

SPRING 1999

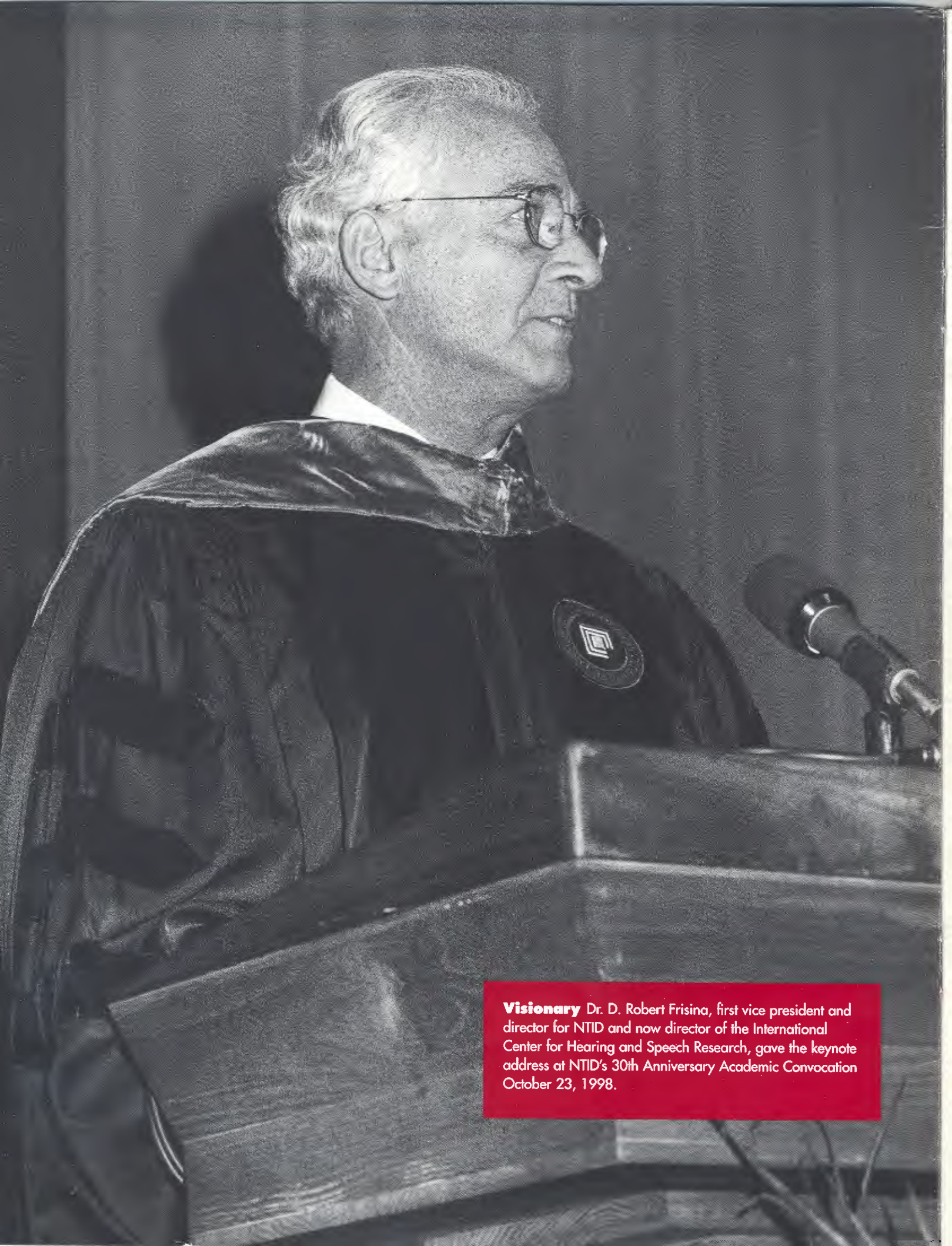
# FOCUS

NTID

National Technical Institute for the Deaf • A College of Rochester Institute of Technology



**Thirty Years  
and Counting:  
A Work in Progress**



**Visionary** Dr. D. Robert Frisina, first vice president and director for NTID and now director of the International Center for Hearing and Speech Research, gave the keynote address at NTID's 30th Anniversary Academic Convocation October 23, 1998.

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### ABOUT THE COVER

This photograph was taken during the construction of the Lyndon Baines Johnson building on the RIT campus in 1974. Twenty-five years later NTID has changed dramatically. We celebrate our first 30 years as we continue to search for innovative ways to advance the education of deaf and hard-of-hearing students, preparing them for meaningful work in rewarding careers.

Photo by Martin R. Wahl

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# FOCUS

NTID

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*RIT will admit and hire men and women, veterans, and persons with disabilities of any race, creed, religion, color, national or ethnic origin, sexual orientation, age, or marital status, in compliance with all appropriate legislation.*

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## BOB'S BULLETIN

### Commemorating the Past, Anticipating the Future

Last fall's issue of *FOCUS* magazine highlighted some wonderful scenes from our 30th anniversary alumni reunion. We continue to celebrate 30 years of outstanding career education offered by NTID faculty and staff members to more than 9,000 deaf and hard-of-hearing students with several pages of excerpts from a book on NTID's history written by Drs. Karen Conner and Harry Lang, both longtime NTID professors.

One of the highlights of the 1998/99 academic year was the 30th Anniversary Academic Convocation held last fall, during which we reviewed NTID's history, celebrated our 30th anniversary, and installed Dr. T. Alan Hurwitz as our first deaf dean. That momentous event was broadcast via satellite and sent over the World Wide Web through video streaming technology, captions and all. At NTID, we continually strive to use whatever technology will help us reach our students and their supporters.

During the convocation, I told the NTID community and friends that when I was a boy growing up, higher education and meaningful employment eluded most persons who were deaf. The thought of a deaf administrator in any type of program was so remote that it was practically inconceivable. Today it is not only a reality here at RIT, where we have a deaf vice president and dean, it also is happening with increased frequency everywhere that qualified deaf men and women may be found. And many of these

qualified people are RIT graduates who have entered fields that were closed to deaf people in the past. This is the true meaning of empowerment.

In a larger sense, therefore, this year we commemorate more than just the remarkable achievements and successes of NTID's first 30 years of service. We commemorate the empowerment of our graduates and alumni who leave RIT as well trained, knowledgeable, and competent persons well prepared to assume independent roles in their communities. As I travel throughout the country and meet former students who are now engineers, accountants, managers, technicians, and successful professionals, I am reminded that they are the best evidence that we are doing the right things.



Robert Davila

With our brief history as a guide and the contributions of many outstanding deaf and hearing persons over the past 30 years as our legacy, our good work is by no means over. We cannot rest on our laurels. We must continue our quest for excellence. I am confident that I also speak for Alan Hurwitz when I say that together we welcome and appreciate the responsibility we have been given to lead the institution during our tenures. With the assistance and support of an outstanding faculty and staff to direct the career preparation of our energetic student body, we look to the future with great confidence.

Dr. Robert R. Davila  
Vice President, NTID

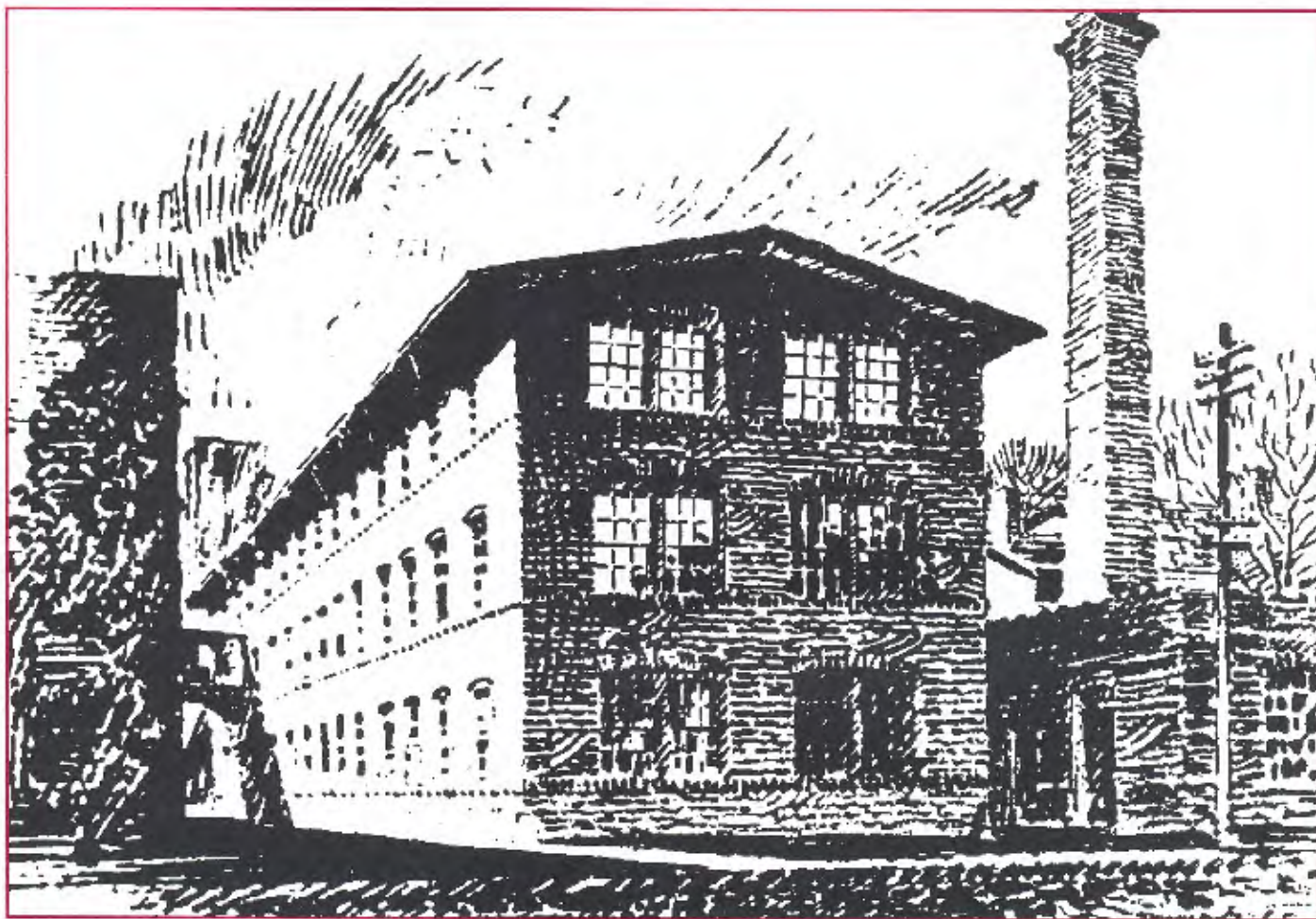
## History in the Making: The First 30 Years

by Dr. Harry Lang and Dr. Karen Conner

Those who have studied at or visited RIT are familiar with such names as Lyndon Baines Johnson Building, Hettie L. Shumway Dining Commons, and the Hugh L. Carey Building. Most of the faculty and staff at NTID also know that the people for whom these buildings are named played an

important part in NTID's history in passing the NTID bill in the mid 1960s. But for the two of us as longtime NTID faculty members, the history of NTID has become newly fascinating, taking us to libraries and archives on many weekends over the past two years. In the process, we have

traced vocational education and NTID's roots in the American Deaf community back to the 19th century. In this 30th year of NTID's role as a college of RIT, we summarize a few excerpts from our forthcoming book on the history of the college.



