

THE  
UNIVERSITY  
OF RHODE ISLAND  
INTERNATIONAL  
ENGINEERING  
PROGRAM

Meeting of the  
Advisory Board

May 21, 2019

Kingston, RI



# Letter from the Executive Director

Dear Members of the IEP Advisory Board,

As we bid goodbye to 54 graduating seniors and 15 (URI/TUBS/TUDA) dual master's degree recipients, the IEP continues to innovate and lead the way as more universities across the US are adding international engineering programs in an effort to maximize interdisciplinary global teaching and learning. I visited with the University of Delaware in November, Fordham in April and consulted with UC Irvine and WPI in May on starting their own programs, drawing upon ours for inspiration. Visits to the University of Kentucky and Virginia Tech are planned for Fall 2019. An April New York Times Op-Ed provided further visibility to URI's combination of languages with engineering and the unique value of learning a foreign language. It was published just after a 2019 Modern Language Association report lamented about closing of foreign language departments nationwide yet highlighted increased enrollments in only 3 states - Indiana, Idaho and Rhode Island!

The IEP focused on recruiting and retention this year, e.g. an innovative high school outreach model championed by IEP coordinator Melissa Schenck, along with our ambassadors. Rather than passively listening to a presentation, the IEP team engaged students in activities with a cultural or engineering focus, inviting them to interact with presenters both in group and panel discussion formats. Due to Melissa's numerous high school visits and the new "Visit the IEP" link on our website, we saw a strong influx of prospective students coming to the URI campus for a day to meet with IEP directors and ambassadors as well as shadow current IEPers in their classes – please see outreach update on p. 25 for impact.

New and old retention efforts to strengthen the IEP community included conversation hours, language tandems, buddies, tutoring sessions, movie and freshmen advising nights, plus dumpling, gelato, pizza and ice cream "socials" - all added to engage our younger students conversationally and culturally with their more experienced peers. Supported by the Max Kade Foundation, we also built community amongst vertical cohorts during the trademark Germany J-term 2019, led by myself, Anett Geithner and Melissa Schenck (see p. 28). A new winter J-term to Spain in 2020 with alumni involvement is currently in preparation by Silke Scholz and Melissa Schenck.

Niko Tracksdorf and a team of German colleagues, GIEP students and alums organized a highly memorable German-STEM Immersion Day in November, offering hands-on tech workshops in German to New England high schoolers passionate about combining German with STEM disciplines (see p. 39).

Collaboration between Christine Dolan from the School of Education, Niko and Baerbel Tully led to a new dual enrollment German program with Cranston High School East through which students can receive high school and URI credits simultaneously for taking German following the URI curriculum. This allows for a seamless transition to higher level classwork on our campus. The effort made Cranston East the second public high school in Rhode Island to offer German (on p. 41).

In November 2018, our 21st Annual Colloquium focused on diversity and sustainability in International Engineering Education with three fantastic female keynote speakers from Sukup Manufacturing, ZF North America and ASEE. Special sessions focused on how to get diverse communities involved and how to build pathways and integrate curricula from K-16. We also leveraged synergies by integrating higher academics with professional development and invited both Goethe Institute Career Day and DAAD Teacher Education Day to join in our program at various times. All of the IEP directors and many IEP alums presented at the Colloquium!

In an effort to regain momentum on the research side, a team of co-editors from Purdue (Brent Jesiek) and URI (Sigrid Berka and Damon Rarick) launched the new *Journal of International Engineering Education (JIEE)* in November with its first volume out and a second volume in progress.

Good tidings for the Japanese IEP: A committee chaired by Norbert Hedderich and composed of Manabu Takasawa, Niko Tracksdorf, Michelangelo La Luna and myself finalized the search for an Assistant Professor of Japanese with the result that a very dynamic candidate, Tatsushi Fukunaga from Purdue University, will start here in Fall '19, with his first year fully funded by the Shimadzu Fund. This, along with the passing of a new Global Language Area Studies (GLAS) major (with a Japanese track) championed by Alex Magidow (Arabic) and Dan Carpenter (Classics), will move the JIEP and other minors significantly forward, as it allows JIEPers to declare a GLAS major while Tatsushi is preparing course proposals for a full Japanese language major in 2019-20.

The near future will also see some exciting new initiatives: We are experimenting this year with a brand-new model of summer immersion by offering a six-week German STEM Immersion School in Berlin. Directed by Niko Tracksdorf, the program will start on May 24th and has a good group of URI students and students from universities across the nation enrolled, and even one German IEP alum! In the fall, we will also seek to create more opportunities for peer integration across vertical cohorts, connecting students just starting out in IEP with others further along in the program to aid in our retention efforts.

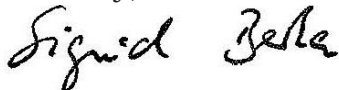
Moving ahead with the cultural assessment we began last year, I applied for and received IRB approval as well as a project completion grant from the Research Office. Cultural proficiency assessment will help IEP directors to continuously improve the Internship Course in which our cohorts are enrolled during their internships abroad. A Max Kade Distinguished Visitor award, combined with matching funds from Arts & Sciences and a possibly an additional Distinguished International Visitor grant from the Provost's Office, will bring proficiency expert Prof. Erwin Tschirner from the University of Leipzig to the URI campus in the fall. He will not only teach two German courses, but will also offer workshops to help our faculty establish a strong academic pathway from assessment of proficiency to the alignment of teaching and learning practices, leading to additional research about student learning outcomes in the future.

A visit from TU Darmstadt's President Jürgen Prömel and colleagues from February 20-24th, which involved President Dooley, the Deans and faculty from four URI colleges, yielded constructive discussions, and a major joint initiative to drive forward faculty collaboration and innovative programs.

Finally, here is some very good news at year's end: The IEP's founder received a fitting Honorary Doctorate in ENGINEERING during Commencement and is now a Dr. Dr. Grandin (see news release on p. 36). I was delighted to receive an Excellence Award from the DAAD Alumni Association for Educational Exchange on April 11 in Carnegie Hall in NYC (see pic p. 30) in addition to URI's Administrative Excellence Award bestowed by President Dooley at an award luncheon on May 15th.

I hope you will enjoy reading further stats and updates on the following pages. I would like to thank the board and our alums for giving both time and resources so generously to the IEP this year, and look forward to our in-depth discussion on May 21st.

Sincerely,



Sigrid Berka

# A Tribute to Udo Schroff

By Sigrid Berka and John Grandin

We bid a sad farewell to our dedicated and generous long-term IEP board member Udo Schroff who passed away in Chattanooga, TN, on April 21st, 2019. Board members commented that Udo was “a true entrepreneur and philanthropist” with “a lovely spirit,” a “wise and generous man” who “touched quite a few people throughout his life.” According to his son Michael Schroff, a ‘00 MCE & GIEP graduate, Udo was very much a self-made man who continuously educated himself without need for fancy degrees. His cultural sensitivity made him uniquely suited for his career and explained his strong affinity for the IEP!

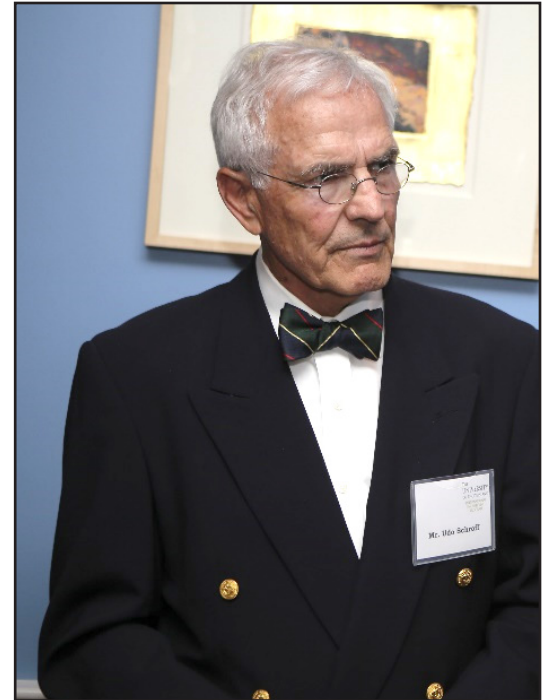
Udo became involved with the IEP almost from the very beginning over 30 years ago, following a visit from John Grandin and former Dean of Engineering, Hermann Viets, to Schroff Inc. in Warwick, RI. Udo launched Schroff Inc., a global manufacturer of industrial enclosures that serves as the US footprint for Schroff GmbH based in Straubenhardt, Germany, and served as its President until it was purchased by Hoffman. He then built up Seifert, Inc., which later split off Schroff Tech, a RI company still alive and well.

Udo retired and relocated to Chattanooga, TN, with his wife Fran, whom he took care of until her passing in 2017.

Since joining the board, Udo came up with decisive ideas that moved the program significantly forward. As John Grandin remembers, at a critical juncture in the early days of the program Udo advocated for collecting a scholarship fund from donations of the board. This money could be immediately dispersed to students who were doing well as a way to keep them in this challenging program, rather than starting an endowment fund that could only be accessed much later. He was a man of his word, contributing significantly to this fund himself and soliciting contributions from others. Udo understood that innovative ideas necessitated innovative strategies to succeed. As a result, early IEP students received \$500 every year to stay their course! Udo committed to another major funding pledge to help sustain the longevity of the program when the directorship of the IEP changed hands from John Grandin to Sigrid Berka.

Despite having to overcome major health hurdles such as leukemia, Udo kept up his enthusiasm for what he considered a hugely important program. Having immigrated to the US from Germany as a young boy, he experienced first hand that living in a new culture and learning a foreign language required an openness of mind, personal strength and perseverance – values he saw reflected in our IEP students. Udo regularly participated in our board meetings and milestone events such as the IEP’s 30th Anniversary Celebration, held on June 3rd, 2017 on the Kingston campus. On a personal level, Udo maintained many hobbies, among them competitive sailing, which he pursued with son Mike. Udo and Fran enjoyed inviting friends, including several of us, in outings on one of his beautifully maintained “*Amadeus*” yachts.

We will miss Udo, his passion, joyful personality and sage advice!



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# Enrollment Figures 2018-19

<b>Breakdown by Major*:</b>	<b>#</b>	<b>Percentage of Total IEP-Serviced Students:</b>			
<b>IEP (Declared EGR)</b>	<b>367</b>	89%	Total Engineering Students Serviced by IEP	375	91%
IEP (Wanting Engineering)	8	2%			
IBP (International Business Program)	15	4%	Total Non-Engineering Students Serviced by IEP**	37	9%
ICSP (International Computer Science Program)	13	3%			
Other**	9	2%			
Graduate (Dual Degree Masters)	2	0%	Total Graduate Students Serviced by IEP	2	0%
<b>Total Students Serviced by IEP*</b>	<b>414</b>				

\*\*Other includes 9 non-engineering students who want to double major in a Language and another major who are dedicated to going abroad and following the IEP model.

<b>IEP Undergrads (Declared Engineering)*</b>	<b>URI College of Engineering Undergrads*</b>	<b>% of COE</b>
<b>367</b>	<b>1553</b>	<b>24%</b>

\*IEP numbers reflect enrollment collected Fall 2018. COE numbers reflect enrollment collected in Fall 2018 as head count of majors publicly reported by the URI Office of Institutional Research. Both numbers do not include Wanting Engineering designation.

<b>IEP/College of Engineering Demographics</b>		<b>IEP # (367)</b>	<b>% of IEP</b>	<b>COE # (1553)</b>	<b>% of COE</b>
<b>Gender</b>	Female	121	33%	360	23%
	Male	246	67%	1193	77%
<b>Ethnicity***</b>	Represented Groups (White, Asian)	284	81%	1217	85%
	Underrepresented Groups (Black/African American, Hispanic/Latino, American Indian, 2+ Races)	68	19%	221	15%
<b>Residency</b>	In-State Rhode Islanders	209	57%	820	53%
	Out of State	154	42%	640	41%
	Out of Country	4	1%		
<b>Scholarship Recipients</b>	Centennial or University Scholarships	247	67%	Data unavailable	

\* IEP numbers reflect enrollment collected Fall 2018.

\*\*\*IEP numbers and percentages based on **352** who self-reported ethnicity. COE numbers and percentages based on **1428** who self-reported, not including Non-Resident Alien designation.

Percentages may not add up to 100%, as they are rounded to the nearest percent.

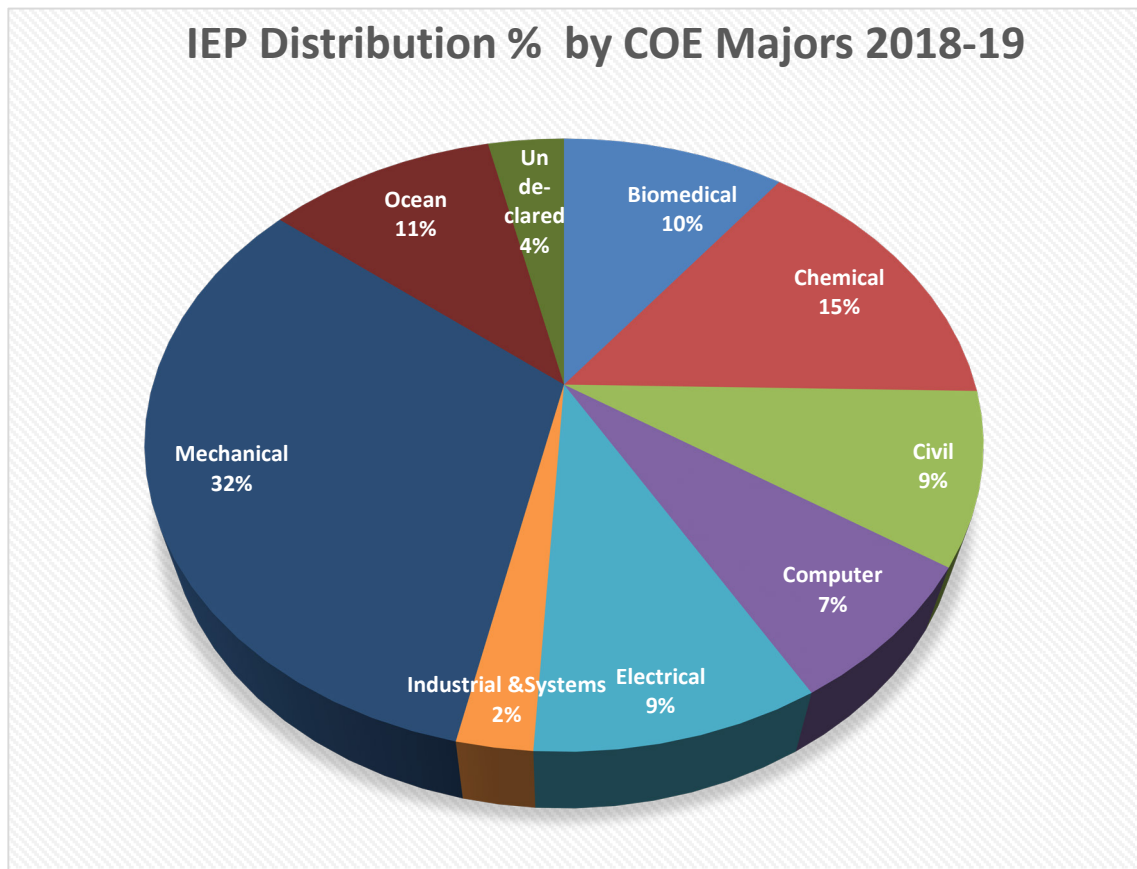


# Enrollment Figures 2018-19

By Engineering Discipline	IEP #	% of IEP
• Biomedical	38	10%
• Chemical	55	15%
• Civil	33	9%
• Computer	27	7%
• Electrical	34	9%
• Industrial & Systems	9	2%
• Mechanical	119	32%
• Ocean	39	11%
• Undeclared B.S. in Engineering	13	4%

COE Total # of Majors	% of COE
189	12%
167	11%
196	12%
130	8%
141	9%
50	3%
464	30%
133	9%
83	5%

Percentages may not add up to 100%, as they are rounded to the nearest percent.



