



CALL 2019 CONFERENCE

“Building Community”

Hosted by

CENTENNIAL COLLEGE

Wed., May 29 to Fri., May 31, 2019

Location



Centennial College Progress Campus
937 Progress Ave.
(8th floor)
Toronto, ON M1G 3T8

[Directions & Parking](#)

Parking \$5 for attendees who retrieve the ticket from the parking lot machine as they enter. Note that the ticket must then be shown at registration to receive a discount parking pass.

IMPORTANT: You must keep both the discount pass and the original ticket to exit the parking lot.

For more information go to

callontario.org

Thank you to our sponsors

NELSON



Pearson

TABLE OF CONTENTS

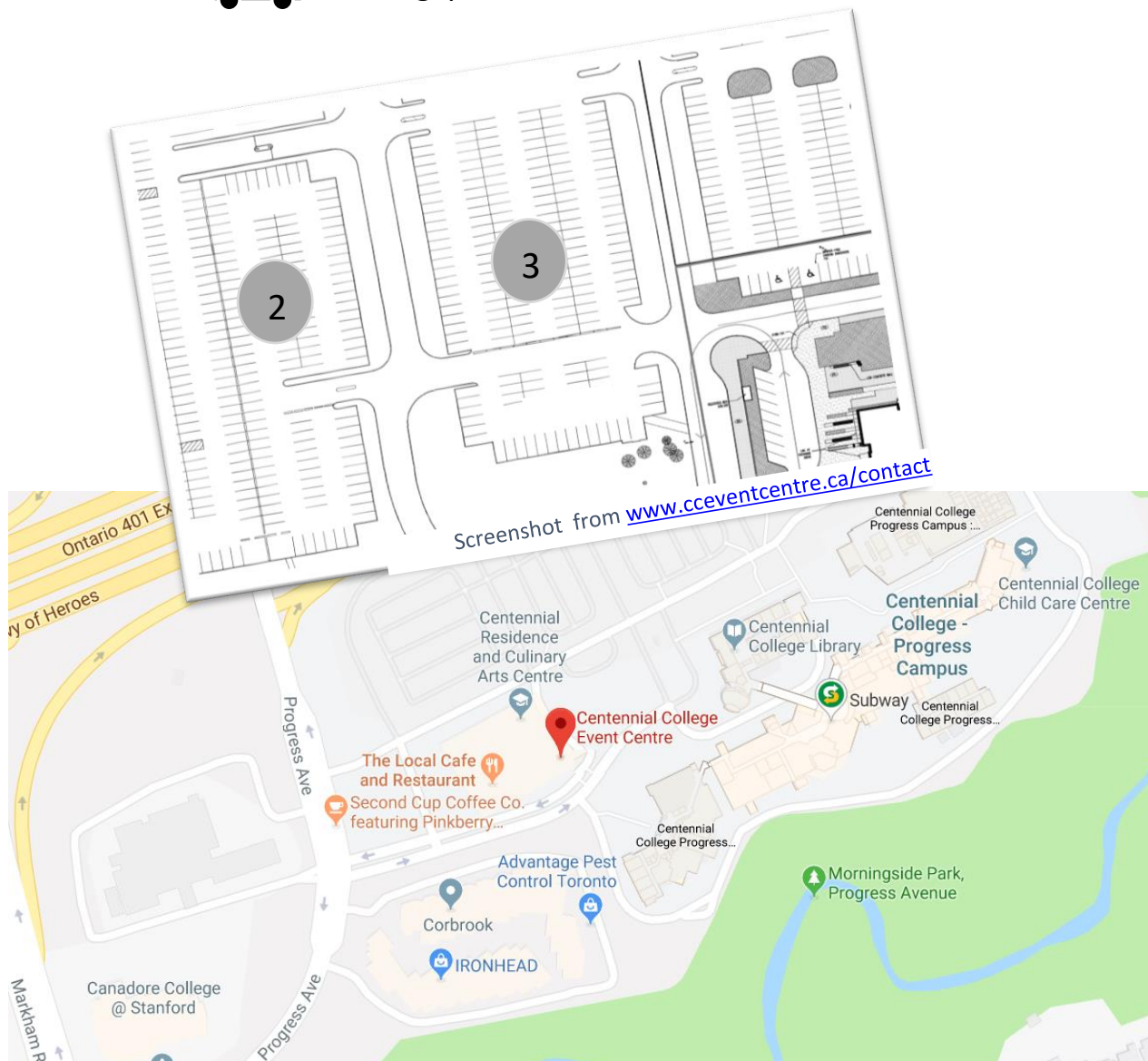
Directions and Parking	<u>ii</u>
Indigenous Acknowledgement	<u>iii</u>
Keynotes	<u>1</u>
• Rusul Alrubail	
• Dr. Sali Tagliamonte	
Conference Schedule	<u>2</u>
Topic Descriptions and Bios	
• Wednesday	<u>6</u>
• Thursday	<u>8</u>
• Friday	<u>12</u>
Thank You to Our Sponsors	<u>15</u>

Directions and Parking

Centennial College Event Centre
937 Progress Ave.
(8th floor)
Toronto, ON M1G 3T8



If driving, please use lot 2 or lot 3-North.



Map data @2019 Google To view go to goo.gl/maps/htq8U9BGajK8Fryh7

Parking \$5 for attendees who retrieve the ticket from the parking lot machine as they enter. The ticket must then be shown at registration to receive a discount parking pass.

IMPORTANT: You must keep both the discount pass and the original ticket to exit the parking lot.

Indigenous Acknowledgement



Centennial College Progress Campus (Courtesy of Centennial Marketing and Communications)

Centennial College is proud to be a part of a rich history of education in this province and in this city. We acknowledge that we are on the treaty lands and territory of the Mississaugas of the Credit First Nation and pay tribute to their legacy and the legacy of all First Peoples of Canada, as we strengthen ties with the communities we serve and build the future through learning and through our graduates. Today the traditional meeting place of Toronto is still home to many Indigenous People from across Turtle Island, and we are grateful to have the opportunity to work in the communities that have grown in the treaty lands of the Mississaugas.¹

¹ <https://www.centennialcollege.ca/student-life/student-services/indigenous-education/indigenous-acknowledgement/>

❖ WEDNESDAY KEYNOTE: RUSUL ALRUBAIL



Rusul Alrubail

Rusul is the Executive Director of Parkdale Centre for Innovation. Parkdale Centre is a Canadian non-profit committed to making entrepreneurial and professional skills accessible through inclusive programs, with a focus on equity and innovation. Previously, she worked on community engagement at Ci. Strategy+Design, a design thinking agency that works with organizations on strategy, design and inclusion.

Alrubail co-founded her first product and business, The Writing Project, back in 2012. The Writing Project is a student publishing platform currently used in the United States by educators and students to amplify student voices and help students become better writers. She is also an education writer and a social justice advocate.

