



CENTER FOR GLOBAL STUDIES ANNUAL REPORT

2015-2016

2015-2016 Annual Report

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Front Cover Photo:

Wesleyan students at an open market in Bolivia, by Rizky Rahadinto ('15)

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INTRODUCTION

Introduction

Rather than inaugural, 2015-16 has been a year dedicated to laying the groundwork necessary for the Center for Global Studies that will open in its new facilities this coming fall. A good deal of our work this year has involved planning for the summer Fisk Hall renovation project. We have also sought to develop the policies and practices that, over the long run, will help us advance our mission and achieve our goals.

A NEW HOME: FACILITIES PLANNING

Throughout the year we worked closely with a team of architects from Newman & Associates of New Haven and with representatives of Wesleyan's Physical Plant for the purpose of bringing the renovation plans in line with the Center's mission and goals. We consider the following aspects of the plans to be crucial in this regard.

The Center for Global Studies will be organized around a **Commons**, a large multifunctional hall that will help Wesleyan showcase interculturalism and multilingualism. During instructional hours, the space will have a dual function. Tables and work stations on the eastern (back) half will be organized to accommodate individual and group student advising and mentoring overseen by the CGS staff, whose offices will be aligned along the northern side of the Commons. The western area facing High Street will allow students and faculty to congregate informally outside of class. The coffee bar will contribute further to the hospitality function of the Commons. Each area will have a large monitor for projecting relevant information. In the break-out (High Street) zone, the software programs will allow for streaming CGS-related announcements and world news in various languages on the monitor's four separate quadrants. During off hours, the Commons may become a single-function space for events of up to approximately 160 people standing and 60 people sitting.

The large, rectangular **Global Studies Language Hall** on the southwest corner of Fisk's main (2nd) floor will accommodate workshops and presentations on special occasions. During instructional hours this hall will be partitioned with a retractable sound-proof wall. When partitioned, the south half will serve as the **Language Learning Resource Room**, another multifunctional space with flexible furniture –chair and tables on wheels; tables that fold and may be stored-- and a collection of laptop computers and other equipment (microphones, cameras, tripods, av recorders) available for use on site or for loan. The LLRR will have 6 desktop computer terminals, a work station for up to 6 students, and floor Ethernet and power outlets. The other half of this partitioned space will serve as the **Global Studies Classroom**, fully equipped with state-of-the-art video conferencing possibilities for instructors eager to engage in innovative technology-based pedagogies.

Other key areas of this project include a **Global Studies Conference Room**, also equipped with hi-tech video conferencing technology, a **CGS Workroom**, allowing for digitization and av recording, and, on the lower (first) level, a **CGS Recording/Testing Room** with 5 computer stations. The conference room will be used for committee and board meetings, for any type of session that might require video conferencing, and for small distance learning tutorials. The workroom will include a green screen for recording linked to Coursera. Students and faculty will be able to use the recording room for oral testing and exercises.

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The renovation project also includes plans to accommodate Wesleyan's **Center for Pedagogical Innovation** of the first floor of Fisk Hall. The proximity of the Center for Global Studies and the Center for Pedagogical Innovation will serve to foster important programmatic synergies that, over time, will be extremely beneficial to the Wesleyan community. We have already worked closely with the CPI staff over the course of this past year in order to establish the basis for such collaborations.

Other important features of the renovation design include **display cases** in the common areas of the 1st and 2nd floors and an **FLTA office** on the 3rd floor. The former will be used primarily for showcasing student art and photography related to their intercultural learning. The latter will accommodate the various Foreign Language Teaching Assistants who support formal instruction and extra-curricular programming in our targeted languages and cultures.¹ The display cases and the FLTA office, along with others mentioned above, are designed to make the Center for Global Studies a student-centered environment where learning continues to occur outside of the classroom.

THE CENTER FOR GLOBAL STUDIES ADMINISTRATIVE FOUNDATION

The CGS Staff

As originally conceived, plans for developing the Center for Global Studies included conjoining two existing offices -- Study Abroad and Language Resources—while adding a new third one, the Office of Fellowships, Internships and Exchanges. Working in collaboration with the CGS Director, the heads of these divisions have begun to identify our areas of common interest. We have thereby sought to articulate the interactions that will be essential for advancing the intercultural knowledge and foreign language proficiency of the Wesleyan community.

Meanwhile, our teamwork during this pre-inaugural year has also enabled us to identify the deficiencies of a plan designed to support primarily the outbound mobility of the Wesleyan community. We came to envision the critical need for a staff member attuned to language and intercultural learning locally, notably (but not exclusively) as an extension of an experience abroad, someone responsible for developing the tools and methods needed for assessment and for measuring outcomes, and for on-campus programming that will help bring international and U.S.-based students together around mutual interests and for a common enterprise. The CGS staff and faculty in the language and literature departments eagerly anticipate this fall's job search for our new Assistant Director of Language and Intercultural Learning, whom we expect to appoint to head the fourth subdivision within the Center for Global Studies starting Jan 1, 2017. (See appendix)

Faculty Engagement: Policies & Practices

Activating key faculty committees has represented our first step at seeking a meaningful engagement of the Wesleyan faculty in the development and functioning of the Center for Global Studies. Membership in this year's committees was as follows:

¹ Wesleyan hosts a total of 9 FLTAs: 1 each in Arabic, Chinese, Italian, and Japanese; 2 in French and 3 in Spanish (2 from Spain, 1 from Colombia).

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- *CGS Advisory Board*: Ethan Kleinberg and Jeff Rider (Division I); Steve Angle and Vijay Pinch (Division II); Lutz Hüwel and Andrea Patalano (Division III).
- *Wesleyan Programs Abroad Committee*: Bologna - Nadja Aksamija (fall) and Marco Aresu (Bologna); Madrid - Ana Pérez-Gironés (fall) and Olga Sendra-Ferrer (spring); Paris - Jeff Rider.
- *Language Teaching Committee*: Kate Birney (Classics), Iris Bork-Goldfield (German), Xiao Miao (Chinese), Louise Neary (Spanish), Camilla Zamboni (Italian).

The **CGS Advisory Board** was instrumental in developing the Center's mission, vision, and goals, which are publicized on the Center's new web site (see <http://www.wesleyan.edu/cgs/about.html>). Its engagement was indispensable in processing many other CGS-related matters, which include: reviewing applications for the Intercultural Pedagogical Initiatives grant; reviewing applications for Resident Directorship of Wesleyan's Program in Madrid 2017-18 (María Ospina was selected); discussing the plans for Fisk renovation; anticipating a potential Certificate in Global Studies; clarifying aspects of the ADLIL job description; clarifying the role and composition of future advisory boards; reviewing plans for an inaugural student forum on the topic of mobility and migration to be scheduled for this coming fall (November); reviewing plans for a forum on the topic of globalization to be hosted by Wesleyan in May of 2017 and cosponsored with the Social Sciences in China Press.

The **Wesleyan Programs Abroad Committee** helped to promote the Wesleyan study abroad programs in Madrid, Bologna, and Paris by attending and holding events, disseminating information in language and other classrooms, and advising students one on one. Its members served as liaisons to their respective academic departments and/or language sections. The committee met once a month and advised the Office of Study Abroad on student and faculty concerns. It considered the time line for the application process and made some changes that will be effective in facilitating students' program and visa applications.

The **CGS Language Teaching Committee** is composed of faculty from different language department and sections supported by language resources staff. The committee met with the director of language resources and helped identify programming ideas and the specific needs of their respective departments and programs.

Moving forward we aim to establish closer ties with the faculty at the divisional and departmental levels so as to explore global education opportunities for students working in any and all fields.

