

FALL 2004 / WINTER 2005

FOCUS

NTID

National Technical Institute for the Deaf • Rochester Institute of Technology



Career Education...Preparation for Life



Elizabeth Sorkin, Devon Hostetler, Jennifer Fields



Jennifer Buckley



Jennifer Hume



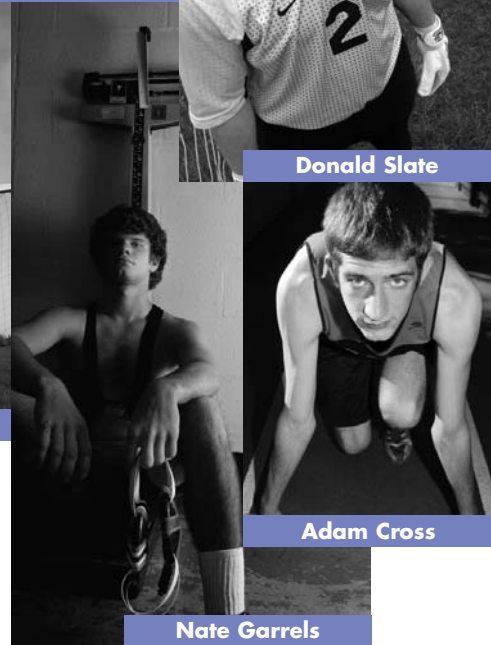
Donald Slate



Matthew Jenkins



Michael Lawson



Adam Cross

Nate Garrels



RIT Tigers Travel Down Under for Deaflympics

Twelve students and four alumni from Rochester Institute of Technology and the National Technical Institute for the Deaf were among 172 athletes representing the United States at the 20th Summer Deaflympic Games in Melbourne, Australia, January 5-16, 2005.

Athletics/Track & Field

Adam Cross, fifth-year Information Technology student, Rochester, N.Y.

Cycling

Trevor Kosa, '97, Redmond, Wash.

Men's Soccer

Michael Lawson, third-year Social Work student, Wall, N.J.

Donald Slate, sixth-year Industrial Engineering student, Auburndale, Mass.

Men's Swimming

Matthew Jenkins, third-year Biology student, Springfield, Mass.

Men's Volleyball

Justin Davis, '01, Fairfax, Va.

Water Polo

Josh Allmann, first-year Computer Science student, Irvine, Calif.
Thomsen Young, second-year Public Policy student, Portland, Ore.

Women's Soccer

Kassandra Barrios, '04, Webster, N.Y.
Jennifer Buckley, third-year Biology student, Macedon, N.Y.

Jennifer Fields, second-year Criminal Justice student, Covington, La.
Devon Hostetler, second-year Art & Computer Design student, Portsmouth, R.I.
Elizabeth Sorkin, third-year Film/Video/Animation student, Elk Grove, Calif.

Women's Tennis

Jennifer Hume, third-year Business student, Mount Juliet, Tenn.

Wrestling

Nate Garrels, second-year Computer Aided Drafting Technology student, Emmetsburg, Iowa
Jason Jakubowski, '98, Tampa, Fla.

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ABOUT THE COVER

As a world leader in technical and career education for individuals who are deaf or hard-of-hearing, NTID prepares graduates for success in the workplace and in life. An important factor in that success is NTID's cooperative education program, which allows students to experience the world of work and prepares them to make the transition from student to employee. The article on Page 4 of this issue outlines the benefits of cooperative education for students and employers alike.

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FOCUS

NTID

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ALAN'S UPDATE



Strategic Visioning 2010—Realizing the Dream

When I became RIT vice president and dean for NTID in December 2003, I knew that the winds of change were shifting, signaling the need for reflection, discussion, and ultimately, action regarding the future direction of this college.

I knew, too, that we remained focused on the same goal—to better serve our students, and to better prepare them for careers in a society where technology changes at incredible speed; where the competition to find jobs is intense; and where graduates need not only technological know-how, but confidence, conviction, and courage to compete for those jobs.

I'm pleased to report that we now have moved closer to this goal through the completion of a "Strategic Visioning 2010" report that offers a bold multiyear plan to effectively position NTID for the next several decades.

All who have a stake in the direction of this college—faculty and support staff members, students, alumni, and members of our National Advisory Group (see Page 16)—willingly and thoughtfully contributed ideas, concerns, and dreams for what NTID has been, is now, and can become in the future.

Those thoughts were distilled into a concise, far-reaching report that was shared with the institute community this past spring and summer. The NTID Administrative Team then refined those recommendations into four strategic decisions to guide our work over the next several years.

Here are brief summaries of each of the four decisions.

1 By 2010, NTID will offer three distinct areas of study: career-focused degrees, transfer degrees, and baccalaureate/master's degrees.

NTID will continue to offer quality, career-focused, niche associate degree programs that lead to immediate placement in lucrative careers at the paraprofessional or technician level. These programs will continue to include a cooperative education component closely tied to high-demand employment opportunities.

Bachelor's and master's degrees are fast becoming the degrees of choice for initial job placement at the professional level. Our plan, therefore, is to expand transfer degree programs that will better serve the higher achieving segment of our student population—students whose test scores upon entry to NTID are good, but not

sufficient to qualify them for admission to RIT baccalaureate programs.

NTID's greatest strength may be its outstanding track record of assisting high-potential students to not only gain admission to, but to successfully graduate from, the other colleges of RIT at rates comparable to or better than their hearing peers. These transfer programs will be viewed as "2+2" or "2+3" programs in broad areas that match RIT offerings in business, computer technology, engineering technology, science technology, and imaging technology.

2 We will establish formal referral programs with selected community colleges for students not yet ready for admission to NTID, and we will create an intensive summer program for students who have been admitted to, or who are matriculated in, a career-focused associate degree program and who, with intensive skill development, may be able to reposition themselves to enter a transfer program.

A strong referral program will help us help students who want to come to NTID, but who aren't yet academically ready. We will work with selected community colleges to develop college-readiness programs that emphasize English reading and writing, math, career awareness, and interpersonal growth. Money and time will be invested to assure a formal link between our college and students enrolled in such programs. Students successfully completing those programs will automatically be accepted into NTID.

The summer program will help students accepted into NTID career-focused programs, whose English skills are promising and who desire a higher level degree, to build those skills and open the option to consider entering one of our transfer programs.

3 Access services are being expanded to meet the changing needs of our cross-registered students. Students taking courses in the other RIT colleges who know sign language and can benefit from sign language transliteration, notetaking, and/or assistive listening systems as access accommodations can request them. For those students taking courses in the other RIT colleges who cannot benefit from sign language transliteration or assistive listening systems, an alternative accommodation will be provided and will be based on an individual assessment of student need and on consideration of that need in relationship to the educational context. For most of these students, we expect this to be a text-based transliteration service (C-Print®). We plan to significantly increase the resources we have dedicated to providing C-Print services.

