Middlebury Institute of International Studies at Monterey

Immersive Learning, Research and Impact Report

Semester-Long Practica * Group Onsight Practica
Honors Theses * Practicum Projects

Fall 2017 – Summer 2018
Semester Long Special Programs

A key part of the Institute’s mission is to provide students with immersive, hands-on learning as part of their studies. Unlike other classroom-based graduate programs, these experiences allow students to apply practical skills in their field of study before graduation. Not only do they gain professional experience, but they are exposed to relevant networking opportunities that often lead to jobs after graduation.

International Professional Service Semester

The International Professional Service Semester (IPSS) helps students secure graduate-level internships, jobs, or consultancies in international organizations in the U.S. and abroad. For many students, the IPSS experience acts as a stepping stone to a future career. The program’s networking possibilities and international exposure are just a few of the benefits students receive through their participation. An IPSS assignment complements a student’s degree focus by providing an applied learning environment for students to develop skills and knowledge not covered in traditional classes. (Pictured: Middlebury Institute student Brij Chaudhari on IPSS assignment in Nichuta, Nepal.)

Brooks, Elizabeth. (MPA ‘18). LAM, Sciences Po-Bordeaux, Pessac, France.


Luber, Steven. (NPTS ‘18). UNIDIR, Geneva, Switzerland.


Payne, Aricquel. (MPA ‘18). Six Square, Austin, Texas.


Design, Partnering, Management, and Innovation Practicum

The Design, Partnering, Management, and Innovation Practicum (DPMI Plus) is a three- to nine-month professional internship that allows students to apply their DPMI skills in the field. Students work to create deliverables that clearly relate to the various tools, concepts, and frameworks taught in the DPMI curriculum. Students also create a case study that examines some DPMI-related issues confronting the organization in which they are working. These issues may include project design, project monitoring, training, stakeholder participation, strategic partnering, social entrepreneurship, and innovation. (Pictured: DPMI Students in Kigali, Rwanda.)

Bell, Lauren. (IEM/MPA ’17). Peace Corps, Monrovia, Liberia.

Boynton, Katie. (MPA ’17). Oasis Legal Services, Oakland, California.

Chhetri, Ekshana Karki. (MPA ’18). World Learning, Washington, D.C.

Chintakindi, Malvya. (IPD ’17). Outline India, Gurgaon, India.

Draeger, Margot. (IEM/MPA ’18). International Rescue Committie & Kidnected World, Salt Lake City, Utah.


Hatch, Eli. (IEM/MPA ’17). New York University School of Professional Studies, Tokyo, Japan.


Rogel, Chdyli Tara. (IPD ’18). FHI 360, Washington, D.C.

Whitley, Sarah. (IEM/MPA ’17). University of Utah Asia Campus, Incheon, South Korea.


International Education Management Practicum

The three-semester MA in International Education Management (MA) program provides a rigorous, hands-on introduction to designing and facilitating meaningful international education programs. Throughout their studies and during a professional practicum during the final semester, students will demonstrate their achievement of the five IEM
program learning goals: international education theory, program design and assessment, intercultural competency, resource generation, and resource management. (Pictured: IEM student Molly Kinser in Paris, France.)

Adams, Christopher. (IEM ’17). Middlebury School Abroad, Madrid, Spain.

Artamonov, Anatoly. (IEM ’18). Peralta Colleges, Oakland, California.

Austin, David. (IEM ’18). VIA Programs, San Francisco, California.


Bayman, Ashley. (IEM ’18). University of California Santa Cruz, Santa Cruz, California.

Bell, Lauren. (IEM/MPA ’17). Peace Corps, Monrovia, Liberia.

Boucher, Noelle. (IEM ’17). EUSA, Kuala Lumpur, Malaysia.


Cordova, Janira. (IEM ’17). California State University at Dominguez Hills, Carson, California.

Diaz de la Rubia, Pilar. (IEM ’18). Middlebury Schools Abroad, Madrid, Spain.