# Enrollment Figures By Language Track

## 2018-19 Enrollment Figures By Language Track

	German IEP		Spanish IEP	
<b>Total # of Students Serviced by IEP</b>	<b>177</b>		<b>88</b>	
• <b>IEP Undergrads in COE (Declared EGR)</b>	<b>162</b>	<b>92%</b>	<b>80</b>	<b>91%</b>
• IEP Undergrads Wanting Engineering	0	--	3	3%
• IBP (International Business Program)	7	4%	1	1%
• ICSP (International Computer Science)	2	1%	2	2%
• Other	4	2%	2	2%
• Graduate (Dual Degree Masters)	2	1%	--	--

<b>IEP Undergrads in COE (Declared EGR)</b>	<b>IEP #</b>	<b>% of IEP</b>	<b>IEP #</b>	<b>% of IEP</b>
• Female	31	19%	38	47%
• Male	131	81%	42	53%
• Rhode Islanders	93	57%	44	55%
• Out of State	66	41%	36	45%
• Out of Country	3	2%	--	--
<b>By Engineering Discipline*</b>	<b>IEP #</b>	<b>% of IEP</b>	<b>IEP #</b>	<b>% of IEP</b>
• Biomedical	9	6%	7	9%
• Chemical	24	15%	15	19%
• Civil	14	9%	12	15%
• Computer	10	6%	6	8%
• Electrical	12	7%	8	10%
• Industrial & Systems	1	1%	2	3%
• Mechanical	77	48%	14	18%
• Ocean	10	6%	12	15%
• Undeclared B.S. in Engineering	5	3%	4	5%

*Percentages may not add up to 100%, as they are rounded to the nearest percent.*

# Enrollment Figures By Language Track

## 2018-19 Enrollment Figures By Language Track

	French IEP		Chinese IEP	
<b>Total # of Students Serviced by IEP</b>	<b>61</b>		<b>35</b>	
• <b>IEP Undergrads in COE (Declared EGR)</b>	<b>53</b>	<b>87%</b>	<b>29</b>	<b>83%</b>
• IEP Undergrads Wanting Engineering	2	3%	1	3%
• IBP (International Business Program)	1	2%	2	6%
• ICSP (International Computer Science)	3	5%	2	6%
• Other (Dual Majors)	2	3%	1	3%

<b>IEP Undergrads in COE (Declared EGR)</b>	<b>IEP #</b>	<b>% of IEP</b>		<b>IEP #</b>	<b>% of IEP</b>
• Female	27	51%		13	45%
• Male	26	49%		16	55%
• Rhode Islanders	24	45%		18	62%
• Out of State	29	55%		10	34%
• Out of Country	--	--		1	3%
<b>By Engineering Discipline</b>	<b>IEP #</b>	<b>% of IEP</b>		<b>IEP #</b>	<b>% of IEP</b>
• Biomedical	11	21%		6	21%
• Chemical	7	13%		4	14%
• Civil	6	11%		--	--
• Computer	2	4%		6	21%
• Electrical	2	4%		6	21%
• Industrial & Systems	2	4%		--	--
• Mechanical	10	19%		5	17%
• Ocean	13	25%		2	7%
• Undeclared B.S. in Engineering	--	--		--	--

Percentages may not add up to 100%, as they are rounded to the nearest percent.

# Enrollment Figures By Language Track

## 2018-19 Enrollment Figures By Language Track

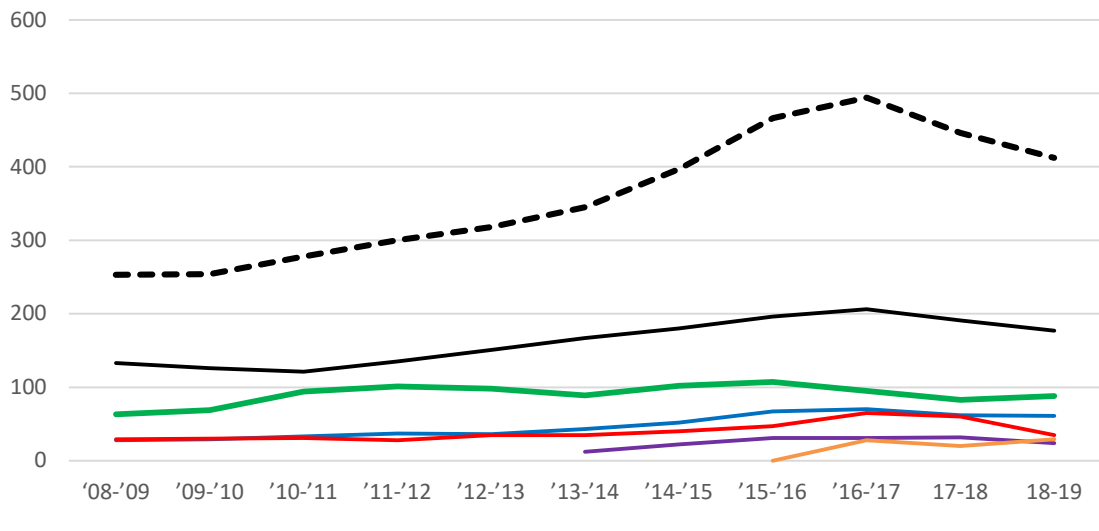
	Italian IEP		Japanese IEP	
<b>Total # of Students Serviced by IEP</b>	<b>24</b>		<b>29</b>	
• <b>IEP Undergrads in COE (Declared EGR)</b>	<b>20</b>	<b>83%</b>	<b>23</b>	<b>79%</b>
• IEP Undergrads Wanting Engineering	1	4%	--	--
• IBP (International Business Program)	2	8%	2	7%
• ICSP (International Computer Science)	--	--	4	14%
• Other	1	4%	0	--

<b>IEP Undergrads in COE (Declared EGR)</b>					
• Female	8	40%	4	17%	
• Male	12	60%	19	83%	
• Rhode Islanders	9	45%	21	91%	
• Out of State	11	55%	2	9%	
• Out of Country	--	--	--		
<b>By Engineering Discipline</b>		<b>IEP #</b>	<b>% of IEP</b>		
• Biomedical	3	15%	2	9%	
• Chemical	2	10%	3	13%	
• Civil	1	5%	--	--	
• Computer	--	--	3	13%	
• Electrical	1	5%	5	22%	
• Industrial & Systems	2	10%	2	9%	
• Mechanical	7	35%	6	26%	
• Ocean	2	10%	--	--	
• Undeclared B.S. in Engineering	2	10%	2	9%	

Percentages may not add up to 100%, as they are rounded to the nearest percent.

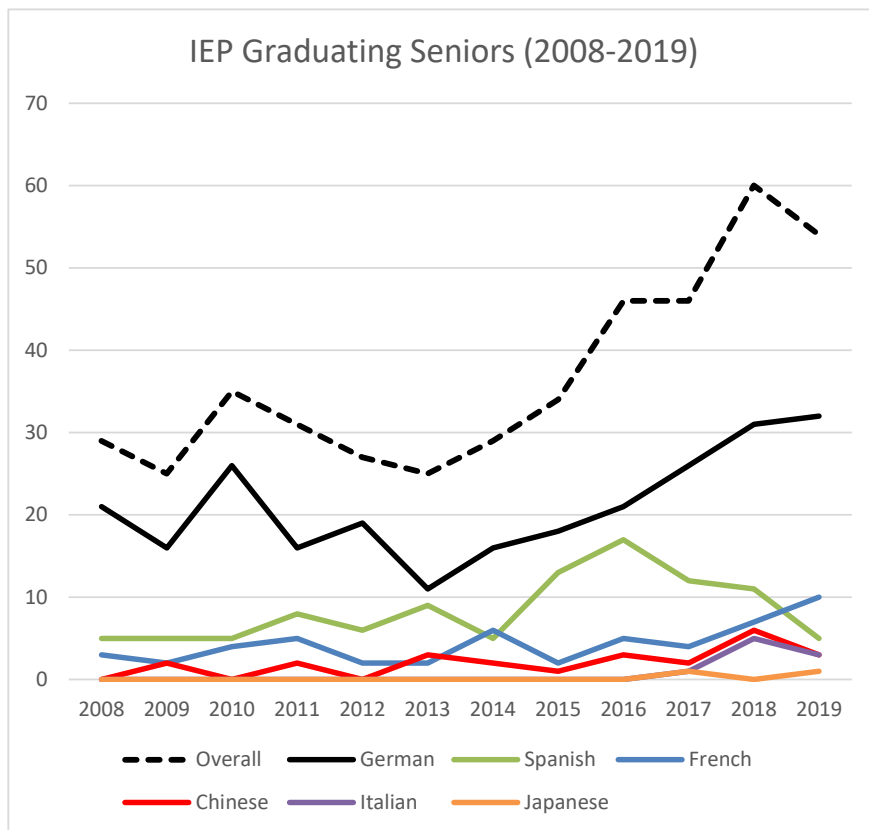
# Enrollment & Graduation Figures

IEP Enrollment over the past 10 years



	'08-'09	'09-'10	'10-'11	'11-'12	'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	'18-19
<b>Overall</b>	253	254	278	300	318	345	397	466	494	448	414
<b>German</b>	133	126	121	135	151	167	180	196	205	191	177
<b>Spanish</b>	63	69	94	101	98	89	102	107	95	83	88
<b>French</b>	28	29	33	37	36	43	52	67	70	62	61
<b>Chinese</b>	29	30	31	28	35	35	40	47	65	60	35
<b>Italian</b>						12	22	31	31	32	24
<b>Japanese</b>								0	28	20	29

IEP Graduating Seniors (2008-2019)



# 2019 Internship Placements

**52 students completed international internships  
in the 2019 calendar year:**

## China

- |  |          |
|--|----------|
| 1. Institute of Hydraulic Structure and Water Environment, ZJU       | Hangzhou |
| 2. Institute of Micro-/Nanotechnology and Precision Engineering, ZJU | Hangzhou |
| 3. Inigma Hengtian Software Ltd. & ZJU School of Humanities          | Hangzhou |
| 4. TokenInsight Consulting   | Beijing  |

## France

- |                            |              |
|----------------------------|--------------|
| 1. Bouygues Construction   | Marseille    |
| 2. France Energies Marines | Plouzané     |
| 3. VP et Green Ingénierie  | Paris        |
| 4. Groupe ADP              | Paris        |
| 5. RATP                    | Paris        |
| 6. Total                   | Paris        |
| 7. Laboratoire UTC TIMR    | Compiègne    |
| 8. IHU                     | Strasbourg   |
| 9. Yanmar                  | Saint-Dizier |

## Japan

- |   |         |
|---|---------|
| 1. Division of Medical Bioengineering at Okayama University | Okayama |
|---|---------|

## Spain & Chile

- |                       |                    |
|-----------------------|--------------------|
| 1. Puerto Ventanas    | Puchuncavi (CHL)   |
| 2. CEIT               | San Sebastián      |
| 3. Epic Power         | Zaragoza           |
| 4. UNICAN             | Santander          |
| 5. Everis             | Barcelona          |
| 6. UNICAN             | Santander          |
| 7. SEAT S.A.          | Martorell          |
| 8. SEAT S.A.          | Martorell          |
| 9. Baird & Associates | Santiago (CHL)     |
| 10. Grupo GIST        | Santander          |
| 11. GeoCiclos         | Viña del Mar (CHL) |
| 12. IQE               | Zaragoza           |
| 13. Era7              | Granada            |
| 14. Grupo GIST        | Santander          |
| 15. NBC               | Curauma (CHL)      |
| 16. Tecnalía          | San Sebastián      |

# 2019 Internship Placements

(continued)

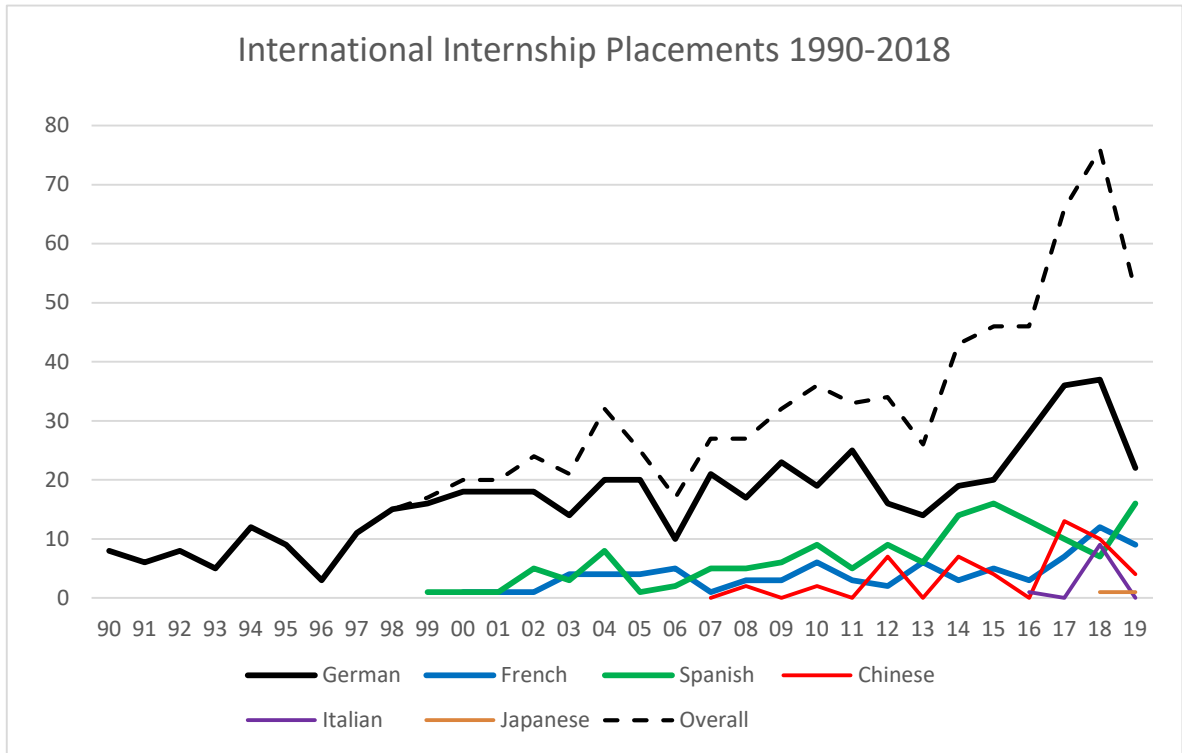
## Germany

1. Institut. für Grund und Bodenbau, TUBS	Braunschweig
2. Fraunhofer Institute for Manufacturing Engineering and Automation	Stuttgart
3. MTU	München
4. Bosch	Stuttgart
5. Siemens	Erlangen
6. Nikola Motor	Stuttgart
7. Trumpf	Ditzingen
8. VW Nutzfahrzeuge	Hannover
9. ZF	Kressbronn
10. Nikola Motor	Stuttgart
11. Siemens	München
12. Viessmann	Allendorf
13. Siemens	München
14. Intamin Amusement Rides Int. Corp. Est.	Schaan, LIE
15. IAV	Gifhorn
16. IAV	Gifhorn
17. Fraunhofer Institute for Surface Engineering and Thin Films, TUBS	Braunschweig
18. BMW Motorsport	München
19. Hochtief	Hamburg
20. Marum	Bremen
21. Coplan	Regensburg
22. Daimler	Stuttgart