Alrubail taught English composition and literature to high school, college, and undergraduate students for 10 years. She spent the majority of those years at Seneca College teaching literature and college English to international and domestic students.

She has written for Edutopia, Education Week, The Guardian, PBS Newshour, The International Literacy Association, Teacher, Teaching Tolerance, ASCD's Educational Leadership, Edsurge, and Annenberg Learner Foundation. Her first book was published in 2016, titled "Digital Writing for English Language Learners", and she has contributed to several book chapters, amongst them are: "Teaching Social Justice Through Literary Analysis" and "Building Communities" on finding a career path outside of academia.

Rusul Alrubail is a TEDx speaker and a social media influencer on education, inclusion, and equity. You can connect with her on twitter @RusulAlrubail.

❖ THURSDAY KEYNOTE DR. SALI TAGLIAMONTE

Sali A. Tagliamonte is Canada Research Chair in Language Variation and Change, a Full Professor and Chair of the Linguistics Department at the University of Toronto, Canada. She is a member of the Royal Society of Canada, a Fellow of the Linguistic Society of America, a former Killam Research Fellow (2013-2015) and is currently President of the American Dialect Society (2017-2019). She is the author of six books, including: "Making Waves", "Variationist Sociolinguistics" (Wiley-Blackwell 2012, 2015) and "Analysing Sociolinguistic Variation", "Roots of English" and "[Teen Talk](#)" (CUP 2006, 2013, 2016). She has published on African American varieties, British, Irish and Canadian dialects, teen language and television across the major journals of the field. Her research has been funded by agencies in Canada, the US and UK. Her most recent research program is the Ontario Dialects Project, which focuses on cross-community and apparent time comparisons in corpora of spoken vernacular dialects to explore linguistic change.




Dr. Sali Tagliamonte

DAYS &TIMES	Winter (Rm 3)	Fall (Rm 3A)	Summer (Rm 4)	Spring (Rm 4A)	South (Rm 6)
Wednesday					
Registration 12:30-1:00pm	Registration in front of the elevator on the 8 th floor (Discount parking tickets available. Please present the parking lot ticket at registration.)				
Welcome 1:00-1:30pm	Mark Dorsey , CALL President Marilyn Herie , VP, Academic and Chief Learning Officer at Centennial College				
Keynote 1:30-2:30pm	Rusul Alrubail , Author and Director of Parkdale Centre for Innovation				
15min Coffee Break 2:30-2:45pm					
Session #1 2:45-3:45pm (60 min)	Howard Doughty Creating Colleges Worthy of the Name: The Essentially Contested Context of Community Building (Panel)	Rhett Andrew Let’s Turn the Flipped Classroom Upside Down (Roundtable)	Amy Simoneau But I Did All the Work: Supporting and Assessing Collaborative Projects (Workshop)	Christine Boyko-Head Applying the Osborne-Parnes Model to Writing Anxiety (Workshop)	Sarah Fischer When You Are the Minority: Using Self-Reflection to Build a Supportive Multicultural Learning Community (Workshop)
15 min Coffee Break 3:45-4:00 pm					
Session #2 4:00-5:00pm (60 min)	Derrick Hempel Journal Writing, Community Building - Real-life Examples and Useful Theory (Workshop)	Shannon Webb Constructing Collaborative Community in the Classroom (Workshop)	Catherine Boote An Academic Community of Students in Mandalay Myanmar: What is Next for Them? (Roundtable)	Marzena Walkowiak Charan Batra Making a Difference: Building Community in a College Setting (Workshop)	
Free Time 5:00-6:00pm	Optional Free Nature Walk with Guide Charan Batra (Near Campus)				
Dinner 6:00-7:00pm	DINNER				
Social 7:00-close	7:15-7:45 PM CENTENNIAL COLLEGE CHOIR				

DAY &TIMES	Winter (Rm 3)	Fall (Rm 3A)	Summer (Rm 4)	Spring (Rm 4A)	South (Rm 6)
Thursday					
Registration/Breakfast 8:00-9:00am	Registration in front of the elevator on the 8 th floor (Discount parking tickets available. Please present the parking lot ticket at registration.)				
Keynote 9:00-10:00am	Dr. Sali A. Tagliamonte, University of Toronto Professor, Linguist, Author, and Specialist in Language Variation and Change				
15min Coffee Break 10:00-10:15 am					
Session #3 10:15-11:45am (90 and 60 min)	Nagina Murtuza Quality High Education (Workshop)	Anna Ainsworth Confronting Inequity Between Contract and Full-Time Faculty: Is Community Possible? (Roundtable)	Heather Lash Andrew Nelson Colonized Eyes (Workshop)	Anne Wonyoung Song Sarika Narinesingh Community of Writers: Podcasting the Feedforward Process (*60 min Workshop)	
11:45am-12:00pm	Nelson and Pearson Publishers’ Tables				
12:00–1:30m	LUNCH and AGM				
Session #4 1:30-2:30pm (60 min)	Paul Quinn Alireza Sobhanmanesh Teaching International Students English to Aid Integration into the College Community (Research/Discussion)	Paula Crooks Karen Pike Suzanne Rintoul Jon Whitzman Building a Strong, Supportive Faculty Community (Roundtable)	Lara McInnis Eva Bednar Sarah Nieman Kim Robinson Student Engagement Sustainability in the Classroom, College, and Community (Workshop)	Catherine Kenney Micro-credits for University Transfer Students (Workshop)	
Session #5 2::30-3:15pm (45 min)	Michele Hall Matthew Wheatley Connecting w/ Co-op: College English and the WIL Experience (Workshop)	Jennifer Winfield Jessica Freitag Group Writing in ESOL College Classes (Roundtable)	Elizabeth McIntosh Lynne Kennette An Inquiry into Information Literacy (Research/Discussion)	Dave Miller Decolonizing the English/ESOL/Writing Classroom (Roundtable)	
15 min Coffee Break 3:15-3:30pm					

