

FRIES CENTER FOR GLOBAL STUDIES



2018-2019 ANNUAL REPORT



WESLEYAN UNIVERSITY

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OUR MISSION

The Fries Center for Global Studies expands opportunities for the Wesleyan community to engage in local and global multicultural environments. We collaborate with students, faculty, and staff to advance the knowledge, language and intercultural skills, self-awareness, and empathy needed for responsible participation in an increasingly interdependent world.

VISION

We aspire to a world in which humility, cultural self-awareness, and mutual understanding make justice and thriving possible for all. We envision a university in which all forms of learning, research, and creative endeavor are enlivened by perspectives, languages, and experiences from across the globe.

2018-19 ANNUAL REPORT PRODUCED BY:

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EXECUTIVE SUMMARY

This has been a year of growth and change across all areas of the Fries Center for Global Studies (FCGS). After several years of modest declines, participation in study abroad was up significantly, enrollments in language classes ticked up, and student involvement in events like the second Power of Languages conference increased markedly. We introduced a number of new initiatives such as “Cultures and Languages Across the Curriculum” (CLAC) courses. This year also saw notable successes by our students applying for fellowships, including a Rhodes Scholar and our first-ever Schwartzman Scholar. After several years of study, we were able to fund and implement a new software management platform for study abroad and fellowships.

In addition, a concerted effort to analyze Wesleyan’s language programs and gather longitudinal data about the many facets of language learning led to an important realization: Wesleyan teaches more languages than any other co-ed liberal arts college in the country—a fact that is further solidified by our introduction of courses in Hindi-Urdu beginning in the fall of 2019. Coordinated, intentional steps toward understanding, supporting, and celebrating language learning is one of the core missions of the FCGS; it is thus exciting to see all the opportunities our students have. Of course we cannot rest on our laurels; our data project explores all manner of trends—and continuing challenges—related to the languages, and we will be further expanding using data to understand and assess our programs in the years to come.

WHAT’S NEW IN 2018-19

Before digging into the details across the FCGS’s various functional areas, let us begin by summarizing some of the major changes in personnel and programming. To begin with, Steve Angle has taken over as Director, as Antonio Gonzalez returns to full-time teaching (and a much-deserved sabbatical). Steve is Mansfield Freeman Professor of East Asian Studies and Professor of Philosophy, and in the past has served both as Chair of the Department of Philosophy and as the founding Chair of the College of East Asian Studies. He is a specialist in Chinese philosophy, focusing particularly on the most recent thousand or so years of Confucianism. Steve first went to China in 1986 as a study-abroad student in Nanjing and has repeatedly spent extended periods in China, Taiwan, and Hong Kong, including twice as a Fulbright Scholar. In short, he has first-hand experience of many of the FCGS’s core activities, and he is excited to have joined the team.

NEW MEMBERS OF THE FCGS TEAM



Steve Angle,
Director, FCGS



Alice Hadler,
Senior Associate Director



Michael Acosta,
Study Abroad Advisor



Magdalena Zapędowska
Assistant Director of Fellowships

WHAT'S NEW IN 2018-19 [CONTINUED]

We have three other new colleagues this year. Alice Hadler has spent many years at Wesleyan teaching writing and working with international students, and joins the FCGS as Senior Associate Director. Alice speaks several languages and her academic background is in literature and applied linguistics; she has lived, studied, worked, and traveled in many parts of the world. In addition to continuing to teach her cross-culturally focused courses, Alice's projects in the FCGS have included coordinating the 2018 fall fellowship cycle and working on the Global Engagement Scholar design effort. Capitalizing on her connection with international students and alumni, she is also investigating initiatives to enlarge Wesleyan's global engagement through faculty-led collaborations and/or local-global service learning possibilities, and is investigating possibilities for improving the visibility and perhaps numbers of visiting scholars on campus.

Michael Acosta has been our Study Abroad Advisor this year. Michael is fluent in Spanish, French, and Arabic, with competence in Malagasy and Albanian. Prior to arriving at Wesleyan, Michael worked for the Ministry of Education, Science, and Technology on a Fulbright Fellowship in Kosovo. Michael is also a recipient of the Boren Fellowship (Jordan), served in the Peace Corps (Madagascar), and has worked abroad in South Korea and Saudi Arabia. At Wesleyan, Michael guided students through the study abroad application. He has decided to leave Wesleyan this coming summer, and so a search is now underway for his successor. We will miss him!

Magdalena Zapędowska [za-pen-doff-ska] joined us midway through the Fall as our new Assistant Director of Fellowships. She oversees the Wesleyan selection process for national fellowships, from advising students and alumni to coordinating the work of campus fellowship committees. She holds a Ph.D. in American literature from Adam Mickiewicz University and is completing a Ph.D. in American Studies at the University of Massachusetts Amherst. Her interdisciplinary interests in cultural studies, literature, social history, social justice education, and the arts make her well suited to working with students from many academic backgrounds. Before arriving at Wesleyan, Magda taught writing and American literature at UMass Amherst and worked in the Writing Center at Amherst College.

Collaborating with international students has always been part of the mission of the FCGS; our founding proposal articulated goals like "facilitating the cultural and academic immersion of Wesleyan's international students, fostering meaningful ties between U.S. and international students, and leveraging the language skills and cultural expertise of the international student community" in support of our mission. We have taken new strides in this direction this year, thanks both to Alice Hadler's full-time affiliation with FCGS and to a fruitful working relationship that we have developed with our two colleagues in the Office of International Student Affairs, Assistant Director Janice Watson and Director Chia-Ying Pan, who is herself new to Wesleyan this year. In addition, we co-sponsored two events for international students during International Education Week and experimented with a biweekly "Coffee@Fisk" series of office hours with both FCGS and OISA staff in the Global Studies Commons (Fisk 201).

This year has also seen some important logistical changes, all of them related to the underlying idea of bringing different but related functions together so that collaboration and synergies emerge. For the first time all FCGS budgets were unified and managed centrally, a process that has gone smoothly and enabled us to more efficiently allocate funds. Weekly staff meetings with all team members have led to many new ideas and better understanding throughout the Center of what we all do. With support from Academic Affairs and ITS we were able to acquire a license to ViaTRM, software for managing the entire study abroad and--with some tweaks--fellowships application processes. We are already seeing the power of a purpose-built software platform, and expect that it will enable considerably more visibility to various stages of the process and efficiency and communicating with students and other stakeholders. Finally, we have installed a new digital screen in the Fisk Hall lobby that will be used to communicate with the many students and faculty who pass through that space every day. Our goal is that the FCGS Commons, and Fisk Hall more generally, come to be seen as the campus hub for all things global- and language-related, thus leading to still more collaboration and synergy.

WHAT'S NEW IN 2018-19 [CONTINUED]

Several new initiatives aimed at encouraging the use of languages other than English, both in classes and outside them. We improved and then publicized the “Language Proficiency” application within WesPortal, which allows all members of the campus community to register their proficiencies (at any level) in virtually any language. We can now use this data to make targeted language communities (e.g., all French speakers with advanced proficiency or above) aware of events or other opportunities relevant to them. We also encouraged—and offered to help fund—events put on by our faculty colleagues in non-English languages. Thanks to support from Academic Affairs, this year Wesleyan began offering “Cultures and Languages Across the Curriculum” (CLAC) courses; for details, see [p. 25](#). Finally, Kia Lor (Assistant Director of Language and Intercultural Learning) and Steve Angle worked with the Registrar’s office over the course of the year to assemble data on language-learning trends at Wesleyan; our report on our findings makes up the next section of this document.

Lastly, the FCGS took the lead on applying for and receiving a two-year, \$165,699 grant under the U. S. Department of Education’s Undergraduate International Studies and Foreign Language (UISFL) program, to support the teaching of Hindi and Urdu, the research of STEM faculty and students in India, and the increase of cultural programming related to South Asia. The grant funds 50% of the total expenditures to which Wesleyan is committed over the two-year life of the grant, with the remaining 50% (\$165,699) coming from non-governmental sources. Thanks to this grant, we conducted a national search for a new Assistant Professor of the Practice in Hindi-Urdu, which was successfully concluded this spring, with courses beginning in the Fall. Since Hindi and Urdu are closely related languages that share the same basic grammar and most of the basic vocabulary of everyday speech, we will follow the state-of-the-art in language instruction and teach both languages together. Differences in script and higher vocabulary will be introduced in stages. The grant will also support Wesleyan STEM faculty in developing research collaborations with scholars and institutions in India. Interested faculty will first take part in a Faculty Academy that introduces the basics of South Asian history, culture, and language, and then travel to India in two cohorts, in January of 2020 and 2021. We have

already begun another aspect of the grant, with three students holding research assistantships this summer in India through Wesleyan’s College of Integrated Science. (For more information, see [p. 31](#).)

In June, the full FCGS team took part in a year-end retreat at which we collectively reviewed and then revised our “Mission” and “Values” statements (the revised statements appear on [p. 2](#)), reflected on the degree to which our activities over the past year have had the impact we are seeking, and made plans for the next academic year.

In conclusion, we would like to thank the faculty and students who were members of this year’s FCGS Advisory Board:

- Sonali Chakravarti, *Associate Professor of Government*
- Barry Chernoff, *Director, College of the Environment, Robert Schumann Professor of Environmental Studies, and Professor of Biology*
- Lisa Dierker, *Walter Crowell University Professor of Social Sciences and Professor of Psychology*
- Peter Rutland, *Director, Allbritton Center for the Study of Public Life, Colin and Nancy Campbell Professor in Global Issues and Democratic Thought, and Professor of Government*
- Hari Krishnan, *Associate Professor of Dance*
- Typhaine Leservot, *Associate Professor of French*
- Lorencia Chigweshe, *Graduate Student, MB&B*
- Aiti Rai '19, *Government*
- Claudia Schatz '19, *French and Art History*

All in all, a busy and successful year – as you will see in more detail as you read on!

WESLEYAN AS NATIONAL LEADER IN LIBERAL ARTS LANGUAGE INSTRUCTION: WHAT THE DATA SHOW

When it comes to language learning, Wesleyan has a very distinctive profile. Language learning at Wes is both broad and deep. Our breadth, in fact, is unique: Wesleyan offers classroom language instruction in more languages than any other co-ed liberal arts college ([see Table 1](#)). As for depth, our open curriculum means that Wesleyan has no language requirement (unlike the vast majority of our peers) and yet at least 60%-70% of our students choose to study language. Because they choose to do it, they are committed. The average language student takes around three semesters of language classes; for the most recent graduates, students of Italian were in fact the most committed, averaging 5.31 semesters each ([see Table 2](#)). The commitment of our students both enables and is stimulated by our unusually rigorous language requirement for study abroad, which demands that students studying in a country whose language we teach must study in that language (for more information, see [language prerequisites for study abroad](#)). When you add in the quality and innovation of both our many on-campus [language programs](#) and the sustained excellence of our three home-grown study abroad programs—not to mention the opportunities we provide to [study languages not covered](#) among the fifteen we teach formally—it is clear that Wesleyan is a national leader in liberal arts language instruction.

The point of gathering data about language learning, though, is not just to highlight our strengths: more importantly, it provides us with insight into trends and opportunities to grow. The goal of this brief essay is to highlight some distinctive data points, suggest what they show, and reflect on possibilities toward which they point. To do this effectively, it will help to begin by noting some national trends and international context. According to the Modern Language Association's most recent report, total enrollments in languages other than English “dropped by 9.2% between fall 2013 and fall 2016.” The report does add, though, that amidst these declines there are some languages and programs that fare better, demonstrating “the value of innovative curricular thinking as well as dedicated faculty members who have the support of their administration” (see the [“2016 Final Report”](#)). The report highlights a number of strategies that have been successfully employed around the country, several of which are either already in play at Wesleyan or else under active consideration: things like integrating language and culture, developing

community and cross-disciplinary connections, sharing certain advanced courses among institutions via telepresence, finding ways to make salient the connections between languages and careers, and creating incentives that reward student interest in languages and intercultural learning. Internationally, unsettled political conditions and violence in various parts of the world can pose challenges to both study abroad and sometimes language learning. On the other hand, a recent article in Forbes noted that “the major with the fewest underemployed graduates, according to [a recent] report, was Foreign Languages, Literature, and Linguistics” (see [“It’s Not Liberal Arts And Literature Majors Who Are Most Underemployed”](#)). This is partly because there are smaller numbers of language majors nationally, but also because their rate of “underemployment”—i.e., taking jobs that do not require the education or training they have received—is lower than the majority of majors.

