

THE  
UNIVERSITY  
OF RHODE ISLAND  
INTERNATIONAL  
ENGINEERING  
PROGRAM



Meeting of the  
Advisory Board

June 3, 2017

Kingston, RI



# Letter from the Executive Director

Dear Members of the IEP Advisory Board:

This year marks the IEP's 30th Anniversary, an occasion to look back to what we have accomplished together and to look ahead to the future!

When John Grandin launched the IEP in 1987 with forty students enrolled in his first German engineering class nobody imagined that this promising start would set in motion a trajectory spanning three decades. In its beginning a FIPSE grant from the Department of Education allowed launching the German IEP and the financial support of the first cohorts of GIEPers. The ingenious idea of the *\$500 GIEP Centennial Scholar Continuation Grant* set the model at the time (see letter to Erin Papa on pg III). The original Grandin, Wallace, McBride, Ayotte, Hasbro and Wroe family IEP scholarships have been complemented in recent years by the Beatrice Demers and William & Sharon Flynn scholarships, and students benefit additionally from the prestigious national Goldwater, Gilman, international Boren, Asia Institute, DAAD and FISITA Bursary awards. With now 405 IEP students enrolled we can further measure the IEP's success in numerous ways:

~ Among the 548 IEP alumni we find amazing professional and personal stories. We have CEOs of corporations, entrepreneurs who started their own companies, doctors, lawyers, teachers, PostDocs, PhDs and masters students at UC Berkeley, Harvard Business School, MIT, Princeton, Stanford, Virginia Tech, and many more; our graduates are working in the US, China, France, Germany, Iceland and some are currently pursuing masters or PhDs in Finland, France, Germany, the UK and the US. Several met in the IEP houses, on study tours or abroad, got married, and started families. The son of a GIEP `1993 alum is starting at URI this coming Fall, starting the second generation of IEPers! Current IEP students not only intern in the traditional IEP countries but also in Belgium, Chile, Costa Rica and the Puerto Rico! Our corporate network has grown to 175 partners.

~ Enrollment steadily grew from 40 to 405; internship placements from 6 to 668; the total of students exchanged with TU Braunschweig & TU Darmstadt is 739.

~ IEP programs expanded by two in each decade: German (1987) and French (1994) in the first; Spanish (1999) and Chinese (2006) in the second; and Italian (2013) and Japanese (2016) in the third (see 30 year IEP timeline on page IV).

~ Prestigious national grants in the early years came from FIPSE, NSF, NSEP, the German and Chinese government, the Max Kade and Van Meeteren Foundations - some of them are still active and we added additional support from the 100,000 Strong in the Americas Fund for programs in Chile and Colombia, and from the Japanese government. Corporate funds began with support from ZF, Texas Instruments/Sensata Technologies and Hasbro, and they now include additional major donations from DB, Hexagon Intelligent Manufacturing and Shimadzu.

~ The *Annual Colloquium on International Engineering Education* was launched by John Grandin in 1998 with a small dedicated group. It is still going strong with a regular contingent of 160 participants and featuring the *20th Annual Colloquium* in November 2017 in Arizona.

~ Assistant Dean Abdirkin and Angela Graney created an IEP Sub-Plan so that from 2017-18 on the IEP will appear on transcripts to recognize the students achievements and to make tracking easier!

Looking into the future, our IEP directors will focus on maintaining a high quality academic, advising and experience abroad. Recent study abroad research has shown that a transformative experience in another country is not a given; a student benefits most from his/her stay abroad when faculty systematically intervene before, during and after the year of immersion.

Setting realistic expectations, preparing students for culture shock and the intercultural differences of the journey they are embarking on will open their minds and help them observe what they encounter with a deeper understanding and mental flexibility. Regular interventions via Skype, chat groups, journals or peer-to-peer reflections during their stay abroad aid them in digesting those rich, life-changing events.

URI took part in an NSF sponsored study on *Assessing Engineering Students' International Experiences* along with twelve other universities. Our engineering freshmen and seniors took the Global Perspectives Inventory (GPI) and the result was stunning: URI seniors (a majority of them IEP) scored exceptionally well in all dimensions: *When comparing the GPI scores of URI students who have never had international experiences with those who had international experience in college URI's pool featured large effect sizes which were consistently higher than those of other schools in the pool, were most consistent across all dimensions, and featured statistically large effect sizes across all dimensions.* This is a tribute to the richness of the program designed for them with its long-term study-abroad, dual degree, rigorous language preparation, and its guided reflections before and during the year in a foreign country.

Encouraged by these outcomes, we are planning to offer even more re-entry activities in the Fall to leverage the returnees' enthusiasm and wisdom for the preparation of the next generation. We will continue to enlist them as ambassadors, skype pals, and tutors. Towards the effort of a more systematic approach to cultural preparation, we are using the Intercultural Development Inventory (IDI) to gauge where our students are in the intercultural continuum – it will not only strengthen our research through empirical data but also help us see where intervention is most needed. Our goal is to have our students reach a cultural agility which is on the advanced level of “Acceptance” - People with this predominant experience are bridge builders; they can engage in intercultural empathy – the ability to take perspective or shift frame of reference vis-a-vie other cultures.

Along with strengthening the students' intercultural competency we continue to put emphasis on their linguistic proficiency: IEP faculty have joined the Modern Languages proficiency committee to implement proficiency oriented teaching, learning and assessment beginning with the 2017-18 academic year. We now work with language mentors on the Max Kade (German) and Spanish floors in our TI house and use language buddies three times a week to offer more opportunities for regular conversation in the target language; in the 2017 German STEM oriented summer school we are including those students who cannot participate in the summer school through online Skype sessions, and plan to develop a hybrid summer school in 2018.

There are significant changes ahead of us: on the engineering side, the new building will make for a transformative new research and learning experience for the next generation of faculty and students. The IEP will welcome Niko Tracksdorf as our new German Coordinator to help manage the growing German IEP. As for Arts & Science, we will say good-bye to one of the IEP's most passionate, loyal and devoted supporters and leaders, Dean Winnie Brownell who is retiring in June (please see our dedication on page V) after a long and successful career! We will miss you, Winnie, and are anxiously awaiting who will serve as the next “half of the odd couple” representing the marriage between languages and engineering in the near future.

We have prepared a fabulous 30th Anniversary celebration for June 3rd, and hope that the presence of the many enthusiastic alums, of past and present IEP leadership, and our distinguished board, will re-energize our growing IEP family for the next thirty years to come!



IEP Advisory Board:

Dr. Heidi Kirk Duffy, Chair  
North Kingstown, RI

Prof. Dr. Hubertus Christ  
ZF Friedrichshafen AG  
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Mr. Frank T. Curtin  
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Mr. Udo O. Schroff  
HS Systems  
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Mr. Walter Stepan  
Bacou USA, Inc.  
North Smithfield, RI

August 25, 1999

Erin Papa  
50 Finn Street  
North Kingstown, RI 02852

Dear Erin,

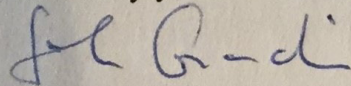
I am writing to invite you to a special ceremony on Tuesday, September 14 at 4:00 PM at which you will receive an International Engineering Program award in the form of a check for \$500. You qualify for this award as a continuing German IEP Centennial Scholar, who is fulfilling all requirements of the program, and maintaining at least a 3.00 cumulative average.

The ceremony will be held at the IEP House at 67 Upper College Road, and will be attended by President Carothers, Dean Kim of the College of Engineering, Dean Brownell of the College of Arts and Sciences, Dean Taggart of the Admissions Office, and several faculty members.

This award is in recognition of your accomplishments to date and your hard work in preparing yourself for a career in the global workplace. We hope it will help you to get off to a good start this year.

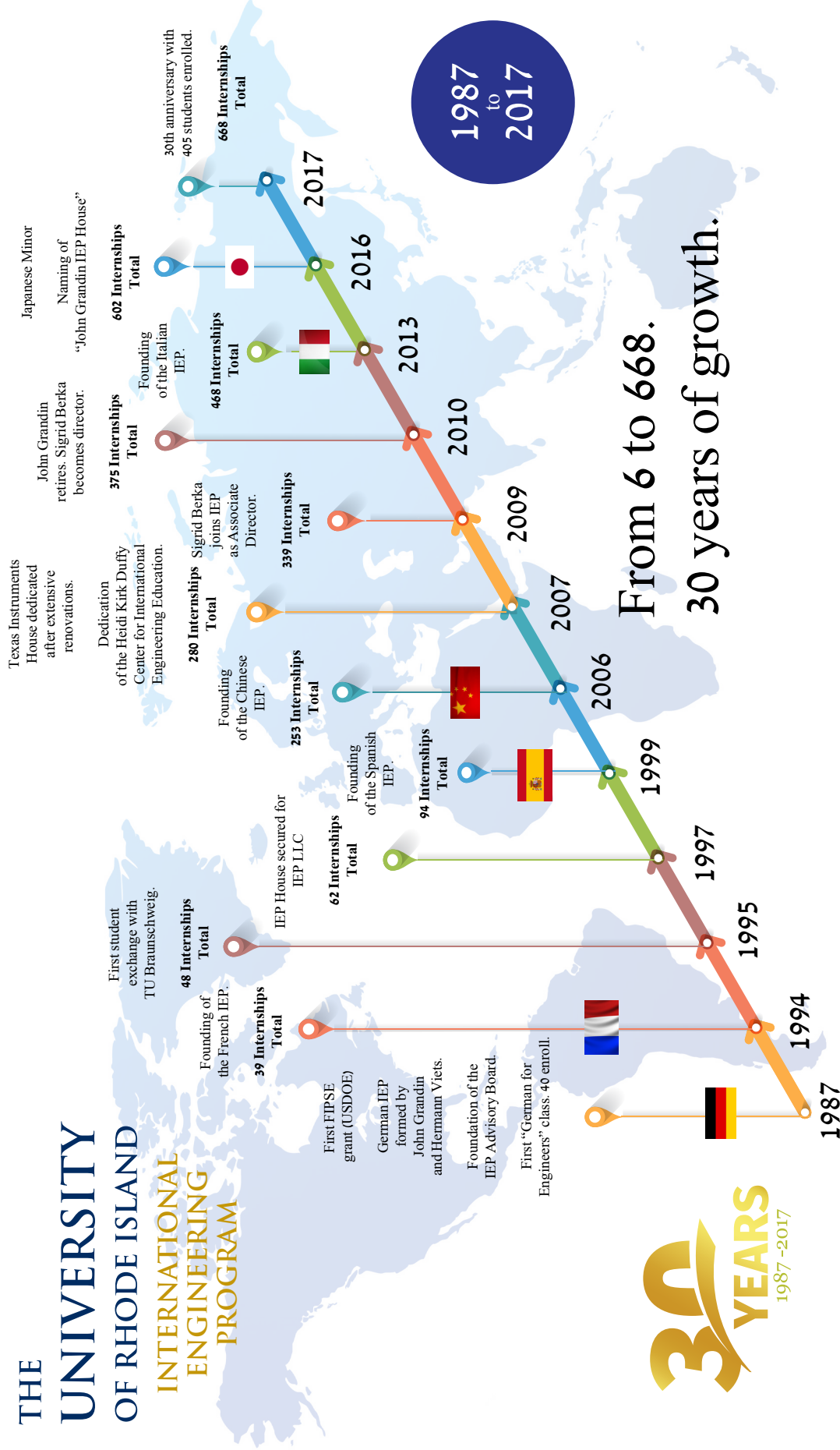
Please help us by confirming your attendance at the reception by calling 874-4283. If you have any questions about this event, you can reach me at the same number.

Sincerely yours,



John M. Grandin  
Professor of German  
Director, International Engineering Program

# THE UNIVERSITY OF RHODE ISLAND INTERNATIONAL ENGINEERING PROGRAM



## A Tribute to Dean Winnie Brownell



Winifred Brownell is retiring from her position as Dean of the College of Arts and Sciences this June. She has led A&S since 1999 and prior to that served three years as Interim Dean, five years as Associate Dean, and over 20 years as a professor of Communications Studies at URI. She has been instrumental in her advocacy for the International Engineering Program which she supported from its very beginnings.

All IEP programs have benefited from Dean Brownell's leadership. Yet one would not be there without her: In 1979, she became the first URI scholar to visit the People's Republic of China to begin dialogues with an interdisciplinary team of scholars on faculty and student exchanges with key universities. In 2004, URI taught its first classes in Chinese, responding to petitions from students who approached Dean Brownell with an urgent desire for instruction in Chinese. At the same time, John Grandin approached Hasbro, Inc. and it was clear from this company's and others' positive responses that the corporate world was strongly behind launching Chinese at URI and in particular, a Chinese IEP. Hasbro provided a \$500,000 endowment to fund study abroad to China, contingent on the College of Arts and Sciences beginning a language program in Chinese. Texas Instruments and Sensata Technologies also provided a lead gift for the IEP with an eye on its expansion to China. John Grandin and Dean Brownell enthusiastically accepted this challenge. In 2006, Chinese was added to the University of Rhode Island's International Engineering Program. We received support for a full-time visiting lecturer from China's Hanban Society. In 2007, URI established a Confucius Institute that has provided instructors in Chinese over the years. In 2008, Grandin applied for and received a grant from the National Security Education Program (NSEP) for a Chinese Language Flagship Program. Dean Brownell has been instrumental in sustaining the Chinese Language Flagship Program, providing continuing support for instruction in Chinese within the College.

In addition, she has played an integral role in the continued development of the International Engineering Program, with enthusiastic support for the Italian IEP. In 2015, Dean Brownell joined a leadership tour through Italy (with Professors LaLuna, Berka and Fischer) to win over companies for the new program. Since then URI received several exchange students from its partner university, the University of Calabria, and is sending a group of 7 students to Italy in 2017-18 after a pioneering IIEP student went on his own in 2015-16.

Dean Brownell, along with Dean Ray Wright, was also key in getting the Japanese IEP off the ground by hiring of a full-time lecturer (supported by a combined package of Japan Foundation, Shimadzu, IEP, COE, and A&S funds). A minor in Japanese was completed in 2016 and Dean Brownell gave a tenure track position in Japanese a high priority in her 2018-19 budget request. A pioneering JIEP student spent a year in Japan in 2015-16 and two JIEPers are attending Waseda University our partner school, in 2017-18. To help manage the strong growth of the German IEP Dean Brownell supported hiring of a full-time lecturer in German with another position requested as the #1 priority in her 2018-19 budget.

The unwavering enthusiasm and support for the IEP and the Chinese Flagship Program can be demonstrated by looking at the grueling schedule the Dean took upon herself to represent the College at numerous high level meetings which followed each other closely: in 2012 she participated in an IEP board meeting in Paris, had to miss the sight-seeing part of the visit because she took a flight back to RI, touched down in the evening and had to leave again early in the morning to make it out West for the Annual Chinese Language Flagship Meeting in CA.

