



Annual Report 2017





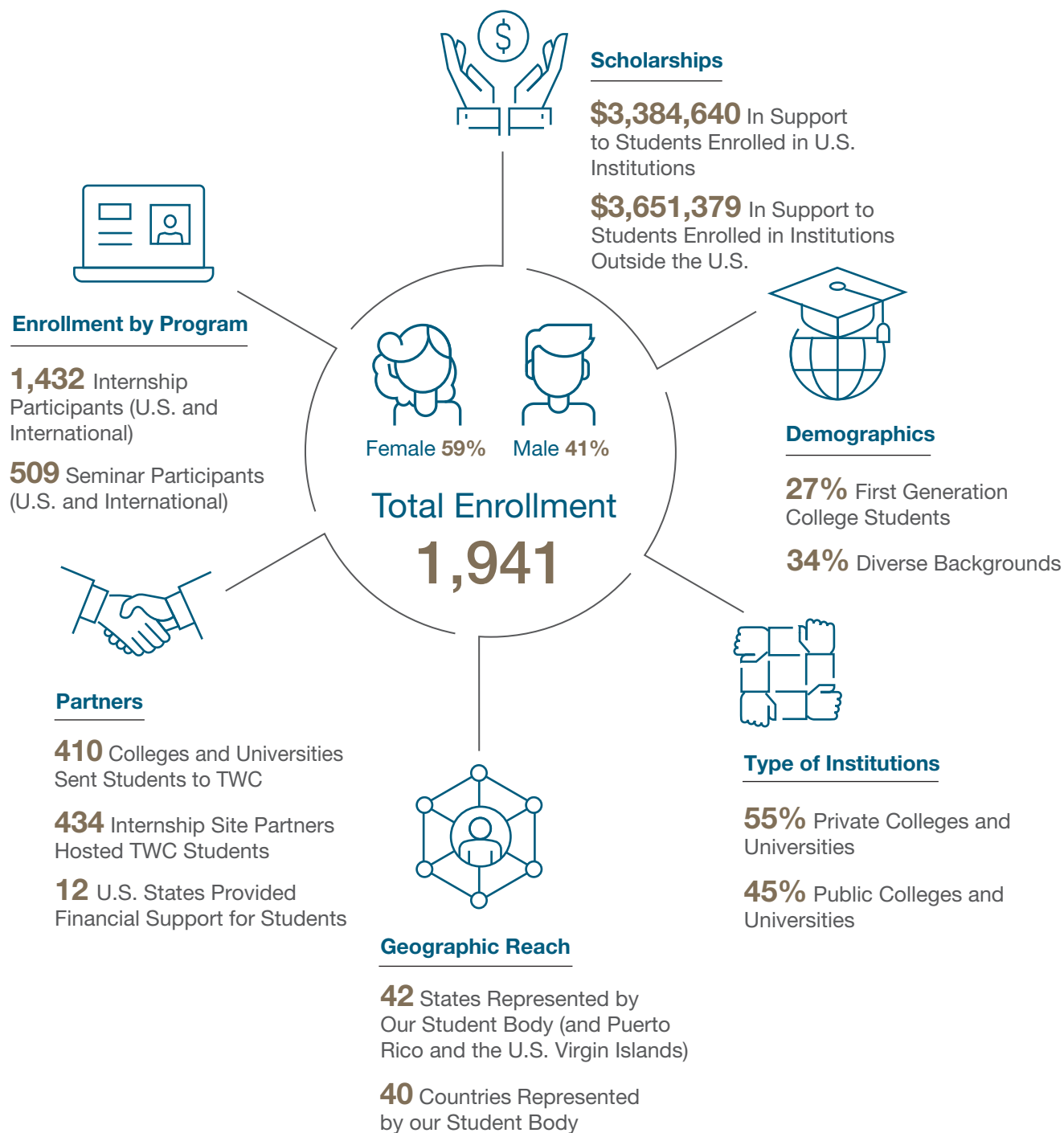


Contents

- 04 2017 by the Numbers
- 05 Introduction
- 06 Brandon Busted, Gallup
- 10 Dr. Michelle Asha Cooper, Institute for Higher Education Policy
- 14 Michael Goldstein, Cooley, LLP
- 18 Dr. Leo Lambert, Elon University
- 22 Jeff Meisel, U.S. Census Bureau
- 26 Christopher K. Norton, The Washington Center
- 30 Dr. Lynn Pasquerella, Association of American Colleges and Universities
- 34 2017 Programs
- 38 Measuring Impact
- 40 2017 Annual Awards Luncheon and Scholarship Dinner
- 48 Fiscal Year 2017 Financials
- 50 Donor List
- 51 TWC Leadership

2017 By the Numbers

January 1–December 31, 2017



Introduction

Annual reports tend to look backward—and in some ways, this one will too. The Washington Center for Internships and Academic Seminars (TWC) enjoyed a successful 2017, serving 1,941 students through 17 different program offerings. We also realized the promise of new opportunities, such as a collaboration with Gallup on our “Great Lives and Great Jobs” survey that measured the impact of our program on more than 1,800 alumni. This kind of success and growth was made possible through the rich array of partners with whom we work.

These partners also encourage us to look forward. They represent not only higher education but the government, nonprofit and corporate sectors. They understand that an ever-changing world demands that colleges and universities evolve and innovate in order to prepare graduates who are ready to successfully contribute to the workforce and to society. The six leaders profiled, along with TWC’s leader, Chris Norton, believe that TWC—and organizations like ours—have a significant role to play in the preparation of those students. Reflecting the ongoing exchanges that TWC is having with leaders around the country and around the world, they share their perspectives on the following:

- The expectations of today’s employers regarding the professional experience and skills of recent graduates.
- The role of internships in modern postsecondary education.
- The ability students must have to synthesize their academic and internship experiences and articulate the value they can provide to employers.
- The role that resources play in access to internships, and the responsibility of colleges, universities, corporations and governments in ensuring that access.

We encourage you to engage with us in this critical conversation that will impact undergraduates and our nation for decades to come. We hope you enjoy this report.



Brandon Busteded

Executive Director, Education and
Workforce Development
Gallup

Brandon Busteded leads Gallup's education work across K-12 and higher education. His career spans a wide range of important work in education as an educational entrepreneur, speaker, writer and university trustee. His mission is to create a national movement to measure the educational outcomes that matter most, connect education to jobs and job creation and promote a paradigm shift from knowledge mastery to emotional engagement in education.

TWC partnered with Gallup for the first comprehensive survey of our alumni. 1,817 alumni completed a customized version of the Gallup-Purdue Index core survey. Gallup's analysis has provided TWC with unprecedented new insights into the long-term benefits of the TWC experience.

Q & A

Gallup has published many important studies in the area of education and workforce development, such as the Gallup-Purdue Index reports. What is the driving force behind Gallup's interest in this area?

Our work in higher ed—our unique contribution—is going deep in our understanding of alumni outcomes and currently enrolled students. The unique angle we've taken is in looking at the connection, or lack thereof, between higher education and the workplace. We're looking at the outcomes of college graduates, how engaged they are in what they're doing, are they thriving in their overall wellbeing. It's a fascinating intersection. And that's deeply embedded in the mission of Gallup—to help educational leaders, CEOs, even individuals improve on this thing called human development.

