Who are our Students?

1. 85-93% HS graduates from many Bronx neighborhoods are not college ready
2. 49% first-generation students
3. 33% have a parent with a college degree or higher
4. 49% have a parent with a HS diploma or less
5. 63% speak a native language other than English

Hostos Community College
www.hostos.cuny.edu
The Center promotes excellence in teaching and learning at all levels. The Center seeks to enhance Hostos’ multicultural and multilingual learning environments with innovative teaching pedagogies and state-of-the-art technologies. The Center supports faculty, staff, and student achievements inside and outside of the classroom and encourages the growth of interdisciplinary and cross-divisional collaborations and partnerships.
FROM THE PROVOST

Welcome to the inaugural Center for Teaching and Learning Newsletter. Over the last 12 years, the Center has provided hundreds of hours of professional development activities, facilitated conversations, convened subcommittees for innovation, and linked faculty to numerous conferences and external opportunities. Last year, the majority of full-time faculty attended at least one activity, and we are slowly increasing the participation of our adjunct faculty in CTL events. Teaching and learning are dear to my heart and when I first came to the Office of Academic Affairs, I was excited to oversee the Center. The implementation of SPA Day, the Hostos Teaching Institute, the OAA Teaching Fellowship, and the year of quantitative reasoning are just a few of the ways we have focused on teaching and learning. The leadership of the Center has always been an important part of its success. Carlos Guevara will continue to co-direct the Center this year and Professor Elvir Dincer will be joining the Center as co-director. I want to thank Professor Nelson Nunez-Rodriguez for his outstanding service as director for the past four years and Professor Cynthia Jones for her leadership this past year as co-director. Much thought has gone into the professional development offerings for this year, and I hope you can attend many of them. The Center has always done a great job taking your feedback (through all those surveys they ask you to complete) to align their offerings with your interests and the College's Strategic Plan. I look forward to another great year of engaging conversations and learning new teaching strategies.

Christine Mangino
INTERIM PROVOST AND VP FOR ACADEMIC AFFAIRS
MEET THE DIRECTORS

WELCOME TO FALL 2015 SEMESTER!

As we begin a new academic year and new semester, I would like to share with you our aspiration for a very successful and enriching year. It is an honor for me to have the opportunity to Co-Direct the Center for Teaching and Learning with Prof. Elvir Dincer, and enjoy the support from a wonderful team, Luz, Itzel, Dominique and Rosanna. My goal is to continuously look for innovative ways to complement the knowledge, support, and services from EdTech and CTL to better serve Hostos’ teaching and learning needs.

The CTL team, with the support of EdTech, Library, and OAA, has been working very hard to create thought-provoking and engaging activities seeking to enrich your professional development journey and provide access to best practices and tips from our colleagues. We hope that the professional development map we put together helps you navigate through seminars, conversations, technology discussions, hands-on sessions and webinars, and plan your schedule. Also, there are a number of exciting initiatives and activities we are preparing: Innovation Celebration, Bronx EdTech Showcase 2016, and CUE Conference 2016 @ Hostos.

The CTL has been working hard over the summer to plan collective teaching sessions for the fall and spring semesters, for everyone to gather and share their experiences. I look forward to seeing the junior and experienced faculty working side by side to give our students the best possible education they deserve.

No one knows our students better than us!

Welcome to the first issue of the Center for Teaching and Learning Newsletter.

The purpose of this publication is to keep you informed of new initiatives and workshops offered by the center. The mission of the center is to promote excellence in teaching and learning. We offer workshops, orientation for new faculty and special events that focus on teaching and learning. We hope that through participating in CTL workshops, you will gain valuable experience, connect faculty across disciplines, learn best practices and creates an ongoing discussion of pedagogical practices. Upcoming workshops and events are found on the Fall 2015 Professional development activities map. Take a look at the calendar and mark your calendar with the ones you find of interest.
Devora Geller is a Ph.D. candidate in musicology at the CUNY Graduate Center, an adjunct lecturer at Brooklyn College, and a Quantitative Reasoning Fellow at Hostos Community College. Her main research interests include the role that music has played in the process of assimilation and acculturation for American Jews during the twentieth century, and commercial sheet music as a cultural product of Yiddish-speaking immigrants.

