



WPI

AUA
American University of Armenia

WPI-AUA Collaboration Opportunities

An Interactive Qualifying Project Report submitted to the faculty of WORCESTER POLYTECHNIC INSTITUTE in partial fulfillment of the requirements for the degree of Bachelor of Science.

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This report represents the work of WPI undergraduate students submitted to the faculty as evidence of completion of a degree requirement. WPI routinely publishes these reports on its website without editorial or peer review. For more information about the projects program at WPI, please see <http://www.wpi.edu/academics/ugradstudies/project-learning.html>

Abstract

Development of the Armenia Project Center in Yerevan, Armenia in 2017 led to an international collaboration between Worcester Polytechnic Institute and the American University of Armenia for the entirety of the Interactive Qualifying Project course. With the goal of expanding this collaboration, interviews were conducted with stakeholders to determine where opportunities for further connections existed. Using this information, a set of recommendations were written for potential implementation that would involve students and faculty in a deeper collaborative relationship.

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Executive Summary

The WPI-AUA Collaboration project was developed following the success of the partnership formed between Worcester Polytechnic Institute and the American University of Armenia in 2020. Student collaborations were initiated that same year, composed of teams with both AUA and WPI students working together. The goal of this IQP was to investigate ways in which both AUA and WPI could enhance the already existing relationship through an exploration of past programs and future new initiatives to strengthen the collaboration.

Stakeholders from both schools, including administration, faculty, and students were interviewed to discover what opportunities existed in different areas, and more generally, to understand how collaboration like the current one came to be and remained successful and sustainable. Ultimately, twenty two interviews were conducted, in addition to three surveys. Directors of three different IQP programs which run similar mixed-team models to the WPI-AUA collaboration were interviewed in addition to research into the international study programs at Rochester Institute of Technology, Zurich University of Applied Science, and Dartmouth College. With this information, two methods were developed to organize and quantify the research and subsequent recommendations. Interview transcripts were input into a software program called MAXQDA (VERBI software, 2021) which helped sort important qualitative information into categories. A prioritization matrix was created to evaluate feasibility of each recommendation, and to convert what was primarily a qualitative data set into quantitative data. Recommendations were ranked based on alignment with institutional goals, effectiveness of collaboration, resource utilization, sustainability, impact, and financial viability.

At the end of the research and data collection, a number of recommendations were developed. Top recommendations include:

1. A “Research Experience for Undergraduates” (REU) Exchange Program over the summer, connecting students with faculty of the opposite school for summer research.
2. A combination IQP-MQP collaboration program, connecting WPI and AUA students with similar majors in a project that would cover the IQP requirement in addition to functioning as an MQP project for WPI students and a senior Capstone for AUA students.
3. A summer Humanities and Arts program fulfilling the humanities requirement for both AUA and WPI students during a “mini Capstone” project, allowing WPI students to travel to AUA for the summer and work on their HUA project in collaboration with AUA students fulfilling the same credit.
4. A “Bridge Program”, allowing AUA students in the Engineering Sciences school to double-count certain high level credits toward a master’s degree at WPI and work towards a graduate degree in five years as part of a combined BS/MS.
5. Including AUA students in the Value Creation Forum run by the Innovation and Entrepreneurship Center at WPI virtually as a way to allow students interested in business, innovation, and start-ups to benefit from constructive criticism on their ideas from peers with different perspectives than their own.

While all of these recommendations were graded based on criteria developed by the team, each would be open to the interpretation of administrators from either school regarding fiscal feasibility in addition to specific logistical challenges. Ideally, these recommendations will provide options moving forward for building a stronger relationship between the administrations, faculty, and students of both WPI and AUA. Additionally, further program ideas could be developed from the research presented in this report as the collaboration grows and changes.

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Chapter 1: Introduction

Stemming from a pilot program that developed in 2017, the partnership between Worcester Polytechnic Institute (WPI) and the American University of Armenia (AUA) has offered students from diverse cultural and geographical backgrounds the chance to collaborate, share knowledge, and learn from each other. The sponsor of this IQP, the WPI Armenia Project Center, and its co-director, Michael Aghajanian, created the project with the hopes of finding new ways to further strengthen WPI and AUA's relationship to mutually benefit each other through the exchange of students, faculty, and resources.

The goal of this IQP was to find ways in which both schools could enhance the already existing relationship through an exploration of past programs and future new initiatives to strengthen. Many strong collaborations exist between universities around the world with aspects that may be beneficial to the relationship between WPI and AUA students, faculty, and administration. Studying and critiquing these collaborations applied by other universities to international collaborative practices will inform decisions about what programs we might apply to the WPI/AUA partnership. Additionally, various other collaborative initiatives exist, implemented by universities with similar partnerships. The examination of all these collaborations led to a set of recommendations on new ideas that can be integrated into the Armenian Project Center and other academic programs which will help to improve and expand the bond between AUA and WPI.

Central to the success of international collaborations is the cultivation of cultural sensitivity: embracing diverse customs and beliefs. While working in an international partnership, students develop life skills essential for navigating the complexities of an

internationally collaborative world, where different cultures collide. These formal collaborative projects between universities serve as structured mechanisms that facilitate the flow of knowledge and encourage partnerships that work to benefit both parties. Research, knowledge, and other resources can be shared between both international organizations which, combined, amplify their work. To achieve the goal of investigating ways in which both schools enhance the already existing relationship through an exploration of past programs and future new initiatives to strengthen, four objectives have been defined:

1. To research the current and successful collaborations that already exist at WPI and AUA with other institutions globally.
2. To review three other institutions in the USA or Europe for their successful collaborations.
3. To provide background information on the possibilities between AUA and WPI for mutual collaborations.
4. To develop a set of criteria to evaluate recommendations for AUA, the project sponsor, and WPI administrators to meet the project goal.

In this project proposal, we explored the WPI Interactive Qualifying Project program and other global initiatives led by WPI, AUA, and similar institutions. Additionally, we discussed the history and importance of the Armenia Project Center, examining its past accomplishments and contributions. Furthermore, this proposal provided an overview of the objectives, methodology, and anticipated outcomes, laying the groundwork for a collaborative relationship between these two universities. Through analysis and strategic planning, the goal was to provide recommendations that would benefit the students, faculty, and administrations of WPI and AUA in addition to improving cultural understanding between both schools.

Chapter 2: Background

The current WPI and AUA collaboration is a form of international partnership by which students from AUA travel to the United States for the first seven weeks of the semester to study with WPI students assigned to the Armenian Project Center. The students from WPI and AUA are then assigned into mixed university project groups. This is a unique opportunity compared to most other project centers offered by WPI, as most do not offer a chance for students to collaborate so closely. All students then travel to Armenia to continue the project together. Alternative to a typical foreign exchange program, the AUA/WPI alliance fosters a higher level of collaboration between schools, as it allows students to learn from each other while maintaining the other benefits of working in new parts of the world.

2.1 Globalization Through International Cooperation

In terms of academics, globalization highlights the inclusivity of students and educators worldwide, especially within international collaborations. It includes the flow of technology, knowledge, ideas, culture, and how each element is being shared from one region to another (Lai, 2018). With exposure to cultural diversity, globalization allows many societies to gain a deeper understanding of different cultural practices (Cheung, 2024). People from around the world, in different continents and areas, interact with one another and foster cultural exchange among students and educators (Lai, 2018). Studying abroad is one of the utilizations of cross-border education, which is a term that is used to express the movement of people and knowledge across borders. Many entities are focused on this topic, examples include the US Department of State's Office of Global Partnerships and the University Global Partnership Network. The UGPN's mission statement is a succinct example of the overall goal of globalization: "We

collaborate internationally on world-class research, education, and knowledge exchange, to benefit and sustain people, planet, prosperity, and peace” (UGPN, n.d).

International collaborations at the university level enhance global awareness and collaborative work among different institutions across countries. These partnerships between universities are strengthened with the usage of open education initiatives, which include the sharing of resources and research along with all other forms of exchange and collaboration internationally (Nascimbeni, et al, 2021). Collaborations at an international level develop and strengthen a mutual partnership between the universities, fostering student experiences that include, but are not limited to, international collaboration programs, project-based learning, and cultural sensitivity. These components aim to promote cross-cultural communication, giving the participating individuals a shared responsibility for addressing problems in a global stance.

2.2 Elements of Successful International Collaboration

To ensure successful partnerships with international institutions, several aspects must be considered to guarantee the longevity, mutuality, and effectiveness of the collaboration itself. For both institutions, there has to be a clear alignment of the collaborative goals, ensuring both parties benefit from the partnership. Communication is essential in terms of how to further advance the partnership, and how it will be sustained (Mosaic, 2023). Due to differences in culture and regulations, both institutions must have the flexibility to overcome unforeseen challenges and adjust their strategy depending on the context. Although investment and resources are required for a global partnership, long-term sustainability should also be considered (Al-Youbi, et al, 2019). According to Al-Youbi et al, four conditions can help improve the prospects of a stable, and mutually beneficial partnership:

- 1) An analysis of both institutions' organizational culture so that an alignment in motivations and goals for both can be fostered.
- 2) Funding sources with a strategic plan, outlining the duration of partnership, and entrepreneurial ventures.
- 3) Shared responsibility among participating individuals for consistent performance, in cases of changes.
- 4) An environment that promotes professional growth and opportunities for all participants.

All of these conditions must be met to form a collaboration that will be satisfactory to both universities as well as to guarantee a lasting and successful relationship. Not only this but if the establishment of further opportunities for collaboration is desired, the initial agreement must build a strong foundation where both universities feel represented.

2.2.1 Foreign Exchange Programs

Foreign exchange programs between two institutions are one of the practices that strengthen the relationship between the universities. They offer students an opportunity to study abroad in another country and expand their education in a different environment, such as learning about different cultures. Though it is not similar to a traditional classroom setting, it allows the student to increase their understanding and use their knowledge from a global perspective.

Depending on the goals of the institutions or what they hope their students will gain from an internationally collaborative program, one type of exchange might be preferable to another. The length of a project or semester might also be a determining factor for the time spent abroad. For those short-term exchanges, students have the option of applying for funding from government agencies or private entities if the study isn't funded by their institution. However,

only surface-level knowledge is needed to succeed. On the other hand, long-term programs require a higher level of planning, including visa applications, and a strong understanding of language and customs. Not only do exchange programs provide students with the opportunity to study abroad, but they also let the students immerse themselves in a different cultural and academic environment. It strengthens their skills as individuals and also enhances skills that will contribute to the real world toward their future career goals and their fostering country (Sisavath, 2021).

2.2.2 Cultural sensitivity

Cultural sensitivity is essential when it comes to education from a global perspective. This means that the individuals are learning to be aware of cultural differences and respect the fostering country's practices, beliefs, and norms (Kelleher, 2013). Not only does cultural sensitivity improve the international collaboration experience, but it also equips the student with important life skills that can potentially contribute to their personal and professional development (Kelleher, 2013). According to Kelleher, personal development skills include awareness of social consciousness and the ability to adapt to new and unfamiliar environments, whereas professional skills include the increased understanding of practical skills and providing the student with more hands-on experiences that are reciprocally beneficial for both the student and the fostering country. Figure 1 below shows the overlap between personal and professional development resulting from enhanced cultural sensitivity.

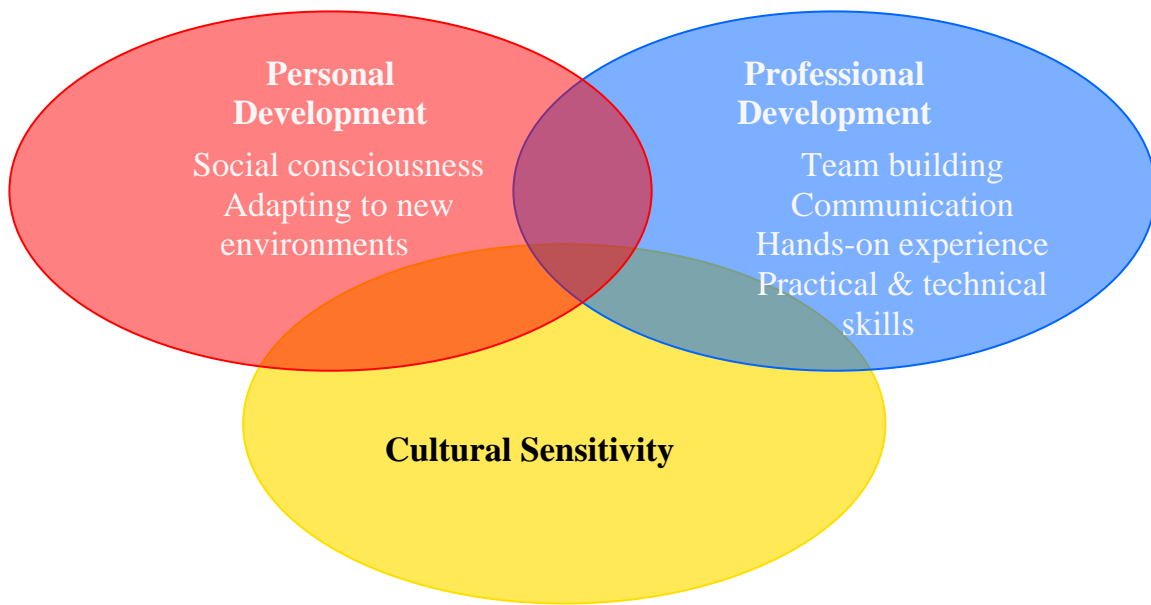


Figure 1: Venn diagram showing the benefits of cultural sensitivity.

The figure above demonstrates the positive effects cultural sensitivity has on students with traits that encompass adaptability, intercultural communication skills, and a global mindset. Personal and professional development overlap, as a result of cultural sensitivity. All three become intertwined. Cultural sensitivity would further enhance a student's skills regarding personal and professional development, eventually preparing them for the working world after college.

2.3. WPI and AUA, Past, Present and Future

Worcester Polytechnic Institute and the American University of Armenia are both prestigious schools on opposite sides of the globe. WPI is known for its programs in science, technology, engineering, and mathematics (STEM) and AUA offers studies in engineering, business, humanities, and public health taught in the western-style language and pedagogy, making it unique from all other universities in the country. Both schools offer their students a high-level education and a variety of degree options to pursue.

2.3.1 WPI & the Interactive Qualifying Project

The Interactive Qualifying Project is WPI's version of a study abroad program, with third-year students from all majors participating in a group project applying STEM disciplines to solve social problems at project sites all around the globe. It was founded in 1974, beginning with a domestic location in Washington, DC. The goal of the initiative was to push students outside the bounds of their chosen discipline to learn collaborative skills (WPI, 2001). The beginning of the IQP program was a catalyst for WPI's pioneering curriculum, simply called the "WPI Plan", which has ultimately expanded project-based learning and integrated it into the course standards for students at all levels (WPI, 2001). Some alumni of WPI commented in a survey from 2021 on the importance of this plan, writing, "[Project-Based Learning] is the "crown jewel" of the WPI undergraduate education experience and is an excellent experience preparation for the working world after college." (O'Keefe, 2021). This feedback highlighted the significance of project-based learning during their undergraduate years and emphasized that it equips them with additional skills that help them in the real world. Project-based learning prepares the students for success beyond the classroom.

In creating the IQP experience, students are placed in interdisciplinary teams to practice hands-on research and group skills, in addition, this opportunity allows the teams to develop a better understanding of cultural & societal issues in a different country. The Global School, founded by WPI in 2020, oversees more than 50 project center locations worldwide for students to choose from, including the Armenian Project Center (WPI, 2024). Figure 2 shows the locations of current IQP project centers as of the 2023-2024 school year. Sites are located on six of the seven continents and in 31 different countries.



Figure 2. Map of WPI's available project center locations (©WPI).

This map highlights the diversity and extensive number of project centers available to WPI students when traveling abroad for their IQP. Students have a chance to experience new cultures across the globe, all with their own unique characteristics and learning opportunities.

The IQP program functions through two facets, the seven-week travel during one term of the school year, and the required pre-departure preparation classes: Social Science Research for the IQP (ID 2050), and the Pre-Qualifying Project (PQP). The ID 2050 class is writing intensive and focused on background research for the IQP while the PQP is time with the project advisor where the team can plan out their goals and discuss the research and writing plans for that work week. Through a combination of these classes and on-site work, students have a full semester dedicated to work on their project: a term before travel to prepare for their projects, including research and preliminary writing, and a term on-site to implement research and plans and adjust based on in-person interactions with the sponsor or area of work. The project sponsor is the

company, business, or individual bringing a problem for IQP students to work on. Students continually check in with the sponsor throughout the project to gather information and confirm that the planned outcomes align with the sponsor's needs. These components differentiate the WPI IQP program from traditional study abroad or foreign exchange programs.

Several WPI project centers have established partnerships with academic institutions in their respective countries:

The Bangkok Project Center provides WPI students with a unique opportunity to engage in a collaborative project with students from Chulalongkorn University. These projects are proposed by a diverse range of sponsors, such as nonprofit organizations, universities, governmental, and non-governmental organizations (WPI, n.d.). Such projects include, but are not limited to, enriching the experience of students during their time spent working on the project giving them both an academically rewarding experience and gives them a chance to immerse themselves in Bangkok's culture.

The Singapore Project Center is a pilot program. WPI students are given the chance to work on their projects at the Design and Innovation Center at the National University of Singapore (NUS) (WPI, n.d.). Similar to WPI, NUS also has a project-based curriculum and has its students working on sponsored projects as well. Two of the NUS teams work with WPI students, combining both schools' project-based programs. WPI students are also registered as NUS students, letting them have access to campus.

The Beijing Project Center partners with multiple institutions, including Tsinghua University, Beijing University of China, Shanghai Jiao Tong University, and Wuhan University of Technology (WPI, n.d.). Projects would include improving classrooms, making them more

efficient for students' learning experience, as well as developing new technology for firemen's safety and protection.

The Hangzhou Project Center is a collaboration between WPI and Hangzhou Dianzi University. Students at both universities are to work with one another to reach a sponsor's expectations. For this project center, the sponsors are usually start-ups with most projects centered on entrepreneurship, biotech, and education (WPI, n.d.).

The Taipei Project Center promotes cultural understanding as it collaborates with Soochow University through a cultural buddy program (WPI, n.d.). Projects could range from developing a new humanities and arts (HUA) center in Taiwan or analyzing and researching local information about historical figures. The goal of these projects is to facilitate the cultural understanding of Taiwan (WPI, n.d.).

WPI has also integrated some international travel opportunities into the Major Qualifying Project (MQP) and the Humanities and Arts Requirement (HUA). The MQP is WPI's senior capstone project focused on teamwork and student-run research. Expanding international opportunities to the MQP allows students to perform research at a select few off-campus centers where they can collaborate on their senior projects. The HUA is a culmination of undergraduate students' humanities and arts track. They may choose to focus on history, art, music, or religion and philosophy for six classes, with the HUA being a specific project on the student's chosen track. This requirement can be fulfilled abroad at certain project centers, with the experience being similar to an MQP.

All of these aforementioned initiatives are assisted by offices within the Global School through the Global Projects Program (WPI, 2024), which work to involve students in hands-on

learning in real-world projects at all levels of education; IQPs, MQPs and HUAs represent some of these opportunities at the undergraduate level.

2.3.2 The American University of Armenia

The American University of Armenia stands as a distinguished private and independent institution in the center of Yerevan, Armenia. Offering a range of undergraduate, graduate, and certificate programs, the university creates an environment that supports research and helps develop the innovative potential of both local and international students. Affiliated with the University of California and holding accreditation from the WASC Senior College and University Commission in the United States, AUA is set apart by its commitment to delivering education in the Western style, a distinctive feature compared to other universities in the country. Western education emphasizes creativity, individuality, and critical thinking. It is student-based, allowing students to discuss and interact with one another while they discover new perspectives. Opposedly, Eastern education is lecture-based and focuses on discipline, memorization, and mastery of subjects (Katzen, 2022).

Founded in 1991, the American University of Armenia provides both graduate and undergraduate education that encourages civic engagement and promotes democratic values (AUA, 2024). The school fosters a scholarly environment that values and develops academic excellence, free inquiry, integrity, scholarship, leadership, and service to society. AUA comprises four colleges: the Manoogian Simone College of Business & Economics, the College of Humanities & Social Sciences, the Zaven & Sonia Akian College of Science & Engineering, and the Gerald & Patricia Turpanjian School of Public Health (AUA). Simultaneously, it offers eight undergraduate degree programs and nine master's degree programs.

The American University of Armenia is one of the most in-demand universities in the

country and always seeks to provide the best to its students in terms of education and opportunities. Collaboration with different universities is one of the important features that AUA as an institution tries to create and develop with different universities that can help to make students' experience better. Although AUA does not have an IQP analog, the university has agreements with different universities from Europe (Turkey, Spain, Denmark, etc.) and the US allowing collaboration for student and faculty research along with the sharing of certain resources (AUA, 2024). It includes joint research projects and publications, as well as undergraduate student exchange programs.

WPI stands out as one of AUA's significant partners, and the focus of this IQP proposal is to enrich the communication between the universities and increase the opportunities offered to students. While WPI is known for its polytechnical focus, it offers education in Business and general classes in Arts and Humanities, enabling a fruitful collaboration with AUA. The IQP program is an example of successful collaboration, showcasing how both universities can benefit.

2.3.3 History of the Armenian Project Center

The Armenia Project Center was founded in 2017 by Prof. Diran Apelian and the sponsor for this project, Mr. Michael Aghajanian, both of whom have connections to Armenia (Ralcicott, 2017). The collaboration was assisted on the AUA side by Prof. Sharistan Melkonian, who helped to facilitate the travel and transfer of credits for the IQP project. Past projects associated with the Armenian Project Center have focused on education, healthcare, tourism, and economic development. Some of these IQPs included “Heating Greenhouses without External Power” for the Armenian Tree Project, “Implementing an Image Management Software” for the Armenian

Eye Care Project, and “Linking Orran’s Children with Financial Sponsors” for the Orran Children’s Center (WPI).

The Armenia IQP offers a unique experience in that students from the American University of Armenia have the opportunity to travel to Worcester, where they join the WPI student teams to prepare for the project through ID 2050. While the IQP component of WPI coursework is diverse compared to other universities, this added layer gives students from both sides a chance to interact with each other's communities and lifestyles. At the beginning of this collaboration, eight AUA students worked with sixteen WPI students. Since then, the number of AUA students has varied from four to eight students, with applying students required to have a 3.0 minimum GPA in addition to providing a personal statement on the educational benefit they hope to gain from participation in the program. AUA students are housed on the WPI campus and given the opportunity to take courses at WPI, with those credits transferring back to their degree at AUA.

2.3.4. Looking Forward

Exciting possibilities exist within many complimentary departments at WPI and AUA, as both have strong engineering and technical science programs. There are opportunities for faculty from each department to research together or to improve teaching methods by learning from each other; further student exchange is an option, through internships or senior research projects; sharing resources needed by each university like digitized journals or program licenses is another option. Table 2 shows the degrees, bachelors and masters, offered at WPI and AUA.

Table 1. Comparison of degree offerings at WPI and AUA.

Department	WPI Degrees (ABET)	AUA Degrees (WASC)
Engineering/Science	Material Science & Engineering (BS/MS)	Engineering Science (BS)
	Manufacturing Engineering (BS/MS)	
	Electrical/Computer Engineering (BS/MS)	
	Aerospace Engineering (BS/MS)	
	Biomedical Engineering (BS/MS)	
	Chemical Engineering (BS/MS)	
	Civil Engineering (BS/MS)	
	Mechanical Engineering (BS/MS)	
	Architectural Engineering (BS/MS)	
	Robotics Engineering (BS/MS)	
	Environmental Engineering (BS/MS)	
	Environmental & Sustainability Studies (BS)	Environmental Sciences (BS)

Department	WPI Degrees (ABET)	AUA Degrees (WASC)
Engineering/Science	Management (MS)	Management/Analytical Science (MS)
	Industrial Engineering (BS)	Industrial/Systems Engineering (ME)
	Computer Science (BS/MS)	Computer/Information Science (MS)
	Data Science (BS/MS)	Data Science (BS)
Business	Business (BS)	Business (BA)
	Business Management (MS)	Business Administration (MS)
	Economics (BS/MS)	Economics (MS)
Health	Global Health (MS)	Public Health (MPH)
	Global Public Health (minor)	Nursing (BS)
Humanities	English (minor)	English & Communications (BA)
	Humanities & Arts (BA)	Politics & Governance (BA)

This table highlights the differences in some of the degree offerings between WPI and AUA. For example, while AUA offers broader degrees in engineering sciences, WPI has a diverse set of specific engineering disciplines for students to focus their studies on. All of these programs represent an opportunity for each institution to learn something new, whether that be through students, faculty, or administration.

2.4 Goals and Objectives

Our goal for this IQP is to investigate ways in which both schools enhance the already existing relationship through an exploration of past programs and future new initiatives to strengthen the existing collaboration. Through the objectives of the project, we hope to expand the relationship beyond the student-based IQP. The objectives include:

1. To research the current and successful collaborations that already exist at WPI and AUA with other institutions globally.
2. To review three other institutions in the USA or Europe for their successful collaborations.
3. To provide background information on the possibilities between AUA and WPI for mutual collaborations.
4. To develop a set of criteria to evaluate recommendations for AUA, the project sponsor, and WPI administrators to meet the project goal.

The opportunities offered by this project to further develop the academic relationship between WPI and AUA are abundant. Through partnered efforts like joint research, student exchange, and faculty partnerships, WPI and AUA have an opportunity to create a unique program that leads to higher innovation and cultural understanding at a global level.

Chapter 3: Methodology

The goal of this IQP was to investigate ways in which both AUA and WPI could enhance the already existing relationship through an exploration of past programs and future new initiatives to strengthen the collaboration. The focus of this goal was to ensure there would be mutual benefit for both participating universities. The methodology was developed around the following project objectives:

1. To research the current and successful collaborations that already exist at WPI and AUA with other institutions globally.
2. To review three other institutions in the USA or Europe for their successful collaborations.
3. To provide background information on the possibilities between AUA and WPI for mutual collaborations.
4. To develop a set of criteria to evaluate recommendations for AUA, the project sponsor, and WPI administrators to meet the project goal.

This project was seen from three different perspectives: administration, faculty, and students. Collaboration would require the coordination of them all. Learning from other institutions, the comments of alumni and students in addition to faculty and administration provided us with information and different perspectives that led to our final recommendations.

3.1 Research the Current Successful Collaborations Existing at WPI and AUA

Using a technique called stakeholder mapping, key stakeholders were identified through preliminary research into who were involved in collaboration efforts, including faculty members, administrators, students, and external partners. A sample from each of the groups,

administration, faculty, and students, offered additional recommendations for people from each category who had additional information or opinions on how to collaborate best. Mapping out the stakeholders involved identifying their roles, interests, and influence levels to understand their perspectives. The complete stakeholder mapping matrix, identifying each interviewee, their position, and the date of interview, can be found in Appendix C. Table 3 below is a list of all interviewees identified during stakeholder mapping.

Table 2. Complete stakeholder list.

Prof. Michael Agajanian	Prof. Aaron Sakulich	Ms. Hasmik Jalstian
Prof. Hrachya Kocharyan	Prof. Karen Kashmanian Oates	Prof. Wen-Hua Du
Mr. Norayr Ben Ohanian	Prof. Esther Boucher-Yip	Prof. Diane Strong
Prof. Mimi Sheller	Prof. Jennifer Rudolph	Prof. Bruce Boghosian
Prof. Holly Ault	Dr. Curtis Abel	Mr. Alen Amirkhanian
Prof. James Myer	Ms. Lusine Baghsarian	Ms. Siranush Harutyunyan
Dr. Diran Apelian	Prof. Kent Rissmiller	Prof. Aram Hajian
Ms. Anna Gold	Prof. Michael Kouchakjian	Prof. Sharistan Melkonian

Using Table 3, interviews were prioritized based on the experiences of each stakeholder in addition to their location. Stakeholders located at WPI were interviewed during the first seven weeks while stakeholders at AUA were scheduled for interviews during the second seven weeks of the term.