What role do internships play in college graduates' engagement at work and their overall wellbeing?

In our study of graduates, the two most powerful experiences they said they had during their time in college that correlated with their success in life are, first, they had a mentor that encouraged their goals and dreams, and second, they had an internship or job where they applied what they learned in the classroom.

I can say that every college student should have an internship, and that's true—but an important add-on is that the internship must be something in which they can apply what they've learned in their academic experiences. Making sure internships have academic credit, having a preparatory and followup course, can help. And a program like TWC crafts those kinds of experiences.

If you could look 10 years in the future, what do you think internships will look like? What do you think needs to change?

We need to make internships available to students who can't afford not to work—it's hard to do unpaid work if you and your family need the money. There should be more incentives at the state and federal level for employers to offer more internships, to make sure they're paid, to make sure those internships are actually productive for students. On the higher ed side, the internship must be a “need to have,” not a “nice to have,” and that's a big change in mentality. Quite frankly, I don't think a student should be able to graduate from college without having an internship.

How can higher education best prepare future generations of students for a professional world that keeps rapidly changing because of technology?

We're having trouble preparing students for jobs that exist right now, much less the ones that don't yet exist. Most teachers and faculty have never experienced a workplace outside of a school or academia. How do you fully prepare a student for the world of work when you've only worked at a school or university? Even exposing teachers and faculty members through something like an externship would be a great idea. These are smart people who can think about how they can apply work-related scenarios to what they're teaching.

In addition to TWC, which programs or institutions do you see at the forefront of innovation in higher education?

Northeastern University, for example, is one of the hottest universities in the world right now because of its co-op program. It's not just a summer internship—students work six months in a job. It's a large university, but the co-op isn't just for a handful of students. They've scaled it, embedded it



into the curriculum, built an incredible 3,000-plus employer network they work with. It's an ecosystem, and Northeastern has been doing this for about 100 years.

Another major example is Furman University. They're a small institution, but in their new strategic plan, they've guaranteed an intensive work-integrated experience as part of their degree. That's not just saying the business school students get internships, but everybody—regardless of major—gets that experience. They've made it a strategic priority and built it into all their programs and policies. That's the real breakthrough.

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Michelle Asha Cooper

President

Institute for Higher Education Policy
TWC Board Member and Alumna

Michelle Asha Cooper, Ph.D., leads the Institute for Higher Education Policy (IHEP), a Washington-based independent, non-profit organization dedicated to increasing access and success for underserved students in post-secondary education around the world. As IHEP's president, she oversees the organization's expansive research portfolio and innovative programs focusing on access and success, accountability, equity, financial aid and finance. She also led a comprehensive strategic planning effort for IHEP.

Dr. Cooper is a 1994 alumna of TWC's Minority Leaders Fellowship program and joined TWC's Board of Trustees in 2009.



Q & A

TWC recently partnered with Gallup on a poll that showed the impact experiential learning can have on first-generation students. How does that result resonate with your own experience?

Many years ago, I did a TWC internship as part of the Minority Leaders Fellowship Program. The students in that program came from a variety of income levels and experience levels, in terms of parents who had attended college or not. For all the students, but especially for first-generation students, it was a transformative period. I interned at the Institute for Policy Studies. It was the first time I'd ever had such an opportunity, the first time I'd been in contact with leading scholars and researchers on a variety of policy issues. It opened a window into a world that I didn't know existed. There was a breakfast that TWC had sponsored for students in the internship programs, and that's where I met Sen. Claiborne Pell—for whom the Pell Grant is named. Many years later, the Pell Grants are one of the things I focus on and fight for in Congress. So that experience of meeting him, being part of the D.C. culture, and all that comes with that, was certainly beneficial for me in the long term.

What are some initiatives that could help students facing financial barriers gain equal access to high-impact learning experiences?

There has to be a greater understanding of the relationship between academic internships, helping students complete college, and having them enter the workforce and be successful in a job. At the institutional level in particular, we need to make sure there are linkages and opportunities for students to showcase their work and have really important leadership opportunities. But the real opportunity is having our leaders at the federal and state levels truly understand that internships are not just fun things students do for a semester or a summer, but are helpful to our country, meeting our civic and economic goals.

Higher education institutions are increasingly realizing the value of experiential learning, but how can they make sure these opportunities deliver maximum benefit to students?

Not all institutions understand that there must be an academic component built into these opportunities. We need to ensure students can get credit for their internships. There is a role for faculty, especially advisers, to play in helping students talk about these opportunities as part of a larger portfolio of work they're doing during college. Institutions also have to recognize that, because experiential learning is part of the academic experience, these opportunities should be built into the business model of the institution. We can't make students jump through so many hoops to take advantage of these internships. They should be a natural part of what we expect to offer students.

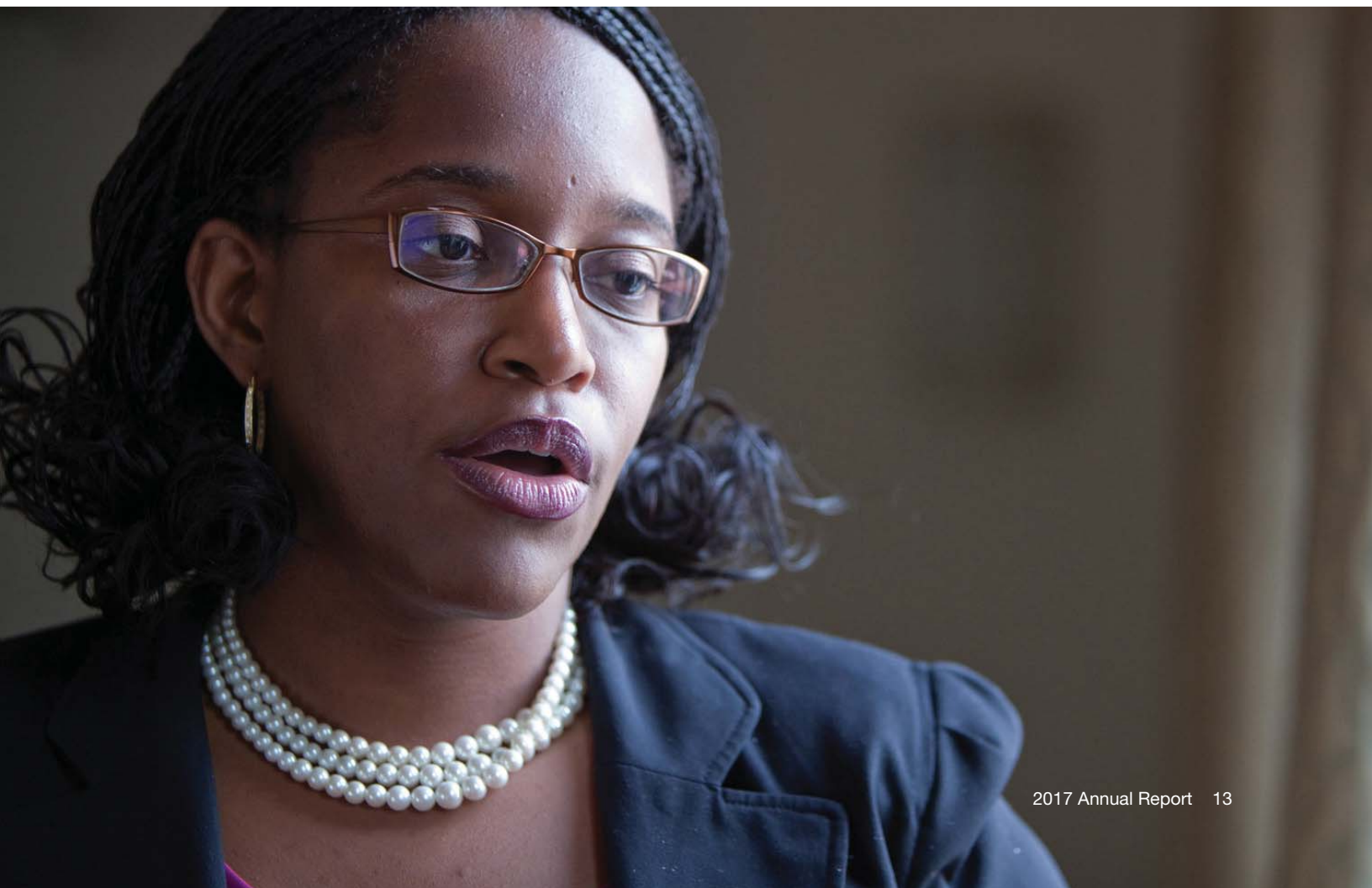
Which programs, schools, or individuals are at the forefront of changing higher education?