Gowun Park is a Ph.D. candidate in the Economics program at the CUNY Graduate Center. She completed MA degree in Economics at New York University. She teaches Introductory Macroeconomics at NYU, and Economics and Finance courses at Hunter College. Her research is focused on Labor Economics and Inequality.

Scott Fisher is a Ph.D. candidate in the Environmental Psychology program at the CUNY Graduate Center. He has taught Psychology courses at Hunter College and served as a Writing Fellow at the CUNY School of Law. His research projects have focused on exploring the life trajectories of youth committing to climate activism, children's rights and capacities for political self-organization, the dynamics of institutional decision-making about sustainability, participatory mapping in emergencies, and democracy in family relations.

Itzel Ortega Mendez has been a College Assistant with The Center for Teaching and Learning, as well as collaborating with The Office of Academic Affairs since September 2014. Itzel started her career at Hostos Community College as an intern with the At Home in College program in 2013. She is currently in her final year of her Associate degree at Hostos Community College studying Office Technology.

Dominique Nichelle Coston is an alumni of both Hostos Community College and The City University of New York – graduating with an Associate’s of Arts as well as a Bachelor’s of Arts. She has been a College Assistant with The Center for Teaching and Learning since May 2015. Her motto, “Team work makes the dream work!” keeps the team motivated to go above and beyond, completing all task together. Dominique plans to continue growing, learning and working with The Center for Teaching and Learning.

Hostos is participating in the CUNY-wide Quantitative Reasoning Initiative to support efforts to improve QR across the curriculum. Quantitative Reasoning is the skill of the year for the CTL Advisory Council and the General Education Committee. If you would like to collaborate on QR assignments or curriculum design, pedagogic research, or the QR Initiative at Hostos, please feel free to contact the Quantitative Reasoning Fellows. They can be reached at (718) 664-2515 or via email at quant@hostos.cuny.edu.
This cross-divisional faculty-driven committee, guided by the Faculty Development and Curriculum Committee, concentrates on meeting the professional needs of faculty from across the disciplines. A priority of this committee is to encourage faculty to rethink and put into practice innovative pedagogical methods that answer the basic and advanced needs of students to increase overall retention and graduation rates. The Council models innovation through unconventional programming intended to inspire faculty to consistently recreate curriculum to enhance the learning environment throughout the course of the student’s academic careers. The Council exists to refresh and invigorate all faculty including adjuncts, and push them to excel professionally.
Manuel Livingston graduated from NYC Technical College in 1986, obtaining an Associates degree in Radiologic Technology. Besides general radiography, he has covered many facets in his career including CT and MR Imaging. He started teaching as a clinical instructor at Bronx Community College and returned to school to obtain a Bachelors degree in Health Education from the University of Medicine and Dentistry of NJ in 2011, followed by a Masters from Walden University in 2014. I am honored to be welcomed into the Hostos family and look forward in sharing my expertise and professional values with my students, faculty and staff.

Michelle Burke

Born in Pennsylvania, Michelle Y. Burke earned a BA in creative writing from Loyola University Maryland, an MFA in poetry from Ohio State University, and a PhD in English from the University of Cincinnati. Her poetry has appeared in Poetry, New Orleans Review, Georgetown Review, Lake Effect, and elsewhere. She's the author of the poetry collection Animal Purpose, winner of the 2015 Hollis Summers Poetry Prize, and the poetry chapbook Horse Loquela, winner of the 2007 Red Mountain Review Chapbook Series Award. She lives in Jackson Heights, Queens, with her husband, the writer Douglas Watson, and their daughter.

Eugena K. Griffin

In 2008, Dr. Eugena K. Griffin received the Ph.D. degree in Clinical-Community Psychology from University of South Carolina. Dr. Griffin's research interest aims to examine coping typologies and responses to racial stress from a biopsychosocial model among Blacks. Dr. Griffin engages in community programming and minority health research as a means to further examine the racism-coping phenomena, in addition to developing interventions to counteract the maladaptive effects of racism in America.