Stakeholder mapping led us to the examination of collaborations and successful works of other WPI project centers, especially those involving a partnership between students of WPI and another university. Research initially began on the Interactive Qualifying Projects website in order to find other project centers which had a similar collaboration model involving interactions between students from WPI and students at the host school of the project center. Through this

online research in addition to personal communications with WPI faculty including Prof. Holly Ault, and Prof. Aaron Sakulich, three other project centers were identified which had a similar collaborative involvement at WPI and AUA. The directors of these centers are listed in Table 3 below:

Table 3. Interviewees relating to project center collaborations at WPI.

Interviewee	Role Description
Prof. Holly Ault	Current Armenia project center director
Prof. Aaron Sakulich	Previous Armenia project center advisor
Prof. Esther Bowcher-Yip	Current Bangkok project center director
Prof. Jennifer Rudolph	Current Hangzhou project center director
Prof. Wen-Hua Du	Current Taipei project center director

Three project centers were chosen as samples to investigate further through interviews with their project center director in addition to interviews with the director and a previous advisor of the Armenian project center, identified in the table above. Interviews were conducted with each individual, with the goal being to gain information about the collaborations at each of their project centers. In particular, we needed to understand their experience in developing international partnerships and how those might apply to our own project. Questions for project center directors were:

- How did the collaboration between WPI and [] develop and what did the process of establishing that program look like?
- What were the biggest challenges in connecting two international universities?
- What aspects of undergraduate collaboration do you feel are most important, or most beneficial to students?

- What parts of the collaboration with [] are very successful and what have been some challenges?
- How do you encourage students to integrate local and cultural perspectives when working on their projects in diverse environments?
- How do you think the collaboration with other students enhances the IQP experience for our students?

A discussion of the results of these interviews can be found in Chapter 4, section 4.1 while the summarized transcripts can be found in Appendix G.

Each project center has its own characteristics and distinct projects that were examined to see how the best practices would be replicated uniquely in a manner that is relevant to the interests of both WPI and AUA. When considering the differences between the project centers, a deep understanding of the primary focus areas of each project center was important. Such areas include fields with engineering, technology, education, health care, etc., and knowing this information helped align the project interests with the capabilities of the project center.

While reviewing research on the different project centers, it's important to note that the information needed is not only limited to the project advisors or directors but was also expanded to the WPI administration like the WPI Dean of Global School, Prof. Mimi Sheller and the director of the IQP program, Prof. Kent Rissmiller. The results of their interview can be found in section 4.1 of Chapter 4.

3.2 Review of Three Other University's Global Programs

To gain a better understanding of successful collaborative ventures, we investigated international collaboration programs run between different universities, both foreign and domestic, to evaluate what methods they use that might apply to the Armenian Project Center

(APC). These included international collaboration and study abroad programs both in the USA and Europe. Research included information relating to tuition disparities, language barriers, and differences in course schedules. To implement the best practices from these inter-university collaborations, it was important to gain a better understanding of the types of programs established to overcome these issues. Three institutions other than WPI and AUA were researched, including Rochester Institute of Technology, Dartmouth College, and the Zurich University of Applied Science. Table 4 below highlights programs from each school that were investigated as well as the method of research.

Table 4. Researched universities & respective program information.

University	Method of Research	Collaborative Program
Rochester Institute of Technology (RIT)	Interviewed Prof. James Myer, Provost of Global Education, by zoom on 2/21/2024	RIT operates two campuses in Croatia utilizing their own curriculum and conducting the hiring of faculty. Students from Croatia, Europe, and the US attend. Students studying abroad from RIT can take classes related directly to their major under an accredited curriculum. (Information from interview)
Zurich University of Applied Science (ZHAW)	("Studying Abroad ZHAW Zurich University of Applied Sciences," n.d.)	ZHAW has four different methods of exchange: Swiss-European Mobility Program (SEMP), Bilateral Agreement, Fee-Paying, & Free Movers. Each has infrastructure in place both for their outgoing students and for incoming students from partnered universities. Each program also has a specific payment plan in place, and works to send students to partnered universities for major-specific studies. (Information from project site)
Dartmouth College	(AUK Project, n.d.)	Dartmouth developed an exchange and collaboration program with the American University of Kuwait in 2003, allowing students to study at AUK and take classes counting towards their diploma, in addition to a foreign internship program offering housing and a stipend for 8-9 weeks during the semester. (Information from project site)

The table above highlights three universities with different international collaborations or partnerships, allowing for a variety of opportunities. Research on each different program provided information on programs they are running, and offered a separate set of perspectives on international collaboration from those of AUA and WPI. An opportunity to interview Prof. James Myers, the provost of global education at RIT also offered a unique perspective compared to finding information on the websites of these institutions. Questions directed at Prof. Myers were:

- Can you tell us about your international program and how it was developed initially?
- In your view, what are the most important qualities or characteristics that make a collaboration between academic institutions successful?
- How can we ensure that collaborations between WPI and AUA are mutually beneficial and contribute positively to the academic and research goals of both institutions?
- In your opinion, what are the key benefits of collaboration between institutions like WPI and AUA? How do you believe such collaborations can enhance the academic and professional experiences of students and faculty?
- Could you share an example of a collaborative project or program that you believe could serve as a model for future initiatives between WPI and AUA? What aspects of this project or program make it an effective collaboration?

Results of this interview can be found in section 4.2.1 and all additional research can be found in section 4.2 of Chapter 4. Information was found on exchange center sites for the universities listed in addition to any other data available online.

3.3 Possibilities for AUA-WPI Collaborations

Understanding what each university considers beneficial from the current collaboration and how each would like to see the relationship develop was our next step. Interviews for these questions were directed at administrators including Prof. Bruce Boghosian, who was previously a professor at Tufts and is now president of AUA, and Mr. Diran Apelian, the former provost of WPI with a strong understanding of AUA and international collaboration, as well as Prof. Michael Agajanian, the co-director of the APC and one of the founders. Interview dates can be found in Appendix C. A discussion of the results can be found in Chapter 4, section 4.3.1 while summarized interview transcripts can be found in Appendix I

Departments from each school, including the administrators from the business schools, libraries, the Innovation and Entrepreneurship center at WPI, EPIC (Entrepreneurship and Product Innovation Center) at AUA, and the Acopian Center for the Environment at AUA. These interviewees were included to gain an understanding of what resources and specific programs might have potential for positive collaboration between both schools. All of the faculty and administration interviewed regarding these departments are listed in Appendix C. Results interviews with business and entrepreneurship center faculty can be found in section 4.3.2, results from interviews with the Acopian Center for the Environment in 4.3.3, results from interviews with the libraries in 4.3.4

In addition, we discussed questions in person on March 21, 2024 with a focus group of faculty members, Prof. Aram Hajian (Dean of Engineering & Sciences at AUA), Prof. Sharistan Melkonian (Dean of General Education at AUA), Prof. Hrachya Kocharyan (assistant professor at AUA & co-advisor of the APC), Mr. Norayr Benohanian (adjunct lecturer at AUA & co-advisor of the APC), and Prof. Karen Kashmanian Oates (professor at WPI, co-advisor of the

APC, WPI dean at time of APC creation). This group of faculty and administrators gave us a broad understanding of current collaborative activity as well as information on interest for future opportunities. Interview questions for this group were:

- What has been your experience with the current collaboration between the American University of Armenia (AUA) and Worcester Polytechnic University (WPI) in terms of the IQP project?
- What aspects of the current collaboration do you find most beneficial? Why?
- In what areas do you think the current collaboration could be improved?
- How do you believe the collaboration has impacted the academic and personal growth of your faculty and students?
- What specific challenges have you encountered during the collaboration process, if any?
- Are there any particular project topics or themes that you feel would be beneficial for future collaborations between AUA and WPI?

The goal of these questions was to get a variety of perspectives on what had worked well in the past and what needed improvement in addition to learning what mechanisms we needed to keep in mind for our proposed approach to enhance the APC and, more broadly, the WPI/AUA relationship on both sides. These interviewees brought perspectives from both AUA and WPI, all of whom had prior experience with the collaboration between the two universities and had seen it develop over the past few years. Results from this focus group can be found in Chapter 4, section 4.3.1. Follow up interviews with Professors Sharistan Melokonian and Aram Hajian were scheduled two weeks after this focus group to review information and discuss more specific topics. Results of these interviews can be found in Chapter 4, section 4.3.1 while the analyzed interview transcript can be found in Appendix I.

Including the aforementioned interviews with faculty and administration, three surveys were sent to student populations: third and fourth-year students from AUA, third and fourth year students from WPI, and alums of the AUA/WPI collaborative IQP. The first two surveys aimed to gather information on the perceived benefits of traveling abroad and to gauge interest in further collaborative experiences beyond the IQP program on the WPI or AUA side. Questions from these surveys can be found in Appendix D and Appendix E, results can be found in section 4.3.4 of Chapter 4. The third survey collected information on the benefits of international teamwork and specific ways students thought the current collaboration could be advanced based on their personal experience. Questions from this survey can be found in Appendix F and results can be found in section 4.3.5 of Chapter 4.

In addition to these expert opinions & student surveys, the structure of international agreements was investigated. This was an important step because these agreements gave us insight into how universities ensure a fair trade of resources so that both feel they benefit from the collaboration. Access was requested for the memorandum of understanding (MOU) from the collaboration between AUA and WPI, and was investigated in addition to the interviews. Reviewing the contents of this agreement helped inform on which recommendations might be more feasible than others, as the MOU included certain types of collaboration already.

Grants, endowments, and other forms of funding for international research and collaboration were also researched, as it was anticipated that the biggest barrier for any potential recommendations would be finances. Websites like the National Science Foundation, United States Agency for International Development (USAID), and the United States Grants site were accessed in order to look into available options for funding internationally collaborative projects for universities. The WPI Advancement Office and the AUA Acopian Center grants office

provided results for this research using key terms, which can be found in section 4.3.6 of Chapter 4 in addition to a list of potential grants.

3.4 Development of Criteria to Evaluate Data

In order to organize and critique the information provided by the various groups, it was important to organize each of the suggestions through the development of an assessment rubric to organize best practices that met the goals of the project. Different techniques such as software analysis and grading matrices were used to evaluate a combination of qualitative and quantitative data.

For the analysis of qualitative data collected during interviews, a program called MAXQDA (VERBI software, 2021) was utilized. This program allowed both coding and categorizing of data after important themes were identified from review of all the material. Having a tool that could organize a large volume of data was vital to the project to make all the information collected concise and useful. The results of this method can be found in Chapter 4, section 4.4.

A prioritization matrix was created to evaluate qualitative data quantitatively based on criteria considered important to the success of international collaborations. Criteria were determined through research into organizations like the United States Department of State and the University Global Partnership Network, which run international collaboration projects consistently. The aim was to investigate the priorities in the development of an international program. Certain criteria, such as cost and alignment with project goals, were depicted as essential aspects on which to be informed. By utilizing this matrix approach, potential collaboration initiatives were ranked based on criteria such as impact, feasibility, cost-effectiveness, and alignment with strategic objectives.

Chapter 4: Results

This section discussed the results of the methods used to achieve each objective of the project. The goal of this IQP was to investigate ways in which both AUA and WPI could enhance the already existing relationship through an exploration of past programs and future new initiatives to strengthen the collaboration. The success of the methods covered in the following section ultimately resulted in final recommendations for the project. While the transcripts of each interview were not included due to quantity, the analyzed transcripts can be found in the appendix cited in each section below.

4.1 Results: Current Successful Collaborations Existing at WPI and AUA

Initial interviews regarding the IQP programs running successful collaborations began with Prof. Holly Ault and Prof. Aaron Sakulich, both of whom have either directed or advised the Armenian Project Center since it became a collaborative venture. Also interviewed were Prof. Mimi Sheller and Prof. Kent Rissmiller, the dean and associate dean of the WPI Global School respectively. Their information provided us with a clearer understanding of how the Armenian center had become successful, and what they found to be important in developing a cultural connection between the two schools. All recognized that the collaboration would not have run smoothly without faculty on both ends with a strong interest in the project and who could assist in coordinating logistical issues like housing and work space for students in addition to offering first hand experience with the culture in the host country alongside the guidance of the local AUA students. Additionally, they each commented on challenges involved in any of these collaborations, including potential language barrier issues, financial struggles for either students or schools, and differences in schedules between WPI and the other universities

involved. With any potential recommendation, the emphasis was the financial challenge, as neither school has an excess of resources to fund large international projects. While primary topics from these interviews are discussed above, the complete analysis for all interviews in this section can be found in Appendix G.

Three other directors were interviewed, Professors Esther Boucher-Yip, Jennifer Rudolph, and Wen-Hua Du; they directed the Bangkok center, the Hangzhou center, and the Taipei center respectively. These three centers were chosen for the similarities their collaborations have with the Armenian Project Center's partnership between AUA and WPI. Each discussed their experiences directing projects with mixed-team models, including benefits, drawbacks, and potential improvements to the program.

4.1.1 Bangkok

Collaboration between Chulalongkorn University (CU) and WPI was a result of mutual interest from WPI and alumni and faculty support who had connections to CU. This involvement helped elevate the Bangkok locations from a typical IQP center to a collaborative initiative that allowed students from both schools to interact and work together to complete a research project once WPI students had arrived in Thailand. Prof. Boucher-Yip commented on the benefits of mixed-student teams: a deeper understanding of the culture and an opportunity to collaborate with people who come from extremely diverse backgrounds and bring in new perspectives (Boucher-Yip, 2024). Challenges with this location included language barriers and communication regarding project topics and pre-project research. It was noted that a collaboration like this would have been extremely difficult if not for local project advisors working on the CU side to facilitate the program (Boucher-Yip, 2024).

4.1.2 Hangzhou

The partnership between Hangzhou Dianzi University (HDU) and WPI introduced the mixed-team model in 2019, despite the Hangzhou Project Center starting in 2014 (WPI, n.d). In this context, a mixed-team model refers to a collaborative approach between HDU and WPI students, allowing them to perform projects alongside one another. With the mixed-team model, HDU and WPI were able to incorporate cross-cultural understanding and facilitate knowledge (Rudolph, 2024). According to Prof. Rudolph, one of the challenges of this collaboration is the time difference between Hangzhou and Worcester. For this, teams would get formed as quickly as they can and try to establish contact with each other during the ID2050 term (Rudolph, 2024). Professor Rudolph highlights the importance of having an HDU advisor to alleviate obstacles like the student connections resulting from differences in school schedules as well as language barriers

4.1.3 Taipei

The collaboration between WPI and Soochow University (SU) was expressed as an approach from WPI with the interest of wanting to collaborate with Soochow University. The director of the Taipei Project Center, Professor Wen-Hua Du, provided the details on the process of how the collaboration emerged, as well as what type of collaborative work they do with both WPI and SU students. Prof. Du revealed that WPI contacted the Office of International and Cross-Strait Academic Exchange, informing them about WPI's IQP program and their interest in partnering with SU in 2019 (Du, 2024). Regulations had to be clarified prior to sending WPI students to Taipei. After the 2022 cohort has been set, the Dean of the School of Liberal Arts and Social Sciences visited WPI, eventually signing a MOU with WPI in October 2023 (Du, 2024)

In regards to collaborative work, a buddies program was established which means that WPI students were paired with SU students. Professor Du emphasized that this program helped WPI students adapt in a new environment by sharing local knowledge and cultural aspects (Du, 2024). According to Prof. Du, the most successful outcome of the collaboration between WPI and SU is the buddies program. However, Prof. Du also highlights that one of the challenges was communicating with SU about the nature of the IQP program.

Summary of 4.1 Results

In summary, the information gained from these three interviews on different project center models showed the possibilities of collaborations that had not been considered yet, in addition to offering a list of common barriers regardless of global location. All three directors commented on the overall importance of allowing students from international schools to collaborate with each other, on personal and professional levels. The Hangzhou Project Center specifically mentioned further efforts to expand the relationship between HDU and WPI through a summer IQP program, while the Taipei Project Center looks to attempt a similar project, but on a smaller level, described as a “mini mini IQP” during the summer of 2024. All project centers commented on language, communication, and scheduling challenges, but acknowledged that giving WPI students the chance to work closely with their international peers helped alleviate the first two listed. Apart from the summary of the interviews above, the analyzed transcripts can be found in Appendix G.

4.2 Results: Review of Three Other Institutions

In order to learn more about the successful global programs operated by other schools, three institutions were researched, including Rochester Institute of Technology (RIT), the Zurich University of Applied Science (ZHAW), and Dartmouth College. RIT was selected because its

exchange model is very diverse in comparison to traditional models, as their students study at an international school that is operated and accredited by RIT. ZHAW represents collaboration between European universities, and details a different approach to the planning of global exchanges. Lastly, Dartmouth College operates a collaboration with the American University of Kuwait, and provides students not only the opportunity to study abroad, but to work for internship programs internationally. Each university ran a unique program in coordination with different international institutions, and displayed different options to create sustainable collaborations.

4.2.1 Rochester Institute of Technology

To learn about the global collaboration at RIT, Prof. James Myers was interviewed as the provost of global education. He discussed his schools' expansion into Croatia with two different campuses which admitted students locally and from surrounding countries while also being a location for students from the Rochester campus to study abroad at. The Croatia campus ran under the same curriculum as RIT, meaning it was accredited the same and uses the same registrar and course programs. However, the campus itself can stand on its own, generating a private budget, tuition, and income. This model allowed students from the US and students at the Croatia location to exchange with each other and gain study abroad experiences while sidestepping housing issues and credit transfers. The collaborative effort was ultimately developed through an understanding between RIT and local offices in Croatia, and Prof. Myers emphasized the importance of mutual understanding and agreement between two parties before signing into any agreement. The analyzed interview transcript with Prof. Myers can be found in Appendix H.

4.2.2 Zurich University of Applied Science

Alternatively, Zurich University of Applied Science runs four different versions of study abroad programs. For each one, students travel to a partnered university in alignment with their major of study. The first is the Swiss-European Mobility Programme (SEMP); students incoming to ZHAW from other European countries would stay for one semester and pay their original schools tuition fees and while studying at ZHAW (“Studying Abroad | ZHAW,” n.d.). For the university’s outgoing students the same is true, while the student stayed at the European host university for the semester they would continue to pay their ZHAW tuition, but no other fees. The Bilateral Agreement functions the same as the SEMP, but is an alternative for students coming to ZHAW from partnered universities outside of Europe, in addition to their own students who might be studying abroad outside of Europe (“Studying Abroad | ZHAW,” n.d.). The third program is Fee-Paying, a stipulation for students traveling for programs like SEMP or the Bilateral Agreement, but in the case where there are no more spots available at either ZHAW or a partnered university (“Studying Abroad | ZHAW,” n.d.). In this case, students incoming to ZHAW would be required to pay the ZHAW tuition fee for the semester while students outgoing from ZHAW would have to pay the host university tuition, and would therefore be exempt from the ZHAW tuition fee for that time. The last program is called Free-Movers, for students visiting from/traveling to universities outside of the ZHAW partner network (“Studying Abroad | ZHAW,” n.d.). Students coming to ZHAW would be required to pay its tuition fee for the period of time they studied at the university. Additionally, students traveling from ZHAW to an out-of-network university would be exempt from their ZHAW tuition while they paid the tuition for their host university. Unlike the other three programs, not all schools at ZHAW accept free-movers into their programs, so there is slightly less flexibility.

4.2.3 Dartmouth College

At Dartmouth College, the most notable global collaboration is a partnership with the American University of Kuwait (AUK), a private liberal arts university, which originated in 2003. Two programs at AUK are offered to students at Dartmouth College: funded leave-term internships or for-credit exchange. The funded internship runs for 9 weeks and students are given \$4,000 to cover costs in addition to housing for the duration of their stay (“Funded Leave-Term Internships,” n.d.). Interns work in different departments at AUK, allowing them to gain professional experience internationally while also contributing to the development of AUK. In addition to working in their internship, Dartmouth students have the opportunity to take Arabic or other courses during their stay as well as the chance to participate in other school activities that allow them to connect with students from AUK and to gain a deeper understanding of Kuwait culturally and geographically (“Funded Leave-Term Internships,” n.d.). The for-credit exchange program lasts the entirety of the fall term (12 weeks) and allows students to select four courses at AUK to take during their stay. AUK has 16 majors across the Arts & Science College, Engineering & Applied Science College, and Business & Economics College (“For-Credit Exchange Program,” n.d.). Students pay their regular tuition fees to Dartmouth during their exchange in addition to their housing. Students are also responsible for their travel, local transportation, and food during their stay. This program allows for more contact between Dartmouth students and their peers at AUK during different classes.

Summary of 4.2 Results

While models like that of RIT were especially unique and allowed a high level of autonomy by the school in challenges like housing, cost, and credit transfer, it was not a very replicable example. Similarly, the programs run by ZHAW were primarily designed to operate

within agreements between universities in Europe, however, each program had a clearly detailed logistical payment plan informing students on what they would be expected to cover for costs and how their study abroad would affect their degree requirements at ZHAW upon their return. Logistical planning like this was helpful for students in planning for international experiences, and should be a part of all programs recommended or put into place in the future between AUA and WPI. Similarly, Dartmouth lays out the requirements of their study abroad programs, like credit requirements, housing, and student-shouldered costs including travel and food. Dartmouth's opportunity to do international internships adds another layer to the global experience, and might be a model WPI and AUA could look to in the future.

4.3 Results: Possibilities for AUA-WPI Collaborations

In order to gain a better understanding of how the current WPI-AUA collaboration was developed and maintained as a sustainable program, we interviewed a number of faculty and administration from both WPI and AUA. In addition, interviews with faculty from specific departments in each school helped develop recommendations as these provided information on what opportunities existed. Student surveys were sent out to learn about the student perspective on global collaboration, and in the case of the WPI student survey and the APC alumni survey, about their experience as participants in IQP programs and the Armenia Project Center collaboration. Following this data collection, funding opportunities were also researched.

4.3.1 Faculty Interviews & Focus Groups

Professor Diran Apelian, former provost of WPI, played a huge role in establishing the Armenian Project Center (APC) in collaboration with Professor Michael Aghajanian. Challenges in connecting the two international universities included financial concerns, but partnerships with faculty members and strategic alliances helped overcome these hurdles. Efforts were made to

ensure mutually beneficial collaborations between WPI and AUA, involving faculty exchanges, research grants, and joint projects. Emphasis was placed on leveraging human assets and industry partnerships, particularly in sectors like AI, data science, healthcare, and manufacturing.

Strategic planning involved identifying key sectors for collaboration, engaging with industry partners rooted in Worcester and Yerevan, and leveraging three-way partnerships such as IQP and MQP. Both Prof. Apelian and Prof. Aghajanian stressed the importance of executing the vision strategically, with a focus on sectors and industries where both institutions could make significant contributions. Future plans included interviewing the new president of AUA, exploring collaborations with the University of California, and expanding partnerships to institutions like UCI, where both Dr. Apelian and Prof. Aghajanian have affiliations. The analyzed transcripts from the interviews with Dr. Apelian and Prof. Aghajanian can be found in Appendix I.

The interview with AUA President, Dr. Bruce Boghossian, focused on expanding collaboration with WPI and exploring broader global initiatives. Key questions were discussed concerning the overarching vision for collaboration, strategies for ensuring sustainability and success, methods for promoting active participation among students and faculty, identifying research priorities, anticipating and addressing potential challenges. In the discussion, several important points emerged, including the significance of joint research projects, aspirations for securing NSF grants, the importance of collaboration in data science, and the potential for interdisciplinary partnerships across various academic disciplines. Recommendations encompassed expanding the scope of EPIC beyond entrepreneurship, and integrating international experiences into academic programs. Challenges to this interview was a relative unfamiliarity with the specifics of different programs, making it more difficult to bridge the

disconnect between administration and faculty The analyzed transcript from Prof. Boghosian's interview is included in Appendix I.

During the focus group discussion with Deans Hajian and Melkonian, Mr. Ben Ohanian, Professor Kocharyan, and Professor Kashmanian Oates, multiple perspectives of possible future opportunities of collaboration between WPI and AUA were discussed. While Chapter 3.3 introduced various questions, it is noted that not all questions were prompted during this discussion and that other topics were introduced. Despite that, there were several considerations of potential ways of strengthening the two universities' relationship while also bearing in mind the obstacles that must be addressed. The analyzed transcript from the focus group discussion can be found in Appendix I.

One suggestion that was discussed was expanding the Armenia IQP to span more than one term, such as holding it twice during the academic year (Hajian et al, 2024). Currently, the Armenia IQP is held once during the spring semester, which corresponds to WPI's D term. Extending the IQP to multiple terms would allow more continuity on the collaboration as it fosters sustained engagement from AUA and WPI students throughout the year and maximizes the benefits of the collaboration. Another consideration includes AUA selecting an advisor for the IQP as it could lead to a possible extension for the two universities (Hajian et al, 2024). Allowing AUA choosing advisors based on expertise and interest could result in strengthened mutual trust, as well as having a shared goal of providing WPI and AUA students with enriching educational experiences. Another discussion was an IQP proposal forming extending to senior year as an MQP/Capstone project. If applicable, WPI and AUA students can continue their IQP research by doing their MQP or Capstone Project, which means they can fully implement

research from the IQP program into their MQP, extending their focus on one topic. However, as IQP is a social sciences project, it may not apply to all majors at both WPI and AUA.

To have more faculty, student, and administration engagement within the universities' partnership, a potential collaboration between WPI's Innovation and Entrepreneurship Center (I&E) and AUA's Entrepreneurship and Product Innovation Center (EPIC) could prosper (Hajian et al, 2024). With heavy emphasis, all members conveyed that it must be mutually beneficial where everyone could work together. Further details on this recommendation is discussed in section 4.3.2.

Throughout this discussion, there was heavy emphasis that one of the challenges encountered is the financial disparities between WPI and AUA. The process of sending AUA students to Worcester has significant costs, and without adequate administrative and financial support, it would have been difficult to justify sending several AUA students (Hajian et al, 2024). AUA students continue to pay their tuition to AUA; no additional fees are added as WPI tuition and housing fees are waived throughout their project. Overall in this partnership between WPI and AUA, an important aspect to consider is how a project would impact or make a difference on the Armenian community (Hajian et al, 2024) and how the recommendations remain mutually beneficial between both universities.

As all prompted questions were not addressed during the focus group discussion, follow-up interviews with Deans Sharistan Melkonian and Aram Hajian were scheduled for more in-depth conversations regarding their departments. The interview with Prof. Sharistan Melkonian was focused on logistical questions, such as accreditation and REU opportunities. As Prof. Melkonian is the Dean of General Education, she provided informational insight into AUA's education framework. One of the recommendations includes a bridge program in which AUA

students have the opportunity to double count certain courses towards a Masters degree at WPI. Further details on this recommendation is discussed in Section 5.1: “Bridge Program.” Despite the difference in accreditation systems between WPI NECHE and AUA WASC, the barriers are easy to overcome. According to Prof. Melkonian, an agreement between WPI and AUA must be implemented to ensure that courses can be accredited for. However, double-counting courses are not allowed in AUA. Another opportunity of collaboration that was discussed was summer REUs in which students at either universities can go to AUA or WPI for a research experience. This recommendation is further explained in Section 5.5: Research Experience for Undergraduate (REU) Students Exchange Program. Throughout the academic year, housing at AUA is limited. With a summer REU at AUA especially, there are more possibilities for housing and dorming for WPI students (Melkonian, 2024). During WPI students’ time at AUA, there is potential for them to take humanities courses, such as an Armenian language course or a course on genocide. According to Prof. Melkonian, these courses can easily run in 7 weeks, which compliments WPI’s term-based system. In addition, it would not be a huge cost to AUA either. The analyzed transcript of Prof. Sharistan Melkonian’s interview can be found in Appendix I.

Similar to Dean Melkonian, the interview with Prof. Aram Hajian was a focus in REU exchanges. As Prof. Hajian is the Dean of College of Science and Engineering, his perception of the REU recommendation was supportive of the opportunity it would provide for students and faculty to connect and do research together. With a summer REU, from a university standpoint, housing would not be a problem, especially for those who are going to AUA (Hajian, 2024). Considering that it is in the summer, students can easily travel and there will be no schedule conflicts. He also highlights that such collaboration between WPI and AUA would strengthen networking and researcher level connections between specific departments (Hajian, 2024). The

REU exchange would not only create an enriching student experience, but also create faculty connections and collaboration. The analyzed transcript of Prof. Hajian’s interview can be found in Appendix I.