The Rochester Athenaeum and Mechanics Institute Manual Training building, the original home of the university now known as Rochester Institute of Technology, Rochester, New York, 1894. This progressive school had five women on the Board of Trustees. This image can be found in *Rochester Institute of Technology: industrial development and educational innovation in an American city*, by Dane R. Gordon; New York: E. Mellen Press, 1982.

**The members of the National Association of the Deaf are immeasurably grateful and appreciative to Congress for its farsightedness and humanitarian awareness of the needs of the deaf, as evidenced by the law making NTID a reality instead of the dream it was.**

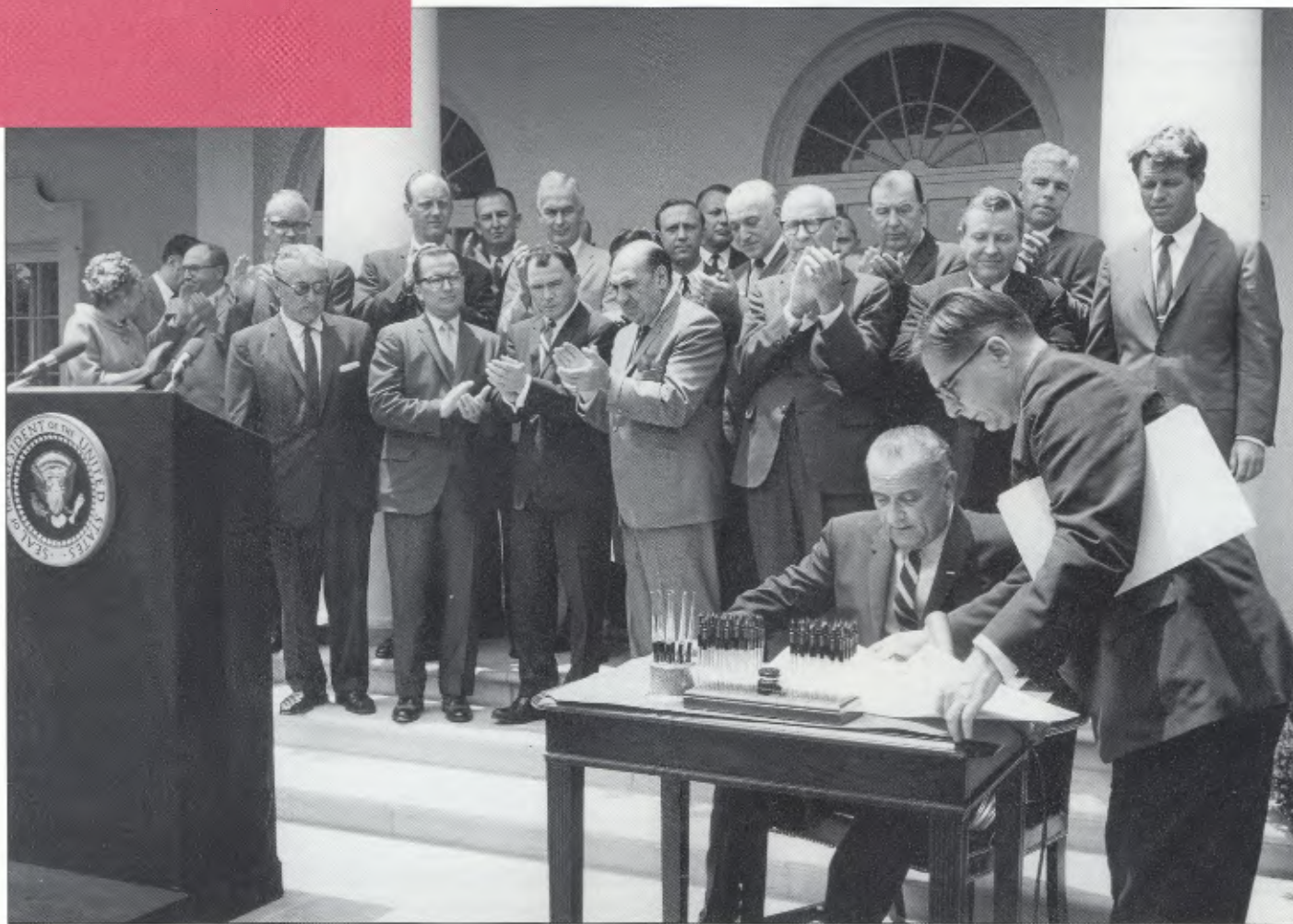
Frederick C. Schreiber,  
Executive Secretary,  
National Association of the  
Deaf (1966)

### Emerging Paths: 1820s–1960s

NTID is a unique and exciting college that has helped to revolutionize the education of deaf students. Its establishment in 1965 fulfilled a dream that extends back to the very beginning of formal education for deaf students in America. Few people realize that the long struggle to establish a technical college for deaf women and men began in the middle of the 19th century. During that period, many technical schools for hearing students were being founded. Among them was NTID's host institution, Rochester Institute of Technology (RIT), whose history dates back to 1829, when it was called the Rochester Athenaeum. In a sense, the

histories of RIT and NTID seemed destined to merge.

The establishment of the first residential school for deaf students in Hartford, Connecticut, in 1817 set the stage for a new era. Over the years to follow, apprenticeship programs for developing industrial skills were replaced with "manual training" in both public schools and special schools for deaf children. The new courses of study prepared young men and women in the trades. As time passed and the industrial education movement gained momentum, educational leaders from institutions for deaf students also began calling for more rigorous work in the form of "high schools." During this period, several deaf women had also pushed for improved opportunities in higher



President Lyndon Baines Johnson (seated) signs Public Law 89-36, the National Technical Institute for the Deaf Act, June 8, 1965, at a White House ceremony attended by Congressional leaders; Secretary Anthony J. Celebrezze and Under Secretary Wilbur J. Cohen of the U.S. Department of Health, Education, and Welfare; and Commissioner of Vocational Rehabilitation Mary E. Switzer.

education. One was Laura C. Sheridan who, in 1875, presented a passionate plea at the Convention of American Instructors of the Deaf: "The world has lost immensely by being so long in awaking to the importance of equal education . . . so there has been much agitation of the question of the higher education of [women] within the last few years, the result of which is that the doors of colleges and universities are opening to her everywhere. But what have we heard of the question in the silent world? Nothing . . ."

In 1892, at the Conference of Superintendents and Principals of American Schools for the Deaf in Colorado Springs, Colorado, Francis D. Clarke, superintendent of the Arkansas School for the Deaf, proposed "A Technical School for the Deaf" to be available to deaf students throughout the country. That same year, Warren Robinson, a deaf graduate of the Wisconsin School for the Deaf, published an article titled "Technical Training" in the *American Annals of the Deaf*, which aroused further interest. Unfortunately, nothing came immediately of these efforts.

In 1935, one report on a federal survey on the occupational conditions of deaf persons found only 53 percent of deaf people employed. World War I and World War II helped America realize the value of deaf industrial laborers. Through the 1950s and 1960s, some high schools offered technical education to deaf students. But with small enrollments, most could not afford to duplicate the equipment and staff provided in programs for hearing students. On the postsecondary level, government support for technical education for deaf students was sorely needed.

### **A Technical College for the Deaf: 1964–1967**

By 1963, Congress had yet to respond to the pleas for assistance from the Deaf community and educators of deaf students. Within a year, however, a spirited group of people convinced Congress to study the chances for success a proposal might have for a

technical college for deaf students. In September 1964, a Conference on Technical and Vocational Education for the Deaf was organized to gather information to present to Congress, and by April 1965, three identical bills had been introduced into the Senate and the House by Senator Lister Hill of Alabama, chairman of the Senate Appropriations Committee; Representative Hugh Carey of New York, chairman of the House Ad Hoc Committee for the Handicapped; and Representative John Fogarty of Rhode Island, chairman of the House Education and Labor Appropriations Committee.

The Senate and the House bills passed unanimously, and on June 8, 1965, President Lyndon Baines Johnson signed Public Law 89-36, establishing the National Technical Institute for the Deaf at a special ceremony in the White House Rose Garden.

### **Three Decades of Excellence: 1968–1998**

**Decade 1.** NTID's first decade was a period of pioneering efforts in curriculum development as new programs were designed to meet the needs of deaf students in a technical college environment. Never before had such a challenge been undertaken. Slowly, a national image was created as academic and outreach efforts brought visibility to the new college. There was much work to be done in preparation for the arrival of deaf students to NTID in the fall of 1968, including the development of educational program requirements and training programs to prepare RIT staff and students and the hiring of professional personnel.

NTID began with six divisions, three of which were directly responsible for instruction of degree, diploma, and vestibule students. The directors of these divisions were charged with articulating closely with their RIT counterparts. The other three divisions focused on student planning and services, hearing and speech, and research and training. Diploma programs for deaf students were designed to reflect current national needs based upon data obtained from

**We will be living in a glass bowl, and the entire nation will be watching us very closely. For many years we have told the world that the deaf, if given the opportunity, could be educated on a college level, and as a result could make some outstanding contributions in the professions and business. Well, we now have the chance, and we must take advantage of the opportunity.**

Dr. D. Robert Frisina, NTID's first director, addressing the "charter class" of 70 students, September 1968

the Occupational Outlook Handbook, advice from experts from business and industry, and RIT faculty who were also experts in technical education.

In the beginning, there was no past—only a future, and NTID's curricula rapidly evolved. In its first year, NTID offered the beginning of what would eventually become a complex system of support services in the form of interpreters, notetakers, and tutors. Each of RIT's colleges had an educational specialist as a liaison to NTID. Since the NTID buildings were only in the planning stages, RIT's campus facilities were temporarily utilized. In 1969, new diploma programs were made available to students in architectural drafting, mechanical drafting, machine tool operations, and office practice and



**Early in the computer age** Pat Cullen, 1972 RIT business graduate, completed his cooperative work experience at Rochester Gas & Electric, where he still works today.

bookkeeping. Twenty-eight students enrolled in these programs. Over the next few years, new programs were added in data processing, medical laboratory, photography, printing, business, and electronics. NTID's Vestibule Program was perhaps the most prominent feature during the second year, accounting for over half of the student enrollment. For some students it was a remedial program; for others it was a support program; for still others it was a preparatory program. Courses were offered in English, science, mathematics, applied art, and an orientation to the postsecondary experience.

NTID's General Education program included courses offered through the RIT College of General Studies and developmental education courses taught by the NTID Human Development Department. Courses in community service, non-traditional activities in outdoor education, decision-making, job search skills, and learning skills were also offered.

By 1970, 24 of NTID's "charter class" students were approaching

completion of their courses of study, and the college needed to gear up for the challenge of placing its graduates in jobs around the country. NTID reaped benefits from RIT's cooperative work-study programs, a strategy that proved very helpful in leading to permanent employment for many students. Seventeen deaf students pioneered as the first in the nation to participate in a cooperative educational plan, which offered them special opportunities to sharpen technical, personal, and social competencies.

The interpreting program became part of NTID's Communication Center. Both professional and student interpreters were employed to interpret in the classroom and to assist students with communication needs on campus. The interpreters were also instructors in manual communication for faculty, staff, and hearing students learning to communicate with deaf students. NTID employed seven full-time and 40 part-time interpreters; 35 were hearing students who had learned sign language in the summer during eight-week intensive training

programs. Ten NTID faculty also interpreted when needed. By the end of its first decade, NTID had made a significant impact in postsecondary education of deaf men and women. Probably in no area was this more visible than through the achievements of its graduates in the workforce.