## A Tribute to Dean Winnie Brownell

Dean Brownell wrote an op-ed for *Discourse* in the Spring 2014 issue titled “A Winning Combination for Achievement and Success.” In her op-ed, she noted, “Sponsored by The Language Flagship and presented in June 2012, the Rhode Island Roadmap to Language Excellence brought together leaders in business, government, and education who endorsed the importance of high-level proficiency in world languages to bolster the state’s 21st-century workforce. Efforts have begun to build language pipelines in Rhode Island’s K–16 system to enhance the preparation of university-level students so that they are better able to achieve Flagship standards.”

She has given keynote presentations at the Flagship Annual Conference and attended every conference—the only Dean to have done so. She places such a high priority on attending the conference, that she leaves the URI Arts and Sciences Commencement ceremony right after it concluded in order to catch a flight to be able to be present. Fondly referred to as “the odd couple” by admirers of the marriage between engineering and languages, Dean Brownell, along with several engineering deans up to Dean Wright, also attended all *Annual Colloquia of International Engineering Education* from 1998-2016.

Dean Brownell was co-PI (with Papa and Berka) of the Rhode Island Roadmap to Language Excellence grant funded by the Flagship Program in 2011. In December 2011, the Rhode Island Language Summit convened 56 leaders in government, business, and education from Rhode Island to delineate current and future language and cultural skills needed for a competitive workforce that can function globally and locally. Furthermore, as noted in the Fall 2012 issue of *Discourse: The Newsletter of the Language Flagship*, “To generate public awareness about the initiative, the Rhode Island Roadmap to Language Excellence was launched at the Rhode Island State House on June 8, 2012. At this event, URI College of Arts and Sciences Dean Winifred Brownell welcomed attendees, introduced the Language Roadmap process and purpose, and highlighted the importance of community involvement. Senator Jack Reed (D-Rhode Island) commented on the increasing need for language skills and cultural understanding to help ensure long-term national security, prosperity, and peace.” She is Co-author of the report generated from the Roadmap grant, describing the working groups formed and a strategic vision generated: *The State of Rhode Island strives to create a multilingual, culturally savvy, globally competent Rhode Island community and workforce by creating well articulated language learning programs emphasizing proficiency and biliteracy. By 2030, the majority of Rhode Island graduates will be proficient in English and at least one other language.*

Beyond the Roadmap, Dean Brownell’s enthusiastic support letters for numerous grant applications led to a series of funding success stories, e.g. from the Max Kade Foundation for a Distinguished Max Kade Professor in Residency which brought us three visitors to support the German program; to the 100,000 Strong in the Americas Partnership through which the SIEP won two competitive grants to expand the Spanish IEP first to Chile in 2014 (PI Megan Echevarría), and then to Colombia (PI Silke Scholz) in 2017; to the two Japan Foundation salary assistance grants (2015-17). Dean Brownell has strongly supported the IEP and the study of languages at URI. More than this, she has played a key role in advancing the capacity for languages at both the state and national levels.

We would like to thank Winnie Brownell from the bottom of our heart, both for her visionary leadership with respect to the IEP, and her personal support and friendship. Winnie, we hope you will remain active on the IEP Advisory Board for many more years to come!



# International Engineering Program Administration 2017

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# Enrollment Figures 2016-17

<b>Breakdown by Major*:</b>	<b>#</b>	<b>Percentage of Total IEP-Serviced Students:</b>			
<b>IEP (Declared EGR)</b>	<b>405</b>	82%	Total Engineering Students Serviced by IEP	424	86%
IEP (Wanting Engineering)	19	4%			
IBP (International Business Program)	35	7%	Total Non-Engineering Students Serviced by IEP**	68	14%
ICSP (International Computer Science Program)	25	5%			
Other**	8	2%			
Graduate (Dual Degree Masters)	2	0%	Total Graduate Students Serviced by IEP	2	0%
<b>Total Students Serviced by IEP*</b>	<b>494</b>				

\*\*Other includes 8 non-engineering students who want to double major in a Language and another major (such as Computer Science) who are dedicated to going abroad and following the IEP model.

<b>IEP Undergrads (Declared Engineering)*</b>	<b>URI College of Engineering Undergrads*</b>	<b>% of COE</b>
<b>405</b>	<b>1539</b>	<b>26%</b>

\*IEP numbers reflect enrollment collected Fall 2016. COE numbers reflect enrollment collected in Fall 2016 as head count of majors publicly reported by the URI Office of Institutional Research. Both numbers do not include Wanting Engineering designation.

<b>IEP/College of Engineering Demographics</b>		<b>IEP # (405)</b>	<b>% of IEP</b>	<b>COE # (1539)</b>	<b>% of COE</b>
<b>Gender</b>	Female	131	32%	305	20%
	Male	274	68%	1234	80%
<b>Ethnicity***</b>	Represented Groups (White, Asian)	321	79%	1228	80%
	Underrepresented Groups (Black/African American, Hispanic/Latino, American Indian, 2+ Races)	64	16%	189	12%
<b>Residency</b>	In-State Rhode Islanders	225	55%	821	53%
	Out of State	149	37%	543	35%
	Regional	28	7%	132	9%
	Out of Country	3	1%	43	3%
<b>Scholarship Recipients</b>	Centennial or University Scholarships	263	65%	Data unavailable	
<b>Talent Development</b>		12	3%	Data unavailable	

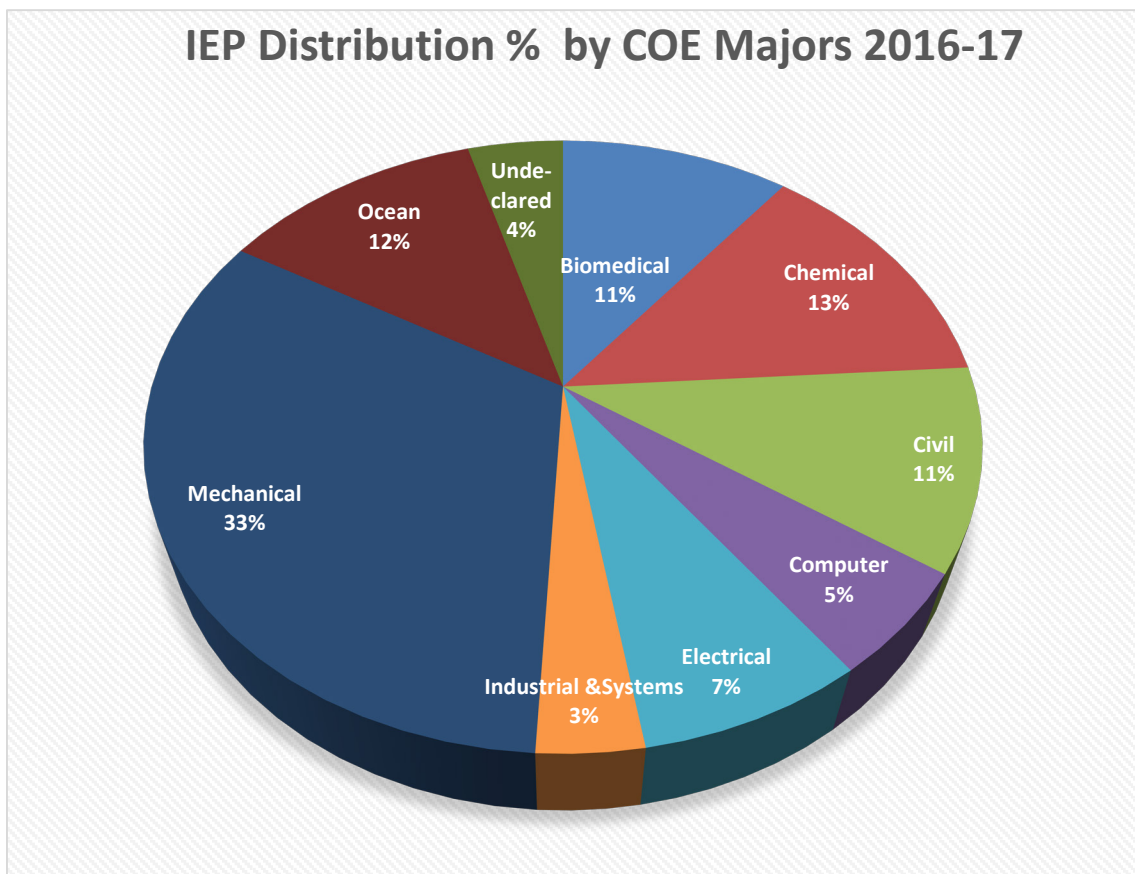
\* IEP numbers reflect enrollment collected Fall 2016.

\*\*\*IEP numbers and percentages based on **385** who self-reported ethnicity. COE numbers and percentages based on **1417** who self-reported, not including Non-Resident Alien designation.

# 2016-17 Enrollment Figures

By Engineering Discipline	IEP #	% of IEP
• Biomedical	43	11%
• Chemical	54	13%
• Civil	43	11%
• Computer	22	5%
• Electrical	30	7%
• Industrial & Systems	14	3%
• Mechanical	132	33%
• Ocean	49	12%
• Undeclared B.S. in Engineering	18	4%

COE Total # of Majors	% of COE
215	14%
176	11%
202	13%
117	8%
118	8%
67	4%
425	28%
138	9%
81	5%



# Enrollment Figures By Language Track

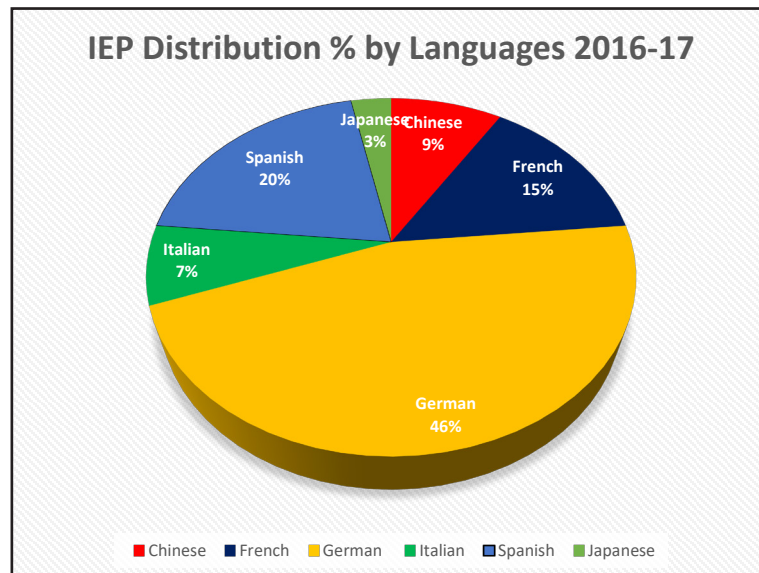
	German IEP		Spanish IEP	
<b>Total # of Students Serviced by IEP</b>	<b>205</b>		<b>95</b>	
• <b>IEP Undergrads in COE (Declared EGR)</b>	<b>186</b>	<b>91%</b>	<b>82</b>	<b>86%</b>
• IEP Undergrads Wanting Engineering	3	1%	6	6%
• IBP (International Business Program)	10	5%	4	4%
• ICSP (International Computer Science)	4	2%	3	3%
• Graduate (Dual Degree Masters)	2	1%	--	--

<b>IEP Undergrads in COE (Declared EGR)</b>	<b>IEP #</b>	<b>% of IEP</b>		<b>IEP #</b>	<b>% of IEP</b>
• Female	39	21%		41	50%
• Male	147	79%		41	50%
• Rhode Islanders	102	55%		44	54%
• Out of State	75	40%		28	34%
• Out of Country	2	1%		1	1%
• Regional	7	4%		9	11%
<b>By Engineering Discipline*</b>	<b>IEP #</b>	<b>% of IEP</b>		<b>IEP #</b>	<b>% of IEP</b>
• Biomedical	15	8%		6	7%
• Chemical	25	13%		10	12%
• Civil	17	9%		12	15%
• Computer	6	3%		3	4%
• Electrical	12	6%		6	7%
• Industrial & Systems	9	5%		2	2%
• Mechanical	83	45%		20	24%
• Ocean	8	4%		21	26%
• Undeclared B.S. in Engineering	11	6%		2	2%

# Enrollment Figures By Language Track

	French IEP		Chinese IEP	
<b>Total # of Students Serviced by IEP</b>	<b>70</b>		<b>65</b>	
• <b>IEP Undergrads in COE (Declared EGR)</b>	<b>59</b>	<b>84%</b>	<b>36</b>	<b>55%</b>
• IEP Undergrads Wanting Engineering	4	6%	3	5%
• IBP (International Business Program)	2	3%	17	26%
• ICSP (International Computer Science)	5	7%	3	5%
• Other (Dual Majors)			6	9%

IEP Undergrads in COE (Declared EGR)	IEP #	% of IEP	IEP #	% of IEP
• Female	25	42%	11	31%
• Male	34	58%	25	69%
• Rhode Islanders	31	53%	26	72%
• Out of State	21	36%	7	19%
• Out of Country	--	--	--	--
• Regional	7	12%	3	8%
By Engineering Discipline	IEP #	% of IEP	IEP #	% of IEP
• Biomedical	10	17%	8	22%
• Chemical	11	19%	4	11%
• Civil	4	7%	4	11%
• Computer	2	3%	7	20%
• Electrical	6	10%	5	14%
• Industrial & Systems	--	--	--	--
• Mechanical	11	19%	5	14%
• Ocean	12	20%	2	6%
• Undeclared B.S. in Engineering	3	5%	1	3%

