CSforAll: RPP PI Meeting Speaker and Presenter Bios

Paula Arce-Trigatti is the director of the National Network of Education Research-Practice Partnerships (NNERPP), a professional learning organization for education RPPs launched in 2016 at the Kinder Institute for Urban Research at Rice University. In this role, Dr. Arce-Trigatti organizes and coordinates a number of learning opportunities for members across the Network and the RPP field at-large in order to improve both our theoretical understanding of partnerships and how they actually work in practice. She additionally oversees the maintenance of an up-to-date online repository of RPP-related resources via the “NNERPP RPP Knowledge Clearinghouse,” collaboratively designs RPP tools and resources with members to support RPP development, and coordinates cross-partnership presentations at a variety of national research conferences. She holds a PhD in economics from the University of Houston, as well as an MS in economics, a BA in music, and a BS in business, all from Florida State University.

Debasis Bhattacharya is currently a tenured faculty member at the University of Hawai’i Maui College, and program coordinator for the Applied Business and Information Technology baccalaureate program. Dr. Bhattacharya has been working in the software industry for 30 years, having worked for large corporations such as Oracle and Microsoft for 15 years. A resident of Hawaii since 2002, he has been actively researching the information security needs of small businesses since 2008. As a former small business owner, he understands the needs and demands of information security, as well as keeping a small business up and running! Dr. Bhattacharya holds degrees from MIT, Columbia University, University of Phoenix and NW California University School of Law. Research interests include computer science education, cybersecurity, cryptocurrencies, blockchains and deep learning.
Khalia Braswell is an award-winning technologist, whose personal mission is to make a social change using technology. Braswell graduated from Phillip O. Berry Academy of Technology in 2008. She went on to study at North Carolina State University, graduating with a BS in computer science. In 2016, she also obtained her master’s degree in information technology with a concentration in human computer interaction. Braswell is the founder and executive director of INTech Camp for Girls, a nonprofit organization whose mission is to inform and inspire girls to innovate in the technology industry. INTech targets girls in Grades 6–12 through summer camps and afterschool programs and teaches them how to build software solutions, introduces them to women of color in tech, and allows them to explore tech careers at various companies across the Carolinas. Braswell was previously a user experience engineer at Apple in Cupertino, California, where she helped design enterprise applications, which reached all Apple employees. Braswell has received the 2018 Walker’s Legacy Women of Power award, the 2019 BlackcomputeHER “Lift As We Climb” award, and the Emerald Elegance Award For Technology from the Alpha Lambda Omega Chapter of Alpha Kappa Alpha Sorority, Inc. Braswell is a member of Delta Sigma Theta Sorority, Incorporated, and the National Society of Black Engineers.

Jordan Budisantoso is the founding computer science (CS) teacher at Washington Leadership Academy, an open-enrollment public charter school in Washington, D.C., that provides a 4-year CS education to all of its students. In 2018, more than half of all girls in D.C. who passed the AP CS Principles exam attended Washington Leadership Academy, and 68% of all students of color in the city who passed the exam also came from Washington Leadership Academy. Budisantoso began his teaching career in 2012 in Liberty City, Miami, by way of Teach For America. He started a CS program there to give his students access to knowledge and career pathways unavailable to them. Budisantoso moved to our nation’s capital in 2016 to help found and design a public high school in order to build, teach, and scale its CS programs for schools and children everywhere. His work as a CS teacher has been published in US News and World Report, and, in 2015, Budisantoso was honored by the governor of Florida for his teaching. In 2018, Budisantoso was named one of National Geographic’s Grosvenor Teacher Fellows where he embarked on an expedition to the Arctic and explored the realities of our changing climate in the region; Budisantoso is also on National Geographic’s inaugural Teacher Advisory Council. Budisantoso earned his BS in computer information systems from California State Polytechnic University, Pomona, and also serves as a Captain in the United States Army Reserves.
Fay Cobb Payton is a program director at the National Science Foundation (NSF) in the Division of Computer and Network Systems. At NSF, she is working with a group of leaders on programs involving Computer Science for All, Broadening Participation in Tech/STEM, Smart and Connected Health, Ethics in Computing, and others. She is also a full professor (with tenure) of information technology/systems at North Carolina State University and was named a University Faculty Scholar for her leadership in turning research into solutions to society’s most pressing issues. She is the founder director of @myhealthimpact, a social network experience that focuses on health disparities and social media technology interventions. Dr. Payton has published more than 100 peer-reviewed journal articles, conference publications, and book chapters. She earned a PhD in information and decision systems (with a specialty in healthcare systems) from Case Western Reserve University. Prior to joining academe, she worked in corporate IT and consulting at IBM, Ernst & Young/Cap Gemini and Time, Inc. Dr. Payton was featured and/or cited in several media outlets (for example, Ageism, Hidden Figures, MyHealthImpact, HealthCare IT) for her mentoring work and inclusion in the tech.

