

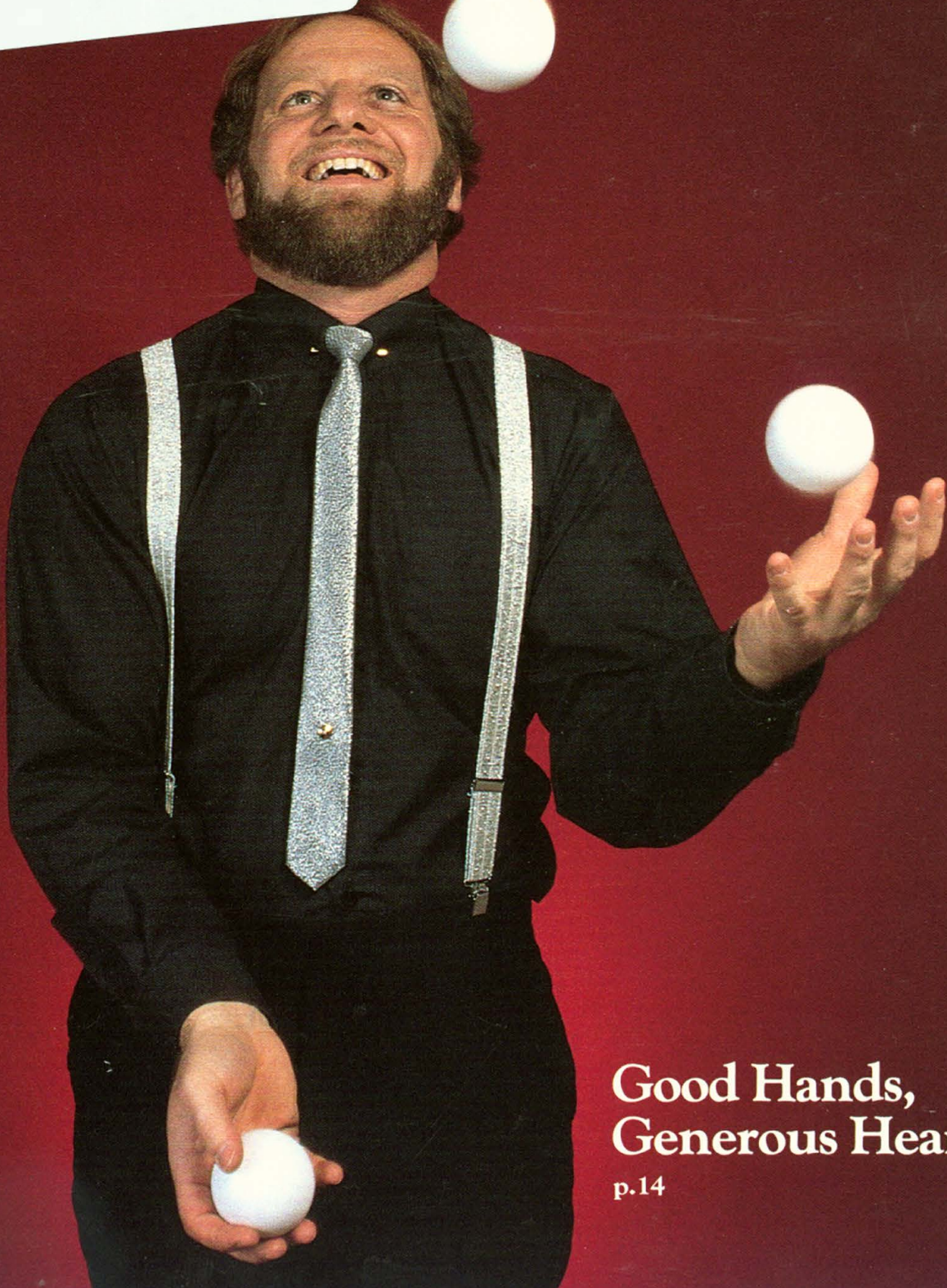
NTID

Winter/Spring 1986

F O C U S

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**Good Hands,
Generous Heart**

p.14



NTID FOCUS

Publication of the National Technical Institute for the Deaf
at Rochester Institute of Technology, Rochester, NY 14623

Winter/Spring 1986

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NTID Focus is published by the Division of Public Affairs at the National Technical Institute for the Deaf and Communications at Rochester Institute of Technology, Rochester, New York.

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◀ **Energetic Escorts** Gregory Halupnik, center, doesn't mind trekking to class on a brisk day, as long as he's supported by friends Patricia Barry and Patti Brennan. (photograph by A. Sue Weisler)

The Key to Success

This issue of *Focus* magazine includes a number of stories about RIT graduates out in the world making a name for themselves. In addition, there are stories that may provide the key to our graduates' successes.

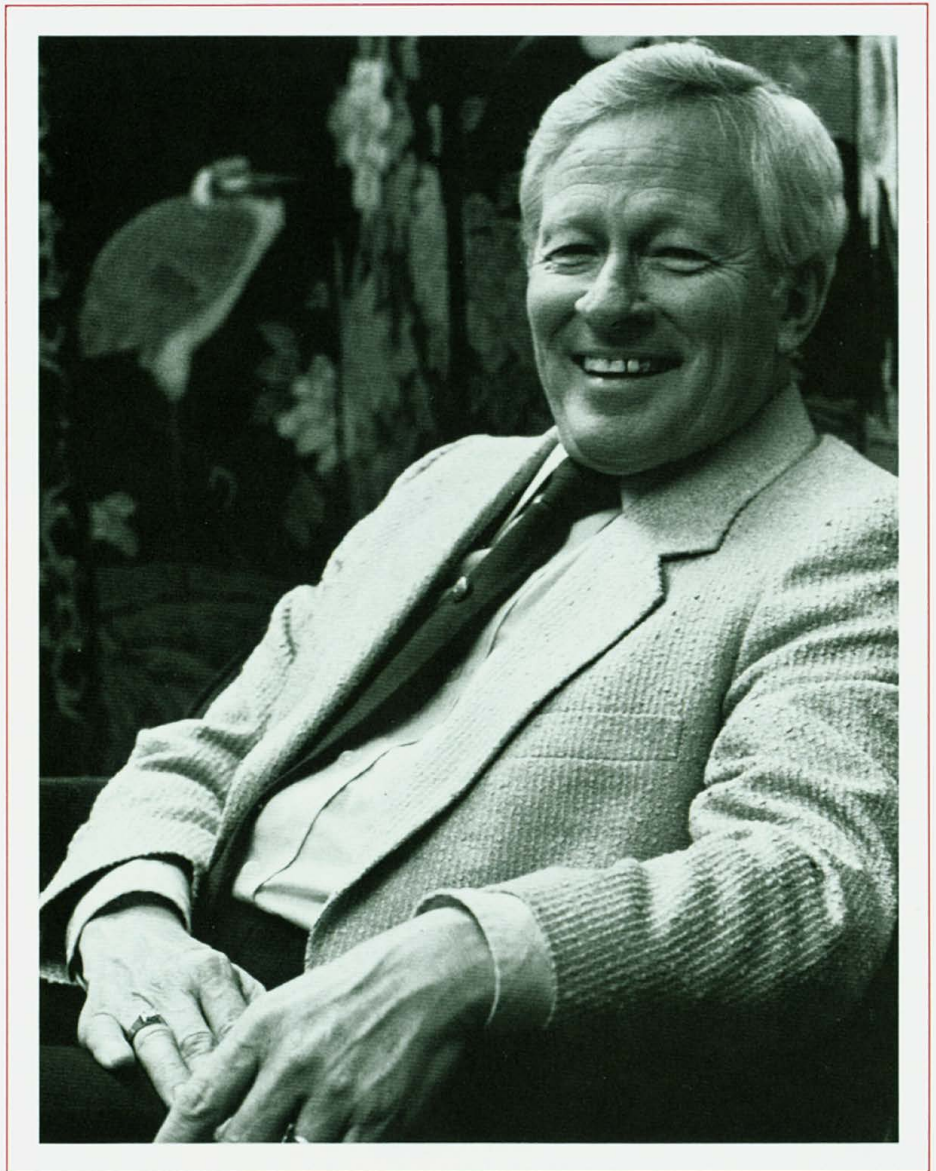
These are stories about people and programs on campus that try to make a difference in the lives of our students—programs like the captioning exchange between NTID and Southampton University in London, England, an attempt to pool knowledge and resources that will improve the circumstances of deaf students in both countries (p. 6).

Here on campus, the Residential Safety Program is an effort on the part of the Campus Safety force and the Residence Life Office to maintain health and safety standards. This program and other efforts Campus Safety is making on behalf of hearing and deaf students is described on p. 8.

Another effort designed to make a difference in the lives of students and alumni was the establishment of Program Advisory Committees, groups of people from business and industry who willingly lend their time and expertise to ensure the appropriateness of NTID curricula. A few are profiled on p. 25.

And then there are the people. People like Dr. James DeCaro, NTID's dean, who reflects on his first year on the job in a story on p. 17. There is Gregory Moss, RIT's assistant director of Physical Education, Intramurals, and Recreation, who serves as an example of patient, caring leadership to the many student employees whom he supervises and to those he instructs in the fine art of juggling. His story is on p. 14.

Our "FOCUS ON..." feature this Winter is Jeanette Tydings, secretary in NTID's Math Learning Center and a friend to all who enter. Her story is on p. 30.



The graduates we feature are a varied lot, ranging from Christine Thomson, a College of Liberal Arts graduate who has taken upon herself the task of sensitizing local law enforcement officials to deafness (p. 22) to Douglas Grady, a College of Engineering graduate toiling in the nuclear engineering field (p. 12).

Finally, we are especially pleased to highlight the achievements of graduate Kevin Nolan, who spent one hectic week in November winning a City Council election in Northampton, Massachusetts, and then traveling to Washington, D.C., to greet their Royal Highnesses Prince Charles and Princess Diana. Nolan's inspiring story is on p. 3.

We like to think that the people and programs of RIT helped these graduates on their way. The fourth in RIT President M. Richard Rose's series of messages inserted in the center of FOCUS should also help justify the pride we feel in being part of this Institute.

William E. Castle

Dr. William E. Castle

Election Day, Nov. 5, and the rain had not let up. When the polls opened at 10 a.m., Nolan stood outside, greeting voters.

"Three different people gave me umbrellas," he says with a laugh. "I thought it was a good idea to stay all day."

Normally, a cold, rainy day would hamper voters, making for a poor turnout at the polls. The city of Northampton, however, takes its politics seriously, and in spite of the raw weather, a record number of voters cast their ballots that day.

Most cast their ballots later in the day, however, and Nolan, persistent as ever, waited out the rain and reflected on his campaign.

He had officially announced his candidacy July 11, in the Clarke School classroom where he had learned speech and speechreading. His first speech teacher was invited, as were his fellow workers, friends, and the local media.

His announcement wasn't front page news, but his friends and family were pleased and excited. Nolan always had been a good role model for the students at Clarke; now he would strengthen that position.

Nolan's worthy opponent was Republican Bill Ames, a well-respected 20 year incumbent.

"When Kevin decided to run, we started out talking about the next election," says Pat Archambault, Nolan's campaign manager. "We said we'd learn from this time and set our sights on the next election."

Archambault, who is a native New Englander, has been friends with the Nolan family for years.

"If you're from this area, politics are in your blood," she says. "Kevin is intelligent, affable—we thought he would give the incumbent a good fight."

As the months passed and more people learned about Nolan's campaign, the mood shifted. Forget about "next time"—a winning attitude began to filter through Nolan's growing campaign camp.

"If you're from this area, politics are in your blood..."



Royal smiles The Nolans met with Rep. Silvio Conte before going to Andrews Air Force Base to greet Prince Charles and Princess Diana.

Indicative of the people Nolan won over was Robert Callihane, general manager of Callihane Motors in Northampton.

"My father is a former mayor," he says. "He served for three terms, so I've been involved in local politics for most of my life. I know that behind the scenes is where most of the work gets done."

George and Bob Sears, brothers who are both in their 60s and life-long residents of Northampton, also became enthusiastic supporters.

"The Sears brothers became my key campaign people," says Nolan.

Highly visible people like Callihane and the Sears brothers are the backbone of any campaign. No less important, however, are contacts made on a more informal level.

Nolan's son, Kevin, Jr., proved a valuable asset.

"He had been a paper boy for years," says Nolan. "He knew the area and he knew the people. I made a lot of important contacts through him."

As Nolan's campaign picked up speed, he attracted considerable attention. He won the support of Northampton Mayor David Musante and State Representative William Nagle. His campaign slogan—"It's Time For a Change"—popped up all over Northampton.

However, when all was said and done, it was Nolan, with the unfailing support of his family, who knocked on doors in all kinds of weather, who talked with people about the issues, and who didn't let his deafness stand in the way.

"People didn't ask me about it," he says. "They were more interested in issues and didn't think of my handicap. They thought of me as a person."

His wife joined him later that evening as the votes were tallied.

"The numbers were very close," Nolan recalls. "It was hard to say who was winning, and I was pacing like I was waiting for the birth of a baby!"

At 1:30 a.m., with the votes finally tallied, a tired Nolan and his wife walked into the crowded Northampton City Hall. There they were greeted with cheers, hugs, and handshakes that are reserved only for those who square off against the odds—and win.