*The Festival of Lights in Berlin at the Berliner Dom.*

# Internship Figures



	'90	'91	'92	'93	'94	'95	'96	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10	'11	
<b>German</b>	8	6	8	5	12	9	3	11	15	16	18	18	18	14	20	20	10	21	17	23	19	25	
<b>French</b>											1	1	1	4	4	4	5	1	3	3	6	3	
<b>Spanish</b>											1	1	1	5	3	8	1	2	5	5	6	9	5
<b>Chinese</b>																		0	2	0	2	0	
<b>Yr Total</b>			8	5	12	9	3	11	15	17	20	20	24	21	32	25	17	27	27	32	36	33	
<b>Cum</b>	8	14	22	27	39	48	51	62	77	94	114	134	158	179	211	236	253	280	307	339	375	408	

	'12	'13	'14	'15	'16	'17	'18	'19														
<b>German</b>	16	14	19	20	28	36	37	22														
<b>French</b>	2	6	3	5	3	7	12	9														
<b>Spanish</b>	9	6	14	16	13	10	7	16														
<b>Chinese</b>	7	0	7	4	0	13	10	4														
<b>Italian</b>					1	0	9	0														
<b>Japanese</b>					1	0	1	1														
<b>Yr Total</b>	34	26	43	45	46	66	76	52														
<b>Cum</b>	442	468	511	556	602	668	744	796														



# Internship Partners 1990-2019

## International and Domestic

3P Biopharmaceuticals (Noáin)  
 Abengoa (Sevilla)  
 Aerodata (Braunschweig)  
 Agfa (Leverkusen, Gera)  
 Aicon 3-D (Braunschweig, Meersburg)  
 Air Liquide (Jouy-en Josas-Cedex)  
 Air Nostrum (Valencia)  
 Alakaluf (Punta Arenas)  
 Apia XXI (Santander)  
 Applied Materials (Alzenau)  
 Arup (Madrid)  
 Astilleros de Santander A.S (Astander)  
 AUDI (Ingolstadt)  
 Aviso (Gera)  
 Axiva (Frankfurt)  
 Baird & Associates (Santiago)  
 Bard Shannon, Ltd. (Humacao)  
 BASF (Ludwigshafen, Santiago)  
 Bayer (Leverkusen)  
 Bayer Technology Services (Shanghai)  
 Beijing Ao Rui Te Science & Technology Co.  
 (Beijing)  
 Beinbauer Group (Büchlberg)  
 Beiersdorf AG (Hamburg)  
 Benteler (Paderborn)  
 Bernard Energy Advocacy (Brussels)  
 Biomedical Imaging Lab (Hangzhou)  
 Biotrial (Mulhouse)  
 Blaupunkt GmbH (Hildesheim)  
 BMSER Xieneng Technology (Hangzhou)  
 BMW (München, NJ, SC)  
 BMW Motorsport (München)  
 Böhlinger Ingelheim Microparts (Dortmund)  
 Boston Scientific (Coyol)  
 Bouygues Construction (Marseille)  
 BP Mineralöl (Gelsenkirchen)  
 Bruker Biospin (Wiessemembourg)  
 B&J Adaptaciones (Barcelona)  
 Caterpillar (Mannheim)  
 CEIT (San Sebastián)  
 Central European Fund (Nanjing)  
 CEREMA (Compiègne)  
 CGG (Paris)  
 Chen Lu International Skating Center (Beijing)  
 CCPNR (Beijing)  
 CIRCE (Zaragoza)  
 Codelco (Santiago)  
 Communication Technologies Research Group  
 (Zaragoza)  
 Continental (Hannover, Regensburg)  
 Coplan (Eggenfelden, Regensburg)  
 CREG Catalysis, Molecular Separations  
 & Reactor Engineering Group (Zaragoza)  
 Daimler (Sindelfingen, Stuttgart, NJ, MI)  
 Dassault Systèmes (Vélizy-Villacoublay)  
 Deutsche Bahn (München, Berlin, Minden,  
 Kassel)  
 DB Cargo (Mainz)  
 DB Engineering & Consulting (Hannover)  
 DB Netz (Frankfurt)  
 DB Schenker (Mainz)  
 DB Systel (Frankfurt)  
 DB Systemtechnik (München)  
**Division of Medical Bioengineering (Okayama)**  
 Draeger Medical (Lübeck)  
 École des Hautes Études en Santé Publique  
 (Rennes)  
 ECOS Canarias S.L. (Las Palmas de Gran  
 Canaria)  
 Emitec (Lohmar)  
 ENERCAP (Lyon)  
 Ennera (Ibarra)  
**Epic Power (Zaragoza)**  
 Era7 (Granada)  
**Everis (Barcelona)**  
 Ewag GmbH (Solothurn)  
 Experimentierstation Obstbau (Schlachters)  
 Fashion Power (Hangzhou)  
 Fatronik (San Sebastián)  
 Federal Mogul (Crépy-en-Valois)  
 Feng Logistics Company (Hangzhou)  
**France Energies Marines (Plouzané)**  
 Fraunhofer-Institut für Schicht- und  
 Oberflächentechnik (Braunschweig)  
**Fraunhofer Institute for Manufacturing  
 Engineering and Automation (Stuttgart)**  
 Gamesa S.A. (Bilbao)  
 General Motors (Zaragoza)  
 Geocéan (Marseille)  
**GeoCiclos (Viña del Mar)**  
 Geotecnia Ambiental (Valparaíso)  
 GKN Driveline (Zumaia)  
 GOM (Perugia)  
**Groupe ADP (Paris)**  
 Grupo de Biomateriales (GBM) (Zaragoza)  
 Grupo de Ingeniería Oceanográfica y de Costas  
 (Santander)  
 Grupo GIST (Santander)  
 GTM (Batiment)  
 Hangzhou Architectural Design & Research, Ltd.  
 (Hangzhou)  
 Hasbro (Hong Kong, Shenzhen)  
 Hexagon (Barcelona, Qingdao, Vitoria-Gasteiz,  
 Wetzlar, Weinheim, Gougl, Grugliasco)  
 Higer Bus Company (Suzhou)  
 Hilti (Kaufering, Schaan, Madrid)

**Note: Companies marked in bold are new this year.**

# Internship Partners 1990-2019

## International and Domestic

Hochtief (Essen, Hamburg)  
Hokkaido System Science (Sapporo)  
Hope Global (León)  
Hutchinson (Auxy)  
IAV (Gifhorn, Sindelfingen)  
IAVF Antriebstechnik AG (Karlsruhe)  
Ibaia Energía (Beasain, Ibarra)  
IDOM (Bibao, Zaragoza)  
Ifremer (La Rochelle)  
Ifremer Service PRAO (La Seyne-sur-Mer)  
IH Cantabria (Santander)  
IHU-Strasbourg (Strasbourg)  
IMAS (Mariano Comense)  
Indaber Ibiza (Ibiza)  
Infineon AG (München)  
Inomed (Emmendingen)  
Inigma HengTian Software, Ltd. (Hangzhou)  
Institute of Automotive Management and  
Industrial Production (Braunschweig)  
Institut für Elektrische Messtechnik  
(Braunschweig)  
Inst. of Geotechnical Engineering (Hangzhou)  
Institut für Grund und Bodenbau  
(Braunschweig)  
Instituto de Hidráulica Ambiental (Cantabria)  
Institut Hospitalo-Universitaire (Strasbourg)  
**Inst. of Hydraulic Structure & Water  
Environment (Hangzhou)**  
**Inst. of Micro-/Nanotechnology & Precision  
Engineering (Hangzhou)**  
Institut Polytechnique de Grenoble (Grenoble)  
**Intamin Amusement Rides Int. Corp. Est  
(Schaan)**  
**IQE (Zaragoza)**  
Johnson & Johnson (NJ, São Paulo)  
King Marine (Valencia)  
KOB (Kaiserslautern)  
Kolbenschmidt Pierburg (Neckarsulm, Abadiano)  
Kraft Foods (München)  
KS Fototechnik (Wuppertal)  
Laboratoire Electromécanique de Compiègne  
(Compiègne)  
Laboratoire UTC TIMR (Compiègne)  
Laboratorio Grandi Modelli Idraulici (Rende)  
Lean In China (Beijing)  
Leica Camera (Solms)  
Lemförder AG (SC, Spain, Germany)  
LMS Imagine (a Siemens business) (Lyon)  
LMU ArchãoBioCenter (München)  
Logic Solutions (Nanjing)  
Lufthansa Technik AG (Hamburg)  
Lur Geroa (Irurtzun)  
Mahr (Göttingen)  
Manini Prefabbricati (Assisi)  
Marum (Bremen)  
Maurer Söhne (München)  
Maxon Motors (Sexau)  
Medincell (Jacou)  
Meyer Werft (Papenburg)  
MTU (Hannover, München)  
National Lab of Secondary Resources  
(Hangzhou)  
**Nikola Motor (Stuttgart)**  
Novacare (Concepción)  
Núcleo Biotecnología Curauma (NBC) (Curauma)  
NYNAS (Hamburg)  
Oakwood Asia (Hangzhou)  
Offshore Pipelines and Risers (Hangzhou)  
Osram Opto Semiconductors (Regensburg)  
Pedelta (Barcelona)  
Pentair Electronic Packaging (Qingdao)  
Pin AN Insurance Company of China, Ltd.  
(Nanjing)  
PolyIC (Fürth)  
Porsche (Weissach)  
Praxair (Spain)  
Preusse Baubetriebe GmbH (Hamburg)  
Price Waterhouse (Frankfurt)  
Puerto Santander (Santander)  
Puerto Ventanas (Puchuncavi)  
Q-Das (Braunschweig)  
**RATP Group (Paris)**  
Renault (Guyancourt)  
Rhodia (Clamecy, Lyon)  
Robert Bosch GmbH (Stuttgart)  
Robotiker (Zamudio)  
Rhodia (Paris)  
Saint-Gobain (Cavaillon, Avignon, Germany)  
Salzgitter (Salzgitter)  
SAMTACK (Barcelona)  
SAP (Karlsruhe, Montreal)  
Schneider Electric (Montpellier)  
Schroff GmbH (Straubenhardt)  
SEAT S.A. (Barcelona, Martotell)  
Sensata Technologies (Aguascalientes,  
Hangzhou)  
Sentinel Tech (Tianjin)  
Shimadzu (Kyoto)  
SIDAT (Trofarello)  
Siemens (München, Erlangen, Madrid, Berlin)  
Siemens HealthCare (Erlangen)  
Sixense Soldata (Nanterre)  
Skylotec (Neuwied)  
Sky Deutschland (Unterföhring)

# Internship Partners 1990-2019

## International and Domestic

Société Générale (Fontenay-sous-Bois)  
State Key Laboratory for Chemical Engineering  
(Hangzhou)

Subseamechatronics (Las Palmas de Gran  
Canaria)

Supfina (RI, Schapbach)

STMicroelectronics (Grenoble)

Taco Italia (Vicenza)

Tecnalia (Derio, San Sebastián)

Tennet Offshore (Lehrte)

Teknor Apex (Suzhou)

Terres Inovia Laboratoire (Compiègne)

Texas Instruments (Aguascalientes)

Tianjin Normal Univ., Materials Science Lab  
(Tianjin)

Thermochemical Processes Research Group  
(Zaragoza)

### **TokenInsight Consulting (Beijing)**

Toray Plastics (Lyon)

Total (Paris, Pau)

### **Trumpf (Ditzingen)**

TRW (Alfdorf)

ULPGC (Las Palmas de Gran Canaria)

UniCredit (Hypovereinsbank) (München)

VAM/Becker Bau (Kiel)

VDO Automotive AG (Villingen)

Vidal Vademecum (Madrid)

### **Viessmann (Allendorf)**

Volkswagen (Wolfsburg)

### **Volkswagen Nutzfahrzeuge (Hannover)**

Vorwerk & Co. (Wuppertal)

### **VP et Green Ingénierie (Paris)**

Worldline (Lille)

### **Yanmar (Saint-Dizier)**

ZF (various locations in Germany, Spain, France,  
USA, Mexico, China, Italy)

Zhejiang Communications Construction, Ltd.  
(Hangzhou)

Züblin AG (Stuttgart)

# Exchanges German IEP

## Technische Universität Braunschweig

	URI to TU-BS	TU-BS to URI
AY 1995-96	5	5
AY 1996-97	9	9
AY 1997-98	13	12
AY 1998-99	14	12
AY 1999-00	15	16
AY 2000-01	13	13
AY 2001-02	20	25
AY 2002-03	15	15
AY 2003-04	21	16
AY 2004-05	21	16
AY 2005-06	12	14
AY 2006-07	24	14
AY 2007-08	22	13
AY 2008-09	24	22
AY 2009-10	25	14
AY 2010-11	28*	16
AY 2011-12	14	10
AY 2012-13	15*	12
AY 2013-14	20*	15
AY 2014-15	22*	17
AY 2015-16	30	16
AY 2016-17	27	20
AY 2017-18	29	15
AY 2018-19	17	14
<b>Total</b>	<b>455</b>	<b>351</b>

*Photo from GIEP student Trevor Ide of the Berlin Festival of Lights, October 2018.*

## Technische Universität Darmstadt

	URI to TU-DA	TU-DA to URI
AY 2016-17	8	0
AY 2017-18	7	3
AY 2018-19	6	3
<b>Total</b>	<b>21</b>	<b>6</b>



*GIEP student Brian Caferro, traveling to London during his 2018-19 year abroad in Germany.*



**Total # of Students Exchanged to both German Universities = 833**

\* Includes dual-degree master's students  
(Does not include short-term visitors.)