Nelson Torres-Rios

Nelson Torres-Rios is an attorney admitted in New York & New Jersey with a Master’s in Counseling Psychology. His areas of interest include Constitutional Law, Family Law, and Social Outreach with a focus on improving community-police relations in the South Bronx.

Alec McClure

Alec McClure is a Brooklyn-based new media artist, designer, photographer and educator that focuses on the creation of immersive visual media. Examining and expressing existential absurdity through the use of interactive media and emerging technologies, Alec seeks to raise questions about our sensorial experience of the world. Recent works have included the use of virtual and augmented reality technologies, such as the Oculus Rift. Alec holds an MFA in Design and Technology from Parsons School of Design and is an Assistant Professor of Game Design at Hostos Community College.

Oded Naaman

Oded Naaman is a screenwriter, animation director and filmmaker. He is a full time faculty member at Hostos Community College, CUNY where he teaches design and animation courses. Oded worked in Manhattan as a visual storytelling creative director, designer and illustrator, managing a global portfolio of public and private clients and projects. He holds an MFA in Film from Columbia University’s School of the Arts and graduated from the prestigious Bezalel Academy of Arts & Design’s animation program in Jerusalem.
DOMINIQUE COSTON
CTL COLLEGE ASSISTANT

The Center for Teaching and Learning is delighted to announce the launching of our new redesigned website.

The new site is a result of a lot of hard work performed by our college assistants with the help of our Educational Technology department. In addition to changing the design and layout, we’ve implemented new functions to provide our visitors with pertinent information that is easy to navigate.

Our goal is to maintain a site that is pleasant to use, as well as showcase what we do, how and why we do it, and how to get involved.

Some of our site improvements include:

• Links to follow all of our social media platforms
• Videos and PDF files of all presentations
• A collective events & conference calendar
• Our seasonal newsletters
• Updated pictures and contact information
• Comment/feedback system
• Scholarship opportunities
• Faculty Podcasts

We hope you view the site as easy to use, clean, and efficient and as an improved online presentation of The Center for Teaching and Learning at Hostos Community College. Thank you for your visits and continued support.

Mission:
The Center promotes excellence in teaching and learning at all levels. The Center seeks to enhance Hostos’ multicultural and multi-lingual learning environment with innovative teaching pedagogies, and state-of-the-art technologies. The Center underscores that learning is a lifelong process and offers a range of professional development opportunities for full and part-time faculty. The Center celebrates faculty, staff, and student achievements inside and outside of the classroom and encourages the growth of interdisciplinary and cross-disciplinary collaborations and partnerships.

Through open and ongoing dialogue and collaborative efforts designed to improve student learning, the Center provides teachers with the resources and opportunities that support excellence in teaching. This website was developed to serve as a clearinghouse of information about and resources to enhance teaching and learning.

The mission of the Center for Teaching and Learning is accomplished through the establishment of resources, services, and activities such as:

• Provide support for teaching innovation in various aspects, including innovative pedagogies,
• Support professional development activities,
• Support for scholarship of teaching and learning (SoTL),
• Support for faculty curriculum development and research,
• Creation and dissemination of instructional resources materials, including a faculty handbook,
• Promotion and showcasing of faculty work and research through conferences such as CTL,
• Spa Day, Brain StTech Showcase, CUNY Conference, CUNY IT Conference and others.

Additional offerings by the Center for Teaching and Learning also include:

FOLLOW US ON: @ctlathcc /hostosctl
The Center for Teaching and Learning hosts numerous events throughout the semester for faculty and staff. One of our most popular events last semester was Assistant Professor Ernest Ialongo’s book presentation of “Filippo Tommaso Marinetti: The Artist and His Politics”. The event was held at the beautiful Hostos Art Gallery in April alongside an intimate cocktail party. In attendance were over 60 faculty members, including Hostos Community College President David Gomez, and Provost Christine Mangino. The event garnered so much support that over 20 copies of Professor Ialongo’s book were sold. Since that event, CTL workshops and events have doubled, as well as our supporters. The Center for Teaching and Learning would like to thank Professor Ialongo for entrusting us with this event, and we thank you, our supporters, for your continued support. We hope to see you at our next event.
2015 ADJUNCT

OUR FIRST ADJUNCT OPEN HOUSE WAS A GREAT SUCCESS!

