

## **EAD 967: Policy Development and Analysis in Postsecondary Education**

Fall 2014 Washington, DC. Trip

### **Speaker Bios**

*(listed in alphabetical order by last name)*

#### **Tanya Ang, Director of Veterans' Programs, ACE**

Tanya Ang is the Director of Veterans' Programs at the American Council on Education. In this role, Tanya oversees ACE veterans initiatives such as the Toolkit for Veteran Friendly Institutions and the Severely Injured Service Members program. She also works collaboratively with institutions of higher education and other organizations to disseminate and promote best practices in serving military and student veterans on campus. Prior to her role in Veterans' Programs, Tanya served as a Senior Program Manager in ACE's Military Programs working with evaluation teams to provide credit recommendations on service member's military transcripts. Tanya has worked in higher education for over 14 years in a variety of roles including Administrative Analyst for the Vice President of Student Affairs Office at California State University, Fullerton and Associate Registrar at Vanguard University where the majority of her work focused on the non-traditional student including military and student veterans. She was the certifying official at her institution for student veteran GI Bill benefits and worked hand-in-hand with the various offices on-campus to ensure students received the benefits and the support they needed to successfully navigate their academic career.

#### **Margarita Benitez, Interim Director, Emerging Leaders Group, Leadership Division, ACE**

Margarita Benitez is an independent consultant on education topics, and Acting AVP of the American Council on Education's Emerging Leaders Programs, which includes the renowned ACE Fellows Program. Benítez's lifelong involvement with higher education began at the University of Puerto Rico (UPR). At UPR, she was a professor of Literature and Humanities, as well as President of UPR's Cayey Campus, and Acting President of the Humacao Campus. She has held various senior positions at the Office of Postsecondary Education in the U.S. Dept. of Education. She directed the launching of the GEAR UP and the Title V Institutional Development for Hispanic-Serving Institutions programs, and headed all other development programs related to minority-serving institutions of higher education. She also headed the Upward Bound, Talent Search, and Educational Opportunity programs in TRIO. From 2004 to 2007, Margarita Benítez was a Senior Associate at the Institute for Higher Education Policy (IHEP), where she directed the BEAMS Project (Building Engagement and Attainment for Minority Students), and the National Articulation and Transfer Network. After that, Benítez was Director of Higher Education for The Education Trust. In 2013, Lumina Foundation for Education selected Dr. Benítez as one of four Lumina Fellows in the United States, in recognition of her work for access and success in higher education. In the international arena, she serves as Co-Director of Women's Knowledge International, a network of universities and feminist organizations across the world, dedicated to promoting and acknowledging the contributions women make to the construction of cultures of peace. Dr. Benítez holds degrees from Vassar College (BA), Middlebury College (MA), and Columbia University (PhD).

**Bryant Best, CPRS Research Associate, University of Maryland – College Park**

Bryant O. Best received his B.A. (2012) in African-American Studies and Psychology at the University of North Carolina at Chapel Hill, where he was a member of several organizations, including the McNair Scholars program and Phi Beta Sigma Fraternity, Inc. As a graduate student, he focuses on issues related to identity, particularly those that are racialized and gendered. His M.A. thesis is tentatively titled, “Lost in Translation: The Paradox of Black Racial Identity and the N Word as a Form of Empowerment.”

**Barbara Escobar, CPRS Research Associate, University of Wisconsin-Madison**

Barbara Escobar is a PhD Candidate in Higher Education at the University of Wisconsin-Madison. She received her master's degree in education from the Harvard Graduate School of Education. She earned her bachelor's degree in cognitive sciences from the University of California-Irvine. Her senior thesis explored the cultural congruity process in Latino/a undergraduates, as it relates to their persistence attitudes. Since then she has undertaken several research projects and has published her senior thesis and, subsequently, has presented her work at national conferences like the American Psychological Association (APA), American Educational Research Association (AERA), and the Association for the Study of Higher Education (ASHE). Previously, she was a Research Associate in the Wisconsin Center for Educational Research (WCER) in the Wisconsin Equity and Inclusion Lab (WEI Lab). She has served on the Graduate Student Council (GSC) in the American Educational Research Association (AERA). As her current graduate research, she is committed to the study of academic outcomes of underrepresented students in higher education, particularly, in STEM fields. Her general interests are in higher education policies and practices as it relates to student outcomes.