**Decade 2.** As NTID prepared for the 1980s, one of the most important goals established by the college was to increase the number of cross-registered students in programs in the other colleges of RIT. Working toward this goal would not be easy. A large number of deaf students, the "rubella bubble," would be enrolling over the next few years. Not only would it be necessary to evaluate and improve existing programs, but NTID would also have to expand its

resources to accommodate these students. NTID also saw a need to develop stronger relationships with other organizations serving deaf people. It was time to extend NTID's national role.

Ten years after the Division of Advanced Programs was created, the number of cross-registered students had grown significantly. In RIT's Social Work/Criminal Justice program, for example, 25 percent of the enrolled students were deaf. To accommodate these increases, major efforts were needed to improve both direct classroom assistance (interpreters, notetakers, tutors) and indirect services (career development counseling, job placement assistance).

NTID's approach to assisting deaf students mainstreamed in classes with hearing peers evolved into unique "support teams" of professionals. Each team was associated with one or more of the other colleges of RIT. Educational specialists with backgrounds and skills in the content areas taught in these colleges, served as liaisons to faculty, tutored cross-registered students, and



sometimes also trained and managed peer tutors. These support teams also included tutor/notetakers and interpreters. The notetakers were assigned to courses they had previously completed or to a subject area in which they were majoring. Within two years, 114 RIT students were working as notetakers and/or tutors.

NTID also continued to offer a wide range of technical education career programs throughout the decade as each year hundreds of deaf students developed skills in engineering, business, and visual communication technologies. As with the previous decade, extensive research was also conducted to enhance instruction, learning, and the success of graduates as they were placed in an increasingly expanding job market.

**Decade 3.** NTID began its third decade with the Commission on Education of the Deaf reflecting favorably on the college's accomplishments, supporting a request to admit foreign deaf students, and praising research and outreach efforts.

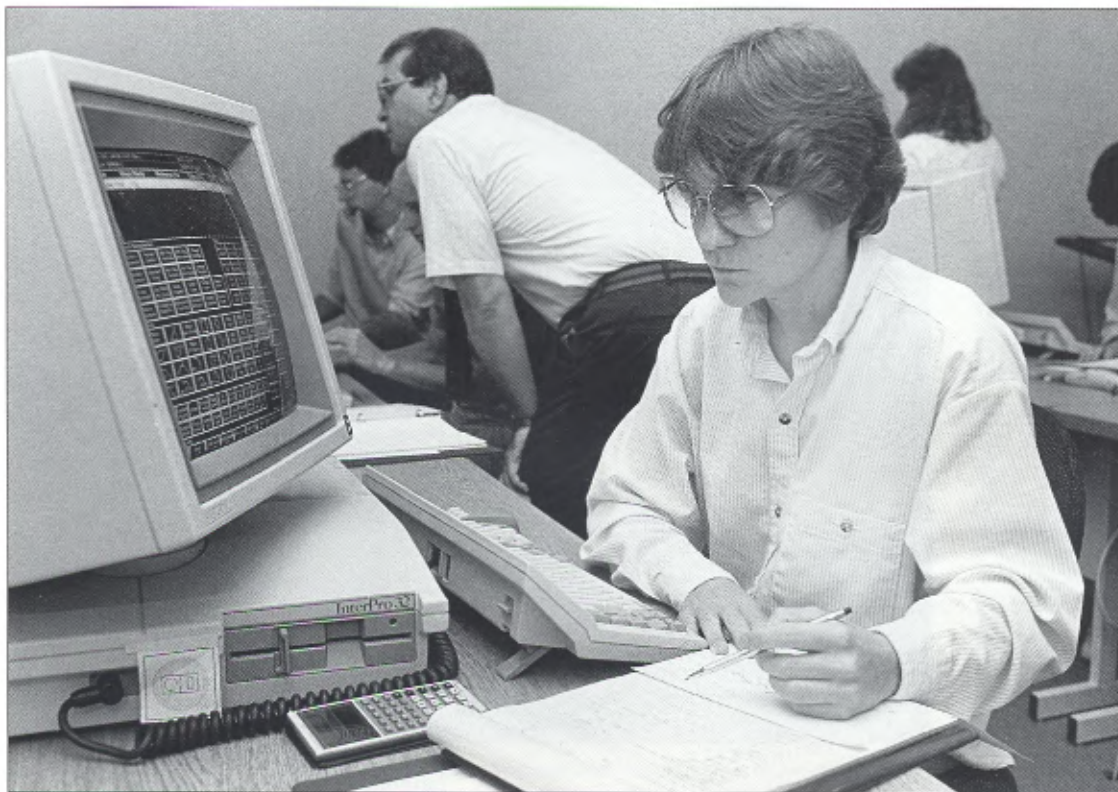
New directions for the college also included a greater emphasis on diversity and internationalism. Probably no external force, however, influenced NTID at this time more than the historic student protest that closed Gallaudet University in Washington, D.C., during the week of March 6–13, 1988, and ended with the selection of Dr. I. King Jordan as the school's first deaf president. The protest brought NTID and Gallaudet students closer together in a common political cause. As the spirit of these events echoed in Rochester, New York, there were many things to learn from the experience. NTID welcomed the opportunity to meet the challenges presented by the students as the new era of empowerment of deaf people took hold.

NTID's curriculum experienced a major metamorphosis between 1988 and 1998. While technical career program faculty had followed the changes occurring in the workforce and revised the curriculum accordingly, the third decade saw NTID ambitiously pursue a strategic plan and proactively

prepare for its leadership role in postsecondary technical education in the 21st century. The third decade was also marked by technological advancements which led to increased computer-based education throughout NTID's career programs. These included a host of software applications, World Wide Web education, captioned visual media, computer data bases and networks, software that allowed real-time written interaction in classrooms, distance learning experiments, hypermedia, computer-aided speech-to-text captioning systems, interactive computer learning programs, and speech recognition systems.

The decade came to a close with two of NTID's long-time leaders leaving their posts. As Dr. William Castle and Dr. James DeCaro began new chapters in their lives, so too did NTID. Two deaf leaders, Dr. Robert Davila and Dr. T. Alan Hurwitz, assumed the responsibilities of vice president/director and dean, respectively. Both began their tenure mindful of the contributions of their predecessors and enthusiastic about leading the college into the next millennium.

*Notes on the book:*  
Scheduled to be published in 2000, the history of NTID is a tribute to the many deaf and hearing people who pioneered in establishing and carrying out the long-held dream for a technical college. It will also include a photographic collage of student life along with highlights emphasizing some of the many students and their accomplishments during their stay at the college.



**Computer-aided design** Stephanie Cloutier, an industrial drafting student, learns how to use the computer to generate drawings of mechanical parts.

# It Takes a "Learning" Village

by Frank A. Kruppenbacher

*learn, learn·ing: to gain knowledge or understanding of or skill in by study, instruction, or experience; to come to realize*  
*con·sor·tium: an agreement, combination, or group . . . formed to undertake an enterprise beyond the resources of any one member*

**A**lthough First Lady Hillary Rodham Clinton, in her 1996 book, *It Takes a Village and Other Lessons Children Teach Us*, stressed the important influence and primary responsibility of parents in raising their children, she concluded that our nation as a caring and concerned society also plays an important role in rearing and educating its children. "From the moment we are born," wrote Rodham Clinton, "we are exposed to vast numbers of other people and influences through the media. Technology connects us to the impersonal global village it has created. The village can no longer be defined as a place on a map . . . but its essence remains the same: it is the network of values and relationships that support and affect our lives."

NTID's learning village formed a consortium in 1996, the same year that Rodham Clinton's book was published. Its purpose: to join teaching and learning efforts together in such a way that the positive impact it has on meaningful education of deaf and hard-of-hearing students at RIT far exceeds any single resource used to form the alliance.

## Powerful teaching and learning combinations

The Learning Consortium is a unit of the Center for Research, Teaching & Learning at NTID. Resources that form the consortium include NTID's

Learning Center (NLC) and Self-Instruction Lab (SIL). Educational and instructional elements at the core of the consortium support:

- Tutorial and course work;
- Educational workshops addressing skills, knowledge, and attitudes important for success in college and beyond;
- "Smart" classroom, computer, and multi-media-based learning technologies;
- Development of signed and spoken language communication;
- Distance learning and digital visual communication technology; and
- Video resource and production facilities for educational purposes.

Beyond pooling equipment and facilities, the consortium brings faculty, staff, and students together into partnerships or discipline teams in science and mathematics, English and other languages, humanities and social sciences, liberal arts, and other NTID and RIT major programs. Its powerful combination of creative human and educational technology resources are applied, refined, evaluated, and modified continuously. The result is learning in the truest sense of the word for every member of the NTID community at RIT—especially deaf and hard-of-hearing college students.

## New landscape for learning: Consortium components at a glance

At first glance, NLC appears to be a well-equipped and thoughtfully planned computer center. Its 50+ computer workstations dominate an innovative learning landscape that was developed during the summer of 1996 from several 'core' classroom spaces on the second floor of NTID's Lyndon Baines Johnson building.

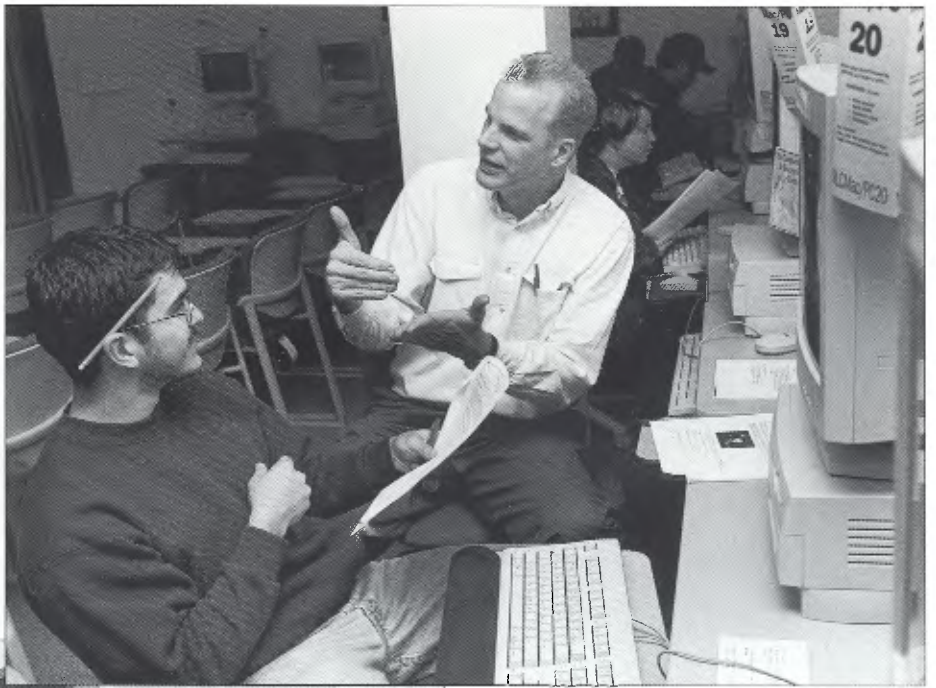
Near the computer workstations, learners occupy traditional working spaces to study and complete class assignments or to obtain clarification and advice from faculty or student tutors, individually, or among classmates.