Bryan Cox is the computer science (CS) program specialist at the Georgia Department of Education. At the Georgia Department of Education, Cox is responsible for broadening participation in CS educational experiences in Georgia and building CS into a K–12 discipline. He develops and offers training opportunities and other supports for CS teachers and organizes the state Department of Education’s Computer Science Advisory Council. He is a backbone member of the CS4GA collective and serves on several advisory committees for CS initiatives around the state. Prior to working for the Georgia Department of Education, Cox spent 8 years as a high school STEM teacher, teaching math, CS, and engineering courses, mostly within the career, technical, and agricultural education department. He is currently pursuing a PhD in instructional technology from Georgia State University, with a research focus in online learning and computational thinking. He also received a MAT in mathematics from GSU and a BS in computer information systems from Florida A&M University. He has spent time working as a network designer, computer technician, and an afterschool and summer youth programs coordinator.

Jill Denner is a senior research scientist at Education, Training, Research, a nonprofit organization in California. She does research on broadening participation in computing, in collaboration with schools, colleges, and community-based organizations. In 2017, she received a small grant from the National Science Foundation (NSF) to work with Santa Cruz City Schools and the Santa Cruz Education Foundation in a research-practice partnership to build an elementary to middle school computer science education pathway. She and her collaborators recently received a medium-sized grant from NSF to continue and expand this work.
Leigh Ann DeLyser has spent her career building the K–12 computer science (CS) field. As executive director of CSforAll (csforall.org), she oversees programs and strategic planning and supervises research to build support for high-quality CS education at all levels. A former high school and university CS educator, Dr. DeLyser understands challenges faced by teachers, administrators, and students developing their competency in the field and accessing high-quality learning opportunities and resources. Her influential “Running on Empty” report guides policies and research that support high-quality program implementation.

Previously, Dr. DeLyser was director of research and education at CSNYC, which built a foundation for CS in New York City public schools. She received a PhD in computer science and cognitive psychology, with a focus on CS education, from Carnegie Mellon University.

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 computer science education, her role as director of educational innovation and leadership will help establish the Constellations Center as a leader in expanding computer science education through an equitable and comprehensive approach in national/international, state, and local education systems. Her professional experiences span more than 20 years focusing on STEM and CS education. She was a principal investigator of a Broadening Participation in Computer Science Collaborative Research grant funded by the National Science Foundation to develop the new Advanced Placement Computer Science Principles course, resulting in more than 50K students enrolling in the course in its inception and making it the largest course launch in the history of the AP Program. Diaz is a former classroom teacher (6–12 mathematics and science), implementing cutting edge curricula and pedagogy to engage students in high-quality learning experiences in the classroom. Diaz obtained a BS in interdisciplinary studies from the University of Texas at El Paso and an MEd in mathematics from Texas State University. She lives in the Atlanta metropolitan area with her husband, Leroy, and is a mother of four children, Justice Adonis, Adelina Liberty, Alana Freedom, and Aleah America.

Sarah T. Dunton is the director of Expanding Computing Education Pathways Alliance, a National Science Foundation Broadening Participation in Computing Alliance. Dunton holds a degree in women’s studies and an MEd in teacher and curriculum studies, with a concentration in learning, media, and technology from the University of Massachusetts Amherst. Dunton collaborates with broad-based leadership teams from K–12, higher education, research, government, and industry in 22 states and the territory of Puerto Rico to develop strategies to increase the number and diversity of students in K–16 computer science education and career pathways.
Julie Flapan is the executive director of the Alliance for California Computing Education for Students and Schools and director of the Computer Science Project at UCLA’s Center X. Funded by the National Science Foundation and based at UCLA, Flapan coordinates statewide efforts to strengthen and broaden participation in computing education and is implementing a policy strategy to promote access and equity to computing education reform in California, specifically for girls and students of color.