Later that morning, at breakfast, Nolan broke the news to his family about the Royal Couple.

"They were stunned at first, very quiet," he says. "They just stared at me."

Then the questions hit, rapid-fire, one on top of the other, breakfast getting colder by the minute.

The election victory was at once a thing of the past for Kristi Ann, 7, and Kevin, Jr., 10. Keith, age 3, wasn't sure about all the commotion.

It was a dream come true for Kristi Ann, a tireless fan of the Princess of Wales.

"I read everything I can about her," she says, pulling out books, magazines, and newspapers with Princess Diana's photograph splashed on the cover.

When she heard that the Royal Couple would visit America, she set in motion a plan to meet them.

Her parents urged her to write a letter to the White House and to Congressman Silvio O. Conte, R-Pittsfield, inquiring about presenting flowers to the Royal Couple.

She was aware of the odds and in fact did receive a letter from the White House stating that it could not help.



Stepping up to victory Kevin Nolan and Northampton Mayor David Musante on the steps of City Hall.

Congressman Conte, however, pursued the matter with the British Embassy in Washington. The legwork involved in securing a place on the tarmac for the Nolans was considerable.

Rep. Conte obviously thought it worth the effort.

"I cannot think of a better ambassador of American goodwill to the British royalty than that family," he says.

His efforts were appreciated by the Nolans, who by this time were familiar enough with television cameras and reporters' queries so that the media crunch at Andrews Air Force Base didn't faze them.

Descriptions of their brief moments with royalty come quickly, without hesitation.

"It all happened so fast," says Linda.

"I was so nervous," says Kevin, Jr., "that my knees shook when they came over."

"She's prettier than all her pictures," gushes Kristi Ann. "I will never forget it. Princess Diana came over and I gave her the flowers; I told her they matched her dress and she said, 'Yes, they're a beautiful red.'"

"Prince Charles," interjects Kevin, Jr., "talked with us like he'd known us for years."

The two children asked for autographs but the Royal Couple said they didn't have time, expressed their thanks to the Nolans for their warm welcome, and went on their way.

For Kristi Ann and Kevin, Jr., those few moments are forever frozen in time; reminders of how a little initiative can bring one to great heights.

And the youngest Nolan?

"Keith liked the subway ride through Washington the best," says Nolan. "I don't think he really understood."

The Nolans came through their hectic week with a lifetime of memories, well-documented by the media.

Time and *Newsweek* magazines ran photos of Kristi Ann and Kevin, Jr. with the royal couple. Clippings of Nolan's election victory fill a thick folder on his cluttered desk at Clarke.

The lessons learned, however, from taking the initiative and taking a chance will have an impact on anyone who listens to the amazing story of a week like no other, told by a family that has no peer.

H A N D S

Across the Water

NTID and England's Southampton Institute compare captioning notes

By Vincent Dollard

The race is on. Countries around the world are rallying to a research marathon in which the finish line is a constantly evolving challenge to ingenuity and technological application.

Instructional television captioning is a medium that blends human and technical resources like few other research projects.

It is a relatively new field, begun in the late 1970s. The only captioning done nationwide at that time was by WGBH-TV in Boston; the Public Broadcasting System; and NTID.

"The growth that has transpired since 1978 is just unbelievable," says Ruth Verlinde, captioning coordinator for NTID's Instructional Television Department (ITV).

In spite of that incredible growth, it still is a young science with a limited number of outlets for educational captioning.

Verlinde points out, "Many captioning people feel somewhat isolated. We don't have any professional journal or newsletters, or regular meetings."

In 1978, NTID sponsored the first national captioning conference, which was followed five years later by the first World Captioning Conference in Ottawa, Canada.

"We felt this Canadian conference was a one-time opportunity," says Chris Pruszynski, manager of ITV and associate director of Instructional Design and Technical Services.

"Just about the whole captioning staff went, because we didn't know when we'd ever see anything like this again!"

Approximately 150 representatives from the United Kingdom, Australia, Sweden, Germany, France, the United States, and Canada attended.

Perhaps the small number of participants was beneficial, for the conference was conducive to substantive conversation. During this time, Pruszynski and company met Andrew Lambourn of Southampton University in London, England.

There is an element of serendipity that brought these two captioning centers, located on opposite sides of the Atlantic, together for this exchange.

Prior to the conference, both NTID and the University of Southampton had received numerous inquiries from schools for the deaf regarding captioned educational materials.



Robert Baker

As a result, both institutions had conducted their own surveys. Had they been aware of each other's projects, they might have collaborated. However, the fact that the surveys were conducted independently, with near mirror-image results, lends special credibility to their findings.

NTID's national needs assessment survey revealed a strong interest on the part of teachers to obtain "do-it-yourself" captioning capabilities.

Along with this need came concern over the cost of appropriate equipment to produce such programming.



Coordinated captioner Ruth Verlinde works her magic at NTID's captioning board.

At the meeting in Ottawa, these needs, as well as the importance of better communication among members of the industry, were expressed. A staff exchange was mentioned as a useful method of facilitating communication between the two institutions.

"We had been interested in staff exchanges since 1981," notes Pruszyński, "and at the time of this conference, captioning research in England centered on audience analysis, while NTID's focused on operational aspects. It looked like a good opportunity for us to look at qualitative analysis, so we began talking about a personnel exchange."

Dr. Jack Clarcq, associate vice president, RIT, and director of Technical Assistance Programs, says: "We felt it was a chance to learn. We have a responsibility to share what we have at NTID and to learn what others are doing."

"It's important to seize an opportunity such as this. We try to support solid, well thought-out ideas, and this exchange fit that criterion."

After the Ottawa conference, Verlinde sent an extensive proposal for a personnel exchange to Lambourn in Southampton. He was impressed and the switch was on.

However, while the *modus operandi* was a personnel exchange, all involved felt that if Verlinde and her English counterpart could work together, the program would be more successful.

So, in February 1985, Verlinde traveled to England and worked as a research associate at Southampton until April 17.

Robert Baker, research associate for the Department of Electronics and Information Engineering at Southampton, brought his expertise to the United States and worked as a staff member in ITV from May 3 until June 12.

Baker's work in England had involved developing a low-cost captioning system, a need he had uncovered through his surveys and contacts within England's deaf community.

His research into television captioning began in 1978 on behalf of England's Independent Broadcasting Authority (IBA).

Baker's project for IBA involved investigating the television subtitling needs of hearing-impaired people and the design requirements of television subtitling equipment.

"This was a new field for IBA," says Baker. "The hearing-impaired audience

in England was untouched in the late '70s. Television captioning didn't go on air until 1980."

And this was new work for Baker. His previous research projects had included examining psycholinguistic processes underlying reading and writing skills in adults and children.

His background in linguistics proved valuable as his project developed to include editorial aspects of captioning.

In preparation for his initial project, Baker went underground for two weeks. He "holed up" in his apartment and watched TV with the sound off to see just what people with impaired hearing experience.

"My overriding feeling was one of frustration," he says. "I kept itching to turn up the sound."

He then developed as many different types of captions as he could, placing them above, below, and alongside of the television picture.

Baker, a soft-spoken man whose easy manner belies his sense of determination and resourcefulness, then "came out of hiding" and immersed himself in England's deaf culture.

He spent two years developing captioning techniques with available equipment and testing them at social clubs for deaf people.

Baker's interest in obtaining feedback from his audience, and the lengths to which he went to ensure that this feedback be objective, had not been accomplished before.

Baker went alone to these clubs, in every kind of weather London could dish up.

"Before going in with the captions, I spent time in these clubs getting to know the people. This way, when they viewed the different captioning systems, they weren't concerned about hurting my feelings. They were talking to me as friends."

After determining which methods of captioning were most efficient, Baker took his research a step further and designed guidelines for captioning equipment.

Baker's success with this project led him to his recent research effort to develop low-cost captioning systems for teachers of deaf children.

He determined that utilizing widely available equipment for the captioning system would minimize the total cost and capitalize on teachers' familiarity with popular, off-the-shelf equipment.

Verlinde notes that NTID received the same feedback from its own independent survey.

"To address this need, we purchased a low-cost character generator about three years ago," she points out. "We've been developing that system to work compatibly with an Apple computer."

"That's just what Rob has been doing," she continues, "except that he's one step ahead of us. He's prototyping his system in the schools right now."

Part of the reason she went to England when she did, during February, the worst time of year, was because Baker was starting field trials with his equipment.

Much of Verlinde's work in England involved gauging the reactions of teachers, how they felt about having the equipment right in the school, and what they thought about the time involved in preparing captions.

This feedback was particularly important since do-it-yourself captioning has its detractors.

Another school of thought believes that a "central library" of rental videotapes is more attractive and cost effective to busy teachers who don't have time to put captions on themselves.

Verlinde points out, "I was most interested in seeing different points of view, to bring back a few recommendations that we could apply to our research at NTID."

Since developments happen so fast in the field of captioning, reaching out to others, disseminating and gaining access to information, and staying involved with breakthroughs are essential to success.

Verlinde reflects on what the exchange meant to her.

"I came away with a deeper commitment," she says. "NTID is in a unique position to provide assistance to other captioning outlets. We are a national center with an international impact. Because we have the resources, we can bring people here from around the world and address their various on-going needs. We have the potential to become an important center for research and training."

KEEPING THE PEACE

By Ann Kanter

Mention "campus safety" and most people who study or work on college campuses think of parking tickets. Actually, enforcing parking regulations is only one of three broadly defined functions of RIT's Campus Safety force; the other two are security and safety.

Campus Safety consists of 33 full- and four part-time employees, 20 student officers, and approximately 24 students who participate in a residential safety program.

"Our officers get a lot of field training," says Director Leslie Scoville. "We're one of only a few local colleges to do this. The fact that our people are such 'pros' helps us to maintain a good working relationship with the local police."

Scoville also prides herself on the fact that the force is "proactive."

"It is discouraging that law enforcement is so often reactive," she says. "It seems much more worthwhile to prevent crime before it happens."

Scoville, who came to RIT in 1980 from a position as sworn police officer and Crime Prevention Specialist with the Largo, Florida, Police Department, is one of fewer than 10 women in the country who heads a college Campus Safety force.

In Largo, she worked in various areas of security with high school students, senior citizens, and business. During that time she wrote grant proposals, and succeeded in obtaining the federal government's Victim's Assistance Grant.

A campus safety job in a college environment might seem tame after such experience, but Scoville likes young people, and was attracted by the role she believed she would be able to play. She also welcomes the challenge of meeting the needs of RIT's 1,300 deaf students.



Leslie Scoville



A picture is worth a thousand words NTID students Kelly Casey and Anthony Farmacci watch a film on drunk driving during Alcohol Awareness Week.

Because of NTID's presence on the RIT campus, all Campus Safety officers and administrative staff members learn sign language, and all programs and workshops are interpreted for deaf students.

These workshops include topics such as fire prevention, highway and residential safety, and alcohol awareness; Operation I.D., a program designed to reduce campus theft; a Victim's Assistance Program (VAP) for victims of sexual assault; and an escort service, available on campus seven evenings a week.

An important adjunct to the Campus Safety force is the Residential Safety Aid Program, a joint venture of Campus Safety and the Residence Life Office. The program enlists dedicated students to patrol residence halls in the interests of maintaining "safety, health, and appropriate conduct."

Residential Safety Aides (RSAs) wear uniforms and patrol the residence halls from 9 a.m. to 2 p.m. on weekdays and from 10 a.m. to 3 p.m. on weekends. Of the 25 RSAs, two are deaf.

Hearing RSAs carry two-way radios; deaf RSAs use vibratory pagers, which they hook on a belt or slip into a pocket. When they receive a signal, they go to the nearest TDD to get the message.

"If a situation arises that a Resident Advisor (RA) can't handle," explains "A" Shift Supervisor Lee Struble, "the RSA calls us to de-fuse the situation. They know who is having personal problems and which students are on special medication. When a Campus Safety

officer arrives, providing us with this information can be a great help."

To further improve communication between Campus Safety and deaf students, a new course, "Deafness Up Close," began this winter. Struble sparked the evolution of the course when he learned the signs for traffic and

emergency situations and realized what a handicap it had been trying to communicate without them.

Recognizing how helpful it would be for his fellow officers to learn these words early on, he broached the subject to Samuel Holcomb, his sign language instructor.

"Basic I, II, and III [beginning sign language courses] were really designed for RIT/NTID faculty and staff members," explains Holcomb, a sign communication specialist. "The vocabulary is geared for classroom situations."

Thus, Struble and Holcomb proposed designing a course to replace Basic II as the sign language requirement for Campus Safety officers.

The vocabulary includes signs for vehicles and traffic, parking enforcement, medical emergency, crisis situations, alcohol and drugs, slang signs for these substances, larceny/trespassing, disorderly conduct/criminal mischief, and sexual assault/abuse and rape.

"These signs are needed most in traumatic situations," explains Struble. "Some situations may not seem serious to us, for example, a boyfriend/girlfriend dispute or a minor motor vehicle accident, but for many of the students this is their first time away from home. If



It can happen here Officer Bill Dwyer shows a student photographs of motor vehicle accidents that have happened on campus.

our sign vocabulary is inadequate, it may be difficult to put the situation in its proper perspective."

