

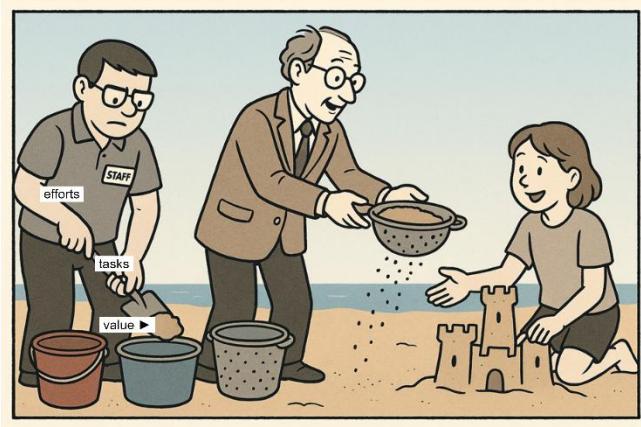
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ETID Department
David Malawey, Technical Laboratory Coordinator



Assets, Efforts, & Education

This memo composes context around my engineering work for ETID. My work is focused on generating assets for education. The primary assets include original designed parts, design drawings, explanations, supplies suitable for student projects, and spreadsheets for tabulating data, or tests of supplies for system integration (adhesives, electrical connectors, hand-tools). Additionally, I combine primary assets into functional modules which solve a problem, and document the method, then refine the method to fit within the constraints of an undergrad college environment, skills and resources. The combining and documenting effort produces secondary assets such as slide decks, videos, or ‘posts’ of engineering designs in online libraries. For my past and ongoing work, I wish to illustrate when and where the assets fit our students’ educational needs, and how they channel into our curriculum. I will include some examples of assets produced, their academic origins, and the nature of their utilization.



For this memo I'll attach samples of my routine reports with my supervisors in 2022 and 2023 with Dr. Reza Langari and Mr. Chris Smith. For each project needing my effort, the assignment was requested, approved or supported by my supervisor. For any project not directly requested from the supervisor, it was initiated by the POC (point of contact) such as an instructor, listed in a second column and shown in the attachment. Following 2022 the department leadership rearranged and

onboarded new faculty, and the MXET program overturned over half of its original faculty. The MXET program was where I was most involved. The majority of my projects were halted or even obstructed, but only in the sense the administrative flow of the assets became disrupted. Using the analogy in the first cartoon, the sand is the student learning resource and the professor delivers it to the student. The halting and obstructing essentially meant some instructors arrived between myself and the students and halted the carrying of assets from myself to the students. The students still needed the same resources and I still produced those resources, but the actions between myself and the students prevented the flow. In some cases I was tasked with filling colanders so the core information was lost on its way to the students, and increasingly the solid buckets were refused by instructors.

The underlying purpose of each project remained aligned with our mission to teach hands-on engineering, and nearly all remained relevant, but my work was refused without examination.

From the halted projects, one could collect the key assets for students and fit them into two categories:

- 1) items that remain useful to students and relevant to our mission
- 2) items having suitability dependent on a specific administrative structure.

An example of admin-dependent value: administrative decisions drove a new laboratory space to be formed, and I was asked to create posters featuring technical aspects of our educational robots, and inspirational messages of the design’s origins in our very own department.

In the above example, the primary asset was the robot chassis design used in class, and the secondary asset was a poster. The task itself was fully based on administrative direction, and the task cancellation rendered all effort wasted. The project could yield value only under particular conditions, and those conditions were outside of my control. So, for each project in category 2, I have no control over the value the students receive. From 2022 forward, admin changes became so

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frequent that nearly all my efforts and assets were decoupled from creating educational value. Furthermore, faculty made broad sweeping changes that uprooted several previous years of valuable assets such that they could not reach students & yield learning. Note these assets remained fully relevant and central to the key learning outcomes of our multidisciplinary program.

I made two new adaptations to my work. **Adaptation A:** I refocused my effort on type-1 items that are fully centered on engineering educational value. Like a textbook, these items don't teach students but they are always ready to be effective when the right admin decisions occur. **Adaptation B:** I began to adapt past assets to have self-standing educational value.

