conducting a study on the emergence of “AI doula” mobile applications and their implications for how forms of person-to-person care are imagined and translated into digital systems. Bella spent the summer of 2024 volunteering at Hospital Central de Maputo, Mozambique, where she provided doula support in Portuguese. She is also a Jazz vocalist, and co-founded the High Street Standards Jazz Performance Collective, hosting monthly Jazz Nights at Wesleyan.”

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 2025 were named Goldwater Scholars in 2026.



Lorraine F. Hillgen-Santa '28

Lorraine F. Hillgen-Santa is a Neuroscience & Behavior major, and has been a member of the Feng lab at Wesleyan University since Fall 2024 and the Bagriantsev and Gracheva labs at the Yale School of Medicine since Summer 2023. Lorraine's research focuses on hibernation in thirteen-lined ground squirrels. She was first published for her research on elephant-nose fish in September 2025 and is currently working on additional publications. Lorraine has a passion for neuroethology, neurophysiology, and non-traditional animal models. Outside of the labs, she is a teaching apprentice for Foundations of Contemporary Psychology. She has a love of the arts and has been a head costumer for theater and film productions both on and off campus. Lorraine was born and raised in Connecticut, graduated cum laude from Choate Rosemary Hall in 2024, and spent all four years of high school volunteering at Connecticut's Beardsley Zoo."



Miki Jill Lynch '27

Miki Jill Lynch is a Molecular Biology and Biochemistry major from Manila, Philippines. On campus, she is involved with research, volunteers as a doula with the Wesleyan Doula Project, and works with WesWAVES as a student advisor. She hopes to eventually pursue a research-intensive career in the medical field and support her interest in integrating basic science with women's healthcare.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS



Yenching Academy at Peking University

The Yenching Academy of Peking University in Beijing aims to build bridges between China and the rest of the world through an interdisciplinary master's program in China Studies through which they explore China and its role in the world—past, present, and future. The Academy aims to shape new generations of global citizens with a nuanced understanding of China. Scholars receive full fellowships for the two-year program, creating their own study paths by choosing courses from six research areas, working closely with advisors, and participating in extracurricular activities and field studies.



Baron Fisher '26

Baron Fisher, originally from South Florida, is majoring in East Asian Studies and English Literature with a minor in Civic Engagement. On campus, Baron leads a student forum course called "Tea Time Talks: Contemporary China from Mao to Now." He is the Community Fellow at the Patricelli Center for Entrepreneurship (PCE) and co-chair of the College of East Asian Studies (CEAS) Major's Committee.

Baron's senior thesis, supported by Wesleyan's Davenport Research Grant, focuses on Chinese intellectual history and political philosophy. Baron has worked at the Fries Center for Global Studies and studied abroad in Beijing and Taiwan. He has tutored through the Jewett Center for Community Partnerships' middle school tutoring program. Baron interned at the U.S. Department of Commerce, focusing on U.S.-China trade policy.

As a Yenching Scholar at Peking University, Baron will earn his Master's in China Studies with a focus on Law and Society. He hopes to foster stronger U.S.-China relations and pursue a career in diplomacy. Baron is looking forward to researching Chinese intellectual movements with a focus on the early 20th-century New Culture Movement at the largest university library in Asia on Peking University's campus. He is also excited to play badminton and pickleball at Peking University's gymnasium, which hosted events during the 2008 Beijing Olympics.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS



Yenching Academy at Peking University *continued*



Natalie Sweet '25

In fall 2026, Natalie Sweet will begin a master's degree in China Studies, Law and Society, as a Yenching Academy scholar at Peking University. Natalie is from Queens, New York and graduated from Wesleyan University with a major in Anthropology and minors in East Asian Studies and Environmental Studies. At Wesleyan, Natalie played ultimate frisbee for Vicious Circles, led environmental community initiatives with the Sustainability Office, and co-founded the Wesleyan Clay Club. As a Yenching Scholar, Natalie plans to build on her undergraduate research on the development of China's Ecological Civilization paradigm through studying the evolution of environmental education in schools.

Other Notable Awards



Hertog Fellowship

Blake Fox '26, Constitutional Studies Program

Blake Fox majored in History and minored in Animal Studies. His academic interests center on constitutional law, appellate litigation, and the jurisprudence of the United States Supreme Court, with a particular focus on the First Amendment and statutory interpretation. He served as Opinion Editor of *The Wesleyan Argus*, where his writing examined the role of free speech and open inquiry on college campuses and contributed to broader campus conversations on these issues. He also curated a research-based display at Olin Memorial Library exploring the historical relationship between Wesleyan University and the U.S. Supreme Court. Beyond his academic and editorial work, he enjoys playing tennis. As a Hertog Fellow, he looks forward to learning more about constitutional interpretation and the role of the judiciary in American public life.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS



Other Notable Awards *continued*

New York City Urban Fellows

Sponsored by the City of New York, New York City Urban Fellows is a nationally recognized and highly competitive, nine-month fellowship program that combines seminars and first-hand exposure to public sector leaders to shape fellows' understanding of current urban issues. Urban Fellows are placed at agencies across the city for a nine-month term where they learn about policy and work alongside those who operationalize city policy on behalf of all New Yorkers.



Tasmiah Akhter '26

Tasmiah Akter recently graduated from Wesleyan as a College of Social Studies (CSS) major and Global South Asian Studies minor. She grew up in the Bronx, NY and her family moved to Buffalo, NY when she was in high school. On campus, her extracurriculars included working as a Writing Mentor/Tutor at the Writers Room, Writing Tutor at the Wesleyan Center for Prison Education, Social Policy Director at the Wesleyan Institute for Policy, and Co-Editor for the Ankh. In her senior year, she wrote a thesis about Buffalo's evolving urban landscape due to internal immigrant migrations. Through NYC Urban Fellows, she is excited to continue learning about and working on urban policy for the city she grew up in!

Coro Fellows Program in Public Affairs

The Coro Fellows Program in Public Affairs is a nationally recognized, full-time fellowship that aim to shape future civic leaders as they enter their careers. The Coro Fellows Program combines immersive training, hands-on projects, access to influential change-makers, and cross-sector exposure to accelerate fellows' careers within and beyond the regional program in which they take up their fellowship. This year's two Wesleyan Coro Fellowship winners in New York will join a third Coro Fellow, Teva Corwin '25, who won the fellowship in California last year but deferred to the 2026–2027 cohort.

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS



Other Notable Awards *continued*



Kate Marriott '25

Kate Marriott graduated with a degree in the College of Social Studies and wrote her undergraduate thesis examining the US government's surveillance of undocumented immigrants. In the year after graduating, she spent time in Sevilla, Spain, honing her Spanish fluency after loving her junior year semester abroad in Madrid, Spain, and volunteered with US-based legal organizations that provide low-cost and pro bono counsel to individuals navigating the immigration process. During her time at Wesleyan, she served as a Research Assistant with the Carceral Connecticut Project and as an Outreach and Events Assistant for the Office of Fellowships. A Brooklyn native, she also gained hands-on experience in NYC public service, interning as a Communications Intern for the NYC Public Advocate and as a Project Intern at the Surveillance Resistance Lab, a surveillance watchdog nonprofit. Alongside her academic and civic work, she has pursued a longstanding passion for studio art through painting and drawing.



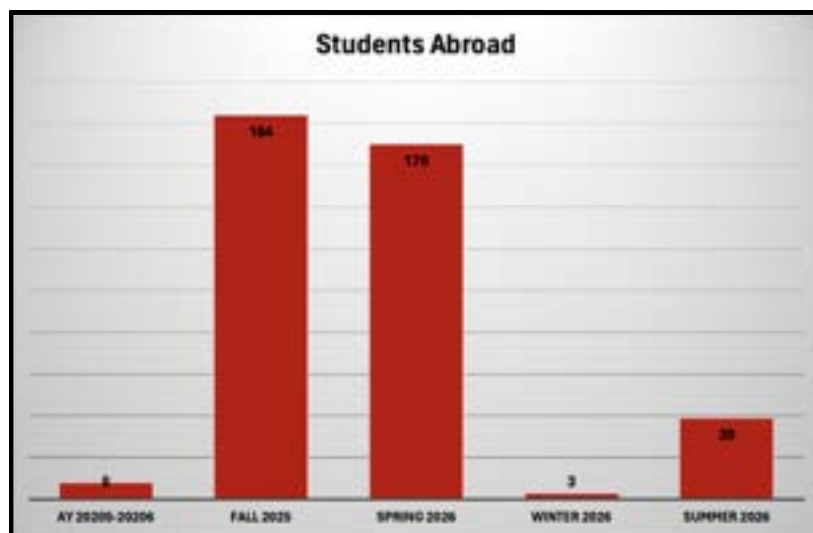
Ben Shifrel '25

Ben Shifrel double majored in College of Social Studies and Government. During his time at Wesleyan, he held a range of research and policy roles, including positions with the Legal Aid Association of California and the Carceral Connecticut Project, and interned in both state and federal government offices. He also served as Student Budget Committee Chair within the Wesleyan Student Assembly. His senior thesis examined how major news outlets characterize mass atrocities, focusing on how language choices influence international response. Originally from Brooklyn, after graduation Ben worked in Washington, D.C. as a Political Research and Reporting Associate at National Journal, contributing to coverage of federal policy and politics, before joining the 2026-2027 Coro Fellowship cohort in New York City."

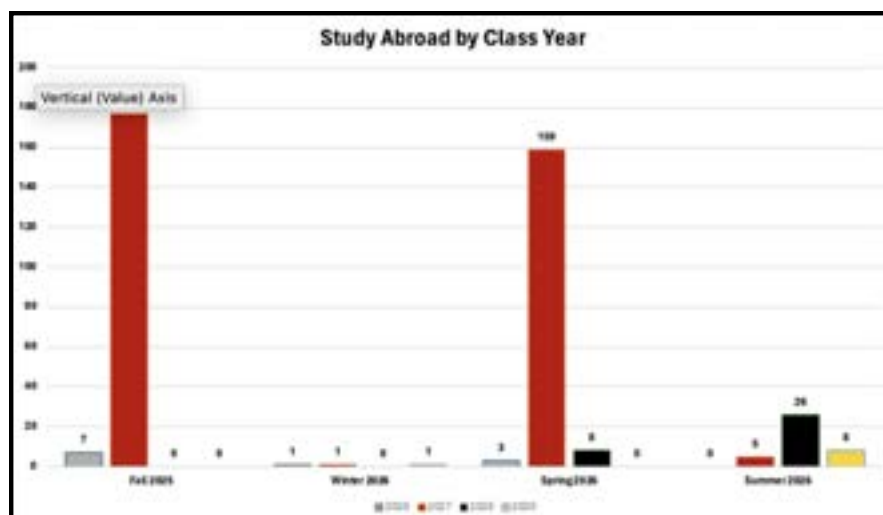


Study Abroad by the Numbers 2025-2026

The 2025-2026 academic year had an increase in its study abroad numbers with a total of 396 students who studied abroad. Even though this year is still lower than 2023-2024, it increased by 39 students compared to last year. The Office of Study Abroad celebrates this growth in numbers as the ultimate goal continues to be directing students towards global opportunities and experiences.

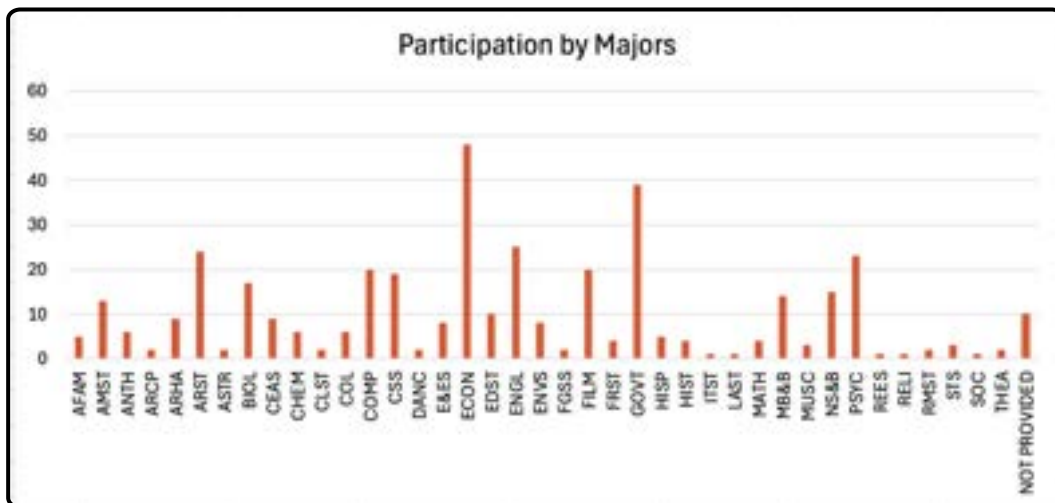


The Fall 2025 semester reached 184 students abroad and the Spring 2026 semester had 170 students abroad; 8 students studied abroad for the full academic year. Amongst the students who went abroad during a semester (354), 19% (68) attended one of the three Wesleyan administered study abroad programs (VWM, VWPP and ECCO). Summer 2026 is expected to have about 39 students attending study abroad programs from two to eight weeks. Fall of 2026 is anticipated at 209 students.

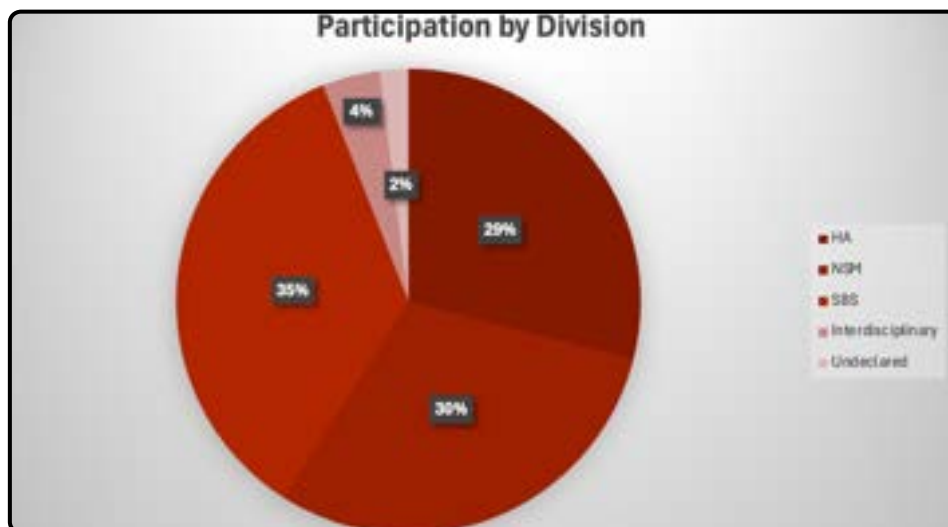


Study Abroad by the Numbers *continued*

In the 2025-2026 academic year, our study abroad students represented primarily 39 majors out of the 47 offered at Wesleyan University. Out of the 396 students who went abroad, 213 were double majors, and 14 were triple majors; 10 students did not provide their majors. Economics is the primary major with the higher number of students who are going abroad, followed by Government, English, Psychology, and Studio Art. This trend has maintained its numbers for the past 5 years, where Economics, Government and Psychology have led as the majors sending the most students abroad.



The Social and Behavioral Sciences division is back leading in 2025-2026 as the division sending the most students abroad with Economics and Government representing as the first and second places amongst all SBS majors sending students abroad.



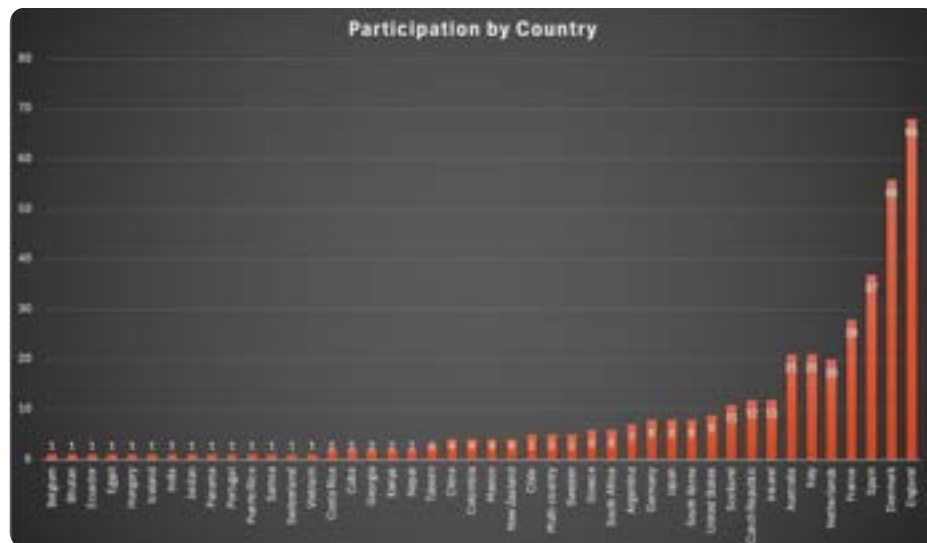


STUDY ABROAD

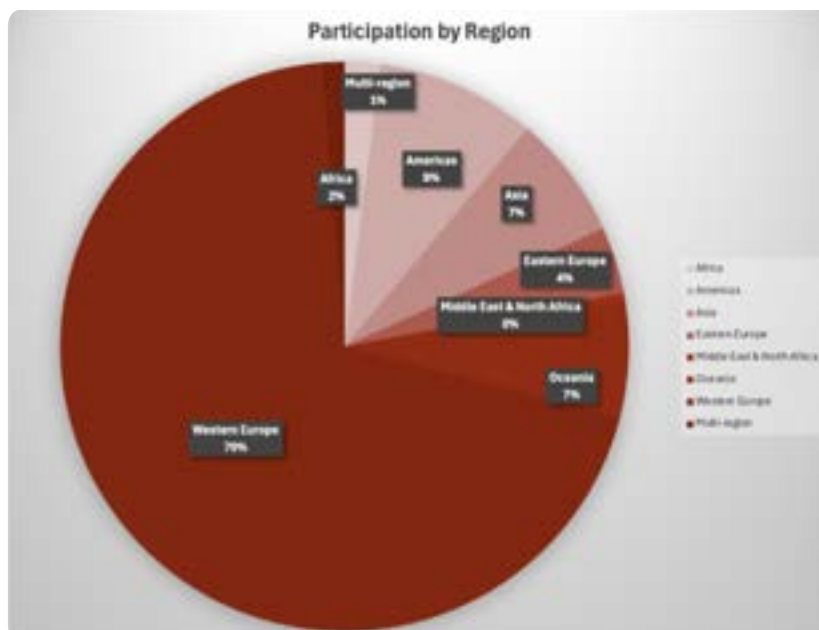
Study Abroad by the Numbers *continued*

Trends by Location:

In the 2025-2026 academic year, 276 Wesleyan students studied abroad at programs in the European continent, accounting for 73% of our total numbers; which is very similar to last year's percentage. England, Denmark, Spain, France continued to be the countries that had the highest number of student participation.