NLC's centerpiece service desk is staffed daily by 25–30 student assistants who, on a rotating basis, direct the use of learning center equipment and spaces. Computer and tutoring areas are anchored by two premier NLC learning spaces—Sprint Visual Communications Center and its Vtel digital visual communication system and the Smart Classroom. A resource room for video production and viewing and smaller classrooms for study groups, testing, and assessments round out the NLC.

NTID's Self-Instruction Lab is one of the college's earliest interactive learning spaces. Its pioneering concept of supporting signed and spoken language communication instruction at NTID was established in 1977. The lab continues to serve as a self-guided

learning environment for both expressive and receptive language and communication practice. The SILs 19 individualized instructional carrels include videodisc and CD-ROM players, VCRs and TV monitors, audiotape recorders, personal computers, and video flex cameras. Private listening, single or split-screen video production, and recording activities can be done in shared rooms adjacent to the SIL.

NLC and SIL space, equipment, and programs are in heavy demand among NTID-students at RIT. In the NLC, students logged 40,000 computer hours during school year 1997-98. Over the same period, students



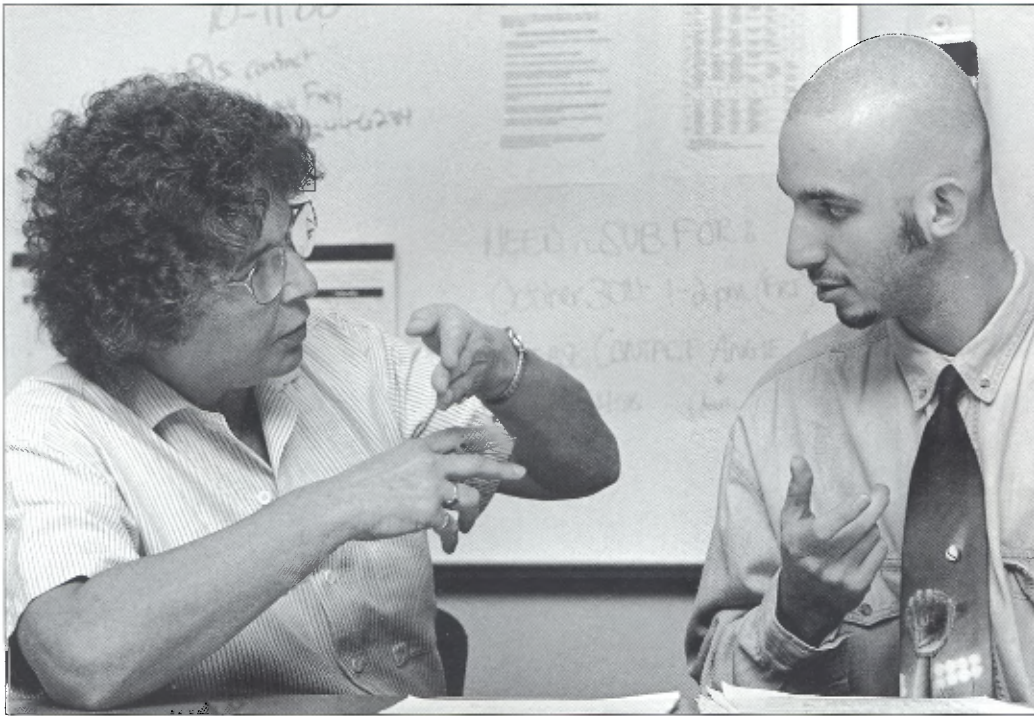
**Final exam on-line** Orland Aguirre (left), NTID architectural technology student from Houston, Texas, receives clarification on a test question from NTID Assistant Professor Doug MacKenzie (center). Students in MacKenzie's Trends in Communication Technology class receive and send class materials over the Internet using computers located in the NLC Smart Classroom.



**Improving and maintaining** sign and spoken communication and language skills requires drill and practice. NTID Self-Instruction Lab equipment (shown above) and materials are interactive and designed to supplement classroom instruction, but some materials may be used for independent practice and study.

accessed 236 hours of tutoring sessions per week for 18 individual courses per academic quarter. Ninety-six workshops for 178 hours were offered to students for the year as well. The SIL, during 1997-98, supported direct NTID instruction for just over 1,000 student contacts resulting in nearly 4,400 lab utilization hours. When combined with faculty/staff, community, and other related activities, the SIL was utilized just over 1,800 times for a grand total of 5,758 hours.

Although numbers quantify usage, the true tale of evolving success for NTID's learning village is found in daily examples of the consortium in action. Formation of partnerships between academic departments and educational programs throughout NTID, and the rest of RIT, tied with innovative, flexible, and high quality resources and support services, are bringing about increased learning opportunities for NTID students and for those who guide them.



**Let's review** Paula Wollenhaupt (left), NTID English Department instructional faculty, helps first-year NTID applied computer technology student Joshua Banilover (right) of Long Island, New York, understand the concept of relative clauses. The NLC offers more than 200 hours of tutoring sessions per week.

## Aprendiendo Español!

Julie Lewis, fifth-year graphic design student from Shreveport, Louisiana, is one of 17 deaf students in Larry LoMaglio's Beginning Spanish I class offered through RIT's College of Liberal Arts. LoMaglio, associate professor in NTID's English department, has been teaching Spanish at RIT since 1972. This is the fourth year that RIT has offered special sections of Spanish language class to deaf and hard-of-hearing students like Lewis.

"I like to learn other languages," says Lewis, "and, at the same time, improve my English, and have fun doing it."

LoMaglio's students utilize consortium resources to support their learning of Spanish language. Within the SIL, students like Carlos Mendez, third-year imaging technology student from Pawtucket, Rhode Island, review "Destinos" videotape modules specially adapted with both Spanish and English captions. Mendez, Lewis, and other Beginning Spanish students who are deaf or hard-of-hearing also use the NLC computer center and

Spanish language learning modules to supplement LoMaglio's class instruction and concepts learned from the text and videos.

"The strategies of fingerspelling Spanish language, with optional spoken Spanish, together with the videos and computer programs, help deaf students gain mastery in Spanish," says LoMaglio.

And it's really hitting home for Mendez.

"I am learning to read, write, and express myself in Spanish, the native language and culture of my family, for the first time in my life," says Mendez. "These skills will help me interact with Spanish-speaking people I may encounter on the job."

## A trend toward technology

Assistant Professor Doug MacKenzie teaches his class on Trends in Communication Technology in, appropriately, NLC's Smart Classroom. The lab session for the class also occurs in the same high tech learning space. MacKenzie's guidance and instruction helps students to gain a better understanding of computer-

based communications systems and related legal and ethical issues.

"Students learn about, and then use, various tools of communications technology," says MacKenzie, a member of NTID's audiology department. "It's a nice fit having class materials on the World Wide Web and using the NLC Smart Classroom for discussion and lab activities. We look at not only the 'what and how' of communications technology, but the 'why and what does it mean' in terms of legal and ethical issues."

Sandra Adams, third-year imaging technology student from London, Ontario, Canada, chose MacKenzie's Trends course to gain a better understanding of how to harness the power of the

Internet. Adams would like other classrooms at RIT to be as 'deaf friendly' as NLC's Smart Classroom.

"If RIT could structure other classes like this one, it would be great," says Adams. "Here we have lots of visual materials to view, and the teacher is able to switch back and forth from the lecture to the computer display and the Internet as well. I knew nothing about communications technology when the course started, and now I can apply these things to other classes, my career, and my personal life."

## Learning together

NTID's Learning Consortium, for all its high technology applications to promote teaching and learning, never discounts the importance of traditional methods of instruction. At virtually any given hour of the day or night when the NLC is in operation, learners have access to regular tutorial and curricular support. Staffed by teachers representing their respective home departments throughout NTID, student tutorial support is directly tied to discipline-specific curricula and classroom activities. A range of

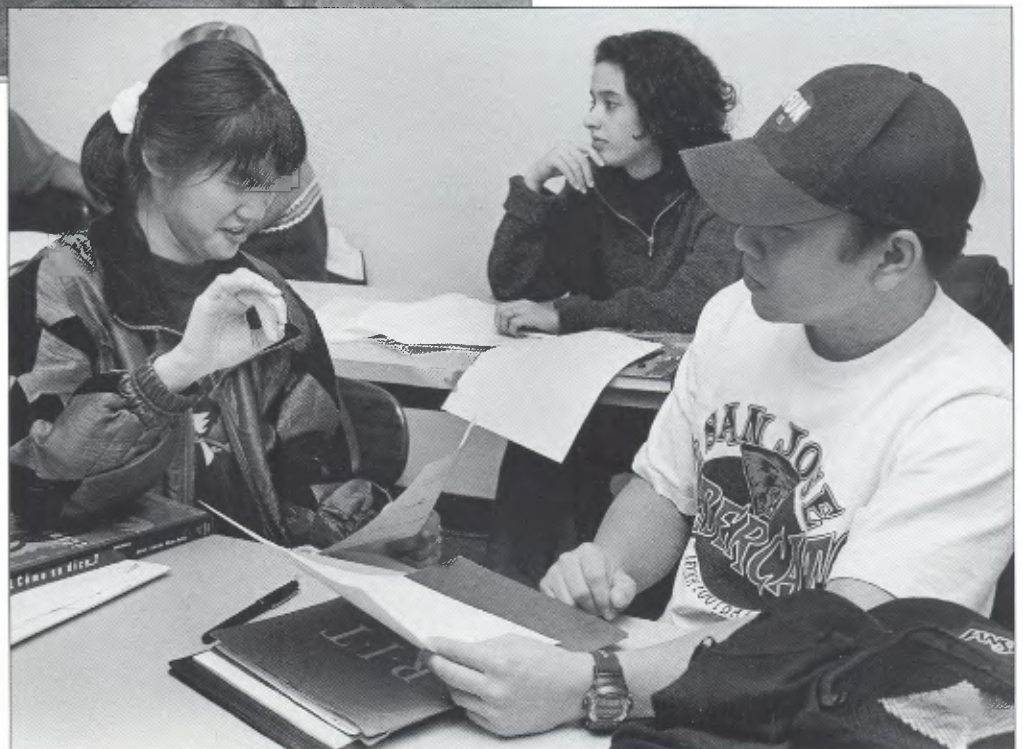


**Multilingual** With support in part from NTID's Learning Consortium, special sections of Beginning Spanish in RIT's College of Liberal Arts are open to deaf and hard-of-hearing students. Information technology students Kuan Ling (Betty) Chen (lower left), of Jersey City, New Jersey, and Hubert Chinn (lower right), of Watsonville, California, review Spanish vocabulary words in class. Despite their deafness, students like Chen, Chinn, Carlos Mendez (upper left), imaging technology student from Pawtucket, Rhode Island, and Kristen Clausing (upper right), applied computer technology student from Lansing, Michigan, are learning Spanish to enhance their personal and professional lives.

tutoring disciplines are offered through the NLC including English, science and math, NTID technical majors, speech and language, ASL, and computer software applications.

NTID associate professors Dr. Marilu Raman and Warren Goldmann established a first-ever partnership last year to conduct a special small study group with deaf students in RIT's College of Science course "Calculus for Technologists I." The union collaboratively links faculty resources from two NTID centers—Center for Arts and Sciences and Center for Baccalaureate and Graduate Studies—within the consortium's NLC to support deaf students pursuing advanced degrees at RIT. The effort, according to Goldmann, is an extension of traditional tutoring that faculty provide to students.

