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<table>
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2018 CISE BROADENING PARTICIPATION & EDUCATION IN COMPUTING MEETING
March 2018
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DIRECTORY OF ATTNDEEES

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Leslie Aaronson is the Strategic Director of K12 Initiatives for the National Center for Women & Information Technology (NCWIT) and the Teacher in Residence at LA Promise Fund where she manages Girls Build LA. Leslie was awarded Teacher of the Year by LAUSD for her work as the Lead Teacher and Coordinator of Foshay Learning Center’s Technology Academy where she taught for thirteen years. She was a researcher for CS Teaching Tips and currently sits on many advisory boards including CS Ed Week, SciGirls Code, the Computer Science Department of El Camino College, and Family Code Night. Prior to teaching, Leslie was the Production Manager for Blue’s Clues International at Nickelodeon.

W. R. (RICK) ADRION, PROFESSOR EMERITUS, UNIVERSITY OF MASSACHUSETTS AMHERST, ADRION@CS.UMASS.EDU, CS FACULTY

W. Richards (Rick) Adrion, with Renee Fall (UMass), Mark Guzdial (Georgia Tech) and Barbara Ericson (Georgia Tech), directs the NSF BPC Expanding Computing Education Pathways (ECEP) Alliance. ECEP is working with 17 state partners to increase the pipeline of women and underrepresented minorities entering K-20 education pathways through state-level change. He also leads a NSF-funded partnership between UMass Amherst, Five Colleges, Inc. and the Springfield and Holyoke Massachusetts public schools to develop research-based planning, design and implementation processes that will facilitate computational thinking across all grade levels and provide computer science curricula and content to all students. Adrion served on the MA DESE Digital Literacy and Computer Science standards panel and is a member of the MassCAN Advisory Committee. He is a Professor Emeritus of Computer Science in the UMass Amherst College of Information and Computer Sciences. He is a fellow of the ACM and AAAS.

JENNIFER ALBERT, DIRECTOR, STEM CENTER OF EXCELLENCE, THE CITADEL, JALBERT@CITADEL.EDU, CS EDUCATION RESEARCHER

Jennifer Albert received her PhD in Science Education from North Carolina State University and has an M.A. in Curriculum and Instruction from Austin Peay State University. She also specializes in STEM educational evaluation and research with an emphasis on K-16 computer science education, science education, educational assessment, and STEM classroom implementation. She has worked on several grants specializing in broadening participation of underrepresented minorities, particularly in rural schools. She taught high school science and now teaches both undergrad and graduate courses in General Education and Science Education (Instructional Technology, Research Methods, etc.). She is currently Director of The STEM Center of Excellence and an Assistant Professor in the Zucker Family School of Education at The Citadel.
NONYE ALOZIE, SCIENCE EDUCATION RESEARCHER, SRI INTERNATIONAL, MAGGIE.ALOZIE@SRI.COM, EDUCATION RESEARCHER

Nonye M. Alozie, PhD, is an education researcher in SRI International’s Center for Technology in Learning. She specializes in science education, scientific discourse, science standards assessments, equity in assessments, and informal learning.

Alozie’s background is in biology and science education. Before joining SRI, she was an assistant professor at Albion College, a small liberal arts college in Michigan. She taught undergraduate courses in elementary and secondary reading in the content area and elementary and secondary math and science pedagogy. She also developed and implemented two science outreach programs in informal and non-formal science learning in molecular biology and biotechnology and out-of-school-time learning in science for underrepresented and underresourced students. She has experience in curriculum development, professional development, classroom studies, and qualitative methods.

Alozie was awarded her doctorate in science education and M.S. in ecology and evolutionary biology from the University of Michigan. She has a B.S. in organismic biology, ecology, and evolution from the University of California, Los Angeles.

KENNETH ANDERSON, INTERIM ASSOCIATE DEAN, HOWARD UNIVERSITY, KENNETH.ANDERSON@HOWARD.EDU, EVALUATOR

Dr. Kenneth Alonzo Anderson, a former middle school teacher, earned a PhD in Curriculum & Instruction, with a minor in Educational Research and Policy Analysis from North Carolina State University in 2005. Anderson has also completed additional statistical training at Northwestern University, Stanford University, and the University of Michigan. Anderson is Associate Professor and Interim Associate Dean in the School of Education at Howard University. Anderson’s primary research areas include large-scale, quantitative assessment of school equity, curriculum and teacher effectiveness, and middle grades reform. Anderson is currently developing a quantitative measure of school equity using multiple measures of school outcomes. Anderson is noted for his ability to conduct large-scale data analysis, translate results, and provide professional development for practitioners. One of Anderson’s most notable publications, “Reading achievement and suspensions among African American males in middle school,” was selected for reprint in an edited book entitled Middle Grades Research: Exemplary Studies Linking Theory to Practice after being designated as one of ten most highly rated Middle Grades Research Journal manuscripts. Anderson has served as Principal Investigator, Co-Principal Investigator, or Senior Personnel on externally funded projects, exceeding 1.9 million dollars from organizations such as the National Science Foundation and the American Educational Research Association.

GABRIELLA ANTON, PhD CANDIDATE, NORTHWESTERN UNIVERSITY, GABBY.ANTON@GMAIL.COM, EDUCATION RESEARCHER

Gabriella Anton is a fourth year doctoral student at Northwestern University in the Learning Sciences studying under Dr. Uri Wilensky. Prior to her graduate studies, she worked at the Games+Learning+Society Center with Drs. Matthew Berland and Kurt Squire, developing game-based STEM curricula and researching the educational benefits of video games. Her work has focused on engaging underrepresented youth in computing practices, concentrating on creative expression through game design, robotics, and electronic textiles, among other pathways. Within this vein, she studies sociocultural factors that impact engagement in computing fields. At Northwestern, she has been a researcher and designer on the CTSTEM project for three years, leading the design of computationally-enhanced physics curricula as well as co-leading a computational thinking course for middle and high school girls in the Southside of Chicago. In addition, she has designed and co-led informal initiatives that leverage both physical and virtual computing. Gabriella’s dissertation work explores new pathways for teaching computational thinking in K12 education by studying how professional artists leverage computational tools and practices in their creative process.
DR. GOLNAZ ARASTOOPOUR IRGENS, NORTHWESTERN UNIVERSITY, GOLNAZ.IRGENS@NORTHWESTERN.EDU, EDUCATION RESEARCHER

Golnaz Arastoopour Irgens is a postdoctoral scholar with both the Center for Connected Learning and Computer-Based Modeling (CCL) and the Tangible Interaction Design and Learning (TIDAL) Lab at Northwestern University. While earning her B.S. degree in mechanical engineering, she worked as a computer science instructor and curriculum designer for Campus Middle School for Girls in Urbana, IL. She then earned her M.A. in mathematics education at Columbia University and taught mathematics in the Chicago Public School system for two years. Working with the Epistemic Games Group at the University of Wisconsin-Madison, Golnaz focused her research on modeling and measuring connected design learning in engineering digital learning environments using discourse network analytics. Her current research at Northwestern examines the intersection of STEM practices and computational thinking.

LAURA ASCENZI-MORENO, ASSISTANT PROFESSOR, BROOKLYN COLLEGE, SCHOOL OF EDUCATION, LASCENZIM@GMAIL.COM, EDUCATION RESEARCHER

Laura Ascenzi-Moreno is an Assistant Professor and Bilingual Program Coordinator in the Childhood, Bilingual, and Special Education Department at Brooklyn College. She received her doctorate in Urban Education from the City University of New York Graduate Center in 2012. Prior to becoming a professor, she was a dual language, bilingual teacher and coach in New York City public schools for more than a decade. Her research is focused on the literacy development of emergent bilingual students, the development of teacher knowledge, and how both of these intersect with equity. Her research interests also include translanguaging, multi-modalities, assessment, and school governance. She conducts case studies of teachers and schools to study the lived worlds of children and teachers. She was also an Associate Investigator for the City University of New York New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB) from 2012-16. Her publications can be found in Literacy Research and Instruction, Language and Education, Schools: Studies in Education, and Language Arts.

SARA ATIENZA, RESEARCH ASSOCIATE, WESTED, SATIENZ@WESTED.ORG, EDUCATION RESEARCHER

Sara Atienza is a Research Associate with WestEd’s Math, Science, Engineering, and Technology Program. She collaborates on a team of researchers to study on-the-job CS teacher preparation in the context of the TEALS learning environment, a pioneering intervention that provides multi-year, on-the-job CS education professional development for high school classroom teachers across the country.
SARBANI BANERJEE, PROFESSOR, SUNY BUFFALO STATE COLLEGE, BANERJS@BUFFALOSTATE.EDU, CS FACULTY

Sarbani Banerjee is a professor in the Computer Information Systems Department at State University of New York Buffalo State College. She teaches courses in programming language and database systems. She received CS4HS grants from Google to build a community of secondary school teachers, in the Western New York (WNY) area, who teach or are interested to teach computer science in their schools. Currently, there are more than 160 secondary school teachers who belong to this community – many of them establish computer clubs and/or teach introductory or advanced placement computer science courses. Her research interest is to explore the challenges, successes and barriers of teaching computer science courses in secondary schools of the WNY area.

TIFFANY BARNES, PROFESSOR, NORTH CAROLINA STATE UNIVERSITY, TIFFANY.BARNES@GMAIL.COM, CS FACULTY

Tiffany Barnes is a Professor of Computer Science at NC State University. She received B.S. and M.S. degrees in Computer Science and Mathematics, and a PhD in Computer Science from N.C. State. Dr. Barnes has served as chair or program chair for many conferences, including ACM SIGCSE, Educational Data Mining RESPECT, STARS Celebration, and Foundations of Digital Games. Tiffany Barnes has recently served on the ACM Special Interest Group on Computer Science Education Board (2010-2016), the Board of Directors for the International Educational Data Mining Society (2011-present), Chair of IEEE Computer STC Broadening Participation, and Associate Editor for IEEE Transactions on Learning Technologies (2016-present). Dr. Barnes received an NSF CAREER Award for her novel work in using data and educational data mining to add intelligence to STEM learning environments. Dr. Barnes co-leads for the STARS Computing Corps, a consortium of 53 universities that has engaged 1700+ college students in outreach (to over 120K K12 students), research, and service to broaden participation in computing. Dr. Barnes is currently working on NSF-funded projects to provide data-driven intelligent tutoring support in STEM (1432156, 1726550) and novice programming (1623470), mine math educational game data for actionable insights (1544273), prepare high school teachers to teach the new AP CS Principles course (1542922, 1346922), and to prepare K12 teachers to integrate computational thinking into their courses, and provide research experiences to undergraduates (1659745).

JAKE BASKIN, EXECUTIVE DIRECTOR, COMPUTER SCIENCE TEACHERS ASSOCIATION, JAKE.BASKIN@CSTEACHERS.ORG, BROADENING PARTICIPATION ADVOCATE

Jake is the Executive Director of the Computer Science Teachers Association, the world’s leading association for K-12 computer science teachers. He is a former high school computer science teacher, department chair, and professional development provider with the Chicago Public Schools. As a teacher, he focused on increasing access to computing for underrepresented groups and more than doubled female enrollment in introductory computer science classes. Prior to joining CSTA he was Director of State Government Affairs for Code.org, where he worked with educators and policymakers to advocate for policies that expand access to high-quality computer science education with state departments of education and governor’s offices across the country. In his work at Code.org, he helped to build a nationwide network of more than 40 regional partners that worked with over 100 school districts in the U.S. to implement comprehensive computer science programs and provide professional learning for teachers.
MICHAEL BAUER, ASSOCIATE PROFESSOR, LEEWARD COMMUNITY COLLEGE, MBAUER@HAWAII.EDU, CS FACULTY

I began working in the computer industry while still in high school in the 1970s. I wrote my first programs on an Olivetti Programa 101. I worked in industry for more than ten years before switching to academia. I worked on Burroughs, Honeywell, NCR, DEC, Hewlett Packard and IBM minicomputers and mainframes in industry. I worked my way up to executive level management in my final job in industry. I am a tenured faculty member in my twenty-sixth year of teaching at Leeward Community College in Pearl City, Hawaii. I most enjoy teaching programming and discrete mathematics courses.

MOHSEN BEHESHTI, PROFESSOR AND CHAIR OF COMPUTER SCIENCE DEPT., CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS AND CAHSI, MBEHESHTI@CSUDH.EDU, BROADENING PARTICIPATION ADVOCATE

Mohsen Beheshti is the Chair and Professor of Computer Science Department at California State University - Dominguez Hills. His research interests include Network Security, Big Data, Data Conversion, Multidisciplinary research, and Curriculum Development. He is the director of Center for Excellence in Knowledge Management and Computational Science (CECS) to promote research and education for the college. He is also the director of Computer Science Research Lab (CSRL) conducting research in Intrusion Detection System and Data Mining/Big Data in collaboration with other faculty members and undergraduate/graduate students. He has developed new graduate and undergraduate programs to better prepare students for the workforce, and their studies. He has extensive experience in developing supervised/closed laboratories and has developed course and lab manuals. Dr. Beheshti has received numerous grants to advance technology in education; and he has hosted a series of workshops for high school teachers to further promote computer science to high school students. He is also a member of IEEE, ACM, NCWIT, and a founding member of CAHSI (Computing Alliance of Hispanic Serving Institutions).

AUDREY VAN BELLEGHEM, SENIOR VICE PRESIDENT, ANITAB.ORG, AUDREYV@ANITAB.ORG, OTHER

I'm responsible for the Academics team at AnitaB.org, which includes participation in the Grace Hopper Celebration and BRAID. I'm interested in understanding what faculty and others are doing with respect to outreach and diversity efforts to broaden participation in computing.
TIFFANY BERRY, RESEARCH ASSOCIATE PROFESSOR, CLAREMONT GRADUATE UNIVERSITY, TIFFANY.BERRY@CGU.EDU, EVALUATOR

Dr. Tiffany Berry is a Research Associate Professor at Claremont Graduate University (CGU), Associate Director of the Claremont Evaluation Center (CEC), and a practicing educational evaluator. She holds a PhD in Applied Developmental Psychology, specializing in educational program evaluation and the development of at-risk youth in out-of-school time programs. Dr. Berry specializes in conducting developmentally sensitive program evaluations that are responsive to the needs of program stakeholders, participants, and funders. She is committed to evaluations that simultaneously satisfy accountability requirements while fueling program improvement so that organizations achieve the maximum impact from their programmatic endeavors. As such, much of her evaluation work focuses on measuring, tracking, and improving program implementation so that robust student outcomes are realized. She works with stakeholders to build their capacity to not only do evaluation, but also use evaluation to drive program improvement. She collaborates extensively with stakeholders to understand their unique roles, contexts, and needs so that an accurate, useful, and feasible evaluation plan can be developed to answer stakeholders’ most pressing evaluation questions. Since 2004, she has published over 100 technical evaluation reports and multiple publications in evaluation (American Journal of Evaluation and New Directions for Evaluation) and youth development journals (Journal of Early Adolescence).

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Bronwyn Bevan is Senior Research Scientist at the University of Washington. She is the Principal Investigator of the Research+Practice Collaboratory where she leads, studies, and documents the power of research-practice partnerships to advance knowledge and practice. She also leads a pilot professional development program focused on mid-career informal STEM education professionals engaged in broadening participation in STEM efforts. She served on the National Research Council’s Committee on Out-of-School Time STEM Learning and is on the editorial board of Science Education.

DEBASIS BHATTACHARYA, FACULTY, UNIVERSITY OF HAWAII MAUI COLLEGE, DEBASISB@HAWAII.EDU, CS FACULTY

Dr. Debasis Bhattacharya is currently a faculty member at the University of Hawai‘i Maui College, and program coordinator for the Applied Business and Information Technology (ABIT) baccalaureate degree. Dr. Bhattacharya currently teaches courses in computer science, cybersecurity and information technology, and has worked in the software industry for 29 years. A resident of Hawaii since 2002, he has been actively researching the computing and cybersecurity needs of small businesses since 2008. Dr. Bhattacharya holds degrees from MIT, Columbia University, University of Phoenix and NW California University School of Law.
Marie Bienkowski, PhD, is a center director in SRI International's Education Division. In addition to overseeing learning science, technology, and policy projects in the center, she contributes her computer science skill set to multidisciplinary projects in developing and evaluating technology in K-12 education. Many of her projects involve efforts to interest underrepresented groups in STEM careers with a focus on computer science and to support teachers in engaging more deeply with STEM content through the involvement of STEM professionals. Recent work includes inclusive software design to improve student learning outcomes. Her undergraduate and doctoral work were in computer science.

Lisa Bievenue is currently Assistant Director at the Illinois Informatics Institute, where she has managed projects such as iCUBED (Informatics and Computation Ubiquitous throughout Baccalaureate Education) and develops proposals for interdisciplinary research projects involving informatics. She was an outreach coordinator at NCSA for more than ten years, and the K-12 Lead of the National Computational Science Alliance's Education & Outreach program. In 2000 she coordinated a major national Workshop for Computer-based Modeling and Scientific Visualization in Education, where more than 75 nationally recognized scientists, computational scientists, educational researchers, teacher educators, and teachers attended and contributed papers. Since 2000 most of her education research efforts have been directed toward project evaluation of education and outreach projects in computer and computational science (e.g., the South Carolina Project for Organ Biofabrication) and is currently the lead external evaluator for CSU’s NSF-funded Computing in Secondary Schools CS10k project and Understanding Equity and Access in a CSforALL Implementation project.

Dr. Maureen Biggers has been active in broadening participation in computing initiatives for more than 15 years. While serving as Assistant Dean for Diversity in computing and a champion in the NCWIT Pacesetter program first at Georgia Tech and then at Indiana University, she led successful efforts to significantly increase the number of women studying computing. On a national level she is former two-term co-chair of the NCWIT Academic Alliance and served for 5 years as program manager for the NSF Alliance for the Advancement of African-American Researchers in Computing. She is the Indiana Co-Chair for the Expanding Computing Education Pathways (ECEP) and served as Chair of IN Aspirations in Computing State committee for five years and was involved in several other BPC grants. Maureen is co-founder and current executive director of the Indiana University multidisciplinary Center of Excellence for Women in Technology which serves more than 5000 affiliate, faculty, staff and students from the Bloomington campus.
LISA M. BLANK, PROFESSOR, UNIVERSITY OF MONTANA, LISA.BLANK@UMONTANA.EDU, EDUCATION RESEARCHER

Lisa is a STEM education professor at the University of Montana and Co-PI on Growing Computer Science Curriculum, Diversity, and Preparedness Across Montana.

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Brianna Blaser is a Counselor/Coordinator at DO-IT at the University of Washington, where she works to increase the participation of people with disabilities in science and engineering careers through AccessComputing, AccessEngineering, and AccessCSforALL. Her work includes counseling students as well as working with faculty, employers, and other stakeholders to create institutional change. Previously, Brianna was Project Director of Outreach for AAAS where she promoted Science Careers resources through career and professional development workshops to undergraduate and graduate students, postdoctoral scholars, and early career scientists. Brianna earned her PhD in Women’s Studies at the University of Washington in 2008.

RYAN BOCKMON, GRADUATE STUDENT, UNIVERSITY OF NEBRASKA - LINCOLN, RYANBOCKMON@GMAIL.COM, CS EDUCATION RESEARCHER

I am graduate student at University of Nebraska - Lincoln working on my PhD in Computer Science focused on CS education. I am currently working on a grant under my advisors, Dr. Steve Cooper.
DEBORAH BOISVERT, EXECUTIVE DIRECTOR, BATEC, UNIVERSITY OF MASSACHUSETTS BOSTON, DEBORAH.BOISVERT@UMB.EDU, CS EDUCATION RESEARCHER

Deborah Boisvert is the Co-Principal Investigator of the Massachusetts Exploring Computer Science Partnership (MECSP) which is rolling out ECS across the state and Principal Investigator for Broadening Advanced Technological Education Connections (BATEC), NSF’s ATE National Center for Computing and Information Technologies, focused on creating computing pathways from high school to community college in urban areas across the country.

Boisvert has extensive experience in developing and implementing educational programs for secondary school, community college and university faculty that advance the educational and professional objectives of area students, current workers and community residents. She has developed and/or conducted numerous workshops, summer institutes, and graduate courses that advance the content and pedagogical capabilities of educators across the levels. She maintains close ties to industry working closely with the Massachusetts Technology Leadership Council to bring together stakeholders in IT, Security, Big Data, Finance, Informatics and other areas to broaden the reach of IT workers and to better prepare them for the future.

Boisvert serves in leadership positions on the Massachusetts Computing Attainment Network (MassCAN), the MA K-12 Digital Literacy and Computer Science Standards and Teacher Licensure Teams, the Board of Higher Education’s Transfer Task Force, and The National Advisory Board of IWITTS. She is the Code.Org Regional Partner for the State of Massachusetts. She is a member of ACM’s Special Interest Group for Computer Science Education (SIGCSE), Special Interest Group for IT Education (SIGITE), Computer Science Teachers Association (CSTA) and the Academic Alliance of NCWIT.

MICHELLE BORRERO, ASSOCIATE PROFESSOR, UNIVERSITY OF PUERTO RICO, RIO PIEDRAS CAMPUS, BORRERO.MICHELLE@GMAIL.COM, EDUCATION RESEARCHER

Michelle Borrero is an immunologist by training and has pursued discipline-based education research as a scholarly activity since she was recruited at UPR in 2001. She has developed various initiatives to integrate quantitative and bioinformatics skills into the Biology curriculum through institutional and NIH funds. She designed and offer professional development activities for 7-12 teachers as part of PR-Math and Science Partnership (PR-MSP). On 2011, she became the PI of NSF’s PR-MSP and Robert Noyce’s Puerto Rico Master Math Teacher Program. She also established, and is the director, of the Center for Science and Math Education Research (CSMER) at UPR. The CSMER was developed through NSF’s Innovation through Institutional Integration (I3) grant to facilitate and enhance science education research at UPR and partnering K-12 schools. Through the CSMER we offer professional development to teachers based on a model that focuses on project-based learning and action research and uses the train-the -trainer approach. She is currently Co-PI of an EPSCOR Track II grant and responsible for the implementation and assessment of the education and outreach component of the project that aims to understand the molecular mechanisms responsible for the evolution of morphological diversity. As Co-PI of the Exploring Computer Science for Puerto Rico (ECS4PR), she brings her expertise in science education and the network of schools and collaborators from the CSMER to facilitate the development of the project’s Research- Practice Partnership (RPP), and research the impact of the ECS professional development program toward the achievement of the project’s goals.
KRISTY BOYER, ASSOCIATE PROFESSOR, UNIVERSITY OF FLORIDA,
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Kristy Elizabeth Boyer is an Associate Professor of Computer & Information Science & Engineering at the University of Florida. Her research focuses on how natural language dialogue and intelligent systems can support human learning across educational contexts including within and outside the classroom. Her research group builds computational models of the processes and phenomena during dialogue and learning, and these models drive the adaptivity of intelligent systems. The computational models in turn shed light on effective strategies for supporting human learning. Her group develops systems that support individual and collaborative learning, including tutorial dialogue systems, intelligent tutoring systems, and game-based learning environments.

SHAUNA BROWN, ASSISTANT PRINCIPAL, CSFORALL, SBROWN@CREC.ORG,
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Shauna Brown is currently the Assistant Principal of the Academy of Engineering and the Greater Hartford Academy of Mathematics and Science. She is a fierce advocate for educational equity and increasing representation for underrepresented groups within the STEM fields. She has served in the field of education for over 15 years, including in roles as a classroom teacher, instructional coach, education consultant and building administrator.