Based on the success of a "rap" session that Campus Safety officers held with students last March, Holcomb and Struble hope to include discussions and group activities with a panel of students in the new course.

"The rap session gave the students a chance to ask a lot of questions that were on their minds," says Scoville, "such as, 'Why are there so many fire drills?' and 'Why is parking restricted to certain areas?'"

"There were few complaints," says Struble, "but one of them was that Campus Safety officers don't know enough signs. The new course should rectify that."



Richard Sterling, assistant director of Operations

"It's also important to learn how deaf people use facial expressions and body language."

Holcomb agrees, recalling his student days at NTID when Campus Safety officers were not required to learn sign language or anything about deafness.

"Sometimes they saw deaf students socializing," he remembers, "and they misinterpreted their sign language and gesturing. They thought the students were drunk."

In his 11 years at NTID, Holcomb has noticed a big change in officers' attitudes and in their understanding of deafness. "Several of them have taken more than the required sign language classes," he notes. "They really want to be able to communicate with the deaf students."

LEE STRUBLE: "A Learning Experience"

As a child attending the Bethel Gospel Church in Rochester, New York, Lee Struble was fascinated watching the sign language interpreter, Chip Greene, who was also a family friend. As such, Greene visited the Struble home, where he played sign language games with Lee and his four cousins.

During these early years, Struble was a stutterer, and when his parents separated in his twelfth year, the attendant frustration and anxiety aggravated his speech problem.

"I became a profound stutterer," he says, "and I was such a center of ridicule that I was afraid to talk."

His problem was its worst when he had to speak to people in groups, and although the school provided speech training for him, it didn't help.

Two years later, Struble's mother moved the family to Cleveland, Tennessee, where meeting new people involved new expectations.

"No one expected me to stutter," says Struble, "and one day I realized that I wasn't doing it anymore."

Despite his problems, Struble was an excellent student and a leader in many school activities. As a result, he was awarded a leadership grant to play college football. The pain of these early experiences, however, stays with him.

"It's made me more sensitive to people with family problems," he says, "and I can relate to kids who are having trouble."



Plotting their course Lee Struble and Sam Holcomb plan vocabulary for their joint project, "Deafness Up Close."

When Struble played center on the varsity football team as a freshman at Maryville College in Tennessee, his signing skills were called into service to interpret for deaf teammate Steve Harrison, a running back and punter who had been a high school All-American at the Tennessee School for the Deaf. The two became good friends, and the coach saw to it that whenever Harrison was in the lineup, Struble was also.

"Signing the plays for Steve was easy," says Struble. "The 'skull sessions,' when the coaching staff taught us plays, were more demanding, and I had to refresh my signing skills for them."

Struble was the starting center for the football team, and, although many of his teammates could rest between plays, he had to be called back into the game when Harrison needed an interpreter. The two friends were an obvious asset to the team; by the time they were seniors, Maryville was ranked ninth in the country in the NCAA Division III.

After graduating from Maryville with a B.A. in history, Struble sold insurance for a time. "It was lucrative," he says, "but it was a high pressure, 24 hour a day job. It left no time for anything else."

He therefore returned to Rochester, where he took a job as a security officer at Lincoln First Bank. Again, he had the opportunity to use his sign language in dealing with hearing-impaired customers who needed help or information. Once, when a hearing-impaired woman fell and hurt her ankle, Struble was the only person able to learn her name and the hospital to which she wanted to be taken.

In 1982 he learned of an opening with RIT Campus Safety, and was attracted by the opportunity to work with young people. There were many qualified applicants, and he believes that his sign language skills were a big factor in his getting the job.

"I'm a positive thinker," he says. "If students make mistakes, it doesn't mean they're bad. If we find that a student has been stealing, I explain all the implications. If the student is deaf, I make sure the student understands what can happen. I try to make it a learning experience."

Good communication is especially important when it comes to fire safety regulations. Fire Safety Specialist Mark Cavanaugh gives fire prevention presentations in the residence halls, where he shows the open-captioned videotape, "Fire in the Dormitory." This is followed by a question and answer period, distribution of a fact sheet on fire safety regulations, and a slide presentation of actual fires on campus and their causes.

He trains area complex directors, RAs, area administrative assistants, and house managers in the use of fire extinguishers. He also adapts programs for the other colleges of RIT, giving, for example, a presentation on the hazards associated with particular chemicals to staff and students in the College of Science.

Cavanaugh has been working in conjunction with the Department of Residence Life and Physical Plant on a project to increase the number of strobe lights throughout the campus. (Strobes are lights powerful enough to alert deaf people and even to awaken them from sleep.)

The original NTID residence halls and academic building have strobes, as do all new facilities, such as the Kilian J. and Caroline F. Schmitt Interfaith Center; the Microelectronic Laboratory; Cam-

pus Connections, the new bookstore; and the Hugh L. Carey Building. Since some deaf students are mainstreamed in other residence halls and academic buildings, Cavanaugh feels that strobes are necessary there too, and many are now being installed.

As dangerous in its own way as fire is the class of beverages that American Indians called "fire water"—and its over-indulgence can be a problem on any college campus. Believing that "an ounce of prevention is worth a pound of cure," Loss Prevention Specialist Jeff Meredith has developed an alcohol awareness program that Scoville describes as "very sophisticated. I'm really proud of it."

Last year, Meredith made 24 presentations to students on the subject of alcohol awareness. Several of them, offered in conjunction with the Monroe County Sheriff's Department, utilized a breathalyzer to illustrate how the alcohol content of an individual's bloodstream rises in relation to the number of drinks consumed. Deaf students were encouraged to participate in the workshops, and interpreters were present to facilitate their questions and answers.

Last fall, Campus Safety participated in the national Alcohol Awareness Day, setting up informational booths and

displays in the College-Alumni Union as well as in the second floor "street" area of the Lyndon Baines Johnson Building, NTID's main academic building. Both exhibits featured television films demonstrating the perils of drunken driving, with officers present to answer students' questions.

Another example of Campus Safety's proactive philosophy is its Victim's Assistance Program (VAP). This five-year-old educational program, coordinated by Campus Safety and the Counseling Center, is two pronged. The first segment deals with programs and training to educate women on how to avoid rape.

"This is not limited to students," explains Meredith. "It's offered to any interested persons on campus."

The program utilizes the films, "It Still Hurts," and "Rape Escape Without Violence." The latter is captioned for deaf viewers and is used at floor parties in the residence halls.

Meredith made 11 such presentations last year, after which he handed out brochures on Sexual Assault and Personal Safety.

In talks following the film, Meredith explains the man's responsibilities in a sexual relationship and the woman's right to decline sexual overtures, as well as techniques to avoid unwelcome sex. He also explains the difference between acceptable and criminal sexual behavior.

Part of the program to avert sexual attack is Campus Safety's Escort Service, available to males and females. The department has distributed bookmarks printed with the phone and TDD number of the Escort Service.

The second component of the VAP is a counseling service offered to victims of sexual assault and their friends and relatives.

"We don't have a serious problem with assaults on campus," says Scoville, "but should the need arise, we want to be prepared to offer this important service."

Such people-oriented services show students that Campus Safety officers care about them as individuals and are concerned about their welfare.

As Struble points out to students, "Not so long ago, many of us went to school here. We're people just like you. We know that students sometimes make mistakes, and we're here to get you through school—we're not police or military. We're a service organization."

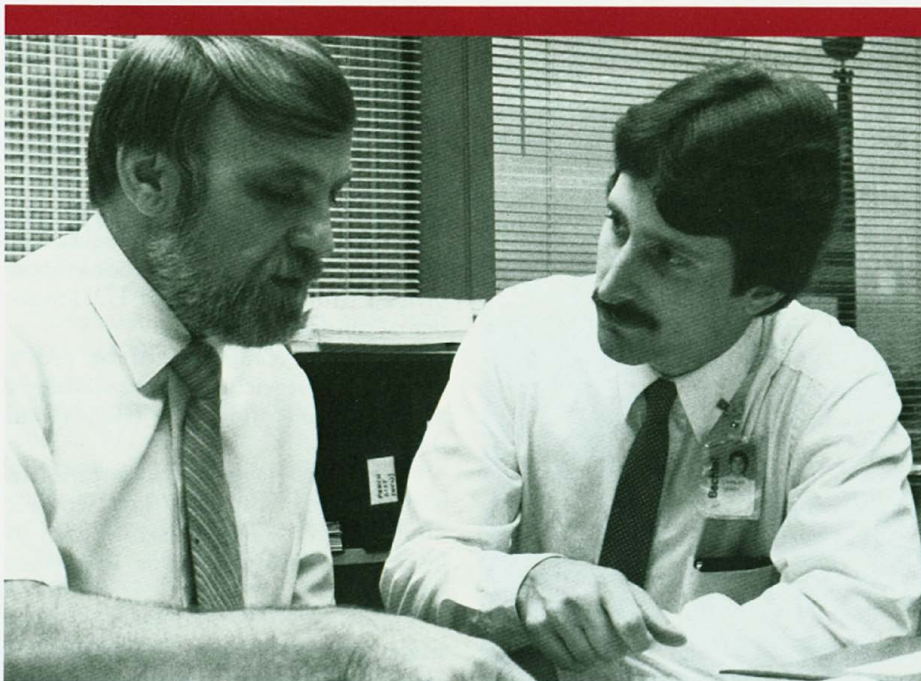


Checking the equipment Lee Struble and Officer Russ Tripoli examine an air pack used in lifesaving situations where smoke or fumes make breathing difficult.

Douglas Grady:

ENGINEERED FOR SUCCESS

By Jean Ingham



"These pipes need support at this point..." Doug Grady, right, discusses a stress analysis report with his group leader, Al Herzog. (photograph courtesy of Bechtel Corporation)

Douglas Grady's life has been characterized by achieving. He struggled through 12 years of public education with few support services. He spent six years at RIT working toward a degree in mechanical engineering. After receiving it five years ago, he pursued, and obtained, a professional engineer's license.

Today, he is still achieving—and succeeding—at his job with Bechtel Power Corporation in Houston, Texas.

Grady has worked for Bechtel since 1981, and credits much of his recent success to his employer.

"They have consistently given me more responsibility and the opportunity to achieve in my career," Grady says.

Grady grew up in Middletown, New Jersey, as one of two hearing-impaired members of his family. His sister shares his disability, but her impairment is not as severe as Grady's 90 db loss.

Educated in public schools, Grady says, "The most important thing I learned at NTID was that I was somebody and that there were other people just like me!"

Kay Grady, Doug's mother, says, "He was always a bright little boy. In school, his teachers were content to let him 'get by,' but Doug would have none of that.

"He was very sports minded," she continues. "I remember he wanted to play hockey. There was no team at his school, so he formed one of his own. One morning, he spoke over the school's public address system and said there would be a meeting that afternoon in the library for anyone interested in playing ice hockey."

School officials did not always appreciate Grady's assertiveness, but he persevered, formed the team, appointed his father head coach (although his father knew nothing about hockey), cajoled his mother into making uniforms, and rented an ice rink more than 20 miles from home for practice. The team played other schools and was officially sanctioned by their own school the next year.

Grady recalls driving some team members to a game one cold winter's night.

"Picture this," he chuckles. "A Volkswagen Beetle stuffed with six husky hockey players and their equipment, sticks protruding out of the hood, slipping and sliding down a winter highway. Many people driving that night took a second look!"

The first year they won only one game. However, the next year, after the school budget included money for practice and uniforms, the team came in second in its league.

Grady broke his ankle during one game, and was out of school for six weeks. The one-to-one tutoring that he received during his convalescence proved to him that he could excel in his school work and in athletics.

"Sports helped me make friends, but not lasting ones," he says. "When I came to RIT, I found others like myself with whom I felt comfortable, and my social, as well as technical, learning began."

Grady enrolled in NTID's architectural technology program, but switched to mechanical engineering after his first quarter.

"A technical education provides you with a challenging and rewarding career," he says. "I highly recommend it to other hearing-impaired students."

Mechanical engineering appealed to Grady's interest in math and science, which involve a problem-solving approach. His primary interest in the mechanical engineering field is thermal-fluid systems; but since graduation, he also has done work in steam power plant design and stress mechanics.

Grady found the support services offered by NTID—interpreters, tutors, and notetakers—helpful, and he used them all.

"He was a talented student who showed great promise," says Dominic Bozzelli, an associate professor for Science and Engineering Support. "He was well liked both in school and on his co-op jobs."

Grady spent his cooperative work experience with the Department of the Navy Engineering Center in Washington, D.C. He spent three quarters working with engineers on steering gear designs, lifeboat capsule locations on various naval ships, and preliminary design work for an aircraft carrier's materials handling system.

His first job after graduating was as an associate mechanical engineer for the Newport News (Virginia) Shipbuilding Company. After one year, he was offered a job with Bechtel Power Corporation in Gaithersburg, Maryland.

At Bechtel, Grady began a training program with other newly hired engineers. He then was assigned to a nuclear power construction project in Grand Gulf, Mississippi, where one of his duties was to accompany another engineer inspecting for construction deficiencies.

"One experience I'll never forget," he says, "was working on a monorail beam 200 feet above the floor. I 'walked' the beam on my hands and knees to check a support installed on the far wall."

