

NTID

# F O C U S

WINTER/SPRING 1990

*Designing Women, p. 3*

*Art imitates life* From left to right, students Todd Lindstrom, Aniger Lugar, and Robert Schleifer perform a scene from "Outside the Gate of Heavenly Peace (Tiananmen Square)," a musical collage representing the struggle for democracy in the People's Republic of China. The piece was the highlight of the RTT Dance Company's January performance, choreographed by Michael Thomas, assistant professor in NTID's department of performing arts.



# F O C U S

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A. Vincent Scarano, National Theatre of the Deaf—p. 32 (right)

*About the cover* Amy Cantwell, a recent graduate of RIT's bachelor of technology program in civil engineering technology, forges a new tradition for women in a field historically dominated by men. (Cover photography by Mark Benjamin.)

*This material was produced through an agreement between Rochester Institute of Technology and the U.S. Department of Education.*



## A Tradition of Non-tradition

**N**TID is developing a tradition of non-tradition.

Indeed, non-tradition is written into NTID's charter. Its mission to prepare deaf students for technological careers and its location on a campus designed primarily for hearing students place NTID at the forefront of educational innovation. From these roots, NTID has continued to embrace the non-traditional.

This issue of *Focus* features many articles that celebrate innovation and the establishment of new "traditions" at NTID.

To help prepare faculty members for their classroom responsibilities, the office of faculty development has for a long time concentrated its efforts on sharing strategies for teaching deaf students. The office now has developed an intensive first-year training experience for new faculty members that incorporates deaf awareness, sign communication instruction, mentoring and role modeling, and teaching strategies. "Teaching the Teachers," page 28, examines the role the office of faculty development plays in making classroom instruction effective—be it traditional or non-traditional.

NTID's interpreter training program has set tradition. The first in the country when it was established in 1969, NTID's program has served for many years as a model for other programs nationwide. Today, NTID's program again is taking a new direction.

In addition to the associate degree program in educational interpreting, which replaced the original basic interpreter training summer program, the Institute began this year to offer specialized programs for professional interpreters. These programs will help interpreters already working in the field stay current with language and vocabulary and receive specialized training in specific fields such as law, health, and theater. "Signs of the Times," page 20, chronicles the history and peeks at the future of interpreter training at NTID.

Even before they arrive on campus, students are exposed to NTID's non-traditionalism. NTID's career opportunities advisors are responsible for student admissions. However, these advisors do not merely recruit students as do most college admissions personnel; they counsel and inform deaf students about postsecondary options that are most appropriate for them. "Guiding Lights," page 13, explores the increasingly complex and challenging task of career opportunities advisors—who, by the way, now are able to encourage qualified international deaf students to enroll at NTID.

Once they arrive at NTID, students, too, are encouraged to look beyond the traditional. Several graduates who have done just that are featured in "A Road Less Traveled," page 3. In this story, women who have chosen to enter engineering fields traditionally dominated by men discuss their experiences and education.

Those in the medical record technology program also are experimenting with non-traditional methods. Because they found that an extracurricular "club" structure did not promote the participation and interaction hoped for, students and faculty members opted for a committee structure for their departmental organization. "An Agenda for Learning," page 22, describes how the committee encourages faculty and staff members to assume shared responsibility for activities and participation.

While there certainly is a place for tradition at NTID, the Institute and its students have benefitted greatly from creating new "traditions." After reading this issue of *Focus*, I hope you'll come to understand how the pioneering spirit has permeated NTID.

*William E. Castle*

Dr. William E. Castle

Deaf women engineers design

# A ROAD LESS TRAVELED

by Susan Cergol

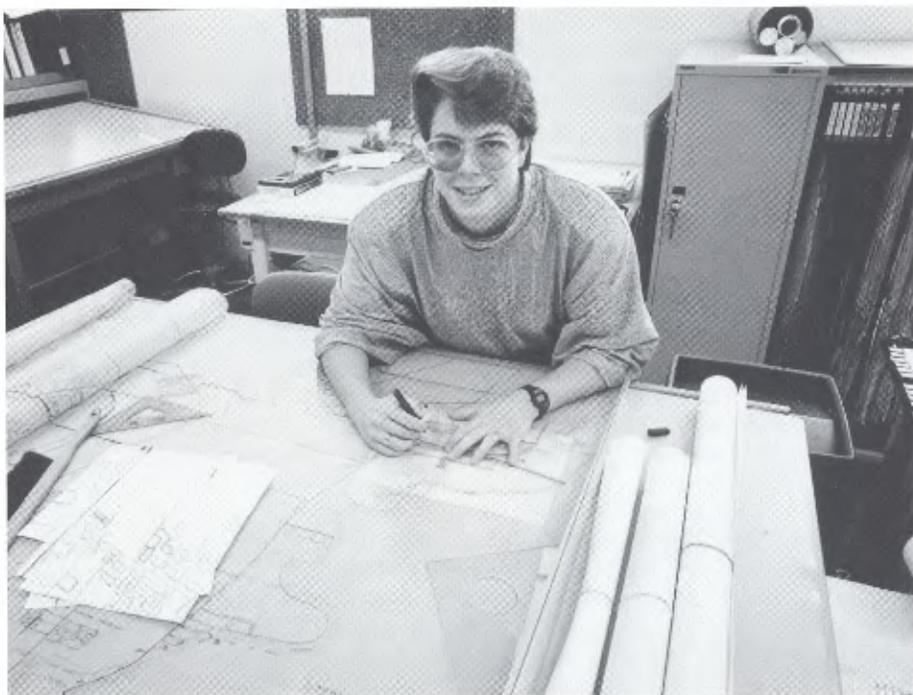
Some may say it's still a man's world, but Amy Cantwell believes it is a changing one.

Cantwell is among a small number of deaf and hearing women to graduate from RIT's engineering programs. The Institute reports that 5.5 percent of its engineering graduates are women, reflecting national figures that estimate women will represent only about 6 percent of employed U.S. engineers in 1990. Although the numbers indicate a slow growth of women in the field, by all estimates women engineers still are a minority.

"It is easy for NTID to support women in such fields because the Institute traditionally has done all that is non-traditional," says Marie Raman, assistant dean and director of the School of Science and Engineering Careers. "There are many people working here who have open minds and are willing to tread on untread ground."

This support may be particularly important for deaf students. While it is likely that many women engineers face a certain amount of gender bias, women who are deaf confront an additional communication barrier that can further hinder their full acceptance in the field.

"Being hearing impaired forces me to interact differently with people," says Cantwell, who earlier this year earned a bachelor of technology degree in civil engineering technology from RIT's College of Applied Science and Technology. "I have been discriminated against because of my deafness."



*Mapping out a strategy* Amy Cantwell, a recent graduate of RIT's civil engineering technology program, puts the finishing touches on a map of surveyed land as part of a cooperative learning experience with the town of Henrietta, New York.

However, Cantwell reports, it is a love of the work, not a desire to be outside the mainstream, that motivates her toward success in her chosen career.

"I've always wanted to be an engineer," she says. "I didn't want a job where I would stare at the same four walls all day. Helping to build and repair roads and bridges puts me right where I want to be—outdoors."

"I knew there were mostly men in the field," she adds, "but I saw it as a challenge."

She also saw it as an excellent way to earn a living, a view supported by Anthony Finks, senior career opportunities advisor in NTID's National Center on Employment of the Deaf.



*One of a kind* Accustomed to being one of only a few female students in her engineering classes, Cantwell focuses on the topic at hand—a lecture about water transit systems.

“Job opportunities for women engineering graduates are fantastic,” says Finks, who has helped many deaf graduates of RIT’s engineering programs find employment. “Because of affirmative action measures, many firms are interested in hiring qualified women for engineering positions.”

Patricia Swart found this to be true. When she graduated from NTID in 1979 with an associate in applied science degree in civil technology, she had no trouble finding a job.

“I had several interviews already set up by the time I returned to my hometown of San Diego,” she says. “About two-thirds of those companies wanted to hire me, and I was able to choose the best offer.”

Swart accepted a position with the small firm of Blaylock Willis Associates, where she still is employed as a structural drafter. Her satisfaction with the work stems from combined interests in architecture and drawing.

“Plus, engineering is a good-paying field,” she adds. “None of the women I know earns as much money as I do.”

Such rewards, however, come only after many years of preparation, according to Dr. Rosemary Saur, chairperson of the science/engineering support department.

“Engineering students are entering a tough profession,” she says. “They must be motivated and truly interested in what they’re doing. They can’t just slide along and get the degree and then the job.”

Both Cantwell and Swart already had completed advanced math and science courses by the time they arrived at NTID, one important ingredient in the success of engineering students, according to Raman.

“If students don’t have the fundamental mathematics and science classes in high school,” she says, “it takes too long to catch up when they come here. The preparation has to start much earlier.”

Therein lies one of the barriers standing between many women and a career in engineering, believes Raman.

“It’s a complex problem that starts at the elementary school level,” she says. “The idea that women can succeed in mathematics and science has to penetrate the culture of the United States. Too often, women with skills in these areas are dissuaded from pursuing those interests.”

Saur agrees. “If 5- and 6-year-old girls have not been encouraged to play with puzzles and number games, exercise their spatial abilities, and develop an interest in math and science,” she says, “then I’m not sure there’s much we can do to change that once they are out of high school.”

As educators, both Raman and Saur believe it is important to recognize those skills and encourage their development in all young people. However, they are aware that assumptions often are made about a person’s interests and skills based solely on gender.

Patricia Spiecker was breaking new ground when she expressed a desire to enroll in an RIT engineering program in the fall of 1979. Although she had a math and science background in high school, she feels she met with hesitation from her RIT career counselor because he assumed she was unprepared.

“He was surprised to learn that I already had taken calculus,” she recalls. “When he discovered I met all the math and science requirements, I had no problem entering and completing the program.”

Spiecker earned a bachelor of science degree in electrical engineering



*Employable engineer* Patricia Swart, a structural drafter with the firm of Blaylock Willis Associates in San Diego, discovered that employment opportunities were plentiful when she graduated from NTID in 1979 with an associate in applied science degree in civil technology.

technology in 1984, becoming one of the first women—and the first deaf woman—to graduate from RIT’s College of Applied Science and Technology. She currently is on temporary leave from her job as a software engineer with the Eastman Kodak Company in Rochester, New York, until her two young children are school age.

Despite the demanding nature of RIT’s engineering programs, Raman believes women actually may have an advantage.

“I think at times women engineering students are more dedicated to their studies because they are aware of what a struggle it is for them to succeed,” she says. “They tend to be extremely focused and single-minded.”

However, Raman readily admits that not all women engineering students achieve success.



**Feel the heat** Cinda Lautenschlegar, the first deaf woman to graduate from RIT's College of Engineering, studies data in her office at IBM's Mid-Hudson Valley Thermal Laboratory in Kingston, New York, where she works as a thermal design engineer.

"Sometimes, the oddity of being one of the few women in the field creates difficulties that become insurmountable," she says.

Such was the case with Angela Morgado, who, after enjoying machine shop classes in high school, graduated with a diploma from NTID's manufacturing processes program in 1985.

After graduation, she secured a position in the manufacturing processes field. Although she enjoyed the work and felt she was well qualified, she quit six months later.

"I was the only woman on the job, and some of the men teased me," she explains. "I wasn't respected, and I wasn't paid as well."

Today, Morgado works as a clerk for the U.S. Postal Service in Rhode Island, a job she finds less stressful and more rewarding. Although her experience wasn't as positive as she had hoped, Morgado encourages other women to go into the field.

"I think more women should try it," she says. "Maybe in the future it will be easier for them."

While Saur says she is not aware of any cases of outright discrimination against RIT's female engineering students, she admits women probably experience subtle resistance to their full acceptance in the classroom and on the job.

"Maybe it's just that the men stick together," she says. "There isn't always the same peer support system available for women.

"It's important for women students to connect with other people of like mind," she continues. "They need to develop a network that includes friendships with other students, both male and female."

To that end, a student chapter of the international Society of Women Engineers was organized on campus in the early 1980s. While the group's many activities include both fund-raising and social events, its primary purpose is to establish a support network for women engineering students.

"The younger women benefit from the experiences of the older ones," explains Dr. Jayanti Venkataraman, associate professor in RIT's College of Engineering and the group's faculty advisor.

"Often, women in their first year of an engineering program are a bit intimidated by all the men in the field," she says, "but after they spend time with upperclass women, they seem to gain a lot of confidence."

Of course, Raman believes, support and encouragement for women considering a non-traditional career should begin at home.

"Those women who enter fields like science and engineering without preconceived notions of what they can and can't do," she says, "usually come from strong home environments where it always was considered a natural thing for a woman, if so inclined, to enter a non-traditional field."

That certainly was true for Cinda Lautenschlegar, who earned a bachelor of science degree in mechanical engineering in 1987 and became the first deaf woman to graduate from the College of Engineering.

"When I told my parents about my career choice," she says, "they told me there was no reason I could not succeed in engineering or any other endeavor."

