



Wesleyan University

# FRIES CENTER FOR GLOBAL STUDIES

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

**2023****2024**  
ANNUAL REPORT

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# NEW IN 2023-2024

In the Spring of 2024, we lost a treasured friend and colleague when Alice Hadler passed away at the age of 76. Toward the end of her career at Wesleyan, Alice joined the Fries Center as senior associate director. Her whole life was an embodiment of the Fries Center's core values of intercultural learning and multilingualism, and she became a mentor to everyone with whom she worked. Over her years at Wesleyan, she played vital roles in the lives of hundreds of international students; as her former colleague Makaela Kingsley put it, "no one was more fiercely dedicated to her students than Alice. She greeted them at the airport the moment they arrived in the United States. She made sure they had the right gear to endure the New England winters. She and Jim welcomed them into their home like family. But even more, Alice taught them to be brilliant writers, to dream up epic projects and journeys, and to navigate red tape with unstoppable force and cleverness." We greatly miss her.



*Alice Hadler*

Turning now to good news, this year we welcomed a wonderful new Global Language and Outreach (or GLO) Fellow, Thais García Bagué '23. Thais is an education studies and psychology double major from Puerto Rico who has a passion for languages and cultures and came to her position with an impressive array of experiences in teaching and program coordination. In the FCGS, she worked with Emmanuel Paris-Bouvret, Director of Language Resources and Technology, on many projects throughout the year that will be detailed below; these projects ranged from Power of Language Week to the Language Buddies to the Recognition for Advanced Achievement in ASL and Deaf Studies. To achieve success in all these projects, including the social media and newsletter responsibilities she holds, Thais also successfully managed a team of student employees with positions as Language Ambassadors and Social



*Thais García Bagué*

Media Specialists. Thais seamlessly moved from being a student to being an employee and immediately became a valued member of the FCGS team and thus, everyone is excited since she will be staying in her position for a second year.

We are also happy to report that over the past year, Erica Kowsz was promoted to Associate Director for Fellowships, and Anita Deeg-Carlin was promoted to Director for Intercultural Learning. You can read more

about the great work that they – and all the FCGS staff – have been doing in the balance of this report. This year the FCGS underwent its first-ever external review, which meant the collective drafting of an extensive “self study” in the fall, followed by a visit from an external team of experts in April 2024. The combination of the self study and the external team’s report will serve as useful guides to the Center’s next director, Masami Imai, who takes over starting this summer, as Stephen Angle is stepping down after six years (and going on sabbatical!).

Finally, we will single out a few new developments from among the many that are worth highlighting. The FCGS team was instrumental in developing a new Global Wes Collaborative to further advance Wesleyan’s mission of comprehensive internationalization, and together with colleagues from outside the Center created an Internationalization Dashboard. Wesleyan also hosted our first-ever Fulbright Scholar-In-Residence (from India) as well as welcomed two visiting professors as Scholars at Risk (one from Syria, one from Ethiopia). This is the first time the Wesleyan Scholars at Risk program has hosted two scholars simultaneously. And thanks to contributions from several staff members, we significantly increased our students’ success in winning Critical Language Scholarships. For more information about each of these and much more, read on.

# NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

## Fulbright US Student Program

The Fulbright US Student Program is the nation's largest exchange program, awarding more than 2,200 awards in over 140 countries worldwide. These grants span all fields of study and are open to graduating seniors and recent alumni who have not yet completed a PhD. Fulbright grants provide a stipend and support for grantees to undertake international graduate study, advanced research, or English teaching at primary, secondary, and post-secondary school levels. During their grants, Fulbrighters meet, live with, work alongside, and learn from the people of the host country. The Fulbright program is the original US citizen diplomacy program and is intended to promote not only education but also mutual understanding between people of different national backgrounds.

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

This year, seven Wesleyan applicants, five graduating seniors and two recent alumni, were awarded Fulbright grants after being endorsed through Wesleyan's campus process. An additional endorsed applicant was named an alternate for their award and could yet be promoted to finalist status. The Office of Fellowships also heard from an alum, Joanna Paul '18, who applied through the at-large national selection process and was successful. Two of the Wesleyan Fulbright finalists this year (Amina Medincoff Misra '24 – English Teaching Assistant, Germany and Rachel Wachman '24 – English Teaching Assistant, France) chose to decline the award when results came out in spring semester 2024. The six who have accepted their award will spend the 2024–2025 academic year conducting independent research or serving as assistant teachers of English, each of them located in a different country. These finalists are profiled below.

# NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

## Fulbright US Student Program *continued*



### **Melanie Cham '24 - Study/Research (Geology), India**

Melanie Cham '24 is from Seattle and majored in earth & environmental science (E&ES) and archaeology. Her research interests are in paleontology—specifically paleobotany. In her research at Wesleyan and the University of Washington, she has tested a novel method for reconstructing the photosynthetic rates of fossil plants. This methods-based paper uses 15.9 million-year-old fossil leaves from northern Idaho as a case study. She will be publishing her work in the journal *Applications in Plant Sciences*. For her E&ES capstone, she and her peers studied nonnative plant species on Pico da Vara, São Miguel. As an archaeologist, Melanie is also interested in collections work. On campus, she worked in the Environmental Archaeology Lab and the Center for East Asian Studies Art & Archival Collections. For her archaeology capstone, she reviewed grass domestication. In her free time, Melanie loves rock climbing, hiking with her dog, and playing guitar.

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### **Eliot Kimball '24 - English Teaching Assistant, Argentina**

Eliot Kimball '24 is a film and Spanish double major from Brooklyn, New York. He just completed his thesis film, *While We've Still Got Feet*, a short dramedy about a grieving middle-aged man, his rambunctious 9-year-old niece, and a children's dance competition. Eliot is a strong believer in storytelling as a tool for creating social change and has directed various short documentaries that reflect this sentiment. In the spring of 2023, he directed a short documentary called *Free Maleek* about a man who had been wrongfully incarcerated in New Haven, CT for over 30 years for a crime he didn't commit. After the film's release in the summer, a judge overturned Maleek's wrongful conviction, citing the case details highlighted in the film, and Maleek came home. During his Fulbright in Argentina, Eliot will be teaching English at a university while also creating a documentary about diasporic experiences in Argentina, building on an ongoing documentary project he conceived and directed about a community of refugee soccer players in Sevilla, Spain. Eliot was the captain of the men's club soccer team at Wesleyan and hopes to join a local Argentine soccer team during his Fulbright.

# NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

## Fulbright US Student Program *continued*



### **Sophie Mann-Shafir '22 - Study/Research (History), Italy**

Sophie Mann-Shafir '22 majored in history with a certificate in writing. Originally from Princeton, NJ, Sophie currently works as a staff reporter at The Provincetown Independent, a local weekly newspaper on Cape Cod. Since starting that job in September 2022, she's delved into all things municipal government, while also covering arts, nude beaches, sports, and flying squirrels. Sophie has reported extensively on the dearth of abortion access and related ethics and policy debates on Cape Cod, which will drive her Fulbright project in Sicily. There, she'll take up historical research on Italian abortion rights and access. When the Italian government legalized abortion in 1978, the law included a conscience clause for doctors recognizing their right to object to performing the procedure. Broadly, Sophie is interested in governments hindering the same rights that they protect – in this case by codifying two conflicting rights. At Wesleyan, she wrote a thesis about the surveillance campaign that the FBI waged against activist/writer Alice Childress. Sophie could not be more excited to learn about how moral, legal, and healthcare questions intersect, clash, and compete when it comes to reproductive access in Italy.

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### **Daisy Montoya '24 - English Teaching Assistant, Mexico**

Daisy Montoya '24 has been awarded a Fulbright English Teaching Assistantship to Mexico. Daisy grew up in the suburbs of Chicago, IL. She completed a double major in psychology and education studies at Wesleyan, where she was also a coordinator at Traverse Square Tutoring, an after-school educational program. Daisy has helped create a community amongst the children in Middletown and Wesleyan through her continuous involvement in civic engagement. She spent her free time dancing for the Wes Latin & Ballroom Dance Team, a space where she was able to celebrate her Latinidad. Daisy studied abroad in Ecuador in order to gain a better understanding of other Latine cultures and traditions. During her time in Mexico, Daisy wants to explore the diversity of the country to bolster her connection with her Mexican roots. As someone whose second language is English, Daisy hopes to uplift her students using her background in language learning.



# NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

## Fulbright US Student Program *continued*



### **Simon Worth '24 - English Teaching Assistant, Madagascar**

Simon Worth '24 is from Brooklyn, NY and majored in the College of Letters at Wesleyan. Simon studied abroad in Yaoundé, Cameroon, and then worked as a 6th grade literature teacher at Breakthrough's summer program at San Francisco Day School in 2023. Simon is eager to merge these two passions into one by developing his teaching abilities and broadening his experiences with new cultures and languages across the globe in Madagascar. Simon will be the first-ever Wesleyan Fulbrighter to go to Madagascar.

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### **Joanna Paul '18 - English Teaching Assistant, Germany**

At Wesleyan, Joanna Paul '18 majored in psychology and sociology and minored in German studies. During her time in college, she took German classes for four years and studied in Berlin for six months with Duke in Berlin. Upon graduating from Wes, Joanna moved to Chicago where she worked for an Americorp college access program for one year and did clinical child development research at Northwestern University for two years. Joanna graduated this May from an MPH & MSW dual degree program at the University of Illinois, Chicago. She is thrilled to be returning to Berlin this September as an ETA with the Fulbright program. She is looking forward to reconnecting with old family and friends, building new connections, and traveling around Europe! Upon completing her Fulbright, Joanna plans to move back to the US to fully delve into her career in community-based advocacy/policy and ensuring equitable health outcomes for children and families.



# NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

## Thomas J. Watson Fellowship

The Watson Fellowship gives newly graduated students the opportunity to pursue a personal passion project for a full year, beginning the summer after graduation. Wesleyan is one of 41 campuses to participate in the Watson Fellowship program, each of which can nominate up to four students to the national competition each fall. Nominees go on to interviews with the Watson selection committee. Those who are selected as fellows then spend a year outside the United States, without returning to any country in which they have spent more than four weeks prior to their fellowship. Wesleyan's campus Fellowships Committee nominated four seniors to be considered for the Watson Fellowship at the national level and two of the four were selected as a part of a 35-fellow cohort of Watson Fellows for the 2024-2025 year.

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**Dylan Campos '24** has titled his Watson project "Communities Cultivate Cities: Urban Agriculture as Power." Through his travels, Campos aims to learn how urban and peri-urban environments use agriculture to mobilize social power, organize, and address food insecurity. As a Watson Fellow, Campos plans to travel to Australia, France, Mexico, the Netherlands, Portugal, and Singapore to learn more about urban and peri-urban agriculture as spaces for political engagement and community organizing. Campos is from Branford, Conn., and at Wesleyan he completed a double major in history and environmental studies and a minor in global engagement. His passions center on urban sustainability, agricultural and food justice, and social and racial equity, interests that are reflected in his engagement on campus. At Wesleyan, Campos worked in the Office of Sustainability and was involved in Sunrise Movement Wesleyan, the Environmental Solidarity Network, the Sustainability Strategic Plan Committee, the History Majors Committee, and the Global Engagement Minor Student Advisory Board. His proposed Watson year builds on comparative research done during his junior year abroad about urban food insecurity in Argentina, Spain, and South Africa and his senior year research on food sovereignty and peri-urban agriculture in Buenos Aires. Campos received the Bailey College of the Environment Research Fellowship and the Davenport Study Grant to support this research.

# NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

## Thomas J. Watson Fellowship *continued*



**Cate Levy '24** will pursue a project titled "Community Responses to Sexual Discrimination and Patriarchal Violence," through which she aims to learn about different responses to the sexual discrimination, abuse, and injustice bred from patriarchal systems and gain a deeper understanding of imaginative approaches that fight against global misunderstandings of love, sex, and pleasure. This project will take her to Spain, Italy, Mexico, Peru, Colombia, Argentina, Uruguay, Germany, and the Netherlands. Levy is from Atlanta, GA, and at Wesleyan she majored in anthropology and Hispanic literature and cultures. She has recently completed a senior thesis in the anthropology department about her time working at a boutique sex toy store in Santiago de Chile (she was awarded a Goffe Grant to fund this fieldwork during summer 2023). Levy's ethnography focuses on themes of class, consumerism, sex education, devalued labor, and more. During her time at Wesleyan, Levy was a tutor for the Wesleyan Center for Prison Education and a doula with the Wesleyan Doula Project. She was on the Anthropology Majors Committee, where she helped plan department events and got people excited about learning anthropology. Her Watson project grows from her academic experiences, but is also a chance to break away from formal research to explore how people working within a range of projects, businesses, and organizations relate to her topic.

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# NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

## Harry Truman Scholarship

The Truman Scholarship is a highly competitive, merit-based scholarship for college juniors committed to careers in public service. Successful applicants are leaders and change agents who are able to articulate the connection between their past achievements and future goals. The award includes funds for graduate school and Truman Foundation programming that enriches Scholars' academic and professional experiences and connects them with the Truman Scholar alumni network. The Truman Foundation has a broad understanding of public service; Truman Scholars can generally be planning a career at any organization whose website would end in .edu, .gov, .org, or .mil rather than .com. All graduate study plans are eligible except MBA degrees. Wesleyan can nominate four general nominees plus up to three transfer nominees each year; only those nominated at the campus level can be considered for the Truman Scholarship at the national level.

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This year, Wesleyan's Fellowships Committee nominated three juniors for the Truman Scholarship, and all three of these nominees were named finalists in the competition. The Office of Fellowships reached out to the Fellowships Committee and the wider campus community to pull together a panel of interviewers for mock interviews before spring break, and before the start of April, our candidates travelled to New York City and Boston to for their regional finalist interviews. In the end, one was chosen as a Scholar, Wesleyan's first Truman Scholar since 1998, when Andrew Crawford '97 was named a Truman Scholar, bringing the total number of Truman Scholars at Wesleyan over the years to seven.

# NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

## Harry Truman Scholarship *continued*



**Desaree Edwards '25** is a student-veteran whose record of leadership is a throughline between her times as a student and her time in the military. Before coming to Wesleyan, Desaree served eight years in the US Navy as a nuclear operator and was the first nuclear enlisted woman in the Atlantic fleet to qualify as a submariner. More recently, she is a recipient of the Tillman Foundation Scholarship, a life-long leadership development award for active military, veterans, and military spouses, a Posse Foundation Scholar, and a Yale Law School LaunchPad Scholar. Along the way, she has held a number of leadership positions, where she has focused on advocacy and mentoring for, among other groups, women, veterans, and the unhoused. Edwards plans to go on to law school and, beyond that, aspires to build a career working to combat human trafficking. Edwards attended the Truman Scholars Leadership Week in May 2024, and was joined for the awards weekend by Camille McGadney, the Pre-law and Social Impact Careers Advisor at Wesleyan's Gordon Career Center.

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# NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

## Gaither Carnegie Junior Fellows Program

The Gaither Junior Fellow Program is a program of the Carnegie Endowment for International Peace, a unique global network of policy research centers with the mission to advance the cause of peace through the analysis and development of fresh policy ideas and direct engagement with decision makers in government, business, and civil society. The Gaither Junior Fellows Program is a one-year fellowship that allows graduating seniors and recent alumni (within a year of graduation) to work as research assistants to Carnegie's senior scholars. Colleges and universities around the United States can nominate up to three candidates each year to go on to the national competition. 15 fellows are then selected from the national pool to work within one of 14 distinct programs, focused on specific world regions or foreign policy areas.