JORDAN BUDISANTOSO, TEACHER, WASHINGTON LEADERSHIP ACADEMY PUBLIC CHARTER SCHOOL, JBUDISANTOSO@WLAPCS.ORG, K-12 TEACHER

Jordan Budisantoso is the founding Computer Science Teacher at Washington Leadership Academy, a public charter school in Washington, DC that offers a 4-year computer science and civic leadership education to all of its students. Washington Leadership Academy is 1 of 10 schools in the United States to be awarded the XQ Super School prize, a $10 million dollar grant to rethink and redesign the public high school model.
PAMELA BUFFINGTON, CO-DIRECTOR SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS UNIT, EDUCATION DEVELOPMENT CENTER, PBUFFINGTON@EDC.ORG, BROADENING PARTICIPATION ADVOCATE

Pamela J. Buffington, PhD, is Co-Director of the Science, Technology, Engineering, and Mathematics (STEM) Programs unit at Education Development Center where she focuses on bridging research and practice with STEM researchers and practitioners in her role as Co-Principal Investigator on the NSF funded Research and Practice Collaboratory. Dr. Buffington is an expert in technology integration in education, with extensive work in mathematics and science, and she has designed and implemented online and face-to-face professional development materials. Pam has nearly two decades of experience as a mathematics, physics, and computer science teacher which she has leveraged in her equity-oriented STEM research and development efforts. She has served as PI on a U.S. Department of Education Institute of Education Sciences (IES) funded mathematics formative assessment development and validation grant and Rural Research Alliance Facilitator and State Liaison for the Regional Educational Laboratory Northeast and Islands (REL-NEI). She currently leads the REL-NEI rural advisory group and also leads the Student Success in Mathematics Partnership (SSMP) for Regional Educational Laboratory Appalachia. She is responsible for outreach, needs sensing, synthesis, dissemination, and knowledge utilization of evidence-based research with educational leadership across the northeast region and in north central Virginia. Pam is also a Co-PI on an NSF funded grant to develop and study a blended-learning professional development program to support mathematics teachers in enhancing English learners’ mathematics learning.

MICHELLE BURD, PRESIDENT, BURD’S EYE VIEW, RESEARCH & EVALUATION, MICHELLE@BURDSEYEVIEW.NET, EVALUATOR

Michelle Burd, PhD, has expertise in research and evaluation in government agencies, nonprofits, and private organizations. Her evaluations are built on clear designs that swiftly get to the point and analyses that provide actionable insights. Many of her projects are education examining how teachers implement curriculum materials, their PD experiences, and how instruction impacts student learning. Presently, Dr. Burd is evaluating the NSF STEM+C at UTeach Institute, which is an initiative to train 600 teachers to offer students an Advanced Placement course in the Computer Science Principles. She has evaluated an NSF Noyce II project at St. Edward’s University that supports teachers in induction and OnRamps professional development for teachers for dual enrollment courses to promote college readiness. She is conducting research and evaluation for the NSF IUSE project at St. Edward’s University to study the impact of living learning communities and active learning pedagogy on persistence in STEM majors. She also provided technical assistance to Dell Children’s Medical Center to create an instrument to assess what low income families know about local farm food. Recently, she studied the $12.5 million NSF MSP UTeachEngineering designed to prepare K-12 teachers in engineering education and to develop an engineering course for high school. Michelle has a BA in psychology, concentration in mathematics, from the University of North Carolina at Chapel Hill; an MA in developmental psychology from La Sorbonne, Paris, France; and a PhD in Child Development and Family relationships from the University of Texas at Austin.
DIRECTORY OF ATTENDEES

JAMIKA BURGE, RESEARCH SCIENTIST AND PROGRAM DIRECTOR, THURGOOD MARSHALL COLLEGE FUND, JAMIKA.BURGE@GMAIL.COM, CS EDUCATION RESEARCHER

Jamika Burge is a Senior Scientist at the Thurgood Marshall College Fund, where she is Co-PI for the Building Student Retention through Individuated Guided coHort Training in CS (BRIGHT-CS) project, which is developing a CS ecosystem for black girls in the New York City and Northern Virginia metro areas. She is also Co-PI for Girls Rock Tech!, which, in partnership with Black Girls Rock!, is developing a summer leadership curriculum that combines computational thinking with a powerful cultural and gender empowerment model for middle and high school girls. She is also Co-PI of NSF research programs investigating intersectionality of black women in computing.

She is Founder and Principal of Design & Technology Concepts, LLC, a tech consultancy that focuses on computer science design and education research. She has consulted for Google, the National Center for Women in Technology (NCWIT), and the American Association of Colleges & Universities (AAC&U). She is also a co-founder of blackcomputeHER.org (pronounced ‘black computer’), which is dedicated to supporting computer science and STEM education and workforce development for black girls and women. Jamika holds a PhD in computer science from Virginia Tech. She and her work have been featured in the New York Times and ComputerWorld.

LEGAND BURGE, PROFESSOR, HOWARD UNIVERSITY, DEPARTMENT OF ELECTRICAL ENGINEERING AND COMP, BLEGAND@SCS.HOWARD.EDU, CS FACULTY

Dr. Burge is Professor of Computer Science at Howard University. His primary research interest is in distributed computing, but is also interested in Computer Science Education and Diversity, and Tech Entrepreneurship and Innovation. He is the Principle investigator for the NSF CE21: Partnership for Early Engagement in Computer Science (PEECS). PEECS is a partnership between the District of Columbia Public Schools (DCPS), Howard University Departments of Computer Science and Curriculum and Instruction, Exploring Computer Science (ECS), and Google, Inc. The primary goals of the PEECS program are to increase: 1) DC high school student exposure to computer science earlier in their academic careers to prepare them for computer science courses, undergraduate programs, and careers, and 2) the number of in-service DC teachers implementing the Exploring Computer Science course.

QUINN BURKE, ASSISTANT PROFESSOR, COLLEGE OF CHARLESTON, BURKEQQ@COFC.EDU, CS EDUCATION RESEARCHER

Quinn Burke is an Assistant Professor at the College of Charleston (SC) Department of Education. Quinn’s research examines the effectiveness of different coding activities (e.g., digital storytelling, video game making) by which to introduce programming and different introductory programming languages in successfully integrating CS into core curricula classrooms. Quinn’s research has been supported by a number of state and federal grants, most recently a National Science Foundation grant to investigate alternative post-secondary computing education options. He has written a number of articles around integrating computing into the school day, as well as a pair of books (with co-author Yasmin Kafai) entitled Connected Code: Why Children Need to Learn Programming and Connected Gaming, both through MIT Press.
CHERYL CALHOUN, DEAN OF ACCESS AND INCLUSION, SANTA FE COLLEGE, CHERYL.CALHOUN@SFCOLLEGE.EDU, OTHER

Cheryl Calhoun currently serves as Dean of Access and Inclusion for Santa Fe College. Her experience includes 20 years as a professor of Information Technology education and Coordinator of the Networking Services Technology program. She has worked as a systems analyst and network administrator and holds numerous industry certifications in networking technologies and cybersecurity. Her academic preparation includes an MBA from the University of Florida, a graduate certificate in information assurance from the University of Illinois Springfield, and a PhD in Curriculum & Instruction (Educational Technologies) from the University of Florida. Her research interests include women in technology entrepreneurship and effective utilization of online and web enhanced collaborative learning environments.

YUNJEONG CHANG, RESEARCH SCIENTIST, UNIVERSITY OF VIRGINIA, YC7Z@VIRGINIA.EDU, EDUCATION RESEARCHER

Dr. YunJeong Chang is a research scientist at the University of Virginia and holds a PhD in Learning, Design and Technology from the University of Georgia. Dr. Chang serves as a Co-PI of the NSF-funded Lighthouse EC project (#1712443), focusing on designing diversity-focused CS introductory undergraduate courses serves as an instructional scientist for NSF-funded Tapestry workshop (# 0739254) and Lighthouse CC professional development MOOC (#1432619). Dr. Chang holds a national certificate on interdisciplinary qualitative research. Her research interests include designing learner-centered learning environments with active learning strategies to improve equitable learning and learning engagement in higher education.

GAIL CHAPMAN, DIRECTOR OF OUTREACH, EXPLORING COMPUTER SCIENCE, CHAPGAIL@GMAIL.COM, BROADENING PARTICIPATION ADVOCATE

Gail Chapman is Director of Outreach for Exploring Computer Science (ECS), a K-12/University national program funded by National Science Foundation to increase CS learning opportunities at the high school level for all students, with specific focus on students traditionally underrepresented in CS. With an emphasis on equitable access to and participation in CSforALL students, Gail works with partner districts on strategic planning related to implementation of ECS, including professional development, leadership development, and sustainability. She is co-designer of the ECS curriculum and professional development model and leads ECS PD Facilitator development. Gail is the recipient of the 2017 SIGCSE award for Outstanding Contribution to Computer Science Education.

Throughout her career, Gail has focused on equitable education for ALL students and the impact that teachers and teaching can have on ensuring this. Prior to joining the ECS team in 2008, Gail held a variety of positions within the field of education. She began her career as a high school mathematics and computer science teacher, teaching a wide range of courses, including AP Computer Science. Gail subsequently became the AP Computer Science assessment specialist at Educational Testing Service. Gail then moved to the College Board where she worked in the AP Program more broadly, advocating for broadening access to AP and professional development for teachers to support these initiatives. Gail also directed Leadership and Professional Development at Computer Science Teachers Association in the early years of its existence and was a member of the AP Computer Science Principles Advisory Group.
S. MEGAN CHE, ASSOCIATE PROFESSOR, CLEMSON UNIVERSITY, SCHE@CLEMSON.EDU, EDUCATION RESEARCHER

S. Megan Che is an associate professor of mathematics education at Clemson University. Her research focuses on social justice issues in mathematics teaching and learning, particularly from student perspectives. She works with preservice and inservice middle school and high school mathematics teachers.

LESLIE CINTRON, RESEARCH SCIENTIST, UNIVERSITY OF VIRGINIA, LGC3E@VIRGINIA.EDU, CS EDUCATION RESEARCHER

Leslie Cintron, PhD, is a Research Scientist in the Program for Science, Technology and Society at the University of Virginia. She holds a doctorate in Sociology from Harvard University. Dr. Cintron is a co-founder of Lighthouse, a series of projects focused on increasing diversity in computing through educator professional development.

ANGELA CLEVELAND, COUNSELORS FOR COMPUTING (C4C), NCWIT, ANGELA.CLEVELAND@NCWIT.ORG, BROADENING PARTICIPATION ADVOCATE

Angela Cleveland consults for NCWIT’s Counselors for Computing (NCWIT.org/c4c). She has 15 years of experience as a school counselor and received the “2017 New Jersey School Counselor of the Year” award. She is co-founder of ReigningIt (ReigningIt.com), a story-sharing platform and support network to champion women in STEM. In her free time, Angela enjoys writing therapeutic children’s books. Learn more about her: AngelaCleveland.com and follow her on Twitter @AngCleveland.
STEVE COOPER, ASSOCIATE PROFESSOR, UNIVERSITY OF NEBRASKA - LINCOLN, SCOOPER22@UNL.EDU, CS EDUCATION RESEARCHER

Steve is an associate professor in the computer science and engineering department, and the director of the Raikes School, an undergraduate honors program combining CS and business. His research areas lie in computer science education, with particular interests in program visualization and in trying to understand how students learn to program. He is most well-known for his work with Alice and developing Alice-related curricular materials. Along with Wanda Dann and the late Randy Pausch, he has written many technical papers on Alice, as well as two texts, Learning to Program with Alice (2012, Prentice-Hall) and Exploring Wonderland (2010, Prentice-Hall). The latter text, which includes Barbara Ericson as a co-author, integrates Alice and Media Computation into a single CS1 course. Steve has taught many K-12 teachers how to program and how to teach programming.

THOMAS CORTINA, ASSISTANT DEAN FOR UNDERGRADUATE EDUCATION, CARNEGIE MELLON UNIVERSITY, TCORTINA@CS.CMU.EDU, CS FACULTY

Dr. Thomas J. Cortina is a Teaching Professor and Assistant Dean for Undergraduate Education in the School of Computer Science at Carnegie Mellon University. He has taught undergraduate computer science for nearly 30 years and currently focuses on the introductory sequence. Additionally, he oversees the Computer Science major at CMU and chairs the undergraduate review committee for curriculum issues throughout its School of Computer Science. Besides his teaching and administrative duties, he has focused on outreach to K-12 to help increase awareness and interest in computing as a potential field of study and career path for more students. He launched the popular CS4HS summer workshop program for high school teachers at Carnegie Mellon University in 2006, now at over 100 universities worldwide. He was in the advisory group for the new CS AP Principles course and exam. He has co-chaired SIGCSE 2011 and served as program co-chair for SIGCSE 2010. He is currently on the Advisory Committee for CISE at the NSF.

BRYAN COX, COMPUTER SCIENCE PROGRAM SPECIALIST, GEORGIA DEPARTMENT OF EDUCATION, BCOX@DOE.K12.GA.US, OTHER

Bryan Cox is the Computer Science Program Specialist at the Georgia DOE. Prior to working for the GaDOE, Bryan spent 8 years as a High School STEM teacher, teaching math, computer science, and engineering courses. He is currently pursuing a PhD in Instructional Technology from Georgia State University with a research focus on educational games for computational thinking. He also received a M.A.T. in mathematics from GSU and a B.S. in Computer Information Systems from Florida A & M University. He has spent time working as a network designer and computer technician as well as working with after-school and summer youth programs.
LYLA CRAWFORD, INTERNAL EVALUATOR, ACCESSCSFORALL, LYLAC@UW.EDU, EVALUATOR

I have been with the DO-IT program at the University of Washington since 1997. DO-IT works to promote the inclusion of students with disabilities in challenging academic and career programs. I currently act as internal evaluator for project activities to increase the participation of pre-college students with disabilities in post-secondary academic programs and careers; and increase access for individuals with disabilities to electronic and information technology in educational institutions. I develop resource materials and deliver presentations about students’ transition to college, work-based learning experiences, career preparation, universal design, and accessible information technology. Current grant projects I am working on include the Alliance for Access to Computing Careers (AccessComputing) and AccessCSForAll.

KATHERINE CULP, CHIEF LEARNING OFFICER, NEW YORK HALL OF SCIENCE, KCULP@NYSCI.ORG, EDUCATION RESEARCHER

Katie McMillan Culp is the Chief Learning Officer at the New York Hall of Science, where she oversees exhibit and program development, educational outreach, and youth development programs at New York City’s only hands-on science center. She also leads NYSCI’s Research and Development team and has held leadership roles on numerous NSF- and IES-funded projects. Her current research projects both leverage and inform NYSCI’s efforts to create equitable informal STEM learning experiences that emphasize the interests and agency of NYSCI’s highly diverse audiences, across the lifespan. She holds a PhD in Developmental Psychology from Teachers College, Columbia University.

RON CYTRON, PROFESSOR, WASHINGTON UNIVERSITY, CYTRON@WUSTL.EDU, CS FACULTY

Ron K. Cytron is a professor of computer science and engineering at Washington University. His research interests include optimized middleware for embedded and real-time systems, fast searching of unstructured data, hardware/runtime support for object-oriented languages, and computer science education.

Ron has over 100 publications and 10 patents. He has received the SIGPLAN Distinguished Service Award and is a co-recipient of SIGPLAN Programming Languages Achievement Award. He served as Editor-in-Chief of ACM Transactions on Programming Languages and Systems for 6 years. He participated in writing the Computer Science GRE Subject Test for 8 years and chaired the effort for 3 years. He is a Fellow of the ACM.
DIRECTORY OF ATTENDEES

ADRIENNE DECKER, ASSOCIATE PROFESSOR, ROCHESTER INSTITUTE OF TECHNOLOGY, ADRIENNE.DECKER@RIT.EDU, CS EDUCATION RESEARCHER

Adrienne Decker is an Associate Professor in the School of Interactive Games and Media and a member of the Center for Media, Arts, Games, Interaction and Creativity (MAGIC). She is also currently serving as Eugene H. Fram Faculty Fellow in Applied Critical Thinking in the Office of the Provost at the Rochester Institute of Technology. She has been studying computing education and teaching for over 15 years, primarily focused on the ways media can be used to engage a broader range of students more actively and productively with computing concepts. She is interested in issues of assessment, particularly in the introductory programming courses and has been actively involved with the Advanced Placement Computer Science A course since 2011, first serving as a reader, and since 2015, as part of the development committee for the CSA exam. She has received more than $1M in NSF funding for her work in computing education. Active in the computing education community, she is currently the ACM Special Interest Group on Computer Science Education board treasurer (2016-2019) and has served as program co-chair in 2014 and symposium co-chair in 2015 to the SIGCSE Technical Symposium on Computer Science Education.

LEIGH ANN DeLYSER, MANAGING PARTNER, CSFORALL, LEIGHANN@CSNYC.ORG, CS EDUCATION RESEARCHER

Dr. Leigh Ann DeLyser is a lifelong advocate of computer science education. Leigh Ann is the co-founder of the CSforALL Consortium, a national network of CS education content providers, school districts, education associations, and researchers devoted to the mission of CSforALL. At CSforALL, Leigh Ann oversees research efforts and advises and implements programs that align with the organization’s strategic goals. Prior to joining CSforALL, Leigh Ann worked for 5 years expanding access to CS education for students in NYC, for 10 years as a HS CS teacher, served on the Board of Directors for CSTA, and earned her PhD from Carnegie Mellon University in Computer Science and Cognitive Psychology, with a focus on CS education. Leigh Ann also co-authored the influential Running on Empty report, highlighting the lack of standards in CS education in the United States.

ANNE DeMALLIE, COMPUTER SCIENCE AND STEM INTEGRATION SPECIALIST, CO-PI BROADENING PARTICIPATION OF ELEMENTARY STUDENTS AND TEACHERS IN COMPUTER SCIENCE, ADEMALLIE@DOE.MASS.EDU, BROADENING PARTICIPATION ADVOCATE

Anne has experience in managing organizational initiatives that drive performance improvement and enhance training logistics. She holds a Bachelor of Science in Electrical & Computer Engineering, and Psychology; and an MBA in international business.

In 2006 Anne entered the education field, teaching middle school Math and Science and joined the Massachusetts Department of Elementary and Secondary Education in 2013. Anne guided the development and adoption of the Digital Literacy and Computer Science (DLCS) Framework and manages the DLCS implementation initiative.
DIRECTORY OF ATTENDEES

DR. MARIE DESJARDINS, UMBC, MARIEDJ@UMBC.EDU, CS FACULTY

Dr. Marie desJardins is Associate Dean of Academic Affairs and Professor at the University of Maryland, Baltimore County. Her research is in artificial intelligence and CS education. She is Co-PI of the “CS Matters in Maryland” project and chairs the Maryland Steering Committee for Computer Science Education.

LUCIA DETTORI, ASSOCIATE DEAN, DEPAUL UNIVERSITY, LUCIA@CDM.DEPAUL.EDU, CS FACULTY

Lucia Dettori is an Associate Dean and Associate Professor at DePaul University’s College of Computing and Digital Media. She earned a doctorate in Applied Mathematics from the University of Paris XI (France). Dr. Dettori has done extensive research in the area of Computer Science education with an emphasis on broadening participation, medical image processing, and, scientific computing. She is a co-founder of the Chicago Alliance for Equity in Computer Science (CAFECS) a researcher practitioner partnership focused on advancing computer science education in Chicago Public Schools. As a PI she has received several grants from the National Science Foundation and private funding institutions, including two NSF EHR/CISE STEM+C - “Accelerate ECS4All” focusing on coaching for novice ECS teachers, and “Bridges to CSforALL” focusing on infusing computational skills in math and science; an NSF CE 21 (“Taste of Computing”) focusing on bringing ECS to Chicago Public Schools, an NSF S-STEM grant (“the Mentoring project”), an NSF REU grant (“MedIX: Medical Informatics eXperiences in Undergraduate Research”), and a Hewlett Packard Technology for Teaching Higher Education grant (“Java at your tablet: enhanced active learning in introductory programming courses”).

LIEN DIAZ, DIRECTOR, CONSTELLATIONS CENTER FOR EQUITY IN COMPUTING, GEORGIA INSTITUTE OF TECHNOLOGY, LDIAZ@CC.GATECH.EDU, BROADENING PARTICIPATION ADVOCATE

Lien Diaz is a founding partner of the Constellations Center for Equity in Computing at Georgia Tech. Bringing an essential core foundation of equity in access and opportunity to CS education, her role as Director of Educational Innovation and Leadership will establish the Constellations Center as a leader in expanding CS through equitable and comprehensive approaches in national, state, and local education systems. As a CS and STEM ed crusader, Lien’s work is motivated by challenging the status quo to change perspectives of CS education and make transparent the educational issues that must be addressed to obtain equity in school systems across the country.
CAITLIN DOOLEY, DEPUTY SUPERINTENDENT, GEORGIA DEPARTMENT OF EDUCATION, CDOOLEY@DOE.K12.GA.US, OTHER

Caitlin McMunn Dooley, PhD, is Deputy Superintendent for Teaching and Learning for the Georgia Department of Education. She has worked as an elementary classroom teacher, teacher educator, educational researcher, and professor at Georgia State University. Since earning degrees from the University of Virginia and the University of Texas, Dr. Dooley has authored over 50 publications and led and evaluated funded research projects totaling over $70 million to investigate children’s literacy learning and instruction, digital literacies, teacher learning, and education policy. Dooley was a writer for the national Computer Science education Frameworks and has been the principal investigator for several projects funded by the National Science Foundation for computer science education and learning technologies. She has served on several Boards, including the National Council of Teachers of English, Literacy Research Association, Georgia’s Brain Trust for Babies, the Get Georgia Reading Campaign Cabinet, and Decatur Makers.

MOHSEN DORODCHI, TEACHING ASSOCIATE PROFESSOR, UNIVERSITY OF NORTH CAROLINA, CHARLOTTE, MOHSEN.DORODCHI@UNCC.EDU, CS FACULTY

Mohsen Dorodchi is a teaching associate professor in the Dept. of CS in UNC, Charlotte. He has been involved with a number of projects related to providing tools, support models and systems as well as various teaching methods in CS to broaden participation of women and minorities in computing.

WENDY DuBOW, DIRECTOR OF EVALUATION, NATIONAL CENTER FOR WOMEN & IT (NCWIT), WENDY.DUBOW@NCWIT.ORG, OTHER

Dr. Wendy DuBow is the director of evaluation and a senior research scientist at the National Center for Women & Information Technology (NCWIT). She conducts both program evaluation and social-science research focused on diversifying the field of computing. Along with NCWIT-specific projects, she is currently working on the following research studies: capacity building with community college faculty on recruiting and retaining diverse students in computing with a three-year study of their students; a longitudinal study of young women from across the US who showed an early interest in computing; and research on a focused intervention with academics and industry on diversifying their student/employees.
SARAH DUNTON, EXPANDING COMPUTING EDUCATION PATHWAYS (ECEP) ALLIANCE MANAGER, EXPANDING COMPUTING EDUCATION PATHWAYS (ECEP), SDUNTON@CS.UMASS.EDU, OTHER

Sarah Dunton, ECEP Alliance Manager, has extensive experience building collaborations between higher education, K-12, community-based organizations and industry. She has worked in the field of informal education for more than 15 years, focusing her work on engaging underrepresented populations, specifically girls and women in STEM. She has a master’s degree in teacher & curriculum studies with a concentration in learning, media & technology from the University of Massachusetts Amherst and a bachelor’s degree in women’s studies also from the University of Massachusetts. In her current role, Sarah works with leaders in 17 states, including the territory of Puerto Rico, to broaden participation in K-16 computer science education. Sarah believes building strong networks and developing authentic collaborations are the key to sustainable social change.

TRE EVERETTE, LEAD SOFTWARE DEVELOPER, NORTHWESTERN UNIVERSITY - OCEP, TRE.EVERETTE@NORTHWESTERN.EDU, OTHER

Tre Everette is the Architect and Senior Developer at Northwestern University’s Digital Youth Network. Tre primarily manages the technical implementation and direction of the social learning platform, iRemix, and an ecosystem of connected learning applications such as Chicago City of Learning. He also bridges the realms of the researchers and educators in order to implement digital blended learning tools that help educators and learners connect with valuable resources inside and outside of the typical educational environment.