DiFoggio, Jessica. (IEM ’17). Middlebury C.V. Starr School, Florence, Italy.

Draeger, Margot. (IEM/MPA ’18). International Rescue Committee & Kidnected, Salt Lake City, Utah.


Hatch, Eli. (IEM/MPA ’17). New York University School of Professional Studies, Tokyo, Japan.

Horn, Schuyler. (IEM ’17). Monterey County Weekly, Monterey, California.


Hughes, McKenna. (IEM ’17). Middlebury C.V. Starr School, Paris, France.


Jackson, Alyssa. (IEM ’17). EUSA, Madrid, Spain.

Jensen, Martha. (IEM ’17). DIS Study Abroad in Scandinavia, Copenhagen, Denmark.

Joyner, Seth. (IEM ’17). University of Utah Asia Campus, Incheon, South Korea.


Lin, Carol. (IEM ’18). Sciences Po Bordeaux, Pessac, France.


McCready, Anna. (IEM ’17). University of California, Berkeley International Office, Berkley, California.

Meado, Jessica. (IEM ’17). CEA Study Abroad, Prague, Czech Republic.

Mentz, Madison. (IEM ’18). University College of Cork, Cork, Ireland.


Nix, Melissa. (IEM ’17). EUSA, Madrid, Spain.

O’Dell, Grace. (IEM ’18). Middlebury Institute Center for Advising and Career Services, Monterey, California.
Quiñonez, Erika. (IEM ’17). Florida International University, Miami, Florida.


Rekasis, JoLyn. (IEM ’17). The Andean Alliance for Sustainable Development, Calca, Peru.

Richey, Rebecca. (IEM ’17). Performing Arts Abroad and Syracuse University Madrid Center, Northampton, Massachusetts and Madrid, Spain.

Sanders, Hope. (IEM ’17). Kent State University, Kent, Ohio.

Smith, Alexander. (IEM ’17). Northeastern University Global Experience Office, Boston, Massachusetts.

Smith, David. (IEM ’17). EUSA, Seville, Spain.

Smith, Sadira. (IEM ’17). Middlebury Institute of International Studies Institute of Advancement, Monterey, California.


Srader, Brett. (IEM ’17). International School of Myanmar, Yangon, Myanmar.


Stipic, Laura. (IEM ’17). Syracuse University Strasburg Center, Strasburg, France.

Trujillo, Shayna. (IEM ’17). Diversity Abroad, Berkeley, California.

Tyson, Kathleen. (IEM ’18). Technical University of Denmark, Kongens Lyngby, Denmark.

Wang, Ting. (IEM ’18). San Jose State University, San Jose, California.

Wang, Yijun. (IEM ’17). California State University, San Marcos, San Marcos, California.

Weisfeld, Stephanie. (IEM ’17). Case Western Reserve University, Cleveland, Ohio.


Whitley, Sarah. (IEM/MPA ’17). University of Utah Asia Campus, Incheon, South Korea.

Wilson, Katy. (IEM ’17). Middlebury Institute of International Studies, Monterey, California.


**Frontier Market Scouts**

The award-winning Frontier Market Scouts (FMS) program provides intensive two-week certificate trainings that prepare participants for careers in the fields of social enterprise and impact investing. Through the combination of lectures and actionable projects, participants gain a comprehensive understanding of the key players in the impact sector, how to design an innovative impact-focused business model, and what it takes to implement and scale a social venture. (*Pictured: Frontier Market Scouts in training, Monterey, California.*)

Anderson, Jessica. (MBA ’17). Toucan Education, San Ignacio, Brazil.


Cohen, Alex. (MBA/IPD ’19). Gracia, Jalapa, Guatemala.


Flavin, Jillian. (MBA/IEP ’18). Driscoll’s, Watsonville, California.
Grimmig, Ben. (MBA ’17). Kalu Yala, La Mesa, Panama.


Kemp, Courtney. (MBA/IPD ’17). Mangrove Credit Group, San Francisco, California.