4 We will develop an educational outreach consortium to share our expertise with others to improve the education and career development of individuals who are deaf or hard-of-hearing.

This consortium initially will be established to provide educational experiences to students in grades 7-11 in an attempt to strengthen the skill level of students graduating from high school. Ultimately, the plan is for this consortium to become a central component of our institutional identity, focusing broadly on:

- Pre-college audiences, such as K-12 deaf and hard-of-hearing students, teachers, parents, Vocational Rehabilitation counselors, school counselors, and pediatricians. Individuals in this category should be a primary audience for they will ultimately

determine who attends which college, and how well prepared they are for college work.

- College audiences, such as deaf and hard-of-hearing students at other colleges, and teachers and access/support service personnel at other colleges.
- Post-college audiences, such as alumni, deaf and hard-of-hearing workers, and workplace managers.

These four decisions will significantly alter the landscape at NTID, necessitating an effort to sketch a new identity for the institute. As the nation's premier model of successful mainstreaming at the postsecondary level, we truly offer students "the best of both worlds." We will articulate a new identity for NTID that is both consistent with RIT and that provides the support and access services needed for our students to graduate and find satisfying jobs.

Several years ago, NTID professors Harry Lang and Karen Conner wrote a fine history of NTID called *From Dream to Reality*. This book details the college's history from its earliest known mention in the 1930s, through the original plans for the NTID campus, to its respected place in technological postsecondary education at the end of the 20th century.

Similarly, these strategic vision decisions will be remembered as the beginning of the next chapter in the college's history. These four topics are our starting point for the 21st century. In the coming months, you will learn more about each of them as we move this newest set of blueprints from dream to reality.



Cooperative Education: Experience that Works

by Frank A. Kruppenbacher



Spelling “I-LOVE-PO-LY-ME-RS,” from left to right, are student interns Matthew Jenkins and Jingjing Pan from RIT/NTID, Niesha Washington from Gallaudet University, Jennifer Buckley from RIT/NTID, and their internship mentor Dr. Peggy Cebe, professor of physics at Tufts University.



In 1969 and 1970, William Ingraham, then a Business Administration student in RIT’s College of Business, completed cooperative education assignments (co-ops) for the Internal Revenue Service (IRS), in Rochester, N.Y. Ingraham’s employment opportunities were among the first cooperative work experiences for deaf and hard-of-hearing students attending America’s newly established National Technical Institute for the Deaf.

“I felt ready,” reflects Ingraham today. “I had a good educational background from RIT and good communication skills to work in the hearing world.

“The most important things I gained from my co-op were experience and

confidence,” Ingraham recalls. “My co-ops with the IRS convinced me that this is what I wanted to do in my career.”

After he graduated from RIT in 1971, Ingraham decided to work for the IRS, despite other offers of employment.

After 35 years with the government agency, Ingraham retired earlier this year.

“I couldn’t imagine at the time that my co-op would result in a job I would retire from, but it happened,” he says. “My co-op played a role in my career. To see all the success students have had since truly amazes me.”

Indeed, since Ingraham’s pioneering efforts, deaf and hard-of-hearing students at RIT have completed more than 7,400 individual co-ops—a collective commitment of nearly 2.6 million hours of employment outside the classroom in technical and professional jobs, getting actual work experience before graduation.

“Our students work hard in their programs of study,” says Allen Vaala, director of NTID’s Center on Employment (NCE). “We owe it to them to work even harder with potential employers to develop meaningful relationships that lead to co-ops, internships, and permanent employment.

“We must provide skilled technicians and professionals to the job market,” adds Vaala. “If those skilled employees just happen to be deaf or hard-of-

hearing, the added value to the organization and all its employees is tremendously positive.”

Feedback from recent co-op and internship employers matches Vaala’s assessment. Consistently, employers praise RIT for providing the marketplace with students and graduates with high technical competence. They commend students for their ability to produce large quantities of quality work, with minimal supervision and with a solid understanding of the work to be done.

Brian McMahon is just one of many such employers. As vice president of manufacturing for MWI, Inc., in Rochester, N.Y., McMahon routinely provides co-op jobs to NTID’s Computer Integrated Machining Technology students. MWI has hired no less than six RIT/NTID graduates as well.

“The hiring process was driven by NTID, and we just took off with it,” says McMahon. “While our machinists who are deaf account for only ten percent of our workforce, they are the top ten percent in terms of skills and aptitude they bring to work for us. Over the years, my impression of the NTID students and graduates we’ve hired is very, very good.”

Dr. Peggy Cebe, professor of physics at Tufts University, is one of NTID’s newest employers. Last summer, her interns from RIT/NTID, in addition to taking a class at Tufts for credit, spent

34 hours a week for six weeks working in Cebe's lab, to rave reviews.

"I have worked with many undergraduate students over the past 16 years," says Cebe. "It is easy to tell the difference between students who are just working to get paid and have no emotional investment in the project, versus those who want actively to use their minds to really contribute to the project.

"The RIT interns were of the latter type. In the future, I would hire students from RIT in a nanosecond! The amount of work they accomplished in the short time they were in my lab was astonishing," adds Cebe.

While Cebe is a relative newcomer to the rewards of hiring RIT/NTID students for co-ops and internships, Donald Thomas, head of the Reproduction Division of the Federal Aviation Administration's National Aeronautical Charting Office, has been hiring co-op students from NTID's Digital Imaging and Publishing Technology program (DIPT) for the past four years.

"NTID students are well trained," says Thomas. "And they bring new ideas to the workplace. They blend in very easily with the rest of our workforce here. What impresses me the most is that students hired from NTID are very computer savvy."

RIT/NTID co-op students have been a part of the Kresge Hearing Research Institute workforce at University of Michigan for a decade now. Dr. Jochen Schacht, professor and director of the institute, has hired RIT students for summer jobs in the areas of science, computing, and information technology.

"I always wish I had more positions open to accommodate all the talent that I see at NTID," says Schacht. "It's not just the solid training that NTID

students bring to us, it's the enthusiasm that they add to their jobs.

"Every one of them we've had here goes all out and does their best in an admittedly very challenging and novel situation for them," Schacht adds.

Schacht, Cebe, and a majority of employers who hire NTID students and graduates shared initial concerns about how they would communicate with the students. Schacht's interactions over the past 10 years are reassuring.

"This has absolutely become a non-issue," says Schacht, "and no one who is taking on a student for the summer is asking, 'Do they lipread, speak, or do they sign?' We know that these students know how to communicate, and although we provide interpreters for group meetings, we've never encountered problems in the day-to-day communication with NTID students."