With that context in mind, let us look at Wesleyan. A good place to begin is with the question of whether students choose to study language at all ([see Table 3](#)). For students in the graduating classes of 2007 through 2016, the percent who study language remains quite stable: approximately 70%. With the most recent three graduating classes, though, the number has started to drop, reaching 60% with the class of 2019. Part of the explanation for this may be the national trends cited above, but Wesleyan has a self-inflicted wound—or, more generously, an unintentional side-effect—that helps to explain it. In the summer of 2015, we moved to a policy of asking in-coming first-year students to enroll on-line in all four of their first-semester classes during the summer, before coming to campus and meeting with an advisor. (For several years prior to 2015, incoming students enrolled in only one course in this way.) Presumably because it helps to have an advisor call attention to the value of language learning, enrollments in language classes suddenly dropped, by 11% as compared to the year before. In subsequent years the faculty and deans have been working to improve the advising that incoming students get, as well as to improve the communications they receive about the value of language learning. Enrollment in introductory-level courses has risen during each of the last two years, so there is reason to hope that the overall numbers for students studying language will begin to rise. The class of 2019, after all, were first-years in the fall of 2015.

WHAT THE DATA SHOW [CONTINUED]

An important question to consider is whether, and to what extent, Wesleyan's unusually large complement of languages is a positive or, in some way, a negative. One obvious positive is more possibilities for mutual enrichment and support between language learning and cultural learning (using the term "cultural learning" here extremely broadly). We definitely see this, for example, in the hand-in-hand growth of Korean language study and interest in Korean studies courses within the College of East Asian Studies. We are expecting similar synergies within South Asian Studies, now that we have a full-time position in Hindi-Urdu language. But is there a cost to adding new languages? To what extent are we growing the pool of language learners, and to what extent simply dividing up a fixed pie into more, and smaller, pieces? There is no simple answer to this, and it is likely that there is some of the latter going on. But there is also evidence of the former. Consider again the growth of Korean, which both reflects a national trend and the excellence of our program here. Despite the fact that 2017-18 saw the lowest total enrollments in language classes of any year for which we have data, it has the highest total enrollment in the combination of Chinese, Japanese, and Korean of any year (318, not counting study abroad). Therefore, if we can assume that Korean is most likely to "cannibalize" students who would otherwise take another East Asian language, these data suggest that the pool can grow. Admittedly, Chinese and Japanese enrollments have been fluctuating significantly in recent years, so it is too soon to arrive at a definitive judgment.

Another issue we wondered about was the effect that shifting patterns of student interests and in the composition of the student body might have on language study. The number of international students at Wesleyan has increased in recent years, but this seems not to have had a significant effect on language learning. Even though for many of these students English is not their first language, international students study additional languages at an even higher rate than US domestic students, as shown in [Table 4](#). As for changing student interests, [Table 5](#) shows several things. First, the percentage of each class who major in Division 1 (Humanities and Arts) and Division 2 (Social and Behavioral Sciences) have remained steady, while the percentage majoring in Division 3 (Natural Sciences and Mathematics) has grown significantly. Second, by adding up the total number of majors for a given year, we can see that

double- (or even triple-) majoring has become more common. If every student had one major, then majors would equal 100% of students. Instead, in 2001 majors are equal to 114% of the class and rise to 143% in 2019. So there is no "decline of the humanities" shown in Wesleyan's data, but rather a growth of the sciences combined with continued interest in the humanities (and social sciences). And indeed, this is what data on language majors shows. (We define a "language major" as any major that requires language, so the College of Letters and the Art History major are both included.) From [Table 6](#) we can see that while language majors, as a percentage of the graduating class, have remained quite steady (as with many related data, there is a peak in the vicinity of 2008, followed by some decline), the percent of language majors who double-major in a Division 3 unit has increased dramatically, from 5% to 23%. Interestingly, this more than four-fold increase significantly outpaces the growth of Division 3 majors as a whole (which over the same period grew from 26% to 48%, an increase of "only" 85%), and it is also relevant to note that students who have at least one Division 3 major study language at only a slightly lower rate than the student body as a whole (see [Table 7](#)).

To sum up, we have seen that Wesleyan offers an extraordinary range of languages and that our students respond well to these opportunities. To be sure, the lessons gleaned in this short essay touch on only some of the questions that could be asked about language study at Wesleyan. For each language, group of languages, or category of students, the full data set sheds more light but also raises questions that need to be answered carefully, based on a thorough understanding of the specific issues involved. The complete dataset is available to download on the FCGS website, and we encourage the Wesleyan community to examine the data, draw your own conclusions, and collaborate with the FCGS in continuing to make Wesleyan a national leader in language education.

WHAT THE DATA SHOW [CONTINUED]

TABLE 1.

Wesleyan Has Formal Classroom Instruction in 15 Languages:	For Comparison:
1) Arabic 2) American Sign Language 3) Chinese 4) French 5) German 6) Ancient Greek 7) Modern Hebrew	<ul style="list-style-type: none"> • Wellesley – 15 • Washington and Lee – 12 • Connecticut College – 11 • Oberlin – 11 • Vassar – 11 • Colby – 10 • Amherst – 8
8) Hindi-Urdu 9) Italian 10) Japanese 11) Korean 12) Latin 13) Portuguese 14) Russian 15) Spanish	<ul style="list-style-type: none"> • Middlebury – 13 • Bucknell – 11 • Macalester – 11 • Trinity – 11 • Carleton – 10 • Williams – 10 • Pomona – 6

TABLE 2.

Average Language Courses Per Student of that Language, by Class Year *

Class Year	ARAB	ASL	CHIN	FREN	GERM	GRST	GRK	HEBR	HIND	ITAL	JAPN	KREA	LAT	PORT	RUSS	SPAN	Total
2007	2.53	2.18	3.58	3.55	2.61		3.20	2.42	1.00	3.07	3.40	2.16	2.15	2.00	3.93	2.82	2.71
2008	2.52	2.55	3.55	3.99	2.75		2.89	2.37	2.33	3.03	2.76	2.31	2.32	1.53	3.36	2.74	2.73
2009	2.59	2.35	4.00	3.76	2.19		3.09	2.62	2.29	3.93	3.82	2.53	2.42	1.91	3.22	3.35	2.94
2010	2.77	2.79	3.88	3.59	2.60		1.89	2.67	2.13	4.86	3.35	2.70	2.10	1.93	3.81	3.07	2.88
2011	2.82	2.73	4.32	4.32	2.89	2.05	4.20	2.47	2.42	4.87	3.00	2.30	2.31	1.94	2.81	3.58	3.06
2012	3.20	2.80	4.86	4.14	3.97	2.19	3.10	2.35	2.38	4.93	4.23	2.58	2.25	1.73	4.24	4.60	3.35
2013	2.97	3.00	4.89	4.47	2.78	2.62	2.20	2.32	2.13	4.60	4.34	2.55	2.00	1.95	2.67	4.99	3.25
2014	3.79	2.53	4.17	4.29	4.00	2.66	2.00	2.56	2.00	4.69	4.85	2.35	2.27	2.00	3.39	4.93	3.38
2015	3.00	2.63	4.93	4.07	4.60	2.46	3.08	2.24	1.00	4.13	4.50	2.44	2.60	1.85	2.62	5.09	3.20
2016	3.36	2.17	4.19	4.67	5.00	2.51	2.33	2.63	1.00	3.79	3.74	2.70	2.25	1.85	2.89	4.26	3.08
2017	3.15	1.96	3.58	4.49		2.26	2.18	2.14	1.00	4.51	3.88	2.50	2.00	1.87	2.90	3.89	2.82
2018	3.50	1.97	3.58	4.20		2.94	3.58	2.81	1.00	4.35	2.61	3.19	2.18	1.89	3.05	3.99	2.98
2019	3.71	1.97	3.48	3.90		2.41	2.40	1.93	1.00	5.32	3.47	3.05	2.55	1.90	2.49	3.99	2.71
Total	3.07	2.43	4.08	4.11	3.34	2.45	2.77	2.77	1.67	4.31	3.69	2.57	2.26	1.87	3.11	3.72	2.99

* These data are based on courses taken on campus. Including courses taken while studying abroad is sophisticated and we hope to have that incorporated in future versions of the data.

WHAT THE DATA SHOW [CONTINUED]

TABLE 3.

Percentage of Language Learning Student by Class Year

Class Year	Total Class	Lang	No Lang	TOT % Lang	Advance	%Advance	>1 Lang	%>1 Lang
2007	731	518	213	71%	287	39%	155	21%
2008	730	502	228	69%	293	40%	154	21%
2009	740	497	243	67%	286	39%	139	19%
2010	706	490	216	69%	285	40%	153	22%
2011	719	480	239	67%	272	38%	143	20%
2012	713	500	213	70%	282	40%	137	19%
2013	784	576	208	73%	313	40%	186	24%
2014	733	529	204	72%	270	37%	189	26%
2015	800	558	242	70%	256	32%	168	21%
2016	731	515	216	70%	245	34%	150	21%
2017	763	505	258	66%	244	32%	120	16%
2018	745	467	278	63%	232	31%	99	13%
2019	763	456	307	60%	227	30%	99	13%

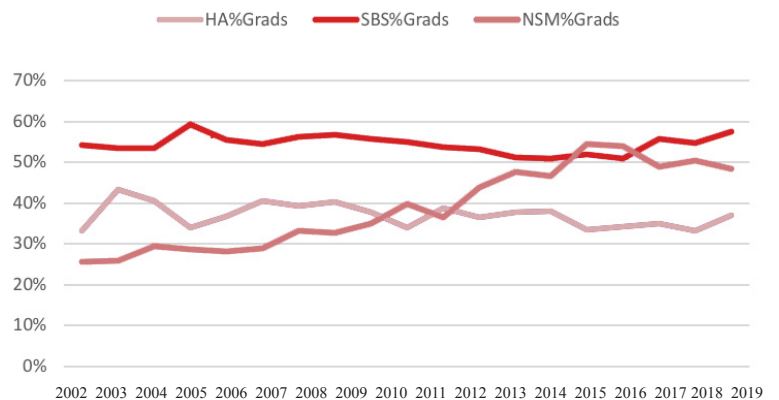
TABLE 4.

Percentage International vs. Domestic Students Studying Language

Class Year	% International	% Domestic
2014	72.86%	67.72%
2015	59.52%	64.94%
2016	71.62%	65.87%
2017	74.63%	61.87%
2018	63.51%	59.31%
2019	67.12%	58.99%

TABLE 5.

Division Majors, by Percentage of graduating class



WHAT THE DATA SHOW [CONTINUED]

TABLE 6.

Percentage of Language-Required Majors vs. Percentage of Language & STEM Double Major

Class Year	% Language Grads	% Crossed w/ STEM
2002	14.90%	5.61%
2003	14.91%	5.71%
2004	13.94%	5.10%
2005	16.99%	5.74%
2006	14.56%	7.41%
2007	16.85%	7.32%
2008	14.52%	7.55%
2009	16.39%	10.00%
2010	13.74%	11.34%
2011	14.74%	13.21%
2012	16.13%	13.91%
2013	14.92%	8.55%
2014	14.87%	17.43%
2015	12.77%	28.43%
2016	13.82%	33.66%
2017	10.75%	17.07%
2018	11.14%	19.28%
2019	11.27%	27.91%

TABLE 7.