Montesa, Angelie. (NPTS ’18). Internet Crimes Against Children, San Jose, California.

O’Hara, Emily. (ITED ’18). Village Capital, Washintong, DC


Yaqubian, Lina. (MBA/IPD ’18) Parcours Developpement Durable, Montreal, Canada.

Moscow State Institute of International Relations – Middlebury Institute Dual Degree Program Internships

Designed for students particularly interested in WMD nonproliferation and U.S.-Russian relations, this program covers global security, history, science and technology, area studies, public policy, and research methods—with an emphasis on practical skills. Students complete an internship and also prepare and defend a required thesis. Students take classes at MGIMO in Moscow in the first semester and classes in Monterey in the second and third semesters. Graduates are prepared for professional careers in the nonproliferation field in national governments, international organizations, academia, think tanks, and the private sector.


Margoev, Adlan. (NPTS/IA ’18). PIR Center, Moscow, Russia.


Ponce Blancas, Alain. (NPTS/IA ’18). PIR Center, Moscow, Russia.


Ross, Alexander. (NPTS/IA ’18). Tesla, San Carlos, California.

International Organizations and Nonproliferation Program (IONP)

The International Organizations and Nonproliferation Program (IONP), offered through the James Martin Center for Nonproliferation, allows students to gain practical experience in the field of nonproliferation policy, enhance their practical experience, apply professional skills and academic knowledge, and made a substantive contribution to their host organization. (Pictured: Middlebury Institute students at a meeting of the Treaty on the Nonproliferation of Nuclear Weapons Preparatory Committee, Geneva, Switzerland.)


Rodgers, Joseph. (NPTS ’18). UNIDIR, Geneva, Switzerland.

Halasz, Stephanie. (NPTS ’18). IAEA, Vienna, Austria.

Rivas Cueva, Maria Gracia. (NPTS ’18). CTBTO, Vienna, Austria.


International Trade and Economic Development Internships

The MA in International Trade and Economic Development degree program includes a semester in Washington, DC in which many students complete internships concurrently with DC courses. (Pictured: Middlebury Institute students meeting at the Middlebury in DC Center.)

Flay, Brigid. (ITED ’18). North American Export Grain Association, DC.

Romanin, Jennifer. (ITED ’18). CBIZ Compliance Department, Washington, DC.


Wyatt, Mince. (ITED ’18). United States Trade Representative Central Asia Office, Washington, DC.

Gunther, Errhalt. (ITED ’18). Global Trade Alert, Japan.

January & Summer Group Onsite Practica

Students can participate in a wide range of international and domestic immersive learning opportunities and on-site courses in January, during spring-break, and in the summer.

Center for the Blue Economy Summer Fellowship

Center for the Blue Economy Summer Fellowships are designed to positively impact ocean and coastal sustainability, help the host organization fill a critical need with tangible deliverables, and prepare our students for their future careers. In 2018, eight students are pursuing Center for the Blue Economy Summer Fellowships, and their stories are below. Approximately 90% of our Summer Fellow graduates are currently employed in the ocean and coastal resource management field. Donor funded fellowships contribute greatly to their success.


Blakesley, Samuel. (IEP ’19). E2E Foundation, Rincon del Mar, Colombia.


Burnett, Kyle. (IEP ’19). Socio-Economic Marine Research Unit/National University of Ireland, Galway, Ireland.


Ferré, Carlos-Henri. (IEP ’19). Carbon Table LLC, New Haven, Connecticut; New York, New York; La Plata, Missouri; Monterey, California.


Wyse, Oliviya. (IEP ’19). Monterey Bay Fisheries Trust (MBFT, Monterey, California.

Design, Partnering, Management and Innovation: Rwanda
Kigali, Rwanda, January Term 2018

DPMI training covers project planning, facilitation, and partnerships along with social marketing. For the Rwanda cohort, there was seven days of intensive classroom instruction and 2-3 days devoted to a “real-life” client project for Partners in Health and the Rwandan Ministry of Health. Participants also had the option of arriving one week early and visiting Rwandan government and NGO offices in Kigali.