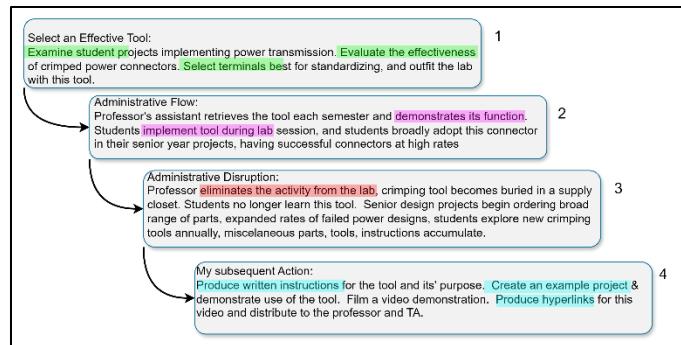
Expanding on **Adaptation A:** This adaptation means my work schedule is populated with efforts that contain intrinsic educational value, and the other efforts are ejected from the schedule. It is analogous to implementing a rule of "*serve the students, not the professors.*" Early in my TAMU work my projects consisted of high rates of service to the professor, who in turn serves the student. In recent years the second step is not evident. To serve the professor requires trust that the professor will transfer the assets to the students effectively, and that trust must be built with our newest professors.



The trend of 2018 through 2025 was *the items I make for faculty expire rapidly. The items I have made for students never expire.*

Key

- Engineering Effort
- Dependency of asset on admin.
- Decoupling of asset from educational value
- Asset for education

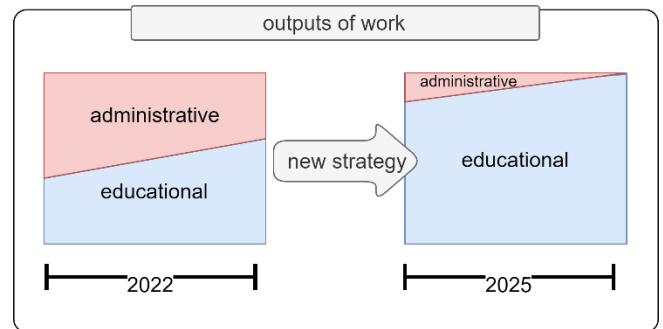
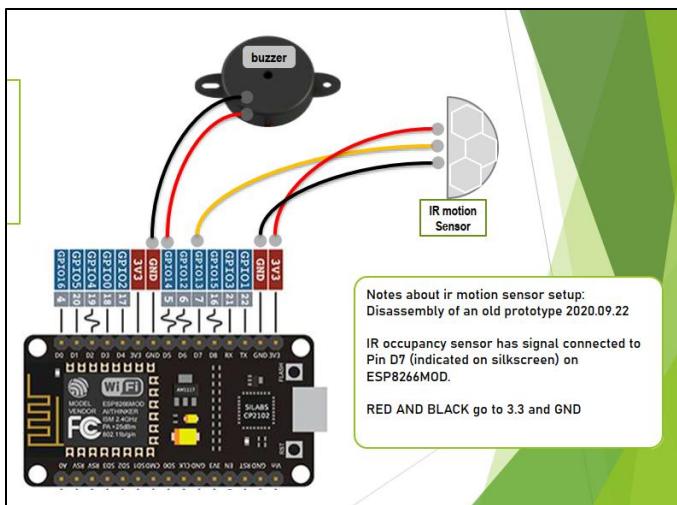


Adaptation B is demonstrated in the flowchart above. My initial work takes place in step 1 and that work forms educational value, but only through the administrative Step 2. As Step 2 is changed, my initial work is decoupled from value because it could not stand alone. My effort is comprised of the verbs "evaluate" and "select" but students cannot benefit from those actions alone. So in step 4, my new effort adds documentation that can be coupled to the initial efforts to stand as a permanent and valuable asset.

The volume of assets from former efforts is huge. As of 2025, hundreds of items are ready to update with a step-4 and these can be repeated across hundreds of educational efforts that were formerly delivered by me and then decoupled by administrators. Step 4 resurrects the former asset and returns it into the work schedule. To simply repeat step 4 across many prior efforts is enough to populate a decade worth of work.

