The Advance

A Newsletter for Montgomery College Part-Time Faculty

Produced by the Institute for Part-Time Faculty Engagement & Support

Gail Youth, Editor & Layout April 2016

The Indian Centre for Research & Development of Community Education (ICRDCE)

[By Patrick Donovan, Part-time Faculty]

MC/ICRDCE Delegation

I am proud to have been a part-time faculty member representing Montgomery College during a recent trip to India in support of The Indian Centre for Research and Development of Community Education (ICRDCE).

An instructors' training program was conducted by ICRDCE, on March 3rd, 4th & 5th 2016 at the Loyola College, in Chennai, India. The participants include community college teachers from all over India. The program was an incredibly enriching experience. The concept of community college directly training professionals quickly for the increasing workforce demand in India was evident. Outcomes from the sessions revealed that work skills learning should go hand in hand with life skills learning.

After meeting with the instructors and hearing about the conditions under which they instruct, and who they instruct (the disadvantaged, urban and rural poor), I have come to the conclusion that I must continue to support them in their wonderful empowering work.

The training session that I conducted included:

♦ Leveraging diversity in the classroom through student workshops
♦ Understanding of the fast pace in which technology is changing and how to incorporate technology as part of the learning experience
♦ Modern technology solution software being adopted (Enterprise SharePoint Technologies)
♦ Traditional and modern teaching models
♦ Measurable student outcomes through multiple curriculum domains

The appreciation expressed by the individuals who attended my lectures was extremely gratifying. I have continued communication with my student instructors and Dr. Xavier Alphonse, S.J., Founder Director, ICRDCE and Rev. Dr. M.S. Jacob, S.J. to continue this effort.

The conference was a very positive life-changing event for me. I want to express my sincere thanks to Montgomery College and the ICRDCE team for arranging such an excellent program. It was an honor to participate in this effort of learning techniques in global higher education .

Patrick Donovan

Peer Mentoring

[By Liz Feldman, Part-Time Faculty Associate, Rockville]

"The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves."

— *Steven Spielberg, Movie Director*

"A mentor is someone who allows you to see the hope inside yourself."

— *Oprah Winfrey, Entertainer, Businesswoman, & Philanthropist*

Many recent articles written by business leaders and other professionals bemoan what they call "the lost art of mentoring." All too often, new employees are thrown into the workplace and have to sink or swim.

Glenn Llopis wrote an article for Forbes Magazine in 2012 that said, "Mentoring is a tricky thing: most people want it, but don't know how to get it. Mentoring is also loosely defined. Just because someone gives you advice, doesn't mean they are your mentor. Mentoring is a responsibility; a commitment that requires valuable time and focused attention to assure the mentee's goals are progressing forward. If you have one steady mentor that is adding value to your career and life, you're fortunate. Although finding a mentor is difficult and making it work is even more challenging – the rewards are abundant."

Some mentoring takes place at Montgomery College. One of the most robust programs is in the English department on the Rockville campus. Megan Howard is the part-time faculty coordinator in the department, and she runs the mentoring program. The program began a couple of years ago. She says the goal of the program is to "assist new faculty, and to foster connection and community within the department." Howard says, "All new faculty whether they are part-time or full-time are assigned a mentor for their first academic year. Mentors are volunteers from within the department." Returning part-time or full-time faculty members also can be assigned a mentor, if he or she requests one. Howard says she usually pairs up mentors and mentees based on the courses they teach. She tries to match people who are teaching the same courses. Once the relationship is established, Howard says it is up to the mentor and the mentee to decide how often they meet and whether they will communicate in person, by phone, or by email. The department hosts two 'Mentor Meet and Greets' a semester. Howard says," 'The Meet and Greet' is an hour long meeting with no set agenda. It's a chance for people in the department to meet, share information, trouble shoot, or just get to know each other." The meetings are open to the entire department and not just the people participating in the mentoring program.

[By Liz Feldman, Part-Time Faculty Associate, Rockville]

Howard believes mentoring is a win-win for both the mentor and the mentee. Both gain from the relationship. She says, "A mentor gives new faculty another point of contact for help during his or her first semester. It is easier to ask questions when you have an established relationship with someone. A mentor is someone who can answer a mentee's question about where to get copies made or troubleshoot a difficult situation with a student. A mentor is someone whom a mentee can talk to and swap ideas. There are always new strategies and approaches to try. The mentor relationship makes that exchange easier."