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### **Debbra Goh '24 – Sustainability, Climate, and Geopolitics Program**

Debbra Goh '24 is from Singapore. At Wesleyan, she completed majors in environmental studies and religion with a minor in the College of East Asian Studies. Her senior thesis interrogates the influence of national myths in Singapore on state policies on race, religion, and land-use, and the resultant impact on local communities. Debbra dreams of a more sustainable and equitable future for all and is particularly interested in how sustainable urban environments can be created through environmental policy.

At Wesleyan, Debbra worked in the Wesleyan Sustainability Office, where she created WesThrift, Wesleyan's free thrift store. She also led the Wesleyan Green Fund Committee, was a student representative on the Sustainability Strategic Plan Committee, and was a coordinator for the Environmental Solidarity Network. As a senior, she was a student fellow in the Bailey College of the Environment Think Tank and led the Freeman Asian Scholars Association. In the past, she was an Eco-Facilitator Coordinator in the Wesleyan Sustainability Office and interned in Singapore's Ministry of Sustainability and the Environment as an Environmental Policy Intern.

# NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

## Critical Language Scholarship

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

This year, five students at Wesleyan were awarded Critical Language Scholarships, though two declined in favor of other opportunities. Additionally, Hasib Mohammed '24 was selected as an alternate for Arabic Intermediate.



**Aniya Akhtar '24, Urdu Advanced Beginner (declined)**

Aniya Akhtar '24, from Pittsburgh, PA, majored in government and minored in data analysis and global engagement. Throughout her time at Wesleyan, she was passionate about exploring issues relevant to the South Asian region through courses on national security, religious nationalism and conflict studies. On campus, she was a part of the Shakti Board and helped plan events to engage campus with South Asian celebrations and community. She also assisted government research through the Wesleyan Media Project. Outside of Wesleyan, she has also assisted research on the Religion team at Pew Research Center and is looking forward to finding ways to strengthen her Urdu abilities even as she has chosen to accept a job offer that, unfortunately, conflicts with her CLS placement.



# NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

## Critical Language Scholarship *continued*



### **Katie Ann Basilio '27, Indonesian Beginner (Malang, Indonesia)**

Katie Ann Basilio '27 is from Las Vegas, NV, and is currently double-majoring in computer science and music at Wesleyan. She serves as a teaching fellow with the National Education Equity Lab, where she instructs high school students in introductory programming courses and helps them build the skills and confidence needed to thrive in college. At Wesleyan, Katie performs with multiple musical ensembles, including the Wesleyan Concert Choir, Wesleyan's Taiko Drumming ensemble, and a student-led jazz band. She strives to contribute to the musical community, both on campus and in the greater area, and she frequently helps organize concerts and shows to showcase student musicians. She is particularly passionate about Southeast Asian music and culture, and she looks forward to studying in Indonesia through the Critical Language Scholarship Program. She loves connecting with people and hopes to travel as much as possible in the future.

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### **Eli Siegel-Bernstein '25 - Advanced Intermediate Arabic (declined)**

Eli Siegel-Bernstein '25 was awarded the Critical Language Scholarship to study Arabic at the Noor Majan Training Institute in Nizwa, Oman. At Wesleyan, Eli is majoring in science and technology studies with concentrations in anthropology and biology. Eli took a pre-college gap year working in agriculture and reproductive healthcare. Since then, he has been involved with the Wesleyan Doula Project and the Center for Prison Education and worked as a writing tutor for high school students. Currently spending his junior year abroad in Amman, Jordan and Rabat, Morocco, Eli volunteered as an English instructor and is conducting research on the role of secular education in Moroccan independence through the Mohammed V University Research Lab. Although he decided not to pursue CLS, Eli will be staying in the Arabic-speaking world for summer 2024 to intern at an arts and cultural organization in Tangier, Morocco.

# NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

## Critical Language Scholarship *continued*



**Lyla Normand '25, Japanese Advanced (Okayama University, June - August)**

Lyla Normand '25 is a junior majoring in East Asian Studies and minoring in global engagement. A student of Japanese, she studied abroad in Kyoto for Spring 2024, where she enjoyed the Sakura and learning about Japanese language and culture. A Third Culture Kid, her mother is from Karachi and her father from New York, but Lyla spent most of her childhood in Bangkok, where she attended a British International School until her family moved back to New York in 2018. Interested in translation, international affairs, linguistics, and art, she is hoping to pursue a career in translation or in a cultural institution.

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**Henry Leighton '25, Chinese Advanced Beginner (Tainan, Taiwan)**

Henry Leighton '25 is a Science in Society major and global engagement minor from Philadelphia, Pennsylvania. He is studying abroad in Havana, Cuba next semester, and planning to train to become a physical therapist after graduation.

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**Sophie Raiskin-Wood '25, Portuguese Intermediate (Rio de Janeiro, Brazil)**

Sophie Raiskin-Wood '25 grew up in Eugene, Oregon and is now a rising senior at Wesleyan, double-majoring in art history and American government. She is interested in the intersection between art and politics and is excited to pursue a museum career after graduation. Last summer Sophie interned at the Smithsonian Institution as a Women's History Initiative intern and had the opportunity to write articles highlighting the under-recognized contributions of female artists in the Smithsonian collection. At Wesleyan, Sophie is the director of the Wesleyan Doula Project, a student-run collective which provides support to women receiving abortions in Planned Parenthood clinics across central Connecticut. In her free time, she also dances in the Precision contemporary dance group and works as a gallery attendant at the Pruzan Art Gallery. This coming summer, Sophie will participate in the Critical Language Scholarship program to study Portuguese in Rio de Janeiro. She is looking forward to strengthening her language skills and learning more about Brazilian culture.

# NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

## Barry Goldwater Scholarship

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

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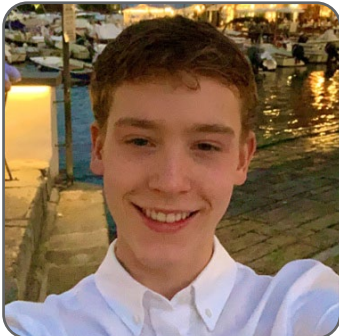
### **Adin Dowling '25, Physics**

Adin Dowling '25 is a triple major in physics, math, and the College of Integrative Sciences from Hastings-On-Hudson, New York. He is deeply passionate about physics, taking graduate coursework, working as a physics teaching assistant, and attending extracurricular colloquiums and seminars. He began his research under Dr. Tsampikos Kottos in the Wave Transport in Complex Systems Lab in the second semester of his freshman year. His research dives into the theories governing waves (sound, water, light, etc.) and aims to exploit these theories in pursuit of discovering extreme phenomena, used for imminent societal needs such as communication and data manipulation. He has completed a project studying bound states in the continuum: a mathematical and experimental construction of a quasi-quantum potential aimed at trapping and altering the fastest thing in the universe—light. He is currently designing a system to act as a receiver protector to shield sensitive electronics from harmful high-power radiation by utilizing higher-order exceptional point degeneracies and self-induced nonlinearities. In his remaining summer and senior year at Wesleyan, Adin plans to complete a third research project on wave theory exploitation in addition to writing an honors thesis in physics.

# NATIONAL FELLOWSHIP AND SCHOLARSHIP WINNERS

## Boren Scholarship

Boren Scholarships fund study abroad by US undergraduate students in world regions critical to US interests. The program centers on three main elements: language, culture, and public service. Boren Scholars study a wide range of critical languages, including Arabic, Chinese, Portuguese, and Swahili. Boren awards are available to students of all proficiency levels who are committed to enhancing their skills. During their funded study abroad experience, Boren Scholars from diverse fields of study immerse themselves in the cultures in world regions underrepresented in study abroad, including Africa, Asia, Eurasia, Latin America, and the Middle East. After completing their fellowship, Boren Awards alumni are committed to work in public service, in positions critical to US national security throughout the Federal Government, including the Departments of State, Defense, and Homeland Security, and USAID. Boren awards are an initiative of the Defense Language and National Security Education Office (DLNSEO).



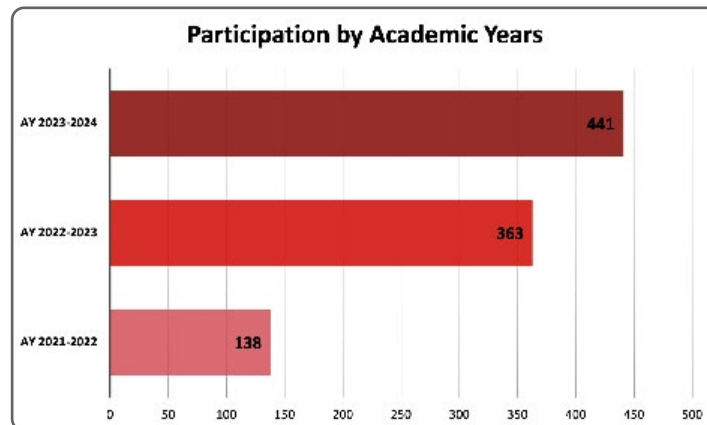
**Maxwell Maveus '26** is majoring in East Asian Studies, environmental studies, and the College of Social Studies. He will use his Boren award to spend the summer of 2024 at Princetown in Ishikawa and fall 2024 at the Kyoto Consortium for Japanese Studies, continuing his studies of Japanese during these travels.

**Eli Siegel-Bernstein '25 (declined)**, profiled above in the CLS section, was also a recipient of a Boren Award in 2023-2024, but he declined the award in favor of other opportunities.

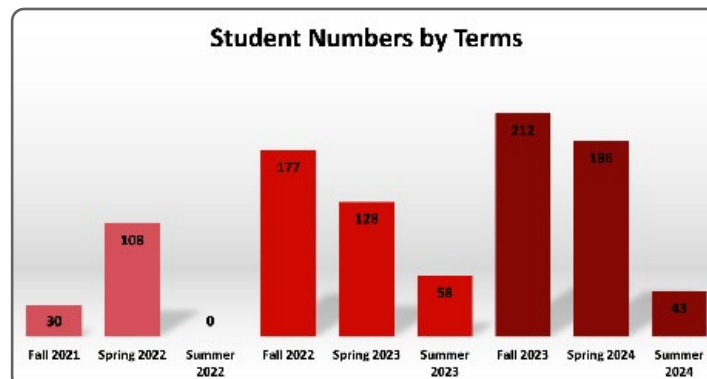
## Study Abroad by the Numbers

The 2023-2024 academic year saw the highest study abroad numbers Wesleyan has seen in recent years. Fall 2023 semester reached more than 200 participants, and Spring 2024 was close with 186 students. Summer 2024 is expected to have about 43 students attending study abroad programs from two to eight weeks. This academic year has a remarkable anticipated total of 448 students studying abroad in various locations and 88% of these students are class of 2025 juniors. It is important to note that the Class of 2025 is the “big class” of students who enrolled in Wesleyan after the pandemic. The fall of 2024 is anticipated at 180 students, so next year we expect to return to more normal levels. The participation was also more balanced between fall and spring semesters than it normally is; there are often up to twice as many students abroad in the fall as there are in the spring. It will be interesting to see what the spring 2025 participation level will be.

Participation by Year



Participation by Term

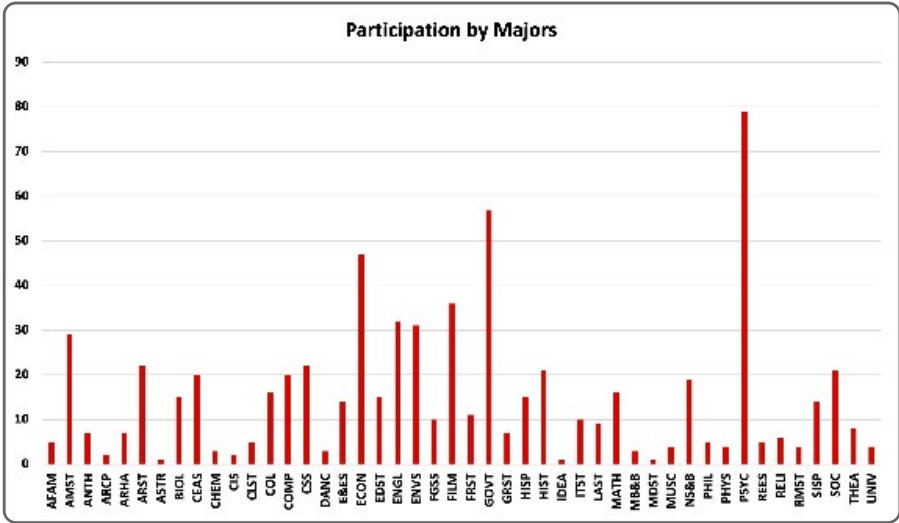


# STUDY ABROAD

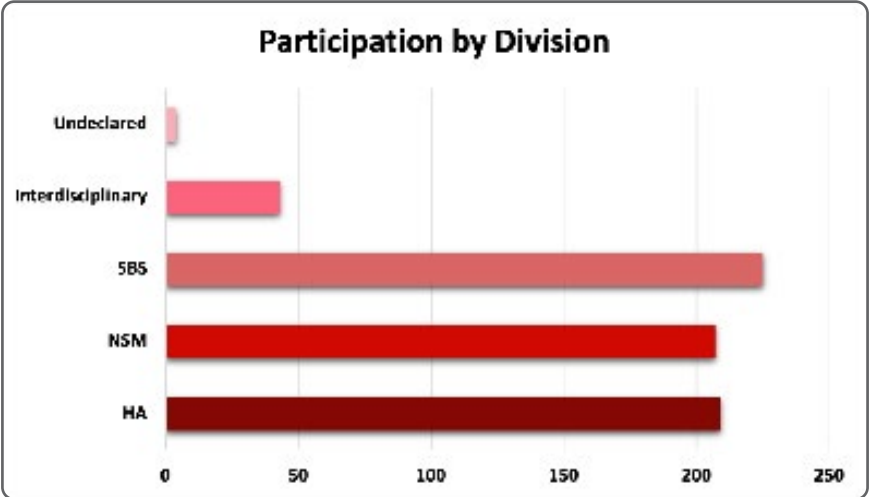
## Study Abroad by the Numbers *continued*

In this academic year, our study abroad students represented 46 majors out of the 47 offered at Wesleyan University. Psychology continues to be the major with the highest number of students who go abroad, followed by government and economics. Even though a large percentage of study abroad students are majoring in psychology, the social and behavioral sciences division (SBS) still sends the most students abroad. Government, economics and American studies are the three majors with largest student numbers amongst all SBS majors.