Mike Scott, Plant Design group supervisor, was instrumental in getting Grady transferred to Bechtel's Houston branch.

"He is well qualified, expresses himself well, and I felt he'd be an asset to the team," he says. "I've not regretted my decision."

"A technical education provides you with a challenging and rewarding career... I highly recommend it to other hearing-impaired students."



From friendship to love Doug and Sheila Grady

The Houston branch deals with construction of fossil and nuclear power plants, and other energy-related construction. Grady's work involves calculating stress in pipes and determining where they need to be supported in order to withstand the onslaught of earthquakes or other disturbances.

Al Herzog, his group leader at Bechtel, finds it easy to work with Grady.

"I have no trouble communicating with him," says Herzog. "I'll admit I was a little apprehensive at first, but that lasted for about a day. I don't even consider Doug handicapped. He is cooperative, easygoing, and goes out of his way to help others. We have an excellent rapport and he functions well within our team concept."

Grady's hearing aid and speechreading skills help him.

"Good communication is important for any hearing-impaired person," he says. "My advice to students is to concentrate on communication. It is so important. No matter what career you choose, you must have good communication skills; but in technical careers, such as engineering, those skills are even more important."

His office phone has an amplifier, and on occasion he uses a TDD. His problems, like those of most deaf persons, occur in group situations and noisy areas.

Grady is a member of the board of directors of the Deaf Council of Greater Houston, a group of providers of services for hearing-impaired people in Houston and in Harris County, Texas.

He also is vice president of the Houston NTID Alumni Club. In this capacity, he is helping the club formulate bylaws so that it can be ratified as an alumni chapter.

As a college student, Grady played for the American Hearing-Impaired Hockey Association and was a member of the 1977 Deaf Hockey Tournament All-Star Team.

Although he doesn't have the opportunity to play hockey in Texas, Grady is a member of the Bechtel Golf Club and shoots in the 90s. He also is on an advanced tennis team that won the league championship last year.

Four years ago, Grady married Sheila Griffin, whom he met at RIT.

"We were walking toward each other on the football field. For me, it was love at first sight," Grady says.

"However, since we were both dating someone else at the time, it took a while before I had the courage to ask her for a date. Our friendship grew into love."

Sheila is a counselor for the Houston Center for Independent Living.

Although Grady has reached his goal of becoming a professional engineer, that doesn't mean he has stopped striving. Quite the opposite—he already has started work on his master of science degree in mechanical engineering at the University of Houston.

"Doug's success is due to himself," his mother says. "We supported him in all his efforts, but he made the effort. He was the driving force."

In class or
in "the cage,"
Greg Moss is always

Juggling



By Emily Andreano

When Gregory Moss is not juggling recreation schedules, he's doing the real thing. Moss, assistant director of RIT's Department of Physical Education, Intramurals, and Recreation, teaches juggling for credit at RIT and at another Rochester college.

The way in which his interest was piqued in the art and science of juggling is perhaps illustrative of his personality: he tried it to help a friend who could find no other volunteer "to make a fool out of himself" for a demonstration, was bothered by his inability to pick it up immediately, decided he would learn to do it, and persevered, much the same as he does now with sign language.



Despite his tendency to dodge the limelight, the easygoing Moss has acquired a reputation for putting forth a bit more than is strictly required in his dealings with students on campus—deaf and hearing alike.

"He just cares about people from the bottom of his heart," says Linda Sallade, the department's administrative assistant.

"If you have a problem, be it professional or personal, he'll buy you a cup of coffee and talk about it."

"Sometimes I think he knows every student on this campus," adds Recreation Assistant Barbara Ahl. "And no matter how busy he is, if they come to him with a problem, he never, ever tells them to 'come back tomorrow.'"

He can offer no ready explanation for his behavior—"I guess it's how my mother brought me up."—but the extra effort he makes has not gone unnoticed.

Campus functionaries are lampooned, even scorned, for the fill-it-out-in-triplicate mentality that is the stuff of student nightmares. Moss is the pause that refreshes.

He is notably adept at slicing through ribbons of red tape for deaf students, many of whom are encountering the rules and regulations associated with the use of sports facilities and equipment for the first time in their lives. A goodly share of curve balls are tossed his way by deaf students who, for example, have failed to grasp or be informed that they must reserve certain areas in advance, but the students are not allowed to walk away from the equipment "cage" where Moss is found most days without a thorough understanding of how to get it right next time.

Juggling is Moss' great passion. He began in 1971 and, as his reputation has grown, has often been asked to mount shows at RIT and elsewhere. He served as an officer and is now a consultant to the International Jugglers Association, and is president of the Rochester Jugglers Club. He spent his last vacation drafting the opening chapters of a book on the subject.

Moss certainly did not set out to be a juggler by trade, nor even to make a career in physical education. He studied mathematics education at the State University of New York College at Oneonta. However, dim job possibilities at the time, combined with an unsavory student teaching experience, prompted him to switch to liberal arts mathematics.

But by then the juggling bug had bitten hard. He graduated in 1973 and "got hooked up" with a Long Island-based outfit called the De Lion Magic Shows, traveling with them throughout the country as a juggler and sound/lighting technician during the school year, and doing landscaping work during the summer to make ends meet, until 1976.

He started at RIT that year, but continued working with the show when it was in Rochester. For three years, it had a steady booking at a local Japanese restaurant.

As part of the show's grand finale, Moss would pass fiery torches to a fellow juggler. Once, while performing this feat, his pants caught on fire.

Another time, a torch rolled under a patron's table, causing a certain amount of hysteria. Still a third time, his partner

"He just cares about people from the bottom of his heart... If you have a problem... he'll buy you a cup of coffee and talk about it."

was supposed to knock a cigarette out of an audience member's mouth with a club, but hit the person instead.

"Just grazed him—nothing serious, no lawsuits," he shrugs, and laughs.

The magic show later accepted the restaurant's offer to move to a newly opened branch in Orlando, Florida. Moss stayed behind, viewing his work at RIT as "more of a career opportunity."

It has been; Moss seems to have taken the initiative to make it so. He started at RIT solely as a part-time juggling teacher, but let it be known that he was interested in doing more, and after four years was offered the newly created part-time position of equipment room supervisor.

From the start, he had daily contact with disability, in that his only co-worker was handicapped.

There appears to have been no question of a "period of adjustment" for Moss. The ease with which he describes the co-worker as "a great guy" is palpable and genuine.

Described by department secretary Katherine Allen as "methodical and meticulous," Moss dug right in, developing the cage into an area providing services heretofore not offered, such as team laundry. While it might be hard to imagine for anyone observing the bustling atmosphere around the cage these days, when Moss arrived it was nothing but "20 towels and two basketballs."

By his second year, Moss' superiors discovered that they required his services full time—already, he had become indispensable.

His responsibilities multiplied until, in 1982, the job was split and another person hired to handle all athletic functions such as team laundry and game administration, which left Moss to deal with physical education, intramurals, and recreation.

The specific emphasis of his position has shifted to the latter, which encom-



Point man He seems to be in a dozen places at once, yet somehow Moss acquaints himself with an inordinate number of RIT students. In the equipment "cage" that is his unofficial home, he shoots the breeze with David Killum. In the background, student assistant Mark Cutler makes note of the equipment Killum has borrowed.

passes responsibilities as varied as health education programming, all locker assignments, and student employment (scheduling and evaluating lifeguards, cage workers, and security guards—close to 50 employees in all).

He has hired deaf lifeguards, and has no qualms about doing so.

"Because they're deaf, they're like this," he says, imitating a person focusing on one spot with complete concentration.

Moss and the late Bruce Proper, former department director, instituted the health education program in conjunction with RIT Student Health Services and local doctors. It includes programs such as blood pressure, lung volume, and body fat screenings, evaluating work capacity on the treadmill, care of back problems, and choosing a proper running shoe.

Moss also began posting a "sign of the week" in the window of the equipment cage, a placard with a word and an accompanying drawing illustrating the word in sign language.

His interest in sign language was engendered the first time he walked into a classroom and discovered that some of his pupils were deaf. He solicited the aid of an interpreter to tutor him, and later took a sign language course on his lunch hour.

While he has developed a certain facility, he still relies on interpreters in the classroom, for he realized to his chagrin that "you can't sign and juggle at the same time!"

It is while wearing his other hat, in the cage, that Moss tests his mettle with deaf students. Occasionally, they ask for pencil and paper when they feel unable to communicate their thoughts, but Moss begs their indulgence, asking them to repeat their signed messages more slowly.

When pressed to reveal why he felt that learning sign language—which is not required of RIT personnel unless they are directly involved with deaf students—was worthwhile, Moss hesitates:

"I don't know... I just wanted to help [the deaf students] out—make it easier on them, easier on me. It seemed only fair to give it a whirl, plus it's kind of fascinating to think that you can communicate without talking, just with your hands."

Each spring, Moss hosts the RIT "Juggle-In," western New York's juggling convention. Recognizing the interrelationship between juggling and mime, he decided in 1980 to try to find acts that would be appealing to the hearing and deaf community.

He enlisted the aid of NTID's Department of Performing Arts, hearing, he says, of their fine reputation.

With Moss' help, NTID brought in an act that resulted in two sold-out houses, and forged a permanent link with NTID's theater department.

Moss continues to organize the Juggle-In, and flying back for it this year from Independence, Missouri, will be Wayne Jones, an NTID alumnus now working as a custom color photo lab technician. Jones is a former juggling student of Moss', who describes the latter as an "excellent teacher." He must be, for in addition to his full-time employment, Jones has found some juggling work in Kansas City.

Another former student with positive things to say about Moss is Debbie Rennie, a hearing-impaired graduate of the College of Fine and Applied Arts who is now an intern in the Department of Performing Arts.



"What I liked best about him," she remarks, "is that he took the trouble to learn sign language, and that he didn't treat me any differently than he did his hearing students."

Moss seems to have strayed far from his original plan of teaching mathematics. Yet he insists that there is a connection between the two, and that people whose hobby is juggling are more likely to find kindred spirits among mathematicians than among other thespians.

"A majority of people who are into juggling," he claims, "are into mathematics and computers—it's incredible. Hobbyists—as opposed to performers—are not really the bubbly personality type, but often are kind of dry—into all the complicated club passing maneuvers, diagramming the balls and which way they go. They're really technoids, so to speak, rather than the artsy kind of people you might expect."

Equally unsophisticated, in Moss' view, is the notion of jugglers as a sort of

poor relation to clowns. Juggling, he says, requires athletic prowess, and is often used to improve eye-hand coordination in baseball players, or as an aid to relaxation.

In fact, Moss participated in an NTID-sponsored "Wellness Weekend," during which he introduced juggling as a stimulus for meditation.

Fortunate it is that Moss has such a means of unwinding; his daily schedule sounds dizzying. In addition to his full-time assistant directorship, his part-time teaching, and all the juggling he is still doing on the side (much of it to benefit assorted charities), he recently became a member of a ready-made family, another demanding position.

"When I got married," he says with a chuckle, "I also married two kids, a bird, and a dog."

He purchased, for his nuptials, a new pair of white "formal" running shoes to wear with his white tuxedo. Reception guests were entertained by his juggling.

His wife Julie, a credit counselor at a local hospital, studied sign language there, her interest engaged both by Moss and a friend who is the mother of a child with Down's syndrome who uses sign language.

Family responsibilities have not lessened the amount of time Moss can spend on campus. Says Moss, "They've just made my life more organized."

Being the new kid on the block in a family is never an easy situation; Moss says juggling has lent him the patience to deal with any stress involved.

"With juggling," he says, "you try and try and try and can't get it. And sometimes you just don't want to try any more. But over the years, I've learned to accept that slow process and be patient with it. I think that's helped me deal both with my family responsibilities and deaf students."

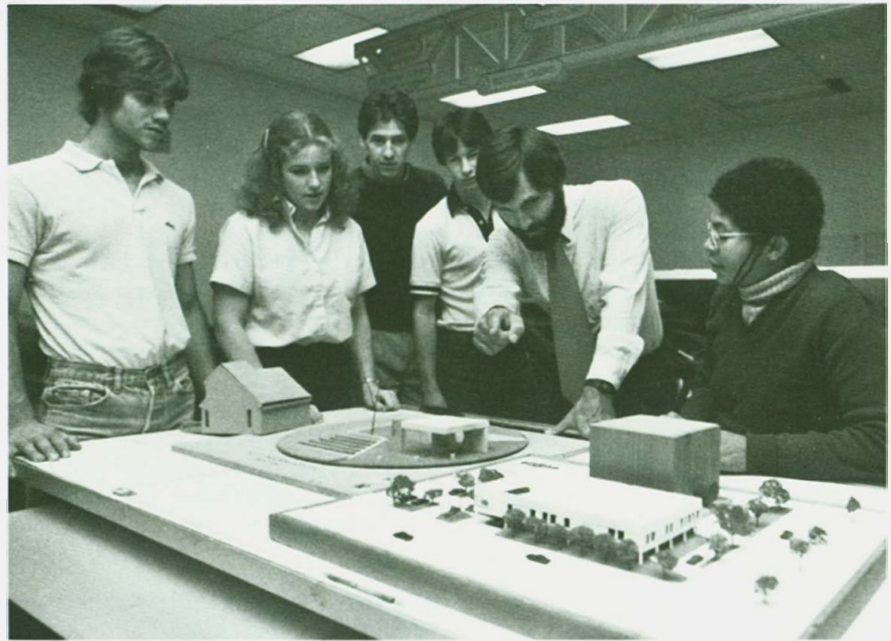
He tries to instill his own patience in the hearing students who work for him.