Example of Recompiling the Asset

For example in the Cobotics lab plans, our IoT devices were to transmit inventory metrics in a simulated manufacturing space. The IoT devices measure a parameter such as "box weight" and communicate over WiFi to display on the video displays in real-time. The cobotics smart-manufacturing system plans were dismantled but the IoT devices still serve as a useful model for students. Students still use the same microcontrollers, the same batteries, make the same MQTT communications, using the same servers to display with the same GUI. But none of our instructors teach how to do this. The figure below shows an example of documentation for wiring one of these IoT devices. (It is a tiny fragment of the information b



So the task of implementing the IoT device changed (because the instructor is not using it but the students are still asked for the same outcomes which this teaches) and I am in the process of documenting these designs for students. About 25% of my work in Spring 2025 was in publication of relevant example designs. After publication, students can download the software scripts for the microcontrollers, they can access and reuse the wiring diagrams for improved project reporting, they can access the same datasheets to work with the microcontroller. Have our faculty designed new examples with different slides and new diagrams? No, until this time we still have nothing that matches or improves upon these assets, which students still need. Beyond microcontrollers there is an array of mechanisms and digital devices the students recurrently study outside the classroom and figure out on their own.

Between 2023 and 2025 I observed continued projects of the same nature created by students without examples or templates. This will continue indefinitely. Some portion of my work previously allocated to constant inquiry with professors was reallocated to render useful outcomes. For a period, I studied best practices in online publication to make information organized, accessible, free, and using modern applications. My rates of producing engineering content and the quality of educational assets has more than doubled and the successful completion no longer depends on colleagues' schedules and changing preferences.

Advancement of Teaching Materials

From 2024, I have been regularly publishing videos that cover an individual engineering topic applied with hands-on projects. One of my recent videos featured tapes that have special utilities. Examples include:

- Wire harness tape
 - High temperature polyimide tape
 - Reflective metal tape

Each of these selections can vector back to a previous project where our ETID students built a project and without these tapes, a failure would occur.

When I shared this video with our professor, Dr. Logan Porter, his feedback was that it is useful, and he proposed that I make a video that helps the students with “How to choose a motor.” I can attest this is a recurring question for students. To deliver an answer, however, requires further breakdown and addressing multiple topics.



The apparatus shown above is an example design which has the **minimal necessary parts** to demonstrate the

function of the selected water pump. We need to be able to answer all the questions in our examples:

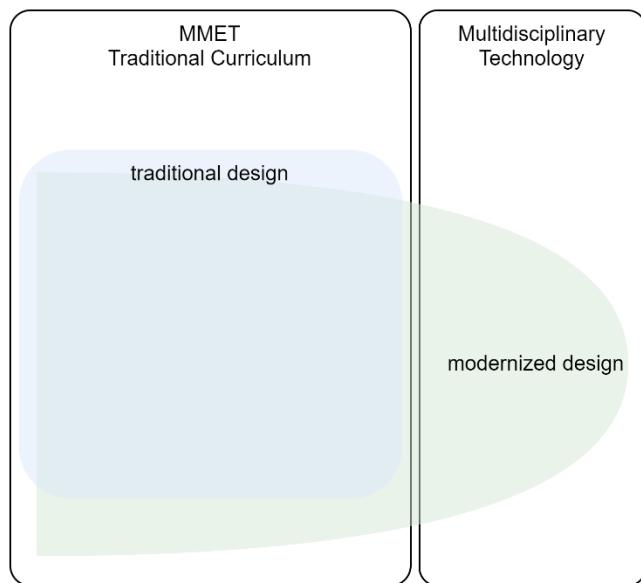
- What is the flow rate (with flow that is visible to the eyes)
- How much power is consumed by this scale of a pump?
- How much control do we have to adjust the flow without changing the actuator selection?
- What is a reliable way to connect plumbing?

Once the example unit is designed and built, it is not finished. The design needs documentation to have educational value. That documentation also creates permanence for the research effort – it means if the physical demonstration is lost, we spend only a few percent of the initial effort to reproduce it. It also means that transmission of the information becomes reproducible freely.