The Americas received 36 students becoming the top 2 region followed by Asia and Oceania regions which had around 20+ students attending programs in their countries, with good participation in locations such as Australia, Japan and South Korea.





Study Abroad by the Numbers *continued*

Wesleyan Programs Abroad (WPA)

Wesleyan Programs Abroad Participation	Fall 2025	Spring 2026
Vassar-Wesleyan Program in Paris	9	15
Vassar-Wesleyan Program in Madrid	15	17
Eastern College Consortium Program in Bologna	2	10

Ambassador Program

For the 2025-2026 academic year, the Office of Study Abroad had four incredible Study Abroad Ambassadors. Caroline Mancini was the Newsletter Editor/Manager, editing our Global Correspondents blog posts and writing features for the Wes in the World newsletter. Diana Tran was the Predeparture Orientation Manager, who collaborated with Anita Deeg-Carlin, Director of Intercultural Learning, to plan and execute our pre-departure orientation sessions for the spring and fall semesters. Nora Bootchk was our Social Media and Events Manager, planning and promoting events on campus and managing our social media accounts, and Puji Masireddy was our Global Correspondents Manager, collaborating with the Global Correspondents to help them delivery their Instagram takeovers, submit blog posts and vlogs.



Nora Bootchk



Caroline Mancini



Puji Masireddy



Diana Tran

The Study Abroad Ambassadors presented many First Steps meetings throughout the semesters and advised students in addition to their other duties. They also conducted information sessions in some of the residence halls on campus – such as Clark Hall, Butterfield, and Nicolson – and planned a study abroad vision board event for International Education Week. Diana assisted us in initiating a new collaboration with the FGLI Student Advisory Board to plan an event targeted for this student group. We are excited to continue working on this collaboration in the upcoming academic year.



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:



Luné Maldonado
IFSA University of Melbourne,
Australia



Rachel Walker
Pitzer in Nepal
Semester Program



Ryan Wong
CIEE Liberal Arts
Buenos Aires, Argentina



Sara Larson
CIEE Arts and Sciences
Cape Town, South Africa

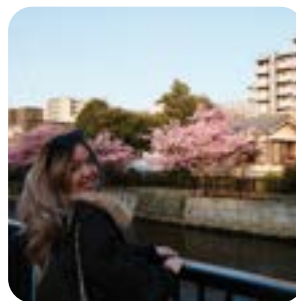
Spring:



Bre Jordan
Smith in Hamburg
Germany



Marthal Aderibigbe
Seoul National University
South Korea



Lisa Lu
Kyoto Consortium for Japanese Studies
Japan



Roxana Ayala
IFSA Mérida Universities Program
Mexico



STUDY ABROAD

Accomplishments for 2025-2026

- Successfully collaborated with the Director, Intercultural Learning, on a Course-Embedded Experiential Learning (CEEL) program in Kenya for GEM minors (details in GEM section)
- Developed a proposal and proposed budget for a new Wesleyan semester program in Ghana. If approved next academic year, this program will run for the first time in fall 2027.
- Developed and implemented a road map for risk management for students traveling abroad with Wesleyan funding, ensuring that these students are accounted for, that they do Health Clearances, and that they sign country-specific waivers for their summer and/or winter grant-funded travel.
- Emily Gorlewski completed her second three-year term as an elected member of the Forum on Education Abroad Council. She chaired a Community of Practice for the Forum called "Fostering Connections Between U.S and European Colleagues." She participated on a task force to revamp the curriculum for the Professional Certification in Education Abroad.
- Emily Gorlewski completed the second year of her three-year term as Treasurer for NAFSA: Association of International Educators Region XI.
- Emily Gorlewski had an article she co-authored accepted for publication in the Journal of Comparative and International Higher Education.
- Gabriela Berzinskas successfully served as a panelist for the Benjamin A. Gilman International Scholarship in the October 2025 cycle.
- Gabriela Berzinskas completed her second year in charge of all student workers, including Study Abroad Ambassadors and Global Correspondents.

Wesleyan Programs Abroad Committee

The Wesleyan Programs Abroad Committee comprised:

Robert Conn, Madrid
Ellen Nerenberg, Bologna
Michael Meere, 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. In the future, the WPAC will become part of a super-committee tasked with recommending the choice of Resident Director for each Wesleyan study abroad program.

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM



Introduction:

2025-2026 has been another busy and productive year for the language area part of the FCGS. As mentioned earlier, the FCGS was fortunate to welcome a new Global Language and Outreach (GLO) Fellow, Amalie Little. After successful onboarding and training in August, Amalie started working with various stakeholders and successfully collaborate on projects and develop initiatives of her own, as described below and in other sections of this report. Together, the GLO Fellow and the Director of the Language Center, Emmanuel Paris-Bouvret, provide language-learning support services, contribute pedagogical and technological expertise, develop a range of language-focused initiatives, and advance the broader mission of the Fries Center.

This past year, they supported the Fries Center Faculty Director with his work on revitalizing the Global Wesleyan Collaborative: the GLO Fellow worked closely with the Center Director to plan events and oversee cohesion across various working groups and the Director of the Language Center oversaw the group related to languages and multilingualism and participated in the 'beyond the curriculum' working group. As reflected in the Internationalization section, the work accomplished was substantial and new updated goals were crafted. Also in support of the larger mission of the Fries Center, they participated in the Critical Languages Scholarship application support efforts in the Fall 2025 and were part of the International Education Week organizing committee.

As part of his role, the Language Center Director taught both sections of the intermediate language class (FREN111), in which he piloted various pedagogical approaches and conducted workshops for faculty and students. Building on a tradition of innovation, Paris-Bouvret offered a ½ credit course focused on the role of technology in the language learning and also the teaching process – the first course of its kind to be offered at Wesleyan.

In Spring 2026, Paris-Bouvret attended a Conference on Innovative Approaches to Language Teaching hosted at Colgate College. During the conference, he joined the board of the National Association for Self-Instructional Language Programs ([NASILP](#)) and is looking forward to his involvement in the organization over the summer in the coming years.

Note: To improve organizational clarity and better communicate the unit's mission, the title Director of Language Resources and Technology has been changed to Director of the Language Center. The new title more accurately reflects the breadth of services offered and is consistent with terminology used at peer institutions. Correspondingly, the Languages and Cultures Hub will be renamed the Language Center. New signage and enhancements to the physical space will be completed during the summer and continue throughout the 2026-27 academic year with the support of the new GLO Fellow.

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM



Language Technology *continued*

Activities of the Director of the Language Center as Adjunct Instructor In the Department of Romance Languages

As part of his appointment, the Director of the Language Center holds an appointment in the Romance Languages Department and serves as a member of the French section. This past year, he taught two sections of Intermediate French I (3rd semester course) a level for which he oversees the curriculum, hires and supervises two Course Assistants.



FLTAs Thomas Lesueur and Jeanne Meyer facilitate a French version of the board game *Just One* during a French game night

Being involved in activities of the French section, he collaborated with his colleague Liana Pshevorska to organize and run the cultural and co-curricular activities organized by the Francophone house and the French Foreign Language Teaching Assistants.

This past year, these events included six movie nights and four game nights spread throughout the academic year, and a French karaoke at the end of the Fall semester. With his colleague Hannah Kosman, he also organized an information session for the TAPIF, a program that allows seniors to apply to go and teach English in France.



After an introduction by Easy Weismann, Manager of the Francophone house, students enjoy a screening of *La Haine*

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM



Language Technology *continued*

Language Pedagogy and Technology Initiatives

One of the primary goals of the Director of the Language Center is to integrate emerging technologies and innovative pedagogical practices into the courses he teaches. This allows him to test their implementation, assess their effectiveness, as well as design best practices in the context of Wesleyan and report to the language teaching community. During the Fall of 2025 most of the efforts in this area were related to continue exploring ways to leverage Generative AI in the context of learning another language. And there are many potential areas where AI can facilitate the language acquisition process: for example, by providing opportunities to practice language skills in context and through topics that are relevant to students through conversation with a chatbot (either voice or text).

Another example of AI implementation is using Retrieval Augmented Generation (RAG) to practice grammar concepts in context and deepen one's understanding of materials so as to enhance class conversation. Under this model, some materials are uploaded by the instructor to the AI platform, and it uses the information contained in these materials to conduct activities. For example, students watched a short film, and articles about the film were uploaded, and students were asked some questions in a conversation format about the film to start thinking critically about it. Once in class, the conversation was very lively because students had already started thinking critically about the work, but also practiced expressing it in the language. This worked well with grammar concepts, where some grammar book chapters were uploaded, and students could practice them in a more creative and interactive way than fill in the blanks, choose the right answer, or conjugate the verb in parentheses in the right form.

It should be noted that the aim of these activities is not to replace human interactions such as work with Course Assistants, tutors, and in-class communications, but rather to enhance assignments, accommodate different learning styles, and allow students to own part of their learning and facilitate and encourage regular language practice. Another crucial component was that students were constantly reminded to engage ethically with AI tools, so as to both ensure productive use and learn to develop a frame of reference for ethical use in the language course and beyond.

In his courses, Paris-Bouvret also explores the use of gameful pedagogies to enhance student engagement and learning. He routinely uses familiar games like Guess Who or Story Cubes because they are short and require minimal training.

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM



Language Technology *continued*

This year, he implemented Planètes, a Role Play Game (RPG) designed by Camilla Zamboni, Associate Professor of the Practice in Italian. This game allows students to engage in all three types of communication (presentational, interpretive, and interpersonal) and involves all skills (listening, speaking, reading, and writing).



Students in Intermediate French create fictional communities using the game *Planètes*

This is true of many RPG games, but even more so with this game, which is designed with language learners in mind. It provided students with opportunities to reinforce vocabulary related to the environment and everyday life across a range of settings while developing their ability to express preferences, likes and dislikes, hypotheses, and obligations in the target language.

Student response to the activity was overwhelmingly positive, with participants demonstrating high levels of engagement and sustained language production throughout the experience. He will expand its use next academic year.



Students interact with each other to learn about each other's communities



Students in Intermediate French use the game *Guess Who* to review descriptions

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM



Language Technology *continued*

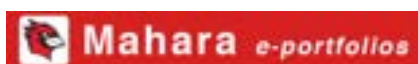
Technology and Course Support

Poodll



The FCGS maintains a subscription to Poodll, a suite of language-oriented Moodle plugins which are designed for language teaching/learning and allow practice and assessment of language skills. For example, faculty can create audio and video assignments and tests, reading activities (ReadAloud), word and phrases practice (WordCards) and deploy AI assessed conversational assignments (Solo).

Mahara



For over ten years now and under the supervision of the Director of the Language Center, Mahara eportfolio system has been available to the Wesleyan community. Mahara was developed as an open source application in New Zealand and it turned into a paid subscription for this past year. We are thankful for Information Technology Services for taking on the cost of the subscription.

Using eportfolios is very beneficial to learners as it allows students to take ownership of their learning and engages a metacognitive process which enhances the acquisition process. Using Mahara, all students in Intermediate French I work on a multimedia eportfolio throughout the semester, share it and receive comments from their peers at the end of the semester. This past year, one hundred and thirty students, mainly across French and Spanish classes produced eportfolios using Mahara.



Examples of artefacts included in students' FREN111 electronic portfolios

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM



Language Technology *continued*

Podcasting

In the Fall of 2025, Ellen Nerenberg, Professor of Italian, offered her course again: Italian/Middletown: Podcasting Middletown's Italian Treasures. The course 'uncovers Italian Treasures in Middletown [and] alongside study of both the medium of podcasting and examples of Italian podcasts, students will learn about the history of Middletown's Italian community and conduct a hunt for Italian treasures to explore and study.'



Students conduct an on-location recording during a field trip to Main Street Middletown.

Students produced audio assignments throughout the semester and worked towards the production of three podcast episodes. With last year's experience, the Director of the Language Center was able to help students better while he recorded them and served as a resource when they produced the podcasts.

The episodes were played in Spring 2026 on WESU (Wesleyan's community service radio) as part of Avanti Tutta, an Italian language program aired on Saturdays. In addition to last year's episodes, they are also available on the FCGS website at the following address:

<https://www.wesleyan.edu/cgs/blogs/tesori-italiani.html>



Students engaged in a conversation with Jennifer Alexander, founder and director of Kid City Museum in Middletown.

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM



Language Technology *continued*

Language Technology Course - CGST204

During Spring 2026, Paris-Bouvret offered a new course: Artificial Intelligence and Other Digital Tools for Learning Another Language. This was the first of its kind at Wesleyan and was opened to students interested in the intersection of the language acquisition and technology.

The course description:

This course will explore the applications of generative artificial intelligence and other technologies to enhance the language learning process. Through readings of current literature in the fields of Computer Assisted Language Learning (CALL) and language pedagogy, as well as hands-on experience, students will develop an understanding of guiding principles for implementing various technologies soundly in language learning activities. Class format will include conversations based on readings and work on projects using various technologies such as generative AI, augmented reality, and virtual reality environments; video games; and dedicated language learning software. Students will develop sample learning activities, participate in a presentation for the language teaching/learning community, and develop a project of their choice. This course is well suited to students with an interest in learning languages and understanding pedagogical approaches to the teaching of languages and cultures.

During the course, students familiarized themselves with theoretical knowledge about language acquisition and principles of teaching languages while experimenting with Generative AI driven tools like ChatGPT, Gemini, and Claude, and commercially available language chatbot products like Speakology, as well as Extended Reality environments such as Meta Goggles.



Dhara Kanchan, Hindi/Urdu FLTA and student in the course, discusses with Hrisi Haldezos the process for creating 360 videos and their uses in the context of language learning.



CGST 204 students get ready for the end of semester workshop where they demonstrated application of various technologies to language learning

Throughout the semester, students produced sample activities which were presented and discussed in class. At the end of the semester, students designed and conducted a hands-on workshop for faculty where they demonstrated some of the technologies they had been learning, while discussing their applications for language learning. Paris-Bouvret will offer the course again in Fall 2026 as a half credit and plans on further developing the syllabus to offer it as a full credit in the future.

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM



Language Technology *continued*

Language Pedagogy and Technology Events and Workshops

Throughout the year and with the help from the GLO Fellow, the Director of the Language Center organized and co-organized events aimed at discussing pedagogy and technology experiences with faculty.

- Chatbots for AI for Language learning (for students)
- Using Chatbots for language teaching (for faculty and with participation of FREN111 students)
- Language Play in the Classroom, a workshop about implementing playful pedagogy in language classrooms (co-organized with Camilla Zamboni)
- AI hands-on Zoom pre-semester faculty workshop for developing basic scenarios and targeted activities by writing simple instructions
- AI and other technologies for learning another language course, student-led workshop



Poster session and hands-on workshop designed and conducted by students in CGST204

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM



Foreign Language Teaching Assistants (FLTAs)

The FCGS serves as a touchpoint for the Foreign Language Teaching Assistants (FLTAs) within their homebase of Fisk Hall, where their offices are located. Though each FLTA is associated with a department, the Global Language and Outreach (GLO) Fellow acts as a primary contact for them and liaison between them and the university. In coordination with other members of the FCGS staff, Office of International Student Involvement, and Graduate Student Services, the GLO fellow aids the FLTA transition especially during the first few weeks, including but not limited to move-in and orientation, including specific FLTA targeted sessions. The GLO and the Administrative Assistant assist the Arabic language FLTA with their move in and out closely, and the GLO helps to oversee all of the FLTAs transition to an American university. In order to encourage bonding between the FLTAs, FCGS and Graduate Student Services reserve funds for outings. In the fall, for example, the GLO fellow organized an outing to nearby Lyman's Orchards for apple picking.

For this academic year, Wesleyan welcomed 11 FLTAs from around the world to join our language programs:

College of East Asian Studies

Yingqi Ou, Chinese
Kohei Konishi, Japanese
Sunyoung Lim, South Korea, Korean

Department of Romance Languages And Literatures

Jeanne Meyer, France, French
Thomas Lesueur, France, French
Giacomo Marletto, Italy, Italian
Iñigo Álvarez Calleja, Spain, Spanish
Mariana Suarez Chavez, Colombia, Spanish
Nora Ambite del Rey, Spain, Spanish

Fries Center For Global Studies

Razan Medleg, Israel, Arabic

Global South Asian Studies

Dhara Kanchan, India, Hindi-Urdu



FLTAs on an apple picking trip!

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM



Foreign Language Teaching Assistants (FLTAS)

continued

In addition to their workload teaching classes, the FLTAs assist their resident departments with putting on events to encourage language study and form community around it. For example, the Spanish FLTAs regularly organized hispanophone film screenings for their students and the Wesleyan community. Moreover, the FLTAs participated in the recurring “FLTA Carnival” event during International Education Week (IEW), wherein they brought in snacks and games from their home cultures, and attendants were able to learn new games while enjoying international snacks.

During the Power of Language (POL) Week in February, FLTAs made desserts of significance to them and brought them in for a closed event consisting of their students and other members of the Fisk and language community; this event allowed attendants to sit down over tea and dessert to learn more about other countries. Some FLTAs organized additional events for both IEW and POL, including making Rangoli (Hindi-Urdu) and a Chinese calligraphy workshop (Chinese).



FLTAs at their potluck for POL



Big rangoli set up outside Usdan, organized in part by the Hindi-Urdu FLTA

The extent to which FLTAs bond with each other, require bonding events, and organize events outside of their requirements depends on cohort. To help foster this sense of community, we hold beginning of the year orientations and plan events, like the apple picking outing organized by Amalie Little during the Fall. To help address some of the variation in FLTA participation we have noted over the years, our goal for next year is to increase the number of check-ins with FLTAs throughout the year and work with language faculty to make sure FLTAs know the resources they have access to through the FCGS. Some FLTAs do take advantage of the support we provide, and this was the case with Dhara Kanchan, the Hindi-Urdu FLTA. She and the GLO Fellow worked together on a few events including an outdoor Rangoli community event.

