THE UNIVERSITY of rhode island international engineering program

Meeting of the Advisory Board

May 12, 2021

Virtual Meeting



Dear Members of the IEP Advisory Board,

I welcome you to our second virtual IEP advisory board meeting. As the pandemic has continued to challenge the global community, we too have continued to adjust and adapt. Both successes and struggles have been plentiful during this academic year, with this ongoing public health emergency having profoundly impacted the IEP community in ways that cannot be overlooked.

The first year of the pandemic impacted the cohort of 53 students, who had to be recalled in Spring 2020, and caused the suspension of study abroad in its entirety during the 2020-2021 academic year. Because of the uncertainty of the situation, both enrollment numbers and recruitment efforts have suffered. The IEP percentage is down from the usual 25% share of all undergraduate students in the College of Engineering to 20% in Fall 2020 following the onset of the pandemic. Looking forward, we are committed to putting in the hard work to once again account for a quarter of the population of COE. Most excitingly, the URI ITRC committee chaired by VP Gifty-Adounvo and with strong input by member Dean Riley, just approved study abroad for the 2021-2022 year! The 34 IEP students are ecstatic about this determination!!

If nothing else, the lack of study abroad during the pandemic has allowed us the time and space to reflect, rethink and replan. Despite the obstacles we have faced, we have come up with innovative programming, aided by three outstanding advisory board committees: the Big Ideas, Marketing and Fundraising Committees.

We focused on:

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- large-scale virtual HS outreach, including email exchanges with STEM academies across the country
- financial support: in FY '21 we awarded nearly \$24K in scholarships and earmarked another \$10K for scholarships supporting students from underrepresented groups
- building community through social and academic programming, including the design of a new IEP Leadership Endorsement Program
- reimagining community engagement in the ILLC by redesigning space and safety protocols
- working towards a more inclusive IEP with diversity, equity & inclusion themed workshops
- running an innovative (first-ever!) virtual ACIEE Colloquium, nearly tripling our attendance rate
- expanding existing dual master agreements from Germany to include both Italy and Spain
- reshaping scholarly collaboration through Virtual Research Encounters (VREs) with academic partners and related grant writing

Advancing IEP enrollment initiatives will have to be achieved in cooperation with a new leadership team, as four of the most ardent champions of the IEP are retiring: President Dooley, Provost and Vice President of Academic Affairs Donald DeHayes, Dean of Engineering Ray Wright and Angus Taylor, CEO and President of Hexagon Manufacturing Intelligence. Each of the three took on leadership roles the same year that I joined URI, in 2009. On behalf of all of our faculty, staff, students and the IEP Advisory Board, I wish to thank these four visionary leaders and wish them well in their retirement.

President Dooley has been an inspiring global advocate for the prioritization of international education and for the promotion of our signature language programs. Present at nearly all IEP Advisory Board meetings, he has met with university and industry partners around the globe. Time and time again over the course of our years working together, President Dooley proved to be an outside-the-box thinker; examples of this include the inception of the TUBS/TUDa joint research collaborations, supported by matching funds from



the Carnegie Foundation and also the establishment of the Shimadzu fundraising campaign together with Dean Wright in order to launch the Japanese IEP. We will miss you, President Dooley, but are also delighted by the choice of your successor, President Mark Parlange. An engineer with roots in RI, President Parlange's career has spanned the globe, with leadership positions at EPFL in Switzerland, University of British Columbia in Canada and Monash University in Australia. Like President Dooley, he will be an inspiration for us and our students, as he will bring his extensive international experience and similar global spirit to our campus.

I also wish to acknowledge the staunch support of our outgoing Provost and Vice President of Academic Affairs Donald DeHayes, whose ambitious academic plan prioritizing global citizenship along with experiential education and research aligned so well with the IEP's mission. Provost DeHayes will retire in December and return to the College of Environmental and Life Sciences as a faculty member.

We are especially sad to see our most steadfast supporter, Dean Ray Wright, retire. Ray has constantly put IEP first during his tenure in so many ways (please read tribute on pg. 4). Even as he prepared for his well-deserved retirement, Dean Wright had the foresight to propose that I serve on the search committee for his replacement. This committee is looking forward to choosing a worthy successor, with the first round of 13 Zoom interviews on May 12th, 13th and 14th, followed by on-campus visits with all finalists taking place later on in May, and hopefully appointing the next Dean in June 2021. Thank you, Ray, for all you have done to elevate the IEP to a central place within the College and at URI!

I also wish to thank our longtime ally, IEP board member Angus Taylor, who did not even need convincing when in 2010 Dean Winnie Brownell and I met with him to propose that he join our board! Angus has tirelessly advocated for the IEP as well as for the languages, be it at Senate and House Finance Committee hearings, at the RI State Capitol or at our annual colloquium, expounding upon industry needs for emotional and cultural intelligence. He hosted an IEP board meeting at a Hexagon facility in Barcelona in 2014, he set up a fund to support Spanish IEP students, and even generously donated equipment to the College of Engineering. Angus served on our Big Ideas Committee during the past year and facilitated IEP directors' connections with companies around the globe. With his help we placed IEP students at Hexagon or Hexagon affiliates in China, Germany, Italy, Japan and Spain. Thank you, Angus! We look forward to maintaining and hopefully even expanding our excellent Hexagon-IEP partnership!

Aside from our continued recruitment and retention efforts, our short-term goals for the IEP include:

- continuing our IEP directors' joint scholarly output, with two new manuscripts in progress
- internationalizing capstone design courses, starting with ELE/MCE/ISE at URI and OST in Switzerland
- applying for both a NEH Planning grant and NSF IRES funding this summer
- re-engaging and expanding our company network abroad with help of our board
- continuing the excellent committee work of our IEP Advisory Board

The prospects for the IEP and our bilateral partnerships remain positive in spite of the ongoing global health crisis and the impending change in leadership personnel at URI. I hope that this year's annual report will provide you with a glimpse into the productive year the IEP has had - challenges notwithstanding - and inspiration to continue helping the IEP to shape its future!

Cordially,

figued Zella

Sigrid Berka

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International Engineering Program Administration 2020-2021

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IEP Advisory Board Tribute to Dean Raymond Wright

Members of the IEP Advisory Board were invited to submit comments as part of a tribute to Dean Wright. The comments are summarized here.

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Already known and admired as a talented professor, civil engineering researcher, and administrator before becoming Dean of Engineering, Dean Wright has been an exemplary professional in all aspects of his distinguished career.

Members of the IEP Board were quickly impressed by Dean Wright's unwavering dedication to the International Engineering Program and its students. Before Ray became Dean, IEP graduates were the last to cross the platform on the Engineering Quadrangle at commencement. Ray recognized the exceptional dual degree achievements of IEP students and changed the order to have them cross first. As the Dean of Engineering (2009-2021), Ray Wright has been a strong proponent of the IEP. A lesser man might have seen a dual degree program as a



threat to the College of Engineering since IEP students make a commitment to balance their academic efforts between two demanding degrees. Yet Dean Wright recognized the added value of becoming fluent in another language, studying abroad for a semester and interning with companies abroad. He saw the IEP as a valuable addition to the College and aligned its mission to internationalize engineering education with URI's commitment to educate global citizens.

Regardless of any challenges, Ray has always been there for the IEP - championing diversity, creating innovative programs, rescuing students during the pandemic, and successfully raising funds for student scholarship support. Decades before URI prioritized moving the dialogue forward and implementing concrete measures to address issues around diversity, equity and inclusion, Ray had already hired Chuck Watson as his Assistant Director of Diversity and worked with him to start the Wanting Engineering Program. He thus spearheaded a major initiative to diversify the College of Engineerg student body, creating a model other colleges would follow. And, even as Ray retires, the establishment of the Raymond M. Wright Fast Track Master's Engineering Endowment is yet another testament to Ray's visionary leadership in identifying and designing outstanding learning opportunities for underrepresented groups (see press release on p. 42).

Keenly aware of staffing and funding needs, Ray was an excellent manager of resources. When Executive Director and IEP co-founder John Grandin retired, leaving big shoes to fill, Ray gave us confidence that the program would continue to flourish and grow while counting on his financial support. He continued the powerful alliance with former Dean of Arts and Sciences Winnie Brownell, which resulted in the hire of the new Executive Director Sigrid Berka; he also chaired the search for the next Dean of Arts and Sciences, leading to the successful hire of Dean Jeanette Riley and maintaining this strong partnership.

Ray helped allocate funds and reorganize the administrative structure of the IEP to allow for the creation of the Associate Director of Business and Administration position. Funding IEP positions has always required joint revenue from the College of Arts and Sciences, the College of Engineering, the International Living and Learning community revenue, and endowed funds, necessitating fiscal savvy and diplomacy. During his tenure as dean, Ray assumed the major financial responsibility sustaining the IEP. Both deans have also supported the IEP's trademark Annual Colloquium of International Engineering, now in its 23rd year, which adds to positioning the IEP, and therefore URI, front and center amongst its peer institutions both in the US and in the international arena.

When URI recently had to tackle the crisis of recalling 53 IEP students because of the Covid-19 pandemic, Ray did not hesitate for a moment, agreeing to fund research positions in COE labs in order to host several of the stranded students as well as refunding the returnees' travel and lease expenses



caused by their unexpected return, amounting to over \$30,000! Ray also set the platinum standard in residence halls and the IEP houses for effective Living Learning Communities, serving as a model for other colleges.

Situating the IEP at the core of the College and living up to the financial commitments made in order to sustain the program - this is arguably Dean Wright's greatest legacy. He made sure the award-winning IEP was always mentioned first, on the COE website, in promotional brochures and videos. An especially effective impact of his diplomacy and fiscal expertise has been the joint funding of an Assistant Professor of Japanese position through Shimadzu Funds and financial support from the Colleges of Engineering and Arts and Sciences. Dean Wright has also listened carefully to other industry sponsors and members of his COE Advisory Board in shaping engineering curricula.

When Dean Winnie Brownell spoke at a National Language Flagship conference, other deans of Arts and Sciences did not believe her report on her successful partnership with Dean Wright. The next year, Dean Brownell brought Dean Wright to the national conference and participants from throughout the country as well as National Security Education leaders from the Department of Defense were impressed, and other programs then followed the lead of URI's "Odd Couple". Dean Brownell was invited back to talk about the IEP partnership with Dean Wright at national meetings again and again. The fact that former Executive Director of the IEP John Grandin secured the funds to launch the Chinese Language Flagship program, as well as the fact that engineers still make a sizable percentage in the Flagship to this day, adds to this signature program's excellent national reputation.



Dean Wright giving a tour of the new Fascitelli Center to the presidential delegation visiting from TU Braunschweig in 2019.



Ray traveled extensively to support and expand the IEP. He participated in all international Advisory board meetings, spanning the cities of Lindau, Berlin, Paris, Konstanz/Friedrichshafen, Barcelona and Naples. He also accompanied IEP founder John Grandin on visits to TU Braunschweig and helped with the various institutional challenges when setting up the URI-TUBS Dual Degree Program and the overall exchange. Ray also traveled to China and Japan with President Dooley, and, as a side product of the larger donation of Shimadzu equipment to the COE, he and the president negotiated significant funding to sustain the Japanese IEP.

Ray's vision and amazing work championing the College's strategic master plan, and design and construction of the Fascitelli Center for Advanced Engineering were phenomenal. Another major accomplishment was his combined hiring of a whole new generation of young junior faculty to reenergize COE's research and teaching.

We have shared a lot of happy moments on our journey with Ray Wright, and the IEP is a beneficiary of Ray's outstanding knowledge, skills, diplomacy, and dedication. We deeply appreciated getting to know Katie Wright as well - a delightful person and an amazing partner. Most memorable are our celebrations of programmatic and professional milestones as well as student achievements. One hilarious memory was the ice bucket challenge between Ray and Winnie in front of Bliss for ALS (in response to a challenge from President David Dooley) that has been preserved forever on YouTube.