Pamela Wallentiny is a Professor of English and Reading. She first became a mentor in the fall of 2014. She decided to become a mentor to help other faculty members and to have an indirect impact on other students. "It is my hope that I make a difference in a new faculty's overall Montgomery College experience. If I make a difference in this way, I may touch the lives of my mentee's students; that is my ultimate goal." When Wallentiny first started at the College, there was no official mentoring program. However, she said she still had a mentor, Teri Hurst. "I could ask Teri any question. She was and is a wonderful faculty member who supports me even today." Wallentiny says she believes mentoring is very important. "As a relationship forms, hopefully, performance and overall job satisfaction increase as a result of the exchange of ideas and relevant experience. If new faculty feel connected, confident, and happy, their students benefit. For me, that is the greatest gift."

Raquel Licamele is new to the College this year. She is a part-time faculty member and has a mentor in the English department. She is enthusiastic about having a mentor show her the ropes. "I believe that it is always in my best interest to be a sponge when I enter a new environment or job. If I am to succeed in a new work environment, I must first understand it and learn from it. What better way to do that than to tap into the experiences of a veteran, in this case, a teacher," Licamele said. "I also chose to have a mentor in order to connect with colleagues. Discussion/reflection is a big part of our job. I wanted to make sure that I started connecting with other faculty members in a meaningful way as soon as possible. Sometimes it is hard to do that as a part-time faculty member, so I took advantage of the mentor opportunity." Licamele says she hopes to become a mentor once she has been at the College a few more years. She said, "The mentor program that the English and Reading department has implemented is a wonderful example of how welcoming this group of faculty has been during my start at the College. It says a lot to new part-time faculty that the department is so eager to support our efforts."

Catherine Lutter also has benefitted from the mentoring program in the English department. She said, "My mentor served as a sounding board for questions I had about grading, assignments, and issues students had. She also allowed me to observe her class to see how she structured discussion. She talked with me about how to help students with disabilities as she has a background in that area. Talking with her about my own classes challenges me to do my best." Lutter also said, "Teaching can be an isolated experience and peer mentoring helps alleviate that and helps teachers feel energy and enthusiasm for their work."

The English department is not the only one on the Rockville campus that uses mentors. The math department features a program called 'Math Buddies: Sharing Teaching Ideas'. Maria Aronne is a part-time faculty coordinator in the department. She said, "Faculty members, both full-time and part-time are paired with another faculty member. They visit each other's classes periodically during the semester and then get together and simply share ideas about what they saw. It is a way to get some feedback on our teaching, gain ideas for our teaching, and just talk about teaching with a colleague."

The Music department does not have a formal mentoring program; however, department chairman Alvin Trask says he encourages new faculty members to observe senior faculty members who may be teaching the same course. He says new and returning faculty members can share syllabi ideas, ways to structure a test, or utilize a textbook.

In some other departments, new part-time faculty members turn to their program coordinators for advice and guidance. The American English Language Program department at Rockville operates this way. Program coordinators serve as a contact for resources and provide advice on teaching a course.

The College is working to do more to bring together returning and new faculty members so they can get together and share teaching strategies. The Student Success Committee of the Part-Time Faculty Advisory Board is proposing some mentoring opportunities. The committee wants to "target part-time faculty members who started teaching at the College within the last three years and who do not have a background in education,", said Nancy Lineman, part-time faculty member in the Political Science department at Takoma Park. Teaching success will ultimately result in student success, and the College is committed to that goal.

One Phish, Two Phish, Orange 🐠! It only takes ONE!

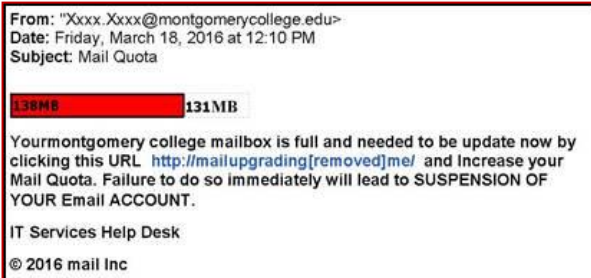*[By Annie Shane, Policy & Planning Analyst, IT Security, Montgomery College]*

One person who takes the "bait" in a phishing e-mail can cause substantial disruption to College operations. Don't get fooled. Every member of the College community must be vigilant.

