



FULBRIGHT

Fulbright U.S. Student Program

Applicant Name: Ms. Kimberly HancockAward Cycle: 2021-2022**Award Information**Award Country/Countries: IndiaAward Name: Fulbright-Nehru Open Study/Research AwardAward Type: Study/Research Award Creative/Performing Arts: NoU.S. Institution Applying Through: Bowdoin CollegeScreening Degree Level: Bachelor's Field: Telecommunications**Applicant Information**Permanent Residence: Brookfield, CT, United StatesPrimary Citizenship: United States Other Citizenship: _____Age: 21 Gender: FemaleU.S. Military Veteran: No**Program Information**Project Title: Assessing the barriers to access for Women Information Entrepreneurs in rural India

Abstract/Summary of Proposal:

I plan to work with the Digital Empowerment Foundation (DEF), a not-for-profit organization whose goal is to bridge the digital divide that persists in India. I seek to gain valuable information on the status of the DEF's Soochnapreneur (information entrepreneur) program, with a focus on digitally empowering women. The program targets rural districts where many people rely on government entitlement programs such as food rations. Individuals are trained in how to obtain crucial information online regarding entitlements, and then teach others these skills in return for a small fee.

I will collect data on the progress of the Soochnapreneur program by conducting quantitative research on the differences in the use of digital information between women and men in information-dark regions of Rajasthan, specifically Alwar and Barmer. This location is perfect due to the large number of Soochnapreneurs as well as its proximity to Delhi, where DEF is based. The methodology will be based on existing case studies and training reports conducted by DEF fellows. I will create a descriptive survey to give to Soochnapreneurs (age 18-25) and people they've trained to assess their digital skills and experience with the program. I also plan on interviewing survey participants with a translator as needed. Last, I will help improve the user-interface and capabilities of the Soochnapreneur android app, such as including better data logging capabilities for users of the app. Ultimately, I seek to answer questions related to how women entrepreneurs can be better supported and empowered. Due to the rapid growth of the program since 2018 and the current context of COVID-19, the need to collect data on its progress is incredibly valuable.

Host Region: I will be based in Delhi, taking weekly trips to Rajasthan with DEF fellows.Affiliation 1: Digital Empowerment Foundation, Arpana Sharma

Affiliation 2: _____

Affiliation 3: _____

The proposal includes graduate degree enrollment: No



Host Country Engagement: *How the applicant plans to engage with the host community and share their own culture and values while abroad.*

While studying abroad at the University of Delhi, I was often asked shortly after meeting students about my opinion on US news and politics. Although a bit surprising at first, this almost always led to a productive conversation about the similarities and differences between the US and India that extended well beyond politics. This helped shift the dialogue to an exchange of ideas about our respective countries. I plan to have conversations with students in Rajasthan and Delhi about the United States to make the flashy headlines of US news seem separate from American ethos as a whole and myself as an individual. I also acknowledge that an important aspect of cultural exchange is navigating challenging conversations about cultural difference that requires a keen sense of awareness. While I am confident in my knowledge of Indian culture, I also know that the job of being a cultural ambassador is 24/7-- I would be in a constant state of learning and thinking about my role within a culture that is not my own.

I hope to join a local dance and/or yoga studio, and potentially perform if at all possible. This would give me an opportunity to meet young people who have similar interests to me and perhaps even teach them more western styles of dance in return. In addition, I would love to cook with friends I make, using some recipes from home, as well as exchange music. Last, I hope to volunteer weekly in a local grade school, either teaching English or computer skills. I understand that I can't represent the diversity of cultures present in the US, but I hope to engage with the community by connecting with individuals through conversations and mutual interests.

Plans Upon Return to the U.S.: *The applicant's career and/or educational plans after completing the Fulbright grant.*

I plan on applying to graduate school for data science or cyber security with a focus on data ethics in an international setting. I want to learn more about international data standards with regards to the questions of who owns what data and how it is used/misused. This is a broad topic, but graduate school would help me narrow my interests and understand the relationship between Big Data, inequality, and global actors better. I believe big data is an increasing marketplace and one that must be viewed from an ethical perspective. My ultimate career goal would be to work for a technology company or government agency that focuses on big data for sustainable development. With so much data at our fingertips, I hope to work towards a more ethical approach to using and interpreting it.