Intercultural Pedagogical Initiatives Grant

This CGS sponsored grant aims to effect lasting and meaningful influence on the global scope of teaching at Wesleyan. Funds were awarded this year in support of initiatives related to the following: theater, history and culture in Indonesia; environmental issues in the Ukraine; the history of the city of Delhi; Asian Latin-American communities and culture; the urbanism, photography and literature in Barcelona; anthropology in the state of Oaxaca, Mexico; theories of history at Bielefeld University, Germany.

A Global Studies Curriculum

The Center has begun to make use of the CGST course designation approved by the Educational Policy Committee in 2015. We have done so by cross-listing two writing courses, CGST 227 – Writing Short Fiction in Spanish and

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CGST 131 - Writing About Places, and by planning for next year's introductory course on linguistics, CGST 210 – Language & Thought. Eventually we hope to integrate such courses within the framework of a Certificate in Global Studies, since such a Certificate would certainly require advanced proficiency in a second language. It might also require students to study the relationship between language and culture, through either a course on linguistics or a writing course in which they reflect on their own use of language as a tool for processing their personal intercultural growth. We have begun to explore the use of an online portfolio system as an essential tool for a certificate program. It would facilitate tracking each student's individual progress from entrance to capstone. It would also enable students to demonstrate on their own how their diverse courses and experiences cohere into personalized program of study.

Student Engagement

The purposeful engagement of Wesleyan students in CGS programming is one of our greatest challenges. Through such engagement we aim to achieve a greater integration of students –international and domestic; language learners and native speakers—around issues of mutual interest. With support from our new ADLIL, we hope to build on our initial efforts in this regard, which included this year: a forum in which international students and returnees presented their ideas regarding student engagement in the CGS; a blog, posted on the CGS web site, run by and for students interested in studying abroad; co-sponsorship of the Wesleyan World Wednesdays series, organized through the Office of International Student Affairs.

Sustainability and Transparency

The CGS has undertaken certain projects in the spirit of openness and for the purpose of creating structures ensuring that our operation will continue to function effectively and efficiently. We have made great strides in developing our web site, where we publicize policies and procedures that are fundamental for each of our three divisions (see below). We have begun to develop a presence in social media through Facebook and Twitter. We have begun to elaborate a master calendar so that each member of our staff is cognizant of the workflow, deadlines and duties that we all must anticipate on a yearly basis. The CGS staff anticipates engaging in its first bona fide strategic planning exercise when possible, so as to build mindfully on these initial administrative accomplishments. We also hope to build on our initial contacts with targeted offices -- Communications and Admissions—so as to raise our profile and gain the greatest exposure with key external constituencies.

LOOKING AHEAD

The CGS is currently working with targeted faculty on a request for funding from the Department of Education's Undergraduate International Studies & Foreign Language (UISFL) grant. If funded, this application will allow Wesleyan to regularize the teaching of Hindi-Urdu through the appointment of a full-time language instructor. We consider such an appointment to be strategic for fully realizing Wesleyan's long-term and sustained efforts to build up its program in South Asia studies.

As mentioned, we have begun to formulate plans for hosting a student forum on the topic of mobility and migration, to be held this coming November during International Education Week. The forum will consist of: a

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faculty panel; break-out sessions in which language learners and native speakers targeted languages;² a wrap-up session; and an inaugural reception in the CGS Commons.

As mentioned, in May of 2017 Wesleyan will host a Forum on the topic of globalization. The forum is a joint collaboration between the Center for Global Studies, the Center for East Asian Studies and *History and Theory*, and it is cosponsored with the Social Sciences in China Press. Letters will be sent to Wesleyan and non-Wesleyan faculty, inviting them to participate by submitting a paper for this event.

² Sessions will be dedicated to each of the languages taught at Wesleyan: Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, Portuguese, Russian, and Spanish.

OFFICE OF STUDY ABROAD

Office of Study Abroad

OFFICE OF STUDY ABROAD ACCOMPLISHMENTS

Promoting Study Abroad

In our effort to expand and promote new opportunities for the Wesleyan community, the Office of Study Abroad undertook the following initiatives this year:

- Organized our annual **study abroad fairs** (fall) and **information sessions** (spring), including our first ever Wesleyan Programs Abroad fair;
- Worked with the **Wesleyan Programs Abroad Committee** to develop strategies aimed at strengthening **Wesleyan's own programs in Bologna, Madrid and Paris**;
- Revised and updated our **website**;
- Developed strategies aimed at achieving a more even **balance between fall and spring study abroad participation**;
- Participated in **Admissions and Orientation** sessions;
- With Continuing Studies, developed first **summer session faculty-led study abroad program**, in which a faculty member will teach a course on campus and in Mexico in Summer 2016;
- With Director of the Center for Global Studies, implemented a new process for **summer language credit approval**;
- Contributed to the development and maintenance of the new student run Center for Global Studies **student blog** (see: <https://wesintheworld.blogs.wesleyan.edu/>).
- Developed **graduate intern** position for students in international education programs, hired our first graduate intern for the '15-'16 academic year, and hired our second graduate intern for the '16-'17 academic year. The graduate intern helps with student advising, study abroad promotion, and orientation programming, and can propose other initiatives based on his or her studies and interests.

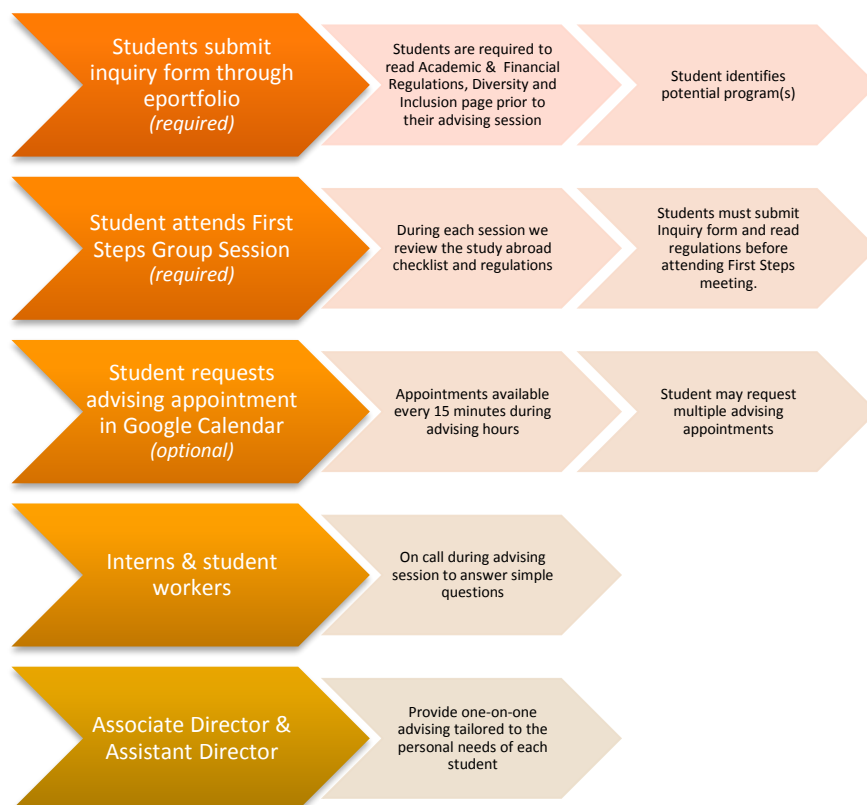
Student Advising

Providing clear and meaningful advising to large numbers of Wesleyan undergraduates is essential to our mission. We continue to revise our website, making it more user-friendly. We have expanded our online application tools and made the **Study Abroad Handbook** more accessible (see: http://www.wesleyan.edu/cgs/osa/accepted/SAhandbook_160403.pdf). Most importantly, we have developed strategies for streamlining our advising practices, in the interest of efficiency and for the purpose of reaching the largest number of students possible with limited staffing. We have thereby managed to reduce congestion as we continue to tailor the advising sessions to the personal needs of each student.