"College students, both deaf and hearing, frequently struggle with topics like calculus," says Goldmann. "So, NTID faculty assist deaf students with tutoring, mainly in faculty offices or lab settings. The NLC extends this learning to include small groups of students from the same class, who,

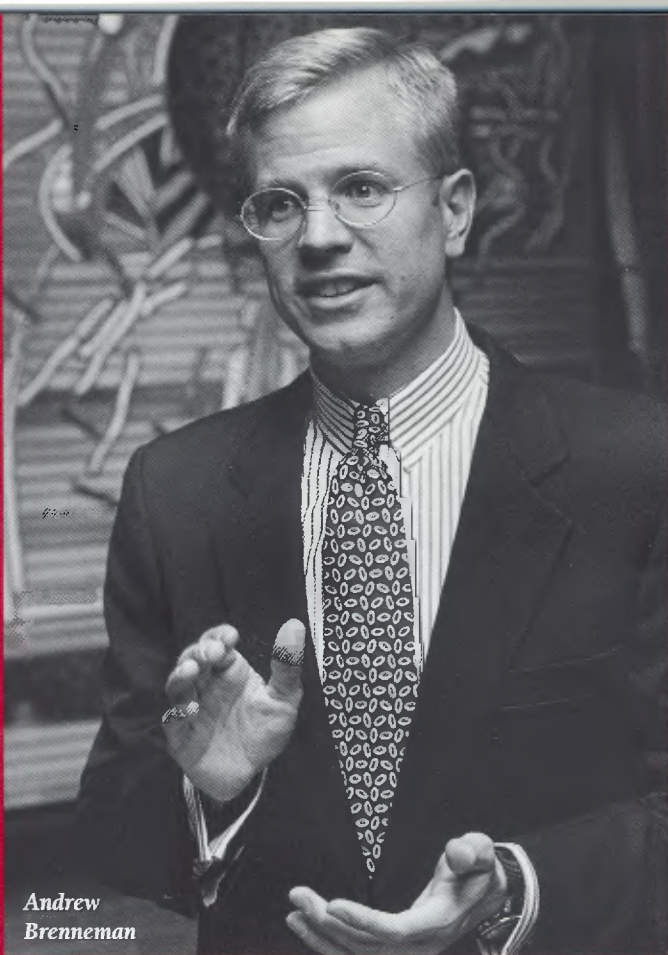


with faculty guidance, support and learn from one another."

Raman agrees, stating that, although the concept is not unique, small study groups such as this have found a place within the NLC.

"Students feel relaxed in the NLC," says Raman. "We usually work on rather complicated problems which tend to discourage students. However, due to the congenial setting, students feel encouraged to teach each other and learn from one another."

Today NTID is emphasizing the notion that teaching and learning into the future will become a more public and less isolated activity. Both teachers and students are learning stakeholders, crossing disciplines to exchange and generate ideas to achieve academic progress. NTID's Learning Consortium is evolving to position itself at the center of integrated, interdisciplinary, and inclusive educational technology that empowers deaf students at RIT.



Andrew Brenneman

## The Brenneman File

Andrew Brenneman

By Susan L. Murad

"Sales is in my blood," says Andrew Brenneman, 1988 business administration graduate. "In fact, I am the fifth generation of salesmen in my family. Sales is a natural fit for me because I love being around people and learning what they need. I had always wanted to become a sales representative since college, but early on, companies perceived my deafness as a barrier to my success."

Looking to market his bachelor of science degree from RIT's College of Business, Brenneman turned first to the family insurance business, Ellis, Moreland and Ellis, Inc., in his native Syracuse, New York.

"My great-great-great-grandfather founded the company in 1877. I thought perhaps I would go into the business and continue the tradition, but my father encouraged me to try a different path and go out on my own," he says.

As a result of his co-op experience at JP Morgan while at RIT, Brenneman was recruited into the Wall Street giant's management trainee program. He was one of only 100 graduates to be chosen from the original pool of 1,500. He went on to work for JP Morgan as a liaison dealing with finance, customer relations, and operations and worked with bond holders to ensure they received the right services.

But Brenneman's heart remained in sales, and after seven years, he decided to test the job market and look for a new challenge in that area. He learned of an opening at Sprint Corporation for an account manager for the Maryland and Federal Relay services, applied, and got the job.

It was through his position at Sprint that Brenneman met James E.X. Payne, member of The NTID Foundation Board. Payne, assistant vice president for the FTS2000 program and strategic business development, was instrumental in securing a \$150,000 gift to NTID for the development of the Sprint Telecommunications Center on campus.

"I owe so much of my success to Jim Payne's guidance and support," Brenneman says. "Unlike others I encountered years ago, Jim easily sees beyond my deafness in identifying what I can do for Sprint. He encourages me to push myself further and further to greater accomplishment. It was Jim who pointed me to a sales job and said, 'Go for it.'"

After working as a relay account manager, Brenneman chose to move into a more mainstream sales job, selling telecommunications products and services to a long list of smaller federal government agencies. The challenge was to build an underdeveloped sales territory, and his success at it eventually brought him recognition within the division sales force.

Brenneman, who was raised in a hearing family and educated in mainstreamed schools in Syracuse, looks at telecommunications sales as an extension of his own life experiences. As a deaf man in a hearing world, he has learned to break down communications barriers, and that is also his task as a salesman: helping people communicate better through the use of new products and services.

"I enjoy the challenge of a mainstream environment," he says. "I don't highlight or downplay my deafness; I am there to sell like any salesman. Sometimes that surprises people, but I think it also underlines the message I am trying to get across about my—and my customer's—ability to communicate in different ways."

Last year, Brenneman changed jobs again within Sprint to work full-time in the Sprint Relay Division in a sales position with much more responsibility. As one of only three national account managers, he is in charge of an \$80 million revenue stream covering 23 states and travels frequently to visit current and potential customers across the country.

"Sprint is the market leader in the relay area and is expanding rapidly," he reports. "They needed someone with my background to continue bringing in business."

The switch from Wall Street to life in Leesburg, Virginia, and Sprint left Brenneman more time to focus on his growing family. His wife Mary Fracassini, a 1986 graduate of NTID, is a computer graphics artist for the management-consulting firm of McKenzie and Company. They have two children: Andrew, 5, and Hannah, 2.

# The Etkie File

## Gary Etkie

By Frank A. Kruppenbacher

Gary Etkie was born in 1955 in Dearborn, Michigan, the same year that the first commercially successful computer, the IBM 701, celebrated its first birthday. Years later, computers and Etkie have formed a relationship that has carried him to higher education and technical training at NTID and into positions of increasing responsibility for one of the world's best known and most innovative communications networking and technology corporations—Lucent Technologies.

Etkie, 43, the son of deaf parents and sibling of three deaf brothers and one deaf sister, was a track and field standout during high school. In addition to his regular classes, he took classes in woodcraft, art, jewelry, metal shop, drafting, and an up-and-coming field called data processing. Before graduating in 1974, he surveyed his future.

"I was a straight 'A' student in high school," says Etkie, a 1977 data processing graduate. "I saw that computer programmers received good pay, and demand in the field was very high. So I chose data processing and NTID because it had a good program."

Assistant Professor John Sweeney of NTID's Applied Computer Technology (ACT) program was one of Etkie's instructors from 1974–1977. Sweeney remembers Etkie for his academic excellence, ambition, and desire to succeed.

"Gary was one of our first students," says Sweeney, "and in many ways has been the program's most successful graduate. He was a star student who worked hard and was determined to succeed."

ACT Professor Donald Beil concurs with Sweeney, adding that Etkie has become a strong advocate for deaf employees at Lucent.

"Gary is personally responsible for changing minds at Lucent about deaf employees," says Beil. "He persistently worked with management to open the door for deaf individuals. As a result of his actions, many have followed in his footsteps."

At last count, Etkie's workplace, Lucent's Naperville-Lisle campus in Illinois, has hired 24 deaf employees, 13 of whom graduated from RIT.

As a software developer in Lucent Technologies, Etkie is responsible for creating new features for telephone company customers. Call forwarding and Caller ID are examples of features that Lucent develops. He designs and writes some of the computer programs that make these features work.



Gary Etkie

Joan Mihal, data developer at Lucent who is hearing, has worked daily with Etkie for more than three years.

"Gary is the expert in our department," says Mihal. "He has an in-depth knowledge of projects and a keen ability to see subtle impacts immediately, causing us to think and study things more carefully. Even though I don't sign that well, we interact on a one-to-one basis without an interpreter."

Etkie's supervisor, Becky Mark, a skilled sign communicator, sees qualities in Etkie beyond his skills and knowledge.

"Gary is in a position at Lucent with a great deal of responsibility," says Mark. "His greatest assets are the discipline and determination that he brings to the department and the whole company really. Gary's deafness doesn't prevent him from doing anything."

Etkie enjoys seeing the changes that have taken place since he first started working for Lucent in 1980.

"When I started working here I was very lonely," says Etkie. "I didn't have a TTY or interpreters at meetings. Today the situation is much better, but there's still room for more improvement. People don't realize the challenges deaf people face on a daily basis. It's up to us as deaf people to explain and educate and make things happen, not only for ourselves, but for the benefit of everyone."



Barbara Fallon

## The Fallon File

### Barbara Fallon

By Frank A. Kruppenbacher

Barbara M. (Bobbie) Fallon, CPA, did not have her hearing loss properly diagnosed until she was a sophomore in high school, when she was first fitted with hearing aids. In 1972 she graduated from Omaha, Nebraska's Westside High School, and then went straight into the world of work.

Fallon's ambition landed her jobs from clerk to accounting assistant to full-charge bookkeeper, but 1986 marked a turning point in her career path.

"I thought I'd just work my way up the ladder after high school," said Fallon, a 1989 business administration and accounting graduate. "But after 14 years I was running into the age-old problem of having the experience but not the college degree that I needed to advance."

So at age 32, Fallon enrolled in the accounting program at RIT's College of Business. She also worked as director of finance for RIT's Student Directorate (now RIT Student Government) and served as student budget assistant for RIT

Student Activities and Student-Alumni Union Services. Helene Manglaris, associate director of RIT's Center for Campus Life, worked with Fallon during this time, and the two kept in touch.

"Anyone who knows Bobbie knows she is outspoken," says Manglaris. "She was an asset to the organization—identifying issues, making suggestions, and initiating changes. Many of these changes are still used at RIT today."

Fallon was also fitted with new earmolds for her hearing aids at age 32.

"I was told that there was a one-in-four million chance of an adverse reaction to the earmold material," recalls Fallon. "Well, guess what? I was the one!"

So she took a crash course in American Sign Language, which proved to be a lifeline since her subsequent ear infections were so severe that she could not wear hearing aids for two years.

"I will forever be grateful that I was at NTID when this happened," says Fallon. "I don't think that I could have handled being cut off from the communication I was accustomed to without the support I received during this time."

Fallon took just three whirlwind years to complete her accounting degree. NTID's Center on Employment helped her step on the corporate business ladder by arranging an interview with a retired KPMG Peat Marwick LLP partner. Fallon's efforts netted her an auditing internship in KPMG's New York City office. Four and a half years and five job positions later, she became a supervising senior tax specialist. For Fallon, RIT has been the driving force behind her success at KPMG, a global professional services firm.