Dr. Jeanne Beno, of the Monroe County (New York) Medical Examiner's Office, says that, while the differences between deaf and hearing employees are unique, it's an individual's skills that count for everything.

Beno's staff includes Lori Poole from NTID's Laboratory Science Technology (LST) program. Poole started as a student intern for work experience and returned to work as a graduate intern full time.

"It's a very complex forensics laboratory here," says Beno, "and I've never had an intern from any college as qualified as Lori. She came into our lab wonderfully prepared. Her discriminating eye, attention to detail, and powers of observation lead me to recommend NTID's LST students to any lab in the country."

With students earning such praises from recent co-op and internship employers, Vaala and his NCE staff, along with fellow RIT/NTID faculty and staff, are resolute in building relationships with employers and delivering a needed diversity of skilled employees to today's high-tech economy.

These obvious benefits aside, Schacht points to the ease and reliability with which NTID faculty and staff have made co-op and internship experiences

unique and productive for students, graduates, and employers.

"It is just absolutely delightful to work with the NTID Center on Employment," attests Schacht. "Their commitment, effort, and initiative all make recruiting these students an easy job."

Cooperative Education

RIT's cooperative education program started in 1912. It is the fourth-oldest and one of the largest in the world. RIT has more than 2,600 students in co-op and internship positions with approximately 1,300 employers every year. In addition, more than 500 companies visit RIT annually to conduct employment interviews on campus.

How does a co-op or internship benefit the employer and the student?

Employers gain temporary, cost-effective, qualified help, during which time they can assess a student's work performance and decide whether to hire the student for permanent employment upon graduation. During co-ops and internships, students can apply what they have learned in the classroom to a real job. It also allows them to gain a better understanding of the work environment and to confirm their career choice. A co-op gives the student the opportunity to get practical work experience and apply the knowledge acquired in the classroom.

NTID Center on Employment

www.rit.edu/NTID/coops/jobs

NCE assists students and graduates with their job searches, and partners them with employers to foster successful employment. NCE also provides information, consultation, and training programs to help enhance communication and integration of deaf and hard-of-hearing employees in the workplace.



Don Thomas

Challenges and Rewards for International Students

by Pamela L. Carmichael

“Deaf and hard-of-hearing international students are some of the brightest and bravest students I have ever met,” says Lilli Holdgaard Jensen, assistant director of RIT’s Office of International Student Services. “Think about what it would take to uproot yourself from your home and go to a new place where you don’t know anyone. You may not know the language very well, you have little experience with the culture, and certainly no experience with the academic environment. It’s SCARY.”

Indeed, international students can face significant challenges in their quest for education; often just getting to RIT/NTID can be difficult. First, students must meet the entrance requirements, and according to Loriann Macko, assistant director in NTID’s Office of Admissions, that can be tough for many students.

“The education systems in many countries are such that students often are not yet prepared for college-level academics in the United States,” says Macko.

Those students who clear the academic hurdles and are accepted to RIT/NTID must apply for a visa to travel to the United States, and in our post-9/11 world, U.S. security measures have made obtaining a visa more difficult.

Perhaps the greatest challenge international students face, though, is finding adequate funding for their education.

“We can’t offer international students federal financial aid,” says Denise Hampton, NTID student financial services coordinator. “And we have only limited scholarship funds to assist them.”

And the challenges for international students don’t end there.

“It’s not easy for international students to leave their homes and come here,”

says Pawee Kiratiya-Angul, a third-year Applied Computer Technology student from Bangkok, Thailand. “They have to be ready for a lot of new experiences.”

In addition to having differing social norms, many international students come from cultures where the classroom experience is quite different from what they find in the United States.

“In many countries, students are taught by lecture and are expected to simply absorb information—challenging a professor is unheard of,” says Dr. Ellie Rosenfield, associate dean for student and academic services at NTID. “They arrive here and are expected to participate in classroom discussions, use problem-solving approaches that rely on creativity, and apply their knowledge in practical ways. The American educational environment also can be more competitive and individualistic than what many students experience in their home countries.”

Despite the challenges they face, 359 deaf and hard-of-hearing international

students from 43 countries have attended RIT/NTID in the past 14 years.

“Colleges in most other countries don’t have many services for deaf and hard-of-hearing students, so students often don’t have many options available to them at home,” explains Rosenfield.

Zahra Damarwala, a Graphic Media student from Mumbai (Bombay), India, agrees.

“RIT is a world-renowned university, and NTID offers technical courses tailored specifically for deaf and hard-of-hearing students, so we can find our place in society through the skills we learn here,” she says. “You just have to be focused and work hard to be successful in the educational opportunities offered here at RIT/NTID, which are not otherwise available to students like me from third-world countries. Besides, graduating from RIT/NTID gives you an edge over others when you return to your home country.”

Qing Quan, a fifth-year Information Technology student from Beijing,



Deaf International Student Association (DISA) President Qing Quan, left, chats with DISA Secretary Zahra Damarwala; Minoru Yoshida, who was instrumental in establishing DISA; and Lilli Holdgaard Jensen, DISA advisor.

China, also sees the benefits of an RIT/NTID education.

“I graduated with an associate degree in applied art from a college in China for disabled people,” she explains. “I was thirsting for more knowledge related to computer technologies, but the college I graduated from didn’t offer higher degrees. I took some computer classes at hearing schools, but there were no interpreters, and I was never able to understand the teachers. When I heard that RIT/NTID offers deaf and hard-of-hearing students multiple majors, support services and advanced degrees, I knew right away that I wanted to come here to complete my education.”

Students like Kiratiya-Angul, Damarwala and Quan discover that in addition to offering deaf and hard-of-hearing students many options and opportunities, RIT/NTID has marshaled a number of resources to help them make the most of their experiences here.

Jensen and RIT’s Office of International Student Services provide orientation programs and workshops on a variety of topics, including immigration law, cultural adjustment and taxes. They also help students obtain a Social Security number, so they can work on campus, and provide work authorization for those who wish to work off campus. In addition, they work closely with the academic departments on campus to address any issues international students may encounter in the classroom.

“If students come to our office with issues, we’ll work with them—no matter what the issues are,” says Jensen. “Our aim is to smooth any bumps in the road international students might encounter in reaching their goal of getting an education.”

NTID counselors also are instrumental in helping guide deaf and hard-of-hearing international students successfully through their college experience.

“We try to match students where they are in terms of curriculum and provide what they need to meet their goals,” says Rosenfield. “Our counselors often are the connection between students and campus services.”

RIT/NTID also offers a number of social opportunities for international



Cross-Cultural Exchange Dr. Ellie Rosenfield, associate dean for student and academic services at NTID, right, chats with Pawee Kiratiya-Angul, a third-year student from Bangkok, Thailand.

students, including the Deaf International Student Association (DISA), Asian Deaf Club, Ebony Club, Hispanic Deaf Club, and Caribbean Deaf Club.