Summary of 4.3.1

During interviews with faculty, administration, and the focus group, a number of potential recommendations were brought up, as well as each interviewees’ concerns for obstacles that would be inherent with the kind of international projects proposed. Professors Apelian, Aghajanian, and Boghosian focused primarily on “big picture” topics, the development of collaborations on an institutional level and the methods required for facilitating these relationships. They discussed industrial partnerships, like the FAST program, with connections to both AUA and WPI, in addition to ensuring that departments or universities on both sides of the collaboration feel an equal trade of resources and benefits. The focus group and interviews with Professors Melkonian and Hajian focused more on the current collaboration run between AUA and WPI and specific ways to improve their connection. While a variety of prospective collaborative opportunities were discussed, which can be found in Chapter 5, a number of logistical barriers and their potential solutions were also covered. Finding programs that would utilize resources like dormitories and faculty availability at both WPI and AUA was a priority in maximizing the feasibility of different ideas.

4.3.2 Business & Entrepreneurship Centers

An interview with Prof. Diane Strong, a professor and department head in the WPI School of Business was an introduction into the possibilities for collaboration in the business schools at both WPI and AUA. The analyzed transcript from this interview can be found in Appendix J. With five different majors, Prof. Strong noticed a better connection between the

WPI Business School's focus on business analytics and AUA's data science degree. In this regard, she agreed a combination MQP/Capstone project between these two majors might be complementary, however it was noted that she did not believe students from AUA who had not previously completed an IQP would have the writing and research skills to be successful in the MQP program at WPI (Strong, 2024). On the other hand, AUA students coming from the data science program to pursue a master's in business analytics at WPI would be successful, the only challenge, as noted in many interviews, would be the financial aspects like tuition, travel, and housing. While the business school is able to sidestep some of these challenges via online classes with students from international schools, the schools they do collaborate with function in a more compatible time zone than Armenia.

Discussion with the former director, Mr. Curtis Abel and current assistant director, Ms. Lusine Baghsarain of the WPI Innovation & Entrepreneurship (I&E) center and their counterpart at AUA, Prof. Michael Kouchakjian, director of EPIC, was interesting and showed many ways in which the two centers could work together. Both centers run programs that encourage students with and without business backgrounds to get involved in value creation and gain understanding of the entrepreneurial mindset, which each group stressed was an extremely valuable skill for students of all disciplines. Additionally, programs are run at each university that parallel each other. Analyzed transcripts from interviews with Mr. Abel, Ms. Baghasarian, and Prof. Kouchakjian can be found in Appendix J.

AUA runs two programs, STRIVE and the EPIC Incubator. STRIVE is open to all students and community members, intending to teach the basics of entrepreneurial mindset and encourage that thinking to be applied to real world problems. The program runs for 10 structured sessions once a week and is guided by AUA business school faculty. The EPIC Incubator is a

continuation of STRIVE, but is intended for teams with a specific startup idea and runs for 6 months. This opportunity is only open to selected applicants, and introduces topics necessary for the success of a startup company, including finding a customer base, testing ideas, and finding financial support from local and international companies.

At WPI, the Innovation & Entrepreneurship center offers a collection of similar opportunities, including the Value Creation Initiative and the Innovation & Entrepreneurship Sandbox. The Value Creation Initiative is a student driven forum focused on enhancing student's ability to think about problems in a way that encourages consideration for client needs. Students are given real world problems to solve and then present their solutions to their peers, who can ask questions about the needs of the client, the approach to solving the problem, and parts of the solution that might be improved. This program parallels EPIC's STRIVE initiative in many ways. Similarly, the I&E Sandbox program is complementary to the EPIC Incubator. The Sandbox initiative provides students at WPI the opportunity to get grant money for innovative or entrepreneurial ideas. Students who are selected for the grant through the application process work with a mentor and a student workshop as they develop their ideas. Additionally, this work can qualify as an IQP or MQP, allowing students to get credit for the process of developing start-ups or devices.

Summary of 4.3.2

A variety of connections between areas of entrepreneurship at AUA and WPI were identified during these interviews, with both Prof. Kouchakjian and Mr. Abel emphasized the goal of their centers being educating all students, regardless of affiliation to the business school, about value creation and the entrepreneurial mindset. This goal combined with a number of paralleled programs at each school create an ideal situation for collaboration, with virtual options

via the Value Creation Initiative in addition to potential in-person work in programs like the EPIC Incubator and the WPI Sandbox.

4.3.3 Acopian Center for the Environment

An interview at the AUA Acopian Center for the Environment was conducted with its director, Mr. Alen Amirkhanian, in order to understand to what extent the center already interacted with students and faculty at AUA and what the possibilities for collaboration would be. The analyzed transcript from this interview can be found in Appendix J. The Acopian Center focuses largely on environmental issues around Armenia, including landfills and waste, the water sector, and political topics that might have an impact on any of the above. Faculty from different departments of AUA assist in research depending on specialties, for example, tracking and data collection/analytics is within the scope of data science while professors from environmental sciences would work on research in specific regions with issues related to the center (Amirkhanian, 2024). Students have the opportunity to get involved through independent studies lasting up to six months, but are usually shorter. In this program, students would work under a faculty member doing smaller tasks and assisting in research connected with their major and skill set. In addition, the Acopian Center runs a joint program with EPIC called Energy, Sustainability, and Solutions, encouraging innovation around environmental topics. Through programs like that, and in association with possible REU exchange programs (more information found in Chapter 5, section 5.5), Mr. Amirkhanian suggested there would be a possibility for students from WPI studying in a variety of majors to do assistant work for projects running at the Acopian Center over the summer. In addition, the development of a potential Environmental Sustainability master's program at AUA could open a door for joint thesis research or collaboration between professors.

4.3.4 Library Resources

In order to gain an understanding of the libraries at both WPI and AUA in addition to the potential they had to collaborate with one another, head library administrator, Ms. Anna Gold from WPI was interviewed along with library administrator at AUA, Ms. Hasmik Galstian. Both administrators provided a general list of their library's resources, including print material, online journals and software licenses. It was generally concluded that while the sharing of software and access to collections of materials would be challenging due to issues with gaining permission from publishers, there is potential for collaboration between librarians at a smaller level. Both Ms. Gold and Ms. Galstian agreed that given the time and a small budget, the opportunity to engage with each other would be a simple way to share what each has to offer and discuss in more detail what each might benefit from. Another option at the moment might be allowing a collaboration wherein students or faculty could request specific materials from the other library's collection through their respective librarian that is relevant to their research topic. Additionally, Ms. Galstian recommended a joint membership to the AMICAL Consortium (Consortium, n.d.), a collaboration of American-modeled institutions, which could allow the lending of material internationally and facilitate international collaboration for WPI. The analyzed transcripts for both of these interviews can be found in Appendix L.

4.3.5 Student Surveys

Three surveys were sent out to gain an understanding of the student experience in international collaboration and to learn about what they felt worked well and what additional support they would have found helpful. The targeted group were third and fourth year WPI students who had traveled for their IQP either this year or the past year, AUA current students, and alumni of the Armenian Project Center starting with the class who participated in 2020.

The first survey went out to WPI students who had completed their IQP in the last two years. Questions for this survey can be found in Appendix D, and intended to elicit responses regarding the benefits of their experience abroad, challenges or drawbacks to the IQP program, and changes they thought would improve the experience for future students. With 75 responses, students overall enjoyed their IQP program, stating it was an invaluable opportunity to travel internationally and work in a new environment and culture; they overwhelmingly recommended the experience to future students. However, many challenges were mentioned, primarily the language barrier, issues with the communication amongst project advisors, and not having a full understanding of the financial requirements of the program. Suggested solutions for these included language classes prior to departure, better communication and understanding between project advisors and ID 2050 professors, and either more financial assistance or more information prior to signing up about the cost students would be responsible for. When asked if students would have been interested in collaborating with international students on their projects, 73% said they would definitely be interested in that opportunity. For comments, most students reiterated the need to have a better grasp of the language, regardless of whether the site required language classes or not. Overall, the response toward IQP was extremely positive, and students appeared motivated and excited by opportunities to enhance their understanding of the culture in their host country through language, classes, or collaboration with local peers. An analyzed transcript of responses from this survey can be found in Appendix L.

The second survey was sent to the general student body at AUA. The questions for this survey can be found in Appendix E, and were asked with the goal of understanding the awareness of the WPI-AUA collaboration and gauging interest in participating. Of 15 responses, 66.7% said they were aware of the current collaboration program, and 33.3% indicated they

would be interested in participating. The biggest driving factors influencing a decision to join the program included networking opportunities, cultural exchange, and academic interest/opportunities. One student noted, however, that greater promotion of the program would have influenced them, and they felt greater awareness would make the program more popular. While another 66.7% again found international collaboration to be an important and beneficial academic experience, many students were concerned about transferring credits, getting back into the semester at AUA, and missing out on important classes while they were away. Overall, students appeared interested in the potential of the program, but felt they did not have enough information to decide whether they had time to participate or if the program would offer enough credits to balance leaving AUA for a term. An analyzed transcript of the responses from this survey can be found in Appendix M.

The final survey was sent to alumni of the Armenian Project Center starting with members who participated in 2020 forward. As a result of covid, participants from 2021 were not able to respond to some of the questions the same, as they didn't have an opportunity to collaborate hands-on. A list of questions from this survey can be found in Appendix F. The goal of this survey was to understand the experience of past members who had the opportunity to collaborate internationally. When asked to rate their experience participating in the WPI-AUA collaboration out of 5 (5 being excellent and 1 being very poor), 14.3% gave a 3, 57.1% gave a 4, and 28.6% gave a 5. Overall, the alumni felt the collaboration had met their expectations, and that they felt the experience was interesting and unique. When asked how the collaboration had contributed to professional personal growth, students wrote that the opportunity to meet new people and learn to work in diverse groups with varying perspectives was an important experience. One challenge many discussed was a disparity in the assistance received at WPI vs at

AUA, as most felt AUA students offered more activities and set aside more time to plan things for the visiting WPI students. However, when asked if they would recommend this type of collaboration to other students, 5 of 6 said they would, stating that having this level of connection with students from another culture enhanced the experience and offered an opportunity they could not have found anywhere else. An analyzed transcript of responses from this survey can be found in Appendix N.

Summary of 4.3.5

Overall, respondents from all three surveys commented on the importance of international collaboration opportunities for networking and personal growth. Each group cited the chance to interact with new cultures and perspectives as one of the most intriguing parts of international study.

From WPI students who had completed their IQP project in the 2023/2024 school year or the 2022/2023 school year, three primary challenges were listed. The first was the language barrier they encountered, even when traveling to countries WPI had listed as not needing prior language background for success. The second issue was challenges with advisors and sponsors. Many students felt there was a lack of communication and understanding with their advisors or sponsors, in addition to miscommunication between advisors, sponsors, and ID 2050 professors regarding the requirements of different aspects of their projects. The third most frequent problem was financial, with many students commenting they felt they did not get all the information about what they would be responsible for financially prior to signing on to a project center and what the total cost would come to. Some felt this information came when it was too late to withdraw without accruing additional fees.

The survey to AUA students discussed the collaboration between WPI and AUA, awareness of the program, and interest in participating. Ultimately, many AUA students commented on the benefits offered by the program, like networking and enhancing cultural understanding. However, the majority did not show interest, mentioning concerns about the process of transferring credits from WPI classes back to AUA as well as taking time out of the semester. Students indicated that more promotion of the program and a better understanding of the scheduling and credits process would make them more interested in participating.

The survey sent to Armenia Project Center Alumni was largely positive, as students expressed appreciation for the opportunity to work directly with people of a new culture who had different experiences and perspectives. Drawbacks mentioned included feeling that because of the language barrier, AUA group mates were left doing translational work primarily. Additionally, alumni felt that the experience offered to AUA students while in Worcester was not comparable to the one they had while in Armenia and that they should have had more opportunities to experience New England culture. Overall, though, the positive response to the program was dominant, with the majority recommending this kind of collaboration moving forward.

4.3.6 Funding Opportunities

A variety of potential funding options were identified, including non-governmental organizations (NGOs), government organizations offering grants, industries & foundations set up in both Massachusetts and Yerevan, and the creation of an endowment fund. Each of these displayed some form of interest in topics like global cooperation, international research, university research, and international exchange. NGOs with these goals included:

- Brookings Institution

- Council on Foreign Relations
- RAND Corporation
- Calouste Gulbenkian Foundation
 - Higher Education Scholarships for Armenian Students in/from Developing Countries (May - June 2024)
 - Short Term Conference and Travel Grant for Armenian master's and PhD students (January - December 2024)
 - Calouste Gulbenkian Armenian Studies Scholarship for any master's or PhD students (March - May 15, 2024)
- Carnegie Corporation of New York

NGOs with broader interests and more general donation requirements were also considered good options, including the Bill Gates Foundation, funded by Bill Gates, and the Yield Foundation, funded by Mackenzie Scott. Organizations with connections to both AUA and WPI or Massachusetts more generally would also be a potential point of collaboration and funding, such as FAST (Foundation for Armenian Science and Technology).

Grants were located through a combination of research with the WPI Advancement Office, the grants office at the AUA Acopian Center, and investigation on the Grants.gov website. A sample of options that were found include grants from governmental agencies the the National Science Foundation (NSF), the Department of Justice (DOJ), and the Environmental Protection Agency (EPA):

- Department of Defense: Dahlgren University Research and Development (R&D) Projects and Capstone Projects
 - Reference code: NSWCDD-24-0001

- Award from \$5,000 up to \$200,000
- National Science Foundation: International Research Experiences for Students
 - Reference code: 24-506
 - Award expected \$12,000,000
- Environmental Protection Agency: Environmental Research Apprenticeship Program for College and University Students
 - Reference code: EPA-G2024-ORD-A1
 - Award estimate \$800,000

In addition to the options discussed above, the process of establishing an endowment fund was researched as well as potential donors who might either have connections to AUA or Armenia in general. While grants and NGO funding are great sources of financial aid for collaborations between universities, an endowment fund would ensure the sustainability of a partnership in the long term. Potential donors might include alumni of either AUA or WPI in addition to alumni of the project center itself or members of the Armenian Student Association at WPI. As departments at each school develop, there may be a means to have additional resources allocated to this project center for expansion or joint research and travel opportunities.

While the MOU for the current collaboration between AUA and WPI was reviewed by the team, it could not be included in this report for legal reasons. Ultimately, it provided the groundwork for the current and potential future collaborations until it must be amended in 2027.

4.4 Results: Development of Criteria to Evaluate Data

Use of the qualitative analysis program MAXQDA (VERBI software, 2021) led to three general themes: barriers to international cooperation, benefits to participants of international cooperation, and potential ideas to be analyzed. Defending these themes through the analysis

program allowed us to identify specific sections of interviews that contained information pertaining to one theme or another out of 70 pages of data. This helped quickly locate sections of interviews where potential recommendations had been given or where interviewees discussed a topic relating to the feasibility of certain ideas. An example of the MAXQDA code used for this analysis is shown below in Figure 3.

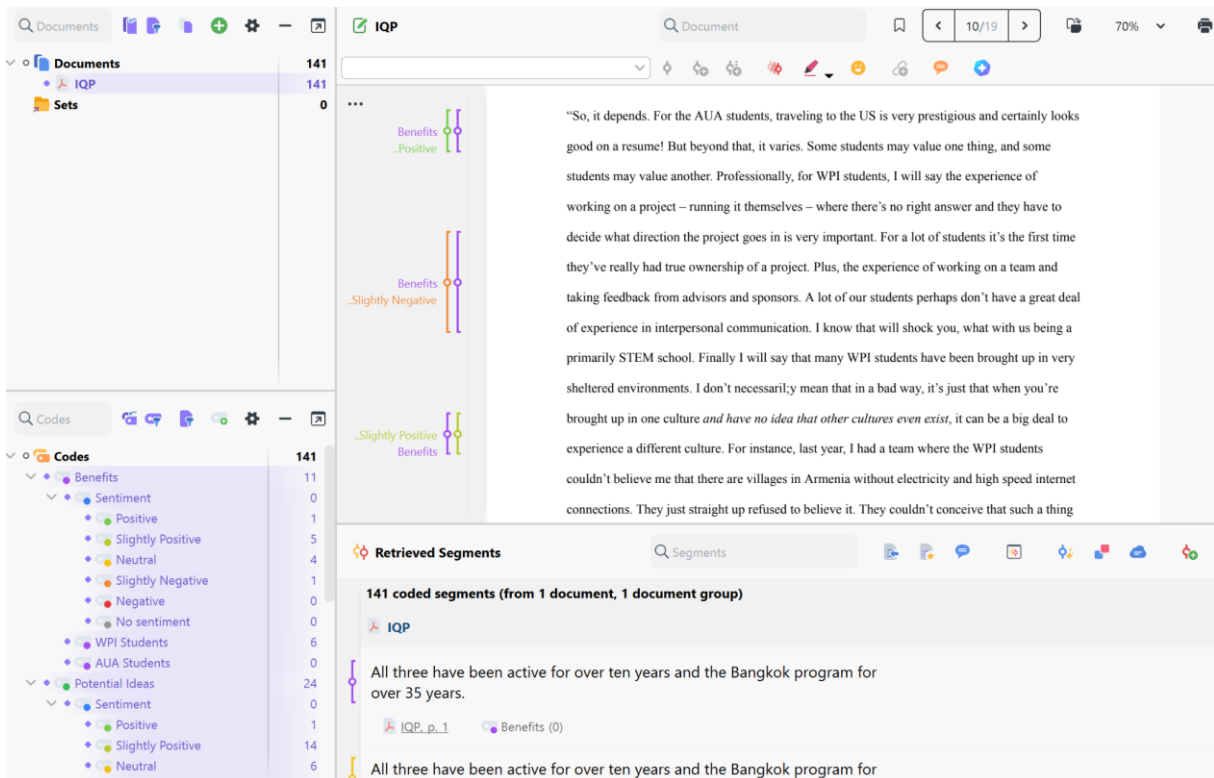


Figure 3. Example of MAXQDA (VERBI software, 2021) analysis code.

Different codes related to specific portions of notes taken during interviews are shown. Ideas were separated out using this program, and resulted in a quickly accessible list of valuable information separated from portions that did not match the identified themes. Code analyses from all interviews can be found in the appendix beginning with Appendix G.

After analyzing portions of the interviews and having general ideas from the faculty and staff, the rubric was designed based on criteria that would affect the feasibility of a potential

recommendation. Continuously gathering feedback from stakeholders, project team members, and external advisors throughout the process was the most important thing to mention.

Incorporating feedback iteratively helped to refine goals, strategies, and best practices based on evolving needs and priorities. Ultimately, Table 5 was created as the final grading rubric against which all recommendations were measured.

Table 5. Grading rubric.

Criteria	Description	Score(1-5)
Alignment with Institutional Goals	To what extent does the collaboration align with the strategic objectives and mission of both universities?	
Effectiveness of Collaboration Mechanisms	How effectively does the collaboration facilitate knowledge exchange, joint initiatives, and partnership development?	
Resource Utilization	What are the resource requirements (financial, human, and infrastructural) for implementing the collaboration?	
Scalability and Sustainability	Is the collaboration opportunity scalable and sustainable in the long term?	
Impact Assessment	What potential impact does the collaboration have on research outcomes, student experiences, and institutional reputation?	
Financial Viability	Assess the cost-effectiveness and return on investment of the collaboration.	

Scale Description

1: Poor alignment; does not align with institutional goals

- 2: Partial alignment; aligns with some but not all institutional goals
- 3: Moderate alignment; aligns with most institutional goals
- 4: Strong alignment; closely aligns with all institutional goals
- 5: Excellent alignment; perfectly aligns with institutional goals and mission

The rubric represented above is an example of a tool used to analyze the data that we had and to make it quantitative. It was modified and adjusted based on the different needs that were faced through the research and interview process. The scalability of this rubric lies in its adaptability to varying needs and its potential to be applied across different contexts, providing a flexible framework for analysis and quantitative assessment. Its alignment scale ranges from 1 (poor alignment) to 5 (excellent alignment) in feasibility with institutional goals. Each recommendation was measured against the rubric as a way to rate the recommendation out of 30 total possible points.

4.5 Results: Recommendation Evaluations

The first three recommendations had total scores of 24 out of 30, an international REU program, class offerings to WPI students in Armenia during IQP, and asynchronous E-term classes at WPI for AUA students. The scoring for the first recommendation, an international REU program, is shown below in Table 6.

Table 6. Rubric for recommendation: international REU.

Alignment	Effectiveness	Resource Use	Sustainability	Impact	Financial Viability
5	4	4	4	4	3

For the proposed international REU program, the average score was a 4 in each category as seen above. This recommendation scored a 5 for alignment with institutional goals because it

involved collaboration for students and faculty from each school as well as offering an international study experience. This leads to a 4 in the effectiveness of collaboration, as student-to-faculty collaboration from both schools would lead to further partnership opportunities in research and exchange. Resource utilization is good, as summertime is ideal for housing and faculty availability in addition to preventing conflict with classes for students. At WPI, the infrastructure for traditional REUs is already in place, which would add to the sustainability of the program. Student and faculty impact would be high, as this opportunity allows an additional layer to the networking and research offered in domestic REU programs. Financial viability is decent, as the precedent for grants funding this program exists. However, extending them internationally especially to AUA, where a program like this does not run, might be more of a challenge. The details of this recommendation can be found in Chapter 5, section 5.1.

The second recommendation, offering cultural classes to WPI students during IQP in Armenia, also scored a 24 out of 30. The scoring for this recommendation is shown below in Table 7.

Table 7. Rubric for recommendation: classes during IQP for WPI students.

Alignment	Effectiveness	Resource Use	Sustainability	Impact	Financial Viability
3	3	5	4	4	5

With an average rating of 4, this recommendation scored a 3 in terms of alignment with institutional goals. This score reflects a moderate level of alignment as it has a reciprocal student engagement usage, considering AUA students can take courses during their stay in Worcester, and vice versa with WPI students taking courses at AUA. Effectiveness was rated as a 3, considering that the only adjustment for WPI students is balancing project commitments with additional courses. The resource utilization scores as a 5 as it provides humanities/cultural

courses selection offered during WPI’s students time at AUA. In addition, taking such courses can also fulfill HUA credits for those who have not completed them yet at WPI. Sustainability received a rating of 4, with confidence of the recommendation’s ability to endure if the Yerevan IQP continues. The potential of enhancing the student experience by fostering greater knowledge of Armenian culture makes the rating of impact as 4. Financial viability is ranked as a 5 given that no financial loss would be encountered as it would be a low-cost to AUA, especially since it doesn’t include housing or additional fees. The details of this recommendation can be found in Chapter 5, section 5.2.

The third recommendation, which offers WPI summer classes to AUA students during the summer terms, also received a rating of 24 out of 30. The scoring of this recommendation is shown below in Table 8.

Table 8. Rubric for recommendation: E-term classes for AUA at WPI.

Alignment	Effectiveness	Resource Use	Sustainability	Impact	Financial Viability
4	3	5	5	3	4

Similar to the first two recommendations, the average score of the third recommendation came out to be 4. The alignment with institutional goals is rated as 4, signifying that it has a strong level of alignment as it gives an opportunity for AUA students to enroll in WPI courses; eventually strengthening the mutuality of the partnership even more. With this, it leads to the effectiveness of 3 as this promotes cross-institutional collaboration and academic enrichment but may require further refinement. As summer courses are asynchronous, the resource utilization has a score of 5 since it optimizes flexibility and access for AUA students, leading to a sustainability score of 5. The asynchronous format allows adaptability as it ensures that the offered summer courses can continue over time without reliance on specific scheduling conflicts.

Although such classes may not have the same level of immediate impact as in person educational experiences, they still provide beneficial attributes that affect AUA students’ academic development, therefore having a rating of 4 out of 5. In terms of financial viability, the score is 4 out of 5. Given that WPI summer courses are offered at a discounted rate of half-off the normal tuition, the financial viability of the recommendation is not as significant compared to the standard academic year. The details of this recommendation can be found in Chapter 5, section 5.3.

The recommendation for extending the WPI-AUA IQP projects to a collaborative MQP/Capstone senior project was 23 out of 30. The scoring of this recommendation is shown below in Table 9.

Table 9. Rubric for recommendation: extension of IQP to MQP.

Alignment	Effectiveness	Resource Use	Sustainability	Impact	Financial Viability
5	4	3	4	4	3

The extension of an IQP developing to an MQP received an average score of 3.83, with the alignment of institutional goals scoring a 5 out of 5. This represents an exceptional level of alignment within each institutions’ goals as it offers both AUA and WPI students the ability to fulfill their MQP/Capstone requirement. Since the project must be major-specific, the IQP planning must be developed beforehand so it guarantees that the IQP can be continued as an MQP/Capstone. This leads to an effectiveness score of 4, signifying that this recommendation would further enhance the partnership as it promotes more student engagement and mixed-team collaboration. Resource utilization is moderate, considering the financial factors and materials that must be accounted for to continue the project. For both AUA and WPI, as there is a requirement for MQP and Capstone Project, the sustainability of this recommendation is strong;

however, the financial viability is decent as WPI students may need to pay out-of-pocket money to continue further development of their project, especially if the WPI Global Scholarship has already been in use for their IQP/HUA. To increase the feasibility of this recommendation to students, potential funding opportunities must be necessary. The details of this recommendation can be found in Chapter 5, section 5.4.

The recommendation for a collaborative summer IQP program was 20 out of 30. The scoring of this recommendation is shown below in Table 10.

Table 10. Rubric for recommendation: summer IQP.

Alignment	Effectiveness	Resource Use	Sustainability	Impact	Financial Viability
4	3	4	4	3	2

The idea of summer IQP program received an average score of 3.3. None of the criteria received 5 out of 5. The alignment with institutional goals received 4 which signifies that summer IQP program offers an opportunity to complete their IQP requirement during summer. This means that things such as accommodation can be easier during summer. However, its effectiveness is rated at 3, indicating that while it promotes cross-institutional collaboration and academic enrichment, it may require further refinement for optimal outcomes. Resource utilization, rated at 4, reflects the efficient use of resources, particularly that summer IQP will be easier to find accommodation for and that term duration during summer are similar and more flexible. Sustainability is strong, as this could be beneficial for AUA and WPI, but financial viability is only 2 out of 5, which suggests the program can cost more than usual. Potential funding must be explored to make this more feasible for students. The details of this recommendation can be found in Chapter 5, section 5.5.

The sixth recommendation was for a collaboration between the summer Humanities and Arts requirement (HUA) at WPI and the culminating humanities and arts required project at AUA, colloquially called a “mini capstone” (Melkonian, 2024). This recommendation scored a 20 out of 30, the scoring can be seen in Table 11 below.

Table 11. Rubric for recommendation: HUA and mini capstone.

Alignment	Effectiveness	Resource Use	Sustainability	Impact	Financial Viability
4	3	4	3	4	2

The scoring shown above for this recommendation indicates the collaboration would be productive and functional, but might require more external funding. In alignment, resource use, and impact, this recommendation scored a 4. The program aligns with the goals of both institutions, primarily on the student level, allowing exchange and collaboration as well as higher involvement in the hosting culture. As the program would operate during the summer, the resource utilization is also good, given that dorms are more available in addition to faculty having more time to facilitate this program and assist students. Impact is also high, as students participating either in Worcester or in Yerevan would have an opportunity to delve into project related to the history, religion, or social sciences relevant in that region, increasing their cultural knowledge of a new place. Effectiveness was rated a 3, as this venture would promote international exchange and sharing of knowledge, but would be limited to the humanities departments of both schools. Also scoring a 3 was sustainability; both schools have similar programs in place that run for close to the same amount of time, so collaboration in that regard would be sustainable, however no collaboration in this department currently exists at the moment. Additionally, the financial viability could contribute to the challenges of building this recommendation into a sustainable program. Financial viability scored a 2, primarily because

students would largely have to cover their own expenses for this project. Dorms, although cheaper than other housing options, would have to be covered in addition to food, travel, and other activities. For WPI students, the global scholarship could be applied, unless that have used it or plan to use it for the IQP project. The details of this recommendation can be found in Chapter 5, section 5.6.