"I know that I probably could have received a college education somewhere else," she explains. "But I would have had to fight a lot more than I did at RIT. And without all of NTID's support services, I doubt that I could have succeeded to this degree."

Fallon is currently a manager in KPMG's Client Service Technology Practice in New Jersey. She tests proprietary software packages to ensure error-free function and compliance with current tax regulations in the United States and abroad.

Fallon also volunteers as assistant manager for Community Tax Aid (CTA), Inc., in East Harlem, New York. For the past five years, she has prepared tax returns for low-income and elderly individuals. She was one of five individuals this year to receive KPMG's first annual volunteer recognition award.

"After high school I did my own thing, and I learned a lot," says Fallon. "My RIT education through NTID was right for me, at the right time. It set me on the fast track for a great job and greater possibilities down the road."





Izedin Mohammed

### Izedin Mohammed

First-year electromechanical engineering student, Izedin Mohammed, 25, was born and raised in Harar, a providence of Ethiopia, in eastern Africa. But the country is not his home—not anymore.

Izedin lost his hearing at age 6 from a water-borne infection. He was about to finish 11th grade in 1993 when government forces undertook a campaign of ethnic cleansing among the country's 80+ ethnic groups, including the Oromo, the heritage of Izedin's family. For their resistance, Izedin and his older hearing brother were jailed for six months. In the turmoil, Izedin's brother was killed, and their mother died from illness and starvation. Their father was seriously wounded, and their older hearing sister fled to Kenya for safety. Eventually freed from jail, Izedin was smuggled into the United States, where he was promptly arrested for illegal entry.

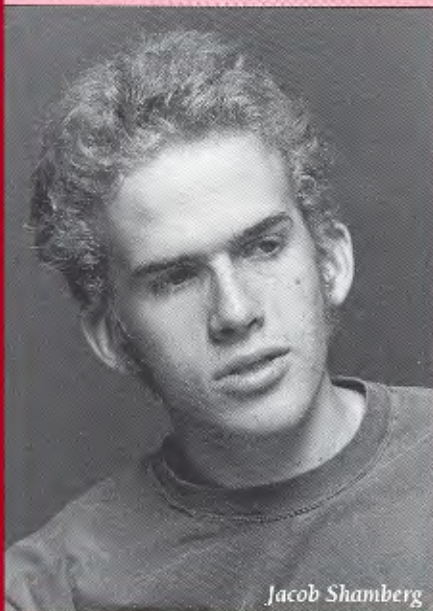
He found refuge in Canada and with government assistance returned to school with support from the Language Instruction for Newcomers to Canada program. He learned ASL and English and completed high school. Izedin has re-established contact with his sister and father, and he is grateful for the support he has received.

"I am so happy to be at NTID," says Izedin. "I would like my sister to eventually join me here. After I graduate I would like to return to Canada and help those who helped me."

### Jacob Shamberg

To 18-year-old, first-year graphic arts student, Jacob Shamberg, Hollywood is more than just 'lights, camera, and action!' It's his home.

The Santa Monica, California, native has been closer to filmmakers, movies and movie stars than many other people. That's because Jacob's father, Michael Shamberg, is an independent film



Jacob Shamberg

producer with business partner and actor, Danny DeVito. Jacob's father has produced several well-known movies, including the multi-award-winning feature *Pulp Fiction*.

Jacob's mother Megan is also a filmmaker, having produced and directed *Language Says It All*, an Academy Award-nominated documentary about Tripod, a non-profit educational research organization that supports families in Southern California as they raise their deaf and hard-of-hearing children. Jacob, with other Tripod students, appeared in his mother's film.

Will he follow in his parents' filmmaking footsteps?

"My parents are artists," says Jacob, "and they have influenced me to be an artist also. They have high expectations for me now that I am in college, and I know they'll support me 100 percent in whatever direction my career takes me."

### Kamilla Joskowiak

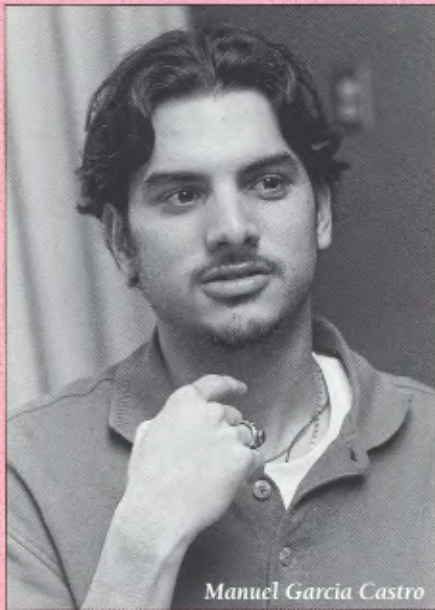
Twenty-seven-year-old Kamilla Joskowiak is somewhat older than most NTID students because her road to NTID has taken a few more turns. In 1993 she immigrated to Canada from Poland where she was reunited with her mother. At that time Kamilla knew virtually no English or American Sign Language. After just two years in a special class for deaf immigrants at the Bob Rumball Centre for the Deaf in Toronto, Kamilla had learned enough English and ASL to be admitted to Gallaudet University in 1995.

"I didn't think I was good enough to apply, but my boyfriend, who attended Gallaudet, encouraged me, and I was accepted," says Kamilla.

After one year at Gallaudet, Kamilla transferred to RIT's College of Science to study biology. After graduation Kamilla plans to apply to NTID's Master of Science in Secondary Education program and become a teacher of deaf and hard-of-hearing students.



Kamilla Joskowiak



## Manuel Garcia Castro

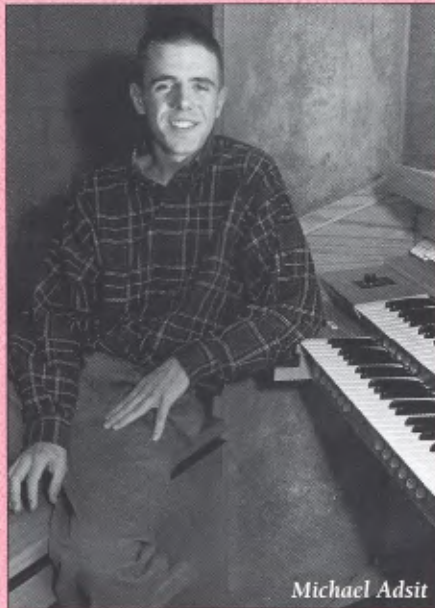
Manuel Garcia Castro is disproving the adage "You can't go home again." Manuel, 21, born and raised in Puerto Rico as the only deaf member of a hearing family, worked for a Certified Public Accounting firm in San Juan, Puerto Rico, last summer for his cooperative work experience.

"It was wonderful," Manuel, a second-year applied computer technology student, reports. "I set up computers and ran reports. I communicated with my hearing co-workers by writing notes in Spanish."

Manuel chose applied computer technology after enjoying the computer experience at NTID's Explore Your Future summer program.

His supervisor in Puerto Rico was so pleased with his work that he offered Manuel another job for next summer.

"I would love to go back," says Manuel. "It was wonderful to work at something I love and be with my family again."



## Michael Adsit

Michael Adsit, 19, is a young man of many talents. The second-year diagnostic medical sonography student from Boonville, New York, hopes to become a dentist. He intends to apply for admission to dental school during his junior year at RIT and should have little difficulty being accepted if he continues to maintain his current GPA of greater than 3.5.

"I chose diagnostic medical sonography over a pre-medical program because I wanted to acquire some applied skills while preparing myself for dental school," says Michael. "The clinical internship will provide me hands-on experience working in medical facilities."

In addition to maintaining his high GPA, Michael also gives organ recitals and plays in churches. He began taking organ lessons less than three years ago and studies organ with David Higgs, chairperson of the organ department at the University of Rochester's Eastman School of Music, in Rochester, New York.



## Nikki Soukup

RIT's deaf and hearing environment fits first-year social work student Nikki Soukup, 18, of Sioux Falls, South Dakota, perfectly. While in mainstream high school Nikki volunteered at South Dakota School for the Deaf where her mother Monica, who is hearing, has taught for 22 years.

"I met a number of troubled students from a variety of backgrounds," says Nikki. "All I could do was listen, which I love to do. It always seemed to help them a little, which made me feel good too. I've always enjoyed helping people."

Nikki's father Ben is in the business of helping people also. He just completed a five-year term as president of the National Association of the Deaf and is CEO of Communication Services for the Deaf, a nonprofit organization serving deaf and hard-of-hearing individuals in South Dakota, Iowa, Texas, and Georgia.

"I've had a balanced home life growing up, and my parents are big role models for me," says Nikki. "Sure, I looked at other colleges, but RIT matched the same environment I came from back home and where I'd like to go with my social work career in the future. It's really the best of both worlds."

## Sara Bianco

With communication as her specialty, Sara Bianco, 20, is reaching toward her goal of teaching English and ASL in countries throughout the world. She teaches conversational sign language classes at the Health Association's MCAHI, an advocacy organization in Rochester, New York.

"I would love to teach in other countries, then eventually in America," she says. "I lived in Germany for six months, and I want to go back."

Sara, a second-year professional and technical communications student, is the editor of *Eagle Eye*, a newspaper published by and for deaf and hard-of-hearing RIT students.

"It's a team effort," she says. "We have a variety of students working together to put out a successful newspaper."

Sara is the third generation of deaf people in her family. One sister graduated in 1991 from RIT and works for Communication Services for the Deaf in Atlanta, and another is also attending RIT.

## Sheila Corbett

Determined to make a better life for herself, her husband, and their 15-year-old daughter, Sheila Corbett, 37, left her home in Milton, Ontario, Canada, and entered the applied art and computer graphics degree program at NTID.

"It was a big decision, and I was nervous," says Sheila. "I really miss Ken and Grace [her husband and daughter, respectively], and our cat, Smokie. But it was the right decision to come here."

Sheila maintains contact with her family by frequent e-mails. "When you have a teenager, there is always something to talk about," she says.

Sheila is an avid craftsperson who enjoys painting wooden folk art pieces and sewing and is immersing herself in her new program.

"I enjoy working with my hands, so I love the art classes. I haven't taken any computer graphics programs yet, but I'm hoping that I'll be comfortable with them," she explains.

She hopes to work as a graphic designer after graduation and looks forward to being with her family once again.

## Kyle Parke

Celebrities often achieve success with the support of others who are much less visible, as was the case for MTV personality Downtown Julie Brown and her World Wide Web site. Kyle Parke, third-year graphic design student from Findlay, Ohio, played an instrumental role last year in overhauling and revitalizing Brown's site. Kyle redesigned all the pages and also designed t-shirts and a biography for Brown's press conference in New York last July, where she promoted the web site, which had 16,000 hits its first week.

"The project was a good experience in time and project management," says Kyle, 28.

Before entering RIT, Kyle completed a bachelor's degree in communications and public relations from the University of Toledo. He then joined an engineering and architecture firm in marketing, where he worked on graphic design contracts with various Fortune 500 companies. To further his career, Kyle enrolled at RIT with its reputation for being among the top five graphic design schools.