Bailey, Kathryn (IEP ’19)
Beckham, Rebecca (IEP ’19)
Bremner, Coleen (MPA ’19)
Emmons, Kaitlin (IPD ’19)
Espina Romo, Vanessa (IPD ’18)
Henry, Tyler (MPA ’18)
Larson, Amanda (IPD ’18)
Nemarich, Christopher (IPD ’19)
Popik, Rachel (MPA ’19)
Rovnak, Elizabeth (IPD ’19)
Saad, Christina (IPD ’19)
International Education Management Paris Practicum
Paris, France, January Term 2018

International Education Management students travelled to the Middlebury School Abroad’s Centre Madeleine in Paris, France. This course served as an advanced elective course related to Study Abroad in which students experientially learned about the onsite management of international education programs, using Middlebury as the primary case study, as well as connecting with other program providers and universities in Paris and Lille who are involved with US education abroad. Students collaborated with the Middlebury Paris Director and other program providers and local universities to complete projects that would benefit the organization and give students practical experience in education abroad management from the host country perspective.

Austin, David (IEM ’18)
Bohan, Kelly (IEM ’18)
Haltermann, Mary Bryan (IEM ’18)
Hylen, Kathleen (IEM ’18)
Iglesias, Sophia Antonia (IEM ’18)
Kisner, Molly (IEM ’18)
Laguna, Leslie (IEM ’18)
Lee, Christina Marie (IEM ’18)
Levin, Martha Louise (IEM ’18)
Lin, Carol (IEM ’18)
Lueker, Evelyn (IEM ’18)
Mentz, Madison Margaret (IEM ’18)
Otto, John, III (IEM ’18)
Stoltzfus, Alethea (IEM ’19)

Nuclear Research Reactor Practicum
Prague, Czech Republic, January Term

This two-week course in Prague allowed students to attend lectures at the Department of Nuclear Reactors at the Czech Technical University (CTU), conduct experiments on the research reactor, and go on site visits. There was also a trip to the International Atomic Energy Agency (IAEA) in Vienna, Austria. Not only did participants benefit from the fact that many Middlebury Institute alumni work at the IAEA, the Center for Nonproliferation Studies (CNS) has an office in Vienna: The Vienna Center for Disarmament and Nonproliferation (VCDNP).

Chau, Alexander (NPTS ’18)
Fernberg, Veronika (NPTS ’18)
Fetner, Bryan (NPTS ’18)
Ji, Seiyeon (NPTS ’18)
Liu, Grace (NPTS ’18)
Lyon, Tracy (NPTS ’19)
Morgan, Amber (NPTS ’19)
Pellegrino, Anne (NPTS ’18)
Redd, Autumn (NPTS ’19)
Rowland, Margaret Muir (NPTS ’18)
Steele, Kevin (NPTS ’19)
Tenyotkin, Julia (NPTS ’18)
Vassalotti, Olivia (NPTS ’18)
Agriculture extension in Peru is based off a western, top down, teacher-student model that does not consider traditional methods of knowledge transfer. The Andean Alliance for Sustainable Development (AASD) is currently partnering with the community of Sacclio and a small group of identified community leaders to create a localized agriculture extension program that is specifically designed for small scale farmers. Small scale farmers are becoming marginalized within the larger community of farmers and being forced to move away from traditional agriculture practices in order to compete and stay relevant. A localized extension program offered trainings and resources for small scale farmers to organize, maintain traditional and environmentally friendly farming practices, provide agency and voice, and create innovative avenues to access markets.

Howerton, Lauren (IEM ’19)
Troy, William (IEM ’19)
Breckinridge Wells, George (Middlebury College)
Carr, Ellie Jo (Middlebury College)
Crandall, Jennifer (Middlebury College)
Haefele, Mikayla (Middlebury College)
Jones, Hayley (Middlebury College)

Cuba has much to teach about the costs and benefits of revolution and belated integration to a now globalized economy. Students explored the nature of the relationship between Cuba and the U.S. and the role of domestic politics in the design and execution of foreign policy.