This recommendation for a collaborative Value Creation Initiative Forum in a hybrid form scored a 19 out of 30. Scoring details for this recommendation can be seen in Table 12 below.

Table 12. Rubric for recommendation: value creation initiative forum.

Alignment	Effectiveness	Resource Use	Sustainability	Impact	Financial Viability
2	2	4	4	2	5

A hybrid Value Creation Initiative Forum, developed by the WPI Innovation & Entrepreneurship Center, would invite EPIC members to participate in monthly meetings to share ideas and offer constructive feedback. This recommendation scored highly for financial viability, sustainability, and resource use as the program would be hybrid, requiring low commitment of finances or resources. Being only once a month, the program would be sustainable as long as the students found participation interesting. Alignment, effectiveness, and impact scored lower, with a 2. While this program does align with some goals of the universities, it wouldn't be a hugely collaborative program given the hybrid format. Because of this format as well, the impact on students and the effectiveness of the collaboration would potentially be lower than in other program where work is in person.

The recommendation of potential collaboration between EPIC Incubator and WPI Innovation & Entrepreneurship Center’s Sandbox was 18 out of 30. The scoring of this recommendation is shown below in Table 13.

Table 13. Rubric for recommendation: incubation and sandbox collaboration.

Alignment	Effectiveness	Resource Use	Sustainability	Impact	Financial Viability
3	2	3	3	3	4

This recommendation for a collaboration between Incubation and Sandbox programs received an average score of 3. The alignment, rated 3, suggests alignment with institutional goals, as the collaboration aims to foster entrepreneurship and innovation among students at both institutions. However, effectiveness scored 2, indicates potential limitations in achieving desired outcomes, suggesting a need for further efforts and improvements to ensure the success of the programs. Resource use, rated 3, suggests that resources are utilized for the Incubation and Sandbox programs collaboration, but there may be room for improvement in optimizing the use of resources. Sustainability, scored 3, suggests collaboration has the potential for sustainability over time, particularly in fostering a culture of entrepreneurship and innovation among students. Impact, with a score of 3, suggests that while collaboration may have positive effects on student engagement in entrepreneurship and innovation, its overall impact may be moderate compared to other initiatives. Financial viability, rated 4, indicates that the collaboration may be financially viable, particularly considering potential partnerships or investments from local companies to support student ventures. The details of this recommendation can be found in Chapter 5, section 5.8.

The bridge program for AUA students with a bachelor’s degree from AUA seeking a master’s degree at WPI was 18 out of 30. The scoring of this recommendation is shown below in Table 14.

Table 14. Rubric for recommendation: bridge program.

Alignment	Effectiveness	Resource Use	Sustainability	Impact	Financial Viability
4	3	2	4	3	2

The evaluation of the recommendation for the bridge program yields an average score of 3. Effectiveness, rated 3, suggests that while the bridge program offers benefits such as accelerated degree completion and cost savings, there may be areas for improvement to ensure its effectiveness in meeting student needs and achieving desired outcomes. Resource Use, scored, indicates potential challenges in optimizing resource utilization for the bridge program, suggesting a need for careful planning and allocation of resources to support its implementation and success. Sustainability, rated 4, suggests that the bridge program has the potential for long-term sustainability, particularly in terms of its ability to alleviate financial burdens for students and enhance academic collaboration between AUA and WPI. Impact, with a score of 3, suggests that while the bridge program may have positive effects on student access to graduate education and financial support, its overall impact may be compared to other initiatives. Financial viability, rated 2, indicates that while the bridge program may require financial investment, its viability may be limited, particularly considering potential costs associated with offering financial aid programs or scholarships. The details of this recommendation can be found in Chapter 5, section 5.9.

Scoring an 18 out of 30 like the recommendation above is the recommendation for faculty workshops to improve project-based learning, building on a one-time program started in 2019. Details of the scoring can be seen in Table 15 below.

Table 15. Rubric for recommendation: faculty workshops.

Alignment	Effectiveness	Resource Use	Sustainability	Impact	Financial Viability
3	4	3	2	3	3

Effectiveness was the highest scoring category for this recommendation, which would see faculty from WPI traveling to AUA for one or two weeks to participate in faculty workshops aimed at improving project-based learning, collaboration, and instruction in engineering disciplines as they connect to entrepreneurship. As WPI has pioneered project-based learning and has already done workshops with AUA in the past, this program would likely be highly effective. Alignment scored a 3, as the alignment is strong with both schools’ goals, but not directly related for projects or research. Resource use and financial viability also scored a 3, a result of the short-term nature of the program, requiring resources like work spaces and faculty time for only a couple weeks. Because of this duration, cost would also be low, for housing and travel, some of which could be potentially covered by the departments travelling. Impact also scored a 3, as this program would lead to improvement in teaching, and eventually improvement for students, but wouldn’t have widespread, immediate impact on the partnership. Sustainability had to lowest score, with a 2, because although the program would be beneficial, it would likely be similar to previous faculty workshops which were one-time initiatives that did not repeat yearly. Details for this recommendation can be found in Chapter 5, section 5.10.

The graduate research visits recommendation was 16 out of 30, which would included researchers in master’s and PhD programs at either WPI or AUA. The scoring of this recommendation is shown below in Table 16.

Table 16. Rubric for recommendation: graduate research visits.

Alignment	Effectiveness	Resource Use	Sustainability	Impact	Financial Viability
4	3	2	2	2	3

The evaluation of the recommendation for graduate research visits indicates an average score of 2.6. The alignment, rated 4, signifies strong alignment with institutional goals, particularly in collaboration between graduate students from AUA and WPI to conduct research specific to their thesis. Effectiveness, scored 3, suggests that while the program shows promise in facilitating hands-on research and collaboration between students and professors, there may be areas for improvement to ensure optimal outcomes. Resource use, rated 2, indicates that there may be challenges in effectively utilizing resources for the graduate research visits program. This suggests a need for careful planning and resource allocation to support the program's success. Sustainability also scored 2, suggests that there may be concerns regarding the long-term sustainability of the program, particularly in terms of funding and ongoing support. Financial viability, rated 3, indicates that while the program may require some financial investment, it is relatively viable, particularly considering the lower cost associated with a small number of students staying for a short period. The details of this recommendation can be found in Chapter 5, section 5.11.

The scoring for all the recommendations discussed can be summarized in the scale found below in Figure 4, showing score distribution for each criterion on all eleven recommendations.

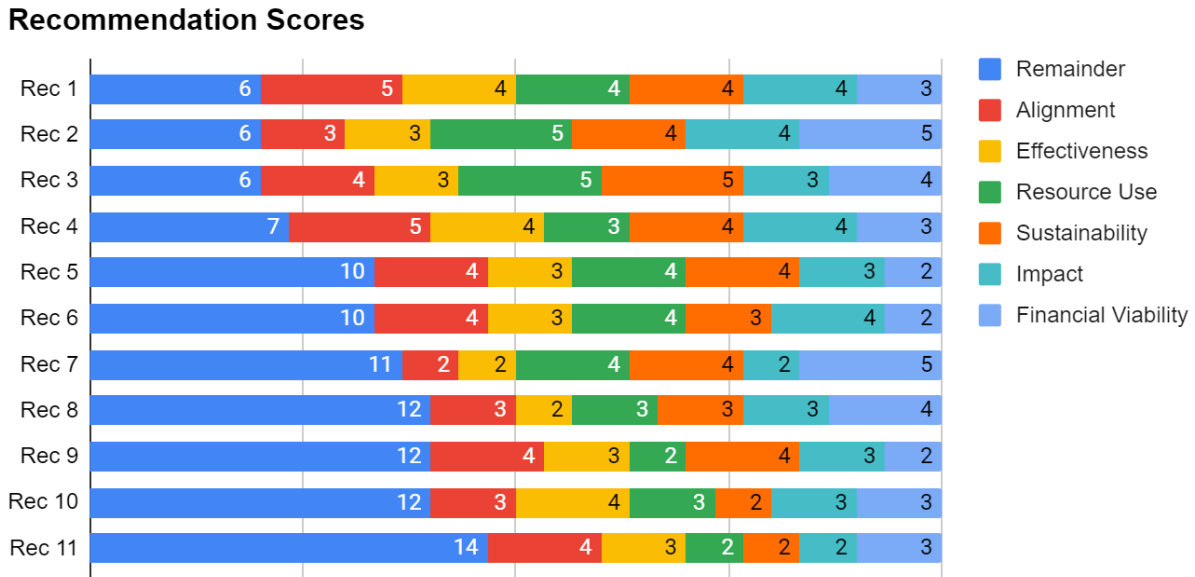


Figure 4. Likert scale comparison of recommendation scores.

In the above figure, each criterion used for scoring recommendations is represented in a different color next to the recommendation number (corresponding to the order they are listed above). The score for each criterion is shown along with the remainder amount, which represents how far from a perfect score of 30 the total score was. Recommendations one, two, and three have remainder scores of six, meaning their totals were highest. This would indicate that those recommendations might be best overall to pursue. Additionally, portions of the chart can be used to visualize which recommendations are best under certain conditions; for example, if the two schools don't have a lot of financial resources to direct toward a new program, they might look at initiating one of the recommendations that scored highly in financial viability. On the other hand, if more resources became available and could be allocated toward a more costly program, one of the recommendations that scored lower in financial viability might be feasible.

Chapter 5: Recommendations, Discussion & Conclusion

This section presents a list of recommendations developed through research and analysis of interviews using MAXQDA (VERBI software, 2021). Each recommendation was described and ranked using the rubric discussed in Chapter 4, section 4.4. The goal of this IQP was to investigate ways in which both AUA and WPI could enhance the already existing relationship through an exploration of past programs and future new initiatives to strengthen the collaboration. These recommendations are ways that have been identified as potential expansions to the collaborative relationship between the two schools.

5.1 International Research Experience for Undergraduates (REU)

REU programs are common in the United States, with many schools hosting, they encourage students to travel, study in new facilities, and network with professors and peers. Traditionally, the hosting schools provide housing in dorms and offer a summer stipend to the students. This recommendation proposes extending a model like the international REU at WPI to AUA students and allowing students from WPI to travel to Armenia in exchange to do research with centers like the AUA Acopian Center for the Environment or the Turpanjian Center for Policy Analysis. Over the summer at AUA, dorms have much more availability and professors have more time to dedicate to oversee and assist student research.

WPI offers REU programs in bioengineering, data science, computer science, industrial mathematics and statistics, chemistry, and physics, manufacturing engineering, and materials science depending on the grants available each year. Comparatively, the AUA Acopian Center for the Environment could host students with backgrounds in data science, environmental science or engineering, computer science, or bioengineering. Ultimately, this program could

reach a variety of students from many disciplines in addition to offering work on projects they might not have access to at either WPI or AUA.

In addition to this collaboration allowing students and faculty from different schools to interact and learn from each other, long-term connections between faculty would also be facilitated. As students gain experiences with new professors over the summer, they will bring that information back to their university and give those departments an opportunity to see what research is conducted at the host institutions.

This program would have to locate funding from outside the National Science Foundation (NSF) or from a different grant from the NSF, as the REU program doesn't currently account for international students. As long as this funding can be located, the program can operate under the same model and utilize the same resources at each school as would traditionally be used. Potential funding opportunities are listed in Chapter 4, section 4.3.6, and include a number of governmental grants, NGOs, and the potential to establish an endowment fund. Because the NSF is already the funding body for the REU program, applying for funding for a similar model might be more easily accepted.

5.2 Cultural Classes for WPI Students on IQP

While WPI students are in Armenia during IQP, they could be given the option to take a course on Armenian history/landmark, language, or the genocide, which could count towards their humanities requirement. This would be a way for WPI students to have a more immersive cultural experience and to work alongside AUA students from outside their IQP groups.

Humanities courses like those mentioned above could be easily adjusted to run for just seven weeks instead of a full semester, which would be very low-cost for AUA and eliminates barriers like housing or additional costs. In addition, students from AUA who did not have a

chance to participate in the IQP program at WPI could have an opportunity to interact with international students over the course of the class.

5.3 WPI E-Term Summer Classes for AUA

During the summer terms at WPI (E-term I and E-term II) students have the opportunity to take a variety of classes and labs both in person and asynchronously for half-off normal tuition price. AUA students could be allowed to take these asynchronous classes at the same reduced price and get the opportunity to take classes not traditionally offered at AUA.

As the classes are designed to be asynchronous, the time zone difference would not create a problem and all students would have equal access to lectures, notes, and exams. Depending on the level of interest, some classes could reserve 3-5 seats for AUA student registration. Additionally, as some summer classes are more general and can be anywhere from the 1000 level to the 3000 level, many classes wouldn't require the prerequisite courses some major-specific classes would during the regular school year.

This option could also be expanded to students staying in Worcester for summer on an REU model program or for other collaboration projects over the summer discussed in different recommendations. Being on campus could open up the classes available and give AUA students the chance to register for summer laboratory courses, which are required to be in-person.

5.4 Extension of Collaborative IQP Project to MQP/Capstone

In order to extend the IQP projects and allow students more time to focus on their topics and develop solutions, the students could opt to use the IQP as an MQP or Capstone project. Students would complete a normal IQP process, including ID 2050 and collaboration with AUA students, but with the expectation that their project work would continue into their senior year as

a capstone project. This would require more extensive planning before the IQP began, selecting projects that could be compatible with certain majors, and assembling teams of students with similar focuses of study. In addition, only AUA juniors in the IQP program would be eligible to participate in these extended teams.

These mixed teams would work together for the fourteen week IQP and then reconvene at the beginning of the next school year to begin their MQP/Capstone requirement, continuing their research and development where they left off. WPI students could have the option of returning to Armenia for another term or semester to complete research and other work before going back to WPI to finish the MQP report and presentation, in addition to any manufacturing or testing.

5.5 Summer IQP

An alternative to the current IQP collaboration, WPI could run a shortened summer IQP with AUA and WPI students, as some WPI students opt to stay in Worcester for their IQP for scheduling or financial reasons. A similar program is currently being attempted by the directors of the Hangzhou project center with students from Hangzhou Dianzi University in China for summer of 2024. In addition, a miniature IQP is being run in the summer of 2024 with WPI students and students from Soochow University.

The program would be self-funded, with WPI opening dorms to international students at about \$25 per night in addition to meals, equating to roughly \$3200 for the summer. The program would allow students from WPI doing their IQP locally to gain an international experience and would be a flexible option for students at AUA who might not be able to travel during the school year due to class scheduling or other circumstances.

5.6 E-Term Summer HUA Combined with “Mini Capstone”

Both WPI and AUA require a final project for their respective humanities requirements, over the summer WPI students could do their Humanities & Arts requirement (HUA) alongside AUA students completing their “mini capstone”. The summer classes at AUA run for about six weeks, with start times and course durations being very flexible and up to the discretion of the professors. Given that, AUA classes could align with the five week terms at WPI over the summer, either E-term I or E-term II.

WPI students could complete their HUA requirement abroad in Armenia over the summer in collaboration with AUA students. In depths like history or religion, projects could focus on Armenian history, the genocide, social justice, or the history of the Apostolic Church of Armenia. Projects like this could create a more enriching experience during the HUA requirement for WPI students and allow a different type of collaboration between AUA and WPI students for a shorter period of time. Additionally, AUA students could have the option to come to WPI for five weeks during the summer to complete the humanities requirement in Worcester with WPI students. Housing in the dorms could be offered, but the cost of travel/food would not be covered.

5.7 Value Creation Initiative Forum

The Value Creation Initiative Forum is a student-driven forum run by WPI via the Innovation & Entrepreneurship Center once a week, during which students in interdisciplinary teams of 3-5 present a value proposition to a group of their peers and faculty advisors who provide specific feedback on the proposal. This forum, once a month, could be moved to a time that would allow AUA students to join from a classroom where they can participate in the

conversation (for example, the forum at WPI could be held at 9am and AUA students would join at 5pm their time) virtually. Alternatively, students could record their presentations and send them to groups of AUA students at EPIC to review and provide feedback and vice versa, allowing students to gain more diverse perspectives.

5.8 EPIC Incubator & Innovation/Entrepreneurship Sandbox

A collaboration between EPIC and the Innovation & Entrepreneurship Center at WPI through two paralleled programs: the EPIC Incubator and the I&E Tinkerbox. The former is a six month program allowing students with startup ideas to be mentored through the steps of a business model canvas, with the result being a partnership/investment from a local company. The latter offers students opportunity to get class credit for working on a personal innovative startup idea through ID2050/IQP/MQP, while being mentored and advised like a traditional MQP project would be. A collaboration between these programs could see students connecting with similar ideas and working together on them, potentially during the IQP or MQP/Capstone.

One individual IQP experience could be identifying a problem or business in Armenia and traveling with the group to work on this problem with a member of the incubator program. The students working on the mixed team could collaborate in person or virtually during ID2050 and work in person while in Armenia. Additionally, the incubator program could be adapted to allow some AUA students to receive credit for their work, expanding the time they commit to it.

5.9 “Bridge Program” - Undergrad AUA to Graduate at WPI

In this program, advanced AUA engineering and data science classes would double count towards a master's degree at the WPI Graduate School, replicating the combination BS/MS program offered to students at WPI. While WPI is accredited by the NECHE and AUA is

accredited by WASC, both are recognized by the US Secretary of Education, meaning transfer of credits would only require the agreement and sign off of the department involved.

Double counting ultimately helps students receive a graduate degree in less time than a traditional program, and as a result saves money in credits. This option could help relieve some financial burden for AUA students who want to go to the United States for graduate school but might not be able to afford it, as it does for students in the US with similar issues. While some costs might also be covered by financial aid programs or scholarships, the opportunity to “TA” (teaching assistant), would also be an option, wherein students can be paid or receive reduced tuition for assisting professors with different classes by hosting office hours, grading homeworks or tests, and other tasks.

This recommendation would ideally be extended in the future to include programs outside engineering. For example, the development of WPI’s global health master’s degree will eventually require practical experience for students, which can be accomplished in collaboration with AUA’s School of Public Health. Additionally, collaborations like this could be extended to the AUA Acopian Center for the Environment, AUA’s developing environmental sustainability master’s degree, and WPI’s master’s of environmental engineering.

5.10 Faculty-Based Teaching Workshops, Project-Based Learning

A faculty teaching workshop would be a continuation of a 2019 initiative to bring WPI professors to teach project-based learning to AUA faculty. The program would be a week to two week long visit to AUA with the goal of continuing the development of project-based learning. Some departments could be focused on, like different engineering disciplines. Additionally, in accordance with EPIC and the Innovation & Entrepreneurship Center, there could be further

development of understanding value creation within the School of Engineering Science and the Business School at AUA.

A collection of workshops would allow faculty members from both schools to learn from each other and develop new methods of teaching. In addition to sharing methods, this would give professors of similar backgrounds and departments to form connections and learn about research opportunities with each other. While attending the workshops, WPI professors could also have the opportunity to guest lecture at AUA, depending on the time available. For example, during the 2024 IQP in Armenia, Prof. Karen Oates had the opportunity to run a faculty workshop on civic engagement open to all AUA faculty. Overall, the cost of such a program would be relatively low because the collaboration would be short-term. The timing would also limit issues with salary or long-term housing.

5.11 Graduate Researcher Visits

This program would see graduate students at the master's or PhD level visiting AUA or WPI to conduct research specific to their thesis. Visits would last one to two weeks and would allow graduate students to work on specific hands-on research or in coordination with professors/other graduate students with a similar focus. This program could work for departments like environmental engineering or global health at WPI, where projects could be specific to Armenia. For example, the WPI global health master's program requires practical work, which could be done in conjunction with the AUA School of Public Health.

Programs with similar departments at the other school would be best for collaboration. Funding for the students might be supplied partially by their department and partially out of pocket (similar to the IQP) but the cost to the school would be significantly lower for a few students staying for a short period of time.

5.12 Conclusion

Strengthening the existing relationship between WPI and AUA is the primary focus of all recommendations. The set of recommendations stems from comprehensive interviews that were conducted with faculty and administration from both universities. With proper alignment of each recommendation according to the interests of WPI and AUA, it enables the potential for mutual advancement in academic endeavors.

With the research of potential funding options that includes non-governmental organizations (NGOs), grants, and foundations, the aim is to help facilitate the success of the existing collaboration between WPI and AUA. NGOs are both distributed according to the topic of interest, or even of broader interests that are personally funded by an individual. However, organizations that have ties with both AUA and WPI, such as the Foundation for Armenian Science and Technology (FAST), present promising opportunities for collaboration funding. Grants cover a wide range of topics, such as research and education, with options including the National Science Foundation (NSF), the Department of Justice (DOJ), and the Environmental Protection Agency (EPA). With the broad scale of funded interests, it opens potential for financing various topics that could merge within the partnership. Approaching individuals who has connections to AUA or Armenia guarantees the sustainability of the WPI-AUA collaboration, especially alumni of AUA or WPI. Not only do such options offer financial support, but also bring invaluable expertise and resources to both WPI and AUA.

The criteria developed for evaluating the recommendations are based on the collective judgment and diverse perspectives of the team. The set of recommendations can go beyond IQP, meaning that the collaboration can expand to joint research, accreditation of courses, etc., which would lead to a more sustainable, strengthened, and long-lasting relationship. However, the

responsibility for further analysis and implementation rests with WPI and AUA. Expansion of this collaboration is vital to a deeper understanding between two cultures and can only benefit its participants positively moving forward. One particular quote from the Armenia Project Center alumni survey sums up the collaborative experience: "...the most beneficial part was not the technical content, but the relationships between WPI people and AUA people (APC Alumni Survey, 2024).

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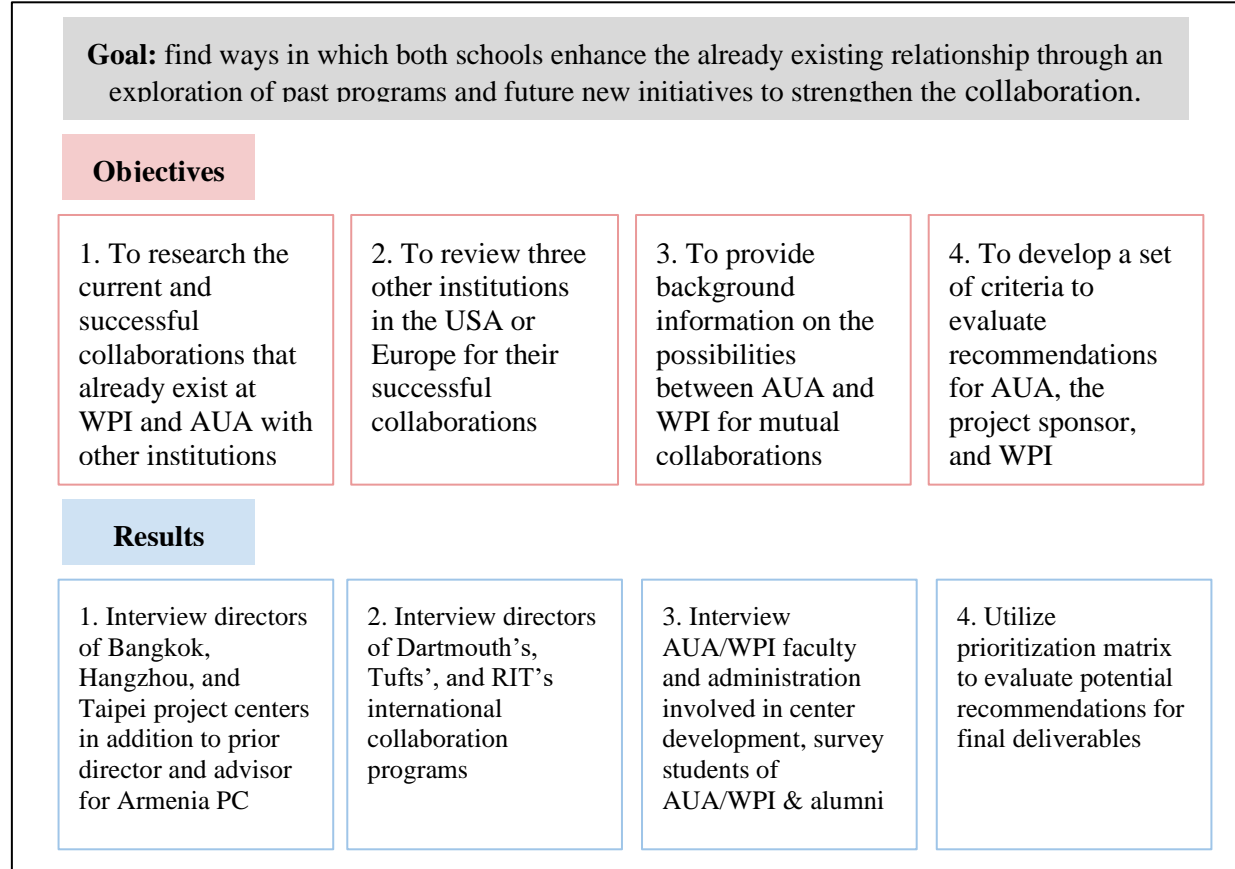
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Appendix

Appendix A. Logic Model



Appendix B. Timeline

	1-3	4	5	6	7	8	9	10	11	12	13	14
Define Goals	█	█										
Literature Research		█	█	█	█	█	█	█				
WPI Based Interviews		█	█	█	█							
AUA Based Interviews						█	█	█	█			
Critique Ideas										█	█	
Present Final Report												█

Appendix C. Stakeholder Mapping

Interviewee	Position:	Interview Date:
Michael Aghajanian	Co-director of APC from WPI	1/31/24
Prof. Hrachya Kocharyan	Co-advisor of APC from AUA	2/1/24
Mr. Norayr Ben Ohanian	Co-advisor of APC from AUA	2/1/24
Prof. Mimi Sheller	Dean of WPI Global School	2/2/24
Prof. Tsitsi Masavwure	WPI Head of Global Health program	2/8/24
Prof. Holly Ault	Co-director of APC from WPI	2/16/24
Prof. James Myer	Provost of Global Ed. at RIT	2/21/24
Dr. Diran Apelian	Former provost of WPI	2/25/24
Ms. Anna Gold	Head admin. for WPI Library	3/14/24
Prof. Aaron Sakulich	Previous Armenia project center advisor	3/18/24
Prof. Aram Hajian	Dean of Engineering Science at AUA	3/21/24
Prof. Sharistan Melkonian	Dean of General Ed. at AUA	3/21/24
Prof. Karen Oates	Co-advisor of APC from WPI	3/21/24
Prof. Esther Boucher-Yip	Director of Bangkok project center	3/26/24
Prof. Jennifer Rudolph	Director of Hangzhou project center	3/27/24
Dr. Curtis Abel	Director of I&E center at WPI	3/29/24
Ms. Lusine Baghsarian	Assistant dir. of I&E center at WPI	3/29/24
Prof. Kent Rissmiller	Assistant Dean of WPI Global School	3/29/24
Prof. Michael Kouchakjian	Director of EPIC at AUA	4/2/24
Ms. Hasmik Jalstian	AUA Library Administrator	4/2/24
Prof. Wen-Hua Du	Director of Taipei project center	4/5/24
Prof. Diane Strong	Prof. in WPI Business School	4/5/24
Prof. Bruce Boghosian	President of AUA	4/8/24

Interviewee	Position:	Interview Date:
Mr. Alen Amirkhanian	Director of Acopian center at AUA	4/11/24
Ms. Siranush Harutyunyan	Acopian grants office at AUA	4/11/24
Prof. Aram Hajian	Dean of Engineering Science at AUA	4/11/24
Prof. Sharistan Melkonian	Dean of General Ed. at AUA	4/11/24

Appendix D. Student Survey Questions (WPI)

1. Have you participated in a HUA/IQP/MQP abroad?
 - a. Yes
 - b. No, didn't travel abroad for project(s)
2. If yes, please specify which (check all that apply):
 - a. HUA
 - b. IQP
 - c. MQP
 - d. No (Didn't go abroad)
3. What were the primary benefits that you think you gained from the project?
 - a. Open-ended short answer
4. Would you recommend participating in a project abroad to other students? Why or why not?
 - a. Open-ended short answer
5. If you were given the chance, would you be interested in participating in a project that has a joint collaboration with WPI and students from other international universities?
 - a. Yes
 - b. No
 - c. Maybe
6. What challenges, if any, did you encounter during your project abroad, and how were they addressed?