I would propose that my ongoing efforts are crucial for the long term development of our MMET and ESET programs because the technology that characterizes the latest engineering projects in demand is the same technology that resides outside of the traditional body of knowledge in the single discipline. See the figure below. In industry broadly, our newest MMET design projects are not asking for a deeper level of mechanical knowledge, they are asking for a coupling of traditional knowledge with embedded sensors and other tech that resides in the multidisciplinary space (like the green segment). This is the space where I am building knowledge assets. Even outside of MXET, we need to be graduating experts that have awareness of these



In the above image, we have brick layers that I would propose as an analogy for my **present work**. On the right hand the worker is mixing mortar which is crucial for assembling the wall, as the brick layers (left hand) are performing the actual construction. The nature of my work has become asynchronous from the professors teaching but it remains crucial. The mortar gets mixed in large batches (meaning, I can only formulate my content in a way that is sensible for an engineer and it will not ever match the rhythm of the bricklayer). If we My work in ETID is like the preparation of the mortar



Behind the Scenes Upgrades:

To some degree, the professors have adopted my engineering designs and benefited students unknowingly, and it is good for this trend to continue. For a simple example, some solutions come in the form of standardized design components.

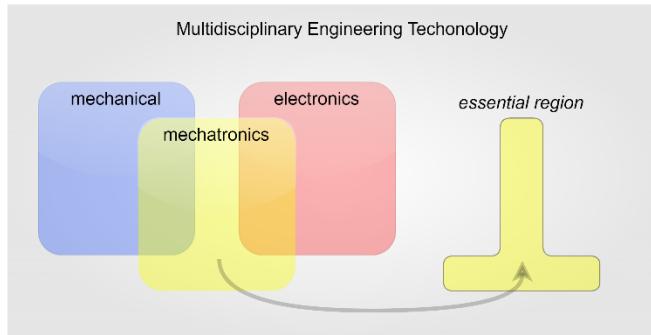
Prior to 2018, hundreds of projects demanded power connectors, and one could find no noteworthy standard across our department and hundreds of parts orders and unique solutions flowed in and out of Thompson Hall. Let's consider the need for a connector for carrying 5-50

amps of current. Students and researchers made this exact search numerous times as I witnessed, and the cost was as follows:

- An hour of students time or more exploring appropriate connectors online
- An hour of ETID administrative time, distributing purchase order sheets & communicating about permitted suppliers, students getting signatures on orders, etc.
- \$100 cost of a whole solution set for terminals including terminals, crimping tool, etc.
- An hour, trials & failures with forming the connection without instruction, forming the terminals, occasional destruction of a prototype part and re-order of circuit boards between 5-50 USD.

We can imagine this set of costs taking place for each team. What was my improvement? I observed years of projects and adopted a standard that is very reliable for first-time builders and included it in several of our lab apparatus. I created an instructional video and ordered a quantity of spare connectors to store in the PIC and in Thompson 006 where MXET courses take place. Just having a bin with these connectors steered dozens of student projects towards utilizing this standard and enhancing design pace by eliminating guesswork.

As of spring 2025, I discovered one of our new lab devices in Dr. Gharib's lab uses the same connector. Dr. Gharib likely got the recommendation from his student worker who got the idea from the labs where I included the connector and the instructions. (There are many examples with greater benefits, but this one is simple to describe). The designer who generated this improvement does not need recognition, he just wants to continue making improvements of this nature and he has the experience to know they are impactful and worthwhile.



The diagram delineates a subset of mechatronics principles that merit focused consideration. This subset represents the “essential” elements positioned outside the intersections of conventional engineering disciplines.

Delayed Implementation

In a previous memo I referred to ETID as having as having impulsive decisions, but such description is oversimplified. Instructors face constraints on their pace and schedules. Each instructor must deliver changes in the rhythm of our semester schedule which dictates our chances to make carefully engineered updates for the courses, especially updates which cross-pollinate two courses. The nature of my work being outside of the regular classroom is one of the biggest assets for producing long-term improvements, but it can mean delays in implementation. These delays are not intrinsically problematic. But if there is an expectation for my work to be synchronized with the instructors routines, it will cause the highest quality developments to be interrupted and create undue pressure for short-term decisions to override best practices. There has been continual progress on my part, directed precisely along the ETID mission, and I have delivered transparency to give ongoing opportunities for our educators to collaborate for education. Transparency is created in the form of open documentation, even including logs of that documentation, and in a further memo this can be elaborated.