Language Study for Students with At Least One Division 3 (STEM) Major

Class Year	% Language	% No language
2014	68.71%	31.29%
2015	62.58%	37.36%
2016	63.58%	36.42%
2017	60.59%	39.41%
2018	60.69%	39.31%
2019	54.29%	45.71%

STUDY ABROAD

WESLEYAN PROGRAMS ABROAD

Wesleyan Programs Abroad Participation	Fall 2018	Spring 2019
Vassar-Wesleyan Program in Paris	21	14
Vassar-Wesleyan Program in Madrid	17	11
Eastern College Consortium Program in Bologna	9	6



WESLEYAN PROGRAMS ABROAD COMMITTEE

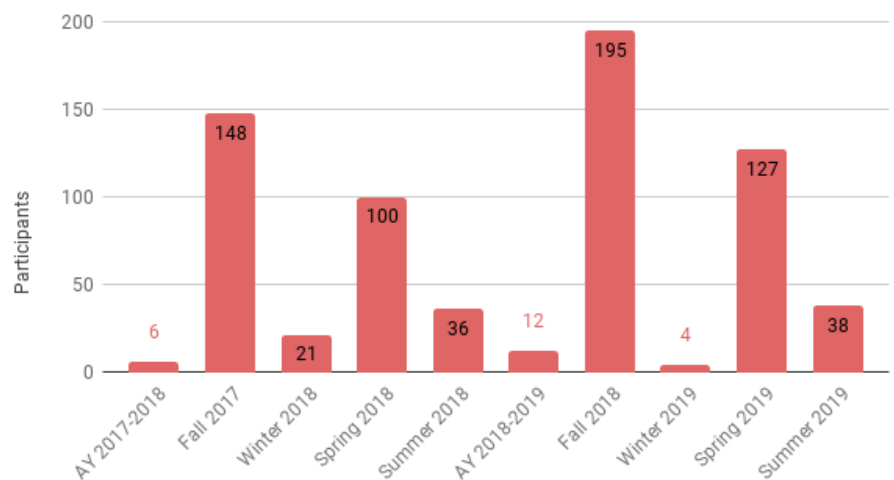
The WPA Committee met several times per semester to plan recruitment events, application processes, and pre-departure orientations for students going on the Wesleyan-administered study abroad programs. The faculty assisted with all of these tasks throughout each semester, representing the programs at study abroad fairs, evaluating student applications, and running the orientation sessions. Among the discussions this year were consistency of credit transfer and the importance of language learning in preparation to participate in the programs.

- Nadja Aksamija, *Associate Professor, Art History*
- Francesco Marco Aresu, *Assistant Professor, Italian and Medieval Studies (Resident Director for Bologna 2019-2020)*
- María Ospina, *Assistant Professor, Spanish and Latin American Studies*
- Marcela Oteiza, *Associate Professor, Theatre and College of the Environment (Resident Director for Madrid 2019-2020)*
- Stéphanie Ponsavady, *Assistant Professor, French*
- Jeff Rider, *Professor, French and Chair, Medieval Studies (Resident Director for Paris 2020-2021)*

STUDY ABROAD PARTICIPATION 2018-19

PARTICIPATION BY TERM

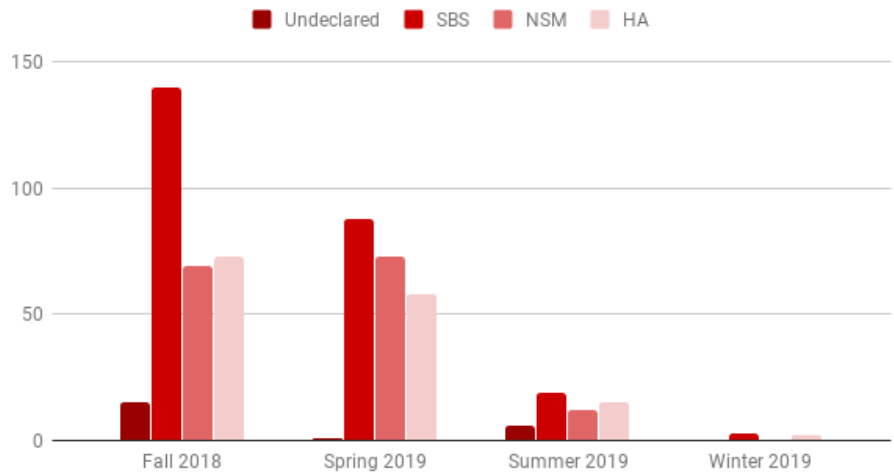
Participation in study abroad this year increased over last year's numbers. Full-academic-year participation was up by 100% from 2017-18, fall was up 32%, spring was up 27%, and summer was up 5.5%. Winter participation decreased due to a one-time, faculty-led program in winter 2018, but more students participated in independent programs this year than last. Overall, this increase is in keeping with the mission of the FCGS, though we have to date not set any numerical goals.



STUDY ABROAD PARTICIPATION 2018-19 [CONTINUED]

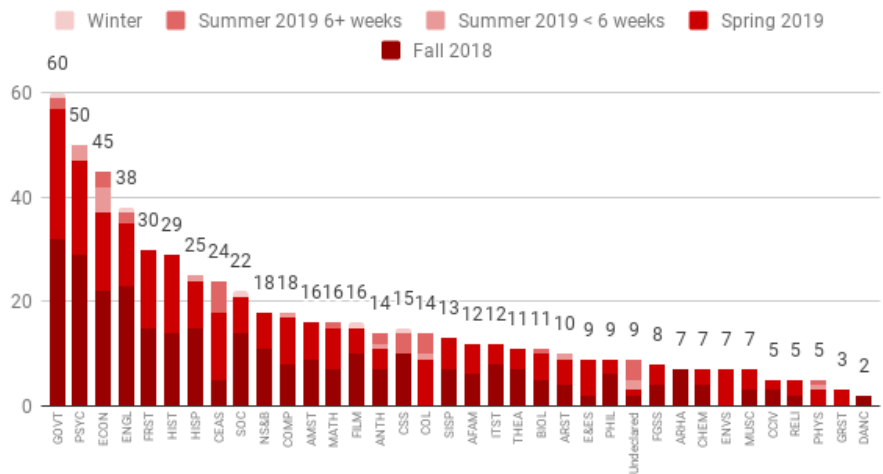
PARTICIPATION BY DIVISION

In this chart, first and second majors are shown. Those with double majors appear twice, whether in the same division or different divisions. SBS was the largest division for all four terms. NSM and HA had roughly equal numbers of majors abroad, with NSM slightly larger.



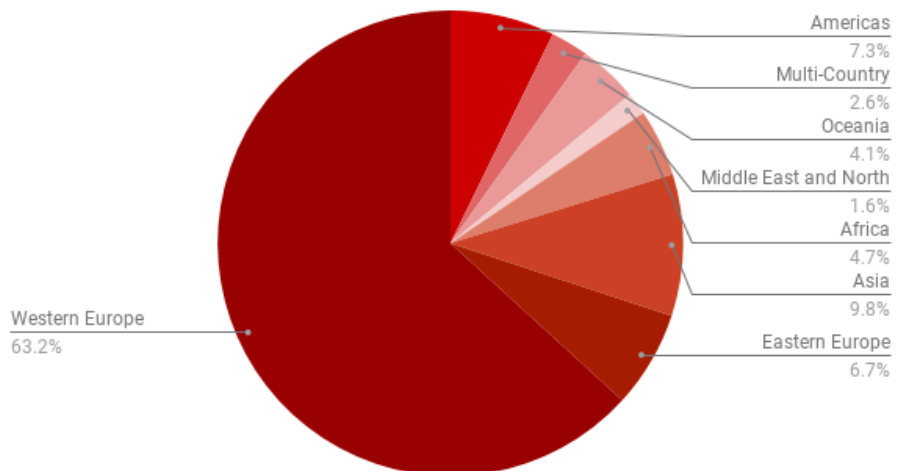
PARTICIPATION BY MAJOR

Again, first and second majors are represented here, and students with double majors were counted twice.



PARTICIPATION BY REGION

Western Europe continues to be the most popular region for study abroad among Wesleyan students. Given that the number of U.S. citizens who study abroad is far higher than the number of international students, the popularity of Western Europe is of some concern, particularly the United Kingdom. These destinations may not be culturally different enough to be sufficiently challenging to promote intercultural learning for our students who grew up in the United States. Further investigation into this, including assessment of student learning and research on students' choice of program, is a future goal of the Office of Study Abroad.

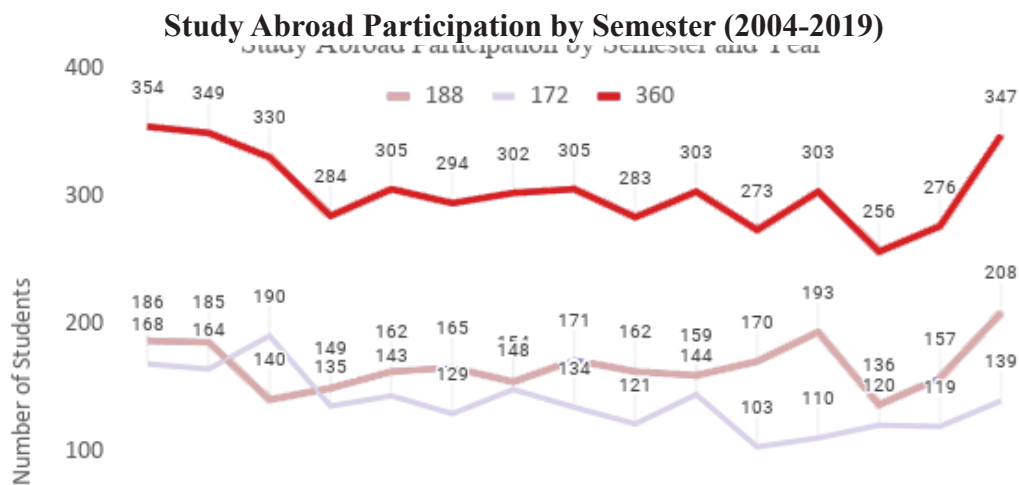


STUDY ABROAD PARTICIPATION OVER TIME

The following charts offer a snapshot of trends in study abroad participation related to overall undergraduate enrollment at Wesleyan. Generally, enrollment has risen and study abroad participation has declined. The possible factors involved in these trends are complicated, including the changing distribution of majors, diversification of the student body, and declining enrollments in language courses. But there is reason to believe the downward trend in study abroad may be turning around, as we will see.

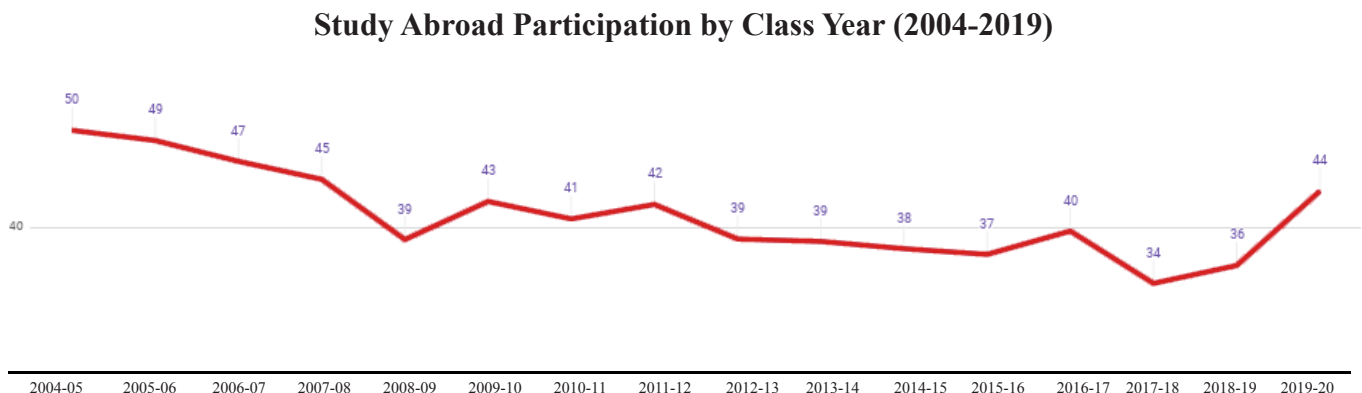
STUDY ABROAD PARTICIPATION NUMBERS

In the following chart, the general downward trend in study abroad can be observed. However, this year saw the highest participation since 2006-07. The chart does not include summer or winter students, which would push the numbers even higher.



STUDY ABROAD PERCENTAGE

In the chart below, study abroad participation (semester/year only) is represented as a percentage of the following year's BA degrees conferred. This method assumes that most of the study abroad students in any given year are juniors. It is not completely accurate, as there are a few sophomores and seniors who participate, but it is a common method of deriving the percentage. Again, the general trend is downward, but the chart offers some hope toward the end. The participation rate of 2020 graduates, assuming that most of this year's study-abroad students were juniors, will be the highest it has been since 2007-2008, again only counting semester and year-long programs. We hope that the new upward trajectory will continue, as we strive to make study abroad available to all Wesleyan students.