We toast Dean Wright for a stellar career and so many treasured memories!



"That's Wright"! Dean Ray Wright poses with an IEP grad during URI's graduation cerremony in 2013.

Recruitment & Retention 2020-21

Due to the ongoing global pandemic, the IEP has been presented with many unexpected obstacles to recruiting and retaining students during the last year. The IEP team and its marketing committee, however, have used this time to closely examine the data we have collected from students and to adapt or rethink some of our strategies and practices.

Since study abroad was cancelled for the 2020-2021 academic year, the IEP has faced a major retention crisis in regards to our current outgoing cohort. Having postponed their year abroad to their fifth year, our fourth-year seniors have been stuck in a continous state of uncertainty, waiting to hear if study abroad in '21-'22 will be approved. In the meantime, many have made their own decision to forego the year abroad entirely. Several different reasons have been cited for this change in plans: wanting to graduate early and go to grad school, landing a job, financial strains, and a general desire to



A small-scale Covid-safe gathering of IEP LLC residents in the IEP House living room

be able to make concrete plans. The number of fourth-year students still planning to go abroad has been reduced by nearly 50%, with about 20 students remaining who are still considering this possibity. Some have decided to keep both their language and engineering majors, while others have dropped to a minor in the language. In many cases, this choice to leave has been in spite of meeting with their IEP directors, preparing for the experience with the Office of International Education, and speaking with students who have already been abroad. Through our exit survey as well as direct communications with directors, a number of them expressed just how much they had enjoyed the program and the idea of studying abroad, as well as saying how sad they were to make this difficult decision to move on.

At the same time, our juniors, whose typical year abroad would also begin in Fall 2021, have been faced with similar doubts and anxieties - they want to know where they will be living, if they should be signing up for classes on campus, if they can apply for or accept summer internships or jobs, and more. For



Italian IEP Ambassador Brian DuBois speaks at the Fall Italian Social held in Remo on November 12th, 2020.



Recruitment & Retention 2020-21

some, the "not knowing" has also been too much; for others, the idea of also postponing their study abroad experience to their fifth year in hopes that the world might go "back to normal" is more appealing. Thankfully, more of them fall into this latter category than the former.

With this year's widespread shift to distanced learning, it seems that the normal challenges for students pursuing this rigorous dual degree program have been amplified within the virtual environment. In conversations with students across years and across language programs, time and time again they have cited an overall lack of motivation, feeling overwhelmed by the amount of screen time and isolated by the lack of in-person events. Though physically distanced, the IEP team and its campus partners have sought to support students and provide them a sense of community through virtual social, professional and academic programming. From an administrative point of view, it has been more difficult than usual to engage students through email, Zoom, chat services and other digital means of communication. More challenging still has been soliticing participation in events, even from those who have confirmed attendance, complicating these retention (and recruitment) efforts.

In a more positive note, the thematic scope of IEP events available to students has greatly increased throughout the last year, branching out from more typical events such as socials and game nights, study abroad preparation meetings with directors, and extracurricular language



Posters for IEP's Spring 2021 DEI events, both facilitated by student group Diversity Dialogues and sponsored by the College of A&S

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Spanish IEP Ambassador Alexis Charpentier shared about her experiences abroad at our IEP webinar on April 15th, 2021.



Recruitment & Retention 2020-21

activities. We have begun to incorporate more seminars focusing on intercultural competence and diversity, equity and inclusion topics (in partnership with the student group Diversity Dialogues), with plans to incorpate more in the future. Our goal is that these sessions will go beyond merely preparing students to be successful while abroad, and will rather give them a safe space to learn about and discuss these important issues in depth, helping them to develop the skills necessary to truly become both global engineers and leaders within their field. Topics have included:

- concepts of culture and identity (including their own)
- the impostor syndrome and how to combat it
- examining stereotypes/generalizations and engaging in more reflective/non-judgemental thought processes
- developing more understanding of and empathy towards those from diverse backgrounds.

Expanding upon these initiatives, the IEP has decided to launch an IEP Leadership Endorsement Program, which would assist in making gains in these important areas (and others) both more tangible and more attractive to students.

Lastly, a silver lining to the virtual environment in which we currently live: Having advertised our sessions to STEM schools across the country and on the URI Admissions webpage, IEP has been able to connect with prospective students from all over simultaneously through our various online recruitment events. In both the fall and spring, IEP faculty, staff, students and alumni hosted several virtual information sessions in coordination with URI Admissions, with these events taking the place of typical in-person events such as Welcome Days. For these eight webinars, we have invited a variety of IEP students and faculty to participate and share their experiences, advice and enthusiasm with the audience. We tailored these presentations to their audiences through live Q&A sessions, using the chat and/or breakout groups, providing content about the specific programs that students are interested in, and trying to get to know them and their motivations a bit. We also participated in two webinars on the International Computer Science Program, popped into a total of 16 different EGR 106 and two CSC 106/110 classes to speak to current URI freshmen, and met virtually with representatives from Coventry High School and its Career and Technical Center to discuss ways to build pathways to URI and the IEP. In the future, virtual events will definitely still have a place in our overarching recruitment strategy. Knowing that so much of life is happening online these days, we owe a debt of gratitude to all who have taken the time to join us virtually during these meetings this year, and for the help of our campus partners, the IEP board and our alumni in spreading the word about them!

IEP Informational Webinars & Recruitment Opportunities

Fall IEP Virtual Information Webinars	October 15, 2020 October 29, 2020 November 10, 2020 Novermber 20, 2020	Spring IEP Virtual Information Webinars	March 11, 2021 March 24, 2021 April 7, 2021
CSC 106 & CSC 110 Class Visits (current URI students)	December 1, 2021	Cranston High School East	Cranston, RI (virtual) April 12, 2021
EGR 106 Class Visits	16 class visits between	ICSP Information Webinars	April 13, 2021 April 21, 2021
(current URI students)	February 2 -15, 2021	Becoming a Global Engineer Webinar	April 15, 2021
Coventry High School Career & Tech Center collaboration meeting	February 23, 2021	Cranston High School West	Cranston, RI (virtual) May 17, 2021

Recruitment & Retention 2020-21

IEP Leadership Endorsement [Icon TBD]

To obtain the IEP Leadership Endorsement, students must complete at least 4 activities from a total of 4 different focus areas by March of their 5th year. Integrate take-aways/showing knowledge/reflection into the workshop. [Students must submit a <u>reflection</u> on their takeaways / and elaborate on one new strategy they are going to adopt in their life.]

To receive a badge in a particular focus area, students must complete at least 3 activities in *one* area: IEP Leadership Badge/ D.E.I. Badge/ ICC Badge/ Outreach & Service Badge

Diversity, Equity and Inclusion	Intercultural Competence
 Impostor Syndrome Social Identity, Power & Privilege Microaggressions Implicit Bias Race in the US/the world Take one extra C3 course 	 ICC general cultural simulations ICC study abroad prep. workshop ICC re-entry workshop (Focus Group Reflection) Culture shock
Leadership Workshops (TBD)	Outreach & Service
 COE leadership workshops Featured alumni workshops about leadership Identifying your Strengths How to market your experience abroad SOLC-led experience (ie: rope course) 	 Participate in an IEP high school recruitment visit Engage in middle/high school outreach Global Ambassador (OIE) or IEP Ambassador Participating in IEP mentorship program
Linguistic Proficiency	IEP Community Events
 Regular attendance at Movie nights Coffee hours Working as a language tutor or buddy Participating in language tandem 	 Work with RA organize community event for ILLC Work with Melissa to organize an event for IEP - come to the social IEP alumni engagement/networking event

Design: Badger Pathways

Recognition event per semester (can vary)

- Once a semester, e.g. meet with a company leader (CEO)
- Halfway through badge: your small group is invited with Dean(s) per semester (June/Dec.)
- Before end of semester after 3 events



Enrollment Figures 2020-21

Breakdown by Major*:	#	Perce	ntage of Total IEP-Serviced St	udent	s:
IEP (Declared EGR)	318	88%	Total Engineering Students Serviced by IEP	326	91%
IEP (Wanting Engineering)	8	2%	, in the second s		
IBP (International Business Program)	13	4%	Total Non-Engineering	34	9%
ICSP (International Computer Science	11	3%	Students		
Program)			Serviced by IEP**		
Other**	10	3%			
Graduate (Dual Degree Masters)	0	0%	Total Graduate Students	0	0%
			Serviced by IEP		
Total Students Serviced by IEP*	360				

**The "Other" designation includes 10 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.

IEP Undergraduate Students (Declared Engineering)*	URI College of Engineering Undergraduate Students	% of COE
318	1609	20%

*IEP numbers reflect enrollment collected Fall 2020. COE numbers reflect enrollment collected in Fall 2020 as head count of majors publicly reported by the URI Office of Institutional Research. Both numbers do not include Wanting Engineering designation.

IEP/College o Demographics	f Engineering s							
Gender	Female							
	Male							
Ethnicity***	Represented Groups							
	(White, Asian)							
	Underrepresented Groups							
	(Black/African American,							
	Hispanic/Latino, American							
	Indian/Alaska Native, Native							
	Hawaiian/Oth Pac Island,							
	NRESA, 2+ Races)							
Residency	In-State Rhode Islanders							
	Out of State							

IEP # (318)	% of IEP		COE # (1609)	% of COE
108	34%	1	384	24%
210	66%		1225	76%
247	80%		1293	83%
62	20%		265	17%
190	60%]	882	53%
128	40%		727	41%
	1			

* IEP numbers reflect enrollment collected Fall 2020.



Enrollment Figures 2020-21

By Engineering Discipline	IEP #	% of IEP	COE Total # of Majors*	% of COE
Biomedical	42	13%	175	11%
Chemical	45	14%	154	10%
Civil	22	7%	201	12%
Computer	24	8%	145	9%
Electrical	28	9%	130	8%
Industrial & Systems	7	2%	52	3%
Mechanical	98	31%	486	30%
• Ocean	27	8%	147	9%
Undeclared B.S. in Engineering	25	8%	125	8%

* COE majors count include 6 students who have two engineering majors.