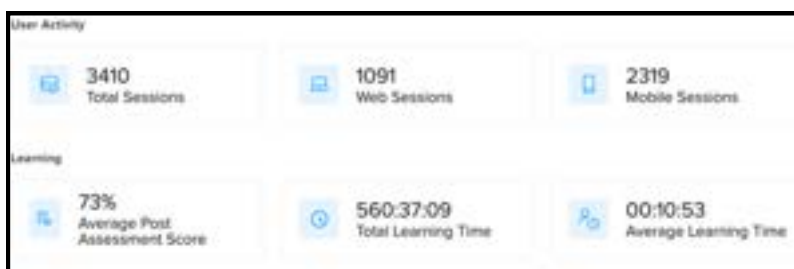
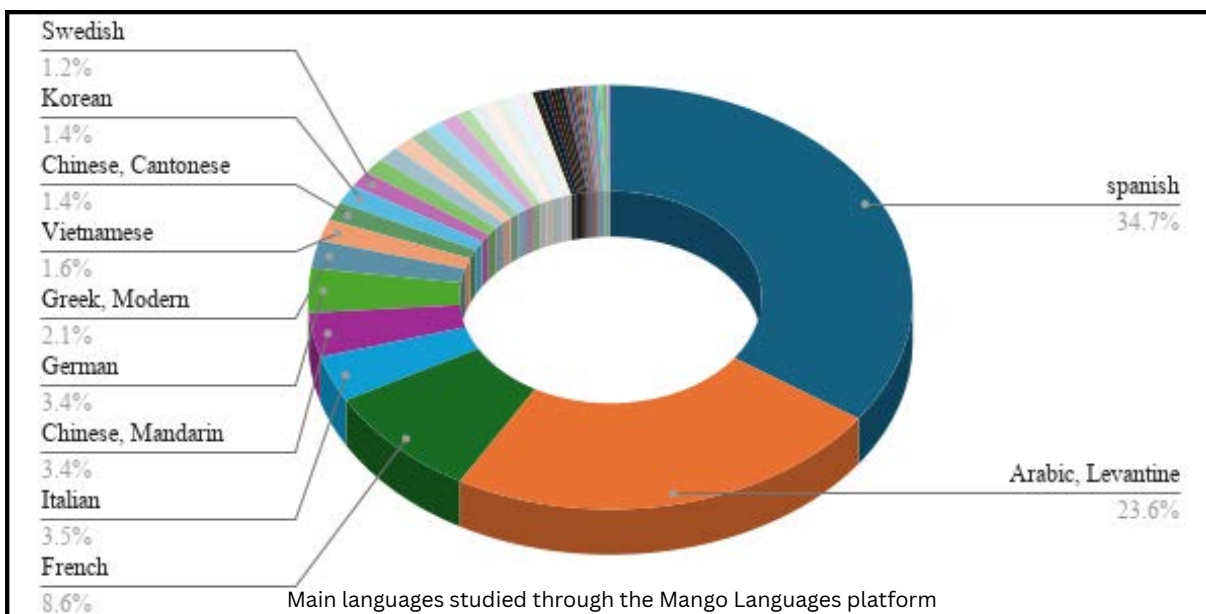
LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM



Mango Languages

For ten years, the Wesleyan community has enjoyed access to Mango Languages online learning platform. Through this platform, members of the Wesleyan community, including alumni, have access to learning materials for more than 70 languages and learn the basics of languages through interactive features such as voice recordings and integrated assessments. This can be useful to brush up on a language learned in the past or start learning a new one. Under specific circumstances, students are also able to receive partial credit (.25) for the language learning they perform through Mango Languages. The platform keeps track of their progress, time spent learning and assessment results. Additionally, students record a ten-minute video demonstrating what they have learned through narration both in English and with examples in the target language.

While some Mango usage is the result of students working for partial credit, the majority of the use comes from members of the community learning independently. Total learning time increased from last year and so did the number of sessions (3410, a 39% increase), 570 of which being alumni usage. In terms of the languages studied, Spanish is again the most studied language and Arabic is now the second, followed by French.



Past year data usage for the Mango platform. Figures includes use for both campus users and alumni

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM



Alternative Language Study Options

Supervised by Paris-Bouvret and with the administrative help of Marie McKenna, the Alternative Language Study Options program broadens the range of language-learning opportunities on campus by offering flexible options for individuals and small groups including

- 0.5-credit instructor-led small-group courses (in person or remote)
- 0.5-credit individual tutorials with remote instructors
- 0.25-credit self-paced online study through Mango Languages

The following table illustrates the various courses and tutorials offered during the 2025-2026 academic year:

Semester	Course	Credit	Enrollment
Fall 2025	Elementary Modern Greek I	0.5	4
Fall 2025	Elementary Swahili I	0.5	2
Fall 2025	Introduction to Tamazight	0.5	7
Winter 2026	Beginning Swedish I	0.25	1
Winter 2026	Beginning Haitian Creole I	0.25	1
Winter 2026	Beginning Scottish Gaelic I	0.25	1
Spring 2026	Elementary Modern Greek II	0.5	3
Spring 2026	Elementary Swahili II	0.5	3
Spring 2026	Beginning Swedish I	0.25	1
Spring 2026	Beginning Turkish I	0.25	1
Spring 2026	Beginning Irish Gaelic I	0.25	2
Spring 2026	Conversational Tibetan I	0.5	1
Spring 2026	Beginning Scottish Gaelic I	0.5	1
Summer 2026	Beginning Malay I	0.25	1
Summer 2026	Beginning Indonesian I	0.25	1
Summer 2026	Beginning Modern Greek I	0.25	1

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM



Language Buddies Program

The Language Buddies Program encourages language learning off-campus and outside the academic year. Not only does it prompt undergraduates to maintain progress in anticipation of the upcoming semester, it also fosters connections between members of the Wesleyan community at large. Staff, faculty, alumni, and pre-frosh are all welcome to join, alongside students—regardless of language proficiency. For some, this means giving back to a language they are already fluent in, and for others, it means making a community in a language they are learning. Partners are paired based on input regarding language proficiency, academic interests, and goals for their participation in the program. Founded in the pandemic, this program is now in its sixth year and is now institutionally successful.



This academic year, 76 participants practiced 10 languages over winter break and 73 participants will practice 11 languages. This marks a 14% decrease in winter participation and a 17% decrease in summer participation from last year, though this year's numbers are comparable to the 2023-2024 academic year. It is important to note that these numbers are not accounting for language-specific fluctuations in participation.

Even at the scope of one year, the languages practiced in the winter do not constitute the same languages practiced in the summer. This summer, we will have a few languages practiced that aren't par for the course: Hungarian, Norwegian, Polish, and Turkish.

Outreach efforts have primarily focused on professor outreach to their students. While we used flyers and social media, we have found the most effective way to reach students is through their professors. In some areas, we should redouble our efforts to reach faculty: the East Asian languages, for example, saw very few sign-ups, whereas the Romance languages saw the majority of sign-ups. Targeted outreach and education to these professors would benefit the program. Emails to the community, faculty, and language fora were helpful in getting the word out to staff and faculty. Using the community forum to source buddies for languages that only had one sign-up was very successful and should be pursued again in the future. We also advertised to pre-frosh during the admitted students days, and opened the Microsoft form to those without Wesleyan emails, but did not see an influx of sign-ups.

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM



American Sign Language

The American Sign Language (ASL) and Deaf Studies Program completed its fifth year under the leadership of Pedro Pascual Villanueva, Assistant Professor of the Practice in ASL, and continued to demonstrate strong enrollment and programmatic success

The program continued to face challenges in recruiting qualified per-course instructors in ASL, reflecting both the high national demand for ASL educators and the limited pool of available candidates. In response, Professor Pascual concentrated his teaching on elementary- and intermediate-level language and culture courses and assumed an overload course to meet instructional needs. Longtime Visiting Instructor Leslie Warren continued to strengthen the curriculum through her teaching of a CLAC course focused on ASL interpreting.

For the 2026–27 academic year, the program aims to hire a visiting instructor in ASL to support the language curriculum, thereby enabling Professor Pascual to expand the program's advanced Deaf Studies offerings, such as Deaf Communities: Facts and Perspectives, a course also open to students not proficient in ASL. In addition, Leslie Warren will teach two CLAC courses drawing on her professional experience as an interpreter and her ongoing work in the performing arts.

Despite the recruiting challenges mentioned above and the resulting shortage in course offerings, students who complete the ASL and Deaf Studies coursework develop significant linguistic proficiency and a deep understanding of Deaf culture and communities. In recognition of these accomplishments, graduating seniors who have demonstrated excellence in ASL through their coursework and co-curricular engagement receive the Recognition of Advanced Achievement in American Sign Language and Deaf Studies.

The 2026 recipients are:

Elena Jordan '26
Celeste McKenzie '26
Sage Saling '26
Hanna Sodickson '26

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM



American Sign Language *continued*

Semester	Title	Credit	Enrollment
Fall 2025	Elementary American Sign Language I (section 01)	1	19
Fall 2025	Elementary American Sign Language I (section 02)	1	19
Fall 2025	Intermediate American Sign Language I	1	9
Spring 2026	Elementary American Sign Language II (section 01)	1	9
Spring 2026	Elementary American Sign Language II (section 02)	1	18
Spring 2026	Intermediate American Sign Language II	1	9
Spring 2026	Introduction to ASL in the Performing Arts	0.5	6

LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM



Cultures and Languages Across the Curriculum (CLAC)

Now in its seventh year, Wesleyan's Cultures and Languages Across the Curriculum initiative is still thriving; we were able to offer 11 courses, in the 2025-26 academic year. 8 different languages were represented, **with a total enrollment of 146**.

Semester	Title	Language	Child or Standalone	Instructor Status	Enrollment
Fa2025	French Literary Masterpieces on Screen	French	Linked to FYS / 0.50	TT	2
Fa2025	Brazilian Culture and Identity Through Media	Portuguese	Standalone / 0.50	Visitor	3
Fa2025	Introduction to Tamazight: the Native Language of North Africa and Beyond	Tamazight	Standalone / 0.50	Adjunct	7
Fa2025	Global Economy: Germany and the World In an Age of Extremes	German	Standalone / 0.50	TT	2
Fa2025	Hebrew in the Media: From National Literature to International Films and TV Shows	Hebrew	Standalone / 1.0	Adjunct	7
Fa2025	Venezuela: The Effect of Oil Discovery on People, the Environment, and on Democracy	Spanish	Standalone / 1.0	Visitor	2
Sp2026	Die Grenzen meiner Sprache bedeuten die Grenzen meiner Welt	German	Standalone / 0.50	TT	3
Sp2026	Chinese Calligraphy	Chinese	Standalone / 0.50	Professor of the Practice	14
Sp2026	La cultura y la historia de la España Islámica	Spanish	Standalone / 0.50	Adjunct	10
Sp2026	Introduction to ASL/English Interpretation	ASL	Standalone / 0.50	Visitor	5
Sp2026	Israeli Cinema	Hebrew	Standalone / 0.50	Adjunct	5
Sp2026	Current Environmental Issues in Latin America	Spanish	Standalone / 1.0	Visitor	14

INTERCULTURAL LEARNING



Office of Intercultural Learning

What stands out most about this semester in the Intercultural Learning space, or “GEMosphere” (as Abby Wee ’28 has creatively named us this year) is the rapidly expanding global network that this office has become a part of these past three years. The collective nature of intercultural work has brought more people to the Office of Intercultural Learning’s (OICL’s) physical and virtual door than can be listed here, but this report will attempt to acknowledge many of them and their unique contributions to the office’s accomplishments and evolution this year. By connecting students to this broad and diverse community, we empower them with more of the “puzzle pieces” they need to develop an informed and balanced picture of the world around them.

As this network of external global inputs continues to grow, so too does the OICL’s own sphere of influence. While the exact number of people directly and indirectly engaged through OICL programming is impossible to measure, conservative estimates suggest that well over 1,000 individuals participated in its initiatives this year. This expanding scope of work has reinforced the importance of cultivating leadership throughout the community. In response, Anita Deeg-Carlin, Director for Intercultural Learning, is working to support and empower students, faculty, and partners to take on greater leadership roles as the office continues to grow within its limited staffing capacity.

Two concepts emerging from this year’s new African partnerships provide a meaningful framework for reflecting on the growth and direction of the OICL: the South African concept of *Sawubona* and the East African philosophy of *ubuntu*.

Sawubona – a greeting that translates roughly to “I see you” – conveys recognition of a person’s dignity, humanity, and full presence. It speaks directly to Wesleyan’s intercultural values of inclusion, mutual respect, and equitable dialogue across difference. This year, the office also engaged deeply with *ubuntu*, a philosophy grounded in the understanding that “I am because we are.” More than a concept, *ubuntu* offers a way of approaching society and community that emphasizes shared humanity, reciprocity, and interconnectedness.

Together, these ideas have helped shape the office’s ongoing work to strengthen intercultural competences across the Wesleyan community and to foster forms of international engagement that complicate global hierarchies, deepen belonging, and center authentic human connection.

INTERCULTURAL LEARNING



Global Engagement Minor (GEM)

Director for Intercultural Learning and Coordinator of the Global Engagement Minor (GEM), Anita Deeg-Carlin, was able to expand and strengthen the minor in several ways, thanks to the collaboration of the program's faculty and student advisory boards and the growing network of engagement mentioned above.

This year, we graduated twelve seniors, representing as wide a range of interdisciplinary interests as ever, including the following majors: Psychology (1), Economics (2), Government (2), Theater (2), Education Studies (1), FGSS (2), CEAS (1), Music (1), American Studies (1), History (1), Art Studies (1), COL (1), Latin American and Caribbean Studies (1), Film (1), and University Major (1), and the following minors: Data (1), Human Rights (1), Middle Eastern Studies (1), and Ideas (1).



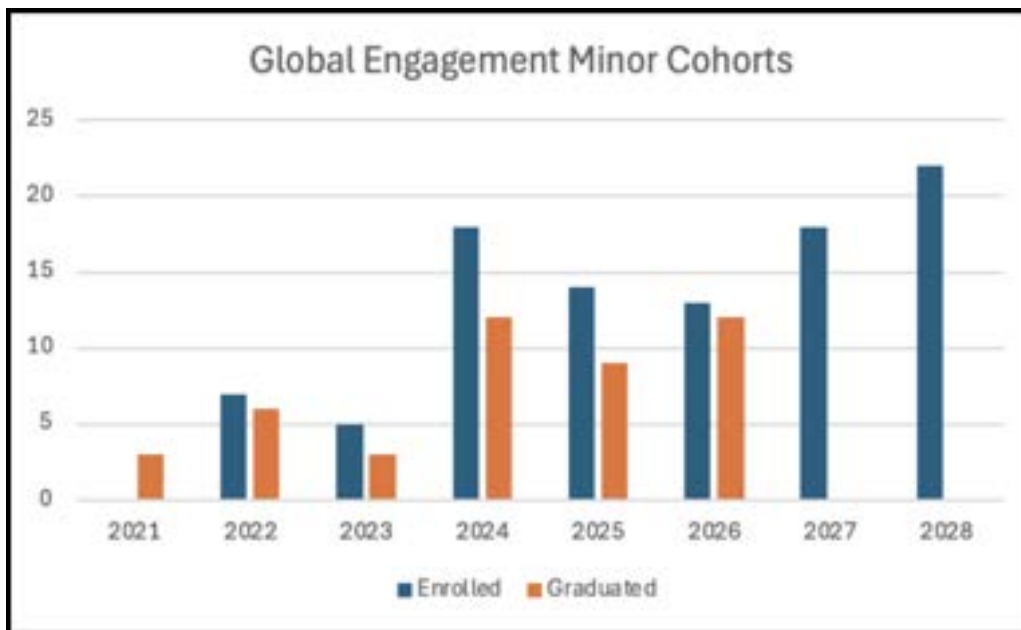
caption

The fall 2025 gateway course enrollment jumped from an average of 14 students over the past 5 years to 22, signaling growing visibility and favorable feedback, as well as identifying a size limit.

INTERCULTURAL LEARNING



Figure 1 shows the steady growth of the minor and raises a possibility to consider in future application cycles: we may either need to be more selective with the sophomore cohort, or consider adding a second section to the gateway course, CGST 205. In the meantime, Anita will hire her first course assistant in the fall to assist with potentially larger class sizes.



Faculty Advisory Board

The eleven-member Faculty Advisory Board continues to reflect the diversity of the GEM student community through its range of language and cultural backgrounds, and disciplinary perspectives. An important initiative this year was the launch of the GEM Student Tracker system, a simple shared advising tool that enforces an expectation for consistent semesterly advising meetings and helps students stay on track in completing program requirements. Special thanks to this year's board members for their creativity, dedication, and ongoing enthusiasm about this program:

- Steve Angle, Professor of Philosophy and East Asian Studies
- Hyejoo Back, Associate Professor of the Practice in East Asian Studies
- Lindsay Dolan, Assistant Professor of Government
- Olga Sendra Ferrer, Assistant Professor of Spanish
- Emily Gorlewski, Director of Study Abroad
- Elizabeth Hepford, Assistant Professor of the Practice in TESOL
- Kristin Oberiano, Assistant Professor of History
- Liana Pshevorska, Associate Professor of the Practice in French
- Iddrisu Saaka, Assistant Professor of Dance
- Roberto Saba, Assistant Professor of American Studies and History

INTERCULTURAL LEARNING



Student Advisory Board

Similarly, the Student Advisory Board met multiple times each semester. Typically, they plan social events and initiate and work on projects, including improving our social media presence, exploring possibilities to engage with our local indigenous communities, and soft launching a part-time summer internship program that builds on international partnerships, like the peer social entrepreneur partnerships from the introductory course. Special thanks to this group of volunteers:

- Finn Ahrens '26, Economics major, Data Analysis and GEM minors
- Ry De Guzman '28, Dance major, Anthropology and GEM minors
- Carina Greene '28, Philosophy and Romance Studies majors and GEM minor
- Bethzy Mejia Jaime, '28, Government major and CEAS and GEM minors
- Leslie Salazar Jimenez, '28, Government major and GEM minor
- Charlotte Li, '28, Sociology and STS majors and GEM minor
- Liz Ramirez, '28, Government and Education Studies majors, GEM minor
- Tamiraa Sanjaajav '27, Computer Science and Government majors and GEM minor
- Kaya Waltzer '26, University major in Urban Studies, IDEAS and GEM minors
- Shirley You '27, Economics major and GEM minor



GEM Student Advisory Board

INTERCULTURAL LEARNING



Outreach

Outreach is generally challenging here at Wesleyan, given the blur of activity going on any given day, but the Global Engagement Minor faces a particular obstacle in that it can only accept second semester first year students, who are often not yet in the mindset to choose a minor. Outreach, therefore must be strategic, multi-pronged, and frequent. At this point of the semester (June 2026), the minor has 11 applicants, which may or may not reflect the final enrollment in September. One significant difference this year is the turnover in the Office for International Student Affairs. With the Assistant Director position being vacant, an important outreach channel was temporarily unavailable to a large community of students representing multicultural backgrounds.

In addition to the usual channels of emails and flyers, Deeg-Carlin added two large physical bulletin boards outside her office to post the senior photo projects this year. This gives additional visibility for the minor to students crossing through the first floor of Fisk and adds value to seniors' thoughtful expressions. Next spring semester, she will continue to frontload promotion of the minor earlier in the year through several methods, including reserving a display case in Usdan during or following Power of Language Week to promote the minor. Another strategic suggestion that emerged this year is to add GEM more intentionally to the GLO fellow's outreach portfolio, noting their access to first year language students and teachers.

Senior Celebration and E-portfolio Award

In response to student interest, GEM leadership piloted a senior celebration this year for graduating minors and their families. With modest expectations for this first event, we prioritized faculty accessibility by scheduling the gathering at 3 p.m. on the Friday before Commencement. To our surprise and delight, nearly 40 people attended in Fisk 201, including six of the twelve graduating seniors and their accompanying family groups, which were as large as twelve members!