There are not enough people thinking about the level of transformation needed to serve today's and tomorrow's students. Some foundations are trying to spearhead some of that work, which is good because thinking outside of the box often takes financial resources that most individuals and organizations don't have on their own. But we need to be doing more. This idea that we're focused on traditional students is outdated, yet we still focus on it. The idea that we are looking for college-ready students is outdated. My colleagues and I wrote a book that flipped that notion on its head—we need to be what students need rather than on the lookout for the ideal student we think we want.

At IHEP, we have partners like the Lumina Foundation and the Gates Foundation, some higher education associations like the American Association of Colleges and Universities, the Association of Public and Land Grant Universities, who are all trying to improve this. But there have to be many more if we're going to be responsive to the current realities.

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Michael Goldstein

Senior Counsel
Cooley LLP
TWC Founding Board Member

Michael Goldstein is a senior counsel at Cooley LLP, where he has led its Education Industry practice since its creation in 1978. He is a recipient of WCET's Richard Jonsen Award for leadership and service to e-learning in higher education and CAEL's Morris Keeton Award for his contributions to experiential education. He was awarded an honorary Doctor of Humane Letters by Fielding Graduate University for championing creative approaches to higher education and Excelsior College's Presidential Medal for service to adult learning. He also was recognized as one of higher education's Top 10 Influencers of 2015 by Forbes magazine. Before coming to Washington, Mike was an Associate Vice Chancellor and Associate Professor at the University of Illinois-Chicago and Assistant City Administrator and Director of University Relations in New York City. He was the founding Executive Director of the New York City Urban Corps, the nation's first large-scale urban student intern program.

Michael Goldstein is one of the founding incorporators of TWC and has been a Board member since 1975.

Q & A

Why do you have such a strong faith in the power of internships?

It's a simple answer—because it worked for me. If after my junior year at Cornell I didn't have an internship with a global news service [UPI], my career wouldn't have taken off the way it did. I worked in a radio station in college and I thought I understood the art of journalism. But to do it at a professional level, to work alongside world-class reporters and editors, was very important. I came away from the experience understanding three things: What the field was really all about, that I really enjoyed doing it, and the difference between what I knew and what I still had to learn. That I didn't end up staying in journalism is a quirk of fate; instead, I got into city government and helped create and then run a very large intern program. But it was that first hands-on experience as an intern that put me on the path to where I am now.

What are the challenges higher education—and its students—face now that weren't present 10, 20 or 30 years ago?

I don't think the challenges are different—I think we just understand them better. If you were a B.A. generalist in 1964, as I was, the expectation was that it would take some time to find a job after you graduated. You'd go to grad school, or work at a pretty low level until you got experience. Internships were rare, but mine jump-started my career in ways I could not have imagined. The opportunity to get a good job is greater if you can walk in the door with something on your resume that says, "Hey, I have experience, I know what to do, and I know how to do it." There has been a fundamental change with the recognition of the value of coming into the market with not just an academic credential but with specific knowledge of both what it's like to work and what a field is really all about.

How can higher education better balance academic preparation with career readiness?

Higher education has always been about career readiness. Nobody goes to college to starve. You go to college because it's a stepping stone to doing something. I started as an engineering student, because I loved tinkering, and everyone said I should be an engineer. Then I went to a fine engineering school and realized that technicians tinker and my kind of engineers play with numbers; that was not my idea of a good time. I quickly changed to the liberal arts, and I was happy. Now, I didn't go to college to get a liberal arts education, I went to college because I wanted to do something. But I discovered what I thought I wanted to do wasn't right for me. When I switched to liberal arts, I didn't say, "OK, I'm not going to work." I said, "This is going to equip me to do something else." That connection has always been there, but it hasn't been well articulated.

What needs to happen to ensure that more students have the chance to have an internship, to—in your words—make their education more valuable?

Unfortunately, a lot is about money. Very few students with need can afford to take a semester or a summer and not earn anything. So a big challenge, and a very important one for TWC, is providing scholarships. That's a challenge we've sought to meet through our generous corporate supporters and, increasingly, alumni. But we are still a long way from having the resources we need to make TWC fully accessible to a truly diverse student population.

How can internships help colleges and universities adapt to better serve the needs of a rapidly changing workforce?

Students are demanding this kind of opportunity when they're looking at schools to enroll in. As students are increasingly realizing that they need to have experiential credentials, institutions are

seeking to make themselves more attractive by expanding their offerings in internship programs and experiential learning activities. Students know that after they graduate, they're competing for jobs with students who gained specific practical experiences as interns while they were still in school. There's a recognition that you need to both have something to document your learning—a degree—and also something that documents what you've done with that learning, through an internship or similar experience. Our job at is to help both colleges and students get what they need and want: an internship that offers solid learning experience.

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Leo Lambert

President Emeritus
Elon University

Leo Lambert, Ph.D., served as president of Elon University from 1999 to 2018. He was at the forefront of Elon's rise to national prominence, promoting a culture that values strong relationships between students and their faculty and staff mentors. Under his leadership, Elon built a reputation as a top-ranking liberal arts institution housing strong professional schools in business, communications, education, law and health sciences through investments in a variety of areas. The institution is leading innovation in study abroad programs and high-impact practices to help prepare its students for meaningful careers and advanced study.

Elon University has been a TWC partner since 1988. In 2018, Dr. Lambert joined TWC's Board of Trustees.



Q & A

What drove your vision for change at Elon when you were named president nearly 20 years ago?