Mission of the ETID Department:

1. *Maintain nationally recognized programs in Engineering Technology and Industrial Distribution;*
2. *Focus on educating highly-qualified graduates with hands-on skills, providing them with experience in advanced integration of both conventional and emerging technologies, a unique understanding of technical management and business practices, and an entrepreneurial point of view;*
3. *Provide leadership within the College of Engineering and university in interdisciplinary applied research, to include the development, and deployment of new technology; and*
4. *Promote and develop long term partnerships with industry and government that foster enhancements and interactions in education, research, and professional development.*

ETID Work Reporting, 2022 March ~ August				David Malawey, Laboratory Coordinator	
Update	Project	Program	POC	Status	Next Steps
8-Mar Cobotics	ID			ID made a modernization committee & I met with Capar on their desired Needs for a lab using T001	merge these needs with our equipment and talents to create objectives for spring & summer development.
8-Mar Cobotics - access	All			Met & agreed to share our access list on the shared drive	
8-Mar Cobotics - equipment	All			Consensus is to change ceiling-mounted range extender to floor-mounted range extender, confirmed by Ricardo using UR5	CK to lay out floor space and DM to submit Purchase Order by Friday. Estimated \$15,000
8-Mar Lab Plan	ESET			Met with LP - he suggested Dr. Hur with ESET 365 to be the ESET course to utilize cobotics lab for 1-2 labs, on IoT functions	Call Dr. Hur -
8-Mar Lab Plan	MXET			Met with Ricardo & Dr. Lee - Ricardo submitted objectives for the semester & I am reviewing	Publish semester objectives on the website
8-Mar Lab Website	All			Compiling images & text that will go on the website. Have main image & finalizing contacts (based on their acceptance)	Pass data to TP once I have contacts finalized. Then, publish webpage
15-Mar Flobotics	MXET			Reviews of Flobotics CDR slides, attended CRD Friday, Met with L Bettinger	intensive technical support
15-Mar CAST	MXET			Reviews of CAST CDR slides, CDR on Friday, Met with K Grau & gave 2 units microcontroller with wifi (WeMo).	intensive technical support
15-Mar OSHWA grant	ESET			OSHWA offering an open-hardware trailblazers grant.	Meet Thurs morning
15-Mar Fall Capstone	MXET			Aim to mentor 1 team in fall MXET419	email crosby for advising plan
21-Mar				OSHWA proposal - discussed with B. Hur, need to meet	Meeting w/B. Hur
21-Mar Cobotics Dev	All			Dr. Capar outline for ID needs - ready to link to objectives	Need resources updated from DB ~ who can work? Hours/week? ~ what materials are available?
21-Mar Range Ext	All			Revised Plan with C Keeter on range extender	CK to submit 3D model of wishes from CK/RMC ~from this plan -
				Building model of SCUTTLE upper deck for projects	~ Post CAD on grabCAD
28-Mar Cobotics Dev	All			Continuously following up with Doug Burnett for the documentation of Lab Items	~ follow up again
28-Mar Cobotics Eqpmnt	MXET			Received Wireless Safety Lights from Resgreen International	Propose a Capstone Design: integration of Wireless
28-Mar OSHWA Grant	ESET			Dr. Zhan, Dr. Hur, and myself submitting the application for OSHWA open source trailblazers fellowship	~ DM to merge responses in our shared document and submit application (3/29)