# Exchanges French IEP

## Université de Technologie de Compiègne - UTC

	URI to UTC	UTC to URI
AY 05-06	2	3
AY 06-07	2	3
AY 07-08	3	3
AY 08-09	4*	4
AY 09-10	6	3
AY 10-11	3*	6
AY 11-12	6*	3
AY 12-13	7*	3
AY 13-14	3	7
AY 14-15	5	4
AY 15-16	3	5
AY 16-17	7	4
AY 17-18	12	5
AY 18-19	9	6
<b>TOTAL</b> # of Students Exchanged	<b>72</b>	<b>59</b>

\* Includes other majors



*Ian McElroy at Mont Saint-Michel in 2017-18 year abroad.*

# Exchanges Spanish IEP

## Universidad de Zaragoza - UNIZAR (Spain)

## Universidad de Cantabria - UNICAN (Spain)

	URI to UC	UC to URI
AY 04-05	1	-
AY 05-06	-	-
AY 06-07	1	-
AY 07-08	2	-
AY 08-09	3	-
AY 09-10	2	1
AY 10-11	-	2
AY 11-12	3	2
AY 12-13	3	7
AY 13-14	3	2
AY 14-15	3	2
AY 15-16	5	2
AY 16-17	5	2
AY 17-18	2	1
AY 18-19	4	2
<b>TOTAL</b> # of Students Exchanged	<b>37</b>	<b>23</b>

	URI to UZ	UZ to URI
AY 00-01	-	2
AY 01-02	2	2
AY 02-03	4	2
AY 03-04	-	3
AY 04-05	-	3
AY 05-06	-	-
AY 06-07	-	-
AY 07-08	-	-
AY 08-09	2	1
AY 09-10	5	2
AY 10-11	3	2
AY 11-12	4	4
AY 12-13	3	2
AY 13-14	2	3
AY 14-15	6	-
AY 15-16	3	7
AY 16-17	2	6
AY 17-18	4	2
AY 18-19	3	4
<b>TOTAL</b> # of Students Exchanged	<b>43</b>	<b>45</b>



*SIEP student Sabrina Montana in Parc Guell, Barcelona, during her 2018-19 year abroad.*

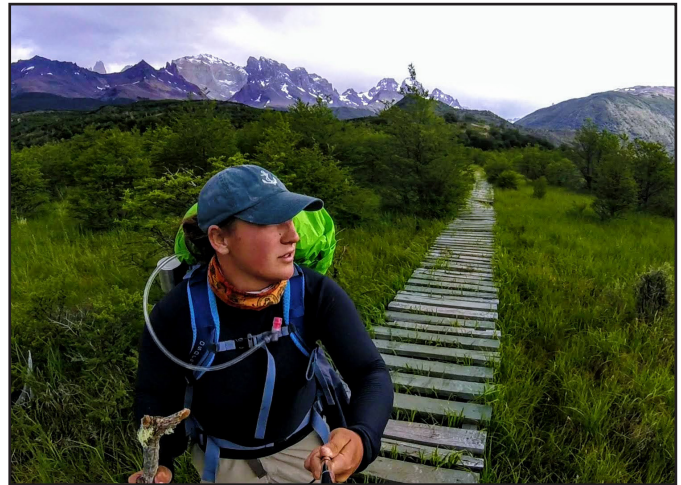
# Exchanges Spanish IEP

## Universidad de Navarra - TECNUN (Spain)

	URI to TECNUN	TECNUN to URI
AY 02-03	1	-
AY 03-04	-	2
AY 04-05	-	2
AY 05-06	3	-
AY 06-07	-	1
AY 07-08	-	1
AY 08-09	-	1
AY 09-10	2	2
AY 10-11	3	-
AY 11-12	2	2
AY 12-13	-	1
AY 13-14	8	2
AY 14-15	2	4
AY 15-16	3	3
AY 16-17	2	3
AY 17-18	2	4
AY 18-19	5	4
<b>TOTAL # of Students Exchanged</b>	<b>33</b>	<b>32</b>



*SIEP's Gabi Ortega at the Alhambra in Granada, Spain during her 2018-19 year abroad.*



*SIEP's Abagayle Hunter in Torres del Paine National Park in Chile.*

## Pontificia Universidad Católica de Valparaíso - PUCV (Chile)

	URI to PUCV	PUCV to URI
AY 14-15	5	2
AY 15-16	2	2
AY 16-17	3	0
AY 17-18	0	0
AY 18-19	4	0
<b>TOTAL # of Students Exchanged</b>	<b>14</b>	<b>4</b>



*SIEP students exploring Chile together during the 2018-19 year abroad.*

# Exchanges Chinese IEP

## Zhejiang University (Hangzhou, China)

	URI to ZU	ZU to URI
AY 06-07	-	-
AY 07-08	2	1
AY 08-09	-	-
AY 09-10	7*	8
AY 10-11	-	2
AY 11-12	8*	8
AY 12-13	1	-
AY 13-14	5	6
AY 14-15	4	2
AY 15-16	-	4
AY 16-17	8*	5
AY 17-18	5	3
AY 18-19	3	1
<b>TOTAL</b> # of Students Exchanged	<b>43</b>	<b>40</b>

\*Includes other majors



*CIEP students Andy Jiang and Dylan Kennedy enjoying their 2018-19 year abroad in China with their peers.*



# Exchanges

## Italian & Japanese IEP

### University of Calabria (Calabria, Italy)

	URI to UNICAL	UNICAL to URI
AY 15-16	-	-
AY 16-17		
AY 17-18	8	5
AY 18-19	-	-
<b>TOTAL</b> # of Students Exchanged	<b>8</b>	<b>5</b>

### Waseda University (Tokyo, Japan)

	URI to Waseda	Waseda to URI
AY 17-18	1	0
AY 18-19	0	1
<b>TOTAL</b> # of Students Exchanged	<b>1</b>	<b>1</b>



*Alyssa San Angelo, in Italy for the 2017-18 academic year, visiting Pompeii.*

### Okayama University (Okayama, Japan)

	URI to Okayama	Okayama to URI
AY 18-19	1	1
<b>TOTAL</b> # of Students Exchanged	<b>1</b>	<b>1</b>



*Michael Videtta, abroad in Italy for the 2017-18 academic year, in Siena.*



*JIEP student Julian Andruilli making connections during his 2018-19 year abroad in Japan.*

# Cumulative Honor Roll

(as of May 1, 2019)

## **Over \$500,000**

Heidi Kirk Duffy & David Duffy  
ZF Friedrichshafen AG  
Max Kade Foundation

## **\$150,000 - \$500,000**

Annette Kade Foundation  
Van Meeteren Foundation  
Texas Instruments  
Hasbro, Inc.  
Sensata Technologies

## **\$75,000 - \$150,000**

TRW Corporation  
Praxair, Inc.  
Thomas Wroe, Jr.  
Robert C. and Judith A. Ayotte

## **\$25,000 - \$75,000**

Schroff, Inc./ Udo Schroff  
John and Carol Grandin  
Hilti AG  
Siemens Corporation  
William and Pauline Silvia  
Tonya McBride  
Boxer Family  
Deutsche Bahn  
Hexagon Manufacturing Intelligence

## **\$2,000 - \$25,000**

W&H Corporation	Gary Baker
BMW Manufacturing Corp.	Hubertus Christ
Supfina Machine Co. Inc.	Laurie Burger
Lufthansa German Airlines	Michael Byrnes
Frank and Lynn Curtin	Michael Mueller
Ewag Corporation	Tobias Lührig
Draexlmaier Automotive of America	Winnie Brownell
Joseph O'Hearn and Barbara Brusini	Raymond Wright
Pentair, Inc.	William Murray
James Hopkins	
Gabriel Lengyel	
Richard Vandeputte	
Rick D'Ambrosca	
Vincent DiPippo	
Patrick Tunney	
Sigrid Berka	
Walter Giraitis	

# Recruitment Impact 2018-19

## Overview

This year, IEP staff, directors, ambassadors, students and alumni worked to welcome and recruit many new prospective students to the program. This included efforts both on and off campus: organizing/attending events, visiting local high schools and hosting prospective students during personalized visits. The IEP worked to refresh its social media presence, using its established accounts in a more targeted way and beginning a new Instagram account. Staff and directors also created new social/networking/educational events for students to attend to help with recruitment and retention across the various programs, including the German STEM Immersion Day, a Spanish language tandem program, themed “meet-ups” and establishing a German pipeline-program at Cranston High School East.

A total of seven student ambassadors worked with IEP staff and directors during the academic year, attending such events as: the URI Study Abroad Fair, Open Houses, Freshmen Orientation meetings, a Freshmen Social, several high school visits, an IEP Trivia night. The students provided material for the IEP Instagram Account, engaging their audience with language/engineering tidbits and photos from their time abroad. Those who had already been abroad helped with their program’s IEP Survival Guide.

## Offsite Visits Completed

2018 Colloquium on International Engineering Education	Newport, RI	All IEP Directors, Melissa Schenck, all ambassadors, several alumni & current students
Chariho High School	Richmond, RI	Melissa Schenck, Michelangelo La Luna, Lars Erickson, Silke Scholz, CIEP grad assistant, 4 ambassadors, 5 other students
North Kingstown High School	North Kingstown, RI	Melissa Schenck, Silke Scholz, CIEP grad assistant, 1 ambassador, 2 students, 2 alumni
Cumberland High School	Cumberland, RI	Melissa Schenck, CIEP grad assistant, 1 ambassador, 1 student, 4 alumni
Bishop Hendricken High School	Warwick, RI	Melissa Schenck, board member Kristen Riley, CIEP grad assistant, 2 students, 1 alum
Cranston High School East	Cranston, RI	Niko Tracksdorf, Chris Baxter, Melissa Schenck, 1 ambassador, 2 students
Dighton-Rehoboth Regional High School STEAMPosium	Dighton, MA	1 ambassador, 1 student
Narragansett High School Career Fair	Narragansett, RI	2 alumni
Cranston High School West	Cranston, RI	Melissa Schenck, Michelangelo La Luna, board member Kristen Riley, 2 ambassadors, 1 alum

# Recruitment Impact 2018-19

From Lauren King, Language Department Chair at Cranston High School West:

*On behalf of the World Language department, I wish to express our sincere appreciation to all of you for taking the time to visit our STEM and advance language students at Cranston High School West. Your commitment and dedication to IEP as alumni or student is evident. Your presentations captured the exciting global partnerships that IEP offers. Our students loved hearing about your cross-cultural and bilingual experiences including the diversity of each program and its connections in tomorrow's world. Here's what a student expressed: "I thought that presentation was really eye opening! It gave me another option to look into when looking into colleges come next year. I've always been interested in chemical engineering as well as traveling the world, so this program really just captures both of them perfectly. So glad they came to the school!"*

*We look forward to planning a visit next school year and will be in touch in the fall. Thank you, Melissa, for the additional Italian and Spanish info cards, fun t-shirt giveaway, and for executing a meticulously planned presentation!*



*Future IEPer from Cranston!*



*IEP students, faculty, staff, board member Kristen Riley, and alums at Cranston High School West at the end of April.*

## Prospective Student Visits

Since January of this year, we have facilitated 15 personalized visits for prospective students and their families and are in touch with others as this report is being published. To aid in setting up these opportunities, we added a "Visit the IEP" button to our website, which so far has been quite effective. Students coming to see our program in action were generally from the tri-state area and New York. These visits were customized to students' academic interests, to date spanning all languages and nearly all engineering disciplines. The schedules included, but were not limited to: shadowing engineering/language classes, meetings with IEP directors, discussions (often over lunch) with IEP ambassadors, students and/or alumni, and exchange students living in the house, participating in coffee hours, lab tours (on campus, at Schneider Electric and at the Bay Campus), capstone project mini-presentations, academic/admissions sessions, campus tours (some facilitated by our own students), and checking out the URI MakerSpace and AI Lab.

# Recruitment Impact 2018-19

We will soon be soliciting additional feedback about these visits and their impact on students' choice to apply to or attend URI, but have already received many positive comments from participants.

Below you can find feedback from a student's mother, who after visiting, later wrote back to say that her daughter decided to commit to URI and the IEP (along with Chinese Flagship Program), as well as the schedule of another student interested in Ocean Engineering with Italian and/or Spanish.

*"Our visit to URI went extremely well yesterday. Melissa did a phenomenal job setting Isabella up with several people to speak with about the IEP and Chinese Flagship Program. We now have a solid understanding of the program and all of its appeal. Isabella will definitely consider URI as a viable option now.*

*What an incredible program you set up! I was so impressed by the incredible amount of work, thought and care you put into ensuring these students who embark on such a task like learning a foreign language from scratch are successful. The program resources available outside the classroom are amazing - from dorm life to daily tutoring to intense summer workshops. We could tell from each person we spoke to that they had a personal affinity for the program and were committed to its success. A student named Keara, who is studying Mandarin/Computer Engineering, was*

*most relatable to Isabella. Her passion for the program was undeniable and she spent the most time with Isabella. We had a long conversation with Dr. Berka and met with Angela from housing and Claire who is an assistant to the Flagship chair.*

*Bella was able to visit the temporary engineering facility and observe a lab with other students. Of course, we drove around and saw the new construction for the engineering department. Overall, I thought Isabella felt comfortable on campus and liked that the engineering program is an intimate community within a bigger school. Thank you again for helping us have a better understanding into IEP. I think it would be an incredible opportunity for Isabella if she wants to go there. It will be a tough decision, especially now that we know how special the opportunities and people are at URI."*

Time	Activity/Person + Meeting Place
11:20-12:20	Meet with Melissa Schenck (IEP Coordinator) + Alyssa San Angelo (Italian/Mechanical Engineering) <b>Location:</b> TI House, 61 Upper College Rd.
12:30 - 1:20	Lunch with Silke Scholz (Spanish IEP Director), Ana Rodriguez (Spanish exchange student; Mechanical/Industrial Engineering) + Jordan Beason (Chinese/Ocean Engineering) <b>Location:</b> TI House
1:30 - 1:50	Italian Conversation Hour - Meet URI Italian students/professors in a social setting! <b>Location:</b> IEP House
2:00 - 2:30	Meet with Michelangelo La Luna (Italian IEP Director) <b>Location:</b> Swan Hall 153
2:30ish-2:45	Drive over to Bay Campus + park in front of Sheets Building Check in with Gail Paolino (Dept. Administrative Assistant in OCE Dept. Main Office), then proceed to Wave Tank
2:45ish-3:30	OCE 206 - Ocean Measurements and Instrumentation (with Prof. Christopher Baxter) - lab <b>Location:</b> Wave Tank, Sheets Building, URI Bay Campus
3:30 - 4:30	Meet with Stephan Grilli (Ocean Engineering Dept. Chair) + tour lab/see capstone projects <b>Location:</b> 111 Sheets Building, URI Bay Campus

# Recruitment & Retention 2018-19

## J-Term PLUS

This year's Germany J-Term innovated on an existing approach by creating connections between vertical cohorts in collaboration with the Alumni Office - from GIEP freshmen, sophomores and juniors on the tour to seniors researching at our partner university institutes in Braunschweig and Darmstadt to our dual masters students currently writing their theses abroad to GIEP alums working in Germany. It was a whirlwind of activity - 12 days spent in 10 different cities across the country, including 7 company tours, 3 networking dinners with URI alumni, 2 university visits, and stops at various cultural/historic sites.

While gaining an appreciation for German culture, IEP students were also able to visualize where they could be studying and working during their senior year abroad. The company tours and university visits gave program participants a chance to interact with IEP students and alums currently abroad. Among the many alums, we are especially grateful to '05 MCE & GIEP alum James Toczko, who has been dispatched by MTU Aero Engines in CT to MTU in Munich for 5 years and who introduced our group to how a career after the IEP can spin into unexpected directions. Likewise, '12 French IEP & CHE alum Raena Morley, now finishing her PhD in the Biothermodynamic group at TU Munich, left an equally strong impression on our budding engineers when she presented her work in fluent German and invited them to join her group as interns in 2020. Michele Nota, Executive Director of the URI Alumni Association joined us for parts of the trip, which allowed us to leverage our combined alumni network in a more strategic way that will hopefully serve as a model for future study tours across all IEP programs.



*Current and former IEP students mingle over dinner in Darmstadt joined by TUDA exchange students.*

*J-Term students exploring the new BASF Visitor's Center in Ludwigshafen, Germany.*



# Recruitment & Retention 2018-19

## **Student Impact Statement:** Patrick Eddy, GIEP & MCE Junior

*The J-term trip to Germany was an incredibly helpful experience. Going into the trip the language and cultural barriers were a definite worry. Now after actually being introduced to the culture this is no longer a worry. I found that I felt very comfortable being in the German cities on my own or with a group. I also found that I gained more confidence in my German speaking. Having to order food and interacting with locals of the cities we stayed in helped with colloquial German. The regained confidence in the German language makes me feel much more comfortable with going for the whole year next year.*

*The tours of the company facilities were the most useful part of the trip in my opinion. Going into the trip I had actually been second guessing my choice in studying mechanical engineering. After seeing the possible fields I could be working in I found a new-found excitement for my major. It was also interesting to see the way that industry functioned in different cultures. It was a different experience than anything I had ever been exposed to. Many of the facilities we saw, especially the Volkswagen plant, operated like small cities. Many of the workers used bikes to get between stations within the facilities.*

*Most of our time spent in the cities was guided by someone who knew the city for the most part. What was interesting was when we finished the scheduled part of the day and had opportunities to explore the cities on our own. Using the public transportation in these scenarios was always very interesting. It became much easier from the first day in Germany to our last day. This was mostly due to just being forced to get comfortable changing trains and getting on and off trains efficiently. The transit systems in many of the cities were very efficient and did not stop for long.*

*Overall the trip to Germany was very informative and helpful for being in the IEP. It gave me many insights into what the year abroad could look like. I also feel much more comfortable going into other countries and being around different cultures. I would highly recommend this trip to anyone planning on going abroad to Germany especially if they feel like they are on the fence.*



*J-Term students and staff pictured here in Frankfurt, Germany.*

# Dissemination & Awards

## Awards & Honors:

**Sigrid Berka** received the University of Rhode Island Foundation Administrative Excellence Award 2019 during a May 15th celebration.

