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# PIONEERS PRESS

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### CEC/PD Mentoring Program

**Jamie Hopkins-**

**Coordinator of the CEC/CEC-PD Mentoring  
Program 2016**

#### Calling all Potential Mentors and Mentees!

The mentoring program, a joint effort between CEC and the Pioneers Division, has begun work for the 2016-17 school year. On August 10, 2016, email blasts were sent to potential mentors and mentees. Within five days of the emails, we accepted 83 mentors and 10 mentees. The program has been expanded this year to include not only Student CEC members but also Early Year Teacher CEC members. Early year teachers include any CEC member who is now in their first through third year of teaching. We hope to have at least 100 mentees this year. Please help us get the word out to all eligible CEC student or early year teacher members who would like to have an experienced CEC mentor. Matches are now being made to connect mentors with mentees.

If you are interested in becoming a mentor, use the following link:

<https://www.surveymonkey.com/r/B2XB2TS>. You will be asked to complete a brief survey with your contact information, CEC membership number, and your areas of interest. The only requirements are CEC membership and a minimum of three years' experience in the field.

If you know of a potential mentee, please share this link which will connect them with the mentee application:

[http://www.cec.sped.org/Membership/CEC-CEC-PD-Mentoring-Program?utm\\_source=cec&utm\\_medium=email&utm\\_campaign=mentoring&utm\\_content=2014%2D2015+mentors](http://www.cec.sped.org/Membership/CEC-CEC-PD-Mentoring-Program?utm_source=cec&utm_medium=email&utm_campaign=mentoring&utm_content=2014%2D2015+mentors).

Also new this year is the opportunity for educators with disabilities to request a mentor with disabilities. Mentees will be able to request this information when completing the mentee application, available at the same link identified above. We are looking forward to providing valuable support to this committed group of CEC educators.

Information on the CEC/PD Mentoring Program is available on the CEC website:

[http://www.cec.sped.org/Membership/CEC-CEC-PD-Mentoring-Program?utm\\_source=cec&utm\\_medium=email&utm\\_campaign=mentoring&utm\\_content=2014%2D2015+mentors](http://www.cec.sped.org/Membership/CEC-CEC-PD-Mentoring-Program?utm_source=cec&utm_medium=email&utm_campaign=mentoring&utm_content=2014%2D2015+mentors)

#### CEC Leadership Institute

CEC Pioneer members, Bill Bogdan and Jamie Hopkins along with CEC staff member, Judy Harrison, presented a program at the CEC Leadership Institute regarding the value of the mentoring program for CEC unit members. Not only can unit members profit from the existing program, there is also great potential for CEC units to develop their own mentoring programs. The presentation was well received and great discussion was held to generate ideas on how units could move forward with their own mentoring programs.

**Jamie's message continues on page 2.**



**CEC Pioneers  
Division**

The voice and vision of special education

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*"A Leader is one who knows the way, goes the way,  
and shows the way." John Maxwell*

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## CEC Mentoring Program Cont.

### Steering Committee

The CEC Board of Directors approved the continuation of the CEC/PD Mentoring Program Steering Committee for another year. Members of the committee who served last year will continue for the 2016-17 year. Members include Jamie Hopkins, Chair, Mike Thew, Pioneers Division, Cheryl Zaccagnini, State Unit, Wendy Weichel Murawski, Teacher Education Division, Rebecca Crocker McMullen, Chapter Faculty Advisor, Barbara Washington, Chapter Faculty Advisor, Denise Whitford, Chair Student Committee, James Heiden, Board of Directors Liaison, Judy Harrison, CEC Staff Liaison. An additional Unit representative, Nicole Moore from Michigan, will join the committee this year. We welcome Nicole and look forward to having her input regarding the involvement of CEC units in the continuing expansion and development of the mentoring program. The Committee will hold its first conference call in September 2016.

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### CEC's Policy on Educators with Disabilities

**Jamie Hopkins-**  
**Coordinator of the CEC/CEC-PD Mentoring Program 2016**

On February 26, 2016, CEC's Board of Directors approved a policy regarding educators with disabilities. This policy clearly recognizes the unique gifts, talents and insights that educators with disabilities bring to the field of education. The following summary does not include all parts of this policy. For the entire policy visit <http://www.cec.sped.org/Policy-and-Advocacy/CEC-Professional-Policies> or see the July/August 2016 edition of *TEACHING Exceptional Children*, Vol.48, No.6, PP.311-312.

#### *Summary of Policy*

CEC believes that educators with disabilities possess strengths that emanate from first-hand experience managing disabilities during their education and employment. Part of this new policy recognizes that CEC respects the rights of educators with disabilities regarding disclosure, privacy and self-advocacy. CEC's policy further states that CEC will positively portray educators with disabilities in all publications and promotional materials. CEC recruits qualified individuals with disabilities to the organization and the field and acknowledges that educators with disabilities can serve as role models, helping students with disabilities form positive self-identities.