Funds from other Sources (optional): *If the applicant anticipates additional expenses while abroad, the following funds may be used.*



Fulbright U.S. Student Program

Applicant Information

Applicant Date of Birth: 05/17/1999Race/Ethnicity: White (Non Hispanic)

Permanent Address

Street: 16 Deerfield RdCity: Brookfield State: CT Postal Code: 06804-1304Country: United States of America Mailing same as Permanent? Yes

Current Mailing Address

Street: _____

City: _____ State: _____ Postal Code: _____

Country: _____

Telephone Numbers

Cell: +1 203-448-6923 Home: _____ Work: _____

Email

Primary: khancock@bowdoin.edu Alternate: hancock6121@gmail.com

Emergency Contact

First Name: Laura Last Name: HancockStreet: 16 Deerfield RoadCity: Brookfield State: CT Postal Code: 06804Phone Number: +1 203-470-0718 Email: laura6121@charter.netRelationship to Applicant: Mother

Dependent Information

Marital Status: Single

First Name	Last Name	Age	Sex	Relationship to Applicant



Academic Information

Institution 1	
Name: Bowdoin College Location: Brunswick, ME Attended From: 08/01/2017 Date Received/Expected: Major: Mathematics, Computer Science Minor: Asian Studies	Type of Degree: BA Attended To: 05/01/2021 GPA: 3.895
Institution 2	
Name: Location: Attended From: Date Received/Expected: Major: Minor:	Type of Degree: Attended To: GPA:
Institution 3	
Name: Location: Attended From: Date Received/Expected: Major: Minor:	Type of Degree: Attended To: GPA:
Institution 4	
Name: Location: Attended From: Date Received/Expected: Major: Minor:	Type of Degree: Attended To: GPA:
Institution 5	
Name: Location: Attended From: Date Received/Expected: Major: Minor:	Type of Degree: Attended To: GPA:



Professional Experience

Employer 1	
Employer Name: IBM Job Title: Cyber Security Intern Type of Work: Cyber Security threat analyst Employment Type: Intern	Location: Armonk, NY Employed From: 06/01/2020 To: 08/01/2020
Employer 2	
Employer Name: Clemson University Job Title: Student Researcher Type of Work: Mathematics research Employment Type: Intern	Location: Clemson, SC Employed From: 05/01/2019 To: 07/01/2019
Employer 3	
Employer Name: Job Title: Type of Work: Employment Type:	Location: Employed From: To:
Employer 4	
Employer Name: Job Title: Type of Work: Employment Type:	Location: Employed From: To:
Employer 5	
Employer Name: Job Title: Type of Work: Employment Type:	Location: Employed From: To:
Employer 6	
Employer Name: Job Title: Type of Work: Employment Type:	Location: Employed From: To:
Employer 7	
Employer Name: Job Title: Type of Work: Employment Type:	Location: Employed From: To:
Employer 8	
Employer Name: Job Title: Type of Work: Employment Type:	Location: Employed From: To:



Previous Fulbright Grant

Has the applicant previously participated in a Fulbright U.S. Student Grant? No

Year: _____ Grant Category: _____

Country or Countries: _____

Current and Prior Scholarships, Grants or Fellowships

Grant 1:		
Country:		Year:
Grant 2:		
Country:		Year:
Grant 3:		
Country:		Year:
Grant 4:		
Country:		Year:

Extracurricular Activities & Achievements

Academic Honors, Fellowships, Scholarships, Awards

1	Dean's List, 2018
2	Girl Scout Gold Award, 2017
3	Freedman Computer Science Fellowship, 2020
4	Kibbe Science Fellowship, 2019, presented research findings at university symposium
5	
6	
7	
8	

Extracurricular/Community Engagement Activities

1	Leader of Portland Housing Authority, 2019-2020, volunteer in subsidized housing community
2	Outing Club trip leader, 2018-present, Wilderness First Responder certified
3	Lead Bowdoin Modern Dance Collective, 2018-present
4	Teaching Assistant, head mathematics tutor, 2018-present
5	Co-Founder of Bowdoin Women in Mathematics, 2018-present
6	
7	
8	

Publication, Exhibition, Performance, Presentations

1	President's Research Symposium, Artificial Intelligence conference
2	
3	
4	
5	
6	
7	
8	



Fulbright U.S. Student Program

Experience Abroad

Host Country Experience

Has the applicant ever been to the host country? Yes

Experience 1:	India, Study abroad, 12/2019-3/2020
Experience 2:	
Experience 3:	
Experience 4:	

Applicant plans to live or complete an extended visit (4 weeks or more) in the host country prior to the grant start date: No

Explanation of why the applicant will be in the host country:

Other Experience Abroad

Has the applicant ever been outside the U.S. other than the host country? YesHas the applicant resided abroad for 5 or more consecutive years in the preceding 6 years? No

Experience 1:	Duration (Weeks): 2	Purpose Abroad: Vacation
Dates Visited: 07/2019-08/2019		
Country/Countries: Netherlands, United Kingdom		
Experience 2:	Duration (Weeks):	Purpose Abroad:
Dates Visited:		
Country/Countries:		
Experience 3:	Duration (Weeks):	Purpose Abroad:
Dates Visited:		
Country/Countries:		
Experience 4:	Duration (Weeks):	Purpose Abroad:
Dates Visited:		
Country/Countries:		
Experience 5:	Duration (Weeks):	Purpose Abroad:
Dates Visited:		
Country/Countries:		