RENEE FALL, CO-PI, EXPANDING COMPUTING EDUCATION PATHWAYS ALLIANCE (ECEP), UNIVERSITY OF MASSACHUSETTS AMHERST, COLLEGE OF INFORMATION AND COMPUTER SCIENCES, RFALL@CS.UMASS.EDU, BROADENING PARTICIPATION ADVOCATE

Renee Fall has dedicated the past ten years to increasing diversity computing in Massachusetts and beyond as project manager of the Commonwealth Alliance for Information Technology Education (www.caite.info) and as a Co-PI of the Expanding Computing Education Pathways Alliance (www.ECEPalliance.org), both NSF-sponsored efforts to broaden participation in computing. She’s also a leader in bringing Exploring Computer Science and Computer Science Principles to Massachusetts. Her career in higher education has included inter-institutional collaborations; women’s/gender studies, diversity, and equity; continuing and online education; grant development and publishing. She holds a master’s degree from Harvard Divinity School and is pursuing a PhD in higher education research, policy, and leadership at the University of Massachusetts Amherst.
RUTHE FARMER, CHIEF EVANGELIST, CSFORALL.ORG, RUTHE@CSFORALL.ORG, BROADENING PARTICIPATION ADVOCATE

Ruthe Farmer has focused her efforts on diversity and inclusion in tech and engineering since 2001 and is currently Chief Evangelist for the CSforALL Consortium. She served as Senior Policy Advisor for Tech Inclusion at the White House Office of Science & Technology Policy focusing on President Obama’s call to action for Computer Science for All, and previously served as Chief Strategy & Growth Officer and K-12 Alliance Director at the National Center for Women & Information Technology (NCWIT). Over the course of her career, Ms. Farmer has launched and scaled up multiple national programs including Aspirations in Computing, the TECHNOLOchicas campaign for Latinas, AspireIT outreach program, Intel Design & Discovery, Lego Robotics for Girl Scouts and more. She served as the 2012 Chair of Computer Science Education Week, was named a White House Champion of Change for Technology Inclusion in 2013, received the Anita Borg Institute Award for Social Impact in 2014, and the Education UK Alumni Award for Social Impact in 2015. She is a guest contributor for Techcrunch, Amy Poehler’s Smart Girls, the Shriver Report, and the Huffington Post, and has been featured in Forbes and TechRepublic for her work. Ruthe holds a BA from Lewis & Clark College and an MBA in Social Entrepreneurship from the University of Oxford Said Business School and is passionate about integrating innovative business strategies into social change efforts.

CECILIA FERNÁNDEZ, POSTDOCTORAL RESEARCH FELLOW, UNIVERSITY OF MICHIGAN - ANN ARBOR, CECIHF@UMICH.EDU, CS EDUCATION RESEARCHER

Cecilia Henríquez Fernández is a Postdoctoral Research Fellow at the School of Information at the University of Michigan in Ann Arbor. Cecilia earned her PhD and M.A. in Education at the UCLA Graduate School of Education and Information Studies, and her B.S. in Mathematics from the Massachusetts Institute of Technology. Prior to obtaining her graduate degrees, Cecilia was a high school mathematics teacher in Fontana, California. She has also worked with non-profit organizations to develop STEM outreach programs geared towards children from underserved communities. Her research interests include STEM Education (Inside and outside of the Classroom), STEM identity, Children’s participation in STEM, and Learning and Teaching. She is currently working with Dr. Patricia Garcia at the University of Michigan to develop a culturally relevant framework for teaching Computing to Girls of Color from underserved communities.

KATHI FISLER, RESEARCH PROFESSOR/CO-DIRECTOR, BROWN UNIVERSITY/BOOTSTRAP, KFISLER@CS.BROWN.EDU, CS EDUCATION RESEARCHER

Kathi Fisler is a Professor (Research) at Brown University and a co-director of Bootstrap, a national K-12 outreach program that integrates introductory CS into math, physics, and social science classes. She spent many years doing software and security verification research before deciding that people were harder (and more interesting) to model than systems. Her current research area is computing education, where she studies the impact of different programming languages on how students approach problems. Kathi co-authored the K-12 CS standards for both Massachusetts and Rhode Island, and was an advisor on the National K-12 CS Framework effort.
HILLARY FLEENOR, LECTURER/OUTREACH COORDINATOR, COLUMBUS STATE UNIVERSITY, FLEENOR_HILLARY@COLUMBUSSTATE.EDU, CS FACULTY

Hillary Fleenor is a lecturer and the outreach coordinator in the TSYS School of Computer Science at Columbus State University (CSU). She teaches Computer Science 1, Computer Science 2, and Psychology and Computing Courses as well as Computer Science Teacher Preparation Courses and Workshops. In her role as outreach coordinator, she designs and coordinates Computer Science camps and school visits as well as helps with grant writing for computer science education projects. She helped create the curriculum for computer science certification pathways at the undergraduate and graduate level. The Georgia Professional Standards Commission is currently reviewing these. She also wrote several chapters for an AP CS Principles interactive textbook for Zybooks. Hillary does research in computer science education at the K-12 and university level. Projects this year include a pilot cybersecurity course for middle school, funded by a MEPP grant from the NSA, and implementing real world problem solving in university computer science courses, funded by CSU’s Quality Enhancement Plan. Hillary is the advisor for the student Women in Technology group on campus and the co-advisor for the STAR Computing Corps (a group for minorities, women, and students with disabilities in technology). Hillary and her students are very active in holding workshops and events to encourage diversity in computing.

CAROL FLETCHER, DEPUTY DIRECTOR, CENTER FOR STEM EDUCATION, THE UNIVERSITY OF TEXAS AT AUSTIN, CAROL.FLETCHER@UTEXAS.EDU, CS EDUCATION RESEARCHER

Dr. Carol Fletcher is the Deputy Director of the Center for STEM Education at UT Austin, where she directs statewide professional development programs for STEM teachers such as the TRC and WeTeach_CS, serving over 10,000 educators annually through 80+ projects involving all 20 Education Service Centers, 40+ colleges and universities, and 800 school districts.

Carol has been elected to 6 terms on the Pflugerville ISD Board of Trustees since 2001, serving as Board President for 5 years. Her experiences as a teacher, policymaker, parent and university administrator bridge the gap between education, workforce, and policy. Additional leadership roles include serving as the Chair of the Texas Computer Science Task Force, CS4TX Steering Committee, the Texas Business and Education Coalition STEM Action Team, the Texas Education Agency's STEM Educator Standards Committee, NSF’s TX Girls Collaborative Project Champions Board, and NSF’s Expanding Computing Education Pathways Alliance state lead.

DIANA FRANKLIN, RESEARCH ASSOCIATE PROFESSOR, UNIVERSITY OF CHICAGO, DMFRANKLIN@UCHICAGO.EDU, CS EDUCATION RESEARCHER

Dr. Franklin is the Director of Computer Science Education UChicago STEM Education and Research Associate Professor in the Department of Computer Science. Diana has a significant background in research focusing on computing education research, parallel programming and architecture, and ethnic and gender diversity in computing. She currently leads the CANON (Computing for ANyONe) Research Lab, which is involved in four K-6 computer science education initiatives. These include developing comprehension strategies, exploring integrated mathematics and computer science curriculum, exploring diversity-first curriculum design, and developing CT skills in Pre-K through 5th grade.
Paul Freiling serves as the Director of Emerging Technology for the Saint Louis Science Center. Through this role, Paul leads the Science Center’s Engineering and Technology Education Initiatives which includes the development of new engineering and technology-themed exhibit experiences. Paul believes that collaboration is a key to innovation. In fact, through unique partnership collaborations with Disney, FIRST Robotics, NASA, Washington University, and XPRIZE, Paul has helped launch a variety of new and innovative educational programs at the Saint Louis Science Center.

In addition to his role at the Saint Louis Science Center, Paul also serves as the FIRST Robotics Regional Director in St. Louis. FIRST engages kids in kindergarten through high school in an exciting STEM-based program that uses robots as the hook to build science, engineering, and technology skills, to inspire innovation, and to foster well-rounded life capabilities including self-confidence, communication, and leadership. Over the past decade, Paul has worked tirelessly to realize FIRST’s vision of creating a world where science and technology are celebrated and where young people dream of becoming science and technology leaders.

Paul’s efforts have been recognized by the St. Louis Chapter of the Missouri Society of Professional Engineers (MSPE) with their highest honor for promoting engineering in St. Louis, the MSPE Outreach award. Paul was also recognized as one of the 35 innovators creating a better St. Louis by ALIVE Magazine. Paul holds a degree in Engineering Management from Saint Louis University.

Michelle Friend is an Assistant Professor of Discipline Based Education Research in the Teacher Education Department at the University of Nebraska Omaha. She is a learning scientist whose research focuses on equity in computer science, particularly young women’s interest in computing careers from middle school through adulthood. She also investigates issues around belonging, mindset, and attitudes in introductory computing courses. Recently, Michelle has been working with the Bricklayer project to investigate how functional programming can be used to support mathematics learning in elementary school and intermediate algebra.

Michelle taught computer science at The Girls’ Middle School in Mountain View, CA, and was the first female president of the Computer Science Teachers Association. She has Bachelor’s degrees in Biochemistry and Chemistry Education and a Master’s in Information Science from Indiana University. She received her PhD from the Stanford University Graduate School of Education.
PATRICIA GARCIA, ASSISTANT PROFESSOR, UNIVERSITY OF MICHIGAN, SCHOOL OF INFORMATION, GARCIAPG@UMICH.EDU, CS EDUCATION RESEARCHER

Patricia Garcia is an Assistant Professor in the School of Information at the University of Michigan. She conducts interdisciplinary action research on race, gender, and technology with a special interest in promoting equitable and culturally responsive STEM programming for girls of color. Her current work focuses on broadening participation in computing by developing a low-resource model for teaching computational thinking skills in informal learning environments such as libraries.

CHRISTINA GARDNER-McCUNE, ASSISTANT PROFESSOR, UNIVERSITY OF FLORIDA, GMCCUNE@UFL.EDU, CS FACULTY

Dr. Christina Gardner-McCune is an Assistant Professor in the Computer & Information Science & Engineering (CISE) Department in the Herbert Wertheim College of Engineering at University of Florida. Her research focuses on studying how people learn to program across the K-12 pipeline and how to broaden participation in computing.

Her K-12 research focuses on (1) designing tools to help students transition from block-based to text-based languages and understanding the challenges students encounter as they transition. (2) Studying students’ cognitive load while they are learning to program using EEG to identify areas of challenge and to better scaffold student learning. (3) Studying how 3rd-5th-grade students learn to reason about programs through designing curricular scaffolds and measuring students’ ability to understand programs written by themselves and others, trace programs, predict program behavior, and debug programs.

Her undergraduate CS education research focuses on investigating the development of undergraduate students’ CS Professional Identity across their undergraduate careers to better understand how students are preparing themselves for successful internships and careers in computing. Identifying factors that inhibit and promote student exploration of careers and participation in professional development activities and technical skill development that lead to internships and full-time jobs in computing.

In the area of broadening participation, she is currently working to create institutional capacity for recruiting and retaining transfer students from diverse backgrounds as they move from community colleges to four-year colleges through providing alternate pathways to CS degrees, creating opportunities for CS careers exploration, and creating support structures that span both institutions.
MEGEAN GARVIN, ACTING DIRECTOR OF RESEARCH, MARYLAND CENTER FOR COMPUTING EDUCATION, MGARVIN@UMBC.EDU, EDUCATION RESEARCHER

Megean Garvin, PhD, is a STEM education who is the acting Director of Research at the Maryland Center for Computing Education. Her research focuses on improving productivity and participation within research-practice partnerships to develop curriculum and deliver quality professional development. She helped to design the Collaborative Curriculum Creation System (C3S) which was used to develop the AP CSP CS Matters curriculum and the professional development trainer’s manual.

ANN GATES, CHAIR DEPARTMENT OF COMPUTER SCIENCE, UNIVERSITY OF TEXAS AT EL PASO, AGATES@UTEP.EDU, CS FACULTY

Dr. Ann Quiroz Gates is a Professor and Chair of the Computer Science Department at the University of Texas at El Paso. Gates directs the NSF-funded Cyber-ShARE Center of Excellence, serves on the NSF CISE AC Subcommittee on Education and Broadening Participation, and leads the NSF-funded Computing Alliance for Hispanic-Serving Institutions (CAHSI). She received the 2015 Great Minds in STEM’s Education award, the CRA’s 2015 A. Nico Habermann Award, the 2010 Anita Borg Institute Social Impact Award, and the 2009 Richard A. Tapia Achievement Award for Scientific Scholarship, Civic Science, and Diversifying Computing. In 2006, she was named to Hispanic Business magazine’s 100 Influential Hispanics.

JUAN GILBERT, PROFESSOR & CHAIR, UNIVERSITY OF FLORIDA, JUAN@UFL.EDU, BROADENING PARTICIPATION ADVOCATE

Juan Gilbert is the director of the BPC-A: Institute for African-American Mentoring in Computing Sciences (iAAMCS, http://www.iaamcs.org). He is also the Chair of the Computer & Information Science & Engineering (CISE) Department at the University of Florida.
JASON GINES, DIRECTOR OF INCLUSION AND DIVERSITY ENGAGEMENT, THE PENNSYLVANIA STATE UNIVERSITY, JEG293@IST.PSU.EDU, BROADENING PARTICIPATION ADVOCATE

Jason E. Gines, PhD, is the Director of Inclusion and Diversity Engagement in the College of Information Sciences and Technology at Pennsylvania State University (University Park). He obtained a PhD in Counselor Education & Supervision with a specialized focus in rehabilitation counseling from Penn State. He earned two Master’s degrees in Counselor Education and Divinity from Penn State and Vanderbilt University respectively. Areas of primary research are employment and re-entry opportunities for people with disabilities and criminal histories; intersections of race, culture, and technology; as well as diversity and inclusion leadership in organizations. Dr. Gines can be reached by email at jeg293@psu.edu or jasongines PhD@gmail.com.

The vision for the Office of Inclusion and Diversity Engagement is firmly situated within the national call to produce a more diverse labor pool from Information Sciences and Technology programs. A key precursor to achieve a more diversified labor force is creating a diverse pipeline of students in iSchools across the nation. Research over the last 30 years has found an underrepresentation of women, several racial and ethnic minorities, and people with disabilities. My focus is to increase the representation of women, racial and ethnic minorities, as well as people with disabilities within the College and technology workforces.

LYNN GOLDSMITH, DISTINGUISHED SCHOLAR, EDUCATION DEVELOPMENT CENTER, LGOLDSMITH@EDC.ORG, CS EDUCATION RESEARCHER

As head of the research team for the project Broadening Participation of Elementary School Teachers and Students through STEM Integration and Statewide Collaboration, Lynn and her colleagues are exploring elementary teachers’ understanding of computational thinking and the successes and challenges they encounter in implementing mathematics and science units that integrate computational thinking. This work extends her decades-long interest in teacher learning and engagement in professional development.

JOANNA GOODE, UNIVERSITY OF OREGON, UNIVERSITY OF OREGON, GOODEJ@UOREGON.EDU, EDUCATION RESEARCHER

Dr. Joanna Goode is an Associate Professor of Education Studies at the University of Oregon whose scholarship focuses on access and inclusion in computer science education. Formerly a mathematics and computer science high school teacher in an urban high school, she approaches her research with a deep appreciation of how pedagogy, curriculum, and schooling policies converge to influence student learning opportunities. Dr. Goode co-created the equity-focused Exploring Computer Science high school curriculum and associated professional development program. Dr. Goode has authored multiple journal articles, chapters, and is co-author the book, Stuck in the Shallow End: Education, Race, and Computing (MIT Press, 2008/2017).
KINNIS GOSHA, ASSISTANT PROFESSOR, MOREHOUSE COLLEGE, KINNIS.GOSHA@MOREHOUSE.EDU, CS EDUCATION RESEARCHER

Dr. Kinnis Gosha (Go-Shay) is an Assistant Professor in the Department of Computer Science and Director of the Culturally Relevant Computer Lab at Morehouse College. Dr. Gosha’s research interests include computer science education, broadening participation in computing and culturally relevant computing. More specifically, Gosha’s passion lies in his research in virtual mentoring where he has several peer-reviewed research publications. Gosha's Culturally Relevant Computing Lab is comprised of approximately 15 top undergraduate researchers from Morehouse College, Spelman College and Clark Atlanta University. The lab investigates research problems centered on creating innovative computing technologies to solve cultural problems and issues. To date, Dr. Gosha has nearly $4 million dollars in sponsored research funding and over 40 peer reviewed research publications.

JEFF GRAY, PROFESSOR, UNIVERSITY OF ALABAMA, GRAY@CS.UA.EDU, CS FACULTY

Jeff Gray is a Professor in the Department of Computer Science at the University of Alabama. He was the PI of the NSF-sponsored CE21 CS4Alabama project, which provided professional development for CS Principles (CSP) to 50 Alabama teachers, and an online MOOC for the CSP4HS course (https://csp-cs4hs.appspot.com, supported by Google) that has trained over 2,000 teachers. He was a College Board CSP Pilot instructor from 2011-2016 and currently serves as a College Board APSI trainer for CSP. As a Code.org K5 facilitator, Jeff has trained over 1,600 elementary school educators on K5 CS topics. Within his state, he is co-chair of the Governor’s Computer Science Advisory Council, and also serves on the K-12 Alabama CS Standards Committee He is collaborating with Owen Astrachan and Fran Trees on an NSF-supported STEM-C project that infuses cooperative learning pedagogy into CSP, and also helping to initiate a new NSF-sponsored STEM+C project with Mohammed Qazi and the Exploring Computer Science team to bring ECS to Alabama’s Black Belt. His most recently awarded NSF project is a CS4All Small award that is developing a course pathway for pre-service Secondary Math Education majors who desire to teach computer science at their future high school. Jeff’s other research interests include software engineering, specifically model-driven engineering, where he serves as Editor-in-Chief of Springer’s Journal of Software and Systems Modeling. Jeff is an ACM Distinguished Educator, Carnegie Foundation Professor of the Year (Alabama), and recipient of the NSF CAREER award. More information about Jeff is available at http://gray.cs.ua.edu.

EMILY GREEN, RESEARCH ASSOCIATE, ETR (EDUCATION TRAINING RESEARCH), EMILY.GREEN@ETR.ORG, EDUCATION RESEARCHER

Emily Green, MA, is Research Associate at ETR working with Jill Denner, PI, on the “Next Door to Silicon Valley: A Researcher-Practitioner Partnership to Address Disparities in Access and Expectations for Computer Science Education.” Prior to joining ETR she worked with youth in Santa Cruz county teaching hands-on science to alternatively educated students. It was through these experiences that she sees the importance of a practitioner and researcher union to inform decisions for both research questions and planning of curriculum, tools, and resources.
SHUCHI GROVER, SENIOR RESEARCH SCIENTIST, CONSULTANT, SHUCHIG@CS.STANFORD.EDU, CS EDUCATION RESEARCHER

A computer scientist and learning scientist by training, Dr. Shuchi Grover's work in computer science education since 2000 has spanned both formal and informal settings. Her current research centers on computational thinking (CT), computer science (CS) education, and STEM+CT integration mainly in formal K-12 settings.

Formerly a senior research scientist at SRI International, Dr. Grover is a recipient of several grants from the NSF to conduct research on CT learning and CS Education in varied PK-12 contexts including: designing innovative CS curricula aimed at deeper conceptual learning; integrating CT with STEM learning in high school classrooms; investigating the integration of CT in preschool learners’ math and science experiences. She also works at the intersectional space between learning, assessment and big data analytics to shape future environments for deeper learning with embedded assessment. Her recent work extends to using computational learning analytics for examining CT practices in trace data from block-based programming environments and using novel multi-modal analytics techniques to examine collaborative problem solving in pair programming among middle school students.

Dr. Grover’s commitment to shaping both research and practice is evident in her outreach work. She has published widely on the topic of CT and CS education in K-12 education. She is advisor to the K-12 CS Framework (k12cs.org), a member of the Computer Science Teachers Association’s task force on Computational Thinking, an advisor to K-12 school districts on CS implementation/integration, a member of the ACM Education Council, and on the editorial board of ACM Transactions on Computing Education.

KARLA HAMLEN MANSOUR, ASSOCIATE PROFESSOR, EDUCATIONAL RESEARCH, CLEVELAND STATE UNIVERSITY, K.HAMLEN@CSUOHIO.EDU, CS EDUCATION RESEARCHER

Dr. Karla Hamlen Mansour is an Associate Professor of Educational Research in the department of Curriculum and Foundations at Cleveland State University. She has been involved with instrument development, research design, data collection, and data analysis for CS21K and CSforALL projects at Cleveland State University. In addition to teaching graduate Educational Research, Statistics, Data-Based Decision Making, and New Media Literacy courses and directing the Educational Research program at CSU, she has research interests in choices and strategies in entertainment video game play and how they relate to learning.
EVELYNN HAMMONDS, DIRECTOR OF THE PROJECT ON RACE & GENDER IN SCIENCE & MEDICINE AT THE HUTCHINS CENTER FOR AFRICAN & AFRICAN AMERICAN RESEARCH, HARVARD UNIVERSITY, EVELYNN_HAMMONDS@HARVARD.EDU, OTHER

Professor Hammonds is a member of the Faculty of Arts and Sciences at Harvard University. She is currently chair of the Department of the History of Science and Director of the Project on Race & Gender in Science & Medicine at the Hutchins Center for African and African American Research at Harvard. Prof. Hammonds was the first Senior Vice Provost for Faculty Development and Diversity at Harvard University (2005-2008). From 2008-2103 she served as Dean of Harvard College. She holds honorary degrees from Spelman College and Bates College. Professor Hammonds’ areas of research include the histories of science, medicine and public health in the United States; race and gender in science studies; feminist theory and African American history. Her most recent book with Rebecca Herzig is, The Nature of Difference: Sciences of Race in the United States from Jefferson to Genomics (2008.) Professor Hammonds’ current work focuses on the intersection of scientific, medical and socio-political concepts of race in the United States. She is a Fellow of the Association of Women in Science (AWIS). Professor Hammonds earned a PhD in the history of science from Harvard University, an S.M. in physics from the Massachusetts Institute of Technology (MIT), a B.E.E. in electrical engineering from the Georgia Institute of Technology, and a B.S. in physics from Spelman College. She served on President Barack Obama's Board of Advisors on Historically Black Colleges and Universities from 2010-2017 and on the President's Commission on Excellence in Higher Education for African Americans from 2011-2017. She was a member of Committee on Equal Opportunity in Science and Engineering (CEOSE), the congressionally mandated oversight committee of the National Science Foundation (2009-2014). In 2017, Prof. Hammonds was appointed to the Committee on Women in Science, Engineering and Medicine (CWSEM) of the National Academies.

BRIAN HARVEY, TEACHING PROFESSOR EMERITUS, UNIVERSITY OF CALIFORNIA, BERKELEY, BH@CS.BERKELEY.EDU, CS EDUCATION RESEARCHER

Brian Harvey is a Teaching Professor Emeritus in Computer Science at the University of California, Berkeley. He was formerly a high school computer science teacher, and has volunteered teaching in grades 1-8. He wrote the three-volume _Computer Science Logo Style_ for teenagers, and co-wrote (with Matthew Wright) _Simply Scheme_, a textbook for undergraduates. He is co-developer (with Jens Mönig) of the Snap! visual programming language, an extension of Scratch with first class procedures and first class lists, and co-developer (with Daniel Garcia) of _The Beauty and Joy of Computing_, a CS breadth course for non-computer scientists that uses Snap!. He is currently part of a four-year effort to bring BJC to 100 New York City high school teachers, while working with colleagues at Education Development Center on a complete revision of the curriculum to make it more suitable for high school teachers and students.
KATHY HAYNIE, DIRECTOR OF EVALUATION AND RESEARCH, HAYNIE RESEARCH AND EVALUATION, KCHAYNIE@STANFORDALUMNI.ORG, EVALUATOR

Kathy C. Haynie is the Director of Haynie Research and Evaluation (HRE) since 2002, after receiving her PhD in Educational Psychology from Stanford University. She is currently a Co-PI for the CSONIC project, a lead organizer of the CS Impact Network (formerly the Evaluation Wrecking Crew), co-lead and Evaluation Specialist for the CS OPEN project, a member of the CS10K Evaluation Working Group led by SageFox, and the incoming program chair for the AEA STEM TIG. Her company has served as the External Evaluator on myriad projects — recently, BJC for New York City (June Mark, Dan Garcia, Brian Harvey), the Cooperative Learning project (Jeff Gray, Owen Astrachan, Fran Trees), development of CS Principles (The College Board), a computer science initiative in Alabama (CS4Alabama), development of an electronic teaching guide with Educational Development Center, two climate change education initiatives that developed high school curricula utilizing GIS-based tools (with SRI International, funded by NSF and NASA), and “Back To The Earth” with the University of Idaho and the Spokane and Coeur d’Alene tribes. HRE currently includes a network of talented consultants with doctoral training in a variety of educational research methods.