It was my belief that a modern university had to be a place with very low walls, internally. When I refer to low walls, I'm talking about creating an identity as a liberal arts university where the professional school curriculum and classical liberal arts and sciences curriculum could be seamlessly integrated. We were careful to hire deans who were committed to this vision and support faculty in thinking about the curriculum in innovative ways. It's a collaborative spirit that keeps those low walls across the undergraduate curriculum. At the same time, we wanted there to be a seamless integration between what students were doing in the classroom and outside.

In practice, how did you achieve the success Elon had in creating this integrated curriculum?

When I arrived in 1999, we committed to making a significant investment in high-impact learning experiences and, over two decades, that investment resulted in world-class programs. We've cultivated the development of high-impact practices by identifying talented faculty and staff leadership in each area and resourcing these programs well. U.S. News and World Report does an annual survey of academic programs to look for, and they list eight high-impact learning experiences: internships or co-ops, first year-experiences, senior capstone, undergraduate research or creative projects, learning communities, study abroad, service learning and writing in the disciplines. Today, Elon is the only school in the nation that is listed as an exemplar in all eight of those categories. We take a lot of pride in that. To deliver on these programs in a powerful way, you have to have the resources, leadership and integration with the campus curriculum to truly make them world-class and distinctive.

In your opinion, what makes an internship an important high-impact learning experience?

Nearly 40 percent of our undergraduates get their first job through an internship experience. For others, it's the networking they do during an internship experience and the honing of the soft skills they gain to complement the substantive discipline-based experiences they have in the classroom that lead to employability. Employers want to see knowledge being put into practice, but they also want to test a young person's ability to take up a challenge and pursue it with independence. There's more expected of students today in terms of needing to come to their first job with experience already gained.

What changes do you believe higher education needs to make to keep up with the needs of the modern workforce?

Much learning takes place off of the residential campus, and we have to pay careful attention to who is not participating in these experiences. And we have to ask deep questions as to why—is it financial? For a lot of students, the idea of picking up stakes and leaving home to move to Washington, D.C., or New York City for a summer might seem financially impossible. A great many of these experiences require additional investments beyond the cost of attendance, and we have to make sure they're accessible for students who do not come from families of means who can foot the bill for these experiences. Our strategy has been to raise funds for scholarships to support these students, and parents and alumni have been very enthusiastic about endowing scholarships for internships, study abroad and more. More broadly, we in higher education need to help students communicate a powerful narrative about their undergraduate experience—how their major, minors, internships and other powerful learning experiences form an integrated whole. How have these experiences prepared them to lead with purpose? What are their passions? What big ideas are most meaningful to them? College is not about simply amassing a set of experiences, it's about finding meaning and purpose.



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Jeff Meisel

Chief Marketing Officer
U.S. Census Bureau

Jeff Meisel is the first chief marketing officer for the U.S. Census Bureau. Prior to joining the Census, Meisel worked in the private sector, shaping high-tech product and data companies. In 2014, he was selected to be a White House Presidential Innovation Fellow and ever since, he has been leading efforts to modernize federal government programs through innovation.

Meisel was a champion for the 2017 Civic Digital Fellowship, a first-of-its-kind, U.S. Census Bureau data science and technology internship program and chose TWC as his partner to administer the program. It's designed for students who are passionate about using technology for social good.



Q & A

What changes do you think are needed to help modernize the federal workforce, and how can internships play a role?

I came to Census from the private sector, and we spent a lot of effort in the talent space, running summer programs. The company I worked for was committed to a talent pipeline as far back as students in their sophomore years of college. At Census, I've tried hard to create a similar pipeline, and I also wanted to change the narrative of public service as a career field. Undergraduates weren't considering public service. As a federal agency, we need to be more proactive in the way we go about recruiting. Agencies are fairly reactive, and we need to flip that model. Internships are one way we can do that. The new Civic Digital Fellowship shows students modern career opportunities in the federal sector, in product management, data science, and design—compelling paths for undergraduates today. Our collaboration with TWC and Harvard's student led group Coding it Forward last year was our first try, and we're really pleased with how things worked out.

What changes did you make to your internship program to attract qualified students?

We needed to have real-world projects in line before we got them in the door, and that meant turning down some projects from internal teams who did want an intern or a fellow. We declined some requests because they didn't meet our criteria of a well thought-out project that can be completed in a 10-week period. That was risky for us, but we were blown away by what some of the fellows were able to accomplish when we gave them the space, technology and equipment they needed.

Why does this kind of work produce a better learning experience?

It creates a level of project ownership. We had a small team of fellows tasked with designing a new website for small businesses. It required a high level of creativity, dedication and talent, and it was an outstanding project to see come to life in 10 weeks. It's

a stark contrast to daily tasks—which are important, too, especially for undergraduates who've never had a job. But having that meaningful project and being able to speak about it later with future employers, to demonstrate a business challenge you worked through and tackled, is very valuable.

Is having an internship alone enough to be successful in finding a good job post-graduation?

Meaningful internships position students very well but there are a few caveats. If you think about how a human resources office screens candidates—the screener is going to mine through resumes before they make it to the hiring manager. It's hard to discern what experiences a candidate has if they can't effectively describe those experiences and why they matter. So the key is not only to have the experience, but to be able to describe it in a way that comes through in the resume and, later, resonates with a hiring manager.

As a federal sector talent development professional, do you see a change in the value of higher education now versus the past?

Higher education has value, but it's facing challenges with rapidly changing industries and career paths. I'd encourage higher education to think deeply about and understand their stakeholder groups, especially on the student and employer sides. In the tech space, for example, we've seen the rise of these coding, user experience and data boot camps that fill important needs. The providers of these camps are responsible to the needs of the industry and can, on the fly, adapt their programming to meet needs at even the local market level. Take for example General Assembly, which has a presence in Austin and in Washington, D.C. They cater their curriculum to broader industry needs, but also to the local market. Higher education could learn from this model, listen to their stakeholder groups, and be more responsive while at the same time continuing to support experiential learning opportunities like internships and co-ops.

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Christopher K. Norton

President

**The Washington Center for Internships and
Academic Seminars**

Chris Norton became The Washington Center's president in 2016, after having served as vice chairman of its Board for over a decade. Following a successful career in business, Norton channeled his passion for service by focusing on roles with a number of educational institutions. He served on the boards of Haverford College and Loomis Chaffee, which allowed him to share his influence across a wide range of educational issues and operational goals.

He has brought a new vision to the organization, shaped by his drive to make world-class experiential learning opportunities available to all students, regardless of their backgrounds.



Q & A

How is TWC uniquely suited to help its higher education partners better prepare their students for the workforce?

The world has changed drastically in the past decade. Employers value—and even require—practical, job-related experience for entry-level positions. Students are graduating not feeling fully prepared for what’s next. Higher education is finally catching up to the idea that students will be better prepared for life after college when they can apply what they learn in the classroom outside of it before they graduate.

Since its founding, TWC has given students access to these kinds of experiences. They develop valuable skills, knowledge and a network for the earliest stage of their career. We constantly hear success stories of our alumni, and we recently conducted a study with Gallup that underscored the impact of our program. We know that what we do makes a difference.

Beyond giving students a leg-up in starting their careers, what makes internships a “must” for the modern higher education experience?

The classroom is a special place of learning. But as much as your professor will try to open the world for you, the classroom is often isolated from the real world. Leveraging an experience beyond the classroom is important, because you can integrate your learning from across multiple courses and disciplines in an unpredictable environment.