First annual GEM Senior Celebration!

INTERCULTURAL LEARNING



The Global Commons was full throughout the afternoon, and families appreciated the opportunity to meet Anita, connect with fellow students, and build relationships with one another. Deeg-Carlin offered brief remarks to congratulate the graduates, reflect on the program, and announce this year's ePortfolio award recipient. With assistance from the GLO Fellow, GEM 2026 buttons were also prepared for students to wear with their graduation attire. These buttons are also a wonderful step towards improving the "brand" of the minor and continuing to create community and belonging in the GEMosphere. What began as a small pilot quickly became a meaningful celebration of community and achievement, and this event will become a regular part of the GEM experience going forward. Unfortunately, only one faculty member was able to join us, but we hope to give more notice this upcoming year so more can make it.

GEM Gateway course: CGST 205, Introduction to Global Engagement

Deeg-Carlin continued to develop her partnerships with the GEM Community Engaged Learning Community (referred to as CELIG) and peer social entrepreneurship (PSE) organizations. The CELIG community consists of approximately 15 individuals and families who self-identify as international.

These volunteers agree to partner with a pair of CGST 205 students during the semester, creating a sort of auxiliary classroom where the groups can explore an intercultural space together in person. Many students count this component of the course as the most valuable, so Anita is committed to keeping the program healthy, sustainable, and mutually beneficial.



This year, she met regularly with representatives from Middletown's Cultural Connections organization, a great resource for finding local international partners.

Together, they identified multiple events and activities on campus that partners were invited to participate in throughout the year, making the relationships stronger and more collaborative.

End of year CELIG celebration with two partner families (one originally from Brazil and the other from Afghanistan) playing "Sjoelen", a Dutch game, with GEM students Ry De Guzman '28 and Celeste Belin '28.

INTERCULTURAL LEARNING



This year, building on prior work and dialogue about Wes' various connections to the United Nations, the sustainability goals and the Food and Agriculture Organization's (FAO) World Food Forum (WFF), Deeg-Carlin collaborated with Rosemary Ostfeld in the College of The Environment (COE) and Jeffrey Brez '89 to connect 205 students to a WFF session of their choice, while arranging for Anita to visit the FAO in person during the conference.

While participating in the conference, Deeg-Carlin was able to meet GEM student Aleyna Gungor '27, who was studying abroad in Bologna and expressed interest in joining her at the conference for a day.

Gungor, Deeg-Carlin, and CGST 205 students connected with Youth and Women staff throughout the conference, spurring Deeg-Carlin and two students (Carine Greene '28 and Leslie Salazar '28) to explore opening a Wes chapter of the WFF. Conversations back on campus about this led to a new initiative described in the New Initiatives section below.

The peer social entrepreneurship (PSE) program included partners like Diana Kimojino '25 (Nailepu, Kenya) and Tamiraa Sanjaajav '27 (Nomadvocate, Mongolia) and brought together small groups consisting of three 205 students and one PSE. Each group spent time together applying Systems Mapping thinking to help facilitate understanding of the local context and spark conversation around the issue and solutions addressed by the organization.



Photo: Aleyna Gungor '27 and Anita Deeg-Carlin at the WFF in Rome

INTERCULTURAL LEARNING



Drawing on our previous work with the WFF, students were also asked to connect the work of their PSE's organization to the SDGs, and then deliver a final presentation to the class. Similar to the CELIG component of the course, this program is a valuable resource because it builds global competence and sparks relationships across difference. Student feedback about this experience led to another new initiative, temporarily called the "Global Engagement Ambassadors Program", also described below.



Peer Social Entrepreneurs

INTERCULTURAL LEARNING



CGST 206 Course Development and Kenya Engagement

Perhaps the flagship or banner highlight of the year was the highly celebrated opportunity for to create and lead a new course, CGST 206: Global Engagement in Practice, Swahili Language and NGO Case Study in Kenya.



KEF Director Dom Muasya visits and bonds with Kenyan students

Following last year's site visit - February 2025 - with Ahmed Badr, Director of the Patricelli Center, and Emily Gorlewski, Director of Study Abroad, Deeg-Carlin led the extensive planning and curriculum design process for the fall application period and spring 2026 launch of the course.

This alum-funded short-term opportunity provided us with an important stepping stone toward expanding our international education offerings geographically.

By selecting a diverse cohort of students and incorporating a host of guest speakers, the project reached many majors, class years, and community members, creating many new bridges between Wes and Kenya.

Thanks to a generous donation from former trustee Andy Fairbanks '90 who had been inspired by Dom Muasya of the Kenya Education Fund, the first cohort was selected to enroll in the course and travel to Kenya over spring break.

INTERCULTURAL LEARNING



The application process during the fall yielded 19 candidates. Emily Gorlewski, Iddi Saaka, and Deeg-Carlin formed the selection committee and were able to stretch the funding to accept eight students. To support a successful launch, long-term sustainability, and thoughtful reflection throughout the experience, Deeg-Carlin invited West African Dance Professor Iddi Saaka and VP for Equity and Inclusion Dr. Willette Burnham-Williams to join the trip and participate as much as they could in the course. Professor Saaka secured a GISOS grant to help cover his participation research interest, and FCGS covered costs for Dr. Burnham-Williams.

The course component of the program included 10 on- and off campus guest speakers with expertise in the region, including Oke Nwafur, Assistant Professor of Art History, Julia Moffett '90, Future of Learning Fund, and Precious Simba, Ubuntu Scholar and Education Policy Professor at the Stellenbosch University in South Africa. Students were asked to learn about Kenya from multiple disciplinary perspectives, time periods, and media. They connected their learning to intercultural theorists introduced in CGST 205, and they prepared themselves to explore a personal project when in country. Students also took Introduction to Swahili with Yale Professor John Kiarie Wa'Njogu in parallel with the course.

During spring break, the group traveled to Kenya, where Mr. Muasya, Director of the Kenya Education Fund, hosted them and facilitated participation in the annual CREW workshop for recent high school graduates. Students had a transformative experience, partnering with Kenyan mentors in leadership training for 150 students while also engaging in community visits and pursuing their own projects related to their academic interests in the Kenyan context.



KEF Mentor group

INTERCULTURAL LEARNING



Upon returning, the students delivered a thoughtful and polished public presentation for the campus community and program supporters, including donor Andy Fairbanks. Their presentation demonstrated both the depth of their engagement and the personal and academic growth that emerged from the experience.



Anna Li '28 shares highlights from her experience at the return presentation

The semester concluded with students reflecting further on the program and preparing their final project presentations. An exciting development that came out of this first year is the creation of a pilot internship program with one of the organizations we visited in Nairobi. This will be elaborated below in the section on New Initiatives.

INTERCULTURAL LEARNING



CGST 305: Senior GEM Capstone

This year's 305 class had twelve students enrolled. While the course this year ran in much the same format as in 2025, there was one update to the course. Instructor Erica Kowsz applied for a Creative Campus Initiative grant through Wesleyan's Center for the Arts (CFA) to support integrating a visiting artist into the course and was awarded the grant. This allowed her to invite a practicing artist to contribute to the course, with compensation for the artist provided through the grant. The Creative Campus Initiative, first implemented at Wesleyan in 2004, has since become a central initiative of the CFA, fostering interdisciplinary collaborations across campus.

Kowsz's application for the grant centered on the role of visual media in GEM students' e-portfolios and senior presentations. While Kowsz has traditionally assigned readings on the ethics of photography in cross-cultural contexts, these have typically come from academic and journalistic perspectives, rather than artistic ones. She proposed inviting a working art photographer who has navigated photography across cultural distance to speak with the seniors about navigating the ethics and practicalities of photography in this context and to give them some background on what, from an artistic perspective, makes a good photograph. This seemed like a great contribution because learning goals of the senior capstone include reflecting on skills in verbal and non-verbal communication, but, so far, GEM courses had not explored images as a form of non-verbal communication in their own right; mostly we have talked about embodied in-person nonverbal communication (gestures, sounds, ways of positioning oneself in space).

Kowsz worked with staff at the CFA and Wesleyan photography faculty to identify a photographer who might be a good choice to not only visit the class, but also to consult on the photography assignment students complete around the spring break, for which they have to select one photo from their time in the Global Engagement Minor to highlight to their peers. In the end, through a suggestion from Associate Professor of Art Sasha Rudensky, Kowsz connected with Morgan Maben '22, who has been pursuing photography professionally since graduating from Wesleyan and is currently enrolled in the Photography MFA at Yale University. Because this is a senior spring capstone, we also focus on how students will continue their journeys of intercultural learning after Wesleyan, so the intention was also that hearing from a working artist, and relatable recent alum, would be a good way for them to think about ways of engaging with these themes in the "real world" after graduation. Maben provided readings for the students, gave a guest lecture, and reviewed the photographs—and writing about these photographs. She provided perspective to Kowsz on which photos were compelling from an artistic perspective and why, insights Kowsz will be able to relay to future GEM cohorts.

INTERCULTURAL LEARNING



As of May, Kowsz has reapplied for CCI for next spring with the idea of iterating on the format a bit. While some students—especially those who have pursued studio art at Wesleyan—loved the visit, others commented that it could have been interactive, rather than reading and lecture based. And it would be interesting to engage an artist involved primarily in explicitly cross-cultural projects.

The other new addition to the GEM senior seminar was an alumni Zoom session. This year, we heard from four GEM alumni: Shayna Dollinger, Alex Brun, Manuel Dominguez, and Rachel Wachman (who was an active member of the minor and completed most of the GEM requirements before needing to drop the senior seminar in her final semester). Each of them is today making headway in career paths that all utilize knowledge, skills, and abilities from GEM, albeit in very different settings.



GEM Alum panel

Dollinger is nearing the completion of a rabbinical degree and joined us from Finland, where she is visiting Jewish communities as part of an international program she participates in. Brun joined us from Washington, DC where he works for t

Brun joined us from Washington, DC where he works for the U.S. Global Leadership Coalition, a nonprofit that advocates for US development and diplomatic engagement abroad.

Dominguez zoomed in from New York City, where he works for Concordia, an organization that hosts summits, bringing together leaders to pursue cross-sector partnerships and market-based solutions to pressing world issues. From an initial data management role, he has been able to work his way into international projects, including helping to run a program that raises awareness of the link between the health of the Amazon and the health of the planet.

Wachman is Community Editor at the Concord Monitor, Concord, New Hampshire's local paper. She does a combination of editorial and reporting work, which allows her to build relationships inside and outside the classroom. She's working on starting a media literacy programs in the local school system as well.

While this session was offered during the regular class time for the seniors, on their last day of classes at Wesleyan, it was open to all GEM cohorts to look ahead at what future careers could look like.

INTERCULTURAL LEARNING



Intercultural Learning & Campus Workshops

Anita continued to design and facilitate a wide range of intercultural workshops and trainings across the university community this year.

Success at Wes

In partnership with the Office for Equity and Inclusion and Human Resources, Deeg-Carlin organized five workshops again this year for the Success at Wes staff development program. While the core of the program stayed the same, a guest speaker was invited to lead the first workshop of the year with an online community activity – Chel Viteri and Mazorca Facilitation was introduced to us through our collaboration with Pachaysana study abroad program in Ecuador. Chel's grounding in performing arts and community development makes her a powerful leader in the intercultural learning space. An additional shift in the titling of the workshops was made to reach a wider range of campus constituents, including faculty and campus leadership. By rebranding the workshop titles and increasing our promotion efforts, we were able to engage a larger number of participants than last year. In the end, the workshops reached a total of 59 participants, including faculty, staff, and scholars – up from 36 participants last year. Feedback shows a genuine sense of need for creating and nurturing belonging and understanding in our fac/staff community. Attendance data continues to show the need to reach more of our male-identifying and faculty colleagues.

Intercultural Workshops

Deeg-Carlin was invited to design bespoke workshops for a group of library staff, an admissions team event, the summer science faculty, and several international student events to advance intercultural competency and reflective practice among smaller campus subgroups. Plans are in progress to return to the local correctional institutions with the Center for Prison Education for intercultural workshops for a second year this summer. Workshops and dialogues addressed topics such as inclusive community-building, student engagement, and intercultural communication across campus constituencies. Colleagues like Anika Dane, Miranda Zuo, and Jennifer Hadley have emerged as important leaders in connecting intercultural learning to their campus sub-communities, and should be recognized for championing the expansion this work.

INTERCULTURAL LEARNING



International Students

Partnering with Anika Dane and the College of Integrative Science, Stu Duncan in the Graduate Student Office, and Dari Jigjidsuren, former Assistant Director of OISA, Deeg-Carlin was able to coordinate multiple intercultural learning activities for international undergraduate and graduate students, including several summer events, African Scholars activities (in collaboration also with faculty advisor Iddi Saaka), the International Buddy Program, and International Student Orientation. With the upcoming hire in OISA, Deeg-Carlin looks forward to continuing this important work of both supporting our international students while also empowering our domestic communities to connect with and learn from their rich global knowledge.



Dari Jigjidsuren and Anita Deeg-Carlin partner on Senior Buddy training

Study Abroad & Global Mobility

Deeg-Carlin's collaboration with Study Abroad remains strong and multi-faceted this year. Her visit to Rome and the WFF presented an opportunity to visit the popular Bologna program, where she met staff and students and offered intercultural workshops to both groups. These site visits are so helpful in informing our joint intercultural predeparture programming and helping to send our outgoing study abroad students a unified message as to how we aim to approach this form of international education.

INTERCULTURAL LEARNING



Intercultural Predeparture

Intercultural pre-departure programming reached record attendance levels this year, supported in part by the Office of Study Abroad's stronger emphasis on mandatory participation. By scheduling workshops well in advance, students were made aware early of both the expectation to attend and the importance of the sessions, allowing them to plan accordingly.

As participation has grown, returnee engagement has also become increasingly valuable, with study abroad alumni assuming leadership roles by helping facilitate discussions on selected topics and contributing peer perspectives to the workshops. Although multiple additional follow-up sessions were still necessary beyond the two primary alternative workshops offered each semester, total participation rose dramatically to more than 350 students across the academic year.



ICC Predeparture

This spring, attendance reached 91% of the entire study abroad cohort.

Providing snacks and offering two main scheduling options helped make the 90-minute sessions more accessible and manageable for students, while still preserving the time and space needed for meaningful conversations around intercultural awareness, sensitivity, and engagement abroad.

Positioning these conversations as required priorities also models the importance of intentional intercultural engagement, offering an example that students, and ideally institutional partners, can carry into their own international work and experiences. Along these lines, Anita invited Michael Meere (outgoing Director for the 2026-27 Paris program), Iddi Saaka, and Willette Burnham-Williams to observe a workshop. This worked well both for informing affiliated faculty/staff, as well as presenting a more unified effort on behalf of the university to students in terms of our position on behavior abroad. The predeparture team will continue to identify staff and faculty colleagues in coming semesters to invite for observation, engagement, and to provide feedback.

INTERCULTURAL LEARNING



Summer Opportunities

Given the needs expressed by GEM students to access opportunities abroad and the mission of the OICL to expand the geographic reach of our international education program, Deeg-Carlin continues to seek out, identify, and promote short-term opportunities abroad. In addition to our ongoing partnerships with Iracambi in Brazil and Pachaysana in Ecuador, the KEF program this year provided a window into creating a similar collaboration in Kenya.

Our students' projects led us to meet several organizations including ChezaCheza, a dance-centered non-profit in Kibera that is loosely connected to SHOFCO, the highly successful and well-known community-based organization founded by Kennedy Odede '12 and Jessica Posner '09.

Ry De Guzman '28 and Iddi Saaka visited them and made an immediate connection that has led to the design of a summer internship for Ry. After working with in collaboration with ChezaCheza, KEF ,and FCGS, we were able to draw up a pilot agreement for Ry to spend 10 weeks in Nairobi this summer, fully supported by FCGS so that we can help guide the internship from start to finish with intentionality. Please see the New Initiatives section for further details.



Ry De Guzman '28 and Iddi Saaka at ChezaCheza

Deeg-Carlin is pleased to report that two students will embark on their trip to Brazil this summer, continuing their language study of Portuguese and building on the relationship Wes has built with Iracambi Rainforest Research Center. The students are Carina Greene '28 and Diane Catton '28, and both of them received summer grants through the Gordon Career Center. We look forward to hearing about their unique experiences and continuing this relationship with the staff and community at Iracambi! Tamira Le '26 was among the first cohort of Wes students to intern at Iracambi, and she was our only Watson Fellowship winner this year. We expect that this immersive and transformative experience will continue to inspire students like Tamira to pursue additional international opportunities.

INTERCULTURAL LEARNING



Global Programs & Campus Events

The Office of Intercultural Learning coordinated, supported and facilitated a broad range of globally focused campus programming again this year, including International Education Week (IEW), “Artolution”, career events, cultural activities, and visiting speakers. These initiatives strengthen global awareness, foster interdisciplinary collaboration, and increase opportunities for student participation in international and intercultural learning.

Peace Corps Info session

The Gordon Career Center is an important partner for the OICL and GEM community and career advisors Camille McGadney and Pam Grande collaborated this year on our biannual Peace Corps info session. While the Peace Corps has its fans and critics on our campus, it is an important opportunity for GEM students to consider and the Wesleyan Peace Corps community is substantial. Technology now allows us to speak to volunteers who are actually in the field and we enjoyed hearing from four recent alums who were at varying stages of their service. As always, this event is well attended by students with a wide array of interests.

International Student Engagement & Support

Although the vacancy of the Assistant Director of OISA position in December temporarily slowed collaboration on events for international students during the spring semester, Anita looks forward to resuming her role in facilitating this community’s intercultural experience here at Wes once this role is filled again. This multifaceted work importantly involves both the international students’ adjustment process to campus, as well as the experience of our domestic student community in welcoming and engaging with them. The GEM community is an ideal space to facilitate these interactions.

Throughout the year, Deeg-Carlin provided ongoing support, including collaborating on programming and community-building initiatives for international students and visiting scholars. The two offices organized summer dinners and cultural activities for international and African scholars, enriched the International Buddy Program, facilitated intercultural orientation activities, and supported student transitions and leadership development.

INTERCULTURAL LEARNING



Artolution!

Another significant and fortunate highlight this year was our introduction to the Artolution organization. Dr. Max Frieder, Co-founder and Chief Creative Officer, dropped into our Center through a mutual contact shortly before Power of Language week in February. More on the exhibit installation and initial event itself in the Power of Language section, but there have been several remarkable offshoots in the OICL community from this initial event to share and watch in the coming months and years.



Afrocure in Nairobi

Within weeks of the initial contact, the exhibit was mounted across the second floor of Fisk, and Max came to campus to kick off the program with a keynote launch event for POL. The event was well attended, the talk engaging and inspirational, and quickly, what started as a simple text has become a long-term partnership with this dynamic and global initiative.