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





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Enrollment Figures By Language Track

2020-21 Enrollment Figures By Language Track

	Germa	n IEP	Snanis	h IEP
Total # of Students Serviced by IEP	136		95	
• IEP Undergrads in COE (Declared EGR)	124	91%	86	91%
IEP Undergrads Wanting Engineering	1	1	2	2%
IBP (International Business Program)	4	3%	1	1%
ICSP (International Computer Science)	2	1%	3	3%
Other (Dual Majors)	5	4%	3	3%
Graduate (Dual Degree Masters)				
	•	•	•	
IEP Undergrads in COE (Declared EGR)	IEP #	% of IEP	IEP #	% of IEP
• Female	23	19%	44	51%
Male	101	81%	42	49%
Rhode Islanders	76	61%	53	62%
Out of State	48	39%	33	38%
Out of Country				
By Engineering Discipline*	IEP #	% of IEP	IEP #	% of IEP
Biomedical	7	6%	15	17%
Chemical	16	13%	12	14%
Civil	7	6%	10	12%
• Computer	6	5%	7	8%
Electrical	12	10%	7	8%
Industrial & Systems	2	2%	1	1%
Mechanical	63	51%	11	13%
• Ocean	6	5%	10	12%
Undeclared B.S. in Engineering	5	4%	13	15%

Enrollment Figures By Language Track

2020-21 Enrollment Figures By Language Track

	French	ı IEP	Chinese IEP		
Total # of Students Serviced by IEP	38		23		
• IEP Undergrads in COE (Declared EGR)	31	82%	21	91 %	
IEP Undergrads Wanting Engineering	2	5%			
IBP (International Business Program)	2	5%	1	4%	
ICSP (International Computer Science)	2	5%	1	4%	
Other (Dual Majors)	1	3%			
IEP Undergrads in COE (Declared EGR)	IEP #	% of IEP	IEP #	% of IEP	
• Female	17	55%	7	33%	
• Male	14	45%	14	67%	
Rhode Islanders	15	48%	11	52%	
Out of State	16	52%	9	43%	
Out of Country			1	5%	
By Engineering Discipline	IEP #	% of IEP	IEP #	% of IEP	
Biomedical	5	16%	4	19%	
Chemical	6	19%	5	24%	
• Civil	2	6%			
Computer	3	10%	2	10%	
• Electrical	1	3%	2	10%	
Industrial & Systems	2	6%			
Mechanical	5	16%	7	33%	
• Ocean	7	23%	1	5%	
Undeclared B.S. in Engineering					

Enrollment Figures By Language Track

2020-21 Enrollment Figures By Language Track

	Italian	IEP	Japanese IEP		
Total # of Students Serviced by IEP	39		29		
• IEP Undergrads in COE (Declared EGR)	31	79 %	25	86%	
IEP Undergrads Wanting Engineering	2	5	1	3%	
IBP (International Business Program)	5	13%			
ICSP (International Computer Science)			3	10%	
Other (Dual Majors)	1	3%		%	
IEP Undergrads in COE (Declared EGR)		· · · · · ·	IEP #	% of IEP	
Female	11	35%	6	24%	
Male	20	65%	19	76%	
Rhode Islanders	16	52%	19	76%	
Out of State	15	48%	6	24%	
Out of Country					
By Engineering Discipline	IEP #	% of IEP	IEP #	% of IEP	
Biomedical	6	19%	5	20%	
Chemical	4	13%	2	8%	
Civil	2	6%	1	4%	
• Computer			6	24%	
Electrical	3	10%	3	12%	
Industrial & Systems	1	3%	1	4%	
Mechanical	8	26%	4	16%	
• Ocean	3	10%			
Undeclared B.S. in Engineering	4	13%	3	12%	

Enrollment & Graduation Figures

IEP Enrollment over the past 10 years



	'10-'11	'11-'12	'12-'13	'13-'14	'14-'15	'15 -'16	'16 -'17	'17-'18	'18-'19	'19-'20	'20-'21
Overall	278	300	318	345	397	466	494	448	414	394	360
German	121	135	151	167	180	196	205	191	177	156	136
Spanish	94	101	98	89	102	107	95	83	88	95	95
French	33	37	36	43	52	67	70	62	61	49	38
Chinese	31	28	35	35	40	47	65	60	35	30	23
Italian				12	22	31	31	32	24	36	39
Japanese						0	28	20	29	28	29

^{*}This chart includes IBP, ICSP, IEP other enrollment

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Exchanges German IEP

Technische Universität Braunschweig - TUBS (Braunschweig, Germany)

_	URI to TUBS	TUBS 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
AY 2019-20	22	16
AY 2020-21		12
Total	477	379

Top: IEP LLC residents take advantage of wintry conditions in Kingston to have some fun together outdoors in February 2021.

Bottom: GIEP Ambassador Rebecca Meyers and GIEP students Monika Neal and Kayla O'Connor in front of the Brandenburg Gate in Berlin, Germany during their 2019-2020 year abroad.

Technische Universität Darmstadt - TUDa (Darmstadt, Germany)

_	URI to TUDa	TUDa to URI
AY 2016-17	8	
AY 2017-18	7	6
AY 2018-19	6	4
AY 2019-20	4	5
AY 2020-21		3
Total	25	18





Exchanges French IEP

Université de Technologie de Compiègne - UTC (Compiègne, France)

	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
AY 19- 20	5	6
AY 20-21		2
TOTAL # of Students Exchanged	77	67

* Includes other majors



FIEP ambassadors Nina Choquette (L) and Madison Sanders (middle R), shown here with FIEPer Sean Taylor (R) and their friend Grace from Valpo, visiting Bruges, Belgium during their 2019-2020 year abroad.

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Italian IEP

Spanish IEP

Universidad de Zaragoza - UNIZAR

(Zaragoza, Spain)

AY 00-21	URI to UZ	UZ to URI
TOTAL # of Students Exchanged	49	45

Universidad de Navarra - TECNUN (Pamplona, Spain)

AY 02-21	URI to TECNUN	TECNUN to URI
TOTAL # of Students Exchanged	37	35

Universidad de Cantabria - UNICAN (Santander, Spain)

AY 04-21	URI to UC	UC to URI
TOTAL # of Students Exchanged	40	24

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

AY 14-21	URI to PUCV	PUCV to URI
TOTAL # of Students Exchanged	14	4

Chinese IEP

Zhejiang University (Hangzhou, China)

AY 06-21	URI to ZJU	ZJU to URI
TOTAL # of Students Exchanged	47	40

University of Calabria (Calabria, Italy)

AY 15-21	URI to UNICAL	UNICAL to URI
TOTAL # of Students Exchanged	11	5

University of Naples Parthenope (Naples, Italy)

AY 19-21	URI to Parthenope	Parthenope to URI
TOTAL # of Students Exchanged	2	-

Japanese IEP

Waseda University (Tokyo, Japan)

AY 17-21	URI to Waseda	Waseda to URI
TOTAL # of Students Exchanged	2	3

Okayama University (Okayama, Japan)

AY 18-21	URI to Okayama	Okayama to URI
TOTAL # of Students Exchanged	2	1

Niigata University (Niigata, Japan)

AY 19-21	URI to Niigata	Niigata to URI
TOTAL # of Students Exchanged	2	1

Kyushu University (Fukuoka, Japan)

AY 19-21	URI to Kyushu	Kyushu to URI
TOTAL # of Students Exchanged	1	-

Internship Figures

Note: Due to the ongoing Covid-19 global pandemic and URI's decision to not send students abroad during the 2020-2021 academic year, no IEP internship placements were made in 2021.



	'90	'9 1	'9 2	'9 3	'9 4	'9 5	'96	'9 7	'9 8	'99	'00 '	'01	'02	' 03	'04	'0 5	'06	'07	'08	'09	'10	'11
German	8	6	8	5	12	9	3	11	15	16	18	18	18	14	20	20	10	21	17	23	19	25
French											1	1	1	4	4	4	5	1	3	3	6	3
Spanish										1	1	1	5	3	8	1	2	5	5	6	9	5
Chinese																		0	2	0	2	0
Yr Total			8	5	12	9	3	11	15	17	20	20	24	21	32	25	17	27	27	32	36	33
Cum	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	'20	'21						
German	16	14	19	20	28	36	37	22	26	0						
French	2	6	3	5	3	7	12	9	5	0						
Spanish	9	6	14	16	13	10	7	16	8	0						
Chinese	7	0	7	4	0	13	10	4	5	0						
Italian					1	0	9	0	5	0						
Japanese					1	0	1	1	4	0						
Yr Total	34	26	43	45	46	66	76	52	53	0						
Cum	442	468	511	556	602	668	744	796	849	849						

Internship Partners 1990-2021 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) Aplex Technologies (Taipei, Taiwan) 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) Bischof + Klein (Lengerich) Blaupunkt GmbH (Hildesheim) BMSER Xieneng Technology (Hangzhou) BMW (München, NJ, SC) BMW Motorsport (München) Böhringer Ingelheim Microparts (Dortmund) Boston Scientific (Coyol) Bouygues Construction (Marseille) BP Mineralöl (Gelsenkirchen) Bruker Biospin (Wiessemebourg) **B&J** Adaptaciones (Barcelona) Caterpillar (Mannheim) CEIT (San Sebastián) Central European Fund (Nanjing) **CEREMA** (Compiègne) CGG (Paris) Chen Lu International Skating Center (Beijing) CCPPNR (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) Departamento de Ciencias y Técnicas del Agua y del Medio Ambiente (Santander) 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) EDF (Chatou) Emitec (Lohmar) ENERCAP (Lyon) Ennera (Ibarra) Epic Power (Zaragoza) Era7 (Granada) Etalon (Braunschweig) 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 Electric (Suzhou) General Motors (Zaragoza) Geocéan (Marseille) GeoCiclos (Viña del Mar) Geotecnia Ambiental (Valparaíso) **GKN** Driveline (Zumaia) GOM (Perugia) Grastim (Naples) Groupe ADP (Paris) Grupo de Biomateriales (GBM) (Zaragoza)

Note: Companies marked in bold are new this year.

Internship Partners 1990-2021 International and Domestic

Grupo de Ingeniería Oceanográfica y de Costas (Santander) Grupo GIST (Santander) GTM (Batiment) Hangzhou Architectural Design & Research, Ltd. (Hangzhou) Hasbro (Hong Kong, Shenzhen) Hexagon (various locations in Germany, Spain, France, USA, China, Italy and Japan) Higer Bus Company (Suzhou) Hilti (Kaufering, Schaan, Madrid) Hochtief (Essen, Hamburg) Hokkaido System Science (Sapporo) Hope Global (León) Hutchinson (Auxy) IAV (Berlin, Braunschweig, Gifhorn, Sindelfingen) IAVF Antriebstechnik AG (Karlsruhe) Ibaia Energía (Beasain, Ibarra) IDOM (Bilbao, Zaragoza) Ifremer (La Rochelle) Ifremer Service PRAO (La Seyne-sur-Mer) IH Cantabria (Santander) IHU-Strasboug (Strasbourg) IMAS (Mariano Comense) Indaber Ibiza (Ibiza) Infineon AG (München) Inomed (Emmendingen) Insigma 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-/Nanotechnoloy & Precision Engineering (Hangzhou) Inst. of Polymerization & Polymer EGR (Hangzhou) Institut Polytechnique de Grenoble (Grenoble) Intamin Amusement Rides Int. Corp. Est (Schaan) IQE (Zaragoza) Johnson & Johnson (NJ, São Paulo) Ke Kelit (Linz, Austria) King Marine (Valencia) KOB (Kaiserslautern) Kolbenschmidt Pierburg (Neckarsulm, Abadiano) Kraft Foods (München)

THE

UNIVERSITY

OF RHODE ISLAND

ENGINEERING Program

> KS Fototechnik (Wuppertal) Laboratoire Electomécanique de Compiègne (Compiègne) Laboratoire Simard (Compiègne) Laboratoire TIMR (Compiègne) Laboratorio di Genetica (Rende) Laboratorio Grandi Modelli Idrauli (Rende) Lean In China (Beijing) Leica Camera (Solms) Lemförder AG (SC, Spain, Germany) LMS Imagine (a Siemens business) (Lyon) LMU ArchäoBioCenter (München) Logic Solutions (Nanjing) Lufthansa Technik AG (Hamburg) Lur Geroa (Irurtzun) Machine Learning and Data Analytics Lab (Erlangen) 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) Nippon Advanced Technology Co. (Tokai) Novacare (Concepción) Núcleo Biotecnología Curauma (NBC) (Curauma) NYNAS (Hamburg) Oakwood Asia (Hangzhou) Offshore Pipelines and Risers (Hangzhou) Opel (Zaragoza) Osram Opto Semiconductors (Regensburg) Pedelta (Barcelona) Penn Group Technologies (Taipei, Taiwan) Pentair Electronic Packaging (Quingdao) Physical Chemistry and Applied Materials Lab (Rende) 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)** Raytheon Anschütz (Kiel) Renault (Guyancourt) Rhodia (Clamecy, Lyon)

Internship Partners 1990-2021 International and Domestic

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) 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, Tokyo) 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)

Director Updates Chinese IEP

Student Updates and Graduating Seniors

The Chinese IEP had no exchange with Zhejiang University this year and is not sending anyone to China in Fall 2021. The MCE / Chinese double major Danna Kimmelman who was scheduled to go abroad in 2020-2021 in her 5th year, chose to graduate in May `20 due to the uncertainty surrounding study abroad last fall and this year. However, Chinese Flagship / CHE junior Austin Mancini "went abroad" virtually this year, taking classes at National Taiwan University, the Chinese Flagship Partner university. He also enjoyed interning remotely with New Green Power, a company in Taiwan, although he missed the real immersion into Taiwanese culture.