You have to complete your work despite changing priorities, bureaucracy and working with people from different generations and backgrounds. You can’t replicate that environment in a classroom. It’s also powerful for students to return to their campuses and deepen their understanding of theory after having practical experience in a professional setting.

How has TWC helped lead the national discussion about the importance of internships and experiential learning opportunities?

Our four decades of experience partnering with both educational institutions and employers has created an effective model that is highly structured and collaborative. Yes, internships are invaluable for a student’s future success—but not all internships are the same. We believe there are some essential ingredients to a successful internship, which we outlined a couple of years ago in our Internship Bill of Rights. These include clearly stated goals, meaningful projects and tasks that foster learning and application, mentorship and an inclusive work setting—just to name a few. We work closely with each of our internship sites to ensure that they meet these expectations, but we released this information publicly to serve as a guide to others in creating similarly impactful experiences for students.

How is TWC, under your leadership, working to expand access to its programs for students who face financial barriers? How are our partners helping lead the way?

Providing access is at the heart of our mission. We know these experiences are essential to today’s college graduates, but we also know that many can’t afford them, or can’t move away from their families for 10 or 15 weeks. We work closely with their schools to ensure they’re receiving academic credit so they can graduate on time. For over 40 years, we have worked tirelessly with corporations, foundations and state legislatures to help lower the economic barriers for these students. At the same time, many of our partners have successfully rallied alumni, parents and other donors to help fund TWC experiences for more students. Their commitment to the success of all their students is as humbling as it is exciting.



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Lynn Pasquerella

President

**Association of American Colleges and
Universities**

Lynn Pasquerella, Ph.D., became the 14th president of the Association of American Colleges and Universities (AAC&U) in July 2016. A philosopher whose career has combined teaching and scholarship with local and global engagement, she has also served as the Provost of the University of Hartford and the President of Mount Holyoke College. She is deeply committed to ensuring that all students have access to excellence in liberal education, regardless of their socioeconomic background.

The Washington Center is a proud member of the AAC&U community. We share their conviction that learning from unscripted experience is an essential preparation for flourishing in a complex, rapidly changing world.

Q & A

What are the challenges for liberal arts colleges, and the liberal arts generally, that weren't present in previous generations?

In the 1970s, we began turning away from the notion of higher ed as a public good and toward it as a private commodity. The devaluing, or shift away from understanding higher education as a public good, coincided with the opening of the gates to more people—women, first-generation students, people of color. Now, the public is asking: is higher education really a good investment? People believe it's too expensive, too difficult to access and doesn't teach 21st century skills. Add in the fact that there are burgeoning student loan burdens, increases in tuition and uncertain job prospects for graduates—all of that contributes to concerns that higher education won't allow this generation to live a better life than its parents did. And that's the hallmark of the American Dream.

What would be your rebuttal to that narrative?

I don't believe that vocational pre-professional education and liberal arts education are at odds. That's a false dichotomy that's been created. We can have technical training and yet have that infused with a liberal arts education. The future of higher education is one that provides the opportunity for students to follow their passions, to deal with real-world problems in diverse teams at a global level.

In your view, what value does higher education still offer the public?

In a globally interdependent world where rapidly changing technology means rapid obsolescence, the best education we can offer our students is one that allows and encourages them to be innovators in their own lives. We need to provide students experience grappling with unscripted problems. They need to be adaptable and flexible in the face of change; to speak with precision, coherence and clarity; to engage in the kind of moral or sympathetic imagination necessary to put oneself in the shoes of someone different—and these are skills higher education

offers. A narrow technical training that singularly responds to economic demands does a disservice to the jobs of the future, some of which haven't even been invented yet.

What obstacles do you see keeping higher education from making the kinds of changes that better prepare graduates for the world?

Obtaining an internship has become a fundamental equity issue—can students afford that kind of experience? I look to the Lynk program we had at Mount Holyoke, which provided paid internships for each student during their time in college as an example. I also realize that the structures of the academy can be barriers to high-impact practices. The best, intensive advising relationships faculty can have with students involved in internship programs require investment of at least a semester or more. But tenure and promotion are based on publications and peer-reviewed research, not these relationships. We know that, as long as universities are structured this way, they'll continue to create barriers for the type of work we know has a particularly positive impact on women, first-generation college students and others.

What programs or institutions do you see leading innovation in higher education?

We can no longer look at issues from a single, disciplinary perspective. Our own research at AAC&U has shown that your success is more than your major—it's about how you can apply what you've learned across the disciplines. There are a number of our members who are doing really good work in this area that it's hard to single out a few. I have done a lot of work with North Carolina Campus Compact. They're so committed to the type of work that's required to build leaders prepared for democracy, work, citizenship and life. We have to move away from this "expert" model of knowledge and toward one that values local epistemologies, takes into account the knowledge that people can bring through their own experiences.

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2017 Programs

Internships

Academic Internship Program

TWC's signature program welcomed 945 students during the spring, summer and fall. They came from 183 universities across the United States and from 37 international institutions, contributing to a vibrant, global community. Students were matched with internships that fit their skills and goals, allowing them to apply what they've learned in the classroom in the world of work. The program also connected them to powerful professional networks.

This program was supported by private and public scholarships.

Cordova & Fernós Internship Program

2017 marked the 25th year of this selective program for Puerto Rican students interested in building a stronger future for the island. Thirty six students were placed in internships within the U.S. Congress, federal agencies, and non-governmental and media organizations in Washington to learn about the legislative process and how government works. In partnership with the Puerto Rican government and private sector companies, this program allowed students to see firsthand the complex issues facing today's political decision makers.

This program was fully funded by the Puerto Rican legislature and corporate partnerships.

Federal Diversity Internship Initiative

TWC continued its strong partnership with the federal government to help develop an employee pipeline. In 2017, TWC recruited a highly qualified and diverse pool of 68 participants who completed an internship in one of our six federal agency partners. Building on our existing partnership with the U.S. Census Bureau, TWC was approached by Jeff Meisel, chief marketing officer (see page 24) with an idea to collaborate on a unique venture: the Civic Digital Fellowship. In partnership with a student-led nonprofit associated with Harvard University, Coding it Forward, this first-of-its-kind internship program allowed students to solve pressing problems in federal agencies through the innovative use of technology and data science.

The Federal Diversity Internship was fully funded through partnerships with the Consumer Financial Protection Bureau, U.S. Department of Veterans Affairs, National Credit Union Administration, Centers for Disease Control and Prevention, U.S. Census Bureau and Office of the Comptroller of the Currency.

Global Competencies Internship Program

We welcomed 52 postgraduate participants from seven countries to take part in this program. Recognizing a current skills gap in the world labor force, the program is designed to offer participants real-world experience, increasing their employability in their home countries and expanding their chances at upward mobility. In addition to their internship and career programming, participants took part in panel discussions at renowned institutions and informational interviews with accomplished professionals in their fields of interest.

This program was primarily funded through the Advanced Leadership Foundation and American Councils for International Education.