**Sigrid Berka** received the German Academic Exchange Service (DAAD) Alumni Association Award for International Exchange on April 11, 2019 in New York City.

**John Grandin** received an Honorary Doctorate in Engineering degree from the University of Rhode Island at Commencement on May 19th, 2019.



## Publications:

**Berka, S.,** Corsini, A., “The Need for a Multilingual Economic Development Strategy in RI.” Op-Ed in *Providence Business News (PBN)*, Friday April 26, 2019.

**Berka, S.** “Language Lessons.” In “Currents” in *University of Rhode Island Magazine*, Fall 2018, p.8.

**Berka, S. Rarick, D.,** Jesiek, B., editors, *Journal of International Engineering Education (JIEE)* vol.1 (2018): <https://digitalcommons.uri.edu/jiee/>

**Berka, S., Graney, A.,** “Building Community through Dual Degree Language Housing.” Invited chapter in a volume on Language Housing edited by Jennifer Bown and Dan Dewey (BYU). Forthcoming in *International Association for Language Learning Technology (IALLT)*, Summer 2019.

**Berka, S., Tracksdorf, N.** “Den Deutschunterricht interdisziplinär verankern: Ein Zukunftsmodell für das Fach Deutsch in den USA.” In *IDV Magazin mit dem Schwerpunkt “Deutsch in Nordamerika,”* forthcoming Fall 2019.

**Erickson, L.** *French for Engineering.* Textbook and Workbook. 256 pages. New York City: Routledge, July 2018.

**Erickson, L., Berka, S., Castro, Z., Hu, X.** “Enhancing Study Abroad: Interventions for Greater Language Proficiency and Intercultural Development.” Submitted to *NECTFL Review.*

Finger, A., **Tracksdorf, N.** “Go ‘Global’, Build Networks, Create Nodes: Integrating the Humanities and the Professions.” *Unterrichtspraxis/Teaching German*, forthcoming Fall 2019.

**La Luna, M. (Ed.),** “Il Codex Purpureus Rossanensis nella critica storica.” [“The Codex Purpureus Rossanensis in the Historical Criticism.”] In *Atti del Convegno Internazionale “Codex Purpureus Rossanensis: problematiche scientifiche e prospettive di valorizzazione.”*



# Dissemination

Università della Calabria-Palazzo della Cultura San Bernardino, Rossano, Italy, May 25-26, 2017. [International Conference proceedings on “Codex Purpureus Rossanensis: Scientific Issues and Valorization Perspectives.” University of Calabria-Palazzo della Cultura San Bernardino, Rossano, Italy, May 25-26, 2017.] Co-editor of the volume together with Giovanni Morello, Giuseppe Roma, Giuseppe Zangaro. Published as part of the series Ricerche. Collana del Dipartimento di archeologia e storia delle arti; Dipartimento di studi umanistici, Sezione di archeologia, storia delle arti e del patrimonio culturale 22, University of Calabria, forthcoming in 2019.

**La Luna, M. (Ed.)**, Capuana, Luigi. *La Reginotta [The Little Queen]*. Part of the series SOPHIA X, Literature 7, directed by Michelangelo La Luna. Rossano, conSenso publishing, forthcoming 2019.

**La Luna, M. (Ed.)**, Maraini, Dacia. *Writing Like Breathing. A Homage to Dacia Maraini*. Vol. IV: Interviews and Essays and Vol. V: Festschrift. Part of the series SOPHIA XII, Literature 9, directed by Michelangelo La Luna. Part of the series SOPHIA XI, Literature 8, directed by Michelangelo La Luna. Rossano-Kingston, RI: conSenso publishing and De Rada Italian Institute, 2019 (forthcoming).

**Tracksdorf, N. (Ed.)** *Impuls Deutsch: Intercultural, Interdisciplinary Interactive*, 270 pages, textbook. **Also co-author** with Nicole Coleman, **Damon Rarick**, and Friedemann Weidauer. Stuttgart, Germany: Ernst Klett Sprachen, forthcoming in July 2019.

**Tracksdorf, N. (Ed.)** *Impuls Deutsch: Intercultural, Interdisciplinary Interactive*, 430 pages, workbook. **Also co-author** with **Damon Rarick**, Anett Geithner, and Friedemann Weidauer. Stuttgart, Germany: Ernst Klett Sprachen, forthcoming in July 2019.

## **Presentations:**

**Ako-Adounvo, G.**, Delmore, J., Blumenthal, P., Hong Cheng, H., “Operating in Challenging Times.” 21st Annual Colloquium on International Engineering Education, Nov. 1-2, 2018, Newport, RI.

**Berka, S.** Invited speaker, “Merging Languages with Engineering: The Impact of a Dual Degree International Engineering Program.” University of Delaware, Nov. 7, 2018, Newark, DE.

**Berka, S.**, Emig, A., Armstrong, M., Rudolph, J., Niethammer, U., “Writing Grants to Build and Sustain Diverse Programs.” 21st Annual Colloquium on International Engineering Education, Nov. 1-2, 2018, Newport, RI.

**Berka, S., Erickson, L.**, “Immersion Language Learning While Studying and Interning Abroad.” RIFLA Annual Conference, Oct. 13. 2018, Smithfield, RI.

**Erickson, L., Castro, Z., Wu, Y. Berka, S.**, “Maximizing Time Abroad.” 21st Annual Colloquium on International Engineering Education, Nov. 1-2, 2018, Newport, RI.

# Dissemination

## **Presentations** *(continued)*:

**Erickson, L., He, W., Rarick, D.**, Tieke, B.W. “Integrating STEM into FL Classroom.” 21st Annual Colloquium on International Engineering Education, Nov. 1-2, 2018, Newport, RI.

**Erickson, L., Wu, Y., Echevarría, M., Tracksdorf, N.** “Authentic Language for Specific Purposes: Using Authentic Documents for STEM.” NECTFL 2019 Annual Conference, February 7, 2019, New York City, NY.

**Erickson, L.** “Combining French and Engineering.” Innovating Undergraduate French Studies Unconference, April 20, 2019, Austin, TX.

Jesiek, B., Shuman, L., Rissmiller, K., **Tracksdorf, N.**, Yortis, C., Elliot, G. “Globalizing Engineering Education? A Retrospective on the Newport Declaration.” American Society for Engineering Education, June 24-27, 2018, Salt Lake City, UT.

**La Luna, M., Videtta, M.**, Henry, A., Grodotzki, J., “Sourcing Internships and International Research Collaborations in Diverse Areas and Communities.” 21st Annual Colloquium on International Engineering Education, Nov. 1-2, 2018, Newport, RI.

**La Luna, M.**, “Dacia Maraini in conversation with Prof. Michelangelo La Luna (University of Rhode Island).” La Nostra Voce. International Women’s Day. Dante Alighieri Society, March 8, 2019, Cambridge, MA.

**La Luna, M.**, “Forse cui Guido vostro ebbe a disdegno: Alcune riflessioni sull’incontro tra Dante e Cavalcanti.” [“Whom perhaps your Guido had in disdain”: some thoughts on the meeting between Dante and Cavalcanti.]. Congresso Dantesco Internazionale/International Dante Conference. Alma Dante 2019. University of Bologna, May 29-June 1, 2019, Ravenna, Italy.

**Murray, W.**, Introduction of Keynote Speaker Connie Rightmer, ZF North America. 21st Annual Colloquium on International Engineering Education, Nov. 1-2, 2018, Newport, RI.

**Riley, J., Wright, R.**, Johnson, E., Jesiek, B., Saubert, S., “Making the Case for International Engineering Programs and Interdisciplinary Faculty Research.” Opening Plenary at 21st Annual Colloquium on International Engineering Education, Nov. 1-2, 2018, Newport, RI.

**Riley, J.**, Introduction of Keynote Speaker Dr. Rocio Chavela Guerra, ASEE. 21st Annual Colloquium on International Engineering Education, Nov. 1-2, 2018, Newport, RI.

**Schenck, M.** and IEP alumni, “The International Engineering Program at URI: Your Passport to the Global Workplace.” Goethe Institute Career Day, Nov. 2, 2018, Newport, RI.

**Scholz, S., Koenig, S.**, Kopka, U., Petropoulou, Z., “Motivating and Preparing STEM Students to Go Abroad.” 21st Annual Colloquium on International Engineering Education, Nov. 1-2, 2018, Newport, RI.

**Tracksdorf, N.** “German Studies Go Global.” German Studies Association, September 27, 2018, Pittsburg, PA.

# Dissemination

**Tracksdorf, N.** “Intercultural, Interdisciplinary, Interactive: A New German Textbook.” Getvico – German Teacher Virtual Conference, September 29, 2018.

**Tracksdorf, N.** “STEM Topics in a First Year Language Course: Engaging Ways to Teach Humanities Skills to German-Engineering Students.” MLA Annual Convention, January 3-6, 2019, Chicago, IL.

**Tracksdorf, N.** Invited speaker for full-day workshop, “Teaching Interdisciplinary German Courses.” DAAD Teacher Education Day, German Academic Exchange Service, Nov. 2, 2018, Newport, RI.

**Tracksdorf, N.,** Hemmerling, K., Hodgdon, C. “Immerse yourself in a ‘MINT’ weekend: a collaborative project model.” AATG Annual Meeting at ACTFL Convention, November 16-18, 2018, New Orleans, LA.

**Tracksdorf, N.,** Hodgdon, C. “Collaboration Across States, Disciplines, and Students: A German-STEM Weekend.” NECTFL Annual Conference, February 7-9, 2019, New York City, NY.

**Tracksdorf, N.,** Kaupp, S. “Diversifying the German Classroom: An Inclusive, Holistic Approach.” Diversity, Decolonialization, and the German Curriculum 2019, February 29, 2019, Northfield, MN.

**Tracksdorf, N.,** Matthias, B., Wood, J., Weidauer, F. “GPP from A-Z: German for Multi-Faceted Professional Purposes.” AATG Annual Meeting at ACTFL Conference, November 16-18, 2018, New Orleans, LA.

**Tracksdorf, N.,** Tully, B., Plenary Session “The First URI Dual Enrollment Program in the Languages: Creating a Pathway from German@Cranston East High to German@URI.” 21st Annual Colloquium on International Engineering Education, November 1-2, 2018, Newport, RI.

**Tracksdorf, N.,** Weidauer, F. “Engaging Industry for Sustainable Programs.” 21st Annual Colloquium on International Engineering Education, Nov. 1-2, 2018, Newport, RI.

**Takasawa, M.,** Wagner, S. George, C., Conant, S., Munzner, D. Schwarz, B., “Things I Wish I Had Known.” 21st Annual Colloquium on International Engineering Education, Nov. 1-2, 2018, Newport, RI.

## **Organization:**

**Berka, S., Graney, A., Schenck, M., Scholz, S., Tracksdorf, N.,** organizers, 21st Annual Colloquium on International Engineering Education, Nov. 1-2, 2018, Newport, RI.

**Tracksdorf, N.,** organizer, German STEM Immersion Day, Nov. 3, University of Rhode Island, Kingston, RI.

**Tracksdorf, N.,** organizer and director on site, URI German-STEM Immersion School in Berlin, May 24 - July 6, 2019, Berlin, Germany.

# Student Awards

## **Boren Scholarship for Critical Language Studies**

Keara Cole (CIEP), Zachary Smith (CIEP/GIEP)

## **Beatrice S. Demers Foreign Language Fellowship**

Maximillian Hill (GIEP), Jason Valdes (JIEP), Nathan Guillemette (FIEP), David Guevara (IIEP), Oliver Hazard (SIEP), Arianna Sawyer (SIEP), Keara Cole (CIEP), McKensie Sherlock (CIEP)

## **JASSO Japan Scholarship**

Harrison Timperley (JIEP)

## **University Excellence Award in Ocean EGR**

Hannah Willey (SIEP)

## **University Excellence Award in French**

Chelsea Fox (FIEP)

## **University Excellence Award in German**

Mitchell Golde (GIEP)

## **Excellence in Spanish Program and Community Engagement**

Laura Parra (SIEP)

## **French Excellence Award**

Ian McElroy (FIEP)

## **Teodoro Raffaele Diaco Excellence Scholarship**

Jonathan DeAlmeida (IIEP), David Guevara (IIEP), Brian DuBois (IIEP), Evan Arnott (IIEP), Jenna Taormina (IIEP)

## **Chinese Flagship Excellence Award**

Mckensie Sherlock (CIEP)

## **Nelson C. White Award**

Chemical Engineering: Anne Reisch (GIEP)  
Civil Engineering: Ryan Conley (GIEP)

## **Most Improved Chinese Student Award**

Zachary Smith (CIEP/GIEP)

## **Chinese Star Student Award**

Austin Mancini (CIEP)

## **Chinese Flagship Service Award**

Rebekah Vecchiarelli (CIEP)

## **IEP Service Award**

Michael Eggleston (GIEP), Maximillian Hill (GIEP), Laura Parra (SIEP), Ana Rodriguez Rivera (SIEP)

## **Ayotte Family French IEP Award**

Nate Guillemette (FIEP), Hannah Trainou (FIEP)

## **Jeunes Espoirs Award**

Julianna Martinez (FIEP)

## **Violet Grace Hellman Award**

Milucy Fernandes (FICSP), Carlos Diaz (FICSP)

## **John Grandin Scholarship Award**

Michael Eggleston (GIEP)

## **International Engineering Program Award**

Nancy Alvarez (SIEP), Gabriela Ortega (SIEP), Abigail Hunter (SIEP), Zachary Smith (GIEP), Matthew Vitoiri (GIEP), William Santosuosso (GIEP), Alec Stanley (GIEP), Cody Kwasniewski (GIEP), Joshua D'Ambra (GIEP), Sean Taylor (FIEP), Nataly Cruz (FIEP)

## **Shawn McBride Award**

Kelly Domogala (SIEP)

## **Otto Dornberg Award**

Jeffrey Kimmerlein (GIEP), Erin Dunphy (GIEP)

## **William & Pauline Silvia Award**

Seth Camara (SIEP)

## **Sharon Wallace Award**

Renee Gordon (GIEP)

## **Barbara Woods Memorial German Studies Award**

Heather Difazio (GIEP), David Hwang (GIEP)

## **Frank L. Woods Memorial Scholarship**

Garrett Barker (GIEP), Austin Clark (GIEP)

## **German-American Cultural Society Award**

Aaron Hertzner (GIEP), Omar Alsasa (GIEP)

## **Wroe Family Award**

Andy Jiang (CIEP), Dylan Kennedy (CIEP), Bobby Backofen (CIEP), Long Zou (CIEP), Mary Pals (CIEP)

## **The Ziurella Family Scholarships**

Jenna Taormina (IIEP)

## **Spanish Book Award for Excellence in Cultural Studies**

Samuel Desarro (SIBP)

# APPENDIX

## Commencement 2019: URI Announces Five 2019 Honorary Degree Recipients

KINGSTON, R.I. — April 11, 2019 — A former congressman who led the fight for health insurance parity for those with mental health and substance use disorders, an educator who uses tall ships as platforms to educate college students about the ocean and environment, the founding director of the leading international engineering program, a renowned musician and philanthropist, and a former college president will be awarded honorary degrees by the University of Rhode Island at its 133rd Undergraduate Commencement Ceremonies Sunday, May 19.