Update	Project	Program	POC	Status	Next Steps
4-Apr	TI Partnership	All		Bringing Vijay Pothuchuki from Texas Instruments to tour PIC & Requesting CS to give tour. Edge AI SK board is the focus.	~ Propose 2pm Friday timing & send out calendar invitation.
4-Apr	-	-		This week's report missing some activity	~
11-Apr	IDIS343 in Cobotics	IDIS343		DM creating a "capstone-style" problem statement as an answer to IDIS343 lab needs	~ set meeting with CS, DB, IC, and DM for 4/25 or 4/27 outline
11-Apr	Capstone archival	MXET, ESET		DM to write up proposed solution for this semester's capstone, for department archival	~ meet 4/13 with GC, redirected to focus on team formation & advisor link-up
11-Apr	SCUTTLE software	All		DM to establish autonomous waypoint software to enable MXET students to command odometry based movements.	~ beginning from software in MXET300, add functions & update libraries with documentation. Estimated 2 weeks are needed.
11-Apr	OSHWA Grant	ESET		Submitted OSHWA trailblazers grant	~ awardees to be announced by end of June
19-Apr	capstone orchestration	All		This topic was evolved from "archival" mission, after meeting with GC. Capstone team formation / submissions / project discovery is the problem being analyzed. Reviewing big 419 signup sheet from spring 2022	benchmark another TAMU capstone program with high performance. ~ Crosby hoping for a solution before end of semester for self-inputting of the data
19-Apr	IDIS343	IDIS		IDIS343 accomodation being made into process flowchart. Meeting scheduled for 4/27 - DM to present a proposed plan and resources required	
19-Apr	Discussion points			~DM wishes to understand capstone quality expectation, changes ~ wishing to understand expanding space requirements ~ wishing to understand RELLIS role in undergrad?	
19-Apr	AWL Form	NA		~ should I submit this form currently?	
19-Apr	Work Disclosure	NA		~ need to submit a new form since my company changed	
26-Apr	Cobotics Planning	All		~ Migrating docs storage from Asana to MS Teams + Trello Boards. This is supported by TAMU software.	~ Test & Verify everyone can access teams pages. Add lab staff & SWs to 1 team
26-Apr	ESET 419 + 420	ESET		~ Amid deep dive for architecture to solve capstone 419 + 420 needs ~ Can share list of key needs (as understood)	~ Concern: dont want to miss feedback from key persons in charge
26-Apr	IDIS 343	ID		~ Please confirm: DM to make IDIS plan, include resources & personnel, & team aims to build this summer	~ Share proposed plan Wednesday 4/27, 9:30am
26-Apr	ETID - staff	All		~ Discussing training effort for technology processes & cohesion of processes	~ Move training list to shared drive location & schedule review when semester winds down.

Update	Project	Program	POC	Status	Next Steps
5/9/2022	OSHWA grant	ETID		~ answered follow-up questions from Application submitted in April	~ hear back before June/end
5/9/2022	AWL form + work disclosure	TAMU		~ delays took place but getting forms from HR for this. ~ emailed employee-relations@tamu.edu for external employment form.	~ DM report back after submitting
5/9/2022	Capstone display - CAST	MXET		~ sponsor will fill out template pptx, send to doug, request display just for summer	~ biswas will send request to DB
5/9/2022	capstone templates	ESET		~ working on templates for capstone milestone submissions. ~ so far, completed an "overall documentation" and "flowchart" items	~ DM sending 419 checklist template covering design readiness for 420
5/9/2022	IDIS 343 in T001	IDIS		~ Rescheduling & aiming for Wednesday 5/18 at 9:30am	~ verify Capar can make it
5/9/2022	scuttle software	MXET		~ tabled this item.	~ DM request to later make corrected odometry software for MXET students
5/16/2022	Capstone templates	ESET		~ Collected from M Willey the rubrics for final documentation. reviewing. ~ Met with Clint Smith - new capstone Lecturer, added to email list ~ making diagram of submissions for 419 + 420	~ share overview docs with faculty by friday
5/16/2022	Cobotics displays	TAMU		~ My remote location form is valid until August 2022 ~ External employment: form was broken last week, also tried using Edge web browser. Sent in issue to Ann Perez for help ~ plan details awaiting reply about preferred item for manufacturing ~ also to discover ERP (Enterprise Resource Planning) software requested by ID	~ get reply from A Perez on how to go forward
5/16/2022		IDIS			~ follow up 5/16
5/24/2022	IDIS 343 Lab Dev	IDIS		~ Planning ON PAUSE [1] awaiting approval and discovery of student worker support. The scale & components in this manufacturing system will depend on the involved engineers. ~ Planning ON PAUSE [2] awaiting further information from DB on information about equipment he wishes to bring into the lab from NASA and US NAVY. ~ Planning ON PAUSE [3] DB suggested SAP software with free training. I followed up 3x in 7 days with no reply.	~ CS to share if we have more available students in case BK cannot work. ~ expected that 2 can be approved ~ further define manufacturing layout & engineering specs, then summer work breakdown ~ draw 3D layout ~ get SAP training links from DB, validate the university has this option + training
5/24/2022	External Employment	TAMU		~ Overcame HR/laserfiche barriers & submitted external employment form ~ External Employment = commitment to no conflicts of interest. From now, focusing more on paper trails, transparency, and thoroughness of documentation. ~ TAMU Ethics Policy is consistent with Ext. Emp Policy. We need transparency prioritized.	~ Uphold TAMU Ethics within team activities. Improve transparency of the T001 Planning elements. ~ STILL WAITING for shared document of the T001 equipment & inventory. ~ Onsite: Get the label printer working & aim to label equipment that belongs in T001
5/24/2022	Summer TLC Planning	ETID		~ planning onsite desk on Wednesdays & ON PAUSE for information from CS that a desk is ready (ETA - end of 5/23)	~ Plan which equipment to bring onsite, which to keep onsite. ~ In progress - aiming to get a cable drop for ethernet ~ DM check wifi signal when I come in (worst case internet situation)
5/31/2022	IDIS 343 in Cobotics	IDIS		~ 2 students applied to onboard in the lab to support this development. ~	~ follow up 5/16
5/31/2022	Capstone support	MXET		~ benchmarked TAMU-MEEN capstone web pages ~ requesting timeline for capstone project deliverables	~
5/31/2022	content development	MXET		~ sorting videos for priority & content ~ key areas: polymers additive, wiring, IoT, project planning	
5/31/2022	Labs Videos	ETID		~ 3D printing focus: sent slides on Practical Applications of Additive Manufacturing to	