The arts are gaining a growing platform in the intercultural field as the importance of equity gains recognition. This event provided a wonderful opportunity to share space with our international communities, including CELIG, Wes Scholar at Risk, and the Wes International Network of Faculty, Staff and Scholars.

Artolution's connection to so many countries meant just about everyone in the room could connect to the work. One incredible coincidence was a project Max described in Nairobi called Afrocare. Kaya Waltzer '26 sat in the audience and gasped – this news fit her precise interest in urban design, and she would be in Nairobi herself within weeks as a participant in the KEF course. Within the day, she had made contact with Afrocare's Amos Odhiambo, and weeks later, we sat together in a tiny room – cement floor, wooden bleachers, corrugated roof, 50 children, music, dance – decorated on three sides by Artolution art from a decade ago. We brought up Max's name, and got a cheer in response – Kaya remarked repeatedly at the astounding ability of the GEM community to bring the world together.

Moving forward, we plan to stay engaged in the future with Max and the project in the GEM community and through our connection to Nairobi. Katja Kolcio in the Dance Department is also in dialogue with Max for engagement with an upcoming conference she is organizing called "Arts in Health", a collaboration between Wesleyan's CFA and the organization Razom for Ukraine, which supports arts-in-health practitioners from Ukraine and the USA.

INTERCULTURAL LEARNING



Community Partnerships & Collaborative Leadership

This section speaks to the growing breadth of the OICL's reach as intercultural programming embraces our broader community. Partnerships across campus and with external organizations were strengthened through exciting collaborative leadership, committee work, and community engagement initiatives.

Wesleyan International Network of Faculty, Staff, and Scholars (WIN)

Staffing changes brought new leadership to the WIN this winter – both Sally Wang and Dari Jigjidsuren have played a major role in the organization and their shoes were hard to fill! With Helen Treloar, our fourth co-leader, on sabbatical, the team pre-empted the leadership shift by inviting Professor Wei Gong and Anika Dane to join our team. Both invitees generously accepted the invitation, and we have continued to seek additional leaders to keep the team robust in the face of future shifts. Professors Oke Nwafur and Antonio Machado Allison have also agreed to join us recently, so together we will prepare for next year's activities with representation of six continents!



WIN Get Together

This year, we also formalized our partnership with the Office for Equity and Inclusion as a formally recognized Affinity Group, and enjoyed their financial support for our activities. The Office for Faculty Career Development has also remained supportive, and together, we hosted a total of six events.

INTERCULTURAL LEARNING



This year helped us articulate our capacity for a rhythm of three events per semester – one initial welcome event usually held in Fisk 201, one informal lunch in DFC, and a final end of semester celebration, either downtown or in Fisk again. We look forward to planning one summer event as well. The list of members has happily swollen to 80 individuals, with an average attendance at about 10 people; DFC lunches and off campus meetings are typically smaller 6-8 person events, with the celebrations in Fisk growing to about 20.

Wesleyan Scholars at Risk (WSR)

The WSR community had a challenging year that fortunately ended with a surprise minor miracle. Hassan Almohamed completed his visitor's position at CHUM on a positive note, and left Wesleyan following the spring 2025 semester – his second year, and second term, with us. With the support of IIE's Scholar at Risk program, and Professor Merve Emre's tireless efforts, Hedaya Shamun, Palestinian author and writing instructor, taught with us until this past December. Hedaya had originally joined us in November, 2024, from Egypt where her family was living. Shifting immigration situations forced her husband and two sons to leave the US earlier in the winter, and Hedaya joined them at semester's end in December. We will miss her enthusiastic, warm, and ever hopeful presence. Hedaya taught several popular courses while she was here, and generously participated in GEM's CELIG program where she made a huge impact on the two female students she was paired with.

Finally, the Haile family from Ethiopia has at last secured a wonderful solution to the impending close of Gebremedhin's Wesleyan contract in June, following his second extension. Gebremedhin arrived here alone from China in the late summer of 2023 to begin his role as a visiting instructor in Earth and Environmental Science; after many collaborative efforts, his family was finally able to join him in the summer of 2024.



Haile family celebration at Dr. Kate Brunson's



Haile family celebration at Anita Deeg-Carlin's

With no prior English-speaking ability, Gebremedhin's wife and four children courageously dove into life in Middletown. Two years and countless job applications later, a group of us gathered at Professor Kate Brunson's home to celebrate Gebremedhin's new job as a tenure track professor at the University of Texas Rio Grande Valley – the entire family was conversing fluently in English, with the youngest children speaking in standard American English as if they'd been born here.

INTERCULTURAL LEARNING



It has been an enormous honor for many of us to be a part of hosting this incredibly talented and dedicated scholar and his beautiful family. We look forward to staying in close touch in the future.

Professional Development & External Engagement

The breadth and scope of the office's work this year required a substantial investment in ongoing professional development.

Professional Networks

Deeg-Carlin maintained her membership with SIETAR USA and the World Council on Intercultural and Global Competence. By regularly participating in both organizations' webinars, she was able to make several important contacts for her courses. She looks forward to connecting with a number of them during her upcoming Fulbright IEA in Japan.

Conn College's CISLA

Deeg-Carlin also had the honor of being invited to serve on her first external review committee for Connecticut College's "CISLA" program (Center for International Studies and the Liberal Arts). Coincidentally joined by her former boss, Eva Paus, Mount Holyoke's former Director of the McCulloch Center for Global Initiatives, and Mimi Scheller, Dean of The Global School at Worcester Polytechnic Institute, the committee spent three intense and informative days together on the Conn College campus in New London. They met with many of CISLA's faculty and staff and affiliated colleagues learning about CISLA and formulating recommendations for their Center. It was a mutually beneficial experience as Deeg-Carlin was able to glean many helpful ideas and additional context for the work of the OICL and FCGS.

Fulbright IEA Japan

Supported initially by Betsy McCormick and Masami Imai, Deeg-Carlin advanced her personal Fulbright application for the second time and was finally awarded her first International Educator's Award (IEA) to Japan, where she will spend two weeks this June. This chance to explore the higher education landscape in Tokyo and Hiroshima will be her first time on the Asian continent, and she is thrilled to develop her network and cultural competence there. This news has already generated some exciting opportunities to bring together FCGS, CEAS, and the Japanese language faculty to identify goals for this journey. After meeting with colleagues Naho Naruto, Steve Angle, Scott Aalgaard, and Emily Gorlewski, and launching her Duolingo/Japanese app, Anita has begun connecting with alums in Japan, as well as study abroad providers, intercultural competence experts, and internship providers. She plans on making as many contacts as she can to possibly generate other innovative opportunities for increased engagement with Japan and the Japanese language for faculty and students.

INTERCULTURAL LEARNING



Alumni engagement

This year has also seen an uptick in alumni engagement with the OICL. Beginning with Andy Fairfield '90 and the KEF initiative, Deeg-Carlin was subsequently connected with Julia Moffett '90, Nairobi, Souleymane Ba '03, London, and, recently Lisa Issroff (NYC). All of these alums have an interest in expanding Wesleyan's footprint in Africa, and we will keep them engaged with us in the coming year. Recently, Amy Grossman '88, World Bank, contacted the FCGS expressing her interest in connecting alums in international affairs with the center and wider campus. The OICL and GEMosphere are an ideal point of contact for this, and Amy and Deeg-Carlin have had multiple conversations, culminating in an upcoming conversation with Advancement and Gordon Career Center staff. Together, they will discuss and form recommendations about how to properly gather, store, and utilize the contacts Amy has already identified and plans to identify in the coming months. Robert Powers '75 is one of those contacts who has already recently agreed to meet with Deeg-Carlin and share some of his experience, interests, and connections as they relate to the work of the OICL and GEM. Given the transformation of the career landscape facing students interested in global affairs, contacts like these are urgently needed, and we're grateful to Amy's passion in this area!

New Initiatives & Strategic Development

Among the many blessings of building new relationships are the accompanying responsibilities brought on by the generation of new ideas. As we consider the new developments brought on by this year's endeavors, we need to consider how they can fit in to our existing goals and structures sustainably. In some cases, the new initiatives fit readily into current structures here in FCGS or with collaborating departments; in others they may displace former models or structures, or spur an update or adaptation. Let's consider the following five initiatives:

1. Formalizing our connection to the United Nations,
2. Pilot KEF-connected internships,
3. Global Engagement "Ambassadors" program
4. Accelerated international alumni engagement initiative
5. Tutorial on the local indigenous community with Professor Roberto Saba, American Studies

INTERCULTURAL LEARNING



United Nations Collaborative Committee

As mentioned briefly in the section on CGST 205, the idea to formalize our Wes connections with the United Nations is not new. Jeffrey Brez '89 had been in contact with former Patricelli Center Director Makayla Kingsley before the Covid pandemic about it, and then picked up the conversation with Anita upon her arrival at Wes. Over the course of the past three years, a group of colleagues has emerged that shares a heightened interest in realizing this idea. In March, Roger Grant convened a group of eleven colleagues representing FCGS, Allbritton, the Gordon Career Center, the College of the Environment and our alumni community to discuss the path forward. Together we reached the agreement to pursue three areas of collaboration for the three centers:

- FCGS would coordinate Wes' membership of the UN Civil Society led by Anita;
- Allbritton would coordinate the application to membership of ECOSOC led by Stephan Sonnenberg;
- and the College of the Environment under Rosemary Ostfeld would coordinate the ongoing partnership with the World Food Forum/FAO and the establishment of a Wes WFF chapter.

Thanks to Jeff's ongoing guidance, we are now better positioned to publicly articulate our alignment with the goals of the United Nations, while also connecting our broader community more directly to the resources and initiatives available through this historic global institution and its enormous network. Students, staff, and faculty will now have more direct access to the UN headquarters and events that take place there.

Kenya Education Fund (KEF) Internship Pilot

Accepting the opportunity provided by Andy Fairbanks '90 to bring students to Kenya over two consecutive spring breaks prompted broader questions about sustainability and reciprocity. From the outset, the goal was never simply to provide a transformative and immersive experience for Wesleyan students and then move on, but to consider what lasting relationships and opportunities might remain in Nairobi after the trips concluded. Grounded in GEM's commitment to mutually beneficial engagement, the experience naturally evolved toward partnerships built on collaboration, continuity, and shared growth.

INTERCULTURAL LEARNING



One idea that emerged early was the possibility of establishing a longer-term internship pathway that could sustain relationships with the Kenya Education Fund (KEF) and partners in the region. Initially, it was unclear how this might take shape, particularly since KEF itself is not a year-round program. However, as students developed connections through their individual projects during the trip, new possibilities began to emerge.

One especially promising partnership developed with ChezaCheza, a dance-centered social impact organization in Nairobi. During a visit accompanied by Professor Iddi Saaka, dance student Ry De Guzman '28 recognized a strong alignment between his interests in dance and social justice and ChezaCheza's mission and needs. At the same time, the organization expressed enthusiasm about hosting an international intern who could contribute new ideas and energy while learning from the community and staff. With Professor Saaka's guidance and support, a realistic path forward quickly took shape.

Within weeks, a pilot internship arrangement was developed and supported by FCGS in order to expedite the opportunity while maintaining close oversight during this initial phase. Ry will spend the majority of the summer in Nairobi, working with ChezaCheza while deepening the relationships established during the spring break program.

The internship structure was intentionally designed to reflect GEM's emphasis on reciprocal partnership. During the March trip, one KEF mentor emerged as an especially trusted leader and mentor for our students. Recognizing both his strengths and the realities of Kenya's uncertain job market, the program created a part-time role for him to serve as an in-country support contact for Ry throughout the internship. This arrangement not only provides additional mentorship and oversight for the student experience, but also creates meaningful paid work and a replicable professional development opportunity for the KEF mentor.

Together, these partnerships have helped establish a template for future collaboration. ChezaCheza now has an outlined internship structure and associated program fee that could support future interns, while KEF mentors have an opportunity to continue serving as local contacts and cultural guides for visiting students. More broadly, the process demonstrates how a short-term faculty-led experience can evolve into sustained international engagement and create deeper institutional connections to destinations that may otherwise remain less accessible to students.

As this pilot moves forward, we remain aware that what we will learn through these partnerships will far outweigh what we can offer in return. Because the arrangement is both new and complex, we are prioritizing communication, flexibility, and responsiveness as the relationships continue to develop. Above all, we are deeply proud of Ry for embracing this challenge with maturity, curiosity, and courage, and we look forward to seeing how the experience shapes both his own growth and the future possibilities of this partnership.

INTERCULTURAL LEARNING



Global Engagement “Ambassadors” program

Also mentioned above in the section on GEM’s gateway course, CGST 205, is the Peer Social Entrepreneur community that partners with the class. This collaboration has highlighted an important opportunity for GEM students to gain regional expertise by joining projects led by peers with lived experience in other countries. Many of the Patricelli Center’s entrepreneurs are international or multicultural students, and this partnership also helps address a broader challenge on college campuses. According to a study referenced by the OISA, approximately 40% of surveyed international students reported having between zero and two American friends after four years of undergraduate education. The GEM community provides a meaningful space to address this disconnect while also taking advantage of the international expertise living literally next door.

One example is Tamiraa Sanjaajav ’27, who runs an organization in her home country of Mongolia called Nomadvocate. To address the lack of critical thinking opportunities in public education, while also building ESL skills, she organizes online writing and discussion workshops for students. Tamiraa created a role for Wesleyan students to join her project over the summer for a few hours during a two-week period, leading small group workshops. When she raised the question of how to attract students to this voluntary, part-time opportunity, the GEM Student Advisory Board innovated a pilot “Global Engagement Ambassadors” program that can later be replicated with other student-led initiatives (the name will eventually need to change to avoid confusion with the Study Abroad Office’s paid “Global Ambassadors” program).

The opportunity was circulated through the GEMosphere, prioritizing students with intercultural skills. Participants get a new experience to add to their resumes while gaining knowledge of, and connections in, a region previously unfamiliar to them. Opportunities like this strengthen our network while empowering international student entrepreneurs and giving GEM students access to lived experience in other countries without even leaving their rooms. We look forward to reviewing the pilot program in the fall and possibly expanding participation in Tamiraa’s project next year, along with adding future opportunities connected to other student-led initiatives.

International Alumni Engagement

As mentioned in the external engagement section, Anita is working with Amy Lynn Grossman ’88 to launch a “space” for internationally oriented alumni with a desire to engage with campus to connect with staff and faculty who might be looking for their professional expertise in courses, or regional expertise, for example, for prospective fellowship applicants, etc. This project still has many unanswered questions but it fits squarely into some of our broader FCGS goals and we are excited to work with Advancement and Careers to answer some of the remaining questions and move forward. We are certain that many fruitful conversations and connections will be made through this initiative.

INTERCULTURAL LEARNING



Tutorial on local indigenous communities

One of the most meaningful outcomes of Deeg-Carlin's visit to the World Food Forum was the strong interest students expressed in the voices and events from First Peoples communities. During the conference, Indigenous youth and elders held a powerful platform at the FAO, raising many issues that resonate worldwide. Many of these themes strongly connected with students in the CGST 205 course this past fall, particularly the simple idea of intentionally including local native voices in our education! Historically, GEM students have often expressed interest in engaging with the Middletown Indigenous community, and intercultural work often leads us back to exploring both our own roots and the histories connected to the places where we live and work.

The World Food Forum transformed this long-standing interest into a more focused initiative, leading us to connect with American Studies Professor Roberto Saba. As a member of the GEM Faculty Advisory Board, Professor Saba was a natural partner for this next step. He has already established strong relationships with local Indigenous communities and has been actively involved in Wesleyan's scholarship and research related to these topics. Professor Saba proposed the creation of a tutorial and initiated the conversations necessary to move the idea forward.

We are pleased to announce this initiative as a pilot program for the coming year. Two students have already expressed interest, and we are excited to see how the project develops. These global concerns and histories are deeply interconnected and represent a critically important dimension of intercultural learning important to any field of study.

Fellowships Oversight

The Fellowships Office continues to thrive under Erica Kowsz's able leadership. Deeg-Carlin's role includes weekly supervisory meetings to support Erica's busy schedule and programs, provide feedback and ideas on initiatives and issues that arise, and participate and fill in as necessary with fellowship advising, selection processes, and outreach. Together, Erica and Anita continue to find and capitalize on synergies between intercultural learning, fellowships, and the Global Engagement Minor to accomplish highly successful programs with minimal staffing.

Fellowships

The Office of Fellowships at the Fries Center for Global Studies 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 2025-2026 application cycle and updates on new and ongoing projects.

Fellowships by the Numbers

All told, the Office of Fellowship kept records of 254 students participating in fellowship advising appointments this year, ultimately yielding 101 known fellowships applications. 61 students/alumni completed applications for campus deadlines this year, plus the 40 known applicants who completed applications for competitions for which the fellowships office does not have a campus deadline: Knight-Hennessy Scholarship (1), Yenching Academy (2), Critical Language Scholarship (17), NYC Urban Fellows (1), Coro Fellowship (2), FAO Schwarz (1), Voyager (8), Princeton in Latin America (1), Princeton in Asia (1), DAAD Masters Studies Award (6). For these latter awards, the fellowships office does not have direct insight into the numbers of applications submitted directly to the funder, so these numbers derive from students' self-reporting or information shared from other departments or programs on campus.

As far as fellowship results, the headlines for this year are (1) that we saw excellent student follow-through in completing campus and national applications across the fellowship competitions the office supports and, (2) when results were in in spring 2026, we saw a record number of fellowship recipients in those competitions, a total of 30 known recipients, 27 of these for national or international scholarship and three more for programs in New York City (each of whom is profiled at the outset of this annual report). The 27 for national and international fellowships included a record-breaking 17 recipients for the Fulbright US Student program, blowing away our prior record of 10 (from Academic Year 24-25). We also saw Wesleyan's first ever recipient for the Udall Scholarship, a national scholarship program for those pursuing careers in environmental conservation, tribal policy, or Native American policy or healthcare, which has existed at the national level since 1992.

FELLOWSHIPS



Fellowships by the Numbers *continued*

In addition to those who won, we had several students come very close to winning in highly competitive application cycles. We had a finalist for the Gaither Junior Fellows at the Carnegie Endowment for International Peace, a finalist for the Schwarzman Scholars program in Beijing, and a finalist for the Knight-Hennessy Scholars program at Stanford, quite possibly Wesleyan's first ever finalist for that program (which involves four rounds of review, finalists arriving at the very last one, a full weekend selection process). Though of course, we would prefer they were selected and had the opportunity to undertake the fellowship, in the grand scheme of things, it is a good sign to have candidates come very close to winning these national awards. It shows we have a healthy culture of applying among the students and that many of our nominees are contenders at the national (and sometimes international) level.