Additional Comments Regarding Experience Abroad:



Language Self-Evaluation

Language 1: Hindi Self-assessed level: Novice (less than 1 year college or equivalent)

Is this language relevant to the proposed grant? Yes

Is a Foreign Language Evaluation being submitted for this language? _____

The applicant has learned or plans to learn this language through:

Studied/Lived in Country

Amount of time the applicant has spent in formal study and/or studying or living in a country where the language is spoken:

I spent one semester studying Hindi at Zabaan institution in Delhi, the last two months of which were done remotely. I then continued private Hindi lessons for an additional 30 hours remotely.

What the applicant is doing now and plans to do to bring their language facility to an acceptable level by the time a grant would begin:

I am planning on applying for the AIIS Hindi summer program in Jaipur in order to learn Hindi intensively before my grant. I also plan on completing an independent study with one of my professors in the Spring in Hindi. This will allow me to continue the language skills I learned this year.

Language 2: _____ Self-assessed level: _____

Is this language relevant to the proposed grant? _____

Is a Foreign Language Evaluation being submitted for this language? _____

The applicant has learned or plans to learn this language through:

Amount of time the applicant has spent in formal study and/or studying or living in a country where the language is spoken:

What the applicant is doing now and plans to do to bring their language facility to an acceptable level by the time a grant would begin:



Language 3: _____ Self-assessed level: _____

Language 4: _____ Self-assessed level: _____

Critical Language Enhancement Award (optional)

Applicant is applying for a Critical Language Enhancement Award: _____

Critical Language to Study: _____

Number of years of formal college-level study: _____

Applicant intends to complete their Critical Language Enhancement Award through:

Applicant's Language Study Plan:

Expected impact of additional language study on the applicant's Fulbright project and future career or academic goals:



Signature

By signing below, the applicant agrees to the following:

1. I have read and understood all instructions accompanying this application, including the section on Eligibility on the Fulbright U.S. Student website;
2. To the best of my knowledge, the information provided in my application is true, correct, and complete;
3. I understand that any misrepresentation or omission may be cause for withdrawing a recommended status or grant award, in the event I am awarded a grant;
4. I understand that this application and supporting materials will be shared with persons involved in the National Screening Committee review process and with the staff at the U.S. Department of State, Fulbright Commission, and U.S. Embassy in the country(s) to which I am applying, and others who are responsible for administering the Fulbright Program or involved in the selection process;
5. I agree to accept, as a condition of my award, such placement as is made for me in an educational institution abroad;
6. I agree to keep my supervisory agency informed of my whereabouts and academic progress, and to prepare such reports, both progress and terminal, covering my experience while under the grant as may be requested by my supervisory agency;
7. I understand that in case I fail to maintain a satisfactory record, or in case my conduct is considered prejudicial to the best interest of the international educational exchange program, my award may be withdrawn and payments terminated;
8. I understand that all Fulbright program grants are subject to the Policies of the J. William Fulbright Foreign Scholarship Board;
9. Once submitted, I will no longer have access to any part of the application or supporting materials, including References/Evaluations.

Signature: Kimberly Hancock

STATEMENT OF GRANT PURPOSE

Kim Hancock, India, Information and Communication Technology

Assessing the barriers to access for Women Information Entrepreneurs in rural India

Between 2001 and 2012, the number of phone subscribers in India grew from just 45 million to over 900 million. Since then, Information and Communication Technology (ICT) has grown rapidly, with initiatives such as Digital India helping internet access and smartphones become widespread. Still, large disparities continue to exist, particularly along the axes of geography and gender. With a Fulbright grant, I will work with the Digital Empowerment Foundation (DEF) and address how technology is used as a tool to empower rural communities in Rajasthan. Ultimately, I seek to gain insight on the gender gap in digital literacy that will be useful to DEF and other government initiatives/NGOs in addressing these disparities.

I became interested in ICTs for development through my mutual interests in international relations and computer science. This interest grew while I studied political science in New Delhi through the Middlebury in India program. During the program, I reached out to DEF to learn more about grassroots initiatives to address information inequality. Since then, I have been able to work with a team at DEF analyzing social media posts by writing a computer program to conduct a social network analysis.