**Lorelle Espinosa, Assistant Vice President, Center for Policy Research and Strategy, ACE**

Lorelle Espinosa joined ACE in September 2013 as assistant vice president for ACE's Center for Policy Research and Strategy, where she manages the center's research agenda. Espinosa has served the higher education profession for over 15 years, beginning in student affairs and undergraduate education at the University of California, Davis; Stanford University; and the Massachusetts Institute of Technology. Her 2009 dissertation, *Pipelines and Pathways: Women of Color in STEM Fields and the Experiences that Shape Their Persistence*, was cited for excellence by the Association for the Study of Higher Education and published in the *Harvard Educational Review*. She has contributed opinion and scholarly works to peer-reviewed journals, academic volumes and industry magazines on a variety of topics. In 2012, Espinosa was the recipient of an Australian Endeavour Executive Award sponsored by the Australian government. Prior to ACE, Espinosa served as a senior analyst at Abt Associates, Inc. in Bethesda, Maryland, and as director of policy and strategic initiatives for the Institute for Higher Education Policy in Washington, DC. Espinosa holds an M.A. and Ph.D. in education from the University of California, Los Angeles; a B.A. from the University of California, Davis; and an A.A. from Santa Barbara City College (CA).

**Jon Groteboer, Associate Director of Federal Relations, Harvard University, Washington, DC Office**

Jon Groteboer serves as Associate Director in Harvard University's Office of Federal Relations. In that role, he focuses on the federal budget and appropriations, as well as issues related to science and research, international education, immigration policy and intellectual property. Jon first joined the office in 2003 and, prior to attending graduate school, served as Legislative Analyst, a role in which he provided legislative tracking, research and writing support for senior staff. A 2002 graduate of Carleton College, Jon also holds a Master's degree in International Affairs from Columbia University's School of International and Public Affairs.

**Wendell D. Hall, Ph.D., Senior Director, The College Board**

Wendell D. Hall, Ph.D., is the senior director, policy advocacy, in the College Board's Global Policy & Advocacy (GPA) division, located in Washington, DC. Within GPA, Hall works with the policy team to develop and advocate for policy positions that deliver opportunity to students.

Prior to coming to the College Board, Hall was deputy director at the Institute for Higher Education Policy (IHEP), where he was a senior member of the staff and played an instrumental role in the overall management and development of IHEP's research and policy analysis. Hall has also served as director of student success and research at the Association of Public and Land-Grant Universities and director of policy research for the Advisory Committee on Student Financial Assistance, an independent federal committee that advises Congress on student financial aid policy.

Hall earned his Ph.D. in education policy with a concentration in higher education from the University of Maryland, College Park. He received his master's degree in secondary science education from The George Washington University, and a Bachelor of Science degree in biology from Hampton University. Hall has also co-authored several articles and book chapters for higher education publications.

Hall, also a former high school science teacher, is well versed in issues around college access and success, institutional diversity initiatives, financial aid and K-16 STEM initiatives.

**Wes Huffman, Washington Partners LLC, representing the American Indian Higher Education Consortium (AIHEC)**

Wes Huffman currently serves as director of research and communications at Washington Partners. In this role, Wes assists clients in development and implementation of advocacy and communication strategies and identifying the relevant research necessary to support their public policy or marketplace goals.

Since joining Washington Partners, he has helped multiple clients in the education and financial services arena with their legislative and regulatory strategies through research, message development, direct advocacy, coalition building, organizing and implementing grassroots campaigns, association management and conference planning. By focusing much of his work on higher education and student aid policy, Wes has a deep

understanding of the Title IV programs, the college cost debate, and the Higher Education Act. He works extensively with many of the firm's higher education clients, including the American Indian Higher Education Consortium.

Before joining Washington Partners, he held positions in a variety of fields with trade associations. Wes worked in marketing and membership at the Coalition for Government Procurement and government relations for the National Club Association.

Wes holds a Bachelor's degree in History from Virginia Tech.

**Gigi Jones, Education Research Scientist, National Center for Education Statistics, U.S. Department of Education**

Gigi Jones joined the Integrated Postsecondary Education Data Systems (IPEDS) staff, which is part of the U.S. Department of Education's National Center of Education Statistics, on April 2014. Prior to coming on board, Gigi had worked in a research capacity at several DC - area higher education associations - the National Association of Student Financial Aid Administrators (NASFAA), National Association of Independent Colleges and Universities (NAICU), and American Council on Education (ACE). She received her Ph.D. and M.A. in education from UCLA's Graduate School of Education and Information Sciences and earned her B.A. in cognitive Sciences from the University of California, Irvine. As one of the IPEDS survey directors, she oversees the data collection and release of "institutional characteristics" and "student financial aid" survey components. In addition, she holds IPEDS trainings and manages the Data Feedback Reports, which provide institutions benchmark information in comparison to peer institutions. Lastly, she monitors the Data Integration Project, which reviews and advises how IPEDS data are used outside of NCES in consumer information tools and policy-based decisions.