Unfortunately, two of our top IEP seniors in the Chinese Flagship Program, Rebekah Vecchiarelli and Sarah Pudlo (both MCE majors) decided not



CIEP Flagship / GIEP / ELE alum Zach Smith (middle) and CIEP Flagship /ELE Ambassador Mckensie Sherlock enjoy "bao" (steamed buns) while out to eat in Taiwan during their 2019-2020 year abroad.

to continue with their capstone year abroad since in addition to the complications caused by Covid-19, they had really wanted to go to Nanjing. Even so, both will still graduate with a Chinese major in May, and Rebekah will join a master's program in Renewable Energies at ETH Zurich instead - not a bad alternative! Chinese IEP & Flagship ambassador McKensie Sherlock will graduate in May and was accepted for graduate studies in ELE this Fall; CIEP Ambassador Alex Cerullo and CHE & CIEP super senior Dylon Lo are the other two graduates.

University Connections and Collaboration

While China, as the second largest economy in the world, will always be the main focus and number one priority of the Chinese IEP, CIEP has recently joined forces with Associate Dean of the College of Business, Shaw Chen, and several other program directors, to begin discussions with Tunghai University, one of the top-ranked private universities in Taiwan, to sign a three year MOE. Taiwan's Ministry of Education will decide on the funding to Tunghai shortly. If approved, URI and the Chinese IEP could benefit from the planned Chinese/English Teaching Staff exchange - a Taiwanese teacher could, for example, teach the Chinese internship course for which we currently have no Chinese faculty assigned; and CIEP students could benefit from the MOE's Excellent Mandarin Scholarship for shortterm and long-term stays taking place before their year abroad in China. Tunghai could also become a back-up destination for the semester abroad for CIEP/CIBP students if China remains a challenging destination. According to the OSAC (Overseas Security Advisory Council), the level of invasive testing, combined with the often-changing restrictions and the mandatory enrollment into the nation's contact tracing system by mobile app, has made it difficult for U.S. citizens to enter the country.

IEP board member and China expert Michael Byrnes confirmed that in all likelihood, Zhejiang University would not be offended by this move since economic and educational relations between the two countries have always been very active. This move would also follow the lead of the National Flagship Program, which has set up its Center for Chinese Study in Taipei, Taiwan for the time being until a new destination in China is established, following the phase-out of Nanjing location. When CIEP director Sigrid Berka met virtually this spring with the visiting Flagship Review Committee, headed by NSEP director Michael Nugent and Flagship Director Sam Eisen, both programs underscored the importance of keeping up relations with China, however, a new center in China is not yet on the horizon.

Director Updates French IEP

Student Updates and Graduating Seniors

Three FIEP students are preparing to study at UTC this upcoming academic year, while three others have decided to postpone their year abroad to 2022-23. Several others also did drop the IEP year abroad

from their academic plan, among them Ray Turrisi, who nevertheless used his time wisely. Ray applied for and landed the prestigious Goldwater Scholarship for overall academic achievement, becoming the the second (now former) IEPer in the last few years to do so.

This year there are three graduating FIEP seniors: FIEP Ambassadors Nina-Monique Choquette and Madision Sanders, and FIEP fifth-year student Sean Taylor. Madison already has a job offer with an ocean engineering company in Arlington, Virginia. In her interview, she said that they were very interested in her IEP year in France, and that they were impressed with all that she learned while abroad. It turned out that Madison's knowledge about acoustics was an additional reason for her being hired, and all of that was because she took an acoustics class at UTC in France!

For our graduating French majors, we are organizing a ceremony on Zoom to honor them (which we did last year as as well). The ceremony includes student speeches, warm words from their professors, and also entertainment from our French majors. Last year, we had a student sing arias in French from Bizet's opera *Carmen*. This year we will have an original rock composition written by one of our French students. We will also have a student signing Nina Simone's "Ne me quitte pas." It is a classy ceremony to which parents, family, and friends are invited. Last year, *Above:* we had a large number who Zoomed in from France to join us! *Sean (n*

Recruitment and Retention

FIEP director Lars Erickson participated in two webinars to admitted students on ICSP, two presentations to URI students on ICSP, two presentations to URI students on IEP, and three webinars to admitted students on IEP. He also reached out to French-American schools and international high schools in the Northeast to promote the IEP.



Above: Graduating FIEP seniors Nina (L), Sean (middle) and Madison (R) enjoy some "pomme frites" (French for French fries) and gelato while abroad in France.

Below: Nina (L) and Madison (bottom) got a taste of the royal life for a day while out on the town with the friends they made at UTC.

Curriculum Redesign and University Connections

Both FRN 101 and 102 were revamped this year (with Lars overhauling FRN 101) in order to incorporate integrated performance assessments (IPAs). These, in place of traditional tests, are designed to be better aligned to proficiency-based teaching and to overall improve students' communicative language learning.

We have also identified two potential new French IEP university partners, the Ecole Supérieure d'Ingénieurs de Rennes (ESIR) in Rennes and the Institut Supérieur Aquitain du Bâtiment et des Travaux Publics (ISA-BTP) in Anglet to offer more choices for our students.



Director Updates German IEP

SPARK

In December 2020, German IEP Associate Director Niko Tracksdorf established an MOU with the Goethe-Institut in Washington, D.C., to work together to implement *SPARK for German: Structured Program for the Acquisition of German in the U.S.* in Rhode Island. The program connects the University of Rhode Island with K-12 schools across the state. German IEP students will be trained to teach introductory STEM-focused German lessons in schools and community after school programs. This will not only be a professional development opportunity for our IEP students, who will show off their skills in both German and STEM, but will also help recruit the next generation of German IEP students. 21 German IEP students have expressed interest in participating in the program, some of whom have already taken advantage of free German language classes at the Goethe-Institut.



Monika Neal, a graduating GIEP/ CHE senior, uses an aqueous processing technique to purify carbon nanosensors.

Program Changes and Curriculum Redesign

In an effort led by Dr. Tracksdorf, the German section proposed over 30 changes to its language program in order to increase proficiency and facilitate intercultural competence development for our students, which will in turn better prepare them linguistically and culturally for the study and internship abroad experiences of the German IEP and other signature international programs. Once these changes have been approved by the College of Arts and Sciences and the Faculty Senate Curriculum Committee, students will be able to take more German language and/or culture courses during their time in the GIEP, without taking more overall credits. This is mainly accomplished by two changes:

1) Instead of all German courses satisfying the exact same two Gen Ed requirements (the A3 Humanities & C2 Global responsibilities outcomes), the Gen Eds for our language courses are now more diverse, and take into consideration the actual content, skills development and other objectives of each individual class. This will allow German IEP students to take twice as many German courses to fulfill GenEd requirements (instead of taking them in other disciplines) and will free their schedules to take more language courses in general.

2) Due to the increased language proficiency development in each of our newly revamped beginner and intermediate courses, we proposed: moving our third and fourth semester courses from the 100-level to the 200-level, moving our current 200-level courses to the 300-level, and then completely eliminating one year of our previous language sequence, the former 300 level. Once approved, this will allow students to move from language courses to seminars one year earlier, to allow for more in-depth content during their time at URI and to further expand their language proficiency development within the IEP:

	Before	After
	101 & 102	101 & 102
	103 & 104	201 & 202
	205 & 206	301 & 302
	305 & 306	deleted
	N/A	2 new seminar classes
Total:	10 courses	10 courses



Student Updates

Two GIEP students are preparing to study abroad at TU Darmstadt in 2021-2022, while 20 plan to go to TU Braunschweig. The cohort had been much larger but ten seniors who had the opportunity to graduate this May decided to do just that. Given the uncertainty they had to face with respect to study abroad, they opted for safer alternatives, including going for accelerated BS/ MS programs, accepting job offers from local or global companies (one at BMW in NJ). Two students were accepted by URI's grad school and will pursue the dual master's with TU Braunschweig in 2022-2023. Ten juniors slated to go in their fourth year decided to postpone to their fifth year.



The 2019-2020 cohort of GIEPers met up with some of their SIEP and FIEP friends at Oktoberfest in Munich, Germany during Fall 2019.

Despite the fact that study abroad was suspended by URI for the 2020-2021 academic year, we welcomed 10 dual

master students (9 from TU Braunschweig, 1 from TU Darmstadt) on campus along with two semester exchange students from TUDa and one from TUBS. Half of the TUBS cohort had already arrived in Fall 2020; the other half took online courses in the fall and joined us this spring to continue studying and writing their theses. They will defend by mid August.

University Connections and Collaboration

In an entrepreneurial move, Vice Provost for Global Initiatives Gifty Ako-Adounvo (URI), IEP Executive Director Berka, Ute Kopka (TUBS), and Jana Freihöfer and Philina Wittke (TUDa) took action to reenergize the TUBS-URI and TUDa-URI joint matching funds. Faculty from both URI and from the partner universities had applied in Fall 2019 for the first round of this three-year cycle, sponsored by the Carnegie Foundation and respective funds from our partners, but then could not go abroad to meet their chosen research partners. As such, we organized two virtual research encounters (on April 27 and 29th), during which the teams met and explored synergies and potential virtual collaborations.

The URI-TU Braunschweig Virtual Research Encounters (VREs) was kicked-off by welcoming remarks by Vice Provost Gifty Ako-Adounvo and Manfred Krafczyk, Vice President for Digitalization and Technology Transfer at TU Braunschweig. The discussion of future cooperation and digital formats in the respective project groups is shown on the next page (Table 1).

Two concrete outcomes of the encounters are that a) the lithium-ion battery group has started writing a proposal for the DAAD International Virtual Academic Collaboration (IVAC) grant, entitled "Modern electrochemistry – from fundamentals and energy applications to interactive and virtual endeavours (MoonRide)" and b) the Intercultural Competence group will submit an IVAC proposal as well.

Similarly, the URI-TU Darmstadt Virtual Research Encounters included a joint Welcome by Jana Freihöfer, Head of International Relations & Mobility, TU Darmstadt, Vice Provost Ako-Adounvo, a short summary of the matching funds by GIEP director Berka and the following small teams discussing collaboration adaptations to virtual formats in break-out sessions (see Table 2 on the next page.)







TECHNISCHE UNIVERSITÄT DARMSTADT

Торіс	TUBS Participants	URI Participants
Offshore wind energy	Jörg Gattermann Nils Hinzmann Patrick Lehn	Aaron Bradshaw Chris Baxter
Pharmaceutical Sciences	Heike Bunjes	Jie Shen
Global online debate / Intercultural marketing	Wolfgang Fritz Stefanie Sohn	Norbert Mundorf Christy Ashley Lauren Labrecque
Global product systems sustainability	Thomas Spengler Christian Thies Alexander Barke	Manbir Sodhi
Entrepreneurship	Reza Asghari Christian Dormeier Antonia Hemling	Deedee Chatham Kunal Mankodiya
Language/cultural training in the IEP program	Eika Auschner Christina Neidert Xenia Fischer-Loock Andreas Hettiger	Sigrid Berka Niko Tracksdorf
Lithium-ion batteries	Daniel Schröder	Arijit Bose

Table 2

Торіс	TUDa Participants	URI Participants
Hydrogeology*	Christoph Schüth	Tom Boving
Intercultural Competence Committee	Karen Fleischhauer Katrin Köppel	Sigrid Berka
Molecular Simulations	Florian Mueller-Plathe	Michael Greenfield
Mechatronics	Eckhard Kirchner Nikolas Hohmann	Musa Jouaneh
Water engineering	Eduardus Koenders	Sumanta Das
Offshore wind	Hauke Zachert	Chris Baxter
* Will apply again for the DAA	AD IVAC funds for their	WaterBridge project.