Now, I plan on working with DEF to collect data on the progress of their Soochnapreneur (information entrepreneur) program. The program was established in 2017 to strengthen the information ecosystem in rural communities by building information centers and training young entrepreneurs in digital literacy. The program targets “backward” districts where many people rely on government entitlement programs, such as food schemes and retirement programs. Through information resource centers, Soochnapreneurs help community members use technology to access critical online information—such as applying to receive monthly cooking supplies or obtain a loan—in exchange for a small fee. The Soochnapreneur program started in 5 districts, but the success of the model has led to its incorporation in over 100 districts.

Over the last few months, I have been in contact with Anulekha Nandi from DEF. While speaking with her about my interest in a longer-term research project, she spoke about a need to assess the progress made through the Soochnapreneur program as it has expanded rapidly in the last three years. The Soochnapreneur program has so far trained 3 groups of people--100 people in 2017, 100 women in 2018, and 100 differently-abled people in 2019. Specifically, she mentioned the need to analyze existing data which is scattered across different locations as well as collect new data over a longer time period. I spent a number of weeks doing a literature review of existing work surrounding digital empowerment, and found that many studies expressed a need for gender-aggregated data in particular. When I told Anulekha about my specific interests, she introduced me to Arpana Sharma, who will be my community mentor.

My proposed project is a comparative study between men and women’s cell phone use through the lens of the Soochnapreneur model. I would conduct quantitative research to study the differences in the use of digital information between women and men in information-dark regions of Rajasthan, specifically Alwar and Barmer. This location is perfect due to the large number of Soochnapreneurs there as well as its proximity to Delhi, where Arpana resides. The methodology will be based on existing case studies and training reports conducted by DEF fellows. These focus on teaching and assessing skills such as using “MeraApp,” an android app developed by DEF to help facilitate the spread of useful information. During phase 1 of my project, I plan on creating a descriptive survey to give to Soochnapreneurs (age 18-25) to assess

Hancock, Statement of Grant Purpose, Page 2

their own digital and entrepreneurial skills. This will be created with the current team at DEF to ensure that the questions are relevant and quantitative. I will also create a similar survey to give to those who have worked with Soochnapreneurs that includes questions about their experience with the program. Through both survey groups, I seek to collect data on women's and men's current levels of internet literacy skills specific to the Soochnapreneur model which can then be compared on the basis of gender. Existing field reports on the program point to a need for better documentation of services as well as a lack of dependability and availability of the MeraApp. These are issues that I will ensure are addressed in the survey, for example, by asking specific questions about which features of the app people use regularly. Depending on the local context, I also hope to conduct quantitative interviews where I ask Soochnapreneurs and other community members about their technical skills relevant to the program.

I will be in continued communication with Arpana and the rest of the team throughout the next 8 months to continue planning the details of this project proposal. Given the current context of COVID-19 desperately affecting rural communities, right now there is a heightened need for community members to obtain government entitlements they are eligible for. These next months will be hard to predict in terms of how rural communities will continue to be adversely impacted, and Arpana is willing to help me build my methodology as the program progresses into 2021.

In the second phase of the project, I will write a report on the key differences between men and women's ability to utilize the Soochnapreneur model to find and use critical information online, as well as barriers to access for women to become Soochnapreneurs. Such a report will be useful for DEF so they can adapt the Soochnapreneur training sessions to better support women Soochnapreneurs and the people they serve based. In addition, I will make the report available to local agencies and government organizations. Since the Soochnapreneur model exists entirely within the local community, these reports are crucial in ensuring that the change happening at the grassroots level is heard by higher authorities such as the government, who can then better support programs like DEF. I would also be able to help improve the user-interface and capabilities of the MeraApp, such as including better data logging capabilities for users of the app. Lastly, my experience with ethnographic research as well as my cross cultural skills make me confident that I will build meaningful connections in the community.

Outside of the project, I plan on volunteering to help teach students about digital literacy, which I have done at Bowdoin through a club I lead mentoring students living in a subsidized housing community in Portland. I also would love to find a dance studio where I could take traditional classes. In addition, I am planning on applying for the critical language scholarship through AIIS to improve my Hindi prior to the start of the project. I took over 120 hours of Hindi with the Zabaan language learning institution in Delhi and am excited to continue learning in India. Still, I understand the language barrier will be challenging; Arpana has assured me that DEF will provide the support necessary to ensure that I have an interpreter when needed.

Through a Fulbright scholarship, I will be able to pursue my interest in understanding digital empowerment and information inequality. Digital technology is a tool that is becoming increasingly available in India; the important question now is how it can be effectively used to empower everyone, notably including women and rural communities. I am excited to carry out my research project as well as get involved in the local community to continue learning how to engage in another culture in an open-minded and unbiased way.