Paul Foster is the chief information and accountability officer for the Springfield Public Schools in Springfield, Massachusetts. A member of the superintendent’s cabinet, he is responsible for technology, digital learning, computer science education, strategic planning, assessment, data, and research. In this role, he has led the implementation of a one-to-one computing program for every student in the district, expanded the availability and use of data and predictive analytics, launched Springfield’s computer science for all initiative, and created the community data warehouse for data sharing between the school district and community-based organizations serving children. Foster’s background is in research and data analytics in the public sector; he served 5 years as the Regional Information Center manager at the Pioneer Valley Planning Commission; 1 year as an analyst with the Massachusetts Budget and Policy Center; and 3 years as the founder and first director of the City of Springfield’s CitiStat performance management program. A proud resident of Springfield, he has a BA in history and African American studies from Harvard College and an MA in social policy from Brandeis University.

Diana Franklin is a research associate professor in computer science and director of computer science education at UChicago STEM Education. She leads five projects in computer science education involving students ranging from pre-K through university. She is the lead principal investigator for quantum computing education for EPIQC, an NSF expedition in computing. Her research agenda explores ways to create curriculum and computing environments in ways that reach a broad audience. She is a recipient of the NSF CAREER award, NCWIT Faculty Undergraduate Mentoring Award, four teaching awards, three best paper awards (ICER 2017, IPDPS 2014, and Computing Frontiers 2013), and an Honourable Mention from CHI 2018. Dr. Franklin received her PhD from UC Davis in 2002. Her research interests include computing education research, architecture involving novel technologies, and ethnic and gender diversity in computing. She is the author of “A Practical Guide to Gender Diversity for CS Faculty,” from Morgan Claypool.
Erwin Gianchandani is the National Science Foundation (NSF) deputy assistant director for computer and information science and engineering (CISE). In this role, he contributes to all aspects of the management of the CISE directorate, including strategic and human capital planning, formulation and implementation of the directorate’s more than $900 million annual budget, and oversight of day-to-day operations. In the past several years, he has led the development, launch, and implementation of several new NSF investment areas, including Smart & Connected Communities and Platforms for Advanced Wireless Research. Previously, Dr. Gianchandani served as the deputy division director for the CISE Division of Computer and Network Systems. Before joining NSF in 2012, he was the inaugural director of the Computing Community Consortium, providing leadership to the computing research community in identifying and pursuing audacious, high-impact research directions. Prior to that, he was the director of innovation networking at the University of Virginia, reporting to the university’s vice president for research. Dr. Gianchandani has published extensively and has presented at numerous international conferences on the subject of computational systems modeling of biological networks, with the goal of better understanding disease mechanisms and identifying therapeutic targets. Dr. Gianchandani earned his PhD and MS in biomedical engineering and his BS in computer science from the University of Virginia.

Kinnis Gosha (Go-Shay) is an Hortenius I. Chenault endowed associate professor in the department of computer science and is the director of the Culturally Relevant Computing Lab at Morehouse College. He received his PhD in human-centered computing from Clemson University and was the inaugural graduate for the program, as well as the first African American to obtain a doctoral degree in human-centered computing. Dr. Gosha also holds an MS from Auburn University and a BS from Albany State University. Dr. Gosha has received numerous awards and honors, including the Clemson University Outstanding PhD Student in Human-Centered Computing Award, an R.C. Edwards Graduate Fellowship, a George MacDonald Graduate Fellowship, the Clemson Alumni Graduate Fellowship, the Southeast Alliance for Graduate Education and the Professoriate Fellowship, a Southern Regional Educational Board Doctoral Scholar Award, the IEEE Services Society Certified Services Computing Instructor Certificate, and the Auburn University President’s Graduate Opportunity Program Award, and he is a recipient of the Arthur M. Spiro Institute for Entrepreneurial Leadership Technology Entrepreneurship Certificate. Dr. Gosha’s primary research interests include expanding computer science education, broadening participation in computing, green computing, and culturally relevant computing. Undergraduate researchers in his lab, the Culturally Relevant Computing Lab, investigate research problems centered on creating innovative computing technologies to solve cultural problems and issues. Applications of his research include robotics, avatars, and video games. He owns Gosha Technologies, a website development company started in 2005.
Erin Henrick is president of Partner to Improve, an education research and consulting group supporting improvement and systemic change in education through powerful partnerships. Dr. Henrick works as a research-practice partnership (RPP) researcher, evaluator, and professional development provider. She served as lead investigator of a WTGrant Foundation study, which resulted in a framework for assessing the effectiveness of RPPs. Dr. Henrick is an external evaluator for three NSF-funded computer science RPPs as well as an instructor in the Vanderbilt online EdD program in Leadership and Learning in Organizations. Prior to founding Partner to Improve, Dr. Henrick was a senior research associate at Vanderbilt University; her work centered primarily on an NSF-funded RPP (known as MIST) that aims to improve math instruction across large urban districts. She also co-authored the book *Systems for Instructional Improvement: Creating Coherence from the Classroom to the District Office*.