Not only did her father offer emotional support and encouragement, her mother provided a concrete example of what a woman can choose to do. Lautenschlegar's mother earned a bachelor's degree in chemistry and a master of business administration degree after her children were grown and now works as a chemist and industrial hygienist for the General Electric Company.

"My mother was a good role model for me," says Lautenschlegar.

Now, as a thermal design engineer for IBM's Mid-Hudson Valley Thermal Laboratory in Kingston, New York, where she has worked since December

1987, it is Lautenschlegar herself who serves as a role model for other women.

"Currently, I'm the only woman in my department," she says. "It has been difficult, and frankly, it still is. There is jealousy, sexism, and even 'ableism' because I'm deaf.

"However," she adds, "deafness is not a visible disability—being a woman is extremely visible."

While Lautenschlegar readily acknowledges that being one of only a few women in the engineering field has been difficult at times, she insists the rewards far outweigh the drawbacks.

"Working in a non-traditional field can be fun and challenging," she says. "Succeeding in such a field gives one a certain satisfaction."

Lautenschlegar's future professional goals include rising up through the ranks at IBM and completing a master's degree in mechanical engineering—"but that," she says, "will be a long process."

Saur believes that, despite the success stories of several individuals, women in general continue to face a long process in becoming fully accepted into the world of engineering careers.

"I'm reminded of a saying: 'There are so few things at which women in our society are allowed to be successful,'" she notes.

"NTID's task," she adds, "is to provide deaf women who have an interest in engineering with an opportunity to develop the necessary skills to succeed in the field."

Cantwell believes her task is to continue offering encouragement and support to younger women who consider entering the same field.

"The world is changing slowly, perhaps not fast enough for some people," says Cantwell. "But I can do the work as well as anyone else, and it's important to let others know that successful women engineers do exist."



**N**TID often bills itself as "The place where you will grow." Dr. T. Alan Hurwitz, with his lengthy résumé, is proof of the slogan's truth.

In 19 years at the Institute, Hurwitz, 47, has progressed from his first position as educational specialist helping students in engineering and computer science programs to his current position as associate dean and director of the division of educational support service programs.

The scope of Hurwitz's responsibilities affects many people. As associate dean, he helps formulate and implement Institute policies and procedures for activities ranging from faculty and staff employment to governmental liaison to budget planning. As division director, he oversees the interpreting services department, Summer Vestibule Program for incoming students, on-campus relay services, Explore Your Future summer program for high school juniors, and educational research and development.

He also directs the NTID Educational Development Outreach Project (EDOP), which addresses the lifelong learning needs of deaf people.

In addition to his administrative and policy-making responsibilities, Hurwitz, a full professor, occasionally teaches mathematics, computer science, and freshman seminar courses. He also serves on countless committees and panels and advises students and faculty members.

"I enjoy the diversity of my job," Hurwitz says, "and I find it challenging. I feel that I am making a significant contribution to NTID and deaf people."

Hurwitz's planning ability is a major source of these contributions.

"Alan is a good organizer, not only in his management style but also in his ability as a writer," says Dr. William Castle, director of NTID and vice president for government relations for RIT. "He's a good conceptualizer."

Dr. James DeCaro, dean of NTID, agrees. "Al can look at different complex issues, find the middle ground, and then move. He's a problem solver."

Directing the Institute's outreach efforts draws heavily on Hurwitz's organizational skills. To address EDOP's far-ranging goals, Hurwitz created six teams to address the needs of different audiences. While each team has its own agenda, all work toward enhancing educational and career opportunities for deaf people.

According to Hurwitz, "EDOP is related to NTID's basic mission concerning the career development of deaf people. NTID has abundant resources in student services, curriculum and instruction, and research and training that should be shared with others."

Hurwitz's involvement with projects such as EDOP requires him to negotiate on behalf of other deaf people for educational and professional advancement opportunities.

Hurwitz "is a good role model for deaf people," says Rocky Stone, president of the national organization Self Help for Hard of Hearing People, Inc. (SHHH). "The deaf community has serious challenges ahead of it, and it must meet these challenges through dialogue and negotiation with the hearing

world. It must be smart, tough, understanding, and willing to work with people instead of simply demanding what it wants. Alan is excellent at that. He keeps his eye on the ball, makes all his points in a well-organized fashion, and understands negotiation and compromise, which is what the real world is all about."

Hurwitz's diplomatic skills served him well during his presidency of the National Association of the Deaf (NAD). Interestingly, Hurwitz was chosen president-elect of NAD in 1980, the same year that Castle was chosen president-elect of the Alexander Graham Bell Association for the Deaf (A.G. Bell).

Together, both men worked to improve relations among many organizations of and for deaf people in spite of the differences in philosophies among those organizations. For example, A.G. Bell is committed to oral communication and speech, while NAD believes in the use of sign language as the primary means of communication for deaf people.

Those who work with Hurwitz comment on his open-mindedness and willingness to consider all sides.

"Alan advocates the group process for getting things done," says Liza Orr, director of interpreting services. "He is very careful about consulting with every possible person or group that would be affected by any policy or procedure being decided."



At NTID and around  
the globe,  
Dr. T. Alan Hurwitz is

A WORLD

by Kathryn Schmitz

"I'm a strong advocate of focusing on individual needs, options, and choices," Hurwitz says. "The deaf community is a multicultural society. Deaf people have different attitudes and skills. I always have encouraged open dialogue about these individual needs and preferences. It is important for us to understand each other and to respect our differences in order to be able to work together toward common ends."

Hurwitz is conscious of his role as a leader and representative of other deaf people.

"I am not a single-issue advocate; I tend to look at a larger picture and deal with multiple issues that affect the lives of deaf people. This is the result of my growing up in a mixed environment that enabled me to see the benefits of different communication techniques."

Profoundly deaf since birth and the only child of deaf parents, Hurwitz grew up within the spectrum of deaf culture in Sioux City, Iowa. His mother used oral communication, and his father relied on American Sign Language.

Hurwitz attended the Central Institute for the Deaf (CID) in St. Louis, an oral residential school that also was his mother's alma mater. At 13, Hurwitz left CID to live at home and attend a public junior high school in Sioux City. After finishing high school, Hurwitz spent two years in a pre-engineering program at Morningside College in Sioux City. He then transferred to Washington University in St. Louis,

where he earned his bachelor's degree in electrical engineering in 1965.

His first job after college was with McDonnell Douglas Corporation in St. Louis as an associate electronics engineer. He worked there for five years, earning a master of science degree in electrical engineering in 1970 from St. Louis University by attending night school.

In 1970, Hurwitz's life changed completely when, at an A.G. Bell convention in Philadelphia, Castle persuaded him to accept a position as educational specialist at NTID.

"Moving to Rochester was the biggest decision of my life," says Hurwitz. "[My wife] and I loved living in St. Louis, and we thought we would stay there."

His wife, Vicki, whom he met at CID when they were youngsters, also is deaf. They married after Hurwitz finished his engineering degree at Washington University and Vicki completed her first year of college.

In 1979, Hurwitz earned a doctorate in education from the University of Rochester, writing a dissertation titled "Interpreters' Effectiveness in Reverse (Voice) Interpreting Pidgin Signed English and American Sign Language."

Hurwitz's involvement with others always has extended beyond NTID. He was president of the Parent and Staff Association of the Rochester School for the Deaf and serves on the school's board of directors. He also is president of the World Organization of Jewish

Deaf. Since 1973, he has held numerous positions within the Empire State Association of the Deaf, including the presidency, and has been secretary-treasurer since 1985.

Hurwitz is so busy with all of his committees and involvements in various groups that one wonders what he does for fun. "The time Alan spends with the family is his time for himself," says Vicki.

When the children were younger, the Hurwitzes went on camping trips. Now, Hurwitz reads in his free time, particularly novels by Jeffrey Archer, Robin Cook, Allen Drury, and Sidney Sheldon. He enjoys bowling, golfing, and watching football, baseball, and basketball. He has traveled all over the world and loves to sightsee.

Playing "close to the vest," he also indulges in a monthly poker game with NTID colleagues.

"Alan often folds early, being an ultra-conservative engineer from Missouri playing with crazy people," says Dr. Thomas Raco, assistant dean and director of the School of Visual Communication Careers. "He wins all the big pots, but he always goes home looking like he lost his shirt."

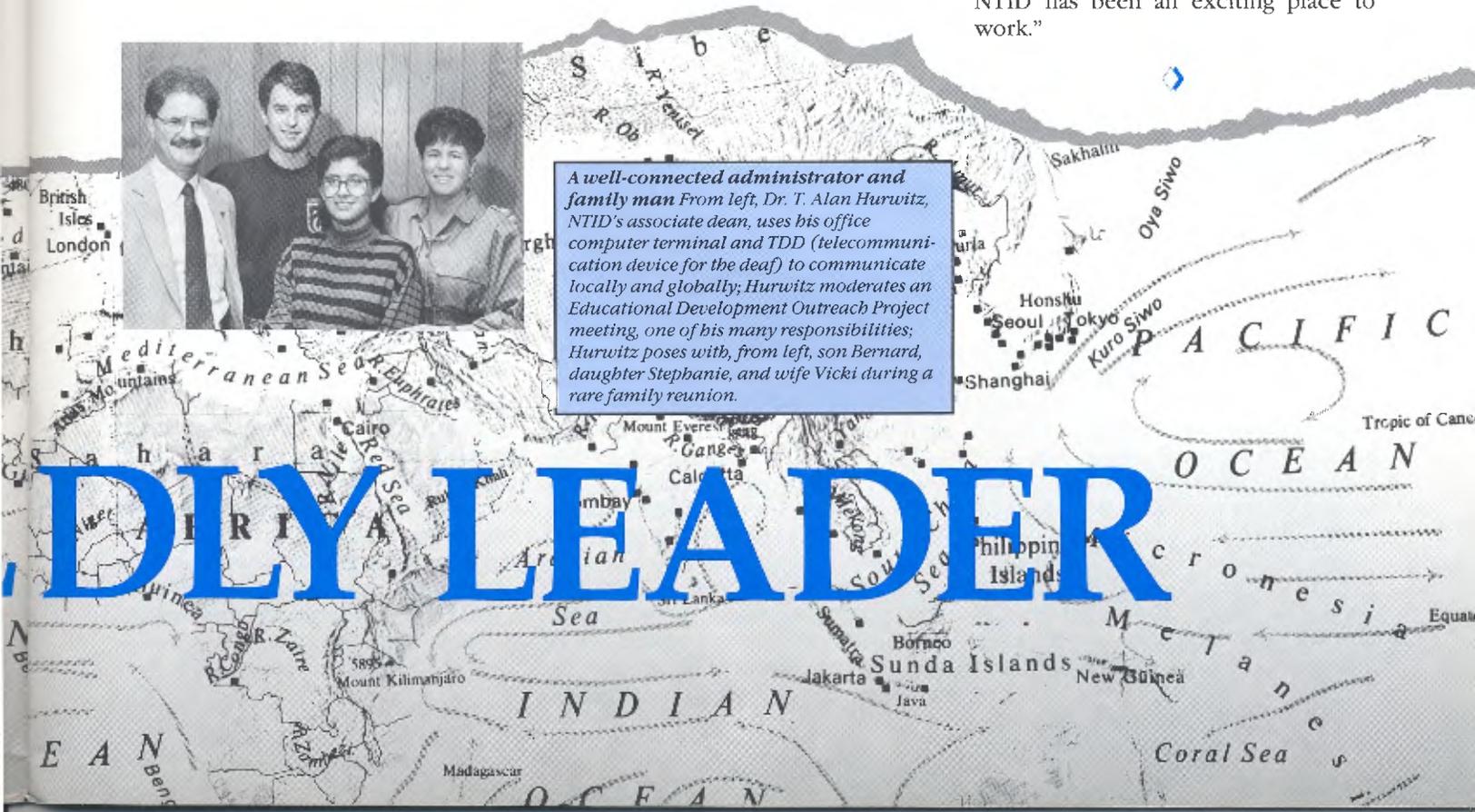
Of Hurwitz's accomplishments at NTID, his wife says, "We never expected all of this. We have grown professionally and personally. NTID has given us opportunities that don't exist in industry."