However, CEC recognizes that supports and accommodations may be necessary in order to perform tasks with high levels of success and affirms that local education agencies and institutions of higher education must provide supports and accommodations to educators with disabilities based on the needs of the individual and disability documentation. CEC also promotes all legal safeguards and procedures required to provide supports and accommodations for educators with disabilities. CEC proactively supports its members with disabilities and other educators with disabilities through such means as networking opportunities, information, professional development materials, case stories, research and mentoring programs.

#### *CEC/PD Mentoring Educators with Disabilities (not part of policy)*

The CEC/Pioneers Division Mentoring Program is one means of providing support to educators with disabilities. The mentoring program recently initiated a process whereby CEC members who are educators with disabilities may request a mentor who is also an educator with disabilities. Working with the CEC Educators with Disabilities Caucus, the mentor steering committee developed a process to provide support as part of the mentoring program. We are hopeful that we can reach many educators with disabilities who might otherwise be considering leaving the profession due to discrimination and/or the educational system's lack of knowledge and appreciation of the many talents and insights possessed by educators with disabilities.

If you are an educator with disabilities with three or more years' experience and would like **to become a mentor** click on this link:

<https://www.surveymonkey.com/r/B2XB2TS>.

If you are an educator with disabilities and **would like a mentor** click on this link:

[http://www.cec.sped.org/Membership/CEC-CEC-PD-Mentoring-Program?utm\\_source=cec&utm\\_medium=email&utm\\_campaign=mentoring&utm\\_content=2014%2D2015+mentors](http://www.cec.sped.org/Membership/CEC-CEC-PD-Mentoring-Program?utm_source=cec&utm_medium=email&utm_campaign=mentoring&utm_content=2014%2D2015+mentors).

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***"You don't lead by pointing and telling people some place to go. You lead by going to that place and making a case."** Ken Kasey*

## CEC Leadership in Action

William K. Bogdan, Ed.D

### CEC Pioneers Leadership in Action: Update on the State of the Profession Work Group

The CEC Pioneers Division State of the Profession Work Group continues to refine the proposal being presented to the CEC Board of Directors in November 2016. The *"State of the Special Education Profession"* a national study and action agenda will define areas of strengths and needs within the profession, inform priority setting and allocation of resource, support policy development and advocacy efforts, engage educators in planning for better outcomes for students with exceptionalities, and establish a long-range plan of action to meet the needs of the profession in order to improve services for children and youth with exceptionalities and those with gifts and talents. The CEC-PD Board allocated funds to commission a workgroup to design a grant funding proposal and an organizing plan to coordinate the national study and follow up action planning report and recommendations. The partnership between the CEC Pioneer Division and the CEC Board of Directors will be critical for the long-term action outcomes coming from this important study.

### Three work teams have been created for the

#### Pioneer Division study:

##### Design Team

Bill Bogdan (Co-Chair)  
Mary Ruth Coleman (Co-Chair)  
Joan McDonald (CEC-PD President Elect)  
Susan Fowler (CEC-PD)  
Paul Zinni (CEC-PD)  
Mikki Garcia (CEC President-Elect)  
Mary Lynn Boscardin (CASE)

#### CEC-Pioneers Division Response Panel

Linda Marsal (CEC-PD)  
Gloria Taradash (CEC-PD)  
Pam Gillet (CEC-PD)

#### Advisory Team

Charlotte Brickhouse (Mentor Program Mentee)  
Concetta Lewis (MI CEC)  
Benjamin Tillotson (UT CEC)  
Julie Norflus-Good (NJ CEC)  
Megan Elam (DPHMD)

DISES Representative  
Cindy Perras (Canada)  
Kelly Carrero (DDEL)

For more information, please contact Bill Bogdan:  
wkbogdan1@gmail.com or Mary Ruth Coleman:  
maryruth.coleman@unc.edu



**See you in Boston 2017**



***"Unity is strength... when there is teamwork and collaboration, wonderful things can be achieved."** ~Mattie Stepanek*

### An URGENT Message from Sharon Rodriguez Executive Assistant CEC

Hi, everybody.

To date, we have received ZERO applications for the upcoming vacancies on the Nominations Standing Committee. Please, please reach out far and wide to solicit applications for these VERY important positions. All the info anybody needs is located here: [www.cec.sped.org/About-Us/CEC-Leadership/Committees/...](http://www.cec.sped.org/About-Us/CEC-Leadership/Committees/...)