“The cultural and ethnic social groups and associations make international students feel comfortable here,” says Damarwala, who serves as DISA secretary. “We can meet other students from different parts of the world, socialize with them, learn about their cultures and traditions, share each other’s concerns and aspirations, and at the same time have fun.”

Paulo Rodrigues from Lisbon, Portugal, who earned his bachelor of fine arts degree in graphic design from RIT and now is a first-year student in NTID’s Master of Science program in Secondary Education of Students who are Deaf or Hard-of-Hearing, agrees.

“There are several clubs on campus that focus on diversity, and I really enjoy the opportunity to interact with both deaf and hearing students from all over the world,” he says.

There’s no question that an RIT/NTID education offers a number of benefits for deaf and hard-of-hearing international students that they can’t find anywhere else in the world. At the same time, the students offer the campus community something equally important. Deaf and hard-of-hearing international students contribute markedly to campus

diversity, enriching the educational experience for all students.

“RIT/NTID offers a unique learning environment for both hearing and deaf students,” says Minoru Yoshida from Kyoto, Japan, who received his bachelor’s degree in Information Technology from RIT in May.

Yoshida now works as a technical specialist for the Postsecondary Education Network (PEN)-International, a program based at NTID and funded by The Nippon Foundation of Japan to improve postsecondary educational experiences for deaf and hard-of-hearing students worldwide.

“Interacting with hearing and deaf students from around the world, both in and out of the classroom, makes students’ learning experiences richer and more diverse,” says Yoshida.

Jensen sees even wider benefits to the exchange.

“It’s important for peace in our world to invite international students to the United States, so they can go home and be ambassadors for this country, just as they serve as ambassadors for their home countries when they’re here,” she says.

“Deaf and hard-of-hearing international students accomplish so much and often are so very humble about it,” adds Rosenfield. “They focus on academics, work hard, and provide tremendous support to each other. I’m in awe of their incredible talent and dedication.”

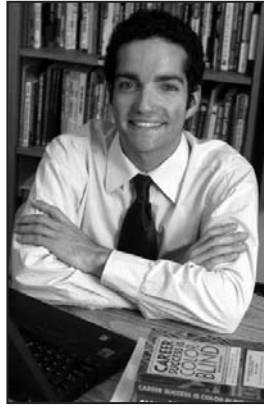
Antonio Del Brocco

by Kathy A. Johncox

“I have met many students here from different states and from far away countries,” says Antonio Del Brocco, age 25, a fourth-year Business Management major. “We all have a story to tell about being deaf and about how attending NTID changed our lives for the better.”

Antonio was enrolled in a program for deaf students at a mainstream high school in his hometown of Syracuse, N.Y., where one of his interpreters encouraged him to consider NTID because of the great environment and support for deaf students.

“It was my decision to go to college, but my family supported me all the way,” says Antonio. “Getting a good education is important to me, and



accommodations for deaf students here are second to none. Tutors know sign language and go out of their way to help students.”

When he’s not studying, Antonio enjoys reading, especially biographies, and likes practicing Italian. Antonio’s parents were born in Italy, and they and his sister are hearing. His parents and other family members speak Italian, so he already knows some of the basics and is eager to learn more of the language.

“I would like to be fluent someday because I have people that I can talk with,” he says. “I have visited my grandparents in Italy and felt I didn’t understand enough.”

Antonio has been on the Dean’s List and received NTID scholarships several times. In his free time, you will find him jogging, playing football, baseball,

tennis, or basketball, or just socializing with friends.

Antonio finds the cooperative education (co-op) program at RIT really unique and incredibly useful.

“Students get help from employment advisors at the NTID Center on Employment to find summer jobs in their fields of study,” he explains. “I just completed a second co-op with the Natural Resources Conservation Service in Syracuse and had a previous co-op in the human resources department at Niagara Mohawk. Because of this program, I have excellent prospects for a permanent job upon graduation.”

Antonio dreams of a Ph.D., which means continued study, but that’s fine with him. He knows that hard work pays off. He’d like to work in the human resource field someday.

“Success is out there for you if you work hard and never give up!” he says.

Virginia Gonzalez

by Kathy A. Johncox

“I enjoy learning about art; it excites me every day,” says Virginia “Vicky” Gonzalez, 22, a second-year Digital Imaging and Publishing Technology student. Vicky was born in Chicago, but four years ago, she and her family, all of whom are hearing, moved to San Antonio, Texas, seeking better jobs and a better life.

When she was a junior in high school, Vicky went to see a presentation by an NTID admissions counselor.

“After that, I thought NTID was where I wanted to go. But when it was time to apply, my parents said they didn’t want me to go so far away,” she says.

To compromise, Vicky went to San Antonio Community College to work on her English, and while there she volunteered at the college to give hearing people experience with American Sign Language. She knew

she still wanted to transfer to NTID, so she sat down and talked with her mother.

“I convinced her NTID was a better match for me,” says Vicky. “I knew I needed an education, and at RIT/NTID, teachers understand the needs of deaf students. That motivates me and helps me learn as much as I can. I’m very happy here, and my parents are happy and proud of me.”

Her goal is to earn a scholarship, possibly for photography, and then travel to different countries to meet deaf people in different cultures. She already has traveled through Texas, Mexico, and Florida with her camera,



using, as she’s been told, her excellent photographer’s eye.

Vicky loves theater and literature and played the lead role in an NTID Drama Club performance of *Carmen*. She enjoyed participating in a poetry presentation during Deaf Awareness Week last spring, and to give her life some balance, she is active on the NTID

intramural soccer team.

“Everything has to be figured out, except how to live” is a quote by Jean-Paul Sartre that Vicky likes, and she relates it to life. “You have to figure out your obstacles, solve them, and live through them,” she says. “It’s a big challenge. But worth doing.”

Ibukun Odunlami

by Nicole M. Robinson

“For those people who want the best of both worlds, RIT/NTID opens many doors,” says Ibukun Odunlami, an Accounting major from Philadelphia, Pa. “I feel like I’m a part of both the deaf and hearing communities on campus because there are so many activities for me to be involved in.”

And involved she is. Ibukun has been a part of NTID’s Student Life Team, the Ebony Club, Unity House—a special interest house on campus that focuses on African-American awareness and culture—and the Black Awareness Coordinating Committee—a group that helps foster awareness of the African-American role in our



society. She also is involved in the Hispanic Deaf Club, NTID Student Congress, and Peer Education for the Responsible Drinking of Alcohol.

Her involvement with so many activities on campus stems from her interest in meeting new people and learning more about different cultures. She also wants to enhance her leadership skills, so she can be prepared for life after college.