CTL held a successful first Adjunct Faculty Open House on Wednesday, September 16, 2015. More than 50 adjunct faculty attended this event. We really enjoyed meeting all of you!

This event offered the opportunity to meet colleagues from across disciplines and campus offices, and find out more about a broad range of student resources and services available.

Couldn’t make it this year? We are hoping to continue to offer these events in the future, so let us know if there is a particular professional development event you would like to see.

Thank you to everyone who came in, to those who helped spread the word, and especially to our supporters:
FACULTY OPEN HOUSE

COLLEGE DEPARTMENTS IN ATTENDANCE

1. Academic Affairs
2. Academic Computing Center
3. Accelerated Study in Associate Programs (ASAP)
4. Accessibility Resource Center
5. Children’s Center
6. College Discovery
7. Contract and Diversity Considerations
8. Counseling
9. EdTech
10. Health & Wellness Services
11. Honors Program
12. Human Resources
13. IT Help Desk
14. LEADS Project
15. Tutoring Hostos Academic Learning Center (HALC)
16. Library
17. PSC
18. Public Safety
19. QR Fellows
20. Single Stop
21. Student Activities
22. Student Leadership Academy
23. Stuent Success Coaches
24. Transfer Services
25. The Writing Center

See pictures from the open house here: @ctlathcc /hostosctl

Thank you for your participation and we are looking forward to seeing you again at our next event!
As educators we all have the generous task of shaping diverse approaches to new and longstanding challenges in education. One of these challenges is preparing our students for a society that is ever changing. We are required to uphold the ethos of improving society through the advancement of knowledge yet with limited funding.

The question then arises of how do we as educators continue to stay in love with our careers? One answer is to look beyond our respective disciplines for innovations.

This summer, as part of a pedagogical seminar, I traveled with fellow Hostos faculty to Cuba. This trip proved to be a transformative educational experience that will have permanence in my life. From what I learned I came to the realization that the United States’ educational system can take some learning points from Cuba.

For example, all graduate academic disciplines in Cuba require students to take a pedagogical course to ensure that graduates are equipped to impart their knowledge. This creates a cadre of professionals that are able to take on mentoring and educational roles as well as have a deep appreciation for the role that education has in society.

In the U.S. system of higher learning obtaining a terminal degree in one’s discipline is a primary qualifier for becoming a professor. Whether the individual has any pedagogical coursework is somewhat overlooked as a qualification. Therefore, the burden is upon us as U.S. academics and educators to foment a love of learning in our students yet with very little coursework preparation.

Again, I ask you to reflect on how to keep the romance alive with education. As you reflect I offer you some simple suggestions:

1. Remember why you became an educator and fell in love with your academic field (impart that to your students).

2. Keep the flame alive in your romance with education by always trying to be innovative in your approach. This may often require that you look at what is being done in other fields and for you to adapt such strategies to your camp.

3. Remember that you too are human and need to recharge. My trip to Cuba helped me obtained a fresh set of lenses where I could see how other academics teach and do research especially in a limited resource setting. This does not mean that you have to book a flight to get a new perspective; you can obtain a different one by just exploring within your locale.

4. You may be a sage in your discipline but that does not make you a pedagogical savant. This means that you always have to improve your pedagogy through any training opportunities that are available.

5. Lastly, understand that as an educator you are making a difference in society and you are by default an advocate for the voiceless—and they are counting on you to help them find a voice.
Everyone processes differently. There are two ways of taking new and/or difficult information in—analytically or globally. Learners either require a sequential introduction to the content escalates in difficulty, or they need to know why this material is relevant either to the course or to life in general before they can begin.