**Christine Keller, Associate Vice President, Association of Public and Land-Grant Universities (APLU)**

Christine Keller is the Associate Vice President for Academic Affairs at the Association of Public and Land-grant Universities (APLU) where she has provided leadership in the development and application of research, policy, and analysis since 2007. She directs the Voluntary System of Accountability on behalf of APLU and the American Association of State Colleges and Universities (AASCU), and oversees the cross-sector Student Achievement Measure project on behalf of APLU and AASCU as well as four other higher education associations. Her current areas of focus include the design and application of models for tracking student progress and completion in postsecondary education, the measurement and reporting of student learning outcomes, and strategic finance within public universities.

Before joining APLU, Christine was the Assistant Director of Institutional Research and Planning at the University of Kansas and the Associate Dean of Continuing Education at Sterling College. Christine holds a Ph.D. in Educational Policy and Leadership from the University of Kansas, a MBA from the University of Missouri, and a bachelor's degree in marketing research from Missouri State University.

Christine is a member of the U.S. Department of Education National Postsecondary Education Cooperative (NPEC) panel, participates in IPEDS Technical Review Panels, and is a member of several national advisory committees including the Gardner Institute's Gateways to Completion project and the College Educational Quality study at Columbia University's Teacher College. She is an incoming member of the National Survey of Student Engagement (NSSE) Advisory Board and is a past board member of the Association for Institutional Research (AIR). Christine is also a co-editor of "IR in the Know" a monthly feature in the AIR electronic newsletter.

### **Karen Lanning, Senior Director, Federal Relations, The College Board**

As Senior Director of Federal Relations, Karen Lanning manages the College Board's policy and outreach efforts with the Department of Education, the White House and Congress. She leads federal initiatives committed to increasing college preparation, access and success, and provides guidance and support on College Board policy research and recommendations in the areas of: access to rigorous coursework; college affordability and financial aid; and college admission and completion.

In addition, Karen directs the College Board's federal relations strategies, including expanding the Board's role and participation in the development of federal education policy—in both elementary/secondary education and higher education. Karen advocates for increased access to Advanced Placement (AP) courses for low-income students. Prior to joining the College Board, Karen was Vice President of Communications and Research at the National Council of Higher Education Loan Programs (NCHELP), where she led the association's College Access Initiative and promoted awareness about member programs on financial aid, college awareness and financial literacy.

Karen has a Bachelor of Arts degree in political science from Queen's University in Ontario, Canada and a Master's degree in journalism and public policy from Indiana University.

### **Daniel T. Madzelan, Associate Vice President, Government Relations, American Council on Education (ACE)**

Daniel T. Madzelan joined ACE in 2014 as associate vice president for Government Relations. In his role, Madzelan helps advance ACE's advocacy on behalf of the higher education community, particularly the array of federal policies and issues critical to the missions of American colleges and universities and the students they serve.

From 2009–10, Madzelan served as acting assistant secretary for postsecondary education at the U.S. Department of Education, where he was charged with primary responsibility for administering a \$2.6 billion program budget providing financial support to colleges and universities and their students, and had policy and program budget responsibility for the Title IV student financial aid programs that provided nearly \$130 billion in grant, loan and work-study assistance to more than 14 million postsecondary students and their families. Previously, he was a longtime director of the forecasting and policy analysis service in the department's office of postsecondary education. He worked in a number of capacities in that office before becoming a director.

Madzellan is a graduate of the University of Maryland, College Park, with a bachelor of arts in economics with a concentration in mathematics and statistics.

**Mary Malaspina, Assistant Director, Governmental Affairs, Michigan State University, Washington, DC Office**

Mary Malaspina serves as Assistant Director for the Michigan State University Washington, DC office. She is responsible for federal biomedical research, education, and tax issues affecting the university. Prior to joining MSU, she was director of government relations for Memorial Sloan-Kettering Cancer Center in New York. Her previous positions include serving as a staff assistant on both the U.S. Senate and U.S. House Appropriations Committees. Mary holds a Bachelor of Arts from the University of Massachusetts-Amherst, and a Master of Business Administration from George Washington University.