WU HE, ASSOCIATE PROFESSOR, OLD DOMINION UNIVERSITY, WHE@ODU.EDU, CS EDUCATION RESEARCHER

Dr. Wu He is the E.V. Williams Faculty Research Fellow and Associate Professor of Information Technology at ODU. One of his main research areas is computing education including computational thinking and broadening computing for students with disabilities. Wu He was a key researcher of a large scale educational technology integration case library (the KITE case library), a $1,400,000 PT3 grant project (2001 - 2005) funded by the U.S. Department of Education. Dr. He has developed a number of cyberlearning systems, published over 80 articles in peer-reviewed information technology and educational journals and won six “Best Paper” Awards in technology education area since 2006. He has been running grant-funded cybersecurity and computer programming summer camps for middle and high school students at ODU in 2016 and 2017.

IAN HER MANY HORSES, RESEARCH ASSOCIATE, UNIVERSITY OF COLORADO BOULDER, IAN.HERMANYHORSES@COLORADO.EDU, CS EDUCATION RESEARCHER

Ian Her Many Horses completed his doctoral work in Computer Science Education from the University of Colorado Boulder in 2016. His work primarily focuses on elementary grade-level students, but has worked extensively with other grade levels and CS teachers. He is a research advisor for the NSF-funded CSforALL project “Expanding Pathways into Computer Science across South Dakota.”
GREG HESSEE, DIRECTOR, PI, GHESSSEE@COLORADOEDINITIATIVE.ORG, BROADENING PARTICIPATION ADVOCATE

Dr. Gregory Hessee is the Director of the Legacy Schools Program at the Colorado Education Initiative. Since 2012, as lead on this program, Dr. Hessee has supported high schools throughout Colorado as they increase the number and diversity of students graduating college-ready by increasing access to and success in Advanced Placement coursework. Prior to joining CEI, Dr. Hessee worked in urban high schools in New York City and Denver as a classroom instructor and Teacher Effectiveness Coach. In his current role at CEI, Dr. Hessee draws upon expertise gained through a 15-year career in education and a PhD in Educational Leadership and Instructional Coaching at the University of Colorado Denver. Dr. Hessee also holds degrees from the University of Illinois and Columbia University Teachers College.

Over the course of his career in education, Dr. Hessee has been published in the Journal of Adolescent and Adult Literacy, taught interdisciplinary writing instruction in the School of Education at University of Colorado Denver, served as a professional reader for the Advanced Placement Language and Composition Exam, conducted a comprehensive study of instructional coaches within Denver Public Schools, studied religious pluralism in India as Fulbright-Hayes Scholar, and founded of the Public English Language Library of Northwest Poland. He presented original research on secondary literacy coaching at the International Conference on Qualitative Inquiry and has presented the work of the Legacy Schools Program to students, teachers, counselors, private industry, administrators, district personnel, state leads of education, researchers, and community members at private events and conferences hosted by the Colorado Language Arts Society, Colorado Academy of School Executives, 100K in 10, Clinton Global Initiative, the College Board, and Grant Funders in Education.

BRYAN HILL, ASSISTANT DEAN, UNIVERSITY OF ARKANSAS, BWHILL@UARK.EDU, CS EDUCATION RESEARCHER

Bryan Hill earned a B.S. and M.S. in Industrial Engineering and a PhD in Public Policy from the University of Arkansas. Currently, Bryan is the Assistant Dean for Student Recruitment and Diversity, Honors and International Programs at the University of Arkansas College of Engineering. He is also director of UAteach, a secondary math, science and computer science teacher education program. Bryan has more than 15 years of experience in engineering student recruitment, retention, diversity initiatives, and K-12 outreach programs. Since becoming assistant dean in 2009, the College's undergraduate enrollment has increased 92%, female enrollment has increased 157% and minority enrollment 152%. Bryan is PI on STEM educational and outreach grants totaling $6.6m.
CHRISTOPHER HOADLEY, ASSOCIATE PROFESSOR, NEW YORK UNIVERSITY, CISEEHR2018@TOPHE.NET, CS EDUCATION RESEARCHER

Dr. Chris Hoadley is associate professor in the Educational Communication and Technology Program, the Program in Digital Media Design for Learning, and the Program on Games for Learning. His research focuses on collaborative technologies, computer support for cooperative learning (CSCL), and design-based research methods, a term he coined in the late 1990s. He is a fellow of the International Society for the Learning Sciences (ISLS) and was an affiliate scholar for the National Academy of Engineering’s Center for the Advancement of Scholarship in Engineering Education (CASEE). Hoadley was awarded a Fulbright for 2008-2009 to study educational technologies for sustainability and empowerment in rural Himalayan villages. From 2011-2013, he was program director of the Educational Technology programs at NYU and founding program director of the Games for Learning program. From 2013-2016, he was on loan to the National Science Foundation in the Cyberlearning and Future Learning Technologies program. Hoadley previously chaired the American Educational Research Association’s Special Interest Group for Education in Science and Technology (now SIG: Learning Sciences), and served as the co-founder and first president of the International Society for the Learning Sciences. Hoadley earned his baccalaureate in cognitive science from MIT, and a master’s in computer science and doctorate in education from UC Berkeley. He previously taught at Stanford University, Mills College, and Penn State University in education, computer science, and information sciences, and has authored or co-authored over 100 peer-reviewed publications and presentations.

BERYL HOFFMAN, ASSOCIATE PROFESSOR OF COMPUTER INFORMATION TECHNOLOGY, ELMS COLLEGE, HOFFMANB@ELMS.EDU, CS FACULTY

Beryl Hoffman is a team member of the Mobile CS Principles project and has led the Mobile CSP high school teacher PDs and a PLC group in MA for the past two years. She is interested in broadening participation in CS through the development of creative and engaging curriculum.

SHELLY HOLLIS, PROJECT MANAGER, MISSISSIPPI STATE UNIVERSITY, SHELLY.HOLLIS@RCU.MSSTATE.EDU, CS EDUCATION RESEARCHER

Shelly Hollis works for the Research and Curriculum unit at Mississippi State University where she leads the CS4MS initiative in Mississippi, managing the development and implementation of the K-12 computer science pilot program. Through her work with the Mississippi Department of Education she has helped to train over 350 teachers from Kindergarten through high school in CS content in the past 2 years. Her degree is in Computer Science and she has worked in a public school system managing district technology and has owned and operated a database design company. She is currently working on a Master’s Degree in Instructional Workforce Technology and Online Learning.
ANTHONY HORNOF, ASSOCIATE PROFESSOR, UNIVERSITY OF OREGON, HORNOF@CS.UOREGON.EDU, CS FACULTY

Anthony Hornof is an Associate Professor in the Department of Computer and Information Science at the University of Oregon. He joined the department in 1999 just after completing his PhD in Computer Science and Engineering at the University of Michigan. He received a B.A. in Computer Science from Columbia University in 1988.

Anthony’s research is in human-computer interaction (HCI) and assistive technology. Though Anthony is intrigued with nearly all aspects of HCI, he is particularly interested in detailed analyses of the human perceptual, cognitive, and motor processing that regulate how people interact with computers; he explores this interest through reaction-time and eye-tracking experiments, and computational cognitive modeling. He is also very interested in accessibility and augmentative communication and, to this end, has worked with children with severe motor and communication impairments to develop participatory design techniques that permit these children to contribute to collaborative design processes.

Anthony has been awarded $2.9 million in research grants from the National Science Foundation (NSF) and the Office of Naval Research; and serves on the editorial board of ACM Transactions on Computer-Human Interaction. He served as a Program Director in the NSF’s Human-Centered Computing and Cyber-Human Systems programs from 2012-2014.

Earlier in life, in the late 1980s, Anthony worked as a deejay at New York City nightclubs including Save the Robots and M.K.

KIMBERLY HUGHES, DIRECTOR, UTEACH INSTITUTE, THE UNIVERSITY OF TEXAS AT AUSTIN, HUGHES@UTEACH.UTEXAS.EDU, OTHER

Kimberly Hughes oversees national expansion of the UTeach secondary STEM teacher preparation program as Director of the UTeach Institute at the University of Texas at Austin. Forty-four U.S. universities operate UTeach programs, producing 700 new STEM teachers annually. Kim has strategically expanded the work of the UTeach Institute to address national STEM education challenges. She founded the UTeach STEM Educators Association (USEA), a professional association dedicated to developing STEM literacy for all students through innovation and excellence in university-based teacher education. In 2015, she launched a national UTeach computer science education initiative designed to broaden participation in computer science through the development of inquiry- and project-based CS curricula, teacher professional development, and strengthening university-based CS teacher preparation pathways.

MAYA ISRAEL, ASSOCIATE PROFESSOR, UNIVERSITY OF ILLINOIS AT URBANA CHAMPAIGN, MISRAEL@ILLINOIS.EDU, CS EDUCATION RESEARCHER

Maya Israel, PhD is an associate professor in the Department of Special Education at the University of Illinois-Urbana Champaign. She is also the research director at the Creative Technology Research Lab (CTRL). Her research foci include: (a) strategies for supporting students with disabilities and other struggling learners’ meaningful engagement in science, technology, engineering, and mathematics (STEM) with emphases on computational thinking and computer science, and (b) integration of computational thinking into elementary mathematics. Lastly, she works with multiple school districts on meaningfully including all learners in K-8 computer science education.
ASHLEY JACKSON, GRADUATE STUDENT, UNIVERSITY OF MICHIGAN, JACKSASH@UMICH.EDU, EDUCATION RESEARCHER

Ashley Jackson is a second year doctoral student in science education at the University of Michigan under the guidance of Dr. Leah Bricker. Ashley earned her B.A. in Physics from Wesleyan College and her M.A. in Teaching and Learning from the University of Michigan. Ashley studies how black girls learn science and ultimately come to see themselves as scientists. Her work uses frameworks from multiple fields such as black feminist studies, the learning sciences, and science education.

DEBBIE JACKSON, ASSOCIATE PROFESSOR, CLEVELAND STATE UNIVERSITY, D.JACKSON1@CSUOHIO.EDU, CS EDUCATION RESEARCHER

Dr. Debbie K. Jackson is an associate professor in the College of Education and Human Services at Cleveland State University. Teaching and partnerships are the focus of Dr. Jackson’s efforts. Dr. Jackson has extensive experience in curriculum redesign within the teacher education programs and in STEM education. Dr. Jackson also is a co-principal investigator for several grants related to STEM education, teacher preparation, project-based instruction and computer science education. Dr. Jackson serves as the Network leader for the Metropolitan Cleveland Consortium for STEM Regional Ohio STEM Learning Network Hub and Director of the STEMM Education Center at CSU.

JERLANDO JACKSON, VILAS DISTINGUISHED PROFESSOR OF HIGHER EDUCATION, UNIVERSITY OF WISCONSIN-MADISON, JJACKSON@EDUCATION.WISC.EDU, EDUCATION RESEARCHER

Jerlando F. L. Jackson is the Vilas Distinguished Professor of Higher Education and the Director and Chief Research Scientist of Wisconsin’s Equity and Inclusion Laboratory (Wei LAB) at the University of Wisconsin-Madison. His central research interest is organizational science in higher education, with a special interest in hiring practices, career mobility, workforce diversity, and workplace discrimination. He also has a portfolio of research focused on interventions designed to broaden participation for underrepresented groups in the scientific workforce. He is credited with over 100 publications that appear in high-impact journals that include Research in Higher Education, IEEE Computer, American Behavioral Scientist, Teachers College Record, Review of Higher Education, and West’s Educational Law Reporter.
SHARIN JACOB, PhD IN EDUCATION STUDENT, UNIVERSITY OF CALIFORNIA, IRVINE, SHARINJ@UCI.EDU, CS EDUCATION RESEARCHER

Sharin Jacob is a first-year doctoral student in Language, Literacy, and Technology (LLT) at UC Irvine. She earned a MA with distinction in Teaching English to Speakers of Other Languages from Cal State University Los Angeles (CSULA).

Sharin’s research interests broadly focus on the areas of Second Language Acquisition, Computer Assisted Language Learning, and STEM participation. In particular, she would like to identify barriers to English Learners’ engagement in high quality computer science & engineering instruction and investigate how best to address those issues.

Sharin started in education serving second language learners in San Diego as an English as a Second Language teacher. In her final year of teaching, she facilitated the opening of the New Arrival Center (NAC) for the San Diego High School Educational Complex, a pilot program in its initial year of implementation. She also worked on the San Diego Unified School District’s curriculum writing committee for the Office of Language Acquisition.

Post-graduation, Sharin worked as a Research Assistant for the Program Evaluation and Research Collaborative (PERC) office at Cal State LA. At PERC, she worked closely with the Training Workforce Development programs at Cal State LA, funded by the National Institutes of Health. Sharin has served as a grant evaluator through PERC and has co-authored manuscripts focusing broadly on issues of diversity and representation in STEM.

JENNIFER JACOBS, ASSOCIATE RESEARCH PROFESSOR, UNIVERSITY OF COLORADO BOULDER, JENNIFER.JACOBS@COLORADO.EDU, EDUCATION RESEARCHER

Jennifer Jacobs is an associate research professor with the Institute of Cognitive Science at the University of Colorado Boulder. Her research focuses on classroom instruction in STEM education and developing professional learning experiences for secondary teachers.

JOLENE JESSE, PROGRAM DIRECTOR, NSF, JJESSE@NSF.GOV, OTHER

Jolene Jesse currently serves as Program Director in the Directorate for Education and Human Resources at the National Science Foundation. She is a co-lead program officer for the NSF INCLUDES initiative, as well as a program officer in the EHR Core Research (ECR) program. Previously, she served as Program Director for the Research on Gender in Science and Engineering program, and she began her NSF career in the Cross-Directorate Activities program in the Directorate for Social, Behavioral and Economic Sciences. She has worked across the Foundation as part of numerous cross-directorate teams, as well as Federal taskforces including the White House Council on Women and Girls. She holds a PhD in Political Science from the University of Wisconsin Milwaukee, a M.A. degree from American University, and a B.A. from the University of Wisconsin Madison.
MARITZA JOHNSON, RESEARCHER, ICSI, MARITZAJ@ICSI.BERKELEY.EDU, CS EDUCATION RESEARCHER

Maritza is a researcher at ICSI. Her broad research interests are in human-centered security and privacy with a focus on how end-users think about personal data management. Prior to joining ICSI she was a user experience researcher at Google on the team that handles all aspects of creating and managing a Google account. She’s also been a visiting professor at University of San Diego and a technical privacy manager at Facebook.

AMARDEEP KAHLON, PROFESSOR, COMPUTER SCIENCE / DIRECTOR, FAST TRACK TO SUCCESS, AUSTIN COMMUNITY COLLEGE, AKAHLON@AUSTINCC.EDU, BROADENING PARTICIPATION ADVOCATE

Dr. Amardeep Kahlon has been involved in computer science education at the undergraduate level since 1990. She is committed to broadening the participation in computer science. Amardeep was a member of the steering committee and co-organizer of the CISE funded workshop at Google: The Authentic Inclusion of Community Colleges in Broadening Participation in Computing. She is a member of the Computer Educators Oral History Project and Austin Women in Technology. She is a key member of the Women in Technology program at Austin Community College. She serves as the community liaison and marketing lead for a program that retrain women over the age of 50 to reenter the workforce primarily in the technology fields.

Amardeep is also keenly interested in innovative pedagogies for increasing student retention and engagement. She is currently the director of Fast Track to Success, a competency-based education project funded by The Texas Higher Education Coordinating Board. She is the director of a Texas Affordable Baccalaureate grant, commonly known as the $10,000 degree, aimed at creating accelerated pathways to a bachelor's degree in computer science and applied technology for non-traditional and underserved populations. In October 2017, Amardeep was profiled by the Chronicle of Higher Education as one of the top 10 classroom innovators in the country.

Amardeep has served as the founding Dean of academic affairs at a university in India. While there, she founded the India chapter of SIGCSE, which is still an active chapter. Amardeep can be reached at akahlon@austincc.edu.
DIRECTORY OF ATTENDEES

LOIS KAPPLER, PROJECT MANAGER, DIRECTOR OF PROFESSIONAL LEARNING, PI CS4MS GRANT, RESEARCH & CURRICULUM UNIT, MISSISSIPPI STATE UNIVERSITY, LOIS.KAPPLER@RCU.MSSTATE.EDU, CS EDUCATION RESEARCHER

Lois Kappler is the Manager of Professional Learning and Project Manager at the Research and Curriculum Unit at Mississippi State University. As a liaison between the Mississippi Department of Education, administrators, and teachers across the state, she provides training on statewide initiatives and endorsements including teacher and leadership development through the CTE New Teacher Induction and the CTE Administrators’ Academy. She is the PI and co-author of the NSF grant CS4MS NIC – Growing Teacher Competency and Capacity. Lois has been involved in PreK-12 education for thirty years across four states. Before joining the RCU in July 2012, she worked in the Columbus City School District as an English teacher and school administrator for 18 years. She earned her Bachelor of Science in English Education and Special Education from the Mississippi University for Women and her Master's and PhD in Educational Administration and Supervision K-12 from Mississippi State University. Her primary focus for research, writing, and presentations is teacher effectiveness and turnaround leadership.

CAITLIN KELLEHER, ASSOCIATE PROFESSOR OF COMPUTER SCIENCE, WASHINGTON UNIVERSITY IN ST. LOUIS, CKELLEHER@CSE.WUSTL.EDU, CS FACULTY

Caitlin Kelleher is an associate professor in computer science at Washington University in St. Louis and a researcher in Human-Computer Interaction. Her work centers on designing programming environments and languages that democratize programming, with a recent focus on supporting young programmers. Professor Kelleher’s research has resulted in new kinds of support for tutorials, code execution history exploration tools, and robust support for reusing code from unfamiliar programs. Additionally, she has explored how to support learning from code puzzles and the kinds of learning decisions young novices make in open ended contexts. The results of this research are shared through the Looking Glass programming environment, available at lookingglass.wustl.edu.

Professor Kelleher joined the faculty at Washington University in St. Louis in 2007. She is the recipient of an NSF Career award and was named a 2013 Sloan Foundation Fellow. Her work has won several best paper awards at top conferences.

EILEEN KRAEMER, PROFESSOR, CLEMSON UNIVERSITY, SCHOOL OF COMPUTING, ETKRAEM@CLEMSON.EDU, CS EDUCATION RESEARCHER

Eileen Kraemer is a Professor in the School of Computing at Clemson University and served as the C. Tycho Howle Director of the School from 2014-2018. From 1998 to 2014 she was at the University of Georgia and served as an Associate Dean of the Franklin College of Arts and Sciences (2011-2014) and as Professor and Department Head of Computer Science (2008-2011). Prior to her appointment at UGA, she was a faculty member in the Computer Science Department at Washington University in St. Louis. She earned a PhD in Computer Science from the College of Computing at the Georgia Institute of Technology, an M.S. in Computer Science from Polytechnic University (now the Polytechnic Institute of New York University), and a B.A. in Biology from Hofstra University. She currently divides her time between academic administration, teaching, and research in computer science education and human aspects of software development. Together with collaborators at Clemson, Dr. Megan Che (College of Education) and Dr. Murali Sitaraman (School of Computing), she is pursuing the development of methods for teaching and learning computing concepts using culturally responsive methods and seeks to expand Computer Science pedagogical content knowledge.
RAJA KUSHALNAGAR, ASSOCIATE PROFESSOR AND DIRECTOR, INFORMATION TECHNOLOGY, GALLAUDET UNIVERSITY, RAJA.KUSHALNAGAR@GALLAUDET.EDU, CS FACULTY

Raja Kushalnagar is the Director of the Information Technology program in the Department of Science, Technology and Mathematics at Gallaudet University in Washington, DC.

Raja’s research interests encompass the fields of accessible computing, inclusive computer science education, and the intersection of disability and intellectual property law. In accessible computing, his goal is to enhance access to learning, communication and multimedia for deaf and hard of hearing (deaf) individuals. His research is centered around the identification and analysis of the disparities in information access between deaf and hearing people, and develops accessible computing solutions to address these information access disparities. He also writes papers on how to leverage intellectual property and accessibility law in encouraging the passage of laws or regulations to support the adoption of emerging accessible computing features such as automatic speech recognition for captioning/subtitling into policy or law.

Raja has a J.D. and LL.M. in Intellectual Property and Information Law, and an M.S. and PhD in Computer Science. He has published several peer-reviewed publications and received grants in the fields of accessible computing and accessibility law. He can be reached at raja.kushalnagar@gallaudet.edu.

MICHELLE LANE, COLORADO SCHOOL OF MINES, OTHER

I am a former secondary mathematics educator. After spending three years teaching at high schools in St. Louis, MO and Denver, CO, I decided to make a career change. I will finish my master’s degree in Computer Science from Colorado School of Mines this Spring. While I plan to pursue a career in Computer Science, I remain active in the world of CS Education by participating and leading a variety of CS outreach programs at Mines.

SANDRA LAVALLEE, PROFESSOR/DEPT CHAIR COMPUTER AND DESIGN TECHNOLOGIES, LAKES REGION COMMUNITY COLLEGE, SLAVALLEE@CCSNH.EDU, CS FACULTY

I am a Professor and Department Chair at Lakes Region Community College in Laconia, NH, where I have been teaching for 21 yrs. Previously, I developed software applications and databases in industry. I still do development as I have time. I earned my BS and 2 Master’s degrees from SNHU, as well as an AAS from Lakes Region Community College. I have completed coursework for 2 PhD programs, but have not written a dissertation. I am just too busy! I recently wrote a chapter for a textbook on JavaFX for Cengage, also teach computer skills at the local jail in an effort to help prisoners obtain job skills to prevent recidivism.
AKOS LEDECZI, PROFESSOR, VANDERBILT UNIVERSITY, AKOS.LEDECZI@VANDERBILT.EDU, CS FACULTY

Akos Ledeczi is a Professor of Computer Engineering and Computer Science and a Senior Research Scientist at the Institute for Software Integrated Systems at Vanderbilt University. He has an M.Sc. from the Technical University of Budapest and a PhD from Vanderbilt, both in electrical engineering. His research interests include cyber physical systems and computer science education.

SARAH LEE, ASSISTANT DEPARTMENT HEAD AND ASSISTANT CLINICAL PROFESSOR, MISSISSIPPI STATE UNIVERSITY, SBLEE@CSE.MSSTATE.EDU, CS EDUCATION RESEARCHER

Sarah Lee joined the faculty at Mississippi State University after a 19-year information technology career at FedEx Corporation. As Assistant Department Head and Director of Undergraduate Studies in the Computer Science and Engineering Department, she works to create awareness and programs that encourage more women to enter the computing pathway and persist into computing majors and careers. In 2016, she and Co-PI Dr. Vemitra White were awarded a National Science Foundation (NSF) Inclusion Across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science grant (NSF INCLUDES 1649312). The Mississippi Alliance for Women in Computing (MSAWC) engages stakeholders throughout the southern US to leverage, strengthen, and create awareness of existing programs and create new programs for young women in computing across Mississippi. Goals of MSAWC include recruiting women to the computing pathway, retaining them in computing degree programs, and assisting them with the transition to the workforce.