Director Updates Italian IEP

Student Updates and Graduating Seniors

The cohort of students going abroad in the fall is larger than the one who went abroad last year: five students, three of which are going to study at University of Calabria, while two are going to Parthenope University in Naples.

We have two graduating seniors: Brian DuBois and Evan Arnott. Brian DuBois, having had to come early from Italy due to the onset of the pandemic, can't wait to go back! Following graduation, he will be working again for Hexagon in Quonset, where he already did an internship last summer, with hopes to be sent to Hexagon in Turin in the future. Evan Arnott is currently looking for jobs at companies near his hometown in CT.

Recruitment and Retention

During the 2020-2021 academic year, the Italian IEP focused on recruitment and retention by trying to minimize the negative impact of the



Italian IEP Ambassador Brian DuBois takes a moment to enjoy the sunset over the Amalfi Coast while in Italy during his 2019-2020 year abroad.

pandemic. The Italian IEP and the Japanese IEP were the only IEP programs that, instead of losing students, increased enrollment slightly. This result is possibly due a mix of the following: the interaction that Professor La Luna, Director of the Italian IEP, had with students through emails and virtual meetings, the creation of a new website, and the launch of a new platform complete with folders of information individualized to each student, designed to build students' trust and maintain their desire to stay in the program. Professor La Luna also offered two 400 level Italian courses and an independent study to help those students who needed credits in order to complete their major or degree after being recalled from Italy. Additionally, the Italian IEP participated in nearly all the recruitment meetings organized by program coordinator Melissa Schenck and Dr. Sigrid Berka, and also took a collaborative approach with local high schools, including starting a conversation with Coventry's High School Career and Technical Center, its world language teachers and engineering teachers.

University Connections and Collaboration

We have been working with Parthenope University in Naples to establish a dual master's degree in mechanical engineering that will allow candidates to spend one year at URI and one year in Italy. This will also help our undergraduate program because it will give IEP students the opportunity to work toward a possible graduate degree after graduation.

Brian felt super supported by the group of students he met at UNICAL, in all senses of the word!



Director Updates Japanese IEP

Student Updates and Graduating Seniors

Four students returned from Japan in 2020. Harrison Timperley interned at Hexagon in Japan for the full six months despite the pandemic, graduated last August, and is now working for Infosys in MA. Graduating '21 seniors Jason Valdes (MCE) and James Chen (CPE) will finish with a minor in Japanese. Leah Golde (ISE) is pursuing a Global Area Studies Major Japanese track and aims at completing it in December 2021. In regards to the outgoing JIEP cohort, one student plans to study abroad at Niigata University this fall, while at least three others postponed.

Language Coaches and JPN301 Make-up

JPN Lecturer Dr. Nahoko and Assistant Prof. Tatsushi set up a new online Japanese language tutoring system, in which six coaches (all third year Japanese students) helped the first and second year students both inside and outside of class throughout the '20-'21 academic year. The tutoring sessions were well-received and highly utilized by JPN101 students, with 51% participating at least once in Fall 2021. In total, this initiative generated 135 hours of additional language tutoring the students would otherwise not have had access to. The coaches also regularly attended class as peer mentors to talk about their learning strategies and give the students more individual feedback during breakout sessions.

For one IEP student whose schedule overlapped with other engineering courses, make-up classes were held by Tatsushi Fukunaga as a 50-minute-per-week independent study throughout the Fall semester.

Extracurricular Activities: Shaberiba, Movie Nights and Talent Show

The JPN program conducted 10 cross-cultural language exchange activities at Shaberiba (online). The first two sessions were for URI students and instructors only, and the following eight sessions were attended by Japanese university students. Throughout the 2020-21 academic year, there were always around 30 participants from URI and Japanese universities which include Kochi University, Waseda University, Aichi Gakuin University, Kyushu University, and Niigata University. Usually, the first 30 minutes were conducted in English and the remaining 30 minutes in Japanese. On some occasions, students also gave presentations on their cultures.

The Japanese Section conducted two movie nights in Spring 2021, with an instructor participating in both sessions and serving as a facilitator. Before viewing the movie, a reflection activity was conducted on the Japanese culture, about which students had learned in Japanese courses such as JPN310: Japanese Language and Culture. After watching the movie, we had a self-reflection activity to discuss the movie's contents. This semester's theme was "Family" and we watched *Tokyo Story* (1953, by Yasujiro Ozu) at the first movie night and Like *Father, Like Son* (2013, by Hirokazu kore-eda) at the second.

We held the 1st URI Japanese Talent Show on February 19, 2021 (online). 61 people showed up



Screenshot from the first Japanese talent show, February 2021, where JIEP Ambassador Kevin Suggs was one of the main MCs.

including 11 contestants who showcased various Japanese arts including music performance, skits, makeup and crochet. The talent show was followed by *Nankin Tamasudare* (a traditional form of street performance) performed by a local Japanese performer and Shaberiba-style mingling. This event further expanded the URI Japanese community, including both current and former JPN students and faculty members at URI as well as Japanese community members in RI and beyond. JIEP student Kyle Keefe (ELE) won first prize for playing his guitar!

Director Updates Spanish IEP

Student Updates and Graduating Seniors

The cohort of students going abroad is very small compared to previous years (three students). A total of 11 juniors decided to postpone their year abroad to Fall 2022. This will make the 2022-23 an extremely challenging year for placements and keeping exchange balances with our partners institutions. Four seniors decided not to go abroad in Fall 2021 and will graduate instead in May 2021 (three of them with a double major, one of them with a major in Electrical Engineering and a minor in Spanish). One such student was a recipient of a Demers scholarship and the Hutton Senior Prize from the Spanish section. Instead of completing the SIEP, she will be going to graduate school (she has been admitted both at the University of Columbia and at the University of Delaware).



SIEP Ambassadors Alexis Charpentier (middle) and Oliver Hazard (R(, along with SIEPer Gianni Figueroa, on a boat in Pasaia, a town in the Basque region of Spain

Recruitment and Retention

As with the rest of the IEP language programs, this year our focus was on recruitment and retention to try to minimize the negative impact of Covid-19. Though most IEP programs saw decreases in enrollment, the Spanish IEP generally managed to maintain its number of enrolled students, although a significant number of SIEPers have decided to postpone their year abroad. Spanish IEP Director Iñaki Pérez-Ibáñez presented about the IEP to three different sections of EGR 106, participated in an outreach session with Cranston High School East, and also engaged with students at a URI Admissions event. The SIEP also explored ways to collaborate with high schools in order to forge career pathways that will attract more students to our program, including providing the Coventry High School Career team with tips for streamlining the transition to URI by taking certain Gen Ed courses while still K-12 level.

Curriculum Redesign

The Spanish Section revamped the curriculum at the 103 and 104 levels to help our students attain the Language Proficiency goals agreed upon by the Language Department. In contrast with what is common for other language programs, most of the students in the Spanish IEP come to URI with some experience in the language and consequently start their studies with us at the 103 level or above.

University Connections and Collaboration

We have collaborated with our partners at the University of Cantabria (UNICAN, Spain) to propose an expansion of our program. Working closely together with the URI's Department of Ocean Engineering, the URI's Department of Civil and Environmental Engineering, UNICAN's Office of International Education and UNICAN's College of Engineering we crafted a proposal for a dual master program in which candidates will spend one year at URI and one year at UNICAN. Our proposal follows the successful model of the URI-Technische Universität Braunschweig agreement that enables students to complete simultaneous engineering master's degrees from both institutions over a two-year period. SIEPers Oliver Hazard (middle) and Gian Kishfy (R), made the trip from Zaragoza to Santander to meet up with SIEPers Gianni Figueroa (L) Nella Dougal (2nd L), and Ari Sawyer (2nd R).



IEP LLC Housing Update

Rolling with the Punches: IEP LLC Adapts to COVID-19 Challenges

The IEP was ecstatic to welcome 58 students into our IEP Living Learning Community this semester, but life in the IEP LLC looked a little different this academic year.

Along with many of our partners, we were unsure if on-campus housing would even be possible due to the uncertainty of the COVID-19 pandemic. We worked very closely with the Director of Health Services and the VP of Student Affairs to ensure that we could open and operate safely. We made the decision to de-densify our LLC, which is normally 75 students (both American and international), and as such, are currently at 73% of capacity. We also saved spaces for quarantine and isolation rooms. These rooms, well stocked with a microwave, refrigerator, water and nonperishable food and snacks, allowed us to quickly isolate any students who were not feeling well while we awaited their test results.



IEP LLC students pose with their jack-o-lanterns outside of the TI House

We also didn't know if our normally tight-knit community would thrive with masks, social distancing, and other safety protocols. But, as usual, our students rose to the challenge. Where they once gathered indoors, they took it outside this year. Instead of hosting indoor cultural and social events in the TI Living Room, they carved pumpkins and had nerf gun battles outside. We exchanged our usual family-style buffet dining for plated meal service (by our kitchen staff) and adopted an innovative App (Patch), so students can choose their meal times and dining locations. This was a solution to the challenge of limited seating capacity and it has been a valuable method for contact tracing. In concert with the Patch app's development team, its capabilities have evolved to fit our needs, allowing students to view the menu online and reserve after-hour meals.

Likewise, for many months, we were also uncertain of the fate of summer programs but we are excited to welcome two programs to the LLC in a few weeks: The Science & Engineerning Fellows (25 students) and the Chinese Flagship Summer Program (18 students). Each program will be spread out in each house to make sure all COVID protocols are adhered to.

With our masks on and fingers crossed, we are very much anticipating a more normal 2021-2022 academic year!

A mix of international and domestic IEP LLC students bonding over volleyball during pre-COVID times.