**Luis Maldonado, Chief Advocacy Officer, Hispanic Association of Colleges and Universities (HACU)**

Luis Maldonado is the Chief Advocacy Officer (CAO) at the Hispanic Association of Colleges and Universities (HACU). The CAO has a significant role in addressing, developing and evaluating legislation affecting Hispanic-Serving Institutions (HSIs) and Hispanic higher education, as well as serving as HACU's direct liaison with government officials, federal agencies and other educational organizations to develop policies and positions that support the educational success of Hispanic students.

Luis has 20 years of combined experience in government relations and advocacy efforts with various organizations in the Washington, D.C. region. He has worked in advocacy for three non-profit organizations: HACU, in a former position from 2002-05 that included serving in a legislative affairs capacity on behalf of HSIs; and in senior advocacy positions with the Council on Foundations and the American Diabetes Association.

His government relations experience includes working at two corporations, TOSCO and Laureate Education, and in policy at the George Washington University Medical Center. He began his career in the early nineties at the Washington, D.C. Office of the Governor of Puerto Rico. Luis has a master's degree from the University of Puerto Rico, Medical Sciences Campus and a bachelor's degree from the University of Maryland at College Park.

**Tia Brown McNair, Senior Director for Student Success, American Association of Colleges and Universities (AAC&U)**

Dr. Tia Brown McNair is the Senior Director for Student Success in the Office of Diversity, Equity, and Student Success at AAC&U. She collaborates with all AAC&U program offices and takes a leading role in advancing AAC&U projects and meetings on student success and making excellence inclusive. She is a co-PI on a newly funded LEAP Project "Advancing Underserved Student Success Through Faculty Intentionality in Problem-Centered Learning." McNair also directs AAC&U's Developing a Community College Student Roadmap Project and is a co-author on a publication "Assessing Underserved Students' Engagement in High-Impact Practices." McNair chairs AAC&U's Equity Working Group that is part of the General Education Maps and Markers (GEMs) project that represents a large-scale, systematic effort to provide "design principles" for

21st-century learning and long-term student success. She is a co-PI on a collaborative project with Excelencia in Education to advance Latino student success through the implementation and scaling of high-impact practices to improve student learning. Prior to joining AAC&U, McNair served as the Assistant Director of the National College Access Network (NCAN) in Washington, DC. She is a co-author of the report "Using Data and Inquiry to Build Equity-focused College-going Cultures." McNair's previous experience also includes serving as a Social Scientist/Assistant Program Director in the Directorate for Education and Human Resources at the National Science Foundation (NSF), Director of University Relations at the University of Charleston in Charleston, West Virginia; the Statewide Coordinator for the Educational Talent Search Project at the West Virginia Higher Education Policy Commission; and the Interim Associate Director of Admissions and Recruitment Services at West Virginia State University. She has served as an adjunct faculty member at several institutions. She was selected as a 2009 & 2010 Fellow to participate in the Association for the Study of Higher Education's Institutes on Equity & Critical Policy Analysis. She has held leadership positions within the regional and statewide TRIO associations as a board member and state president. McNair earned her bachelor's degree in political science and English at James Madison University and holds an M.A. in English from Radford University and a doctorate in higher education administration from George Washington University.

#### **Emily Miller, MSU HALE Alumna and Project Manager, AAU STEM Initiative**

Emily Miller joined the Association of American Universities (AAU) in 2012 as the project manager for AAU's Undergraduate STEM Education Initiative. Previously she worked with the Association for Community College Trustees (ACCT) as a research and curriculum specialist. During her graduate studies, Miller worked on grant projects focused on international partnerships for higher education development as well as a series of programs aimed at addressing the opportunities, changes, and challenges occurring in faculty careers and the academic workplace. In addition, she collaborated with the Association of Governing Boards of Universities and Colleges (AGB) with their board education and consulting services as well as on research examining faculty engagement in institutional governance.

Miller was an assistant director of career services at Tufts University and worked in alumni relations at Harvard Business School. Prior to working in higher education, she worked in government contracts litigation with Wiley, Rein & Fielding, LLP.

Miller earned her PhD in Higher, Adult, and Lifelong Education from Michigan State University; MA in Education Policy and Management from Harvard Graduate School of Education; and BA, *cum laude and with honors*, in Political Science from Gettysburg College.