“In the real world, I will be on my own with my experiences as a guide,” she explains. “Therefore, getting involved on campus is extremely important.”

A love of math and solving puzzles led her to consider a career in accounting. Her goals include earning her associate degree in accounting, and perhaps continuing into a bachelor’s degree program in RIT’s College of Business.

“I want to be able to prove to myself and my family back in Nigeria that I can be successful,” says the 22-year-old, who came to the United States from Nigeria at the age of 7.

“My hope is that everyone will look up to me for the person I am, despite my hearing loss.”

Her advice for other students: “Go for your dreams.”

“If you know what you want to be or do, then go for it!” she says. “Don’t let anyone get in the way of your dreams. Your college years are short, so you have to make the best of your experiences while you’re here.”

David Spaulding

by Frank A. Kruppenbacher

As he towers over most of his RIT College of Business classmates at 6 feet, 7 inches tall, it’s easy to spot David Spaulding’s positive expression and air of confidence. Last May, the 25-year-old Californian proudly became the first student to complete NTID’s new Associate of Science (A.S.) transfer degree program in Business. In just two years, the program put David on a fast track to meet the admission requirements for RIT’s baccalaureate Business Management program.

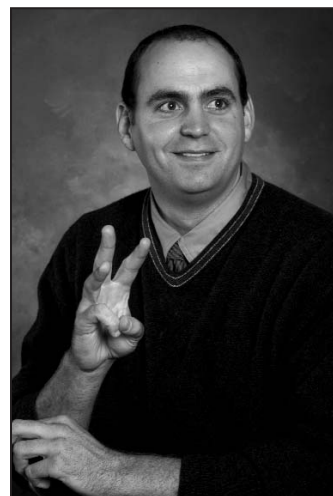
“My goal was to enter the College of Business,” says David. “The A.S. Business transfer program kept me focused on that goal. It allowed me to maximize the number of courses I could take and the credits I could transfer to RIT’s College of Business.”

“Along the way, it helped me earn a solid understanding of accounting,

finance, and management. Now I have an advantage, and I will earn my bachelor’s degree sooner,” David adds.

After high school, David worked in data entry for Sun Microsystems, then as a cook at two ski resorts before accepting a position as a claim support technician with the State of California.

There he met a co-worker who was an NTID alumnus. Their friendship led David, who grew up communicating orally, to learn more sign language, attend a local community college, and pursue his dream of earning a bachelor’s degree in business.



“I didn’t like the community college environment,” says David. “I couldn’t feel a real sense of college life there. I decided to come to RIT/NTID because of their good business programs and to experience true college life.”

While his studies in the College of Business are a top priority, David participates in intramural basketball, and he enjoys snowboarding, travel, photography, and spending time with his dogs.

“My life up to now has taught me some creative skills, and I have a hard-working attitude,” David says. “I feel that management is where I can be successful in the working world.”

New Technology Enhances Spoken Language Learning and Practice

by Kathy A. Johncox

Each fall, the NTID community welcomes more than 1,100 students from all over the United States and more than 36 countries around the globe. Some of them have attended schools for the deaf, some have been in mainstream schools, and each arrives with his or her own communication skills and preferences. While some students feel no need for communication assistance, others want to continue spoken communication training they started at home, and still others want to take advantage of a spoken communication training program for the first time.

For any student who wants to improve spoken language communication, NTID's Spoken Language Learning and Practice Lab (SLLPL), with its fully-equipped practice rooms and state-of-the-art speech analysis technology, is the place to go.

"The technology we now have in the lab takes spoken language practice for deaf and hard-of-hearing students to a new level," says Brenda Whitehead, speech-language faculty member in NTID's Communication Studies and Services Department. "Students studying here depend on visual information rather than hearing to learn, yet so much of speech production goes on inside the mouth and throat and therefore is not visible. Before the new technology, students working on their spoken communication had to use their mind's eye to picture speech in

terms of tongue placement and shape of the mouth necessary to make a certain sound, and that's not easy."

Now, faculty and students work together in the lab using specialized technology, such as the Visipitch III, which converts speech sounds into images that deaf and hard-of-hearing students can see, and therefore, emulate.

A hardware/software package called the Kay Elemetrics Computerized Speech Lab (CSL) also has dramatically improved NTID's ability to help those students who want to work on their spoken communication skills. It displays images on a monitor to show sounds, pitch, airflow and more, and uses techniques similar to biofeedback to help students develop the skills they need to meet their personal spoken communication goals.

"The technology we now have in the lab takes spoken language practice for deaf and hard-of-hearing students to a new level."

Each quarter, 60 students, on average, take advantage of the technology and expertise offered in the lab.

"Students come to the lab for various reasons," says Paula Brown, NTID speech-language faculty member in the Communication Studies and Services Department. "And the lab gives students many resources to draw on. We use an adult-learner model, giving the student responsibility for telling us what he or she wants to work on. Students usually start with an evaluation to assess their communication skills; then they can schedule ongoing individual speech-language instruction, or they can receive instruction on a walk-in basis."

In the lab, students also can use automatic speech recognition technology, telecommunications devices, and audio and video recording equipment, including split-screen video, to work on job-related communication skills, and pronunciation and vocabulary. They also can learn to make



High-tech Practice In one of the lab's practice suites, Adam Brownfeld pronounces words into the microphone, as Marianne Gustafson, speech-language faculty member, analyzes and provides feedback about his effort.



presentations and practice participating in group discussions. Whatever students choose, faculty expertise and cutting-edge technology combine to promote communication success in educational, work and social situations.

“I started coming here because my family and friends told me my speech was becoming sloppy, and I wanted to keep it sharp,” says Adam Brownfeld, a fourth-year Psychology major from Bronx, N.Y.

Brownfeld works with speech-language faculty member Marianne Gustafson on pronunciation, using the CSL’s Real-time Spectrogram and Real-time Pitch programs. The CSL’s computers and software convert speech features, including voicing, airflow, loudness, and tongue and lip movements, into visual images. The spectrogram, a graph-like image, displays speech in a way that allows Brownfeld to actually see what a sound or word looks like when Gustafson says it. Then, Brownfeld can try to approximate that same sound or word using the visual feedback.

The computer program lets Gustafson save Brownfeld’s speech attempts and use the information to show his progress. (See screenshot illustration at right.)

“Not only is my speech getting sharper,” says Brownfeld, “I’m also learning to say sounds and words I’ve had problems with my whole life.”