DAY &TIMES	Winter (Rm 3)	Fall (Rm 3A)	Summer (Rm 4)	Spring (Rm 4A)	South (Rm 6)
Thursday (cont'd.)					
Session #6 3:30-4:15pm (45 min)	Richard Sims Enter Player 1, 2, 3, 4: Conversing about Academic Integrity Around the Board Game! (*90 min Workshop)		Mathew Harris Technological Distraction in the Classroom (Research/Discussion)		
Session #7 4:15-5:00pm (45 min)			Sarah Feldbloom Leanne Milech Using Multimodal Approaches and Texts (Workshop)		
Free Time 5:00-6:00pm	Optional Game Event Courtesy of Centennial Libraries & Nature Walk with Guide Charan Batra (Near Campus)				
Dinner 6:00-7:00pm	DINNER				
Social 7:00-close	7:00-10:00 PM ENTERTAINMENT (VOCALIST VANESSA MORGAN)				
DAY &TIMES	Winter (Rm 3)	Fall (Rm 3A)	Summer (Rm 4)	Spring (Rm 4A)	South (Rm 6)
Friday					
Breakfast 8:00-9:00am					
Session #8 9:00-10:00am (60 min)	Erica Kelly Cynthia Brassard Alaena Darrach Ryan Gibbs Thinking Critically, Writing Clearly, Speaking Purposefully: Deciding the Direction of Our Comm Department (Panel)	Will Hennessy From the Back of the Class to the Front of the Class: An Honest Discussion and Case Study of Using Personalized Learning (Workshop)	Jordan Smith Everything to Everybody: The Challenge of Writing a First-year English Open Textbook for All College Programs (Demonstration)	Sarah Sinclair Stephanie Samboo Kathleen Oakey Danielle Palombi Tutoring Through the Lens of Trilingualism (Panel)	
15 min Coffee Break 10:00-10:15am					

DAY &TIMES	Winter (Rm 3)	Fall (Rm 3A)	Summer (Rm 4)	Spring (Rm 4A)	South (Rm 6)
Friday (cont'd.)					
Session #9 10:15 –11:00 (45 min)	Jessica Srivastava Mam, Respected Mam, Professor . . . A Journey to Creating Community Amongst International and Non-international Students in Diverse Classrooms (*90 min Workshop)	Philip Loosemore Liz Geddes Cross-Site Collaboration: Building Community Across Writing Classrooms (*90 min Workshop)	Tara Middaugh Bonney Kim Reid Cultivating Collaborative Culture and Creating Community in Online Learning Environments (Workshop)	Livia Pataki Integration of New Students in a College Environment: International Peer Mentorship Program (Lecture/Discussion)	
Session #10 11:00-11:45pm (45 min)			Sherry Hejazi Building Community in Online Education and Emerging Pedagogies (Roundtable)		
Closing Remarks 11:45-12:00pm	Paul Quinn and Cecilia Aponte-de-Hanna , Centennial College Hosts Mark Dorsey , CALL President				
Box-Lunch on the Go 12:00-1:00pm					
<div><p>EVENT CENTRE ROOM LEGEND</p><ul style="list-style-type: none">1 Private Conference Room2 Buffet/Reception Area3 Winter Room3A Fall Room4 Summer Room4A Spring Room6 South Room<p>*Washrooms are located on the west side.</p></div>					

WEDNESDAY

Creating Colleges Worthy of the Name: The Essentially Contested Context of Community Building

Encouraging community in the absence of consensus about the purposes and functions of college education can be an empty exercise in instrumental pragmatics. It can be made more genuinely meaningful only if a common, coherent vision exists to which all can honestly and willingly subscribe. The “community,” in short, must be “about something” that we can sincerely support. Meanwhile, we are inundated with formal strategic mandates, ministerial guidelines, local mission statements, and administrative policies under which we labour; but, without a cogent and coherent understanding of the emerging political, economic and cultural controversies that define the parameters of our work, these too can lead merely to exercises in institutional branding, unrelated to our vocation and profession as educators. In the highly charged context of Ontario college education—especially under Premier Ford and throughout North America in the time of President Trump, these matters are more than usually “essentially contested.” We are relentlessly required to justify our curricula, our pedagogy and our very selves. We are constantly put on the defensive. This presentation will help us to get our bearings, remain composed and respond creatively and constructively to increasing challenges. It offers a strategy more ennobling than a pre-emptive cringe.

Howard Doughty graduated from Glendon College and earned postgraduate degrees in Political Science (Hawai’i and York), and in History and Philosophy (Toronto). He has taught at Seneca College since 1969. He has presented 90 academic papers and keynote addresses, published over 200 peer-reviewed articles and reviews, and written, edited or contributed to over 20 books on Canadian culture and politics. He has also served as a faculty Union official provincially and locally since 1975.

Let’s Turn the Flipped Classroom Upside Down

Despite our sound intentions and positive extolling, the result is invariably the same: A few die-hard students benefit from the regular one-on-one feedback, but the majority just show up on due dates to submit their--let's face it--sub-par work. The flipped classroom model has promise, but now that it's received a dry run, it needs a refresh. What works? What doesn't? How can we integrate more opportunities for engagement, experiential learning, and classroom community? This roundtable session will explore these questions and more, drawing from the experience and expertise of the participants; the facilitator will do just that--facilitate, with no formal presentation. It's time to re-envision the inversion!

Rhett Andrew has been teaching in Ontario colleges for 19 years. He is the Coordinator of the Language and Communication Department at Sault College, where he has helped to innovate student-centred delivery models and feedback tools. With his colleagues he is known for his collaborative approach to curriculum development and academic integrity. His students regard him as “strict but easy to talk to”—quite an agreeable reputation, if you ask him. Being rather flip himself, he is always surprised when students introduce him as their favorite teacher, wondering if they like his teaching methods or his tendency towards irony.

But I Did All the Work: Supporting and Assessing Collaborative Projects

Despite the well-established and much-researched benefits of collaborative projects, students often express strong resistance to working in teams. This resistance stems in part from the process of collaboration and in part from perceived inequities in the evaluation of the group’s final product. This presentation will share best practices for designing collaborative projects, supporting teams through the collaborative process, and evaluating collaborative work fairly.

Amy Simoneau is a full-time communications professor at Algonquin College and is co-chair of the college’s Research Ethics Board. Amy loves ‘group work’ when it works.

Applying the Osborne-Parnes Model to Writing Anxiety

The Osborn-Parnes Creative Problem-Solving model has helped organizations and businesses innovate for over 60 years. What if this model could be adapted to help learners overcome writing blocks, essay anxiety, thesis anguish and proposal paralysis? This fun, fast-paced workshop uses creativity tools from the Mind the Gap project to guarantee a ‘first out-of-the-block’ creative-critical thinking process good for all communication tasks.

Christine Boyko-Head teaches in the Liberal Studies department at Mohawk College, ON. Her work min(E)s the gaps between education and innovation through arts-based, creativity strategies empowering learner success. An OCQAS auditor, curriculum specialist, Design Thinking, CPS and Foursight Thinking Preferences facilitator, she has published, consulted and presented nationally and internationally. She recently taught 150 educators in Turkey how to apply cognitive preference theory and creativity tools to differentiate instruction.

WEDNESDAY (CONT'D)

When You Are the Minority: Self-Reflection to Build a Supportive Multicultural Learning Community

This interactive presentation will explore the use of self-reflection techniques to build an empathetic multicultural community (in-class or online) and strengthen the use of emotional intelligence in participants' professional practice. Participants will have the opportunity to practice individual self-reflection during the session.

Sarah Fischer teaches communications courses at Conestoga College, primarily for international students. Previously, she managed the Documentation team for an Edtech company - leading the creation of online help and how-to videos to support teachers and students around the world maximize teaching and learning.