COLLEEN LEWIS, ASSISTANT PROFESSOR OF CS, HARVEY MUDD COLLEGE, LEWIS@CS.HMC.EDU, CS EDUCATION RESEARCHER

Colleen Lewis researches how people learn computer science (CS) and how people feel about learning CS. Her research seeks to identify effective teaching practices for creating equitable learning spaces where all students have the opportunity to learn. Lewis is the PI for CSTeachingTips.org, a NSF-sponsored project for disseminating effective CS teaching practices.
LIZ LITZLER, DIRECTOR, CENTER FOR EVALUATION & RESEARCH FOR STEM EQUITY, UW, ELITZLER@UW.EDU, EVALUATOR

Liz Litzler, PhD, is the Director of the University of Washington (UW) Center for Evaluation & Research for STEM Equity (CERSE) and an Affiliate Assistant Professor in UW Sociology. She is lead of the external evaluation for NCWIT. She is currently the principal investigator on a dozen different research and evaluation projects focused on improving equity, diversity and inclusion in STEM fields. Her research interests include the educational climate for undergraduate and graduate students, gender and race stratification in higher education, and intersectionality.

WENJUO LO, ASSOCIATE PROFESSOR, UNIVERSITY OF ARKANSAS, WLO@UARK.EDU, EVALUATOR

I am an Assistant Professor in the Educational Statistics and Research Methodology (ESRM) program at the University of Arkansas. My research interests involve methodological issues related to analyses with a focus on psychometric methods. The recent research agenda concentrates statistical methods for the detection of bias in psychological measurement, especially measurement invariance on latent factor models. I have served as a Co-PI, internal/external evaluator, and statistical consultant on many grants, funded via the NSF, the Department of Education and foundation resulting in approximately 20+ technical reports.

JAMES LYNN, DIRECTOR, OFFICE OF HIGH SCHOOL DEVELOPMENT, UNIVERSITY OF ILLINOIS AT CHICAGO, JLYNN@UIC.EDU, BROADENING PARTICIPATION ADVOCATE

James Lynn is Executive Director of High School Development at the University of Illinois at Chicago. He was the principal investigator and a lead developer for the Intensified Algebra I Project, an NSF-funded project that developed a comprehensive double-period Algebra I curriculum for students who enter high school underprepared in mathematics. Previously, Lynn had been involved in STEM education in Chicago Public Schools (CPS). He has served as a mathematics department chairperson and teacher at two different CPS high schools and as the CPS lead administrator for secondary mathematics and science. He has had significant involvement with mentoring and professional development activities in STEM, including successfully mentoring cohorts of CPS secondary teachers for National Board Certification and serving as a co-director of the Chicago Secondary Mathematics Improvement Project.
Joyce Malyn-Smith leads a body of work at EDC, Inc. (USA) that focuses on how people develop technology and CS skills/knowledge in and out of school, then translate those into a productive and rewarding career. She works with industry to define new/emerging skill sets needed to challenges in working at the human-technology frontier; and works with educators to integrate these new skills into curricula K-20. Current projects focus on the future of work, computer science, computational thinking and data/big data. They include: Broadening Participation of Elementary Teachers and Students in Computer Science through Integration and Statewide Collaboration (STEM+C), Workshop to Develop an Interdisciplinary Framework for Integrating Computational Thinking in K-12 Science, Mathematics, Technology, and Engineering Education (EAGER), Online Professional Development for Exploring Computer Science (CNS), the Massachusetts Exploring Computer Science Partnership (CS10K) and Creating Pathways for Big Data Careers (ATE). Former PI of the ITEST Learning Resource Center, she currently serves as senior advisor to NSF’s STELAR (STEM Learning and Research) Center and staff to NSF’s Center for Innovative Research in Cyberlearning (CIRCL).

Jane Margolis is a Senior Researcher at UCLA Graduate School of Education and Information Studies. Since 1994 her work has focused on the underrepresentation of females and students of color in computer science. She is the lead author of Unlocking the Clubhouse: Women in Computing (MIT, 2002) and Stuck in the Shallow End: Education Race, and Computing (MIT, 2008). She has served as PI on several NSF grants supporting ECS. In 2016, Margolis was awarded as a White House Champion of Change for her work around equity and inclusion in CS education in our public schools. She is currently Co-PI for REAL-CS grant.

Lauren Margulieux is an Assistant Professor of Learning Technologies at Georgia State University. She received her PhD from Georgia Institute of Technology in Engineering Psychology, the study of how humans interact with technology. Her research interests are in educational technology and online learning, particularly for computer science and engineering education. She focuses on designing instructions in a way that supports online students who do not necessarily have immediate access to a teacher or instructor to ask questions or overcome problem solving impasses. She is also coordinating the initiatives in Georgia State’s teacher development programs to integrate computing into all pre-service teacher training and offer a computer science endorsement program that certifies in-service teachers to offer computing courses.
MARGARET MARTONOSI, H. T. ADAMS ’35 PROFESSOR OF COMPUTER SCIENCE, PRINCETON UNIVERSITY FACULTY MEMBER AND CRA-W CO-CHAIR, MRM@PRINCETON.EDU, CS FACULTY

Margaret Martonosi is the Hugh Trumbull Adams ’35 Professor of Computer Science at Princeton University, where she has been on the faculty since 1994. She is also currently serving a four-year term as Director of the Keller Center for Innovation in Engineering Education. Martonosi’s research interests are in computer architecture and mobile computing, with particular focus on power-efficient systems. Her work has included the development of the Wattch power modeling tool and the Princeton ZebraNet mobile sensor network project for the design and real-world deployment of zebra tracking collars in Kenya. Her current research focuses on hardware-software interface issues in modern computing systems, including toolflows for Quantum Computing. Martonosi is a Fellow of both IEEE and ACM. Notable awards include the 2010 Princeton University Graduate Mentoring Award, the NCWIT Undergraduate Mentoring Award, and the 2013 Anita Borg Institute Technical Leadership Award. Several of her papers have been honored for their long-term impact, including the 2015 ISCA Long-Term Influential Paper Award, the 2017 ACM SIGMOBILE Test-of-Time Paper Award, and the 2017 ACM SenSys Test-of-Time Paper Award. Martonosi is a long-time board member and current co-chair of CRA-W, CRA’s committee on the status of women.

STEVEN McGEE, PRESIDENT, THE LEARNING PARTNERSHIP, MCGEE@LPONLINE.NET, EDUCATION RESEARCHER

Steven McGee is president of The Learning Partnership. McGee’s areas of research are broadening participation in STEM, science education reform, teacher leadership, assessment and educational technology. He currently serves as PI for the Chicago Alliance for Equity in Computer Science (CAFÉCS). He is a former Research Associate Professor of Learning Sciences in the School of Education and Social Policy at Northwestern University. He served as the director of the NU Leadership Academy for School Improvement, which provides teacher leadership support for Chicago elementary and high school science teachers involved in curriculum reform projects. He is the former director of the Meaningful Science Consortium, which facilitated transformation of high school science departments in Chicago through project-based curricula, professional development, coaching, and aligned assessments. He is also a former director of the NASA Classroom of the Future program, which brought the excitement of NASA science to K-12 schools through the use of advanced technologies.

TOM McKLIN, DIRECTOR, THE FINDINGS GROUP, TOM@THEFINDINGSGROUP.ORG, EVALUATOR

Tom McKlin has nearly two decades of experience conducting research and evaluation in computer science education. He currently evaluates state-level computer science education interventions and serves as Co-PI on the Computer Science Outcomes Networked Improvement Community (CSONIC) which supports developmental evaluation efforts by uniting evaluators, social scientists, and computer science principal investigators as a network that extends and magnifies evaluators’ expertise and skills. He also leads research efforts on EarSketch, a collaborative, authentic learning environment that introduces students to programming through music remixing.
KYLA McMULLEN, ASSISTANT PROFESSOR, UNIVERSITY OF FLORIDA, DR.KYLAMCMULLEN@GMAIL.COM, BROADENING PARTICIPATION ADVOCATE

Dr. Kyla McMullen earned her Bachelor of Science in Computer Science from the University of Maryland, Baltimore County (UMBC). She earned her Master's and PhD degrees in Computer Science and Engineering from the University of Michigan (2007-2012). While earning her PhD she was also a faculty member at Wayne State University in Detroit, Michigan. At Wayne State University she taught computer literacy courses to over 2,000 students. Professor McMullen is the first underrepresented woman to earn a PhD in Computer Science and Engineering from the University of Michigan. She is currently a tenure-track faculty member at the University of Florida's Computer & Information Sciences & Engineering Department. Dr. McMullen has a personal commitment to encouraging women and minorities to pursue careers in computing and other STEM fields. She is the creator of “Beautiful, Black, and Brainy” and “Brilliant is the New Black,” which showcase hundreds of exceptional young African Americans who excel in STEM fields and don’t fit the typical “scientist” stereotype.

MARLON MEJIAS, RESEARCH ASSISTANT, HOWARD UNIVERSITY, MMEJIAS@SCS.HOWARD.EDU, CS EDUCATION RESEARCHER

Marlon Mejias’ research interests lie in the field of Sociotechnical Systems, Educational Technology and Human Computer Interaction. He is interested in the application of persuasive technology and gamification to solve problems that are socially relevant. The primary thrust of his current research is in designing and implementing a sociotechnical approach to improving the holistic education of undergraduate computer science students. Marlon has a B.Sc. in Systems and Computer Science from Howard University, a M.Sc. in Systems Engineering from The George Washington University and is currently a doctoral candidate in Computer Science at Howard University. He continues to give back to his community in the form of mentorship and teaching. He has very broad experience in the classroom, teaching at the Howard University middle school, teaching high school summer enrichment programs and at the Howard University undergraduate level. As a minority he understands the importance of positive role models and strives to be a positive influence within his sphere of influence. He is currently a chapter advisor for Tau Beta Pi’s D.C. Alpha chapter. He is an avid amateur photographer.

MONICA MITCHELL, PRESIDENT & CEO, MERASSOCIATES, LLC, MMITCHELL@MERASSOCIATES.COM, EVALUATOR

Dr. Mitchell is an education researcher and evaluator of K-16 STEM education initiatives focused on broadening participation. Current evaluations span STEM disciplines. Projects that address computer science education including the development of computational thinking among elementary and middle school students in underserved contexts. Dr. Mitchell is the external evaluator of the NSF-funded CS10K project at the University of Wyoming, a project that seeks statewide adoption of AP CSP. She is particularly interested in the intersection of STEM content and cultural responsiveness in teaching and learning, situated in both formal and informal settings, for the advancement of broadening participation particularly among underrepresented minority students. As the founder of MERAssociates (MERA), an evaluation consultancy in the Washington DC metropolitan area, Mitchell conducts education research and evaluation that address the contextual needs and realities of minority-serving institutions, urban settings, and projects situated in contexts with large numbers of underrepresented minority students. She is an affiliate faculty member of the Center for Culturally Responsive Evaluation and Assessment (CREA), University of Illinois, Urbana-Champaign. Mitchell holds a doctorate in mathematics education from Teacher's College, Columbia University; her master's from the School of Engineering, Columbia University; and her bachelor's degree from the University of California, Los Angeles.
VANESSA MONTEROSA, PROGRAM & POLICY DEVELOPMENT SPECIALIST, LOS ANGELES UNIFIED SCHOOL DISTRICT, EDUCATION RESEARCHER

As a scholar-practitioner, I work at the nexus of education, access, and technology. I recently received my doctorate in Educational Leadership from California State University, Long Beach where I conducted a qualitative study examining system-level supports that cultivate digital citizenship practices. Prior to my doctoral studies, I received an Ed.M. in Technology, Innovation, Education from the Harvard Graduate School of Education where I focused my research on developing a prototype mobile game aimed at increasing financial aid vocabulary comprehension. Thus, leveraging technology in socially positive and impactful ways has been a theme throughout my professional and academic career.

To address the ever-evolving field of instructional technology, keeping a pulse on the latest scholarship and promising practices emerging from the field is important. For this reason, I am committed to actively engaging in scholar and practitioner-oriented organizations and programs. For example, I was previously elected to the American Educational Research Association (AERA) Graduate Student Council where I coordinated our digital outreach and community-building for graduate students. I also served as the inaugural Social Media Coordinator for the American Association for Hispanics in Higher Education (AAHHE), cultivating a digital network of Latino/a scholars. Lastly, as an Education Pioneers Fellow, I served in a high-impact role within L.A. Unified, contributing to the development and authorship of the District’s first Social Media Policy for Students. Opportunities such as these continue to inform my professional efforts, ensuring that scholarship and practice from K12 to higher education are cross-stitched to best serve and support today’s students.

Currently, I serve as a Program & Policy Development Specialist for the Los Angeles Unified School District where I engage in praxis-oriented work, synthesizing research and data to inform District-wide reports and policies.

KIM MOORNING, PROFESSOR, THE CITY UNIVERSITY OF NEW YORK, CS FACULTY

Professor Kim Moorning is an information systems specialist, instructional technologist, author, conference speaker, and researcher. She earned graduate degrees in Technology, Education, Management, and Leadership from Columbia University - Teacher’s College and New York University - Polytechnic Institute. She teaches Computer Information Systems courses at The City University of New York. Relying on her corporate experience at Fortune 500 companies in the high-tech New York City region, Prof. Moorning uses this platform to infuse her classes with experiential, project-based learning, and real-world activities. Her research focuses on Information Systems, Information Security, STEM Workforce, Broadening Participation in IT, and Higher Education Assessment.
RALPH MORELLI, PROFESSOR EMERITUS, TRINITY COLLEGE, RALPH.MORELLI@TRINCOLL.EDU, CS FACULTY
Ralph Morelli is recently retired from the computer science department at Trinity College, where he taught CS for 30 years. He is one of the PIs of the Mobile Computer Science Principles project.

BRANDON MYERS, LECTURER, UNIVERSITY OF IOWA, BRANDON-D-MYERS@UIOWA.EDU, CS EDUCATION RESEARCHER
Brandon Myers is a teaching track faculty member in the Computer Science Department at the University of Iowa. His research interests include Computer Science education, particularly in testing interventions that aim to improve student engagement and learning in core Computer Science courses. In 2017, he received a SIGSCE Special Project Grant to create, pilot, and disseminate active learning materials for Computer Architecture.

DEBRA NAKAMA, VICE CHANCELLOR OF STUDENT AFFAIRS, UNIVERSITY OF HAWAII MAUI COLLEGE, DEBRAN@HAWAII.EDU, OTHER
Debra Nakama is the Vice Chancellor of Student Affairs at the University of Hawaii Maui College. She has a background in both Secondary and Higher Education. Currently, Dr. Nakama is the Principal Investigator (PI) and recipient of a NSF Scholarship for Service (SFS) grant to address the need for cybersecurity education for women and minorities in high schools and Co-PI for a NSF CSforALL grant. Overall, these efforts focus on ensuring access and equity in the areas of computing and cybersecurity education Hawaii high schools. Dr. Nakama is engaged in deploying college level computer science and cybersecurity courses in Hawaii’s rural high schools via an early college model.
LIJUN NI, LECTURER, UNIVERSITY AT ALBANY SUNY, LNI@ALBANY.EDU, CS EDUCATION RESEARCHER

Lijun Ni is a computing education researcher at the Department of Educational Theory and Practice of SUNY, Albany. She is currently working on an online certificate of graduate study in computing education program. She also works as a research consultant for a couple of computing education research projects, including the Middle School Pathways in Computer Science (CS Pathways) project (NSF-TEST funded) at UMass Lowell. Her research interest includes CS teacher preparation and professional development, computational thinking and broadening participation in computing.

DIANA NIXON, ASSISTANT DEPARTMENT CHAIR, IVY TECH COMMUNITY COLLEGE, DNIXON4@IVYTECH.EDU, CS FACULTY

Dr. Diana Smith Nixon is an Associate Professor and Assistant Department Chair in the School of Information Technology at Ivy Tech Community College in Bloomington, Indiana. She has a BS in computer science from Purdue University and a PhD in music from the Jacobs School of Music at Indiana University. She founded Mpingo Studios, a music e-learning venture that was a finalist in the IDEA competition with the Johnson Center for Entrepreneurship and Innovation. She speaks French and Spanish and is also a Fulbright Specialist in Education, having taught in Kenya under the auspices of Fulbright. She has taught software development and computer science, specializing in computing languages, at Ivy Tech since 2007.

DANIELLE OLSON, DOCTORAL STUDENT AND RESEARCH ASSISTANT, MIT IMAGINATION, COMPUTATION, AND EXPRESSION LABORATORY, CS EDUCATION RESEARCHER

Danielle Olson is a PhD Student in Electrical Engineering & Computer Science at MIT and works as a Research Assistant in the Imagination, Computation, and Expressions (ICE) Lab within the MIT Computer Science and Artificial Intelligence Laboratory (CSAIL). The MIT ICE Lab researches and develops computing systems for creative expression, cultural analysis, and social change. Our research and development work includes understanding how identity representation in digital learning game affects achievement, new forms of gaming, interactive narrative, social media, digital media art, and, most importantly, creative computing forms unanticipated by any of those. She also works as a Virtual Reality (VR) Developer & Research Consultant for Mediate VR, an MIT Sandbox-funded startup which provides a cloud-based system for AI- and voice- driven collaboration in virtual reality. Danielle graduated with a B.S. in Computer Science & Engineering and a humanities concentration in Brain & Cognitive Science from MIT in 2014.
TIMOTHY OLSON, PROFESSOR, SALISH KOOTENAI COLLEGE, TIM_OLSON@SKC.EDU, CS FACULTY

Tim Olson has been on the faculty of Salish Kootenai College since 1995, teaching physics, astronomy, engineering, and computer science. He is a co-principal investigator for the STEM+C project “Track 2 CS10K: Growing Computer Science Curriculum, Diversity, and Teacher Preparedness across Montana.” He is a member of the NASA Mars Science Laboratory Science Team, a science co-investigator for the Mastcam, MAHLI, and MARDI cameras on the Mars Science Laboratory rover, and a Payload Uplink Lead for Mars surface operations of these cameras. He is also the principal investigator for BisonSat, a small satellite designed and built by Salish Kootenai College students and faculty that has operated in Earth orbit since October 2015.

CHRISTINE ONG, RESEARCH SCIENTIST, UCLA CRESST, ONG@CRESST.ORG, EVALUATOR

Christine Ong is a Research Scientist at UCLA CRESST. She currently co-directs an evaluation of the STEM Teacher in Advanced Residency (STAR) project at California State University Dominguez Hills and funded by the U.S. Department of Education’s Teacher Quality Partnership grant program. She also leads evaluation efforts for the Researching Equity, Access, & Learning in CS or REAL CS project, funded by the National Science Foundation. In this role, she is working with the REAL CS team to strengthen community and collaboration among local and national partners committed to promoting computer science for all students. Prior to her work at CRESST, Dr. Ong worked as a research analyst at First 5 LA and participated in the planning and dissemination of several large-scale evaluation studies, including the Los Angeles Universal Preschool Child Outcome Study (UPCOS) and the LA County Healthy Kids Insurance evaluation. She began her career in education as an early childhood teacher and museum educator.

PATRICIA ORDÓÑEZ, ASSOCIATE PROFESSOR, UNIVERSITY OF PUERTO RICO RÍO PIEDRAS, PATRICIA.ORDONEZ@UPR.EDU, BROADENING PARTICIPATION ADVOCATE

Patricia Ordóñez is an Associate Professor in the Department of Computer Science at the University of Puerto Rico Río Piedras. She is co-Lead for the Exploring Computing Education Pathways Chapter of Puerto Rico. She is the Co-PI of a National Institute of Health R-15 which promotes the informal training of students and faculty in Data Science in Puerto Rico titled “Increasing Diversity in Interdisciplinary Big Data to Knowledge.” She is a former National Science Foundation Graduate Research Fellow and is passionate about promoting equity in access to a quality education and healthcare for all.
EDUSMILDO OROZCO, ASSOCIATE PROFESSOR, UNIVERSITY OF PUERTO RICO AT RIO PIEDRAS, EDUSMILDO.OROZCO@GMAIL.COM, CS FACULTY

Edusmildo Orozco is a CS educator at the University of Puerto at Rio Piedras (UPR-RP) since 2005. He earned his PhD in Computing and Information Science and Engineering from the University of Puerto Rico at Mayagüez. From 2009 to 2013 he participated as a Co-PI and then as PI of the NSF-funded project “Asserting parallel computational thinking into undergraduate 4-year computer science curriculum through parallel thinking.” The main goals of that project were to infuse parallel computational thinking into the undergraduate curriculum and to provide professional development to CS faculty. Since 2014, Edusmildo has partnered with stakeholders and researchers of the UPR-RP to tackle the lack of formal computer science education (CSE) in Puerto Rico. For the last three years he and his team have been involved in an effort to bring equitable and relevant CSE to the public school system of Puerto Rico. His last project, “Exploring Computer Science for Puerto Rico (ECS4PR)” aims at establishing a researcher-practitioner partnership to support a pilot implementation of the ECS Curriculum and the ECS Professional Development program in Spanish in at least two public high schools in Puerto Rico with a high population of Hispanic, female, and economically disadvantaged students.

ALANA PARKES, SUPERVISOR OF EXHIBIT CONTENT DEVELOPMENT, MUSEUM OF SCIENCE, BOSTON, APARKES@MOS.ORG, OTHER

Alana Parkes (M.Ed.) is the Supervisor of Exhibit Content Development. She is responsible for ensuring that the work of three content developers aligns with the goals of the Museum and for implementing the pedagogical approach for developing exhibits. She has worked as an Exhibit Content Developer for 18 years. Her skills include defining the overall scope of an exhibit, creating exhibit messages and goals, developing interactives, and writing label copy. Her most recent project is the award-winning traveling exhibit, The Science Behind Pixar.

MARIAN PASQUALE, SENIOR RESEARCH SCIENTIST, EDC, MPASQUALE@EDC.ORG, EDUCATION RESEARCHER

Marian M. Pasquale is a Senior Research Scientist in Science and Mathematics Programs at EDC. Her work includes professional development, technical assistance and curriculum development. She is the science specialist on the STEM+Computing Partnership grant from the National Science Foundation which is developing and testing 18 modules that integrate computational thinking into Grades 1-6 and building elementary teachers’ capacity to integrate computational thinking into their mathematics and science lessons. She is a Co-PI on Science Fairs under the ‘Scope study where she has surveyed and interviewed informal science organizations about their work with school science fairs. Marian has done presentations on middle school science at NSTA, MSA, NSDC, WNET Celebration of Learning and the Urban NMSA.

She has consulted with public television in the development of the Learning Science through Inquiry series funded by Annenberg/CPB. She has also co-presented strands on assessment and science and literacy at National Science Teachers Association (NSTA) annual conferences. She has designed and conducted professional development and technical assistance for middle and high school administrators and teacher leaders throughout the nation, including the Portland (OR), New York City, Cambridge (MA), and Fort Wayne (TX) public schools. For 20 years, she was a middle school teacher in Haverhill, Mass., where she also served as science coordinator for the district. Marian has a degree in curriculum, instruction, and administration in science education from Boston College.
JAMIE PAYTON, ASSOCIATE PROFESSOR, TEMPLE UNIVERSITY, PAYTON@TEMPLE.EDU, CS EDUCATION RESEARCHER

Dr. Jamie Payton is an Associate Professor of Computer and Information Sciences at Temple University. Her research interests include pervasive computing systems for smart health and well-being, broadening participation in computing, and evidence-based approaches to improving computer science education. She is the PI and Director of the STARS Computing Corps, a national alliance of over 50 colleges and universities with the mission to broaden participation in computing. STARS has engaged over 2,500 college students in service learning projects with regional K12 schools, industry, and community partners to inform, engage, and prepare over 135,000 future students for entry and success in college computing programs. Dr. Payton also serves as the PI of an NSF-funded Research Experiences for Undergraduates (REU) program, and has been successful in training students to produce peer-reviewed research publications and in attracting underrepresented groups in computing.

JANICE PEARCE, PROFESSOR, COMPUTER AND INFORMATION SCIENCE, BEREA COLLEGE, JAN_PEARCE@BEREA.EDU, CS FACULTY

Dr. Jan Pearce founded the Computer and Information Science Major at Berea College, the first coeducational and interracial college in the South and among the most racially diverse of private US liberal arts colleges, admitting only economically disadvantaged students and awarding each student a four-year full-tuition scholarship. In chairing her department and her division, she became a strong advocate of active-learning techniques and of fostering a culture of mentorship and collaboration. She completed undergraduate majors in computer science, mathematics, and physics at Augustana College (IL), and earned graduate degrees in Mathematics from the University of Rochester (NY) and in Computer and Information Science from the University of Minnesota. A champion for inclusive excellence, she was a founding member of the organizing committee for TRIWiC, a regional ACM-W women in computing celebration. With CS-focused publications in education, diversity, and service-learning in addition to environmental modeling, swarm robotics, and computational complexity, Jan has served as the lead PI for several grant-funded projects targeting broadening participation in CS. She is pleased to report on the results of these efforts; in Berea College’s published statistics on the most recent class of computer science graduates 40% were female, and about 33% identify as students of color, including 7% who identify as African-American.