"I remind them that there really is no point," he smiles broadly, "in talking louder if they can't make themselves understood the first time. We're not here to serve one 'contingent' or the other—we're all RIT people. The same kids have to use the gym, play on the fields, and take out the equipment."

Department Director Frederick Bleiler, Moss' supervisor, puts it more simply.

"No one," he says flatly, "is more dedicated to making RIT a better place."

NTID Enhances
the Reputation
of RIT



Dr. M. Richard Rose

U.S. News and World Report recently included a survey report that listed RIT among this country's finest universities in higher education, rating the Institute second in the East among comprehensive universities.

This latest in national recognition for the Institute is added to a recent *New York Times* book excerpt where RIT was considered one of the nation's best buys in higher education.

Both honors reflect the quality and diversity of our academic programs and the Institute's overall vitality.

These honors are a fitting conclusion to the celebration of the 100th anniversary of RIT's predecessor, Mechanics Institute. From a one-room school, Rochester Institute of Technology has evolved into a technological center respected around the world for the quality and relevance of its career and professional education.

Retailing became part of RIT in 1923, followed by photography in 1930 and printing in 1937. RIT's School of Printing is now the largest in the world and most renowned. In 1944 RIT changed its name from Rochester Athenaeum and Mechanics Institute to Rochester Institute of Technology (RIT). By then, many of the pieces were in place for the transition to the Institute of the 1980s.

RIT took on an added dimension with the establishment of the National Technical Institute for the Deaf (NTID) in the late 1960s. NTID's career education programs in applied science/allied health, engineering technologies, visual communications, business, and computers have also earned the Institute a strong national and international reputation in the education of deaf individuals.



In addition to the academic programs based within NTID, deaf students at RIT also benefit from more than 200 other technical and professional courses of study at the baccalaureate and master's level offered by RIT's other eight colleges.

To date, NTID has placed 94 percent of its graduates in a diverse array of satisfying and well-paying positions in industry, education, and government. Just as important, hearing faculty, students, and staff of RIT have an improved understanding of how hearing-impaired individuals can reach their full potential.

At the same time, NTID at RIT offers deaf students the opportunity to attend college in a hearing environment, thus smoothing their transition to a hearing society.

In this time of Institute celebration, we celebrate the quality and enhanced reputation that NTID has brought to Rochester Institute of Technology.



A handwritten signature in black ink, which reads "M. R. Rose". The signature is stylized and fluid.

M. Richard Rose, President
Rochester Institute of Technology



Rochester Institute of Technology

One Lomb Memorial Drive
Post Office Box 9887
Rochester, NY 14623

Dr. James DeCaro
assesses
his first year on the job

Dean's Diary

By Emily Andreano

Because I started out by working directly with the dealers, I knew what they were worth. Later, when I became part of management, I worked hard to keep them happy. If you want to succeed in this business, you all have to operate as a team. And that means the home office and the dealers have to be playing on the same side.

"Unfortunately, most auto executives I've known have failed to grasp this concept. The dealers, in turn, have been resentful because they're seldom invited to eat at the head table. To me, it's simple enough to understand: the dealers are really the only customers a company has. So it's only common sense to listen very carefully to what they have to say, even if you don't always like what you hear."

—Lee Iacocca,
Chief Executive Officer,
Chrysler Corporation



Dr. James DeCaro

Iacocca's message does not seem to have been lost on Dr. James DeCaro. Perhaps the reason for that is that he, like Iacocca, has spent his share of time learning the ropes "from the bottom up."

Yet one senses that DeCaro would have a good chuckle at the notion that he's ever done anything "by the book." He has served as dean of NTID for approximately a year, but before that was an instructor in the Civil Technology program, an instructional development specialist, chairperson of the Construction Technologies Department, acting director of the Division of Business Careers, curriculum development specialist, and most recently, director of the Division of Career Opportunities.

He attended college at the State University of New York at Buffalo during the 1960s, and although he had both a bachelor's and master's degree in civil engineering, he had decided that he

wanted to teach for a while. DeCaro applied to RIT, a natural choice for someone with an engineering background.

While on campus, he learned of an opening at NTID. He had not previously heard of the college, but the position appealed to him.

He took the job and has been at NTID ever since.

In Dr. Castle's words, "In his [DeCaro's] 14 years at the Institute, he has realized a cause that he will never discard, and it's been a pleasure to watch him grow and develop as he has professionally to serve that cause with the outstanding strength and conscientiousness that he does.

"He served that cause well before becoming the dean of NTID and he serves it even better now with a fine perspective."

It is perspective that DeCaro needs in order to deal with the many and varying issues that come across the desk of a dean.

A glance at the minutes of his weekly meetings with the associate and assistant deans for his first six months on the job reveals that he has had to grapple with subjects as diverse as assessment of incoming students; faculty "burnout"; the cost of educating NTID's cross-registered students—those who attend one of the other colleges of RIT—and efforts to encourage them; counselor caseloads; the organizational structure of NTID's Departments of Interpreting Services and Faculty Development; establishing priorities for space, remodeling, and equipment needs and the "state of the art" of current technology; and possible topics for meetings of NTID's National Advisory Group; as well as some issues where one might traditionally expect a dean's involvement, such as proposed curricular changes; budget reductions; faculty hiring and promotion practices; projected enrollment and attrition figures; tenure appointments; policies regarding transfer students; and guidelines for faculty grants, contracts, and performance appraisals.

DeCaro had four goals upon assuming the office of dean of NTID. The first was to maintain the quality of instruction offered to students.

It is a formidable task.

"Our challenge," he explains, "is to keep our curriculum within reach of the majority of our students, while at the same time not offering them a watered-down version of what students are getting at other colleges. It must also keep pace with the changing needs of technology, society, and the workplace."

DeCaro's method of safeguarding the integrity of the curricula has been to work with the NTID Curriculum Committee, a standing committee of elected faculty members who review and document all proposed changes in curricula, to establish guidelines and procedures for its operation. The committee makes recommendations to DeCaro and NTID's associate and assistant deans, whom he views as the academic policy team.

All of the latter group were in their current positions before DeCaro took office, and are thus able to cast a critical eye toward his performance as dean.

Dr. Ronald Kelly, assistant dean, Communication Programs, is equally effusive.

"I appreciate his openness, the extensive efforts he has made to familiarize himself with the Division of Communication Programs, the personal touch he gives to dealing with people, and the confidence that he shows in the people with whom he works," he says.

"Jim has set up monthly meetings with all the chairpersons within CDP [Career Development Programs—the area over which the dean of NTID presides] to discuss mutual concerns, and strategies for dealing with administration. Our responsibility as associate and assistant deans is twofold: to bring him up to date on all aspects of current issues at our weekly meetings, and to deal with Institute issues and operational procedures and policies. The administrative teamwork approach works very well."

DeCaro explains his rationale for the monthly meetings with NTID chairpersons:

"The most important links in any administrative structure are the first-line administrators. Certainly the most diffi-

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As the technology continues to move forward and the competencies that are necessary to succeed in those disciplines change, the challenge for the future will be to keep pace.

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Dr. Alan Hurwitz, associate dean, Division of Educational Support Services, offers these observations:

"Dr. DeCaro is perceptive and responsive to the special needs of deaf students, faculty, and staff members at RIT. He makes an effort to secure input and feedback from his colleagues, faculty members, and students on a variety of issues that affect the curriculum needs of deaf students. He places his trust and confidence in the ability of his staff members—including assistant and associate deans—to carry out their duties and responsibilities."

cult position that I've ever held in this Institute has been that of a department chairperson, the reason being that it's 'on the line' every day with students, faculty members, and parents.

"Chairpersons have to interpret institutional policies for and with faculty members while simultaneously interpreting faculty member and student concerns in the other direction. From my perspective, it's the position for which we have spent the least amount of time in terms of training, discussion, and interaction."



In the thick of things DeCaro, flanked by three of his assistant deans, chats with students at a "rap session."

Marie Raman, assistant dean, School of Science and Engineering Careers, shares her colleagues' enthusiasm for DeCaro's experience and management style.

"Jim has come to the deanship with a thorough understanding of NTID," she explains. "His complete familiarity with the entire spectrum of a student's development at NTID—from admission and program of study to graduation and placement—adds an important dimension to his current role.

"He has been working with the assistant and associate deans in a policy setting mode, which has helped clarify many of the activities and practices within CDP. Because of his considerable interest in curricular matters, he will also be paying close attention to those aspects in coming years. Jim is prepared to make difficult decisions, and to take risks," she concludes.

Raman is correct in divining DeCaro's intense interest in curricular matters. He feels the quality of instruction he seeks can be maintained through scholarship, which he defines as the pursuit of knowledge through scientific inquiry for the purpose of improving clinical and instructional services offered to deaf people at RIT.

A second goal of DeCaro's was to help determine the direction of the Institute in the face of declining enrollment, as the numbers of students whose mothers were stricken by the 1963-65 rubella epidemic graduate and move on. To that end, he worked with Castle and RIT Associate Vice President Jack Clarco on a paper that spawned the Educational Development Outreach Project, which will address alternative avenues NTID might pursue in serving a deaf constituency.

Hence an example of what DeCaro concedes is a Reagan-like management style: he has participated in the formulation of a concept and is now delegating the development of that concept to a working body, whose members he helped select. The activities of the group are expected to culminate in formal implementation of new programs or projects within the next few years.

The decision to move more broadly into an "outreach mode" is somewhat overdue at NTID, as it had first been addressed by Castle in the late 1970s. DeCaro, whose conversation is peppered with words like "justice" and "equity,"



Open-door policy DeCaro says his door is open to students at any time, and he practices what he preaches. Here he chats with student officers Grace Netti, James Kemp, and Martin Price.

muses that serving the rubella students rather than beginning outreach activities was "absolutely the right thing to do."

DeCaro's third goal was to maintain the wide array of programs offered by NTID ranging from certificate to master's level (the latter through RIT's other colleges), in keeping with the variety of interests and capabilities of NTID students.

There is cause for concern, he says, because, "As we at RIT move toward improving the quality of programming as demanded by technology, there is the possibility that what we at NTID might do, as a segment of the Institute, is push ourselves in that same direction, without adequate consideration for what skills are actually needed in the workplace, and the nature of the skills of some of the deaf students who are entering RIT."

DeCaro bases his prophecy on historical fact: when NTID was established at RIT, many of the programs then offered by the larger Institute at the associate level now terminate in baccalaureate degrees.

"To date," he says, "deaf RIT graduates have been able to compete with their normally hearing peers. As the technology continues to move forward and the competencies that are necessary to succeed in those disciplines change, the challenge for the future will be to keep pace."

He suggests that NTID will have to make curricular changes and capitalize on the strength of the curricular offerings at the other RIT colleges, all of which will place additional demands on students. He also expects NTID to take a more active role in helping prepare deaf students for college and career, since one of the components of the proposed outreach project encompasses elementary and secondary education of deaf students.

"If we can facilitate the learning of some of the basic mathematics, science, and language competencies at an earlier age," he explains, "we'll be in a better position to prepare these young people for a career in the limited time that they are here at RIT."

One method for increasing the likelihood that entering students will continue toward some sort of degree is the focus upon the development of basic skills. In each school, differing programs have been or will be put in place that address the particular needs of that school.

DeCaro's fourth goal upon assuming the post of dean was continued faculty growth and development. Toward that end, much of his first six months were consumed with considering a division and school-based faculty development model.

What he, the associate and assistant deans, and the Department of Faculty Development have proposed, in essence,

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I have always found Jim to be unselfish—institutional in his perspective.... Finally, Jim has the highest level of personal integrity. He is an excellent role model for students and staff members.

”

is to decentralize faculty development at NTID from a separate department to an area in two NTID divisions and each of the Institute's three schools that will be coordinated by a single office and include peer review as one of its features.

"If you think about teaching as a profession," he says, "you realize that other professionals such as doctors and lawyers often learn from one another. Faculty members should be engaged in those same kinds of activities.

"The atmosphere of an academic institution should be one of ideas, challenge, and tolerance for people and their attitudes, coupled with a rigorous critique of those ideas and occurring activities. When others critique an idea, the result is consideration of a greater universe of concerns than had initially been conceived. Everyone potentially is the better for such discourse."

As dean, DeCaro's jurisdiction extends beyond faculty members to researchers. In this area, he has been one of the catalysts for the development of a framework that will provide a variety of different categories around which NTID can cluster future research activities.

DeCaro suggests, "NTID's instructional, research, and clinical programs must be directed at the formulation of constructive interventions that equip deaf people with the skills to enter society and the workplace, achieve their career goals, and compete with their normally hearing peers."

Reflecting on his niche in the larger Institute, DeCaro professes to be comfortable with his fellow deans. He is especially pleased by his relationship with RIT Provost and Vice President for Academic Affairs Thomas Plough, to whom all deans report.