Journal Writing, Community Building - Real-life Examples and Useful Theory

College writing courses often throw students together in first year, and they know very little about each other. This hands-on session will explore the implementation of journal writing in a variety of college writing courses. We will outline the research that supports journal writing and its community-building benefits. Students and faculty become part of an on-going meaning-making activity, and it is these shared experiences that help to build community in a reflective and intentional way. Participants in this workshop will participate in a mock journal-writing exercise, and we hope to recreate the kind of community building that is possible through the use of journals. We hope to also demonstrate how journaling will contribute to students' sense of belonging and accountability within the college classroom environment. This technique has application across both regular writing classes and ESL classes. Included in this session, we will see how journaling can easily be applied online through the Blackboard LMS.

Derrick Hempel has taught in the Ontario college system since 2009. He has an MA in Rhetoric and Digital Studies (Northern Arizona University), a BA in English and Sociology (The University of Toronto), and a post-graduate certificate in Teaching English as a Second Language (Humber College). He has taught at George Brown, Humber, and Sheridan in both the mainstream communications courses and college-level ESL courses.

Constructing Collaborative Community in the Classroom

"I'm going to be a _____, I don't need to know how to write/present/work in a group". Does this sound familiar? Achieving "buy in" from students can be challenging, especially when they may be enrolled in a class, they believe they don't need. This workshop will explain the importance of creating a collaborative community within the online, hybrid and/or F2F classroom. Including students in constructing the community helps to increase student engagement and create a classroom all members have a hand in creating. This workshop will include theory and research, as well as practical tips and lessons learned.

Shannon Webb is a communication professor at Durham College, TA and research associate at UOIT and runs an instructional design business. She worked in the Centre for Academic and Faculty Enrichment as a curriculum specialist for 2 years, on new program development and review. She is currently preparing to pursue a doctorate degree. When Shannon is not teaching, researching or developing learning environments, she is spending time outdoors with her husband and daughter.

An Academic Community of Students in Mandalay Myanmar: What is Next for Them?

Myanmar is mired in political struggle and military control. Internationally, country after country is removing the honours it once bestowed on its leader, Ang Sun Suu Kyi, amid allegations of gross mistreatment of one of the country's ethnic minorities. How does this situation affect the educational community? What can students do to bring much needed expertise back to the country? The 'course' was created to encourage this community of students to believe in themselves and to search for opportunities that exist to achieve their life-long goal of studying abroad. The community of students had previously completed a university degree and were struggling to find an avenue to continue their education. First trust had to be built. Then critical thinking and academic research skills had to be explored. This will be shared in this session.

Catherine Boote has been an educator for over 25 years: She began as a language researcher at the University of Toronto, then a textbook contributor for CORE Literacy and Scholastic Press NY, and is currently a TESL teacher at Centennial College. In 2018, Catherine spent 3 months in Mandalay Myanmar at the 'Phaung Daw Oo Integrated Monastic School,' helping young adult students increase their academic skill levels and to compete for entrance and full scholarships to universities around the world. Catherine believes that higher education paves the way to a peaceful and stable country.

Making a Difference: Building Community in a College Setting

In this presentation, participants will be introduced to the issue of community building. First, Marzena will share her findings on research about students' understanding of community and practical implications (online, blended or in class). Charan will discuss the use of the IQT App to address community building within the college and beyond. Last, participants will be asked to complete a survey and share their experiences regarding the topic.

Marzena Walkowiak, PhD teaches COMM and GNED courses in the School of Advancement at Centennial College. Her academic and volunteering interests involve community building through internationalization and local initiatives that involve women and Latin American groups. In 2015, she received the Ontario Volunteer Service Award.

Charan Batra is an educational researcher in the School of Advancement at Centennial College. His research focuses on mutual language learning and the adoption of digital technologies to build a community of learners within diverse environments.

Quality High Education

A high-quality education provides learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies, and enhance individual well-being. High-quality education is important for social and economic impact (Brennan & Teichler, 2008). Each year a large number of students enter post-secondary programs in pursuit of high-quality education that focuses on the learner, learning environments, content, processes, and outcomes. Each of these plays a pivotal role in offering a high-quality education that influences student success, growth, personal, and professional development. Educators' behaviours affect the quality of the learning environment, development, and comprehension. Overall, there are many dimensions that contribute to a high-quality education such as learners, environment, content, processes, and outcomes. The quality learning cannot take place when any of these dimensions is missing from the teaching and learning environments. They all contribute to educational quality that requires knowledge, resources, commitment, and willingness to change.

Nagina Murtuza is a creative and passionate educator, dedicated to fostering a student-centered classroom environment based on mutual respect and collaboration. Her work led to being a 2018 recipient of The Heart of SCHS Recognition Certificate for The Vision Board Presentation Event. She was recognized by Ann Buller, Centennial College President, during the State of the College Address at Centennial Learns 2018 for employing interpersonal and inter-professional communication skills with students, faculty, internal and external stakeholders while creating connecting pathways with industry and the local community.

Confronting Inequity Between Contract and Full-Time Faculty: Is Community Possible?

Given the increasingly hostile political climate and the mounting assault on workers' rights and the post-secondary sector, it is more important than ever to deeply consider the implications of a system where a minority of workers have security and stability, while the majority live under the shadow of precarity. I would like to facilitate a 60-minute discussion on the topic of whether community is possible given the deep inequity between contract faculty and full-time faculty. Some of the topics that would be covered include: The nature and depth of the inequity, structural and legal obstacles to equity, limitations of the protections offered under the Collective Agreement, empathy and activism as political practice, and how we might envision a shared sense of community.

Anna Ainsworth is a full-time Professor at Seneca College in the School of English and Liberal Studies. She holds a PhD in Political Science from York University (2015). Her academic interests include political violence, trauma, community building, migration, and gender. She is an activist in OPSEU, fighting for the rights of contract faculty members and precarious workers in all sectors.

Community of Writers: Podcasting the Feedforward Process

Many communication professors have found that the peer review stage as we know it (e.g., checklists and rubrics) is ineffective. In peer review, students often dole out superficial compliments, offer unclear suggestions, and make erroneous corrections. They also refrain from offering their peers feedback, fearing reprisal, offending their peers, or being perceived negatively by their peers. Consequently, some professors would argue that peer-feedback is not valuable, and problematic to evaluate. We suggest that peer-feedback can be an authentic assessment and a positive learning experience when students learn how to give each other "feedforward," a concept that was first coined by Marshall Goldsmith (2012) and has since been extended by Joe Hirsch (2017). In the peer-feedforward process, students focus on recognizing their peers' strengths and supporting their peers to expand their strengths to other parts of their work and begin engaging in community building and cooperative problem-solving. We argue that this mastery-oriented learning is further strengthened when students record their peer-feedforward process as a podcast episode. The auralty in podcasting encourages learners to reflect on their feedforward and improve their essential employability skills.