(Left) IEP's Patch app homepage (Right) Menu and meal sign-ups for IEP LLC



Cumulative IEP Giving Honor Roll

(as of May 1, 2021)

Over \$500,000

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

\$150,000 - \$500,000

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

\$75,000 - \$150,000

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

\$25,000 - \$75,000

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

\$2,000 - \$25,000

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

Student Awards

Beatrice S. Demers Foreign Language Fellowship

Heather DiFazio (GIEP) Ian Fitzgerald (GIEP) Kyle Keefe (JIEP) Joellyn Speredelozzi (IIEP) Alexander Toscano (IIEP)

THE

UNIVERSITY OF RHODE ISLAND

INTERNATIONAL Engineering Program

University Excellence Award in Electrical EGR

McKensie Sherlock (CIEP)

Robert & Judith Ayotte Scholarship

Aidan Kindopp (FIEP) Eliza Taylor (FIEP) Hannah Traianou (FIEP)

Teodoro Raffaele Diaco Excellence Scholarship

Joseph Frascolla (IIEP) JoJo Speredelozzi (IIEP) Jenna Taormina (IIEP) Alex Toscano (IIEP) Jose Valdez (IIEP)

Kenneth Epstein Scholarship

Daniel Bradley (FIEP) John Mendez (SIEP) Meagan Olson (SIEP) Luis Rodriguez (GIEP) Jose Valdez (IIEP) Ian Wyllie (GIEP)

John Grandin Scholarship Award

Austin Clark (GIEP) Sofia Lanzi (FIEP)

Hasbro Scholarship for Chinese IEP/IBP

Afolabi Abayomi (CIEP) Bella Johnson (CIEP) Sarah Pudlo (CIEP) Nicholas Yau (CIEP) Rebekah Vecchiarelli (CIEP) Brandon Yeh (CIEP)

William & Pauline Silvia Award

Tate Blazonis (SIEP)

Sharon Wallace Award

Arianna Angeloni (GIEP)

Nelson White Award

Andrew Gerenz (GIEP) Oliver Hazard (SIEP)

Wroe Family Award

Heather DiFazio (GIEP) Francis Marrone (GIEP) Alex Toscano (IIEP) Ian Wyllie (GIEP)



Dissemination 2020-2021

Awards and Honors

- Pérez-Ibáñez, I. Faculty Career Enhancement Grant, "Marginalized populations Uncovering the role of women and prisoners in Spanish Golden Age Theater," from The Division of Research and Economic Development and URI Committee for Research and Creative Activities, \$7,474.
- Pérez-Ibáñez, I. Center for the Humanities. Humanities Subvention Grant. Publication Support. Volume: Meateatro in the Spanish Golden Age, \$1,000.
- Pérez-Ibáñez, I. Vice President for Research and Economic Development Office. Publication Support. Volume: Meateatro in the Spanish Golden Age, \$2,000.
- Schenck, M. Beatrice S. Demers Language Fellowship, for study abroad at the Institute for International Communication in Berlin and the Technical University of Applied Sciences Wildau Program: "German for Academics & Professionals: German as a Foreign Language Intensive Course Flex Option", \$7,600.
- Tracksdorf, N., Nelson Brooks Award for Excellence in the Teaching of Culture, from the American Council on the Teaching of Foreign Language, \$500.

IEP-related Publications

- Berka, S., & La Luna, M., "Strategies for Managing an International Engineering Program during the COVID-19 Global Crisis," in 2020 Annual Conference Northeast Section (ASEE-NE), 16-17 Oct. 2020, Bridgeport, CT, USA, pp. 1–6. [Online] doi: https://10.1109 ASEENE51624.2020.9292651. [Accessed Dec 28, 2020].
- Berka, S., Mu, B., Erickson, L., Pérez-Ibáñez, I., "The Role of Study Abroad Curricular Interventions in Engineering Students' Intercultural Competence Development," in *Proceedings of the ASEE 2021 Annual Conference*, July 26-29, (accepted for publication)
- Berka, S., Wu, Y., "The Chinese International Engineering Program: History, Development, and Curriculum Refinement," in *Chinese for Business and Professionals at the Workplace: Reaching across Disciplines*, eds. Haidan Wang and Christine Uber Grosse, forthcoming in Routledge Press.
- Erickson L., Berka, S., Castro Z., & Hu, X. (2020). Enhancing study abroad: Interventions for greater language proficiency and intercultural development. *NECTFL Review* No. 86, pp. 9-31, Nov. 2020
- Tracksdorf, N., Coleman, N., Kaupp, S., Rarick, D. (2020). Impuls Deutsch 2: Intercultural, Interdisciplinary, Interactive – Course Book. (N. Tracksdorf, Ed.). Stuttgart, Germany: Ernst Klett Sprachen. 312 pages.
- Tracksdorf, N., Volkhausen, P., Jensen, B., Kaupp, S., Weidauer, F. (2020). *Impuls Deutsch 2: Intercultural, Interdisciplinary, Interactive – Workbook.* (N. Tracksdorf, Ed.). Stuttgart, Germany: Ernst Klett Sprachen. 518 pages.
- Tracksdorf, N., Coleman, N., Kaupp, S., Rarick, D. (2020). Impuls Deutsch 2: Intercultural, Interdisciplinary, Interactive – Teacher's Manual. (N. Tracksdorf, Ed.). Stuttgart, Germany: Ernst Klett Sprachen. 112 pages.



Dissemination 2020-2021

Presentations

- 23rd Annual Colloquium on International Engineering Education: Engineering the Future (ACIEE 2020), organized by Tracksdorf, N., Kaupp, S., Berka, S., Schenck, M., Davis, S., Graney, A. virtually held Oct. 21-23, 2020.
- Berka, S., La Luna, M., Huston, T., Cheng, H., Murzi, H., "Best Practices for Managing International Programs During the COVID-19 Global Crisis B: Program Adjustments to the Crisis". ACIEE 2020 (online), October 2020.
- Berka, S., Rectanus, M. (moderators), with Brisch, B., Williams, R., Dewsbury, B., "Big Ideas Panel: The Path Forward - Perspectives from Government, Academia and Industry". ACIEE 2020 (online), October 2020.
- Berka, S., "A Win-Win Across the Disciplines: Merging Languages with Engineering for Career Readiness," Engineering Education Perspectives, CUNY Graduate Center, March 23rd, 2021.
- Berka, S., La Luna, M., "Strategies for Managing an International Engineering Program during the COVID-19 Global Crisis," ASEE NE Annual Conference, Oct. 16-17, 2020.
- Erickson, L., Rathmann, M., Peña, A., McGury, S., & Rectanus, M. (moderator), "Languages Across the Curriculum / Languages for Professional Purposes". ACIEE 2020 (online), October 2020.
- Pérez-Ibáñez, I. "Assessing Changes in Developmental Orientation Before, and After Long- and Short-Term Study & Internship Abroad". ACIEE 2020 (online), October 2020. (Voted most engaging session!)
- Tracksdorf, N., Kaupp, S., Fleischhauer, K., Fischer-Loock, X., "Languages Across the Curriculum / Languages for Professional Purposes". ACIEE 2020 (online), October 2020.
- Tracksdorf, N., "Globalizing the Professions with Language and Culture Training Interdisciplinary Dual Degree Programs". Invited Talk. Wayne State University, Detroit, MI.
- Tracksdorf, N., "Roller Coasters, Sustainability, and Molecular Cuisine: STEAM in the Language Classroom". Invited Talk & Workshop. Rice University, Houston, TX.

APPENDIX

Associate Director of German IEP Earns Prestigious Award

Niko Tracksdorf, an assistant professor of German and associate director of the German International Engineering Program, earned the Nelson Brooks Award for Excellence in the Teaching of Culture.

Feb. 8, 2021 – by Tony LaRoche

KINGSTON, R.I. – A University of Rhode Island professor has been honored by the American Council on Teaching Foreign Languages with the Nelson Brooks Award for Excellence in the Teaching of Culture – one of the premier national awards in language education.

Niko Tracksdorf, of Needham, Massachusetts, an assistant professor of German and associate director of the German International Engineering Program, is editor and co-author of a new series of college textbooks and creator of numerous courses that integrate STEM subjects and inclusivity and diversity with the learning of German. The national council is an organization of language educators from elementary through graduate education, and the award recognizes an educator whose writings and teaching change the course of the profession.



A photo of Dr. Niko Tracksdorf

"Each of his publications, presentations and courses reflect his dedication to enriching language study through STEM, equity and inclusion, interdisciplinary approaches, authentic resources and intercultural competence," according to the awards committee. "His most recent publication, the co-authored textbook series 'Impuls Deutsch: Intercultural, Interdisciplinary, Interactive,' is a testament to his focus on German language study as a way to connect with others and build student knowledge of themselves and the world."

"I'm very humbled and honored," said Tracksdorf, who joined URI in 2017. "I was also surprised in a way; I was nominated as an assistant professor and most of the recipients have been of a higher rank."

Tracksdorf's textbook series, "Impuls Deutsch," which includes textbooks, workbooks and teacher manuals for the first two years of college German, is published by Ernst Klett Sprachen, a German publisher that specializes in language education materials for German, English as a second language, French, Spanish and Italian. The books were published in 2019 and 2020. Among the series' many coauthors is Damon Rarick, associate professor of German at URI.

The series teaches German from an updated perspective, moving away from such cliched topics as "Oktoberfest and pretzels and BMW cars," Tracksdorf said. The textbooks provide an interdisciplinary and inclusive approach to teaching language and culture.

With a mix of co-authors and experts, the textbooks provide students diverse perspectives and include the stories of German-speaking populations not often heard from, such as those of the LGBTQ+, Jewish, Black and Turkish communities in such countries as Germany, Austria, Switzerland and Liechtenstein. Topics cover areas such as Afro-German poetry, an indigenous studies perspective of the Germans' fascination with "cowboys and Indians," and not only how to order a meal, but the science of molecular cuisine and sugar's effects on the body.

"It's a whole different approach from how many of us learned languages," he said. "In the first year alone, over a hundred instructors in the U.S. have adopted the book. That's a lot for German. In the first

year, all these schools basically now teach German with the materials that a URI professor wrote. I think that's what they recognized with this award."

Tracksdorf came upon the idea for the textbook series while working toward his master's degree and Ph.D. at the University of Connecticut, where he taught German in the EUROTECH Program. With a bachelor's degree in English and math from the Universität Duisburg-Essen in Germany, UConn felt he was ideal to teach language courses that blended STEM and German.

At UConn, he created many classes during which students learning German did so through STEM topics – courses he brought with him when he joined URI's IEP. One such one-credit class explores roller coasters in which students study the physics of roller coasters, their popularity in Germany, visit an amusement park for a backstage tour of a roller coaster, all while enhancing their German language and culture chops.

"That's what students are interested in," he said of the interdisciplinary classes. "That's why they take German and do internships in German-speaking countries. While they enjoy reading German literature, they really want to gain intercultural competence and learn to use the language in professional environments to get ready for jobs in a global marketplace"

The Nelson Brooks Award committee also praised Tracksdorf's initiatives that show high school students the importance of German. In 2019, he worked with Cranston High School East teacher Baerbel Tully to start a German program at the school, only the second such program in the state. At URI, Tracksdorf organizes a German/STEM immersion day that brings about 80 high school students from around New England to campus.

"It's not just recruitment for us, but also for the students to see that connections between STEM and German," he said. "And maybe it makes them continue with German, even if it's not at URI."

While the number of students taking German nationally has been on the decline, URI has bucked the trend, doubling its number of German majors in the last 10 years and boasting the largest program in the country when it comes to the number of students majoring in the language.

"I think it has to do with the way we see learning the language," Tracksdorf said. "We go beyond just offering students literature classes and learning the language. We give them opportunities to go abroad. We have dual-degree programs, we have the International Engineering Program, International Business Program, International Computer Science Program, and now the International Studies in Diplomacy Program."



\$2.5 Million Gift Supports Underrepresented Engineering Students

April 6, 2021 - by URI Communications

KINGSTON, R.I. – The University of Rhode Island announced the establishment of the Raymond M. Wright Fast Track Master's Engineering Endowment.

The \$2.5 million gift comes from anonymous donors to honor College of Engineering Dean Raymond M. Wright, who plans to retire at the end of the academic year.

The new endowed fund provides one year of full tuition and fees for students enrolled in the final year of the fasttrack degree program, which offers an accelerated timeline to complete a bachelor's and master's degree in five years. The dean of the College will choose the recipients, with a preference for populations who are traditionally underrepresented in engineering, including women and people of color.

The new scholarship was established to build on the success of Wright's innovative Wanting Engineering Program, which supports high school and transfer students who want to major



Dean Ray Wright has led the URI College of Engineering since 2007. He will retire this June.

in engineering but do not have the appropriate academic background. The program has been effective in recruiting underrepresented students, allowing them to enroll in engineering courses and providing the appropriate support and resources to build their academic skills and succeed in earning an engineering degree.