By providing two different introductions, neither of which takes more than five minutes, you are setting the stage for more effective—and more enjoyable—instruction to take place. One way to do this is to have a short reading that defines the day’s topic, provides a short class agenda, and explains its importance. Students can read it while attendance is taken.

Another tactic more specifically targets each processing style. Offer analytics a couple of questions or problems based on the day’s work as a brainteaser. Have a brief conversation with the global learners where you provide the reason why this material is necessary. Offer the choice. Some people are integrated and can appreciate both sources of information.

If you prefer to get right to the day’s work, the introduction can actually be assigned for homework. Have all students research the next day’s topic. They can look for a timeline, methods of doing something, key definitions, or flow charts—all of which appeal to learners who prefer information in escalating steps of difficulty or occurrence. They should also identify a practical application of the topic, which will engage the global learners.

We already provide material that appeals to the individual processing styles. Syllabi, tables of content, class schedules, and assignment directions are intrinsically analytic. Illustrations (especially in full color), document-based questions, and anecdotal discussions provide a global perspective. If we are purposefully introducing new and/or difficult material to address the processing styles of all students, we are adding to our existing repertoire of instructional techniques.

It doesn’t matter how you do it. By satisfying the need to get started of analytic people who do not need the reason something matters to dive into the lesson and by responding to bigger-picture curiosities of the globals, you will have set the stage for a successful class.
The Hostos Teaching Institute (HTI) was created to offer essential and practical sessions designed and facilitated by seasoned faculty to help instructors who want to tune up their teaching practice, and take it to the next level.

The Center for Teaching and Learning, the Office of Educational Technology, and the Library worked very hard during the summer to put together a comprehensive and thorough professional development programming for the fall semester. The goal of this effort was to complement the training/topics offered through the Hostos Teaching Institute (HTI) with mindful discussions about pedagogical approaches and innovations, that also focus on technology, provide opportunities for hands-on tech trainings, and explore different presentation styles and delivery modes such as online seminars.

All events are open to everyone, but if you would like to receive recognition for completing the 2015-2016 Hostos Teaching Institute and be eligible for a raffle for one iPad mini, you must participate in at least twelve (8) of the 32 HTI workshops that will be offered. To participate, fill out this form: http://commons.hostos.cuny.edu/ctl/wp-content/uploads/sites/26/2015/10/HTI-Quick-Facts-and-Commitment-Form2.pdf and send it to ctl@hostos.cuny.edu or bring it to B-439.

To register for any of these professional development opportunities go to: http://www.hostos.cuny.edu/facultydevelopment (use your Hostos credentials to login)

We look forward to your continued participation this fall.

All Teaching Faculty Welcome!
### November

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<td>Who are our Students I (Kappeler &amp; Wilson) B-446</td>
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<td>Injustice: what tools can we use to help students transition from incarceration to classroom (Figueroa) C-559</td>
<td>How to communicate with students: texting, email, phone? (Prince) C-559</td>
<td>Teaching unprepared students: strategies that work (Online)</td>
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<td>GRIT (Holland) C-559</td>
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<td>How you learn isn’t How I learn: Cool Tools! Customization for Diverse Learners (Davis) C-559</td>
<td>A Good Start: Helping first year students acclimate to college (Online)</td>
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<td>Teaching with iPads (Duchekov &amp; Ostrin) C-559</td>
<td>Cultural Competency I (Flamster) C-559</td>
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<td>Classroom Management I (Yeal Rodriguez &amp; Nelson Nunez-Rodriguez) B-446</td>
<td>The flipped approach to a learner-centered class (Dincher) C-559</td>
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<td>Implementing the Flipped Classroom (Guevara) C-559</td>
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**To Register Go To:** [www.hostos.cuny.edu/facultydevelopment](http://www.hostos.cuny.edu/facultydevelopment)
CALL FOR PAPERS AND UPCOMING CONFERENCES ON TEACHING AND LEARNING

November 2015

2-3 Eighth International Conference on e-Learning and Innovative Pedagogies University of California, Santa Cruz, California http://ubi-learn.com/the-conference