Update	Project	Program	POC	Status	Next Steps
6/2/2022	OSHWA fellowship	ESET		~ ETID was not awarded the OSHWA Trailblazers fellowship	~ Discover if Dr. Zhan would still like to use any of our 3D printable materials to support his control systems course.
6/6/2022	Labs Videos	ETID		~ Draft 1 of videos outline made & being stored on shared drive ~ Location: S:\ETID Labs\DM_Lab_Docs ~ started script of additive manufacturing (polymers) tips video ~ met kyle Kuehl	
6/6/2022	Capstone Support	MXET		~ Had a phone call with Rosanne to understand capstone state of coordination. Following up this week with Dr. Crosby and Dr. Porter ~ Rosanne will connect me with new student worker who is building ESET419 website.	~ understand student worker's website plans ~ ask for some links improved on regular tamu/mxet website ~ attend upcoming capstone meeting with pros (tbd)
6/7/2022	Polymer Additive	ETID		~ shared my plans with Dr. Patterson & Dr. Vajipeyajula, requested MMET 281 content	~ update video outline to best align with 281
6/7/2022	AM Lab	ETID		~ meeting Wednesday 6/7 with kyle Kuehl ~ verify AM lab has equipment conditions ready for training next month ~ storing key files in S:\ETID Labs\DM_Lab_Docs	~ take any actions if the lab is missing or ill-prepared items
6/7/2022	DM Outputs	ETID			~ notify stakeholders when relevant files are made available there. For all DM projects.
6/14/2022	Robotic AI	ETID		~ reviewing TI's recent publications for new AI board (efficient for localization computations, realtime, mobile robotics & Autonomous vehicle applications)	~ contact at RL lab : jonas lossner - lead student in US DOD project ~ make a simple email list for sharing updates from TI
6/14/2022	Capstone Support	MXET		~ did not hear back from Dr. Crosby last week - need to follow up	
6/14/2022	Labs Videos	ETID		~ built some visual aids for indicating datum features & support the 3D printing videos ~ set up thermal camera & verified photos upload to cloud for accessing. To be used for printing videos ~ installed new editing software (freeware)	
6/14/2022	AM Lab	ETID		~ gave walkthrough to KK for the lab ~ sent videos for training on wire EDM machine ~ submitted forms & ready to get respirator fit test scheduled	~ make sure I get a sign up email from health services ~ check archived emails for our license offer from Renishaw for quantAM - look for tech-labs
6/7/2022	Polymer Additive (videos)	ETID		~ contacted Dr. Vajipeyajula, requested meeting. ~ not yet received 281 labs but did access old slides from Dr. Ma. Reviewing.	~ learn more about markforged machine at next visit; request links from CS, & teaching videos
6/28/2022	Capstone Support	MXET		~ video calls wed and thurs on capstone website + planning ~ plan to create document for team accountability to sponsor/advisor, measurable, for course credit. ~ met with L Porter, received inputs for capstone info needed on website.	~ take initial doc from CAST capstone team & provide updated, generalized one.
6/28/2022	Labs Videos	ETID		~ distributed first video by email.	~ set up web page for video delivery ~ request Jan to upload on ETID youtube channel
6/28/2022	AM Lab	ETID		~ met LC's Wednesday in person, advise on acquiring build plates, collect plates from faculty members involved. ~ TAMU health requested lung test before fitment test - schedule next	~ make sure I get a sign up email from health services ~ check archived emails for our license offer from Renishaw for quantAM - look for tech-labs ~ training starts 9am tuesday July 12 ~ request advice in training: oxygen monitoring best practice for safety. ~ follow up to professors about build plates search.
6/28/2022	Polymer Additive (videos)	ETID		~ Tues: phone meeting with Dr. Vajipeyajula, collected MMET 281 slides relevant to additive & polymers. ~ Updated PDF outline for Video 1 & shared on S: drive, + email	~ Prep outline for video 2
6/28/2022	ETID Web pages	ETID		~ built content for "Prototyping Lab" web page, under which we will describe Polymers additive machines, capability, and student access.	~ send content to CS, get approved, & request Jan to publish page.