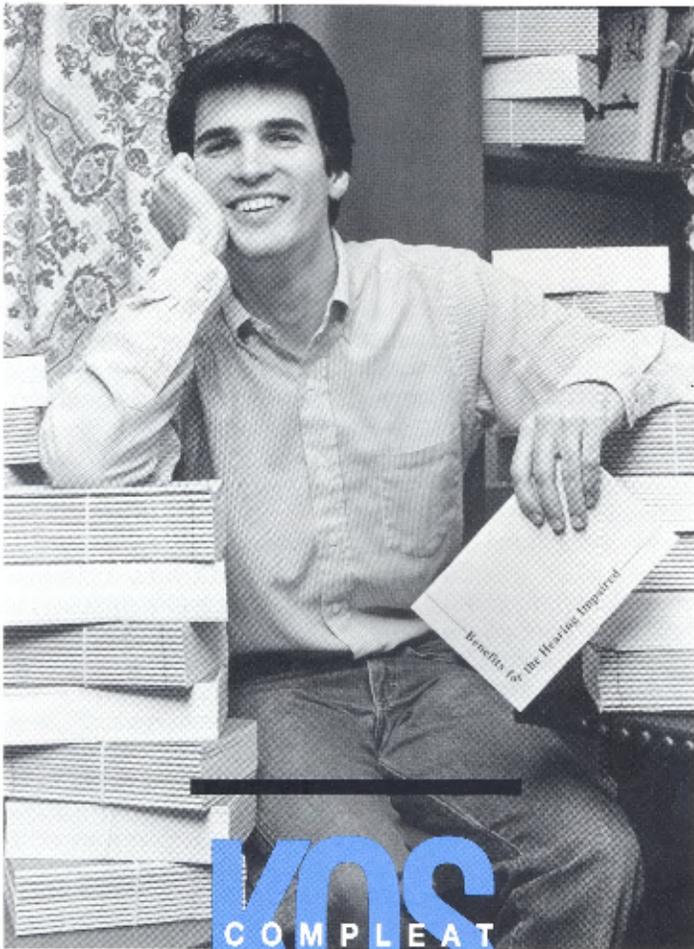
"We had not realized that we'd still be in Rochester," says Hurwitz, "but NTID has been an exciting place to work."



*A well-connected administrator and family man From left, Dr. T. Alan Hurwitz, NTID's associate dean, uses his office computer terminal and TDD (telecommunication device for the deaf) to communicate locally and globally; Hurwitz moderates an Educational Development Outreach Project meeting, one of his many responsibilities; Hurwitz poses with, from left, son Bernard, daughter Stephanie, and wife Vicki during a rare family reunion.*

# DIRTY LEADER





# KOS COMPLETE

student  
publisher  
athlete  
inventor

by Jean Ingham

**M**aking lofty dreams into reality is Todd Kos' trademark.

Kos, a fifth-year applied statistics student in RIT's College of Science, turned his most recent dream into a neon pink book titled *Benefits for the Hearing Impaired*. The book is Kos' answer to his personal challenge to provide helpful information to a deaf community that he describes as "starved for information."

Kos published the first edition of *Benefits for the Hearing Impaired* in 1988. That edition, distributed through his own publishing company, Benefits-4-U, was "a 12-page test edition to see

what the market wanted and needed," Kos explains.

Reactions to the first edition, results of a survey distributed last summer, plus extensive research are included in the 96-page second edition that was published in October.

Kos selected shocking pink for the book's cover "so it can't get lost on a desk." The book is designed to be easy to use and understand and is printed in an easy-to-read typeface.

He feels the book will be helpful to deaf people because it includes information on where to buy new products, such as visual alarms and assistive listening devices, as well as how to get the

best value and price. Also included is information on a range of services: how and where to obtain an interpreter or other special services throughout the United States; how to find hearing ear dogs and how to obtain one; how to solve a telephone problem; and "a lot of other exciting things deaf people want to be aware of."

Funding for this endeavor came from advertising by major distributors of equipment and services used by deaf people, including AT&T, Eye Festival Communications, and Telecommunications for the Deaf, Inc. Sales and distribution is through NTID and Gallaudet University alumni groups, national advertising in deaf publications, and direct sales.

To assist him with the book's production, Kos corralled several fellow students.

Alvaro Barrera, a third-year College of Fine and Applied Arts student, drew the illustrations for the book. "As a deaf person, I am interested in Todd's project," he says. "I feel it is important and will be helpful to deaf people."

Mario Glorioso, a second-year newspaper production management student, helped with the book's layout. "Todd and I have been friends for a couple of years," he says. "When Todd asked me to help, I couldn't refuse. Todd's a good guy, and the book is for a good cause."

Except for the few assistants, Kos managed the writing, editing, design, and production of the book himself.

All of this in addition to his applied statistical studies makes for a full schedule, but Kos handles it well through meticulous planning.

An impressive business plan for his publishing company earned him a finalist spot for the 1989 VandenBrul Entrepreneurial Award. This award, given each year by Herbert VandenBrul, a Rochester, New York, entrepreneur, encourages young people to branch out on their own.

Kos always has been a careful planner. As he entered his third year at RIT in 1987, he presented his academic counselor with a full schedule of classes—for the next three years.

"I've never had a student plan his studies in advance," says James Halavin, Kos' academic counselor. "Todd mapped out three entire years, and he has followed the plan to the letter. Unless something happens, he will graduate this May—just as he expected."

Dr. George Georgantas, chairperson of RIT's department of mathematics, says Kos is a determined young man

who has garnered accolades in all of his cooperative (co-op) work experiences.

Of his summer 1989 co-op in AT&T's market research and customer satisfaction department in Basking Ridge, New Jersey, Manager David Weiss says, "Todd's creative analysis was very helpful. He analyzed customer satisfaction data, focusing especially on how we can better serve them."

Kos, however, received honors before he had his co-op experience.

As a senior at Robbinsdale-Cooper Senior High School in New Hope, Minnesota, Kos, who is profoundly deaf, won the Minnesota State High School Speech Contest in original oratory. He competed against more than 500 hearing students.

He continued adding to his impressive credentials when, as a fourth-year student at RIT, Kos entered and took second place in a persuasion speech contest sponsored by the College of Liberal Arts.

Kos, who was born deaf as a result of rubella, has had speech therapy most of his 22 years.

Although he didn't want to try public speaking in high school, his parents thought it would be good for him. So they bribed him—if he tried it, he did not have to reimburse them for his baseball mitt.

"Todd was becoming disenchanted with speech therapy," his mother, Carole, explains. "We felt public speaking might rekindle his interest. And it did."

"Hey, it was worth it to me," Kos adds. "That mitt cost a lot of money."

Kos says the contests, in which he has participated since the 10th grade, helped him overcome shyness and improved his expressive communication.

Communication difficulties often left Kos feeling the pain of isolation. Though he never learned where the high school "hangout" was until his senior year, he remains an advocate of mainstream education.

His winning speech for the Minnesota speech contest, titled "Opening the Window," addressed those feelings. The last sentence was: "Mainstreaming, the open window between two worlds, has traded my loneliness, isolation, and the sounds of silence for acceptance, friendship, and sounds of our hearts."

"That ending," says Caryl Bugge, Kos' high school math teacher, "evoked a tremendous emotional response in the audience."



*A job well done* Todd Kos praises his assistants, from left, Stephen Candino, printing management student; Mario Glorioso, newspaper production management student; and Kimberly Laule, applied photography student, for their work on his newly published book, *Benefits for the Hearing Impaired*.

His speech coach, Phyllis Kromer, adds, "It was Todd's determination to communicate his personal experience in a public speaking setting that won the contest."

Kos compares his "mainstream open window" to looking out of a window at night from a well-lit room—it's impossible to see out, but others can see in.

"I feel," he says, "that there are many people who are on the outside looking inside, such as a deaf person looking into the hearing world. And others looking into the darkness, but seeing nothing, not even those who would like to enter."

Kos went through the "window" not only by participating in public speaking contests but also by becoming involved in athletics. He encourages other deaf students to participate in athletic activities because it allows them to become part of a group.

An avid cross country skier, Kos was a member of the U.S. cross country ski team that competed in the 1987 Winter World Games for the Deaf in Oslo, Norway. He hopes to make the team again in 1991.

He also was instrumental in forming the RIT cross country ski team in 1986 and has competed in several intercollegiate events. In addition, Kos is a member of the U.S. Disabled Ski Team.

"Todd is a persistent advocate for deaf—as well as visually impaired and physically challenged—skiers," says Ted Fay, Nordic director for that team.

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*"I'm motivated and  
any success I have is a  
success I want to  
share."*

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In typical fashion, Kos used his statistical background, love of research, and desire to help others to design a cross country ski that is mathematically, torsionally, and geometrically correct. Useful to any skier, disabled or not, Kos hopes someday to patent the design.

"But that is 'on the shelf' until I finish school and prepare for the winter games," Kos says.

Kos credits his success to his parents, "who have supported me in all my endeavors. They gave me the opportunity to stand on my own two feet."

In the near future, Kos dreams that those "two feet" will glide him to a medal stand at the 1991 Winter World Games for the Deaf in Calgary, Alberta, Canada. After that, he plans to obtain master's degrees in statistics and graphic arts publishing.

From there, Kos' dreams become loftier. He envisions the expansion of his publishing business and perhaps a doctoral degree in graphical statistics.

"I'm motivated," he says, "and any success I have is a success I want to share."

Christopher Campbell, 28, almost didn't go to college. With his mother's encouragement, however, he enrolled at NTID in 1981. And later, so did his younger sister Susan, 26, and brother John, 24. Continuing the tradition, his youngest brother, Rion, 18, is contemplating following in his siblings' footsteps.

As the oldest son, Chris took on many responsibilities for his family. When he finished high school, he wanted to live with his family and work odd jobs to help pay the household bills. His mother, however, would not allow him to stay home.

"I was upset to be leaving my mother and family," he says, "because I cared a lot about them and I wanted to be able to fix the car or the house, but my mother was stubborn. I didn't know what college was for, but when I got to NTID, I learned that it was for my future and a good job."

As college graduates and university employees, Chris' parents worked to show their children the value of post-secondary education. Anne Campbell, mother of this trio of NTID students and graduates, is a career counselor at the State University of New York Agricultural and Technical College in Cobleskill, where J. Philip Campbell, the family's father, is a professor of food service.

"We are a strong 'value' family, and education is important," says Anne. "The choices we made reflect those values. I had always stressed that my children would go to college. Particularly for them with their deafness, education was important because it gave them more choices and ensured their independence in life."

These four Campbell children, each with profound hearing losses of more than 100 decibels, are part of a family of eight. Two daughters, Elizabeth, 29, and Caroline, 23, have normal hearing.

When Chris was 5, the six children moved with their parents to Long Island, where he and his deaf siblings were enrolled in a program for deaf students. The family returned to Albany in 1974, where the children were enrolled in a mainstream program.

"It was not until we left Long Island that the children started using signing and fingerspelling," says Phil. "The combination of lipreading, signing, and fingerspelling aided greatly in their



*The Campbell-NTID connection* With their two dogs, Chris and Cindy Campbell enjoy their backyard apple trees with, from left, Chris' mother, Anne, and siblings John, Rion, and Susan. With the exception of Rion, who still is in high school, all of the Campbell children pictured have graduated from or attended NTID.

Campbell family agrees NTID is

# M'm! M'

by Kathryn Schmitz

education. We had firmly believed that the children had to adjust to a hearing world, therefore we wanted them to be able to communicate orally. We didn't realize we were handicapping their education by not allowing them to use sign and fingerspelling."

Chris used sign language when he continued his education at NTID, enrolling in 1981. The following year, he entered the industrial drafting technology program. An industrial drafting course he took in high school motivated him to choose the program in college. He received his diploma in 1985, along with a letter certifying that he had completed all of the technical

coursework (but not liberal arts requirements) necessary for an associate in applied science (A.A.S.) degree in industrial drafting technology.

"Industrial drafting technology is one of the most difficult programs at NTID," says Eder Benati, assistant professor in the department of industrial technologies. "Chris is a good model for students because he had to work very, very hard to develop his skills. He complained that I was too picky, but later, he learned how important such precision is, and his attitude changed."

Chris indeed uses precision as a detailer at the General Electric (GE) Company in Syracuse, New York,

where he has worked for four years. Using computer-aided drafting, he prepares new drawings or changes designs for equipment manufactured by GE. He uses designers' rough sketches to create formal, detailed working drawings of radar components.

Of being employed in his field of study, Chris says, "My teachers taught me a lot. I had no trouble with my job. It was easy to do anything because I learned from college."

Benati points out that Chris is continuing to develop his professional skills.

"Chris has good space visualization," he says. "He's now learning the processes involved in creating designs, such as calculating tolerances and choosing appropriate materials."

"He is a good, conscientious worker," says Tony Venczel, Chris' supervisor. "He gets the job out on time and is willing to do extra when asked. He is a delightful person to have around."

At work, Chris enjoys sharing his culture with fellow employees. Three years ago, with two other deaf men, he set up a sign language class at GE. They taught managers first and then co-workers in hour-long classes once a week.

With his wife, Cindy Smith, also an NTID graduate, Chris is involved with the deaf community in Syracuse. When he and Cindy first moved to Syracuse four years ago, says Chris, "The deaf community was plainly dead, and we had no social activity at all. So three years ago, my wife and I founded the Syracuse Club for the Deaf and Hearing Impaired.

"Now the deaf community here is very active," he continues. "The best part for me is to have fun and help other deaf people become better leaders."

Cindy is president and Chris is vice president of the club, which has monthly parties and get-togethers. The club recently won bidding for the New York

To add to their already busy lives, Chris and Cindy had their first child, Crystal Julia, December 5, 1989. They are waiting to learn whether or not she has a hearing impairment. Regardless of whether Crystal is deaf, "We think it's important to develop a strong communication system," says Cindy. "ASL will be the first language and then English."