Digital Empowerment Foundation
New Delhi, India, 110016
91-11-422-33-100

Date: 27th August, 2020

Dear Fulbright Selection Committee,

I am writing to enthusiastically affirm my interest in serving as a host country affiliate for Kimberly Hancock, who is applying for a Fulbright grant. I am the Founder-director of the Digital Empowerment Foundation (DEF), founded in 2002. DEF is one of the leading organizations within the field of Information and Communications Technology for Development (ICT4D). DEF aims to help overcome information poverty in rural and remote locations of India through a diverse range of programmes, projects and activities focused on digital literacy and tools. Sochnapreneur Programme is one of the flagship programmes of DEF which is premised on the digital social entrepreneurship model. The program has successfully built cadres of Sochnapreneur (information entrepreneurs) comprising of women and youth across 13 states of India who are trained in using digital tools so they can then provide others with the same skills. In addition to Community Information Resource centers, the model is facilitated through an Android based application "MeraApp," designed to help the digital entrepreneur connect with the unconnected in a meaningful way.

I have corresponded with Kimberly via WhatsApp messages and calls and have learned with great interest of her plan to pursue research on the digital gender divide in India. Her project will ultimately collect sound, gender disaggregated data on women's internet access and use through the Sochnapreneur program. Kimberly plans to collect both quantitative and qualitative data through surveys, face to face interviews, and larger government data sets to measure and track indicators on women's internet access and use. The surveys will be specific to the Sochnapreneur program, focusing on using the internet and mobile apps to become educated on different schemes social welfare, health, education and food security. Through multiple phone calls with me, Kimberly has decided to start her project at our Information Centers in Alwar, Rajasthan. This location is suitable for her research project as there are many sites within close proximity to Delhi, where I live.

The proposed research project complements the work we are doing at DEF with the Sochnapreneur program. I am also hopeful that it will bring out field insights which will help to strengthen the programme further. We can help put her into contact with Sochnapreneurs in Rajasthan to be interviewed. There is a large support network here at DEF, and we will continue putting Kimberly into contact with people who can help her develop the project and gain the necessary background information before her arrival for the Fulbright grant.

Digital Empowerment Foundation

House No.44, 2nd and 3rd Floor, Kalu Sarai, New Delhi-110016
Tel: +91-11-42233100; +91-11-26532786/7 | Email: def@defindia.net | URL: www.defindia.org

In the year 2015, I have hosted Noah Arceneaux from School of Journalism and Media Studies, San Diego State University who was also Fulbright. He had done a research and site visit to our Wireless for Communities Project. I am excited to have an interesting and meaningful association with Kimberley.

Sincerely,



[Osama Manzar]



Kim Hancock
Personal Statement

Assessing the barriers to access for Women Information Entrepreneurs in rural India

Every Tuesday and Thursday in 7th grade, I would stay after school for math team practice then immediately after go to dance classes. On days when I had math team meets, I would arrive late to dance. However, I was embarrassed by my inner 'mathlete' and never wanted to tell anyone why I was late. This childhood predicament speaks to a broader tension within my interests, much of which I attribute to my parents. My father is a mathematician, works long hours, and has always pushed my siblings and I towards pursuing a career in STEM. My mother has always encouraged my extracurriculars in the performing arts; further, her work with refugee communities shaped my desire to learn about other cultures, which was especially impactful given the homogeneity of the town where I have lived my whole life.

Coming to college, I had a natural rebellion against the expectation put on me to study mathematics, despite how much I enjoy it. Subsequently, I have prioritized taking many classes beyond my majors in computer science/math. My first year I took an anthropology course focusing on Indian culture, which I came into with a strong background in yoga. I wanted to gain a deeper understanding of the glimpses of Hinduism I saw through chakra posters, Sanskrit posture names, and plumes of incense. It was only when I read about yoga's roots in the *Vedas* that I began questioning how western yoga is practiced and capitalized on. Ultimately, the course sparked a much broader interest in South Asian studies that now extends well beyond yoga.

Fast forward three years, where I am in New Delhi, sitting in the front row of the Republic Day parade with my friend Drishti. We had woken up at 4am, yet when we arrived couldn't see anything past the dense wall of people that had engulfed us. Drishti comes from a military family, so she spoke to an officer in an effort to get us closer, then asked me to introduce myself in Hindi. After just a few words (I was only 3 weeks into my abroad program!), the officer led us through the crowd to a section in the front. However, my now perfect view of the military tanks and soldiers only made me feel uneasy being there as a non-Indian citizen.

The reason I bring up this anecdote is because I felt tension due to my own lack of knowledge in what I was engaging in. The parade was one small example of many where I witnessed the special treatment being a white American woman in India grants me. Throughout my time in Delhi, I realized that dissolving this tension was simple: establishing a routine filled with conversations about the Delhi elections, getting *momos* with the teaching fellows at the elementary school I volunteered for, and Sunday evening Satsang at a nearby yoga studio.