7. What additional support or resources do you think would have enhanced your experience in the project?
 - a. Open-ended
8. Are there any comments or suggestions you would like to share regarding projects abroad?

Appendix E. Student Survey Questions (AUA)

1. Are you aware of the collaboration between the American University of Armenia (AUA) and Worcester Polytechnic Institute (WPI) for the IQP project?

- Yes
- No

2. How interested are you in participating in the collaboration between AUA and WPI for the IQP project?

- Very interested
- Interested
- Somewhat interested
- Not interested

3. What factors would influence your decision to participate in the collaboration? (Select all that apply)

- Academic interests and opportunities
- Potential for personal growth and development
- Cultural exchange experiences
- Networking opportunities
- Potential career benefits
- Cost/Financing
- Scheduling

- Other (please specify)

4. What concerns, if any, do you have about participating in the collaboration between AUA and WPI?

- Open-ended response

5. How important do you consider international collaboration experiences in your academic and personal development?

- Very important

- Important

- Somewhat important

- Not important

6. What types of projects or topics would you be interested in working on during the collaboration with WPI?

- Open-ended response

7. How do you believe participating in the collaboration would contribute to your academic and career goals?

- Open-ended response

8. How do you think the collaboration could be structured to best meet the needs and interests of AUA students?

- Open-ended response

9. What support or resources do you think would be helpful for AUA students participating in the collaboration?

- Open-ended response

10. Do you have any additional comments, questions, or suggestions regarding the collaboration between AUA and WPI?

- Open-ended response

Appendix F. Alumni Survey Questions, Past APC Participants

1. How would you rate your overall experience participating in the collaboration between AUA and WPI for the IQP project?

- A. Excellent
- B. Very Good
- C. Good
- D. Fair
- E. Poor

2. Did the collaboration meet your expectations? Please elaborate on your answer.

- A. Yes
- B. No

3. In what specific ways did the collaboration contribute to your academic and personal growth?

- Open-ended response

4. Were there any particular aspects of the collaboration that you found most beneficial? Please describe.

- Open-ended response

5. What challenges, if any, did you encounter during your participation in the collaboration?

How were they addressed?

- Open-ended response

6. How effective was the communication and coordination between AUA and WPI faculty and students during the collaboration?

- A. Very Effective
- B. Effective
- C. Somewhat Effective
- D. Ineffective
- E. Very Ineffective

7. Did you feel adequately supported by both institutions throughout the collaboration process?

Please explain your answer.

- A. Yes
- B. No

8. How do you think the cultural exchange aspect of the collaboration could be improved?

- Open-ended response

9. Would you recommend this collaboration to other students or colleagues? Why or why not?

- A. Yes, because...
- B. No, because...

10. Do you have any additional comments or suggestions for improving future collaborations between AUA and WPI?

- Open-ended response

Appendix G. Coded Analysis for IQP Interviews

IQPs

All three have been active for over ten years and the Bangkok program for over 35 years.

Code: ● Benefits Weight score: 0
IQP, p. 1

The Mandi students do not participate in the project preparation program with WPI students and their calendar does not match, so they continue to work on the project some weeks after WPI students complete.

Code: ● Barriers > Semester time differences Weight score: 0
IQP, p. 1

In Hangzhou, there are many more students than we can easily accommodate on our teams and they have a very limited amount of time to participate on the projects as they are taking many other courses at the same time.

Code: ● Barriers > Semester time differences Weight score: 0
IQP, p. 1

For example, do the calendars match?
WPI's 7 week terms make that difficult.

Code: ● Barriers > Semester time differences Weight score: 0
IQP, p. 1

Most other students do not have a general project requirement, so they need to determine how project credit might be counted toward a degree requirement.

Code: ● Barriers > Credit requirements Weight score: 0
IQP, p. 1

Can the other university commit faculty time to this work? In Bangkok, the faculty are not assigned to the projects full-time, but are also teaching other courses

Code: ● Barriers > Faculty availability Weight score: 0
IQP, p. 1 - 2

I have been concerned that this program design puts most of the financial burdens on WPI

Code: ● Barriers > Financial Weight score: 0
IQP, p. 2

so we have been looking for contributions from AUA (faculty time, facilities, etc) that would balance the WPI contribution.

Code: ● Potential Ideas > WPI needs Weight score: 0
IQP, p. 2

AUA students find this to be an expensive program to join, so finding ways to make it affordable for them will be important for long-term success.”

Code: ● Barriers > Financial Weight score: 0
IQP, p. 2

I’ve seen a proposal to increase the number of sections by having another group of AUA students come to WPI In A term with projects in Armenia in B term.

Code: ● Potential Ideas Weight score: 0
IQP, p. 2

I’m sure we would support faculty exchanges or collaborative research, but that requires willing faculty and WPI does not presently employ a significant number of faculty with connections or interest in Armenia.”

Code: ● Potential Ideas Weight score: 0
IQP, p. 2 - 3

Growing interest in finding ways to experiment/ find new models for international cooperation

Code: ● Potential Ideas Weight score: 0
IQP, p. 3

E.g. language barriers

Code: ● Barriers Weight score: 0
IQP, p. 3

Look towards models that have IQP, MQP, and graduate projects to build more relationship exchanges

Code: ● Potential Ideas Weight score: 0
IQP, p. 3

International research projects - GQPs

o Research grant is being used to fund their travel/research they are doing

Code: ● Potential Ideas > Financial Weight score: 0

IQP, p. 3

One financial model: there are research grants that could co-apply with AUA and travel

WPI won't be able to come up with the money internally

Must find external funding

Code: ● Potential Ideas > Financial Weight score: 0

IQP, p. 4

WPI won't be able to come up with the money internally

Must find external funding

Code: ● Barriers > Financial Weight score: 0

IQP, p. 4

Allow them to each have an exchange for a certain period of time (tuition-wise)

Code: ● Potential Ideas > Financial Weight score: 0

IQP, p. 4

Has an endowed fund that helps support the co-operative program

Research a potential funder who can help fund the program

Code: ● Potential Ideas > Financial Weight score: 0

IQP, p. 4

Most important thing that makes it successful is that there is a WPI faculty championship

Code: ● Potential Ideas > WPI needs Weight score: 0

IQP, p. 5

1st: Need to have a contact person, someone on both ends to initiate the program

Code: ● Potential Ideas > WPI needs Weight score: 0

IQP, p. 5

When students are getting ready to go to CPH, they would look at courses available equivalent to 3 grad courses

Must be approved from that department

Grading system and points are sorted out before they go

Code: ● Potential Ideas Weight score: 0

IQP, p. 6

Difficult to get students financially able to participate

Code: ● Barriers > Financial Weight score: 0

IQP, p. 6

Through the efforts of Michael Aghajanian, and generosity of provost
Cost of tuition for Armenian students were waived

Code: ● Potential Ideas > Financial Weight score: 0

IQP, p. 7

The main thing that is holding back the relationship between the schools is time and funding.

Code: ● Barriers > Financial Weight score: 0

IQP, p. 8

You can't just say "work with these people on XYZ" and expect it to work. They have to get to know each other first and identify what it is that they have in common that they want to work on. But faculty at WPI and AUA don't really have loads of free time to get to know each other, and WPI certainly isn't going to pay for faculty to travel to Armenia and meet with their counterparts.

Code: ● Barriers > Faculty availability Weight score: 0

IQP, p. 8

WPI [should] send a committee of 5-10 faculty to Armenia every year, just to talk with people at AUA and see what sort of interests we have in common

Code: ● Potential Ideas Weight score: 0

IQP, p. 8 - 9

In terms of petty annoyances, it's definitely the time difference.

Code: ● Barriers > Semester time differences Weight score: 0

IQP, p. 9

In terms of challenges with bringing AUA students to WPI, it has to do with the paperwork to get students registered for credit. There was a very annoying and very time consuming process to make it so that the AUA students would get credit for working on the IQP.

Code: ● Barriers > Credit requirements Weight score: 0

IQP, p. 9

Some might not have the financial means to do so, and some might not be able to get the appropriate visa documents (Armenians that have visited Iran, for example, are banned from entering the US).

Code: ● Barriers Weight score: 0

IQP, p. 9

For the AUA students, traveling to the US is very prestigious and certainly looks good on a resume!

Code: ● Benefits Weight score: 0

IQP, p. 10

For a lot of students it's the first time they've really had true ownership of a project. Plus, the experience of working on a team and taking feedback from advisors and sponsors. A lot of our students perhaps don't have a great deal of experience in interpersonal communication.

Code: ● Benefits Weight score: 0

IQP, p. 10

it can be a big deal to experience a different culture.

Code: ● Benefits Weight score: 0

IQP, p. 10

I will say in Armenia things are easier because one of the advisors is Armenian. They know the local perspective much better than an American ever would.

Code: ● Benefits Weight score: 0

IQP, p. 12

So first the AUA students give the WPI students the local perspective. That's something they wouldn't get if it was just a big team of all WPI students. Second, the WPI students have a chance to be on a team with people that aren't WPI students

Code: ● Benefits > WPI Students Weight score: 0

IQP, p. 13

MQP Project center to IQP - NSF funded

Code: ● Potential Ideas > Financial Weight score: 0

IQP, p. 13

Business school at WPI had faculty exchanges with the school of management at Hangzhou Dianzi University

Code: ● Potential Ideas Weight score: 0

IQP, p. 13

With mixed teams, get to know students, teams, culture, and education approach
Mixed team model helps serve to mitigate the lack of cultural knowledge(?)

Code: ● Benefits > WPI Students Weight score: 0

IQP, p. 14

Difficult to find advisors to go to Mainland China
Language barriers/ don't know what to expect

Code: ● Barriers > Faculty availability Weight score: 0

IQP, p. 14

Trying to establish an IQP for WPI in the summer for HDU

Code: ● Potential Ideas Weight score: 0

IQP, p. 14

Ran a summer program where Rudolph and Pu organized as a mini project-based learning ~ 4 weeks where HDU students came

Code: ● Potential Ideas Weight score: 0

IQP, p. 15

Soochow University this year - students are going to WPI in the summer "mini mini IQP"

Code: ● Potential Ideas Weight score: 0

IQP, p. 15

All self-funded- WPI opens dorms and has a fee (students ** have to pay for it)
Tuition was about 3800 for courses offered (ESL, etc.)
3200 per person

Code: ● Barriers > Financial Weight score: 0

IQP, p. 15

For some (or other) project centers, students don't pay WPI tuition but do it according to their own university's program

Code: ● Potential Ideas > Financial Weight score: 0

IQP, p. 15

"Coordinating the preparation (ID2050 for WPI students and a course for CU students) and being on the same page about the projects."

Code: ● Barriers Weight score: 0

IQP, p. 16

"WPI students have the opportunity to exchange knowledge and ideas, see various perspectives about potential solutions, and learn to compromise."

Code: ● Benefits > WPI Students Weight score: 0

IQP, p. 16

"WPI students find it challenging to communicate with some sponsors due to the language difference. The language barrier also limits WPI students' ability to ask local participants follow-up questions."

Code: ● Barriers Weight score: 0

IQP, p. 16

“We first contacted the Office of International and Cross-Strait Academic Exchange to introduce the WPI’s IQP and express interest in collaborating with Soochow University in 2019. The Dean of the School of Liberal Arts and Social Sciences was also involved.”

Code: ● Potential Ideas Weight score: 0

IQP, p. 17

WPI students to Taiwan for international exchanges. In 2022, we sent our first cohort to Taiwan, working with Soochow as the host institution, where they provided on-campus dormitory and on-site resource and support for the IQP term.

Code: ● Potential Ideas Weight score: 0

IQP, p. 17

After hosting

WPI’s Taipei IQP cohort for the first year, the Dean of the School of Liberal Arts and Social Sciences visited WPI in October, 2023, resulting in the signing an MOU with WPI to establish further infrastructure for future students and faculty exchanges.

Code: ● Potential Ideas > Financial Weight score: 0

IQP, p. 17

“We established a buddies program pairing WPI students with Soochow University students. The Soochow buddies have been very helpful in sharing local knowledge and providing cultural assistance, aiding our students in navigating the new environment

Code: ● Benefits > WPI Students Weight score: 0

IQP, p. 17 - 18

“Buddies program is definitely the most successful one. The weekly language exchange hours organized by the Chinese Language Center at Soochow are also popular among the WPI students.

Code: ● Potential Ideas Weight score: 0

IQP, p. 18

Collaborating with other students enhances the IQP experience for our students allows them to gain diverse perspective and insights. Collaboration promotes cross-cultural understanding and enhance communication skills, which is essential for success in both academic and professional settings

Code: ● Benefits > WPI Students Weight score: 0

IQP, p. 18 - 19

partnering with peers from different cultures and academic disciplines promotes cultural and interdisciplinary exchange and foster a global mindset, preparing our students to thrive in an interconnected world

Code: ● Benefits > WPI Students Weight score: 0

IQP, p. 19

Appendix H. Coded Analysis for Interview with Prof. Myers

Prof. Myers

Reason: American universities have a desire to be impactful through the thought leadership- outstanding hospitality programs and tourist industry

Code: ● Benefits Weight score: 0

Other Schools, p. 1

Mutually benefits- stand alone entity, generating their own budgets/ expenses/ tuition
RIT provides the registrar system, course system

Code: ● Benefits Weight score: 0

Other Schools, p. 1

Student exchange between RIT, what makes it successful for students and faculty

Code: ● Exchange Weight score: 0

Other Schools, p. 2

Study abroad programing: finances

Global Scholars

About 100 scholars are hosted to RIT

Code: ● Exchange Weight score: 0

Other Schools, p. 2

Global Scholars

About 100 scholars are hosted to RIT

Code: ● Exchange > Student Weight score: 0

Other Schools, p. 2

Faculty

Taxation, visa, and work law requirements

Hired only local faculty to deliver the programs in Croatia as it was expensive (50% tax rate) to have faculty from RIT work

Kosovo, it was more flexible compared to Croatia

Gets complicated because of regulations, taxations, etc.

Code: ● Exchange Weight score: 0

Other Schools, p. 2

Faculty

Taxation, visa, and work law requirements

Hired only local faculty to deliver the programs in Croatia as it was expensive (50% tax rate) to have faculty from RIT work

Code: ● Exchange > Faculty Weight score: 0

Other Schools, p. 2

Taxation, visa, and work law requirements

Hired only local faculty to deliver the programs in Croatia as it was expensive (50% tax rate) to have faculty from RIT work

Kosovo, it was more flexible compared to Croatia

Gets complicated because of regulations, taxations, etc.

Code: ● Barriers Weight score: 0

Other Schools, p. 2

Croatia, undergraduate degrees are offered as RIT course numbers

Code: ● Benefits Weight score: 0

Other Schools, p. 2

Students at RIT travel with visas in the summer

Code: ● Exchange > Student Weight score: 0

Other Schools, p. 2

Have a team of people there who understand what you are trying to do

Code: ● Benefits Weight score: 0

Other Schools, p. 2

Expectations of housing students and the quality has to be somewhat of interest to those of American students

Code: ● Barriers Weight score: 0

Other Schools, p. 3

Collaborative project/ program: library sharing and resources

Libraries buy license for databases

RIT was able to extend the licenses of their databases to their campuses

Reviewing licenses and seeing if it can be extended to locations outside of the United States

Code: ● Resources Weight score: 0

Other Schools, p. 3

Looking at different resources for course books

Biggest resource shared from RIT is the administrative

Middle states- accrediting body

Special reporting requirements that highlights the kinds of relationships between the two universities

Code: ● Resources Weight score: 0

Other Schools, p. 3

Croatia was qualified for a USAID funding

Code: ● Benefits Weight score: 0

Other Schools, p. 3

Entering these relationships with a commitment, and hearing the partners' inputs is important as it can help gain more clarity of what is wanted

Code: ● Exchange Weight score: 0

Other Schools, p. 4

Respect for the local institutions is Key!

Code: ● Exchange Weight score: 0

Other Schools, p. 4

Appendix I. Coded Analysis for Focus Group & Faculty Interviews

Faculty

AUA- being able to take part in community projects

Code: ● Potential Ideas > AUA students Weight score: 0
Focus Group_Faculty General, p. 1

Team aspect in the study abroad, continuity effects

Intangible efforts

Code: ● Benefits Weight score: 0
Focus Group_Faculty General, p. 1

Pre-workshop with other project centers- Paula and Holly Ault

Code: ● Potential Ideas > Faculty Weight score: 0
Focus Group_Faculty General, p. 1

Joint research/ collaborative research; principal investigator

Code: ● Potential Ideas > Faculty Weight score: 0
Focus Group_Faculty General, p. 1

Joint research/ collaborative research; principal investigator

NSF website has grants(?) on collaborations

Code: ● Potential Ideas Weight score: 0
Focus Group_Faculty General, p. 1

NSF website has grants(?) on collaborations

Code: ● Potential Ideas > Financial Weight score: 0
Focus Group_Faculty General, p. 1

How do advisors get placed in project centers?

Code: ● Potential Ideas > Faculty Weight score: 0
Focus Group_Faculty General, p. 1

How do advisors get placed in project centers?

Similar to applying to IQP

One of the extensions of this relationship could be that AUA can request for which advisor

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 1

One of the extensions of this relationship could be that AUA can request for which advisor

Code: ● Potential Ideas > Faculty Weight score: 0

Focus Group_Faculty General, p. 1

challenges encountered:

Finances- WPI made it easy for AUA to take care of- in terms of housing, etc.

Code: ● Barriers > Financial Weight score: 0

Focus Group_Faculty General, p. 1

Getting better institutional buy-in has been challenging

Code: ● Barriers > Faculty Weight score: 0

Focus Group_Faculty General, p. 2

Getting better institutional buy-in has been challenging

Resiliency- doesn't matter who is in charge

Code: ● Barriers Weight score: 0

Focus Group_Faculty General, p. 2

Ideas: collaboration between innovation studio and EPIC

Need to be mutually beneficial where everyone is working together (students, administration, faculty)

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 2

Need to be mutually beneficial where everyone is working together (students, administration, faculty)

Code: ● Barriers Weight score: 0

Focus Group_Faculty General, p. 2

Times between semesters and getting IS and EPIC together for a boot camp

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 2

If there is a mechanism for a faculty member to convey what kind of MQP projects can be done

Satellite imagery- engineering MQP

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 2

If there is a mechanism for a faculty member to convey what kind of MQP projects can be done

Code: ● Potential Ideas > Faculty Weight score: 0
Focus Group_Faculty General, p. 2

Potential for what happens after, such as recurring IQP projects

Code: ● Potential Ideas > Students-all Weight score: 0
Focus Group_Faculty General, p. 2

Potential for what happens after, such as recurring IQP projects
Impact in communities for both WPI and AUA

Code: ● Potential Ideas Weight score: 0
Focus Group_Faculty General, p. 2

IQP project evolving to MQP

Code: ● Potential Ideas > Students-all Weight score: 0
Focus Group_Faculty General, p. 2

Global experience by exchanging ideas by talking to e/o and get the job done

Code: ● Benefits Weight score: 0
Focus Group_Faculty General, p. 3

Who is going to pay/ finance it?

Code: ● Barriers > Financial Weight score: 0
Focus Group_Faculty General, p. 3

Who is going to pay/ finance it?
Decision got impeded by bureaucrats

Code: ● Barriers Weight score: 0
Focus Group_Faculty General, p. 3

Multiple clients:

Administration, AUA faculty, WPI faculty, university students of both

Code: ● Barriers Weight score: 0
Focus Group_Faculty General, p. 3

NGOs sources for rich projects

Code: ● Potential Ideas > Financial Weight score: 0
Focus Group_Faculty General, p. 3

NGOs sources for rich projects

RESEARCH Industry: what are the opportunities out there that industries can benefit AI, data science, etc.

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 3

Try to find an industry partner who has a root in Worcester, Yerevan
Leverage a three-way partnership (e.g. IQP, MQP)

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 4

What are the things that AUA has that we can leverage (or Armenia)?

Code: ● Barriers Weight score: 0

Focus Group_Faculty General, p. 4

Can be expanded to UCI, Aghajanian is an alum and Apelian is an educator/researcher there

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 4

Faculty

Joint research grants

Research/ teaching visits

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 4

o Joint programs (bachelors, masters)

Code: ● Potential Ideas > Students-all Weight score: 0

Focus Group_Faculty General, p. 5

Difference in tuitions is the biggest problem with this, WPI being much more expensive (especially graduate courses)

Code: ● Barriers > Financial Weight score: 0

Focus Group_Faculty General, p. 5

Difference in tuitions is the biggest problem with this, WPI being much more expensive (especially graduate courses)

For this to work WPI would likely have to discount AUA students, which they might not like (online could be a cheaper alternative)

Code: ● Barriers Weight score: 0

Focus Group_Faculty General, p. 5

Curriculum exchange

Staff exchange/ visits

Code: ● Potential Ideas Weight score: 0
Focus Group_Faculty General, p. 5

Staff exchange/ visits

Code: ● Potential Ideas > Faculty Weight score: 0
Focus Group_Faculty General, p. 5

Student exchange (e.g. WPI IQP)

Collaborative capstone/ MQP

Summer internships

Code: ● Potential Ideas > Students-all Weight score: 0
Focus Group_Faculty General, p. 5

Seems like we'll need to research grants or funding for projects before we continue research

Code: ● Barriers > Financial Weight score: 0
Focus Group_Faculty General, p. 5

Capstone project, where only testing is done at WPI is more reasonable cost

Code: ● Potential Ideas Weight score: 0
Focus Group_Faculty General, p. 5

Research grants are what bring in the money, so joint research might be considered more lucrative to both school when considering collaboration

Code: ● Potential Ideas Weight score: 0
Focus Group_Faculty General, p. 5

Research grants are what bring in the money, so joint research might be considered more lucrative to both school when considering collaboration

Code: ● Barriers > Financial Weight score: 0
Focus Group_Faculty General, p. 5

If there are cost saving measures for WPI (like only involving 1 instructor, which minimizes required cost on the WPI side)

Code: ● Potential Ideas > Financial Weight score: 0
Focus Group_Faculty General, p. 5

Co-advisors for graduate programs like masters & pHD programs, could expand experience and minimize cost

Code: ● Potential Ideas > Faculty Weight score: 0
Focus Group_Faculty General, p. 6

WPI has access to all journals and main research reports, which AUA does not have, an access or collaboration allowing further access to both schools?

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 6

likes the joint-research and collaborative projects for the future
Wants to “tap into” grants with the NSF

Code: ● Benefits Weight score: 0

Focus Group_Faculty General, p. 7

Wants to “tap into” grants with the NSF

Code: ● Potential Ideas > Financial Weight score: 0

Focus Group_Faculty General, p. 7

Wants to see EPIC grow more into the general technology instead solely on entrepreneurship

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 7

Better to have collaborations on college-level, university wide instead of department based

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 7

Connections between School of Economics AUA and the WPI Business School

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 8

NECHE and WASC are close/similar in terms of accreditation

Code: ● Benefits Weight score: 0

Focus Group_Faculty General, p. 8

Sloans program at MIT: <https://mitsloan.mit.edu/>

International market/business practices where graduated students are sent out to international countries - Business

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 8

International market/business practices where graduated students are sent out to international countries - Business

Code: ● Potential Ideas > Students-all Weight score: 0

Focus Group_Faculty General, p. 8

Recommended to talk to AUA Public Health, called Global Health at WPI

Requirement of international experience

As the Global Health grows, it would be nice to see how both would collaborate

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 8

Requirement of international experience

As the Global Health grows, it would be nice to see how both would collabor

Code: ● Potential Ideas > Students-all Weight score: 0

Focus Group_Faculty General, p. 8

School of Public Health or Turbanjian(?) Foundation

Also does programs in entrepreneurship

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 8

International REU- where professors from AUA and WPI

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 8

International REU- where professors from AUA and WPI

Code: ● Potential Ideas > Students-all Weight score: 0

Focus Group_Faculty General, p. 8

Currently working on funding that has been successfully been funding these programs

Would like to do endowments- raise funds given by donors

Moderna founder is in AUA's Development folder

Already receiving funding from him

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 8

Currently working on funding that has been successfully been funding these programs

Would like to do endowments- raise funds given by donors

Code: ● Potential Ideas > Financial Weight score: 0

Focus Group_Faculty General, p. 8

stock simulator for EPIC? run/introduced by stat professors from WPI

Code: ● Potential Ideas > Students-all Weight score: 0

Focus Group_Faculty General, p. 9

stock simulator for EPIC? run/introduced by stat professors from WPI

WPI Professor, Dalin Tang, IQP project

Code: ● Potential Ideas Weight score: 0

[Focus Group_Faculty General, p. 9](#)

WPI Professor, Dalin Tang, IQP project

Code: ● Potential Ideas > Faculty Weight score: 0

[Focus Group_Faculty General, p. 9](#)

7 regional accreditation agencies- an agreement between the 2 institutions and
guarantee that courses can be accredited
Agency doesn't matter

Code: ● Benefits Weight score: 0

[Focus Group_Faculty General, p. 10](#)

There are opportunities for UG students for research; less systemic
Acopian Centro Social Services

Code: ● Potential Ideas Weight score: 0

[Focus Group_Faculty General, p. 10 - 11](#)

When the collaboration agreement came about: explore faculty to faculty research and
student to student research

Code: ● Potential Ideas Weight score: 0

[Focus Group_Faculty General, p. 11](#)

Tapajian(?) Center, Acopian Center, Engineering Research Center are more opened to
REU

Code: ● Potential Ideas > Students-all Weight score: 0

[Focus Group_Faculty General, p. 11](#)

Summers are easier for AUA when it comes to housing
Former US Embassy, possibilities for other housing/dorming

Code: ● Benefits Weight score: 0

[Focus Group_Faculty General, p. 11](#)

Every one of the programs has a Capstone
Think about Arts & Humanities
Mini-capstone, commadating experience is a semester long
GenEd runs for at least 6 weeks

Code: ● Potential Ideas Weight score: 0

[Focus Group_Faculty General, p. 11](#)

Mini-capstone, commadating experience is a semester long
GenEd runs for at least 6 weeks

Code: ● Potential Ideas > Students-all Weight score: 0

[Focus Group_Faculty General, p. 11](#)

How could the WPI students that come take an Armenian language course, Genocide course, etc.?

Could easily run it 7 weeks, according to WPI Term

Code: ● Potential Ideas > Students-all Weight score: 0

Focus Group_Faculty General, p. 11

Won't be a huge cost to AUA

Code: ● Benefits Weight score: 0

Focus Group_Faculty General, p. 11

Diverse perspectives, different experiences can be shared

Code: ● Benefits Weight score: 0

Focus Group_Faculty General, p. 12

98% of DS students chose the Business Analytics track

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 12

Research doesn't sound like credits= little to no tuition

Timing works, students can easily travel

Fundraiseable- people will be attracted to the concept of selecting projects/ labs

University standpoint- housing wouldn't be a problem, especially in the summer

Longer affect is cool student experience, and faculty connections/collaboration

Also catalyzes researcher level connection between specific departments

Bureaucrats like this!