Anne Wonyoung Song (B.A. from the University of Toronto, B.Ed. from the Ontario Institute for Studies in Education at the University of Toronto, and M.A. from McMaster University) is a dynamic educator, curriculum designer, and learning strategist at George Brown College in Toronto, Canada. As a Communications professor, Song engages students through outcomes-based curriculum design, culturally relevant texts, and educational technology. Song's penchant for innovation also leads her to constantly develop and experiment with authentic and creative outcomes-based assessments.

Sarika Narinesingh (B.A. English literature and political science from the University of British Columbia, M.A. in English literature from the University of Western Ontario, and B.Ed. from the Ontario Institute for Studies in Education at the University of Toronto) is a professor and curriculum developer in the Department of English and Communication at George Brown College in Toronto, Canada. She teaches through a social justice lens the craft of writing, critical thinking, and media literacy to learners from diverse program areas. Currently, Narinesingh serves as the coordinator and facilitator of Faculty Learning Circles to foster innovation, collaboration, and skill-sharing among colleagues.

Both presenters apply Universal Design for Learning (UDL) principles and an Outcomes-Based Learning (OBL) approach to create a student-centered, inclusive, and equitable teaching and learning environment. They also co-host and produce Discourse, an educational podcast for students and faculty and have presented at workshops for faculty on how to leverage the pedagogical power of podcasts and podcasting to support student success and engagement.

THURSDAY (CONT'D)

Colonized Eyes

Following 2017's Open Minds (oral argumentation skills) and 2018's Amphibious Identities (critical reading skills), Colonized Eyes deals with the media literacy assessment of our preparatory Communications course. In response to this year's theme, we will address how building healthy community requires critical analysis and deconstruction of representations (especially of themselves) in mainstream media. Our Documentary review assessment encourages students to unmask how bias and semiotics operate through the director's choices, which (re)present truth and reality. This assessment, and the accompanying module, encourages students to recognize how factors like gender, race, class and sexuality influence the way the world reads us, the way we read ourselves and the way that we read each other. By individually recognizing our colonized eyes, we can build a community both critical and welcoming, one that celebrates our collective humanity and differences.

Heather Lash, Master of Environmental Studies, has been a faculty member at George Brown for 9 years and has been involved in adult and transitional education for most of her adult life. Her studies in Narrative Ethics focused on the philosophical and political dimensions of receiving people's stories of harm they've experienced has led her to continue in that area, researching and writing on the long-term impacts of violence and trauma on people's capacities to learn, and creating spaces that support both faculty and students.

Andrew Nelson has a Master of Education specializing in Higher Education from the Ontario Institute for Studies in Education (OISE) and has worked in various student advisory and teaching roles at George Brown College over the last 8 years. Currently a Communications Professor in the Academic Upgrading and Communications programs in the School of Work and College Preparation (CPLS), his research addressed the internationalization of higher education in post-colonial Tanzania, focusing on power, globalization, and development in the country's educational environment. He brings his focus on power dynamics to the classroom by using participatory dialogue-based teaching methods, socially current and challenging material, and encouraging collective decision-making to help students take charge of their learning. He hopes to pursue these topics and methods in further research, professional development, and most importantly in the classroom.

Teaching International Students English to Aid Integration into the College Community

English-language-learning programs are essential to colleges, particularly in Toronto, where 78% of international students do not use English as their first language (Decock, McCloy, Steffler, & Dicaire, 2016). This sixty-minute presentation reports the findings of two studies (Quinn, 2018, and Sobhanmanesh, 2018) that included class observations, a comparative analysis of curriculum documents, and student interviews to investigate how well the Centennial English Language Learning Program prepared international students for classes in a wide range of academic and professional programs such as Mechanical Engineering, Culinary Skills, and Early Childhood Education. This talk will interest individuals involved in curriculum development, those who are considering action research, and educators interested in reflective practice.

Paul Quinn is a Professor at Centennial College and a TESL instructor for the Toronto District School Board. His MA and PhD in Second Language Education are from the University of Toronto.

Alireza Sobhanmanesh is a Professor in the Faculty of Humanities and Social Sciences at Sheridan College. His research focuses on the psychological and sociological aspects of international students' transition to life in Canada. He is completing his PhD at the University of Ottawa.

Building a Strong, Supportive Faculty Community

Building a strong, supportive faculty team can be vital to providing students with a meaningful educational experience. However, with so many faculty working widely varying schedules, or spread across several campuses, it can be a daunting task. How can we help new faculty navigate the "system"? How do we get together to collaborate? How do we stay in touch? What is the role of the Coordinator? What impact can Course Leaders have on a course community? Conestoga College's Comm faculty will share their approach to team building by examining strategies for new faculty orientation, collaboration, ongoing support and communication, professional development, and social activities. Following the presentation, other colleges will be invited to share their experiences and strategies for building strong, supportive faculty communities.

Paula Crooks, MA in English and Drama, is in her 20th year of teaching communication courses at Conestoga College. She is a professor in the School of Language and Communication Studies and has previously served as Communications Coordinator, course lead, mentor to new faculty and College Council. Currently, Paula is on the Board of Directors for CALL.

Karen Pike, PhD, has been teaching at Conestoga College since 2008, where she has served as both Degree and Technical Writing Coordinator and Communications Coordinator. She has helped with onboarding new faculty, creating and editing course outlines and master shells, and acted as liaison to the library, learning commons, and writing centre.

Suzanne Rintoul is a professor and the current Communications Coordinator in the School of Language and Communications Studies at Conestoga College. She teaches primarily in the areas of introductory composition and technical communication. Suzanne has a PhD in English and Cultural Studies from McMaster University, and she is the author of *Representational Tensions: Intimate Violence and Victorian Print Culture* (Palgrave, 2015).

Jon Whitzman is a Professor of English and Communications in the School of Language and Communications Studies at Conestoga College. He plays an active role in the development and delivery of Conestoga's common core communication course. He's a graduate of University of Toronto, University of Ottawa, and Ryerson University.

THURSDAY (CONT'D)

Micro-credits for University Transfer Students

An ONCAT initiative is to support the creation of “micro-credits” that seamlessly provide the missing learning outcomes for Communication courses. Specifically, business communications and presentation skills are missing in level 1 theory courses delivered at the universities. We work alongside our university colleagues to validate and support the creation of micro-credits. We welcome your thoughts regarding the validity and potential for adaptation to other courses and institutions.

Catherine Kenney is a Communications Professor and Coordinator at Algonquin College. She is one of ten full-time faculty across Ontario to be selected for an ONCAT Faculty Fellows program, an award that supports student mobility and transfer initiatives in an effort to reduce barriers for transfer students in Ontario.