Cindy graduated from NTID with an A.A.S. degree in medical laboratory technology in 1986, the same year Chris' sister Susan graduated. The two women were roommates for one-and-a-half years as well as sisters in Delta Alpha Sigma sorority, of which Cindy was president.

"I enjoyed NTID, especially my sorority," says Susan. "I visited Chris one weekend at NTID when he was a freshman, and I liked it because it was a technical school."

After graduating from NTID with a diploma in accounting, Susan became an account clerk for the New York State Education Department in Albany, where she has worked for three years. She monitors a computer system, matching lodging and transportation requests from employees traveling on department business. She processes vendor vouchers and uses a database package on a personal computer as well as inputting on the mainframe computer.

"Whenever we have a big project," says Mary Nagle, Susan's supervisor, "she jumps in without much help. She's a quick learner and also gives us feedback if she is not sure something is correct."

"She does very well in her job," says co-worker Arline Burton. "She really is an excellent worker. She taught me and other people in our office how to sign so that we communicate well."

Daniel Pike, assistant professor in the department of business occupations, attributes Susan's success to her outgoing nature.

"Accounting has become a more complex field where one needs to be able to get along with others and communicate with those who don't understand accounting," he explains. "Susan always was willing to help other students. She had a fantastic ability to demonstrate interest in other people."

state golf tournament for the deaf, which it will host this summer for the first time in 10 years.

In addition to her social involvement with other deaf people, Cindy works on their behalf. She is deaf services coordinator at ARISE, Inc., in Syracuse, where she works on discrimination problems, job searches, independent living, and peer counseling.

In her three years at ARISE, she has developed many projects, including Closed Captions Unlimited for local newscasts and Fair Access for the Deaf (FAD), which each year provides interpreters for the New York State Fair, held in Syracuse. This past summer, FAD provided 21 interpreters from all over New York, who worked four hours a day for 11 days and 110 events.

# *m! Good!*

*"I didn't know what college was for, but when I got to NTID, I learned that it was for my future and a good job."*



*On the job* At the General Electric Company in Syracuse, New York, where they work, Douglas Angers, left, a fellow NTID graduate and a designer, meets with Chris, a drafter.

Susan's college involvement with Delta Alpha Sigma was another outlet for her interest in people.

"As the sorority's assistant chairperson for community service," she explains, "I won an award for community service. I also received a scholarship from the Woman's Club of Rochester in 1983."

Susan credits her mother for much of the children's success. "My mother is a good influence. Mom always encouraged us to get a job when we were young because it would be good experience for us in the future. I owe my mother so much because she encouraged us into success."

The third Campbell to attend NTID was John, whose success is a bit different from Chris' and Susan's. He now is a

carpenter who remodels kitchens and bathrooms for Rutland Construction Company, a home improvement and remodeling firm in Albany.

"John still is learning," says John Barr, his supervisor, "and will continue to learn for the next five years. His attitude is very good, and he always is willing and eager to assist and learn. John's hearing impairment does not interfere with the quality of his work."

At NTID, John studied manufacturing processes. "I enjoyed it because I learned something different, and I like to work with my hands."

He took a leave of absence in January 1987 because he had financial difficulties, had lost his motivation, and did not feel that his studies would help him in the future.

Dr. Sidney McQuay, associate professor in the department of industrial technologies, believes otherwise.

"John could easily have finished the program had he wanted to. I'm sure that he applies the skills he learned at NTID, such as blueprint reading, precision measurement, and how to set up and operate power equipment, on his present job, but with more education, he can get an even better position."

Carl Spoto, chairperson in the School of Science and Engineering Careers, describes John as "a bright, capable young man who has the ability to succeed at NTID. He always was responsible and cooperative about working with me."

At NTID, John sought independence.

"I wanted to go to college to learn to be responsible for my own time," says John. "I came to NTID for my education and to be with other deaf people. I liked having teachers who signed for themselves in class.

"My brother and sister told me NTID was a good school," he continues. "We didn't see each other much on campus, but we encouraged each other and talked about teachers and classes and jobs."

John now feels more motivated and believes he could focus on school if he returned. For now, however, he says, "I want to learn and work in different jobs with different people. I think I want to have my own business or manage people."

John, like Chris and Susan, gained many skills at NTID that he now uses in a career he enjoys. However, almost more important than their education, according to their mother, was the confidence the three Campbells gained at NTID.

"NTID helped them mature and be more comfortable with their deafness," says Anne. "It confirmed what the community and their teachers had been telling them all along: 'You're deaf, but that doesn't make a difference.'"

There is still one more Campbell who may attend NTID. High school senior Rion says, "My brothers and sister were successful because of NTID, so I might try it."



# GUIDING LIGHTS

*Admission counselors help students navigate through a sea of college choices*

by Susan Cergol

**Y**ou might call them “super sleuths” because of the tenacious detective work required to locate deaf students scattered in public high schools throughout the country. You could liken them to attorneys presenting their case to a “jury” of prospective students. Or you might think of them as concerned sales representatives whose product is NTID and whose customers are young deaf people and their parents.

Then again, you simply could refer to Scot Atkins, Shirley Baker, Thomas Connolly, and Howard Mann as career opportunities advisors in NTID’s department of career outreach and admissions.

Whatever you do, though, don’t call them “recruiters.”

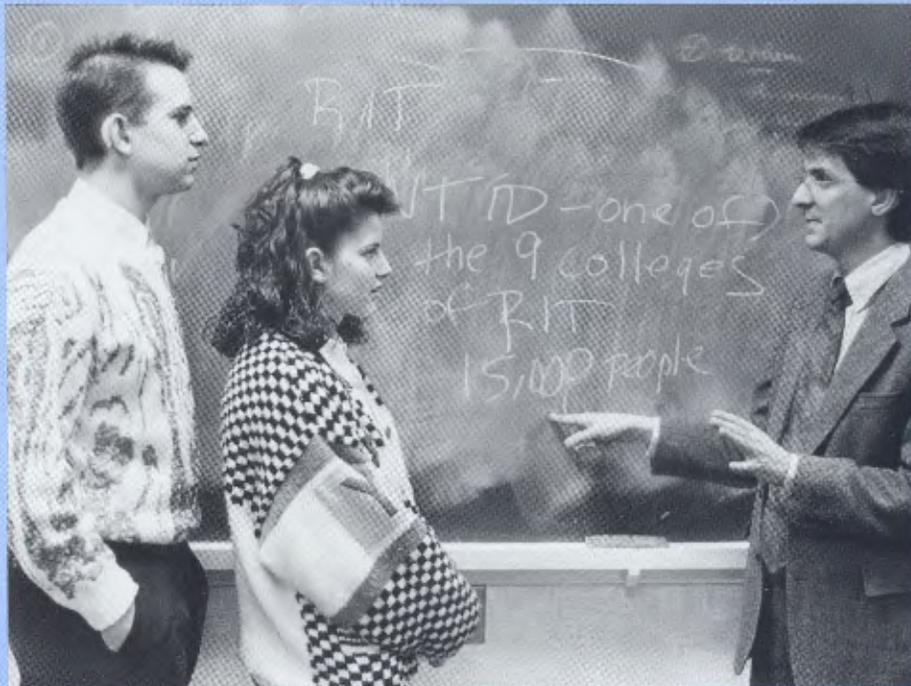
“NTID’s admission policy reflects the Institute’s mission to encourage the career development of deaf individuals nationwide,” says Karen Hopkins, director of the division of career opportunities. “Our goal isn’t just to get as many students as possible.”

The philosophy that drives the Institute’s admission process recognizes diversity in deaf students’ abilities and career goals. Students are advised of all career options so that they can make informed choices about their postsecondary future.

“I believe NTID has the best technical programs for deaf students,” says Connolly. “However, if students’ career goals are not technically oriented, we try to find a more suitable program for them.

“Our main objective is to make sure deaf students understand as clearly as possible what NTID has to offer,” he says. “After that, it’s their choice. We’re here to assist in that decision.”

One way the career opportunities advisors help students make a decision is by encouraging participation in NTID’s Explore Your Future (EYF) program. A



*On the road again* Scot Atkins, career opportunities advisor, right, emphasizes the relationship between RIT and NTID to high school students during a recent visit to the Clarke School for the Deaf in Northampton, Massachusetts.

week-long summer learning experience, EYF introduces deaf high school juniors to the challenges and requirements of a technical college education.

“The program is an opportunity for students to get a taste of technology and college life,” says Connolly. “They’re not deciding on a career at that time, but they are getting an idea of what they might want to study.”

Karin Jacobson, a first-year printing production technology student who attended a mainstream high school in Honolulu, participated in EYF in 1987.

“I learned about an interesting technical program that I thought I could be successful in,” she says. “I realized I would get a good education at NTID.”

Because NTID’s programs are technical in nature, the Institute’s admission requirements reflect a high standard of academic achievement. However, students who want to attend the Institute but don’t meet the qualifications are not merely turned away.

“We never ‘reject’ a student,” says Baker. “We refer students who don’t qualify for NTID’s programs to more appropriate educational settings.”

Recently, Baker worked with a student who wanted to attend NTID but didn’t meet the Institute’s admission requirements. Instead of simply sending a rejection letter, Baker encouraged the student to enroll in a remedial English course and reapply at a later date.

A helpful tool that career opportunities advisors use when referring students is *College and Career Programs for Deaf Students*, published by NTID and Gallaudet University. The catalog, which is updated every two to three years, provides general information about attending college as well as detailed listings of postsecondary programs in North America with support services for deaf students.

"Options for deaf students were much more limited 25 years ago," says Mann. "Today, we can advise students to go for training at more than 100 postsecondary programs."

Advising often takes the form of shared personal experiences. Such is the case with Atkins and Mann, both NTID graduates, who offer their own backgrounds as counsel to potential students.

"I'm living proof that people can graduate from NTID and become successful," says Atkins, who received a bachelor's degree in business administration from RIT in 1988. "I know NTID because I've eaten in the dining commons and lived in the dorms. I'm prepared to answer the questions prospective students ask about student life."

Atkins recalls when he was a high school student considering attending NTID. He was fortunate that, on his first visit to campus, the career opportunities advisor he and his family met was Mann.

"I was impressed that a deaf person interviewed me," he recalls. "At that time, I was concerned about whether or not I could attend NTID and earn a bachelor's degree. Howard told me he earned a bachelor's degree from RIT, and ultimately that's what convinced me to come here."

Mann, who earned both a bachelor's degree in social work and master's degree in human services management from RIT, feels comfortable being a role model. "Many young deaf people aren't exposed to deaf professionals," he says. "Teachers, parents, and students need to know there's a pay-off at the end of the student's education."

According to their supervisor, Dianne Brooks, each career opportunities advisor brings to the job his or her own personal style and strengths.

"Some are particularly good at interacting with parents," says Brooks, manager of career outreach and enrollment services. "Others are charismatic with students, while others are especially skillful with phone marketing.

"All, however, demonstrate two common denominators," she continues. "They enjoy working with young students and their families, and they are dedicated to the job, even when it requires long periods of travel away from home."

Indeed, travel is a big part of the career opportunities advisors' responsibilities. Each advisor regularly travels throughout a region that includes approximately 10 states, with a mixture of rural and urban areas. They visit schools throughout those areas roughly eight weeks during the year.

"Traveling isn't as glamorous as people think," says Atkins, "but meeting people on the road makes it worth the effort."

According to Brooks, the purpose of such travel is to maintain professional relationships with school personnel, vocational rehabilitation counselors, parents, and, of course, deaf high school students.

"The most important part of the admission counselors' jobs is personal contact," she says.

Baker agrees. "Often, the decision whether or not to attend NTID may depend on the influence of the student's parents or one prominent teacher in the student's life," she says. "It's important to maintain a relationship with all counselors, parents, and teachers."

These relationships are particularly significant now that nearly 70 percent

of NTID's students come from mainstream school environments. In the past, most students came from the relatively few residential schools for the deaf, so it was easy to locate them. The difficulty now is to find the one or two deaf students in an entire school district.

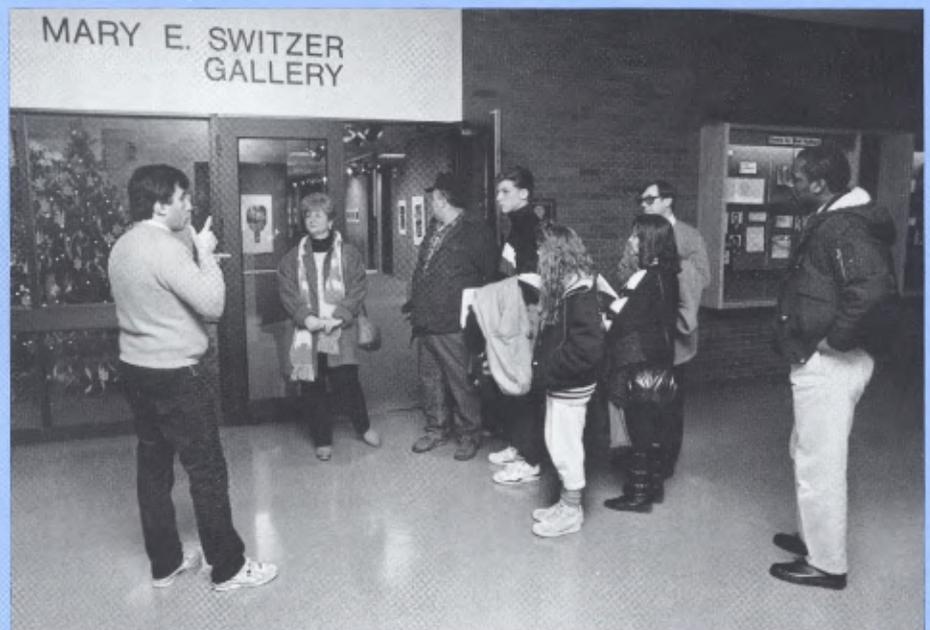
"Our students are turning into needles in haystacks," says Kathleen Martin, senior career opportunities advisor.