5-7 2015 Annual Conference Association for the Study of Higher Education (ASHE), Denver, Colorado http://www.ashe.ws/?page=107


12-13 Focus on Teaching and Technology Conference, UMSL, St. Louis, Missouri http://www.umsl.edu/services/ctl/fttc/index.html


16-18 IARSLCE Annual Conference International Association for Research on Service-Learning and Community Engagement (IARSLCE) Northeastern University, Boston, MA http://www.researchsle.org/conferences/

19-22 Lilly international Conference on College Teaching ‘Evidence-Based Learning and Teaching’ 34th Annual Conference Miami University, Oxford, Ohio http://www.units.miamioh.edu/lillycon/

December 2015


12-15 2015 Mid-Career Women Faculty Professional Development Seminar AT&T Executive Education and Conference Center, Austin, Texas https://www.aamc.org/meetings
January 2016

3-6 38th Annual NITOP National Institute on the Teaching of Psychology University of South Florida The TradeWinds Island Grand Hotel, St. Pete Beach, Florida
http://www.nitop.org/

3-8 Technology Institute for Developmental Educators, San Marcos, Texas
http://tide.ci.txstate.edu/

7-9 3RD Annual Lilly Conference Evidence-Based Teaching and Learning, Austin, Texas
http://lillyconferences.com/tx/

7-10 130th Annual Meeting American Historical Association, Atlanta, Georgia
http://www.historians.org/annual/next.htm

8 14th Annual Hawaii International Conference on Education at the Hilton Hawaiian Village Waikiki Beach Resort, Honolulu, Hawaii
http://www.hiceducation.org

12-15 FETC 2016 Education Technology Conference Orange County Convention Center, Orlando, Florida

13-16 2016 FMEA Professional Development Conference Tampa Convention Center, Tampa, Florida
http://fmea.flmusiced.org/conference/

17-25 11th Annual Eckerd College Writers in Paradise, St. Petersburg, Florida
http://writersinparadise.eckerd.edu/courses.php

28-30 2016 Call for Proposals- 2016 Association of Mathematics Teachers Educators “AMTE” Conference The Twentieth Annual Conference, Irvine, California
http://amte.net/conferences/conf2016/call-for-proposals

February 2016

1-5 TCEA 2016 Convention & Exposition Austin Convention Center, Austin, Texas
http://www.tceaconvention.org/2016/

3-5 33RD Academic Chairpersons Conference Charleston, South Carolina
http://conferences.k-state.edu/academicchairpersons/

3-6 The CAA 104th Annual Conference; College Art Association, Washington, DC
7-9 Network. Educate. Advocate. Support. CASE District II The College at Brockport, Philadelphia Marriott Downtown in Philadelphia, PA
http://www.casetwo.org/

12-14 2016 APSA Teaching and Learning Conference Marriott Portland Downtown Waterfront, Portland, Oregon
http://www.apsanet.org/TLC

13-16 ATE 2016 Annual Meeting Chicago 2016 Annual Meeting Call for Proposal, Chicago Hilton Hotel
http://www.ate1.org/pubs/2015_Annual_Meetin.cfm

16-18 33rd Annual Effective Schools Conference Talking Stick Resort, Scottsdale, Arizona
http://www.effectiveschoolsconference2016.com/

18-20 Lilly Conference Series on College and University Teaching and Learning Evidence-Based Teaching and Learning, Newport Beach, CAhttp://lillyconferences.com/ca/

23-25 AACTE’s 68th Annual Meeting, Las Vegas, Nevada
http://aacte.org/professional-development-and-events/annual-meeting

March 2016

2-4 ITEEA’s 78TH Annual Conference ITEEA National Harbor, Washington, DC
http://www.iteaconnect.org/Conference/conferenceguide.htm

12-16 2016 NASPA Annual Conference, Indianapolis, Indiana
http://www.naspa.org/events/2016-naspa-annual-conference

15-19 2016 NADE - National Association for Developmental Education, member CLADEA Annual National Conference (2015 conference hosted by CalADE) Anaheim Marriott Hotel, Anaheim, CA Link to add conference to your calendar will be posted when available!

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