Study Abroad by Majors (2023-2024)



Participation by Division (2023-2024)



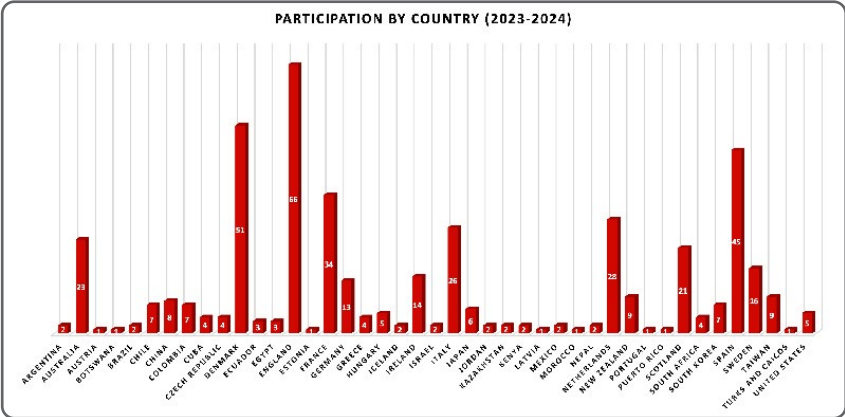


## Study Abroad by the Numbers *continued*

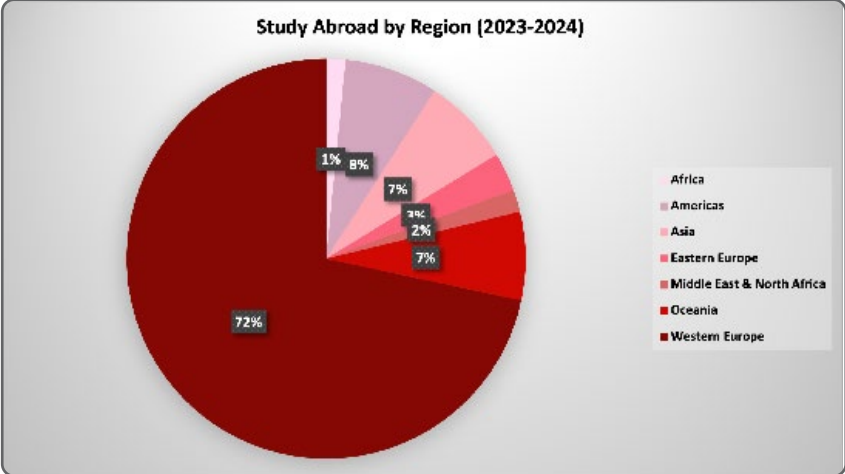
### Trends by Location:

In 2023-2024, 335 students attended programs in the European continent, accounting for 75% of our students abroad. England, Denmark, Spain, France, and the Netherlands were the countries that had the highest number of student participation. The Americas, Asia, and Oceania regions all had around 30+ students attending programs in their countries, with good participation in locations such as Chile, Colombia, Taiwan, China, South Korea, Australia and New Zealand.

Participation by Country (2023-2024)



Participation by Region (2023-2024)



# STUDY ABROAD

## Study Abroad by the Numbers *continued*

### Wesleyan Programs Abroad (WPA)

Wesleyan Programs Abroad Participation	Fall 2023	Spring 2024
Vassar-Wesleyan Program in Paris	13	14
Vassar-Wesleyan Program in Madrid	18	20
Eastern College Consortium Program in Bologna	9	8

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## Ambassador Program

We had four incredible Study Abroad Ambassadors this academic year. Ethan Chu '26 was our Data Projects Manager, helping with data visualization and data entry. Felice Li was the Predeparture Orientation manager, collaborating with Anita Deeg-Carlin, Director of Intercultural Learning, to plan our orientations for the spring and fall semesters. Madi Mehta was Events Manager, planning and promoting our events on campus, and Hyacinth Scheinfeld '24 was our Communications Manager, collaborating with the Global Correspondents, editing their blog posts and helping with their Instagram takeovers, and managing our social media accounts.

Also, this year for the very first time we had our Study Abroad Ambassadors present the group First Steps Meetings for prospective study abroad students. This was a huge help to Office of Study Abroad staff! Having the First Steps meetings at different times and presented by the Ambassadors freed Emily and Gabi to take more individual student appointments and do their other work. As an added benefit, the Ambassadors were amazing at presenting the meetings, and they enjoyed doing them!



Ethan Chu '26



Felice Li '24



Madi Mehta '24



Hyacinth Scheinfeld '24

## Global Correspondents Program

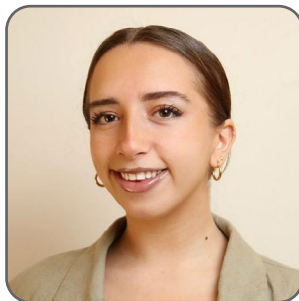
Eight students served as Global Correspondents this year, with four serving in the fall and four serving in the spring. Each Global Correspondent did a blog post, made a video, contributed 50 photos, and did an Instagram takeover. The Global Correspondents help us stay connected to our students abroad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

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### Fall 2023:



Malik Booker – CIEE Seoul, South Korea



Imogen Frazer – Middlebury, Brazil



Dixie Lissack – ECCO Bologna, Italy



Meera Pawale – DIS Copenhagen,  
Denmark

### Spring 2024:



Luke Chávez – SFS Kenya



Teva Corwin – Universidad de Los  
Andes, Colombia



Keely Grande – DIS Copenhagen



Lily Rudofsky – St. Andrews,  
Scotland

## Course-Embedded Experiential Learning

We had two Course-Embedded Experiential Learning (CEEL) programs this year. These are spring-semester courses with travel during what is normally spring break. Professor Iddrisu Saaka took 11 students and one graduate assistant to Ghana as part of his West African Dance III course, and Professor Nadja Aksamija took 10 students plus one course assistant to Italy as part of her Renaissance and Baroque Sculpture course. The courses were extremely successful in that they appealed to students who might not otherwise have gone abroad; 53% of the students who answered the post-travel survey “strongly agreed” that they would not have had an international experience while at Wesleyan if they had not taken these courses. The courses were heavily subsidized, so the fee for the travel was only \$3,000, and students with financial aid paid less or nothing.



*Students in Ghana with Professor Iddrisu Saaka's CEEL course*



*Students in Italy with Professor Nadja Aksamija's CEEL course*

## Wesleyan Programs Abroad Committee

The Wesleyan Programs Abroad Committee comprised:

Fall:

- Ana Perez-Girones
- Ellen Nerenberg
- Catherine Poisson

Spring:

- Ellen Nerenberg
- Michael Armstrong Roche
- Jeff Rider

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# LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

## Language Technology

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

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



The FCGS staff strives to share expertise and resources to support other initiatives in departments in the humanities. For example, Emmanuel Paris-Bouvret performed recordings of Merve Emre, Director of the Writing Center, for her podcast series [\*The Critic and Her Publics\*](#).



He also worked with Courtney Weiss Smith to produce audio and green screen video recordings to accompany her recently published Norton Anthology of English Literature, Eleventh Edition.

# LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

## Language Technology *continued*

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

- Extempore: a program which allows faculty to create interactive oral/aural activities – used primarily by the Chinese language program.
- Poodll: a suite of add-ons for Moodle which allow the integration of media-rich exercises, assignments, and quizzes.
- Mahara: an open-source e-portfolio system that allows students to easily create electronic portfolios to document and reflect on their language learning experience. With the advent of other tools (such as Muse.io), our goal for the upcoming year will be to evaluate if Mahara is still the most appropriate tool available for our purposes.
- Test de Connaissance du Français (TCF): Each semester, the FCGS administers the TCF as it is required for students who are going on the Wesleyan-Vassar Program in Paris. For the first time in the Spring semester, we administered the test to students who are going on the Paris program in Fall 2024 but also to students who plan on going in a future semester beyond Fall 2024. The goal is to allow students to take the test again if they desire a higher score. Next academic year, another goal will be to administer the TCF again at the end of the study abroad semester in order to assess language proficiency progress. We hope to use this project to continue exploring other assessments beyond simply language proficiency and apply it to other areas.

# LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

## Foreign Language Teaching Assistants (FLTAS)

The FCGS provides an administrative home and office space for all of Wesleyan's Foreign Language Teaching Assistants (FLTAs). Members of the FCGS Staff help welcome them to Wesleyan and facilitate their transition to the American university system by organizing an orientation upon their arrival at Wesleyan, providing administrative support, and assistance in establishing connections across campus.

This year, Wesleyan welcomed 11 FLTAs from several different language programs:

### College of East Asian Studies

- KAILI SHI, Chinese
- NAO TSUJII, Japanese
- YERIM KIM, Korean

### Department of Romance Languages And Literatures

- MACHA PETRE, French
- THOMAS ANNEBICQUE, French
- CLAUDIA GRANIERO, Italian
- ANA CAMARGO DÍAZ, Spanish
- MARCOS ALCÁZAR ESTRELLA, Spanish
- MARINA CAÑEDO ARGÜELLES, Spanish

### Fries Center For Global Studies

- MOATAZ DERDIRA, Arabic

### Global South Asian Studies

- AREEBA SHABBIR, Hindi-Urdu



*The FLTAs with students at the IEW International Carnival.*

# LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

## Foreign Language Teaching Assistants (FLTAS) *continued*

Throughout the year, they were tasked with coordinating activities and events that correlated to their language and cultures. Notably, they were involved in both International Education Week and Power of Language Week's International Carnivals, where most of them worked together to create different stations representing a cultural game in a carnivalesque setting, such as the French pétanque, Korean origami djaki, and Libyan tâb. This event served as a replacement for the annual FLTA Potluck, which couldn't be held because of Middletown's updated food safety laws. The FLTAs also pursued individual co-curricular events such as an Arabic scavenger hunt and coffee tasting, a Spanish poetry slam and karaoke night, Mahjong Club, an Italian and French Disco Party, and a Eurovision Finals viewing party. They also hosted language tables, movie nights, and game-centered events in several languages over the course of the year.



*The FLTAs at the International Carnival during POL.*

# LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

## Cultures and Languages Across the Curriculum (CLAC)

This was our fifth full year of Wesleyan's Cultures and Languages Across the Curriculum initiative, and we again had a robust set of courses: 20 courses in 11 different languages, with a total enrollment of 154, which are once again all-time highs for the program (the 11 languages are a tie with last year). This year saw our first two CLACs in Portuguese and our first from the departments of Earth and Environmental Sciences and Anthropology.

Semester	Title	Language	Child or Standalone	Instructor Status	Enrollment
Fa2023	Living a Good Life: Chinese Lab	Chinese	Child / 0.50	TT	4
Fa2023	Living a Good Life: Greek Lab	Ancient Greek	Child / 0.50	TT	9
Fa2023	Introduction to ASL – English Interpretation	ASL	Standalone / 0.50	Visitor	7
Fa2023	Introduction to Tamazight: The Native Language of North Africa and beyond	Tamazight	Standalone / 0.50	Adjunct	8
Fa2023	Not Just Neorealism	Italian	Child / 0.50	TT	1
Fa2022	Neotropical Aquatic Ecosystems: Their Importance, Sustainable Use and Conservation	Spanish	Standalone / 1.0	Visitor	4
Fa2023	Hebrew in the Media: From National Literature to International Films and TV Shows	Hebrew	Standalone / 0.50	Adjunct	5
Fa2023	Cuban Literature and Film: Imagination, Revolt, and Melancholia	Spanish	Standalone / 1.0	Visitor	14
Fa2023	Introduction to Portuguese and the Azores	Portuguese	Child / 0.25	Visitor	6

# LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

## Cultures and Languages Across the Curriculum (CLAC)

*continued*

Semester	Title	Language	Child or Standalone	Instructor Status	Enrollment
Sp2024	Teaching Spanish K-12: Second Language Pedagogy	Spanish	Standalone/ 0.50	Adjunct	11
Sp2024	Translating Modern Japanese Song Lyrics	Japanese	Standalone / 0.50	TT	9
Sp2024	Introduction to ASL in the Performing Arts	ASL	Standalone / 0.50	Visitor	9
Sp2024	Chinese Calligraphy	Chinese	Standalone / 0.25	POP	17
Sp2024	Self and Other in Cross-Cultural Encounters	Spanish	Child / 0.50	TT	8
Sp2024	Exploring Korea Through a Multifaceted Cultural Lens	Korean	Standalone / 0.50	POP	10
Sp2024	Portuguese and the Luso-Brazilian Short Story	Portuguese	Standalone / 0.50	Visitor	4
Sp2024	Current Environmental Issues in Latin America	Spanish	Standalone / 1.0	Visitor	9
Sp2024	Food Security and Environmental Conservation	Spanish	Standalone / 1.0	Visitor	9
Sp2024	Twentieth-Century Russian Poetry	Russian	Standalone / 0.50	POP	5
Sp2024	Israeli Cinema	Hebrew	Child / 1.0	Adjunct	5

# LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

## American Sign Language

The ASL and Deaf studies program has had another successful year, which was Pedro Pascual Villanueva's second year at Wesleyan in his capacity of Assistant Professor of the Practice in ASL.

The challenge in finding per-course visitors in ASL (because of high demand in this area and limited qualified individuals) resulted in Prof. Pascual focusing mostly on language and culture courses (elementary and intermediate) while long-time visiting Instructor Leslie Warren continued to enhance the curriculum with CLAC courses related to ASL and interpreting and ASL in the performing arts – both areas in which she has extensive professional experience.

New for this academic year, Elementary ASL I and II are being offered as intensive online courses as part of the summer session. This is the first time such an initiative has been attempted and is welcomed by students who have not been able to get into the courses during the regular semesters.

This year's courses were:

<b>Semester</b>	<b>Title</b>	<b>Credit</b>	<b>Enrollment</b>
Fall 2023	Elementary American Sign Language I (section 01)	1	19
Fall 2023	Elementary American Sign Language I (section 02)	1	19
Fall 2023	Intermediate American Sign Language I	1	14
Fall 2023	Introduction to ASL / English Interpretation (CLAC)	.5	7
Spring 2024	Elementary American Sign Language II (section 01)	1	19
Spring 2024	Elementary American Sign Language II (section 02)	1	19
Spring 2024	Intermediate American Sign Language II	1	10
Spring 2024	Introduction to ASL in the Performing Arts	.5	9
Summer 2024	Elementary American Sign Language I	1	6
Summer 2024	Elementary American Sign Language II	1	4



# LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

## American Sign Language *continued*

This past academic year, a group of advanced students, all graduating seniors from the class of 2024, expressed interest in the creation of an ASL and Deaf studies minor. As a result, Professor Pascual Villanueva and various administrators, with input from students, started the process of defining what would constitute a minor and how to best achieve this goal. While there are some challenges standing in the way of a minor being established in the near future, there is a strong commitment from all parties involved to eventually make this happen.

In the meantime, Wesleyan created the Recognition for Advanced Achievement in ASL and Deaf Studies Award, which honors students who have taken the entire language and culture sequence as well as advanced courses in ASL and Deaf Studies. The awards were presented to each student at a ceremony held during Commencement weekend. Recipients are also featured on the ASL program [website](#).

### Class of 2024 recipients are:

Felix Clayton '24, Bailee Gull '24, Jessica Pordy '24, Vivian Redmond '24, Kai Tripician '24, Julie Wise '24 with Profs. Pascual-Villanueva and Warren



*Recipients of the 2024 Recognition for Advanced Achievement in ASL and Deaf Studies Award with Profs Pedro Pascual-Villanueva and Leslie Warren*

# LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

## Alternative Language Study Options

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

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

Students continue to find these options useful for developing some basic fluency before visiting a country, applying for a fellowship, learning more about the language and culture of their parents, or deepening their knowledge of a language they started learning abroad.