As chairperson of the division's marketing team, Martin leads the Institute's efforts to design communication strategies to reach potential students. This year, the team is concentrating on expanding its contacts with school personnel—the people who can lead career opportunities advisors to hearing-impaired students in their school districts.

"It's a matter of networking," says Hopkins. "We know where the schools for deaf students and the primary mainstream programs are. Our challenge is to continue to find students in those schools that don't have cores of support services for deaf individuals."

Although creating and maintaining such a network is an essential aspect of the career opportunities advisors' jobs, ultimately, they believe, it is the collective responsibility of all faculty and staff members at NTID.

"Everyone at NTID is an ambassador of the Institute," says Mann.



*See for yourselves* Tour guide Robert Abaid, a third-year student in the electromechanical technology program, leads a group of prospective students, their parents, and a vocational rehabilitation counselor on a tour of NTID's Lyndon Baines Johnson Building, including a peek at the Mary E. Switzer Gallery.

*"NTID's admission policy reflects the Institute's mission to encourage the career development of deaf individuals nationwide. Our goal isn't just to get as many students as possible."*

Kathie Finks, the department's visitation specialist, agrees. As coordinator of on-campus visits for prospective students and their parents, she arranges individually tailored tours that include contact with as many as three or four professionals throughout the Institute.

"The most personal kind of advising happens on campus," believes Finks.

Connolly suggests another way Institute professionals can assist in the admission process.

"NTID faculty and staff members travel throughout the United States for conventions and workshops," he says. "They can help us by identifying young deaf people who might be interested in our programs and by spreading the word."

This is important, according to Atkins. "The most powerful tool in getting students to come here is word of mouth," he says. "The deaf community is small, and word travels fast."

However, warns Martin, "Word of mouth can be your kudos or your killer.

Dissatisfied students who leave the Institute having had a bad experience can crinkle all our marketing efforts and toss them in the wastebasket."

Because of this, she believes, faculty and staff members share the responsibility of creating a supportive environment that not only attracts students, but also encourages them to stay to complete their programs of study.

As deaf students look for suitable postsecondary educational programs from a greater variety of opportunities, student enrollment and retention become increasingly critical. Despite the multitude of college choices currently available to deaf students, NTID's career opportunities advisors continue to attract qualified students to the Institute—a total of 372 last fall.

The success of the admission program comes partly from a recognition that increased competition exists, according to Martin.

"When I started working at NTID in 1976," she says, "there were only seven or eight postsecondary programs for deaf students in the country. Since then, there has been an explosion in the number of such programs.

"We don't take ourselves for granted anymore," she adds. "We need to be more sophisticated in our efforts to establish our niche in the marketplace."

Martin believes that niche is defined at NTID by the benefit of excellent support services in a mainstream environment that offers potential for social interaction with both deaf and hearing students.

"By virtue of being part of a campus designed for hearing students," she says, "NTID provides deaf students an opportunity to choose their cultural and curricular affiliations. We offer the best of both worlds."

Steven Simmon, a first-year applied photography student who attended the American School for the Deaf in West Hartford, Connecticut, decided to enroll at NTID precisely because of the Institute's cultural diversity.

"I wanted to experience both the deaf and hearing worlds," he explains.

This selling point helps the Institute's admission counselors usher interested students into NTID's programs.

"We meet the needs of many different students," says Connolly. "Deaf students come with a variety of communication backgrounds, and they're all welcome at NTID."



*Super sleuths at work* Members of NTID's department of career outreach and admissions, from left, Kathleen Martin, Howard Mann, Thomas Connolly, Shirley Baker, Kathie Finks, and Atkins, discuss strategies for attracting students to the Institute.

# the ties that BIND



## NTID & Gallaudet share a mission, and more

**T**hey are as different as Jo and Amy in *Little Women*, yet, like all sisters, the National Technical Institute for the Deaf (NTID) and Gallaudet University share a strong bond.

The two largest national postsecondary educational programs serving primarily deaf students, these institutions are united in their mission, despite their differences.

"Gallaudet is our sister institution," says Dr. William Castle, director of NTID and vice president for government relations for RIT. "Like all siblings, we have differences, but we still need to like and support one another."

In recent years, collaborative efforts between NTID, the world's largest technological college for deaf students, and Gallaudet, the world's only liberal arts university for deaf students, have increased. Cooperative projects have included research and national outreach efforts, departmental visits between the institutions, faculty exchanges, twice yearly deans' meetings,

and discussions about ways to make transferring between the two institutions easier for students.

These efforts, says Dr. Thomas Raco, assistant dean and director of NTID's School of Visual Communication Careers, "have helped us realize that the challenges we face are not all that different because we're 350 miles apart, or because one of us is a university unto itself and the other is a college that is part of a larger institution [RIT], or because one of us is steeped in 125 years of tradition while the other is 21 years young. It doesn't matter; we still confront many of the same issues."

While NTID and Gallaudet have worked together on various projects in the past, Raco says, there now seems to be "a stronger enthusiasm and a more cooperative spirit."

Many credit this new spirit to Dr. I. King Jordan, who was appointed Gallaudet's first deaf president in March 1988.

"King Jordan's presidency," says Castle, "has brought us closer together because he is more interested in cooperation than competition. He has a strong interest, as do I, in providing the best educational options for young deaf people."

In an effort to better provide those options to more deaf people, NTID and Gallaudet have agreed to work together, along with the four federally stipulated regional postsecondary education programs for deaf students, through an organization known as the Council of Directors.

In 1987, the U.S. Congress asked Castle to take the lead in addressing the career development needs of low-functioning deaf adults. Realizing that NTID could not meet this challenge alone, the council, which was inactive for several years, was re-established.

The council is "evidence of the way our institutions work closely together," says Dr. Ann Davidson, Gallaudet's acting provost, "and of the realization that we are as strong as our coalition."

While the council is a collaborative effort among several programs serving deaf people, NTID and Gallaudet's participation is particularly important. As programs with national responsibilities, both institutions have the resources to support the interests of the council.

Gallaudet's National Center for Continuing Education, press, library, and regional centers are useful, as are NTID's "expertise" in career development and its relationship with business and industry.

Though the council has just been re-established, other initiatives between the two institutions have deeper roots.

Since 1973, in an effort to make deaf students aware of their educational options, Gallaudet and NTID have collaborated on editing and producing *College and Career Programs for Deaf Students*, a guide to more than 150 post-secondary programs for deaf people in the United States and Canada.

The guide represents the longest running collaborative effort between NTID and Gallaudet. Editors of the most recent guides, published in intervals of two to three years, are Dr. James DeCaro, dean of NTID; and Gallaudet's

Dr. Michael Karchmer, dean of graduate studies and research, and Brenda Rawlings, of the Gallaudet Research Institute's center for assessment and demographic studies.

*College and Career*, says Rawlings, is a public service provided by the leaders in the field of deaf education.

"Our mission is to serve deaf students," she says. "Not all deaf students want to attend NTID or Gallaudet; not all of them are qualified. The *College and Career* guide identifies an array of options and services."

Other projects with national implications that the two institutions have worked on together in recent years include the Systematic Collaborative Outreach Project Effort (SCOPE) and the National Project on Career Education.

SCOPE, a nationwide survey that collected information on the curriculum processes used in elementary and secondary programs serving deaf students, was designed to help both institutions focus on more effective outreach efforts. The 1985 project "was of such magnitude," says Dr. Kathleen Crandall, associate professor in NTID's English

department, "that it required both institutions in order to conduct it effectively."

Forty-seven administrators and 308 teachers from 47 residential and mainstream programs responded to the questionnaire that was developed by the SCOPE project team.

An earlier collaborative national project involved a team of 26 people from NTID and Gallaudet, who worked for five years, from 1978-1983, to develop and train teachers in a career development program. The National Project on Career Education trained 250 educators in 43 states and had an impact on 10,000 elementary and secondary deaf students.

"Administrators at both institutions realized that something drastic had to be done to bring up the achievement levels of deaf students," says NTID's Dr. Judy Egelston-Dodd, who led the project. "Both institutions have a great deal at stake in improving the achievement levels of deaf children—it's to their mutual advantage."

*"[T]he challenges we face are not all that different because we're 350 miles apart, or because one of us is a university unto itself and the other is a college that is part of a larger institution [RIT], or because one of us is steeped in 125 years of tradition while the other is 21 years young. It doesn't matter; we still confront many of the same issues."*



**Friendly rivals** Opposite, Dr. William Castle, left, director of NTID and vice president for government relations for RIT, and Dr. I. King Jordan, president of Gallaudet University, sport sweatshirts of their "rival"; above, Dr. Vincent Daniele, associate professor in NTID's physics and technical mathematics department, on a visit to Washington, D.C., enjoys lunch with Jordan.

Because the project was done jointly, it was able to address "a whole gamut" of careers, including math and science as well as those in liberal arts, says Egelston-Dodd, who now directs the University of Rochester/RIT Joint Educational Specialist Program.

The project, she says, could not have been accomplished separately. "The two institutions together enabled us to have resources enough, in terms of money and talent, to make it a national program."

Recently, the collaboration between Gallaudet and NTID has extended beyond the national to the international realm.

The two institutions are serving as co-hosts of the 1990 International Congress on Education of the Deaf, to be held in Rochester July 29-August 3. Dr. E. Ross Stuckless, NTID's director of integrative research, and Dr. Doin Hicks, Gallaudet's vice president for institutional research and planning, are chairpersons of the international program committee for the Congress.

"It's important to demonstrate this kind of cooperation to the world deaf community," says Hicks.

Many cooperative efforts, however, are not on such a grand scale. Other ventures between Gallaudet and NTID have been on a departmental or individual basis and have developed because someone from one institution knew someone at the other who shared similar interests.

For example, the theater departments at each school share the common purpose of presenting performances with and for deaf as well as hearing people.

Not many people completely understand the art form, and it is a great benefit to each department to be able to work with others who do and can comment on the work.

During the past year, NTID faculty members traveled to Binghamton, New York, to see Gallaudet's production of *Telling Stories*, a finalist in the American College Theater Festival; the production's playwright and director, Dr. William Moses, chairperson of Gallaudet's theatre arts department, visited NTID and lectured on psychodrama; and *Sunshine Too*, NTID's traveling performing group, was hosted by Gallaudet's theatre arts department for the first time.

The schools' English departments also have established a close working relationship. Members of the departments first met at NTID in 1986 and again the following year at Gallaudet. The two groups plan to meet again, when funding becomes available.

The meetings, says Andrew Malcolm, associate professor in NTID's English department, "gave us an opportunity to come to a better understanding of one another's programs."

NTID and Gallaudet faculty members also have teamed together individually.

Dr. Vincent Daniele, associate professor in NTID's physics and technical mathematics department, has participated in Gallaudet's summer program, sponsored by the National Science Foundation, to train elementary and secondary mathematics teachers of deaf students.

"Members of the Gallaudet math department have several of the same concerns that we do," says Daniele, who, before coming to NTID, taught at Gallaudet's Model Secondary School for the Deaf. "We all are concerned with appropriate pre-college mathematics training for hearing-impaired students.

"If students arrive at either institution with strong math skills," he adds, "then more programs and career options will be open to them."

Dr. Michael Steve, instructional developer in NTID's business/computer science support department, spent eight weeks of the 1987-88 academic year at Gallaudet's School for Preparatory Studies (SPS) participating in a project designed to improve students' cognitive skills.

Gallaudet was interested in Steve's assistance because of his experience with deafness, instructional design, and thinking skills development materials.

Steve's participation made the project "glamorous" for students, says Eleanor Hillegeist, assistant professor of mathematics at SPS, who found the team teaching enjoyable and the intellectual exchange stimulating.

Steve found "the opportunity to study and compare such diverse organizations and cultures fascinating."

While faculty exchanges between the institutions so far have been on an informal, individual basis, both DeCaro and Davidson are interested in establishing a more formalized exchange program.



*Tigers, Bisons, and football—oh, my! RIT's Michele He... se Weekend, held in Rochester.*

"Faculty exchanges provide revitalization for faculty members, and a revitalized teacher is always a great benefit to students," says Davidson.