Duncan-Poole, Ianthe Jillian (IPD ’19)
Gill, Harrison (IEM ’18)
Jorgensen, Elizabeth (IPD ’18)
Sakihara, Nykole (IPD ’19)
Shane, Molly (IEP ’18)

For two weeks this summer, eighteen Middlebury Institute and Middlebury College students traveled to six different cities across China and spoke with over fifty people, including graduate students, policymakers, researchers, members of the business
community, social entrepreneurs, and other stakeholders. Through round-table discussions and lectures, the students attempted to answer the question – what is the “China Dream?”

Bray, Shawn (NPTS ’19)
Castiglione, Matt (TLM ’19)
Chien, Wei-Yi (IPD ’19)
Djeni, Marie (IPD ’19)
Errhalt, Gunther (ITED ’18)
Laur, Emily (IPD ’19)
Liu, Edison (IPD ’19)
Moody Wong, Yoki (IEM ’19)
Poda, Margaret (MBA ’19)
Robinson, Michael (IPD ’19)
Seltzer, Nick (NPTS ’19)
Shepherd, Caitlin (IEM ’19)
Sun, Furu (TI ’18)
Andrews, Colson (Middlebury College)
Cho, Jaehyung (Middlebury College)
Hagerty, Joanna (Middlebury College)
Hunnewell, Nicholas (Middlebury College)

South Asian Peacebuilding Program
Gujarat, India, January 2018

The Middlebury Institute Center for Conflict Studies led a two-week program to Gujarat, India in order to better understand the conflicts faced by the region. This course involved meeting various organizations and individuals – activists, NGO workers, civil societies, internally displaced, journalists and lawyers – who are working towards bringing Hindu and Muslim communities together in Gujarat. It also included visiting Gandhian institutions and the Gandhi Ashram.

Beard, Stephanie (IEP ’19)
Floyd, Caitlyn (IEP ’19)
Robinson, Michael (IPD ’19)
Rhee, Hannah (TLM ’19)
Sanders, Gabriel (IPD ’19)
Van Gend, Kristen (MPA ’19)

Peace and Conflict Resolution in the Balkans
Bosnia-Herzegovina, Serbia, Croatia, and Kosovo, Spring 2018

Students visited fractured region of the former Yugoslavia with Professor Jan Black to explore topics of reconciliation, human rights and peace-building. Students conducted primary research and site visits throughout Serbia, Kosovo, Bosnia and Croatia, overseen by faculty. Students contemplated and addressed the causes of conflict and means of prevention; the processes of peace-building; the reconciliation of adversaries; and the reweaving of social fabric.

Chatkara, Banicia (IPD ’18)
Creason, Nicholas (IPD ’18)
DeDominici, Nicholas (IPD ’19)
Dwyer, Jacob (IPD ’19)
Meylor, Shinae (IPD ’19)
Semonelli, Patrick (MPA ’18)
Middlebury Institute Student Research and Projects

Be it building a report for the United Nations Development Programme or crafting a scholarly thesis on the history of nonproliferation treaties, Middlebury Institute students contribute high-quality research across numerous international issue areas. Below are some examples of the work contributed to their various fields by Middlebury Institute students this past year.

International Trade & Development

(Pictured: Ben Playfair, IPD ‘18 on a DPMI+ assignment for Mercy Corps in Patan, Nepal.)

Agaidarov, Kuanysh. (MPA ’18). “US and Mexican Trade Relations within NAFTA.” Master of Public Administration Practicum.


Middlebury Institute Student Research and Projects


Yamaguchi, Shohei. (MPA ’18). “How to Increase the Tourists of Nikko City who will Visit Tokyo for Olympics/Paralympics.” Master of Public Administration Practicum.