In the years at Bowdoin leading up to my study abroad experience, the aforementioned tension in my interests dissolved as I pushed myself to find the connections between them. For instance, my computer science research at Bowdoin is focused on social networks, analyzing large sets of user data from Facebook. I have become more interested in the sociological side of this, which I looked at in a project for my Indian Modern Politics course focusing on the pros and cons of the proliferation of WhatsApp. In addition, one of the most rewarding parts of my work mentoring students living in Portland's subsidized housing community is helping students with using computers, as the study center is the only place many students have access to them.

While my interest in South Asian studies stemmed from the side of me that grew up performing and wanting to learn more about people, I no longer think of it as separate from my love for mathematics and computer science. Rather than perceiving my broad range of interests as tension, I see it as what makes my skill set unique. Leaning into this will allow me to succeed in my proposed project as well as my continuous pursuit of understanding in all parts of life.

BOWDOIN COLLEGE

Office of the Registrar
Brunswick, ME 04011-8436

Unofficial Academic History

Unofficial Academic History as of 09/30/2020 at 04:55

Student	Hancock, Kimberly N.	Majors	Mathematics Computer Science
Class Year	Class of 2021	Minor	Asian Studies
Degree	Bachelor of Arts	Cumulative Credits Earned	25.75
		Cumulative GPA	3.895

Disclaimer

Information provided on your unofficial academic history is for use as an advisory tool only. Courses listed as REG are in progress and associated credits have not yet been earned. Request copies of official transcripts through the Office of the Registrar.

Fall 2017

ANTH 1029	Class, Identity, & Inequality	A	1.00
<i>Cross-Listed Course:</i>		ASNS 1048	
CHEM 1109	General Chemistry	A	1.00
MATH 1800	Multivariate Calculus	A	1.00
MUS 1291	Rock, Pop, and Soul Music	CR	1.00
<i>Cross-Listed Course:</i>		AFRS 1591	

Spring 2018

ANTH 1101	Intro to Cultural Anthropology	A	1.00
CSCI 1101	Intro to Computer Science	A	1.00
DANC 2221	Intermediate Ballet and Beyond	W	.00
MATH 2020	Intro Mathematical Reasoning	A	1.00
MUS 1835	Intro Perf - Classical Guitar	CR#	.50
MUS 2745	Chorus - Initial Semester	CR#	.50

Fall 2018

CSCI 2101	Data Structures	A-	1.00
EOS 2005	Biogeochemistry	A	1.00
<i>Cross-Listed Course:</i>		ENVS 2221	
GOV 2446	Global Media and Politics	A	1.00
<i>Cross-Listed Course:</i>		ASNS 2321	
MATH 2603	Introduction to Analysis	A-	1.00
MUS 1836	Intro Perf - Classical Guitar	CR#	.50

Spring 2019

ASNS 2745	Gender in S. and S.E. Asia	A-	1.00
<i>Cross-Listed Courses:</i>		GSWS 2745 , REL 2745	
CSCI 2200	Algorithms	A-	1.00
HIST 2343	Modern India: Media & Politics	A-	1.00
<i>Cross-Listed Course:</i>		ASNS 2582	
MATH 2109	Optimization	A-	1.00
MATH 2502	Number Theory and Cryptography	A	1.00

Fall 2019

CSCI 2330
CSCI 2970
CSCI 3210
MATH 2208
MATH 2602

Computer Systems	A-	1.00
Intermediate Independent Study	A	1.00
Computational Game Theory	A	1.00
Ordinary Differ Equations	A	1.00
Group Theory	A	1.00

Spring 2020

GENL XXX2

Satisfied by:

GENL XXX2

Satisfied by:

GENL XXX3

Satisfied by:

AWY: General Credit	TR	2.00
AWY: Hindi Beginner - Middlebury Coll Delhi		
AWY: General Credit	TR	.50
AWY: Indian Political Thought - Middlebury Coll Delhi		
AWY: General Credit	TR	.75
AWY: Sociology of Kinship - Middlebury Coll Delhi		

Fall 2020

CSCI 3725
CSCI 4050
GOV 2060
MATH 3209
VART 1101

Computational Creativity	REG	1.00
Honors Project	REG	1.00
Campaigns and Elections	REG	1.00
Partial Differential Equations	REG	1.00
Drawing I	REG	1.00

Official Academic Transcript from:
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MIDDLEBURY, VT 05753

TELEPHONE: 802-443-5770

Official Academic Transcript of:
KIMBERLY NICOLE HANCOCK
Transcript Created: 1-Sep-2020



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16 DEERFIELD ROAD
BROOKFIELD, CT 06804-1304