The flow-chart for student advising is as follows:

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New Office of Study Abroad Advising Process – Spring 2016



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Support services

Over the past few years our staff has collaborated with administrators from across campus in developing a rigorous set of **Risk Management and Emergency Response protocols** aimed at providing excellent support and crisis management for Wesleyan students while they are abroad. Thanks to these protocols, our entire Emergency Response Team was prepared to respond promptly to various situations that emerged over the past year.

This year we worked with the Finance Office to secure **health insurance** for students who are not covered through the cost of their program, when they study abroad via a third-party provider. We have also extended this coverage to students enrolled in Wesleyan's own programs, in Bologna, Paris, and Madrid, and to students who

³ Academic regulations: <http://www.wesleyan.edu/cgs/osa/applying/academic.html>; Financial regulations: <http://www.wesleyan.edu/cgs/osa/applying/financial.html>; Diversity & Inclusion: http://www.wesleyan.edu/cgs/osa/diversity_inclusion/index.html.

OFFICE OF STUDY ABROAD

participate in Wesleyan-credited internships and Wesleyan-funded grant projects abroad. The insurance includes a travel assistance program, which allows students to find health care and related assistance throughout the world. Thanks to this new policy, a large number of Wesleyan students now manage to secure important health-related support while abroad.

With support from the Deans' and Registrar's offices our staff has developed a set of procedures and policies that will allow the Center for Global Studies to manage **summer study abroad** through our Office of Study Abroad (see: <http://www.wesleyan.edu/cgs/osa/options/summer.html>). Centralizing summer study abroad in this way has crucial benefits for the Wesleyan student body. We are now in the position to track all study abroad enrollments and will be better prepared to assess the mobility of the Wesleyan student body and its growth in terms of language acquisition and intercultural competence. We will be able to monitor the well-being of these students through our risk management protocols. We will also be able to regularize processes regarding credits and grades for summer study in accordance with our in-semester regulations. To these ends, we worked specifically this year with representatives of Wesleyan's language programs to devise a uniform set of procedures and expectations for promoting summer language study abroad and for granting final approval for such credits (see: [http://www.wesleyan.edu/cgs/osa/forms/Summer language abroad form.pdf](http://www.wesleyan.edu/cgs/osa/forms/Summer%20language%20abroad%20form.pdf)).

Our staff works annually with various offices on campus to provide quality **training for the faculty chosen to direct Wesleyan programs abroad**. This year, we helped train Prof. Stephany Ponsavady and Nadja Aksamija, who will direct our programs in Paris and in Bologna, respectively, both during the upcoming academic year (2016-17). We also worked closely with Prof. Anu Sharma in advance of her assignment as the faculty leader for the summer course in Oaxaca, Mexico (June-July 2016).

The Center for Global Studies is committed to providing quality opportunities for all Wesleyan students, regardless of their means or personal background. We are also committed to educating our students to the many new challenges that they may face when studying abroad. Our new **Diversity & Inclusion** web page is intended to help all students think about how to negotiate questions of cultural identity and difference in a foreign environment (see: http://www.wesleyan.edu/cgs/osa/diversity_inclusion/index.html). This page represents the first iteration of a dialog that we expect to maintain with our students, as needed, while they are abroad and after they return to campus.

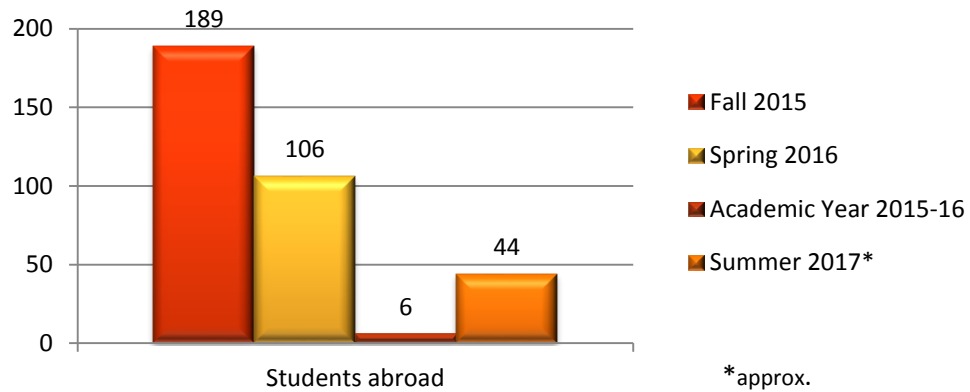
Our office is cognizant of our students' need to discuss personal identity-related challenges openly among themselves. We have therefore established the new position of student **Diversity and Inclusion Peer Advisor** and hired Kim Singh ('16) this past spring to fill that position. Kim helps our office organize a team of study abroad returnees to serve as a pre-departure orientation resource. She assembled a roster of such returnees (http://www.wesleyan.edu/cgs/osa/diversity_inclusion/student_roster.html), a resource that will prove to be invaluable as we work to sustain and develop this initiative further in the coming year.

STUDENT PARTICIPATION IN STUDY ABROAD

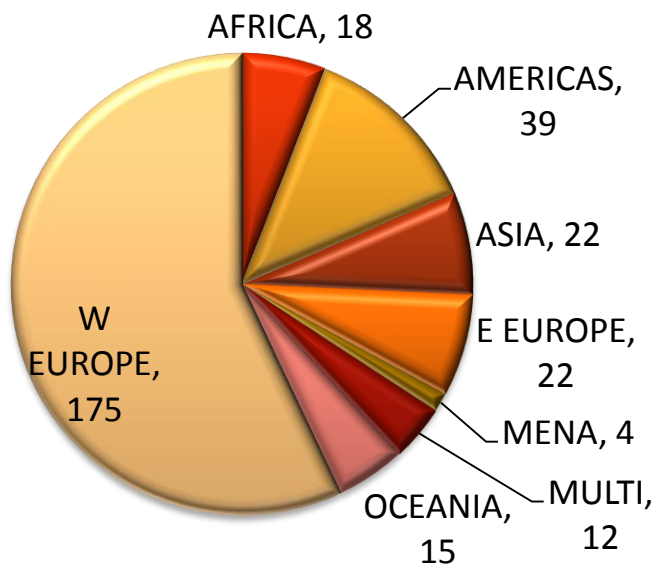
Study abroad participation continued to be heavier in the fall than in the spring. The regions where students studied abroad remained consistent with previous years, with the UK dominating and Western Europe preferred by more than half of participants.

The following charts include students on all programs, including Wesleyan programs, pre-approved programs, and petition programs.