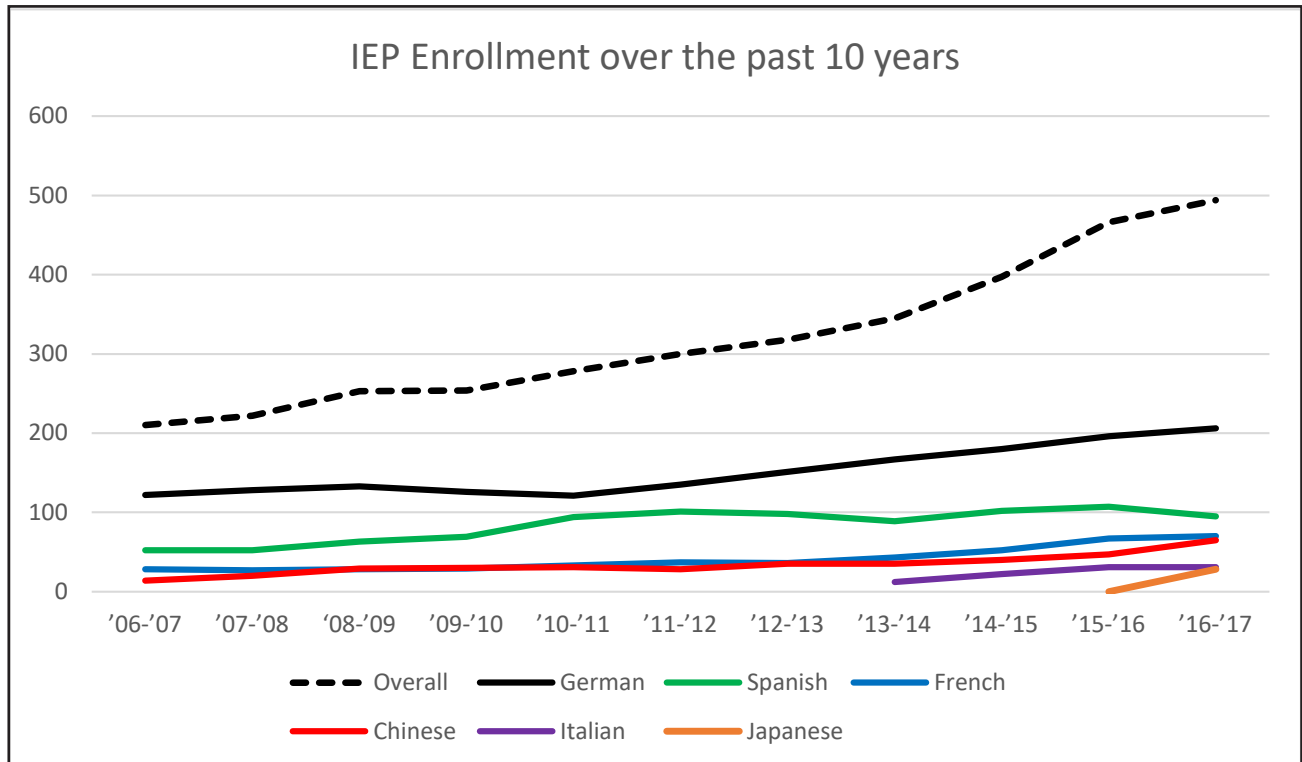


# Enrollment Figures By Language Track

	Italian IEP		Japanese IEP	
<b>Total # of Students Serviced by IEP</b>	<b>31</b>		<b>28</b>	
• <b>IEP Undergrads in COE (Declared EGR)</b>	<b>29</b>	<b>94%</b>	<b>13</b>	<b>46%</b>
• IEP Undergrads Wanting Engineering	--	--	3	10%
• IBP (International Business Program)	1	3%	1	4%
• ICSP (International Computer Science)	--	--	10	36
• Other	1	3%	1	4%

<b>IEP Undergrads in COE (Declared EGR)</b>					
• Female	13	45%	2	15%	
• Male	16	55%	11	85%	
• Rhode Islanders	14	48%	8	62%	
• Out of State	14	48%	4	31%	
• Out of Country	--	--	--		
• Regional	1	3%	1	8%	
<b>By Engineering Discipline</b>		<b>IEP #</b>	<b>% of IEP</b>		
• Biomedical	1	3%	3	23%	
• Chemical	2	7%	2	15%	
• Civil	6	21%	--		
• Computer	--	--	4	31%	
• Electrical	--	--	1	8%	
• Industrial & Systems	3	10%	--		
• Mechanical	11	38%	2	15%	
• Ocean	5	17%	1	8%	
• Undeclared B.S. in Engineering	1	3%	--		

# Enrollment Figures A Closer Look



	'06-'07	'07-'08	'08-'09	'09-'10	'10-'11	'11-'12	'12-'13	'13-'14	'14-'15	'15-'16	'16-'17
<b>Overall</b>	210	222	253	254	278	300	318	345	397	466	494
<b>German</b>	122	128	133	126	121	135	151	167	180	196	205
<b>Spanish</b>	52	52	63	69	94	101	98	89	102	107	95
<b>French</b>	28	27	28	29	33	37	36	43	52	67	70
<b>Chinese</b>	14	20	29	30	31	28	35	35	40	47	65
<b>Italian</b>								12	22	31	31
<b>Japanese</b>										0	28

# 2017 Internship Placements

## IEP directors made 66 international internship placements for the 2017 calendar year:

### China

1.	China Council, Promotion of Peaceful Reunification	Beijing
2.	Pin AN Insurance Company of China, Ltd.	Nanjing
3.	Feng Logistics Company	Hangzhou
4.	Offshore Risers and Pipelines	Hangzhou
5.	National Lab of Secondary Resources	Hangzhou
6.	Beijing Ao Rui Te Science and Tech. Company	Beijing
7.	Zheda Kindergarten	Hangzhou
8.	Logic Solutions	Nanjing
9.	Logic Solutions	Nanjing
10.	Zhejiang Communications Construction, Ltd.	Hangzhou
11.	Higer Bus Company	Suzhou
12.	Hengtian Insigma	Hangzhou
13.	Hangzhou Architectural Design & Research, Ltd.	Hangzhou

### France

1.	Research Lab IMiD	Compiègne
2.	Biotrial	Mulhouse
3.	Bernard Energy Advocacy	Brussels, Belgium
4.	Institut Hospitalo-Universitaire de Strasbourg	Strasbourg
5.	Paulstra	Etrepagny
6.	Ifremer Service PRAO	La Seyne sur Mer
7.	Worldline	Lille

### Spain & Chile

1.	UNICAN: Grupo GIST	Santander, Spain
2.	Geotecnia Ambiental	Valparaiso, Chile
3.	SEAT	Martorell, Spain
4.	Baird & Associates	Santiago, Chile
5.	PUCV: Wave Energy Project	Valparaiso, Chile
6.	UNIZAR: Grupo GBM	Zaragoza, Spain
7.	Bard Shannon Ltd.	Humcao, Puerto Rico
8.	PUCV: SOOAA Project	Valparaiso, Chile
9.	Boston Scientific	Coyol, Costa Rica
10.	ECOS Canarias	Gran Canaria, Spain

\* International Business or other student



# 2016 Internship Placements

(continued)

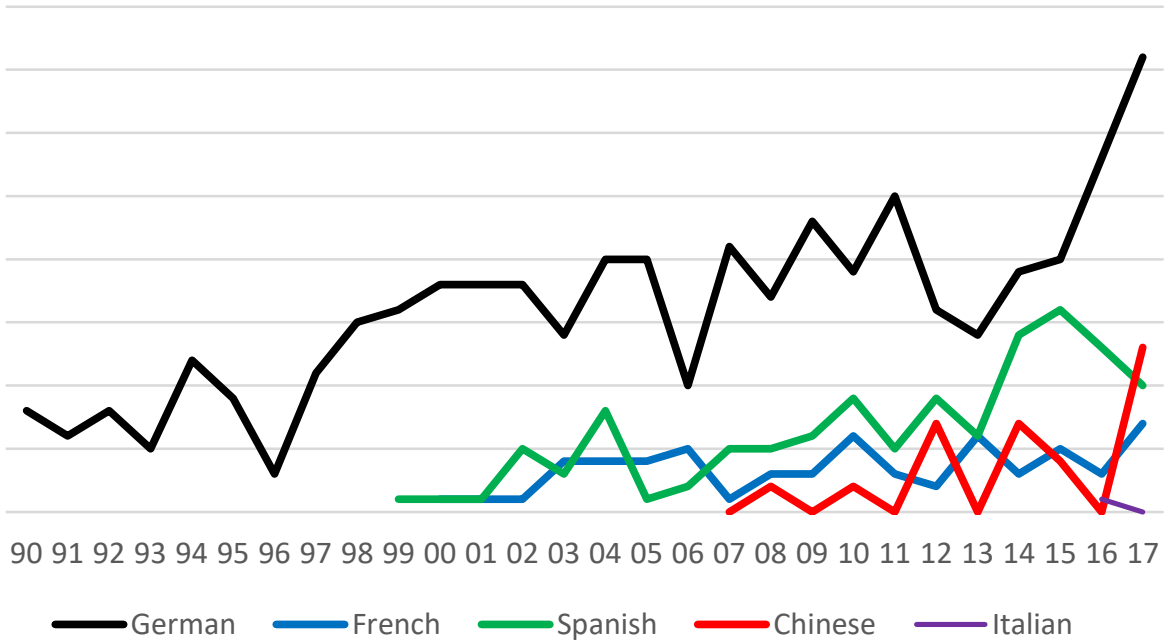
## Germany

1.	IAV	Gifhorn
2.	IAV	Gifhorn
3.	VW	Wolfsburg
4.	Hexagon & Q-Das	Wetzlar & Weinheim
5.	DB Systemtechnik	München
6.	Maxon Motors	Sexau
7.	Daimler	Sindelfingen
8.	Fraunhofer Institut für Schicht-und Oberflächentechnik (TU-BS)	Braunschweig
9.	ZF	Friedrichshafen
10.	Institut für elektrische Messtechnik (TU-BS)	Braunschweig
11.	Siemens	Erlangen
12.	Bosch	Stuttgart
13.	Aicon 3-D	Braunschweig
14.	ZF	Friedrichshafen
15.	Maxon Motors	Sexau
16.	Coplan	Regensburg
17.	Bosch	Stuttgart
18.	Beinbauer Group	Büchlberg
19.	Audi	Ingolstadt
20.	DB Systel	Frankfurt
21.	IAV	Gifhorn
22.	Siemens	München
23.	Züblin	Stuttgart
24.	Coplan	Eggenfelden
25.	BMW	München
26.	IAV	Sindelfingen
27.	BMW	München
28.	ZF	Kressbronn
29.	Porsche	Weissach
30.	Beinbauer Group	Büchlberg
31.	Mahr	Göttingen
32.	Osram Opto Semiconductors	Regensburg
33.	ZF	Friedrichshafen
34.	BMW Motorsport	München
35.	Caterpillar	Mannheim
36.	Marum	Bremen

\* International Business or other student

# Internship Figures

## International Internship Placements 1990-2017



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

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

# Internship Partners 1990-2017

## International and Domestic

3P Biopharmaceuticals (Noáin)  
Abengoa (Sevilla)  
Aerodata (Braunschweig)  
Agfa (Leverkusen, Gera)  
**Aicon 3-D (Braunschweig)**  
Air Liquide (Jouy-en Josas-Cedex)  
Air Nostrum (Valencia)  
Alakaluf (Punta Arenas)  
Apia XXI (Santander)  
Applied Materials (Alzenau)  
Arup (Madrid)  
Astilleros de Santander A.S (Astander)  
AUDI (Ingolstadt)  
Aviso (Gera)  
Axiva (Frankfurt)  
**Baird & Associates (Santiago)**  
**Bard Shannon, Ltd. (Humacao, Puerto Rico)**  
BASF (Ludwigshafen, Chile)  
Bayer (Leverkusen)  
Bayer Technology Services (Shanghai)  
**Beijing Ao Rui Te Science and Tech. Com-  
pany (Beijing)**  
Beinbauer Group (Büchlberg)  
Beiersdorf AG (Hamburg)  
Benteler (Paderborn)  
**Bernard Energy Advocacy (Brussels)**  
**Biotrial (Mulhouse)**  
Blaupunkt GmbH (Hildesheim, Germany)  
BMW (Munich, New Jersey, South Carolina)  
**BMW Motorsport (München)**  
Böhringer Ingelheim Microparts (Dortmund)  
**Boston Scientific (Costa Rica)**  
Bouygues Construction (Marseille)  
BP Mineralöl (Gelsenkirchen)  
Bruker Biospin (Wiessemembourg)  
B&J Adaptaciones (Barcelona)  
**Caterpillar (Mannheim)**  
CEIT (San Sebastián)  
CEREMA (Compiègne)  
CGG (Paris)  
**China Council, Promotion of Peaceful  
Reunification (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)  
DB Cargo (Mainz)  
DB Netz (Frankfurt)  
DB Schenker (Mainz)  
DB Systel (Frankfurt)  
**DB Systemtechnik (München)**  
Deutsche Bahn (Munich, Berlin, Minden, Kassel)  
Deutsche Bahn Engineering & Consulting  
(Hannover)  
Draeger Medical (Lübeck)  
École des Hautes Études en Santé Publique  
(Rennes)  
ECOS Canarias S.L. (Las Palmas/Gran Canaria)  
Emitec (Lohmar)  
ENERCAP (Lyon, France)  
Ennera (Ibarra)  
Ewag GmbH (Sonthurn)  
Experimentierstation Obstbau (Schlächters)  
Fashion Power (Hangzhou)  
Fatronik (San Sebastián)  
Feng Logistics Company (Hangzhou)  
**Fraunhofer-Institut für Schicht- und  
Oberflächentechnik (Braunschweig)**  
Gamesa S.A (Bilbao)  
General Motors (Zaragoza)  
Geocéan (Marseille)  
Geotecnia Ambiental (Valparaiso)  
GKN Driveline (Zumaia)  
Grupo de Ingeniería Oceanográfica y de Costas  
Universidad de Cantabria (Santander)  
GTM (Batiment)  
**Hangzhou Architectural Design & Research,  
Ltd. (Hangzhou)**  
Hasbro (Hong Kong & Shenzhen)  
Hexagon (Barcelona, Quingdao, Vitoria-Gasteiz,  
Wetzlar, **Weinheim**)  
**Higer Bus Company (Suzhou, China)**  
Hilti (Germany, Liechtenstein, Spain)  
Hochtief (Essen, Hamburg)  
Hope Global (León)  
Hutchinson (Auxy)  
IAV (Gifhorn, **Sindelfingen**)  
IAVF Antriebstechnik AG (Karlsruhe)  
Ibaia Energía (Beasain, Ibarra)  
IDOM (Bibao, Zaragoza)  
Indaber Ibiza (Ibiza)  
Infineon AG (Munich)  
Infremer (LaRochelle)

Note: Companies marked in bold are new this year.

# Internship Partners 1990-2017

## International and Domestic

### **Ifremer Service PRAO, La Seyne sur Mer**

Inomed, Emmendingen

Insigma HengTian (Hangzhou)

### **Institut für elektrische Messtechnik, (Braunschweig)**

### **Institut Hospitalo-Universitaire de Stras- bourg, Strasbourg)**

Institut Polytechnique de Grenoble (Grenoble)

Instituto de Hidráulica Ambiental (Cantabria)

Johnson & Johnson (NJ, São Paulo)

King Marine (Valencia)

KOB (Kaiserslautern)

Kolbenschmidt Pierburg (Neckarsulm, Aba-  
diano)

Kraft Foods (Munich)

KS Fototechnik (Wuppertal)

Leica Camera (Solms)

Lemförder AG (Spain, Germany, South Caro-  
lina)

LMS Imagine (a Siemens business) (Lyon)

LMU ArchãoBioCenter (München)

### **Logic Solutions (Nanjing)**

Lufthansa Technik AG (Hamburg)

Lur Geroa (Irurtzun)

Mahr (Göttingen)

### **Marum (Bremen)**

Maurer Söhne (München)

### **Maxon Motors (Sexau)**

Medincell (Jacou)

Meyer Werft (Papenburg)

MTU (Hanover, Munich)

### **National Lab of Secondary Resources (Hang- zhou)**

Núcleo Biotecnología Curauma (NBC) (Curau-  
ma)

Novacare (Concepción)

Oakwood Asia (Hangzhou)

Offshore Pipelines and Risers (Hangzhou)

Osram Opto Semiconductors (Regensburg)

Pedelta (Barcelona)

Pentair Electronic Packaging (Qingdao)

### **Pin AN Insurance Company of China, Ltd. (Nanjing)**

PolyIC (Fürth)

### **Porsche (Weissach)**

Praxair (Spain)

Preusse Baubetriebe GmbH (Hamburg)

Price Waterhouse (Frankfurt)

Puerto Santander (Santander)

Puerto Ventanas (Quintero)

### **Q-Das (Braunschweig)**

Renault (Guyancourt)

Rhodia (Clamecy, Lyon)

Robert Bosch GmbH (Stuttgart)

Robotiker (Zamudio)

Rhodia (Paris)

Saint-Gobain (Cavaillon, Avignon, Germany,  
MA.)