Miller has published on the topics of post-secondary institutional leadership, specifically as it relates to governance and administration; organizational change in universities and colleges; and higher education policy. She is also a professional lecturer of higher education at The George Washington University and is an active member of the Association for the Study of Higher Education.

### **Dani Molina, Research Associate, Center for Policy Research and Strategy, ACE**

Dani Molina studies military veterans and their educational experiences, with particular emphasis on issues affecting the current generation of veterans. He seeks to expand the knowledge base on veterans in postsecondary education, specifically influences on their access, persistence, degree attainment, graduate or professional school attendance, labor market outcomes, and income effects. He intends to enter a tenure-track faculty position after earning his PhD from UCLA. Dani earned his BA in Latin American and Latino Studies from UC Santa Cruz, graduating summa cum laude. After graduating, he served as the campus's first director of the Veterans Education Team Support (VETS) program and was instrumental in expanding services to returning Iraq and Afghanistan veterans. During his time as director, he helped develop programs supporting student veterans and shared best practices with institutions across the U.S. as well as the University of California Office of the President (UCOP). A native of South Central Los Angeles and the first in his family to pursue higher education, Molina enlisted in the United States Army five days after turning 17. He served from 2000 to 2004 as an active duty Specialist (E-4). While in the service, Molina participated in Operation Iraqi Freedom (OIF-1) during its ground campaign in March 2003 under the Headquarters and Headquarters Company (HHC), 49th Quartermaster Group based in Fort Lee, VA. He received numerous awards and decorations for his honorable service in combat theater. In addition to being a PhD student, Dani is the Vice President for External Affairs for UCLA's Graduate Student Association (GSA). His advisor is Professor Mitch J. Chang. His graduate work is funded by the U.S. Department of Veterans Affairs.

### **Chris Nellum, Senior Policy Analyst, Center for Policy Research and Strategy, ACE**

Christopher J. Nellum is a higher education scholar and researcher committed to producing research that informs public policy and decision making in order to reduce educational disparities. Christopher joined ACE's Center for Policy Research and Strategy in January 2014, where he provides quantitative expertise and contributes to the advancement of the Center's research agenda. Prior to joining ACE, Christopher was a research affiliate for the National Forum on Higher Education for the Public Good and the National Center for Institutional Diversity where he worked on projects intended to improve access and equity to higher education for disadvantaged students and at minority-serving institutions. Christopher's previous professional experiences spanned various areas of student affairs at public and private four-year institutions and at a California community college, which included residence life, outreach, transfer student services, student unions, and intercultural relations. Additionally, Christopher worked in academic affairs where he coordinated activities between the joint California State University and University of California Educational Administration and Leadership Ed.D. Programs. He earned a B.A. from the University of California, Santa Barbara, a M.S. from California State University, Long Beach, and a Ph.D. in Higher Education Policy from the Center for the Study of Higher and Postsecondary Education at the University of Michigan.



**Deb Seymour, Assistant Vice President, Center for Education Attainment and Innovation, ACE**

Deborah Seymour is assistant vice president for education attainment and innovation at ACE, a position she began in August 2013. Seymour taught theoretical linguistics, English as a Second Language, and English literature and composition at Hunter College, Queens College, and City College within the City University of New York system for 15 years. In 2000 she became associate director of the Center for Adult Life & Learning at the 92nd Street Y in New York City, with oversight of center staff and an \$8 million annual budget and responsibility for adult education programs and lectures, the Bottenweiser Library, and strategic partnerships with multiple external organizations. After relocating to California in 2002, Seymour taught composition, literature, and ESL at the University of California-Irvine (UCI) and at Orange Coast College. She subsequently became a development officer for the School of Humanities at UCI, before transitioning to Laureate Education, Inc. in 2004. At Laureate Education she worked in all facets of product development and product management, developing curricula for an EdD program, an MEd math specialization, and multiple programs in the management content area. She subsequently had oversight of the success of academic programs in hospitality, art, and design. Her Laureate career also included research in the area of competency-based education. Seymour earned an MPhil in 1992 and a PhD in 1995 in theoretical linguistics at the City University of New York Graduate School and University Center.