Governor's Internship Program

This program enrolled 79 participants representing four states in Mexico. The Governor's program prepares Mexico's future leaders to face complex 21st-century challenges. It aims to strengthen United States-Mexico relations by exposing its participants to public policy, civic engagement and governance issues while interning at various organizations in Washington, D.C.

This program was fully funded through our partnerships with the governments of the Mexican states of Guanajuato, Hidalgo, San Luis Potosí and Estado de Mexico.

Naval Research Laboratory (NRL) Internship Program

TWC welcomed 39 students representing historically black colleges and universities, minority serving institutions and tribal colleges and universities for its second cohort of this immersive internship program. 2017 marked the 25th anniversary of this program, designed to give students with STEM majors a leg up in their careers.

This program was fully funded through a partnership with the U.S. Naval Research Laboratory.

Sonora 100 Internship Program

Fifty students representing the state of Sonora, Mexico, took part in this competitive internship program's first year. In partnership with the state's government, TWC developed an immersive internship program to help young adults focus on civil society as a vehicle for social change.

This program was fully funded by the Secretary of Education in the State of Sonora, Mexico.

Summer Transportation Internship Program for Diverse Groups (STIPDG)

In the summer, 94 students from diverse backgrounds participated in this program in Washington D.C. and regional locations across the country. Designed to enrich the U.S. Department of Transportation's employment pipeline with groups typically underrepresented in the Federal Government, this program offered its participants a unique opportunity to get professional experience in public service while learning more about the transportation challenges and advancements across the country.

This program was funded through a partnership with the U.S. Department of Transportation.

U.S.-Panama Innovation & Competitiveness Internship Program

Eleven students from Panama arrived at the nation's capital in fall 2017 to take part in this competitive internship program. This program was designed for students interested in pursuing careers in education, urban planning, renewable energy, biodiversity, climate change, agro-industry or food safety with the goal of increasing Panama's competitiveness in these key areas for the country.

This program was fully funded by the Panamanian National Secretariat of Science, Technology and Innovation (SENACYT).

Veterans Employment Trajectory (VET) Initiative

TWC and its partner, the Prudential Foundation, proudly welcomed the inaugural cohort of 25 student veterans seeking to start careers and transition into the

civilian world. This program helps participants learn how to translate the extensive skills they developed in the military and college into a successful career path.

This program was funded largely in part by the Prudential Foundation.

Seminars

Building the TOMODACHI Generation Morgan Stanley Ambassadors Program

In February, 22 students from Japan and the United States participated in this seminar. The goal of the seminar is to help the Japanese Tohoku region overcome critical challenges by providing students training in cross-cultural understanding, leadership, teamwork and critical thinking.

This program was funded by Morgan Stanley.

Cybersecurity 2017 Academic Seminar

In May, 62 participants representing 18 U.S. colleges and universities engaged in an in-depth examination of cybersecurity. Following a national election marred by hacking and security breaches, this seminar allowed participants to gain an insider's view into the sector and its challenges. Students engaged with experts representing this critical global industry and visited organizations across Washington, D.C. with ties to this field.

Inauguration 2017 Academic Seminar

In January, 311 students from 48 universities came to Washington, D.C. to witness the inauguration of President Donald J. Trump. Through an intensive two-week seminar focused on the theme of elevating political discourse, participants and faculty engaged with media and political experts who worked on the front lines of the election cycle. They also visited influential organizations in the nation's capital. The second week culminated with the inauguration ceremony and the historic Women's March, in which many of our students and faculty took part.



Pilar Barbosa Education Program

TWC welcomed 10 K-12 public school teachers from Puerto Rico to participate in this program, designed to provide them with professional development training opportunities. It serves as a catalyst for long-term educational realignment using the graduates as agents of sustainable reform in the public school system. During two weeks, participants took part in a myriad of activities including workshops, tours, lectures and group assignments that focused on U.S. education trends and policies in the context of Puerto Rico, integration of technology in the curriculum, innovative trends and leadership in education.

This program was funded by the Puerto Rican Department of Education.

Women's Empowerment in the 21st Century Seminar

This seminar was designed to help women of all ages from the state of Sonora, Mexico, gain a competitive advantage with skills for community engagement and success in the professional workplace. 103 women participated in an immersive week of hands-on training, workshops and lectures and developed group projects that addressed social challenges in their home state.

This program was fully funded by the Secretary of Education in the State of Sonora, Mexico.

Fellowships

Foreign Affairs Information Technology Fellowship

2017 marked the selection of the inaugural cohort of the Foreign Affairs Information Technology Fellowship. Five Fellows were selected to participate in this program, which aims to diversify the ranks of information management specialists serving in the U.S. Foreign Service with people from traditionally underrepresented minority groups.

This program was funded through a partnership with the U.S. Department of State.

Thomas R. Pickering Foreign Affairs Fellowship

TWC managed the selection and recruitment of the 2017 Pickering Fellows. Simultaneously, over the summer, 24 Fellows came to Washington, D.C. as part of the 2016 cohort to participate in the first of two internships over the course of two years with the U.S. State Department. This highly selective, multi-year fellowship is designed to prepare students academically and professionally for a career with the State Department and aims to increase the number of people from historically underrepresented backgrounds employed in the Foreign Service.

The fellowship is funded through a partnership with the U.S. State Department.

Measuring Impact

In June 2017, TWC partnered with Gallup to use the Gallup-Purdue Index Core Survey. The survey assessed TWC alumni perceptions of their experience and how that experience relates to their workplace engagement and well-being later in life. 1,817 TWC alumni completed the survey.

The following are some highlights from this scorecard.



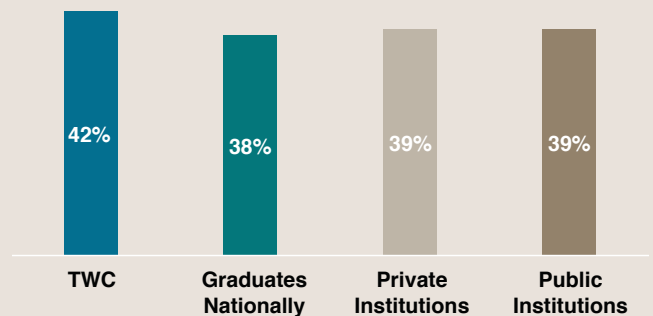
TWC students were highly involved on campus, leaders among their peers and academically engaged.

TWC Workplace Engagement 2010-2016 Graduates



Recent TWC alumni (42%) are *more likely* to be engaged at their work than graduates nationally (38%) and on par with graduates of public (39%) and private institutions (39%).