A faculty exchange program is but one topic of discussion at the twice yearly deans' meetings. These meetings have been held since October 1986, in the spring and fall alternately at each school, except for the 1987-88 academic year when Gallaudet was searching for a new president.

"We've shared the concerns expressed by our faculty members and students," says DeCaro. "These meetings have provided a forum for discussing a spectrum of academic issues."



et se, who graduated last year, breaks a "tackle" in a flag football game during last spring's RIT/Gally

An important topic of these meetings has been program transfer credits between various schools at each institution. The art programs have been one area of discussion.

"Both institutions have an interest in building 'transfer bridges,'" says Raco. "There has been a lot of student traffic between the two institutions over the past several years."

Despite the growing cooperation that exists between Gallaudet and NTID, there are at least two areas in which they compete—in admissions and on playing fields.

Each spring, students from NTID and

Gallaudet gather in Rochester or Washington, D.C., for RIT/Gally Weekend, two days of sports competition and camaraderie.

Last spring, the event was held in Rochester, and the RIT "Tigers" were awarded the RIT/Gally Weekend Bowl after defeating the Gallaudet "Bisons" 129-108 in 22 competitions that included flag football, ultimate frisbee, floor hockey, and softball.

After the games were over, however, the rivalry ended, and the students once again became friends, says Michael Berger, RIT's chairperson for the weekend and a fifth-year printing production technology student.

The weekend, he says, provides an opportunity to see old friends, meet new ones, and share a "cultural togetherness."

"It's good to learn about the other school and to celebrate our differences," adds Andrew Rubin, a second-year imaging science student at RIT.

The competition in the admissions area also has been friendly, but it definitely exists, says James Tucker, Gallaudet's director of admissions.

"Any student in 'Marketing 101' can tell you that NTID and Gallaudet compete," he says. "They both recruit students from the same market—the best and the brightest of deaf students."

As the pool of deaf students shrinks and Gallaudet contemplates adding technical programs to its curriculum, the competition may become stronger, says Dianne Brooks, NTID's manager of career outreach and enrollment services.

Still, even within the competitive field of admissions, the two institutions can find areas in which to collaborate. Astrid Goodstein, Gallaudet's director of enrollment services, believes the two schools could work together toward enrollment goals.

"I think it would be wonderful," she says, "if younger students could visit NTID and Gallaudet, and perhaps a couple of other postsecondary institutions, as a tour package so they could be motivated earlier to seriously consider continuing their education."

"Only 30 percent of deaf students who finish high school move on to further schooling," she adds. "NTID and Gallaudet could work together to promote academic excellence, particularly with younger children and their parents who often have no idea that their children, like any, could attend college."

Gallaudet's president also foresees the two institutions overcoming their sibling rivalry and building bonds that strengthen as they share experiences and face challenges together.

"I look forward to seeing continued growth in the relationship between Gallaudet University and NTID," Jordan says. "Both institutions are deeply committed to the potential of deaf students, to their success in the world, and to increased understanding of the needs and capabilities of deaf people."



## A pioneer program takes a new direction

by Kathryn Schmitz

Today, more than 55 interpreter training programs populate the United States, and the first such program was begun in Rochester, New York.

Twenty-one years ago, NTID established the first formal sign language interpreter training program in the country. Daniel Smialek, instructor in RIT's College of Continuing Education, was part of that pioneering venture.

"We were the first hearing RIT students to work as counselors, notetakers, and tutors with the deaf students," says Smialek. "The program was exciting because it was all new and so intense."

Since then, the Institute has changed its sign language interpreting training to meet new demands for more and better trained interpreters. Although 2,500 certified interpreters work in the United States, the demand for interpreters still far outstrips the supply. Even in Rochester, where one in 14 people is hearing impaired, the 250 interpreters who work in the courts, government agencies, hospitals, schools, and universities are not enough.

"My wife called a free-lance referral agency to request an interpreter for her doctor's visit and was told that there was a three-week wait," says Gary Mowl, who, as chairperson of the support service education department, is responsible for NTID's interpreter training programs.

The increased demand for interpreters results partly from new regulations supporting the right of deaf people to have interpreters. The New York State Hospital Code now requires hospitals to provide interpreters within 20 minutes of a request and within 10 minutes in emergency cases.

Congress passed the Education for All Handicapped Children Act in 1975 to ensure that children with disabilities receive special education services, including interpreters, to meet their needs in classrooms, hospitals, and institutions. This law created a huge demand for educational interpreters all over the country, according to Mowl.

Faced with the unique task of educating deaf students on a campus designed principally for hearing people, NTID recognized the need for interpreters long before these regulations were passed. For the first class of 70 students at NTID, there were only four full-time interpreters, including pioneer Interpreter Training Specialist Alice Beardsley, who retired from RIT last year.

"We needed more interpreters on campus," says Beardsley, "so we asked about 15 RIT students if they would be interested in taking an interpreter training course during the summer of 1969. I taught that first class, which had six students."

For eight hours a day over 10 weeks, the students learned aspects of deafness, basic vocabulary, and fingerspelling.

"We had fingerspelling practice for two hours every day," Smialek says, "and Alice was the drillmaster."

All six graduates of that training program went on to interpret about 10-12 hours of classes a week at RIT. The Institute paid these and subsequent students for their in-class services while they learned to interpret because the need for their skills was greater still than the supply of interpreters at RIT.

This summer program was formally named the Basic Interpreter Training Program (BITP) in 1972 and was

taught by four instructors, including Beardsley. The BITP initially began as an intensive program that was limited to teaching interpreting skills needed by RIT students.

After 12 years, NTID administrators felt that a degree program could better prepare students for employment as sign language interpreters. In 1981, the Institute began offering an associate in applied science (A.A.S.) degree in educational interpreting. The A.A.S. program is much broader than the original BITP and offers elective training in oral interpreting, tutoring, and notetaking.

NTID terminated BITP in 1988 because it determined that a six-week summer session was not enough time to offer the training necessary for interpreting some of the more complicated situations at RIT and elsewhere, such as for deaf/blind students in gym class.

"The A.A.S. program is a big step up from the BITP," says Joseph Avery, associate professor in and former chairperson of the support service education department. "The program is designed to meet the needs of the market, which has an educational emphasis. More than 50 percent of all interpreters work in educational settings."

The program prepares students to work in educational and similar settings as sign language interpreters as well as providers of support services such as tutoring and notetaking. Students with no previous sign language experience enroll in the pre-A.A.S. program, a six-week summer program that provides intensive sign language training before the start of the degree program in the fall.

The A.A.S. program enrolls a limit of 60 students, 30 in the first year and 30 in the second. Most students come directly from Rochester-area high schools or transfer from other colleges.

The program teaches interpreting theory and practice; skill development of American Sign Language (ASL) interpretation, English transliteration, and oral interpretation; and liberal arts.

Internship experiences complete two years of learning. Students are placed in real interpreting situations, preparing them for employment. Sandra ("Sam") Scherer, a 1989 graduate who now works as an interpreter in Rochester, feels that she gained the most valuable experience from two internships she served, one at RIT and the other in the Rochester community.



**High-tech practice** Gary Mowl, chairperson of the support service education department, works with students in NTID's interpreter training lab, an integral part of the educational interpreting program.



**Reversals** In a practice session with Joseph Avery, associate professor in the department of support service education, first-year student Candas Barnes voice (reverse) interprets the signs of Melinda Hopper, cross-cultural educator in the student life department.

"Certified interpreters were my mentors during the internships," says Scherer. "The real-life experience taught me a lot about interpreting. Gary Mowl also requires us to go out and mingle in the deaf community."

Such mingling helps students develop a good attitude, according to Mowl.

"Interpreters shouldn't have low expectations for deaf people," he says. "To introduce new students unfamiliar with deaf people, we have to provide role models. We have deaf faculty members, students, and others in the Rochester deaf community who support our mission and have contributed significantly to the quality of our program. This is a tremendous addition to an outstanding faculty."

Although the number of applicants to the program is increasing, Mowl isn't content. To bring the program into the '90s, he plans to continue active recruitment of minority students.

"I want more minorities in the program because the need is growing out there, particularly in the Hispanic and black deaf populations," explains Mowl.

Candas Barnes, a first-year A.A.S. student recruited for the program from Washington, D.C., agrees that in some situations, minorities would prefer interpreters of their own culture.

"Sometimes, during Black History Month, for example," she says, "an interpreter who's not part of the community might not understand how the

community feels. However, I plan to become a skilled interpreter for anyone who needs me, not just for the black community."

In 1988, the support service education department collaborated with the department of training and affirmative action to develop a minority recruiting plan. Presentations in Rochester and Washington, D.C., resulted in the recruitment of six minority students this year, up from one the previous year and one the year before—an increase of which Mowl is proud.

In addition to using revised recruiting strategies, Mowl is attempting to meet future interpreting needs with a new program. Last summer, the department offered the advanced interpreter training program for the first time. The program consisted of a one-week course called "Sign Semantics," designed to provide professional interpreters with practical experience in learning new ASL vocabulary and the correct usage of previously learned signs.

"Most interpreters work alone," says Mowl, "and don't have the opportunity to interact with other interpreters. Some of their supervisors don't sign so they can't evaluate the interpreters properly. This program is designed to provide professional growth and improve their basic skills."

The department is planning to expand its course offerings this summer, and the advanced interpreter training program is but one of its visions for the future.

"Even though we're offering the associate degree program now, we're wondering if it provides enough training," says Mowl. "We may try to offer a bachelor's degree in the future."

Avery also feels that a bachelor's degree may be necessary for future interpreters.

"Unless mainstreaming collapses, which I doubt will happen," he says, "there always will be a need for training in educational interpreting. We need to raise the status of educational interpreting, and one way to do that is to establish a higher degree program as well as national standards for educational interpreting in schools."

NTID has remained a forerunner in the field of educational interpreter training ever since the Institute established the BITP. Mowl believes that NTID is well equipped to continue training interpreters.

"The program is in the perfect environment at NTID and in Rochester," says Mowl, "with so many opportunities for our students to interact with deaf people."



# Medical record technology committee helps students create An Agenda for Learning

by Jean Ingham



*Double teamed* Dr. Ila Parasnis, research associate in the communication research department, left, purchases a notebook from Robb Adams, career development counselor in the School of Science and Engineering Careers, and Patricia Nolan, a second-year medical record technology (MRT) student.

*“Through the committee, we learn to work as a team. And that’s important because hospital medical record departments are teams, not individuals.”*

**F**irst-year NTID students begin college life through a summer orientation program with 300 of their peers. During the month-long program, students receive individual attention and benefit from personal faculty contact.

When September arrives and with it 13,000 additional hearing and deaf students, the influx is frightening.

“These first-year kids are scared,” says Robb Adams, career development counselor in the School of Science and Engineering Careers. “They don’t feel part of the college world anymore; they feel lost. These students want to run and hide. Should they stay or should they go home where they feel ‘safe?’”

This is when Adams, in his role as counselor, feels students often need help in re-establishing themselves and feeling secure at NTID.

Medical record technology (MRT) faculty members implemented a program two years ago to accomplish this goal—the MRT committee, an extra-curricular program designed to form a “family” of MRT students. Although an MRT Club had existed for many years, faculty members felt the club format was not successful because students didn’t have equal voice in what was planned, nor the opportunity for leadership skill development.

“Through the committee,” says Julia Anderson, a first-year MRT student, “we learn to work as a team. And that’s important because hospital medical record departments are teams, not individuals.”

Anderson was elected student co-chairperson this year. She worked with the committee for a short time last year and believes it helps students feel comfortable with the program.

At a fall quarter meeting of the committee, Anderson led a discussion about activities for the year. Each activity, she explained, would require “co-leaders”—a team of one student and one faculty member who would be responsible for making the necessary arrangements for accomplishing each activity.

“Let’s go to the Ontario Science Center in Toronto,” one student suggested. And from there the ideas flowed faster than Anderson could write.

“What about dinner and a movie?”

“Let’s go bowling.”

“The pizza party was good last year, let’s have another.”

Although it seemed as if everyone talked at once, members understood one another, and several suggestions appeared viable.

David Templeton, assistant professor in the applied science/allied health department and co-chairperson of the committee, watched the meeting with a satisfied smile on his face.

“Consider how decisions are made in the working world,” he says. “They are made by committees—groups of people who work together to develop, plan, and implement a program or activity. So why not the same in a college environment?”

As the meeting continued, Anderson asked for volunteers to co-lead the activities.

One student agreed to check on the bowling activity—when alleys were available and the cost. Anderson questioned each member present for favorable dates for bowling. She reminded everyone to promote the activity with other class members not present at the meeting. Other members volunteered to check on the cost of a trip to Toronto and other suggested activities.

In addition to these organized efforts, the committee is flexible enough to take advantage of unplanned activities.

Last year, after a student had car trouble, Frederic Hamil, applied science/allied health department chairperson, and Templeton offered to explain how to change spark plugs, check oil level, and other simple auto maintenance procedures. They spent several evenings in the parking lot explaining what "lurks under the hood" to committee members.