In January the Office of Information Technology rolled-out our Phishing Awareness Campaign to draw attention to the threat of phishing. We provided the Phishing Reporter tool add-in for Outlook to assist users in reporting, and launched the Phishtrap website, www.montgomerycollege.edu/phishtrap, a repository of **actual** phishing e-mails received at the College.

Our primary goal is to educate users on the threat of phishing, which is the most common tactic in use by criminals to steal user IDs and passwords by tricking you into clicking on a malicious link. The recent shutdown of computer systems at MedStar Health, which operates 10 hospitals and other facilities in the Washington-Baltimore region, helped shine attention on the threat of phishing. Although the investigation into what happened is ongoing, it appears the damage was the result of a phishing e-mail which triggered a ransomware attack, in which user data is encrypted until a payment is made to release the information.

The devastating attack on MedStar Health dramatically illustrates the danger posed by phishing e-mails, which is why part of the OIT Phishing Awareness Campaign included the intentional use of mock phishing e-mails sent by OIT to help educate the community about the dangers of this form of cyber-attack. Our first fake phish was sent on March 14, and unfortunately 10% of our employees clicked on the malicious link. Coincidently, just a few days later on March 21, the College was attacked with a real phishing campaign and unfortunately some employees were tricked into providing their account credentials. The attackers used the compromised e-mail accounts to attack other institutions by sending thousands of e-mails from those affected accounts. These mass e-mails directly led to outside organizations blocking legitimate e-mail from the College. Incidents like this significantly impact the College's e-mail reputation, and greatly divert OIT resources to resolve the issues.

As members of the College community we must remember that we serve as the first line of defense against many types of cyber-attacks such as phishing. Our mailboxes sit on the front line, and as business e-mail users we must be aware and ready to help fend off an attack. The malicious e-mails received by the College, like the one shown below, should not have fooled anyone.

From: "Xxxx.Xxxx@montgomerycollege.edu>
Date: Friday, March 18, 2016 at 12:10 PM
Subject: Mail Quota

138MB   131MB

Yourmontgomery college mailbox is full and needed to be update now by clicking this URL http://mailupgrading[removed]me/ and Increase your Mail Quota. Failure to do so immediately will lead to SUSPENSION OF YOUR Email ACCOUNT.

IT Services Help Desk

© 2016 mail Inc

Nothing about this e-mail looks legitimate except the use of the "@montgomerycollege.edu" e-mail address. No College communication would ever be formatted in this fashion or use incorrect grammar. Remember, if you receive an e-mail that seems unusual or has a link directing you to some unknown address, **do not click on the link**. If you are unsure if an e-mail message is legitimate, report it using the Phishing reporting tool or contact the IT Service Desk for guidance. Trained personnel are there ready to answer your questions and help you in every way, but you have to make the first stop.

The College must be able to rely on all its employees to keep our resources safe. College e-mail is a professional tool that must be used with care. The following e-mail phishing awareness information and resources are available to help you with this effort:

♦ Invite OIT Security personnel to give a Phishing Presentation at your next staff meeting; contact Annie Shane at annie.shane@montgomerycollege.edu.

♦ Use extra caution when viewing and responding to e-mails using a mobile device.

♦ Neither the College nor OIT will ever ask for your password, Social Security #, or other personally identifiable information.

♦ Take Security Awareness e-courses offered through MC Learns.

♦ Visit the Phish Trap website www.montgomerycollege.edu/phishtrap to see actual phishing e-mails received/reported at MC.

♦ Report suspected phishing e-mails using the Report Phishing tool found on:
⇒ Windows: *Report Phishing* icon located on the Outlook menu bar,
⇒ Mac: Choose the *Report Phishing* from the *About This Menu* drop down,
⇒ Outlook Web Access (OWA): reporting tools are not available; please forward to the phishtrap@montgomerycollege.edu mailbox.

As always, the IT Service Desk is available to address any technology-related questions or issues. You can reach us:

♦ by e-mail at itservicedesk@montgomerycollege.edu

♦ by web chat on OIT's web page at http://cms.montgomerycollege.edu/oit

♦ by phone at 240-567-7222

THANKS FOR BEING AWESOME

Calling all Part-Time Faculty!