Student Engagement Sustainability in the Classroom, College, and Community

Ontario college students care about their communities, and they want to be agents of change. We have found that integrating sustainability into the college classroom motivates our students to impact positive change in their communities. At Humber College, we are engaging with the sustainability mindset in a variety of ways. In this presentation, we will discuss how we have incorporated sustainability into students’ academic and co-curricular experiences. We will illustrate how our approach is framed by Humber’s Strategic Plan, Sustainability Plan, and Institutional Learning Outcomes (ILO) framework. We will also describe how we use sustainability as a theme to engage students in English and ESOL courses. Finally, we will give examples of lessons framed by the UN’s Sustainable Development Goals (SDGs) and project-based learning (PBL). We argue that these high-impact educational practices create opportunities for our students to think critically about sustainable practices, to use their voice for action, and to enact change in their communities. Presenters have found that integrating sustainability in the classroom motivates students to impact positively in their communities.

Eva Bednar, PhD, teaches critical reading and writing at Humber College to students from various programs.

Lara McInnis teaches ESOL courses and is the faculty lead for Humber’s Institutional Learning Outcomes project.

Sarah Nieman, MA, is the project assistant for Humber’s Institutional Learning Outcomes project.

Kim Robinson, PHD, teaches reading and writing skills at Humber College and is interested in incorporating sustainability into writing courses across the curriculum.

Connecting with Co-op: College English and the WIL Experience

College’s co-op departments face similar challenges to those faced by college English professors teaching Communications courses. One might assume students to be highly engaged in the co-op experience; while this may be true for the work term itself, students are not always engaged in the preparation process necessary to ensure their success in work integrated learning. Attendance and participation in these components of the co-op process can lag, as they tend to in English courses, and negatively affect the students’ ability to earn a work term or perform professionally once on the job. Rather than face these challenges independently, this presentation suggests a model for integrating co-op and English that can improve engagement, attendance, performance, and retention in both aspects of the students’ program of study. Examples of hands-on exercises, assignments, and activities will be provided, showcasing how co-op and English can work together to prepare students for their work term and lifelong career success.

Michele Hall, writer with a PhD in English literature from McGill University, is an English Professor in the School of Media and Design at Algonquin College. She specializes in the study of interartistic culture in Canada. Her book-length study of the artistic career of Canadian artist P.K. Irwin, *The Art of P.K. Irwin: Observer, Other, Gemini* (2016), was shortlisted for the Forward Indie Book Awards in the Women’s Studies category. She currently coordinates the Professional Writing Program at the College.

Matthew Wheatley is the Stakeholder Relations Lead in the Cooperative Education Department at Algonquin College. He has 25 years of experience working at the college including in The School of Media and Design, The International Education Centre, and now in this leadership role in the Cooperative Education Department. In his role, he prioritizes the development of new employer relationships helping organizations fill their staffing needs and works as a change agent to lead and implement continuous improvement initiatives in the co-op department from a student and employer perspective. Matt is the proud father of two teenage girls and often volunteers his time with the Outaouais alpine ski race community.

Group Writing in ESOL College Classes

Traditionally, writing has been regarded as an individual activity; however, collaborative writing can allow learners to share and build upon each other’s knowledge. Although this pedagogical approach is becoming more common, relatively little is known about the impact of collaborative writing on student learning outcomes. We present research on students’ attitudes toward collaborative writing and the impact of this approach on writing quality. Over 100 ESOL students in a first-year college writing course were surveyed, and their performance on both individual and collaborative writing tasks was scored for content, organization, vocabulary/coherence, and grammatical accuracy. Our results suggest that while writing quality did not differ significantly between assignments that were written individually versus collaboratively, students rated their experience with the collaborative approach relatively more favorably.

Jennifer Winfield and **Jessica Freitag** are English instructors at Humber College. **Jessica** and **Jennifer** teach reading and writing skills courses to first- and second-semester students. Both presenters hold an MA in Applied Linguistics and TESL Certification and have several years of experience teaching to ESL students and native English learners.

THURSDAY (CONT'D)

An Inquiry into Information Literacy

Collaborative research is an effective way to gain valuable experience while building faculty community and meaningful research. Our presentation will detail how our project was conceived, planned, and carried out, our survey tools and results. By working with completed research on Information Literacy (IL) from Ryerson University, our project quantified and compared the IL skills of students by assessing them at the beginning of their academic year, and once more at the end. Part-time and full-time faculty, staff, and community stakeholders collaborated on this undertaking, which reaffirmed existing ties and opened new connections for future professional opportunities.

Elizabeth McIntosh teaches at Durham College in Oshawa, Ontario. Her areas of professional interest include adult literacy, communities of practice, American Studies, print culture, and science fiction. She currently sits on the board of directors at the Literacy Council of Durham Region located in Oshawa, Ontario.

Lynne Kennette, PhD, earned her doctorate in cognitive psychology at Wayne State University (Detroit, MI) where she minored in linguistics and statistics. She is a professor of psychology and the program coordinator for the General Arts and Science program at Durham College in Oshawa, Ontario. Her research interests and publications include topics related to language processing and representation, and various issues pertaining to the SoTL, including encoding and retrieval.

Decolonizing the English/ESOL/Writing Classroom

In 2007, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) received near unanimous support by the members of the UN. Among the many ground-breaking declarations was Article 15 specifying that "Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information" (p.14). This paper looks at how the state-sponsored erasure in Canada, through the eradication of traditional Indigenous ways of knowing and the creation of residential schools, has played out in the educational system. Issues in the modern classroom are explored, and strategies for overcoming the established assimilationist policies inherent in the Canadian system are looked at. The paper discusses what decolonization through an integration of Indigenous and Eurocentric knowledge looks like using as a basis the characteristics of Indigenous learning as defined in 2007 by the Canadian Council of Learning in conjunction with the Aboriginal Learning and Knowledge Centre, with significant focus on the principles defined in Gregory Younging's recent *Elements of Indigenous Style: A Guide for Writing By and About Indigenous Peoples* (2018) could be applied in the college English classroom.

Dave Miller is of mixed settler and Anishnaabe (Nipissing First Nation) descent and is a professor in the English Department at Humber College, where he also serves as editor of the Humber Literary Review. He received undergraduate degrees in English and creative writing at Mount Allison University and the University of Victoria before completing his MFA at the University of Guelph. Along with publishing articles and stories in a number of journals and anthologies, he is also the author of a collection of short fiction, *David Foster Wallace Ruined My Suicide and Other Stories* (2014), and a book of sports social history, *Eight-Wheeled Freedom* (2016). His current academic research focuses on Indigenous erasure and reclamation in pop-culture.

Enter Player 1, 2, 3, 4: Conversing about Academic Integrity Around the Board Game!