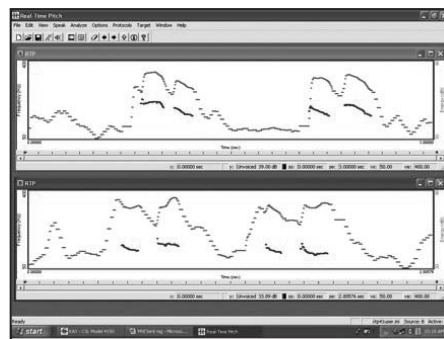
“I used my voice during my school years, but I began to feel that it was changing somehow, and I stopped using it when I came to college,” says fourth-year Graphic Design student Christine Beattie from Jupiter, Fla. “Soon though, I felt like I wanted to use my voice again with my family

and friends. I came to the speech lab for an evaluation, and learned that my voice sounded tense.”

Using the Visipitch III for visual feedback, Whitehead was able to show Beattie what to do to relax her voice.

“The computer program showed Christine an image of how her voice sounded, in real time as she was using it,” says Whitehead. “Learning and practicing the techniques I showed her, she could tell by looking at the screen what to do to relax the vocal folds in her throat and speak more fluidly.”

“I feel that using the voice software makes it much easier for me to recognize words and pitches,” says Beattie. “I have learned a lot of things from that software. I can analyze and improve my own speech patterns now. I really enjoy going to the lab. The faculty members are very friendly



Speech Spectrograph The top half of this image shows the instructor saying the word “PRES-ent” (a gift), which has stress on the first syllable, and the word “pre-SENT” (to give), which has stress on the second syllable. The bottom half shows the student’s pronunciation. With the instructor’s help, the student can see that the stressed syllable is slightly longer and higher than the unstressed syllable, and can begin to approximate the correct pronunciation.



Conversation Jacquelyn Kelly, right, speech-language faculty member in NTID’s Communication Studies and Services Department, and student Razia Jahingir practice English conversation at one of the computer stations available for student practice in the SLLPL.

and work well with students. And the technology in the lab is definitely helpful.”

Some students come to the lab as first-year students and continue until graduation. Others choose to take advantage of the lab as the need arises—for presentations, job interview practice and feedback, or as Brownfeld does, just to tweak certain aspects of spoken communication skills. International students like Razia Jahingir, a first-year Career Exploration student, often come to the lab to work on their spoken English skills.

“I speak Bengali at home in Bangladesh, and I want to learn how to speak English to surprise my family,” says Jahingir. “Working in the lab is definitely helping my English improve.”

The combination of speech-language faculty, state-of-the-art-technology, and dedicated space all are geared toward student success.

“No matter how students choose to use the lab,” says Brown, “what happens here gives them more confidence in their spoken communication.”

Gary Behm

by Frank A. Kruppenbacher

In honor of his 23-year career in advanced engineering systems at IBM, and for his tireless efforts to promote active involvement in science and engineering for deaf and hard-of-hearing high school and college students, Gary W. Behm has been named NTID's Distinguished Alumnus for 2004.

The awards are presented annually to graduates of RIT who bring distinction to their college through their professional achievements.

As IBM's Campus Relationship Manager, Behm has hired several RIT/NTID students for co-op and permanent positions. He has provided ongoing support from IBM for NTID's new Automation Technologies program, and he coordinates IBM's MentorPlace program for deaf students in Dutchess County, N.Y., high schools.

"I always enjoy interacting with young students," says Behm. "It's gratifying to know that my work helps them learn and grow."

In 2000, the National Business and Diversity Council awarded Behm its Silver Level Employee of the Year Award for his commitment to improve and increase opportunities for individuals who are deaf or hard-of-hearing.

Behm's accomplishments during his tenure with IBM are impressive. Since graduating from NTID's Electromechanical Technology program in 1978 and RIT's Electrical Engineering Technology program in 1981, he has been at the forefront of consulting as well as designing and developing advanced engineering systems solutions for software, hardware and sensor integration projects. He also has been actively involved in drafting manufacturing specifications for manufacturing systems, advanced process controls and semiconductor equipment.



"I am continually learning new concepts and technologies," says Behm. "That's the only way to stay on top of the fast-paced changes in the marketplace."

While working for IBM, Behm earned his Master of Science degree in Manufacturing Systems Engineering from Lehigh University in 1988. Behm is the author and co-author of numerous scientific papers, which he has presented at workshops, meetings, and conferences across the United States and in Canada, France, and Germany.

"Networking with colleagues," says Behm, "has been a vital part of my professional growth."

"Most importantly, my RIT/NTID education provided me a solid foundation. It paved the way for me to grow and be successful."

Carmen King

by Frank A. Kruppenbacher

As a production associate for Time, Inc., in New York City, Carmen King, who graduated in 1996 from NTID's Art and Computer Design program and in 1999 from RIT's Graphic Design program, creates designs and manipulates images, and manages large databases and Web sites. Her work communicates ideas and information throughout Time, Inc.'s vast corporate environs.

"I enjoy my work," the Birmingham, Ala., native says. "I'm part of a creative team here. It's a stimulating work environment where I can contribute my design skills."

King discovered her love of art in third grade. Since then, she has

embraced her studies of and appreciation for art and design.

While at RIT, King earned Dean's List distinction seven times. She held co-op and internship positions in graphic design at Xerox and Strong Health in Rochester, and at CSD in Sioux Falls, S.D. After graduation, King became a graphic designer at WHEC-TV, in Rochester, where for almost two years, she managed streaming media and created interactive animation and on-air news graphics. King later moved to Manhattan to join Time, Inc.

"One of the most interesting projects I worked on," King says, "was designing an employee viewbook, which included more than 450 employee photos and profiles."



In addition to the design tasks, I was database analyst for the project as well."

Her fondness for RIT/NTID has led King to participate in alumni events in the New York City area, including a career conference and social networking activities.

"It's a great opportunity to mingle with other alumni I have not met before," King says.

At New York's Metropolitan Museum of Art, King participates in Art & ASL workshops and self-guided study programs. She's training to become a volunteer museum guide.

"I'm a 'grab any opportunity that lands in your lap' person," King says about herself. "Otherwise, I may regret not allowing myself the experience. Often, I discover that it's what I've been looking for all along."

RIT Sports Hall of Fame Inductees

by J. Roger Dykes
and Frank A.
Kruppenbacher



Len Williams



Meredith Ray

This fall, RIT honored former Tiger hockey athlete Leonard C. (Len) Williams, SVP '73, '79, and Meredith Ray, coordinator of interpreting services at RIT, inducting them into RIT's Sports Hall of Fame at a ceremony and dinner on Saturday, Nov. 13, 2004.

Williams, a Business Administration major, scored 59 goals and had 36 assists during a stellar two-year career (1973 to 1975).

Former RIT hockey coach Daryl Sullivan calls Williams "the best all-around player who ever skated for me."

For 22 of her 27 years at RIT, Ray has coordinated interpreting services for deaf student-athletes, assigning interpreters for games, practices, and athletic social events. Often she interprets at some of these activities, whether at home or away.