Engagement Index
(% Employed Full Time for an Employer)



1 Networking

2 Adaptability

3 Workplace Skills

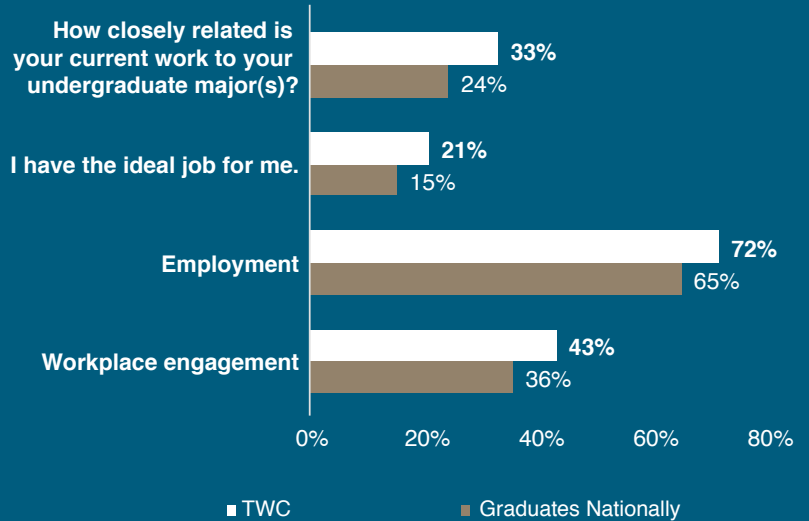
Among the various skills participants developed during their TWC experience, networking skills, adaptability and workplace skills were rated the most impactful to TWC participants' careers.

TWC Liberal Arts Majors 2010-2016 Graduates

TWC participants boast a high rate of full-time employment and are more likely to be engaged in their work when compared with liberal arts majors among graduates nationally.

TWC participants who majored in a liberal arts field are also more likely than their peers among graduates nationally to be working in a field that is related to their undergraduate major and more likely to strongly agree that they have the ideal job for them.

Workforce Outcomes for Liberal Arts Majors – TWC vs. Graduates Nationally

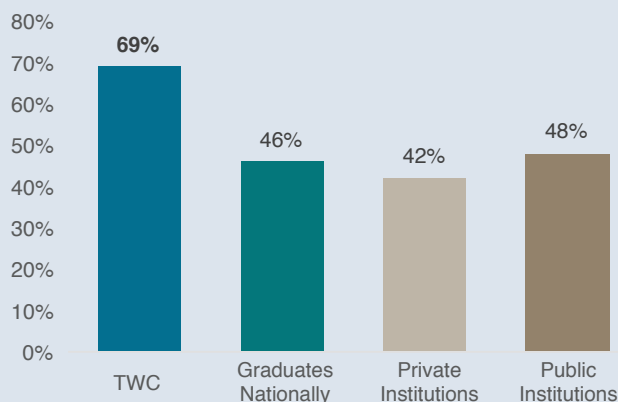


TWC and Interacting With Diverse Populations 2010-2016 Graduates

Nearly 70% of participants strongly agree that they interacted with people of different backgrounds on a regular basis while attending TWC. This is more than 20 percentage points higher than graduates nationally, both from public and private institutions.

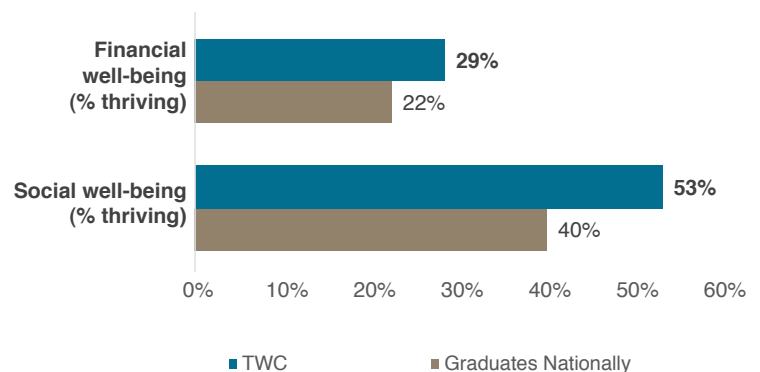
Among TWC participants, strongly agreeing that they often interacted with people of different backgrounds is a strong driver of participants saying that their TWC experience prepared them to succeed in the job market and in the workplace.

While attending [entity name], I interacted with people from different backgrounds on a regular basis.



TWC First Generation College Students 2010-2016 Graduates

Outcomes for FGCS – TWC vs. Graduates Nationally



TWC's first-generation college students (FGCS) also fare better than their counterparts among graduates nationally on several key outcomes, including being more likely to be thriving in financial and social well-being.

These are just some highlights of the scorecard.
To read the full report, please visit

www.twc.edu/TWC-Gallup-Alumni-Survey



2017 Annual Awards Luncheon and Scholarship Dinner

In October 2017, TWC welcomed guests representing colleges and universities, corporations and nonprofits, alumni, friends and family for its Annual Awards Luncheon and Scholarship Dinner. The theme for the festivities was a celebration of the Power of Partnerships.

Higher Education Civic Engagement Awards

During the Awards Luncheon at the National Press Club in Washington, D.C., TWC presented several individuals, colleges and universities with Partnership Awards and Higher Education Civic Engagement Awards. Recipients included:

Partnership Awards

- Liaison of the Year: David Myers, Alvernia University
- State Partnership of the Year: Commonwealth of Pennsylvania
- New Affiliate of the Year: Earlham College

- Private Institution of the Year: Hofstra University
- Academic Seminar Partner of the Year: Quinnipiac University
- Public Institution of the Year: University of Washington

Higher Education Civic Engagement Awards

- Guilford College
- Keene State College
- Northern Arizona University
- School of the Art Institute of Chicago
- State University of New York at Plattsburgh





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Photos

1 Back Row (left to right): John Hilton, chairman of the board, The Washington Center; Dr. Scott McLean, professor of political science, Quinnipiac University; Chris Norton, president, The Washington Center; Dr. Neil Donahue, vice provost for undergraduate academic affairs and internationalization, Hofstra University; George Lovell, dean of social sciences, University of Washington.

Front Row (left to right): Kathy J. Cooke, founding director, University Honors Program and professor of history, Quinnipiac University; Jennifer Lewis, associate director of the Center for Global Engagement, Earlham College; Dr. Meena Bose, director of the Kalikow Center for the Study of the American Presidency, Hofstra University; Dr. Rosanna Perotti, associate professor of political science, Hofstra University; Meera Roy, director of academic services, University of Washington.

2 Back Row (left to right): John Hilton, chairman of the board, The Washington Center; Chris Norton, president, The Washington Center; Dr. John Ettling, president, State University of New York College at Plattsburgh.

Front Row (left to right): Dr. Rita Cheng, president, Northern Arizona University; William Seigh, provost, Keene State College; Elissa Tenny, president, School of the Art Institute of Chicago; Dr. Jane Fernandes, president, Guilford College.

3: Liaison of the Year Honoree, David Myers from Alvernia University.

2017 Annual Scholarship Dinner

Partnerships are the epicenter of who we are at TWC, what we do and how we do it. On the evening of October 2, 2017, TWC hosted more than 500 partners and friends for our Annual Scholarship Dinner at the National Building Museum. The event raised more than \$400,000 in scholarship funds to help students facing financial barriers complete an internship program in Washington, D.C.

Throughout the evening, attendees learned about how TWC's strategic partnerships create powerful and impactful opportunities for students. The event centered on four different stories of students, or "rising stars." Their "constellations" were made up of the people who were pivotal to their journeys in Washington. Constellations consisted of college and university representatives, donors, internship sites, alumni and mentors, showcasing how TWC connects, organizes and delivers an infrastructure of opportunity and support for our participants, setting them on a path of achievement.