The following table illustrates the various courses offered during the 2023-2024 academic year:

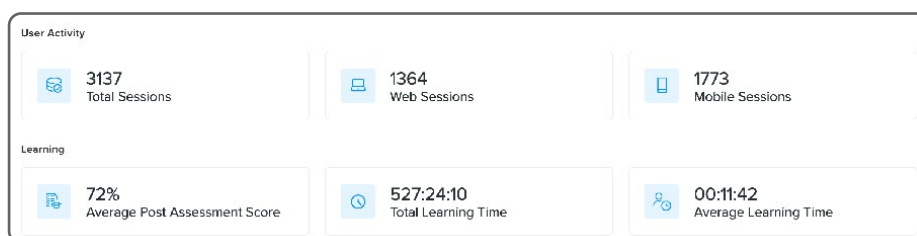
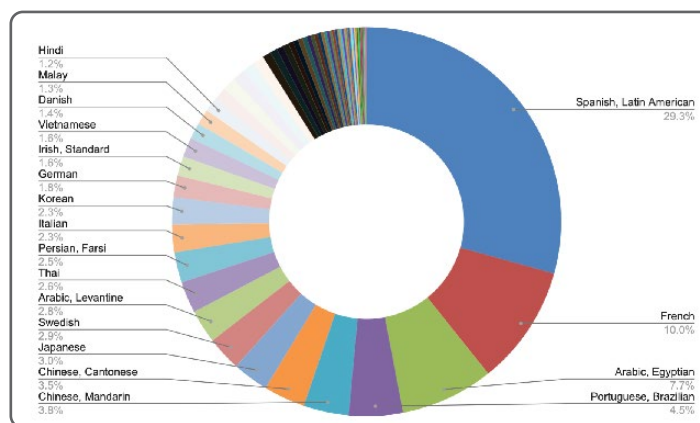
Semester	Course	Credit	Enrollment
Fall 2023	Elementary Modern Greek I	.5	6
Fall 2023	Elementary Swahili I	.5	4
Fall 2023	Introduction to Tamazight	.5	8
Fall 2023	Elementary Swedish I	.5	1
Fall 2023	Elementary Latvian I	.5	1
Fall 2023	Beginning Kazakh I	.25	1
Winter 2024	Beginning Cantonese I	.25	1
Winter 2024	Beginning Swedish I	.25	1
Winter 2024	Beginning Thai I	.25	1
Winter 2024	Beginning Malay I	.25	1
Winter 2024	Beginning Haitian Creole I	.25	1
Spring 2024	Elementary Latvian II	.5	1
Spring 2024	Elementary Farsi I	.5	1
Spring 2024	Elementary Modern Greek II	.5	3

# LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

## Mango Languages

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

This year's usage is comparable to last year, with 527 hours of learning across 3000 sessions, 855 of which represent alumni usage. Spanish is still the most studied language (30%), followed by Arabic (10%) and French (10%). It is worth noting that approximately half of the usage is spread out over a large number of languages (Farsi, Malay, Swedish, and Thai, for example) for which there are often few resources available and for the study of which Mango Languages provides a great entry point.



# LANGUAGE RESOURCES, TECHNOLOGY AND MULTILINGUALISM

## Language Buddies Program

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



Our recent efforts have focused on trying to enlarge the community by trying to include students in the incoming first-year class. This is challenging for technical reasons linked to the timing of when students receive their credentials, but we are exploring other ways to advertise the program through social media outlets. We are also hoping to engage the alumni community and have posted announcements on LinkedIn groups and The Connection, but will also work with the Office of Advancement to identify other ways to reach alumni.

Language Buddies Program Session	Number of Participants
Summer 2023	68
Winter 2024	103
Summer 2024	66

# INTERCULTURAL LEARNING

## Undergraduate Scholarships

The Director of Intercultural Learning (Anita Deeg-Carlin) regularly supports several of the undergraduate scholarship opportunities whose deadlines coincide with peak fall activity in the Office of Fellowships. Given the strengths of Wesleyan's language programs, we have found that the [Critical Language Scholarship](#) is an excellent fit for our students, and this year's success rate substantiates this observation again. In spite of three unexpected staffing disruptions in the office during the fall semester, we still documented 33 portal logins, and 18 completed submissions (up from 14 last year). The results improved dramatically too, with five finalists and one alternate selected, compared to one finalist and four alternates selected last year. The winners are profiled in an earlier section of this report.

The Gilman Scholarship is less often pursued than CLS at Wesleyan, likely due to our robust financial aid arrangement for study abroad. Gabriela Berzinskas, Study Abroad Advisor, leads our outreach strategy for Gilman and collaborates with the Office of Financial Aid and the Resource Center. This year, we had 8 students log in to the Gilman portal for the September deadline, but none completed the submission. For the March deadline, 5 students logged in, 4 completed apps, but none of them were selected. Overall, this still seems to indicate an increase in interest as compared to last year, when we only knew of three applicants total, one of whom did win an award. Both last year's winner, and one of this year's applicants, hoped to use this award towards summer opportunities which are more difficult to fund than traditional semester study away.

Given the fall semester staffing disruption, it was so helpful to have Thais García Bagué (Global Language Outreach Fellow) and Emmanuel Paris-Bouvret (Director of Language Resources and Technology) add their full support to the promotion of these important opportunities. Given the Associate Director for Fellowships' limited availability to support these opportunities during Fulbright etc., in 2024-2025 we plan to permanently expand the CLS/Gilman support team to include Thais, Manu, and Study Abroad Advisor Gabriela Berzinskas.

# INTERCULTURAL LEARNING

## Development and Operation of Global Engagement Minor

Anita continues to coordinate the Global Engagement Minor (GEM) program and develop its quality, impact, growth, and cohesion toward the long-term. This year, some pivotal steps were taken to strengthen the program and we are excited to see where this progress leads in the coming year. The steps below summarize the changes initiated this year:

1. Transitioned CGST 205 (“Introduction to Global Engagement”) from 0.5 to 1.0 credits: Following student feedback, discussion, and subsequent agreement amongst the Faculty Advisory Committee members back in 2023, Anita revamped the syllabus and instruction of CGST 205 from a half credit to a full credit course and launched this new version of the course this past fall. As anticipated, enrollment did not drop, and feedback was positive (see excerpts from course evaluations in Figures 1 and 2). The additional instructional time resulted in a more robust educational experience for students, and visibly increased cohesion amongst the cohort who voluntarily spend time together outside of class, make up the majority of attendees at GEM events, and actively requested more opportunities to come together as a community. The highly interpersonal nature of intercultural learning inherently builds community, and Anita is pleased to see this positive shift among students and the program.

Figure 1. Fall 2022:

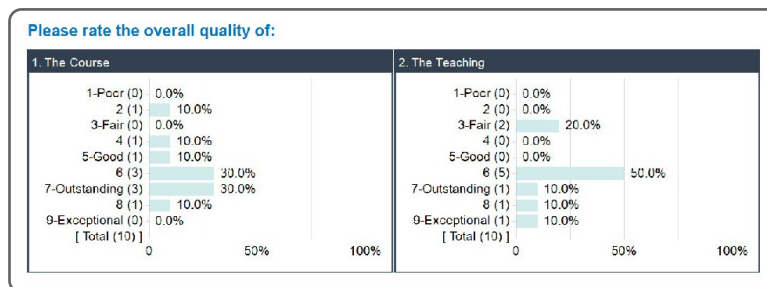
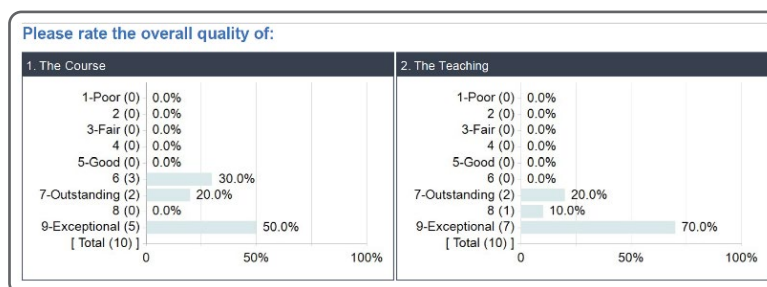


Figure 2. Fall 2023:



# INTERCULTURAL LEARNING

## Development and Operation of Global Engagement Minor *continued*

2. Student Advisory Board: A tangible outcome of the increased cohesion in CGST 205 was a sense of student ownership over the minor. In order to channel and nurture this energy, Anita initiated the formation of a [Student Advisory Board](#). Nine students signed up, three from each class year. The group has met three times already since forming this spring, and plans to meet over the summer another time. They are primarily interested in getting to know minors from other class years and staying connected with their peers during their junior year, between CGST 205 and 305. This gap in the program has already been identified as an ongoing need to address, so it's not surprising that the students are also raising it. To support their efforts, FCGS Director Steve Angle has begun exploring the idea of getting a separate GEM budget, similar to other minors. The Student Advisory Board will officially meet the Faculty Advisory Committee in Fall '24 to introduce themselves and present some of their ideas. This is an exciting development in the program, and given the diversity of this year's cohort, points directly toward the achievement of one of [the minor's learning goals](#); *Attitude: Initiates and develops interactions with culturally different others that are informed and enriched by intercultural theories and critical frameworks. Suspends judgment in valuing her/his/their interactions with culturally different others.*
3. CELIG Grant: Discussion regularly comes up in advising meetings regarding intercultural immersion opportunities that do not require crossing borders. Moreover, students expressly enjoy the class periods where we meet and learn from international community members who are eager to share their cultures. Those sessions are short and superficial, however, and leave us feeling eager for deeper connections with these global ambassadors who are so readily accessible within our immediate vicinity. Anita recognized an opportunity to address both issues with a Community Engaged Learning Initiative Grant (CELIG), and her proposal to add a local engagement component to CGST 205 was approved. The syllabus for the course will be modified to incorporate this new and exciting component. Moving forward, students will gain global perspectives by partnering with volunteer international/multicultural community members in pairs. This kind of immersive experience locally should accelerate students' intercultural competence and their achievement of the minor's learning outcomes. At the same time, there is much evidence that new US Americans and international visitors often feel varying levels of disconnect from their domestic host communities. Addressing this intercultural need should create a mutually beneficial experience for students and partners. In preparation for the launch of the program, Anita is actively searching for volunteers and



# INTERCULTURAL LEARNING

## Development and Operation of Global Engagement Minor *continued*

will prepare them in a workshop at the end of the summer for the semester ahead. She looks forward to taking it slowly this year, with a low community member time commitment initially and multiple mechanisms for feedback to ensure success, repetitive participation, and positive community engagement.

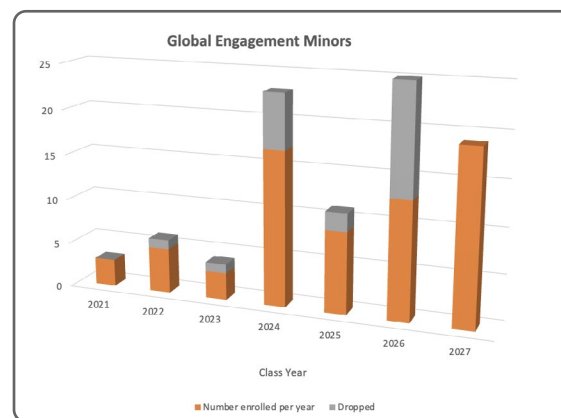
4. GEM Assessment subgroup: Following our spring faculty advisory committee meeting, Emily Gorlewski and Emmanuel Paris-Bouvret volunteered to partner with Anita to form a working subgroup on assessment strategy for the GEM students. Rachael Barlow has been supportive in formalizing a set of pre/post surveys that Anita developed for incoming sophomores and graduating seniors to track their intercultural growth throughout the minor. Based on that survey, the subgroup has created a simple rubric, incorporating the minor's learning goals, which they will apply to the e-portfolios before reconvening later this summer. A first round of pre- and post-tests have been collected among this academic year's sophomores and seniors. Since the first sophomores that we surveyed are not seniors yet, our initial results are not yet student-student, but they do show a consistently positive shift from pre to post-test responses. We look forward to getting our first direct comparative set when this year's sophomores graduate (spring 2026).
5. Advising Rubric: The faculty advisory committee raised a request for an advising rubric so that meetings with students are more structured and progress can be tracked more systematically. The rubric is available at this link: [Advising Rubric for Global Engagement Minors.docx](#). To strengthen the advising culture for the minor, we continue to innovate and pursue strategies that enforce the requirement to meet.
6. Newsletter: To minimize the frequency of emails to the GEM community while still communicating important announcements effectively, Anita began sending out Monday newsletters to consolidate pertinent information, events, and opportunities in a single outreach. Moving forward, students and advisors will be on the same page regarding opportunities related to the minor, and feel more unified as a community of learning.
7. Outreach: Outreach efforts continued to build on last year's momentum, with help from the Student Advisory Board, and we currently have 17 students enrolled in CGST 205 (see Figure 3). A student panel was held on March

# INTERCULTURAL LEARNING

## Development and Operation of Global Engagement Minor *continued*

6th featuring Julia Augustyn '25, Dylan Campos '24, Ama Tuffour '26 and Olivia Hoffman-Paul '26 who shared their pathways in the minor and answered questions for prospective students. In addition, informational emails were sent out strategically to student and faculty listservs as well as to relevant centers and offices. The Global Engagement LinkedIn Group and the new Instagram account also both help improve outreach and create cohesion.

Figure 3.



8. CGST 205 feedback highlights: The following student responses to course evaluation questions point to some of the main impacts of the course:

- *I learned to ask more, and not make assumptions.*
- *I have a larger understanding of using my privilege here at Wesleyan beyond the scope of the classroom and how my positionality shapes the way I live and process the world.*
- *The zoom with the Argentinian students from UCASAL [was the most instructive class of the semester] – talking to these students in small group sessions gave me such perspective about the major talking points and barrier breakers that work to bond people.*
- *Mutual understanding and radical empathy are essential.*
- *The world is incredibly vast and complex, and it takes a lot of work to even begin to understand it and the many cultures that exist, but maintaining awareness of one's positionality and creating spaces for other people's stories is a great way to begin.*

## Development and Operation of Global Engagement Minor *continued*

9. GEM Senior Seminar, CGST 305: The Class of '24 was the largest cohort of seniors graduating with the Global Engagement Minor yet. Moving from a class size of 3-5 to a 12-person seminar necessitated a few changes to the rhythm of the spring semester. Most notably, we needed to adapt the format of the presentations. Instead of one lunch event, we hosted two events during consecutive weeks. As the instructor for CGST 305, Erica Kowsz, had to get creative about time limits. She asked the students to complete their presentations using the PechaKucha format, a presentation format originating in the design sector in Tokyo, in which presenters prepare 20 slides (images only, little to no text) that advance automatically on a timer of 20 seconds per slide. This format allows each speaker just under seven minutes to convey their narrative. The seniors were up to the challenge and attendees from the advisory committee liked the new format. We hope to use it again next year and perfect our approach to recording the slides and audio so the presentations can be included in students' e-portfolios.
  