Salzgitter (Salzgitter)

SAMTACK (Barcelona)

SAP (Karlsruhe, Montreal)

Schneider Electric (Montpellier, France)

Schroff GmbH (Straubenhardt)

SEAT (Barcelona)

Sensata Technologies (Aguascalientes, Chang-  
zhou)

Sentinel Tech (Tianjin)

Shimadzu (Kyoto, Japan)

Siemens (Munich, Erlangen, Madrid)

Siemens HealthCare (Erlangen)

Skylotec (Neuwied)

Sky Deutschland (Unterföhring)

State Key Laboratory for Chemical Engineering  
(Hangzhou)

Subseamechatronics (Las Palmas, Gran  
Canaria)

Supfina (Rhode Island, Schapbach)

STMicroelectronics (Grenoble)

Tecnalia (Derio, San Sebastian)

Tennet Offshore (Lehrte)

Texas Instruments (Aguascalientes)

Tianjin Normal Univ., Materials Science Lab  
(Tianjin)

Thermochemical Processes Research Group  
(Zaragoza)

Toray Plastics (Lyon)

Total (Paris, Pau)

TRW (Alfdorf)

ULPGC (Las Palmas de Gran Canaria)

### **Grupo de Investigación de Sistemas de Trans- porte (GIST), (Santander)**

UniCredit (Hypovereinsbank) (München)

### **Grupo de Biomateriales (GBM) (Zaragoza)**

VAM/Becker Bau (Kiel)

Vademecum (Madrid)

VDO Automotive AG (Villingen)

Volkswagen (Wolfsburg)

Vorwerk & Co. (Wuppertal)

### **Worldline (Lille)**

ZF (Germany, Spain, France, USA, Mexico,  
China)

### **Zhejiang Communications Construction, Ltd. (Hangzhou)**

Züblin AG (Stuttgart)

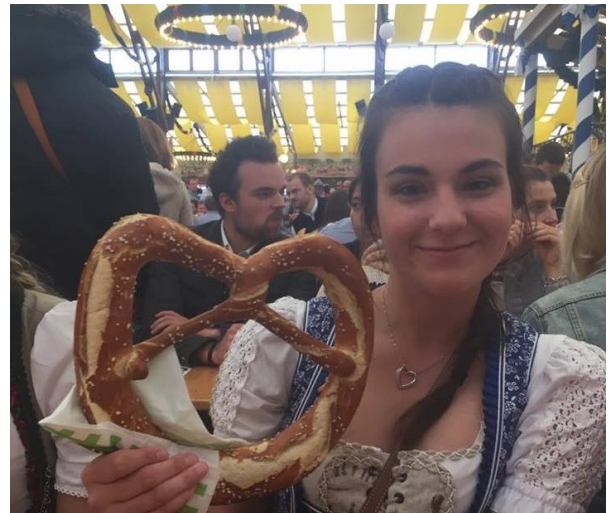
# Exchanges German IEP

## Technische Universität Braunschweig

	URI to TU-BS	TU-BS to URI
AY 1995-96	5	5
AY 1996-97	9	9
AY 1997-98	13	12
AY 1998-99	14	12
AY 1999-00	15	16
AY 2000-01	13	13
AY 2001-02	20	25
AY 2002-03	15	15
AY 2003-04	21	16
AY 2004-05	21	16
AY 2005-06	12	14
AY 2006-07	24	14
AY 2007-08	22	13
AY 2008-09	24	22
AY 2009-10	25	14
AY 2010-11	28*	16
AY 2011-12	14	10
AY 2012-13	15*	12
AY 2013-14	20*	15
AY 2014-15	22*	17
AY 2015-16	30	16
AY 2016-17	27	20
<b>Total</b>	<b>409</b>	<b>322</b>

## Technische Universität Darmstadt

	URI to TU-DA	TU-DA to URI
AY 2016-17	8	0
<b>Total</b>	<b>8</b>	<b>0</b>



**Total # of Students Exchanged to both German Universities= 739**

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

# Exchanges French IEP

## Université de Technologie de Compiègne - UTC

	URI to UTC	UTC to URI
AY 05-06	2	3
AY 06-07	2	3
AY 07-08	3	3
AY 08-09	4*	4
AY 09-10	6	3
AY 10-11	3*	6
AY 11-12	6*	3
AY 12-13	7*	3
AY 13-14	3	7
AY 14-15	5	4
AY 15-16	3	5
AY 16-17	7	4
<b>TOTAL</b> # of Students Exchanged	<b>51</b>	<b>48</b>

\* Includes other majors



# Exchanges Spanish IEP

## Universidad de Cantabria - UNICAN (Spain)

	URI to UC	UC to URI
AY 04-05	1	-
AY 05-06	-	-
AY 06-07	1	-
AY 07-08	2	-
AY 08-09	3	-
AY 09-10	2	1
AY 10-11	-	2
AY 11-12	3	2
AY 12-13	3	7
AY 13-14	3	2
AY 14-15	3	2
AY 15-16	5	2
AY 16-17	5	2
<b>TOTAL</b> # of Students Exchanged	<b>31</b>	<b>20</b>

## Universidad de Zaragoza - UNIZAR (Spain)

	URI to UZ	UZ to URI
AY 00-01	-	2
AY 01-02	2	2
AY 02-03	4	2
AY 03-04	-	3
AY 04-05	-	3
AY 05-06	-	-
AY 06-07	-	-
AY 07-08	-	-
AY 08-09	2	1
AY 09-10	5	2
AY 10-11	3	2
AY 11-12	4	4
AY 12-13	3	2
AY 13-14	2	3
AY 14-15	6	-
AY 15-16	3	7
AY 16-17	2	6
<b>TOTAL</b> # of Students Exchanged	<b>36</b>	<b>39</b>

## Universidad de Navarra - TECNUN (Spain)

	URI to TECNUN	TECNUN to URI
AY 02-03	1	-
AY 03-04	-	2
AY 04-05	-	2
AY 05-06	3	-
AY 06-07	-	1
AY 07-08	-	1
AY 08-09	-	1
AY 09-10	2	2
AY 10-11	3	-
AY 11-12	2	2
AY 12-13	-	1
AY 13-14	8	2
AY 14-15	2	4
AY 15-16	3	3
AY 16-17	2	3
<b>TOTAL</b> # of Students Exchanged	<b>26</b>	<b>24</b>



## Pontificia Universidad Cathólica de Vaparaíso - PUCV (Chile)

	URI to PUCV	PUCV to URI
AY 14-15	5	2
AY 15-16	2	2
AY 16-17	3	0
<b>TOTAL</b> # of Students Exchanged	<b>10</b>	<b>4</b>

# Exchanges Chinese IEP

## Zhejiang University (Hangzhou, China)

	URI to ZU	ZU to URI
AY 06-07	-	-
AY 07-08	2	1
AY 08-09	-	-
AY 09-10	7*	8
AY 10-11	-	2
AY 11-12	8*	8
AY 12-13	1	-
AY 13-14	5	6
AY 14-15	4	2
AY 15-16	-	4
AY 16-17	8*	5
<b>TOTAL</b> # of Students Exchanged	<b>35</b>	<b>36</b>

\*Includes other majors



*CIEP student wrote well wishes to the IEP on a wishing wall while visiting Japan.*

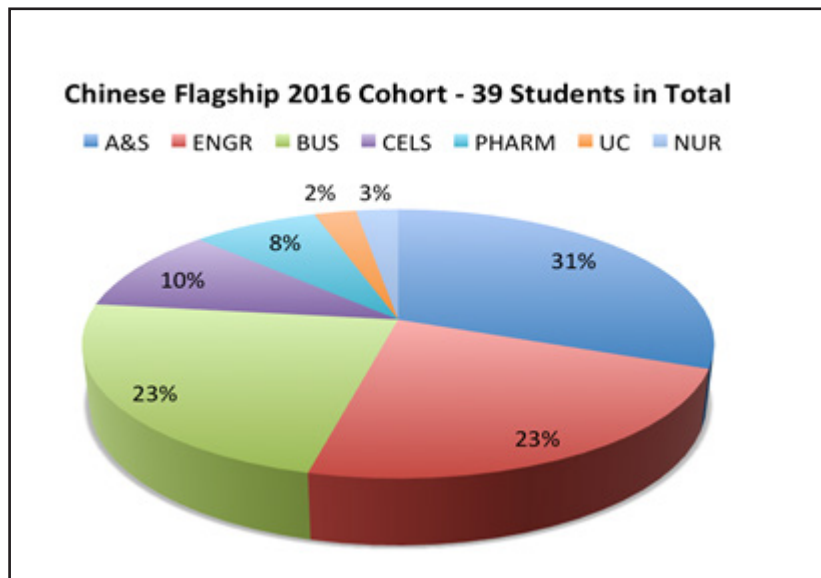


# Chinese Language Flagship Partner Program Highlights

## Highlight

Chemical Engineering & Chinese Flagship senior Samuel Browne received the prestigious Boren Scholarship for his capstone year in China in 2017-18. Boren scholarships are an initiative of the National Security Education Program (NSEP). Sam is the Flagship program’s 2nd recipient but the first engineering student who received the award (see press release in Appendix). Sam is also the recipient of the Teknor Apex Victor Baxt scholarship that he received from 2016-18. Sam has interned with Teknor Apex for two summers and will do his six-month internship with the company at Teknor Apex in Suzhou in 2018.

<b>IEP Chinese Flagship Scholars by Cohort (Year Entered)</b>	<b>Total</b>
2009 Cohort: ELE	1
2010 Cohort: MCE	1
2011 Cohort: N/A	0
2012 Cohort: BME, MCE	2
2013 Cohort: CHE (2), CMP (3), CVE	5
2014 Cohort: BME, CMP, ELE, OCE, UND (2)	6
2015 Cohort: BME (2), ELE(2), UND (1)	5
2016 Cohort: BME, OCE, CVE, UND(2), CHE, MCE (2)	8



# Graduates

## December 2016 - August 2017

**IEP Graduates through  
2017: 548**

**German: 377**

**French: 53**

**Spanish: 101**

**Chinese: 15**

**Italian: 1**

**Japanese: 1**

### **Other graduates serviced by the IEP in 2017**

German IBP Student

German IBP Student



# Enrollment Update

## Creation of IEP Sub-Plan

### Creation of IEP Sub-Plan

For the past eight years the IEP has tried to create something that better indicates if a student is a part of the International Engineering Program. As of today, a student can enroll in the IEP by filling out an enrollment form, and students also must declare both majors (EGR & Language). However, often students fill out enrollment forms and decide to not pursue the IEP and neglect to tell the administration of the IEP. The reverse also happens, when students decide to pursue the IEP but follow the curriculum on their own and do not notify the staff.

Clearly this makes it difficult for the administration to keep track of how many students are committed to the IEP at any time. It also makes it difficult to track retention and to assess when (in the 5 years) a student is more likely to drop the IEP. If we had this information, we could offer more support during those times.

This year we proposed and had accepted the creation of an IEP Sub-Plan. A sub-plan on a student's transcript will reflect pursuit and completion of the International Engineering Program (IEP). A sub-plan on the transcript of each student pursuing IEP should be marked as "International Engineering Program-(Language BA)" (ex: International Engineering Program-German). If the student no longer wanted to be in the IEP, they would be prompted by their advisor to drop their IEP sub plan through notification to their Dean's Office (University College or the College of Engineering). This is the most effective way for students in the International Engineering Program to be identified, which will help us know statistical facts including what percentage of the College of Engineering enrolled.

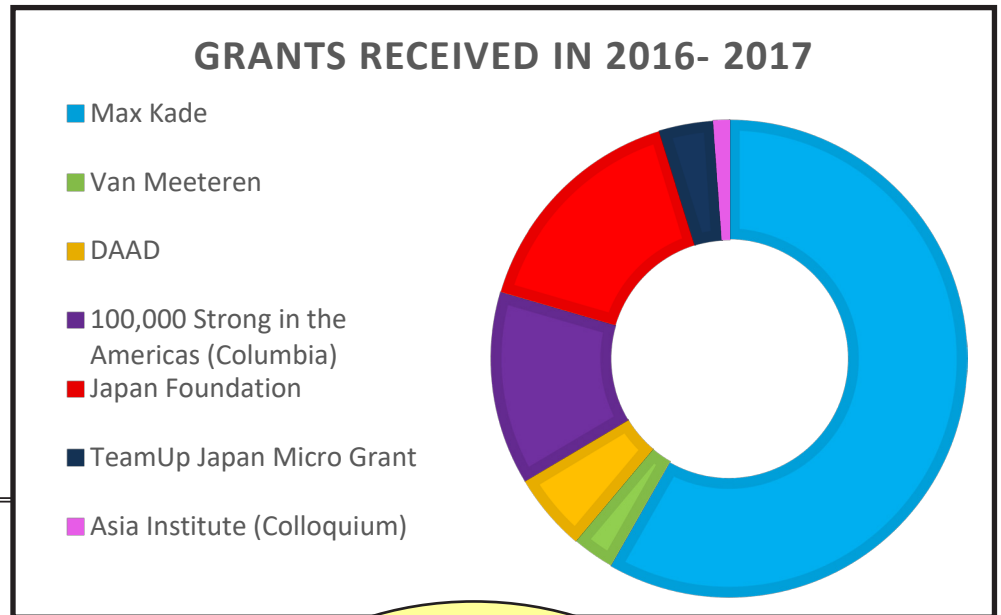
Lastly, the sub-plan would provide official recognition for the student for pursuing and completing a unique program by mentioning the IEP on his/her transcript. This would also help explain to potential employers why an IEP student needs (at least) 5 years to complete their undergraduate studies.