**Jim Sirianni, Director, Executive Leadership Group, Leadership Division, ACE**

Jim Sirianni is the director of the Executive Leadership Group. He oversees ACE's programs for presidents, chief academic officers, and other senior administrators. Additionally, he tracks patterns that affect institutional strategy and management practices and shares findings with ACE members. Previously Sirianni served as an academic affairs research consultant at The Education Advisory Board. His portfolio included responsibility for uncovering best practices in academic affairs, managing a University Leadership Council research team, and presenting findings to clients across the country. Sirianni's topic areas included academic program review, programmatic cost accounting, and advising. His signature projects leveraged predictive analytics to inform day-to-day practices. As an assistant dean and director of Stanford University's summer programs earlier in his career, Sirianni oversaw academic offerings for 2,500 matriculated and visiting students during the summer term. Sirianni consulted for the Provost's office on accreditation topics and the Vice Provost for Undergraduate Education on advising and summer bridge projects. Before joining Stanford, Sirianni served as a researcher at the Carnegie Foundation for the Advancement of Teaching. His research for Carnegie's Business, Entrepreneurship, and Liberal Learning study resulted in the AAC&U award-winning Rethinking Undergraduate Business Education: Liberal Learning for the Profession.

### **Louis Soares, Vice President, Center for Policy Research and Strategy, ACE**

Before joining ACE as vice president for policy research and strategy and head of the Council's Center for Policy Analysis, Louis Soares served as the director of the postsecondary education program and fellow at the Center for American Progress (CAP). Prior to CAP, he served as director of business development under Rhode Island Gov. Donald L. Carcieri and as director of education and training for the Rhode Island Technology Council. Additionally, he was a small business consultant with the U.S. Peace Corps in Romania. Soares was appointed by Secretary of Education Arne Duncan to serve on the National Board of the Fund for the Improvement of Postsecondary Education in November 2011. He holds a master's in public administration from Harvard University (MA) and a bachelor's in business economics from Brown University (RI).

### **Melissa Soto, Director of Undergraduate STEM Education, AAC&U, MSU HALE Alumna**

Dr. Melissa Soto received her Ph.D. from Michigan State University (MSU) in Higher, Adult, and Lifelong Education (HALE) from the Department of Educational Administration in July 2014. Her dissertation focused on the successful career development of women of color tenure-track faculty in the academic fields of science, technology, engineering, and mathematics (STEM). During her time in the HALE program, Melissa held an internship position at the National Science Foundation where she gained governmental experience and provided programmatic assistance to the ADVANCE program office, a multi-million dollar federal program initiative aimed at examining institutional structures that may differentially affect women faculty. Dr. Soto has long been committed to issues related to the successful educational and career advancement of underrepresented populations, particularly in the STEM fields. She received her BS degree in Biology from the University of California, Davis and an MS degree in Environmental Science and Management from the University of California, Santa Barbara. Currently, Dr. Soto serves as the Director of Undergraduate STEM Education at the Association of American Colleges and Universities (AAC&U) and warmly welcomes the visiting group from MSU HALE!

### **Jonathon Turk, CPRS Research Associate, University of Georgia**

Jonathan Turk earned his Bachelor of Arts in political science and sociology and his Master of Science in educational research from Iowa State University. As an undergraduate, Turk developed an interest in the study of higher education while serving as student body president of ISU. During his master's degree, he worked as a graduate assistant for the Dean of Students and was responsible for conducting assessment and program evaluation for multiple student service units. In addition to his position at ISU, Turk worked as an academic adviser and later, a policy researcher for the Des Moines Area Community College. His research examines college student success, developmental education, higher education finance, state higher education policy, and the application of quasi-experimental methods to educational research. Turk currently works as a graduate assistant within the Institute of Higher Education and is interning with the American Council on Education in Washington, D.C.

**Katie Wiegel, Program Specialist, Center for Internationalization and Global Engagement, ACE**

Katie has been at CIGE since June 2012, where she works primarily on the planning of the Institute for Leading Internationalization, Internationalization Collaborative, Washington International Education Group, and the visit program for international delegations to ACE. Her previous experience includes working in graduate admissions and exchange programs as well as academic program administration at The George Washington University. Katie also worked as a meeting planner for continuing medical education in Chicago prior to pursuing her graduate education. Katie holds a BA in Russian and Communication Studies from The University of Iowa, an MA in Slavic Languages and Literature from the University of Wisconsin-Madison, and an MA in International Education from The George Washington University. Katie speaks fluent Russian and dabbles in Polish and Spanish. She has studied abroad in Russia and the Czech Republic and also attended the Davis School of Russian at Middlebury College.