When the word, "plagiarism" is uttered in polite conversation, it is rarely paired with "fun," until now! A popular topic among educators, academic integrity can now be introduced to students through a fun and creative board game. Extensively play-tested, *Slaying the Plagiarism Dragon*, or *Game of P.I.E. (Plagiarism and Integrity Education)*, if you like, gives workshop participants the opportunity to put themselves into the footprint of students. Within the play-testing environment, the game has provided creative and positive learning nodes for a diverse array of students. During this session, witness first-hand, how the magic of the board transforms participants into players, enticing and motivating them to untangle the knots of this elusive subject matter. Leaving no stone unturned on the integrity landscape, the gaming experience also allows participants to role-play their way through honest and challenging conversations, in the spirit of building group cohesion, by putting the "play" back in plagiarism. As a disclaimer, no real or imagined dragons were harmed in the making of this gaming invention.

Richard Sims has creatively engaged with students as a librarian at Centennial College for close to 20 years. Prior to that, he served the public as a reference librarian in the borough of Queens, New York City.

Technological Distraction in the Classroom

Students in the contemporary college classroom are increasingly arriving with their own forms of personal technology: phones, tablets and laptops, meant to ostensibly enrich learning in the classroom; however, research has shown that these forms of technology can impede learning. While professors have their own strategies to deal with this situation, it is not always clear how students feel about these strategies. To help answer this question, focus groups were held in summer 2017 through the aid of the Humber Innovation Fund to determine students' attitudes toward personal technology, distraction and learning. This presentation will discuss some of the preliminary results from the study and suggest possible strategies.

Mathew Harris is a TESOL-trained English Professor from Humber College, currently working on research about student usage of personal technology in the English classroom. He is also a Fiction Editor at the Humber Literary Review. When Matthew is not teaching, editing and researching, he writes fiction, and he has published several short stories and memoir pieces.

Using Multimodal Approaches and Texts

Research shows that the multimodal approach responds to authentic communication needs in students' home, academic, and work lives. This interactive presentation will provide participants with multimodal strategies for teaching writing and critical thinking and types of assignments; participants will also have time share challenges and concerns regarding incorporating multimodality in the classroom and the impact that multimodal approaches have on student success and engagement.

Sarah Feldbloom and **Leanne Milech** are English professors at Humber College. Both Sarah and Leanne's research explore multimodal literacy in 21st century writing classrooms with a focus on critical thinking and workplace writing.

FRIDAY

Thinking Critically, Writing Clearly, Speaking Purposefully: Deciding the Direction of Our Communications Department

Like so many communications departments across the province, English at Lambton College is undergoing change. Having asked to rethink our vision and rationale and driven in part by budget constraints, we've decided collectively to use this time of change as an opportunity to return to what we most value as communications professors in the college system. During our panel presentation, we'll provide an overview of our vision and our process, and share our results. We'll then open the conversation to participants: if you could reshape your department, curriculum or college's approach to communications instruction, what would you change?

Cynthia Brassard, Alaena Darrach, Ryan Gibbs and Erica Kelly teach English at Lambton College in Sarnia, Ontario. Their department is in the process of re-examining the way reading and writing are taught to all students at their college.

From the Back of the Class to the Front of the Class: An Honest Discussion and Case Study of Using Personalized Learning

With the demographic of college students continually evolving, building a learning community in which Communications students feel comfortable, engaged, and confident can be challenging. The traditional lecture model, famously decried as the passive "Banking Concept of Education" by Freire, no longer meets the needs of today's students, while personalized learning offers many opportunities to build community with students, which results in increased engagement, retention, and student success, especially for at-risk students. For contract faculty members, however, connecting with students and developing engaging courses can be challenging. From time constraints brought on by developing new courses, teaching in different departments, and/or juggling multiple teaching contracts, to the stresses of job insecurity and burn-out, it can be easy to get lost in the job by closing oneself off to students. This presentation will examine both learner and professor identity in today's Communications classroom, and how Personalized Learning can be a solution to build community.

Will Hennessy is a Professor of Technical Communications at Algonquin College in Ottawa, as well as at St. Lawrence College in Cornwall. He has taught at the post-secondary level for almost 10 years in an extensive variety of programs but specializes in teaching Communications to Trades students. In addition to teaching, Will operates a landscape construction company which has been in his family for over 35 years. He is a firm believer that nachos can be a complete meal, enjoys anything that glows in the dark, and delights in teaching his newborn daughter to make dinosaur sounds.

Everything to Everybody: The Challenge of Writing a 1st year English Open Textbook for All College Programs

Like many colleges, Algonquin has an English textbook problem. Most departments either require students to buy an expensive textbook or leave instructors to assemble a patchwork of open resources. Many students opt to make do without the pricey textbook and struggle to succeed. Others yearn for a single, consistent textbook, which would also ease the burden on new part-time faculty given mere weeks to cobble together a plethora of OERs. Enter eCampusOntario's Open Textbook Initiative and a plucky team of Algonquin College English instructors to produce a free textbook with the goal to meet first-year learning outcomes across all programs. This presentation showcases their gift to the hundreds of thousands of students in first-year English/Communications courses and the instructors who teach them across the Ontario college system. Participants will enjoy a tour of *Communication at Work: A College-to-Career Guide to Success* (2019), its interactive features, its AODA-compliant formats. Participants are invited to test it out in their 2019-2020 courses, consider adopting it, and offer feedback as part of Phase I of the project's implementation plan.

Jordan Smith has taught English Communications in several departments and supported faculty in various capacities throughout Algonquin College for the past six years. He currently teaches in Algonquin's Schools of Business, Media and Design, Hospitality and Tourism, and Advanced Technology, as well as in the University of Ottawa's Telfer School of Management.

Tutoring Through the Lens of Trilingualism

This presentation will explore how Sheridan College's Tutoring Centre, in collaboration with ESL and Communications faculty, is building capacity for a meaningful culture shift in how our Tutoring Centre addresses multilingual learners. Inspired by translanguaging research, faculty members collaborated with our tutors to deepen their understanding of student needs and enrich the tutors' practice through exposure to SoTL literature and Translingual approaches. Translingual Theory argues for an approach that (1) honors the power of all language users to shape language to specific ends, (2) recognizes the linguistic heterogeneity of all users of language both in the United States and globally, and (3) directly confronts English monolingualist expectations by researching and teaching how writers can work with and against, not simply within, those expectations (Horner, Lu, Royster, & Trimbur, 2011, p. 305). The presentation will provide an introduction to Translingual theory and practice, as well as an overview of the first phase of the project. Highlights will include the project rationale, framework, initial successes and long-term goals of this approach, including the ongoing development of a "tutor manual" that will be expanded and edited by future tutors to reflect a truly responsive text that evolves with experience.

Sarah Sinclair is professor and program coordinator, Sheridan College

Stephanie Sambo is Associate Dean of the Faculty of Humanities and Social Sciences, Sheridan College.

Kathleen Oakey is Liaison Librarian, Sheridan College.