10. Future! With the new instructional depth Anita is able to achieve in the course, she looks forward to partnering with the Social Innovation Lab students and the Patricelli Center to incorporate systems mapping into the project portion, and then connecting students directly to New Venture awardees and applicants through the Patricelli Center to jump start students' global engagement with peers who are already globally connected or who can inspire them to get started.

# INTERCULTURAL LEARNING

## Intercultural Programming

Anita's role and background position her in a unique space on campus where community members feel safe raising a variety of intercultural concerns, usually anonymously. Anita can bridge gaps for such reporters by facilitating dialogues and connecting them to resources as appropriate. She also analyzes these cases for systemic intercultural needs that can be intentionally and proactively addressed both by intercultural programming and by informing campus leadership. Typically, these needs are for more sensitivity and awareness on behalf of faculty and administrators to issues of cultural difference, positionalities, and unconscious racial and xenophobic biases. Examples of situations that the Office of Intercultural Learning has addressed this year are:

- Cultural and socioeconomic gaps between staff/faculty/students and health care services; both physical and mental
- Culturally based conflicts in supervisory relationships
- Lack of diversity on committees
- Severe financial strain given issues related to immigration
- Cultural barriers to accessing basic human services

Below are listed the different programs that Anita has developed this past year to address intercultural learning on campus.

Intercultural Workshops: During the summer and fall of 2023, Anita held intercultural programming for the Gordon Career Center, the Davison Health Center, the Jewett Center for Community and Public Life, the study abroad community, and for new students and new student leaders during orientation programming for both international and domestic students. The GCC and HC workshops were one-time events that addressed intercultural interfaces experienced by center staff, and aimed to generate tangible ways those two communities could improve their intercultural interactions. These types of targeted workshops will be expanded this summer to include the library staff and to be offered as future Success at Wes trainings. Anita looks forward to exploring synergy in this space with the new VP for Equity and Inclusion, Dr. Willette Burnham-Williams, and the Office for Equity and Inclusion once she has fully settled into her role.

# INTERCULTURAL LEARNING

## Intercultural Programming *continued*

Pre-departure and Re-entry: Pre-departure programming for the study abroad community continues to develop from the first series of workshops held online during the 2023 summer for 79 outgoing students. The fall and spring workshops this year were offered in person over a meal in the Daniel Family Commons; one in December (45 students) and the second in May for the respective outgoing students (42 students), with multiple follow-up sessions



offered via zoom for students unable to attend the in-person event (totaling 28 students). In addition, short, intense intercultural workshops were offered to each of the two 2024 Spring CEEL courses (Italy, N. Aksajima, and Ghana, I. Saaka) to a total of 22 students. Overall, we've reached more than 200 students with intercultural preparation since summer 2023, or about 45% of the entire outgoing study abroad community. The strategy of incorporating returned students has proven very popular among the outgoing students (according to feedback, see below) and we typically have 5-7 returnees/semester helping us with the programming.

### Student feedback:

*I liked hearing from the returning students about their experiences. It made me think more concretely about what my experience will be like.*

*I tend to be the type of person to just try to stick it out when something isn't going well, especially when it comes to a new experience, but the meeting made me think about how I can do more in depth reflection to make sure I know what I need while I'm abroad.*

*The interesting concept of other countries viewing one's home country differently and possibly in a negative light. I found the possibility really interesting especially as it is likely to happen.*

# INTERCULTURAL LEARNING

## Intercultural Programming *continued*

The task is nuanced and challenging as each student’s identities and destination affect their perspectives on what intercultural sensitivity means, and how important it is to their experience. For example, a student who identifies as a white, heterosexual male who grew up in France and is planning to study abroad in France might feel it is not relevant to him, while a female, gay, international student of color on the same program might very much hope that all her peers understood the fears and challenges she may face traveling to a place with unknown prejudices and social norms. Likewise, a white-identifying, gay student traveling for the first time to a remote site in Ecuador has very different intercultural concerns than a well-traveled student heading to England. We call the sessions “mandatory,” but of course are unable to enforce this. Anita continues to work to thread this needle, given constraints of time and budget, with her OSA colleagues and the returned student leaders.

In addition, we are in conversation with Jen Kleindienst, sustainability director, about adding a sustainability component to intercultural predeparture so that students are aware of the agency they have in making carbon conscious travel decisions, and the impact of those decisions on different global communities.

OISA: Anita has worked closely with Dari Jigjidsuren, assistant director for International Student Engagement, this entire year on the frequent overlap of intercultural learning and international students. Dari’s position coupled with own international background and professional expertise in social work make her an ideal counterpart for intercultural work. The two colleagues collaborated on various intercultural workshops for international students, including



for the student orientation leaders (NSOLs), the international student orientation leaders (ISOLs), and the senior International Buddies. They also offered a “Tips and Tricks of US Culture” workshop in the fall, and collaborated on various other social get togethers, intentionally inviting international grads and undergrads,

# INTERCULTURAL LEARNING

## Intercultural Programming *continued*

as well as domestic students. Bridging the gap between domestic and international students is a top priority for both sides.

Anita also collaborated with Dari and the GCC to improve career services for international students by connecting GCC staff with an international student career advisor specialist from Trinity College, and by participating in a panel on career preparation for international students.



The two colleagues have worked particularly hard to get to know- and meet- the needs of our first African Scholars cohort by planning events, trips, and meetings with them as a group and individually. Anita's background in career advising has proved useful in this space, and she was able to arrange a panel of African professionals for the African Student Association and organize two visits with recent successfully employed African graduates (one in NYC, Mahfouz Soumare, originally from Ivory Coast and graduate of Fairfield University, and another came here to share lunch with students, Enock Niyonkuru, from Rwanda, 2024 graduate of Trinity College). Dari also enriches the Office

of Intercultural Learning in many ways with her cultural insights. She contributed to the GEM minor by giving a meaningful guest lecture in CGST 205 about the experience of international students in the US.

This collaboration between the Assistant Director for Student Engagement, OISA, and the Director for Intercultural Learning is still new, but it has been tremendously effective and mutually beneficial for many reasons. The sensitivity of socioeconomic needs, social challenges, experiences with xenophobia and ethnocentrism that international students face are microcosms of broader campus and global issues. Understanding them and addressing them are urgent and critical tasks, while also complex and towering.

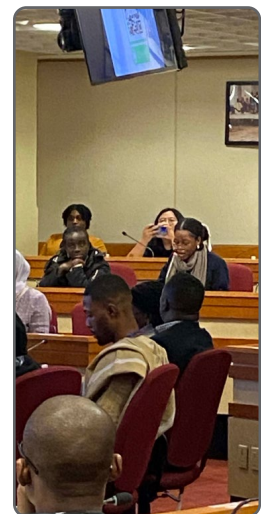


# INTERCULTURAL LEARNING

## Intercultural Programming *continued*

Anita and Dari are committed to developing the work they are doing further as they both get to know relevant partners, the campus, the community, and the overlapping student groups better.

Allbritton Collaboration: Anita continues to engage with Allbritton partners on similarly overlapping initiatives. With JCCP colleagues, she is in ongoing dialogue with Clifton Watson on how the CSPL 120 Civic Engagement Course can integrate with and/or serve GEM minors who are unable to leave the country for their global immersion requirement. Due to her participation in the “Engage” community, she has been made aware of a new initiative to activate participation with WESU, our campus radio station. She, Emmanuel Paris-Bouvret, and Thais García-Bagué will coordinate with the FCGS to plan and schedule programming that promotes global/local engagement by highlighting publicly, for example, our International Education and Power of Language Weeks, our students abroad, and our fellowship winners.



As mentioned in the section on the GEM, Anita also partners frequently with Ahmed Badr and the Patricelli



Center on students' engagement with social entrepreneurship, social innovation, and connections to the United Nations. There is much common ground between student groups in these two communities, and the synergy between the PCSE and FCGS has proven productive. As mentioned, Anita will integrate systems mapping and the New Venture applicants and awardees into CGST 205 next semester, and, following student partnership models like Jessica Posner

'09/Kennedy Odede '12 and Diana Kimojina '25/Kyle Roshankish '24, aim to germinate, root and nurture student collaboration on global engagement initiatives in the minor.

Gordon Career Center: Camille McGadney in the Gordon Career Center has also emerged as an important

# INTERCULTURAL LEARNING

## Intercultural Programming *continued*

new colleague who can partner on fellowships, careers, and intercultural learning given her background, skills, and interests. Camille and Anita joined the Patricelli Center students at the ECOSOC conference at the United Nations in February and are strategizing how to continue with the progress and connections made there. Camille is a great partner in supporting the African Scholars and has also connected with the GEM community by joining a presentation from APSIA, a career network on international affairs.



Office of the Ombudsman: Our campus Ombudsman, Israela Adah Brill-Cass, has been a welcome support for the Office of Intercultural Learning as she provides an anonymous space to facilitate dialogue and offer professional advice on navigating difficult conversations, either with or without Anita's presence. Meetings with Israela have led to further dialogue with relevant campus leadership which has yielded positive results like improved retention, conflict resolution, and better communication skills among colleagues.

# INTERCULTURAL LEARNING

## Support International Programs



WSR: The Wesleyan Scholar at Risk (WSR) team, coordinated by Anita, was thrilled to see Dr. Henry Meriki transition to a full-time job last summer following his two-year stay at Wesleyan. We also have successfully facilitated two new scholars' transitions to Wesleyan this year. Dr. Hassan Almohammed joined the Center for Humanities in August 2023, and Dr. Gebremedhin Haile joined earth and environmental sciences around the same time. Both scholars have had considerable success integrating with us here at Wesleyan, and each has been granted a second-year extension. Dr. Haile has just heard that his family will be able to join him after two long years of separation. After a failed first visa appointment, Anita met with Senator Murphy's office and was able to solicit supportive letters

from the senator and from Michael Roth. It seems this was the winning combination and we are thrilled to welcome them to the community in June. Juggling the many needs of the new family will be one of Anita's summer responsibilities. The strong relationship she has built with Gebremedhin, in particular, has helped shed light on the many unexpected complexities our visitors from economically disadvantaged backgrounds face. Together, they will be attending this year's NUIEC conference at Brown University in July.

International Faculty and Staff Group: There is much diversity and complexity within our international faculty and staff community. With Professor Helen Treloar and Sally Wang (communications), Anita co-leads the International Faculty and Staff group which was formed a year ago under Mary Alice Haddad and the OFCD. Lessons learned with our WSR visitors have helped inform the work and culture of this group and diversified its scope. For example, it's great to share culture and research and interests among diverse

# INTERCULTURAL LEARNING

## Support International Programs *continued*

colleagues. Also, faculty/staff in need are loathe to ask for help, though their needs can be acute and more common than assumed. As we learn to understand these needs, we can improve access to resources in ways that preserve dignity, and that avoid folks' needs going unmet indefinitely, causing compounded problems.

Anita also helped transition and support this year's Fulbright Scholar-In-Residence—a chemist from India named Pawan Sharma. Steve summarized the impact of Pawan's stay [in this article](#). She is collaborating with Jennifer Tucker and Deirdre Goodrich in the Center for Guns in Society as they apply for an SIR from Great Britain, a global gun expert, who would spend the fall semester at Wesleyan.

African Scholars Advisory Group: Anita is an active member of the African Scholars Advisory Group, and offers her insights at their regular meetings. Anita has been able to develop strong relationships with the first student cohort by partnering with Dari Jigjidsuren on programming and even traveling to New York City with some of them on two occasions. These experiences have helped her understand the unique challenges faced by this population, and allowed her to provide helpful cultural feedback and targeted support to affiliated faculty, staff, and the students themselves. She recently invited Ahmed Badr to join this group, both to add cultural perspective, as well as to benefit from Ahmed's extensive experience with African Scholars through his New Venture Award program. Although many of the scholars are thriving, there are many direct indicators that the financial and cultural stressors are affecting students' mental health, and we must collectively recognize the unexpected challenges they face and work to address them if the program is to thrive and avoid confirming common racist stereotypes.

SECWAC: A new collaboration with the Southeast Council on World Affairs emerged this year. SECWAC partners with regional universities and other entities for facilities that can host their events, and Anita coordinated with the group on an event this spring that featured author Frank Castigliola and his book entitled Kennan: A Life Between Worlds. Following the talk and book signing, Wesleyan and SECWAC guests enjoyed a catered dinner in Usdan with the author.



# INTERCULTURAL LEARNING

## Flexible Summer Opportunities and Global Careers

Short term, flexible, affordable summer opportunities primarily in the global south often offer attainable options for students who otherwise would not be able to study abroad. Student feedback from Iddi Saaka's CEEL trip to Ghana this past spring confirmed this tendency. Anita hopes to continue developing such short-term opportunities by working with campus funding sources and interested faculty members to identify suitable hosts, develop programs, and streamline student access.



One such option is with Iracambi Rainforest Research Center in Brazil. After successfully promoting the site to students for close to a decade (including prior to her role here at Wesleyan), [Anita finally visited the site](#) herself this May. Last summer five Wesleyan students spent 4-10 weeks there. They all returned with positive reviews and helped promote the program to prospective students this past academic year. We saw an increase in interest to 9 students, but pending financial support, will send between 3-5 again, mainly through the GCC summer research grants. Anita was able to spend four days at Iracambi, learning about the area, building relationships with the staff, and identifying many ways that Wesleyan students from different majors can engage productively. While she was there, she was asked to offer a three-hour participative workshop on intercultural communication to the staff members of the center, and took some time to visit community members to learn more about the lifestyles and socioeconomic climate in the region.

In the spirit of reciprocity, Wesleyan has signed a MOU with Iracambi which will help them with grant applications that require US-Brazil collaboration. Anita will be meeting with faculty in BCOE, language, dance, and other relevant departments to cultivate pathways for students to access this extraordinary opportunity. Students who spend time at Iracambi are immersed at the frontiers of critical environmental crises like deforestation, land degradation, and mining. They experience the tensions faced by subsistence

## Flexible Summer Opportunities and Global Careers

*continued*

farmers whose land is caught between simultaneous global demand for sustainable forest management and resource extraction by miners and loggers. Students are also empowered to act by participating in solutions like community organizing, lowering western consumption, agroforestry practices, and medicinal plant science.

*Global Careers.* In partnership with the Office of Fellowships, and the Gordon Career Center, the Office of Intercultural Learning consistently explores and curates international career opportunities through our alumni and global contacts. We have increased efforts to develop active and ongoing relationships with our globally oriented alumni and to bridge connections to our current student community. One example is the new [Wesleyan Global Engagement Community](#) on LinkedIn, where members can network and share opportunities about international opportunities. Anita also partners with APSIA for all things International Affairs, including career development, internship opportunities and graduate school resources.

# CAMPUS INTERNATIONALIZATION

## Global Wesleyan Collaborative and Internationalization Dashboard

In order to make the internationalization process more inclusive, over the summer of 2023, the Wesleyan Internationalization Team reorganized itself into the Global Wesleyan Collaborative (or GWC). The GWC is a group of Wesleyan staff, faculty, and students who are committed to advancing our university's internationalization—a concept we employ cautiously, always attendant to matters of power and privilege. We take the [2022 Presidential Statement on Internationalization](#) as a point of departure in explaining what internationalization is and why it is important at an institution like Wesleyan, and supplement this with the diverse experiences of members of the Wesleyan community as well as academic literature; as such, our understanding of internationalization is always a work in progress.