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	9	3	1	1	1	N/A	0	N/A	0%
Churchill Scholarship	10	3	2	2	2	N/A	0	N/A	0%
Critical Language Scholarship	32	N/A	N/A	17	N/A	5	3	29%	18%
Gaither Junior Fellows	11	9	2	2	2	1	0	50%	0%
Gates Cambridge Scholarship	7	N/A	N/A	Unknown	N/A	0	0	0%	0%
Goldwater Scholarship	17	9	4	4	4	N/A	2	N/A	50%
Fulbright US Student Program	99	44	43	45	N/A	27	17	60%	38%
Knight Hennessy Scholars	7	N/A	N/A	1	N/A	1	0	100%	0%
Luce Scholars	8	3	0	3	N/A	0	0	N/A	0%
Marshall Scholarship	11	1	0	0	24	0	0	N/A	N/A
McCall MacBain Scholarship	3	N/A	0	1	3	0	0	0%	0%
Rhodes Scholarship	5	1	1	1	N/A	0	0	0%	0%
Schwarzman Scholars	8	4	N/A	3	N/A	1	0	33%	0%
Truman Scholarship	4	3	3	3	4	0	0	0%	0%
Udall Scholarship	4	1	1	1	8	N/A	1	N/A	100%
Voyager Scholarship (2025)	10	N/A	N/A	Unknown	N/A	1	1	N/A	Unknown
Watson Fellowship	35	10	4	4	4	N/A	1	N/A	25%
Yenching Academy	8	N/A	N/A	2	N/A	2	2	N/A	100%

* 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.

Fellowships by the Numbers *continued*

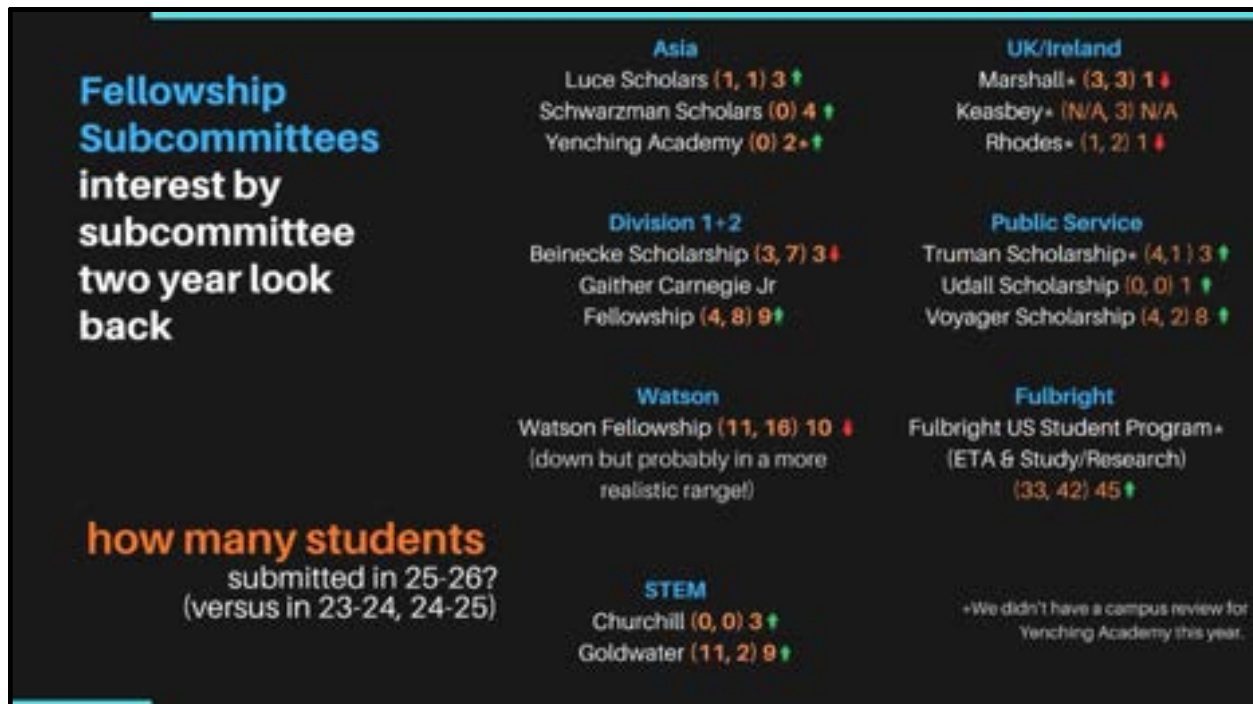
We are also proud to report substantial geographic diversity among the places where this year's fellows will carry out their fellowships.



Next year, Wesleyan fellowships winners will be carrying out their work in the countries highlighted in yellow on this world map (East Asia Pacific: Australia, China, Indonesia, New Zealand, South Korea, Taiwan, Vietnam; Europe: Bosnia and Herzegovina Italy, Germany, Spain, United Kingdom; Middle East and North Africa: Morocco; Sub-Saharan Africa: Madagascar, Tanzania; Western Hemisphere: Argentina, Brazil, Mexico, United States).

Fellowships by the Numbers *continued*

While students who applied did not have success this year in South and Central Asia, all other world regions are represented, and we saw a notable increase in interest in East Asia, as well as substantial success among those who applied for opportunities like Fulbright ETA and Yenching Academy in that region. The second area where we saw increased engagement this year, as compared to last year, was public service-related fellowships, the Truman and Udall Scholarships. Though we did not have a winner for Truman; we had three candidates we were very happy to nominate (out of the four allowed by the program). The third area that saw increased engagement was STEM awards, a development likely linked to the destabilization of graduate funding and admissions for STEM students in the United States since early 2025. The chart below outlines which competitions saw increased interest this year, as measured by how many candidates submitted an application at the campus deadline.



Overview of how many students submitted applications for campus deadlines this year (divided out according to the subcommittees of the Fellowships Committee). Notable trends are the increase in interest in awards in Asia and public service-related competitions.

Office of Fellowships 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 2025, we hired Garrett Groesbeck into the role of Temporary Fellowships Advisor, a part-time, seasonal role supported through funding from Academic Affairs. Groesbeck, a PhD candidate in Wesleyan's Ethnomusicology program and a recipient of several national and international fellowships, returned to the role for a second time after having worked in this role in 2023. Groesbeck advised primarily on the Fulbright and Watson fellowships but also took the lead on the Lafayette Fellowship, a new opportunity introduced by the French Embassy in the United States "in celebration of French-American friendship and the 250th anniversary of the American Declaration of Independence," following along with informational events online for advisors, writing the description of the opportunity for the Office of Fellowships website, and advising students on their applications. Groesbeck'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 25–26 and are broken out in greater detail in the Advising & Applicant Support section of this chapter.

Fries Center Collaboration on the Critical Language Scholarship

Global Language and Outreach Fellow, Amalie Little; Study Abroad Advisor, Gabi Berzinskas; Director of Intercultural Learning, Anita Deeg-Carlin; and Associate Director for Fellowships, Erica Kowsz, met in August of 2025 to revise and adjust a year-long plan for supporting Wesleyan's students in applying for the Critical Language Scholarship.

Emmanuel Paris-Bouvret and Amalie Little took the lead on fall outreach, running a successful informational event featuring returned CLS students. Kowsz took CLS advising meetings in summer and Deeg-Carlin, Berzinskas, Little, and Paris-Bouvret split the advising load nearing the deadline in the fall. Working with other members of the staff, Little organized an informational event featuring CLS alumni and a “write-in” event during which she and Groesbeck offered in-person, drop-in feedback on students’ writing in the week preceding the national application deadline. Deeg-Carlin, Berzinskas, and Kowsz organized an “I hit submit!” lunch during International Education Week (IEW), immediately following the CLS deadline to connect with students in person. In the spring semester, Kowsz conducted communications work, gathering information from recipients, including them in the spring fellowships celebration, and circulating that information to University Communications staff. Due to limited Fellowships staff time in the peak outreach and draft review season for CLS (September to November), starting in 2026, the Languages wing of the Fries Center will take over primary responsibility for the CLS program, retaining record keeping and outreach efficiencies through continued use of the Fellowships records system. In summer 2026, Kowsz will prepare training materials on using Airtable for this purpose for the incoming GLO fellow.

Fellowships & Fulbright Committees

This year, the Office of Fellowships kept with the committee structure used since 2023: 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. All but one of the Fellowships Committee’s members stayed on from last year to this, and we did not make any major changes to the practices of the committee. We had candidates for all the fellowship competitions that involve the committee, a first during the period in which this information has been tracked (2022 to present).

As usual, the Fulbright Committee was constituted ad hoc in August when had become clear how many applicants we would have in the pipeline. The committee conducted an astounding 45 interviews during the second half of September. Critical to this success was our temporary fellowships advisor, Garrett Groesbeck, who facilitated 26 of the 45 interviews (the remainder of which were led by Kowsz), completed the Campus Committee Evaluation form and provided feedback to students whose interviews he ran. This allowed critical time for Kowsz to complete nomination letters for other competitions with September and October deadlines.

Student staff

In the spring semester, the Associate Director hired student workers for spring. 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. The contributions of Cecilia Briana Földessy-Stiegemeyer '26 as Events and Outreach Assistant and Tamiraa Sanjaajav '27 as Database Development Assistant are discussed in the Applicant Support events and Projects sections below.

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. 7 students (or recent alumni) attended the outreach events offered this year and (compared to 258 last year), averaging 10 attendees per event (compared to an average of 13 last year).

We also continue to utilize fellowship recipients and alumni as a key element of 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, Goldwater Scholarship, Fulbright ETA and Study/Research programs, Huntington Public Service Award, Keasbey Memorial Scholarship, Mortimer Hays-Brandeis Traveling Fellowship, Watson Fellowship, Voyager Scholarship, and Yenching Academy to join either in person or by Zoom, totaling 25 student or alumni speakers throughout the academic year (up from 17 last year). These student and alumni speakers spoke on fellowships they undertook in the following 18 countries:

FELLOWSHIPS



This year, we featured 25 alumni and student speakers, who have completed or are in the progress of completing fellowships. (Sub-Saharan Africa: Kenya, South Africa, East Asia and the Pacific: Japan, China; Europe: Belgium, England, Germany, Greece, Netherlands, Portugal, Scotland, Spain; Middle East and North Africa: Jordan, Oman, Turkey; South and Central Asia: India, Uzbekistan; Western Hemisphere: Argentina, Mexico, United States).

FELLOWSHIPS



Fellowships Outreach *continued*

Many of the alumni events are perennial offerings (hybrid panels with Watson and Fulbright alumni, for example, featuring new panelists each year), but several of these events were new ideas or variations on a theme established in previous years. dancers.



Hybrid panel with Fulbright English Teaching Assistants (photo by Cecilia Földessy-Stiegemeier)

This year's biggest new initiative was a series on fellowships for creative artists. Since 2024, Kowsz had been amassing a list of current and recent Wesleyan fellows in the creative arts. Even before spring break, working with the Events and Outreach Student Worker, Földessy-Stiegemeier, Kowsz started planning this series.

The panelists who had expressed interest in participating had majored in Dance, Studio Art, and Music, so Kowsz worked with staff and faculty in the Art History, Studio Art, Music, and Dance programs to try to identify dates that would work for students in these programs. It proved difficult to find a time that could work for all departments, so the event was broken out into a series, with one event for music and the other bringing together studio artists and



Hybrid panel with Watson Fellows (photo by Cecilia Földessy-Stiegemeier)

FELLOWSHIPS



Fellowships Outreach *continued*

In past semesters, we've tried soliciting photos from alumni ahead of their event in order to help generate interest on social media. Földessy-Stiegemeier was able to really bring that approach into its full form. At our prompting, many fellows sent photos or videos or both, along with captions about what we are seeing in the content.



The arts projects proved to be exceptionally fruitful for this kind of post, which we used both to promote the event beforehand and to direct online followers to the recording in case they missed the event live.



FELLOWSHIPS



Fellowships Outreach *continued*

Across the two events, we were able to cover a range of fellowship opportunities: the Fulbright US Student Program, the Thomas J. Watson Fellowship, the Mortimer Hays-Brandeis Traveling Fellowship, the MEXT Scholarship in Japan, and the Fulbright Hays Doctoral Dissertation Research Grant. Our panelists spoke eloquently about their specific experiences and developed themes that united their experience with project-based fellowships across a wide range of countries (Argentina, Belgium, Germany, India, Japan, Spain, and Turkey). For example, panelists at both events encouraged students to balance planning and flexibility. On the one hand, you will not be awarded a fellowship without a clear proposal that shows the value of your project and how you plan to accomplish it; on the other hand, some plans will fall through, and many opportunities will present themselves unexpected once you arrive in-country. For many panelists, the connections they made during their fellowship year with other artists and new friends were one of the highlights of the experience, helping them to fine their own understanding of themselves as an artist, and, among the more senior panelists, proving to be connections that last through the years.



Screen capture from the recording of Fellowships for the Arts: Music, April 9, 2026 at the lunch hour at the Global Commons, Fisk Hall, room 201. From left to right, Solomon Kim, MA student in Music, Garrett Groesbeck, PhD candidate in Ethnomusicology; Hansini Bhasker (on the screen), MA in Music '25, and Erica Kowsz.

Fellowships Outreach *continued*

This year we also offered a new instantiation of last year's popular Graduate School Abroad event. Ben Sheriff '25, who spoke on last year's panel as a new fellowship recipient, joined us by Zoom from Cambridge in the UK, where he was this year wrapping up his MPhil in American History as Keasbey Scholar.

Zubaida Bello '22, who is Wesleyan's first Fulbright graduate degree enrollment grant recipient in the UK, joined us from Strathclyde, where she is completing her Masters. Wesleyan had two recipients this year for Yenching Academy, a two-year Masters of China Studies program in Beijing. Both recipients joined us to talk about graduate degrees in China: Natalie Sweet '25 joined us on Zoom and Baron Fisher '26 joined us in person. This panel had the advantage of spanning two distinctly different world regions and featuring panelists at different moments in their experience with fellowships. While Sweet and Fisher could speak easily about an application process that was fresh in their minds, Sheriff and Bello added perspectives on unexpected challenges and benefits of integrating into a graduate school system in another country. 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, allowing students off campus, for example those studying abroad, to access the event and creating a recording that can be accessed in the future.

By featuring new panelists and different opportunities each year, we are amassing an excellent library of recorded fellowship events. In initial advising appointments, we refer students to recordings they might want to watch. Thus far, we've been doing this with a Linktree page. Read more in the Projects section below about how we are working on a new way of showcasing these recordings as the library outgrows the Linktree format.

Though advising demand was high this year (see Advising and Applicant Support section below), with support from the seasonal temporary advisor on fielding draft review appointments, Kowsz continued two of the August outreach initiatives with campus partners that were introduced in 2024: early outreach to juniors, supported by the Class Deans and outreach to Wesleyan Summer Grant recipients, in collaboration with the Gordon Career Center.

FELLOWSHIPS



Fellowships Outreach *continued*

#	Name	Anticipated Date	Type	Date of Event	Duration	# of Event/Outreach Opportunity	Program/Outreach Description/Target Audience
1	Fellowships Info Session for Juniors (2 hrs w/ 27-0000)	Summer 2025	Info Session	August 27, 2025	10-11pm	0	Class Room
2	Fellowships Info Session for Summer Grant Recipients (2025)	Summer 2025	Info Session	August 28, 2025	10-11pm	0	Student Center Center
3	Post-graduation Opportunities in France and the Francophone World (2025)	Fall 2025	Student Panel	September 26, 2025	4-5pm	0	Latin Community, Taught Languages, Romance Languages and Literatures/Francophone Studies, French Studies
4	Choosing Majors and Centers for P-I Map Session (2025)	Fall 2025	Info Session	October 16, 2025	4-5pm	0	Global Career Center, Price Center for Global Studies, Price Center for Global Studies, Office of International Student Affairs, Price Center for Global Studies
5	CLB Alumni Panel (2025)	Fall 2025	Student Panel	October 18, 2025	10-11pm	1	Global Engagement Minor, Price Center for Global Studies, Price Center for Global Studies, Price Center for Global Studies
6	Graduate Info Session (2025)	Fall 2025	Info Session	October 26, 2025	10-11pm	1	Student Fellowship, Chemistry
7	Seinfeld visit (2025)	Fall 2025	Group Meet	November 6, 2025	10-11pm	0	Molecular Biology & Biochemistry, College of Integrative Sciences
8	MSUP visit Fall 2025	Fall 2025	Class Meet	November 16, 2025	4-5pm	0	Women Mayors Contemporary Fellowship, Philosophy, College of Letters, Behavioral Studies, Center for Prison Education
9	Fulbright (SPE) for BSW (2025)	Fall 2025	Info Session	November 19, 2025	3-4pm	0	Price Center for Global Studies, Global Engagement Minor, Price Center for Global Studies
10	CLB "You submit" Lunch (2025)	Fall 2025	Lunch	December 1, 2025	10-11pm	0	Price Center for Global Studies, Global Engagement Minor, Price Center for Global Studies, Price Center for Global Studies
11	Learn about the Huntington Fellowship with Dana Rayner Session (2025)	Fall 2025	Student Panel	December 8, 2025	4-5pm	1	Alfred P. Sloan Center for the Study of Physics, L.A. Research Center for Entrepreneurship
12	Seinfeld Info Session (2025)	Fall 2025	Info Session	December 11, 2025	10-11pm	0	
13	Fellowships Talking (2025, 1)	Spring 2026	Talking	February 16, 2026	10-11pm	1	
14	Myrae Scholarship with four Multidisciplinary (27-0000)	Spring 2026	Student Panel	February 17, 2026	10-11pm	1	
15	Food Summit Meet (2026)	Spring 2026	Class Meet	February 26, 2026	4-5pm	1	Academic Writing
16	Fulbright Alumni Panel: PGL (2026)	Spring 2026	Student Panel	February 27, 2026	10-11pm	0	Economics, College of Social Studies, Romance Languages and Literatures/Francophone Studies, Hispanic Languages and Cultures, African American Studies, Education Studies, American Studies, History, Gender and Sexuality Studies, Science and Technology Studies, East European and Eurasian Studies, Government, College of Social Studies, History, Gender and Sexuality Studies, Spanish Studies
17	Fulbright (SPE, Spring Break) (2026)	Spring 2026	Info Session	March 16, 2026	3-4pm	0	
18	Visit to Fellowships for Global Engagement Minor (2026)	Spring 2026	Info Session	March 26, 2026	10-11pm	0	Global Engagement Minor, Price Center for Global Studies
19	Meet Woman/Fellowship Myrae: BSW, SE and Maria Clara Chung (2026)	Spring 2026	Student Panel	March 31, 2026	10-11pm	0	
20	Research Visit with the ARI (2026)	Spring 2026	Class Meet	April 3, 2026	1-2pm	0	WestAFES, Office of Equity and Inclusion, Student Fellowship, Chemistry, Student Center Center, Student Center Center
21	Fellowships for the Arts: Music (2026)	Spring 2026	Student Panel	April 5, 2026	10-11pm	0	Music, Music
22	Michael Program Meet (Spring 2026)	Spring 2026	Class Meet	April 10, 2026	8-9pm	0	Mathematics, Math Fellowship
23	PGL to Fulbright (2026)	Spring 2026	Info Session	April 12, 2026	10-11pm	0	
24	Fellowships for the Arts: Dance and Studio Art (2026)	Spring 2026	Student Panel	April 24, 2026	10-11pm	0	Art History, Dance, Education Studies, History, East European and Eurasian Studies, Environmental Studies
25	Fellowships Talking (2026, 2)	Spring 2026	Talking	April 28, 2026	10-11pm	1	
26	Grand Jordan Alumni Panel (2026)	Spring 2026	Student Panel	April 28, 2026	4-5pm	0	
27	Fellowships & French (2026)	Spring 2026	Info Session	May 26, 2026	10-11pm	0	Romance Languages and Literatures/Francophone Studies, French Studies
28	Fellowships for the Sciences (2026)	Summer 2026	Info Session	June 17, 2026	10-11pm	1	College of Integrative Sciences

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.