Part-Time Faculty Appreciation Reception

Germantown Campus
Monday, April 25, 2016
3 – 5 p.m.
BE 151

Hors d'oeuvres will be served at 3 p.m. and a brief program will follow at 4 p.m.
Please RSVP to: Jabette.Lozupone@montgomerycollege.edu

SAVE THESE DATES

Tuesday	April 19	4:30—6:00 p.m. TP/SS PT Faculty Appreciation
Monday	April 25	3-5:00 p.m. Germantown PT Faculty Appreciation
Tuesday	April 26	4:30—6:30 p.m. Rockville PT Faculty Appreciation
Mon — Sun	May 9—15	Final week of classes; exams
Mon — Fri	May 16—20	Non-instructional Duty Days; Commencement
Friday	May 20	Official end to spring semester and Academic Year
Monday	May 23	Official beginning of summer session
Monday	May 30	Memorial Day; College closed
Tuesday	May 31	Summer I session classes begin

The Love of Teaching: A Faculty Retreat

[By Liz Feldman, Part-Time Faculty Associate, Rockville]

On Saturday, April 2nd, a group of part-time and full-time faculty members gathered for a retreat on the Germantown campus to exchange and share ideas on teaching. The retreat was the brainchild of Carol Moore. Carol, an instructional designer with E-Learning, Innovation and Teaching Excellence (ELITE), works on the Takoma Park/Silver Spring campus. She came up with the idea of creating a small gathering of faculty members to talk about teaching and discuss what they enjoy most about the profession. The idea eventually morphed into the Saturday retreat.

Unlike other retreats, where participants might break out to different rooms, or hear from a number of guest speakers, 'The Love of Teaching' was designed to be more intimate. The people who participated remained in the same room and shared their experiences about teaching. Many of the participants talked about how they got interested in the profession and why they continue to teach. The retreat ran from 9 AM to noon.

Deb Poese, Director of the School of Education

About 30 people participated in the retreat. There were 6 full-time faculty and staff members and 24 part-time faculty members in attendance. ELITE and the Institute for Part-Time Faculty Engagement and Support co-sponsored the event. Professor Deb Poese, the Director of the School of Education, presented to the attendees. Eventually, the members broke into small groups and participated in a number of activities.

Jesse Parker & Jane Smith

Participants shared stories on what first inspired them to become teachers, and they explained some of their current sources of support and inspiration. For example, Jane Smith, a part-time faculty member who teaches business on the Germantown campus, shared with the group why she got into teaching. She also urged her colleagues to try different approaches in the classroom. She said if one approach does not work, try something else, and above all else do not be afraid to fail.

Once the retreat ended, many of the participants felt re-energized and refreshed about teaching. Discussions began about holding a similar event in the future. Mills said he hopes that will happen. He said while it would be great to have more people attend, he thought keeping the group smaller has its benefits. "Having a group of 30 is different than when you have a group of 100, you lose that intimate sharing," Mills said. "This was different from peer mentoring. The retreat was not a long-term commitment for people to stay in touch with one another. Instead there was more sharing of ideas than mentoring. The event was well received. We were very happy with it. We were doing it for the first time and did not know what to expect."

When it comes to teacher success, both peer mentoring and retreats such as 'The Love of Teaching' can achieve the same goals. Part-time faculty members who have thoughts or ideas on future retreats should contact the Institute for Part-Time Faculty Engagement and Support or reach out to ELITE.

[By Jon Pointer, Part-time Faculty Associate, Germantown]

John McCarthy is a long-serving part-time faculty member currently teaching on the Germantown Campus. He began teaching at Montgomery College in 1979 and was one of the initial faculty members in the Paralegal Studies program established in the mid 1980's on the Takoma Park Campus. That program grew significantly in the intervening years expanding to the Germantown Campus twenty-two years ago. McCarthy has taught a variety of classes including Introduction to Paralegal Studies, Introduction to Law, Business Law, Contract Law, Criminal Law, Family Law, and Inter-Personal Communications. He has taught at least two classes per semester for thirty-seven years.

McCarthy attended the Catholic University of America on a baseball scholarship before enrolling at the University of Baltimore School of Law. He attended law school in the evenings while teaching at Good Counsel High School in Wheaton, Maryland. He began his law work in private practice before joining the Office of the State's Attorney for Prince George's County. Following a brief stint as a Public Defender in Montgomery County, McCarthy joined the State's Attorney's Office for Montgomery County in 1982 and was elected State's Attorney in 2006,

John McCarthy

where he still serves today. He was elected to the American College of Trial Lawyers in 2007, the highest honor a trial lawyer can receive in the United States, and has served as President of both the Montgomery County Bar Association and the Maryland State's Attorneys' Association.