By joining together, we aim to accomplish these general objectives:

- Educate ourselves on internationalization critiques and best practices.
- Gather and organize information on the Wesleyan community's internationalization-related activities that are planned, underway, or completed.
- Identify internationalization-related needs or areas of concern.
- Share what we have learned with constituencies across campus.
- Collaborate as opportunities arise on internationalization-related projects.

More information about the GWC can be found on the Fries Center website [here](#), or in the GWC Sharepoint [here](#) (the latter requires permission to access; contact the Fries Center Director to join the GWC).



# CAMPUS INTERNATIONALIZATION

## Global Wesleyan Collaborative and Internationalization Dashboard *continued*

One of the key GWC initiatives this year has been renewing, updating, and making public the Internationalization Dashboard, a tool used to track internationalization activities that advance any of the goals associated with our [six internationalization themes](#). The Dashboard can be accessed as a [whole](#) here – including instructions on how to add things and a glossary of key terms – and is also available in more manageable chunks on each of the webpages associated with a particular internationalization theme.

Beyond internationalization “activities,” just at the end of the year we added the ability to track individual “events.” Activities are larger in scope than one-off events. A Spanish movie series would be an activity; screening of an individual movie would be an event. We now have an easy form (see [here](#)) through which any member of the campus community can share an event with us. In addition to tracking such events, we will also publicize them, both in a calendar on the Fries Center homepage and via Fries Center social media and video screens.

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## Internationalizing and Decolonizing the Curriculum Seminar

The Internationalizing and Decolonizing the Curriculum Seminar this year was focused on Collaborative Online International Learning (COIL). Anita Deeg-Carlin and Emmanuel Paris-Bouvret joined Emily Gorlewski for the Seminar, and two faculty members, Roberto Saba of American Studies and Hafiz FazaleHaq, attended all sessions. Elizabeth Hepford attended the first few sessions but was unable to finish. Both professors and Emmanuel worked on possible COIL collaborations for spring semester, and Anita brought her experience of virtual exchange in her CGST205 course. Guest speakers included Daniel Bryan of Fundacion Pachaysana, an organization in Ecuador, and Teresita Padilla-Benevides of the molecular biology and biochemistry department, who has COIL experience.

# CAMPUS INTERNATIONALIZATION

## The History of Internationalization Documentation Project

With the dynamic [campus internationalization portion](#) of our website in place, Anita Deeg-Carlin has begun to collate and reflect on the long history of the different aspects of Wesleyan's journey in global learning. Time constraints make it difficult to make significant progress, but there is movement, i.e. a [new webpage](#) where she aims to highlight relevant language from historic documents like previous strategic plans and committee reports, and eventually outline the history of each of our area studies programs. She hopes to reach a point where a student can take on specific achievable tasks. With the unfortunate news of Alice Hadler's passing, she has begun to focus on the African Studies section and is in conversation with AFST faculty.

With Anita's help in combing through these documents, Steve submitted an application to the [Paul Simon Award for Campus Internationalization](#) which we came very close to winning and will resubmit in the coming year or two under the next FCGS Director, Masami Imai. Both projects are ongoing and partially parallel processes as we search and curate more information and continue to organize how to present this rich and foundational aspect of Wesleyan's journey.

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## Faculty International Research

The international research conducted by our own diverse faculty is both a rich and critical resource for our community, as it is an indicator of our deep, active, and ongoing academic engagement with global issues. Anita had continued to celebrate and amplify these efforts by gathering and sharing them via our [Wes and the World Newsletter](#) once per semester. This spring, the OICL's student worker, Tasmiah Akter, published four sections: [World Literature](#), [Economics and Environment](#), Identity: [Culture and Religious](#), and International [STEM](#) research. This past year, we highlighted the projects of 12 faculty members that span the globe. We look forward to continuing to spotlight these cutting-edge projects.

# EVENTS AND OUTREACH

## International Education Week



International Education Week is an annual national initiative that celebrates the benefits of international education and exchange worldwide. Wesleyan's IEW 2023 was led initially by Anita Deeg-Carlin with the support of an interdepartmental committee of committed faculty, staff, and students. Due to an unexpected medical

leave, she was grateful to the team for stepping up, particularly Khai Tran (for whom she wrote a Cardinal Award with Jen Collingwood!), Jen Collingwood, and Thais Bagué García. The week featured nearly 30 distinct events and included approximately 520 participants. For details about this year's themes and events, please visit [our website here](#).

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## Power of Language Week

Power of Language (POL) Week is an annual event aimed to bring together multilingual students, faculty, and staff and help them share their linguistic and cultural experiences. This year, the second annual weeklong initiative took place from February 16 to February 23, successfully hosting 28 unique events. The lead organizer was The FCGS Global Language and Outreach Fellow, Thais García Bagué, and events were led by Wesleyan students and other community members from across the globe. Wesleyan's Power of Language Week is tied to International Mother Language Day, occurring each year on February 21. It was first proclaimed by UNESCO to underline the importance of remembering and honoring your mother tongue. For details on POL week, see [the website here](#), as well as [this write-up](#) in the Wes and the World newsletter.

# EVENTS AND OUTREACH

## Other Intercultural Events

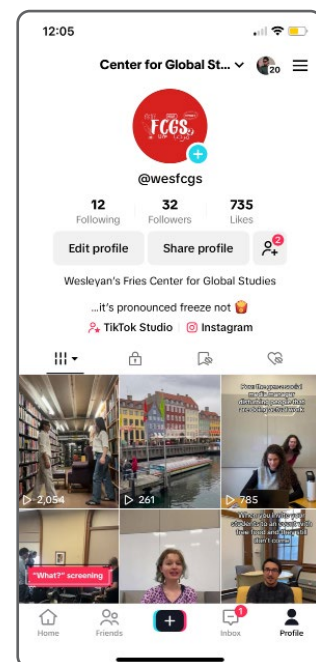
This year, Anita Deeg-Carlin was able to coordinate a few intercultural events for the community. With the help of an Allbritton grant, she partnered with Jesuit Refugee Service to host two Journey Into Exile workshops in April. Participants experienced firsthand the challenges faced by forced migrants around the world by engaging in a simulation where they impersonated real refugees and spent an hour facing their life-altering dilemmas and decisions. Journey Into Exile was followed by two Advocacy Day events where students could jump on calls with Chris Murhpy’s and Rich Blumenthal’s offices to advocate for key immigration initiatives.

During Power of Language Week and Black History Month, Anita coordinated our first “Samba Fest” in collaboration with the Resource Center, the Dance Department, the Human Rights Network, FCGS, and Beth Jackson (Professor of Portuguese). This multifaceted event celebrated the African roots of samba dance culture, the Portuguese language, opportunities to learn in Brazil, Brazilian food, Brazilian community members, and dance. We look forward to repeating this event in the coming years and hopefully reaching the Middletown Brazilian diaspora next year through WESU.

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## Social Media

During the 2023-2024 year, the Fries Center for Global Studies inaugurated a Tiktok account (@wesfcgs), a social media tool through which the Center has been able to expand its methods of student outreach and increase engagement in news, events, and services hosted and provided by the FCGS. The Tiktok and its linked Instagram account are overseen by the Global Language and Outreach Fellow Thais García Bagué and managed by the Student Outreach Coordinator Furuzon Atobekova.



# EVENTS AND OUTREACH

## Social Media *continued*



The Tiktoks can consist of a series of promotional videos, such as the Advocacy Day 2024 slideshow and the Mango Languages vs Duolingo Tiktok; spotlight series, like the FLTA Spotlight Series held throughout the academic year; and event recaps, like the “What?” screening organized by the CFA’s Film Series for ASL and Deaf Studies and the International Education Week and Power of Language Week videos. Collaboration with the Office of University Communications has been instrumental in event promotion as well, as can be seen with the Power of Language Week announcement video posted on both accounts. This announcement was played over 19,400 times, and liked by 460+ accounts.

With the use of the “linked” feature for Instagram and Tiktok, which allows for dual publication of content on each platform, these videos have helped the Center reach a wider audience. Using the analytics available from Instagram’s Professional Dashboard, it is clear that Reels, the Instagram equivalent of Tiktoks, have outperformed standalone posts in Reach, Engagements, and Interactions throughout the period of March 5-June 3, 2024 (see Graphics A, B, and B.1). 68% of the audience reached by Reels are non-followers, which is ideal for new follower recruitment and for student outreach. The highest performing Tiktok has garnered 2000+ views, 135+ likes, 11 saves, and 2 shares.



# EVENTS AND OUTREACH

## Social Media *continued*

*Reach (Graphic A) March 5, 2024- June 3, 2024*

	<b>TOTAL</b>	<b>FOLLOWERS</b>	<b>NON-FOLLOWERS</b>
<b>Accounts reached</b>	751	37.1 %	62.9 %
<b>Reels Reach</b>	601	280	350
<b>Posts Reach</b>	452	251	172
<b>Stories Reach</b>	138	130	8
<b>Videos Reach</b>	7	1	6
<b>Impressions</b>	5261	X	X

*Engagement (Graphic B) March 5, 2024- June 3, 2024*

	<b>TOTAL</b>	<b>FOLLOWERS</b>	<b>NON-FOLLOWERS</b>
<b>Engagement</b>	80	68.3%	31.7%
<b>Reels Engagement</b>	68	46	22
<b>Posts Engagement</b>	36	32	4
<b>Stories Engagement</b>	3	3	0
<b>Profile Visits</b>	316	X	X
<b>External link taps</b>	6	X	X
<b>Content Interactions</b>	209	X	X

*Interactions (Graphic B.1)*

	<b>TOTAL</b>	<b>Likes</b>	<b>Comments</b>	<b>Saves</b>	<b>Shares</b>
<b>Reels</b>	147	116	8	8	15
<b>Posts</b>	56	53	2	1	0
<b>Stories</b>	6		1		5

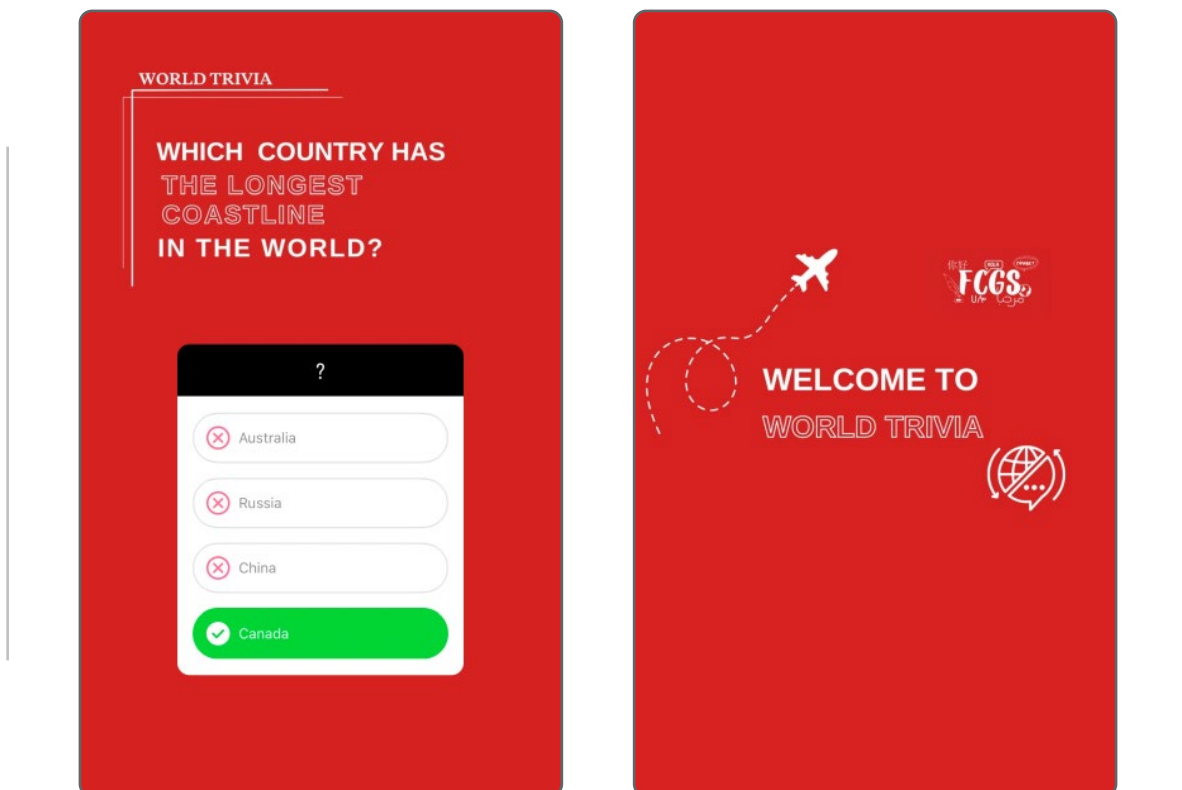
# EVENTS AND OUTREACH

## Social Media *continued*

Instagram Total Followers (as of June 3, 2024): 495—an increase of 78 followers

TIKTOK: Average views: 755 (highest: 2046, lowest: 247) / Total followers (as of June 3, 2024): 32—an increase of 32 followers

During the spring semester, the GLO Fellow and Student Outreach Coordinator launched a new initiative called World Trivia, where every Wednesday there would be a new series of trivia questions posted on the FCGS's Instagram Story using the app's "Quiz" function. This initiative increased story interactions by 600% and resulted in positive engagement. Story engagement is one area that is important to continue strengthening through initiatives such as this. Another area that is essential to strengthen is the creation of anticipatory promotional TikToks- creating TikToks and Reels to help promote an event before it happens will boost student attendance.





# FELLOWSHIPS

## Fellowships

The Office of Fellowships at the FCGS helps students and alumni refine their knowledge of their own strengths, commit to their own sense of purpose, and connect their goals to concrete plans through the process of applying for fellowships. We understand this work as a part of producing people (through liberal arts education, most broadly understood) who are better equipped to pursue their goals and become leaders. We advance this central mission through outreach, advising, organizing campus processes for nomination and endorsement, and by striving to create a comprehensive fellowships program that we can improve upon over time and adapt to emerging conditions. This chapter will share a few key updates on ongoing projects begun last year, a review of the academic year 2023-2024 application cycle, new projects, and updates on national and international engagement with the fellowships advising profession and fellowship organizations. This section of the annual report concludes with acknowledgments to the many individuals who have contributed to the successes of the fellowships program this year.

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## Fellowships Committees

Last year, the campus fellowships committees were reorganized into just two committees: the Fulbright Committee, whose members read Fulbright US Student Program applications, interview applicants and make endorsement decisions, and the Fellowships Committee, which handles nomination and endorsement decisions for all the other national and international fellowship competitions that require nomination and a handful of those that allow or used to involve nomination. This structure was introduced in May 2023, with invitations to serve on the Fellowships Committee going out through the Provost's office, while recruitment for the Fulbright Committee takes place in the summer, with many members returning each year and new members added to fill vacancies and to add regional and subject area expertise to the group where needed. In academic year 2023-2024, the Fellowships Committee had nine members (as designed) and the Fulbright Committee had 22 members, an increase in number that was needed to cover the large number of applicants completing submitting a complete application at the campus deadline this year (33).