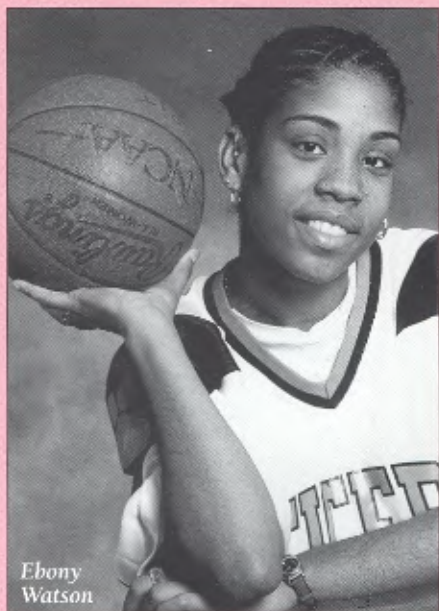
Sara Bianco



Sheila Corbett



Kyle Parke



## Ebony Watson

The Harry S. Truman High School girls' basketball team earned a 23-2 regular season record last year, thanks to Ebony Watson's good playing as a forward. The 19-year-old Bronx native now plays forward for the RIT varsity team in her first year of college.

"After I finish my bachelor's degree," says Ebony, now an applied computer technology student who hopes to enter RIT's information technology program, "I want to play professional basketball in Europe, start at the bottom there, and then come back and join the WNBA or the ABL."

Once Ebony finishes basketball, she hopes to work for a large business in either PC support or as a computer operator.

"I like computers," she says. "They're interesting, constantly changing; anything you can do, computers can do faster."

## Judy Prestano

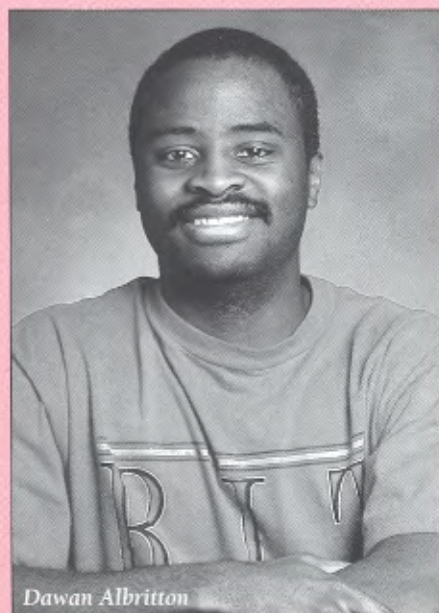
Judy Prestano, 20, was born in Thailand and still feels strong roots in that part of the world. She describes herself as one quarter Burmese, one quarter Phillipine, one quarter Spanish, and one quarter Scottish.

"I'm very strong Burmese, like my mom," she says.

Judy prides herself on being able to cook a wide variety of Thai dishes, but feels she has much more to learn about culinary arts.

As a first-year applied art and computer graphics student, Judy's goal is to enter RIT's computer animation program, which fascinates her. The Santa Fe, New Mexico, resident arrived at RIT this fall a little nervous about meeting her roommate, but was delighted to find that they get along well.

"She's really nice!" says Judy. "She's really flexible, and we respect each other."



## Dawan Albritton

After transferring to NTID from another college, Dawan Albritton, Rochester School for the Deaf graduate and Rochester, New York, native, is studying applied accounting.

"I want to set up my own business," he explains. "I plan to work first, save my money, and when I'm ready, I'll start researching what kind of business to start."

"I want to be my own boss and have more responsibilities and challenges. It makes life interesting!"

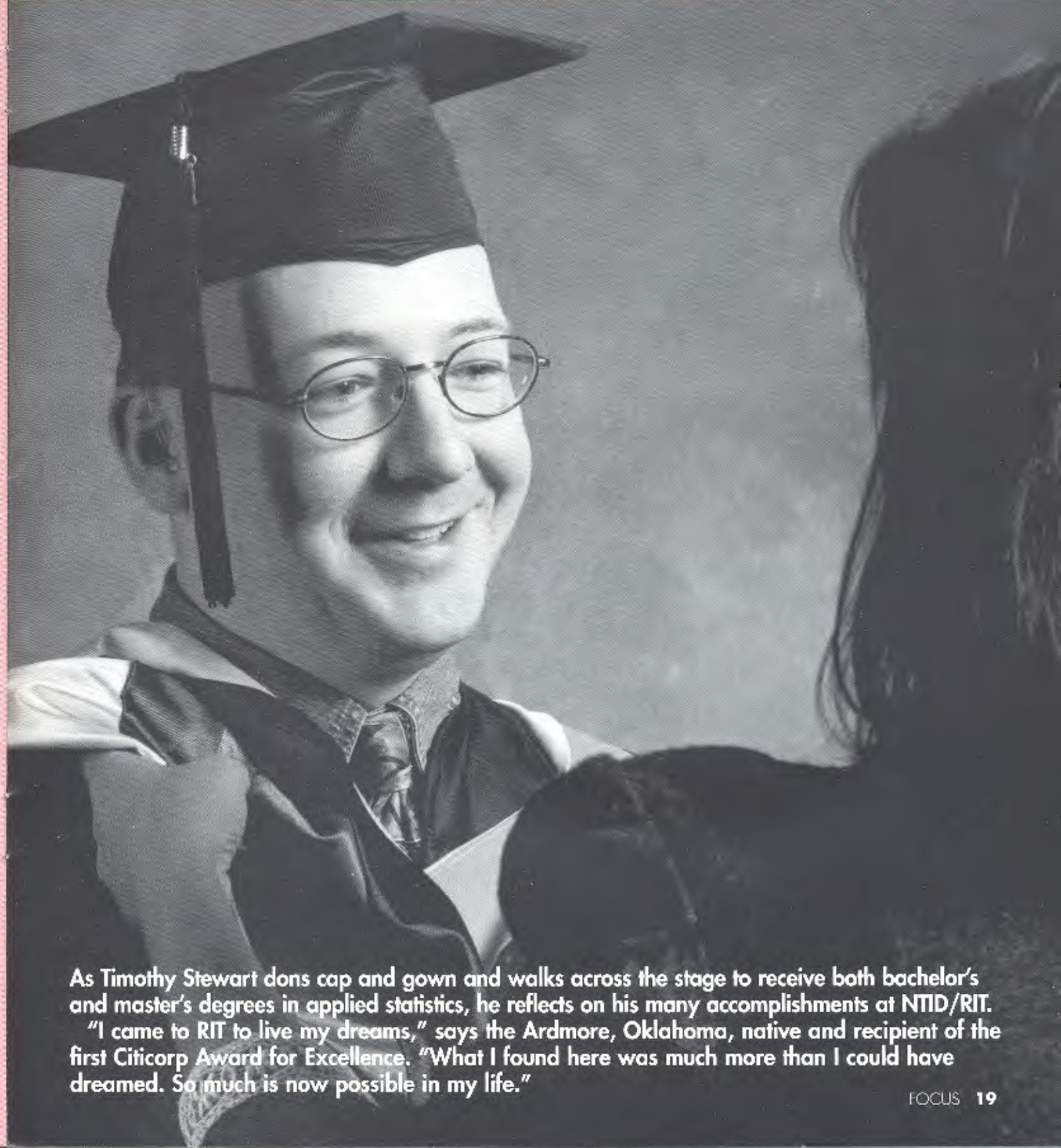
Dawan is serving as treasurer for his fraternity, Kappa Phi Theta, in preparation for his future. He manages the fraternity's budget and keeps the balance sheets.

In addition to making career plans early, Dawan also set an example for his siblings as a proponent of communication access. He taught his younger brother and sister, who are hearing, sign language, which they in turn used to communicate with deaf peers in their own schools.

*Editor's note: Dawan Albritton was killed by a hit-and-run driver in Rochester, New York, February 12, 1999.*

# Together, Fulfilling the Promise for All NTID Students

By Susan L. Murad



As Timothy Stewart dons cap and gown and walks across the stage to receive both bachelor's and master's degrees in applied statistics, he reflects on his many accomplishments at NTID/RIT. "I came to RIT to live my dreams," says the Ardmore, Oklahoma, native and recipient of the first Citicorp Award for Excellence. "What I found here was much more than I could have dreamed. So much is now possible in my life."

Few of these memories would have been possible were it not for “Fulfilling the Promise: The Campaign for NTID.” The first capital campaign in the college’s 30-year history has resulted in scholarships, gifts of high tech equipment, a new Learning Center, enhancements to NTID’s theater, and the list keeps growing.

## Beginning of an idea

Instituting a capital campaign at NTID was unheard of 30 years ago. The thinking at the time of NTID’s creation was that funding from the federal government would be enough to sustain the college.

“NTID needed to do for itself what we were teaching our students to do—to grow and become more self-sufficient,” says Dr. Robert Davila, vice president for NTID. “In the past, \$2 of federal money was available for every \$1 that students spent on tuition, but as time went on, the funding ratio became less. With strong encouragement from the federal government, it was decided 10 years ago that a development effort should be put into place at NTID to provide students with scholarship monies and to provide the college with the latest equipment to keep students on the cutting edge of workplace technology.”

In the four years since the RIT Board of Trustees approved the capital campaign led by Davila, a preliminary goal of \$10 million had been set. Crucial to the success of the campaign, The NTID Foundation Board of Directors, collectively and as individuals, continues to work diligently to bring in individual and corporate contributions to support the mission of NTID to bring the highest quality technical and career education to young deaf and hard-of-hearing men and women.



**Combining forces to fulfill the promise** Left to right: Dr. Robert Davila, vice president for NTID; Gracie Coleman, chairperson of The NTID Foundation; Dr. Olga Welch, chairperson of NTID’s National Advisory Group; and Dr. Albert Simone, president of RIT, enjoy an evening at Liberty Hill, the home of RIT’s president.

## Role models of leadership and success

Gracie Coleman, chairperson of The NTID Foundation Board of Directors, has teamed with Davila to create a dynamic and successful leadership combination. Both are looked upon as role models by NTID students and are inspiring many in the public and private sectors to consider the campaign when they make their philanthropic decisions.

“I always wanted to become an engineer when I was growing up,” Davila says. “At the time it was an impossible dream since there were no courses in engineering or technology for deaf people. Instead, I went to college and received my bachelor’s, master’s, and doctoral degrees and became an educator. Now, my job is to make sure our students have a comprehensive college with the best technology and brightest professors and access to give them every opportunity.”

Coleman understands many of the struggles and obstacles that are faced by deaf students in obtaining their

education and success, even though she is not deaf herself.

“I have found myself at times feeling that there were few people who cared about my success,” she says. “I had to keep a strong belief in myself and find ways to make my goals attainable. I hope that the opportunities we are able to bring forth through the campaign—be it scholarship money or equipment—show our students that many others care about their success.”

## Student success

Students such as fourth-year imaging science major Katherine Hoheusle have benefited from the campaign in a variety of ways. As the first Clare Boothe Luce scholar at NTID, Hoheusle was selected for her embodiment of the ‘Renaissance spirit’ of the scholarship’s namesake. Funding for the award was made possible through a three-year gift to NTID’s campaign from The Henry Luce Foundation. In addition to her many and varied activities on campus, Hoheusle is an active member of the Deaf Hillel Club, another organization that has received contributions

through the campaign. To help reinforce the college's relationship with the federal government, she was selected as one of three students to accompany Davila in February 1998 to testify in front of the U.S. Senate subcommittee considering NTID legislation and funding for deaf education initiatives.

"It is fantastic to have NTID," Hoheusle says. "Hopefully the opportunities available here will motivate students to do well, and they will strive to work harder in order to be candidates for different scholarships."

"A campaign that makes scholarships and equipment available is so important because there are so many students who could benefit from them. Without The NTID Foundation, I cannot imagine how much less money would be coming into NTID and how many fewer students would have the opportunities that they have today."