Dr. Plough is obviously satisfied with the performance of DeCaro, noting that the fledgling dean "is intelligent, articulate, and excellently prepared to assume the deanship of NTID. But the most important characteristic Jim brings to this important position is great personal integrity. Jim has become a respected member of the Deans Council as well as an effective representative of RIT and NTID to the larger communities we serve."

DeCaro wears the mantle of authority lightly, and is able to shrug it off entirely from time to time, as is well known to fans who have caught his act as Father Guido Sarducci, a character from NBC-TV's "Saturday Night Live."

People who have worked closely with him over the years note DeCaro's love of a good joke. One of them is Clarcq, who terms DeCaro's sense of humor "superb—an essential trait for a manager."

Dr. Clarcq had other bouquets to toss DeCaro's way, adding that the latter is "an outstanding leader—one who has excellent conceptual skills, plus that unusual ability to put concepts and ideas to work. In other words, he gets things done. Related to leadership, Jim has excellent interpersonal skills.

"I have always found Jim to be unselfish—institutional in his perspective. Finally, Jim has the highest level of personal integrity. He is an excellent role model for students and staff members."

Since DeCaro places such a premium on the troops in the trenches, perhaps it is they who can offer the most objective appraisal of his performance.

James Stangarone, associate professor of English, describes DeCaro as "open and upfront, with a thorough under-

standing of deaf people and the educational needs of our deaf students. He also sets an example of how individuals can have the proper mix between work and family.

"It has been apparent to me," Stangarone continues, "that Jim will involve faculty members as much as possible before making any final decisions."

In DeCaro's own assessment, his job requires "a tolerance for ambiguity and a willingness to work with many things that come to closure only after an extended period of time. Issues come up in April that aren't resolved until August."

Such prolonged deliberations require patience, which DeCaro admits is a recently acquired trait.

"What I needed," he suggests, "was to come to the realization that it takes time for important issues to be resolved, because it took a lot of time for them to develop.

"One thing I am still very impatient about is when I feel that students, or faculty members, or people in general have been mistreated. Then I become very intolerant."

Veteran viewers of Hollywood's Academy Awards ceremony will recall that the winners often say that what lends an Oscar its special luster is that it represents the judgments of their peers.

If DeCaro has a peer at NTID in terms of primary educational background, it might be Robert Keiffer, associate professor of Construction Technologies, who, like DeCaro, has a bachelor's and master's degree in civil engineering. In Keiffer's estimation, DeCaro is "uniquely qualified to serve as dean of a technological institute, because his bachelor's and master's degrees are in a technological field, while his doctorate is in administration and research. This makes him particularly well suited to deal both with curriculum issues and with the management of people.

"He was the chairperson of my department, and we have served on a few committees together. He has the ability to look into a problem—be it technical, managerial, or personal/social—find the core, and come up with a good solution.

"Jim truly possesses an outstanding ability to communicate with anyone in any form—all modes to all audiences. Communication is his thing."

From Equestrian To Educator

By Ann Kanter



"He was about this tall..." A deaf resident of the Nineteenth Ward gives a description to a police officer and PAC TAC members, all of whom have been trained by Thomson to communicate with deaf citizens.

Monroe County Deputy Gary Prawel was cruising along the expressway several years ago when he spotted a car stopped on the shoulder and pulled over to investigate.

"The man in the car seemed confused and anxious," says Prawel. "I soon realized that he was deaf.

"I made the sign for 'friend'—the only sign language I knew—and the man relaxed and smiled. He pointed to a flat tire on his car, I changed it for him, and once again he smiled.

"I still feel good when I remember that smile," says Prawel, "and it probably wouldn't have happened if I hadn't known anything about deaf people, or if I hadn't remembered that one sign."

Deaf awareness and a knowledge of sign language among Monroe County, New York, police officers is a less serendipitous happening these days, thanks to training they receive from former NTID sign language interpreter Christine Thomson.

Thomson is a consultant on deafness to the Criminal Justice and Public Safety Training Center, where each year she presents workshops to inform officers about deaf people and deafness. Police at the Center also receive training in first aid, cardiopulmonary resuscitation, use of force, dealing with intoxicated drivers, and deafness sensitivity.

Officers learn basic sign language with emphasis on emergency signs, as well as

*Then and there, she determined
to conquer the communication barrier,
rather than allowing it to conquer her.*

receive information on legal obligations to deaf citizens. They also learn when to communicate with a deaf person independently and when it is obligatory to get an interpreter.

Thomson has given these workshops on deafness since 1981. That was the year she arrived in Rochester to begin work as an interpreter at RIT's College of Business. She had just come from North Carolina, where she had developed similar workshops in her role as interpreter/administrative assistant to the director of the North Carolina Council for the Hearing Impaired.

The child of what she describes as "a middle class Polish-Catholic family," from Brooklyn, New York, Thomson recalls her parents saying they could not afford to send her to college unless she had definite career plans.

"There were too many choices," she says. "I couldn't decide on one career."

And so, after she graduated from high school, she took the subway into New York City, walked into the New York Stock Exchange Building, and applied for a secretarial job. After passing tests in typing and shorthand, she was hired.

"It seemed so easy," she says, "that I felt I could do anything I wanted. I've operated on that philosophy since then, and so far it's worked."

A job in the Exchange would seem exciting to many people, but not to Thomson. New York City did not thrill her, and after a while her job became "just a job."

"When you grow up in New York," she says, "you have a different perspective about it. I got tired of the buildings, the dirt, the noise, the fast pace, and the pressure to keep up with the styles. I longed for the country..."

And so, when the opportunity presented itself, she seized it. Glancing through a magazine for horse enthusiasts, she spotted an ad for a one-year equestrian program at a private girls'

boarding school in Virginia. There was no pay, but in exchange for the work, there was free room, board, and riding instruction.

The job interview required a demonstration of equestrian skills, which included clearing a three-foot hurdle. Thomson's previous experience on horseback had been limited to riding in a ring at a local fair on Staten Island, New York. When her turn to jump came, she says, "I just closed my eyes and held on tight."

She passed the test and got the job, proving again that determination could get her places.

"I do things I want and learn how afterward," she says.

After developing what seemed to be a natural aptitude for riding, Thomson hired herself out as an exercise girl, a career she pursued at Belmont Park, Long Island; Pimlico, Maryland; and Aqueduct Racetrack in New York City. Wherever she went, she took a course at the local college.

While at Camden (New Jersey) Community College, she made friends with a young Mormon couple whose religion and lifestyle so attracted Thomson that she decided to join the Church, a decision that later drew her to Salt Lake City, Utah.

At the same time, she was working as an administrative assistant in Child Development at the DuPont Institute for Handicapped Children in Delaware. She became curious about the deaf children there and began to wonder "what the Mormons did about deaf people."

Translating thought into action, she packed her things and moved to Utah to join members of the Salt Lake Valley Deaf Ward (the Mormon ward is its local congregation).

Although Thomson found a job as an administrative assistant at the University of Utah and lived in her own apartment, she spent most of her free time

with members of the Deaf Ward, attending church services on Sunday and meetings and educational programs in the evenings.

There were no books or sign language instruction. She likens her experience to visiting a foreign country with no knowledge of the language. For two months, she struggled to understand and to express herself, until finally her frustration erupted in tears.

Then and there, she determined to conquer the communication barrier, rather than allowing it to defeat her. Before long, she was fluent in sign language. But at first, she says, "I didn't realize that interpreting for deaf people was a profession you could be paid for."

When she learned that it was, she scoured the newspaper ads until she found an opening for a dual position as an administrative assistant/interpreter with the North Carolina Council for the Hearing Impaired in Raleigh.

An important part of her job there was interpreting for her boss, William Peace, who was deaf. She also developed workshops to educate Raleigh police about deafness and deaf people, but the limitations of her job description prevented her from giving the workshops herself.

Conversing with and interpreting for Peace increased Thomson's sign language vocabulary until she felt qualified to be a full-time interpreter.

Thus, when she saw copies of *Focus* magazine and learned about NTID, she decided to apply for an interpreter's position at the college.

After three days of interviews and interpreting tests, she was hired, and moved to Rochester in May 1981. When classes began the following month, she enrolled as a part-time student in the Department of Criminal Justice.

Over that summer, she contacted the Monroe County Sheriff's Department and the Criminal Justice and Public

Safety Training Center to suggest workshops similar to those she had developed in North Carolina.

They knew there was a need for this type of training, and, as Thomson says, "I came along at just the right time." By the following fall, the workshop was in place.

Thomson's top priority is to make police officers aware of their obligations to deaf citizens.

Whenever possible, she uses deaf people from both NTID and the Rochester community to "role play" with the police. When she does, she brings along an interpreter to assure that deaf participants have a clear understanding of the situation.

"There often is a gap between the reading and writing skills of an NTID student and a deaf person from the community at large," she says. "If police officers need to communicate in writing, it's important for them to know the difference."

Thomson sets up scenarios to help police officers understand how to act in specific situations. For example, an officer who knows some sign language could probably direct a deaf person lost in the park. If sign language is inadequate, the officer could try communicating in writing, and could always resort to a map.

On the other hand, in an accident or a case of DWI, "The officer must not rely on his sign language skills, no matter how advanced they may be. He is legally obligated to get a qualified interpreter to be sure there is no misunderstanding."

In the past, officers occasionally have misinterpreted deaf people's gestures as signs of drunkenness. More recently, however, thanks at least in part to Thomson's work at the Center, Rochester police have become aware of deaf culture, and such incidents occur less often.

"I have great respect for the Rochester police," says Thomson. "When it comes to sensitivity to deafness, they're the best anywhere!"

The respect is mutual.

"Most recruits don't realize how many people there are in Monroe County with whom they may have difficulty communicating," says Gary Prawel, who is now assistant director of the Criminal Justice and Public Safety Training Center.

"They can see that Chris is sensitive to deaf people as well as to our needs, and they appreciate the training she has to offer. She's a valuable resource to us."

In addition to training police officers, Thomson educates members of the Rochester Police PAC TAC organization (Police and Citizens Together Against

Crime). This volunteer crime watch group consists of civilians who patrol their neighborhoods after dark. Unarmed, and wearing identifying T-shirts, they carry standard police radios, affording them instant contact with police in case of emergency.

Thomson's neighborhood is the Nineteenth Ward, one of seven Rochester areas participating in PAC TAC. When she noticed that the number of deaf people there was increasing, she felt that the training she gave the police also would benefit PAC TAC members. Thus, she has taught them some basic emergency sign language and deaf awareness.

In addition to running both these training programs, Thomson worked as a full-time interpreter at RIT. In October 1984, she took maternity leave to care for her new daughter, Marisha. At about that time, she began to experience painful cramps in her fingers and hands, which her doctor diagnosed as a form of tendonitis caused by overuse.

"I'd planned to be an interpreter for the rest of my life," says Thomson. "It looks as though I'll have to change my plans."

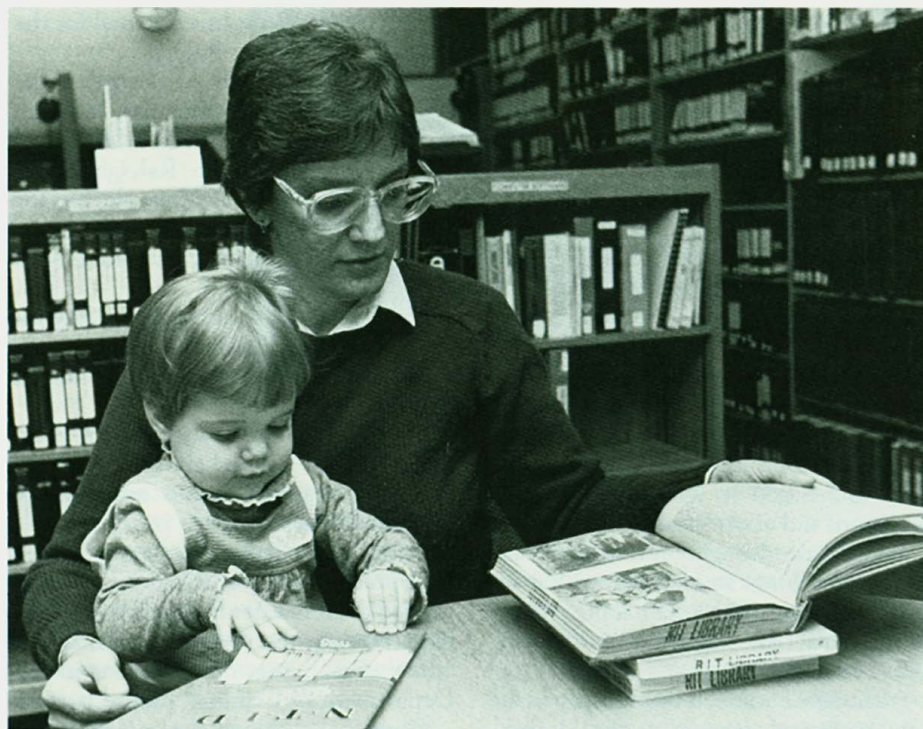
One plan she did not change was the goal of earning her bachelor's degree, without which she had always felt "inadequate." In November, she received her B.S. in criminal justice from RIT.

Meanwhile, she has drafted a proposal to rewrite one section of a New York Law, which she feels inadequately defines the term "qualified interpreter."

Her proposal stipulates that an interpreter be certified by the Registry of Interpreters for the Deaf, Inc. and that an oral interpreter be provided for deaf persons who do not use sign language.