Shelly Hollis is a project manager on the Mississippi State University Research and Curriculum Unit (RCU) assessment team. Hollis works with technology on a daily basis. Since joining the RCU in November 2014, Hollis has worked on a range of initiatives, including maintaining the RCU’s database of assessment outcomes and supporting end users when they encounter technical difficulties with online testing. One important aspect of her job is providing end users, including teachers and testing coordinators, with clear, easy-to-understand testing reports. Hollis, who holds a bachelor’s degree in computer science, is passionate about technology, which is why her role as co-leader of a project to create a K–12 computer science curriculum for Mississippi excites her. Like most states, Mississippi doesn’t currently have a formal computer science curriculum available for K–12 students. Hollis hopes to change this through her work on the computer science curriculum steering committee with the Mississippi Department of Education. Her work on the computer science curriculum illustrates what Hollis loves best about working at the RCU: the sense that anything is possible. She appreciates the spirit of enthusiasm and curiosity that is shared by her RCU co-workers.

Julie Reed Kochanek, PhD, is a managing director at the American Institutes for Research (AIR) and director of the Regional Educational Laboratory Midwest. She serves as director of the Education Systems Practice Area at AIR, which includes work on research-practice partnerships, school choice, district and school improvement and measurement and statistics. Dr. Kochanek has nearly 20 years of experience in research and evaluation of school reform efforts, with a special focus on the social and organizational conditions surrounding schools and districts. Her current work explores methods to bridge research and practice in education. Dr. Kochanek has designed and implemented structures and procedures that engage stakeholders in the research process, facilitate conversations between researchers and
practitioners throughout a project life cycle, and entail the inclusion of activities that support stakeholders in the use of findings. As part of her work on research-practice partnerships, Dr. Kochanek has developed AIR’s capacity to design and lead networked improvement communities (NICs). Under her leadership, teams work across several projects to serve as network hubs facilitating the NIC process and to bring measurement and analytic support. In addition, she has designed and conducted studies of collaborative research models, including a study of variation in research alliance formation and a study of changes in researcher attitudes and behaviors when engaged in collaborative research. In addition to authoring multiple studies published by the Institute of Education Sciences, she is author of *Building Trust for Better Schools: Research-Based Practices* and coauthor of multiple chapters in *Trust in Schools: A Core Resource for Improvement* by Anthony Bryk and Barbara Schneider.

**Karen Marrongelle** was selected by the National Science Foundation (NSF) to serve as head of the Directorate for Education and Human Resources (EHR) on October 1, 2018. Dr. Marrongelle’s career as a leader in the research community has been marked by a deep commitment to diversity, equity, and inclusion. As an administrator, she has focused on understanding the causes of disparities in educational opportunities and on establishing strategic visions for addressing those issues. Since 2014, Dr. Marrongelle has served as dean of the College of Liberal Arts and Sciences at Portland State University, overseeing 24 departments and programs and 2,000 employees. During her tenure as dean, she has worked to implement student inclusivity measures, establish public–private partnerships to support research, and optimize the school’s use of grants from NSF and other funding organizations. Dr. Marrongelle has a bachelor’s degree in mathematics and philosophy from Albright College, a master’s degree in mathematics from Lehigh University, and a doctorate in mathematics education from the University of New Hampshire.