Students Abroad by Term Academic Year 2015-2016

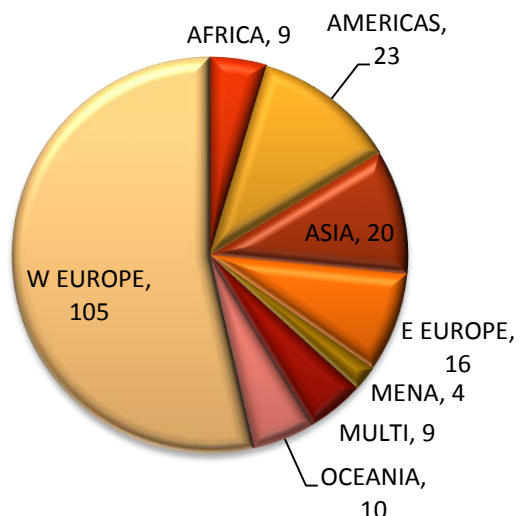


Students Abroad by Region Fall and Spring 2015-16

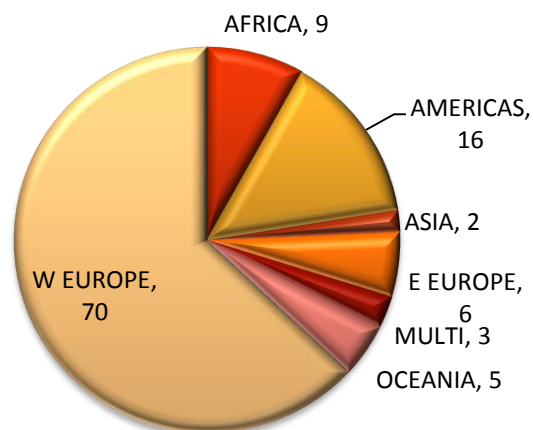


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Students Abroad by Region Fall 2015