Here is a visual example of how a Sub-Plan is depicted on a transcript. The IEP Sub-Plan will go into effect in the 2017-2018 academic year:

<b>Spring 2017</b>						
<b>Program:</b>	College of Engineering					
<b>Plan:</b>	Chemical Engineering Major					
<b>Subplan:</b>	Pharmaceutical Track					
<b>Session:</b>	Regular Academic Session					
<b>Course</b>	<b>Description</b>	<b>Attempted</b>	<b>Earned</b>	<b>Grade</b>	<b>Points</b>	
CHE 346	Chemical Engineering Lab	2.00	0.00		0.00	
CHE 452	(352) Plant Design & Econ. II	3.00	0.00		0.00	
CHE 466	Biomaterials Engineering	3.00	0.00		0.00	
CHE 534	Corrosion & Corrosion Control	3.00	0.00		0.00	
CHE 574	Biochemical Engineering I	3.00	0.00		0.00	
ECN 201	Prin of Econ: Microeconomics	3.00	0.00		0.00	
<b>Term GPA:</b>	0.00	<b>Attempted</b>	<b>Earned</b>	<b>GPA Units</b>	<b>Points</b>	
<b>Term Transfer GPA:</b>	0.00	Term Totals:	17.00	0.00	0.00	0.00
<b>Term Combined GPA:</b>	0.00	Term Transfer Totals:	0.00	0.00	0.00	0.00
		Term Combined Totals:	17.00	0.00	0.00	0.00
<b>Cumulative GPA:</b>	3.25	Cumulative Totals:	140.00	119.00	113.00	367.00

# External Financial Support Received (Non-Endowment)

July 1, 2016 - May 1, 2017 (Partial Fiscal Year)



**Grant Distribution**

58%	Max Kade
16%	Japan Foundation
13%	100,000 Strong in the Americas (Columbia)
5%	DAAD
4%	TeamUp Japan Micro Grant
3%	Van Meeteren
1%	Asia Institute (Colloquium)

The largest single alumni contribution this year was **\$10,000!**

The largest single corporate gift this year was **\$25,000!**

The total amount of money raised by the IEP this academic year, including grants, endowment contributions, scholarship contributions and program contributions was **\$283,966.**

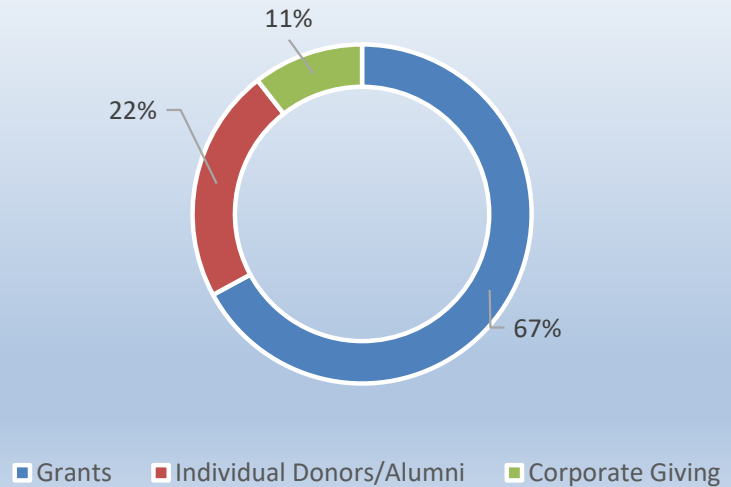
In 2016-2017, the IEP raised **\$190,500** in Grants alone.

# External Financial Support Received July 1, 2016 - May 1, 2017 (Partial Fiscal Year)

In the 2016-2017 Academic Year there were 11 Endowment Funds that benefitted the IEP. From those funds alone, the IEP was able to award **\$18,760** in scholarships and student assistance.

The total income distribution from endowments was almost **\$41,000**.

Gifts Received by Donor Types



The primary objective of the John Grandin IEP Directorship Endowment is to support the long-term needs of the IEP by securing the longevity of the program. The goal is to maintain and build a strong, healthy endowment which will provide long-term stability and independence to the position of the Executive Director and ultimately the IEP.

# Cumulative Honor Roll

(as of April 1, 2017)

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

Heidi Kirk Duffy  
ZF Friedrichshafen AG  
Max Kade Foundation

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

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

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

TRW Corporation  
Praxair, Inc.  
Thomas Wroe, Jr.

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

Schroff, Inc./ Udo Schroff  
Brown & Sharpe Manufacturing Co.  
Bacou USA  
John and Carol Grandin  
Hilti AG  
Siemens Corporation  
William and Pauline Silvia  
Tonya McBride  
Robert C. and Judith A. Ayotte  
Boxer Family  
Deutsche Bahn  
Hexagon Metrology Inc./Hexagon Manufacturing Intelligence

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

W&H Corporation  
BMW Manufacturing Corp.  
Supfina Machine Co. Inc.  
Lufthansa German Airlines  
Frank and Lynn Curtin  
Ewag Corporation  
Draexlmaier Automotive of America  
Joseph O'Hearn and Barbara Brusini  
Pentair, Inc.  
James Hopkins  
Gabriel Lengyel  
Richard Vandeputte  
Rick D'Ambrosca  
Vincent DiPippo  
Patrick Tunney  
Sigrid Berka/Thomas Kniesche  
Walter Giraitis

Gary Baker  
Hubertus Christ  
Laurie Burger  
Michael Byrnes  
Michael Mueller

# Dissemination & Awards

## Awards:

**Winnie Brownell** received the *National Language Flagship 2017 Leadership Award* on May 22 at the Annual Meeting in Bloomington, Indiana. She spoke at the Dean's panel session on May 22 for deans, directors, and provosts about the IEP.

**Hu, Xiaoyan** won the "Teacher of the Year Award" from the Rhode Island Foreign Languages Association (RIFLA), May 4, 2017.

**Scholz, S. (PI), Mankodyia, K., Sodhi, M., Berka, S.** were awarded a \$25,000 grant from the 100,000 Strong in the Americas Initiative for their joint proposal with the SENA Center in Barranquilla, Colombia on *Sustainable Prostheses – An All Inclusive Approach To Designing In The Americas*.

**Takasawa, M.** received a \$7,000 TeamUp MicroGrant from the United States-Japan Bridging Foundation to pursue US-Japan educational initiatives this summer in Japan.

## Publications:

**Berka, S., Geithner, A., Kaldor, E., Streiner, S.** "Preliminary Results of an NSF Sponsored Cross Institutional Study for Assessing the Spectrum of International Undergraduate Engineering Educational Experiences and IDI Results of Short-Term Study Abroad (University of Rhode Island)" *Proceedings of the ASEE International Forum*, Columbus, OH, June 28, 2017.

**Hu, X.** "The Effect of Synchronous Computer-Mediated Communication on College Chinese Language Learners' Motivation and Oral Proficiency Development in An Introductory Course - A Pilot Study" *Proceedings of the 14th International Conference on Chinese Language Pedagogy*, June 16-18, 2017 Macao SAR, China.

**Papa, E. & Berka, S.** (2016). *The Roadmap to Mainstreaming Dual Language Immersion in Rhode Island*. In J. Watzinger-Tharp & P. Urlaub (Eds.), 2016 AAUSC Volume, *The Interconnected Language Curriculum: Critical Transitions and Interfaces in Articulated K-16 Contexts*. Boston, MA: Cengage Learning.

**La Luna, M. ed.** *Writing like breathing. A Homage to Dacia Maraini*. Vol. II: Mafia and Other Plays. Rossano-Kingston, RI: conSenso publishing and De Rada Italian Institute, 2017.

**La Luna, M. ed.** *Writing like breathing. A Homage to Dacia Maraini*. Vol. I: Beloved Writing. Barcelona, Trento, Rotterdam: UI Books List, 2016.

**La Luna, M. Maraini, Dacia.** *Taccuino americano (1964-2016)*. Michelangelo La Luna, ed. Rossano: conSenso publishing, 2016.

**La Luna, M., ed.** De Rada, Girolamo. *Opera Omnia. Epistolario con A. De Gubernatis. La corrispondenza tra Girolamo De Rada e Angelo De Gubernatis (1870-1900) et alii [Opera Omnia. Correspondence with A. De Gubernatis. The Correspondence between Girolamo De Rada and Angelo De Gubernatis (1870-1900) et alii.]* Rossano (CS): conSenso publishing, 2016.

## Presentations:

# Dissemination

**Berka, S.** presented a “Lighting Talk” at the NSF workshop on “Cross-Institutional International Perspectives in Engineering,” May 23, 2017 at Lehigh Univ., Bethlehem, PA.

**Berka, S.** presented in the administrator round table on “Friends Not Foes: Partnering with STEM to Grow the Humanities,” MLA January 5-7, 2017, Philadelphia, PA.

**Berka, S., Bashaw, R.,** Living Learning Programs: Integrating Language Instruction, ACTFL Annual Conference, Boston, Nov. 20, 2016.

**Berka, S., Armstrong, M., Julich, A., Noffsinger, A.,** “Internships Abroad – Best Practices,” Global Internship Conference, Boston, MA, June 15-17, 2016.

**Berka, S., Graney, A., Scholz, S., Yeaw, D.** organized the 19th Annual Colloquium on International Engineering Education: Preparing the Global Workforce, Nov. 3-4, 2016 Newport, RI.

**Berka, S.** presented in the Colloquium Workshop on “How to Get Started with International Engineering and Work Abroad Programs”; and on the “Round Table on Trends in International (Engineering) Education – Lessons Learned – Looking Ahead to 2017.”

**Brownell, W.** introduced keynote Arthur Carty at the *19th Colloquium on International Engineering Education: Preparing the Global Workforce*, Nov. 3-4, 2016, Newport, RI.

**Erickson, L.** “Pedagogical Approaches to French for Specific Purposes.” Invited Talk. Presentation organized by Wellesley College. La Maison française. Wellesley, MA. March 17, 2017.

**Erickson, L.** “Le français à l’URI.” Invited Talk. Conference organized by the Consulat de France à Boston. Résidence de France. Cambridge, MA. December 2, 2016.

**Erickson, L.** “French for the Real World.” American Council on the Teaching of Foreign Languages (ACTFL) Conference. Boston, MA. November 19, 2016.

**Erickson, L.** “Languages for Special Purposes: French for Engineering.” *19th Annual Colloquium on International Engineering Education: Preparing the Global Workforce*, Nov. 3-4, 2016, Newport, RI.

**Grandin, J.** moderated the “Alumni Panel – How do international experiences enhance engineering alums’ careers, and how do alums give back to help sustain your programs?” at the *19th Colloquium on International Engineering Education: Preparing the Global Workforce*, Nov. 3-4, 2016, Newport, RI.

**Hedderich, N.** (2017) “Fachsprachlich orientierter DaF Unterricht in Bachelor Studiengängen in den USA.” DAAD Tagung - Perspektiven deutscher Sprache und Kultur in der Wissenschaft. Toronto, Canada.

**Hedderich, N.** moderated the panel on Languages for Special Purposes – New Approaches at the *19th Colloquium on International Engineering Education: Preparing the Global Workforce*, Nov. 3-4, 2016, Newport, RI.



**He, W, Hu, X, Yang, Q, Cai, J.** “Content and Language Integrated Learning Model at the College Level”, 2017 *Chinese Language Teachers Association of Greater New York* conference, May 6, 2017, New York, NY.

**Hu, X, Yang, Q.** “Using WeChat and other mobile apps in Chinese Flagship Immersion Program at University of Rhode Island”, *Extending Your Own Best Practices Across Other Flagship Languages and Programs*, March 9-10, 2017, San Francisco, CA.

**He, W, Hsu, I, Hu, X, Yang, Q.** “Implementing a Blended Learning Model in a Proficiency-Based Chinese Classroom”, 49th Annual Convention and World Languages Expo, Nov. 18-20, 2016, Boston, Massachusetts.

**Hu, X.** “Creating Global Professionals By Using A Project-Oriented CALL Approach,” 19th Annual Colloquium on International Engineering Education: Preparing the Global Workforce, Nov. 3-4, 2016, Newport, RI.

**He, W, Hu, X, Yang, Q.** “Technology Use in A Summer Immersion Program,” 5th Annual Conference of the NECLTA-International Conference on Learning and Teaching Chinese Language and Culture, Oct. 29, 2016, Worcester, Massachusetts.

**Hu, X.** “Project-Based Language Learning in Advanced Language Learning Class,” RIFLA 2016 Fall Conference, Oct. 1, 2016, Cumberland, RI.

**Hu, X.** “A Project-Based Language Learning Model in a College Chinese Language Program,” 2nd international conference on global engagement and innovative pedagogy for the future of Chinese heritage education, August 13-14, 2016, Bethesda, MD.

**He, W, Hu, X.** “Creating a High Quality and High Level Summer Immersion Program”, The Language Flagship Annual Meeting, May 20-24, 2016, Madison, WI.

**Hu, X.** “I help, therefore, I learn: Service-Learning as A Valuable Component of Chinese Language Learning,” Chinese Language Teachers Association of Greater New York conference, May 7, 2016, New York, NY.

**Rarick, D.** presented on the panel “One Answer to Enrollment Woes: Languages for Specific Purposes.” *Modern Languages Association Annual Convention*, January 5, 2017, Philadelphia, PE.

**Scholz, S.** “Preparing Students for a Successful Stay Abroad,” Brown Bag Lunch presentation at Worcester Institute of Technology (WPI), April 26, 2017.

**Wright, R.** introduced keynote speaker William J. Murray of Teknor Apex at the 19th *Colloquium on International Engineering Education: Preparing the Global Workforce*, Nov. 3-4, 2016, Newport, RI. He also presented about the IEP at the following events: Meeting with Tiffany and Company on 8/16/16; at the Engineering Career Fair on 10/5/16; at the RI ASCE Dinner on 10/20/16 and during his trip to Israel from 12/6/16-12/9/16.

# Student Awards

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

Samuel Browne (CIEP/Flagship)

## **Congress Bundestag Exchange (CBYX)**

Zachary Davies, MCE & GIEP

## **DAAD Undergraduate Scholarship**

Cherish Prickett (GIEP) & Anne Reisch (GIEP)

## **DAAD RISE Scholarship**

Montara Erickson (GIEP)

## **UAS7 Study and Internship Scholarship**

Kayla Lombardi (GIBP)

## **FISITA Bursary**

John Carlin (GIEP), Dan Levesque (SIEP),  
Christopher Fraraccio (GIEP), Steve O'Brien (GIEP),  
Michael Palmer (GIEP)

## **Barry M. Goldwater Scholarship**

Cherish Prickett (GIEP)

## **University Excellence Award in Mechanical Engineering**

Angela Reisch (FIEP)

## **University Excellence Award in Engineering**

John Paquet III (GIEP) & Angela Reisch (FIEP)

## **University Academic Excellence in French**

Angela Reisch (FIEP)

## **University Academic Excellence in German**

Brenno Ribeiro (GIEP)

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

Nathan Callanan (SIEP), Carlos Diaz, (FIEP), Zachary Davies (GIEP), Mitchell Golde (GIEP), Laura Parra (SIEP), Cherish Prickett (GIEP), Anne Reisch (GIEP), Scott Selig (GIEP), Hannah Willey (SIEP)

## **William & Sharon Flynn International Study Abroad Scholarship**

Patrick Curtis, (GIEP), Benjamin Lee (GIEP), Paris Jones (JICSP), Junyu Lu (CIEP)

## **Chinese Flagship Excellence Award**

Samuel Browne (CIEP)

## **Hasbro Chinese IEP Scholarship**

Jesse Zhan (CIEP), Junyu Lu (CIEP),  
Matthew Freeman (CIEP), Keara Cole (CIEP),  
Stephanie Donnelly (CIEP)

## **Wroe Family Scholarship**

Minh Pham, Zachary Tiang, Pedro Raposo,  
Mingxing Fei (CIEP)

## **Ayotte Family French IEP Award**

Sandra Deeb (FIEP), Nathan Guillemette (FIEP),  
Morgan Hammick (FIEP)

## **John Grandin Scholarship Award**

Jake Morris (SIEP) & John Neilsen (GIEP)

## **Sharon Wallace Scholarship Award**

Laura Leuper (GIEP)

## **Shawn McBride Scholarship**

Magda Flores (SIEP) & Nora Zuhoski (SIEP)

## **William & Pauline Silvia Scholarship**

Michael Logar (SIEP)

## **IEP & COE Scholarships for SIEP internships**

Jesse Moore (SIEP), Zach Valerio (SIEP), Jake Morris (SIEP), Yelena Randall (SIEP)

## **Otto Dornberg Award**

Mitchell Golde (GIEP) & Emma Abdalla (GIEP)

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

Joshua Harper (GIEP), Ali Otto (GIEP), Cherish Prickett (GIEP)

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

Patrick Curtis (GIEP), Zachary Iwuc (GIEP), Ian Millspaugh (GIEP), Mark Keenan (GIEP)

## **Chinese Excellence Award**

Andy Jiang (CIEP), Rachel McAteer (CIEP)  
Victoria Eno (CIEP)

## **Teodore Raafaele Diaco Excellence Scholarship**

Samantha Falkowski (IIEP)  
Michael McWeeney (IIEP)  
Alyssa San Angelo (IIEP)  
Hannah Waters (IIEP)

## **DAAD Ambassador Scholarship**

Kayla Lombardi (GIBP)

# APPENDIX

# A message from President David M. Dooley

A message from President David M. Dooley in support of the Deferred Action for Childhood Arrivals program and regarding President Trump's executive order that temporarily bans citizens of seven countries from entering the U.S.