Networking

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 12

Timing works, students can easily travel

Code: ● Potential Ideas > Students-all Weight score: 0

Focus Group_Faculty General, p. 12

Fundraiseable- people will be attracted to the concept of selecting projects/ labs

Code: ● Potential Ideas > Financial Weight score: 0

Focus Group_Faculty General, p. 12

Also catalyzes researcher level connection between specific departments

Code: ● Potential Ideas > Faculty Weight score: 0

Focus Group_Faculty General, p. 12

State committee of education & science
Announces yearly grants

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 13

International corporation programs- AUA isn't able to apply since it is not state funded =
Gulbenkian Foundation, Hovnanian Foundation

Code: ● Barriers Weight score: 0

Focus Group_Faculty General, p. 13

not state funded =
Gulbenkian Foundation, Hovnanian Foundation

Code: ● Barriers > Financial Weight score: 0

Focus Group_Faculty General, p. 13

Generally- projects are self-initiated
Donor-funding or international institutions
World Bank, IRD(?) funding, EU funding for research

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 13

Define tasks, then students get involved
Short term- 6 month engagement with students, or even shorter
Usually independent study

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 13

More content support from WPI side, lessening the burden on AUA
Faculty advisors on Capstone/MQP

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 13

Worth highlighting: Armenia IQP to MQP
Student experience on more depth into a project, but also on international
collaboration

Code: ● Potential Ideas Weight score: 0

Focus Group_Faculty General, p. 14

Student experience on more depth into a project, but also on international
collaboration

Code: ● Benefits Weight score: 0

Focus Group_Faculty General, p. 14

EPIC has a joint program with Acopian Center: Energy, Sustainability and Solutions

Code: ● Benefits Weight score: 0
Focus Group_Faculty General, p. 14

Repeatability is a challenge with all the current project centers, sponsors, housing, advisors etc. not very consistent

Code: ● Barriers Weight score: 0
Focus Group_Faculty General, p. 15

Advisors especially are not always familiar with the locations, sponsors, or prior projects, so they can only be so helpful (language barrier with students & faculty)

Code: ● Barriers > Faculty Weight score: 0
Focus Group_Faculty General, p. 15

Advisors at the school have concerns about safety because of those reasons, so project centers are usually in safer countries, closer to the city, etc.

Code: ● Barriers > Faculty Weight score: 0
Focus Group_Faculty General, p. 15

Low sensitivity to culture, environment, language... people are generally unaware, so having a partner in the country can help bridge this gap, also negates the need for a project coordinator

Code: ● Barriers Weight score: 0
Focus Group_Faculty General, p. 15

If the relationship between AUA/WPI can't be expanded (AUA doesn't provide "services" that compensate for the tuition that would need to be paid per student)

Code: ● Barriers > Financial Weight score: 0
Focus Group_Faculty General, p. 15

Faculty research, further exchanges, internships (could speak to the Armenian Student Association at WPI),

Code: ● Potential Ideas Weight score: 0
Focus Group_Faculty General, p. 17

further exchanges, internships

Code: ● Potential Ideas > Students-all Weight score: 0
Focus Group_Faculty General, p. 17

Makerspace (EPIC)- entrepreneur, potential for MQPs in Armenia (funded by companies)
Example of how we can expand the cooperation

Code: ● Potential Ideas > AUA students Weight score: 0
Focus Group_Faculty General, p. 17

Appendix J. Coded Analysis for Entrepreneurship & Business Interviews

Business & Entrepreneurship Centers

STRIVE program- they get familiar with entrepreneurship

Reviews important elements of getting ideas

EPIC Jam - ideathon

People who participate in STRIVE- participate in hackathon and form teams, eventually developing ideas

Opened to the public- not just in STRIVE

Incubation program- formal 15 week program where there are various steps of idea validations

Getting primary information from potential customers, competitors

Code: ● Programs > AUA Weight score: 0

I&E_Business, Pos. 6-12

This is separate from Capstone Project

But there is another program where they can develop a startup instead of doing a Capstone Proj

Competitive to get in - multiple applications but very few slots

Code: ● Barriers Weight score: 0

I&E_Business, Pos. 13-15

One collaboration: San Jose State University

Trip to Silicone Valley was about \$100,000

Code: ● Potential Ideas Weight score: 0

I&E_Business, Pos. 19-20

2nd: Dartmouth - international component MBA program; consulting project

6 month joint project where their students would come to Armenia for about a week and work on it

Code: ● Potential Ideas > In-Person Weight score: 0

I&E_Business, Pos. 21-22

Internships can be an option but it is a bit tricky as universities solely want it for their own students

Code: ● Barriers > Logistical Weight score: 0

I&E_Business, Pos. 29

Value creation initiative @ WPI

Code: ● Programs Weight score: 0

I&E_Business, Pos. 31

Value creation initiative @ WPI

How to solve problems that matter

Works with WPI Alum who is a CEO of SRI

Active learning, research & extracurricular activities - IQPs, MQPs

Trying to train faculty to facilitate workshops and be creative

Focuses on the earlier stage of start-up processes

Code: ● Programs > WPI Weight score: 0

I&E_Business, Pos. 31-36

Focuses on the entrepreneurial mindset of both the students and faculty

Code: ● Potential Ideas Weight score: 0

I&E_Business, Pos. 38

Mastery of value creation & innovation- knowing how to solve problems that have meaning to others **
opportunity to collab with AUA EPIC

Code: ● Potential Ideas Weight score: 0

I&E_Business, Pos. 51

WPI introduces entrepreneurial mindset whereas EPIC & STRIVE supports students who wants to be in a start-up- has an idea but hasn't harnessed it

Breakdown STRIVE program into IEC center but divides it into separate foundations

STRIVE is like a high-level program that covers all IEC does

EPIC Incubator fits more into the Elevate Impact for Great Good

Code: ● Potential Ideas Weight score: 0

I&E_Business, Pos. 53-56

Breakdown STRIVE program into IEC center but divides it into separate foundations

Code: ● Programs > WPI Weight score: 0

I&E_Business, Pos. 54

Value Creation Initiative- weekly forums are held

Need, approach, what is unique about it?; competition, hook statement

Code: ● Programs > WPI Weight score: 0

I&E_Business, Pos. 63-64

I&E Sandbox

Credit for working on your own innovation thru IQP/MQP/GSP

Usually sponsored

Incubator could possibly collaborate with I&E Sandbox to work on projects

Business IQP/MQP that could go both ways for AUA and WPI

Advisor, sponsor

Code: ● Programs > WPI Weight score: 0

I&E_Business, Pos. 65-70

Incubator could possibly collaborate with I&E Sandbox to work on projects

Business IQP/MQP that could go both ways for AUA and WPI

Code: ● Potential Ideas Weight score: 0
I&E_Business, Pos. 68-69

Customized “entrepreneurial” cultural experience and receive course credit for advancing their startup (IQP, ID2050, MQP)

Code: ● Programs > WPI Weight score: 0
I&E_Business, Pos. 71

Challenge of partnering with universities abroad is our 7-week based system

Code: ● Barriers > Logistical Weight score: 0
I&E_Business, Pos. 77

Grad classes at WPI are 14 weeks, could align well with AUA

Code: ● Potential Ideas Weight score: 0
I&E_Business, Pos. 81

Digital fabrication technology, open-ended projects, spark invention, trouble-shooting focus, final team projwct, maker goat showcase
JUST A THOUGHT: If that’s taken in 1st and 2nd year, that could help develop into their Capstone Proj at AUA or even STRIVE/Incubator?

Code: ● Potential Ideas > In-Person Weight score: 0
I&E_Business, Pos. 86-87

Potential collaborations that was attempted:

Chat to Connect since it was online; had a few people from Armenia that joined
After COVID died down, it went to hybrid but that was not ideal

Code: ● Potential Ideas Weight score: 0
I&E_Business, Pos. 92-94

Chat to Connect since it was online; had a few people from Armenia that joined
After COVID died down, it went to hybrid but that was not ideal

Code: ● Potential Ideas > Hybrid Weight score: 0
I&E_Business, Pos. 93-94

Challenges for virtual options: making sure there are facilitators to keep it going
To make it work maybe? Setting up guidelines (e.g. actively turning on camera during virtual workshop hours to make sure youre actively participating)

Code: ● Barriers > Logistical Weight score: 0
I&E_Business, Pos. 119-120

Challenges for virtual options: making sure there are facilitators to keep it going
To make it work maybe? Setting up guidelines (e.g. actively turning on camera during virtual workshop hours to make sure youre actively participating)

Code: ● Potential Ideas > Hybrid Weight score: 0
I&E_Business, Pos. 119-120

Doing a workshop gets people to work together instead of listening

Can have AUA students present in the same space, whereas the WPI faculty is teaching virtually
However, this is difficult since there is a high chance that students aren't actively participating
Have to be clever in terms of implementing such ideas similar to this

Code: ● Barriers Weight score: 0
I&E_Business, Pos. 124-127

Doing a workshop gets people to work together instead of listening
Can have AUA students present in the same space, whereas the WPI faculty is teaching virtually
However, this is difficult since there is a high chance that students aren't actively participating
Have to be clever in terms of implementing such ideas similar to this

Code: ● Barriers > Logistical Weight score: 0
I&E_Business, Pos. 124-127

Doing a workshop gets people to work together instead of listening
Can have AUA students present in the same space, whereas the WPI faculty is teaching virtually
However, this is difficult since there is a high chance that students aren't actively participating
Have to be clever in terms of implementing such ideas similar to this

Code: ● Potential Ideas > Hybrid Weight score: 0
I&E_Business, Pos. 124-127

entrepreneurial mindset for students and faculty
could be taught in engineering science, data science, different disciplines could get guest lectures on
these topics

Code: ● Potential Ideas Weight score: 0
I&E_Business, Pos. 131-132

Value creation initiative - forum that can be joined by anyone

Code: ● Potential Ideas Weight score: 0
I&E_Business, Pos. 136

Value creation initiative - forum that can be joined by anyone

Code: ● Potential Ideas > Hybrid Weight score: 0
I&E_Business, Pos. 136

Value creation initiative - forum that can be joined by anyone

Code: ● Programs > WPI Weight score: 0
I&E_Business, Pos. 136

Exchange program- hasn't worked well

WPI does give them a break in their tuition- but still doesn't lower as much for cost

Code: ● Barriers Weight score: 0
I&E_Business, Pos. 145-146

Major problem is money

WPI does give them a break in their tuition- but still doesn't lower as much for cost

Code: ● Barriers > Financial Weight score: 0

I&E_Business, Pos. 151-152

Major problem is money

WPI does give them a break in their tuition- but still doesn't lower as much for cost

Code: ● Barriers Weight score: 0

I&E_Business, Pos. 151-152

WPI not a good time difference for synchronous learning

Some can work, but not everything will- example is 5-8P GMT+4

Code: ● Barriers > Logistical Weight score: 0

I&E_Business, Pos. 157-158

WPI not a good time difference for synchronous learning

Some can work, but not everything will- example is 5-8P GMT+4

Code: ● Barriers Weight score: 0

I&E_Business, Pos. 157-158

General business major but mainly focus on analytics

Code: ● Programs > WPI Weight score: 0

I&E_Business, Pos. 164

Interested in: for AUA students in business (or data science with focus of business analytics)

Graduate from their schools and come to WPI to do their MS

Funding is an issue: who pays? Where to find the money

Volume is also an issue

Code: ● Potential Ideas Weight score: 0

I&E_Business, Pos. 165-168

Funding is an issue: who pays? Where to find the money

Code: ● Barriers > Financial Weight score: 0

I&E_Business, Pos. 167

Volume is also an issue

Have to be able to support students as they come to WPI- such as a contact person

Code: ● Barriers > Logistical Weight score: 0

I&E_Business, Pos. 168-169

Projects include: water-sector, environmental work in general, waste, government issues, digit-twinning:
50 partners across the world

Code: ● Potential Ideas Weight score: 0

Acopian, Pos. 1

Define tasks, then students get involved

Short term- 6 month engagement with students, or even shorter

Usually independent study

Code: ● Potential Ideas > Student Weight score: 0

Acopian, Pos. 3-5

Master's level, they have done more- but for undergrad no, it is something they would like to explore

Code: ● Potential Ideas > Student Weight score: 0

Acopian, Pos. 6

More content support from WPI side, lessening the burden on AUA

Faculty advisors on Capstone/MQP

Dual Masters/ Joint Masters - "Bridge Program"

AUA hopes to introduce Environmental Sciences Master's

Code: ● Potential Ideas > Faculty Weight score: 0

Acopian, Pos. 8-11

Can explore more on Student Study Council - funds exchange from high school to college

Education USA Armenia

Code: ● Funding Weight score: 0

Acopian, Pos. 12-13

Experts on certain areas at WPI and vice versa can be something to look into

Code: ● Potential Ideas > Faculty Weight score: 0

Acopian, Pos. 15

"Swap" - WPI students paying their WPI tuition, AUA students paying AUA tuition while they are abroad

Code: ● Potential Ideas > Financial Weight score: 0

Acopian, Pos. 16

Some compensation based on their projects, a funding that students can get

Financing would only work if there is a good program

Code: ● Potential Ideas > Financial Weight score: 0

Acopian, Pos. 20-21

Worth highlighting: Armenia IQP to MQP

Student experience on more depth into a project, but also on international collaboration

Accreditation in WPI Summer classes for AUA students

EPIC has a joint program with Acopian Center: Energy, Sustainability and Solutions

Code: ● Potential Ideas > Student Weight score: 0

Acopian, Pos. 22-25

Appendix K. Coded Analysis for Library Interviews

Libraries

Some content w/in these licensed resources is Open Access to the world (OA)

Code: ● Potential Recommendations > Resources Weight score: 0

Libraries, p. 1

Digital WPI – the library manages this “institutional repository” of over 45,000 digital objects. About half are digital special collections / archives and the other half student works

Code: ● Potential Recommendations > Resources Weight score: 0

Libraries, p. 1

Libguides

Code: ● Potential Recommendations > Resources Weight score: 0

Libraries, p. 1

Open Educational Resources (OER)

Code: ● Potential Recommendations > Resources Weight score: 0

Libraries, p. 2

Interlibrary loan of physical materials (or, sometimes digitized to “lend” to other libraries)

Code: ● Potential Recommendations Weight score: 0

Libraries, p. 2

our licenses for publishers’ digital resources almost always restrict us from sharing direct user access to licensed resources outside the WPI community,

Code: ● Barriers > Logistical Weight score: 0

Libraries, p. 3

we can usually “lend” a chapter or two (up to 10% of the entire book is the rule of thumb).

Code: ● Potential Recommendations > Resources Weight score: 0

Libraries, p. 3

We don’t talk about “sharing” our search engines very often, but it’s actually a very valuable resource. No authentication or payment is needed to use WPI Library Search.

Code: ● Potential Recommendations > Resources Weight score: 0

Libraries, p. 3

If WPI is the most appropriate source, we can often lend peer-reviewed materials and other items from our collections.

Code: ● Potential Recommendations > Resources Weight score: 0
Libraries, p. 4

our librarians to meet with librarians at another institution to share what we can offer, that would be relatively easy to do.

Code: ● Potential Recommendations Weight score: 0
Libraries, p. 5

our librarians to meet with librarians at another institution to share what we can offer, that would be relatively easy to do.

Code: ● Potential Recommendations > Resources Weight score: 0
Libraries, p. 5

The limiting factors on our library's ability to engage in collaborations with other schools or partners are usually staff time and budget.

Code: ● Barriers > Financial Weight score: 0
Libraries, p. 5

Our staff is very small (20 when fully staffed) considering the extent of our services and the size of the student and faculty community we serve, the number of academic programs and departments, etc. Our budget is currently almost 100% committed to maintaining core services.

Code: ● Barriers > Logistical Weight score: 0
Libraries, p. 5 - 6

Time and money to engage in collaboration, at least for a temporary or pilot period of time, might be possible if there were a successful compelling proposal for grant funding.

Code: ● Potential Recommendations Weight score: 0
Libraries, p. 6

If both universities establish an agreement, resources can be shared, but all very dependent on publishers

Code: ● Potential Recommendations > Resources Weight score: 0
Libraries, p. 6

WPI (or universities in general) needs permission from publishers if they are able to share resources with other universities

Code: ● Barriers > Logistical Weight score: 0
Libraries, p. 6

Outside of the country might make it more challenging to share resources, based on the permissions of the publishers

Code: ● Barriers > Logistical Weight score: 0

Libraries, p. 6

1 way to collaborate: If the library can participate in certain joint projects

○ Could be project specific, smaller level agreements, students could request specific journals or materials relevant to their project from the opposite library

Code: ● Potential Recommendations Weight score: 0

Libraries, p. 6

AMICAL; membership allows requests for different collaborations from the universities that are apart of that group (about 30 different universities)

Code: ● Potential Recommendations Weight score: 0

Libraries, p. 7

Appendix L. Coded Analysis of WPI Student Survey

WPI_StudentSurvey_Coded

Being forced to learn how to live on your own in a foreign country

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 09:56:11, Pos. 1

Yes, but I would warn them that you get very little support and you need to make sure you are physically and mentally prepared for that.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 09:56:11, Pos. 2

Depression. It hasn't been, there is very little support offered from WPI for those who struggle with mental health issues.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/8/2024 09:56:11, Pos. 3

More emotional support, I think having a 1 on 1 with your professor or someone that is required half way through the term would be amazing. Just having that check in and if you need more support you have someone else who can help you arrange that.

Code: ● What additional support or resources do you think would have enhanced your experience in the project? Weight score: 0

New Document Group > 4/8/2024 09:56:11, Pos. 4

Experiencing another culture and getting the opportunity to travel with some help paying for it

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 09:57:05, Pos. 1

Yes, this is an experience unlike any other and I think it is something that would benefit any person who participates

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 09:57:05, Pos. 2

No issues

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/8/2024 09:57:05, Pos. 3

None

Code: ● What additional support or resources do you think would have enhanced your experience in the project?

Weight score: 0

New Document Group > 4/8/2024 09:57:05, Pos. 4

Nothing

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0

New Document Group > 4/8/2024 09:57:05, Pos. 5

New perspectives on different cultures, growing as a person being away from home

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 09:59:45, Pos. 1

Absolutely. This is a once if a lifetime chance.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score:

0

New Document Group > 4/8/2024 09:59:45, Pos. 2

A lot of the challenges I've seen so far have been with the language barrier. Google translate works, but it's still a bit frustrating

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?

Weight score: 0

New Document Group > 4/8/2024 09:59:45, Pos. 3

Being able to see how others live and experiencing what a world outside of campus looks like.

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 10:01:00, Pos. 1

Yes. It's an amazing experience to be able to visit and see new things. It's so fun meeting new people and being able to not worry about midterms or hw assignments.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score:

0

New Document Group > 4/8/2024 10:01:00, Pos. 2

Most challenges were language barriers and finances. I suggest learning common phrases and saving up a lot of money for the trip. Save where you can and try not to spend money all the time.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?

Weight score: 0

New Document Group > 4/8/2024 10:01:00, Pos. 3

Idk

Code: ● What additional support or resources do you think would have enhanced your experience in the project?

Weight score: 0

New Document Group > 4/8/2024 10:01:00, Pos. 4

For each project center, there should be a lesson or two on the language and way of life for the people there.

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0
New Document Group > 4/8/2024 10:01:00, Pos. 5

Experiencing a new culture (food, music, language), nature, learning about societal differences for young people

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0
New Document Group > 4/8/2024 10:11:39, Pos. 1

Yes, experiencing a project abroad puts you out of your comfort zone and requires you to think outside normal constraints you may find at home

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0
New Document Group > 4/8/2024 10:11:39, Pos. 2

Language barrier is by far the largest challenge. The University we are staying with organized a buddy system with current students who speak both English and Chinese, which has been a large help.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0
New Document Group > 4/8/2024 10:11:39, Pos. 3

N/A

Code: ● What additional support or resources do you think would have enhanced your experience in the project? Weight score: 0
New Document Group > 4/8/2024 10:11:39, Pos. 4

I think joint collaboration is very important. Our project has benefitted greatly from utilizing "community based accompaniment"

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0
New Document Group > 4/8/2024 10:11:39, Pos. 5

Getting to travel somewhere and work for a real company

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0
New Document Group > 4/8/2024 10:11:57, Pos. 1

Absolutely its fun and looks great on a resume

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0
New Document Group > 4/8/2024 10:11:57, Pos. 2

The actual iqp projects created with sponsors were not fleshed out enough

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0
New Document Group > 4/8/2024 10:11:57, Pos. 3

Yes

Code: ● What additional support or resources do you think would have enhanced your experience in the project?

Weight score: 0

New Document Group > 4/8/2024 10:11:57, Pos. 4

The projects need to be created with more consideration. They felt like they lacked any substance and was just mandatory busy work if you wanted to graduate. The sponsors didn't seem to be picked with great care

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0

New Document Group > 4/8/2024 10:11:57, Pos. 5

You get to learn more about different cultures, travel on the weekends, and get out of your comfort zone

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 10:27:40, Pos. 1

Yes, it's a once and a life time opportunity to do something special

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 10:27:40, Pos. 2

The advisors often make the project what they want it, not what the students want it and since it's just them and the students there is no one else to reach out to for help. This problem is ongoing

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?

Weight score: 0

New Document Group > 4/8/2024 10:27:40, Pos. 3

I think a third party non grading advisor going on the trip to make sure advisors don't over step and a better language class

Code: ● What additional support or resources do you think would have enhanced your experience in the project?

Weight score: 0

New Document Group > 4/8/2024 10:27:40, Pos. 4

your project becomes everyone's entire focus, so you don't have to deal with difficult schedules or teammates who can't commit time to the project

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 10:28:29, Pos. 1

yes, you get to interact with people outside of WPI and work in a new environment

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 10:28:29, Pos. 2

you don't get a break from your team members during the weekdays, so conflicts can be escalated

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?

Weight score: 0

New Document Group > 4/8/2024 10:28:29, Pos. 3

More individual time scheduled with advisors would be helpful

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/8/2024 10:28:29, Pos. 4

travel opportunities, cultural exposure

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 10:29:11, Pos. 1

yes, i think everyone should go abroad

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 10:29:11, Pos. 2

work-life balance

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/8/2024 10:29:11, Pos. 3

less expensive living situation

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/8/2024 10:29:11, Pos. 4

Experiencing a different culture

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 10:46:24, Pos. 1

Yes it has been the best experience of my life

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 10:46:24, Pos. 2

Language barrier - we've learned a little bit

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/8/2024 10:46:24, Pos. 3

Experiencing activities, sights, and cuisine of another country. Getting to know and becoming close with a group of people you do not know on campus because you are living together and exploring a new place together.

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 10:57:24, Pos. 1

Yes because it allows you to go outside your comfort zone by learning how to live in a new place and it is an awesome experience to immerse yourself in the life of a new place for an extended amount of time.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 10:57:24, Pos. 2

We had a lot of changes in our project which was challenging. Our group was very open and discussed how to handle them. Our advisors were also readily available to schedule a meeting to talk about our project.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/8/2024 10:57:24, Pos. 3

Being able to have an experience you would not have otherwise

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 11:13:40, Pos. 1

Yes. It's a very unique experience. You'll never have an opportunity to do anything like it in the future

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 11:13:40, Pos. 2

S*** f**** advisors. A lot of complaining to GEO and venting to the cohort.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/8/2024 11:13:40, Pos. 3

Competency on behalf of the advisors.

Code: ● What additional support or resources do you think would have enhanced your experience in the project? Weight score: 0

New Document Group > 4/8/2024 11:13:40, Pos. 4

Definitely go if you can. Careful of choosing a project where the primary language spoken isn't English, since you'll do a lot of translating between the two.

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0

New Document Group > 4/8/2024 11:13:40, Pos. 5

Engagement within the local community, making friends my age from other cultures

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 11:20:40, Pos. 1

Yes, I have learned so much about another cultural, tried new foods and experiences (like hiking which I wasn't really interested in before) and made so many friends, both from WPI and from the country I traveled to

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 11:20:40, Pos. 2

Co-advisors contradict each other a lot, it makes project work confusing. This complaint has been submitted in multiple team assessments from my project group but it has yet to be addressed by the advisors

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/8/2024 11:20:40, Pos. 3

Living in a new country and seeing new things

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 11:22:18, Pos. 1

Yes because it change their perspective on things at home and show them a new part of the world

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 11:22:18, Pos. 2

My sponsors dropped out and my project has changed 4 times but we just kept adapting and pushing through

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/8/2024 11:22:18, Pos. 3

A better way of communication with sponsors during ID2050 and a better project description.

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/8/2024 11:22:18, Pos. 4

Stepping out of my comfort zone, becoming immersed in a new culture/lifestyle, learning more about myself as an individual

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 11:43:33, Pos. 1

Yes, I would recommend participating in a project abroad because it gives you the opportunity to learn a new culture and be grateful for the lifestyle and experiences we have in the united states

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 11:43:33, Pos. 2

our sponsor dropped us when we arrived at our project site, so we changed the project and rewrote everything based on new guidelines and recommendations given by our advisors

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/8/2024 11:43:33, Pos. 3

having more weekly cohort or team dinners/lunches with the advisors - these were the highlight of the trip

Code: ● What additional support or resources do you think would have enhanced your experience in the project?

Weight score: 0

New Document Group > 4/8/2024 11:43:33, Pos. 4

Working with people outside your major on a real world problem that isn't major specific

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 11:53:23, Pos. 1

Yes. I think it's good to go see a new part of the world and branch out with new people

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score:

0

New Document Group > 4/8/2024 11:53:23, Pos. 2

Didn't really face any challenges. Just missed people from home

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?

Weight score: 0

New Document Group > 4/8/2024 11:53:23, Pos. 3

Making sure student IDs were set up before getting on site

Code: ● What additional support or resources do you think would have enhanced your experience in the project?

Weight score: 0

New Document Group > 4/8/2024 11:53:23, Pos. 4

Do it. It may be daunting at first but they are a lot of fun

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0

New Document Group > 4/8/2024 11:53:23, Pos. 5

Experiencing the culture abroad, going to a Romanian Gym was awesome

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 11:55:30, Pos. 1

Yes, its absolutely amazing to get out of your comfort zone and travel with people you may not know well.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score:

0

New Document Group > 4/8/2024 11:55:30, Pos. 2

I had a pretty bad teammate on my team who was a control freak and OCD about everything so that was a pain to work around

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?

Weight score: 0

New Document Group > 4/8/2024 11:55:30, Pos. 3

Honestly having better advisors, both of my advisors give differing opinions and no clear direction on how to succeed in our project... they aren't very helpful with how they give help

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/8/2024 11:55:30, Pos. 4

N/A

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0

New Document Group > 4/8/2024 11:55:30, Pos. 5

Forming experiences in another country

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 12:05:44, Pos. 1

Yes, it is definitely a highlight of my WPI career.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 12:05:44, Pos. 2

You can start to feel homesick, however if you make connections with your cohort mates it's will fly by.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/8/2024 12:05:44, Pos. 3

Project abroad can be stressful to manage

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0

New Document Group > 4/8/2024 12:05:44, Pos. 4

Being able to fully immerse yourself in the project and culture.

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 12:27:10, Pos. 1

Yes, it's a great opportunity to get out of your comfort zone.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 12:27:10, Pos. 2

Our project changed scope multiple times which was very difficult to continuously adapt to. We addressed this by constantly communicating and working together as a group, as our advisors were not very helpful with this.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/8/2024 12:27:10, Pos. 3

N/A

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0
New Document Group > 4/8/2024 12:27:10, Pos. 4

N/A

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0
New Document Group > 4/8/2024 12:27:10, Pos. 5

Exploring the world and experiencing a different culture, having an experience in a highly self driven project

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0
New Document Group > 4/8/2024 12:34:49, Pos. 1

I would, it gives students the opportunity to complete their work in an entirely unique environment

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0
New Document Group > 4/8/2024 12:34:49, Pos. 2

A lot of cultural norms are very different, even with little things like transit, tipping, and when stores are open. Personally, I did a lot of research whenever I found something new I didn't understand

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0
New Document Group > 4/8/2024 12:34:49, Pos. 3

I feel like each project site should have a living document of these cultural differences to help prep students on what might be different.

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0
New Document Group > 4/8/2024 12:34:49, Pos. 4

Multicultural immersion

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0
New Document Group > 4/8/2024 13:10:11, Pos. 1

Yes. It's a unique, once-in-a-lifetime experience that offers a new perspective of another culture

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0
New Document Group > 4/8/2024 13:10:11, Pos. 2

Our project has seen significant delays. We communicated with our advisors about this to ensure we would not be penalized due to incomplete data.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0
New Document Group > 4/8/2024 13:10:11, Pos. 3

More transparency in the application process, as well as throughout the IQP itself, with regard to where students would actually be going and what they would be doing

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/8/2024 13:10:11, Pos. 4

Being able to view problems from a new perspective and gaining immersive activities.