"If students are interested," says Templeton, "they participate. No pressure is applied to either faculty members or students to attend meetings or participate in activities."

However, says Adams, "It's important for students to participate. They need to develop relationships and learn more about who they are. They need to take risks, step out on a limb a bit to see how it feels to get involved with a group."

Last year, the committee worked to send second-year MRT students to the national American Medical Record Association Convention in Dallas. Students and faculty members working together sold enough T-shirts imprinted with an "I love you" handshape to pay for the flight, hotel, and meals. As a result, students and faculty members who attended did so as peers.

"There is a big difference between being chaperoned by faculty members and being part of a team," says Templeton. "This time, there were seven people together, not three students and four chaperones."

Adams, who was one of the faculty members at the convention, says, "The trip was a big success. The students attended sessions of their choice, met professional medical record practitioners, and went out on the town."

Through activities such as these, students garner a bit of independence and a great deal of motivation. Due partly to the success of last year's efforts, fund raising already has begun for a future national convention.

In support of this effort, committee members this year sold three-ring notebooks with "NTID" imprinted on the spine and cover. They worked on the design and made arrangements for production.

"Through the committee and fund-raising activities," says Associate Professor Marilyn Fowler, MRT program director, "students learn how to organize activities, take responsibility, and follow through to achieve a goal."

In order to sell the notebooks, following committee procedures of working as a team, a student and faculty member trundled a book cart through the halls and into the offices of NTID faculty and staff members.

Now a social work student in RIT's College of Liberal Arts, he realizes how much satisfaction and confidence he received from the committee last year.

"Students become more involved and that's important," he says. "It also gives students and faculty members a chance to get acquainted and work together outside a classroom environment."

Cynthia Mann, applied science/allied health lecturer, agrees with Sullivan.



*Smiling faces going happy places* Members of the MRT committee proudly wear the T-shirts that helped pay for a trip last year to the national American Medical Record Association Convention in Dallas. Front row, from left: Nolan, Nicole Fisher, and Elizabeth Cleverley. Back row, from left: Julia Anderson, Cynthia Mann, Melissa Beach, David Templeton, and Frederic Hamil.

Margaret Hoblit, career development counselor in the School of Science and Engineering Careers, gladly purchased a notebook for two reasons.

"Number one, I believe in supporting student activities," she says. "And number two, I'm trying to be more organized. So this purchase not only helps the students, it also helps me."

Although Christopher Sullivan graduated from the MRT program last year, he is again on the committee this year.

"The committee helps students become acquainted with other students as well as with faculty members," she says. "And interacting with families when we have a 'family night,' when children as well as adults attend, helps alleviate loneliness."

Through the MRT committee, Adams believes, "We can reach out early in the academic year to make students feel they belong at NTID."



# Entering ASL c o u n t r y

where all signs point  
to cultural awareness

by Susan Cergol



A sleepy-eyed camper stumbles down the long hallway to the bathroom and greets a friend with a faint "Good morning." Her eyes widen as she realizes her mistake, and she claps a hand over her mouth before quickly repeating the greeting in sign language.

So begins another voiceless day at Silent Retreat.

A week-long camping experience not unlike those many remember from childhood, the retreat offers participants an opportunity to hike and swim in a beautiful outdoor setting, attend classes and workshops, meet new friends, and tell jokes and scary stories while munching popcorn around a campfire.

There is one difference, however. At Silent Retreat, campers are asked to leave their voices in the parking lot—sign language is the only form of communication allowed on camp grounds.

The idea for the retreat grew out of a desire to provide an intensive, total immersion experience for those faculty and staff members learning sign language through NTID.

"The program allows participants to become sensitized to a deaf person's world," says Silent Retreat Director Samuel Holcomb, sign communication specialist in the sign communication department. "The silence, continuous eye contact, and exposure to deaf culture experienced at Silent Retreat are things you can't learn in a classroom. People have told me they learn more in one week at camp than they do in a year of classroom study."

Although the sign communication department previously offered silent weekend retreats at the Notre Dame Retreat House in Canandaigua, New York, Holcomb felt the experience should be longer. In 1988, with the department's support, he offered the first week-long Silent Retreat at Camp Mark Seven, located just outside Old Forge, New York.

To register, participants must have completed NTID's first three "Basic Sign Communication" courses or have equivalent sign language skills. Because of the program's popularity, last year two silent weeks were offered in late



spring. While the majority of the approximately 50 participants at both sessions were NTID faculty and staff members, also in attendance were sign language learners from throughout the Northeast.

Retreat participants attended two class sessions each day, with lunch and plenty of free time in between. The innovative lessons, taught primarily by instructors from NTID's sign communication department, covered topics such as American Sign Language (ASL) grammar, idioms, and vocabulary; deaf culture; fingerspelling and numbers practice; and sign classifiers.

Class sessions included presentations followed by practice in small groups as well as a fast-paced deaf trivia game. In addition to Holcomb, other class leaders were NTID instructors Thelma Bohli, Leslie Greer, Dominique Ruganis, and Dorothy Wilkins; and NTID engineering student Dana Hughes.

"I was astounded at the variety of training styles," says retreat participant Shirley Baker, career opportunities advisor in the career outreach and admissions department. "No two sessions were the same, and they were so creative. I really appreciated that."

Cathleen Chou, artist/designer in the department of instructional design and evaluation (ID&E), echoes this opinion. "The teachers were great," she

says. "In a way, they all were performers and could draw you into the lesson."

Holcomb began the week's classes with a discussion of cultural differences between deaf and hearing people, based on *Culture and Conflict in Deaf and Hearing Interaction: A Discovery Process*, co-authored by Keith Cagle, sign communication specialist in the sign communication department, and former NTID intern Dr. Robert Pollard.

"Hearing people tend to greet each other with chitchat," explained Holcomb, "while deaf people get right to the point. On the other hand, while hearing people often end a conversation abruptly, deaf people tend to draw out the goodbyes."

Participants found one of the benefits of learning in this kind of environment is the opportunity to get away from everyday office stress.

"It can be hard to concentrate when you take sign language classes during the workday," says Baker. "You know what's sitting on your desk, and the whole time you're in class, you're thinking about all the work that isn't getting done."

"After class, you go back to your desk and the phone is ringing, the papers are piled up, and there's no time to process what you just learned."

Silent Retreat participants, on the other hand, had lots of time for quiet reflection and practice. In addition to sign language instruction videotapes and interactive videodiscs available for use throughout the day, group practice sessions were offered every night after dinner to review information presented in classes that day.

A large part of the retreat's success, however, lies in the opportunity for casual sign language conversation with both deaf and hearing people in an informal, non-threatening atmosphere.

"Spontaneous conversation is a more natural way to learn a language," says Marie Buckley, artist/designer in ID&E. "I found that when I talked to people, individually and in small groups, everyone would slow down and repeat things as many times as necessary to communicate."

*No voices, please* Opposite, Kenneth Hoffmann, assistant professor in the printing production technology department, left, chats with fellow Silent Retreat participants Dr. Greg Emerton, associate professor in the liberal arts support department, and Dominique Ruganis, sign communication specialist in the sign communication department; above, Marie Buckley, artist/designer in the department of instructional design and evaluation (ID&E), left, relaxes between classes conversing with colleague Jorge Samper, media specialist in ID&E.

"I didn't have to understand everything," she adds. "It was interesting to see what I could understand, but there was no pressure. It was a much more relaxing experience than going to class."

Part of what makes the experience so enjoyable for participants is the beauty of Camp Mark Seven, a restored hotel on nine acres of forest and lakefront property on Fourth Lake in the Adirondack Mountains.

The rustic but comfortable lodge has 30 bedrooms, a chapel, game room, large kitchen and dining room, two large meeting rooms, and a staff lounge. In addition, the 400-foot sand beach, dry dock, and basketball and tennis courts offer guests plenty of opportunity for outdoor recreation.

Camp Mark Seven is owned and operated by Mark Seven Deaf Foundation, Inc., a Catholic organization founded in 1978 by the Rev. Thomas Coughlin, the first deaf Catholic priest ordained in the United States. The camp and organization take their name from a Bible verse—Mark 7:1—that tells a story about a deaf man's ears and mind being "opened" to the opportunities life offers him.

In addition to silent week experiences for hearing people, the camp offers throughout the summer months an opportunity for deaf people of all ages to enjoy outdoor recreation and to develop leadership skills.

"The whole purpose of the camp is for deaf people, especially kids, to interact with positive deaf role models," says the Rev. Kenneth McKenna, O.S.F.S., camp administrator. "Here, there are deaf counselors, staff members, and clergy, and everyone is fluent in ASL, even the hearing staff members like myself. The message we give is that deafness isn't a handicap."

According to Michael VerVelde, camp director for youth programs, the mix of deaf and hearing staff members, the majority of whom are volunteers, offers campers a more rounded experience.

"It's important to show that deaf and hearing people can work together," says VerVelde, a 1984 graduate of NTID's architectural drafting program.

Those same staff members who enrich the experiences of summer campers also were on hand to offer warmth and friendship to Silent Retreat participants.

"The camp staff members, including the carpenters and the people who work in the kitchen, all were accepting and open," says Buckley. "Everyone was willing to interact with retreat participants."

As comfortable and relaxing as a retreat in the mountains can be, however, a week without talking did cause some anxiety.

"At times, I was frustrated with myself and my signing skills," admits Gail Kovalik, Staff Resource Center specialist in the department of training and affirmative action. "When the instructors were telling stories around the campfire, at first I thought, 'Wow! I'm really understanding this.' Then all of a sudden I realized, 'No, I'm not. I missed the whole point!'"

"I began to think, 'I'll never learn, I'm too old. I could be at camp for a hundred years and I'd never be fluent in sign language.'"

Sister Maureen ("Molly") Langton, C.S.J., Camp Mark Seven's food manager, empathizes with those feelings of frustration because of her own experiences as a profoundly deaf person. Raised orally, she didn't start learning sign language until she was 35.

"I thought it would be easy to learn sign, but it wasn't," she says. "In addition, deaf culture was completely new to me at that time. I was frustrated and shed many tears during that period. But I was determined to persist. It's important to remember that you're never too old to learn."

Ruganis, a second-time Silent Retreat instructor, says many participants become concerned because, at times, their limited vocabulary causes them to miss information during the lectures.

"However, I think that frustration is part of the experience," she says.

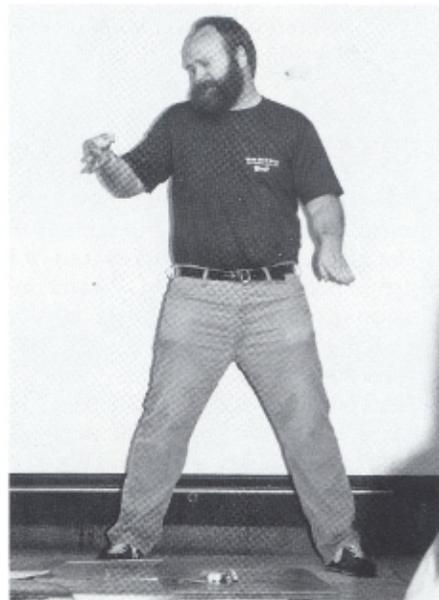
Holcomb agrees. "For one week, Silent Retreat participants experience the same frustration deaf people feel their whole lives in the hearing world."

To help alleviate some of this tension, participants were treated to a

generous serving of humor throughout the week. One night, camp counselors, staff members, and sign language instructors performed an unforgettable series of skits that both educated and entertained.

"I'll always remember that talent show," says Baker. "Tears were streaming down my face, and I had pains in my stomach from laughing so hard!"

Through amazingly expressive sign-mime, Holcomb transformed himself first into a golf ball being teed off, then a bowling ball rolling down an alley.



*Ride 'em cowboy* Retreat Director Samuel Holcomb, sign communication specialist in the sign communication department, drops another coin into a motorized bucking bronco during the retreat's talent show.

But it was as a rugged cowboy riding a fiercely bucking bronco—which turned out to be a coin-operated children's ride—that he had the audience howling with laughter.

McKenna added to the evening's hilarity when he traded his clerical collar for a martian outfit and became a "conehead" from outer space. In other skits, performers mimed cans of soda dropping out of a machine and pancakes, hot off the griddle, topped with butter and syrup.



**See you back at work** After a full week of voiceless classes, storytelling, and relaxation, retreat participant Shirley Baker, career opportunities advisor in the career outreach and admissions department, left, bids farewell to instructor Dorothy Wilkins, sign communication specialist in the sign communication department.

Not only did these performances serve to lighten a challenging, information-laden week, they also provided another lesson in deaf culture.

"Many of those skits commonly are acted out after school hours at residential schools for the deaf," says Ruganis. "They represent an important aspect of deaf folklore."

The opportunity for this kind of cultural interaction, Holcomb believes, is an important advantage of Silent Retreat. "Deaf people want hearing people to understand our culture," he says.