She now is considering getting a master's degree in public administration, which would qualify her to work on the executive level in the field of criminal justice. She would like to continue working within the criminal justice system, perhaps extending her services to include all of New York State.

Thomson's future goals are not crystal clear, but she is sure that she will continue to be an advocate for deaf people. Judging from her past record, whatever she decides to do, she will succeed.



hitting the books Thomson, accompanied by her daughter Marisha, studies in NTID's Whitney Moore Young Staff Resource Center.

TIPS FROM THE TOP

Industry leaders offer academic advice

By Emily Andreano

In the crosswinds of debate about the purpose of a college education, NTID steers a steady course. A clearly stated mission of the Institute is to find suitable employment for its graduates, paving the way for other deaf persons nationwide.

If NTID is to continue serving that mission, it must at all times be attuned to the job market, training students in desirable skills, and scouting out fields where there are openings, growth, and possibilities.

One way in which this aim is accomplished is through a system of checks and balances: NTID has its own Curriculum Committee, which closely monitors and documents any proposed changes. Perhaps more innovatively, each NTID school has Program Advisory Committees. Members are culled from business and industry; their function is to serve as a combination of corporate watchdog, content analyst, and objective observer of curricula at the Institute.

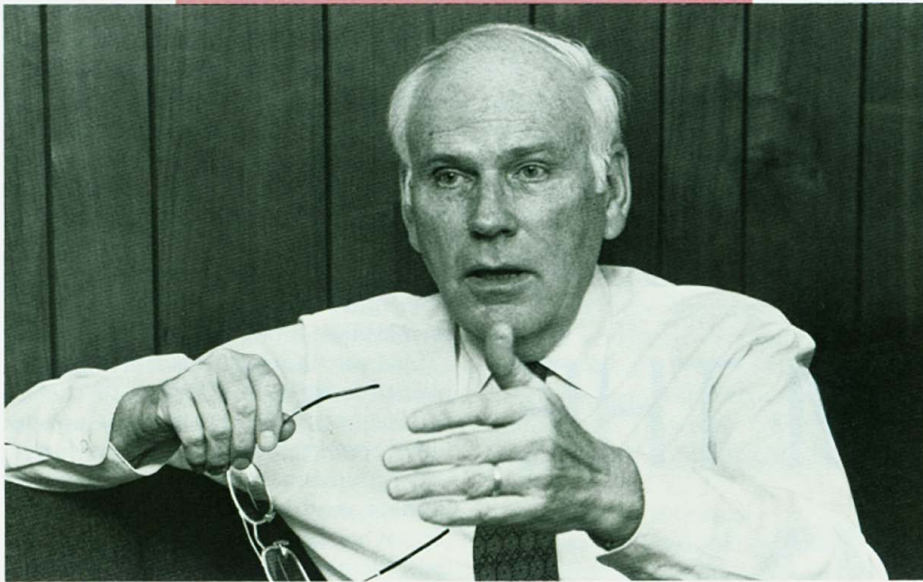
Those who serve on the committees were recruited in various ways. In the case of Thomas Hope, it was his product that brought him to the attention of NTID.

Hope is president and founder of Hope Reports, Inc., a Rochester-based marketing research firm that specializes in audiovisual media communications. It tracks media trends and puts out various published reports in addition to doing consulting and private studies.

Obviously, such a publication would be a valuable tool for NTID faculty members, committed as they are to fashioning curricula to suit the job market.

Associate Professor Frank Argento, of NTID's Applied Photography/Media Production Department, was thus one of Hope's subscribers, and ultimately asked him to join the Program Advisory Committee for the School of Visual Communication Careers.

Professor Jean-Guy Naud refers to Hope as "the top man in our business," alluding not only to the 15-year-old market research firm, but also to the breadth and depth of Hope's prior experience, which ranges from introducing *The Lone Ranger* to television (while working for the General Mills Company, Inc., the show's sponsor) to working as a film officer for Generals Eisenhower, Patton, and Simpson during World War II. As a Marshall Plan consultant to the French government, he helped establish



Thomas Hope

an audiovisual center for the Republic of France in 1952.

More recently, he served on the Grace Commission, President Reagan's fact-finding commission designed to root out wasteful expenditure of federal dollars. Hope helped analyze the federal government's audiovisual services. Contrary to the findings of other commission members, the Hope data showed that these particular functions run a pretty tight ship; recommended cuts of "only a few million dollars" from their budgets were "peanuts compared to other departments examined."

The bulk of Hope's experience, however, was with the Eastman Kodak Company, where he began producing what later became the Hope Report as a service to Kodak's suppliers and producers in the audiovisual field. Eventually, he was forced to choose between his work at Kodak and his moonlighting; he retired from Kodak in 1970 and struck out on his own.

"It was," says his son Vincent, vice president of Hope Reports, "a pretty courageous thing for a man of 50 to do."

"Well," says Hope, "several Kodak executives said that either I had a lot of guts or was just a damned fool!"

He confirms that his first few years out were "rough sledding, especially on my wife," but his persistence paid off—today his roster of clients includes hundreds of Fortune 500 companies, as well as smaller firms.

Hope consented to add NTID's Program Advisory Committee to his rather full dance card because of a lifelong

interest in education, and professes to being "impressed" by NTID's Visual Communication curricula, as well as by NTID's faculty members.

"One of the problems I see with people who come to me fresh out of college," he says, "is that they have been taught from too theoretical an approach, one that in no way encompasses the realities of the business world."

He does not see market research, his own particular field of endeavor, as a likely choice for a deaf person ("We spend most of our time on the telephone"), but sees no reason why deaf persons cannot assume most any other media-related position, and adds that "with a good mind, training, and education, any handicap can be overcome. Few people realize that both Albert Einstein and Nelson Rockefeller were dyslexic."

He retains the enthusiasm of a newcomer for his profession, perhaps accounting for the high marks he gets from others in the field.

"Every job is different," he explains, "and in working with people I've always gone with the philosophy that it's best to find what's good in them. It might sound like I'm laying it on rather thick, but communication is so important—it has lain at the base of all human relationships since the days of the smoke signal."

It was not his product, but his profession that prompted the solicitation of Thomas Traynor to serve on the Program Advisory Committee for the School of Business Careers. He is the president of Traynor Confidential, Ltd., an execu-

tive search firm—in plain language, he is a corporate headhunter.

Traynor is one of those who critiques the accounting and data processing programs of that school's curricula, because one of his specialties is placing people in those two careers.

His connection with NTID began when he invited a group of students to a meeting of the National Association of Accountants, in his capacity as a board member in charge of "student night." He summarily volunteered to address them at some future time on the art of being interviewed: how to dress, what to say, and common fallacies about the interview process.

"I really enjoyed it, but it was a difficult experience for me," Traynor admits. "I realized that all the students were looking at the interpreter instead of at me, and I'm too egomaniacal to handle that!"

Traynor's lecture to the students may not have been a total success from his vantage point, but it must have impressed faculty members, for it was subsequent to his talk that he was asked to serve on the Program Advisory Committee, which he has done for the past four years.

Traynor would seem on the surface to be the perfect connection for NTID, in that he can immediately place students in jobs. The reality is that the people with whom he works have at least two to three years' prior experience and the minimum of a bachelor's degree.

But his position does force him to keep current on skills required by a variety of positions, including the realm of office practice and procedures, which Traynor describes as "becoming so computerized that today there is a big cross link between it and data processing or accounting."

He says the NTID curricula he sees are "as up to date as they can be considering the speed with which technology changes. As the books *Future Shock* and *Mega-trends* both point out, we are facing an ever-increasing rate of change, and faculty members at NTID are concerned about staying on top of it.

"They seem to be doing a good job of teaching basic skills, integrating them with the computer skills, and relating them to optimizing the capabilities of NTID students," he continues.

One way in which Traynor might be more directly beneficial to the pocketbooks of NTID students is by placing alumni who have had some work expe-

rience, but he detects in them a "hesitancy to make changes, and, if making them at all, to do it through networking rather than with the help of an outside agency."

He did encourage those students to whom he spoke to "push their own careers—realize that it's not just going to happen for them. As I once heard someone say, 'You don't drift to the top of the mountain.' You've got to have a plan, and a goal, and you've got to work at it."

Traynor's own background is as a public accountant for one of the nation's Big Eight accounting firms, and as the vice president of finance for a Rochester

A good portion of Traynor's time is taken up with interviewing prospective clients, so it was only natural that he would also volunteer to take any Business Careers students who were so inclined through a "dry run" interview. A few availed themselves of his services; he offers this appraisal of the experience:

"I tried to instill in them the idea that they really had to have good reasons for wanting to be successful, other than economic ones, and that they must fight their fear of rejection.

"There are three to five good people for every position I fill, and somebody's got to lose," he says flatly.

Agnoli-Andrea was transferred to Rochester by Burroughs, and when she arrived, decided that "since I had always been intrigued by sign language, it would be a nice idea to try and learn it—this is the place to do it!"

She chose to study at RIT, where she met some faculty members, to whom she offered Burroughs as a field trip for office practice and procedures students. Later, she was asked to hire a co-op student, which she did, and ultimately to serve on the Program Advisory Committee.

She is also an adjunct faculty member of the Business Occupations Department, teaching business procedures to first-year students three nights a week. Her teaching is a natural extension of her job at Burroughs, which involves a considerable amount of teaching. It was she who suggested it, thinking that she could combine her newly acquired sign language skills with her business acumen and impart her knowledge in the classroom.

Thus, she has two vantage points from which to assess NTID, and has formed some definite opinions.

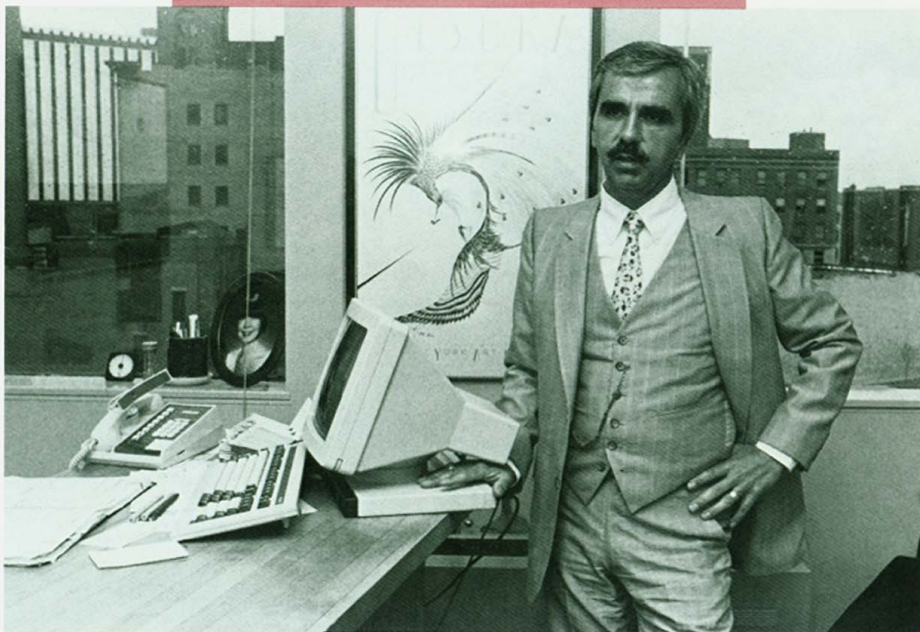
About the concept of Program Advisory Committees, she says, "One of the things that really impresses me about NTID is that faculty members are interested in getting out into the business world to find out what's going on, making sure that they're always in touch with it, and asking for the opinions of business people.

"They're always striving to make things right in order to get the students trained and placed in good jobs. They don't sit back on their laurels—they come up with new programs and ideas all the time; I think that's excellent."

The curriculum itself, however, concerns her, in that she feels a deficit in English skills is seriously hampering many NTID students in the workplace.

She cites as an example the co-op student whom she hired for two summers, who "could learn any system put in front of her, but her English skills were such that there was no way I could hire her permanently in the word processing area."

Part of the problem some NTID students are having, she thinks, stems from the sole use of sign language in educating some deaf children. She feels an education that stresses an understanding and



Thomas Traynor

company. Not unlike Hope, he decided he wanted to "do something else with my life."

In assessing his own abilities, he decided that what he really liked was selling. So he chose work that would allow him to do that while retaining the skills he had developed over the years—he joined a regional recruiting firm and worked for them for six and one-half years before forming his own company.

He describes his work, inasmuch as he must develop a relationship of mutual trust with client companies, as being somewhat like that of a farmer.

"You plant seeds, and you cultivate them, but you've really got to take a long-term viewpoint. You can't be in this business for the short haul. In other words, you don't put somebody into a job just to make the placement happen."

Speaking of his own win/loss record in the relatively short span of 10 years in the business, he says, "Winners lose more than losers because they play more often; I like to play."

Also serving on the Program Advisory Committee for the School of Business Careers is Jilda Agnoli-Andrea, whose area of expertise is office technologies, specifically microcomputers. Agnoli-Andrea is the manager of the office productivity center for the business forms division of the Burroughs Corporation, which is headquartered in Rochester.