International Education


Nonproliferation & Arms Control


Luber, Steven. (NPTS ‘18). “Challenges and Benefits of Using the Internet of Things for Arms Control.” International Professional Service Semester Presentation. UNIDIR, Geneva, Switzerland. NPTS


Public Health

(Pictured: Middlebury Institute Students working on community-based HIV support, Kigali, Rwanda.)


Sustainability & Environmental Policy

(Pictured: Middlebury Institute student Ariana Alva Ferrari, IEP ’19, visiting a school in the Bay Islands of Honduras to spread the word about sustainability.)


Terrorism & Political Violence

(Pictured: Mikki Franklin, NPTS ’18, being commended for her work at the Combatting Terrorism Center, West Point, New York)

Meta-Lab Projects

Evaluation of Police Relationship with the Salinas Community (20 students participated)
Salinas Police Department

Women Experiencing Homelessness in Monterey Bay Area
(10 students participated)
Gathering for Women

Data Presentations
(1 student)
Fair Trade

Online Course Modules in Canvas
(5 students)
Middlebury Institute Fund for Innovation
Center for the Blue Economy Summer Fellowship

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Wyse, Oliviya. (IEP ’19). Monterey Bay Fisheries Trust (MBFT, Monterey, California.

Appendix: Research Projects by Program

International Education Management Symposium Projects

Artamonov, Anatoliy Developing Website Layout Strategies
<table>
<thead>
<tr>
<th>Name</th>
<th>Project Description</th>
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<tr>
<td>Austin, David</td>
<td>Developing Alumni Engagement Strategies</td>
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<td>Bayman, Ashley</td>
<td>Leading Diverse Student Groups on Faculty-led Programs</td>
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<tr>
<td>Cook, Caitlin</td>
<td>Designing Peer Mentor Program</td>
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<tr>
<td>Cordova, Janira</td>
<td>Redesigning and Updating an On-line Orientation Workshop</td>
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<td>Diaz de la Ruba, Pilar</td>
<td>Developing the IEM in Spain Leapfrog Initiative</td>
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<td>DiFoggio, Jessica</td>
<td>Reflective Discussion Group</td>
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<tr>
<td>Draeger, Margot</td>
<td>Creating Marketing Plan and Developing Partnerships</td>
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<tr>
<td>Espinoza, Stephanie</td>
<td>Developing <em>The Students We Share</em> Program</td>
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<tr>
<td>Galbraith, Anna</td>
<td>Creating an Information Packet for Homestay Families</td>
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<tr>
<td>Gauer, Ashley</td>
<td>Creating a Business Strategy Canvas Demo</td>
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<tr>
<td>Hudak, Victoria</td>
<td>Peer Institution Website Analysis</td>
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<tr>
<td>Hughes, McKenna</td>
<td>Designing an Onsite Reentry Program</td>
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<tr>
<td>Jackson, Alyssa</td>
<td>Designing a Supervisor Workshop</td>
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<tr>
<td>Joyner, Seth</td>
<td>International Student Involvement and &quot;Young&quot; Higher-Ed Institutions</td>
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<tr>
<td>Lavallee, Chelsea</td>
<td>Creating a Website Optimization Plan</td>
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<td>Lin, Carol</td>
<td>Designing and Assessing Student Support Strategies for African Students</td>
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<tr>
<td>Malacki, Dave</td>
<td>Creating an Advising Guide</td>
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<tr>
<td>Mentz, Madison</td>
<td>Evaluating Outward Student Mobility</td>
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<tr>
<td>Miles, Leslie</td>
<td>International Student Housing Preference Study</td>
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<tr>
<td>O'Dell, Grace</td>
<td>Designing an IEM Job Platform</td>
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<tr>
<td>Piacentini, Karla</td>
<td>Survey Analysis and Recommendations for Standardization of Program Operations</td>
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<tr>
<td>Ray, Gabriella</td>
<td>Hiring and Onboarding Program Staff</td>
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<tr>
<td>Rekasis, JoLyn</td>
<td>Creating a Potential Partnership Toolkit</td>
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<tr>
<td>Smith, David</td>
<td>Conference &amp; International Outreach Strategies</td>
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<tr>
<td>Solomon, Daniel</td>
<td>Online Staff Training for Facilitating Intercultural Learning</td>
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<tr>
<td>Tyson, Kathleen</td>
<td>Creating a Social Integration Program for Danish and International Students</td>
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</tbody>
</table>
Wang, Ting
SJSU Recruiting Plan for Chinese Students