STUDY ABROAD MAJOR ACCOMPLISHMENTS

- In 2018-2019, the Office of Study Abroad implemented a new application management software, ViaTRM. This new system was put in place for the spring 2019 semester, for students applying to study abroad for the summer and fall of 2019. Over fall semester and winter break, staff members worked with the company and with Wesleyan's ITS to integrate the study abroad system with PeopleSoft and create applications for each Wesleyan sponsored and approved program. The new system makes it easier for staff to track students through the application process, and it makes it easier for students to apply. Students who are just exploring study abroad options for the first time can use the Program Finder, which matches them to programs based on their academic and personal interests. It is expected that ViaTRM will eventually drive increases in study abroad participation.
- FCGS hosted a workshop by Talya Zemach-Bersin on campus-wide participation in preparing students for study abroad. The workshop was well-attended by staff and faculty members.
- The Office of Study Abroad staff and the Assistant Director of Language and Intercultural Learning, learned about a different approach to pre-departure orientation which appeals more to our students than our previous models have. Dr. Talya Zemach-Bersin facilitated two pilot workshops with students preparing to study abroad in fall and summer 2019, one for students going to Western Europe, and one for students going to other locations. The workshops were well received by students, and Dr. Zemach-Bersin forwarded her materials to us so that we can use them in reworking our own pre- departure orientations.
- Added three new programs to approved list:
 - Tel Aviv University, Israel
 - Rehearsing Change, Ecuador
 - SIT Arts and Social Change, Czech Republic

The reasons for adding these program varied, from responding to faculty recommendation to embracing innovative options for our students. In each case, the programs were carefully vetted by OSA Staff and discussed with the FCGS Advisory board.

ADVANCES IN LANGUAGE VISIBILITY

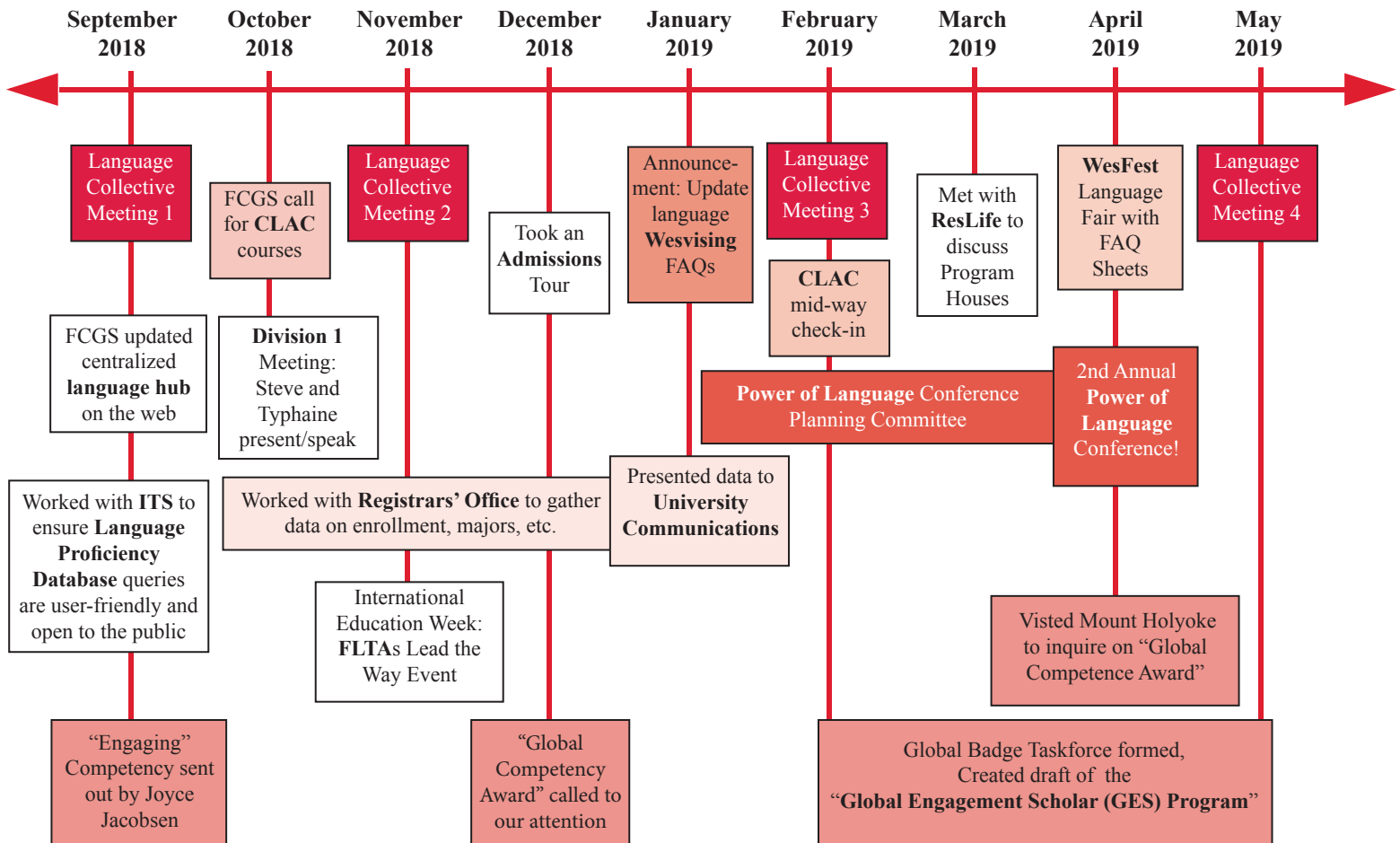
LEAD WITH LANGUAGES COLLECTIVE

This year FCGS saw great achievements in advancing language visibility on campus through the work of the Lead with Languages Collective – a group of over 30 Wesleyan faculty and staff who believe that multilingual literacy is essential to developing culturally aware citizens able to lead in the global environment. We met four times this year to coordinate our activities. The collective is led by the Assistant Director of Language and Intercultural Learning along with a faculty member as co-leader.

LANGUAGE COLLECTIVE FACULTY CO-LEADERS:

- Spring 18- Fall 18: Typhaine Lerservot, *Associate Professor of French, Romance Languages and Literatures*
- Spring 19: Susanne Fusso, *Professor of Russian, East European, and Eurasian Studies*
- Fall 19: Naho Maruta, *Assistant Professor of the Practice in the College of East Studies*

LANGUAGE COLLECTIVE TIMELINE OF ACCOMPLISHMENTS



WESFEST: PREPARING THE GLOBAL WORLD



WesFest is a three-day celebration of all things Wesleyan for admitted students and their families to experience university life first-hand and explore the diverse opportunities that a Wesleyan education has to offer. The Language Collective saw this as an opportunity to promote the 15 language programs at Wesleyan and to expose prospective students and their families on the benefits of language learning at the very beginning of their undergraduate experience. The Assistant Director of Language and Intercultural Learning worked with the 15 language programs to organize uniform [FAQs sheet for each program](#).

On Wednesday, April 10, 2019, the FCGS welcomed parents and prospective students to explore the wide range of resources we offer related to language learning, study abroad, international fellowships, and more. Faculty and student representatives from across our 15 language programs as well as staff representatives from Study Abroad and Fellowships were available to answer questions and advise.



“Getting all the languages together in one room to showcase our vibrancy was significant. The FAQs are a nice idea for offering a uniform set of information, and this will be a great resource on the website and beyond.”

– Susanne Fusso, Chair & Professor of Russian, East European, and Eurasian Studies

“It was great that all the language representatives could attend the event and it was a great chance for the prospective students to meet the professors.”

– Naho Maruta, Assistant Professor of the Practice in East Asian Studies

2ND ANNUAL POWER OF LANGUAGE CONFERENCE



POWER OF LANGUAGE AT A GLANCE:

- **111 total attendance** (doubled from last year)
- **10 alumni participate** (20-year span, 1999-2019), representatives of different languages and different industries.
- **7 student leaders** from different majors
- **3 faculty leaders** from different language programs
- **30 presenters**, diversity of panel themes
- **10 Co-sponsors**, including:
 - Fries Center for Global Studies
 - Divisional Deans
 - Center for Pedagogical Innovation
 - Office for Equity & Inclusion
 - Romance Languages & Literatures
 - Russian, Eastern European & Eurasian Studies
 - College of East Asian Studies
 - German Studies
 - Classical Studies
 - Thomas and Catherine McMahon Fund

As globalization becomes more common so does the learning of languages, and with native speakers of 80+ languages on Wesleyan's campus, one does not have to travel very far to experience the "world" because it is right here in our own backyard. This is important to recognize. This is worth celebrating! This is why the Power of Language Conference matters.

The inaugural Power of Language conference took place last spring (2018) when a handful of faculty who strongly believe that multilingual literacy is essential to developing culturally sensible citizens to function in a global environment became aware of the invisibility of language promotion on campus. As a result, we wanted to make the Wesleyan community at large more aware of the many benefits of foreign language study, and promote the study of foreign languages and cultures for students across divisions.

A new addition to the conference this year was the Alumni Panel on Friday evening. The goal of this alumni panel was to share with current language learning students how alumni have used their foreign language skills beyond Wes, what doors have opened in their career as a result of knowing another language, and why foreign language study is a good idea for every student.

The Power of Language Conference created a community of students and professors interested in language learning, communications, and multilingualism. The conference brought together multilingual students with students of foreign languages in an attempt to knit together the multilingual community on Wesleyan's campus. The conference stages a gathering for Wesleyan's cohort of bi- and multilingual students that recognizes their efforts in and outside of the classroom, in curricular and co-curricular activities.

The Conference Committee was made up of 3 faculty and 7 students who are currently taking language courses, and overseen by the Assistant Director of Language and Intercultural Learning.



Andrew Flemming '20



Megan Levan '21



Costel Voica '21



Selena Wang '21



Anthony Rimac '19



Hayley Qin '21



Tim Jambor '20

IMPACT OF THE POWER OF LANGUAGE CONFERENCE



“Thank you so much for the opportunity to present at the Power of Languages Conference. I really appreciate the work you are all doing at Wesleyan. When I was an undergraduate student, there was no discussion about language and interculturality and I find it critical to any current liberal education program.”

– Cristine Khan '13



“Great open-ended questions provided lots of space for participants to describe varied experience, lots of time for audience questions, nice mix of students, faculty and others, nobody talked too much or over one another, positive overall vibe.”

– Max Hadler '03



“The conference was well organized. The student organizers were responsive and clear. I had all the information I needed to prepare and contribute to the panel, and the actual event was very interesting and fun.”

– Aaron Shield '99



“It made me remember how bright and interesting Wesleyan students and alumni are! Put a big smile on my face.”

– Kora Shin '10



“I really, really love the language whiteboard. I was very happy to see many language professors. I like the theme-based panel presentations. The whole program ran smoothly and successfully.”

– Judy Duran '13



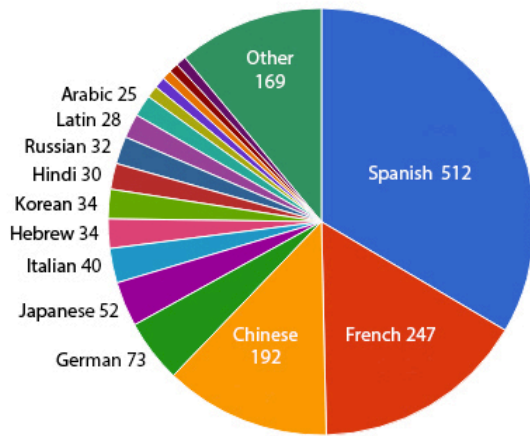
“It was a pleasure to meet such a wonderful group, in particular the student organizers.”

– Ruthie Lazenby '10

LANGUAGE PROFICIENCY DATABASE

Wesleyan’s Language Proficiency Database is free and available to the entire Wesleyan campus. The Language Proficiency Database contains information about the 80+ languages represented on campus with varying degrees of proficiency in speaking, reading, and writing.