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 2025 had a higher total number of appointments than prior years (617 compared to 462 in 2024, 343 in 2023, and 256 in 2022). These individual appointments exclude drop-in appointments not captured by the appointment booking system (these were approximately 5% of the total in 2022, the last year in which their portion of the total was calculated).

It is also immediately apparent from the data from the past three years that the seasonal temporary fellowships advisor has played an important part in increasing the advising capacity since the addition 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.

After the addition of the seasonal temp position in 2023, we have seen advising appointments from 2022 to 2025 increase by 141%.

FELLOWSHIPS



% Increase in Appointments				
from '22 to '23	from '23 to '24	from '24 to '25	from '22 to '25	
34%	35%	29%	141%	

	TOTAL	Assoc Director	Seasonal Temp	% mtgs covered by temp	
2022	256	256	0	0%	
2023	343	278	65	19%	
2024	462	344	118	26%	
2025	617	437	180	29%	

While the year-over-year stats above reflect calendar years, the total number of one-on-one advising meetings (excluding drop-in meetings) for AY 2025-2026 was 579 meetings, 373 with the Associate Director and 206 with the Temporary Fellowships Advisor (either Groesbeck or Grahame).

This represents 254 unique students who came in for one or more fellowship advising appointments (an average of 2.3 appointments per student, mathematically, but more realistically, there are many students who had just one initial advising appointment, and some students applying for multiple competitions who schedule appointments in all three categories: initial, follow-up, and draft review). From these 254 students, 61 applications were completed for campus deadlines, and we know of 40 students or alumni who applied directly at the national deadline for a competition for which the Office of Fellowships does not have a campus process.

Due to the high demand for appointments from students already working toward campus and national deadlines in the fall, Kowsz took a suggestion from a colleague on another campus and deactivated the option for initial appointments with new students during September and October. Typically, this is a time that many first- and second-year students might learn of the fellowships office and try to make contact, but with draft review, applicant support events, campus interviews, and committee meetings ongoing, too many initial appointments can put a strain on staff capacity. This experiment worked well, freeing up time for the Associate Director and Temporary Advisor to conduct interviews with 45 Fulbright candidates, support a finalist for the Schwarzman Scholarship with a mock interview, and more during this September-October time frame. The change may have been a factor in somewhat reducing the overall number of initial appointments (200 versus 217 last year).

FELLOWSHIPS



Group Applicant Support

The increase in individual advising appointment demand this year might be connected to lower attendance overall at group applicant support events.

Though the Office of Fellowships offered a similar set of group workshops, indeed offering several of them more frequently than we have in the past, we saw lower attendance at group events, with only one summer workshop breaking into the double digits.

While students have access to recordings of these events, and we hope that many of them would access the content asynchronously, we do not yet have a reporting mechanism in place to track which students have referred to which recording.

#	Name	Date of Event	Time	Semester Held	Modality	# of Attendees (Manual count)
1	Anatomy of a Statement of Grant Purpose SJR Edition (2025, Round 1)	July 1, 2025	11:45am	Summer 2025	Online	4
2	Planning Your Summer Fellowship Application(s) (2025)	July 1, 2025	4:45pm	Summer 2025	Online	4
3	Anatomy of a Statement of Grant Purpose ETR Edition (2025, Round 1)	July 1, 2025	12:00pm	Summer 2025	Online	5
4	Getting Started on Your Personal Statement (2025, Round 1)	July 1, 2025	4:45pm	Summer 2025	Online	5
5	Anatomy of a Statement of Grant Purpose ETR Edition (2025, Round 2)	July 16, 2025	7:00pm	Summer 2025	Online	11
6	Anatomy of a Statement of Grant Purpose SJR Edition (2025, Round 2)	July 15, 2025	7:00pm	Summer 2025	Online	5
7	The Art of Requesting Letters of Rec. (Summer 2025)	July 23, 2025	12:00pm	Summer 2025	Online	5
8	Getting Started on Your Personal Statement (2025, Round 2)	July 28, 2025	12:00pm	Summer 2025	Online	5
9	Anatomy of a Statement of Grant Purpose ETR Edition (2025, Round 3)	July 28, 2025	8:00pm	Summer 2025	Online	5
10	From Topic to Project: Watson Workshop (2025, Round 1)	July 31, 2025	11:45am	Summer 2025	Online	5
11	From Topic to Project: Watson Workshop (2025, Round 2)	August 5, 2025	11:45am	Summer 2025	Online	3
12	Fullbright Write-in (Fall 2025)	September 8, 2025	4:30pm	Fall 2025	In person	12
13	Schwarzman Scholars Mock Interview (2025)	October 28, 2025	8:00pm	Fall 2025	In person	5
14	ELC "No subject" Lunch (2025)	December 1, 2025	12:00pm	Fall 2025	In person	5
15	Tamara Le Watson Mock Interview (2025)	January 26, 2026	11:00am	Spring 2026	Online	5
16	Rex Beaver Watson Mock Interview (2025)	January 26, 2026	1:00pm	Spring 2026	Online	5
17	Celine Mufson Watson Mock Interview (2025)	January 26, 2026	4:00pm	Spring 2026	Online	5
18	Diana Tsai Watson Mock Interview (2025)	January 28, 2026	9:30pm	Spring 2026	Online	5
19	Watson Interviewer Lunch (2026)	January 29, 2026	1:00pm	Spring 2026	In person	3
20	Ferdinand Guzman KHS Mock Interview	February 12, 2026	8:30am	Spring 2026	Online	5
21	Spain ETR Video Supplement Meeting (2026)	February 16, 2026	12:00pm	Spring 2026	Online	5
22	Spain ETR Video Supplement Meeting 2 (2026)	February 16, 2026	4:30pm	Spring 2026	Online	6
23	Carnegie Geller Junior Mock Interview (2026)	February 22, 2026	11:00am	Spring 2026	Online	5
24	Haystack Scholarship Write-in and Drop-in Advising (2026)	February 27, 2026	5:15pm	Spring 2026	In person	5
25	NYC Urban Fellows Mock Interview with Tashawn Niles	March 10, 2026	1:00pm	Spring 2026	Online	5
26	Fullbright ETR Vietnam Mock Interview with Laurel Tran-Muhsawski	March 12, 2026	8:00pm	Spring 2026	Online	5
27	Fullbright ETR Madagascar Mock Interview - Jani Parrot	March 23, 2026	10:00am	Spring 2026	Online	5
28	Fellowships Celebration (2026)	April 30, 2026	4:30pm	Spring 2026	In person	24
						114 / 108

Overview of Office of fellowships events to support applicants and recipients in AY 25-26.

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, Rhodes, and Marshall scholarships. In addition, fellowships office staff, committee members, and volunteers among the faculty and staff conducted campus or mock interviews for the purpose of preparing candidates for the competition for Luce Scholars, Schwarzman Scholars, the Knight-Hennessy Scholars Program, NYC Urban Fellows, and Fulbright. In total, this amounted to 73 interviews, as compared to last year's 64. The highest proportion of these was once again campus interviews with the Fulbright Committee (45) in September and the second highest were campus interviews for the Watson Fellowship (10) in October, but we saw a notable increase in interest in fellowships in Asia, with 9 applications between Yenching Academy, Schwarzman Scholars, and Luce Scholars, and 11 candidates applying for Fulbright in East Asia (among South Korea, Taiwan, Thailand, and Vietnam).

Spring Celebration

This year, we invited all semifinalists, nominees, and winners to celebrate together at our spring fellowships celebration. Chilly, damp weather saw us move to our rain location, the Global Commons in Fisk, the first time we've held the celebration inside.

As in prior years, students were invited to hand out paper invitations to faculty and staff mentors who've been a part of their success or bring a friend to the celebration. All assembled have time to mingle over cheese and crackers, fruit, and cookies, followed by brief remarks on each student's accomplishments. Then we cut the cake!



Faculty, staff, and students gathered to celebrate on April 30, 2026 at the Fries Center. (Photos by Gabby Mayeda '29)

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 the creation of a linked field to track departments and programs as well as majors and minors so that it will be possible in the future to pull up statistics on which programs have best student, faculty, and staff engagement and which programs may need more direct outreach. Maintenance projects this year included updating the recording links for all recorded events and linking each event listing to the folder where that event's files are stored in Sharepoint, which we hope will lead to efficiency gains not only for showcasing event listings (see Fellowships Database, below) but also for future event planning in Spring 2027 and beyond.

Fellowships Database

For the past several years, Kowsz, Grahame, and a series of student workers have been taking steps toward the creation of a filterable database of fellowships that students would be able to access directly, before or after an initial advising appointment. Since late 2024, Kowsz has also been collaborating with colleagues in the National Association for Fellowship Advisors (NAFA) on developing best practices for building fellowship databases. This project, which originally emerged from NAFA's Advocacy Working Group, and by fall 2026, NAFA's board had decided to create an ad hoc committee to develop a fellowship database for the organization, naming Kowsz as one of the co-chairs of the new committee. Working with 16 colleagues across different institution types and regions of the country provided excellent insights into the process of building a Wesleyan-specific database, including good ideas not only for building a database but for maintaining one in the long term.

While there remains additional data entry to be completed before the database is ready for widespread student use, Kowsz and Grahame collaborated this spring on developing standards for which fellowships to include in the database and rules on how to enter the information (in categories like Type, Theme, Deadline, etc.) in a consistent way. Tamiraa Sanjaajav '27, who joined the fellowships team in Spring 2026, picked up in this work, testing out the rules by entering fellowships into the database for review by Kowsz, to check for reliability among different people entering the fellowship in the system according to the rules Kowsz and Grahame had formalized in winter.

Fellowships Database *continued*

By the end of the spring semester, we were able to hold a second user testing session (the first having taken place in March 2025), bringing four students from different majors and class years to test out the system. After students initially explored the system on their own, without instruction on how to use it, Sanjaajav and Kowsz broke them into pairs to hear their experiences and insights, focus-group style. We left the session not only with some simple suggestions to improve usability, which Sanjaajav implement in May, but also with ideas about how best to roll out the system, including a suggestion to use a smaller set of students to test it out before rolling it out to the whole campus.

One of the ideas we had long hoped to accomplish was the integrations of profiles on our fellowship alumni, like the information at the outset of this report, into a similar database that would be linked relationally to the fellowships database, so students can not only read about a given fellowship but quickly see which Wesleyan alumni have been awarded that fellowship in the past (all of this on a password protected adatabase). This spring, we were not only able to implement this in the existing fellowships database prototype, but we also realized we could do the same for our growing library of event recordings. In the prototype system, it is now possible to look up events, alumni, and fellowships all in a relationally linked format. So, if one should search for Fulbright ETA, one can find not only a profile of the award, but profiles of recent alumni, including, for example, Czarina Yuffa '25 and Teva Corwin '25, and the recording of the event in February, when these two alums Zoomed in to talk about their experiences during the second half of their Fulbright grant. Now that we have this set up in the Airtable interface, we are considering adding other ways of filtering, for example, by language or country, two vectors that align well with the mission of other units at the Fries Center.

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 Committee

- Elan Abrell, Assistant Professor, Integrative Sciences, Science and Technology Studies, and Anthropology; Coordinator of the Animal Studies Minor
- Talia Andrei, Assistant Professor of Art History and East Asian Studies
- Rachael Barlow, Director, Center for Faculty Career Development, Visiting Assistant Professor, Education Studies, Adjunct Assistant Professor of Academic Writing
- Mary Alice Haddad, John E. Andrus Professor of Government, Professor of East Asian Studies and Environmental Studies, Director of Faculty Career Development
- Scott Holmes, Professor of Molecular Biology and Biochemistry and Integrative Sciences
- Alyx Mark, Associate Professor of Government
- Jen Mitchel, Assistant Professor of Biology and Integrative Sciences
- Roman Utkin, Associate Professor of Russian, East European and Eurasian Studies and German Studies, Core member Feminist, Gender and Sexuality Studies
- Stephanie Kuduk Weiner, Professor of English

Fulbright Committee

- Amir Aissa, Adjunct Assistant Professor in Arabic
- Talia Andrei, Assistant Professor of Art History and East Asian Studies
- Stephen Angle, Professor of Philosophy and Mansfield Freeman Professor of East Asian Studies, Director of the Fries Center for Global 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
- Octavio Flores-Cuadra, Adjunct Professor of Spanish
- Daniella Gandolfo, Associate Professor of Anthropology and Latin American Studies
- Emily Gorlewski, Director of Study Abroad, Fries Center for Global Studies
- Ronnie Hendrix, Associate Director, McNair Program
- Indira Karamcheti, Associate Professor of Global South Asian Studies, Education Studies and American Studies, Coordinator of Caribbean Studies
- Camille McGadney, Law and Social Impact Career Advisor
- Cecilia Pohorille McCall, Director of International Engagement & Philanthropy
- Rehana Patel, Visiting Associate Professor of Mathematics
- Liana Pshevorska, Associate Professor of the Practice, in French; Russian, East European, and Eurasian Studies; and Fries Center for Global Studies
- Ana Perez-Girones, Adjunct Professor of Spanish and Education Studies
- Holly Robinson, Associate Director for Career Advising
- 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
- Emily Vasquez, Assistant Professor of Science and Technology Studies and Sociology
- Krishna Winston, Professor of German Language and Literature Emerita
- Jennifer Wood, Dean for the Class of 2027 and Visiting Professor of English
- Gary Yohe, Huffington Foundation Professor of Economics and Environment

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:

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!

- Maryam Badr '25, Watson Fellow
- Zubaida Bello '22, Fulbright UK University of Strathclyde Award, United Kingdom (Literature)
- Jesse Chang-Frieden '27, Udall Scholar
- Malia Detar Cheung '25, Watson Fellow
- Baron Fisher '26, Yenching Academy
- Michael Eustace '23, Mortimer Hays-Brandeis Fellow
- Eury German '16, Fulbright Study/Research, Spain (Dance)
- Garrett Groesbeck, PhD Candidate, Fulbright-Hayes Doctoral Dissertation Research Abroad program (US Department of Education), Japan Studies Fellowship (Japan Foundation), MEXT Scholarship
- Lorraine Hillgen-Santa '28, Goldwater Scholar
- Naya Jorgensen '24, UPEC English Teaching Fellow
- Solomon Kim, MA '27, Fulbright Study/ Research, Turkey (Music Composition)
- Diana Naiyanoi Kimojino, '25, Huntington Public Service Award Winner
- Ibby Newland '26, Fulbright ETA, Italy
- Spencer Klink '24, Fulbright Study/Research, Germany (Art History)
- Teva Corwin '25, Fulbright ETA, Mexico
- Kaylin Maher '26, Goldwater Scholar
- Scout McKibben-Baier '27, Voyager Scholar
- Lexie Prendergast '21, Fulbright ETA, Belgium
- Lizbeth Ramirez '28, Critical Language Scholar
- Antonio Rivera, '26, Goldwater Scholar
- Ben Sheriff '25, Keasbey Memorial Scholarship
- Natalie Sweet '25, Yenching Academy
- Diana Tran '26, Critical Language Scholar
- Czarina Yuffa '25, Fulbright ETA, Uzbekistan

EVENTS AND OUTREACH



International Education Week

Wesleyan celebrated International Education Week (IEW) (November 17-21, 2025) again this year, with record participation. IEW is an opportunity to celebrate the benefits of international education and exchange worldwide. A long-time joint initiative of the U.S. Department of State and the U.S. Department of Education, IEW was developed to promote programs that prepare Americans for a global environment and attract future leaders from abroad to study, learn, and exchange experiences. IEW was an especially important highlight this year given the pressures faced by the national higher education community in terms of cross-cultural education.

A team of FCGS staff, other faculty and staff members, and a student worker, coordinated IEW:

- Adriana Alfaro Liendo '26, OICL Student Worker
- Gabriela Berzinskas, Study Abroad Advisor
- Jennifer Collingwood, Administrative Assistant, FCGS
- Anita Deeg-Carlin, Director, OICL
- Dari Jigjidsuren, Assistant Director, OISA
- Michelle Kim, Kim-Frank Multilingual Writing Fellow
- Aleksandra Kinard, Counseling and Psychological Services
- Amalie Little, Global Language & Outreach Fellow
- Emmanuel Paris-Bouvret, Director, Language Resources and Technology
- Neil Sardana, Counseling and Psychological Services
- Mira Seo, Provost's Distinguished Fellow of Classical Studies
- Khai Tran, Academic Support Coordinator

Tasks include promotion, registration, reservations, scheduling, and outreach (emails, social media posts, tabling, and flyering, including the use of a Usdan display case). This year's IEW hosted a record high of 37 events from a wide range of academic departments, student groups, and other organizations on campus.



Events ranged from targeted academic outreach, like fellowship informational sessions, to foreign-language film screenings and a Desi fashion workshop put on by our Hindi-Urdu foreign language teaching assistant.

The display case in the Fisk lobby hosted an interactive map wherein people could detail traditions or memories from home. For details about this year's themes and events, please visit our website [here](#).

EVENTS AND OUTREACH



Power of Language

This year, the Fries Center for Global Studies hosted the eighth annual Power of Language (POL) (February 18-28, 2026). Originally organized as a multi-day conference, POL has since evolved into a week-long series of events organized around International Mother Language Day (2/21), which honors the Bengali Language Movement and all mother languages around the world.



Student presentation for POL

Outreach consisted of emails, social media posts, tabling, and flyering, including the use of a Usdan display case. POL comprised a record high of 37 events this year, ranging from the opening of the Artolution art exhibit to an Italian podcast screening to a Translation Panel.

While tabling for IEW in the fall saw a good amount of stop-bys, this semester, student workers utilized the button-making machine to encourage participation, which was very successful. For details on POL Week, including a full lineup of events, see the [website](#).

At Wesleyan, POL is intended to encourage and honor multilingualism and second language acquisition. This week-long programming was the fourth annual of its kind, and was supported by the Fries Center for Global Studies, Office of International Students, and Office of Student Academic Resources.

The POL committee was headed by the FCGS Global Language and Outreach Fellow, Amalie Little, and consisted of other key FCGS staff, a handful of staff and faculty, and one student worker hired specifically for this occasion.