Weisfeld, Stephanie
Creating Policies and Procedures for Accepting J-1 Student Interns

Wheeler, Paige
Creating a Resident Orientation Program

International Professional Service Semester

Brooks, Elizabeth
Evaluation of Certificat d'Études Africaines en Ligne

Coletti, Luciane
Policy Mechanisms for the Protection of Tropical Forests and Mangroves

DeShields-Williams, Kimani
Decoding Debt: A Look at Debt and Reintegration in Asia and the Pacific

Fisher, Elizabeth
Using Child-Led Evaluation to Assess New Educational Initiatives in Cambodia

Franklin, Mikki
The Threat of ISK in Afghanistan and Pakistan

Gibbons, Siobhan
Science-Based Behavior Designing for Sustainable Fisheries Management

Huang, Zijuan
MEAL Guidance

Jamal, Madiha
Ensuring Quality Control During Residential Environmental Mitigation for Exide Clean-up Project

Lipkis, Julia
OEF Summaries and M&E Resources

Long, Alexandra
Working Towards a Resilient Anchorage

Luber, Steven
Challenges and Benefits of Using the Internet of Things for Arms Control

Mubukwanu, Thabo

Pan, Libiao
EC Simulation

Payne, Aricquel
A Window into Six Square – Austin’s Black Cultural District

Powers, Mariko
Strengthening Project Management for Large, Publicly Funded Projects

Ranjous, Lama
The Research Hub

Schroeder, Laura
A Monitoring & Evaluation Plan for the Communications Department

Sher, Rebecca
Femicide in Latin America
## Nonproliferation and Terrorism Studies Honors Thesis

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<td>Mishra, Sylvia</td>
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<td>Smith, Jimmy</td>
<td>White Supremacy and Jihadism: Developing Effective Counter Messaging</td>
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<tr>
<td>Zech, Allie</td>
<td>Drivers of Covert Drone Use: Trends and Patterns Moving Forward</td>
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## Moscow State University of International Relations / Middlebury Institute Dual Degree Theses

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<td>Day, Caroline</td>
<td>The Threat of Emerging Finance Technologies to the Nonproliferation Regime: A Case Study of North Korean Cyber Attacks</td>
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<td>Demidov, Leonid</td>
<td>Terrorist Use of Information Communication Technologies</td>
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<td>Gary, Summer</td>
<td>The India Deal: United States-Russia Relations in the Context of Nonproliferation</td>
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<td>Margov, Adlan</td>
<td>U.S. – Russian Dialogue on the Iran Nuclear Program: Lessons Learned and Steps Ahead</td>
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<td>Mayhew, Noah</td>
<td>U.S.-Russian Cooperation on the Missile and Nuclear Weapons Programs of North Korea: A Comprehensive History and Prospects for the Future</td>
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<td>Ponce Blancas, Alain</td>
<td>The Impact of the Humanitarian Initiative and the Nuclear Ban Treaty Movement on the Nuclear Nonproliferation Regime</td>
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<td>Rorabaugh, Alicia</td>
<td>Analysis of the Suppression of Acts of Chemical and Biological Terrorism Initiative by the Russian Federation</td>
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<td>Selezneva, Daria</td>
<td>History of US-Russia/Soviet Cooperation on Drafting and Revision of the Articles I, II and X of the Treaty on the Non-Proliferation of Nuclear Weapons</td>
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## Masters of Public Administration Practica Projects

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<tr>
<th>Author</th>
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<tr>
<td>Aka, Francesca</td>
<td>Human-centered Design</td>
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