KIM PEARSON, ASSOCIATE PROFESSOR, DEPARTMENT OF JOURNALISM AND PROFESSIONAL WRITING, THE COLLEGE OF NEW JERSEY, KPEARSON@TCNJ.EDU, OTHER

I was a Co-PI on a BPC project from 2007-10, and my research and pedagogy have been largely focused on finding ways to infuse computational thinking in journalism education ever since. I am currently engaged in a digital humanities project, Trenton Makes Music (http://trentonmakesmusic.org), that we intend to use as a springboard for digital innovation as well as a platform for helping communities leverage its history and culture for economic development and deepened community engagement.
ANTHONETTE PEÑA, EDUCATION DIRECTOR, ELEMENTARY INSTITUTE OF SCIENCE, APENA@EISCA.ORG, BROADENING PARTICIPATION ADVOCATE

Anthonette Peña is the Director of Education at the Elementary Institute of Science (EIS). Peña joined EIS in 2015, bringing her combined experiences as a middle school science teacher and Program Director of the Albert Einstein Distinguished Educator Fellowship (AEF) Program.

Her role includes the development, oversight, and evaluation of STEM programs for students and teachers. Peña manages the Code.org Regional Partner Program to bring Computer Science professional learning opportunities to her region. She serves on the Board of the Computer Science Teachers Association (CSTA) San Diego Chapter as the elementary representative. She is also Co-PI on the “EC[O]STEM: Creating an Early Childhood STEM Ecosystem in Southeast San Diego” project, funded by the NSF.

Peña served as an Albert Einstein Distinguished Educator Fellow at NSF from 2008–10. She returned to the classroom in DC Public Schools, where she secured and managed a $20,000 grant for participation in the Student Spaceflight Experiment Program (SSEP) to send a student research project to the International Space Station. In 2012, she participated as a panelist on National Public Radio (NPR) Science Friday’s episode called “Sizing Up America’s High-Tech Talent.”

Peña holds a BA in Liberal Studies from Cal Poly, San Luis Obispo, and a MS in Teaching English to Speakers of Other Languages from Nova Southeastern University. She is a National Board Certified Teacher in Early Adolescence Science and was selected as a finalist for the Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST).

ALAN PETERFREUND, EXECUTIVE DIRECTOR, SAGEFOX CONSULTING GROUP, APETERFREUND@SAGEFROXGROUP.COM, EVALUATOR

Alan Peterfreund, PhD, has 30 years of experience as a consultant, evaluator, and researcher for clients in the public and private sectors of business, government, and education. Dr. Peterfreund has a PhD in Geology from Arizona State University, and has been a research faculty member at Brown University. He participated on numerous NASA planetary exploration missions studying Mars, Venus, and the moons of Jupiter. A career-shift in 1984 led to 16 years of consulting in the private and public sector with primary emphasis on organizational change, quality management, and employee participation. In 2000, Dr. Peterfreund began to focus on supporting higher education partners in projects that address the broadening of participation in the sciences, graduate student development, and other educational reforms. Additionally, Dr. Peterfreund has been active in supporting the design, implementation, and evaluation of international programs for WorldBank, USAID, and the U.S. Department of Labor. Currently Alan is P.I. of RPPforCS.
KAREN PETERSON, FOUNDER & CHIEF EXECUTIVE OFFICER, NATIONAL GIRLS COLLABORATIVE PROJECT, KPETERSON@NGCPROJECT.ORG, BROADENING PARTICIPATION ADVOCATE

Karen A. Peterson is Founder and CEO of the National Girls Collaborative Project (NGCP). Designed by Peterson, the NGCP seeks to maximize access to shared resources for organizations interested in expanding girls’ participation in computer science, science, technology, engineering, and mathematics. The overarching goal of the NGCP is to use the leverage of a network or collaboration of individual girl-serving STEM programs to create the tipping point for gender equity in STEM. Currently, 33 Collaboratives, serving 41 states, facilitate collaboration between 36,400 organizations who serve 20.15 million girls and 9.5 million boys. Peterson is also Co-Principal Investigator for Leap into Science: Cultivating a National Network for Informal Science and Literacy, STEM Integration into Digital Forensics Science Learning, SciGirls Code: A National Connected Learning Model to Integrate STEM Learning with Middle School Girls, and Code: SciGirls! Media to Engage Girls in Computing Pathways. All of these projects are funded by the National Science Foundation and address gender, racial and socioeconomic underrepresentation in STEM fields. Many of them access the NGCP’s national network and dissemination tools to distribute, scale-up, and/or replicate project outcomes. These projects have leveraged Karen's expertise in STEM equity project development, effective national scale-up strategies, dissemination, and capacity building.

KIRSTEN PETERSON, SR. PROJECT DIRECTOR FOR ONLINE LEARNING, EDC, KPETERSON@EDC.ORG, BROADENING PARTICIPATION ADVOCATE

Kirsten Peterson, an experienced online instructional designer and professional developer, brings extensive expertise in developing and supporting online professional learning communities and managing, scaling, and sustaining online learning programs. She is currently Co-PI for the Stem+C project Online Professional Development for Exploring Computer Science (ECS) where she and her colleagues are designing, implementing and researching capacity-building online professional development for ECS teachers. Most recently at Education Development Center (EDC), Peterson directed EdTech Leaders Online (ETLO), a capacity-building online learning program that was the 2010 winner of the International Association of K-12 Online Learning Award for most innovative online learning program. Nationwide, Peterson has led teams of online curriculum developers, instructors, media developers, and technical specialists in providing custom online development and consulting services for K-12, higher education, non-profit and other organizations with an educational mission. Recent presentations have included “From Concept to Scale: Growing Blended Learning in a Large High School,” “Time Management Strategies for Online Learners and Facilitators,” and “Collaboration and Content in Online Course Design.” She is the coauthor of “Using Online Learning to Enhance Teacher Professional Development and Graduate Certification Programs.” Peterson taught high school English and Journalism prior to joining EDC. She holds an EdM in Technology in Education from the Harvard Graduate School of Education.

NICHOLE PINKARD, ASSOCIATE PROFESSOR, NORTHWESTERN UNIVERSITY, NICHOLEPINKARD@GMAIL.COM, CS FACULTY

Nichole Pinkard, PhD believes that digitally literate kids – those who can critically consume and produce interactive media – grow up to be better citizens.

With a B.S. in Computer Science from Stanford University, and an M.S. in Computer Science and a PhD in Learning Sciences from Northwestern University, she is an Associate Professor in Learning Sciences at Northwestern University, and is the founder of Digital Youth Network and RemixLearning. Both organizations focus on developing digital literacies as tools for extending traditional literacies.
SHAILEEN POKRESS, PROJECT DIRECTOR, MASSCAN AT EDC, SPOKRESS@EDC.ORG, CS EDUCATION RESEARCHER

Shaileen Crawford Pokress is a project director at Education Development Center in Waltham, Massachusetts where she assists school districts in building K-12 computer science pathways through the PACE Initiative. Shaileen’s contributions to the 2016 K-12 CS Framework helped to define computer science content and practices for the nation’s students. Shaileen was Director of Instruction at Project Lead the Way where she designed project-based computer science curricula that integrate with K-5 math, science, and language arts. While working on PLTW Launch, she created Rosie’s Runtime™, a life-sized game that teaches algorithms without a computer. Earlier in her career, as Director of Education for App Inventor at the MIT Center for Mobile Learning, she developed programs around a groundbreaking tool that allows anyone to create mobile apps. Before focusing on computer science education, Shay served the network of Math Science Partnerships funded by the National Science Foundation in the role of Senior Research Associate at TERC in Cambridge, MA. Shaileen Pokress holds a B.S. in computer science from Cornell University and a Ed.M. from Harvard Graduate School of Education. When not doing the good work of educating the next generation, she can be found riding on two wheels or, a little less frequently, exploring a reef with her spouse and one or more of their three SCUBA-certified offspring.

ENRICO PONTELLI, DEAN, NEW MEXICO STATE UNIVERSITY, EPONTELL@CS.NMSU.EDU, CS FACULTY

Enrico received a doctoral degree in Computer Science from New Mexico State University in 1997. He is currently a Regents Professor of Computer Science at NMSU as well as the Dean of the College of Arts & Sciences. His research interests are computer science education, broadening participation in computing, artificial intelligence, high performance computing, and assistive technologies. He has published over 250 peer-reviewed publications. He is the recipient of a NSF Career award, and he is the founding director of the NMSU Center on Smartgrid Technologies (iCREDITS).

DAVID PUGALEE, DIRECTOR/PROFESSOR, UNC CHARLOTTE, DAVID.PUGALEE@UNCC.EDU, OTHER

Dr. David Pugalee is a full professor, and Director of the Center for Science, Technology, Engineering, and Mathematics Education (STEM) at UNC Charlotte. The recipient of millions of dollars in previous grant-funding, Dr. Pugalee has also published works on STEM teaching and learning including recent books Lesson Imaging in Math and Science and Effective Content Reading Strategies to Support Scientific and Mathematical Literacy. Dr. Pugalee served as part of the writing team for the National Council of Teachers of Mathematics Navigations series and the National Council of Supervisors of Mathematics Great Tasks. Dr. Pugalee has more than a decade of classroom teaching experience at both the K-12, including mathematics and science, and higher education levels and has led multi-million dollar grants providing PD to school districts across the state of North Carolina related to STEM education. The recipient of multiple large grants and an internationally recognized expert on STEM education, Dr. Pugalee is well-positioned to provide expertise to the project.
MOHAMMED QAZI, PROFESSOR, TUSKEGEE UNIVERSITY, MQAZI@TUSKEGEE.EDU, BROADENING PARTICIPATION ADVOCATE

Dr. Mohammed A. Qazi is a Professor of Mathematics and serves as an Assistant Dean for Development and Outreach in the College of Arts and Science at Tuskegee University. His primary areas of research are the Theory of Functions and Approximation Theory. Dr. Qazi also assumes leadership roles as PI/PD on several multi-stakeholder partnerships funded by the National Science Foundation (NSF) to broaden participation of groups traditionally under-represented in STEM at all levels. In particular, he serves as the PI/PD of a STEM+C grant (ECS4Alabama) to establish the Exploring Computer Science (ECS) course in schools across Alabama that have high minority demographics.

CAROL RAMSEY, UTEACH COMPUTER SCIENCE MANAGER, UNIVERSITY OF TEXAS AT AUSTIN, RAMSEY@UTEACH.UTEXAS.EDU, BROADENING PARTICIPATION ADVOCATE

Carol Ramsey leads the UTeach Computer Science team to bring Computer Science to K-12 students, especially underrepresented populations. The team provides PBL-based CS curriculum, PD and support to high schools nationwide. Carol has a Secondary Education degree from Texas A&M University and five years CS teaching experience. She also has a Computer Science degree from The University of Texas and twenty years of experience as a software developer, project manager and consultant. She is currently a STEM Education graduate student researching the use of narrative as pedagogy to increase STEM interest and identity for girls.

ANDY RASMUSSEN, CS PROJECT DEVELOPER, CHICAGO PUBLIC SCHOOLS, ARASMUSSEN@CPS.EDU, OTHER

Dr. Andy Rasmussen is the Computer Science Project Developer at Chicago Public Schools, working to integrate CS into the curriculum and the culture at CPS. Over the course of his career as a theoretical and computational chemist, he learned the hard way what he believes every student should learn in school: the power of computing to empower students to shape their own future. He answered an early call from CS4All at CPS to serve as a teaching assistant for new CS teachers, and fell in love with the work that would shortly become formalized as the Chicago Alliance for Equity in Computer Science. Andy also now teaches at DePaul, leading a class of CS undergraduates who serve as teaching assistants in Chicago CS classrooms.
KRISTEN REED, SENIOR PROJECT DIRECTOR, EDC, KREED@EDC.ORG, EDUCATION RESEARCHER

Kristen E. Reed has 20 years of experience in education as a teacher, professional development facilitator, and researcher. She leads studies that provide new insights into early childhood education and early mathematics learning and teaching with a focus on the link between teacher professional development and child outcomes. A former elementary school teacher, her work reflects her commitment to designing instructional materials, resources and professional development that makes mathematics fun, challenging, and engaging. She designs programs that attend to the mathematical and social-cognitive aspects of mathematics teaching and learning, and account for both the needs of young children learning mathematics and teachers teaching mathematics, with a particular emphasis on supporting teachers in enactment. She is Co-PI on several projects developing and researching the potential of interventions that address teacher mathematical knowledge, attitudes, and instructional practice in concert. She has presented at local and national conferences and coauthored publications on mathematics education and teacher professional development.

DAVID REIDER, PRINCIPAL PARTNER, EDUCATION DESIGN, INC, DAVID@EDUCATIONDESIGN.BIZ, EVALUATOR

David Reider, Program Evaluator is Principal Partner of Education Design, an educational consulting firm in Boston specializing in program evaluation for K12 and post-secondary projects in science, technology, and arts education. For over 18 years he has led evaluations for projects supported by NSF, NASA, NOAA, U.S. Dept. of Education, and private foundations. He is formerly Visiting Associate Professor at University of Massachusetts, Boston, Research Scientist at Boston College Lynch School of Education, and Research Scientist at BBN Systems and Technologies.

KATHRYN RICH, GRADUATE STUDENT, MICHIGAN STATE UNIVERSITY, RICHKAT3@MSU.EDU, EDUCATION RESEARCHER

I am a first year PhD student in the Educational Psychology and Educational Technology program at Michigan State University. I work with Dr. Aman Yadav. My background is in elementary mathematics curriculum development. I’m interested in how computational thinking can be used as a lens to teach mathematics and science in elementary school in a way that ignites curiosity and builds readiness for computer science in later years.
DEBRA RICHARDSON, PROFESSOR EMERITA OF INFORMATICS, UNIVERSITY OF CALIFORNIA - IRVINE, DJR@UCI.EDU, CS EDUCATION RESEARCHER

Debra Richardson is Professor of Informatics and founding dean of the Bren School of ICS at UCIrvine. A long-time advocate of increasing the participation of women and other underrepresented populations in computing, she has served on the leadership team of NCWIT since its inception, led the original NCWIT hub on undergraduate education, and currently leads UCI’s NCWIT Pacesetter team. She recently led UCIrvine’s Extension Services team, which received the 2016 Excellence in Promoting Women in Undergraduate Computing Award from NCWIT.

Richardson also works on improving K-16 CS education, passionate about creating an environment in which all students have access and opportunity for quality CS education, so that they might become the creators of computing technology and not just users. She chairs the Alliance for California Computing Education for Students and Schools (ACCESS) and serves as PI of California’s participation in the Expanding Computing Education Pathways BPC Alliance. She recently worked with the California Commission on Teacher Credentialing to establish a Supplementary Authorization in Computer Science, replacing an outdated authorization focused on computer applications, and is currently leading CS1C@OC, a NSF-funded CS10K effort to train 100 in-service teachers to provide quality computer science primarily to low-income students of color in Orange County California (and coincidentally receive the CS authorization). She is also leading a CSforALL RPP focused on infusing computational thinking for English Learners in grades 3-5 with Santa Ana USD, which is 96% Hispanic/Latinx.

Richardson was recently selected to co-chair the state-legislated California Computer Science Strategic Implementation Advisory Panel.

ROSARIO ROBINSON, DIRECTOR, COMMUNITIES, ANITAB.ORG, ROSARIOR@ANITAB.ORG, OTHER

Rose Robinson is Director, Anita Borg Institute (ABI) Communities and Her Systers’ Keeper, global community of technical women. She manages all affinity communities and special interest groups. Rose has 20+ years in software implementations in Telecommunications, Geospatial and Infrastructure. She manages ABI’s technical open source programs including Systers Google Summer of Code, Google Code In and social impact projects. Rose holds a B.S. and M.S in Mathematics. She works on HBCU Tech Inclusion and is helping Savannah State University CS department start their Industry Advisory Board.

SUSAN RODGER, PROFESSOR OF THE PRACTICE, DUKE UNIVERSITY, RODGER@CS.DUKE.EDU, CS EDUCATION RESEARCHER

Susan H. Rodger is a Professor of the Practice in the Computer Science Department at Duke University. She received her PhD in Computer Science from Purdue University. Prof. Rodger works in the areas of visualization and interaction, and computer science education. Her main contributions are in visualization and interaction software for education in theoretical computer science, computing in K-12 and peer-led team learning. Prof. Rodger received the ACM 2013 Karl V. Karlstrom Outstanding Educator Award, the ACM Distinguished Educator award, and she was one of two finalist candidates for the NEEDS Premier Award for Excellence in Engineering Education Courseware for the software JFLAP. Rodger has written one book and over forty journal and conference publications. Rodger is currently a member of the ACM SIGCSE Board as Immediate Past Chair, a board member of CRA-W, and a member of the ACM Education Policy Committee. She is a previous chair of the AP Computer Science Development Committee. She has been involved with SIGCSE in many ways including a Co-Chair of SIGCSE 2008, Program Co-Chair of SIGCSE 2007, and Supporter/Exhibitor Liaison from 2008 to 2014. She has organized four Alice Symposia and over fifty workshops on Alice, JFLAP, Peer-led Team learning, career mentoring for faculty, and other computer science education topics.
AZIRIA DANETTE RODRÍGUEZ ARCE, RESEARCH ASSISTANT, MASSACHUSETTS INSTITUTE OF TECHNOLOGY, AZRODAR@MIT.EDU, CS EDUCATION RESEARCHER

Aziria D. Rodriguez Arce is a political science graduate from the University of Puerto Rico, community organizer and, front-end developer. In the island, she worked for two major non-profits, tackling problems of government transparency, technology accessibility, capacity building and economic development. Currently, she is pursuing her master’s degree in Comparative Media Studies at MIT and working with the Imagination Computation and Expression laboratory on developing new forms of storytelling by using virtual reality and other information communication technologies. At MIT she hopes to study and understand collective media production on internet spaces, in the hopes of being able to build new participatory and collective communication technology experiences and tools that push forward our venues for political expression and dissidence, with the goal of promoting empowerment, equality, and justice.

JENNIFER ROSATO, COLLEGE OF ST. SCHOLASTICA, JROSATO@CSS.EDU, CS EDUCATION RESEARCHER

Jennifer Rosato is an Assistant Professor of Computer Information Systems at the College of St. Scholastica (CSS) in Duluth, MN. She has an undergraduate degree in Biochemistry from CSS and a Master’s of Arts in Information Systems Management from Carnegie Mellon University. Her research interests are in K-12 computer science education, teacher professional development, and human-computer interaction. She is committed to involving more women and underrepresented minorities in the CS field, as well as supporting K-12 educators to integrate and offer computer science in their classroom. She led the development of and now coordinates the Certificate in Computer Science Education offered through the School of Education at CSS. She is PI on the NSF-funded Mobile Computer Science Principles grant that provides curriculum and professional development to teachers across the United States. She is also Co-PI on the TeachCS grant, working on curriculum development, faculty coaching, and providing content expertise in CS content and pedagogy as the pre-service education programs at CSS integrate computational thinking across the curriculum.

TOM RUDIN, DIRECTOR, BOARD ON HIGHER EDUCATION AND WORKFORCE, NATIONAL ACADEMY OF SCIENCES, TRUDIN@NAS.EDU, EDUCATION RESEARCHER

Tom Rudin is the director of the Board on Higher Education and Workforce (BHEW) and Director of the Committee on Women in Science, Engineering, and Medicine (CWSEM) at the National Academy of Sciences. Prior to joining NAS, he served as senior vice president for career readiness and senior vice president for advocacy, government relations and development at the College Board from 2006-2014. He was also vice president for government relations from 2004-2006 and executive director of grants planning and management from 1996-2004 at the College Board.

Before joining the College Board, Mr. Rudin was a policy analyst at the National Institutes of Health in Bethesda, Maryland.

In 1991, Mr. Rudin taught courses in U.S. public policy, human rights, and organizational management as a visiting instructor at the Middle East Technical University in Ankara, Turkey. In the early 1980s, he directed the work of the Governor’s Task Force on Science and Technology for North Carolina Governor James B. Hunt, Jr., where he was involved in several new state initiatives, such as the North Carolina Biotechnology Center and the North Carolina School of Science and Mathematics.

He received a Bachelor of Arts degree from Purdue University, and he holds master’s degrees in public administration and in social work from the University of North Carolina at Chapel Hill.
DIRECTORY OF ATTENDEES

NATALIE RUSK, DIRECTOR OF LEARNING RESEARCH, SCRATCH TEAM, MIT MEDIA LAB, NRUSK@MEDIA.MIT.EDU, EDUCATION RESEARCH

Natalie Rusk is Director of Learning Research for the Lifelong Kindergarten Group in the MIT Media Lab. She is one of the creators of the Scratch programming language, which millions of young people use to make interactive stories, games, and animations and share them with others around the world. She is leading the development of educational resources for Scratch 3.0, scheduled to be launched in August 2018. Natalie recently served as Co-PI on the NSF-funded project, “Coding for All: Interest-Driven Trajectories to Computational Fluency,” a collaboration to develop new pathways into coding. She initiated the Computer Clubhouse, an out-of-school program that provides creative learning opportunities for youth in 90 community centers in 20 countries. She is author of the Scratch Coding Cards and edited the book Start Making: A Guide to Engaging Young People in Maker Activities. She served as a member of the National Academies’ Oversight Group on Learning Science in Informal Environments. She earned a Master’s from Harvard Graduate School of Education and a PhD in child development from Tufts University, focusing on the role of motivation and emotions in learning.

ERIK RUSSELL, DIRECTOR OF PROGRAMS, COMPUTING RESEARCH ASSOCIATION, ERIK@CRA.ORG, BROADENING PARTICIPATION ADVOCATE

As Director of Programs at CRA, Erik is involved with a broad range of programs focusing on human resources, community-building, and connecting CRA with the other organizations advancing computer science and engineering. He supports several CRA committees such as the Committee on the Status of Women in Computing Research (CRA-W), the CRA Deans Group, and others.

Before joining CRA, Erik worked to advance computer science education through his service as an Albert Einstein Distinguished Educator Fellow within the Directorate for Computer & Information Science & Engineering at the National Science Foundation (NSF). As part of the Education and Workforce Program at NSF, which included initiatives such as Broadening Participation in Computing, and the Computing Education for the 21st Century, Erik has been actively working to engage and retain students from underrepresented groups in computer science.

JEAN RYOO, DIRECTOR OF RESEARCH, CO-PI OF “REAL-CS” PROJECT WITH ECS, UNIVERSITY OF CALIFORNIA, LOS ANGELES, JEANRYOO@UCLA.EDU, CS EDUCATION RESEARCHER

Dr. Jean Ryoo is the Director of Research of the Exploring Computer Science (ECS) project based at the University of California, Los Angeles, and has supported ECS since its 2008 pilot year in the Los Angeles Unified School District. Her work focuses on equity issues related to STEM and computer science (CS) education, seeking ways to support efforts that value the perspectives and cultural practices that non-dominant youth bring to learning environments. She is a Co-PI on a CSforALL effort to understand youth’s CS learning experiences in relation to engagement, agency, and identity, from the perspectives of first-time CS high school students who are underrepresented in the field. She previously worked at the Exploratorium of San Francisco where she collaborated in research-practice partnerships to understand the ways equity-oriented STEM-rich making and tinkering could support learning valued both in and out of school. Dr. Ryoo received her BA from Harvard University, her MEdT from the University of Hawai’i at Manoa, and her PhD from the University of California, Los Angeles.
PHILIP SADLER, FW WRIGHT SENIOR LECTURER, HARVARD SMITHSONIAN CENTER FOR ASTROPHYSICS, PSADLER@CFA.HARVARD.EDU, CS EDUCATION RESEARCHER

Philip Sadler is the Director of the Harvard-Smithsonian Center for Astrophysics’ Science Education Department and F.W. Wright Senior Lecturer in Astronomy. He holds a B.S. in Physics from MIT and an Ed.D. from Harvard. He co-authored the first integrated computer and laboratory introductory calculus course in 1975. He has taught middle school mathematics, science, and engineering, undergraduate astronomy, and graduate teaching courses. He has founded three companies and holds five patents. His research interests include assessment of students’ misconceptions and how they change with instruction, the transition to college of students who wish to pursue STEM careers, and the professional development of teachers. Dr. Sadler won the Journal of Research in Science Teaching Award, the AIP’s Computers in Physics Prize, the American Astronomical Society Education Prize, and the American Association of Physics Teachers’ Millikan Medal. Curricula and materials developed by Dr. Sadler are used by an estimated fifteen million students every year.