Former Congressman Patrick J. Kennedy will receive an honorary doctor of humane letters degree and will address a crowd of about 15,000 during the University's main undergraduate commencement ceremony, which begins at 12:30 p.m. on the Quadrangle of the Kingston Campus. [...] In addition, honorary degrees will be presented to Edward Avedisian, a clarinetist with the Boston Pops for 35 years and the Boston Ballet Orchestra for more than 40; Margaret "Peg" Brandon, president of the Sea Education Association; URI Professor Emeritus John M. Grandin, founding director of the International Engineering Program (IEP) and Lynn C. Pasquerella, the current president of the Association of American Colleges and Universities and former president of Mount Holyoke College.



The honorary doctorate degree is the highest honor bestowed by the University, and these five men and women will join 433 esteemed individuals recognized with this distinction since URI's founding.

"We are privileged to present honorary doctorate degrees to these distinguished individuals, whose accomplishments exemplify our common values of integrity, honesty, compassion, creativity and civic-mindedness," said URI President David M. Dooley. "Their achievements have made lasting contributions to our state, our nation, and the world."

### **John M. Grandin, Doctor of Engineering**

John M. Grandin, is founding director of the International Engineering Program (IEP) and professor emeritus of German. The IEP is one of the first global engineering programs in the nation, and one of the few that educates truly bilingual engineers. Other schools look to URI as a leader in this field due to the vision of Grandin and his co-founder, the late Hermann Viets, former dean of the College of Engineering.

Dramatic enrollment growth in the Department of Modern and Classical Languages and Literatures occurred with strong help from the IEP. The program combines engineering study with German, French, Spanish, Italian, Mandarin Chinese and now a minor in Japanese. The program attracts outstanding undergraduate students from all over the country and exchange students from partner universities in each of the IEP language areas.

Major financial support has come to the IEP from governmental, corporate and private sources because of the efforts of Grandin and the other IEP faculty working in coordination with engineering faculty. Grandin has received numerous awards, including the Federal Cross of Honor from the Federal Republic of Germany. He has published widely on cross-disciplinary initiatives. Grandin is the founder of the Annual Colloquium on International Engineering Education, which brings together engineering and language faculty with university administrators and international educators to explore ways to prepare young engineers for the global workplace.

## Six URI Students Win Boren Scholarships, Fellowships to Study Languages Overseas

KINGSTON, R.I. – May 7, 2019 – Six University of Rhode Island students – four undergraduates and two graduate students – have won Boren Awards to study foreign languages abroad – four in China and one each in Jordan and Taiwan.

The four undergraduates receiving Boren Scholarships of up to \$20,000 are Sarah Chambers, a junior Chinese and global business management major from Carlisle, Pennsylvania; Keara Cole, a junior Chinese and computer engineering major from Huntingdon Valley, Pennsylvania; Derek Murphy, a Chinese and political science major from York, Maine; and Zachary Smith, a Chinese, German and electrical engineering major from North Kingstown, Rhode Island. All participate in URI's Chinese Language Flagship Program, while Cole and Smith also participate in the University's International Engineering Program and Chambers studies in the International Business Program.

The two graduate students, Cory Crew of Putnam Valley, New York, and Daniel Laspisa of Hillsborough, New Jersey, were awarded Boren Fellowships worth up to \$24,000. Both are studying for master's degrees in international relations.

The David L. Boren Award is one of the most prestigious study abroad awards offered to American college students. The National Security Education Program, a federal initiative to expand the pool of American citizens with foreign language and international skills, sponsors the awards. In exchange for funding, recipients agree to work for the federal government for at least one year.

A total of 22 URI students have received a Boren Award since 2011.

Chambers will use her scholarship to study at Nanjing University in China and intern with a Chinese company or an international company operating in China.

"I'm interested in studying foreign languages because I have always been fascinated with how language and culture are interrelated and how different perspectives and lifestyles develop," said Chambers, who has a minor in Japanese. "My career goal is to be able to utilize my business and cultural/language knowledge to help American companies expand into the East Asian market. Specifically, I would love to work at some point in global product innovation."

Like Chambers, Cole will spend the fall academic semester studying at Nanjing University, and she will intern in China as a software or hardware engineer next spring.

"Learning Chinese has not only deepened my love and appreciation for other countries, but also for my own," said Cole, who is planning a career in cybersecurity and aerospace with the Department of Defense. "It is truly such a gift to be able to engage a local in their native language and witness a whole new personality that most American's will never have the opportunity to see present itself. These little moments are really so beautiful. Learning Chinese has truly enriched my life."

Murphy will also spend the fall semester taking classes at Nanjing University and interning in the spring. "I have a strong passion for foreign languages," he said. "There are so many more perspectives, cultures, histories, and people you can unlock when you don't have to wait for translation."

As for his career plans, Murphy said he is committed to an international career so he can continue to learn languages and cultures and engage in global issues. "I would love to pursue a career where I can make a difference at the international level, whether that be at the U.S. Department of State or at another relevant intergovernmental organization like the United Nations," he said.

Smith said his choice to study Chinese and German relates to his plan to pursue a career in the renewable energy industry. Germany is a leader in renewable energy research and China and Taiwan are world leaders in the production of solar panels. He will spend next year studying at the National Taiwan University in Taipei and interning at a renewable energy company.

“I want to work with renewable energies and travel to implement cheap and efficient energies in developing countries where the burning of coal is a common source of energy,” said Smith, who hopes to work at the National Renewable Energy Laboratory immediately after graduation. “With a new renewable energy source in this city, town or village, citizens will be able to have electricity and increase their standard of living while keeping greenhouse emissions low.”

During his time as a graduate student, Crew worked as a research assistant at the Naval War College and was a Congressional Fellow for the House Committee on Oversight and Government Reform. During much of that time he was involved in the study of Chinese geopolitical strategy. He will spend his fellowship in intensive Mandarin language classes at East China Normal University in Shanghai.

After graduation he hopes to work for the State Department in an effort to better understand Chinese concepts of sovereignty, global responsibility and cyberwarfare. “I hope to continue forging a career focused on the better understanding of Eurasian geopolitics and the changing landscape of renewed great power relations in the 21st century,” he said.

Laspisa is a decorated combat veteran who deployed to Iraq, Afghanistan, South Korea and Bangladesh and now serves in the Rhode Island National Guard. He speaks Spanish and Farsi, and his Boren Fellowship will enable him to continue his studies of Arabic at the Sijal Institute for Arabic Language and Culture in Amman, Jordan.

“I learned on my military deployments the value of communicating with people in their own language – or at least making an attempt to do so,” he said. “Speaking Farsi was very helpful in Afghanistan as it set me apart from the stereotypical image of Americans that a lot of the locals had, and it showed them a level of interest and respect that they weren’t accustomed to.”

Laspisa is planning a career as a foreign service officer at an embassy or consulate abroad. “I like to be a problem solver,” he said. “I enjoy developing collaborative solutions to large scale problems and working with diverse groups of individuals with a wide range of expertise. I also believe strongly in the power of diplomacy as a means of preventing violence and promoting positive societal change.”

URI students interested in applying to the Boren Awards should contact the URI Office of National Fellowships and Academic Opportunities for more information.





## Beatrice S. Demers Fellows to Study in Nine Countries Thanks to \$220,000 in Grant Funding

KINGSTON, R.I., — May 13, 2019 — Sixteen University of Rhode Island modern language students have been named Beatrice S. Demers Foreign Language Fellows and have been awarded generous grants to pursue foreign language studies across the globe.

Molly Beluk is one of those students. A rising senior majoring in nursing and Spanish, Beluk is looking ahead to June 21 when she departs for Argentina to begin a five-week language immersion program. There she will spend half of every day working in a clinical or hospital setting and the other half in a language immersion program specifically focused on health care terminology for those entering the health care field.



*Maximillian Hill, pictured left, at the IEP Senior Lunch in May 2019.*

Beluk, from Newburyport, Massachusetts, has studied Spanish since the 6th grade and built on her fluency during a trip abroad to Seville, Spain, as a sophomore. Her Spanish professor at URI, Megan Echevarría, told Beluk about the Demers scholarships and encouraged her to apply. Though Beluk understood that grants are more typically awarded to students participating in lengthier programs, she believes that the unique nature of her immersion program – specifically focused on patient care – made a difference.

“I am so grateful and excited about how this experience will help me become a better nurse,” said Beluk, who notes that in this country, most of us are able to seek health care with the knowledge and comfort that comes with doctors and nurses understanding our language. “Imagine, at a time of a health care crisis, feeling afraid and overwhelmed and not being able to communicate,” she said. “I hope to someday make a difference to someone thanks to my URI education and to this opportunity to build upon my fluency.”

Beatrice S. Demers, a University of Rhode Island professor for more than 30 years, was fluent in French, German and Spanish and studied Chinese and Russian into her 70s. She had a deep love of foreign languages and, following her death, a \$4 million gift from her estate led to the creation of the Beatrice S. Demers Foreign Language Fellows Fund. The 2019 round of awards brings the total number of URI recipients since 2011 to 148. This year’s total combined grant award value of more than \$219,786 brings the total amount provided to URI students in that timeframe to more than \$1.7 million.

Beluk joins 15 other URI students—all of whom will be awarded grants to cover the cost of tuition, fees, travel, housing and living expenses while they study in Argentina, China, Germany, Italy, France, Spain, Japan, Taiwan and Jordan—including Johanna Leffler, a junior in the newly launched International Studies and Diplomacy Program. This interdisciplinary program is a dual major, leading to a bachelor of arts in international studies and a bachelor of arts in a foreign language. Study abroad is a key element of the program.

Leffler, from Silver Spring, Maryland, will use her Demers grant to study French in Rennes, France over the 2019-2020 academic year. She hopes to apply to URI’s combined bachelor of arts and accelerated master’s degree in international relations program upon her return, with the goal of pursuing foreign service work or joining the Peace Corps after she graduates.

A French student since kindergarten, Leffler has travelled to France three times and is fluent, but she looks forward to bolstering her language skills in an immersion setting while studying at the Institute of Political Studies over the next academic year. She leaves the U.S. in late August.

The other Demers recipients, and the languages they are studying, are: Sarah Chambers of Carlisle, Pennsylvania (Chinese); Keara Cole of Huntington Valley, Pennsylvania (Chinese); Melody DeMers (German); David Guevara of Lincoln, (Italian); Nathan Guillemette of Hope Valley, (French); Oliver Hazard of Smithfield, (Spanish); Maxmillian Hill of Skokie, Illinois (German); Samantha Horan (Japanese); Arianna Sawyer of Newburyport, Massachusetts (Spanish); McKensie Sherlock of Narragansett (Chinese); Quinn Smith of Newport, (Chinese); Jason Valdes of Warwick, (Japanese); Mikaela Vento (Arabic); and Victoria Zuelke (Chinese).



*Nathan Guillemette (left) and French IEP Director Lars Erickson (right) at the IEP Senior Luncheon in May 2019.*

Of the 16 students, 8 are participating in the International Engineering Program and 6 are in the Chinese Flagship Program, both of which —like the diplomacy program—consist of a dual major to include a language and a second major along with a language immersion aspect via time spent studying abroad.

“The University of Rhode Island has a very robust and growing foreign language program despite national trends showing a decline of these programs across the country. Beatrice Demers was a visionary and I’m sure she would be proud of the program she was so committed to during her time at URI. Her generosity continues to provide phenomenal opportunities to generations of URI students, empowering them to become true global citizens,” said Dean Jeannette E. Riley, of the URI College of Arts and Sciences.

The Rhode Island Foundation administers the Beatrice S. Demers Foreign Language Fellows fund, which is open to all Rhode Island residents, not just students. Non-resident students who attend a Rhode Island college or university are also eligible. Preference is given to URI applicants including alumni, faculty and staff and current students, who share a passion for and commitment to language learning.

## URI German IEP Alumna Receives Fulbright Award

By Neil Nachbar

Cherish Prickett, who graduated summa cum laude from the University of Rhode Island's International Engineering Program (IEP) in 2018, with bachelor's degrees in industrial and systems engineering and German, was recently awarded a prestigious Fulbright award.



The Fulbright provides research, study and teaching opportunities to recent graduates and graduate students. Prickett will pursue a master's degree in risk, disaster and resilience at University College London's (UCL) Institute for Risk and Disaster Reduction (IRDR), starting in September. The Fulbright will cover her tuition and provide a stipend for living expenses.

Prickett completed the five-year IEP with a 3.93 grade point average and also earned the Barry Goldwater scholarship, the Beatrice Demers Foreign Language scholarship, and an award from the German Academic Exchange Service award or Deutscher Akademischer Austauschdienst (also known as DAAD).

Through the Fulbright, "I will gain a broad understanding of how disasters are currently mitigated, as well as complete a project under the Cascading Disasters Research Group, which is an entire group of researchers solely focused on the specific type of disasters that I hope to address in my future research," said Prickett. "The time I spend with IRDR will create a foundation in disaster relief that I will use throughout my career."

### Preparing for the Future

The Lilburn, GA. resident plans to use her experience in London in the next year to launch the next phase of her career.

"The international experience I will gain and the connections I will make will add more diversity and depth to my future research," said Prickett. "I would love to work as a staff researcher in a lab or with an NGO (non-governmental organization) that does work to minimize the ramifications on communities affected by natural and manmade disasters."

More specifically, Prickett would like to research disasters that mimic a domino effect, where one disaster strikes and directly causes another disaster.

"I hope to work on logistics for how we prepare for and manage these disasters using optimization modeling techniques," explained Prickett.

### Support from the URI Community

Prickett said she could not have become a Fulbright recipient without the help of the URI community.

Assisting Prickett with the Fulbright application was Kathleen Maher, director of URI's Office of National Fellowships & Academic Opportunities. Industrial and systems engineering Professors Manbir Sodhi, Valerie Maier-Speredelozzi and Gretchen Macht submitted letters of support and URI's British Scholarships Committee, chaired by philosophy Professor Cheryl Foster, prepared the alumna for the Fulbright award interview.

“Cherish’s innumerable qualities transcend traditional classroom boundaries,” Macht said. “Her vision of the world is balanced between idealism and rationalism, with the mental capabilities and passion for changing the course of how programs are written by engineers to include the human element to help people. I could not think of a better candidate for this scholarship.”

### **Prickett’s IEP Experience**

Prickett’s path to URI’s IEP was less conventional than most. After earning an associate’s degree in engineering at a community college, Georgia Perimeter College (since absorbed by Georgia State University), she Googled “international programs and engineering” and URI’s program popped up high in the search results.

After visiting the campus with her mother, and meeting with students and faculty, Prickett was convinced that URI was the place for her.

When Prickett entered the German IEP, Sigrid Berka, executive director of the IEP, outlined an accelerated plan for her to complete three years of German language studies in only two years.

“I recommended that she enroll in the URI German Summer School prior to starting at URI to gain confidence in the language and take the two required German literature courses parallel to her language courses in her junior year,” Berka said.

In her senior year at URI, Prickett studied at Technical University Braunschweig in Germany, where she completed an operations research internship project entitled “lautlos&einsatzbereit” at the Institute for Automotive Management and Industrial Production, led by Professor Thomas Spengler, a research collaborator of Sodhi and liaison of the IEP at TU Braunschweig.