LANGUAGES SPOKEN AT WESLEYAN IN ALL LEVELS OF COMPETENCE

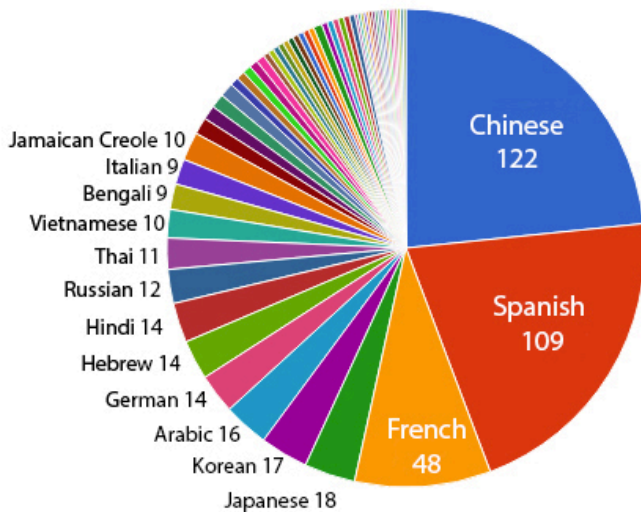


- Spanish
- French
- Chinese
- German Standard
- Japanese
- Italian
- Hebrew
- Korean
- Hindi
- Russian
- Latin
- Arabic
- Vietnamese
- Portuguese
- American Sign Language
- Bengali
- Thai
- Other

The “Language Proficiency Database” has been used primarily for these purposes:

- To promote events in specific target languages (e.g. language events, program houses)
- To find native speakers for tutoring or translation (e.g. refugees, ELL tutoring)
- To promote CLAC Courses

NATIVE SPEAKERS AT WESLEYAN



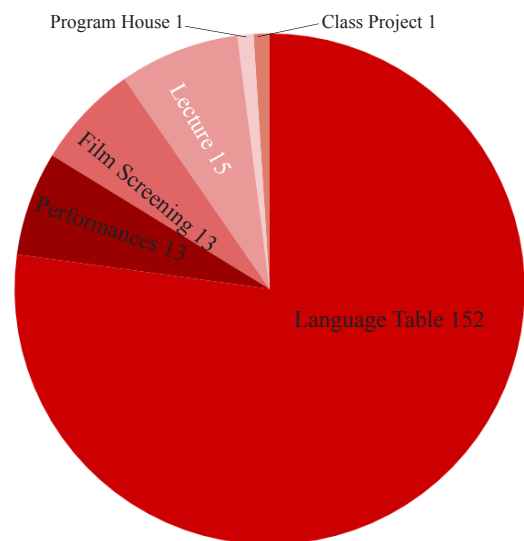
- Chinese
- Spanish
- French
- Japanese
- Korean
- Arabic
- German Standard
- Hebrew
- Hindi
- Russian
- Thai
- Vietnamese
- Bengali
- Italian
- Jamaican Creole
- Portuguese
- Dutch
- Polish
- Urdu
- Catalan-Valencian-
- Farsi
- Greek
- Gujarati
- Persian
- Tamil
- Turkish
- Akan
- Bahasa
- Cebuano
- Filipino
- Hmong
- Hungarian
- Indonesian
- Kiswahili
- Lao
- Malay
- Nepali
- Yoruba
- Serbo-Croatian
- Swedish
- Ukrainian
- Afrikaans
- American Sign Lan..
- Amharic
- Armenian
- Croatian
- Ewe
- Haitian
- Kannada
- Kurdish
- Lithuanian
- Macedonian
- Moore
- Romanian
- Shona
- Slovak
- Telugu
- Twi

EVENTS IN LANGUAGES OTHER THAN ENGLISH

Almost 200 events in languages other than English took place on the Wesleyan campus this academic year ranging from language tables, performances, film screenings, lectures, class projects and program houses. These events were hosted by a variety of campus organizers, including students groups, campus centers, language departments, and film festivals. The list below highlights the events in languages other than English but is not an exhausted list.

Event	Language
Chinese Language Lunch Tables Every Tuesday at noon	Chinese
French Language Lunch Tables Every Thursday at 12:30	French
Hebrew Language Lunch Tables	Hebrew
Caffè Italiano Every Monday at noon	Italian
Japanese Language Lunch Tables Every Thursday at noon	Japanese
Korean Language Lunch Tables Every Tuesday at noon	Korean
Portuguese Language Lunch Tables Meets three times a semester	Portuguese
Spanish Language Lunch Tables Everyday at noon	Spanish
Hispanic Film Series: Presenting Contemporary Cinema from the Hispanic World	Spanish
12th Annual Israeli Film Festival	Hebrew
16th Annual Contemporary Israeli Voices Series	Hebrew
42nd annual Navaratri Festival	Hindi
Harakat 2019: A Middle Eastern Cultural Showcase	Arabic+
Samsara (Annual Shakti Student performances)	Hindi+
Mabuhay (Annual Pan-Asian Student Showcase)	Pan-Asian lan- guages
Anthying But English Open Mic	
Italian Game Nights	Italian
The Interpreting Profession	ASL
Text, Paratext, Performance	Latin/Greek
Russian House gathering	Russian
Kaffee und Kuchen	German
Japanese Cherry Blossom Festival	Japanese

Events in Languages Other Than English by Language Activity



INTERCULTURAL EVENTS

1



3RD ANNUAL WES IN THE WORLD PHOTO CONTEST

Each year the Fries Center for Global Studies asks Wesleyan students who have had any global experience over the previous summer and/or previous semester to submit photographs to the annual Wes in the World Photo Contest. This group includes study abroad returnees, international students, exchange students, fellowship recipients, and foreign language teaching assistants.

The purpose of the Wes in the World Photo Contest is to share stories about humanity across the globe through photographs within these five categories: contemporary issues, daily life, landscape, people, and sports. Our intention with these categories is to allow students to reflect on ways in which their global experience transcends borders by working towards peace and human rights, recognizing different realities of daily living, appreciating the wonderful landscapes of the earth, raising awareness about peoples and cultures outside of their ethnocentric lens, and connecting with others universally through sports and play. Students are not required to be professional photographers to participate. In fact, we are more interested in the stories behind the photographs than the photo-editing software they use. This year's contestants shared global experiences from 51 cities across 24 countries.

2



3



4



5



Prize-winning photos: 1) "il tramonto bacia lo Stretto di Messina (Sunset Kisses the Strait of Messina)" by Grant Hill/ Catona, Reggio di Calabria, Italy/ Landscape; 2) "Skin Teeth" by Shariis Jeffrey/ Linden, Guyana/ People; 3) "Machete Abuela" by Delila Flores/ San Vicente, Puebla, México/ Daily Life; 4) "In the streets of Kalkota" by Romina Beltran/ Kolkata, India/ Contemporary Issue; 5) "Funniest Sport" by Alice Ghislaine Musabe/ Kigali, Rwanda/ Sport.

INTERNATIONAL EDUCATION WEEK 2018

International Education Week (IEW), November 11-17, 2018, is an opportunity to celebrate the benefits of international education and exchange worldwide. It is a joint initiative of the U.S. Department of State and the U.S. Department of Education.

IEW 2018 was organized by the Fries Center for Global Studies, the Gordon Career Center, the Resource Center, and the Office of International Student Affairs. This year we hosted a “call for events” because we wanted to be intentional about having students take the lead. We provided limited matching funds to student groups that wanted to participate in IEW.

“It was a great atmosphere where people were very open with one another, a lot of real, genuine ideas and thoughts were shared. The conversations were very identity-oriented and focused on cultural differences and transition”

– I-House Student Organizer

Sunday November 11, 2018
Bridging Difference –
Int’l Student Mixer
5:00 PM / I-House



Tuesday, November 13, 2018
Advocating for Refugees:
Student Experience Panel
5:00 PM / Gordon Career Center



Tuesday, November 13, 2018
International Student-Faculty Dinner
5:30 PM / Daniel Family Commons



Climate Update: The IPCC Report
and International Perspectives
5:30 – 7:30 PM / PAC 001

Wednesday, November 14, 2018
Food Around the World:
FLTAs Lead the Way
12 PM / FCGS Commons, Fisk 201



Wednesday, November 14, 2018
Introduction to Internships & Jobs
for International Students
5:30 PM / Gordon Career Center



Thursday, November 15, 2018
Study Abroad Info-Session
for First Years & Sophomores
12:15 PM / FCGS Commons



Thursday, November 15, 2018
International Student Career Panel
12 PM / Gordon Career Center

Thursday, November 15, 2018
What’s Happening in Syria?
5:00 PM / Usdan 108



Saturday, November 17, 2018
ASA Indaba Conference
10 AM – 2 PM / Russell House



CAMODIA REAWAKENING EXHIBITION



The “Cambodia Reawakening” exhibition showcased 33 photographs taken after the fall of the Khmer Rouge by John Burgess, a former Washington Post journalist. The photographs were accompanied by poetry and prose responses written by Cambodian teenagers supported by the educational shelter called Anjali House in Siem Reap;

their writing was facilitated by Founder and CEO Sue (Rappaport) Guiney (Wesleyan '77) of Writing Through, an international literacy NGO. Burgess and Guiney were on Wesleyan’s campus to discuss their work in Cambodia and the effects of the Khmer Rouge after 40 years. Guiney also facilitated a workshop in poetry in the FCGS Commons on November 8, 2018, between 11:50 am – 1:10 pm.

THE STORYTELLING PROJECT

In spring 2019, the Assistant Director of Fellowships and two students, Iiyannaa Graham-Siphanoum '21 and Indigo Pellegrini de Paur '21, started a storytelling project at the FCGS called Stories from Our Lives. The purpose of the project was to center student voices and foster community on campus by using the medium of oral storytelling to

bridge divides along lines of race, gender, class, nationality, age, sexuality, ethnicity, ability, political views, and life experience. Each event featured two speakers who told stories linked by a common theme. We held three events, which drew over 80 students, staff and faculty.

EVENT	DATE	SPEAKERS
Finding Home	March 1, 2019	Keith Mundangepfupfu, '19 Sahara Sidi '22
Sexuality in Global Context	April 5, 2019	Leslie Maldonado '19, Cece Payne '21
Voices of Veterans	May 3, 2019	Sergio Venizelos '21, Meg Wiley '21

GLOBAL ISSUES LECTURE SERIES

In continuation with Global Issues Lecture series from last year, the FCGS collaborated with a variety of offices and centers to put on 10 lectures and events related to current political events around the globe.

This Global Issues Lecture Series is an important part of our continued efforts at turning the FCGS into a prime forum for the global education of the entire Wesleyan community.

“The Current Political Situation in Armenia”
Speaker: Asya Darwinian (Clark University)
Thursday, Sept. 13, 2019; 4:30 p.m.



“Cambodia Reawakening
Exhibition Opening”
Speakers: Sue Guiney
and John Burgess
Thursday, Nov. 8, 2018; 4:30 p.m.

“The Sexual Politics of Empire: An Ethnography
of Postcolonial Homophobia in Haiti”
Speaker: Erin Durban-Albright
Wednesday, Feb. 20th, 2019; 4:30 p.m.



“Yellow Jacket Vest
Protest in France”
Hosted by Stéphanie Ponsavady
Wed. Feb. 20th, 2019; 12 p.m.

100th Anniversary of May 4th
(30th anniversary of Tiananmen) Panel
Wednesday, April 3, 2019

“Perspectives on Peace,
Denuclearization, and Reunification
on the Korean Peninsula”
Speaker: Lieutenant General
In-Bum Chun
Wednesday, Oct. 31, 2018; 4:30 p.m.



“Liberal Arts Education in the
U.S. and Bolivia:
Retreats and Advances”
Speaker: Enrique “Rick” Garcia
Monday, Feb. 4th, 2019; 4:30 p.m.

“Approaches to Sustainable
Development in Bolivia”
Speaker: Enrique “Rick” Garcia
Tuesday, Feb. 5th, 2019; 4:30 p.m.



“Israel/Palestine’s ‘Ultimate Deal’:
A Plan for Perpetual Conflict”
Speaker: Ambassador Jake Walles
Monday, April 1, 2019; 12:15 - 1:15 p.m.