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 13:54:47, Pos. 1

I would recommend projects abroad as they are a great opportunity to get out of your comfort zone, as well as do meaningful work for other people worldwide.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 13:54:47, Pos. 2

The main problem has been initiating contact with locals, especially where English is not the first language.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/8/2024 13:54:47, Pos. 3

Classes in which you learn a little about the language and culture

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/8/2024 13:54:47, Pos. 4

Getting to be involved in another culture opens my world view. I am learning a lot about different cultures, people, and ways of life.

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 13:57:26, Pos. 1

I would highly recommend it. I am having a lot of fun abroad on IQP, and am learning a lot in the process.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 13:57:26, Pos. 2

There are some financial burdens posed by living abroad. Other than that, no.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/8/2024 13:57:26, Pos. 3

I think a more clearly defined project from the start of ID2050 would have made the project experience a lot better.

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/8/2024 13:57:26, Pos. 4

Broaden your perspective of people's lives and challenges that we don't see in the United States

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 14:25:31, Pos. 1

Yes

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 14:25:31, Pos. 2

Dealing with group dynamics and people not getting along

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/8/2024 14:25:31, Pos. 3

Money

Code: ● What additional support or resources do you think would have enhanced your experience in the project? Weight score: 0

New Document Group > 4/8/2024 14:25:31, Pos. 4

Being able to experience new places and cultures

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 14:26:13, Pos. 1

I would, because it's a very unique experience and the memories you can make are great

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 14:26:13, Pos. 2

Finding ways to sufficiently mix work and relaxation

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/8/2024 14:26:13, Pos. 3

N/A

Code: ● What additional support or resources do you think would have enhanced your experience in the project? Weight score: 0

New Document Group > 4/8/2024 14:26:13, Pos. 4

Experience new culture, meet new people, work on a new interesting project

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 14:45:16, Pos. 1

Yes definitely, it gives you a chance to experience a new culture, travel, and also take a break from the rigorous classes at wpi. While you are still working on a project, the project is typically not super technical and you get to work with local communities.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 14:45:16, Pos. 2

Miscommunication between advisors and ID2050 professors regarding expectations and project guidelines, housing inequalities for different students, disagreements with advisors

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/8/2024 14:45:16, Pos. 3

If our ID2050 professor was the advisor vice versa

Code: ● What additional support or resources do you think would have enhanced your experience in the project? Weight score: 0

New Document Group > 4/8/2024 14:45:16, Pos. 4

Opportunity to experience other cultures in the long term, create meaningful relationship with the people around you and learn about the regions history.

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 15:01:15, Pos. 1

Yes, great experience where you have to be a little bit uncomfortable and put yourself out there. Plus its so fun to work in a new country and exist in all that happens around you.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 15:01:15, Pos. 2

Difficulty collaborating with the museums we were analyzing. Just used as many methods and possible to either counteract this lack of data or to get as much permission as possible.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/8/2024 15:01:15, Pos. 3

Support of the museums prior to our projects start. The project had to have a replacement advisor due to the initial one dropping, this led to collaborative issues with the two museums as we became a third party without connection asking for permission to do our research.

Code: ● What additional support or resources do you think would have enhanced your experience in the project? Weight score: 0

New Document Group > 4/8/2024 15:01:15, Pos. 4

nope

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0

New Document Group > 4/8/2024 15:01:15, Pos. 5

new experiences and understanding other cultures

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0
New Document Group > 4/8/2024 15:13:08, Pos. 1

as long as its within your financial means, yes. One thing that should be more common knowledge pre-
iqp is that students have no direct support for purchasing flights to their project center. If you cannot
afford your flight, its not worth the debt! if this is not an issue, it is a great experience, and something
very unique to WPI.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score:
0
New Document Group > 4/8/2024 15:13:08, Pos. 2

lack of response from an institution we were trying to work with. We remedied this by having members
of our cohort go to the institution, rather than interviewing random visitors

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0
New Document Group > 4/8/2024 15:13:08, Pos. 3

direct support / collaboration with the institutions we were studying!!

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0
New Document Group > 4/8/2024 15:13:08, Pos. 4

Getting to spend time in a new place and experiencing new cultures

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0
New Document Group > 4/8/2024 15:17:16, Pos. 1

Yes, it is very fun

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score:
0
New Document Group > 4/8/2024 15:17:16, Pos. 2

Some translation issues, and local transportation is tricky

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0
New Document Group > 4/8/2024 15:17:16, Pos. 3

honestly I like figuring things out as we go

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0
New Document Group > 4/8/2024 15:17:16, Pos. 4

not really

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0
New Document Group > 4/8/2024 15:17:16, Pos. 5

New culture

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0
New Document Group > 4/8/2024 15:36:34, Pos. 1

Yes you can learn things you cannot in a classroom

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0
New Document Group > 4/8/2024 15:36:34, Pos. 2

Social issues from forcing 24 random people together who normally would not hang out with each other.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0
New Document Group > 4/8/2024 15:36:34, Pos. 3

Public Transportation tutorial before arriving

Code: ● What additional support or resources do you think would have enhanced your experience in the project? Weight score: 0
New Document Group > 4/8/2024 15:36:34, Pos. 4

Be immersed in another culture

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0
New Document Group > 4/8/2024 15:39:09, Pos. 1

If you have the financial means, yes. I specifically picked an IQP that was within the global scholarship that also reimbursed me for the global scholarship that I didn't use so my plane ticket would be covered too. But even then I needed to pick up extra shifts and donate plasma twice a week to be able to cover everything. If I didn't have the global scholarship, I wouldn't have done IQP.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0
New Document Group > 4/8/2024 15:39:09, Pos. 2

I was not able to find some equipment I need for my physical therapy stretches (this equipment was too big to bring on a plane). Therefore, I got creative in how I did my stretches.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0
New Document Group > 4/8/2024 15:39:09, Pos. 3

Language classes before we arrived in the country. We didn't get any language training until the first week and we got none after that too.

Code: ● What additional support or resources do you think would have enhanced your experience in the project? Weight score: 0
New Document Group > 4/8/2024 15:39:09, Pos. 4

Experiencing another culture and seeing a completely different environment

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 15:54:48, Pos. 1

Yes, it is a great way to travel and see a new place without having to pay the full cost yourself and you will have lot of other students to support each other

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 15:54:48, Pos. 2

Cultural shocks, which just take time to get used to. Keeping team dynamics positive is important

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/8/2024 15:54:48, Pos. 3

My advisors were amazing and supportive the entire time making sure we had a great experience and produced quality work at the same time

Code: ● What additional support or resources do you think would have enhanced your experience in the project? Weight score: 0

New Document Group > 4/8/2024 15:54:48, Pos. 4

Got to experience another culture

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 16:01:46, Pos. 1

Yes there were a lot of opportunities to experience things you wouldn't be able to otherwise

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 16:01:46, Pos. 2

We had a bed bug problem so people were switched around for rooming

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/8/2024 16:01:46, Pos. 3

N/a

Code: ● What additional support or resources do you think would have enhanced your experience in the project? Weight score: 0

New Document Group > 4/8/2024 16:01:46, Pos. 4

N/a

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0

New Document Group > 4/8/2024 16:01:46, Pos. 5

Getting to see a new environment, culture, and language

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 16:28:05, Pos. 1

Yes, I feel like seeing the world from a different less “american ” perspective is really helpful.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 16:28:05, Pos. 2

The language barrier was hard, and jarring because we did not have any local support from our project center director to help us navigate around so more support initially would be helpful.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/8/2024 16:28:05, Pos. 3

Having language preparation classes like PQP for all countries that have a foreign language. Having more projects in collaboration with other university students, I feel like this would help get a sense of the cultural and actually have students engage with people of the country. Because aside from the sponsors there was very little interaction with people in country.

Code: ● What additional support or resources do you think would have enhanced your experience in the project? Weight score: 0

New Document Group > 4/8/2024 16:28:05, Pos. 4

The language barrier is the hardest thing to address, because while other countries may have a larger English percentage, the amount of Americans studying a foreign language in college is steadily decreasing-source(did project about getting more people to study abroad). Another way to just increase connections between WPI students and university students, would be to have housing or study location swaps, so that they are living at a university around other students, and then have it balance with exchange students at home location etc. This would just help the passings of WPI students with foreign university students. You can also look in costs to IQP/MQP abroad in Armenia, it was very expensive living in Zurich so the 5,000 did not cover living at all, and we recommended trying to increase the scholarship scope for people exchanging/ staying for more time. You could also look into international scholarships that people can apply to especially if it’s expensive to entice people to go abroad if more costs or projects get covered. Like a joint major specific IQP/MQP for 14 weeks with University students. Or IQP turning into exchange program and taking classes. Something that combos the requirements people already go abroad for.

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0

New Document Group > 4/8/2024 16:28:05, Pos. 5

Experiencing a country and a culture I would not otherwise get to experience.

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 16:36:35, Pos. 1

Yes - adventure awaits!

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 16:36:35, Pos. 2

Nearly everyone in my group got sick - there was a campus urgent care we all used

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/8/2024 16:36:35, Pos. 3

More interaction w students who had gone in past years

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/8/2024 16:36:35, Pos. 4

Independence & confidence in a new place, learning to work with a diverse group of people, cultural immersion

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 16:38:19, Pos. 1

Yes! I think this was a huge growth point for me for my confidence, leadership & team work skills, and helped to develop what I think I want to do in my career

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 16:38:19, Pos. 2

Team dynamics - spoke to advisor to help remediate the situation.

Friends - figuring out the right group of people to hang out with

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/8/2024 16:38:19, Pos. 3-4

Training in how to handle emotionally deep/heavy situations that we encountered in our interview process. What we are dealing with on paper is very different than the in person real -life experience.

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/8/2024 16:38:19, Pos. 5

Broadened my world view

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 16:40:55, Pos. 1

Yes, it changes your perspective a lot

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 16:40:55, Pos. 2

I missed home a lot, and WPI did not prepare me for how expensive it would be

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/8/2024 16:40:55, Pos. 3

More support from WPI and clarity about what it would be like when we got there

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0
New Document Group > 4/8/2024 16:40:55, Pos. 4

I was able to experience the culture of a different country and try different foods

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0
New Document Group > 4/8/2024 16:55:42, Pos. 1

I highly recommend it. I know some people really enjoyed their time doing projects around the US but there's something special about being able to experience the culture of a different country.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0
New Document Group > 4/8/2024 16:55:42, Pos. 2

There is a point in time when you get a bit homesick, especially being so far from home and having to plan when to call people. Once you get to the end of your project, you're often in the really stressful work grind and since you're with the same 24ish people all the time, it's really important to set aside time to do things that you really enjoy.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0
New Document Group > 4/8/2024 16:55:42, Pos. 3

Cultural Awareness, exploration, new experiences, new friends and closer relationships

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0
New Document Group > 4/8/2024 16:59:12, Pos. 1

Yes! Amazing experience that is unique to every trip. Different to any on-campus experience

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0
New Document Group > 4/8/2024 16:59:12, Pos. 2

Our housing was cramped and unsanitary. The school refunded our housing but it didn't really make up for that experience.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0
New Document Group > 4/8/2024 16:59:12, Pos. 3

Ahead of time direction about housing and info that did not come from other students about what the project center was like.

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0
New Document Group > 4/8/2024 16:59:12, Pos. 4

N/A

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0
New Document Group > 4/8/2024 16:59:12, Pos. 5

Experiencing new places/cultures, learning what its like to live in a new place, etc.

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 17:06:16, Pos. 1

Yes I would recommend participating in a project abroad to other students.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 17:06:16, Pos. 2

International experienfe

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 17:22:51, Pos. 1

Yes, great cultural learning experience

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 17:22:51, Pos. 2

Language barriers, used translation apps

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/8/2024 17:22:51, Pos. 3

None

Code: ● What additional support or resources do you think would have enhanced your experience in the project? Weight score: 0

New Document Group > 4/8/2024 17:22:51, Pos. 4

Mannnn if this was multiple choice instead of open response you'd probably get more responses cause open response is more annoying to fill out

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0

New Document Group > 4/8/2024 17:22:51, Pos. 5

I think a big one is getting to experience to a more full sense a different culture--going on a trip is one thing, but living in a different place for a long period of time is different, and it helps you grow in a different way.

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 17:26:04, Pos. 1

100% would recommend! It was the absolute best time, I made some of my best friends, and I was able to live within a different culture and experience life in a different way (that I wouldn't have gotten to do if I was still in the states).

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 17:26:04, Pos. 2

I didn't speak one of the languages that was spoken which got pretty frustrating after awhile, but I could speak a couple of the others and so it wasn't a huge issue, German was just a little difficult for me to learn. Everything in Switzerland was also SUPER expensive, so if I hadn't just made a bunch of money over the summer at my internship, I wouldn't have been able to do as much, especially compared to the rest of the group.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/8/2024 17:26:04, Pos. 3

Our housing started late and ended early which sucked, but it wasn't terrible. It would have maybe been better if before we left to have required cohort bonding since we didn't know each other at all when we arrived, and it would have maybe been beneficial to also have more bonding things once we were in country.

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/8/2024 17:26:04, Pos. 4

I know some people don't love IQP, but I wouldn't trade my experience for the world!

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0

New Document Group > 4/8/2024 17:26:04, Pos. 5

Getting to see new places, try new foods, hear a new language and music

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 17:31:56, Pos. 1

Yes I would recommend it because as long as you are careful and learn a little about the nation/language before traveling, then the experience is great because it is new!

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 17:31:56, Pos. 2

A big challenge is the inconsistent/clashing ideas of project sponsors and WPI advisors at times

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/8/2024 17:31:56, Pos. 3

Funding from WPI for projects that require building/materials would be helpful so students can use their money for buying food

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/8/2024 17:31:56, Pos. 4

Learning about different cultures

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 17:54:31, Pos. 1

Yes. It is a once in a lifetime opportunity

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 17:54:31, Pos. 2

We were challenged with a language barrier.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/8/2024 17:54:31, Pos. 3

A prep class that taught basics of the language.

Code: ● What additional support or resources do you think would have enhanced your experience in the project? Weight score: 0

New Document Group > 4/8/2024 17:54:31, Pos. 4

No

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0

New Document Group > 4/8/2024 17:54:31, Pos. 5

Experiencing a new culture teaches many interpersonal skills, gives appreciation for people from different backgrounds

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 17:58:42, Pos. 1

Definitely, it's a great way to learn and grow in a way not possible at home

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 17:58:42, Pos. 2

Adapting to a different culture, harder to access many resources than at home. Lots of working with other students in the cohort to overcome challenges we all faced

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/8/2024 17:58:42, Pos. 3

Maybe a few more local contacts who are familiar with the area to ask for help and tips

Code: ● What additional support or resources do you think would have enhanced your experience in the project? Weight score: 0

New Document Group > 4/8/2024 17:58:42, Pos. 4

Experiencing a new culture and being able to make connections with other WPI students who I would have never met on campus.

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 18:00:59, Pos. 1

Yes - It was a great experience being able to explore a foreign country and being able to connect with the culture.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 18:00:59, Pos. 2

My advisors weren't the best, but it allowed my group to grow stronger together to support each other.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/8/2024 18:00:59, Pos. 3

Getting to see a country I would probably not get to visit otherwise, getting to experience another culture

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 18:08:01, Pos. 1

Definitely would recommend it, it was an experience I will never forget

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 18:08:01, Pos. 2

My project director was mean and awful and I did not have good wifi in my apartment. Those issue were not resolved. I also would have had a horrible time traveling if I was not able to travel with someone in my IQP group.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/8/2024 18:08:01, Pos. 3

I think there should be a resource for students with travel anxiety to connect with each other and plan to travel together.

Code: ● What additional support or resources do you think would have enhanced your experience in the project? Weight score: 0

New Document Group > 4/8/2024 18:08:01, Pos. 4

Learning in new environments and travel

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 18:12:37, Pos. 1

Yes! Experience life outside of WPI

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 18:12:37, Pos. 2

Learning work and live with new people

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/8/2024 18:12:37, Pos. 3

N/A our advisors were great, supportive and an excellent resource to turn to

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/8/2024 18:12:37, Pos. 4

Experience and opportunity to work with international communities

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 18:15:59, Pos. 1

Yes, I think it is a great way to build project and team skills

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 18:15:59, Pos. 2

I had a disrespectful advisor that instead of helping the project caused a lot of strain and roadblocks in our project. Additionally, my project was more of a business project and it felt less like a research project and more like an internship.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/8/2024 18:15:59, Pos. 3

I think allowing us to just work with our sponsors would have enhanced the experience. The advisors provided little to no support.

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/8/2024 18:15:59, Pos. 4

I think they seriously need to review the advisors they have working on these projects and listen to students. Additionally, they should consider the idea of an internship over the research project setup because I feel like it could be a great opportunity for students to expand their professional working skills. Not everyone will go into research.

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0

New Document Group > 4/8/2024 18:15:59, Pos. 5

Change of scenery, make new friends

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 18:37:04, Pos. 1

Yes, I made a lot of my close friends through IQP and getting into a new environment helped me develop and grow

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 18:37:04, Pos. 2

Loneliness, missing my friends back home--I addressed them by making new friends and trying new activities

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?

Weight score: 0

New Document Group > 4/8/2024 18:37:04, Pos. 3

More contact from advisor outside of just meeting project requirements (ie. more emotional support, more sense of having an adult that cared about me around)

Code: ● What additional support or resources do you think would have enhanced your experience in the project?

Weight score: 0

New Document Group > 4/8/2024 18:37:04, Pos. 4

Travel

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 18:47:56, Pos. 1

Yes for the experience, No because it was very unorganized by school.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score:

0

New Document Group > 4/8/2024 18:47:56, Pos. 2

Bare minimum help with visa related guidance. A lot of team issues, and guidance issues by the advisor.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?

Weight score: 0

New Document Group > 4/8/2024 18:47:56, Pos. 3

More involvement of SWEET Center

Code: ● What additional support or resources do you think would have enhanced your experience in the project?

Weight score: 0

New Document Group > 4/8/2024 18:47:56, Pos. 4

Yes, the advisors need to be more trained on how to give advice. The sponsor should have a say in the grading. The advisors need to see if someone is pulling the weight of the project, and others are not, and actually understand how much efforts each person is putting in, instead of just the outcome.

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0

New Document Group > 4/8/2024 18:47:56, Pos. 5

Culture Immersion and International experiences unique to that area

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 18:51:36, Pos. 1

Absolutely, this can change your perspectives on different aspects of your life

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score:

0

New Document Group > 4/8/2024 18:51:36, Pos. 2

Adjusting to the culture, issues with the project sponsors

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?

Weight score: 0

New Document Group > 4/8/2024 18:51:36, Pos. 3

I think more PQP cultural learning was needed as when I got to my project center I was unaware of cultural norms

Code: ● What additional support or resources do you think would have enhanced your experience in the project?

Weight score: 0

New Document Group > 4/8/2024 18:51:36, Pos. 4

you get to immerse yourself in a different culture and explore the world

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 19:34:21, Pos. 1

yes because you are given the opportunity to be somewhere else for 7 weeks

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score:

0

New Document Group > 4/8/2024 19:34:21, Pos. 2

New experiences, getting to explore a new place independently

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 19:53:24, Pos. 1

It's usually a good experience that lets you grow as a person. Both in the skills you learn and in how independent you can be.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score:

0

New Document Group > 4/8/2024 19:53:24, Pos. 2

Figuring out how to travel. Mostly just a lot of research

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?

Weight score: 0

New Document Group > 4/8/2024 19:53:24, Pos. 3

Meeting new people, different cultural experiences

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 20:51:57, Pos. 1

YES!!! IQP allowed me to learn A LOT. Not only experiential wise and through trips, but also about how to deal with a team and differing power dynamics with advisors

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score:

0

New Document Group > 4/8/2024 20:51:57, Pos. 2

Advisors - my group adapted to the difficult advising and worked to "make it through" the end of the project. Adapting was the biggest skill we learned

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/8/2024 20:51:57, Pos. 3

your ID2050 advisor should attend IQP with you. having two different styles of advising was difficult to adjust to when you are already adjusting to a different place/location

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/8/2024 20:51:57, Pos. 4

Experiencing a culture different than your own and being forced to adapt.

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 21:23:01, Pos. 1

Yes, but it depends on the place. If it is too similar to your home country it is not the most useful experience. On the other hand you have to think about the project you will be doing. WPI has a bad tendency to have a lot of "white knight" -esque projects in a lot of countries.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 21:23:01, Pos. 2

It was difficult working with my advisors specifically, but that is specific to my group. In my case, we just had to grin and bear it during a lot of meetings until the advisors actually liked us.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/8/2024 21:23:01, Pos. 3

Better screening for sponsors and their projects should be mandatory. There are too many groups with me that have had some truly insane experiences with their sponsors. One group was told day 1 that they were expected to work on 3 projects instead of the one they had proposed.

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/8/2024 21:23:01, Pos. 4

Projects abroad should be done more through educational institutions than private companies. Not only will the interactions be with people closer to your age, but the sponsors themselves are more likely to be helpful resources for the rest of your academic career.

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0

New Document Group > 4/8/2024 21:23:01, Pos. 5

Got to go to a new place and see a lot of new things

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 21:42:28, Pos. 1

I would definitely recommend it because there are so many cool places you could go and you can experience so many great things.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 21:42:28, Pos. 2

Our biggest challenge was that we had a lot of conflicts with our advisors. Their expectations were too high and they were disrespectful to many of us. This was not really addressed while we were there, but we talked to the global experiences office upon returning.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/8/2024 21:42:28, Pos. 3

It would have been great to have another contact besides the advisors. Their expectations were too high and we had no one else to help give us project advice.

Code: ● What additional support or resources do you think would have enhanced your experience in the project? Weight score: 0

New Document Group > 4/8/2024 21:42:28, Pos. 4

It allowed me to gain more depth in working with different cultures, experience different cultures, and making new friends.

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 22:04:09, Pos. 1

Yes, it is a great experience, and it is a great chance to experience new cultures!

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 22:04:09, Pos. 2

My group in total (WPI and abroad university) was 22 people which was too many which made some of the work very difficult.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/8/2024 22:04:09, Pos. 3

More cultural preparation before traveling would have be very useful

Code: ● What additional support or resources do you think would have enhanced your experience in the project? Weight score: 0

New Document Group > 4/8/2024 22:04:09, Pos. 4

It was an experience that I will remember for my whole life

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 22:13:03, Pos. 1

Absolutely you will never have an opportunity like this again

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 22:13:03, Pos. 2

I got stuck in Italy because the airport (or atc I don't remember) workers went on strike

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/8/2024 22:13:03, Pos. 3

If WPI hadn't scheduled our return date on the day of the strike (they were very public about when the strike was happening)

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/8/2024 22:13:03, Pos. 4

If WPI could do less price gouging or provide more (like food) with the cost of IQP abroad that would be great

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0
New Document Group > 4/8/2024 22:13:03, Pos. 5

Learning about a new culture and studying something outside of engineering

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/8/2024 22:21:41, Pos. 1

Yes because it is a completely new experience for a lot of students at WPI, and I feel like I developed a lot of useful skills here while abroad

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 22:21:41, Pos. 2

Group cooperation/participation. SWEET center, conversations with advisors and team.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/8/2024 22:21:41, Pos. 3

More group dynamics support.

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/8/2024 22:21:41, Pos. 4

Yes, I think it was definitely a good experience to learn about different cultures.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/8/2024 22:34:19, Pos. 1

I really struggled with the accessibility of the city we went to due to my physical disability.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/8/2024 22:34:19, Pos. 2

Getting to spend more time with our sponsors, meeting students from other universities

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/8/2024 22:34:19, Pos. 3

Getting to explore and experience a new country for almost two months.

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/9/2024 00:02:44, Pos. 1

I would for the above reason. It is a very unique and valuable opportunity.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/9/2024 00:02:44, Pos. 2

The main challenge was friction between my project team and our advisors. It made project work more difficult and frustrating, which detracted from the overall experience.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/9/2024 00:02:44, Pos. 3

More frequent communications between students and advisors about the projects and a more comfortable environment to express thoughts would be beneficial in my opinion.

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/9/2024 00:02:44, Pos. 4

Getting the opportunity to travel to place that I would be unlikely to be able to go to on my own financially

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/9/2024 01:22:32, Pos. 1

Yes!! I loved getting the chance to explore a new place and learn about a culture I previously knew very little about.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/9/2024 01:22:32, Pos. 2

I was at the Thailand project site and the iqp groups were a mix of WPI students and Thai students and the Thai students did little to no work to help the project and tried to take credit for our work.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/9/2024 01:22:32, Pos. 3

Advisors that better supported us. They told us they liked our ideas when we met with them, but when we had meetings with them and the Thai advisors, one of the Thai advisors enjoyed ripping people's projects apart and the wpi advisors did not stand up for us even though they liked our project direction.

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/9/2024 01:22:32, Pos. 4

You get out of your comfort zone and meet lots of new people and try new foods/activities

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/9/2024 02:25:56, Pos. 1

Yes, because you get to experience new cultures, activities, and people

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/9/2024 02:25:56, Pos. 2

Not all dietary restrictions were easy to come by for some people and not all places were disability accessible

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/9/2024 02:25:56, Pos. 3

Seeing more pictures ahead of time of what the place we were staying at looked like so we could organize accordingly & understanding how far away from the city we were so we could plan activities and coordinate Uber's

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/9/2024 02:25:56, Pos. 4

Hi KC, I miss u!! -Anna

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0

New Document Group > 4/9/2024 02:25:56, Pos. 5

new culture and new experiences

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/9/2024 02:26:03, Pos. 1

yes, it is fun to travel to a different country, and I learned a lot about myself and how to be independent

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/9/2024 02:26:03, Pos. 2

Traveling abroad exposes people to different cultures.

It also breaks many prior commitments, forcing you to focus on your project fully.

Also great food is abroad.

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/9/2024 06:53:44, Pos. 1-3

Yep. I would recommend it to other students. It is fun and you get to spend more time making a project the way you want it.

Also there is great food when you participate in projects abroad.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/9/2024 06:53:44, Pos. 4-5

It was a bit of a challenge managing a complex project with a limited timeframe and an extremely hard deadline.

Also I was challenged to not spend too much money on great food.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/9/2024 06:53:44, Pos. 6-7

It would have been nice if my advisors were a little bit more on top of things, but it's fine we aren't either. I do think we could have gotten MUCH better direction in ID2050, since it was very vague and critical without much room for positive growth. Or at least that's the way it felt.

Also coupons for me to get more great food for less would have enhanced my experience.

Code: ● What additional support or resources do you think would have enhanced your experience in the project? Weight score: 0

New Document Group > 4/9/2024 06:53:44, Pos. 8-9

Yes.

Also make sure you use bcc on emails if you are emailing lots of people. Otherwise you will get reply all chains. Seriously though that's a major mistake when emailing this number of people. Some people also think of it as a privacy concern.

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0

New Document Group > 4/9/2024 06:53:44, Pos. 10-11

Experiencing new sites, cultures, and people.

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/9/2024 12:22:42, Pos. 1

Yes, it is a fun and engaging time with the right project and advisors.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/9/2024 12:22:42, Pos. 2

Frequent traveling and working with people outside of WPI. Addressed with more balanced planning and communication.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed? Weight score: 0

New Document Group > 4/9/2024 12:22:42, Pos. 3

An informed advisor from country's side was very helpful in finding proper sources to interview.

Code: • What additional support or resources do you think would have enhanced your experience in the project?

Weight score: 0

New Document Group > 4/9/2024 12:22:42, Pos. 4

As the other students have classes and activities planned it is hard to coordinate and work with everyone collaboratively, even with specific times where "everyone" is supposed to be available.

Code: • Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0

New Document Group > 4/9/2024 12:22:42, Pos. 5

Experiencing a different culture

Code: • What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/10/2024 04:14:58, Pos. 1

I would because it is a unique experience that you cannot get from campus.

Code: • Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

0

New Document Group > 4/10/2024 04:14:58, Pos. 2

Mostly related to finding groceries/food

Code: • What challenges, if any, did you encounter during your project abroad, and how were they addressed?

Weight score: 0

New Document Group > 4/10/2024 04:14:58, Pos. 3

Information about the area around the hotel

Code: • What additional support or resources do you think would have enhanced your experience in the project?