### A return on investment

Corporations such as Xerox and Sprint have seen their initial investments in the college generate great returns. Both companies have contributed needed high technology equipment such as the Xerox DocuTech system and the Sprint Vtel video telecommunications system. Now they employ many of the same capable NTID graduates whose training they helped make possible.

"We come 'full circle' with NTID," says James E.X. Payne, assistant vice president of FTS2000 and strategic business development for Sprint Government Systems Division in Herndon, Virginia. "By donating state-of-the-art equipment, we help prepare NTID graduates for the workplace and provide our company

with an excellent hiring pool to choose from. It is a win-win situation for everyone."

### Alumni pass the torch

Sharaine Rawlinson, a 1981 social work graduate, has been a major impetus behind the increased awareness of giving among NTID alumni.

"Compared to other institutions, NTID alumni are young, but enthusiastic," she says. "They are just beginning to make their financial way. NTID alumni have not been historically asked to give to the college, so many are just beginning to recognize their responsibility to give something back to the place that has done so much for them. We anticipate that the various alumni clubs throughout the country will help educate all of our alumni about the need for them to contribute."

"NTID gave me the foundation upon which I built my career," she continues. "I believe all alumni have gained from their education and experiences at NTID. I feel strongly that NTID alumni, their families, and friends have an obligation to give back to the college to further opportunities for deaf and hard-of-hearing students

and enhance the already outstanding education offered at RIT."

### Parent care

Roland and Gail Garlinghouse were so pleased with the educational experiences of their son, Jeff, a 1992 graduate of the manufacturing processes program (now known as the computer integrated machining technology program) at NTID, they established an endowed scholarship to recognize and assist deserving students enrolled in the program.

"We knew that the college was looking at cuts from the federal government," says Mrs. Garlinghouse. "We wanted to do what we could to help bridge the gap that would be caused by the cuts."

"We knew that there were other students like Jeff who would benefit from this program and go on to enjoy successful careers and live fruitful lives. We wanted to make sure that opportunity was not lost," she adds. "We recently met two students who received the Garlinghouse Scholarship. They were so enthusiastic about their education. They recognize that coming to NTID is a tremendous opportunity for their futures."



**A proud family** Roland and Gail Garlinghouse, left, together with their son Jeff and daughter-in-law Kathleen (Szczepanek) ('93).

"We feel that NTID is the best example of the educational process fulfilling its marching orders," Mr. Garlinghouse says. "Graduates come into the workplace with skills that are critically important and difficult to learn while on the job. The skills and knowledge they attain here gives them the confidence they need in the working world."

"We admire what NTID does for students," he continues. "The technology that is needed to operate in the workplace is found right here."

Through our visits, we learned that faculty stays in touch with the business world and keeps track of what employers are looking for. We have observed first-hand the sense of accomplishment felt by the students. That's the magic of what goes on here."

### A giving culture

The faculty and staff portion of the campaign has moved past the early stages of resistance to the concept of giving. Davila credits faculty and staff co-chairpersons Fred Hamil and Katie Schmitz with this turnaround.

"Fred and Katie have been instrumental in helping to change the culture among faculty and staff regarding giving," he says. "Giving at NTID has tripled since they took charge of the faculty and staff campaign."

In addition, six new scholarships associated with NTID faculty and staff have been established, thus encouraging more giving among peers and co-workers.



**Alumni Campaign Leadership Team** Standing, left to right: Ted Lord ('73), Andrew Brenneman ('88), Dr. Susan Mather ('74), Robert Mather ('74), and Dr. Andrew Baker ('79). Seated: Angela Officer ('88)



Sharaine Rawlinson ('81)

### A group like no other for a place like no other

"The distribution of our donors is broad-based," says Davila. "NTID receives strong support from foundations and corporations as well as from faculty and staff, alumni, friends, and parents. We need to expand further our individual relationships with those who have experienced first-hand the direct benefits of an NTID education in order to successfully meet our campaign goals and keep providing excellence in education to our students."



NTID's first Clare Boothe Luce Scholar: Katherine Hoheusle, third-year imaging science student from Bethel, New York.



# Spanning the Globe: NTID's Sister Institutions

by Susan L. Murad

**T**he 10th edition of Merriam Webster's Collegiate Dictionary defines sisterhood as "solidarity . . . based on shared conditions, experiences, or concerns." This definition aptly describes the sister institution relationship between NTID and colleges educating deaf and hard-of-hearing students in China, Japan, Russia, and Thailand.

The colleges share a unique bond—to provide technical education to deaf and hard-of-hearing students on campuses planned principally for hearing students. In the agreements between NTID and each of the 'sisters,' the philosophy is stated as follows:

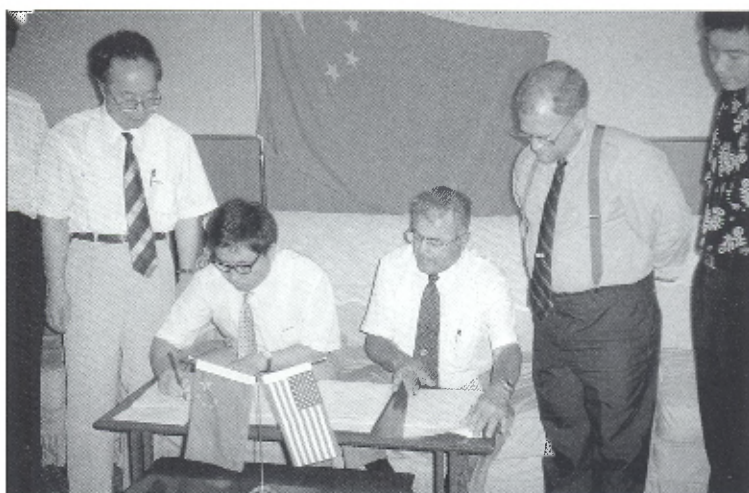
" . . . realizing the great significance of friendly cooperation and the mutual aspirations of deaf students who are receiving technical education, [we] hereby agree to establish an ongoing relationship as sister institutions in order to provide opportunities to exchange information and learn from one another."

The agreements call for NTID and its sisters to exchange information

including publications, research documents, and printed materials; collaborate on educational and communication research; collaborate on international meetings, conferences, and symposia; arrange for visitations by delegations of faculty, administrative personnel, and students for the purpose of sharing and exchanging information; and arrange for exchanges of faculty and students, when language skills are sufficient to make such exchanges feasible.

## Japan—Tsukuba College of Technology of Tsukuba University—1992

In the early 1980s, Tsukuba College of Technology (TCT) planners responsible for establishing a postsecondary program for deaf and hard-of-hearing students in Japan asked NTID administrators to share their experience in



**Making the sister relationship official** From left to right, Ma Fu Ye, president of Tianjin University of Technology; Gao Shanru, professor and past president of the college for the deaf; Dr. Robert Davila, vice president for NTID; and Dr. James DeCaro, research professor and past dean of NTID.

providing technical education for deaf students on a campus planned principally for hearing students. Planners also came to RIT several times to observe the NTID educational model in action and used their observations to develop TCT's structure as a college of Tsukuba University, much like that of NTID and RIT.

TCT established a formal sister institution relationship with NTID in 1992, fostering numerous student and faculty exchanges since then. Use of communication technology, including the

Internet and a new Vtel video telecommunications system, has reinforced the relationship over the years. NTID and TCT recently held a 'virtual meeting' using the Vtel system and will utilize this technology to make future connections.

## Thailand—Ratchasuda College of Mahidol University in Thailand—1993

In 1993 NTID, led by former director Dr. William Castle, continued the outreach efforts of the

college as a model in educating deaf and hard-of-hearing students by signing an agreement with Ratchasuda College, part of Mahidol University, in Thailand. Ratchasuda was established to educate students with disabilities on the campus of a larger university, much like NTID and RIT. Dr. Poonpit Amatyakul, then director of Ratchasuda College, was eager to connect his own institution with the successful outcomes of NTID's relationship with RIT.

The college supports a research facility and counseling center for assisting students in their education. Technical courses are offered, as well as academic classes designed to meet the requirements for a bachelor's degree from Mahidol University. Future educational plans include a master's degree in Program Development for the Disabled, offering a strong core of courses related to issues of disability along with core concentrations in the areas of educational media technology, advanced special education, counseling, and program administration.

After a recent meeting in China with the leaders of Ratchasuda College, Dr. Robert Davila, vice president for NTID, reaffirmed NTID's intentions to help the college educate Thailand's deaf and hard-of-hearing adults.

"We are committed to the

1993 agreement and will continue to strengthen our relationship with the leaders, faculty, staff, and students of Ratchasuda College," he says.

### Russia—Moscow State Technical University n.a. N.E. Bauman—1993

In the midst of political upheaval of Perestroika in 1991, plans were being made to connect NTID with the Moscow State Technical University, also known as N.E. Bauman, to help bring technical education to

place between Bauman and NTID, but not for long. In 1993, a sister institution agreement was reached, and plans were underway for faculty and cultural exchanges. Hugh Anderson, NTID associate professor of construction technologies, later consulted with members of the Bauman faculty to redesign a building on the campus, improving accessibility for the college's deaf students.

"As a result of economic difficulties in Russia, the changes have occurred slowly, but the new building

"There is an excitement about the new computers and equipment. The students and faculty cannot wait to begin working on them," Shustorovich says.

### China—Tianjin College for the Deaf of Tianjin University of Technology—1998

Tianjin College for the Deaf, a technical college of Tianjin University of Technology, was established in 1997 as the first college for deaf people in China,

and is the 'youngest' of NTID's sister institutions. The college grew from a department for special education that had existed at Tianjin University of Technology for seven years and now enrolls 66 deaf students from all over China, with the number projected to reach approximately 200 over the next few years. A seven-story facility is under construction on the Tianjin University of Technology campus to house

the college for the deaf and is scheduled to open September 1999.

"These agreements are part of NTID's expanding effort to share what we have learned during our 30 years of educating deaf students," Davila says. "We have so much to offer the world and so much to learn."

is ready and equipment is arriving soon," says Maria Shustorovich, NTID associate professor of mathematics, Russian native, and one of the delegation members who made the initial trip to Moscow. Last summer, she traveled back to her homeland to meet with members of the Bauman faculty and observe the progress.

deaf and hard-of-hearing students in Russia. A group of faculty and administrators from NTID traveled to Russia and found themselves in the midst of a failed coup attempt against then-President Mikhail Gorbachev complete with tanks surrounding their hotel and KGB agents searching rooms. The political drama may have overshadowed the remarkable events taking



**Russian express** NTID students joined Russian artists in NTID's Switzer Gallery in October, 1994, while a similar group gathered in Moscow for the opening of the USA/Russia Deaf Arts and Artwork Exchange. The opening was broadcast simultaneously via satellite by CNN.



**Installed as dean** Dr. T. Alan Hurwitz, second from left, smiles with, from left to right, Dr. Albert Simone, president of RIT; Robert F. Panara, professor emeritus of NTID, and Dr. Robert Davila, vice president for NTID, after his acceptance speech during NTID's 30th Anniversary Academic Convocation October 23, 1998.

**R·I·T**

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**Gifts of friendship and partnership** A collection of gifts from NTID's sister institutions: From left to right, a traditional Russian print, a porcelain urn from Thailand, a hand-painted plate with two birds symbolic of friendship from Japan, and a scroll from China. See the article on NTID's sister institutions on page 23.