Of Ray, Louis Spiotti Jr., director of RIT's Center for Intercollegiate Athletics and Recreation, says, "Meredith is more than an interpreter. She has brought the hearing and deaf communities together through her enthusiasm and support of both deaf and hearing students. She has our respect and admiration."

FACULTY PROFILE

Rose Marie Toscano

by Frank A. Kruppenbacher



No matter what you call it—hybrid or blended learning, online or distance education, or e-learning—RIT is a leader in developing and encouraging learning communities of students and educators through a mix of face-to-face and online instruction.

Few professors are more enthusiastic about this exciting instructional trend

than Rose Marie Toscano, writing and literature faculty member for deaf and hard-of-hearing students at RIT for more than 24 years.

Believing students deserve a different experience in their college courses, Toscano set out nearly 10 years ago to design new instructional tasks and learning environments to support her students' skill and knowledge development. Through an array of interactive activities, information sources and online discussion opportunities, her students stay motivated, involved, and interested.

"Like hearing students, our students are coming to college with much more sophistication than ever before, especially around issues of technology," says Toscano.

Her Writing and Literature I and II Web sites and her online Reading and Writing Tutor allow students to acquire new information, develop new knowledge, and practice reading and

writing skills outside of class time.

"After using these tools," says Toscano, "students come to class prepared and ready to contribute. Our time in class is used more productively.

"The combination of technology, effective classroom time, and meaningful one-on-one dialogue is having a good effect," she adds.

The next role for Toscano is instructor for two newly developed credit-bearing online courses for deaf and hard-of-hearing people around the country—Written Communication in the Workplace: Basic Correspondence, and Basic Report Writing.

"We have positively engaged deaf and hard-of-hearing students on this campus," Toscano says, "and the benefits to them here have been substantial. Now it's time to engage new communities of learners with online courses they need to be even more successful in their lives."

“Class Act”

Helps Teachers Learn from Students

by Karen E. M. Black

“Slow down!” That’s what a deaf RIT student recently told college professors attending a workshop designed to teach them how to modify their techniques for the deaf students in their predominantly hearing classrooms.

Erin Vlahos, a fifth-year Math major, was eager to provide first-hand experience to this group of professors from universities and colleges throughout the northeastern United States.

“Listening to the students gave the professors a chance to hear what we’ve struggled with throughout our lives, and it also helped them better understand how to improve,” she explains.

Like slowing down lectures and PowerPoint® presentations.

“Pause between new subjects. Take a sip of water or coffee,” Vlahos suggests. “When you do that, it gives everyone a chance to catch up and absorb the material, and it gives interpreters and deaf students a chance to catch up.”

“And easy on the laser pointer,” she adds. “Don’t try to play cat and mouse chase....hold the pointer still for a few more seconds so that everyone can see what and where you are pointing.”

The workshop was part of Project Access, a grant program funded by the U.S. Department of Education that NTID is leading to help professors incorporate some basic strategies to foster better learning for mainstreamed deaf and hard-of-hearing college students. Project Access implements the principles of Universal Design, a concept that recommends tactics to enhance the learning potential of all students.

NTID faculty members Susan Foster, Gary Long and Rosemary Saur have led the efforts to conduct four workshops

for 60 faculty and other professionals from across the country, as well as to establish a resource Web site, called Class Act.

Lori Hutchison, supervisor of the Deaf and Hard of Hearing Services Unit of the Hiram G. Andrews Center (HGAC) at the Commonwealth Technical Institute in Pennsylvania, sent three faculty members to the workshops, which included a train-the-trainer segment.

“For me, it was a dream come true to have Project Access provide in-depth training to our instructors so that they, in turn, could provide the same to all the faculty of HGAC,” she says. “The firsthand experience that these instructors were able to share was invaluable, and in one way or other, they continue to be a resource for their colleagues. Having fellow instructors present this material was very effective because they were able to share their challenges and successes.”

“I have been using specific strategies I learned at the Project Access workshop like pacing, line of sight, and working with the interpreter,” says Lance Marks, a Vocational Rehabilitation instructor with HGAC. “And the Class Act Web site is an excellent resource for any instructor.”

Another RIT/NTID student, Biochemistry major Annemarie Ross, also presented at the workshop, to explain some of the differences between deaf and hearing students.

“Some of us have to make more of an effort to maintain the same skill level as others, simply because of our hearing loss,” she explains. “Grades can suffer due to communication barriers in the system, and many of

Deaf and hard-of-hearing students, like RIT student Erin Vlahos (far right in photo above), can find it challenging to look at what the professor is writing and at the interpreter simultaneously.

these can be fixed by working with faculty members who strive to improve their skills.”

Attendee Mandi Lowstetter, deaf education instructor, also at HGAC, thought having the students give their perspective was beneficial to everyone.

“I have begun asking my own students what they would tell their teachers,” she says. “Most of it was identical to the *Students’ Top Ten List for Teachers* on the Class Act Web site.

“But the most beneficial piece of information I received is to not be afraid to use the Universal Design approach to teaching, because it just might benefit more students than the student I intend to assist,” she adds.

In addition to the Top Ten list, professors who visit the Class Act Web site (www.rit.edu/classact) will find ready-to-use classroom handouts, a place to network and share information, and videotaped faculty and student input. Organized into teaching, communication, support services and environment categories, professors may use the site for strategies and tips to address the challenges they face, and ultimately foster better learning for deaf, hard-of-hearing and hearing students.

A Friend Indeed

Even though Edgar “Sarge” Sargent, a generous friend and supporter of NTID, passed away in July, his spirit and generosity live on.

Sargent moved to Rochester from Gloversville, N.Y., during the Depression to work as an engineer at Gleason Works. He later married Elizabeth Dunlap, who taught deaf children for 37 years through the Rochester City School District.

After his wife’s death in 1988, Sargent decided to create a permanent, meaningful tribute to her memory. He met with his financial advisor, Edward Cain, an RIT



Visiting NTID
Financial Advisor Edward Cain, left, accompanied Edgar “Sarge” Sargent on a visit to NTID in 2002.

College of Business graduate who works at Morgan Stanley Dean Witter. Cain knew of Mrs. Sargent’s love for the children she had taught and suggested that helping deaf students

continue on to college at NTID would be a fitting way for her memory and good works to live on. The following year, the Elizabeth Dunlap Sargent Memorial Endowed Scholarship Fund was created. It awards scholarships to deaf students from the Rochester region who attend NTID or any of RIT’s seven other colleges.

Scholarship recipient Joseph Magagnoli, a fourth-year student from Webster, N.Y., says, “I am really appreciative of the scholarship. It allows me to continue my education without the worries of loans and my financial situation. Thank you, Mr. Sargent, for your kind heart.”