The center's responsibility is to install the division's microcomputers, to train people in their use, evaluate software, troubleshoot problems, design applications, and provide general support for all microcomputers within the division.

facility with written English in addition to sign language—resulting, in effect, in bilingualism—would help resolve this issue.

"I think American Sign Language is great," she says, "but when you get out into the work environment it's not going to do much for you. If there were one piece of advice I could give deaf students regarding their preparations for careers in the business world it would be 'Work as hard as you can to learn and be able to use English effectively. Good English skills will not only help you obtain a job, they will also help you in terms of career growth.'"

Agnoli-Andrea has also observed that some NTID students with whom she has dealt have unrealistic expectations about the level at which they will start out in the working world, both in terms of economics and the corporate ladder.

"It's important for students who are looking toward careers in business to realize that you simply don't start at the top—or anywhere near it, for that matter. The reality is that success doesn't happen overnight. It takes hard work, time, experience, and a willingness to be flexible."

It seems flexibility is an important ingredient in Agnoli-Andrea's busy schedule: one might wonder why she continues teaching at NTID in addition to working at Burroughs.

"That's easy," she replies. "I love the kids—and I've learned a lot from them. I don't know that I have that much to offer, but if there's anything at all, I'm happy to do it."

Alfred Saucke maintains that the only reason he was asked to serve on the Program Advisory Committee for the School of Science and Engineering Careers is because of a shared interest with committee chairperson Robert Moore in model railroads.

The remark is typical of Saucke's brand of low-key humor—he tends to focus conversations away from himself and the expertise he can bring to such a committee, and rather toward the many things he has learned by serving on it.

Saucke, whose title is Department Head of Metrology and Calibration Services for the apparatus division of the



Jilda Agnoli-Andrea

Eastman Kodak Company, was appointed to the committee by the division's general manager approximately three years ago, when Kodak was asked by NTID to provide someone to serve on it. His department is responsible for ensuring that the measuring and computer equipment used by the division in the manufacture of products—about 50,000 different pieces of the former—is precise, accurate, and in good repair.

He elaborates: "We are interested in supplying our customers with the best value we can, and we do that with people, facilities, and equipment. Our people are the most valuable part, and the

inability to hear, or for that matter any handicap, is not necessarily a factor in acceptable performance."

Saucke speaks from personal experience: in addition to an NTID graduate formerly in his employ and who has since transferred to another division of the company, he hired a wheelchair-bound technician whose specific tasks included writing reports on the quality of particular cameras and doing specific mechanical testing rather than going out and taking photographs of the Rochester area with them. Saucke reports that he "did his job, and did it very well."

Saucke iterates that the lack of truly up-to-date equipment on which to train college students is "a serious problem

for the schools, because technology is changing so rapidly," but what is more important is that the school "teach the individual how to think, properly address a problem, be clear, communicate correctly both with people and on paper, and do a little bit of troubleshooting. Teach them the basics. I'll adapt them when they come in the door; there's no way that a school can teach everything that every company requires, and we recognize the fact that we must supplement their education by tailoring it to our needs."

He conjectures that he was tapped by Kodak for the committee because he has headed company departments utilizing the talents of people who have attained associate and bachelor's degrees in many of the fields offered by NTID and the other RIT colleges. Although he is only expected to examine NTID's electromechanical technology (EMT) curriculum, his background affords him the ability to see it in the context of the related job skills utilized in other Kodak departments.

Saucke also divulges that he is "much more partial" to taking an interest in NTID than in another college, because he has a cousin who teaches deaf students. His sensitivity to handicapping educational conditions has been further sharpened by his daughter, who is a college student majoring in special education.

The portion of the curriculum that is Saucke's responsibility to assess is, in his opinion, "that which directly relates to industries' needs. Educational institutions in general lag behind the needs of industry and much of the equipment they have for their students to use is, by my standards, a trifle out of date, probably because of budgetary restrictions."

He hastens to assert that the equipment used to train NTID students is no more antiquated than that used by any college.

"The employees that I hire," he says, "come from a fairly good cross section of colleges across the country, and I don't see that much difference from one to the next. They all have—frankly—common failings, foremost among them an inability to understand the English language and to write clearly, or legibly, for that matter."

NTID students, in Saucke's estimation, are no worse off than their hearing



Alfred Saucke

counterparts in that regard, chiefly because, "in order to compete, they have to excel in other areas."

He is an enthusiastic booster of the Program Advisory Committee concept. He has taken it one step further by conducting a tour of his operation for EMT students and related staff, has in turn twice toured NTID, and in fact recommended the committee meet more often than once yearly. He reasons that one can't get too much of a good thing, and that promoting the development of top-notch technical skills is indeed that.

"Students today," he says, "are very remarkable creatures. They are exposed to a great deal that they have to absorb rapidly, especially in the technical world. They're adaptable, versatile, and pick up what is made available to them very quickly."

Still, he hesitates to suggest that NTID or any other school go too far in the direction of training students to serve any one particular business.

"Morally, or ethically, why should one get any more than another? The success that we have as a country is based on all of our industries. And," he adds, "students should be flexible enough to adapt to any workplace. The only way a school will be able to provide that is by surveying the workplace, much as industry surveys the marketplace. It may sound harsh, but we've got a product to sell, and so do the schools."





Planning the fall schedule: Jeanette Tydings discusses course options with student Joel Rooy.

FOCUS ON Jeanette Tydings

By Ann Kanter

If the stereotypical picture of a secretary conjures up an image of someone pounding away at a typewriter, Jeanette Tydings doesn't fit the bill. Although an "exceptionally good typist," according to boss Dr. Marvin Sachs, Tydings' real bailiwick is NTID's Math Learning Center (MLC).

Her workplace is a large reception desk, where students come to register and have their questions answered. To help identify faculty and staff members, an oaktag chart on one wall displays their photographs. The chart is the handiwork of Dr. Paul Peterson, an associate professor in the department. Tydings has put her personal stamp on the area by hanging the walls with rugs brought back from a Hawaiian trip.

At the beginning of each quarter, Tydings spends much of her day checking student registration forms and responding to questions.

"Not questions about subject matter," she says—although she admits that after six years in the department, she probably could answer some of them.

When she graduated from RIT in 1976 with a B.S. in social work, Tydings wanted a job, but since a master's degree is required for most social work positions, she looked elsewhere.

"My bachelor's degree didn't open any doors," she says.

Fortunately, she could type, and she took a secretarial job with a downtown industrial firm.

"It was a cutthroat business," she says. "The boss was a demanding person, and when anything went wrong,

he'd look for someone to blame. I got to feeling defensive about my work, and I'd try to shift the blame to someone else."

Learning from her father, Frank Romeo, chief television engineer in NTID's Instructional Television Department, that there was an opening for a part-time secretary at NTID, she jumped at the chance to return to campus.

She still hoped for a full-time job, however, so when her current position opened up in May 1979, she made the switch.

Few people at NTID know that Tydings is Romeo's daughter. His pride in her is obvious.

"Jeanette is a fiend for work," he says. "She's absolutely dedicated to her job and to the deaf community, but she still finds time to take good care of my granddaughter [5-year-old Melissa] and even to play baseball and bowl."

Commenting on how he feels about his daughter working at NTID, he says, "It's a fringe benefit. Once in a while I get a hug and a kiss in the hallway."

Tydings' husband, a police officer, works a 2-10 p.m. shift, leaving the family little time for togetherness on weekdays. They make up for that with a special treat—going out for Sunday breakfast.

"We may go to a diner or Perkins or McDonald's," says Tydings. "The important thing is that we're together."

Perhaps this warm family relationship fuels the warmth of Tydings' feelings for others.

"Working with people is the best part of my job," she says. And the worst? She thinks a minute, then laughs. "The interruptions. After all these years, I've learned to deal with them. About five percent of the time, I think I'll go out of my tree. But I've also learned to do more in my free time."

Typical of the 20 to 30 student questions that Tydings estimates she answers every day are, "Where do I go to register?" and "My counselor says to take this course, but I'd rather take a different one. What should I do?"

Although it is probable that anyone exposed to the heavy daily contact she has with deaf students would probably become fluent in sign language, Tydings did not leave that to chance. In the summer of 1983, she took time from her job to participate in NTID's Interpreter Training Program, a two-month intensive 9 a.m.-5 p.m. immersion in sign language.

Tydings may have a greater interest than many people in hearing impairment, because her 19-year-old sister, Lisa Ann, has a severe hearing loss. Lisa Ann, however, is an excellent speech-reader and does not use sign language, so she was not a factor in Tydings' interest in the program.

"I enjoy talking to students," she says, "and I wanted to be sure to answer their questions accurately."

She also interprets for deaf NTID faculty members, who are unanimous in their praise.

"After benefiting from years of Jeanette's interpreting important professional calls for me," says Dr. Harry Lang, coordinator of Faculty Development, "I considered the idea of having her cloned, so that NTID would always have such a model of excellence."

On a more serious note, he adds, "Our professional relationship [began when Lang worked in the Department of Physics and Technical Mathematics] be-

came a lasting friendship, and this friendship is as important to me as any professional accomplishment."

Warren Goldmann, associate professor of Physics and Technical Mathematics, normally depends on TDDs for his telephone calls, but for conversations with people who don't have TDDs, "Jeanette is a tremendous help," he says.

"She is more than just a secretary," he adds. "She has an unusual insight into deafness and hearing-impaired people. I feel comfortable with her and consider her a friend. She's warm, supportive and understanding—someone with whom it's fun to share a smile or a laugh."

While she extends herself to help her friends, however, Tydings does not lose sight of her primary responsibility.

She sees to the needs of 19 faculty and three staff members as well as supervising three clerical students and one part-time support staff person.

"She's always willing to go the extra mile," says Sachs, Department of Phys-

ics and Technical Mathematics chairperson, citing as an example the fact that she recently typed his doctoral dissertation, a document of almost 300 pages.

"I was relieved when it was done," she says, "but it felt good to see the finished product and know that I'd played even a small part in its completion."

Despite any feelings of accomplishment, for a secretary to type and edit such a document, in addition to her regular work, requires an above average relationship with her boss. Tydings has that.

"I have a lot of confidence in Jeanette," says Sachs. "We can discuss things openly, and I never have to worry about rumors starting. That feeling of trust is important to me."

With Sachs' encouragement, Tydings has become involved in a number of professional development programs. She has worked as a mentor, sharing her work experience with students planning to enter the secretarial field, and she has served as chairperson of the Mentoring Planning Group.

Tydings also recently joined the Support Staff Advisory Board, consisting of 25 members drawn from secretaries and administrative assistants throughout RIT.

She is active on three committees of the board: Communications, Desk Manual, and the Committee on Professional Development, of which she is chairperson.

As Tydings' many activities indicate, and as she and Sachs would agree, she is a "people person." Her enthusiasm for interacting with people vitalizes her. "My job is often routine," she says, "but the people make it worthwhile."

She does, however, have higher aspirations. She would like to earn a master's degree, possibly in business administration or human resource and career development. After that, she'd like to continue working at NTID.

"NTID is a fantastic atmosphere," she says. "There's good rapport, and everyone works together as a team to get the job done efficiently—so we can help the students get their degrees."



"You put your right leg here..." Tydings interprets aerobic instructions for fellow staff member Sharron Metevier.

NTID to Host Federation Meeting

NTID at RIT in June will be the site of a two-day meeting sponsored by the International Federation of the Hard of Hearing. The meeting, whose theme is "Opening Doors and Dialogue: New Frontiers for Hard-of-Hearing People," will take place June 23-24. Approximately 200 persons from around the world representing hard-of-hearing consumer and professional groups as well as hearing consumer organizations are expected to attend. The meeting will focus on the latest assistive devices and other techniques available to hard-of-hearing people, and will examine potential solutions that these individuals can consider in their dealings with the travel, hospitality, and entertainment industries. Special attention will be given to the impact and potential of these devices in Third World countries.



Charles Struppman '75

Struppman Receives Omega Award

Charles Struppman, a 1975 graduate of RIT through NTID and now an actor with the National Theatre of the Deaf (NTD), has received the Itzhak Perlman Award. The award, created by Omega Watch Corporation, is presented jointly with the National Committee, Arts With the Handicapped. Each year, a \$5,000 grant is given to a promising young performing artist.

David Hays, artistic director of NTD, says, "Chuck

Struppman has marvelous potential. He's just the kind of young artist we hope to find."

Struppman and the rest of the troupe will become the first American theatre company to tour and perform throughout China this spring. Last year, the troupe represented the United States at the Los Angeles Olympic Arts Festival.

In accepting the award, Struppman said, "I'm elated that I've been chosen to represent NTD in this way. The National Theatre of the Deaf has provided a place for a young person, like myself, whose goal it is to act or be involved in some aspect of professional theatre."



Tea for four

Two visitors from England's Disabled Living Foundation enjoyed week-long stays at NTID in November. Daphne Kennard and Paul Gouge, center, are recipients of Winston Churchill grants, which have allowed them to travel throughout the United States and broaden their knowledge of deafness. They're shown here, flanked by NTID Performing Arts music teachers Bob Mowers and Diane Habeeb, at an afternoon tea held in their honor.



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A Final Word...

The cover story in this issue appeals to our finest instincts at RIT: enabling many among our ranks to reach beyond the definition of their jobs to a higher level of understanding and communication.

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"The Big Chill"