Higher education

- Marisa Kelly, acting president, Suffolk University (Mass.)
- Aaron Taylor, director of public policy and government affairs, Grant Thornton LLP
- Susan Santana, assistant vice president, AT&T
- Gina De Matteo, Fall 2017 student
- Taylor Magnussen, Fall 2017 student
- Jakira Rogers, Suffolk University (Mass.) and 2016 TWC alumna

Giving back

- Karen Price-Ward, community manager, Southwest Airlines and 1992 TWC alumna
- Arleen Ramirez Borysiewicz, former director, TWC Minority Leaders Fellowship Program
- Tania Ocampo, Fall 2017 student
- Nicholas Andary, Fall 2017 student

Empowerment

- Ana María Castro Monzón, CEO and founder, Global Youth Leadership and 2016 TWC alumna
- Antonio Uruchurtu, Government of Sonora, Mexico
- Jung Lin, director, TWC's Advanced Leadership Seminar
- Federico Quinzaños, 2008 TWC National Convention Academic Seminar alumnus

Transformation

- Jim Beamesderfer, vice president of veterans initiatives, Prudential
- Ron Aderhold, founder, Operation Bedroll and 2017 TWC alumnus
- Randy Brown, director of communications, National Coalition for Homeless Veterans
- Michael Duerr, manager, TWC's VET Initiative Program
- Jared Lyon, president, Student Veterans of America

The program concluded with a special presentation of the Lifetime Achievement Award to Alan Blinken, who served as chairman of the TWC Board of Trustees for 16 years, marking the transition to TWC's new chairman of the Board, John Hilton.



1



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Photos

1 (previous page): John Hilton (left), chairman of the board of TWC, and Chris Norton (right), president of TWC, recognized Ambassador Alan Blinken (center), former chairman of the board of TWC, for his remarkable service.

2 (previous page): Marisa Kelly, acting president of Suffolk University—a TWC partner of over 40 years—presented the higher education constellation.

3: Karen Price-Ward, community manager of Southwest Airlines and a 1992 alumna of TWC’s Minority Leaders Fellowship Program, presented the giving back constellation.

4 & 5: Ana María Castro Monzón, a 2016 alumna of TWC’s Women’s Empowerment Seminar, presented the empowerment constellation.

6: Jared Lyon, president of Student Veterans of America (center), with Jim Beamesderfer, vice president of veteran’s initiatives for Prudential (right) and Mike Duerr, manager, VET initiative (left) presented the transformation constellation.

7: TWC alumni gathering for a photo op.



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Fiscal Year 2017 Financials

Statement of Financial Position

Assets	August 31, 2017	August 31, 2016
Current Assets		
Cash and Cash Equivalents—Unrestricted	\$2,659,690	\$2,694,215
Investments	2,903,916	2,893,482
Accounts Receivable*	7,421,458	6,777,247
Promises to Give*	820,005	910,715
Prepaid Expenses	643,383	771,671
Total Current Assets	14,448,452	14,047,330
Noncurrent Assets		
Cash and Cash Equivalents—Designated	-	233,109
Security Deposits	338,774	167,244
Promises to Give—Long—Term Portion	209,604	766,852
Property and Equipment**	41,287,397	42,201,606
Total Noncurrent Assets	41,835,775	43,368,811
Total Assets	\$56,284,227	\$57,416,141
Liabilities and Net Assets		
Current Liabilities		
Accounts Payable and Accrued Expenses	\$1,891,835	\$1,296,070
Deferred Revenues—Internship Program and Housing Fees	2,736,849	2,939,788
Other Deferred Revenue	9,378	-
Loans Payable—Current Portion	612,490	817,295
Total Current Liabilities	5,250,552	5,053,153
Long-Term Liabilities		
Interest Rate Swap Obligation	339,862	422,429
Loans Payable, Less Unamortized Loan Issuance Costs	37,014,140	37,400,146
Total Long-Term Liabilities	37,354,002	37,822,575
Total Liabilities	42,604,554	42,875,728
Net Assets		
Unrestricted	10,350,771	10,168,808
Temporarily Restricted	2,031,757	3,074,460
Permanently Restricted	1,297,145	1,297,145
Total Net Assets	13,679,673	14,540,413
Total Liabilities and Net Assets	\$56,284,227	\$57,416,141

* Net of allowance for doubtful accounts

** Net of accumulated depreciation

The Washington Center is tax-exempt under section 501(c)(3) of the Internal Revenue Code. All grants and contributions are tax deductible to the extent permitted by federal law.

Statement of Activities

	Year Ended August 31, 2017				Year Ended August 31, 2016			
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Operating Revenues and Support								
Internship Program and Housing Fees	\$15,907,948	\$ —	\$ —	\$15,907,948	\$17,035,194	\$ —	\$ —	\$17,035,194
Less Financial Assistance	(2,177,027)	—	—	(2,177,027)	(2,612,125)	—	—	(2,612,125)
	13,730,921	—	—	13,730,921	14,423,069	—	—	14,423,069
Paid Placements and Grants	4,221,443	—	—	4,221,443	3,518,129	—	—	3,518,129
Contributions	361,115	1,081,915	—	1,443,030	259,003	3,298,907	1,150	3,559,060
Interest and Dividends	4,830	—	—	4,830	4,731	—	—	4,731
Miscellaneous Revenue	19,653	—	—	19,653	180,111	—	—	180,111
Total	18,337,962	1,081,915	—	19,419,877	18,385,043	3,298,907	1,150	21,685,100
Net Assets Released from Restrictions	2,124,618	(2,124,618)	—	—	2,434,853	(2,434,853)	—	—
Total Operating Revenues and Support	20,462,580	(1,042,703)	—	19,419,877	20,819,896	864,054	1,150	21,685,100
Operating Expenses								
Program Services	16,254,185	—	—	16,254,185	15,854,397	—	—	15,854,397
Supporting Services								
General and Administrative	3,778,047	—	—	3,778,047	3,789,686	—	—	3,789,686
Fundraising	180,710	—	—	180,710	242,796	—	—	242,796
Total Supporting Services	3,958,757	—	—	3,958,757	4,032,482	—	—	4,032,482
Total Operating Expenses	20,212,942	—	—	20,212,942	19,886,879	—	—	19,886,879
Changes in Net Assets from Operations	249,638	(1,042,703)	—	(793,065)	933,017	864,054	1,150	1,798,221
Nonoperating Gains (Losses)								
Investment Gain	146	—	—	146	75	—	—	75
Extinguishment of Loan Issuance Costs	(150,388)	—	—	(150,388)	(776,888)	—	—	(776,888)
Change in Fair Value of Interest Rate Swap Agreement	82,567	—	—	82,567	661,970	—	—	661,970
Total Nonoperating Gains (Losses)	(67,675)	—	—	(67,675)	(114,843)	—	—	(114,843)
Changes in Net Assets	181,963	(1,042,703)	—	(860,740)	818,174	864,054	1,150	1,683,378
Net Assets at Beginning of Year	10,168,808	3,074,460	1,297,145	14,540,413	9,350,634	2,210,406	1,295,995	12,857,035
Net Assets at End of Year	\$10,350,771	\$2,031,757	\$1,297,145	\$13,679,673	\$10,168,808	\$3,074,460	\$1,297,145	\$14,540,413

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