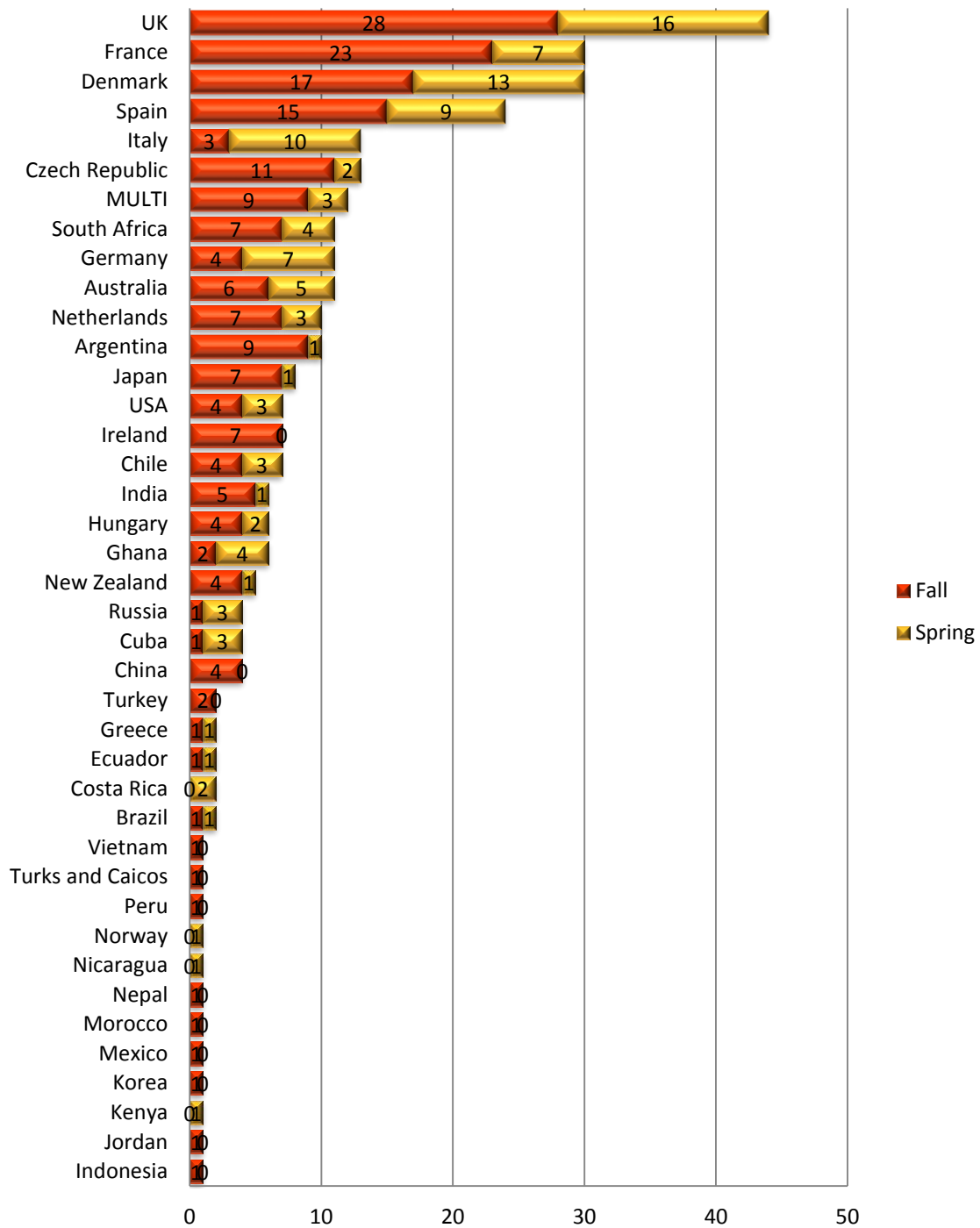


Students Abroad by Region Spring 2016



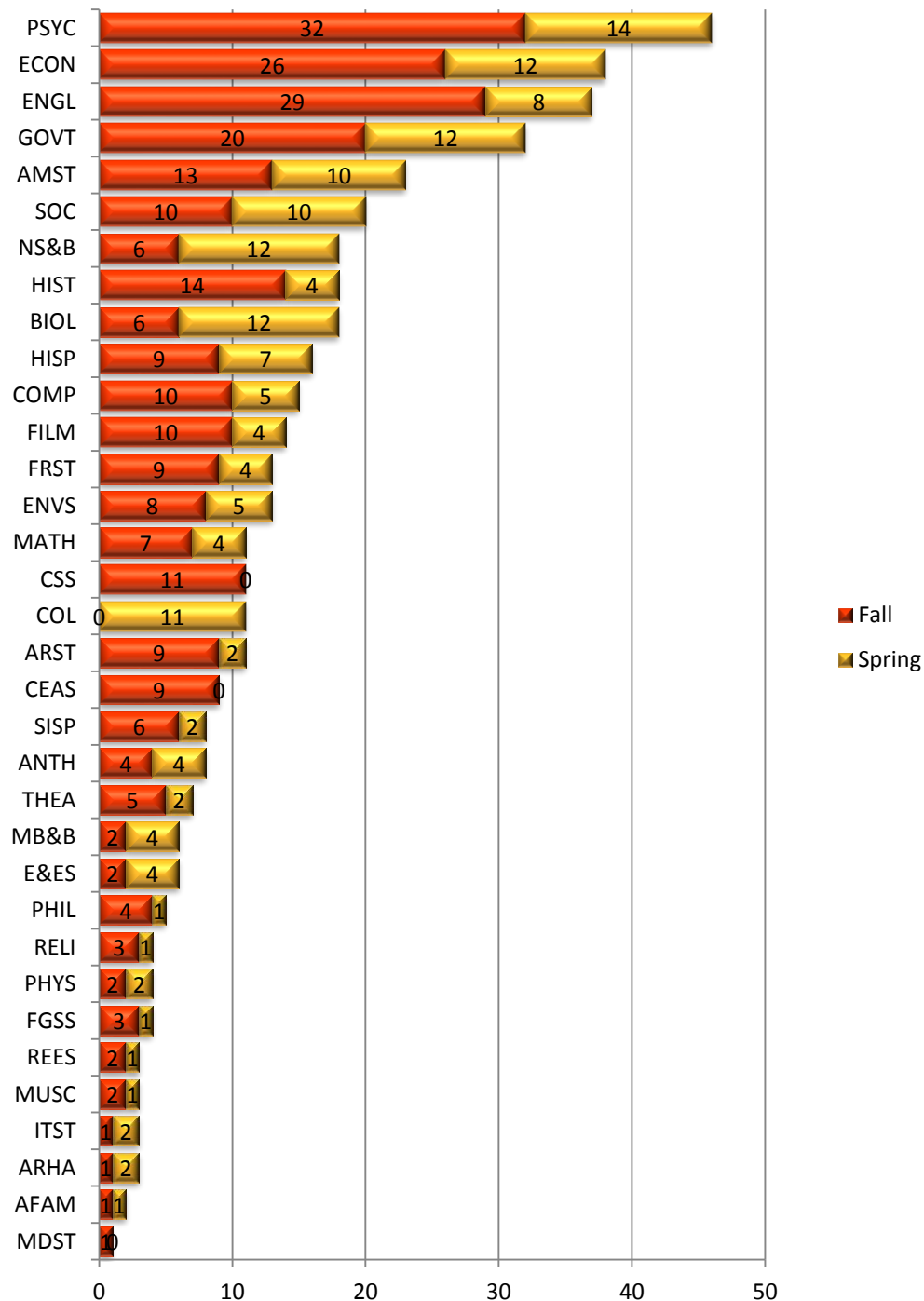
OFFICE OF STUDY ABROAD

Location by Number of Students Abroad Fall 2015 and Spring 2016



OFFICE OF STUDY ABROAD

Major by Number of Students Abroad Fall 2015 and Spring 2016



FELLOWSHIPS, INTERNSHIPS, EXCHANGES (FIE)

Fellowships, Internships, Exchanges (FIE)

FELLOWSHIPS

The Office of Fellowships, Internships and Exchanges (FIE) advises on 17 fellowships that require university nomination or endorsement. In advising students and alumni, FIE works closely with students to determine which fellowships are best suited to their interests. We advise them on the application process and application requirements, we offer feedback on the written components of fellowship applications and, in some cases, we prepare applicants for national interviews.

A comprehensive list of fellowships that FIE advises on:

Who can Apply?				Fellowship	Description
Soph	Jr	Sr	Alum		
		✓		Beinecke Scholarship	Graduate study in the arts, humanities and social sciences
✓	✓	✓		Boren Scholarship & Fellowship	Provides unique funding opportunities for undergraduate & graduate students to support international and language components to their educations through study abroad
		✓	✓	Carnegie Endowment Junior Fellowship	One year full-time position as a research assistant in international affairs, globalization, nonproliferation and security affairs
		✓	✓	Churchill Scholarship	Graduate study in engineering, mathematics, and the sciences at Cambridge University in Britain
		✓	✓	Fulbright Grants for English Teaching Assistantships	A year abroad teaching English
		✓	✓	Fulbright Grants for Study/Research	A year abroad engaged in study/research
✓	✓			Goldwater Scholarship	Undergraduate scholarship support for students in mathematics, science and engineering
		✓	✓	James Madison Fellowship	Graduate study for post-secondary American history, American government, and social studies teachers to pursue a master's degree

FELLOWSHIPS, INTERNSHIPS, EXCHANGES (FIE)

					concentrated on the history of the U.S. Constitution
		✓		Keasbey Scholarship*	Graduate study in Great Britain based on academic interest
		✓	✓	Luce Scholarship	Seeks highly focused, academically successful, and interesting individuals with no background in Asian studies in order to develop a cohort of American leaders in a range of fields who have knowledge of and sympathy for Asian values and culture
		✓	✓	Marshall Scholarship	Two years of graduate study in Great Britain
		✓	✓	Mitchell Scholarship	One year of graduate study in the Republic of Ireland in any field
		✓	✓	Rhodes Scholarship	Two to three years of graduate study at Oxford University
		✓	✓	Schwarzman Scholarship	One year of graduate study in public policy, economics and business, or international studies at Tsinghua University in Beijing, China
		✓	✓	Soros Fellowship	Graduate study in the US in any subject for candidates who hold Green Cards, are naturalized citizens, or are children of two naturalized parents
		✓		St. Andrew's Society Scholarship	Graduate study at a Scottish University
	✓			Truman Scholarship	Graduate study to prepare for a career in government or public service
✓	✓			Udall Undergraduate Scholarship	Undergraduate scholarship support for students with a demonstrated commitment to the environment, or to Native Americans and Alaskan Native students with a commitment to tribal public policy and Native health care
		✓		Watson Fellowship	One year of independent travel and study outside of the US

FELLOWSHIPS, INTERNSHIPS, EXCHANGES (FIE)

Nominees & Winners

During academic year 2015-2016, FIE worked with a number of students for a total of 82 applications for various fellowships. In review:

Fellowship	Applicants	Nominees	Finalists	Recipients	Notes
Beinecke Scholarship	5	1	-	-	
Carnegie Endowment Junior Fellowship	4	4	-	-	
Churchill Scholarship	2	2	-	-	
Fulbright Grants	23	23	11 semi-finalists → 1 alternate & 10 Fulbright recipients	7 applicants accepted the Fulbright grant	Click here to read more about recipients
Goldwater Scholarship	5	4	1 Honorable Mention	-	
Keasbey Scholarship	3	2	1 recipient	-	Claire Wright '16 received the Keasbey
Luce Scholarship	3	3	2 semi-finalists & 1 finalist	-	
Mitchell Scholarship	-	-	1 alumna finalist	-	
Rhodes Scholarship	3	1	-	-	
Schwarzman Scholarship	2	2	1 semi-finalist	-	
Truman Scholarship	10	6	-	-	
Udall Scholarship	1	1	-	-	
Watson Fellowship	18	4	4	2	

Other notable fellowship recipients:

- Jesse Brooks '16 - [Princeton in Asia](#)
- Delanie Winn '16 - [Princeton in Latin America](#)
- [Bulelani Jili '16 – Yenching Scholar](#)

FELLOWSHIPS, INTERNSHIPS, EXCHANGES (FIE)

Events & Programs

FIE meets with students on an individual basis in order to help them prepare their applications. We also seek to orient and prepare the Wesleyan student body generally in terms of their fellowship opportunities through the following workshops and information sessions:

- **Writing Workshop Series** Weekly writing workshop every Monday in April to address a topic specific to writing for fellowships. Offered an overview at the start of each session followed by writing exercises and prompts to start students thinking about personal statements and research ideas.
 - Week 1: Introduction and writing personal statements for fellowships
 - Week 2: Writing for specific fellowship applications
 - Week 3: Personal Statements & Statement of Grant Purpose for Fulbright
 - Week 4: Addressing personal issues in personal statements
- **Information Session: What are Fellowships?**
Students learn about fellowships involving teaching, research and graduate study. Fellowships include: Fulbright, Watson, Rhodes & more.
- **Information Session: Fulbright**
Designed to promote the [Fulbright English Teaching Assistant grant](#) and the [Fulbright Research grant](#).
- **Information Session: Watson Fellowship**
Designed to promote the [Watson Fellowship](#).

Reflecting on Fellowships

As mentioned, the Office of FIE is the newest addition to the Center for Global Studies. It has worked to mine the passion of Wesleyan students, helping them to identify opportunities and capitalize on their potential. FIE strives to offer the strategic support and insight applicants will need as they pursue new learning and professional opportunities and confront the challenging process that lies ahead. It does so through a vigorous schedule of workshops, information sessions, and many other relevant events and activities.

This year Wesleyan achieve an **extraordinary yield** with **Fulbright Research Study Awards and the English Teaching Assistant (ETA) Grants**, two of the most popular fellowships. **Of the 23 students who applied 11 (43.5%) were selected as semi-finalists 10 were eventually awarded a grant.** We attribute this achievement to the careful, one-on-one advising that we offer our applicants, to our support in helping them to understand expectations and clarify their own goals. We are grateful to our team of Wesleyan faculty colleagues, the Wesleyan Fulbright Committee, for its support in this regard. The Committee was fortunate to review an **applicant pool** that was highly qualified and extremely thoughtful in their choices. All ETA applicants, for instance, had relevant teaching/tutoring experience.