# FELLOWSHIPS

## Fellowships Committees *continued*

Overall, these changes to the committee structure have helped with some of the issues they were designed to address. Key changes were issuing invitations to committee members in spring semester, including approximate dates for all the nomination meeting and interviews that each member would be asked to attend. This early notice allowed us to swap subcommittee assignments upfront (to accommodate conference travel in this case), so that committee members can hold the time in their calendars and have a clearer sense of the time commitment when they sign on. We also held a May meeting, on Zoom, of the full committee, to introduce the fellowships program, explain the full range of functions of the office, and clearly outline where the committee fits in. At the May 2023 meeting, the membership decided to store and share information about each fellowship on Moodle, so that applications, rubrics, info sheets, and clear links are easy to find. At our May 2024 meeting, returning members said they found that this system had worked well, and we agreed to continue with that format for the coming 2024-2025 academic year. An advantage over time is that we will be able to develop a repository of both successful and unsuccessful applications that is fully accessible to the committee, allowing them to review what a successful application looks like as they make nomination decisions, even for those fellowships where Wesleyan does not produce a winner (or even a nominee) every year.

Fellowships Committee of 9		2023			2024		
1. First Arts and Humanities member: + UK/Ireland (August) + Public Service (Nov)	January	February	March	January	February	March	
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	Public Service	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	
2. Second Arts and Humanities member: + Asia (summer/fall) + Div 1 & 2 (winter)	April	May	June	April	May	June	
	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Fall Committee	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	
3. First SBS member: + UK/Ireland (August) + Public Service (Feb)	July	August	September	July	August	September	
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4. Second SBS member: + Asia (summer/fall) + Div 1 & 2 (winter)	October	November	December	October	November	December	
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5. First NSM member: + UK/Ireland (August) + STEM (November)	January	February	March	January	February	March	
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6. Second NSM member: + Asia (summer/fall) + STEM (November)	April	May	June	April	May	June	
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7. FCGS + Fulbright rep (September) + Watson (October)	July	August	September	July	August	September	
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8. 8- First Campus member + Watson (October) + Public Service (Nov)	October	November	December	October	November	December	
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9. Second Campus member + Watson (October) + Public Service (Feb)	January	February	March	January	February	March	
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Fellowships Committee: individual roles and approximate meeting timeframes for Academic Year 2023-2024

# FELLOWSHIPS

## Fellowships Committees *continued*

In groups of 2-3, members of the Fellowships Committee reviewed written applications, made nomination decisions, and in some cases interviewed applicants for the following fellowship competitions: the Beinecke Scholarship, the Gaither Junior Fellows Program at the Carnegie Endowment for International Peace, the Goldwater Scholarship, the Luce Scholars program, the Marshall Scholarship, the Mitchell Scholarship, the Rhodes Scholarship, the Truman Scholarship, and the Watson Fellowship.

One small change to the committee structure that is being implemented in 2024-2025 is that two members (rather than one) of the Fellowships Committee are assigned to serve on the Fulbright Committee and that opportunity is being opened to any member interested. The hope is that, with Fulbright being such a popular competition for students, this will assure that the Fellowships Committee has varied perspectives on how that part of the office's process is working and can assist with secondary mandates for the Fellowships Committee, like contributing to campus outreach.

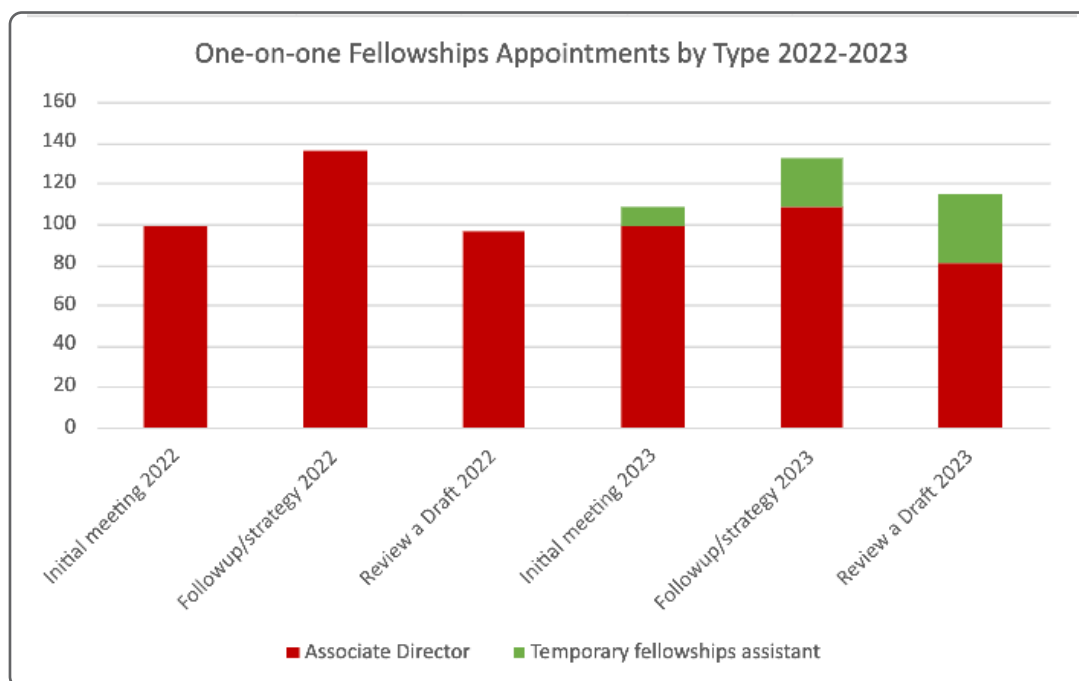
While the Fellowships Committee had a lot of new practices in 2023-2024, the Fulbright Committee continue to function much as it did in 2022-2023. The Fulbright Committee endorsed 32 of 33 applicants this year, with committee members from across campus reviewing for candidates applying to five of the six Fulbright-designated world regions (East Asia-Pacific, Europe and Eurasia, Middle East and North Africa, South and Central Asia, Sub-Saharan Africa, Western Hemisphere).

# FELLOWSHIPS

## Staffing Updates

### Temporary Fellowships Assistant

During the summer of 2023, the Office of Fellowships was able to hire a temporary fellowships assistant (10-15 hours per week) for several months, thanks to pilot funding from Academic Affairs. We hired Garrett Groesbeck, a PhD candidate in Ethnomusicology at Wesleyan, into this position in June 2023. Given his experience working with Wesleyan undergraduates as a graduate teaching assistant (including traveling with them abroad as a TA for a course embedded study abroad trip) and his own experience applying for Fulbright through our campus process in 2022, Garrett was able to hit the ground running, offering advising appointments both in person and online, and allowing us to expand our availability outside the weekday work hours, a very helpful contribution given that Wesleyan students Zoom in for meetings from a wide range of time zones and many work demanding full time internships in the summer season. Groesbeck also led group workshops on Zoom and assisted with logistical and project work, including helping to maintain and update the Moodle module for Fulbright applicants, which was in its first year of use during the 2023-2024 academic year.



# FELLOWSHIPS

## Staffing Updates *continued*

In this first year, having a temporary fellowships assistant allowed for significant additional appointments to be accommodated, especially for the two appointment types, follow-up/strategy and draft review appointments, that take place most frequently in mid-June through August. Fortunately, in the grand scheme of things, but unfortunately for our office, Groesbeck received both the Japan Foundation Fellowship and the Fulbright-Hayes Doctoral Research Award in summer 2023 and had to leave the temp role early in order to move to Japan for 14 months. Other than this early end to the position, which did not allow enough time to hire a replacement, the 2023 temp role was a success. We are hiring for this position again in June 2024 with hopes that the new person will be able to at least work June – November or possibly even have the position extended to end in January.

### **Associate Director for Fellowships**

Also in summer 2023, Erica Kowsz was promoted from Assistant Director for Fellowships to Associate Director for Fellowships, taking on additional responsibilities including recruiting for fellowships committees, record keeping, and supervising temporary fellowships staff.

# FELLOWSHIPS

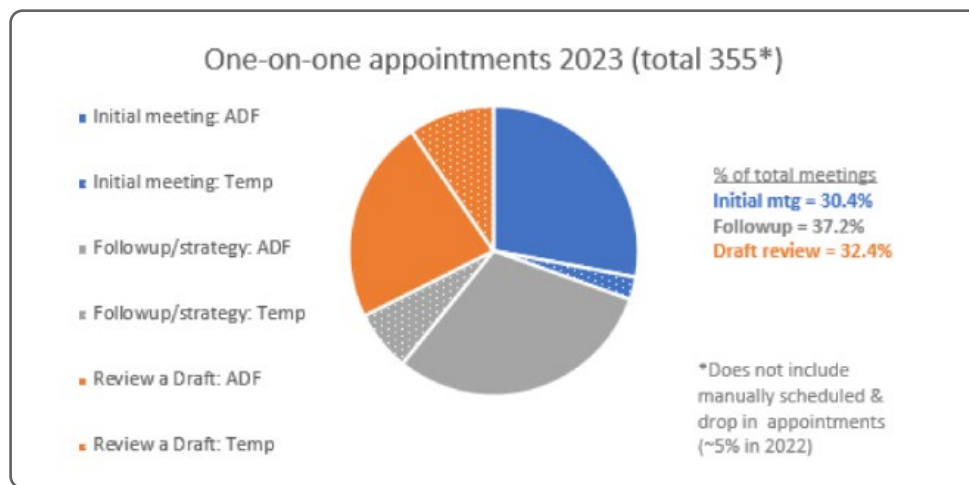
## New Database for Applicant/Recipient Management

Last spring, Associate Director for Fellowships Erica Kowsz began to build a new record-keeping system for the Office of Fellowships, with an eye to better tracking, not only records of fellowship recipients, but also information about the number of students and alumni applying each year for each opportunity. Because only a minority of fellowship applicants working with our office will ever become recipients (by the very nature of national fellowship competitions), keeping better data on interest, applicants, and recipients is not only practical (helping us to predict advising demand, for example) but also helpful for better assessing that the fellowships program at Wesleyan is performing in a way that achieves the learning goals it is meant to address.

This new records system was created in Airtable in Spring 2023 and adapted and adjusted throughout 2023-2024 to better suit the aims of the office. The Airtable database allows us to integrate records of events, committee membership, applicant/recipient data, and more across several sheets using linked fields. It has been helpful to be able to track, for example, which students/alumni attended or served as speakers at events and have that information noted in the spreadsheet. Taking appointment notes in Airtable will also allow both the Associate Director and the Temporary Fellowships Assistant to see each others' notes from meetings with applicants so that they can integrate advising across a multi-person advising team. We expect to continue making adjustments to refine the system throughout 2024-2025.

# FELLOWSHIPS

## This Application Cycle: Fellowships by the Numbers



Fellowship	Campus deadline applications	Nominations/endorsements	Max nominations allowed	(Semi)finalists	Selected at (inter)national level	% Yield (semi)finalists	% Yield selects
Beinecke Scholarship	3	1	1	N/A	0	N/A	0%
Boren Scholarship	N/A	N/A	N/A	N/A	2	N/A	N/A
Critical Language Scholarship	N/A	32	N/A	16	6	50%	19%
Gaither Junior Fellows	4	2	2	1	1	50%	50%
Goldwater Scholarship	8	4	4*	N/A	1	N/A	25%
Fulbright US Student Program	33	32	No limit	19	7	59%	21%
Luce Scholars	1	N/A	N/A	0	0	0%	0%
Marshall Scholarship	3	3	24	1	0	33%	0%
Mitchell Scholarship	2	1	1**	0	0	0%	0%
Rhodes Scholarship	1	N/A	Nomination only applies to US candidates	1	1	100%	100%
Truman Scholarship	4	3	4***	3	1	100%	33%
Watson Fellowship		4	4	N/A	2	N/A	50%

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

\*\* Only seniors applying need a nomination, not alumni (alumni can't include an endorsement). One of our applicants was an alum.

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



# FELLOWSHIPS

## This Application Cycle: Fellowships by the Numbers

*continued*

In addition to the 21 recipients of national fellowships (profiled at the outset of this report), we also saw a number of near misses this year, cases in which Wesleyan nominees came very close to winning a nationally or internationally competitive award, though they were not selected in the final round of selection:

- **Critical Language Scholarship:** 16 of our 32 applicants were named semifinalists this year. Additional efforts in outreach and in offering support for applicants likely helped to create this outcome, along with the extensive language offerings at Wesleyan, which allow more students to present a practical plan for continued study of their chosen language.
- **Fulbright:** We had a total of 19 semifinalists for the Fulbright US Student Program this year; this is one fewer than in 2022-2023, but right on target for where we would expect the semifinalist numbers to be.
- **Marshall Scholarship:** One of our three nominees was invited to a Regional Interview with the Marshall Programme. Unfortunately, she was not selected in the end, but being chosen for an interview does show she was a contender for the award.
  - Zubaida Bello '21, semifinalist for Marshall, NY Region
- **Rhodes Scholarship:**
  - Debra Goh '24 was a Rhodes finalist for Singapore and traveled to Singapore for the finalist interview, though she was not selected in the end.
- **Truman Scholarship:** All three of our nominees were finalists for the award and traveled to the regional interviews this year, which is fantastic and shows we are nominating competitive candidates.
  - Juliette Vemmer '25 - finalist for the New York Region
  - Christian Boudreau '25 - finalist for the Boston Region

# FELLOWSHIPS

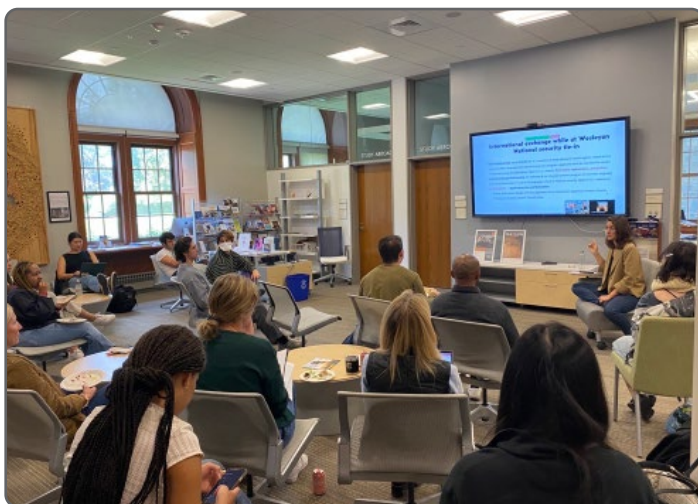
## Events

Overall, the Office of Fellowships organized 39 events during the 2023-2024 academic year, many of which are events that repeat routinely or each year. This is somewhat more than the 31 events organized in 2022-2023, a change that reflects increased capacity for the Associate Director to organize group events during the summer (due to temp help with handling the one-on-one appointment load), enthusiasm



from recipients and alumni to participate, and collaboration with key partners on campus.

Livia Cox '22, a recently returned Watson Fellow, enrolled that the time at in the Masters of Public Health program at Yale University, presents on her Watson year at Fisk Hall in November 2023, as a part of International Education Week. Audience members included faculty, students, and staff.



Associate Director Erica Kowsz leads an introduction to Fellowships for Careers for the Public Good on October 12, 2023. Director of Intercultural Learning Anita Deeg-Carlin sourced the speaker for the event, Annika Delgaard, a Luce and Truman Scholar, and partners in the Allbritton Center for the Study of Public Life shared this event with their CSPL 120 course, helping contribute to a great turnout.