Chinese Calligraphy Event, POL

EVENTS AND OUTREACH



Outreach

Outreach is an important aspect of increasing the visibility of multilingualism on campus, and cannot always be achieved exclusively through social media.



Making buttons for the French department!

An example of one-off events or coordination efforts that fall under this category include the organization of the open houses for WesFest.

The Global Language and Outreach Fellow, Amalie Little, also purchased a button-making machine, and learned how to use Adobe Illustrator to troubleshoot templates and then designs for buttons that can be used to promote FCGS, or used in conjunction with language departments; this year, the office used the button maker to promote the center, study abroad, French language, and Russian language.

Language Journeys

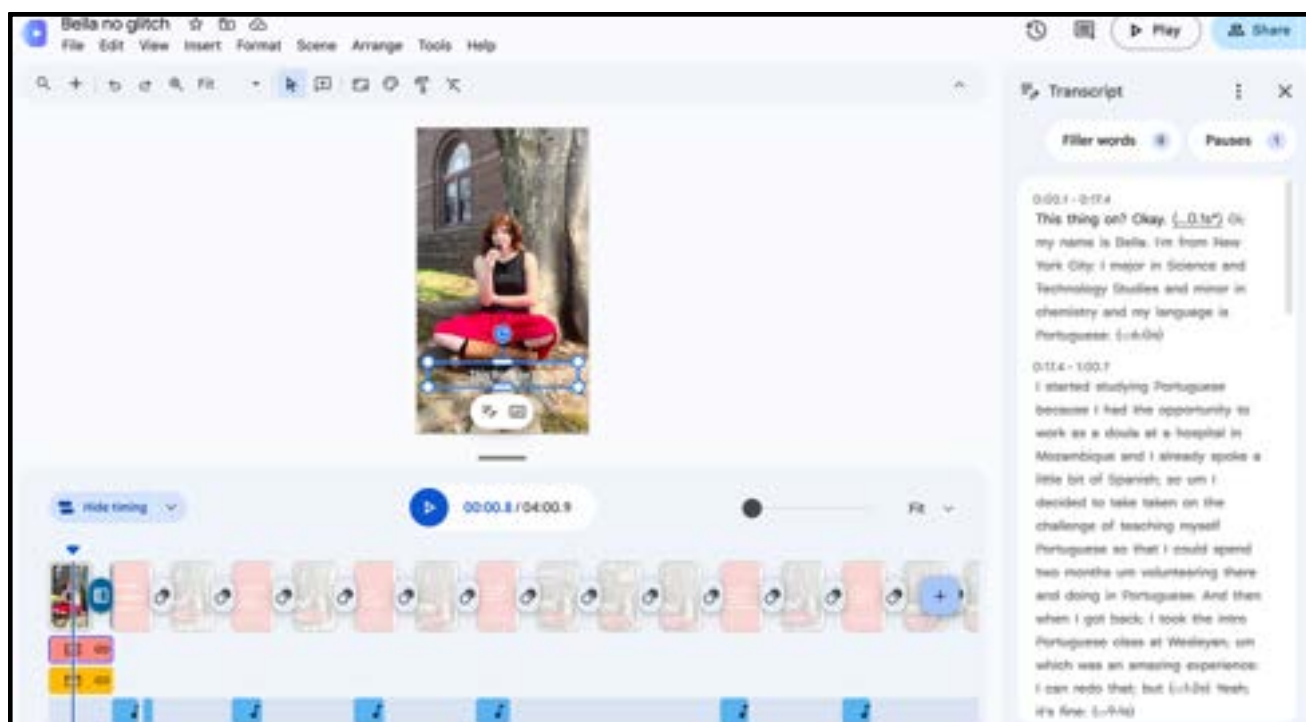
The Global Language and Outreach Fellow, Amalie Little took on an effort to record and edit "Language Journeys" documenting students' experience learning languages at Wes. Inspired by an existing cache of older videos with the same idea (currently visible on the FCGS website), the newer videos are more recent, and in a 9x16 format appropriate for social media.

The GLO coordinated outreach with the fifteen language departments, in addition to our Swahili cohort, to source and select students who exemplified hard work and who were willing to participate. With help from a student worker – social media and outreach coordinator Furuzon Atobekovah – the GLO brainstormed questions and filmed mic-ed interviews with sixteen students.

EVENTS AND OUTREACH



Following the interviews, the GLO took on the editing process, editing for both aesthetics and content – including trimming, rearranging, on-screen text and images, transitions, sound balancing, transcript editing, caption editing, closed caption editing, and hidden text for accessibility.



Editing the language journey videos

Each interview merited one longer video appropriate for publishing on the FCGS website and the language department websites and/or social media. In addition to these, shorter videos were compiled, including but not limited to: combinations from several students, funny one-liners, and bloopers – all appropriate for the FCGS social media, but not to be uploaded to our website.

This bulk of coordination and filming was completed during and after spring break, and the editing was completed in the summer following class end. The longer videos will all have been uploaded to the website by summer end, and the GLO will schedule the social media posts for the next GLO to publish in the beginning of the fall semester once students return to campus.

EVENTS AND OUTREACH



Banners

Following up on work done by the previous GLO Fellow Thais García, this year's Fellow Amalie Little worked with University Communications and Physical Plant to design, edit, print, and install banners to be displayed permanently outside of Fisk Hall (including two welcome to Fisk Hall banners, one IEW banner, and one POL banner).



"Power Of Language" banner in the winter



"Welcome to Fisk Hall" banners

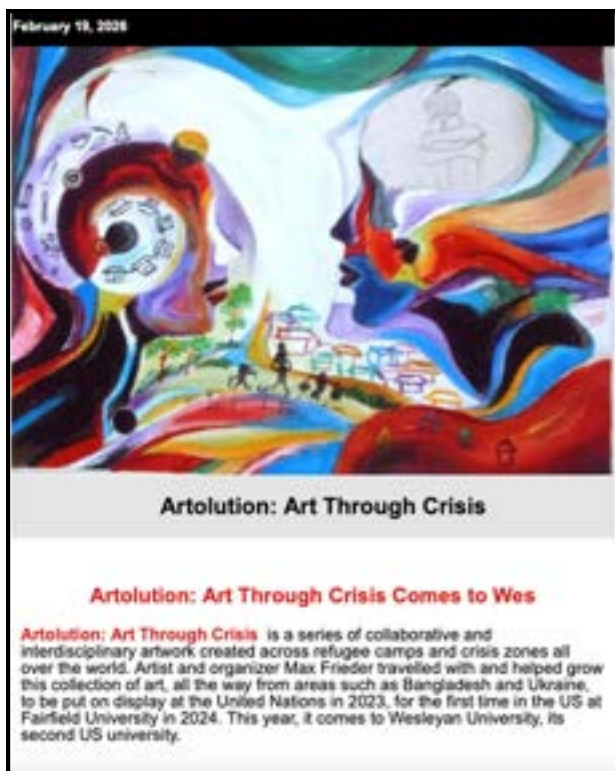
This process involved extensive collaboration with the University Communications team, whose thoroughness and support were invaluable in refining specific design elements in Adobe Illustrator.

EVENTS AND OUTREACH



Wes and the World Newsletter and Blog

The Global Language and Outreach (GLO) Fellow, Amalie Little, maintains the biweekly newsletter *Wes and the World*. The newsletter links to the blog, *Wes and the World*, which covers news and announcements from the Fries Center for Global Studies (FCGS), and related international or language content. The GLO fellow proofreads and edits article submissions from the Fellowships, Study Abroad, and Intercultural offices. The GLO fellow also oversees two student workers, Language Ambassadors, Zaynah Almasr and Charlotte Li. Zaynah and Charlotte each wrote articles throughout the year either covering FCGS programming, like *Power of Language*, or writing about their personal international or lingual experiences.



Wes and the World Newsletter with an Artolution feature

The student worker articles this year highlighted some very pertinent and important topics, such as “The Version of You That Only Exists in One Language” by Charlotte Li.

In addition to the GLO fellow’s student workers, Study Abroad student workers coordinate to publish study abroad blogs.

This year, the GLO fellow and FCGS student workers tabled a few times, and performed interviews during Homecoming, in order to generate content for social media and increase newsletter sign ups.



Wes and the World Newsletter going out for IEW

EVENTS AND OUTREACH



Wes and the World Podcast

The Global Language and Outreach (GLO) fellow, Amalie Little, devised the Wes and the World podcast. Wes and the World, the podcast, is meant to explore all that the center does– languages, study and working abroad, intercultural learning, etc– through conversations with members of the Wesleyan community.



Advertising our podcast on Instagram!

The GLO fellow hosted the episode alongside Jennifer Collingwood, the Administrative Assistant for the center. Both Jennifer Collingwood and Amalie Little spent time on their own and jointly researching the interviewees and creating outlines for each episode. Additionally, they jointly wrote, edited, and recorded intros and outros, and sourced intro and outro music. They recorded the episodes in the Audio/Visual studio with the help of Emmanuel Paris-Bouvret, Director of the Language Center, who also helped with editing.

The editing process, which was jointly taken on by Emmanuel Paris-Bouvret and Amalie Little for the first episode, then solely taken on by Amalie Little for the following episodes, involves sound balancing, trimming, rearranging, and editing and fitting in the music. Finally, Amalie Little handled the publication of the podcast through a third party platform to Apple Podcasts, Spotify, and Amazon Podcasts.

The first episode was released at the end of the 2026 spring semester, and acquired over 50 listens within the first two weeks before any publicity. The next few episodes have already been recorded, but will be released under the new GLO fellow in the 2026 Fall semester.

EVENTS AND OUTREACH



Social Media

Social media plays an integral role in developing the center's outward facing persona, connecting not only to current students but to the greater community and public. The Fries Center for Global Studies (FCGS) maintains accounts on Instagram, TikTok, and LinkedIn. The Global Language and Outreach Fellow, Amalie Little, oversees these accounts, as well as a student worker acting as the Outreach Coordinator, Furuzon Atobekova. There is an AirTable submission form, managed by Amalie Little, through which FCCS staff and student workers can send in post drafts for any of our social pages. This form could be utilized more.

Instagram

While the Global Engagement Minor, Fellowships Office, and Study Abroad Office each maintain constituent accounts, the FCGS Instagram account (@wesfcgs) serves as the main account for the center on Instagram. While the main account can and frequently does co-author posts with the office accounts, it does not share every post with the others. Likewise, there are posts that only are published to the main account, and not to the office accounts.

In terms of content, Instagram plays host to: important announcements and outreach, such as the FCGS open house and IEW calendar; co-authored posts with the office accounts; content-forward posts often in the format of Reels (short-duration format videos) for casual, comedic videos; Foreign Language Teaching Assistant (FLTA) content (such as introductions); story posts to advertise events or encourage interactive play, such as world trivia curated by the Outreach Coordinator Furuzon Atobekova; and any other sort of catch-all personable posts which give color to the center, like pictures from a successful event. In general, Instagram can be more relaxed and casual than LinkedIn, but less edgy and wider-reaching than TikTok.



Introducing the FLTAs on Instagram

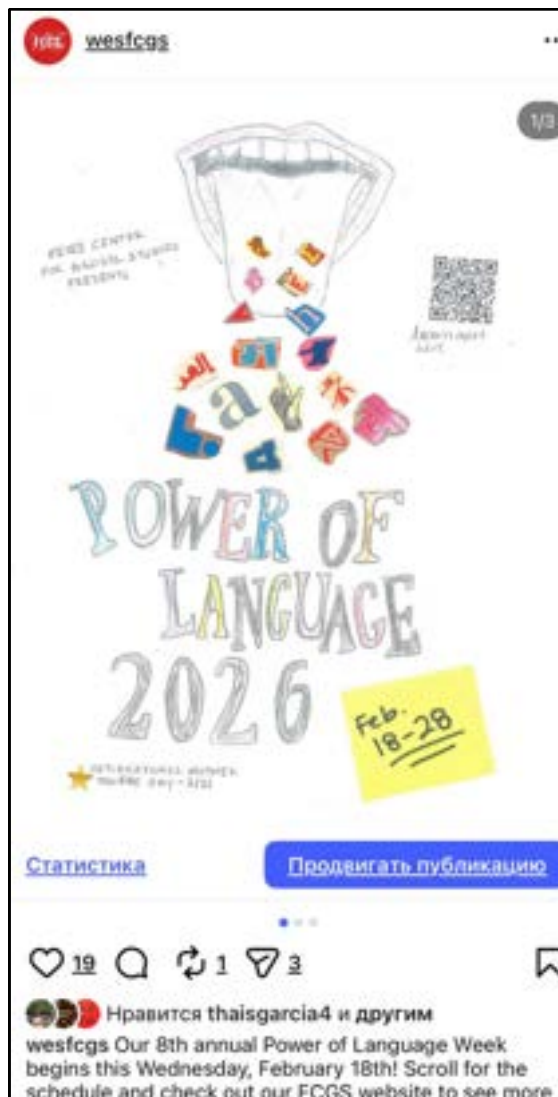
EVENTS AND OUTREACH



Pictures from Samba Fest posted on Instagram

This year's most popular post was a Reel that garnered over 1,000 views. I believe the next steps for the Instagram account are to continue posting frequently, especially as different events occur in our space, in addition to increasing the number of Reels we post.

Regular posts and stories are aimed at our followers, while Reels are more likely to garner a wider audience. During IEW and POL, the Outreach Coordinator Furuzon Atobekova updated the stories daily to reflect the schedule, and the calendar of events was posted to the main page. The weekly world trivia and other story interactive games continue to be well designed and liked by the community.



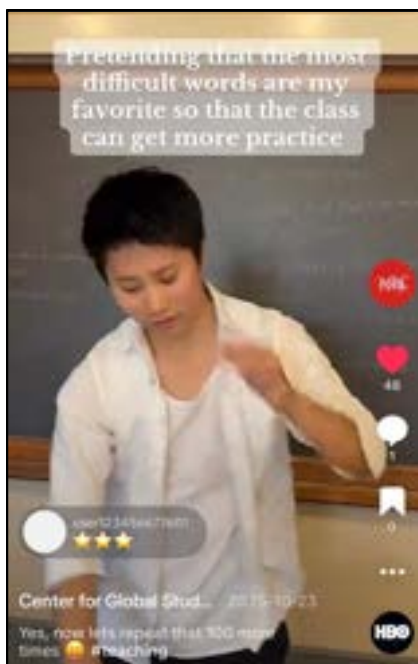
Advertising POL on Instagram

EVENTS AND OUTREACH



TikTok

Whereas the Instagram account can act as a central access point for information on the center, the FCGS TikTok account (@wesfcgs) posts mainly for the purpose of increasing engagement with the center, using short-duration format videos often accompanied by music.



TikTok video with the Japanese FLT

TikTok's algorithm does not discriminate between followers and other users, so there is more opportunity to reach non-Wesleyan affiliated users– in turn, making the TikTok account more concerned with building out FCGS's public facing persona than its specific Wesleyan-facing function.

The Outreach Coordinator Furuzon Atobekova mostly crafted the TikToks, filming videos with our FLTAs and FCGS staff.

Frequently, these videos were posted both on TikTok and on Instagram as Reels using the "linked" feature. However, the tone of TikTok videos– being less informational and more informal– did not always align with the tone I wanted to create on our Instagram account, resulting in some videos being only posted on TikTok (if the video was edgier in its humor, for example).

In general, the TikTok account is more comedic than the Instagram. Our most successful videos garnered over 1,000 views and over 100 likes. I think, moving forward, we should be posting many more TikToks, as there is little concern with having a curated page or being restrained in that sense.



TikTok trendy dance video



TikTok video related to study abroad

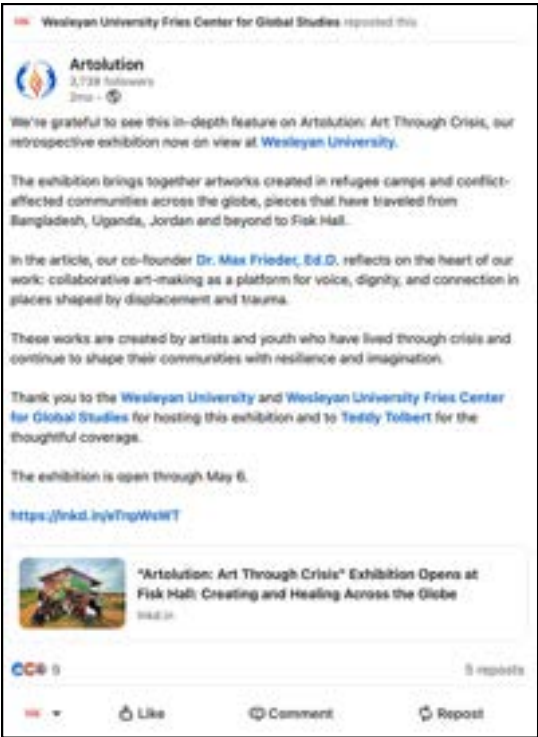
EVENTS AND OUTREACH



LinkedIn

The Fries Center for Global Studies (FCGS) is still growing its LinkedIn account (Wesleyan University Fries Center for Global Studies). Where Instagram and TikTok are relatively informal, the LinkedIn account is more formal and serves as a platform through which we can sustain professional communication with students, staff, faculty, and alumni. This account is useful for the networking of the center, as well as for networking opportunities for our students and alumni. Tagging students and organizations on LinkedIn allows the post to reach the followers of those entities, in addition to our own, and the account can also repost posts from other users that relate to our goings-on. The posts on this account constitute announcements and news spotlighting FCGS fellowship cycles, awards, programs, and successful students.

The FCGS team has discussed alternative ways to utilize our LinkedIn and continue to grow our presence on it as a resource for our students and alumni.



Reposting a related post on LinkedIn



Posting about fellowships on LinkedIn

Account	Total Following	% Increase in Followers (since June 2025)	Average Views
TikTok	587	8%	1074 (low:317/high:1823)
Instagra	68	51%	662 (low:301/high:1400)
LinkedIn	72	89%	—



Wesleyan University
Fries Center for Global Studies

Steve Angle, Director
Jennifer Collingwood, Administrative Assistant
Anita Deeg-Carlin, Director for Intercultural Learning
Emily Gorlewski, Director, Study Abroad
Erica Kowsz, Associate Director for Fellowships
Amalie Little, Global Language and Outreach Fellow
Gabriela N. D. Berzinskas, Study Abroad Advisor
Emmanuel Paris-Bouvret, Director, Language Resources and Technology

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Core Faculty:

Abderrahman Aissa, Adjunct Assistant Professor in Arabic
Pedro Pascual Villanueva, Assistant Professor of the Practice in American Sign Language

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Affiliated Faculty:

H. M. FazaleHaq, Assistant Professor of the Practice in South Asian Language and Culture
Dalit Katz, Professor of the Practice in Religion
Naho Maruta, Assistant Professor of the Practice in East Asian Studies
Liana Pshevorska, Associate Professor of the Practice in French
Camilla Zamboni, Assistant Professor of the Practice in Italian

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