LUCY SANDERS, CEO, NCWIT, LUCINDA.SANDERS@NCWIT.ORG, CS EDUCATION RESEARCHER

Lucy Sanders is CEO and Co-founder of the National Center for Women & Information Technology (NCWIT) and also serves as Executive-in-Residence for the ATLAS Institute at the University of Colorado Boulder (CU).

Lucy has an extensive industry background, having worked in R&D and executive (VP) positions at AT&T Bell Labs, Lucent Bell Labs, and Avaya Labs for over 20 years, where she specialized in systems-level software and solutions (multi-media communication, and customer relationship management). In 1996, Lucy was awarded the Bell Labs Fellow Award, the highest technical accomplishment bestowed at the company, and she has six patents in the communications technology area.

Lucy serves as a Trustee on several technology boards, including the Center for American Entrepreneurship in Washington D.C. and the International Computer Science Institute at the University of California, Berkeley. She also frequently advises young technology companies. Lucy has served on the Information Technology Research and Development Ecosystem Commission for the National Academies and the Innovation Advisory Board for the U.S. Department of Commerce.

In 2016, Lucy received the Bob Newman Lifetime Achievement Award from the Colorado Technology Association for her ongoing commitment to further innovative technology. Lucy is also a recipient, along with NCWIT Co-founders Robert Schnabel and Telle Whitney, of the Computing Research Association’s 2012 A. Nico Habermann Award. In 2004, she was awarded the Distinguished Alumni Award from the Department of Engineering at CU, and in 2011 she was recognized with the university’s George Norlin Distinguished Service Award. She has been inducted into the Women in Technology International (WITI) Hall of Fame and is a recipient of the 2013 U.S. News STEM Leadership Hall of Fame Award. Lucy received her BS and MS in computer science from Louisiana State University and the University of Colorado Boulder, respectively.
NAYDA SANTIAGO, PROFESSOR, UNIVERSITY OF PUERTO RICO, MAYAGUEZ, NAYDAG.SANTIAGO@UPR.EDU, CS EDUCATION RESEARCHER

Nayda G. Santiago is professor at the Electrical and Computer Engineering department, University of Puerto Rico, Mayaguez Campus (UPRM). Since 2006 she is member of the Computing Alliance for Hispanic Serving Institutions (CAHSI) where she is a trainer to undergraduate researchers using the Affinity Research Group (ARG) Model and currently leads the CAHSI Caribbean Circuit. In 2014 and 2016 she directed the 1st and 2nd Caribbean Celebration of Women in Computing PR, respectively, as part of the ACM-W celebrations project. Dr. Santiago is an NCWIT Academic Alliance Member, member of Henaac, SACNAS, CIAPR, IEEE, ACM, and the Latinas in Computing (LiC) organization.

RAFI SANTO, RESEARCH SCIENTIST, NEW YORK UNIVERSITY/CSFORALL, RAFI.SANTO@NYU.EDU, CS EDUCATION RESEARCHER

Rafi Santo, PhD, is a learning scientist based at New York University and a research fellow at CSforALL. His research focuses on the intersection of digital culture, education and institutional change. Centering his work within research-practice partnerships, he has studied, collaborated with and facilitated a range of organizational networks focused on digital learning, computing and technology education. Within informal education, he has focused on organizational change and the design of innovation networks around digital learning, focusing on both regional networks including the Mozilla Hive NYC Learning Network, a collective of 70 informal education organizations, as well as national networks, including the Digital Learning Challenge community supported by the Susan Crown Exchange. In work in K-12 schooling, he’s currently working with the CSforALL Consortium to support school districts to develop values-driven strategic plans around universal computing education initiatives. His research on Hacker Literacies has appeared in journals including International Journal of Learning and Media and Digital Culture & Education, and he is co-author of a four volume collection on digital making from MIT Press called Interconnections: Understanding Systems through Digital Design. His work has been supported by the Spencer Foundation, the MacArthur Foundation, the Mozilla Foundation and the Susan Crown Exchange.

BEN SAYLER, PROFESSOR, BLACK HILLS STATE UNIVERSITY, BEN.SAYLER@BHSU.EDU, EDUCATION RESEARCHER

Ben is a professor of physical science and mathematics at Black Hills State University and director of the Sanford Science Education Center. He is principal investigator of Expanding Pathways into Computer Science across South Dakota.
DIRECTORY OF ATTENDEES

ALLISON SCOTT, CHIEF RESEARCH OFFICER, KAPOR CENTER FOR SOCIAL IMPACT, ALLISON@KAPORCENTER.ORG, CS EDUCATION RESEARCHER

Dr. Allison Scott is the Chief Research Officer for the Kapor Center for Social Impact (KCSI), where she leads a research agenda which explores barriers to participation in computing among underrepresented groups and informs the design and implementation of strategies, practices and policies to diversify the technology ecosystem. Her current areas of focus include: (a) examining equity in computer science education, (b) exploring interventions to increase computing participation, degree completion, workforce participation and entrepreneurship among underrepresented populations, and (c) analyzing the longitudinal impact of a 3-year SMASH STEM and CS summer program for underrepresented high school students. The research agenda utilizes an intersectional framework to specifically explore experiences of women and girls of color within each of the focal areas. Dr. Scott is currently the Principal Investigator for a 3-year National Science Foundation research project (NSF #1748316) examining demographic trends in access, enrollment, and persistence in computer science education in California, and has previously led research projects funded by the NSF and the Ford Foundation. Dr. Scott holds a PhD in Education, with a specialization in School Psychology, from the University of California, Berkeley and a Bachelor’s degree in Psychology from Hampton University.

NANCY SE, UCI, NANCYSE@GMAIL.COM, K-12 TEACHER

Nancy graduated from UCLA with a degree in Biology and received her Master’s in Education in 2012. She taught Exploring Computer Science and Chemistry at the Critical Design and Gaming School. At C:\DAGS she’s helped write the student learning outcomes and set up an advisory board to help students gain skills for working in any STEAM field. Nancy is currently working on the CS1@OC project as a PLC Coordinator. Nancy is also one of the founders of Code Hawk Camp, a free, week-long computer science camp in South Central Los Angeles.

GIUSEPPE SENA, ASSOCIATE PROFESSOR, MASSACHUSETTS BAY COMMUNITY COLLEGE, GSENA@MASSBAY.EDU, CS FACULTY

Giuseppe Sena is an associate professor of Computer Science at MassBay Community College (MBCC) (Wellesley Hills, MA) in the areas of computer networks, databases, web technologies, and IT. He is also an instructor and manager of the MBCC’s Cisco Networking Academy. Before teaching at MBCC, he taught computer science courses at Roxbury Community College (Boston, MA), Clark University (Worcester, MA), and Northeastern University (Boston, MA). Giuseppe has been working on several multidisciplinary projects involving students and faculty from the Computer Science and Biotechnology departments at MBCC. His group is doing research in the areas of parallel & distributed systems, network security, Big Data, cloud computing, encryption/decryption, signal & image processing, and DNA sequencing. Giuseppe is currently Co-PI for the NSF-ATE iCREAT and iTEST grants. Mr. Sena received a M.S. in Computer Science from Northeastern University (NEU) (Boston, MA, 1997), and a M.S. Degree in Earth Sciences (Applied Computer Science) from the Massachusetts Institute of Technology (MIT) (Cambridge, MA, 1995). He obtained a B.S. (summa cum laude) in Computer Science from the Central University of Venezuela (Caracas, Venezuela, 1990). He has worked as a consultant in the area of networking, Internet and Web technologies, and LDAP (Directory Services). He has also worked in industry as a Software Developer, Network Engineer & Consultant, and Network & System Administrator.
DIRECTORY OF ATTENDEES

CHRISTIAN SERVIN, ASSOCIATE PROFESSOR IN COMPUTER SCIENCE, EL PASO COMMUNITY COLLEGE, CSERVIN1@EPCC.EDU, CS FACULTY

Dr. Christian Servin is member of several professional associations in computing such as the Association for Computing Machinery (ACM) and the Institute of Electrical and Electronics Engineers (IEEE). Currently, he is the vice-chair of the IEEE El Paso Region, and he serves as member to the Committee for Computing Education in Community Colleges (CCECC), where he develops and updates curricular guidelines in Computing for 2-year colleges (such as technical and community colleges). Also, he is the current treasurer for the North American Fuzzy Information Processing Society, scientific associations that publishes the novel research in the area of fuzzy logic and uncertainty computation techniques. Dr. Servin currently teaches computer science courses in El Paso Community College at the Valle Verde campus and his research interests are uncertainty by using interval computations and fuzzy logic. Another research area is computer science education that spans from K-16.

STACEY SEXTON, RESEARCH ASSOCIATE, SAGEFOX CONSULTING GROUP, SSEXTON@SAGEFOXGROUP.COM, EVALUATOR

Stacey has been working in educational assessment for three years focused on student learning outcomes assessment related to Team-Based Learning as well as the integration of technology into college and university classrooms. Stacey is particularly interested in projects that look at the student transition from K-12 to postsecondary education and projects that have the potential to positively impact the most marginalized student populations. Stacey approaches their work with a firm commitment to the principles of equity, inclusion and social justice and it is their belief that well-done evaluations are critical to moving educational practice forward to reflect these principles.

DAVID SHANNON, PROFESSOR, AUBURN UNIVERSITY, SHANNDM@AUBURN.EDU, EVALUATOR

Dr. Shannon has a PhD in Research and Evaluation Methodology from the University of Virginia and is currently the Humana-Germany-Sherman Distinguished Professor in Educational Research and Evaluation at Auburn University. He teaches graduate courses in research and evaluation methods and his research interests include teacher and program evaluation, research methodological issues, and program evaluation. He has published over 75 articles in refereed journals and has served as an evaluation coordinator, senior personnel, or PI for projects funded for approximately $200 million.
GARY SILVERSTEIN, ASSOCIATE DIRECTOR, WESTAT, GARYSILVERSTEIN@WESTAT.COM, EVALUATOR

Mr. Silverstein has provided evaluation and technical assistance services at the Federal, state, and local levels. His evaluation work has focused on studying efforts to broaden participation in STEM and computer science in both formal and informal venues, as well as assessing the implementation and impact of efforts to expand the Internet and related technologies to underserved populations. In partnership with EDC, Mr. Silverstein evaluated the implementation and influence of the NSF’s Broadening Participation in Computing-Alliances Program. Along with EDC and Equal Measure, he is also part of the technical assistance team for the NSF INCLUDES program. He is also a member of an evaluation work group that is coordinating the collection of data on the characteristics of teachers who received professional development through the CS10K program. Mr. Silverstein is conducting a multi-year NSF grant that is examining factors associated with the sustainability of early cohort Math and Science Partnership (MSP) projects. For the Verizon Foundation, Mr. Silverstein is evaluating an initiative to provide tablets and 24/7 Internet access to middle school students. He has also overseen the collection of annual project data for several NSF programs.

MURALI SITARAMAN, PROFESSOR, CLEMSON UNIVERSITY, MURALI@CLEMSON.EDU, CS FACULTY

Sitaraman is a professor of computer science in the School of Computing at Clemson. His area of research specialization is software engineering. He has been involved in NSF-funded CS education research for over 25 years. His educational research interests span understanding fundamental challenges learners face in reasoning about programs, tool development to facilitate learning, and active learning pedagogy. He has advised a dozen PhD students and over 30 undergraduate student researchers from a diverse background. Together with members of his group, he has published several papers and organized workshops for educators.

MAKSEEM SKORODINSKY, PhD STUDENT, UNIVERSITY OF OREGON, MAKSEEM@UOREGON.EDU, CS EDUCATION RESEARCHER

I am a first year PhD student in Critical and Sociocultural Studies of Education, at the University of Oregon. My research focus is centered on examination of identity construction of at risk youth as they engage in Computer Science classes/activities. I currently teach Computer Science at an alternative public high school in Eugene, OR. I am committed to activism in democratizing the field of Computer Science education and access to the subject. To that end, I created a computer science program at Ophelia’s Place, a local organization focused on supporting girls, taught Computer Science at Eugene’s Coder Dojo, as well as a variety of venues focused on supporting low income and at-risk youth.
ADRIENNE SMITH, PRESIDENT, CYNOSURE CONSULTING, ADRIENNE.ANN.SMITH@GMAIL.COM, EVALUATOR

Dr. Adrienne Smith received her PhD in Education in 2011 from the University of North Carolina at Chapel Hill, with a concentration in Educational Psychology, Measurement, and Evaluation. Since then, she has been involved in numerous research and evaluation projects that vary in size and scope, frequently partnering with institutions of higher education to promote best practices in teaching pedagogy and to increase diversity in STEM. More recently her evaluation portfolio includes work with Wendy DuBow for the National Center for Women & Information Technology. A learning scientist in training and an evaluator in practice, Dr. Smith applies her knowledge of education, research methods, and expertise in statistical analysis to study and measure the implementation and impact of innovations on participants’ knowledge, beliefs, and behaviors. Additionally, her measurement experience includes constructing and validating instruments, as evidenced in her work on the National Survey of Science and Mathematics Education. Dr. Smith’s contributions to scholarship in the areas of teacher preparation and evaluation methodology are featured in the American Journal of Evaluation, Educational Researcher, and the Journal of Teacher Education. Her current work focuses on supporting and evaluating the construction of collaborative communities and building evaluation capacity within foundations. Dr. Smith has served as the Director of Research and Evaluation and Senior Research Scientist at the Education Policy Initiative at Carolina, part of the University of North Carolina at Chapel Hill’s Department of Public Policy and as a research associate for Horizon Research. She now runs her own consulting company, Cynosure Consulting.

ERIC SNOW, SENIOR EDUCATION RESEARCHER, SRI INTERNATIONAL, ERIC.SNOW@SRI.COM, EDUCATION RESEARCHER

Eric Snow, PhD, specializes in using evidence-based frameworks to design, develop, and validate assessments, particularly innovative measures of STEM constructs. He has conducted validation studies and developed validation frameworks for performance-based measures of computational thinking, information and communication technology literacy, and teacher candidates’ readiness for classroom practice. Snow is PI on, Teacher Assessment Literacy for Exploring Computer Science (TALECS), a STEM+C project focused on investigating the design and delivery of high-quality assessment literacy materials and sustainable, ongoing training in coordination with the ECS teacher professional development workshops.

JUMEE SONG, DIRECTOR OF STRATEGIC PROGRAMS, CSFORALL/CSNYC, JUMEE@CSFORALL.ORG, BROADENING PARTICIPATION ADVOCATE

Jumee has 12 years of experience in People Operations and Program/Project Management working for Booz & Company (now Strategy& at PWC) and Tower Research Capital, and recruiting for Google. At Google, she joined the NYC Computer Science Education committee, where she developed a passion to provide underrepresented populations with access to rigorous K12 CS education and related careers. Through the CSforALL Consortium, she is excited to create a strategy with concrete deliverables to help all stakeholders working to support the mission of expanding CSforALL students. Jumee received a Bachelor’s degree from Northwestern University School of Education.
TIM SPUCK, STEM EDUCATION DEVELOPMENT OFFICER, AUI, TSPUCK@AUI.EDU, OTHER

Tim is the STEM Education Development Officer for Associated Universities Inc. (AUI), and currently serves as PI on three NSF awards including, Innovators Developing Accessible Tools for Astronomy, the Chile-US Astronomy Education Outreach Summit, and the Astronomy in Chile Educator Ambassadors Program. He served as editor for, “Einstein Fellows: Best Practices in STEM Education,” earning the 2014 Peter Lang Publishing Book of the Year award. In addition, Tim has developed and led a range of programs focusing on astronomy and STEM-related education.

Prior to his role with AUI, he served as an Einstein Fellow at NSF-EHR Division of Graduate Education, taught astronomy and earth sciences at the high school and college levels for more than 20 years, and served as K-12 Science Coordinator for Oil City Schools.

He has led numerous professional development programs throughout the United States and abroad, and has developed a variety of astronomy experiences for learners of all ages. His students regularly engaged in authentic astronomy research, and have been recognized throughout the scientific community for their discoveries.

Tim’s own contributions have been recognized through the American Institute of Aeronautics & Astronautics Educator Achievement Award, Tandy Technology Scholars Award, the Pennsylvania Christa McAuliffe Fellowship, PolarTREC, NITARP, TLRBSE, and numerous other STEM education awards.

Tim also remains active within the amateur astronomy community, and has directed numerous education and outreach efforts. He holds a doctorate degree in Curriculum & Instruction from West Virginia University, and a master’s degree in Science Education from Clarion University of PA.

NIGAMANTH SRIDHAR, PROFESSOR, CLEVELAND STATE UNIVERSITY, N.SRIDHAR1@CSUOHIO.EDU, CS FACULTY

Nigamanth Sridhar serves as the Dean of the College of Graduate Studies at Cleveland State University. In that role, he promotes educational and research excellence in graduate programming across campus. He is also a professor of electrical engineering and computer science in the Washkewicz College of Engineering. His primary areas of research interests lie at the intersection of Software Engineering and Distributed Systems, with a special emphasis on Internet of Things. Most recently, Nigamanth has been working closely with the Cleveland Metropolitan School District in implementing a CSforALL program. In particular, CMSD will make available a rigorous CS course (Exploring CS and CS Principles) in every one of its high schools. This work is funded by the National Science Foundation and the Cleveland Foundation. Dr. Sridhar received PhD (2004) and M.S. (2000) degrees in Computer Science and Engineering from The Ohio State University, and an M.Sc.(Tech.) (1997) degree in Information Systems from Birla Institute of Technology and Science, Pilani, India. He received an NSF CAREER Award in 2008.
DIRECTORY OF ATTENDEES

KRISTIN STEPHENS-MARTINEZ, ASSISTANT PROFESSOR OF THE PRACTICE, DUKE UNIVERSITY, KSM@CS.DUKE.EDU, CS EDUCATION RESEARCHER

I am an Assistant Professor of the Practice at Duke University in the Computer Science Department. I received my PhD in Computer Science at UC Berkeley. My Master's research work, also at UC Berkeley, is in computer networking with Vern Paxson. My research interest lies at the intersection of education and computer science focusing on using data available in large classrooms (both local and MOOCs), and I was advised by Armando Fox. I used to sit in the Berkeley institute of design (BiD) lab.

My specific research interest is on looking at the data from machine-gradable assessments, with the goal to find interpretable data-driven insights that help instructors find ways to improve their course material. I am, currently, performing a qualitative analysis on constructed response wrong answers from “What would Python display?” question sets. I then use quantitative approaches to identify common student errors and deliver guidance based on these errors to students in situ.

FLORENCE SULLIVAN, ASSOCIATE PROFESSOR, UMASS, AMHERST, FSULLIVAN@EDUC.UMASS.EDU, EDUCATION RESEARCHER

Dr. Florence R. Sullivan is an associate professor of learning technology at the University of Massachusetts, Amherst. Her research focuses on student collaborative learning with computational media, such as robotics. Specifically, she studies aspects of computational thinking, including topics such as problem solving, systems thinking, and creativity in small collaborative groups. Dr. Sullivan is the author of the book, Creativity, Technology, & Learning: Theory for Classroom Practice, which was published by Routledge in 2017. Her most recent, NSF supported, work has focused on the development of computational means to support microgenetic analysis of co-present collaborative learning discussions. Drawing from methods pioneered in the field of Natural Language Processing, Dr. Sullivan's work in this area seeks to improve our ability to perform learning process research over larger corpora of discourse data.

CHERYL SWANIER, CHAIR & ENDOWED PROFESSOR, CLAFLIN UNIVERSITY, CSWANIER@MSN.COM, CS FACULTY

Dr. Cheryl A. Swanier is the Department Chair of Mathematics and Computer Science and an Associate Professor of Computer Science at Claflin University where she is named the Henry N. and Alice Carson Tisdale Endowed Professor. Dr. Swanier conducts research in Human Computer Interaction with an emphasis in visual programming of educational simulations with end user programming and educational gaming technologies. Swanier was selected as a 2017 Visiting Research Scientist at Google in Mountain View, California for their Inaugural Faculty in Residence program. She also received the 2016-17 Google igniteCS Award. Swanier is a recipient of the 2017 NCWIT Seed Fund Award and the 2013 NCWIT Undergraduate Research Mentoring Award. Swanier is also the recipient of the 2013 Champion of Change for Tech Inclusion Award given by the White House. She was recognized by Ebony Magazine at one of the 100 Most Influential African Americans in the December-January 2013-14 issue.

Dr. Swanier has worked with several outreach initiatives to improve computer science education at all levels. One of these initiatives was the ARTSI Alliance, Advancing Robotics, Technology for Societal Impact. Another initiative was the STARS Alliance. She is the founder and CEO of Kewl Girlz Kode, which is a summer learning program, focused on increasing the computing pipeline by getting students interested in STEM disciplines and future technology careers in a concerted effort to broaden participation in computing. These workshops include teaching girls from K-12 how to learn visual programming languages, develop websites, and program robots.
COURTNEY TANENBAUM, PRINCIPAL INVESTIGATOR, AMERICAN INSTITUTES FOR RESEARCH, CTANENBAUM@AIR.ORG, EDUCATION RESEARCHER

Courtney Tanenbaum, Ed.D. is a principal researcher at AIR with specialization in the factors that affect participation and success in STEM education and postsecondary pathways. She earned her doctorate in Higher Education Administration from The George Washington University. Currently, Dr. Tanenbaum serves as the principal investigator for a National Science Foundation (NSF) Alliances for Graduate Education and the Professoriate Broadening Participation Research (AGEP-BPR) grant that explores the features of STEM bridge programs and the cultural factors affecting program implementation and student experiences in those programs. She is the Co-PI on a study of dual-credit education in Texas and a study of accelerated pathways through developmental education in Texas community colleges. She previously served as the PI or key staff for three previous AGEP grants, an NSF PRIME grant, and an NSF Task Order to support the work of the Federal Commission in STEM (FC-STEM) Undergraduate Interagency Work Group. In addition, she served as the project director for a U.S. Department-funded project that produced a 10-year vision for innovation in STEM education. She has led symposiums that bring together social science researchers and practitioners to facilitate research to practice partnerships, and served on panels focused on the factors that affect differential access to and experiences in STEM education and career pathways.

KHALLAI TAYLOR, DIRECTOR, ULINZI, LASEA75@GMAIL.COM, BROADENING PARTICIPATION ADVOCATE

Advocate for women and minorities in technology. Former faculty, chair, and dean at Community Colleges. Technologist focused on providing a platform for technology/engineering CC faculty.