The State's Attorney is the chief law enforcement official for Montgomery County, prosecuting 25,000 cases last year. Although prosecutions are an essential and significant portion of his responsibilities, community education has always been an important part of McCarthy's progressive approach to achieving one of his primary goals of reducing crime in the County. He regularly meets with a variety of constituent groups to discuss issues such as the role of mental health in the criminal justice process; gang violence; truancy; victimization of our seniors; and the rampant heroin epidemic in the community. McCarthy believes that two critical approaches to reducing crime include efforts to educate County residents on how best to reduce their chance of becoming a victim, and re-engaging our young people in the educational experience. Crime has dropped twenty-nine percent during his tenure as the State's Attorney.

In keeping with the milieu of a lively courtroom, McCarthy's approach to teaching involves encouraging our students to "argue their case" in class discussions and in responses to exam questions, and involves having every student attend a trial as part of their educational experience. He shares how his involvement in the high profile Bethesda Lululemon murder case prosecution allowed for the students in the class to work through the issues and developments of the case in real time, allowing them to provide true student-formed input to a criminal case with nation-wide interest.

McCarthy estimates there are more than one hundred lawyers practicing in Montgomery County who were students in his classroom very early on in their journey through higher education. As we talk before his class about the Lululemon case, and as students gather in the hallway discussing last week's lecture, it is apparent that he has been effectively engaging young people in the educational experience at Montgomery College for many years.

Comments, questions, or are you interested in contributing to The Advance? Please contact the Editor, Gail Youth, at:

gail.youth@montgomerycollege.edu   or   240-567-5340.

The next issue is scheduled to be distributed in May of 2016. All contributions should be received by May 10th.

Periscope: Live Streaming for Classroom Practice

[By Monica Bracho Handyside, Ph.D.]

According to its definition, a periscope is a tubular optical instrument containing lenses and mirrors by which an observer obtains an otherwise obstructed field of view. This idea motivated a group of creative individuals who designed an app, named ***Periscope***, just over a year ago; it was so successful that it was named the best Apple app in 2015.

Periscope is a live video streaming app for iOS and Android. Developed by Kayvon Beykpour and Joe Bernstein, the app was purchased by Twitter and allows broadcasters to videotape and share experiences 24/7.

Since it was launched, 100 million broadcasts have been created on Periscope. Whenever a broadcast is shared on Twitter, one can tap the link to open the Periscope app. When you tap the video; it goes full-screen and shows Periscope comments and hearts from other viewers. You don't need the Periscope app or even a Periscope account to watch the videos. Periscope's success is built upon a dedicated community of broadcasters, audience members, individuals who often find and highlight the most interesting moments on Periscope.

Periscope is a possible resource for classroom use and can come in handy to videotape any experience conducive to learning. Oftentimes students learn best when they can see images and listen to audio. Professors, who use instructional video report that their students retain more information, understand concepts more rapidly and are more enthusiastic about what they are learning.

The integration of technology into the classroom is part of the 21st century education experience and a vital component for the requirements for college/career readiness. Video streaming is uniquely suited to take students on field trips--inside the human body, off to a remote planet, around the globe, to meet new people and hear their ideas, illustrate complex, abstract concepts through animated, 3-D images and show experiments that can't be done in class.

The app founders became fascinated by the idea of discovering and exploring the world through someone else's eyes. Through Periscope, one can see through the eyes of a professor lecturing in any part of the world or watch an experiment or phenomena.

If you want or your students to join millions of broadcasters worldwide or if you want to share insights about any academic subject, keep in touch with your followers, sign up for your account on Periscope by visiting https://help.periscope.tv/. Periscope offers a help center that includes the basics, how to manage your account, a tutorial on broadcasting and how to watch broadcasts. With this app the possibilities are endless as we create and disseminate ideas and knowledge in real time.

Part-Time Faculty Institute Project Rockville Campus

[By Kaarren S. Agnez, Part-Time Faculty Associate, Rockville]

Montgomery College's part-time faculty have fascinating pasts -- and presents. Did you know that we have an Olympic athlete serving as a member of our part-time faculty? How about a young woman who previously worked for the Black Caucus on the Hill? And, a man who worked for the Joint Chiefs of Staff? Or a young woman who is a real CSI for Montgomery County? All of these fascinating people are part-time professors here at Montgomery College.