India Consul-General Visit
Tuesday, April 9, 2019



LANGUAGE AND THE CURRICULUM

CULTURES AND LANGUAGES ACROSS THE CURRICULUM (CLAC)

Beginning in the Spring semester of 2019, thanks to stimulus from FCGS and financial support from Academic Affairs, Wesleyan began offering “Cultures and Languages Across the Curriculum” (CLAC) courses. The goal of this initiative has been well-articulated by the CLAC Consortium (<https://claconsortium.org>):

The longstanding Languages Across the Curriculum (LAC) movement is built upon a simple, primary concept: Students should have multiple opportunities to apply their knowledge of languages in a variety of curricular contexts, not just within the traditional language classroom. Cultures and Languages Across the Curriculum builds upon this basic idea: Knowledge exists within and is shaped by culture and, therefore, just as materials in many languages can and should be incorporated into all parts of the curriculum, intercultural perspectives can and should inform the teaching of academic content in many curricular contexts. LAC and CLAC strive to make translangual and transcultural competence a reality for all students.

Our basic model for CLAC is to support once/week, Cr/U, 0.5-credit classes taught primarily in a language other than English, typically associated with existing English-language classes in any academic unit. There are many successful models for CLAC courses: they may be taught by the same instructor as the English-language class, or by another instructor; students may include native speakers of the target language, advanced (or intermediate-level) learners, or both; and so on. CLAC instructors should have strong language skills in the target language, but need not be native speakers nor trained language instructors.

Our three inaugural CLAC courses:

- [ARHA 208/CGST 208](#) “¿Convivencia o conflicto?: Las tres culturas de la España medieval a través del arte,” taught by Prof. Melissa R. Katz
- [HIST 281/GRST 350/CGST 281](#), “Weltwirtschaft: Deutschland und die Welt im Zeitalter der Extreme, 1870/1957,” taught by Prof. Erik Grimmer-Solem
- [CJST 413/CGST 413/HEBR 413](#) “From Black and White to Colors: Israeli Cinema,” taught by Prof. Dalit Katz

AMERICAN SIGN LANGUAGE

One of the primary missions of the FCGS is to support the study of languages offered through Academic Departments, but also to enlarge the range of offerings through the Less Commonly Taught Languages (LCTL) program. This program includes courses offered via regularly scheduled classes and through individual or small size tutorials which students petition for. Offerings include two sections of first year instruction in American Sign Language and one third semester course, which focuses on ASL and current issues.

This academic year again, first-year ASL courses were fully enrolled as they have consistently been in the past. In addition to their classroom experience, ASL students also enjoy the opportunity to participate in a field trip to the American School for the Deaf in Hartford, which is the oldest permanent school for the deaf in the United States. Momentum is also building for the third semester course, with enrollments increasing each year.

HINDI-URDU

As mentioned in the What's New section above, thanks to a successful application to the US Department of Education's UISFL grant program—the same funding source that enabled the establishment of Wesleyan's Arabic program several years ago—we have been able to add a full-time Assistant Professor of the Practice in Hindi-Urdu. Prof. Hafiz-Muhammad Fazal e Haq ("Fazal"), who has considerable teaching experience in both Pakistan and the US and has just completed a PhD in Linguistics at the University of New Mexico, will begin teaching introductory and intermediate Hindi-Urdu classes in the fall. Fazal (and, beginning this coming year, Prof. Abderrahman Aissa—our Arabic instructor) will be appointed directly in the FCGS, since Wesleyan currently has no faculty unit in South Asian Studies (or Middle East Studies; there are "Certificates" in each area, which support courses and programming but not faculty).

As noted above, Hindi and Urdu are closely related languages that share the same basic grammar and most of the basic vocabulary of everyday speech, and so we will follow the state-of-the-art in language instruction and teach both languages together at introductory and intermediate levels; students will learn the written scripts of both languages during the introductory year. For further discussion of this decision, please see the following [Argus article](#):

Our expectation is that the addition of these major South Asian (and global) languages, spoken by hundreds of millions, will further enhance Wesleyan's already strong programs in South Asian Studies, as well as stimulating new levels of interest in study abroad, internship, and employment possibilities throughout South Asia.

SELF-INSTRUCTIONAL LEARNING PROGRAMS

Another language learning option available to students through the FCGS are SILP tutorials, which allow students to petition to pursue the study of a language not offered at Wesleyan. This year, SILP tutorials were organized for Intermediate Farsi, Intermediate Modern Greek, and Conversational Arabic. The Farsi tutorial, which was the continuation of one offered last academic year, allowed heritage students (with family members who speak Farsi natively) to deepen their knowledge of Farsi language, while the Modern Greek and Conversational Arabic Tutorials were taken by students wishing to continue studying a language they started while studying abroad. Students met in person with an instructor or via videoconferencing.



MANGO LANGUAGES

We completed our second year of the FCGS’s expanded independent language learning opportunity, Mango Languages. The purpose of this new language pilot was to expand the range of language learning opportunities at Wesleyan for less commonly taught languages. Mango Languages affords the entire Wesleyan community—students, faculty, staff, and alumni—the opportunity to be introduced to the over 70 world languages through this online resource. Anyone can create an account and begin to learn a language at any time for free.

CREDIT-BEARING

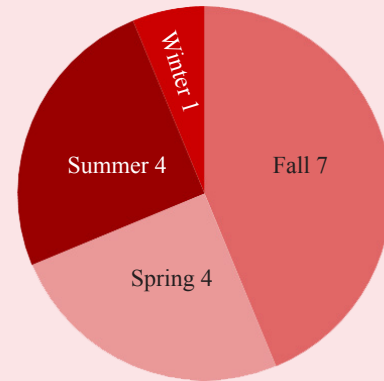
Current students can take a 0.25 credit Mango Language course during the fall, winter, spring, and summer semesters with no extra tuition cost. Students looking to receive credit through Mango Languages must meet these two criteria: 1) the language has to be a Less Commonly Taught Language that is not available on campus and 2) the purpose of learning the language is for studying abroad, applying to a fellowship or internship, relearning a heritage language, and/or for professional development in a career field. Mango Languages offers a head start to students interested in studying abroad in a country whose language is not taught at Wesleyan, such as Danish.

NON-CREDIT BEARING

From April 2017 through May 2019, a total of 489 Wesleyan users registered to take advantage of the the Mango Languages opportunity. The top ten languages people studied on Mango were: Latin American Spanish (564 sessions), French (411), Levantine Arabic (306), German (241), Japanese (174), Mandarin Chinese (125), Italian (108), Cantonese Chinese (106), Russian (99), and Korean (94).

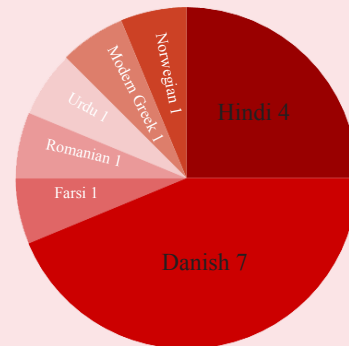
2 YEARS AT A GLANCE:

TAKING MANGO FOR CREDIT BY SEMESTER



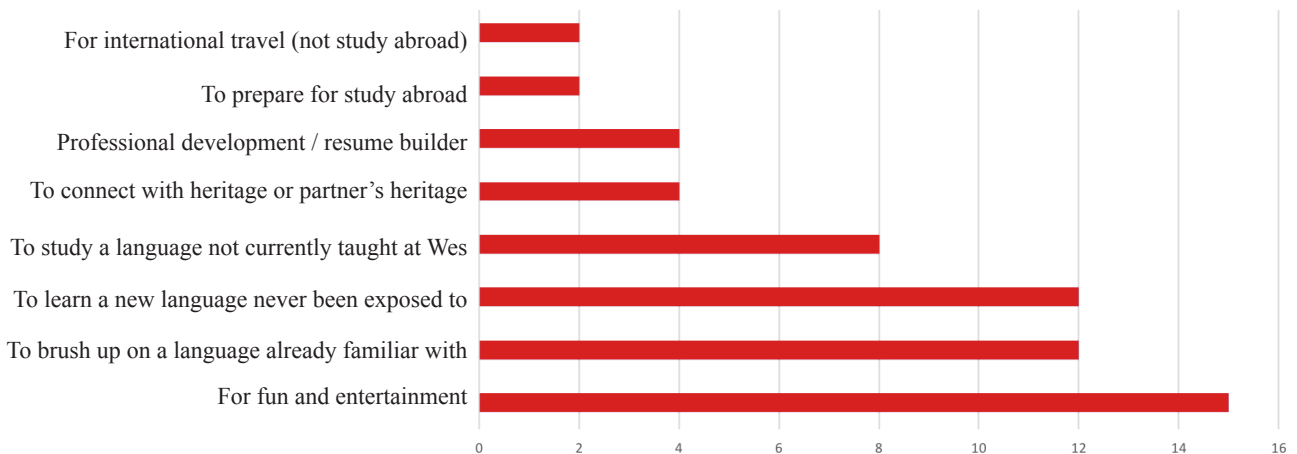
Many students request to take the Mango Language quarter-credit course over the summer because it fits their schedules. Usually, students take the course prior to going abroad, especially for Danish.

TAKING MANGO FOR CREDIT BY LANGUAGE



Danish and Hindi have seen the highest participation for credit-seeking students. Students who will be going to the DIS Copenhagen to study abroad have dominated the Danish study, whereas students who take Hindi are either heritage learners or fellowship applicants, such as to the Critical Language Scholarship.

NON-CREDIT SEEKING USERS: PURPOSE FOR USING MANGO LANGUAGE



LANGUAGE RESOURCE AND TECHNOLOGY

LANGUAGE TECHNOLOGY & CLASS SUPPORT

COURSE SHARING WITH TRINITY USING TELEPRESENCE TECHNOLOGY

In coordination with ITS, the FCGS also supported a course collaboration with Trinity College for Spanish 203 (Spanish for Heritage Speakers). The course is taught each year by either a Trinity or Wesleyan instructor and this past year, the course was taught by a Ana Pérez-Gironés from Wesleyan in the FCGS Global Classroom and using telep-

resence technology. The course was conducted successfully but since there were some technical challenges linked to videoconferencing, a new platform will be implement for next academic year. Also, the collaboration with Trinity College will be extended to a course in Advanced Arabic.



DIGITIZATION OF VIDEO CLIPS AND MOVIES

The teaching of languages and literatures involves usage of a wide range of audiovisual materials either during class time or outside of class for practice or assignments. In addition, faculty in the language departments who teach film-based classes which are cross-listed with film studies require students to watch foreign language films on a weekly basis. With help from student assistants, the FCGS provided the digitization and production of nearly 300 new video clips and movies for use in various courses.

RECORDING OF CLASSES AND PRESENTATIONS FOR ASSESSMENT PURPOSES

Assisted by student employees, the Director of Languages Resources and Technology oversaw the recording of language classes and events for a variety of purposes such as assessing the teaching performance of current faculty or faculty interviewing for a position at Wesleyan or evaluating student presentations.

MOVIE SCREENINGS

The FCGS also provided support to language and literature classes through the screening of movies in Fisk Hall. This is particularly helpful for film-centered courses like SPAN 301, “The History of Spanish Cinema,” taught by Antonio González, SPAN 280, “Screening Youth in Contemporary Latin America,” taught by María Ospina, but many other faculty took advantage of this service for occasional movie screenings organized throughout the academic year.

CURRICULAR, PEDAGOGICAL AND TECHNICAL SUPPORT

- Training of students for the creation of electronic portfolios using Mahara electronic portfolio system
- Continued support for Chinese classes for weekly aural/oral quizzes with the Bongo Learn online activities Moodle plugin
- Support of student produced podcasts
- Training of Teaching Assistants in Canva to assist students in the production of posters and Voicethread to assist students with digital narrative assignments
- Implementation of oral exercises within Moodle courses using the Poodll plugin, which allows users to record audio/video within Moodle

UPGRADES TO FACILITIES AND EQUIPMENT

The FCGS Audio and Video Production Studio is used heavily for a wide array of purposes including digitization of materials and production of audio and video segments. In order to maintain optimal performance, the following upgrades were performed during this past academic year:

- Addition of a new analog to digital audio capture device for audio recording
- Setting up of a more efficient video capture hardware encoder
- Replacement of one of the two digitization machines with an enhanced iMac which is more powerful and better adapted to the capturing and editing of videos.
- In the Lab area, movable table top sound proof partitions were purchased to help create a distraction free environment when a group of students are engaged in oral quizzes in the lab.