"I can think of no better way to honor Dean Wright's accomplishments over the past 14 years," said URI President David M. Dooley, "than by supporting his initiatives to increase diversity in the field of engineering. We are deeply grateful to the donors who made this possible, knowing that this permanent fund will make URI's engineering program even more attractive to students."

Wright, a respected environmental engineer, has served as dean of the College of Engineering since 2007. Under his leadership, the College has grown from 900 to 1,600 students and from 65 to 75 full-time, tenured or tenure-track faculty, and he spearheaded the renovation and construction of more than \$150 million in engineering facilities during his tenure.

"One of my priorities as dean has been to increase the number of underrepresented students in the College," said Wright. "We have worked to build that pipeline from high school to college, and our outstanding faculty and staff are dedicated to the success of every student. I am very grateful that these donors have dedicated resources to support our diverse students and honored to have this endowed scholarship in my name."

Wright joined the URI faculty in 1981 as a civil engineering assistant professor. He later chaired the department of Civil and Environmental Engineering. From 2006 to 2007, Wright was associate dean of engineering.

The URI College of Engineering offers eight academic programs and is home to the acclaimed International Engineering Program, which pairs engineering with a language major and provides global learning opportunities. In 2019, the College opened its new home, The Fascitelli Center for Advanced Engineering, which offers active-learning classrooms and three floors of state-of-the art research labs.

RI C-AIM's Career Development Certificate Earned By Student from Germany

Timo Kuester, an international URI student from Germany, is part of a team that is developing marine sensors to detect pollutants in Narragansett Bay. A doctoral candidate in chemical engineering, Kuester has attended several science communication programs to become a more effective communicator

September 14, 2020 - by Neil Nachbar

Timo Kuester's parents provided the first clue that he needed help engaging non-scientists in his work. When he tried to explain his research to them, "they clearly didn't understand what I did, and I don't blame them," says Kuester, a PhD candidate in chemical engineering at the University of Rhode Island.

Kuester, an international URI student from Germany, is part of a team developing marine sensors to detect pollutants in Narragansett Bay. The research is being conducted under the leadership of Dr. Geoffrey Bothun,



a URI professor of chemical engineering and principal investigator of the Rhode Island Consortium for Coastal Ecology and Assessment, Innovation and Modeling (RI C-AIM).

RI C-AIM is a collaboration of engineers, scientists, designers, and communicators from eight higher education institutions across Rhode Island developing new approaches to assess, predict and respond to the effects of climate change on coastal ecosystems. "I'm excited about being part of a huge collaborative group with brilliant people," says Kuester. "Part of my work is to develop devices that we can use to house the sensors that will be deployed in the ocean to collect data on marine pollutants."

Conducting scientific research is within Kuester's comfort zone as a chemical engineer. Explaining it to people without scientific backgrounds, like his parents, presents a different challenge. "I was using a lot of jargon and technical terms," he says.

Motivated by a desire to become a more effective communicator, Kuester has attended several of Metcalf Institute's science communication programs, including workshops on messaging for various audiences, pitching stories to the media, and delivering effective scientific presentations. Most recently, Kuester has participated in Metcalf's Career Development Program (CDP), a RI C-AIM initiative designed to build workplace skills among early-career researchers.

CDP participants have an opportunity to earn a Career Development Certificate focused on goal setting, diversity and inclusion, science communication, time management and mentoring through a series of interactive workshops.

Kuester was the first person in the program to fulfill all requirements and earn the Career Development certificate, a new credential he plans to proudly display on his CV. "I found the workshops to be empowering," says Kuester. "I think I also have more confidence and I'm better prepared to enter the workforce."

He's now taking on workforce issues at URI as president of Graduate Assistants United, a union focused on ensuring that graduate students have fair working conditions. As for his future aspirations, Kuester, who expects to complete his PhD in 2021, plans to pursue a science career in the private sector.

URI international programs face COVID-related challenges

September 24, 2020 - by Adam Zangari

KINGSTON, R.I. – With COVID-19 restricting the ability of universities to study abroad, the University of Rhode Island's International Studies and Diplomacy (ISD) Program, as well as the International Engineering Program (IEP), have had to adjust their timetables for students graduating.

"We can't change the realities of a global pandemic, and we can't sacrifice students' financial well-being or their personal safety," Kristin Johnson, faculty coordinator for the ISD Program, said.

This isn't the first semester that these programs have had to deal with this; students studying in China had to be pulled back to America in late January last semester, and every student studying abroad was recalled by March.

"In spring, we had a cohort of 53 students who were actually in the world beginning their internships in



Nina Choquette and Madison Sanders in front of the Arc de Triomphe du Carrousel in Paris during 2019-2020 year abroad.

companies," Sigrid Berka, executive director of IEP, said. "This cohort is now back to finish their fifth year here at URI. We had to follow URI's decisions on recalling them."

Johnson and Berka pointed out that both programs were helped by their structure of students typically going abroad before the year in which they graduate. Each program requires students to go abroad for one year to further their language acquisition and submersion.

"In the IEP, it's a five-year dual degree program, and students usually go abroad in the fourth year, so luckily, we could then tell this generation who couldn't study abroad this year to go next year," Berka said.

The ISD program was in the same situation, as many students will still have time to go abroad.

"We're lucky–we have a lot of students in the program, but most of them are not scheduled to go abroad until the 2021-22 academic year," Johnson said.

Neither Johnson nor Berka expects there to be any restrictions in enrollment for either of their programs. However, both said that the ISD and IEP programs do have plans in place just in case.

"If it stretches past the spring, we'll really have to reconsider some of the realities and more systematic and intervention-based alternatives," Johnson said.

Both noted that while the programs put in place can't replace studying abroad, the ISD program and IEP want to create as immersive an experience as possible. A lot of this has to do with each program's respective language programs, which are also integral to the completion of the programs.

"Each individual circumstance is unique, and we've been working to facilitate an opportunity that gives students an immersive experience with cultural enrichment, so students have the opportunity to do something that's analogous," Johnson said.



Both programs were able to set up some students with internships, although each emphasized the struggles of doing so when many businesses weren't offering any and some students lost ones that they had abroad.

Berka also noted that the IEP had a volunteer program over the summer making ventilators from sleep apnea machines in the Memorial Union.

Ultimately, there's still a lot up in the air, and plenty of time for things to change. Currently, according to Berka, the German Academic Exchange Service is planning to go ahead with their internship program next summer, although URI would have to ease restrictions on their Study Abroad program by then for students to be allowed to participate. That, however, is also up in the air.

"We don't know yet about spring, we don't know yet about summer and we certainly don't know yet about fall," Dr. Berka said.



Brian DuBois, Italian IEP/MCE student and IIEP Ambassador, strikes a pose while abroad in Italy during 2019-2020 year.



URI RI Inno Under 25 List Includes URI German IEP Student

Among those listed in this year's Rhode Island Inno Under 25 is Vanessa Kamara, who is majoring in biomedical engineering and German through URI's German International Engineering Program.

September 29, 2020 – by Rowan Walrath

It's clearer than ever: The kids are alright.

Young people across the Ocean State are contributing to our ever-growing startup economy in new and exciting ways. One has helped create an underwater robot that gleans information about deepsea climates and food chains. Another is rescuing medical supplies from landfills, donating them to communities in need instead. Still another is creating a digital community around afro-textured hair.

From the halls of North Smithfield High School to the University of Rhode Island (URI) and everywhere in between, innovation is everywhere. These young entrepreneurs give us insight into what tomorrow will look like for Rhode Island.

Meet the 2020 Rhode Island Inno Under 25.

<u>Vanessa Kamara (22) – undergraduate research</u> <u>assistant at URI Wearable Biosensing Lab</u>

URI student Vanessa Kamara is a bit of a Renaissance Woman. She's developed insoles used for monitoring the gait of patients with Parkinson's disease as part of URI's Wearable Biosensing Lab. She's responsible for the hardware prototyping, temperature sensing and respiration simulator development of a "smart mask" called RespDetect that can detect Covid-19 symptoms. And now a senior, she's just getting started: Kamara is currently looking into Ph.D. programs.

"I'm a curious person," Kamara told URI Magazine last year, perhaps by way of explanation. "I have lots of questions."

Kamara is majoring in biomedical engineering and German as part of URI's German International Engineering Program. She spent much of the last academic year at the Technische Universität Darmstadt, working at the Machine Learning and Data Analytics Lab at Friedrich-Alexander Universität.



Photo of Vanessa Kamara, German and Biomedical Major who went abroad in the 2019-2020 academic year.

The Show Did Go On: How the IEP Hosted the 23rd Annual Colloquium on

International Engineering Education Virtually

November 16, 2020 – by Melissa Schenck

KINGSTON, R.I. – Though the ACIEE has been held for more than two decades now, this year's global pandemic led the IEP team to host the event virtually from October 21st to October 23rd, 2020. For this year's colloquium,

themed "Engineering the Future", the biggest challenge was how to best provide quality content in an interactive and engaging way. Our solution - choosing an appropriate blend of conference platforms, working with presenters directly to plan, tweak and train for each session, and to include sessions that address essential recurring themes in international engineering education as well as the biggest challenges facing the field in 2020 such as the pandemic, economic crisis and racial and social justice.



The Fascitelli Center for Advanced Engineering at sunset, the ACIEE's themed image

All keynote addresses had high attendance and 4.7 to

5.0 ratings. Topics ranged from US-European relations and the response to COVID-19, the cultural and global health implications of reinventing the toilet, the combination of technical and adaptive skills needed in future leaders, and on-campus strategies to prioritize corporate and NGO campus partnerships to have the broadest possible engagement and impact on students' global education. However, the Welcome Address featuring Sheryl Sorby, President of ASEE, was the most provocative. She shared ASEE's mission and information about a current task force charged with rethinking and revamping its "elitist" math-focused curricula, with the goal of cultivating broader, more creative skill sets, thereby making engineering education more accessible and inclusive. The concluding Big Ideas Panel with representatives from government, academia and the corporate sector tackled big questions such as: How do you continue international education/mobility in times of a pandemic? How do you address social justice and equity issues in STEM education? How do you run an engineering company

in an ethical and sustainable way, especially during a health and economic crisis? Can we develop a stackable credential system to make it easier for students to select courses that reflect their individual skills and interests as well as document their competencies in their preferred career paths? The subsequent discussion was lively and resulted in some really great points being driven home, but it is our hope that by positioning this session at the very end of the conference, that this panel served as the beginning of much longer discussions within the ACIEE community on these very topics.

In order to best deliver our selected content, the ACIEE planning team chose to utilize the Whova app as our conference hub, where participants could use the agenda to link to our live meetings, read up on



Screenshot of the Big Ideas Panel from Day 3 of the 2020 ACIEE on October 23rd, 2020



speakers and network with each other outside of the event. For concurrent session streaming, we went with Blackboard Collaborate due to the array of tools available, ease of joining a session and ability to upload materials in advance. At a much later stage, the interactive conferencing platform REMO, was discovered and designated as a must-have for our "main conference room" where all large- and small-group activities could take place. In REMO, participants had the opportunity to experience more "organic" networking by bouncing virtually from table to table and casually joining conversations, as one might do during a live colloquium. From the post-conference feedback that we have since received, this appears to have been the highlight for many conference attendees!

When designing concurrent session offerings, presenters were given guidelines on how much interactive time to build in and were encouraged to work together to combine their distinct presentations to create cohesive plans for the entire session block. Members of the ACIEE team met with each panel of presenters to train them on the audience engagement tools available to them in Blackboard, while also providing training and support for all invited keynote, poster and international cafe speakers and moderators in Remo. Additionally, tech moderators including IEP staff, alums and students, were assigned to each element of the program in order to make sure these tools could be employed seamlessly. By planning in advance, being there to provide assistance in navigating within and between platforms, this really allowed for the focus to be on audience participation and the content itself.