The goal of her project was to analyze the impact of integrating electric vehicles into the fleet of vehicles operated by Niedersachsen’s police.

“My task was to develop a new model that factored partial recharging, to any desired amount, and understand how the necessity to charge the electric vehicles impacted the arrival time at the crime scene,” recalled Prickett.

### **About the Fulbright Program**

The Fulbright U.S. Student Program awards approximately 2,000 grants annually in all fields of study and operates in more than 140 countries. More than 380,000 Fulbrighters from the United States and other countries have participated in the program since its inception in 1946.

Fulbright U.S. Student alumni populate a range of professions, including ambassadors, members of Congress, judges, heads of corporations, university presidents, journalists, artists, professors, and teachers.

## Passion for Oceans Inspires URI Student to be Renewable Energy Entrepreneur

KINGSTON, R.I. – April 30, 2019 – Despite having spent most of her childhood in South Dakota – far from the coast – Ellie Dunkle has always loved the ocean. That’s why she chose to study ocean engineering and oceanography at the University of Rhode Island, and it’s why she is planning a career providing ocean-generated energy to isolated communities.

As Dunkle prepares to graduate from URI on May 19, she is looking back fondly on her international travels, campus leadership and internships as she prepares to be an ocean entrepreneur.

“I never realized how powerful the ocean was until I moved to South Kingstown at age 16 and became a life guard at Narragansett Town Beach and saw people struggle in the waves,” said Dunkle. “Instead of being terrified of the ocean, it made me want to learn more about how it worked.”

She got her feet wet early in her URI career, traveling to Guatemala as a freshman member of URI’s chapter of Engineers for a Sustainable World to help design and build the first public water quality laboratory in the country’s highlands. She returned a year later as one of the project’s leaders to monitor the lab and help a local university establish a chapter of the global organization. “It was a hugely impactful experience. I learned so much about laboratory equipment and how to do research,” Dunkle said. “And I really enjoyed using my Spanish. That was especially useful to me.”

Enrolled in URI’s International Engineering Program, which requires students to major in an engineering discipline and a foreign language and spend a year abroad, she put her Spanish speaking skills to the test when she traveled to Spain in her junior year. She took classes for a semester at the University of Cantabria in northern Spain, then interned for an oceanographic engineering firm in the Canary Islands. “I’m very grateful for the chance to be away for that long,” she said. “I really felt like I got the chance to acclimate to the environment and the culture there. There was nothing open on Sundays, we had *siestas* in the middle of the day. It really helped me to learn to be patient.”

During her internship, she analyzed data for reports, conducted water quality testing, and translated grant proposals for the European Union. “Whatever they needed done, I took care of it,” she said. “It was a very transformative time for me. I really developed as an international engineer.”

When she returned from her year abroad, Dunkle interned with a Fall River company – an affiliate of the Canary Island company with which she had just interned –that puts solar panels on floating docks for the remote charging of ships and other marine vehicles.

But her time at URI wasn’t all academics and internships. In response to the 2016 elections, she started an organization on campus, Women in STEM, as a support group for women seeking careers in the sciences who struggle for acceptance in the male-dominated fields. She also participated in community service projects as a Feinstein Experience volunteer.

With commencement approaching, she has already been accepted as a graduate student at Oregon State University, where she will study coastal and ocean engineering and conduct research on ocean-related renewable energy projects. She eventually plans to earn an MBA, too.

“I really want to find a way to marry all of my passions and start my own company to create technologies using ocean renewable energy to help connect disadvantaged people to society,” Dunkle concluded. “I want to look at remote islands or isolated communities and make sure they can be self-sustaining with the help of ocean renewable energy.”



## Going global – an international supply chain experience

An American in Germany or a German in America? Or maybe both? Simon Hoeps, exchange student from the University of Rhode Island (URI), certainly fits the bill. When we meet at the HAW Hamburg Campus Berliner Tor Simon starts the conversation in fluent German and then continues the interview at my request in fluent English. “I was born in Germany of German parents, but we moved to the U.S. when I was ten years old”, he explains. “We speak German at home and visit family in Germany regularly, so with my family I feel German, but with my friends in Connecticut I feel more American because we share the same childhood experiences. I suppose I grew up in two countries.”



Simon is currently in his fourth year of the URI International Business Program (IBP)\* with a focus on supply chain. And to complement his German-American background this part of his degree is not spent in the U.S. but in Germany, where he is completing a study and internship year. If this sounds like a foregone conclusion for someone with Simon’s background, then you would be mistaken. “I originally wasn’t thinking of studying at all”, he admits. “I was sick of school and was thinking instead of going straight into a job after high school. But my parents convinced me that I would have more options if I studied, so I looked at different business schools. Engineering wasn’t an option because it was too much math”, he adds, laughing. Having decided to apply for the supply chain management degree at URI, it was only at the “Accepted Students’ Day” that he learned about IBP from the German department. “When I heard that I would be doing an internship in Germany as part of the programme, I knew that was what I wanted to do.”

### International Business Program (IBP) Offers a Global Experience

IBP is a five-year programme of business courses and language studies with graduates earning two degrees from URI. It is designed to meet the needs of business and industry in the rapidly evolving global marketplace and to prepare students for international careers. With Simon’s background he was obviously put into the upper level German classes, but this is not a requirement. Students are put into a class that matches their language level and with additional intensive summer programmes they can acquire the necessary B2 German before they go abroad. Simon also got a lot of support from IBP alumni. “I met Claudia (Krah) at URI when I was a freshman. I already knew her from the German Saturday School that I had gone to as a child and she was a big help, giving me lots of tips. And Kayla (Lombardi) had been to Hamburg two years before me and was able to give me a more detailed view about scholarships and classes.”

Simon has just spent his first semester in Germany, studying at the HAW Hamburg, where he took classes (in English) in International Business Law, FDI, Trade & Logistics, International Management as well as International Organisation & Cooperation. How does he feel these classes have added to his business expertise? »At URI we focused on logistics within the U.S. In my Hamburg classes we looked at trade between countries and what you have to bear in mind when you are working on a global scale. My favourite class was International Business Law, because we got to look at international investments, how you would work in an international environment and at law from an international business perspective.

His semester in Hamburg also introduced him to an international group of friends. He shares a student apartment with Marnix from The Netherlands and they get together with other exchange students to play soccer every Wednesday or the occasional game of poker.

“Studying abroad broadens your way of looking at things. Seeing how other people approach problems makes you more adaptive and more open. The supply chain programme at URI has a national focus and gives you the chance to visit conferences, join student clubs and network. IBP takes those opportunities and gives you an international experience.”

### **Getting a Practical Insight into Supply Chain**

Simon also views his year in Germany as an opportunity to see if he would like to live and work in Germany after graduation and sees the second part of IBP abroad as an important part of this plan. After his exams in January he will be moving to Ditzingen, near Stuttgart, to start his six-month internship with Trumpf GmbH & Co. KG. He was originally looking for an internship in the automotive industry, but URI had connections to the U.S. branch of Trumpf in Connecticut and Simon was fascinated by the complexity of the logistics behind the company’s customized machines. “What also convinced me was that after the interview they designed an internship profile to fit my interests, which is pretty rare. I will have the opportunity to see how the dispositions department works and come up with ideas on how to make it more effective. I am going to be thrown in at the deep end”, he adds, smiling, and you can tell this is what he has been looking forward to all along and that he can’t wait to get started.

## The Internationalists

URI has become a unique training ground for a new generation of students who are immersing themselves in the study of language and culture with the goal of tackling some of the world's toughest problems.

Imagine standing in a small, crowded alimentari, a specialty grocery shop somewhere in Tuscany. The air is dense with the earthy smell of cured prosciutto and salami, and you're dying to sample some with a hunk of salty, freshly baked schiacciata bread.

Your Italian isn't half bad. Now it's just a question of ordering. You rehearse, break apart, and rearrange the words in your head. You need to get the pronunciation just right so the proprietor doesn't make The Face. If you've ever struggled with proficiency, you've seen it: the furrowed expression of strained attention people get when they discover you don't really speak their language.

URI language students likely never see "The Face".

Alison Otto '18, a graduate of the German International Engineering Program, was working on an internship at a company near Stuttgart, Germany, when she met up with friends from URI for the annual Wasen spring festival. In the impromptu community of strangers gathered around the communal tables drinking beer, singing, and sharing stories, Ali struck up a conversation with two Germans. When they learned she was from the U.S., they were surprised; her German was so good, they didn't peg her as a foreigner. "That was a real highlight for me because I had started in German 101 my first year, and my fluency improved so much," she says.



### A Community of Interwoven Cultures

This generation of students at URI has tapped into international education as a way to connect who they are and what they want to do in the world.

Donna Gamache-Griffiths, director of the International Business Program, says URI's strength lies in embracing global diversity. "The University has done so much to support the internationalization of our programs and make them accessible for our students. We have forged connections and partnerships with colleges and universities around the world and added a global component to our curricula campus-wide," she says. "We value diversity and heritage speakers as a tremendous asset here."

### Visionary Programs

Owing in part to the success of their programs, the language department has grown during a time when other universities are scaling back or even cutting certain languages. According to surveys conducted by the Modern Language Association, course enrollments in languages other than English at U.S. colleges and universities fell by 9.2 percent between 2013 and 2016. At URI the opposite is true. Now one of the largest language programs in the nation, the department has increased the number of languages offered, and the number of students pursuing joint majors, double majors, or minors has grown considerably.

Another key to the boom in language study at URI is the high level of collaboration between colleges and departments to create interdisciplinary programs with a global focus. With the founding of the International Engineering Program over 30 years ago, URI created a successful model that many institutions follow. The features these signature international programs share are the development of a high level of language mastery and a full year spent abroad to study and serve on internships.

The international engineering, business, and computer science programs now offer language tracks in German, French, Spanish, Italian, Japanese and Chinese. The Chinese Flagship Program challenges students



to achieve superior language proficiency and a B.A. in Mandarin Chinese as well as a bachelor's degree in a chosen field. Students in the International Textiles, Fashion Merchandising and Design Program can choose either Italian or French, and the International Pharmaceutical Sciences Program offers a dual degree in Pharmaceutical Sciences (BSPS) and a B.A. in French, German, or Italian. This year, a new International Studies and Diplomacy Program launches, with language tracks in German, French, Spanish, Italian, and Chinese.

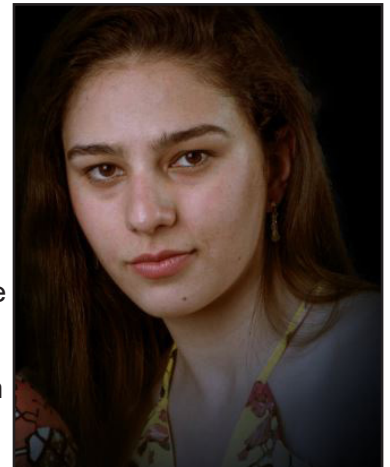
Students follow a rigorous course of language study within the context of their major, learning through language and building vocabulary specific to that discipline. They also master the practical details of living and working in another culture—and even how to order a sandwich without embarrassing themselves.

### Uniquely Prepared to Help Change the World

How will URI's language students apply what they've learned? Cynthia Malambi will promote human rights and help amplify the voices of refugees throughout the world. Africa Smith will empower communities of color and connect them to opportunities around them. Ali Otto will create clean, renewable energy systems. Richard Lisi will be an empathetic healer and enjoy long conversations with his Italian-born grandfather.

Sandra Deeb '20, a French IEP student believes that learning a language is important because it makes us care about each other more. "When you study another culture, you see the world from that perspective, and it helps you treat the world with an equal level of respect," she says.

Sandra has a strong will to do something good in the world, and the field of ocean engineering interests her because of the potential for discovering new forms of renewable energy. Her family came to the U.S. from Syria. "In that part of the world, ongoing conflicts are often related to fossil fuel. Working on sustainable forms of energy is one way that I can help," she says.



"There is inherent value in the study of the humanities," says Sigrid Berka, executive director of the International Engineering Program. "The liberal arts foundation students receive by learning the language, the literature, and the perspective of another culture builds not only intellectual skills like critical thinking and novel approaches to problem-solving, but also empathy and altruism."

## URI Partnership Provides Unique Opportunities at East

**FROM CLUB TO CLASS:** The German Club at Cranston East, run by Baerbel Tully, has been meeting regularly for more than a year, leading to the addition of German language class offerings at East that pair with URI EE classes. Those who take the series of language classes along with the URI EE Pre-Calculus class are given a diploma endorsement and receive URI credits for the EE classes.

**Article and photos by: JEN COWART (Cranston Herald)**

April 24, 2019 - For the second consecutive year, Professor Niko Tracksdorf and his students from the University of Rhode Island's five-year, dual degree International Engineering Program recently paid a visit to Cranston High School East.

The program includes a degree in German, a degree in engineering and a one-year paid internship opportunity in Germany during the students' fourth year with a wide variety of German companies. This year, however, Tracksdorf and his colleagues were at Cranston East to help celebrate good news.

Beginning next fall, students will have the opportunity to take two URI Concurrent Enrollment courses in German – German 101 and 102 – which when combined with a Pre-Calculus URI Concurrent Enrollment class will grant them URI credits and a diploma endorsement and put them on the pathway to the URI IEP program.

Previously, the students could participate in a German language club hosted at Cranston East, but as the demand for German language classes grew, a partnership was established and Baerbel Tully, advisor for the club, was chosen to teach the German language classes for next year. Cranston East is the only school in Cranston to teach German language classes, and according to Tracksdorf, the city is ahead of the trend in opening a new language program, while in other cities' foreign language programs are being cut despite the need for an emphasis on global education.

"I think it speaks highly of the school, and the value it puts on intercultural learning and the education of global citizens," Tracksdorf said.

He cited a recent New York Times opinion piece from March 26, 2019, which spoke of colleges across the United States cutting 651 foreign language programs. The same piece cited a Pew study from last year showing that only 20 percent of K-12 students in America study a foreign language – compared with an average of 92 percent in Europe – and only 10 states and the District of Columbia make foreign-language learning a high school graduation requirement.

Not only will the students at East be ahead of the trend in learning a new language, but they will also be using a new, interactive, diverse, inclusive, interdisciplinary textbook, "Impuls Deutsch," for which Tracksdorf is the editor and has had the opportunity to be on the authoring team. The East students will be the first high school students to ever use the book, and one of the first groups of students overall.

According to Tracksdorf, the new textbook is not just about learning a language. It seeks to help students connect what they are learning and experiencing in other disciplines and also to connect with the characters in the textbook.



*Left to right: Baerbel Tully, Niko Tracksdorf, Joseph Jacobs, Michael Eggleston, Montara Erickson, Chris Baxter & Melissa Schenck with Cranston East German Club students.*

“You can find a character in the book who is like you,” he told the approximately 50 students who attended the presentation. “It is very diverse. It includes multiple ethnicities, religions, different types of families and identities. It is different from the old white, Christian male characters. There are refugees featured in the textbook, sharing their experiences and you will learn from their stories. You will learn about the culture from the perspective of people who weren’t there before, not from a text box in the textbook.”

Tracksdorf introduced the students to a typical URI German 101 class by running his presentation as if it were a typical day in his class, speaking to the students in German for about 30 minutes to learn their names and tossing a ball back and forth in groups to practice the language.

“Only about 6 percent of students come into my classes knowing German,” he said. “You would be ahead of the game by taking German here.”