**Alicia Morris** is a high school teacher with the Los Angeles Unified School District. Her work focuses on mathematics and computer science within the greater context of design, making, and problem solving. In her 19th year as an educator, Morris is teaching AP Computer Science Principles, AP Computer Science A, Exploring Computer Science, Introduction to Fashion Design, and Game Design—an Introduction to Java. She has participated in various NSF projects, ranging from game design and critical thinking to looking at the intersection of traditional female crafting and mathematics. Morris recently wrapped up work on a researcher and practitioner partnership (REAL CS). Morris is a fellow for Mathematics for America Los Angeles and a teacher lead for Mendez High School’s CS for All and Beyond pathway (CS Department). Morris holds a bachelor’s degree in applied mathematics from Florida International University and a master’s of education degree from UCLA.
Melissa A. Rasberry, EdD, is a senior technical assistance consultant for education at the American Institutes for Research (AIR). Her primary responsibilities include serving as the principal investigator (PI) or co-PI for a portfolio of three STEM projects funded by the National Science Foundation. In her role as PI of CS for All Teachers, she collaborates with computer science advocates across the country, provides guidance about best practices for the virtual community of practice, and creates online learning opportunities for computer science teachers. Relatedly, she serves as co-PI for the Teacher Assessment Literacy for Exploring Computer Science project, which is housed within the CS for All Teachers community and aims to increase computer science teachers’ assessment literacy skills. She is also co-PI for the Advancing Methods and Synthesizing Research in STEM Education project, overseeing the development of research methods webinars for STEM researchers.

Jean J. Ryoo is the director of research of the Computer Science Equity Project at UCLA Center X. She is leading the “REAL-CS” Project’s RPP effort to surface historically underrepresented students’ voices in relation to their engagement, identity, and agency in introductory CS learning contexts. Prior to this, she worked with the Exploring Computer Science team since the course was first piloted in 2008, followed by 3 years working with the SF Exploratorium Tinkering Studio to direct research-practice partnerships focused on equity issues in STEM learning. Dr. Ryoo has experience teaching in informal education contexts as well as in public middle and high school classrooms. She received her bachelor’s degree from Harvard University, her master’s of education and teaching degree from the University of Hawai‘i at Manoa, and her PhD from UCLA.

Carrie Scholz, PhD, is a principal researcher for the American Institutes for Research (AIR). Dr. Scholz oversees the work of five research alliances and one networked improvement community funded by the Institute of Education Sciences (IES) regional educational laboratory program. The partnerships’ members include practitioners, policymakers, researchers, and other education stakeholders across the Midwest region. Dr. Scholz supports the partnerships in their efforts to test evidence-based practices to address specific educational needs, questions, and problems of practice. Dr. Scholz also leads a national working group for IES that focuses on the creation and development of collaborative research partnerships. Dr. Scholz serves as a steering committee member for the National Network of Education Research-Practice Partnerships. She recently served as a co-principal investigator on a research project funded by the Nellie Mae Education Foundation and Overdeck Family Foundation to identify effective student-centered learning practices through a networked improvement community. In addition, she directed a project funded by the Bill & Melinda Gates Foundation to study and support two districts.
and a charter management organization in their use of improvement science to strengthen their measurement capacity and improve teacher effectiveness. While earning her master’s degree in child development and family studies from Purdue University, she assisted in the evaluation of a federally funded literacy development program for early childhood teachers and worked as a teaching assistant in Purdue’s lab school, where she taught 2- to 5-year-old children and coached and supervised undergraduate students. Dr. Scholz completed her PhD in educational policy studies from the University of Illinois at Chicago.

Allison Scott is the chief research officer for the Kapor Center, where she leads a research agenda that examines equity in computer science education, participation and retention in the technology workforce among underrepresented populations, and intersectionality and barriers facing women of color in computing. This agenda informs the design and implementation of strategies, policies, and practices to diversify the technology and entrepreneurship ecosystem, to improve opportunities for underrepresented communities, and to strengthen our nation’s global competitiveness. Dr. Scott is currently principal investigator (PI) for a 3-year NSF grant analyzing computer science equity in California and co-PI for the Women of Color in Computing Collaborative to increase participation of women of color across the computing pipeline. Previous positions include program leader for the National Institutes of Health’s Enhancing the Diversity of the Biomedical Workforce Initiative, director of research and evaluation for the Level Playing Field Institute, and data analyst for the Education Trust-West. Dr. Scott holds a PhD in education from the University of California, Berkeley, and a bachelor’s degree in psychology from Hampton University.