E-Mail: khancock@bowdoin.edu

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KIMBERLY NICOLE HANCOCK
16 DEERFIELD ROAD
BROOKFIELD, CT 06804-1304

E-Mail: khancock@bowdoin.edu

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Telephone: (847) 716-3005

Statement of Authenticity

This Official Academic Transcript in Portable Document Format (PDF) was requested by the individual identified above in compliance with the provisions of the Family Educational Rights and Privacy Act of 1974 as Amended and in conformance with the prescribed ordering procedures of Middlebury College who has contracted with Credentials Solutions, LLC of Deerfield, IL for electronic delivery of Official Academic Transcripts in PDF form via Credentials' TranscriptsNetwork(tm). You may verify the authenticity of our relationship with Middlebury College by visiting their website at <http://www.middlebury.edu/offices/academic/records/transcripts>.

Colleges and Universities

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Middlebury

Record of: **Kimberly Nicole Hancock**Date Issued: **01-SEP-2020**Page: **1**

Issued To:

Student ID: **00752719****Kimberly Hancock**
0H87063271**Course Level: Undergraduate****Current Program**Program : Non-Midd Student on OCS
College : Undergraduate
Major : Undeclared

SUBJ NO.	COURSE TITLE	UNIT GRD	PTS R
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INSTITUTION CREDIT:**Spring 2020**

As a result of the disruption to the academic program due to the COVID-19 pandemic, Middlebury expanded availability of alternate grade modes for all Spring 2020 courses.

Middlebury School in India
Delhi, India

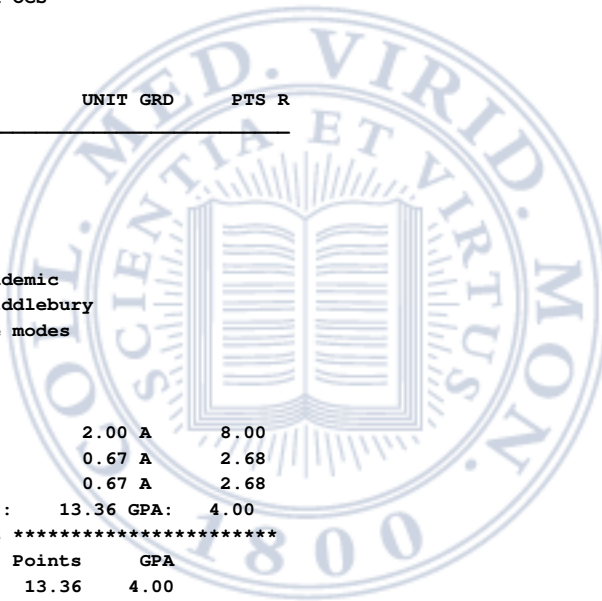
IGST 2340	Hindi - Beginner I	2.00 A	8.00
PSCI 2LSR	Indian Political Thought	0.67 A	2.68
SOCI 2LSR	Sociology of Kinship	0.67 A	2.68
Ehrs: 3.34 GPA-Hrs: 3.34 Qpts: 13.36 GPA: 4.00			

******* TRANSCRIPT TOTALS *******

	Earned Unt	GPA Hrs	Points	GPA
TOTAL INSTITUTION	3.34	3.34	13.36	4.00

TOTAL TRANSFER	0.00	0.00	0.00	0.00
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OVERALL	3.34	3.34	13.36	4.00
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******* END OF TRANSCRIPT *******

Jennifer Thompson
Jennifer Thompson
Registrar
Middlebury College

Middlebury
Middlebury, VT 05753
Phone: 802.443.5770

Transcript Key
Middlebury College is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges.

Email: registrar@middlebury.edu

Web: go.middlebury.edu/registrar

GRADING SYSTEM

Included in grade point average (GPA):

Beginning Fall 2006:

	UG	M.A.	M.Litt	D.M.L.
A+	---	4.00	4.00	4.00
A	4.00	4.00	3.67	4.00
A-	3.67	3.67	3.33	3.7
B+	3.33	3.33	3.00	3.3
B	3.00	3.00	2.67	3.0
B-	2.67	2.67	2.33	2.7
C+	2.33	2.33	2.00	2.3
C	2.00	2.00	1.67	2.0
C-	1.67	1.67	1.33	1.7
D	1.00	1.00	0.67	1.0
F	0.00	0.00	0.00	0.0

A+ available only at graduate level as of Summer 2006.

Plus and minus grades are used only with A, B, C.

Graduate courses numbered 5000-7999; no credit or quality points for grades of C+ and below for M.A./M.Litt. No credit or quality points for grades of B and below for D.M.L.