# FELLOWSHIPS

## Events *continued*

The full list of events is included in the figure below:

#	Event/Workshop	Type	Fellowships covered	Date/Time	Modality	Co-sponsor Partner(s)
1	Fellowship for the Sciences (2022) (Summer program)	Fellowship	Undergraduate Fellowships in Agriculture and Natural Resources (2022)	June 1, 2022 to 8/10/2022	in person	Self-funded
2	Planning for Application: Fellowships at Summer Strategy Workshop (2022)	Workshop	Tuition/ET&F, Foreign G.F., Veterans, Minority	June 9, 2022 10:00am	Online	
3	Workshop of Statement of Goal Purpose/Study Research: Online (2022)	Workshop	Tuition/ET&F	June 28, 2022 10:00am	Online	
4	Workshop of Statement of Goal Purpose: ET&F (2022)	Workshop	Tuition/ET&F	June 28, 2022 2:00pm	Online	
5	Goal Purpose/Statement of Goal Purpose (Workshop) (2022)	Workshop	Tuition, Tuition/ET&F, Foreign G.F., Veterans, Minority	July 6, 2022 4:30pm	Online	
6	ET&F Seminar/Goal Purpose (2022)	Classroom	Tuition/ET&F	July 10, 2022 1:15pm	Online	Self-funded
7	Workshop of Statement of Goal Purpose: Study Research: Online (2022)	Workshop	Tuition/ET&F	July 28, 2022 7:45am	Online	
8	Workshop of Statement of Goal Purpose: ET&F (2022)	Workshop	Tuition/ET&F	July 28, 2022 7:45am	Online	
9	Final Goal Purpose/Statement of Goal Purpose (2022)	Workshop	Various	August 4, 2022 7:45am	Online	
10	Final Goal Purpose/Statement of Goal Purpose (2022)	Workshop	Tuition/ET&F, Foreign G.F.	August 11, 2022 10:00am	Online	
11	Fellowship Application for Undergraduate (2022)	Fellowship	Various	August 22, 2022 10:00am	Online	Self-funded, Design Center
12	ET&F Goal Purpose/Statement of Goal Purpose (2022)	Classroom	Various	August 27, 2022 10:00am	in person	Design Center
13	Fellowship Application for Undergraduate (2022)	Workshop	Tuition/ET&F, Foreign G.F., Veterans, Minority	September 17, 2022 4:30pm	in person	Cyber Risk, Health
14	Final Goal Purpose/Statement of Goal Purpose (2022)	Workshop	Tuition/ET&F, Foreign G.F., Veterans, Minority	October 2, 2022 10:00am	in person	Cyber Risk, Health
15	Workshop of Statement of Goal Purpose (2022)	Workshop	Various	October 2, 2022 10:00am	in person	
16	Final Goal Purpose/Statement of Goal Purpose (2022)	Workshop	Tuition/ET&F, Foreign G.F., Veterans, Minority	October 2, 2022 10:00am	in person	Cyber Risk, Health
17	Fellowship Application for Undergraduate (2022)	Fellowship	Various, G.F., Veterans, Minority, Design Center, Foreign G.F., Veterans, Minority, Tuition/ET&F	October 11, 2022 10:00am	in person	Art Design Center, Design Center
18	Final Goal Purpose/Statement of Goal Purpose (2022)	Fellowship	Various	October 11, 2022 10:00am	in person	
19	Final Goal Purpose/Statement of Goal Purpose (2022)	Fellowship	Various, G.F., Veterans, Minority	October 22, 2022 10:00am	in person	
20	Final Goal Purpose/Statement of Goal Purpose (2022)	Table	Various, Tuition/ET&F, Foreign G.F., Veterans, Minority	November 6, 2022 10:15am	in person	Marcus Khoo
21	Final Goal Purpose/Statement of Goal Purpose (2022)	Table	Various	November 14, 2022 10:00am	in person	
22	Final Goal Purpose/Statement of Goal Purpose (2022)	Table	Various	November 14, 2022 10:00am	in person	
23	Final Goal Purpose/Statement of Goal Purpose (2022)	Table	Various	November 14, 2022 10:00am	in person	
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31	Final Goal Purpose/Statement of Goal Purpose (2022)	Table	Various	November 14, 2022 10:00am	in person	
32	Final Goal Purpose/Statement of Goal Purpose (2022)	Table	Various	November 14, 2022 10:00am	in person	
33	Final Goal Purpose/Statement of Goal Purpose (2022)	Table	Various	November 14, 2022 10:00am	in person	
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35	Final Goal Purpose/Statement of Goal Purpose (2022)	Table	Various	November 14, 2022 10:00am	in person	
36	Final Goal Purpose/Statement of Goal Purpose (2022)	Table	Various	November 14, 2022 10:00am	in person	
37	Final Goal Purpose/Statement of Goal Purpose (2022)	Table	Various	November 14, 2022 10:00am	in person	
38	Final Goal Purpose/Statement of Goal Purpose (2022)	Table	Various	November 14, 2022 10:00am	in person	
39	Final Goal Purpose/Statement of Goal Purpose (2022)	Table	Various	November 14, 2022 10:00am	in person	
40	Final Goal Purpose/Statement of Goal Purpose (2022)	Table	Various	November 14, 2022 10:00am	in person	

Some of the events listed were the creation of other offices (such as the “Dough Diggers” event that the Civic Engagement Fellow at Allbritton, Marcus Khoo ‘23, came up with) while others were designed collaboratively to meet a mutual need (such as “The Art of Requesting Letters of Recommendation,” designed and offered in collaboration with Camille McGadney, Pre-law and Social Impact Careers advisor at the Gordon Career Center).

# FELLOWSHIPS

## Acknowledgements

### **Campus Fellowships Committees**

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

### Fellowships Committee

- Rachael Barlow, Associate Director for Assessment, Institutional Research; Visiting Assistant Professor; Education Studies; Adjunct Assistant Professor of Academic Writing (Watson, Truman, Udall)
- Joan Cho, Associate Professor of Government; Associate Professor of East Asian Studies; Professor of Environmental Studies (Watson, Truman)
- Joseph Coolon, Associate Professor of Biology and Integrative Sciences (Luce, Goldwater, Fulbright)
- Lisa Dombrowski, Professor of East Asian Studies; Professor of Film Studies (Luce, Fulbright, Gaither Carnegie Junior Fellows, Beinecke)
- Mary Alice Haddad, John E. Andrus, Professor of Government; Professor of East Asian Studies and Environmental Studies; Director of Faculty Career Development (Luce, Truman, Udall)
- Scott Holmes, Professor of Molecular Biology and Biochemistry and Integrative Sciences (Marshall, Mitchell, Rhodes, Goldwater)
- Cecilia Miller, Professor of History, Professor of Medieval Studies; Tutor in the College of Social Sciences (Marshall, Mitchell, Rhodes, Truman)
- Stephanie Kuduk Weiner, Professor of English; Director of Academic Writing (Marshall, Mitchell, Rhodes, Gaither Carnegie Junior Fellows, Beinecke)
- Beth Hepford, Associate Professor of the Practice in TESOL; Professor of English; Professor of Education Studies (Fulbright, Watson)

# FELLOWSHIPS

## Acknowledgements *continued*

### Fulbright Committee

- Amir Aissa, Adjunct Assistant Professor in Arabic
- Scott Aalgaard, Assistant Professor of East Asian Studies
- Hyejoo Back, Associate Professor of the Practice in East Asian Studies
- Michael Calter, Beach Professor of Chemistry
- Peggy Carey Best, Visiting Assistant Professor, Education Studies and Science in Society
- Joseph Coolon, Associate Professor of Biology and Integrative Sciences
- Lindsay Dolan, Assistant Professor of Government
- Lisa Dombrowski, Professor of East Asian Studies and Film Studies
- Anita Deeg-Carlin, Director for Intercultural Learning, Fries Center for Global Studies
- Hafiz M. FazaleHaq, Assistant Professor of the Practice in South Asian Language and Culture
- Octavio Flores-Cuadra, Adjunct Professor of Spanish
- Iris Bork Goldfield, Adjunct Professor of German Studies
- Emily Gorlewski, Director of Study Abroad, Fries Center for Global Studies
- Hrissi Haldezos, Associate Director of Student Accounts, Adjunct Instructor in Modern Greek
- Beth Hepford, Associate Professor of the Practice in TESOL
- Indira Karamcheti, Associate Professor of Global South Asian Studies, Education Studies and American Studies, Coordinator of Caribbean Studies
- Ana Perez-Girones, Adjunct Professor of Spanish and Education Studies
- Liana Pshevorska, Associate Professor of the Practice in French
- Roberto Saba, Assistant Professor of American Studies and History
- Sadia Quraeshi Sheppard, Assistant Professor of Film Studies and Global South Asian Studies
- Roman Utkin, Assistant Professor of Russian, East European, and Eurasian Studies, Feminist, Gender, and Sexuality Studies, and German Studies
- Krishna Winston, Professor of German Language and Literature Emerita

# FELLOWSHIPS

## Acknowledgements *continued*

### **Contributions to the Fellowships Program**

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

- Individual contributors in our campus community and beyond who jumped in to assist with outreach, applicant support, and other key functions
  - Colleagues at the Allbritton Center for the Study of Public Life, who integrated fellowships content into their programming for CSPL 120 and their spring series for students interested in civic engagement
  - Anita Deeg-Carlin for helping to organize the participation of her personal contact Annika Freudenberger, Truman Scholar and Luce Scholar, in a very well-attended hybrid event in October 2023
  - Annika Freudenberger for her generosity in sharing her insights on fellowships that support careers for the public good with our Wesleyan Campus community
  - Kavi Talwalkar '24 who organized a session on Teaching English in Spanish-Speaking Countries for Power of Language Week, in collaboration with the Office of Fellowships but doing all the legwork and hosting the event himself
  - Krishna Winston, Professor Emerita of German Language and Literature, who advised Fulbright applicants during the summer of 2023 in addition to her service on the endorsing committee in the fall
  - Mock interviewers for our Rhodes Scholarship finalist
    - Lauren B. Dachs, Professor of Science and Society
    - Scott Holmes, Professor of Molecular Biology and Biochemistry; Professor of Integrative Sciences
    - Tsampikos Kottos, Professor of Physics; Professor of Mathematics; Professor of Integrative Sciences

# FELLOWSHIPS

## Acknowledgements *continued*

- Cecilia Miller, Professor of History and Medieval Studies, Tutor in the College of Social Studies
- Peter Rutland, Colin and Nancy Campbell Professor in Global Issues and Democratic Thought, Professor of Government and Russian, East European, and Eurasian Studies, Tutor in the College of Social Studies
- Ying Jia Tan, Associate Professor of History, East Asian Studies, and Science and Technology Studies
- Faculty who conducted a mock interview with a Marshall nominee prior to her regional Marshall interview:
  - Rachael Barlow, Associate Director for Assessment, Institutional Research, Visiting Assistant Professor, Education Studies, Adjunct Assistant Professor of Academic Writing
  - Jennifer Tucker, Professor of History and Director of the Center for the Study of Guns and Society
- Mock interviewers for our three Truman Scholarship finalists (special thanks for making this happen on short notice!)
  - Rachael Barlow, Associate Director for Assessment, Institutional Research, Visiting Assistant Professor, Education Studies, Adjunct Assistant Professor of Academic Writing
  - Joan Cho, Associate Professor of Government, East Asian Studies, and Environmental Studies
  - Camille McGadney, Pre-law and Social Impact Careers Advisor
  - Cecilia Miller, Professor of History and Medieval Studies, Tutor in the College of Social Sciences
  - Peter Rutland, Colin and Nancy Campbell Professor in Global Issues and Democratic Thought, Professor of Government and Russian, East European, and Eurasian Studies, Tutor in the College of Social Sciences
- Our current fellows and fellowship alumni who made time to share their experiences and inspire



# FELLOWSHIPS

## Acknowledgements *continued*

others. Some visited campus via Zoom, some were the focal point for an on-campus event, others shared their stories on social media or a Wes and the World blog post; some did all of the above!

- Aaron Berson, '24, Goldwater Scholar
- Nick Bowman '23, Fulbright Master's Degree Award, Israel
- Dylan Campos '24, Watson Fellow (2024-2025)
- Livia Cox '22, Watson Fellow (2022-2023)
- Garrett Groesbeck, PhD Candidate, Fulbright-Hayes Doctoral Dissertation Research Abroad program (US Department of Education) and Japan Studies Fellowship (Japan Foundation)
- Margalit Katz '22, Fulbright English Teaching Assistant, Mexico
- Ben Levin '23, Fulbright English Teaching Assistant, Czech Republic
- Cate Levy '24, Watson Fellow (2024-2025)
- Anna Marti '22, Fulbright English Teaching Assistant, Greece (2022-2023)
- Emily McDougal '23, Fulbright English Teaching Assistant, Argentina
- Lexi Prendergast '20, Fulbright English Teaching Assistant, Belgium (2022-2023)
- Anna Tjeltveit '23, Fulbright English Teaching Assistant, Germany
- Jocelyn Velasquez Baez, '23, Watson Fellow (2023-2024)
- Mika Zapf '25, Critical Language Scholarship, Korea, 2023
- Within the Fries Center:
  - Colleagues at the Fries Center who advised applicants, organized application processes, and outreach for the Critical Language Scholarship:
    - Gabriela Berzinskas, Study Abroad Advisor
    - Anita Deeg-Carlin, Associate Director of Intercultural Learning
    - Thais García Bagué, Global Language and Outreach Fellow
    - Emmanuel Paris-Bouvret, Director of Language Technology
  - Our Temporary Fellowships Assistant for 2023, Garrett Groesbeck, PhD Candidate in Ethnomusicology at Wesleyan. Garrett made possible additional group workshops

# FELLOWSHIPS

## Acknowledgements *continued*

and advising appointments in summer 2023 to accommodate a big group of Fulbright applicants and was key collaborator in deploying the Fulbright Moodle module for its inaugural year.

- Two spring semester undergraduate Fellowships Assistants:
  - Baron Fisher, '26, who assisted with outreach events, corresponded with fellowship recipients and wrote about their experiences for the Wesleyan and the World blog, and contributed to a number of current and upcoming website updates. We are especially appreciative of Fisher's initiative as a key organizer of Wesleyan's first-ever campus event about the Voyager Scholarship. He reached out to and secured the participation of a current Voyager Scholar from another campus and staff from the Obama Foundation.
  - Diana Zhumalieva, '24, who made great strides for the office in developing a social media strategy and content calendar, corresponded with fellowship recipients and wrote about their experiences for the Wesleyan and the World blog, assisted with events, and was a key creative mind behind the aesthetic touches that made our first annual Celebration of Excellence special. From décor, to flowers, to invitations, to the soundtrack and photography, Diana was key to imagining and creating a memorable event for everyone. We'll be building on this first event for years to come.
- Finally, a special thanks to Calista Huang '25, who made key contributions to the fellowships program through her role as a student worker for FCGS, supervised by Jen Collingwood. Calista was often ready to jump into a new project and was amazingly timely and efficient in her work.



Wesleyan University

Fries Center for Global Studies

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