Weight score: 0

New Document Group > 4/10/2024 04:14:58, Pos. 4

Being able to see the beautiful architecture of another country and interact with people who come from a different culture and speak a different language.

Code: • What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/10/2024 06:29:25, Pos. 1

Yes

Code: • Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

0

New Document Group > 4/10/2024 06:29:25, Pos. 2

Sometimes disagreements were had with teammates or advisors but they were often resolved through discussion.

Code: • What challenges, if any, did you encounter during your project abroad, and how were they addressed?

Weight score: 0

New Document Group > 4/10/2024 06:29:25, Pos. 3

More direction and concrete goals from our advisors.

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0
New Document Group > 4/10/2024 06:29:25, Pos. 4

Hi Aaron

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0
New Document Group > 4/10/2024 06:29:25, Pos. 5

Being able to experience a different culture and learning to communicate and work with people that might not think the same.

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0
New Document Group > 4/10/2024 11:12:36, Pos. 1

Yes, because it is a really good experience even if it is difficult.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0
New Document Group > 4/10/2024 11:12:36, Pos. 2

It has been difficult to communicate with our sponsor at some points, and we need to explicitly clarify every important message.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0
New Document Group > 4/10/2024 11:12:36, Pos. 3

Access to a person that could do translations for us

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0
New Document Group > 4/10/2024 11:12:36, Pos. 4

Experiencing a different culture and getting out of your comfort zone

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0
New Document Group > 4/10/2024 13:28:20, Pos. 1

Yes, it is a life-changing experience. Everyone should be able to experience a different country out of their comfort zone.

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0
New Document Group > 4/10/2024 13:28:20, Pos. 2

My biggest challenge encountered is working with our project sponsor and students at the university we are staying at. They are not that responsive and have too busy of schedules to meet with us. We are having difficulty addressing it.

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0
New Document Group > 4/10/2024 13:28:20, Pos. 3

More accurate information about what to pack and the project center itself. We were given a lot of false information that made the project site less appealing than it actually was.

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/10/2024 13:28:20, Pos. 4

Be careful pairing WPI students with other international universities. It has been a struggle working with international students who have little to no interest in our project.

Code: ● Are there any comments or suggestions you would like to share regarding projects abroad? Weight score: 0

New Document Group > 4/10/2024 13:28:20, Pos. 5

experiencing a new culture

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/10/2024 16:05:19, Pos. 1

yes! it is an amazing opportunity to network globally

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/10/2024 16:05:19, Pos. 2

communication issues, having an on-site employee native to the region

Code: ● What challenges, if any, did you encounter during your project abroad, and how were they addressed?
Weight score: 0

New Document Group > 4/10/2024 16:05:19, Pos. 3

Exposure to different cultures

Code: ● What were the primary benefits of participating in a program abroad? Weight score: 0

New Document Group > 4/11/2024 00:50:57, Pos. 1

Yes as it can broaden your perspective of life

Code: ● Would you recommend participating in a project abroad to other students? Why or why not? Weight score: 0

New Document Group > 4/11/2024 00:50:57, Pos. 2

Friends going to the same location

Code: ● What additional support or resources do you think would have enhanced your experience in the project?
Weight score: 0

New Document Group > 4/11/2024 00:50:57, Pos. 3

Appendix M. Coded Analysis of AUA Student Survey

AUA Student Survey

Academic interests and opportunities, Potential for personal growth and development, Cultural exchange experiences, Networking opportunities, Potential career benefits, Cost/Financing

Code: ● What factors would influence your decision to participate in the collaboration? (Select all that apply) Weight score: 0

New Document Group > 4/9/2024 08:58:25, Pos. 1

Practical experience in real-world projects, Developing teamwork and collaboration skills, Exploring career interests

Code: ● How do you believe participating in the collaboration would contribute to your academic and career goals? (Select all that apply) Weight score: 0

New Document Group > 4/9/2024 08:58:25, Pos. 2

Academic interests and opportunities, Cultural exchange experiences, Networking opportunities, Potential career benefits

Code: ● What factors would influence your decision to participate in the collaboration? (Select all that apply) Weight score: 0

New Document Group > 4/9/2024 09:00:42, Pos. 1

Practical experience in real-world projects, Learning problem-solving and critical thinking skills, Exposure to diverse perspectives

Code: ● How do you believe participating in the collaboration would contribute to your academic and career goals? (Select all that apply) Weight score: 0

New Document Group > 4/9/2024 09:00:42, Pos. 2

Academic interests and opportunities, Potential for personal growth and development, Cultural exchange experiences, Networking opportunities, Potential career benefits

Code: ● What factors would influence your decision to participate in the collaboration? (Select all that apply) Weight score: 0

New Document Group > 4/9/2024 09:00:56, Pos. 1

Practical experience in real-world projects, Learning problem-solving and critical thinking skills, Developing teamwork and collaboration skills, Exploring career interests, Exposure to diverse perspectives

Code: ● How do you believe participating in the collaboration would contribute to your academic and career goals? (Select all that apply) Weight score: 0

New Document Group > 4/9/2024 09:00:56, Pos. 2

Academic interests and opportunities, Potential for personal growth and development, Potential career benefits

Code: ● What factors would influence your decision to participate in the collaboration? (Select all that apply) Weight score: 0

New Document Group > 4/9/2024 09:01:36, Pos. 1

Corporate culture, business strategies,

Code: ● What types of projects or topics would you be interested in working on during the collaboration with WPI? Weight score: 0

New Document Group > 4/9/2024 09:01:36, Pos. 2

Practical experience in real-world projects, Exploring career interests, Exposure to diverse perspectives

Code: ● How do you believe participating in the collaboration would contribute to your academic and career goals? (Select all that appl Weight score: 0

New Document Group > 4/9/2024 09:01:36, Pos. 3

Having a supervisor and a clear goal. Having trainings in different organizations, or with tutors.

Code: ● How do you think the collaboration could be structured to best meet the needs and interests of AUA students? Weight score: 0

New Document Group > 4/9/2024 09:01:36, Pos. 4

Academic interests and opportunities, Cultural exchange experiences, Networking opportunities, Cost/Financing

Code: ● What factors would influence your decision to participate in the collaboration? (Select all that apply) Weight score: 0

New Document Group > 4/9/2024 09:09:08, Pos. 1

Developing teamwork and collaboration skills, Exposure to diverse perspectives

Code: ● How do you believe participating in the collaboration would contribute to your academic and career goals? (Select all that appl Weight score: 0

New Document Group > 4/9/2024 09:09:08, Pos. 2

Academic interests and opportunities, Scheduling

Code: ● What factors would influence your decision to participate in the collaboration? (Select all that apply) Weight score: 0

New Document Group > 4/9/2024 09:12:04, Pos. 1

How participating in the program will affect my academics here at AUA. Unless you're in the program no one really ever clarifies how you will transfer credit or get back to you classes 7 weeks into the semester.

Code: ● What concerns, if any, do you have about participating in the collaboration between AUA and WPI for IQP projects? Weight score: 0

New Document Group > 4/9/2024 09:12:04, Pos. 2

Practical experience in real-world projects, Exploring career interests

Code: ● How do you believe participating in the collaboration would contribute to your academic and career goals? (Select all that appl Weight score: 0

New Document Group > 4/9/2024 09:12:04, Pos. 3

Academic interests and opportunities, Potential for personal growth and development, Cultural exchange experiences, Networking opportunities, Potential career benefits, Cost/Financing, Scheduling

Code: ● What factors would influence your decision to participate in the collaboration? (Select all that apply) Weight score: 0

New Document Group > 4/9/2024 09:13:41, Pos. 1

Practical experience in real-world projects, Learning problem-solving and critical thinking skills, Developing teamwork and collaboration skills, Exploring career interests, Exposure to diverse perspectives

Code: ● How do you believe participating in the collaboration would contribute to your academic and career goals? (Select all that appl Weight score: 0

New Document Group > 4/9/2024 09:13:41, Pos. 2

Academic interests and opportunities, Potential for personal growth and development, Cultural exchange experiences, Networking opportunities, Potential career benefits

Code: ● What factors would influence your decision to participate in the collaboration? (Select all that apply) Weight score: 0

New Document Group > 4/9/2024 09:17:10, Pos. 1

Practical experience in real-world projects, Learning problem-solving and critical thinking skills, Developing teamwork and collaboration skills, Exploring career interests, Exposure to diverse perspectives

Code: ● How do you believe participating in the collaboration would contribute to your academic and career goals? (Select all that appl Weight score: 0

New Document Group > 4/9/2024 09:17:10, Pos. 2

Academic interests and opportunities, Cultural exchange experiences, Networking opportunities

Code: ● What factors would influence your decision to participate in the collaboration? (Select all that apply) Weight score: 0

New Document Group > 4/9/2024 09:38:05, Pos. 1

Practical experience in real-world projects, Learning problem-solving and critical thinking skills, Developing teamwork and collaboration skills

Code: ● How do you believe participating in the collaboration would contribute to your academic and career goals? (Select all that appl Weight score: 0

New Document Group > 4/9/2024 09:38:05, Pos. 2

Potential for personal growth and development, Cultural exchange experiences, Networking opportunities, Cost/Financing, Scheduling

Code: ● What factors would influence your decision to participate in the collaboration? (Select all that apply) Weight score: 0

New Document Group > 4/9/2024 09:39:02, Pos. 1

Practical experience in real-world projects, Developing teamwork and collaboration skills, Exposure to diverse perspectives

Code: ● How do you believe participating in the collaboration would contribute to your academic and career goals? (Select all that appl Weight score: 0

New Document Group > 4/9/2024 09:39:02, Pos. 2

Academic interests and opportunities, Potential for personal growth and development, Cultural exchange experiences, Networking opportunities, Potential career benefits, Cost/Financing, Scheduling

Code: ● What factors would influence your decision to participate in the collaboration? (Select all that apply) Weight score: 0

New Document Group > 4/9/2024 10:00:14, Pos. 1

Major-related, either hands-on building projects (proof-of-concept or prototype inventions/innovations/creations) or participation in larger real-world operations

Code: ● What types of projects or topics would you be interested in working on during the collaboration with WPI? Weight score: 0

New Document Group > 4/9/2024 10:00:14, Pos. 2

Practical experience in real-world projects, Learning problem-solving and critical thinking skills, Exploring career interests, Exposure to diverse perspectives

Code: ● How do you believe participating in the collaboration would contribute to your academic and career goals? (Select all that appl Weight score: 0

New Document Group > 4/9/2024 10:00:14, Pos. 3

Depending on the amount of time required to be dedicated, appropriate changes to the diploma should be applied in terms of completed credits for a student to not fall behind in their classes

Code: ● How do you think the collaboration could be structured to best meet the needs and interests of AUA students? Weight score: 0

New Document Group > 4/9/2024 10:00:14, Pos. 4

Mainly direction by supervisors (both from AUA and WPI) who will direct the students navigate their project

Code: ● What types of support and resources, such as assistance from WPI & AUA, do you think would be beneficial for AUA students parti Weight score: 0

New Document Group > 4/9/2024 10:00:14, Pos. 5

Academic interests and opportunities, Potential for personal growth and development, Cultural exchange experiences, Networking opportunities, Scheduling

Code: ● What factors would influence your decision to participate in the collaboration? (Select all that apply) Weight score: 0

New Document Group > 4/9/2024 10:10:35, Pos. 1

Only the schedule as I'm very busy currently

Code: ● What concerns, if any, do you have about participating in the collaboration between AUA and WPI for IQP projects? Weight score: 0

New Document Group > 4/9/2024 10:10:35, Pos. 2

Practical experience in real-world projects, Learning problem-solving and critical thinking skills, Exploring career interests, Exposure to diverse perspectives

Code: ● How do you believe participating in the collaboration would contribute to your academic and career goals? (Select all that appl Weight score: 0

New Document Group > 4/9/2024 10:10:35, Pos. 3

Networking opportunities, Potential career benefits, Cost/Financing, Scheduling

Code: ● What factors would influence your decision to participate in the collaboration? (Select all that apply) Weight score: 0

New Document Group > 4/9/2024 10:29:41, Pos. 1

Developing teamwork and collaboration skills, Exploring career interests

Code: ● How do you believe participating in the collaboration would contribute to your academic and career goals? (Select all that appl Weight score: 0

New Document Group > 4/9/2024 10:29:41, Pos. 2

At AUA, we do a lot of group projects. Honestly, we're kind of sick of it. So the collaboration should be appealing for us to consider doing any group activity outside of AUA.

Code: ● How do you think the collaboration could be structured to best meet the needs and interests of AUA students? Weight score: 0

New Document Group > 4/9/2024 10:29:41, Pos. 3

I don't know, I need examples to figure out what kinds of project you guys do to be able to answer this question.

Code: ● What types of support and resources, such as assistance from WPI & AUA, do you think would be beneficial for AUA students parti Weight score: 0

New Document Group > 4/9/2024 10:29:41, Pos. 4

Potential for personal growth and development, Cultural exchange experiences, Networking opportunities, Potential career benefits, Scheduling

Code: ● What factors would influence your decision to participate in the collaboration? (Select all that apply) Weight score: 0

New Document Group > 4/9/2024 13:03:57, Pos. 1

Practical experience in real-world projects, Learning problem-solving and critical thinking skills, Developing teamwork and collaboration skills, Exploring career interests, Exposure to diverse perspectives

Code: ● How do you believe participating in the collaboration would contribute to your academic and career goals? (Select all that appl Weight score: 0

New Document Group > 4/9/2024 13:03:57, Pos. 2

Academic interests and opportunities, Cultural exchange experiences, Networking opportunities, Cost/Financing

Code: ● What factors would influence your decision to participate in the collaboration? (Select all that apply) Weight score: 0

New Document Group > 4/10/2024 17:56:18, Pos. 1

Appendix N. Coded Analysis for APC Alumni Survey

APC Alumni Survey

I wish that there was a translator for some projects so that the AUA students main role wasn't to translate the work.

Code: ● Did the collaboration meet your expectations? Please elaborate on your answer. Weight score: 0
New Document Group > 4/2/2024 16:39:57, Pos. 1

Yes, both sides were supportive, especially AUA. AUA help us find some very good connections they had within the faculty that greatly improved the contents of our project.

Code: ● Did the collaboration meet your expectations? Please elaborate on your answer. Weight score: 0
New Document Group > 4/2/2024 17:32:51, Pos. 1

They help stimulate our thinking about more rural communities as it is something I did not have much experience with. Also helped practice professionalism.

Code: ● In what specific ways did the collaboration contribute to your academic and personal growth? Weight score: 0
New Document Group > 4/2/2024 17:32:51, Pos. 2

The broad amount of people they know since knowledge is important for any collaborate project.

Code: ● Were there any particular aspects of the collaboration that you found most beneficial? Please describe. Weight score: 0
New Document Group > 4/2/2024 17:32:51, Pos. 3

Off the top of my head, nothing in particular. They were always an email and subway trip away, so meeting with them was no issue.

Code: ● What challenges, if any, did you encounter during your participation in the collaboration? How were they addressed? Weight score: 0
New Document Group > 4/2/2024 17:32:51, Pos. 4

I did for the most part. In my opinion, AUA supported us more, but that may have to do with expertise in their respective fields.

Code: ● Did you feel adequately supported by both institutions throughout the collaboration process? Please explain your answer. Weight score: 0
New Document Group > 4/2/2024 17:32:51, Pos. 5

May be some fun activities pre departure to Armenia would be nice, but I think this mostly comes down to cohort cohesion. I thought my group had a good cultural exchange between American and Armenia students.

Code: ● How do you think the cultural exchange aspect of the collaboration could be improved? Weight score: 0
New Document Group > 4/2/2024 17:32:51, Pos. 6

I would highly recommend this collaboration and think other project centers should do the same. It great to meet people from completely different backgrounds and experience something that I probably would never encounter if not for this program.

Code: ● Would you recommend this collaboration to other students or colleagues? Why or why not? Weight score: 0
New Document Group > 4/2/2024 17:32:51, Pos. 7

Yes

Code: ● Would you be interested in participating to the further development of the Armenia Project Center? Weight score: 0
New Document Group > 4/2/2024 17:32:51, Pos. 8

May be allow WPI students to take some classes at AUA to see what university is like in another country, similar to what the AUA students do when they come to the states.

Code: ● Do you have any additional comments or suggestions for improving future collaborations between AUA and WPI? Weight score: 0
New Document Group > 4/2/2024 17:32:51, Pos. 9

(I want to specify that I am a former advisor, not a student). The collaboration surpassed my expectations. The people at AUA were much more invested in our partnership than at some other project centers. When you are working with people that want to work with you things are always much better.

Code: ● Did the collaboration meet your expectations? Please elaborate on your answer. Weight score: 0
New Document Group > 4/2/2024 18:12:37, Pos. 1

The term I spent in Yerevan (as an advisor) was wonderful. I got to learn about a new part of the world; I was able to undertake a lot of cultural activities such as tours and museums; and I ate a lot of wonderful food. I also got to meet new people and build new relationships, and I learned a lot about various topics from the students as they worked on their projects.

Code: ● In what specific ways did the collaboration contribute to your academic and personal growth? Weight score: 0
New Document Group > 4/2/2024 18:12:37, Pos. 2

To me the most beneficial part was not the technical content, but the relationship between WPI people and AUA people. It was like being welcomed into someone else's family. We didn't just work on projects, but we were able to go out to eat together, get to know each other, share the culture, etc.

Code: ● Were there any particular aspects of the collaboration that you found most beneficial? Please describe. Weight score: 0
New Document Group > 4/2/2024 18:12:37, Pos. 3

As an advisor I must say the main challenge was that some students were not well prepared for the non-project part of living abroad. Living abroad and culture shock can be a challenge! One student, for instance, was not aware that Armenia has its own alphabet and became very frustrated. Students knew a lot about the Armenian Genocide but that is not the totality of the culture. They need to know more

about armenia aside from the genocide, as well as how to cope with culture shock and homesickness. We need to put more thought into cultural preparation in ID2050.

Code: ● What challenges, if any, did you encounter during your participation in the collaboration? How were they addressed? Weight score: 0

New Document Group > 4/2/2024 18:12:37, Pos. 4

Yes. AUA provided everything we needed - not just the exact letter of what we needed, but when we made a request, they tried to get to the spirit of why we were making the request and provided it.

Code: ● Did you feel adequately supported by both institutions throughout the collaboration process? Please explain your answer. Weight score: 0

New Document Group > 4/2/2024 18:12:37, Pos. 5

It is difficult. WPI students have very busy schedules and in ID2050 are primarily concerned about grades. I guess we could make cultural preparation something that they are graded on but I'm not sure that this is a good idea. While in Armenia, some students are travelling for the first time, and are learning how to travel, so to speak.

Code: ● How do you think the cultural exchange aspect of the collaboration could be improved? Weight score: 0

New Document Group > 4/2/2024 18:12:37, Pos. 6

I tell all of the other faculty that Armenia is horrible because I don't want them to go there, I want to be the only one that goes there. I tell students that Armenia is great, though.

Code: ● Would you recommend this collaboration to other students or colleagues? Why or why not? Weight score: 0

New Document Group > 4/2/2024 18:12:37, Pos. 7

Yes

Code: ● Would you be interested in participating to the further development of the Armenia Project Center? Weight score: 0

New Document Group > 4/2/2024 18:12:37, Pos. 8

It is a matter of time and effort. Collaborations don't just grow overnight or by email. WPI should be supporting faculty to travel to ARmenia to get to know AUA faculty better, and should support bringing AUA faculty over to the US

Code: ● Do you have any additional comments or suggestions for improving future collaborations between AUA and WPI? Weight score: 0

New Document Group > 4/2/2024 18:12:37, Pos. 9

It was very interesting, the place is beautiful and the people are very kind and willing to collaborate and work together.

Code: ● Did the collaboration meet your expectations? Please elaborate on your answer. Weight score: 0

New Document Group > 4/3/2024 00:03:32, Pos. 1

Getting other perspectives and working with like-minded people always helps with growth.

Code: ● In what specific ways did the collaboration contribute to your academic and personal growth? Weight score: 0

New Document Group > 4/3/2024 00:03:32, Pos. 2

Nothing in particular, our met with some AUA staff and we interviewed them but it was nothing super unique.

Code: ● Were there any particular aspects of the collaboration that you found most beneficial? Please describe. Weight score: 0

New Document Group > 4/3/2024 00:03:32, Pos. 3

Some language barrier issues when we interviewed certain staff members but nothing extreme or difficult. At worst we had to work through a thick accent or help them look for the right words to describe the things we were asking about. But this only happened maybe once or twice during the IQP (for my group at least)

Code: ● What challenges, if any, did you encounter during your participation in the collaboration? How were they addressed? Weight score: 0

New Document Group > 4/3/2024 00:03:32, Pos. 4

Yes, the AUA provided many assets and spaces to work. Honestly the AUA helped more then WPI in some aspects when it came to interviews and garnering information/ideas to move forward with our project.

Code: ● Did you feel adequately supported by both institutions throughout the collaboration process? Please explain your answer. Weight score: 0

New Document Group > 4/3/2024 00:03:32, Pos. 5

More time spent diving into cultural aspects such as food, music, sights, history etc. We only gained this information from our AUA friends that were in our IQP cohort but other than that we had to find these things ourselves. If the AUA could help sponsor or suggest more things to do and see to get a better view of the culture that'd be great.

But most importantly, when we spoke to the AUA students WPI DIDN'T DO ANYTHING TO SHOW OR HELP WITH AMERICAN CULTURE. It was completely one sided where the AUA did a lot to help WPI students in Armenia but WPI didn't do anything to help the AUA students when they were here in the USA.

Code: ● How do you think the cultural exchange aspect of the collaboration could be improved? Weight score: 0

New Document Group > 4/3/2024 00:03:32, Pos. 6-7

Yes, it was very fun and we worked very well together.

Code: ● Would you recommend this collaboration to other students or colleagues? Why or why not? Weight score: 0

New Document Group > 4/3/2024 00:03:32, Pos. 8

Maybe

Code: ● Would you be interested in participating to the further development of the Armenia Project Center? Weight score: 0

New Document Group > 4/3/2024 00:03:32, Pos. 9

WPI should treat the AUA students to more things like the AUA students did for us. They should sponsor outings, dinners, etc to help give the AUA students a better cultural impression of Worcester or New England in general.

Code: ● Do you have any additional comments or suggestions for improving future collaborations between AUA and WPI? Weight score: 0

New Document Group > 4/3/2024 00:03:32, Pos. 10

N/A

Code: ● Did the collaboration meet your expectations? Please elaborate on your answer. Weight score: 0
New Document Group > 4/3/2024 15:08:09, Pos. 1

It was interesting learning about another country's education system.

Code: ● In what specific ways did the collaboration contribute to your academic and personal growth? Weight score: 0
New Document Group > 4/3/2024 15:08:09, Pos. 2

I found it beneficial to talk to other teachers from Armenia.

Code: ● Were there any particular aspects of the collaboration that you found most beneficial? Please describe. Weight score: 0
New Document Group > 4/3/2024 15:08:09, Pos. 3

N/A

Code: ● What challenges, if any, did you encounter during your participation in the collaboration? How were they addressed? Weight score: 0
New Document Group > 4/3/2024 15:08:09, Pos. 4

Yes. Everyone was very willing to have meetings with our team and they responded in a timely manner.

Code: ● Did you feel adequately supported by both institutions throughout the collaboration process? Please explain your answer. Weight score: 0
New Document Group > 4/3/2024 15:08:09, Pos. 5

N/A

Code: ● How do you think the cultural exchange aspect of the collaboration could be improved? Weight score: 0
New Document Group > 4/3/2024 15:08:09, Pos. 6

Yes. It's a good organization to collaborate with

Code: ● Would you recommend this collaboration to other students or colleagues? Why or why not? Weight score: 0
New Document Group > 4/3/2024 15:08:09, Pos. 7

Maybe

Code: ● Would you be interested in participating to the further development of the Armenia Project Center? Weight score: 0
New Document Group > 4/3/2024 15:08:09, Pos. 8

N/A

Code: ● Do you have any additional comments or suggestions for improving future collaborations between AUA and WPI? Weight score: 0
New Document Group > 4/3/2024 15:08:09, Pos. 9

The involvement with the AUA students came very late in our project and was never fully interpreted because of this. The AUA students produced very good work and showed strong research

skills but their impact on our final solution was separate and minimal. From what we gather they were in a similar position of not knowing and were asked to complete additional work on top of their regular class work.

Code: ● Did the collaboration meet your expectations? Please elaborate on your answer. Weight score: 0
New Document Group > 4/4/2024 23:42:39, Pos. 1

It didn't, we met for probably a total of 6 hours with the class and reviewed different groups progress but the timing was always that we need to be at a certain stage of the project ahead of the work they were completing. This was their fault but a result of the last minute forced integration.

Code: ● In what specific ways did the collaboration contribute to your academic and personal growth? Weight score: 0
New Document Group > 4/4/2024 23:42:39, Pos. 2

Very few. The work they completed supplement ed our in most cases or was redundant. It was good to hear various perspectives but again because of timing the impact value of the work was never fully embraced.

Code: ● Were there any particular aspects of the collaboration that you found most beneficial? Please describe. Weight score: 0
New Document Group > 4/4/2024 23:42:39, Pos. 3

Scheduling was major issue. Trying to connect the two groups where there wasn't much need to on either end.

Code: ● What challenges, if any, did you encounter during your participation in the collaboration? How were they addressed? Weight score: 0
New Document Group > 4/4/2024 23:42:39, Pos. 4

I felt adequately supported but it didn't change the end result.

Code: ● Did you feel adequately supported by both institutions throughout the collaboration process? Please explain your answer. Weight score: 0
New Document Group > 4/4/2024 23:42:39, Pos. 5

Established earlier, very different during Covid.

Code: ● How do you think the cultural exchange aspect of the collaboration could be improved? Weight score: 0
New Document Group > 4/4/2024 23:42:39, Pos. 6

Would not in the end became more work with very little return for both the project and me as an individual.

Code: ● Would you recommend this collaboration to other students or colleagues? Why or why not? Weight score: 0
New Document Group > 4/4/2024 23:42:39, Pos. 7

Maybe

Code: ● Would you be interested in participating to the further development of the Armenia Project Center? Weight score: 0
New Document Group > 4/4/2024 23:42:39, Pos. 8

No

Code: ● Do you have any additional comments or suggestions for improving future collaborations between AUA and WPI? Weight score: 0

New Document Group > 4/4/2024 23:42:39, Pos. 9

Our project did not require collaboration, and we did not receive students to work with.

Code: ● Do you have any additional comments or suggestions for improving future collaborations between AUA and WPI? Weight score: 0

New Document Group > 4/7/2024 21:48:10, Pos. 1

Yes, except I wasn't happy that we didn't have any other activities or in the U.S. with the students, except the classes.

Code: ● Did the collaboration meet your expectations? Please elaborate on your answer. Weight score: 0

New Document Group > 4/11/2024 11:31:17, Pos. 1

I think the overall experience - living alone, understanding that you're doing something very crucial for your country, cultural exchange, meeting so many people from various backgrounds.

Code: ● In what specific ways did the collaboration contribute to your academic and personal growth? Weight score: 0

New Document Group > 4/11/2024 11:31:17, Pos. 2

I think there wasn't any challenge, except the part of living alone.

Code: ● What challenges, if any, did you encounter during your participation in the collaboration? How were they addressed? Weight score: 0

New Document Group > 4/11/2024 11:31:17, Pos. 3

Yes. I had visa issues, the Armenian team was very supportive.

Code: ● Did you feel adequately supported by both institutions throughout the collaboration process? Please explain your answer. Weight score: 0

New Document Group > 4/11/2024 11:31:17, Pos. 4

Probably more communication between students outside the classes.

Code: ● How do you think the cultural exchange aspect of the collaboration could be improved? Weight score: 0

New Document Group > 4/11/2024 11:31:17, Pos. 5

Of course

Code: ● Would you recommend this collaboration to other students or colleagues? Why or why not? Weight score: 0

New Document Group > 4/11/2024 11:31:17, Pos. 6

Yes

Code: ● Would you be interested in participating to the further development of the Armenia Project Center? Weight score: 0

New Document Group > 4/11/2024 11:31:17, Pos. 7