Update	Project	Program	POC	Status	Next Steps
7/8/2022	Prototyping Web Page	ETID		<ul style="list-style-type: none"> ~ weekly TLC takeaways: ~ learn from Jan (communications) how we can store PDF on S: drive and have the PDF linked to the website. ~ request communications/IT to generate an email etid_prototyping_lab@tamu.edu and give administrative authority to Chris Smith. 	<ul style="list-style-type: none"> ~ review webpage when it's ready ~ establish process for Coms group to access our PDFs on S: drive.
7/8/2022	TI Partnership	ETID		<ul style="list-style-type: none"> ~ Dr. Biswas Capstone: TI boards held for Fall capstone start (sanitizing robot) ~ Dr. Langari: Automotive group TM Ankit - met & delivered overview for TI Edge AI boards led by BK. ~ Dr. Ufodike: BK tested "Robotics Academy" demos for Edge AI board & documenting for mobile robot groups. ~ DM & BK met Friday with TI support engineer Takuma Fujiwara 	<ul style="list-style-type: none"> ~ follow-up with R Langari's team to exchange dev progress ~ follow up with TI to share outcomes ~ collect & distribute documentation from C Ufodike developments.
7/8/2022	Polymer Additive (videos)	ETID		<ul style="list-style-type: none"> ~ Drafted video 2 outline & script ~ Recorded videos for Polymer Additive + Fasteners overview 	~ Prep outline for video 2
7/8/2022	Capstone Web Page	ESET		<ul style="list-style-type: none"> ~ Made initial requests to communications group - Jan McHarg collecting our data to put into web page. 	<ul style="list-style-type: none"> ~ Review Prototyping page after J McHarg builds page ~ request links on Capstone webpage for ESET + MXET starting with Admin contact info
7/8/2022	Metal AM Lab	ETID		<ul style="list-style-type: none"> ~ Completed pulmonary function test & scheduling respirator fit test ~ Cleaned & organized AM lab; gave instructions on tools & supplies to C Smith and K Kuehl. 	~ respirator fit test & attend AM400 training day 3
7/25/2022	Videos			<ul style="list-style-type: none"> ~ Communications approved video 1, requested subtitles corrected & I have completed subtitle corrections. ~ 	
7/25/2022	Web Page				
7/25/2022	TI Partnerhsip	ETID		<ul style="list-style-type: none"> ~ Tested new CPUs from TI, distributed to researchers under Dr. Ufodike, Dr. Langari, G Crosby, Dr. met with engineer for feedback, 	
7/29/2022	Robotics Equipment	ETID		<ul style="list-style-type: none"> ~ Plan for making available info for students: We have robots, tools, and knowledge. Seems 20% utilization, limited by available info. 	<ul style="list-style-type: none"> ~ Share slide and concept with RL for improvements