Danielle Palombi is manager of Learning Services, Sheridan College.

This team of presenters are a multidisciplinary group who seek out opportunities to collaborate on cross-college projects. The team is comprised of academic faculty, program coordinators and tutors, as well as an Academic Associate Dean, Learning Services manager, and a Liaison Librarian. Their academic expertise and research interests include but are not limited to second-language acquisition, translanguaging, composition, adult education, mentorship, student academic supports and services, and the beginning-year student experience.

FRIDAY (CONT'D)

"Mam", "Respected Mam", "Professor": Actually, My Name is Jessica! A Journey to Creating Community Amongst International and Non-International Students in Diverse Classrooms

This workshop will be based on the reflection and personal teaching experience over one semester at a new institution where the classes were split equally between Canadian and International students. It will reflect on the issues, challenges, and outcomes of the instructor's attempt to integrate and meet the needs of ALL the students into this diverse classroom. It will also compare and reflect on this experience with teaching in ISP and ESL classrooms. The second part of the workshop will be a brief review of the current literature and facilitate a group discussion to identify teacher attitudes and teaching approaches, curriculum, institutional strategies and cultural differences to develop best practices for bridging the gaps, facing the challenges, and engaging all students, regardless of their country of origin, in order to develop community in an internationalised classroom. Participants will leave with practical strategies they can use in their own classrooms to enhance their teaching experience and their students' learning experience.

Jessica Srivastava is a Professor at Conestoga College, teaching communications to business students and also at Niagara College where she teaches in the ELTE/OSLT Programs. She previously taught graduate level University ISP programs in education and business and within the ESL field. She is TESL certified and operates her own business, teaching students on-line around the world and locally. When not teaching, she can also be found on YouTube discussing her other passion, Manchester United.

Cross-Site Collaboration: Building Community Across Writing Classrooms

How can students in an English literature or composition class imagine themselves as a community of writers? How can instructors enable students to create projects for and alongside peer audiences and co-writers not only within the classroom, but beyond the institution, making it social, authentic, and purposeful? These are some of the questions at the heart of an evolving collaboration between the two presenters, who have brought their classrooms together across the secondary-to-postsecondary divide. The presenters will share their experience, offer tools and tips for successful cross-site collaboration and highlight practical and technological aspects of partnering across levels, including the impact of the collaborative experience on students' conceptions of audience, writing process, and constructive feedback, as well as approaches to writing instruction that promote inclusivity, positive learning, and foster supportive and accommodating classrooms for developing and resistant writers. Attendees will be encouraged to discuss ways for incorporating collaborative writing experiences into their own practices and contexts.

Philip Loosemore (MA, PhD) is a teacher and Program Coordinator with the Department of English at Centennial College. His research focuses on how to support learners' self-confidence and general capability. He has co-designed and implemented online writing instruction for his department and has taught in Centennial's Teaching and Learning in Higher Education Program, instructing on Learner-Centred Approaches to Teaching. He was the 2018 recipient of Centennial College's George Wicken Memorial Award for Teaching Excellence.

Liz Geddes (M.Sc., OCT) is a teacher and Program Leader of English, ESL, Arts, and Social Sciences at City Adult Learning Centre. In her role, she designs course programming, oversees the delivery of Ontario curriculum credits, and provides instructional leadership to teachers within and outside of her department. She has led research into andragogical practices that promote deep learning, and is currently engaged in the development of resources that promote digital fluency and global competencies within the adult learner community.

Cultivating Collaborative Culture and Creating Community in Online Learning Environments

Online courses afford our students additional opportunities for learning, but in some cases, may lack the "spark" necessary to get them engaged and keep them motivated to learn and grow. We believe the "spark" necessary for retention and success is to provide students a sense of community. This session aims to explore and demonstrate a collection of online learning tools that help to create engaging, safe, inclusive, and dynamic communities of learners. Exploration of these tools in combination with a discussion of carefully curated interaction and assessment sheds light upon the possibilities for meaningful collaboration and a strong sense of community in online learning. Tools like Zoom, Playposit, Flipgrid, Screen-cast-omatic, and the Google online suite will be explored to demonstrate their value in meeting the needs of diverse learners and in promoting principles of Universal Design. Online learning can be a place where students feel safe, supported, and included in a community of learners working together towards common goals, all while nurturing the virtual communication skills necessary to help keep them relevant and in demand in tomorrow's job market. Please join us for what we hope will be an informative and fun exploration of what online learning can be!

Tara Middaugh-Bonney, BA (hons), DipEd, MA., Professor of Liberal Arts and **Kim Reid**, BA, BA (hons), MA., Professor of Liberal Arts - Communications at Georgian College, have 10 years of experience teaching online and building communities within our classrooms. We have spent the last few years mentoring other faculty in the development and delivery of dynamic online content. We have a strong focus on cultivating online learning spaces and finding new ways to engage within them.

FRIDAY (CONT'D)

Building Community in Online Education and Emerging Pedagogies

Online education programs often report high student dropout rates, which has been linked to lack of motivation and interactivity and increased experiences of isolation (Cameron, 2003; Parker, 2003). However, despite the retention rates and students' digital awareness (Pront, Müller, Koschade, & Hutton, 2018), there appears to be a lag in developing emerging pedagogies in online education. It is imperative that educators make conscious decisions when developing curriculum and focus on developing a holistic learning path, one that engages students and promotes deeper learning rather than merely address "content and outcomes" (Lovat, Dally, Clement & Toomey, 2011). In my roundtable, I intend to discuss strategies and online pedagogies that would assist build an online community and engage students meaningfully.

Sherry Hejazi teaches in the English and ESL Department at Centennial College and York University. Her passion is to create and teach curriculum that engages students and promotes deeper learning along with knowledge production. Her research interests include student engagement enhancement, technology integration, digital affordances in education and online curriculum development.

Integration of New Students in a College Environment: International Peer Mentorship Program

This session will explore best practices for integrating international students into college life. It will describe in detail best practices for how to integrate newcomers/new students effectively. The presentation will explore the International Peer Mentorship program that is well established at Sheridan College.

Livia Pataki (TESL Canada, TESL Ontario, CELTA) is a qualified ESL teacher with an M.A. degree in English Language Teaching and Applied Linguistics from King's College London (UK) and has 20 years of international language teaching experience from the United Kingdom, Hungary and Canada. Licensed to teach ESL and EAP in various countries: within the EU, UK, Canada, Livia is an enthusiastic educator and teacher trainer with a passionate commitment to students' development

TESL ONTARIO

Participants can receive a maximum of 10 PD hours.

TESL Ontario accepts registration slips and confirmation letters or certificates as proof of PD.

Thank You to Our Sponsors!

NELSON



Thank you as well to:

- Volunteers
- International Education Services and Global Experience (SaGE)
- Centennial College Libraries
- Centennial Marketing and Communications Office