**We truly need your help to get applications.**

As a reminder, these positions are elected by the RA, therefore RA representatives are precluded from concurrently being a member of the

Representative Assembly and the NSC. The positions are:

### **Classroom Ranks**

### **Diverse**

### **Non-Designated**

The NSC is responsible for ensuring a strong slate of candidates to fill vacancies on the Board of Directors and is also responsible for identifying potential leaders and overseeing leadership development and mentoring opportunities for members as they seek, prepare for, and assume leadership roles and responsibilities.

Therefore, it is critical that NSC members have the membership history and experience within the field that allows them to identify and connect with individuals who are qualified to serve on the Board of Directors or in other leadership roles.

Members of the NSC may not run for a position on the Board of Directors during their term of appointment.

Please don't hesitate to let me know if you have any questions.

Thanks.

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Sharon Rodriguez  
Council for Exceptional Children  
Arlington VA  
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## **A Message from the CEC RA Committee**

Dennis Cavitt RA Committee Chair and Sharon Rodriguez Executive Assistant CEC

Dear Representatives:

In August, the Board of Directors approved a motion to initiate the process for consideration of a policy on the training of paraeducators as recommended by the Paraeducator Special Interest Group (SIG) of the Teacher Education Division (TED). One part of that process is an online discussion by the Representative Assembly to gain feedback from the field.

The letter from TED (below) provides all the background on and rationale for the development of the position statement.

The Board will appreciate feedback on the position paper based on the perspective and experience of your unit/division/student members.

- Is there is anything that you believe is missing from this policy?
- If there is anything in this policy that you are significantly uncomfortable with and why?
- In what ways do you see this policy informing and impacting your division or unit?

**The discussion will be open through October 18.**

For questions regarding the policy, please use the "Reply to Discussion" function.

For technical questions regarding use of the Community Discussion function, please use the "Reply to Sender" function, or contact Sharon Rodriguez at [sharronr@cec.sped.org](mailto:sharronr@cec.sped.org)

Again, we hope that all Representative will seek input from their constituency (unit/division/student members) for the Board on this issue.

Thank you in advance for your participation.

To participate in the online discussion, please log into CECCommunities and click on "My Communities" on the drop down list. Open the Representative Assembly Community and finally click on the [RA Discussion thru 10/13: Paraeducator Training...](#) and join in the discussion.

Thank you,  
Dennis Cavitt



May 2, 2016

Dear Antonis,

We are writing to request that CEC consider a Position Paper, developed by TED's Paraeducator SIG, for review and adoption. In keeping with CEC's vision for all



personnel who work with individuals with exceptional learning needs, TED's Paraeducator Special Interest Group (SIG) has been spearheading many efforts to promote that paraeducators possess the knowledge, skills, dispositions, and values to help their students to reach their potential. The paraeducator SIG has existed as a part of TED since 2003 and consists of representatives from higher education, state departments, local education agencies and other advocates invested in effective paraeducator preparation and utilization. The overall goal of the SIG is to recommend professional practices for all paraeducators serving individuals with exceptional learning needs and support appropriate training, supervision, and evaluation of performance relevant to their role. Due to the increasingly prominent instructional role in a wide variety of settings, paraeducators must be well prepared and supervised to meet the needs of students with disabilities. However, despite repeated calls for quality preparation and supervision over the last several decades, paraeducators continue to receive little or no training and supervision for the important role they play in special education.

The paraeducator SIG has been working diligently to address this critical need in the field. In 2010, several SIG members (listed at the end of this letter) served in the ad hoc workgroup that was formed by CEC's Knowledge and Skills Committee formed to develop The CEC Common Core Professional Development Standards for Paraeducators in Special Education, which were validated in January 2012. With the approval of the Paraeducator Standards, the Paraeducator SIG focused on the task of promoting the standards within preservice and in-service training programs as well as state and local education agencies to use them as a foundation for designing and providing training and supervision to paraeducators.

At the CEC conference in April 2012, the members of the Paraeducator SIG discussed the possibility of creating a position statement/paper that highlights the necessity for training of paraeducators and effective supervision of paraeducators; therefore attempting to potentially impact legislation and policy changes at the national and state levels. Discussions regarding the vague language in the Individuals with

Disabilities Education Act of 2004 regarding paraeducator preparation and supervision and the use of CEC standards were held during subsequent meetings. In addition to the continued conversations during SIG meetings, discussions during the National Resource Center for Paraeducator (NRCP) conferences in 2013 and 2014 were held. During these conversations, it was determined that there was a need for two separate

position statements/papers – one on training and the other on supervision for paraeducators. A decision was made to develop the paper on training first, thus prompting the creation of the current position paper. An outline was created and individuals were identified to write components of the paper or give input on a written document. A small work group was formed at the TED 2014 conference. Based on the previous discussions as well as a thorough review of the existing research and literature, a draft document was created and shared at the 2015 NRCP conference with comments given for additions and modifications. A revised draft was sent to a review group who responded with comments and a final document was submitted to the TED Executive Committee for review. The TED Executive Committee approved the position paper in November 2015 at our Annual Conference.