Not included in GPA:

	S	Satisfactory
U	U	Unsatisfactory
H	H	Honors
P	P	Pass (equal to C- or better)
FL	FL	Fail (Winter Term Only)
CR	CR	Credit
NGR	NGR	No Credit
AUD	AUD	Audit
INC	INC	Incomplete
NGR	NGR	No Grade Reported
AP	AP	Advanced Placement credit granted
TR	TR	Transfer credit granted
WD*	WD*	Withdrew before middle of course
WDP**	WDP**	Withdrew Passing after middle of course
WDF**	WDF**	Withdrew Failing after middle of course

*Applies to Language Schools and Bread Loaf School of English and School of the Environment

**Applies to Language Schools and Bread Loaf School of English only.

Undergraduate GPA does not include pre-matriculation coursework, or courses taken off campus during summers or while withdrawn from the College (designated as TXXX course numbers).

Grades from approved study abroad or selected domestic programs (designated as T000 course numbers) are included in the GPA, beginning with the Fall 2003 term.

Laboratories are granted credit and graded as part of the courses of which they are a component.

Course Numbering

0100-0999	Undergraduate courses
1000-1999	First Year Seminars, Winter Term Interdepartmental courses and Summer Study
2000-2999	Undergraduate courses at Schools Abroad
3000-3999	Undergraduate courses at Language Schools and School of the Environment
5000-5999	Graduate courses at Schools Abroad
6000-6999	Graduate courses at Language Schools
7000-7999	Graduate courses at Bread Loaf School of English
8000-8999	Graduate courses at Middlebury Institute of International Studies at Montreux

1987 to Spring 2003 (through summer 2003 for Language Schools)

Undergraduate:

100-199	Introductory level
200-399	Intermediate level
400-499	Advanced courses and senior seminars
500-699	Independent projects
700-799	Senior theses and projects

Schools Abroad and Language Schools:

100-500	Undergraduate level
501-999	Graduate level

Bread Loaf School of English: All courses are at the graduate level.

Undergraduate Semester Honors (from 1996)

College Scholar: semester grade point average of 3.60 or higher for students taking four or more courses, with no grade below B-.

Dean's List: semester grade point average of 3.30 or higher for students taking four or more courses, with no grade below B-.

Undergraduate Graduation Honors (from 1996)

Summa cum laude: graduation average of 3.80 or higher

Magna cum laude: graduation average of 3.60 or higher

Cum laude: graduation average of 3.40 or higher

Departmental honors (honors, high honors, highest honors) are awarded according to criteria established by the major department.

Undergraduate Course Equivalencies

Middlebury College is on a 4-1-4 calendar: Fall Term-13 weeks; Winter Term-4 weeks; Spring Term-13 weeks; Optional Summer Study Term-4 weeks. To qualify for a Bachelor of Arts degree, students must successfully complete 36 units.

The suggested equivalent for an undergraduate course unit is 3.3 semester hours or 5 quarter hours. The suggested equivalent for an undergraduate course unit with associated lab is 4.0 semester hours or 6 quarter hours.

For more information about academic policies, go to Section II: Academic Programs in the College Catalog at www.middlebury.edu.

Schools Abroad – Undergraduate

Middlebury considers a semester/academic year abroad equivalent to a semester/academic year in the U.S. The academic year at the Schools Abroad is divided into two semesters. Start and end dates vary significantly but are normally tied to the academic calendar of the local universities where students take their mainstream courses. The normal course load for undergraduates is 4 or 5 courses per semester, depending on the school, equivalent to 16 or 15 semester credit hours, respectively, or 20-25 quarter hours.

Language Schools, Schools Abroad (Graduate), School of the Environment, and Bread Loaf School of English

Normal course load at summer sessions:

4 units	Arabic, Chinese, Japanese, Korean, Russian undergraduate
3 units	Other undergraduate courses and graduate Language Schools courses
3 units	School of the Environment
2 units	Bread Loaf School of English

Normal full-time course load for graduate programs in the fall and spring semesters vary. Please see the Schools Abroad web pages for details.

The suggested equivalent for one unit taken in these schools is 3 semester hours or 4.5 quarter hours.

Graduate Degrees: Language Schools

Master of Arts (M.A.) requires 12 units at the graduate level.

Doctor of Modern Languages (D.M.L.) requires 8 units beyond the M.A. in the first language, plus 3 graduate units in the second language, an independent paper, research methodology workshops, comprehensive examinations, and a thesis. A teaching practicum is included in the 8 units.

Bread Loaf School of English

Master of Arts (M.A.) requires 10 units at the graduate level.

Master of Letters (M.Litt.) in English requires 10 units beyond the M.A., including comprehensive written examinations or oral presentation.

Middlebury undergraduates who are admitted to graduate-level courses in the Language Schools, Schools Abroad, or the Bread Loaf School of English may choose to count such courses toward an undergraduate degree, or toward a graduate degree, but not both.

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