WORKSHOPS AND END-OF-YEAR FACULTY PRESENTATIONS

As part of an ongoing effort to introduce a variety of tools which enhance the teaching and learning of languages, three workshops were organized throughout the academic year: before the Fall semester, before the Spring semester and after the end of the academic year. Demonstrating tools like Voicethread, Poodll, Flipgrid, Mahara, and Canva, the Director of Language Resources and Technology also shared the context in which he used

those tools in his own courses and the pedagogical insights he gained in the process.

Additionally, the FCGS hosted at the end of the academic year a faculty showcase where faculty presenters shared their experiences teaching new courses. The presentations are highlighted below.



5+ 1, or the 6th C: Creativity

Two experimental co-laboratories that Ellen Nerenberg worked on with students in advanced courses in Italian this year: podcasts and oral histories with participating subjects from Bologna's Cassero.



Spanish for Heritage Speakers course collaboration with Trinity College.

Ana Pérez-Gironés discussed her experience teaching telepresence language courses for Trinity and Wesleyan students.



Preparing for Academia at Wesleyan University: A Course for International Students.

Elizabeth Hepford discussed a course she has designed for incoming international students with the purpose of providing them with information about US academia, familiarizing them with the resources available to them and providing English language review as well.



Exploring uses of immersive/full 360 videos.

Jessica Downa (Academic Technologist) demonstrated this innovative technology, showed examples of videos shot on campus and discussed potential uses in the context of language teaching.

GLOBAL EXCHANGES

FOREIGN LANGUAGE TEACHING ASSISTANTS (FLTAs)

The Fries Center for Global Studies continues to support departments that host the Foreign Language Teaching Assistants (FLTAs) engaged in the teaching of Arabic, Chinese, French, Japanese, Italian, and Spanish.



Yousef Alharbi
Arabic
Saudi Arabia



Xuefang Jiang
Chinese
Hebei, China



Leonard Vargas
Spanish
Bogota, Colombia



Mathilde Garnier
French
Montigny-Lencoup, France



Saïd Lasfiri
French
Paris, France



Greta Bonfatti
Italian
Bologna, Italy



Yuki Sakomura
Japanese
Osaka, Japan



Ana San-Martin
Spanish
Madrid, Spain



Sungjin Park
Korean
Daegu, South Korea



Sara El-seyoufi Cortes
Spanish
Madrid, Spain

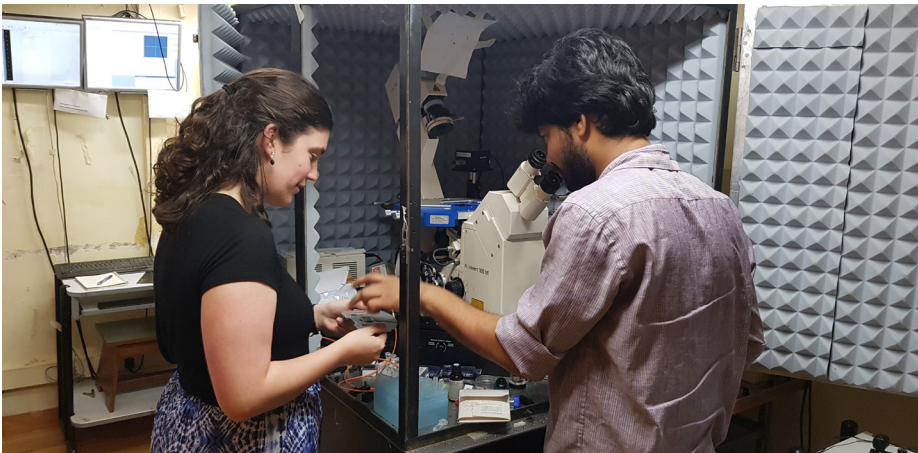
So as to prepare FLTAs for life at Wesleyan, the Assistant Director of Language and Intercultural Learning facilitated an annual pedagogical orientation titled “The American Classroom,” in addition to other social-cultural events planned throughout the academic year. The FLTA office is located above the FCGS, in Fisk 301, which allows the FCGS to serve as a natural bridge between the FLTAs and the language departments.

With the understanding of the stress and difficulty of getting started in a new country and a new culture, the Assistant Director of Language and Intercultural Learning resources created the [FLTA Handbook](#) to alleviate some of their challenges. The goal of the handbook is to assist the FLTAs as they acclimate to Wesleyan University and Middletown, Connecticut.

U.I.S.F.L. INDIA RESEARCH FELLOWSHIPS

In Summer 2019, three students are participating in South Asia Research Opportunities (SARO). Funded by the same UISFL grant that will enable Wesleyan to offer Hindi-Urdu courses, SARO is a program in which students assist with research in India, with mentors at Indian universities or research institutes. All three students for 2019 are at Tata Institute of Fundamental Research (TIFR) in Mumbai. The students applied through a competitive process and received funding from the grant project. The following students received the award:

- Claire Glickman '21 Music; Neuroscience and Behavior double major
- Jaye Jeong '20, Molecular Biology and Biochemistry; Neuroscience and Behavior double major
- Lupita Sanchez '20, Biology major



Claire with a local student in the lab of Professor Sudipta Maiti of the Department of Chemical Sciences at TIFR.

VISITING INTERNATIONAL SCHOLARS

Wesleyan University welcomes visiting international scholars in order to foster scholarly and pedagogical debate and exchange between Wesleyan faculty and colleagues from all areas of the world. Invitations are extended in accordance with Wesleyan faculty interest and they are predicated on the potential for the visitor's full integration into the intellectual and social fabric of our community.

This year, Wesleyan welcomed three visiting international scholars, two from South Korea and one from China.

- Keehong Choi is a Fulbright research scholar from the Psychology department of Korea University, Korea. Choi arrived at Wesleyan in January 2019 and has been working with Prof. Mat Kurtz in the Psychology department at Wesleyan.
- Eunju Jung is a research fellow in "National Youth Policy Institute" in South Korea, which is a government funded research institute. Jung has been researching about the Korean immigrants in the US, China, Japan and some countries in Europe, especially second-generation immigrants and young people. Jung arrived at Wesleyan in January 2019 and is married to Keehong Choi.
- Lingjing Li is an editor at the Social Sciences in China Press in Beijing, China. Li arrived in January 2019 and is affiliated with the College of East Asian Studies.

FELLOWSHIPS

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

THE RHODES SCHOLARSHIP

The Rhodes provides full financial support for two to three years of postgraduate study at Oxford University. Rhodes Scholars are chosen for their outstanding scholarly achievements as well as their character, commitment to others and to the common good, and their leadership potential.

Claudia Kahindi '18 was awarded the 2019 Rhodes Scholarship for Kenya. Claudia, who works at the college access nonprofit Legal Outreach in New York, attended Wesleyan through the help of Kenya Scholar Athlete Project (KenSAP) and majored in the College of Social Studies with a minor in African studies. While at Wesleyan, she served as a senator of the Wesleyan Student Assembly, residential advisor, member of the African Students Association Board and the Patricelli Center for Social Entrepreneurship Board, and national KenSAP president. She also launched an educational project in her hometown of Kilifi, Kenya through a Davis Projects for Peace grant. At Oxford Claudia will pursue a Bachelor of Jurisprudence.



THE SCHWARZMAN SCHOLARS PROGRAM

The Schwarzman gives future leaders from around the world the opportunity to develop their leadership skills and professional networks through a one-year Master of Global Affairs Degree at Tsinghua University in Beijing. The first class of scholars was selected in 2015.

Sophie Zinser '16, Wesleyan's first ever Schwarzman Scholar, is deputy director of Syria Direct, a media nonprofit in Amman. While at Wesleyan, Sophie, who double-majored in the College of Letters and French studies, co-founded the Wesleyan Refugee Project. She then held a Fulbright scholarship to Jordan, where she conducted research on safety risks to refugee women. At Schwarzman College Sophie will study China's growing influence on foreign aid. Before going to Beijing, she is studying Chinese at Middlebury College as a Kathryn Davis Fellow for Peace.



THE FULBRIGHT U.S. STUDENT PROGRAM

The largest U.S. exchange program, the Fulbright U.S. Student Program offers opportunities for students and young professionals to undertake international graduate study, advanced research, university teaching, and primary and secondary school teaching worldwide. The program currently awards approximately 2,000 grants annually in all fields of study and operates in more than 140 countries worldwide.

During their grants, Fulbrighters meet, work, live with and learn from the people of the host country, sharing daily experiences. The program facilitates cultural exchange through direct interaction on an individual basis in the classroom, field, home, and in routine tasks, allowing the grantee to gain an appreciation of others' viewpoints and beliefs, the way they do things, and the way they think. Through engagement in the community, individuals interact with their hosts on a one-to-one basis in an atmosphere of openness, academic integrity, and intellectual freedom, thereby promoting mutual understanding.

FULBRIGHT ENGLISH TEACHING ASSISTANT (ETA) AWARDS

These awards place Fulbrighters in classrooms in approximately 75 participating countries to provide assistance to local English teachers. ETAs help teach English language while serving as cultural ambassadors for the U.S. The age and academic level of the students varies by country, ranging from kindergarten to university.



Emma Porrazzo '19, a College of East Asian Studies and College of Social Studies double major who competed on the women's crew, was awarded an ETA grant to Taiwan. Emma, who previously completed a Critical Language Scholarship program in Suzhou, China.



Hai Lun Tan '18, a College of Letters and history double major, was offered an ETA grant to Taiwan. Hai Lun declined the award to pursue a Master's in International History at Columbia University.



Katie Murray '19, a double major in government and Hispanic literatures and cultures, received an ETA grant to Spain. For Katie, the Fulbright grant is a direct step toward a career as a teacher.



Emma Distler '19, an Italian studies and psychology double major from New York. Emma received an ETA grant to Italy.



Jordan Legaspi '19, a McNair scholar and psychology major, received an ETA grant to Taiwan. "My ultimate goal is to become a professor and mentor underrepresented students," he said. "The Fulbright ETA program in Taiwan is a direct stepping stone to my future goal of studying how children view the concept of race and how we can reduce racial bias."



Stephanie Loui '14, who majored in English, received an ETA grant to Thailand. After graduation Stephanie served as an Americorps Service Member and Program Coordinator on the island of Oahu, Hawai'i. "As a Fulbright ETA, I hope to use my teaching and classroom management skills while also learning about Thai education," she said.



Ellie Martin '16, who completed a double major in anthropology and Hispanic literatures and cultures, was awarded an ETA grant to Colombia. "Serving as an ETA in Colombia will allow me to combine my passions for teaching, advocacy, activism, and the Spanish language," Ellie said.



Rachel Yanover '19, an anthropology and environmental studies double major, received an ETA grant to Nepal. Rachel developed a deep interest in Nepali culture and language during her semester abroad. Returning to Nepal on a Fulbright grant, she looks forward to deeper engagement with her host community.

OPEN STUDY/ RESEARCH AWARDS

These grants enable participants to pursue independent research or graduate study at an institution outside of the U.S.



Amad Amedy '19, a neuroscience and behavior major who competed on the men's soccer team, received a Study/ Research Award to Spain. Amad is interested in schizophrenia and neurological disorders and plans to become a physician, perhaps specializing in psychiatry. He will spend his Fulbright year conducting research in the medical sciences.

SPECIAL PROGRAMS



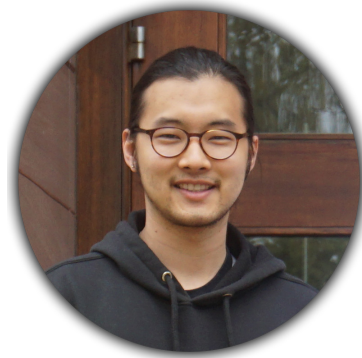
Ulysses Estrada '17, who completed a double major in economics and government, received a Fulbright Binational Internship Award to Mexico. This program supports internships in for-profit business or NGOs with the goal of creating mutual understanding between the private sectors in Mexico and the United States. Ulysses will be paired with a multinational corporation in Mexico City and will assist with their international strategy while taking business school classes at Instituto Tecnológico Autónomo de México (ITAM).