Posted on February 1, 2017  
URI President David M. Dooley

To Members of the University Community,

As we begin the spring semester in 2017 we must acknowledge that our community faces widespread uncertainty. Like many familiar issues that we face in the 21st century, the new uncertainties are global in scale, involving politics, economics, the environment, the nature and future of American society, and America's role in the world. The uncertainties that many members of our community face are also intensely personal: "Will my fundamental rights be taken or compromised?"; "Will I be allowed to stay?"; "Will I be targeted or persecuted because of my color, religion, or identity?"



The present uncertainties have been exacerbated by the recent Executive Order issued by President Donald J. Trump. The University of Rhode Island is carefully reviewing the implications on our community of President Trump's Executive Order relating to visa issuance, screening procedures, and refugees. We will continue to monitor this rapidly evolving situation. In the meantime we want to reassure our students, faculty and staff that the University of Rhode Island is focused on ensuring the safety and well-being of all of our community members no matter their country of origin.

The University is one of more than 600 higher education institutions that have **signed a letter supporting the Deferred Action for Childhood Arrivals (DACA) program**. In addition, the University strongly supports the **statement of the Association of Public and Land-Grant Universities** regarding this executive order.

# A message from President David M.

## Dooley *(continued)*

The timing of this Executive Order is haunting. Much of the world just observed International Holocaust Remembrance Day. America should never forget that our nation turned away thousands of Jews seeking to escape Nazi Germany. American opposition to immigration at that time was rooted in prejudice, isolationism, and fear. Let us strive together not to repeat those mistakes.

We are a diverse community, a diverse state, a diverse nation. What some will see and experience as threatening, others may consider as a welcome, and perhaps overdue, change of direction. At the University of Rhode Island, we are committed to freedom of expression for the members of our university as we continue to seek to understand each other, value one another, respect one another, care for one another, and, if necessary, defend one another.

The time for defending members of our community may be at hand, and the University is prepared to do that. Certainly we will work with the law, and within the law, but we will always strive to live up to the great values of freedom of speech, freedom of assembly, equal protection, and equal rights that are enshrined within our Constitution.

In 2017 the University of Rhode Island is much larger, much better, more influential, more diverse, and more successful than anyone may have envisioned in 1892, when URI was founded. It is a university truly worth celebrating, not for its facilities, or its traditions, but for its people. It is the diverse students, staff, and the faculty that have made, and will continue to make, the University of Rhode Island a truly special place that is a force for good in America and the world, no matter how uncertain or challenging our circumstances may be at any given moment.

Sincerely,  
David M. Dooley, Ph.D.  
President

## URI engineering students to make prosthetic arms, hands for amputees in Colombia

Project funded by federal grant from 100,000 Strong in the Americas program

Posted on March 22, 2017

Article by Elizabeth Rau; Photography by Michael Salerno

KINGSTON, R.I.—March 22, 2017—University of Rhode Island engineering students will travel to Colombia this summer to help some people drive a car or eat a meal with both hands.

Thanks to a \$25,000 federal grant, the students will design and make prosthetic hands and arms for amputees in the South American country.

“It’s a meaningful and enriching project for our students, and we’re honored to receive this prestigious award,” says Silke Scholz, director of the Spanish International Engineering Program, or IEP, at the University. “The grant also affirms URI’s commitment to community service and global studies.”



*Back row, left to right: URI engineering students Corvah Akoiwala, Cristian Witcher, Laura Parra and James Gannon. Front row: Sigrid Berka, director of the International Engineering Program at URI, Kunal Mankodiya, assistant professor of biomedical engineering at URI, and Silke Scholz, director of the Spanish International Engineering Program at URI. Another member of the team who is not present in the photo is Manbir Sodhi, professor of systems and industrial engineering at URI.*

The award is life-affirming for many patients in Colombia, which has the highest rate of amputees in the world because of the abundance of land mines from years of civil conflict.

“Our students will better the lives of those less fortunate—and learn engineering skills at the same time,” says Scholz. “What could be more fulfilling for a college student?”

This is the second grant URI has received from the “100,000 Strong in the Americas” program, an initiative of former President Barack Obama to increase the number of American students studying in Latin America to 100,000, and bring 100,000 students from Latin America to the United States by 2020.

In 2014, URI won a \$50,000 grant to help launch academic programs and internships in Chile. URI’s International Engineering Program in Spanish applied for and won both grants. URI was one of seven colleges nationwide to receive a grant this year, and one of four in 2014.

“Receiving two of these grants in the last three years is a testament to the success of our International Engineering Program and devotion to global studies of our faculty and staff,” says Scholz. “URI community’s support for the project is amazing.”

The recent award—“Sustainable Prostheses: An All-Inclusive Approach to Designing in the Americas”—is a collaboration with SENA Centro Nacional Colombo Alemán in Barranquilla, in northern Colombia on the coast of the Caribbean Sea. The recent competition was funded by ExxonMobil Corp., and open to higher education institutions in Argentina, Brazil, Guyana and Mexico—in addition to Colombia.

The URI students, ranging from biomedical to mechanical engineering majors, and the Colombian students are already working together on the project through emails, Skype and phone calls. In June, faculty and students from the SENA organization will visit URI to work on designs for the prostheses. They are expected to create the artificial arms and hands with a 3-D printer, based on measurements and specifications from the patients in Colombia.

In August, the four URI engineering students, Scholz and Kunal Mankodiya, an assistant professor of biomedical engineering at URI, will travel to Colombia to refine the prostheses and work with the amputees. The students will live with local Colombian families to learn about the culture and language.

Three of the students—James Gannon of Coventry, Cristian Witcher of North Smithfield, and Laura Parra, who was born in Colombia and lives in Pawtucket—are in the Spanish International Engineering Program, a five-year dual degree program in Spanish and engineering. The fourth student, Corvah Akoiwala of Providence, whose parents are from Liberia, is a biomedical engineering major.

In November 2017, URI and the Colombian organization will present the project during the 20th annual Colloquium in International Engineering Education in Flagstaff, Ariz. Engineers and educators throughout the world are expected to attend.

Mankodiya is the URI engineering professor in charge of helping students design and build the artificial arms and hands. He has won praise internationally for his work on wearable technologies, like gloves that can monitor physical symptoms of Parkinson’s disease and socks that track walking difficulties, specifically for stroke patients.

“When I heard about this project I was really touched by the potential technology we can develop for people with amputated limbs,” says Mankodiya. “It’s fulfilling to work with a team from another country whose members speak another language but face similar challenges. It’s also fascinating to me that the artificial limbs will be created through virtual team collaboration between two countries. URI is truly making its mark on the world stage by reaching out to an international community that needs help.”

Students can’t wait to get started. “This will be the first time I’ve traveled out of the country,” says Akoiwala. “It’s for a great cause. These are people who can’t do the basic things we can do in life. I feel good about giving back.”

Witcher, who was born in Ecuador and came to the United States when he was 3 years old, says he’s looking forward to returning to South America for such a worthy program. “It’s a great opportunity,” he says. “I think the project will help us grow as students and members of the world community.”

URI expects the partnership to flourish. “Like the previous grant that opened doors for our students in Chile, we hope the project in Colombia does the same, paving the way for internships and faculty exchange programs,” says Scholz. “We’re excited to see where this takes us.”

## URI Chinese lecturer named teacher of year from Rhode Island Foreign Language Association

Posted on May 11, 2017May 12, 2017

Xiaoyan Hu, a Chinese lecturer at the University of Rhode Island.

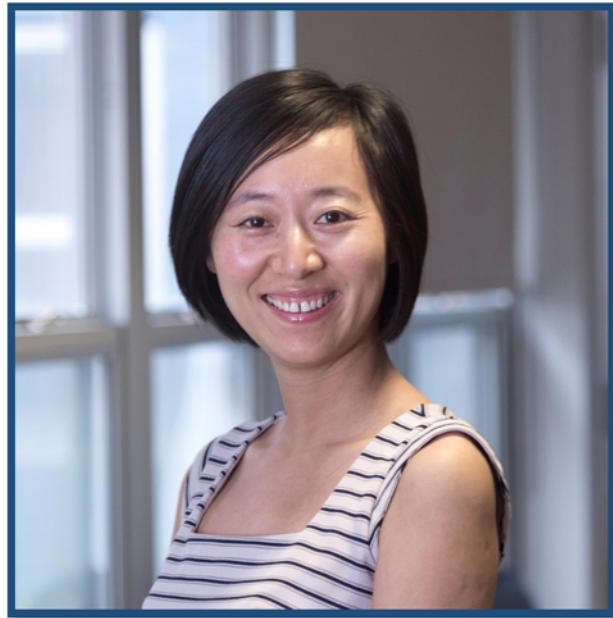
Article by Elizabeth Rau; Photography by Michael Salerno

KINGSTON, R.I., —May 11, 2017—Learning a language with thousands of characters might seem like a daunting task, but Xiaoyan Hu is a pro at calming nerves.

The University of Rhode Island Chinese lecturer uses social media, videos, technology and even acting to help students conquer the Chinese language—and have fun doing it.

Her enthusiasm for teaching is one of the reasons she recently won the Teacher of the Year Award from the Rhode Island Foreign Language Association.

“Xiaoyan Hu exemplifies the qualities of a 21<sup>st</sup>-century language educator through her personalized, results-oriented, real-world approach to exciting students about learning Chinese language and culture,” says Sarah Steverman, association president. “Her students are motivated by future personal and career opportunities she presents to them on a daily basis.”



Chinese is one of the world’s oldest surviving languages. College-educated Chinese people know about 8,000 characters, although knowledge of only 2,000 to 3,000 characters is needed to read a newspaper. Hu strives to teach her students 4,000 characters by the end of the fourth year of study.

“That may seem like an enormous amount to master, but it’s manageable with the proper instruction,” says Hu, 33, of **Wakefield**. “I try to make learning Chinese fascinating, enjoyable and accessible. It’s much easier than people think.”

As a girl in a small village in Hunan province, Hu read everything she could get her hands on. Her mother and father, who never went to college, spent “every extra cent” on books, textbooks and after-school activities, including painting, swimming and singing.

At 17, she took a national college entrance exam that determined her fate: She would study how to teach Chinese as a foreign language. She earned her master’s degree at Zhejiang University, where she taught Chinese to international students for six years.

Hu joined URI six years ago to teach summer classes in Chinese on the Kingston campus. She loved it so much she stayed. For two years, she taught Chinese culture and language at URI’s Confucius Institute and was hired as a lecturer at the University in 2013.



Her classes are popular, and that's not surprising considering her teaching style. The first thing she tells students is not to be intimidated by the language—and she communicates that information in her native tongue.

"I use body language to convey meaning," she says. "When I say 'nihao' I shake hands or wave, and always with a smile on my face. They figure out the meaning through my gestures."

Chinese is a tonal language. In English, tones often indicate a mood. In Chinese, tones convey meaning. From the beginning, she emphasizes how important it is to accurately pronounce a tone. "Ma," for example has a difference meaning, depending on how it's pronounced. A flat tone means "mother" and a tone that goes from low then back to high means "horse."

Technology is an important tool in her teaching. To learn tones, the students record their conversations and get immediate feedback from Hu. Students also use voice-activated computer software to analyze the tones and bring them to the proper level.

Social media is crucial too. Through WeChat students record or type phrases, which are sent to Hu and other students for evaluation. It's a way to keep tech-savvy students engaged in learning the language, she says.

In her upper-level classes, she focuses more on critical thinking, encouraging students to express themselves through longer pieces. They write essays and academic papers and conduct research projects.

Students also participate in skits to hone their skills, interview Chinese students on campus and make movies in Chinese. These activities expose the students to the country's culture as well.

As a lecturer in the much-heralded Chinese Flagship Program and in the Department of Modern and Classical Languages and Literatures, Hu teaches everything from Chinese literature to beginning Chinese. She is also academic director of URI's Chinese Summer Immersion Program and assistant director of URI's Chinese International Engineering Program.

"My class is enjoyable—and always spirited—but I also have high expectations for the students," says Hu. "Chinese is a challenging language that you can definitely learn through hard work. I'll do anything for my students, as long as they're as excited as I am about the language."

The future looks good. She's working on her doctorate in education at URI and hopes to defend her dissertation next year. Her colleagues and mentors at URI are like family, supporting her academically and socially.

"I can't believe I grew up in a small Chinese village, and now I'm teaching at this great University," she says. "Sometimes I wonder if I'm dreaming. It's too good to believe."

# Chinese Summer Program

## URI students participate in eight-week residential summer immersion program in Chinese

Posted on June 29, 2016



*Students play Chinese chess during the eight-week residential summer immersion program in Chinese at the University of Rhode Island (Photo courtesy of Wayne He)*

KINGSTON, R.I., June 28, 2016—Students at the University of Rhode Island are living and breathing the Chinese language and culture this summer in an intense residential immersion program on the Kingston campus.

If you have any doubt, consider this: The sixteen students all wear buttons that say “Please speak Chinese with me.” They sign a pledge promising to speak only Chinese, even in their downtime.

“The program is amazing,” says Zachary Smith, of North Kingstown. “They work us hard, but you learn so much. We’re with each other day and night.” The goal of the program is to raise the students’ proficiency level from novice to intermediate, which program director Wayne He also describes as “survival Chinese.” The students

should be able to communicate successfully when they study abroad in the country next year.

Fifteen of the students are in URI’s Chinese Language Flagship Program. One student is from a university in Georgia. The students, mostly sophomores, are majoring in Chinese and a variety of other fields like marketing, engineering, computer science, business and biology. Students sleep in the International Engineering Program’s residence halls on campus and have a rigorous schedule. They rise at 7 and eat breakfast. Then, they take Mandarin Chinese language classes from 8 a.m. to noon.