Sprint and NTID: A Partnership on the Cutting Edge

A student can sit in a conference room in the NTID Learning Center in Rochester, N.Y., and have a job interview with a prospective employer in California. Faculty members in another room can participate in interactive workshops with colleagues in China and Japan. Both activities are possible through NTID’s partnership with Sprint, a longtime friend and supporter of NTID and recent contributor of \$40,000 for high-tech equipment to enhance NTID’s videoconferencing capabilities.

Videoconferencing allows people to meet and converse “face-to-face” and share information using video images transmitted over high-speed data lines. Sprint has been instrumental in providing technology and training for NTID students and staff, and this most recent gift supplies the equipment needed to create a centralized video conferencing resource area. Faculty, staff and students can connect to the central resource area from almost anywhere on campus, including outdoor locations, to conduct a video conference with another party almost anywhere in the world.

The Sprint donation also offers a video-on-demand component that

delivers digitized video to classes, labs or residence halls via the Internet or TV cable system. If a student misses an important lecture that’s been captured on video, technology support staff can digitize it and make it available for the student to watch on his or her computer in the residence hall, in the NTID Learning Center or almost anywhere there is access to high-speed network resources.

Sprint’s generous equipment donation and technical support help make RIT/NTID 12th in the nation on *Princeton Review’s* list of “most connected” college campuses.

Sprint also recently contributed \$15,000 to the Sprint Scholarship Fund at NTID. Since 1993, 27 students have received financial support from the fund. In appreciation for the Sprint Scholarship he received this year, Dae-Kun Kim, an Information Technology major, says, “I’d like to express my gratitude for the support Sprint has given me. It surely will help me this year and will allow me to concentrate on my studies. I thank you for this honor.”



And speaking of scholarships

NTID faculty, staff, donors and scholars attended RIT’s “Reach for the Stars” scholarship celebration, an event that allows scholarship winners and donors to meet and get to know one another.

Top row, left to right: Dr. Gerard Buckley, NTID assistant vice president for college advancement; Denise Hampton, coordinator, NTID student financial services; Sara Haimowitz, scholarship recipient; John Panara, NTID faculty member; Albert Pimental, RIT trustee emeritus and scholarship donor; and Sam Lu, scholarship recipient. **Bottom row, left to right,** Eliza Coyle, NTID development officer; Christine Licata, associate vice president for academic affairs; and Robert Panara, NTID professor emeritus and scholarship donor.

NTID's National Advisory Group

by Kathleen S. Smith

When NITD was established in the late 1960s, the federal government mandated that the college create a National Advisory Group to advise NTID's leaders in formulating and carrying out the college's governing policies. Over the years, this distinguished group has included prominent educators, leaders from business and industry, entrepreneurs, and NTID alumni. The group meets twice yearly to discuss current issues and future trends related to the education of college students who are deaf. Following are the current National Advisory Group's 16 voting members.



Scot Atkins
*Senior Vice President-
Human Resources*
CSD, Inc.
Sioux Falls, South Dakota



Steven Michael Bock
Advisory Software Engineer
IBM Corporation
Seattle, Washington



Andrew N. Brenneman
*Senior Government
Account Executive*
Sprint Business Solutions
Reston, Virginia



**Richard Valentine
Burkhauser**
*Chair, Department of Policy
Analysis and Management*
Cornell University
Ithaca, New York



Rodney Danco Jr.
Vice President of Finance
Danco Precision, Inc.
Phoenixville, Pennsylvania



K. Todd Houston, Ph.D.,
CCC-SLP, Cert. AVT
Executive Director/CEO
Alexander Graham Bell
Association for the Deaf
and Hard of Hearing
Washington, D.C.



Jeff Hutchins
Chairman
Accessible Media Industry
Coalition
Pittsburgh, Pennsylvania



Jon Levy
Principal
Orange County
Department of Education
Regional Deaf and Hard
of Hearing Program
Costa Mesa, California



Timothy McCarty
President
Quest: Arts for Everyone
Lanham, Maryland



Augustin Melendez
*Director and Vice President,
Human Resources*
Global Manufacturing
and Logistics
Eastman Kodak Company
Rochester, New York



Mark David Milliron
*Executive Director,
Education Practice*
SAS Institute, Inc.
Cary, North Carolina



Jennifer Parkes Olson, Esq.
Director, Human Services
Greater Los Angeles
Agency on Deafness
Los Angeles, California



Juanita M. Rodriguez-Cólón
*Director, Department of
Graduate Studies*
School of Education
University of Puerto Rico
San Juan, Puerto Rico



Marilyn Jean Smith
Executive Director
Abused Deaf Women's
Advocacy Services
Seattle, Washington



Ronnie Mae Tyson-Jones
*Senior Vocational
Rehabilitation Counselor*
Florida Department
of Education
St. Augustine, Florida



John C. Wyvill
Commissioner
Arkansas Rehabilitation
Services
Little Rock, Arkansas

HONORARY MEMBERS:

W. Frank Blount
The Honorable Hugh L. Carey
Nancy R. Horton
Jane Ratcliffe Pulver

NTID's Fourth-Annual Job Fair

NTID's fourth-annual Job Fair, a collaborative effort with the New York State Department of Labor, attracted employers from all over the country. Human resource and other representatives traveled to NTID to talk to students about career opportunities and to learn about the variety of skills NTID students can offer their companies.



Students got first-hand information about the various businesses and talked with employers about co-ops and permanent opportunities. More than 30 employers attended the job fair this year—an increase of more than 30 percent over last year.



Andy Humphrey, center, human factors and systems engineer at NAVSEA, chats with a student about science and engineering opportunities.



Bob Foley, center, university program manager at Raytheon Company, looks at a student's resume and discusses opportunities for summer co-ops at Raytheon as the interpreter, far left, relays his comments.



Jennie Camelio, right, from Rochester-based Eastman Kodak Company, was one of many employers who reviewed resumes and were very interested in talking with students about the technological focus of their coursework.



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The World at Your Fingertips

Painted by third-year Graphic Design major Jessica Thurber from Chula Vista, Calif., this mural is one of four commissioned by the NTID Learning Center to add color and warmth to the center while at the same time showcasing the talents of deaf and hard-of-hearing student artists.

“The theme I was asked to follow was diversity and education,” says Jessica. “I decided that using flags was the way to do it. I also incorporated images of people in different careers—the kinds of careers students can pursue as a result of their education at RIT/NTID.

“While painting the flags, I kept thinking about traveling and the things a person can learn from such journeys. I was also thinking of history, roots, lands, and countries. Basically my goal is to have people look at the mural, or more specifically, the flags, and feel that they can relate to it—to remember their heritage and who they are.”