THE THOMAS J. WATSON FELLOWSHIP

The Watson Fellowship is a one-year grant for purposeful, independent exploration outside the U.S. Fellows pursue original projects of their own design, engaging their passion on a global scale. Up to forty grants are awarded each year to graduating seniors nominated by participating liberal arts institutions. Wesleyan is one of forty schools across the country invited to nominate candidates for the Watson.



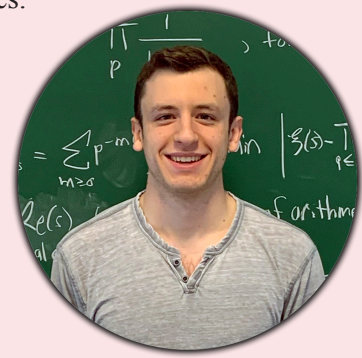
Momi Afelin '19, a double major in biology and neuroscience/behavior from Molokai, Hawai'i, will spend her Watson year working on a project titled "Island Innovation: Embodiment through Social Entrepreneurship and Innovation." She will travel to five island countries in the Pacific and Caribbean including Samoa, the Solomon Islands, Fiji, Jamaica, and Trinidad and Tobago to observe how geographic isolation and unique social structures of island communities demand innovation for survival and success. "To grow up on an island is to grow up a problem solver," Momi said. "I would like to explore how other islanders like myself are harnessing their innovation through social entrepreneurship or social innovation endeavors that address community issues."



Justin Kim '19, an American studies and film studies double major from California, will pursue a project titled "Identity, Erasure, and Belonging in Korean Diasporas" during his Watson year. He will travel to "Koreatowns" in Argentina, Mexico, the Canary Islands, and Uzbekistan to study vanishing narratives of Korean exile. "Through interviews and participant observation, my goal is to get as close as possible to the community organizations and constituents of each town," Kim said. "I will supplement these experiences by meeting with related stakeholders including government officials, artists, religious leaders, and other enclaves that inform these distinct communities."

THE BARRY GOLDWATER SCHOLARSHIP

The Goldwater is awarded to sophomores and juniors who show exceptional promise of becoming the next generation of research leaders in the fields of mathematics, natural sciences, and engineering. The scholarship provides funding toward undergraduate academic expenses.



Nate Gillman '20, a computer science and mathematics double major from Maryland, will pursue further study of number theory on his Goldwater scholarship. "I have unwavering appreciation and love—and fear—for number theory," Nate said. "Appreciation, because the concrete yet abstract nature of number theory captured my imagination at a younger age. Love, because nothing feels better than using a particularly clever estimate to demonstrate a result. And fear, because using tools from calculus to prove fundamental results about numbers entails delving into profound, universal truths."

In addition to the fellowships listed above, Wesleyan students and alumni applied for the Luce Scholarship, the Truman Scholarship, the James C. Gaither Junior Fellowship at the Carnegie Endowment for Peace, the Churchill Scholarship, the Keasbey Scholarship, the Marshall Scholarship, the Mitchell Scholarship, and the Gates Cambridge Scholarship.

The FCGS would like to thank the following faculty and staff members for their service in the campus application process:

Fulbright Program Advisor in the 2018-2019 competition:

- Krishna Winston, *Marcus L. Taft Professor of German Language and Literature*

The Campus Watson Fellowship Committee

- Jennifer Collingwood, *Administrative Assistant, FCGS*
- Alice Hadler, *Senior Associate Director; Interim Director; Fellowships*
- Anthony Hatch, *Associate Professor of Science in Society*
- Makaela Kingsley, *Director, Patricelli Center for Social Entrepreneurship*
- Michael Meere, *Assistant Professor of French*
- Lily Saint, *Assistant Professor of English*
- Krishna Winston, *Marcus L. Taft Professor of German Language and Literature*
- Jennifer Wood, *Dean for the Class of 2019*

The Campus Fulbright Program Committee

- Michael Acosta, *Study Abroad Advisor*
- Abderrahman Aissa, *Adjunct Assistant Professor of Arabic*
- Marco Aresu, *Assistant Professor of Italian*
- Emily Gorlewski, *Associate Director of Study Abroad*
- Hrissi Haldezos, *Associate Director of Student Accounts*
- Catherine Ostrow, *Adjunct Lecturer in French*
- Xiaomiao Zhu, *Adjunct Professor of East Asian Studies*

The Campus Committee for Other Fellowships

- Stephen Angle, *Director; FCGS, Mansfield Freeman Professor of East Asian Studies*
- Douglas Foyle, *Associate Professor of Government*
- Scott Holmes, *Professor of Molecular Biology and Biochemistry*
- Robert Lane, *Associate Professor of Molecular Biology and Biochemistry*
- Amy MacQueen, *Associate Professor of Molecular Biology and Biochemistry*
- Cecilia Miller, *Professor of History*
- George Paily, *Assistant Professor of the Practice in Physics*
- David Phillips, *Dean for the Class of 2020*
- Michael Singer, *Professor of Biology*

PROMOTING FELLOWSHIP CULTURE

Our main goal this year was to promote fellowship culture on campus, particularly to improve access to fellowships for underrepresented students. To this end, she developed a comprehensive program of visiting classes and speaking in faculty and student meetings, in addition to holding informational sessions about fellowship opportunities and actively recruiting students to attend individual advising sessions.

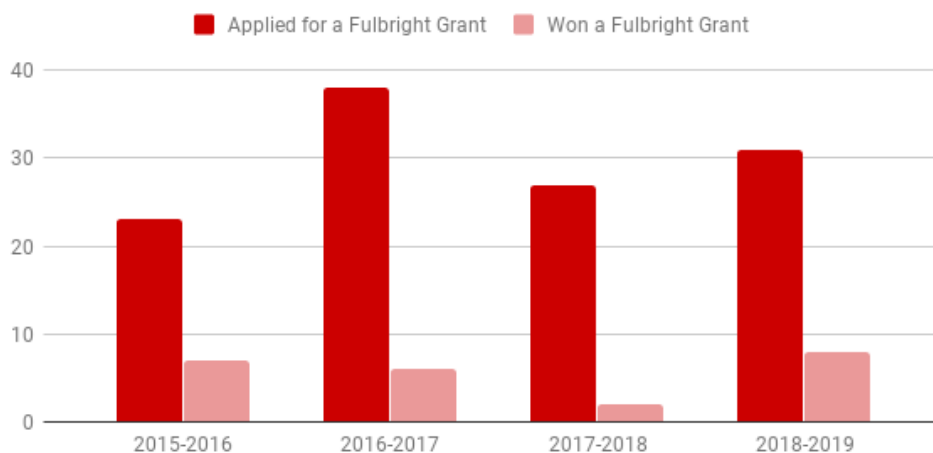
The results of this initiative have been encouraging: as of early June 2019, 145 students and alumni have registered to apply for fellowships in the academic year 2019-2020.

ENGAGEMENT WITH COMMUNITY

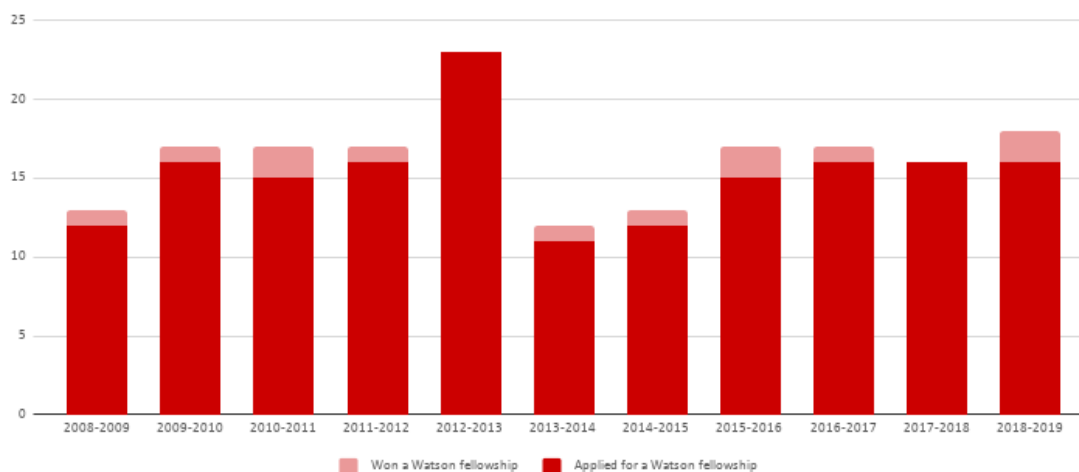
Individual advising sessions	176
Class visits	37
Informational Sessions at FCGS	7
Presentations in faculty meetings	3
Fellowship tables at Usdan	6
Presentation in student meetings	2

THE FULBRIGHT AND THE WATSON AT WESLEYAN

Fulbright Applicants and Winners



Watson Applicants and Winners



FELLOWSHIP EVENTS

Seven informational sessions about fellowship opportunities were held at FCGS in spring 2019, attended by a total of 130 students. The general info sessions focused on fellowships open to particular class years and to international students. We held special sessions about the Fulbright and the Watson fellowships, the two largest and most versatile programs open to Wesleyan applicants. The Fulbright info session featured Jordan Legaspi '19, recipient of a Fulbright ETA Grant to Taiwan. The Watson info session featured Sneha Subramanian of the Watson Foundation and this year's two Watson fellows, Momi Afelin '19 and Justin Kim '19. Students who attended appreciated the advice of successful applicants.

Event	Date
Fellowships for the Class of 2019	February 5, 2019
Fellowships for the Class of 2020	February 12, 2019
Fellowships for the Class of 2021	February 19, 2019
Fellowships for the Class of 2022	February 26, 2019
Searching for Fellowships as an International Student	February 25, 2019
Fulbright Grant Info Session	April 2, 2019
Watson Fellowship Info Session	April 16, 2019

NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS CELEBRATION

On April 29, 2019, the FCGS celebrated this year's winners of prestigious fellowships and scholarships over tea and cake. The event was attended by many of the fellows and other students, as well as faculty and staff members who advised the applicants or served on the Wesleyan national fellowship committee.



PROFESSIONAL OUTREACH AND NETWORKING

All members of the FCGS team visited Connecticut College in October to share ideas with the staff of their Walter Commons for Global Study and Engagement, and several of us visited Mount Holyoke College's McCulloch Center for Global Initiatives in April for a similar summit with our colleagues there.

In addition (in alphabetical order):

Steve Angle (Director) spoke at Colby College's "Access, Integration, and Action: Global Engagement in the Liberal Arts" conference in September 2018, and participated in a follow-up workshop at Connecticut College in January. Both events are part of an effort by several like-minded liberal arts colleges to establish a community of practice; several of us from the FCGS will attend the next annual conference of this "Global Liberal Arts Network" at Dickinson College in the fall, and Wesleyan is slated to serve as host in the fall of 2020.

Michael Acosta (Study Abroad Advisor) attended the NAFSA Region XI Conference in Portland, Maine in November 2018.

Emily Gorlewski (Associate Director of Study Abroad) attended the Forum on Education Abroad European Conference in Prague, Czech Republic in October 2018. In March, she presented a poster at the Diversity Abroad Conference in Boston, called "Empowering On-site Faculty and Staff to Support Diverse Students"; her co-presenters were Lisa Fleury, Assistant Director, Vassar-Wesleyan Program in Paris (contributed to poster and proposal) and Malaika Marable Serrano, Vice President for Diversity and Inclusion, WorldStrides. Emily also served as Chair of the Standards Update Working Group for the Forum on Education Abroad.

Kia Lor (Assistant Director for Language and Intercultural Learning) attended the Society for Intercultural Education, Training, and Research (SIETAR-Japan) in Tokyo, Japan in August, 2018 to connect with global intercultural educators in the field of Intercultural Communication. In April, she attended the Asian Pacific American in Higher Education (APAHE) Conference in Oakland, CA.

Emmanuel Paris-Bouvret (Director of Language Resources and Technology) participated in the annual NERALLT conference at Boston University and was part of a panel on the "changing roles of language center directors" during the NERALLT Spring Workshop hosted by Connecticut College.

Magdalena Zapędowska (Assistant Director of Fellowships) attended the annual ACPA: College Student Educators International conference in Boston and participated in a training for Fulbright Program Advisors in Boston.

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