We were equally gratified by the success the applicants we mentored for the Watson Fellowship. The Watson Campus Committee interviewed 10 of the 18 applicants. The FIE provided one-on-one guidance for the 4 university nominees selected by the committee. We are delighted to report that two students, [Noah Hamlish '16](#) and [Chando Mapoma '16](#), were awarded to pursue their projects during the upcoming academic year. The Watson continues to be one of the most compelling and unique fellowships that is available to applicants.

FELLOWSHIPS, INTERNSHIPS, EXCHANGES (FIE)

INTERNSHIPS

As we explain on our web site (see: <http://www.wesleyan.edu/cgs/internships/about.html>), Wesleyan University views experiential learning as an important component of the liberal arts education it provides its students. Experiential learning is privileged among the various strategies we encourage our students to adopt in pursuit of intercultural competency. We value in particular those internships that can help our students gain proficiency in a second language and enhanced intercultural competency. Such internships can represent an especially useful component of the portfolio our students develop as part of their undergraduate career.

FIE has worked collaboratively with Academic Affairs and the Career Center in formulating the statement of purpose, published on the page indicated above, and on developing policies and tools that will facilitate our processing credit-bearing internships more effectively.

CSPL 493

As indicated on our web site, students who intend to receive credit for an internship enroll in CSPL 493 (see: <http://www.wesleyan.edu/cgs/internships/index.html>). In order to encourage our students to make the most of their experience, we have now developed mechanisms for tracking their progress during the course of their experience and for assessing their accomplishments once they have completed their internship. Students are automatically enrolled through Moodle, and are thereby prompted on a more-or-less weekly basis to complete short assignments and to make regular contributions to their electronic portfolio.

Assignments include:

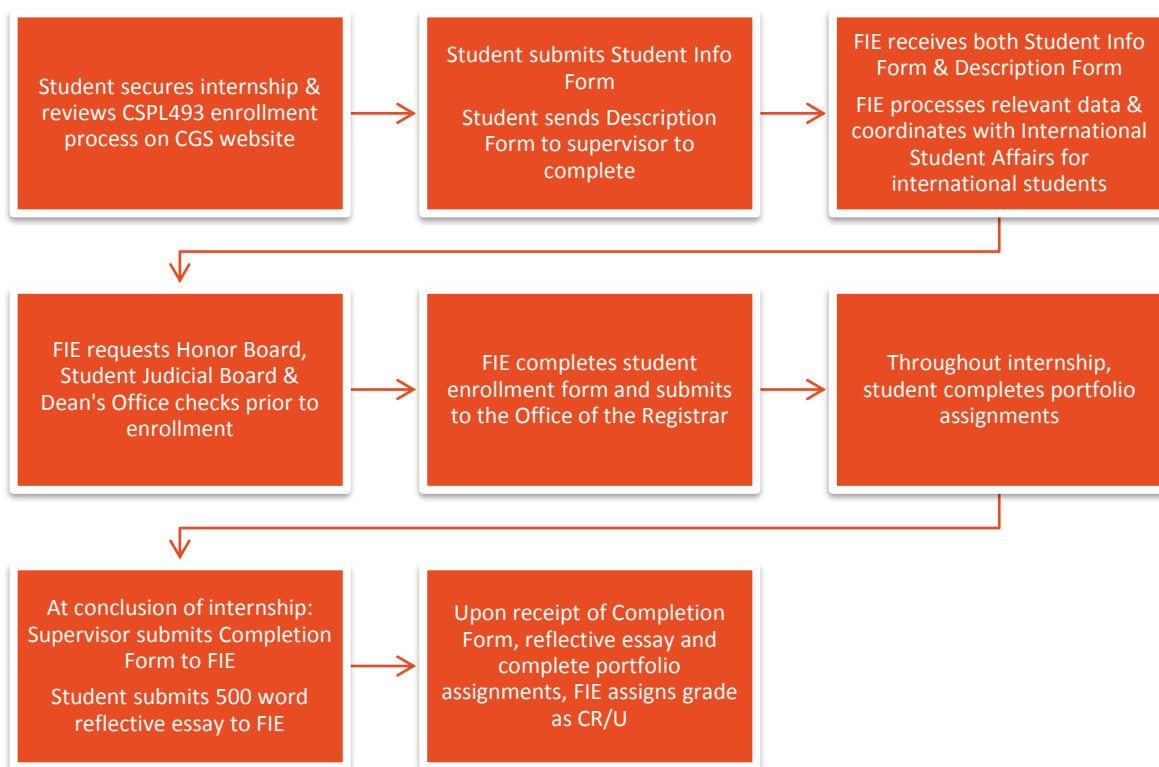
1. Create your portfolio
2. Write an elevator speech
3. Networking 101
4. Goal setting
5. Non-Academic Skills
6. Save your work!
7. Update your Resume
8. Write a 500 word Reflective Essay

Creating a Process

With guidance from the Office of the Registrar, previous faculty advisors and the Career Center, FIE established a process to promote the CSPL 493 opportunity widely. Since internship opportunities often become available after the end of Wesleyan's preregistration, students now enroll in CSPL through FIE and not through the Office of the Registrar.

In brief the process is as follows:

FELLOWSHIPS, INTERNSHIPS, EXCHANGES (FIE)



FIE has created a special email account for the purpose of managing internships:

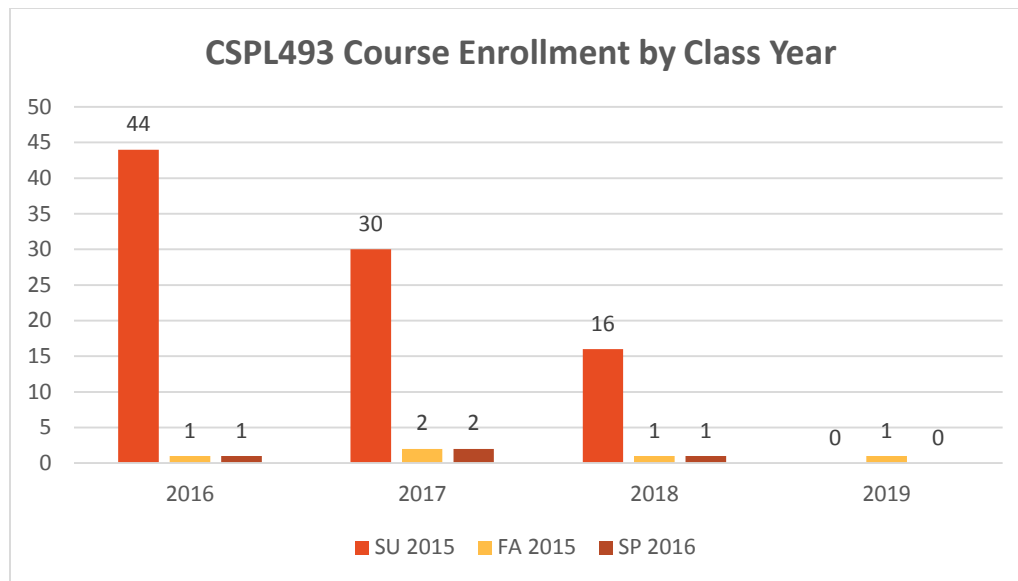
internship_credit@wesleyan.edu. An automated reply prompts students to visit the CSPL493 Process & Timeline webpage (<http://www.wesleyan.edu/cgs/internships/process.html>) in order to initiate the application process. This new process has facilitated a much more effective and efficient management of the extremely high volume of interest and communications received by our office.