Stacey Sexton is a graduate of UMass Amherst with an MEd and MPPA. Sexton has been working in educational assessment for 3 years, focused on student learning outcomes assessment related to team-based learning as well as the integration of technology into college and university classrooms. Sexton 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. Sexton approaches work with a firm commitment to the principles of equity, inclusion, and social justice and believes that well-done evaluations are critical to moving educational practice forward to reflect these principles. Outside of work you are likely to find Sexton doing some form of political organizing. Sexton also enjoys gardening, hiking, and taking pictures of their cat.
Murali Sitaraman is professor and chair of the Computer Science Division in the School of Computing at Clemson University. His areas of research interest include computer science education at all levels and software engineering. Dr. Sitaraman has offered numerous workshops to communicate a variety of principles to other educators. He has managed NSF-funded education research projects for more than 25 years.

Nigamanth Sridhar serves as the dean of the College of Graduate Studies at Cleveland State University (CSU). In that role, he promotes educational and research excellence in graduate programs across campus. Dr. Sridhar also holds a faculty position in computer science in CSU’s Washkewicz College of Engineering. Most recently, he has been working with the Cleveland Metro School District to implement a CS for All program, making computer science available and accessible to every student in the district.

Yamilée Toussaint Beach is the founder and chief executive officer of STEM From Dance. She has personally experienced the extraordinary benefits of a STEM education and dance. After studying mechanical engineering at MIT and being an avid dancer for 25 years, she switched gears to teach high school algebra in an underserved community in East New York, Brooklyn, through Teach For America. She started STEM From Dance with the hope that a strong dance and STEM supplemental education would help to increase the number of underrepresented minority girls across the nation who pursue a future in STEM.

Gretchen Weber is a vice president for domestic Policy, Practice, and Systems Change at AIR, where she focuses on building and growing AIR’s work in the areas of teacher and leader development, college and career readiness, and personalized learning. In addition, she works within AIR’s strategy office, overseeing business development, content integration, and research to practice applications. She also continues to work with states and districts on improving and enhancing educator effectiveness systems, specifically focused on career pathways and teacher leadership, micro-credentials, STEM, and education technology. With 21 years of experience in K12 education, Weber was the project director for multiple teacher evaluation projects and led the implementation of the Performance Management Advantage, a set of services to districts aimed at improving teacher and principal evaluation systems. Weber has also led the design and development of Educator Talent Management—an approach to human capital management. Weber coordinated the field services and outreach for the National Comprehensive Center for Teacher
Quality and led educator trainings in several states on educator evaluation, induction and mentoring, compensation reform, and talent management. She has co-authored the From Great to Influential: Teacher Leaders’ Roles in Supporting Instruction (2016), Guidebook for Distinguishing the Right Leader for Your School (2010), and the Toolbox for Distinguishing the Right Leader for Your School (2010). Weber is a National Board Certified teacher who renewed her certification in Early Adolescent English Language Arts and also holds a master’s of education degree from National-Louis University.

**Joseph (“Joey”) P. Wilson**, a former high school STEM teacher, NSF Graduate Research Fellow, and NSF principal investigator, is a senior education consultant at the American Institutes for Research, where he is focused on ensuring all students have equitable access to rigorous STEM and computer science education. He has extensive experience with strategic partnerships, community building, broadening participation, and day-to-day operations by leading both Teach For America’s STEM Initiative (reaching more than 3,500 STEM teachers across 53 placement sites in 37 states and Washington, D.C.) and Tata Consultancy Service’s goIT Computer Science education outreach program (reaching 4,400 students and engaging 1,000 corporate volunteers across 45 cities in the United States and Canada). He is an expert in developing, coordinating, and executing implementation across multisite locations with numerous stakeholders. Dr. Wilson earned his BS in electrical engineering from the University of Florida, MEd in secondary science education from Arizona State University, and PhD in bioengineering from a joint program between the University of California Berkeley and University of California San Francisco; he lives in San Francisco with his husband, Matt, and French bulldog, Karl Sagan.

**Aman Yadav** is a professor in the Educational Psychology and Educational Technology Program and director of Master of Arts in Educational Technology at Michigan State University. His research and teaching focuses on improving student experiences and outcomes in CS and engineering classrooms at the K–16 level. Within this line of inquiry, he studies: (1) how to prepare pre-service and in-service teachers to teach computing ideas, such as how to integrate computational thinking ideas, and (2) how to implement active learning approaches to improve student outcomes in undergraduate CS and engineering.

**Rebecca Zarch**, director of SageFox Consulting Group, is an evaluator and researcher of STEM education projects. She is a co-PI on the RPPforCS project. She particularly loves projects that involve complex change to an organizational culture and projects that promote underrepresented groups in the STEM fields.