After lunch, they get one-on-one tutoring with a language instructor and participate in cultural activities: kite flying; tea ceremonies; tai chi; Chinese chess; mahjong; and lectures about Chinese history and the economy, among other events. In the evening, the students are required to study for two to three hours.

If students have questions about their homework they can visit with one of the two instructors also living in the residence halls. Field trips are an important part of the experience. The students recently went to Chinatown in New York, eating in a Chinese restaurant and participating in morning exercises with Chinese-Americans in a local park. Later this week, they plan to visit local Chinese families to prepare traditional meals. Smith says when he started the program May 30 his Chinese was “not so good.” Now, he says, he can carry on a seamless conversation, and his pronunciation is better too.

“You work so hard here and then you see the results,” says Smith, who is also majoring in electrical engineering and German. “We have classes and homework and activities every day. It’s always with you. That’s a great way to learn the language.”

Chinese is a challenging language to learn. It has different characters than English and four tones in pronunciation. For example, “ma” means different things depending on how the word is pronounced. A flat tone means “mother,” and a tone that goes from high to low then back to high means “horse.”

“Our goal is to bring our students to a superior level in four to five years,” says He. “That means they should be able to use the Chinese language in their professional work.”

# Chinese Summer Program

Emily Hadfield, of Philadelphia, Pa., who is also studying international business management, says her skills went from “0 to 60 very quickly.” She’s so engaged she’s singing in Chinese in the shower, and even dreaming in Chinese. The other day, she sang “Happy Birthday” in Chinese to her grandmother on the phone. “I love the community here,” she says. “It’s supportive and encouraging.”



*Students jump rope during the eight-week summer immersion program in Chinese at the University of Rhode Island (Photo courtesy of Wayne He)*

Salita Daraphet, of Northbridge, Mass., feels the same way. Studying, eating and living with other students pursuing the same dream creates a close-knit community.

“Living in a community helps me learn better,” she says. “Being surrounded by people who are supportive helps improve my skills.”

Keara Cole, also of Philadelphia, appreciates the kindness of the instructors—Xiaoyan Hu, Qingyu Yang, Haiyun Zeng and Hui Tan. “It’s a home away from home,” says Cole, who is also studying computer science. “The teachers really care about us and want us to succeed.”

Hu says the program’s motto is “tiaozhan ziwo, tiantian jinbu”—or “challenge yourself; make progress every day.” “These are very motivated students,” Hu says. “They are like my children. It’s fun to see them develop.”

Students give a presentation and receive a certificate when the program ends July 22. The URI students will continue taking Chinese language courses in the fall and most will study abroad in China next summer.

“We’re very proud of our program,” says He. “We think it’s one of the best in the nation. Students come away with a greater appreciation for the language and culture on their path to becoming professionals in a global world.” “The program is thriving,” says He. “We welcome applicants for next year.”

# Student Profiles & Awards

## And the honors go to...

When URI President David Dooley and a crowd of other officials recently gathered outside Autumn Guillotte's history class, she had no idea that she would soon be the center of attention. The faculty and administrators were there to announce that Autumn had been awarded a \$30,000 Truman Scholarship, the most prestigious scholarship in the nation for students seeking careers in public service.



### *URI staff and award recipients.*

*From left: Associate Vice President for Community, Equity & Diversity Naomi Thompson, Zöe Mitchell, Vice President for Student Affairs Kathy Collins, **Samuel Browne**, Rachel Bellisle, Evan Cummiskey, Joe Silva, URI President David M. Dooley, Alexia Williams, **Cherish Prickett**, Autumn Guillotte.*

"I wondered why I was seeing everyone I knew on the way into class, but I didn't catch on because I had convinced myself that I wouldn't get this award," said Autumn, an honors student majoring in history and philosophy. "When President Dooley walked in, I think I knew then. I had to hold back all sorts of emotions—I just wanted to cry and laugh and scream."

Senior Alexia Williams had a similar reaction when she found out in March that she had been awarded a Fulbright Fellowship to travel to Spain next year to teach English to elementary school students. As did junior Cherish Prickett, who learned last month she won a Goldwater Scholarship, the most prestigious undergraduate scholarship for students in the fields of mathematics, engineering and the natural sciences.

"I was shocked," said Cherish, an industrial and systems engineering major. "I didn't expect to win. Then I called my mom: 'Mom, I'm a Goldwater.'"

URI administrators weren't shocked, though. In fact, URI students are routinely among the winners of many of the nation's top scholarships and fellowships. In addition to Autumn's Truman Scholarship, Cherish's Goldwater Scholarship, and Alexia's Fulbright, recent graduate Hilary Lohmann also won a Fulbright this year. Four other students—Samuel Browne, Evan Cummiskey, Zöe Mitchell, and Joe Silva—won Boren Scholarships to study languages overseas, and three students—Dawn Parry, Sara Shapiro, and Samantha Ward—each won a NOAA Hollings Scholarship, the top scholarship for undergraduates

# Student Profiles & Awards

studying the marine sciences. About half of URI applicants advance to the final stages of these competitions.

But that's not all. This year URI students also won a Critical Language Scholarship from the U.S. Department of State, an Emerson Hunger Fellowship, a Venture for America Fellowship, 17 Demers Foreign Language Fellowships, and four Metcalf Fellowships.

"These are among the most highly competitive and prestigious scholarship programs in the country and it has almost become routine that our students are winning them every year," said URI President David M. Dooley. "I couldn't be more proud."

This success is obviously not a fluke. Most of the winning students give a great deal of credit to Kathleen Maher in the University's Office of National Fellowships and Academic Opportunities—part of the URI Honors Program—who mentors and coaches them and recruits faculty volunteers to provide important guidance, like reviewing personal essays, conducting mock interviews, and providing written recommendations.

"One reason for our great success is URI's pool of high-achieving students keeps growing," said Maher. "Our students also engage in a wide variety of co-curricular activities—like the Honors Program, undergraduate research, study abroad, and advanced language programs—that position them well to compete on a national level. Beyond that, it's the extra mile that our faculty and staff are willing to go to foster the potential in students and to encourage them to strive for excellence."

Although the application process can sometimes seem daunting, the rewards are sweet—and not just because they come with a big check. Lifelong networks are forged and doors to other opportunities open—not the least of which is entrance to world-class graduate school programs.

"Beyond the financial aspect, when I started to learn about the Truman program, I found it to be a community that I wanted to engage with," Autumn said. "It's about taking your education and using it to help people. That's my goal—to work with and help people."

# Student Profiles & Awards

## URI engineering students win scholarships to study in Germany

KINGSTON, R.I., May 22, 2017—

Three engineering students at the University of Rhode Island are traveling to Germany soon to study and do internships thanks to scholarships from the German government.

Anne Reisch and Cherish Prickett are recipients of undergraduate awards from the German Academic Exchange Service, or Deutscher Akademischer Austauschdienst, also known as DAAD. Montara Erickson won a DAAD award to research this summer in Germany.

The three students are enrolled in URI's five-year International Engineering Program, which offers a dual degree in an engineering field and a language—in their case German. Reisch is studying chemical engineering, Prickett is pursuing industrial and systems engineering, and Erickson's focus is civil engineering.

“Our students are superstars,” says Sigrid Berka, executive director of the International Engineering Program. “DAAD is pleased with the high number of International Engineering Program students going to Germany, and it is especially encouraging that three outstanding women at URI were selected for this opportunity. Our program seems to attract high-achieving women who want to launch a career in engineering while also mastering a language and studying abroad for an entire year.”

Reisch, of Westerly, is heading in the fall to the Technical University of Braunschweig where she will take German and culture courses along with a research project under Professor Heike Bunjes, head of the Institute of Pharmaceutical Technology. She'll research the development and characterization of aqueous colloidal lipid dispersions as drug carriers. A pre-med student, Reisch will go on to do an internship at a medical clinic in Bonn.

Reisch has received many awards at URI, including a Summer Undergraduate Research Fellowship in 2016 and 2017 to study stimuli-responsive biomaterials to deliver chemotherapeutic drugs that more effectively target cancer cells, reducing the body's exposure to toxins during treatment. She has presented numerous academic papers and posters and is a regular on the dean's list. Community outreach is important to her. She has worked at the Jonnycake Center in Westerly, Save the Bay and Habitat for Humanity. Last summer she worked at a geriatric clinic in Costa Rica, and this year she is teaching English to adults at the Dorcas International Institute of Rhode Island in Providence.

“The DAAD award is awesome,” says Reisch. “I'm really excited to go to Germany to study—and do research. It's a great opportunity.”



*Cherish Prickett, Anne Reisch and Montara Erickson. Photo by Michael Salerno Photography*

## Student Profiles & Awards

Germany is also Prickett's destination in the fall, where she will study and complete a research project with Professor Thomas Spengler at the Institute of Automotive Management and Industrial Production at the same university in Braunschweig. The project will explore ways to reduce the environmental impact of airlines.

Prickett hails from Lilburn, Ga., just outside of Atlanta. She earned her associate's degree in engineering at a Georgia community college, where she completed four National Science Foundation Research Experiences for Undergraduates, including one that characterized space debris.

Prickett has distinguished herself academically at URI, with a 3.88 grade point average. Last month, she won a \$7,500 award from the Barry Goldwater Scholarship and Excellence in Education Foundation, the most prestigious undergraduate national scholarship for students in the fields of mathematics, engineering, computer science and the natural sciences.

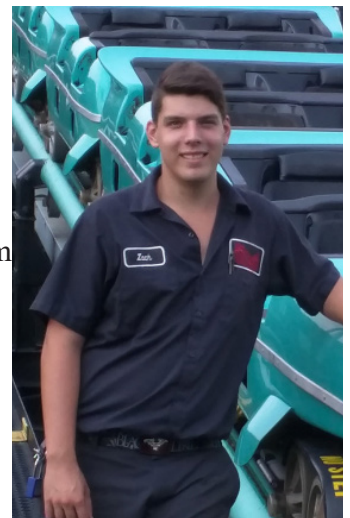
The DAAD scholarship is greatly appreciated too. "It's an incredibly prestigious award," says Prickett. "I'm thrilled and honored."

Erickson, of Kingston, is bound June 5 for Ruhr University in Bochum to team up with a doctoral student researching the stability and flow of soil. In the fall, she will continue her studies in Braunschweig and then do an internship at a civil engineering firm for the second semester. "I'm very excited," says Erickson, who spent a year at a high school in Germany before enrolling at URI. "There are lots of international students in the lab, so it should be fun and challenging working in that setting. We can learn a lot from each other." Reisch, Erickson and Prickett are among 71 International Engineering Program students at URI spending next year in different countries: Chile, China, France, Italy, Japan and Spain—in addition to Germany. In the 30-year history of the program, this is the largest group ever. "Our students are well prepared for a career in the global economy," says Berka. "Companies, here and abroad, are looking for graduates with a vast knowledge of the different cultures and languages in the world. These students are unique. They're bilingual and possess cultural agility, and they know how to approach engineering tasks from a global perspective."

A fourth award for another program went to Zachary Davies, of Presto, Pa., who received the Congress-Bundestag Youth Exchange scholarship to study and do an internship in Germany next year. Davies is studying mechanical engineering and German in the International Engineering Program. He underwent a tough selection process that focused on his knowledge of German

history and politics. A roller coaster enthusiast, Davies hopes to complete his internship at a roller coaster company, such as Maurer in Munich.

Initiated in 1983, Congress-Bundestag Youth Exchange was created to strengthen ties between Germany and the United States through citizen diplomacy. The program was founded in celebration of the 300th year anniversary of the first German immigration to the United States. The U.S. Congress and the German Bundestag, or Parliament, pay for the program.



Zachary Davies (photo: Zachary Davies)

# Student Profiles

## Internships: From Local to Global

### IEP Success Stories – Local to Global Professional Development and Engineering

<b>Name:</b>	Adam Nabb
<b>Majors:</b>	Mechanical Engineering and Spanish
<b>Academic year abroad:</b>	2016-17
<b>University abroad:</b>	Universidad de Zaragoza, Spain
<b>Internship Company - locally &amp; globally:</b>	Davol (Local: Warwick, RI) and Bard Shannon Ltd (Global: Humacao, PR) both divisions of C.R. Bard

#### **My experiences during my local internship:**

I worked as an intern in the Quality Engineering department at Davol, a division of C.R. Bard, located in Warwick, Rhode Island. I spent the entire summer of 2015 working on two projects, which included creating metrics to measure effectiveness and efficiency of the New Product Development Process. My other project involved working with the next generation hernia repair team, in which I created and tested prototypes. Davol is the largest division within C.R. Bard and its portfolio of products includes a variety of hernia mesh products and fixation devices.

#### **My experiences during my global internship:**

Currently, I am working with Bard Shannon Ltd, a manufacturing site located in Humacao, Puerto Rico from February until the beginning of August. I work in the department of Business Excellence as an engineering COOP where I work directly with the areas of Support within the facility. My main project is the identification and implementation of Kaizen, which is a Japanese word that means '*continuous improvement*'. In my position, I have the opportunity to work with a wide range of employees from engineers to operators in the manufacturing line, to work with their ideas to eliminate waste and create positive impact on production. Our team also runs an internal Lean Six Sigma Leadership Academy and work towards the training and graduation of all employees from the various levels (belts) of Lean Six Sigma training. At this time, I am beginning to lead a Cost Improvement Project with the goal of saving the plant \$30k.

My experience with Davol back in Rhode Island has helped me a lot during my internship in Puerto Rico. Almost all of the products that are designed by Davol are manufactured here at the plant in Humacao. Due to the nature of a biomedical company, quality and correct document handling is required and fortunately due to my experience at Davol, I already had knowledge of document control systems and the processes to change procedures, processes, and methods. I am still in contact with many of the people back in Warwick and I have also met some more during my time here in Puerto Rico. A few of the engineers travel from Warwick to the plant on a monthly basis, so I have had the opportunity to interact with these people while they are here. One interesting experience that really linked my two experiences with Bard happened at the end of May when I was speaking with a Packaging Engineer from Rhode Island. The next generation hernia repair positioner that I had worked on during my time working with Davol had finally reached the market and was beginning to be manufactured in the plant here in Puerto Rico. It was an amazing feeling for me to realize that although my contribution was small in the scope of the project in its entirety, I had contributed to what was now being put into market and will assist surgeons in saving the lives of people throughout the entire world.

English as a native language has also helped me during my time here in Puerto Rico.



# Student Profiles

## Internships: From Local to Global

In the professional world in Puerto Rico, visual aids such as PowerPoint presentations are written and English, but discussed in Spanish. The other COOPs in my department and I have a great relationship and are constantly helping one another revise with our second languages, in my case Spanish and in their case English. There are also two people within the plant that have asked me to help them to improve their English, which I am happy to do because these are the people that each and every day are helping me to improve my Spanish. Overall, the experience has been great so far and I truly appreciate the fact that I have had the opportunity to experience completely different perspectives of how the multinational company of C.R. Bard works.