Internship Insights

During Academic Year 2015-2016, a total of 99 students enrolled in CSPL493 Internship Course for .25 credit.

The summer is the most popular time period for students to enroll in the course and participate in an internship: 90 of the 99 students enrolled for CSPL493 during summer 2015.

FELLOWSHIPS, INTERNSHIPS, EXCHANGES (FIE)

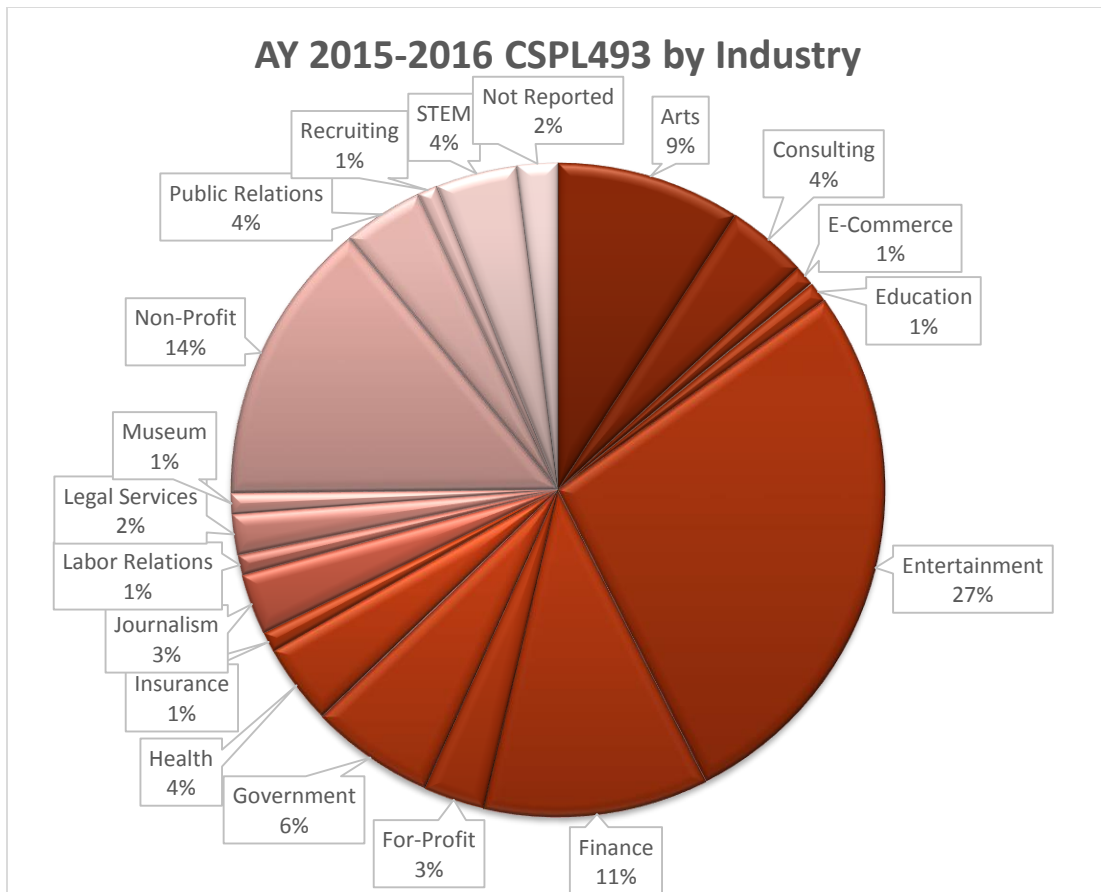


FIE continues to grapple with many of the challenges that Internship offices face around the country. Some students who enroll for credit are required to do so by the provider. International students are required to enroll in Curricular Practical Training (CPT) in order to participate legally in internship opportunities in the United States. **33% of students enrolled in the course during AY 2015-2016 were international students.**

Although internship providers are not required to pay interns, in some cases they offer stipends, pay or other compensation. Of the total **internship placements during AY 2015-2016, 33% of internship placements offer pay or a stipend, which 63% were not paid** (the remaining 5% did not report on this data).

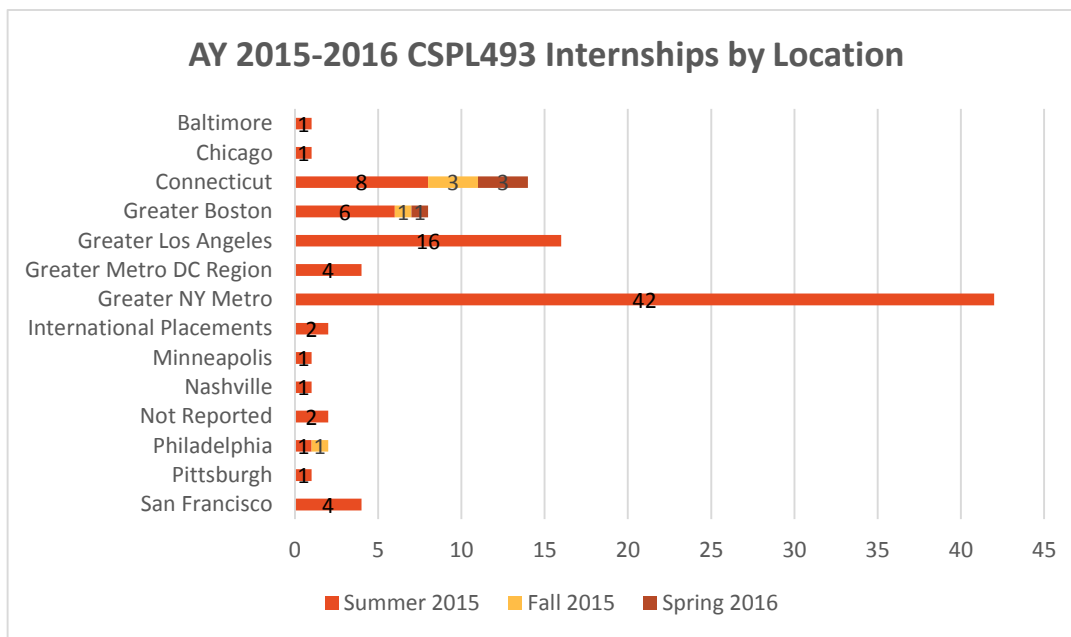
FELLOWSHIPS, INTERNSHIPS, EXCHANGES (FIE)

FIE reviewed the industry and location of the internships for CSPL493 participants over AY 2015-2016. In terms of industry, Entertainment was the most prevalent at 27%:



FELLOWSHIPS, INTERNSHIPS, EXCHANGES (FIE)

FIE reviewed internship locations for CSPL493 participants. Note that *International Placements* were in Seoul, Korea and Singapore over summer 2015.



An astounding 42% of applicants participated in internships in the greater NY Metro region. Following by approximately 16% in greater Los Angeles and 14% in Connecticut, which can be attributed to internships that occur during the semester.

International Internships

FIE is responsible for supporting internships abroad, initially focusing on Wesleyan University administered study abroad programs in Bologna, Madrid and Paris. In consultation with the Office of Study Abroad, FIE will initiate exploring additional internship opportunities at the Vassar-Wesleyan Program in Madrid.

Currently, staff at each of these locations connect students with opportunities that exist either as a formal internship or volunteer opportunity. This is based on staff capacity on site. By becoming more involved in each of these sites, FIE hopes to have more structured internship opportunities available to students participating on those study abroad programs.