VALERIE TAYLOR, RESEARCH SCIENTIST, UNIVERSITY OF CHICAGO, VTAYLOR2@UCHICAGO.EDU, CS FACULTY

Valerie Taylor is the Director of the Mathematics and Computer Science Division at Argonne National Laboratory and Senior Research Scientist with the Center for Research Collaborators at the University of Chicago. Prior to joining Argonne National Laboratory and University of Chicago, Dr. Taylor was the Senior Associate Dean of Academic Affairs in the College of Engineering and a Regents Professor and the Royce E. Wisenbaker Professor in the Department of Computer Science and Engineering at Texas A&M University. She served as Department Head of Computer Science & Engineering at Texas A&M from 2003 through 2011. Prior to joining Texas A&M, Dr. Taylor was a member of the faculty in the EECS Department at Northwestern University for eleven years. Her research is in the area of high performance computing, with a focus on performance analysis and modeling of parallel, scientific applications. She is also the Executive Director of the Center for Minorities and People with Disabilities in IT (CMD-IT). Dr. Taylor is an IEEE Fellow, ACM Fellow, and has received numerous awards for distinguished research and leadership, including the 2001 IEEE Harriet B. Rigas Award for a woman with significant contributions in engineering education, the 2002 Outstanding Young Engineering Alumni from the University of California at Berkeley, the 2002 CRA Nico Habermann Award for increasing the diversity in computing, and the 2005 Tapia Achievement Award for Scientific Scholarship, Civic Science, and Diversifying Computing. Valerie E. Taylor earned her B.S. in ECE and M.S. in Computer Engineering from Purdue University in 1985 and 1986, respectively, and a PhD in EECS from the University of California, Berkeley, in 1991.
DALE THOMPSON, ASSOCIATE PROFESSOR, UNIVERSITY OF ARKANSAS, DRT@UARK.EDU, CS FACULTY

Dale R. Thompson’s research interests include computer networking, the Internet, cybersecurity, network security, and food defense. He is an Associate Professor with the Computer Science and Computer Engineering (CSCE) Department at the University of Arkansas in Fayetteville, Arkansas, USA and teaches Computer Networks, Operating Systems, Wireless Systems Security, and Network Security. Currently, he leads the Training Arkansas Computing Teachers (TACT) funded project that is researching the best way to train high school teachers to teach computer science. He is a co-founder of the Arkansas Research and Education (ASCENT) Institute, whose primary mission includes security issues and technologies in cyber, transportation, critical infrastructure, and food systems. Dale R. Thompson received his B.S. and M.S. Degrees in electrical engineering from Mississippi State University, Starkville, MS, USA in 1990 and 1992, respectively. He received his PhD in electrical engineering from North Carolina State University, Raleigh, NC, USA in 2000. Before coming to the University of Arkansas in 2000, he worked as an Electronics Engineer in the communications group at the U.S. Army Engineer Research and Development Center in Vicksburg, MS, USA from 1992 to 2000.

IVORY TOLDSON, PRESIDENT AND CEO, QEM, BROADENING PARTICIPATION ADVOCATE

Dr. Ivory A. Toldson is the president and CEO of the QEM Network, professor of counseling psychology at Howard University and editor-in-chief of The Journal of Negro Education. Previously, Dr. Toldson was appointed by President Barack Obama to devise national strategies to sustain and expand federal support to HBCUs as the executive director of the White House Initiative on Historically Black Colleges and Universities (WHIHBUs). He also served as senior research analyst for the Congressional Black Caucus Foundation and contributing education editor for The Root, where he debunked some of the most pervasive myths about African-Americans in his Show Me the Numbers column.

FRANCES P. TREES, ASSOCIATE TEACHING PROFESSOR, RUTGERS UNIVERSITY, FRAN.TREES@CS.RUTGERS.EDU, BROADENING PARTICIPATION ADVOCATE

Fran Trees is an Associate Teaching Professor in the Department of Computer Science at Rutgers, the State University of NJ where she also serves as and Director of Undergraduate Introductory Instruction for non-majors. Her research interests are in computer science education. Fran has worked closely with College Board on Development Committees for all of the AP CS courses and continues to serve as a College Board Consultant for AP CS A and AP CS Principles. She is also Chapter Liaison on the CSTA Board of Directors and a Google Ambassador for K-12 CS Education.
ANTHONY TSETSE, ASSISTANT PROFESSOR, NORTHERN KENTUCKY UNIVERSITY, KY, TSETSE@NKU.EDU, CS FACULTY

I am an Assistant professor of computer Science at Northern Kentucky University (NKU). I obtained my DSc IT degree from Towson University and have BSc Computer Science (Ghana), MSc IT (Denmark) and MSc Communication Engineering (Germany) degrees. I have been teaching undergraduate and graduate level Computer Science courses for the past 10 years. Prior to joining NKU, I taught at SUNY Fredonia (NY), Towson University (MD) and Livingstone College (NC). At Livingstone College (HBCU), I was very active in BDPA. In spring 2017, I was a Co –Pi for an NSF proposal Computer Science for All Researcher Practitioner Partnership between Erlanger-Elsmere School District and Northern Kentucky University to develop young digital leaders (Not funded). My primary research focuses on Bare Machine Computing and Wireless Networks.

As a minority, I am very passionate about broadening CS participation among underrepresented groups. It is my hope to acquire some best practices I can incorporate in my classes to enhance the broadening of CS among underrepresented groups.

CHINMA UCHE, MATH AND CS TEACHER, ACADEMY OF AEROSPACE AND ENGINEERING, CUCHE@CREC.ORG, K-12 TEACHER

Chinma Uche holds a PhD in Biomathematics from Imperial College, London. She teaches Mathematics and Computer Science (CS) at CREC Academy of Aerospace and Engineering. She also holds a Connecticut Administrative license. Chinma is a strong advocate for #CSforALL, believing that making CS a core requirement across all grades will help address the achievement gap and some of the inequities that plague our society. Her many roles include serving as the president of the Connecticut chapter of CSTA, the 9-12 rep at the CSTA Board, an ECEP co-state Lead, Co-PI of the Mobile CSP project, Code.org Fundamentals facilitator, a member of AP CSP Development Committee and a member of the Connecticut State Department of Education Computer Science Advisory Committee. She was named the 2015 CREC Teacher of the Year (https://goo.gl/kXbsEi), a Woman of Innovation by the Connecticut Technology Council and a semi-finalist for the 2016 Connecticut Teacher of the Year award. Chinma is also a member of the Steering Committee of Women in Science at the Connecticut Science Center. She is also an active and proud member of the Connecticut Education Association.

SHAWN UTLEY, EXECUTIVE VP ACADEMIC AFFAIRS (PI GA STEPS - CO-PI A4I), WIREGRASS GEORGIA TECHNICAL COLLEGE, SHAWN.UTLEY@WIREGRASS.EDU, BROADENING PARTICIPATION ADVOCATE

Dr. Shawn Utley has been working for 15 years in K-12 education in GA as teacher/principal. He has also spent 15 years as a technical college administrator, working in the fields of economic development, high school initiatives, and academic affairs.
SNEHA VEERAGOUDAR, RESEARCH SCIENTIST, MIT, OM.SNEHA@GMAIL.COM, CS EDUCATION RESEARCHER

Sneha Veeragoudar is a Research Scientist at MIT whose research fosters transformative computer-based learning experiences for youth under-represented in STEM disciplines. Her research seeks to catalyze youth excitement about computing as a means of empowerment, problem solving, and self-expression. She currently serves as the learning sciences consultant on an NSF funded project investigating relations between virtual and physical world social identities in computer science learning. Previously, she directed critical ethnography research projects in California and Georgia, using virtual worlds and environments as sites of computational literacy interventions. These interventions took place at alternative school for students expelled from the mainstream and an independent school for refugee girls. She completed a Postdoctoral Fellowship with TERC, a Cambridge-based non-profit STEM education research think tank. She earned her PhD in Cognition and Development at the University of California, Berkeley in the Graduate School of Education. She is co-chair of the Social Sciences Advisory Board for the National Center for Women in Information Technology.

JEREMY WAISOME, POSTDOCTORAL ASSOCIATE, UNIVERSITY OF FLORIDA, JAM323@UFL.EDU, BROADENING PARTICIPATION ADVOCATE

Jeremy A. Magruder Waisome is the Program Manager for the BPC-A: Institute for African-American Mentoring in the Computing Sciences (IAAMCS, www.iaamcs.org). She is a Postdoctoral Associate in the Department of Computer & Information Sciences & Engineering at the University of Florida.

GLORIA WASHINGTON, ASSISTANT PROFESSOR, HOWARD UNIVERSITY, GLORIA.WASHINGTON@HOWARD.EDU, EDUCATION RESEARCHER

Dr. Gloria Washington is an Assistant Professor at Howard University in the Computer Science Department. At Howard, she runs the Affective Biometrics Lab and performs research with her students on affective computing, computer science education and biometrics. Before coming to Howard University she was an Intelligence Community Postdoctoral Research Fellow in the Department of Computing Science at Clemson University. She performed research on identifying individuals based solely from pictures of their ears. Dr. Washington has more than fifteen years in Government service and has presented on her research throughout industry.
**KEVIN WATERMAN, PROJECT DIRECTOR, EDC, KWATERMAN@EDC.ORG, CS EDUCATION RESEARCHER**

Kevin Waterman is the primary curriculum developer on the STEM+C project “Broadening Participation of Elementary School Teachers and Students Through Curriculum Integration and Statewide Collaboration,” working with teacher teams across 14 Massachusetts districts to design, develop, and test instructional materials that integrate the computational thinking strand of the state’s digital literacy and CS framework into existing, teacher-developed mathematics and science units for grades 1-6. The CT-integrated materials (I-Mods) range from fully integrated units to supplementary CT-rich activities that can be added to teachers’ own curriculum materials and completed over one to three days.

For 13 years at EDC, Waterman has managed large-scale curriculum development projects, written curriculum and teacher professional development materials for high school mathematics, and authored elementary and middle school computer science curricula. Prior to joining EDC, he spent 15 years in the IT industry as a programmer, principal systems engineer, and product director.

**PERLA WEAVER, ASSISTANT PROFESSOR, DEPARTMENT CHAIR, JOHNSON COUNTY COMMUNITY COLLEGE, PWEAVER3@JCCC.EDU, CS FACULTY**

Perla Weaver is an Assistant Professor and Chair of the Computing and Information Systems Department at Johnson County Community College in Overland Park Kansas. She earned a Master’s in Computer Science from Kansas State University. She has worked as a Software Designer developing control systems for the semiconductor industry, and telecommunications software. Six years ago, she focused her professional goals on Computer Science Education. She has been active in the Computer Science Principles community as a pilot teacher, an AP Summer Institute consultant, and as a table leader for the AP CSP exam reading. She is a liaison for High School concurrent enrollment and works with local districts to improve professional development for STEM/CS educators. She is active in STEM education and outreach programs in Kansas City, and volunteers as a mentor in FIRST Robotics, Girls Who Code, and the JCCC Computer Club.

**DAVID WEINTROP, ASST. PROFESSOR, UNIVERSITY OF MARYLAND, WEINTROP@UMD.EDU, CS EDUCATION RESEARCHER**

David Weintrop is an Assistant Professor in the Department of Teaching & Learning, Policy & Leadership in the College of Education with a joint appointment in the College of Information Studies at the University of Maryland. His research seeks to understand how best to support learners in developing meaningful understandings of computational ideas and positive attitudes towards computing. He is interested in the design, implementation, and evaluation of accessible and engaging computational learning environments. Prof. Weintrop’s work lies at the intersection of human-computer interaction, design, and the Learning Sciences. David has a PhD in the Learning Sciences from Northwestern University and a B.S. in Computer Science from the University of Michigan. He spent one year as a postdoctoral researcher at the University of Chicago studying computer science learning in elementary classrooms prior to joining the faculty at the University of Maryland. Before starting his academic career, he spent five years working as a software developer at a pair of start-ups in Chicago.
CULLEN WHITE, MANAGING DIRECTOR, COMPUTER SCIENCE, TEACH FOR AMERICA, CULLEN.WHITE@TEACHFORAMERICA.ORG, OTHER

Cullen proudly serves as the Managing Director of Computer Science for Teach For America. In this role, Cullen travels around the country helping teacher leaders, schools, and district partners build capacity for offering CS education opportunities to all students. Prior to joining TFA, Cullen taught Spanish, Social Studies, and Computer Science in Prince George’s County, Maryland.

VEMITRA WHITE, DIRECTOR OF K-12 EDUCATIONAL OUTREACH AND SUPPORT PROGRAMS, MISSISSIPPI STATE UNIVERSITY, VWHITE@BAGLEY.MSSTATE.EDU, CS EDUCATION RESEARCHER

Dr. Vemitra White, a native of Crawford, Mississippi, is currently the Director of K-12 Educational Outreach and Support Programs for the Bagley College of Engineering at Mississippi State University (MSU) where she recently received her doctoral degree in Instructional Systems and Workforce Development. She received her undergraduate degree in Business Administration from MSU with concentrations in Finance, Insurance, and Management. Vemitra also received her Master’s of Science degree in Instructional Technology from MSU. Vemitra has been involved with recruiting under-represented minority students in the Science, Technology, Engineering, and Mathematics (STEM) areas at Mississippi State University since the summer of 2010. Vemitra is a member of Columbus Lowndes County Alumni Chapter of Delta Sigma Theta Sorority, Inc., the recent award recipient of the Outstanding Graduate Woman Award from the President’s Commission on the Status of Women, a member of Phi Theta Kappa, Women’s Basketball Collegiate Association, and Mississippi Educators Association. Her active participation in these organizations reveals her passion in helping others succeed. Vemitra is also a former collegiate basketball player where she played 2 years of women’s basketball at Bevill State Community College in Fayette AL and her last 2 years at the University of West Georgia in Carrollton GA. She was a 4 year Academic All American.

HEIDI WILLIAMS, COMPUTER SCIENCE CURRICULUM SPECIALIST, MARQUETTE UNIVERSITY, HEIDI.WILLIAMS@MARQUETTE.EDU, CS EDUCATION RESEARCHER

Heidi Williams is a passionate coding and computational thinking advocate. Her over 25 years of experience in education include serving as language, science and mathematics teacher for grades 6-8, as well as roles as a differentiation specialist, technology integration specialist, instructional coach, gifted and talented coordinator, elementary principal and K-8 director of curriculum. Williams has shared her passion for integrating coding into the curriculum at local, state, regional and national conferences, and many have leveraged her expertise for conference presentations, coding coaching, professional development and K-12 scope and sequence alignment of computer science skills throughout the curriculum.
MELANIE WILLIAMSON, PROFESSOR/ASSISTANT DEAN, BLUEGRASS COMMUNITY AND TECHNICAL COLLEGE, MELANIE.WILLIAMSON@KCTCS.EDU, CS FACULTY

Melanie Williamson is a professor of Computer & Information Technologies and the Assistant Dean for the Business, Computers, and Information Systems division at Bluegrass Community and Technical College in Lexington, KY. She is the co-chair of NCWIT's Community College Involvement committee and is the co-chair of the Kentucky Community Colleges - Women in Computing ACM celebration.

JOSEPH WILSON, SENIOR EDUCATION CONSULTANT, COMPUTER SCIENCE, AMERICAN INSTITUTES FOR RESEARCH / CSFORALL TEACHERS, JWILSON@AIR.ORG, CS EDUCATION RESEARCHER

Joseph P. Wilson, PhD (“Joey”) is currently a Senior Education Consultant at the American Institutes for Research, where he focuses on ensuring all PK-12 students have access to equitable and rigorous computer science education. Joey has worn many hats including high school science teacher, bioengineer, researcher, and STEM education advocate. He is a proud graduate of many fine, public institutions from Kindergarten through PhD, including the University of Florida (Go Gators!), Arizona State University, University of California-San Francisco, and University of California-Berkeley.

AMAN YADAV, ASSOCIATE PROFESSOR, MICHIGAN STATE UNIVERSITY, AYADAV@MSU.EDU, CS EDUCATION RESEARCHER

Dr. Aman Yadav is an Associate Professor in Educational Psychology and Educational Technology Program at Michigan State University. Aman's teaching and research focuses on computing, cognition, and computational thinking to enhance teaching and learning across the curriculum. His work involves creating pathways for teachers to become computationally-educated teachers at the pre-service and in-service level.
RYOKO YAMAGUCHI, UNIVERSITY OF NORTH CAROLINA GREENSBORO, UNIVERSITY OF NORTH CAROLINA GREENSBORO, RYREED@UNCG.EDU, EDUCATION RESEARCHER

Dr. Ryoko Yamaguchi has over 25 years of experience in K-12 education as a practitioner and researcher. She specializes in utilizing, explaining, and communicating research, data, and the junction of policy, practice, and research, and has taken part in multiple practitioner-researcher partnerships focused on school improvement and college and career readiness. She holds two teaching certifications in Special Education (Learning Disabilities and Social/Emotional Disturbance) and has taught middle and high school students in public school and psychiatric settings, including a juvenile detention facility for sex offenders, for five years. Dr. Yamaguchi is trained as a quantitative social scientist, where she has spent over 20 years researching schools and programs as protective factors for at-risk youth. Her methodological expertise is in quantitative methods, including designing experimental and quasi-experimental studies for diverse settings, creating survey instruments, collecting quantitative data (ex. surveys, administrative, and behavioral coding), and conducting data analyses — particularly various applications of hierarchical linear modeling (ex. value added models, growth curve analysis, hierarchical generalized linear models, multi-level power analysis). She specializes in designing rigorous studies that can be successfully implemented with stakeholder buy-in in school settings. She is the author of “Adaptive Implementation: Navigating the School Improvement Landscape” (2017), a continuous improvement approach for educators to capture and learn from adaptations made in the field.

DON YANEK, CS TEACHER, ECS COACH, CAFECS, CHICAGO PUBLIC SCHOOLS, DGYANEK@CPS.EDU, K-12 TEACHER

Don Yanek is lead classroom coach and master teacher for the Office of Computer Science in the Chicago Public Schools, Former President of the Chicago Chapter of the CSTA; Co-PI on the National Science Foundation [NSF] RPP CAFECS grant, Co-PI on the NSF Computing Education in the 21st Century [CE21] Accelerate ECSforALL Grant to develop a coaching and peer mentoring protocol for high school Computer Science teachers, a national Exploring Computer Science teacher professional development facilitator, a pilot for the AP CS Principles course, and an APCSA teacher. He’s a National Center for Women & Information Technology Aspirations in Computing Educator Award winner and plays drums in the indie/rock band The Purcells. https://thepurcells.bandcamp.com/

LI YANG, PROFESSOR, UNIVERSITY OF TENNESSEE AT CHATTANOOGA, LI-YANG@UTC.EDU, CS EDUCATION RESEARCHER

Li Yang is a Guerry Professor and Assistant Dean in the College of Engineering and Computer Science. She is the Director of UTC Information Security (InfoSec) Center, a National Center of Academic Excellence in Information Assurance/Cyber Defense (CAE-IA/CD). Her research interests include network and information security, big data analytics, massive data mining, bioinformatics, and engineering techniques for complex software system design. She actively involves students into her research. She authored papers on these areas in refereed journal, conferences and symposiums. She is editor-in-chief of the International Journal of Information Security and Privacy. She has secured over four million external funding from National Science Foundation (NSF), National Institute of Health (NIH), Department of Defense (DoD), and Oak Ridge National Laboratory (ORNL).
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OSMAN YASAR, EMPIRE INNOVATION PROFESSOR, SUNY BROCKPORT, OYASAR@BROCKPORT.EDU, CS EDUCATION RESEARCHER

Dr. Yasar has an interdisciplinary background (PhD in Engineering Physics and MS in Computer Science). He has three decades of research and education experience in computing. He has taken leading roles in new programs, including a supercomputing center at UW-Madison, an industrial computing center at Oak Ridge National Lab and a computational science undergraduate degree program and a teacher education program at the State University of New York. He has trained more than 700 school teachers. His current research is focused on cognitive aspects of computational thinking. He served as the President of Intel Supercomputing Users Group and published more than 100 papers.

SUSAN YONEZAWA, ASSOCIATE DIRECTOR, UC SAN DIEGO-CREATE, SYONEZAWA@UCSD.EDU, EDUCATION RESEARCHER

Dr. Susan Yonezawa straddles policy, practice and research when tackling issues of diversity, opportunity and inequality in schools and communities. For 20 years, she has conducted design-based research and evaluation on educational practices K-20, supported teacher professional development for K-14 educators in science, mathematics, reading and writing, and modeled/tested new designs within college outreach programs including statewide Early Academic Outreach Programs (EAOP) and federal TRIO programs such as Upward Bound. Numerous national networks such as Jobs for the Future Students at the Center program have used Yonezawa’s work. Her work on school reform and student voice has been published in numerous national, peer-reviewed journals including the American Educational Research Journal, Urban Education, and Teachers College Press. She has had published over 15 book chapters, 14 journal articles, and 35 technical reports. She has received support from the National Science Foundation, Office of Naval Research, Yankelovich Foundation, UC Office of the President, Price Philanthropies, Bill and Melinda Gates, Spencer, Carnegie and Nellie Mae Foundations. Yonezawa is currently the PI on three major grants totaling $3.5M: one from the Gates Foundation (examining/supporting Common Core math networks across four major districts); another from the Office of Naval Research (supporting Next Generation Science Standards Implementation), and as now-PI on the National Science Foundation’s CS10K grant called Computer Science-Creating a Village for Educators (CS-CaVE). In 2014-15, Yonezawa proudly received UC San Diego’s distinguished university-wide Diversity & Equity Award.

PAT YONGPRADIT, CHIEF ACADEMIC OFFICER, CODE.ORG, PAT@CODE.ORG, BROADENING PARTICIPATION ADVOCATE

Pat Yongpradit is the Chief Academic Officer for Code.org, a non-profit dedicated to promoting computer science education. As a national voice on K-12 computer science education, his passion is to bring computer science opportunities to every school and student in the United States. During his career as a high school computer science teacher, he inspired students to create mobile games and apps for social causes and implemented initiatives to broaden participation in computer science among underrepresented groups. He has been featured in the book, “American Teacher: Heroes in the Classroom,” has been recognized as a Microsoft Worldwide Innovative Educator, and is certified in biology, physics, math, health, and technology education. Although Pat currently spends more time focused on computer science from a national perspective, he still finds ways to sneak into the classroom.
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ILMI YOON, PROFESSOR, SAN FRANCISCO STATE UNIV., ILMI@SFSU.EDU, CS FACULTY

Professor Ilmi Yoon, Professor of Computer Science at San Francisco State University (SFSU), is an expert in gamification and game development, particularly in interactive media, 3D over the Internet, and network information visualization. She has developed “DeBugger” Multiplayer Online Game for Educating Computer Science since 2011 and started to focus on various computational education research. She is Co-PI of NSF INCLUDES and a PI of CAWIT (Center for Advancing Women in IT) PINC (Promoting Inclusivity in Computing) project.

JANET YOWELL, CAPS DIRECTOR, UNIVERSITY OF COLORADO BOULDER, JANET.YOWELL@COLORADO.EDU, BROADENING PARTICIPATION ADVOCATE

Janet Yowell is the Project Director for the University of Colorado Boulder's National Science Foundation-funded INCLUDES broadening participation initiative. CU Boulder’s project, Creating Academic Pathways in STEM (CAPS), aims to develop more seamless pathways for two-year students to pursue STEM Bachelor’s degrees at four-year universities in Colorado. Ms. Yowell has extensive experience creating STEM programming for K-12 youth as well as increasing the number of underrepresented students who pursue and earn STEM degrees. She holds a Master's degree in Information and Learning Technology.

HAO YUE, ASSISTANT PROFESSOR, SAN FRANCISCO STATE UNIVERSITY, HAOYUE@SFSU.EDU, CS FACULTY

Hao Yue holds a PhD in Electrical and Computer Engineering. He is an Assistant Professor in Computer Science Department at San Francisco State University. He is active in student training, CS curriculum development, and K-12 CS teacher professional development. He is the PI of Arista Academic Alliance Training Program and is Senior Personnel on NSF INCLUDES project. He also co-led the 2017 San Francisco CS Summer Institute with San Francisco Unified School District.
REBECCA ZARCH, DIRECTOR, SAGEFOX CONSULTING GROUP, RZARCH@SAGEFOXGROUP.COM, EVALUATOR

Rebecca is a PI on the RPPforCS project, which supports the RPP community of practice and development of a common research agenda; the Evaluator Working Group which works with CS10K funded project; is an evaluator on ECEP; the UMBC IUSE Pathways project; the CS Matters in Maryland project and an RPP project.

DR. NINGER ZHOU, UNIVERSITY OF CALIFORNIA, IRVINE, ZNENANCY@GMAIL.COM, EDUCATION RESEARCHER

Ninger is a postdoctoral researcher at University of California, Irvine. She is part of the CS1C@OC project that provides CS professional development for high school teachers.