Please find the position paper attached to this letter and let us know if there is anything else you need to begin the review process. Please address correspondence to Mary Catherine Scheeler, TED President, at [mcs13@psu.edu](mailto:mcs13@psu.edu). We look forward to working with you on this very important task.

Sincerely yours,

Mary Catherine Scheeler TED President

Denise Uitto and Ritu Chopra Co-Chairs, Paraeducator SIG



*“The present defines the future. The future builds on the foundation of the past.”*

– Lailah Gifty Akita, Think Great: Be Great!

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## Call for Pioneer Division Historical Documents:

We are in the process of adding some additional pages to our website. One of the pages we would like to develop is a historical archive page of Pioneer Division materials. Please forward your documents to Dennis Cavitt: [dennis.cavitt@acu.edu](mailto:dennis.cavitt@acu.edu)

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***“Those that know, do. Those that understand, teach.”***

*~Aristotle*

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Subscription rate is free to members of the

Pioneers Division

Postmaster: Send address changes to The Council for

Exceptional Children,

2900 Crystal Drive, Suite 1000,

Arlington, VA 22202-3557.



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The principle goal of education is to create men and women who are capable of doing new things, not simply repeating what other generations have done.

*~Jean Piaget~*

## 2016 CEC – PD Officers, Committee Chairs, Appointed Positions Contact List

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## Preserving CEC's History

The June Jordan Fund was established in 1994, by the Pioneers Division in honor of June Jordan who was a former CEC staff member. June was instrumental in providing the leadership and support for establishing the Pioneers Division. In addition, she led CEC in the collection of documents and other types of information of historical significance to CEC and the field of special education.

The official title of the fund is "**The June Jordan 'I have a Dream' Memorial Fund**". The purpose of the fund is to support CEC in maintaining the Archives and history of the Council. The Archives are maintained by a CEC Archivist who holds a non-voting position on the CEC-PD Board. The Fund is supported by direct contributions to the Fund. These funds are then allocated for expenditures to support the expansion and maintenance of the CEC Archives.

In the past, the support for the CEC Archives consisted of providing dollars from the June Jordan Fund to purchase supplies needed by the CEC Archivist, and to provide assistance to the Archivist by other members of the Pioneers Division in preparing and in placing materials in the CEC Archives. It is hoped that the plan developed by the History Initiative Work Group will provide additional opportunities to share, as well as, preserve the history of CEC and CEC-PD.

Please consider donating to the June Jordan Fund using the form below to assist with this important activity.

---

### The June Jordan "I Have a Dream" Memorial Fund Contribution Form

Mail contributions to: Carol Eisenbise, 4528 E. Catalina Ave., Mesa, AZ 85206

My contribution to the June Jordan Fund is \$\_\_\_\_\_.

Name: \_\_\_\_\_ Phone/email: \_\_\_\_\_

Address: \_\_\_\_\_  
Street City State/Province  
Zip/Postal Code

Indicate if your contribution is in memory/honor of:

\_\_\_\_\_

Please provide name and address for acknowledgment card:

Name: \_\_\_\_\_

Address: \_\_\_\_\_  
Street City State/Province  
Zip/Postal Code

Please make checks payable to the Pioneers Division of the Council for Exceptional Children and attach to this form. Thank You!

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# 2016 Romaine P. Mackie Annual Award for Leadership

**Purpose:** The Romaine P. Mackie Award is to honor an outstanding professional who has demonstrated leadership in CEC and other organizations for an extensive period of time in various areas within the field: service delivery, teacher education and professional development; research; policy; assessment; publications. The individual should be nominated by someone who is familiar with the nature and quality of his/her work and who can speak to the nominee's character.

**The Award is named for Romaine P. Mackie who was a U.S. Commissioner of Education, a devout supporter of special education in the early years, and an active member of CEC who promoted the mission of CEC in all of her work.**

## **Nomination Materials Include:**

Completed Nomination Form (below)

- Letter of nomination
- Brief vitae or resume of the nominee
- At least two (2) letters of support (no more than four (4), please)

---

## **Nomination Form**

Nominee's Name: \_\_\_\_\_ Email Address: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

CEC Membership Number: \_\_\_\_\_

Nominator's Name: \_\_\_\_\_ Nominating Unit: \_\_\_\_\_

Nominator's Email: \_\_\_\_\_

The brief vitae or resume for the individual nominated should include educational background, employment history, length of service, special projects undertaken, awards received, and other information which will assist the Awards Committee in making a decision.

All nominations and materials must be received by **Friday, January 27, 2017.**

Submit your nomination packet electronically to:

Dr. Gloria Taradash,  
Honors and Awards Committee Chair  
[gtaradash@gmail.com](mailto:gtaradash@gmail.com)