Visiting East along with Tracksdorf were URI IEP graduates Montara Erickson, Michael Eggleston and Joseph Jacobs. Additionally, IEP coordinator Melissa Schenck and engineering professor Christopher Baxter were on hand to speak to the students. They helped to run the group portion of the introductory event, circulating through the room, and then the graduates shared slideshows with the East students detailing their experiences in the IEP program’s yearlong internship program in Germany.

They talked about their travel experiences not only within Germany but also to neighboring countries, and they spoke about the job experiences that they had while working their internships as well as what it was like to put their German language learning to work while living, working and learning in Germany. The students described their experiences as “life-changing” and each said they’d do it all over again and hoped to return to Germany in the future.

Baxter spoke to the students about engineering, helping students to see that the field is expansive with many choices for students. Schenck gave the students an overview of how the URI IEP can benefit them in the future.

“Engineers are problem-solvers and they are needed all over the world,” she said. “Can you imagine living abroad? The IEP can help get you there. It gives you flexibility in your work life and personal life and allows you to travel and meet people.”

The students were given encouragement to think globally and were reassured that they are supported in their endeavors by the professors and staff at URI.

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“This could all be you. You could go abroad to another city, and live in Europe,” Tracksdorf said. “You get a lot of guidance, we are on your side, working with you through the entire process so that you’re learning more and more ... You really can do this.”

The professors also noted that there are several other similar dual degree programs at URI that the students may be interested in, as well as other language opportunities in addition to German that coordinate with the programs.

In addition to the German offerings at East, Cranston Public Schools offers a diploma endorsement to those taking AP Italian Language and Culture and Italian V Honors EE along with the Pre-Calculus URI Concurrent Enrollment class as well as those who chose two courses from AP Spanish Language and Culture, HL

Spanish IV AP and HL Spanish V AP along with the Pre-Calculus URI Concurrent Enrollment class. Dual degree programs are offered in other disciplines in addition to engineering – such as business, computer science, pharmacy and international studies – and can be paired with other languages besides German.

For more information about the URI IEP program, visit [uri.edu/iep](http://uri.edu/iep) or [facebook.com/uriiep](https://facebook.com/uriiep).



*Niko Tracksdorf and two GIEP students, Joseph Jacobs and Michael Eggleston, practicing introductions in German with Cranston East students.*

## URI Hosts German-STEM Immersion Day

By Neil Nachbar

The University of Rhode Island's International Engineering Program (IEP) hosted its Annual Colloquium on International Engineering Education recently, as it has every other year since the event was founded by the IEP 21 years ago.

To engage high school students who have an interest in studying the German language and science-related subjects, the IEP added German-STEM Immersion Day to the weekend's events.

The day after the two-day colloquium, 79 students from 11 New England high schools came to URI for an agenda that included a guest speaker, a campus tour and hands-on science lessons taught in German.

URI College of Engineering Dean Raymond Wright welcomed the students to URI and introduced German science entertainer/author Joachim (Joe) Hecker. Using everyday objects, Hecker performs fun science experiments at schools throughout the United States and Germany.

Hecker's presentation and the workshops that followed took place in Quinn and Swan Halls. The workshops covered the following topics: Building Bridges; Cakes and Cookies with and without Baking; Capturing CO<sub>2</sub>; Cars, Car Parts, and Materials; Catapult Construction and Calibration; Colorful Crafts; Guerrilla Gardening; Logic Circuits: How do Computers Compute; M<sup>3</sup>: Mind-Boggling Mathematical (non-) Magic; Marshmallow Challenge; Measuring – in Europe vs. the U.S.; Salt; The Shape of Water; and Veganism.

A combination of URI professors from various disciplines and IEP students led the students the high school students through the workshops.

The faculty included Gerhard Muller, physics; Godi Fischer, engineering; Sigrid Berka, German and IEP executive director; Niko Tracksdorf, German; Shawna Rambur, German; and Karina Lammert, German. The following URI students assisted: Michael Eggleston, Montara Erickson, Malia Erickson, Maximillian Hill, Timo Kuester, Brian McDonough and Anne Reisch.



*Science entertainer Joe Hecker, science entertainer, conducts an experiment on sound waves with the assistance of Sarah Cook-Wheeler of Cony High School in Augusta, Maine. URI photo by Michael Salerno.*

"For some of these high school students, it was their first time using the German language outside of the classroom," said Tracksdorf, organizer of the event. "To watch them work in teams to solve engineering design challenges and puzzles, create crafts, and learn about different subjects while using the German language was very gratifying. You could see how proud they were of what they accomplished."

"My students are still talking about their experience at URI," said Cynthia Hodgden, German language teacher at ConVal Regional High School in Peterborough, N.H. "They used to think German was just for fun or for travel, but after the immersion event, they recognize how much it can really help with a professional career. We are very grateful to the URI International Engineering Program for hosting this event."

The other 10 schools represented at German-STEM Immersion Day were Cony High School, Dennis-Yarmouth Regional High School, Falmouth Academy, German School of Connecticut, Nashoba Regional High School, New Hampshire German Language School, North Andover High School, North Kingstown High School, Pinkerton Academy and Wellesley High School.

The students who arrived a day earlier for the colloquium had the option of attending a job and internship fair organized and co-sponsored by the Goethe Institute of Boston. Representatives from German universities, foundations, exchange organizations, companies and the German Consulate presented possible career paths.

The high school students also learned what it's like to study and work in Germany from URI IEP alumni who shared their experiences in panel discussions.



*Students learned about fluid mechanics by making slime.*



*High schoolers enjoyed building bridges between language and STEM disciplines through interactive sessions like this one.*



*German-STEM Immersion Day participants and program volunteers pose in front of the new Robert Higgins Welcome Center.*

## Language Lessons

By Sigrid Berka (URI Magazine)

Learning a new language has obvious practical benefits. But Sigrid Berka explains that the true value of learning a new language is in stepping out of our comfort zones and becoming open to lessons in empathy, culture, and perspective.

Language isn't simply a means for communication, it is also a medium through which we understand the world. Wilhelm von Humboldt was one of the first to advance this idea in the early 19th century. Since then, we have come to understand that learning a new language means immersing oneself in a new world view. Thus, the value of learning a new culture through language lies in trying on new identities, expressing ourselves more thoughtfully, and, most importantly, stepping out of our comfort zones. When we learn a new language, we hold a mirror up to our own culture, allowing us to see it from a different perspective.

In 2010, when I took over leadership of URI's International Engineering Program (IEP), I expected to employ expertise from my previous job at a program with a similar mission: to educate global engineers. But what I found here was a unique kind of program—one that integrates languages with engineering. Little did I know then that this five-year program with its mandatory year abroad would allow me to witness truly transformative growth in our students.

At the end of their year abroad, when we ask our students how they have changed, they point out that they have adapted to the lifestyles modeled to them by people in their host countries: biking to work and recycling in France and Germany; playing soccer and enjoying siestas in Spain; learning to salsa dance in Mexico; and using public transportation in Europe and Japan to travel extensively. Many adapt to things like living without air conditioning, eating smaller portions, and wasting less food. Many try new things, like bouldering, hiking, biking, singing in a church chorus, or even skydiving! They experience tremendous educational and personal growth while developing cultural empathy—and often changes of personal and political perspectives.

An internship host company in Japan praised an IEP intern because, unlike other U.S. students they had worked with, our student had not simply learned to speak Japanese, but had also learned the Japanese way of communication—he came across as humble, modest, team-oriented, and extremely polite. In exit interviews and reflective essays, our students relate increased levels of independence, responsibility, and altruism. They tell us that the initial feeling of isolation and culture shock they experience in their host countries helps them develop a deeper understanding for what international travelers, immigrants, and refugees face.

Furthermore, in navigating the complexities of learning new communication systems, students are rewiring and plugging in to both the left and right sides of their brains. Learning new languages, especially those with significant linguistic and/or cultural differences from English, such as Chinese and Japanese, develops abstract capabilities that allow students to think more flexibly. For example, IEP (German) alumna Sareh Rajaei '06, fluent in Farsi, English, French, and German, completely switched career paths from engineering to the medical field and is now a practicing vascular surgeon.

My own life is almost equally split between Germany and the United States. Having thus learned to navigate ever-increasing layers and nuances of these and several other cultures, I am happy to share with my students both the challenges and the considerable surprises and joys of living two cultural identities and of seamlessly switching between them.

## R.I. can be National Leader in Language Education

**By: Sigrid Berka and Andrew Corsini  
(Providence Business News)**

April 26, 2019 - In this global economy, local companies are looking for a multilingual workforce with cultural intelligence, flexibility to move across borders and the ability to solve engineering or business problems through culturally reflective approaches. Multinationals in R.I. have a global footprint in China, France, Germany, Italy, Japan, Mexico and Spain. They depend on multilingual and culturally competent hires for technology transfer to and from subsidiaries or mother companies abroad. Technical sales across borders, the reality that business gets done daily with vendors around the world, and the need to navigate a diverse workforce require empathy with employees and business partners who might be very different from one's own culture. At Supfina Machine Co., the German machine tool builder in North Kingstown, finding this linguistically and culturally competent workforce locally has allowed the company to remain and grow in R.I., rather than moving back to Germany or elsewhere in the U.S.



With nearly a 100% job placement rate, the University of Rhode Island's flagship five-year dual degree International Engineering Program combines a B.S. in an engineering discipline with a B.A. in a language [Chinese, French, German, Italian and Spanish or a minor in Japanese]. It has graduated candidates who have joined and have added value to local and global companies for over three decades. The IEP and similar signature dual degree programs, such as the Chinese language flagship program and the international business, computer science, pharmacy, textile and marketing, and most recently the international studies and diplomacy programs, at URI serve as efficient models to market languages for global professionals.

They also serve as a destination for bilingually-prepared students to continue their language studies in higher education. Aside from better marketability of bilingual graduates, there are many cognitive, social and academic benefits inherent in world language learning. The liberal arts foundation students receive by learning the language, literature and perspective of another culture builds not only intellectual skills such as critical thinking and novel approaches to problem solving, but also emotional intelligence, empathy and altruism.

While colleges across the country are closing language programs, language enrollment at URI is booming. R.I. is one of only three states with an increase in language enrollment, according to a 2019 report by the Modern Language Association.

Having a strong pre-K through 12th grade dual language and world language pipeline would benefit these innovative language programs that have an impact on the R.I. economy and society. It seems that we are getting it right on the post-secondary level by thinking big with respect to anchoring language education in interdisciplinary educational models.

R.I. is one of only three states with an increase in language enrollment.

Rhode Island is ready to move language education to the next level and become a nationwide leader in dual language and languages-for-the-professions education. In 2012, a group of leaders in business, government and education across our state developed the Rhode Island Road Map to Language Excellence, which set forth this vision: "Rhode Island strives to create a multilingual, culturally savvy, globally competent Rhode Island community and workforce by creating well-articulated language learning programs emphasizing proficiency and biliteracy."



We have gained ground on some of the key recommendations of the road map by developing and implementing a public awareness campaign promoting the benefits of multilingualism, by creating new K-16 dual language and world language programs, and by implementing the Seal of Biliteracy in high schools across the state. We are ready for the next steps:

- Establish the position of Rhode Island state supervisor for world language education.
- Establish the Rhode Island Center for Language Teaching, Learning and Culture.

Help us to advocate for these remaining recommendations and support the World Language and Dual Language Immersion Act in the General Assembly. The bill would establish a dual language program fund and a world language and dual language immersion specialist position at the state level to lead and coordinate efforts.

Contact your legislators and follow the Rhode Island Foreign Language Association [[rifla.org](http://rifla.org)] for updates.

**Sigrid Berka** is executive director of the URI International Engineering Program. **Andrew Corsini** is CEO of Supfina Machine Co., in North Kingstown.

## Do You Speak My Language? You Should

By **Bénédicte de Montlaur, Cultural Counselor of the French Embassy in the US (New York Times)**

March 26, 2019 - In an increasingly global world, Americans should be adding, not slashing, opportunities for their children to learn another tongue.

In January, the Modern Language Association made an astonishing announcement in *The Chronicle of Higher Education*: From 2013 to 2016, colleges across the United States cut 651 foreign language programs. French was the hardest hit, losing 129 programs, followed by Spanish with 118, German with 86 and Italian with 56. Once these programs close, they are very hard to reopen.

According to a Pew study from last year, only 20 percent of K-12 students in America study a foreign language (compared with an average of 92 percent in Europe), and only 10 states and the District of Columbia make foreign-language learning a high school graduation requirement.

The decline in language education could have devastating effects for generations to come. With fewer options for learning a foreign language in school, a sharp decrease in interest is likely to follow. According to the Modern Language Association, enrollment in college-level foreign-language courses dropped 9.2 percent from 2013 to 2016.

The association says these changes are most likely a direct result of the 2008 recession, which hit foreign-language degree programs harder than many other humanities programs. As programs shrink so does the supply of qualified teachers. It's a vicious cycle.

And yet, knowing a foreign language is becoming ever more essential. The freshman congresswoman Alexandria Ocasio-Cortez, who is Spanish-English bilingual, recently tweeted, "Bilingualism is a huge advantage in the economy and the world." Ms. Ocasio-Cortez, who at age 29 is already one of the best-known members of the Democratic Party, is a case in point.

Her sentiment is shared by many. In response, some educators and parents are rethinking the way language is taught and calling for expanded access to language education.

Nationwide, parents and teachers have been leading grass-roots initiatives to provide foreign-language learning in public schools, and some universities have instituted innovative language programs. From pre-K to graduate studies, there is a move toward holistic language education, based on the notion that learning a language should be grounded in the real, everyday use of that language.

Some universities have restructured programs to emphasize the ability to work, socialize and research across languages, offering dual degrees in which students' language education is directly tied to its application in their other fields of study. Georgia Tech, for example, has devised programs aimed at developing language skills that allow them to work more effectively in, and to be more attractive to, international companies and organizations. The University of Rhode Island is offering a program "for students looking to become truly global engineers," which combines a foreign language degree with one in engineering.

In public schools, parents have also pushed for dual-language immersion programs, which foster fluency for students who need help with English while allowing English speakers to gain a new language. In Anchorage, Alaska, the school board recently approved a French dual-language program after a petition by parents. In New York, parent organizing has been instrumental in the opening of dual-language programs for decades.

In concert with these efforts, Mayor Bill de Blasio of New York announced last month that 47 more pre-K dual-language programs in city schools will open in the fall. In total, there will be 107 dual-language programs for the 2019-20 school year, including the city's first French, Haitian-Creole, Hebrew and Japanese pre-K programs.

Elsewhere, Utah is aiming to internationalize its population by offering dual-language programs to English speakers; its International Education Initiative became law in 2008, and its public schools now offer about 200 immersion programs. “Global California 2030,” an initiative by the state’s superintendent of public education “to vastly expand the teaching and learning of world languages,” was recently adopted in part to maintain and strengthen the diversity of languages spoken in the state.

The French government has long played a role in the support of French language programs in the United States. French offers both great professional potential and access to the vast and growing Francophone community, which could reach 700 million by 2050.

As cultural counselor of the French Embassy, I have spearheaded the creation and development of the French Dual Language Fund, inaugurated by President Emmanuel Macron in 2017, which supports bilingual programs in public schools in the United States. The process of adding such programs varies enormously from one state to another, but the commitment of school districts is crucial for their development.

If Americans want the next generation to be active participants in a multilingual world, dual-language and multicultural education is crucial. Government spending on foreign-language education and the education of qualified foreign-language teachers needs to increase. More states need to enforce language-education requirements. Colleges need to recognize the importance of their foreign-language education programs. In turn, more parents, students and teachers need to lobby for language programs.

The necessity of foreign-language education could not be clearer right now. The future in America, and everywhere, is multilingual. And so is the present.