With 354 registered participants, we broke our attendance record and are thinking of running the 2022 Colloquium in Newport in a hybrid format to allow for increased accessibility for attendees across the country and around the world!

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Screenshot from International Cafe Session in Remo from Day 1 of 2020 ACIEE on October 21st, 2020

Fall 2020 Student Perspectives - Looking Back, Moving Forward

November 16, 2020 - by Melissa Schenck

KINGSTON, R.I. – We reached out to our recent returnees to capture their perspectives on their time abroad, to see what they have been up to and what their upcoming plans are. Below are the responses from three of our students, who are participants of the JIEP, CIEP and SIEP programs respectively.

Harrison Timperley, '20 Japanese & Computer Engineering

My name is Harrison Timperley and I am a Computer Engineering, Japanese IEP alumni from URI. I studied at Kyushu University for my 6 months of study and worked for Hexagon Metrology automating measurement machines for my 6-month internship. I would say that if one has any opportunity to live in a foreign country, they should do so, especially one that challenges your preconceived perceptions. I feel today we are very sheltered from alternative ways of thinking and any contrary experience is fundamental to molding a well-rounded person. Despite the University urging me to return from Japan, I chose to stay in my internship at my own risk and it was my best decision this year! After my internship, I vacationed in Tokyo for two weeks and would recommend it for anyone's bucket list. After my internship, I graduated and am currently looking for a job. Hexagon is actually my most promising prospective job at this point. I am continuing my IEP involvement by being a mentor for the upcoming batch of Japanese IEP students. I have to say, looking for work during these times is discouraging and I am doing odd jobs for people on the TaskRabbit app in the meantime. I am also working on control system software on the side as a personal project. My hope is to definitely find work but I intend to help the IEP program as much as I can while I have the free time.

Alex Cerullo, '21 Chinese & Biomedical Engineering



Harrison having dinner with his Sensei, her students and her hunting friend (Wild Boar)



The most dangerous street in Japan, according to Harrison

Following my studies at Zhejiang University in Hangzhou, China and my recall to the US in January, I began a self study with Prof. Ying Sun*, a Biomedical Engineering Professor at URI. Prof. Sun was a native Taiwanese speaker and our weekly meetings were half in Chinese and half in English. We were working on a project to identify the minimum resolution at which an AI could recognize and identify images.

This fall I have entered my final year at URI and have begun my capstone project for my engineering major. The project is to use an EEG to read brain waves and control a robotic arm with the signals my



team can isolate. We are working under Prof. Yalda Shariari's Neuro Lab for this project.

The early return from China had thrown most of my plans for the spring and summer into a tailspin, but I had always planned on returning to URI for this semester. The biggest regret I have is that I can only put two months of interning at a Chinese Lab on my resume, and that while I did research there, the handson portion of the internship hadn't started before I left.

Next semester I aim to graduate URI and hopefully begin grad school, and I have been looking at different programs that I think would be a good fit. I've heard that applying for grad school is very exhausting and competitive, so I hope that my time in China and Chinese major may give me the edge I need.

*Sadly, Prof. Ying Sun, a beloved member of the URI academic community, passed away unexpectedly during the spring semester. Alex was fortunate to have Prof. Yan Sun of Electrical, Computer and Biomedical Engineering step in so that he could continue his research.

Arianna Sawyer, '21 Spanish & Ocean Engineering



A photo of Alex Cerullo while studying in China during the Fall 2019 semester

Hi everyone, my name is Arianna Sawyer and I am in the Spanish IEP. I am currently in my final year at URI, studying Ocean Engineering and Spanish. Last year, I was abroad in Santander, Spain, studying at La Universidad de Cantabria. Not only did my time abroad enhance my language skills, but it also helped me grow as a person. When I graduate in May I would love to go into the Offshore Renewable Wind Industry, a field that is rapidly expanding, especially in Europe. The independence that I gained from my time abroad has made the idea of working in Europe something that is a feasible option and it excites me to explore that possibility.



Ari hiking in the Picos de Europa, a mountain range in northern Spain.

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IEP Alumnus Addresses Signal Systems for Navy and RI Army National

Guard

Jimmy Li, an alumnus of URI's electrical engineering and Chinese International Engineering Program, installs signal systems on submarines during the week and is a signal corps officer for the Rhode Island Army Guard on the weekends.

By NUWC Division Newport Public Affairs – January 25, 2021

NEWPORT, R.I. – Systems engineer Jimmy Li, of the Naval Undersea Warfare Center Division Newport's Undersea Warfare Electromagnetic Systems Department, spends his working hours installing signal systems on U.S. Navy submarines. On some weekends and deployments with the R.I. Army National Guard, Li addresses signal systems used by the Army.

Hired at Division Newport in August 2016, as the technical insertion (TI)-18 install coordination



As a systems engineer in the Naval Undersea Warfare Center Division Newport's Undersea Warfare Electromagnetic Systems Department, Jimmy Li spends his working hours installing signal systems on U.S. Navy submarines Photo by: Dave Stoehr/U.S. Navy

lead of the BLQ-10 system, Li ensures the complete installation of the electronic warfare support system for U.S. submarines that provides automatic intercept capabilities for both radar and communications signals.

In 2020, Li completed R.I. Army National Guard Officer Candidate School (OCS) and was commissioned as a second lieutenant, signal corps officer, assigned to Headquarters and Headquarters Battery 1st Division, 103rd Field Artillery Regiment in Providence, Rhode Island.

Li completed Basic Combat Training at Fort Benning and Advance Individual Training at Fort Gordon, both in Georgia. Upon completion of initial entry training, he was assigned to Headquarters and Headquarters Company, 1st Battalion, 126th Aviation Regiment in North Kingstown, Rhode Island. He was promoted to the rank of sergeant in September 2018 before deploying to Iraq in support of Operation Inherent Resolve.

When he redeployed home, Li transferred to the 169th Military Police Company as a communications team chief until he was accepted into OCS in March 2019.

Li, who received bachelor's degrees in electrical engineering and in Chinese from the University of Rhode Island. lives with his wife Joanna in West Warwick, Rhode Island. In his spare time, he enjoys outdoor adventures such as hikes with his dog, Bear, camping and fishing.

Li recently talked about his service:

Q: What is a typical weekend of Guard service like?

A: Training, which is one weekend a month, typically begins on Friday night with an operations order (OpOrd) briefing to the cadre. An OpOrd consists of five topics that are briefed to a subordinate unit to conduct an operation. The platoon leader assigned to the drill weekend is evaluated on the OpOrd brief to the cadre. The remainder of the weekend includes classroom learning or field exercises. Topics include military justice, tactics, history and administrative items.



Q: What is your most notable exercise?

A: In 2015, I was selected to be part of the Black Hawk demonstration at the R.I. National Guard Open House and Air Show. We demonstrated a tactical insertion of High Mobility Multipurpose Wheeled Vehicles (HMMWV), commonly known as the Humvee, and soldiers into the field. Two HMMWVs were first airlifted via Black Hawks and dropped off in the middle of the tarmac. Then we were dropped off and formed a security perimeter around the Black Hawks. Once the Black Hawks departed, we moved to the HMMWVs and drove them off the tarmac.

Q: Why did you sign up for the Guard?

A: Originally, I joined the Guard to help pay for school. Finishing school without any student loans to repay definitely gave me a good start in life after college. I've stayed in the Guard because I like to see how far I can push myself and the Guard challenges me to determine my physical and mental limits. It also provides many opportunities I most likely would not have had as a civilian. I have shot various different types of weapon systems, flown in Black Hawk helicopters, and seen remote places in the world that civilians would not normally visit. My military career is still young and I look forward to what else it has to bring.

Q: What advice do you have for anyone interested in reserve duty?

A: If you're looking to serve and still want to keep a normal life at home, the National Guard is the place to be. You will get to meet many different people with different backgrounds in the Guard. There are accountants, teachers, mechanics, engineers, police officers and students. It is amazing to interact with all these different people and see how they have brought their own unique skillset to accomplish the mission of the Guard.

NavalX rotational assignment offers NUWC Division Newport engineer

new perspective

Since last summer, Chris Capuano, a '15 Spanish IEP and mechanical engineering alumnus, has been doing a rotational assignment with NavalX, which connects experts and solutions to the Navy's workforce needs and challenges.

April 15, 2021 - By NUWC Division Newport Public Affair

NEWPORT, R.I. – Innovation and forward thinking have always been a part of the way Naval Undersea Warfare Center Division Newport engineer Chris Capuano operates. Recently, he has gotten to see how those concepts work from a slightly different perspective.

Since August 2020, Capuano, an employee in Division Newport's Sensors and Sonar Systems Department, has been on a one-year rotational assignment with NavalX, the Department of Navy (DON) workforce super-connector that is focused on scaling non-traditional agility methods across the DON workforce.

"It's always good to have new experiences and get new perspectives, especially in an organization as large as the Navy," Capuano said. "At NUWC, you get exposed to one slice of the pie. NUWC was my first job out of college and, being there for five years, I got comfortable with the way things are done and the workforce culture.

Coming to NavalX, I've been exposed to new people, groups and ways of doing things. At NavalX, I'm

working at a higher level within the DON and seeing a different perspective."

Capuano, a resident of Saunderstown, Rhode Island, applied and then interviewed for the position in June 2020, began working remotely in July and moved south in August for inperson work at NavalX's headquarters in Alexandria, Virginia. There, he does facilitation for different Systems Commands (SYSCOMs) and Program Executive Offices (PEOs) under the umbrella of the Assistant Secretary of the Navy (ASN) for Research, Development and Acquisition (RDA). Part of this includes conducting workshops with groups like the Shipyard Infrastructure Optimization Program (SIOP).

"We work with teams and projects that are looking to set a course for team culture that will sustain for the life of that project," Capuano said. "We have four facilitators on staff that regularly engage with different groups."

Capuano also is working with the NavalX Digital team, who is piloting a customer service management (CSM) tool built with ServiceNow. The intent of the tool is to better connect siloed activities occurring across the RDA community using a digital platform.



Chris Capuano (center) demonstrates digital collaboration software to the Foreign Investment Tiger Team from the office of the Assistant Secretary of the Navy for Research Development and Acquisition. This presentation was was held at the NavalX Headquarters in Alexandria, Virginia, on March 9, 2021. Photo by NavalX

"I was brought in because of my work with the Sensors and Sonar Systems Department's Tactical Sandbox Applications Team and my knowledge of modern development practices." Capuano said. "They saw that and were interested."

He does some work with the NavalX marketing team as well, which is involved in creative and innovative thinking for the Navy at large. This includes using digital tools like Microsoft Teams and others to increase the avenues of intersection for employees throughout the Navy.

"These digital tools, although there are some limitations, they are extremely powerful in connecting with folks throughout the enterprise," Capuano said. "You are able to find people so much easier."

Capuano said he was not exactly sure what to expect going on a rotational assignment during the COVID-19 pandemic, but it has not created too many hurdles. He was going into the office regularly before the holidays, but the spike in cases around that time has limited him to teleworking all but one or two days per week.

"I kind of expected that; I knew at one point I'd be working remotely again," Capuano said. "Hopefully, things start to turn with the warm weather."

Overall, Capuano said he is using this opportunity as much as he can to understand best the needs of the Navy. He is hoping to use these lessons learned in the future even after his rotation ends in August.

"I'd like to help the workforce and continue to help connect people from NUWC to the rest of the naval workforce," Capuano said. "I'd like to be a part of the solution to help folks."

Naval X staff will facilitate workshops to and share guidance on how best to run a workshop that will address teams challenges. If you are interested in learning more about NavalX or need help with a project, visit NavalX's website, LinkedIn page or join the public NavalX CVR Microsoft Team.