Before entering Clean Manufacturing Rooms



Promotion of our Quarterly Kaizen Festival – We made it baseball themed to use the excitement for the Puerto Rican baseball team during the World Baseball Classic in March.



Business Excellence Department at Quest presenting completed projects to Industry

# Student Profiles

## Internships: From Local to Global

<b>Name:</b>	Conner Briden
<b>Majors:</b>	Mechanical Engineering / German
<b>Academic year abroad:</b>	2016-17
<b>University abroad:</b>	Technische Universität Braunschweig, Germany
<b>Internship Company - locally &amp; globally:</b>	Hexagon Mfg. Intelligence (Local: North Kingstown, RI) Hexagon Mfg. Intelligence (Global: Wetzlar, Germany) and Q-DAS (Global: Weinheim, Germany)

### My experiences during my local internship:

In May 2016, I began my internship with Hexagon Manufacturing Intelligence in Quonset Point, RI. After a week full of finals and two interviews, I was chosen to join the Hexagon family. The summer internship, which ended a week before leaving for Germany on September 1<sup>st</sup>, was in the department of Engineering Services. Our team was led by Greg Klein, a previous IEP student at URI. As my first working experience, I had immediately connected with Greg and worked with a demeanor and ethic that resembled his own. His guidance, along with tips about studying and working abroad helped lay the foundation for a path of success that would be the next 16 months of my life.

Thanks to URI, my prior experience and knowledge in the CAD program SolidWorks was quickly put to the test as I worked diligently to aid in the migration of the company's 2D and 3D data into a new Product Lifecycle Management system. After countless trips to the production line to ensure the correct print and 3D models matched the company's actual production, I soon completed work on a pair of Coordinate Measuring Machines. On both ends the internship was a success: helping the company achieve a time-constrained goal while simultaneously contributing to my development as a professional in the workforce.

My time at Hexagon was invaluable, not only to my development as an engineering student, but also as a worker. Hexagon MI is a worldwide leading metrology and manufacturing solution specialist providing productivity and quality driven technology across countless engineering and industrial platforms. The company itself is a great work environment, filled with friendly, helpful coworkers and an innumerable amount of resources. Upon accepting this internship, I did not realize the incredible opportunity that would evolve into continuing my internship with Hexagon once arriving abroad in Germany. With the help of the IEP Directors Sigrid Berka and Silke Scholz, I was put in contact with Hexagon in Wetzlar, Germany, where I completed the first two months of my internship abroad before moving to Weinheim, where I am currently working at Q-DAS.

### My experiences during my global internship:

After completing six months of university at TU Braunschweig, it was time to begin my internship semester. I was fortunate to have the unique opportunity to complete my six month internship with two companies in Germany; the first two months at Hexagon and the remaining four months with one of their partner companies, Q-DAS. I began working at Hexagon in Wetzlar in February 2017, which essentially served as a two month intensive training and learning experience. Within the scope of metrology technology and software, I was tasked with learning the dimensioning measuring software PC-DMIS to create measurement routines on the CMMs. I took part in two week-long AUKOM classes, from which I gained certification as a CMM user and operator. From there I continued to work and learn on the job, while also learning variable programming within PC-DMIS as well as the programming language Visual Basic.NET. Upon completion of my two month training in Wetzlar, I then moved to Weinheim to continue my internship with Q-DAS. Since arriving here in the middle of April, I have already written measurement programs to serve as demonstrations of the functionality of the SMART Quality software.

My experience with Hexagon in Rhode Island has certainly allowed for a smooth transition to working here in Germany. The skills I gained while working, as well as learning the intricacies and work style of the company were especially useful in becoming acclimated to the German workplace. Included in this are the connections and contacts I have since made throughout my working career. As a short example, during winter break I flew home to the U.S. to spend a few weeks with my family.

# Student Profiles

## Internships: From Local to Global

As I knew I would soon begin working with PC-DMIS in Wetzlar, I contacted my previous boss at Quonset Point asking if there were any openings for a PC-DMIS class. Unfortunately, there were no formal classes being offered, however, Greg was extremely open to the idea of me coming in to work for a few days to gain some valuable hands-on training with the machines and applications engineers. The fact that this option was even a possibility shows the flexibility of the company, its dedication to their employees, as well as the benefits of having completed an internship locally that I am continuing whilst abroad.

Currently, I am utilizing every bit of knowledge I have gained from my internships with Hexagon at home and abroad to contribute to the company. My German skills are used daily in and outside of the office and are constantly improving. English is still used on occasion, for instance, during a casual conversation or when a German word escapes me. But, since most everyone here already speaks or is learning English, the transition between languages is seamless. Of course, the multilingual aspect opens a world of exciting opportunities now and down the road. By the end of my study abroad year in August 2017, I will have approximately 10 months' worth of experience within the company and in the field of metrology and statistics – all before completing my Bachelor's degree. Without the help of the IEP, a feat like this would simply not be possible.

I would like to thank URI, the International Engineering Program, and Hexagon Manufacturing Intelligence for providing me with the opportunity to study and work abroad while continuously developing my professional career.



*(Left) Michael Wagner, General Manager Q-DAS GmbH, (Center) Conner Briden, (Right) Stefan Weber, General Manager Q-DAS GmbH*



*TIGO SF Coordinated Measuring Machine*

# Student Profiles

## Internships: From Local to Global

### IEP Success Stories – Global Experiences in the Spanish IEP

- Name:** Craig Smith
- Majors:** Mechanical Engineering, Spanish
- Countries Visited:**
1. Winter 2015: **Chile**, Pontificia Universidad Católica de Valparaíso; CVE 323 J-Term Travel Course
  2. 2016 Summer & Fall: **Spain**, Universidad de Zaragoza and Universidad de Navarra (TECNUN) Summer Immersion Program and Semester Abroad
  3. 2017 Spring & Summer: **Costa Rica**, Boston Scientific, Professional Internship Abroad

Over the past few years, the opportunities and experiences presented to me by the IEP program have been nothing short of incredible. I have been able to live in and experience not just one, but three different countries during my IEP career: Chile, Spain and Costa Rica, plus a mountain hike into France and a brief trip to Italy. To me, being able to go to so many different Spanish-speaking countries has been especially valuable because I have been able to experience the lifestyle and culture of each place, allowing me to note the similarities and differences, make many international connections, and develop a broader world view. As I reflect on the past years, I am amazed and extremely grateful for all I have been able to see and do, and for all of the great people I have met along the way. I am approaching the end of my year abroad, so I can say that the past ten months or so have been especially exciting and formative for me.

My first IEP trip was to Valparaíso, Chile for a 2.5-week civil engineering course about environmental safety/engineering that investigated water pollution and green energy techniques. The course was URI's first "January-Term Course" taught in Chile, and was attended by seven URI students, including myself. As my first over 1-week trip anywhere, not to mention to another country, it was definitely a very eye-opening experience. During our time there we stayed in a hostel and were right in the middle of the city. This was extremely impactful and frankly the most important part of the trip for me because for the first time I was able to experience the genuine lifestyle, people and culture of a country up close, not from within a resort or hotel. I firmly believe now the notion that to grow as a person you must first get out of your comfort zone and step out into the unknown. My relatively short stay in Chile was definitely that "first step" for me, and in my past few years in the IEP I have made so many good friends and memories and learned so much about Spanish, the world, and myself.

During my stay in Chile we met many people, and lived as the locals do. We got to learn of their traditions, culture, and some of their nationally used slang words, most notably "weon", a loving way to call a friend literally a "big egg" or "egghead", a word that is recognized throughout Latin America but really indispensable in Chile's unofficial lexicon and used as often in speech as its number of meanings. As I have come to discover, learning and using little slang words like these and small cultural idiosyncrasies from each place really adds to the experience and allows one to notice differences between each place.



*Rooftop, Valparaíso, Chile*

# Student Profiles

## Internships: From Local to Global

When in Spain, I also picked up on these types of differences; things that can't be taught in a classroom. In Spain, a great emphasis is placed on the social aspects of life, and life is lived in a more relaxed way than the relatively rushed lifestyle of American cities. For example, where someone in the US may eat their lunch or drink a coffee as the walk (or run) to class or to a meeting, in Spain dining is a more important



*Hike into the Spanish/French*

and lengthier social experience than we may be used to (perhaps because the food is *really good*). Meals, coffee, and breaks are enjoyed while talking with friends or family, and never rushed, even if it means being a little late to your next obligation. Most workers and students are sent home at midday for lunch and yes, most Spaniards do take a siesta afterwards, albeit only for about 20-30 minutes. Some slang I learned here was "tio" literally meaning "uncle" but used frequently to mean "dude". One important aspect of my stay in Spain was that I studied in San Sebastián which is the heart of "Basque Country", where the predominant part of the population belongs to the Basque ethnic group, who descend from the original inhabitants of the region which is now Northeastern Spain and Southwestern France. They have their own language that predates Latin and is still the #1

language in Basque Country, being the first language of nearly all but paired with perfect Spanish that is used almost all of the time, lucky for me. For an example of a word – "Jatxetea" means restaurant, and bears the trademark Basque "tx" used to make the "ch" sound. Travelling around Spain broke my preconceived notion that Spain was one largely homogenous country, indeed there are several different ethnic groups and territories with their own specific languages and cultures, of which the Castilians, Catalans, and Basques are the largest.

During the study abroad half of my year abroad, I studied at private engineering campus TECNUN, part of the University of Navarra. The campus only has three buildings but consists of a very friendly, tight-knit community of like-minded STEM students. TECNUN is equipped with great modern facilities, such as a machine shop, rapid prototyping lab, pneumatics lab, and more. Also, for Biomed engineers, there is a separate biotechnology campus called Miramon. The school also offers many events, clubs, and athletics to get involved, including a high-ranking formula 1 car building and racing team. Though most (all of my) classes are taught in Spanish, the staff is very understanding and helpful and I had no problems succeeding. My favorite class here was "Pneumatics and Hydraulics", which culminated a hands-on project creating an automated pneumatics system. I truly learned a lot at TECNUN, it was really an interesting experience to be the exchange student for once and see how college courses are taught in another country. Though I was the "fish out of water" of sorts, I always felt welcomed and had a very memorable time.



*Playa de la Concha, San Sebastian, Spain*

# Student Profiles

## Internships: From Local to Global

I am now passing the halfway point of my internship abroad, which I am conducting in Costa Rica with Boston Scientific. Boston Scientific is one of the largest medical device providers in the world, with plants all over the globe including two in Costa Rica. I am working at the Coyol plant which was just constructed in 2009 and focuses on products for Cardiology, Urology, Endoscopy and Peripheral Intervention. So far I have had a great experience here, the plant is very modern and offers great benefits, such as delicious, 70% subsidized meals for breakfast, lunch and dinner (\$1-2 each) at the cafeteria, a free gym, and a Scotiabank office plus 2 ATMs on-site with account opening and direct deposit set up upon hire. Up until now I have been involved in the design and development of 2 different machines to aid us in process automation and increase production. Working here is very exciting because I am making great connections with a very international company. I have already seen several times full-time Costa Rican workers repeatedly going on trips to the US locations and vice versa. I really look forward to the opportunity to travel and use my Spanish skills in whatever company I end up working for, and I think the experience I am receiving now will surely help me get there. I've talked about the benefits of working at the Coyol, Costa Rica location, but obviously the best of all is to be in Costa Rica!



*Cataratas de La Paz, Poás, Costa Rica*



*Cleanliness is critical in the production rooms!*

I am a nature-lover and Costa Rica is absolutely breathtaking, for different categories it is one of the most, if not the most biodiverse country in the world, with its many mountains and volcanoes affording numerous microclimates that allow the life of so many different plant and animal species. The people here are very friendly and welcoming, and some of the cultural traits I've noticed are family-oriented, hospitable, non-confrontational, and very patient. The last of which may stem from crowded highways and shall I say, less than ideal public transportation system that I've come to know quite well. Barring these small concerns, life in Costa Rica is delightful, the town next door Atenas was named by National Geographic as having the "best climate in the world" and I have already come to know several of Costa Rica's beaches, volcanoes and rainforests. Some slangs I've learned so far are "Tico/Tica" meaning Costa Rican man or woman, "mae" for "dude", and most importantly, "Pura Vida" or "Pure Life" an indispensable Costa Rican motto that can be used to say anything from "Right on!" to hello, goodbye, or thank you". It is interesting to get to know these little slangs of each country, and has definitely broadened my vocabulary and understanding in conversations and media.



*Blue-Gray Tanager, Cataratas de La Paz*

# Student Profiles

## Internships: From Local to Global

As I approach the end of my year abroad, I can definitely say that taking a semester abroad including four courses taught only in Spanish and now working in an office setting using my Spanish skills to communicate and write emails has immensely increased my Spanish comprehension and conversational confidence to a point where speaking Spanish feels natural to me. It truly amazes me how far I have come and how much the IEP program has helped me in my development as a global engineer and how much this year has progressed my confidence, independence and development as a person. If I were to speak to anyone that was considering entering the IEP program, I would recommend it to them 100%. The program is one of the only of its kind in the country, it is a once in a lifetime experience, and as I explain to many people, getting two degrees in 5 years is a little like a buy one get one free deal! There are so many new things to experience and great people to meet around the world and to be able to do an experience like this where you earn credits and get work experience in another country really sets you apart and makes this a can't miss opportunity.



*Volcán Poás, Alajuela, Costa Rica  
(Came out of dormancy and erupted violently a few weeks after picture was taken)*

I must say that maybe in regards to choosing my career I was unlike most young people. I always knew what I wanted to do. I had a few childhood friends from Spanish speaking countries, so I was always intrigued by their traditions and about learning Spanish, and I also knew from a very young age that I wanted to design things, problem solve and be an engineer. The IEP was a natural choice for me. I had these dreams set and I must say that I didn't know how good it would feel to be where I am today. I believe that travelling is one of the best things you can do with your time. Seeing new places, meeting new people, hearing different stories and perspectives are all highly valuable experiences. Learning Spanish has opened a whole new world to me, and I sometimes think that knowing two languages is like getting two lives worth of experiences and friends. Needless to say, the IEP has been the most impactful experience of my life, and I look forward to using all that I've learned and all the connections I've made for the rest of my life both as an internationally capable engineer and as a more globally aware individual.

*Pura Vida!*

## IEP Sponsors Engineering Week

*(Email from Engineering Week Committee)*

Dr. Berka,

Thank you so much to the IEP Department's donation. Without it, we wouldn't have had the resources to pull off such a successful engineering week.

**Our winners from the week are:**

**Dodgeball - Dirty Shesters (An Engineering in Medicine and Biology Society EMBS team)**

**Mr. and Ms. Engineering - Rachael Amore and Robin Hall**

**Family Feud - The EMBS Team**

**Engineering Cup (New this year) - The Society of Women Engineers**

This year I really saw a lot of improvement with our overall advertising professionalism, and methods, which I credit to Rachel Bellisle, our advertising chair. We had a lot more participation and organization, which led to more efficient and fun events.

We've uploaded an Engineering Week 2017 video on youtube at: <https://youtu.be/EZzDxjHWTQw> that has many pictures from the events.