FELLOWSHIPS, INTERNSHIPS, EXCHANGES (FIE)

EXCHANGES

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

Creating a Process

The process that we have established is designed to identify and engage the various stakeholders and to ensure feasibility. Applicants initiate the process by specifying the goals and general format of the exchange and explaining how it might align with the mission and goals of Wesleyan University in general and of the Center for Global Studies in particular. If the initiative is deemed worthy of further consideration, the applicant will meet with the Associate Director of Fellowships, Internships, and Exchanges in order to prepare the formal proposal. The proposal addresses questions related to the following topics:

- Students/faculty (academic and extracurricular experiences)
- Administrative oversight
- Institutional compatibility
- Resources, timeline, budget and funding

Upon receipt of a completed formal proposal and before making its final recommendation, FIE evaluates the proposal's feasibility in conjunction with various offices, including Finance, the Registrar, Student Affairs, and International Student Affairs. Final approval is granted by the Vice President for Academic Affairs.

Developing Exchanges

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

LANGUAGE TEACHING & LEARNING RESOURCES

Language Teaching & Learning Resources

Academic year 2015-16 was transitional for the portion of the CGS dedicated to supporting language teaching and learning. The role of the Director of Language Resources was modified to allow for more focused language support. In order to avoid disruption of key services, substantial efforts went into facilitating his transition away from the role of Academic Computing Manager for Languages and Classics. The language resources staff also participated in the planning and background research for the design of the new language resource facilities, which are slated to open in September 2016. These facilities will provide enhanced functionality via new technologies, especially videoconferencing. They will be of particular value for expanding opportunities to learn languages not regularly taught at Wesleyan and for bolstering opportunities in under-enrolled courses.

SUPPORTING LANGUAGE TEACHING AND LEARNING

As in the previous years, the language resources personnel, which includes the director, the assistant director and a team of dedicated student employees, has continued to provide support to the faculty in the departments of languages and classics. This support includes general services, project oriented and class focused activities and research, maintenance and updating of the software used by language faculty.

Services

- Digitization of materials (audio and video as well as their delivery via Moodle or the online materials part of the LRC web site). The language resources staff digitizes materials and converts them to a format which allows their streaming through web delivery in a secure environment
- Weekly audio quiz for elementary and intermediate Chinese classes
- Computer-based oral interviews
- Videotaping of classes, interviews and presentations
- Technology training and support for assignments. This is an aspect of language teaching and learning that the language resources staff has consistently been involved in and which allows faculty in languages and classics to assign a wide range of assignments to their students. Over the years, this has included video production in foreign language, digital books, posters, magazines, web sites and digital narratives.
- Organize film viewings for film-based classes in Fisk Hall. Many film-based classes require students to see the films studied in the course on a large screen and the language resource staff oversees this service upon which many faculty in languages have come to rely on.
- Language placement testing for Chinese, French, German, Italian, Japanese, Hebrew, Russian, Spanish. The language placement tests were all developed at Wesleyan under the supervision of the language resource center and are made available every year through Moodle. The language resource staff oversees the process of copying new tests every year and ensuring that placement results are accurate and correctly reported into the electronic portfolio.

LANGUAGE TEACHING & LEARNING RESOURCES

Class projects

Notable initiatives supported this year included final projects for **FREN280 French Cinema: An Introduction** taught by Typhaine Leservot. As a final project, students produced, in French, a 10-15 minute documentary focusing on an aspect of French cinema. The project involved students writing a script, selecting clips from films they have studied and meeting with the course Professor to discuss their projects. The Director of Language Resources taught students iMovie, guided them during the early part of the production of their video project and provided support as they finalized their production.

The language resources staff also supported final projects for classes in Classics and English which involved the production of printed materials: large posters that students presented in the Science Center for **Latin202 Ovid: Metamorphoses**, 18th century style magazines for **ENGL206 British Literature of the Enlightenment** and digital poetry chapbooks for **ENGL337 Advanced Poetry Workshop**.

Software solutions

Language faculty are commonly early adopters of technologies. The language resources staff has therefore worked with technologies that are now garnering interest more broadly at Wesleyan. For example, under the guidance of the Director of Language Resources French and Spanish professors adopted the **Mahara** electronic portfolio system over six years and this resource has been fundamental to their classes ever since. The Director of Language Resources therefore coordinates with ITS to test updates of **Mahara** and to monitor its integration with Moodle. We are in the process of testing the new version, with its added plugins, hoping to make it available for fall 2016. The expertise of our staff and of the faculty who have incorporated **Mahara** into their teaching has been a crucial resource now that Wesleyan is considering implementing portfolios as an assessment tool more broadly.

Another recurrent need in language teaching and learning is the ability to create audio/video online activities either in a synchronous or asynchronous environment. For many years, language faculty have relied on a software that ITS developed and has now stopped supporting. The language resources staff identified a solution developed at the Center for Language Education and Research at Michigan State. This web based tool have been used in some classes but with uneven success. Thus, in coordination with ITS, the director of language resources is currently working to find a tool that will allow for a variety of activities that can be used either for practice, testing, or OPI simulation. Both open source (Poodl) and commercial (YouSeeU) products are being evaluated.

Planning for next year

Our staff is currently working to ensure that such services as digitization and film screenings continue to run smoothly when our new facilities open at the beginning of the 2016-17 academic year. We are also planning to organize orientation sessions aimed at introducing the faculty to the new facilities, maximizing the use of our new high tech and multifunctional teaching spaces and thereby having a positive effect on the learning experience of the Wesleyan student body. We intend to work closely as well and for the same purposes with the Foreign Language Teaching Assistance, who (as mentioned above) will now gain greater visibility thanks to their new

LANGUAGE TEACHING & LEARNING RESOURCES

home on the 3rd floor of Fisk Hall. In the same vein, we intend to host 4 workshops per semester for the purpose of demonstrating emerging technologies and for giving faculty to opportunity to discuss the application of these technologies in our new classrooms.

LESS COMMONLY TAUGHT LANGUAGES

The LCTL program provides students the ability to learn languages through regular courses that are taught by visiting instructors and via Self-Instructional Language Programs (SILPs).

American Sign Language and internship

American Sign Language (ASL) is currently our primary regular LCTL offering. ASL instruction has a long history at Wesleyan and it has constantly been in high demand. This has resulted in our adding a second section for the year-long sequence, bringing the total number of sections to four (two per semester).

After completing the year-long sequence, many students are understandably eager to pursue further their study of ASL. Students in the past who have had the opportunity to enroll in the intermediate level have worked as interns in local elementary schools via our Service Learning office. We have coordinated with the administration at Macdonough Elementary School in Middletown this year for the purpose of reviving this opportunity during the upcoming academic year. Since we are not able to offer intermediate ASL, students will undertake this experience by enrolling in a partial-credit internship (CSPL 493). Thanks to critical support from our FIE staff and from the ASL instructors, students will be able to develop further their signing skills while gaining valuable teaching experience by working with elementary school children.

Self-Instructional Language Programs

Over the years, Wesleyan students have made wide use of our Self-Instructional Language Programs. Although no language was studied through this program during this past academic year, we are nonetheless working to identify the language-learning needs of our community that are not currently being met through our regular offerings. We are also planning to diversify our means for satisfying those needs. With our new high tech teaching spaces, equipped with the latest video conferencing technology, we plan to explore opportunities with local institutions, most notably Trinity and Connecticut College, for sharing resources and expanding language learning opportunities for our community. Our experience this past semester with Russian will serve as a model. Irina Aleshkovsky used our telepresence facilities to include a student from Trinity in her first-year course. Her experience was extremely successful and very promising. It provides a model that could easily be adapted to other language classes with limited enrollments. Our aim is to identify similar needs at Wesleyan, Trinity, and Conn College, and seek to develop the means for developing this model further in order to meet these needs.

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