The Part-Time Faculty Institute has started a new initiative to provide professional head shots for part-time faculty. As a part-time faculty associate, and a current photography student at MC, I am the one taking the photos. In this capacity, I have been fortunate to meet a diverse group of highly professional, vibrant, and interesting people who are my colleagues at MC. This project is beginning at Rockville, due to numbers of faculty and the logistics involved. This semester, it is for Rockville PT Faculty, but it may be expanded next year to other campuses.

The goal of the project is to create a poster of familiar, and unfamiliar, part-time faces to enable us to see who our colleagues are. This poster will, once again, be placed in our part-time faculty office; 008 HU.

Photo shoots are done using professional portable lighting and a black background. As the photographer, I listen and look at what is unique about you, and aim to get a quality headshot. We have had some good results so far! Each person who participates in the project will receive an edited head shot or two to use for CV's, for their department, or any other use they may have. Dr. Somersall and Dr. Thomas also hope use the photos for the work of the Institute.

If you are a PT faculty member on Rockville Campus, please keep an eye out for an e-mail with the words "headshot for part-time faculty" as part of the subject. I will soon send out another two weeks of appointments. I hope to have a chance to meet many more fascinating part-time faculty!

YOU ARE INVITED!

Please join us for the

10th Annual

ROCKVILLE CAMPUS PART-TIME FACULTY

APPRECIATION RECEPTION

Tuesday, April 26, 2016

4:30—6:30 PM, Program at 5:00

Lobby, Robert E. Parilla Performing Arts Center

Contact: 240-567-5242

Did You Know?

[By Antonio "Tango" Thomas, Ph.D., Director, Institute for Part-Time Faculty Engagement & Support]

There are times when the Part-Time Faculty will have questions about or need to be made aware of key issues concerning Montgomery College, Community Colleges, or Higher Education. The questions/issues center on information related to Montgomery College Policy & Procedures, Federal Regulations, HRSTM, or IT just to mention a few topics. The "Did You Know?" section of the newsletter will be where Part-Time Faculty will find the latest information on the featured topic. In this issue of the Advance Newsletter, the Director for The Institute for Part-Time Faculty Engagement & Support sat down with Mr. Eduardo Cunningham of the Digital Learning Centers (DLC). There are a variety of different student computer labs around the college. However, the change in the name really caught the Director's attention, which is the subject of this edition's "Did You Know?"

"Did You Know?"

The former OIT student computer labs are now called the *Digital Learning Centers*.

Question:

The *Digital Learning Centers* (campus-by-campus walk-in computer labs) remain open to students who drop in to use a Windows or MAC computer. But as learning centers, the staff focus has transitioned solely to student learning support. In recognition of the need for all students to possess computer usage skills, the Digital Learning Centers help students gain competency with the computing skills required for success in college. This includes the usage of the growing number of online ("cloud") resources such as Microsoft Office 365, use of the resources provided by the Windows and MAC computer system, as well as the Adobe Creative Cloud suite of programs.

The Digital Learning Centers provide students with individual assistance or group workshops. Currently, the Digital Learning Centers are hosting a series of 45 minute workshops that address the basic use of PowerPoint. These workshops are intended for students who need to obtain an orientation to the design tools that come with this powerful software package in order to complete class presentations. Future workshops are planned on other presentation resources.

It is the intention of the Digital Learning Centers to serve as a resource for students in need of individual assistance with the software tools found on College systems required to create class presentations, format documents, develop charts and graphs, use online resources, and employ distance learning tools. Faculty are encouraged to refer their students to the Digital Learning Centers for help, and are welcome to contact the Digital Learning Center Managers (Ed Cunningham, RV and GT or Charles Harried, TP/SS) to discuss development of workshops that would serve the computing need of students in their courses.

The Academic Restructuring task force that met 2013-2014 recommended the transition of the three campus computer labs from the Office of Information Technology to Academic Affairs. The task force recognized that student learning would be better served if the labs were recognized as academic learning centers. The transition was completed early in the Fall 2015 semester.

Digital Learning Centers are located in Rockville, CS025 and HU312/HU314. Germantown, HT235 and Takoma Park, ST304.

Action:

Please tell your students about this new service!

Part Time Faculty
Spring 2016
Appreciation Reception
April 19, 2016

4:30 pm—6:00 pm
Remarks at 5 p.m.

Cultural Arts Center Lobby
7995 Georgia Avenue