While deaf people communicate in a variety of ways, Holcomb believes that to fully understand deaf culture, people need to learn ASL, which he calls "the true language of deaf people." However, although the retreat was billed as an ASL camp and classes were conducted in ASL, most participants expressed themselves using more familiar English-like signing.

Chou, a first-time retreat participant, feels there is room for improvement in her ASL skills, but she realizes it takes a long time to learn a foreign language.

"They recommend you complete NTID's basic sign language classes before attending the retreat," she says. "But if you've just finished those classes, you won't be fluent in ASL."

"From what I know about natural language acquisition," she adds, "a learner will be able to receive a language long before duplicating it."

Ruganis agrees. "The goal of the camp is to become more ASL-oriented," she says. "The experience does allow participants to become exposed to the language; whether or not they can respond in ASL is a different issue in my mind."

After a week-long submersion into deaf culture, most Silent Retreat participants resurfaced with a keener appreciation of the language and experiences of deaf people. In addition, their improved skills renewed their motivation to continue the learning process.

"By the end of the week," says Jorge Samper, media specialist in ID&E, "my receptive skills had improved quite a bit from the first couple of days."

However, he knows that learning sign language is an ongoing process. For some NTID staff members, like Samper, who don't interact daily with deaf students, that requires a commitment to practice.

"Like any language," he says, "the only way to maintain fluency is to use it every day. That's up to the individual; the motivation has to come from within."

Although not immediately apparent, Baker also noticed an improvement. "I was all thumbs when I first returned to work," she says. "I thought, 'I've been away for a whole week and now I should be really good.' I felt so self-conscious, I couldn't sign a thing."

"But I soon realized that I had, in fact, developed a lot of confidence from the experience."

The most important benefit of Silent Retreat, believes Ruganis, is the opportunity for participants to become familiar with deaf people's culture and language.

"If you work with deaf people," she says, "you owe it to them—and to yourself—to become as close to deaf culture as possible."



# Teaching the Teachers

Office of faculty  
development promotes  
continuing education

by Kathryn Schmitz

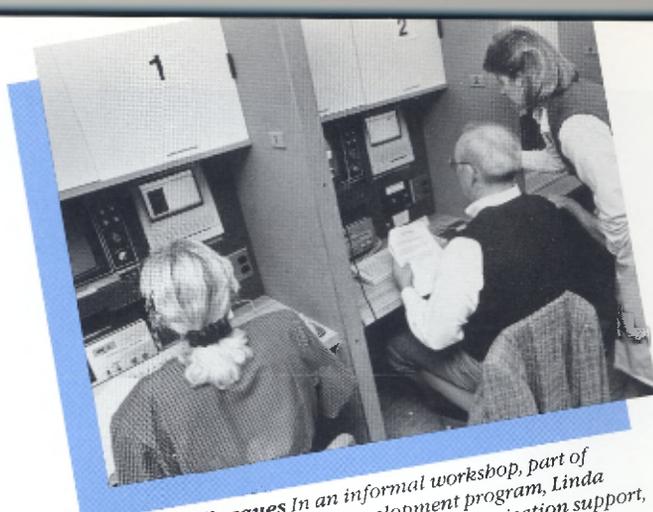
Although James Graves, new chairperson of the department of performing arts, arrived at NTID this summer with 15 years of teaching experience, he had had little contact with deaf students. Luckily for Graves and other new faculty and professional staff members, NTID has a great deal of experience with deaf students, which it shares through its office of faculty development (OFD).

For all new faculty and professional staff members, OFD offers the First-Year Experience, an orientation training program piloted last year and required of all new faculty members.

The part of the program Graves found most beneficial was the microteaching seminar, designed to introduce new faculty members to teaching postsecondary deaf students. These sessions provide a variety of experiences for faculty members to practice teaching with deaf students who are trained to provide constructive feedback.

"I have never taken anything so helpful," Graves says. "Even though this was for teaching deaf students, I think every college should offer something similar."

In addition to the microteaching seminars, the First-Year Experience offers the New Employee Orientation series, six sessions that cover the history and organizational structure of



*Tutoring colleagues In an informal workshop, part of NTID's school-based faculty development program, Linda Hoke, secretary in the department of communication support, helps Dr. Donald Johnson, professor in the department of communication research, and Suzanne Shibley, secretary in the department of sign communication, learn to use a computer spreadsheet program.*

NTID as well as issues affecting students; Seminars on Deafness and Teaching, 15 sessions on topics such as deafness, English language development, and alternative teaching strategies; and an end-of-year faculty retreat.

The First-Year Experience has been so popular with new faculty members that veteran faculty and professional staff members often ask to be involved.

"Most of these requests are due to the fact that new faculty members are excited about the program, and word of mouth does the rest," says Carol Davies, former OFD secretary. "Also, we have several veteran faculty members serving as resource persons for workshops. They tell me, 'I've done extensive research in this area, but I still learned new things in this workshop.'"

Learning new things is a continual process in faculty development, which is strongly encouraged by the Institute.

"NTID has supported faculty development for 21 years," says Dr. Larry Quinsland, faculty development consultant in OFD. "Few colleges in the country devote full-time faculty positions to determine how best to work with deaf students. The primary objective of NTID is to educate deaf students; the primary reinforcement of this objective is strong support for faculty development."

Promotion of faculty development at NTID begins in the dean's office.

"I believe that continuing development is the true spirit of scholarship," says Dr. James DeCaro, dean of NTID. "An institution in which the faculty has stopped developing and growing is of dubious utility to students."

Although OFD provides programs and guidance that help improve teaching, it is not responsible for individual faculty development. DeCaro insists that faculty and professional staff members are responsible for their own professional development, with the Institute providing opportunities and resources for that development to occur.

To enable faculty and professional staff members to assume responsibility for their own professional development, DeCaro, in collaboration with OFD and NTID's associate and assistant deans, established a school-based faculty development plan in 1985. The program is built on a foundation of faculty and professional staff participation.

"Faculty 'governance' of professional development programming at NTID is the key aspect of everything we do," says Dr. Harry Lang, coordinator of OFD. "For many years, the NTID administration basically decided what to offer faculty. Now, faculty members decide on the offerings."

Each school and division has its own representative to OFD. In a three-year term, each liaison annually identifies the needs and interests of faculty and professional staff members in the school or division and plans a series of activities throughout the year. The liaisons are assisted by an advisory group of colleagues.

Activities have included workshops on teaching problem solving, speakers from outside NTID, and lunchtime discussions with colleagues from other departments or schools. Liaisons also plan collaborative cross-divisional activities in weekly meetings with OFD staff members.

In the four years since their inception, the school-based plans have evolved into a complex and productive program.

"The School of Business Careers was the first to develop a prototype of the current school-based faculty development model," says Delbert Dagel, career development counselor in the business careers counseling services department and the school's liaison. "Faculty members embraced the concept from inception and continue to be enthusiastic and supportive."

Not all faculty members initially understood, however, the extent to which they could determine the content and character of their programs. Antonio Toscano, associate professor in the photo/media technologies department and liaison for the School of Visual Communication Careers, explains his school's rocky start.

"At first, people didn't understand that they could choose their own presentations and conferences," he says, "and for one or two years, we had trials. Now the idea has caught on, and there's a sense of 'faculty ownership,' which is a positive feeling."

After four years, faculty members have expanded the scope of their professional development plans, reflecting their interest in continued learning and change.

"The school-based plans now are at a maturation stage," says Lang. "At first, the offerings were fairly basic, but as faculty members

gained experience, they asked for more sophisticated programs."

Brenda Whitehead, speech pathologist in the speech/language department and liaison for the division of communication programs, agrees.

"The beauty of the program," she says, "is the fact that faculty members can think about how to broaden their own professional bases and have the resources to do it."

Faculty members often discover a direct link between their continuing education efforts and teaching skills.

"The benefits of faculty development eventually are felt in classrooms," says Toscano, "because faculty members learn from their developmental experiences."

Some faculty members have professional needs that go beyond those met by established offerings for teachers. Department chairpersons, for example, who are responsible for evaluating teaching performance, need to develop skills related to such evaluation. OFD is developing the Academic Leadership Development Program to help chairpersons focus on the principles of observing and evaluating teaching.

To further assist faculty members in teaching deaf students, OFD offers the Faculty Consultation Program. At a faculty member's request, OFD pairs the member with a teaching consultant who provides confidential and personal development over a period of time. David Templeton, assistant professor in the department of applied science/allied health, has been both a participant and a consultant in the program.

"During my first quarter here, I didn't know if the way I was teaching was meaningful to the students," says Templeton, "so I asked for feedback. It helped me analyze the effectiveness of my classroom strategies. As a consultant, I can help other teachers analyze their classroom strategies in the same way."

In addition to classroom strategies, consultants can offer guidance in research, professional writing, curriculum development, communication skills, and professional growth and development. Templeton notes that many veteran faculty members have become involved in the program because of its wide range of specialty areas combined with its self-analytic approach.

"OFD's emphasis now is experiential," says Quinsland. "It's a process of guided discovery to learn your ideal teaching self. Where the traditional concept of teacher education has focused on content expertise, at NTID, we focus on the art of teaching."

Continually striving to perfect the art of teaching lies at the heart of OFD's offerings.

"OFD is more process than product," says Quinsland. "We don't measure our success in terms of how many people we interact with. The big picture is to promote continued growth. If people are growing, they're happy and productive, and so is the Institute."

"A teacher who's not also a student is dead."



**Meeting of the minds** After presenting a "talk show" for new faculty members, in which they portrayed characters from the history of deaf education, the actors pose for a group photograph. Standing from left to right: Dr. T. Alan Hurwitz, associate dean of NTID, as Frederick Schreiber; Joseph Avery, associate professor in the department of support service education, as Alexander Graham Bell; Victoria Armour, assistant professor in the department of sign communication, as Sophia Fowler Gallaudet; Geoffrey Poor, assistant professor in the department of sign communication, as Edward Miner Gallaudet; Patrick Graybill, visiting assistant professor in the department of performing arts, as Laurent Clerc; and Dr. Harry Lang, coordinator of the office of faculty development, as himself, moderator of the talk show.

# FOCUS On...

# Thomas Callaghan

by Vincent Dollard

As a child, Thomas ("Cal") Callaghan once stood tirelessly in front of a revolving barber pole and told his mother that he wanted to stay until he understood how it worked.

"A man came out of the barber shop and said, 'He's gonna be one smart fella when he grows up,'" recalls Audrey Callaghan. "He was always trying to figure things out."

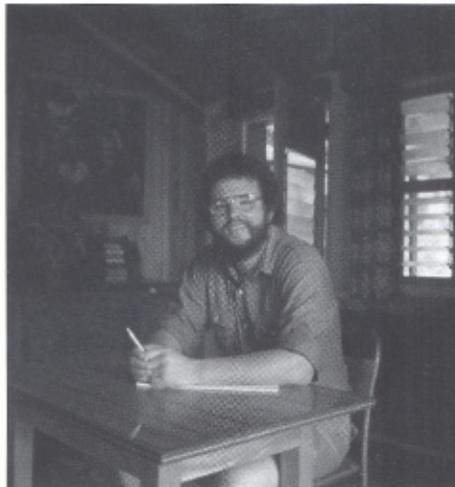
Considering his mechanical aptitude, it's no surprise that Callaghan, instructor in NTID's science and engineering support department, eventually would become an engineer.

Audrey also tells about her son's "itchy feet" and his penchant for outdoor activities and "anything that was dangerous. When I think about some of his travel adventures, it's something of a surprise that he ever lived to tell about them."

Callaghan's sense of adventure and love of travel have taken him into the 50-degree waters of a Massachusetts river where he tipped his canoe shooting rapids and bounced off several rocks before reaching shore; on a solo bicycle trip across the United States; to the island of Dominica, about 500 miles southeast of Puerto Rico, where he lived for a year and worked as an engineer helping to rebuild roads; and, most recently, to the Soviet Union with a group of NTID students and faculty and staff members.

His diverse experiences have taught Callaghan some valuable lessons that he passes on to his students at RIT.

"I try to teach students to be resourceful and to improvise," he says.



*Traveling man* Thomas Callaghan, instructor in the science and engineering support department, took a break from his duties as an engineer on the island of Dominica in 1981 to snap this self-portrait in his plantation apartment.

"With those skills, students will succeed. Textbooks won't teach them how to succeed—they have to learn from mistakes and experience."

Callaghan, 43, came to RIT in 1983 after working as a civil engineer for nearly 11 years in Northampton, Massachusetts, and Washington, D.C. His intent was to obtain a second bachelor's degree, this time in mechanical engineering. While it is rare for Callaghan to be deterred from his objectives, when Marie Raman, then chairperson of the science and engineering support department, approached him about a job as visiting instructor in that department, Callaghan felt the timing and nature of the position both were right.

"We told Cal that we would be happy to accept him as a student," says Raman, currently assistant dean and director of the School of Science and Engineering Careers. "We also told him that we were more interested in him as an instructor."

"I had been offered a position once before," says Callaghan, referring to a faculty position in the construction technologies department. "However, I had just received word that the engineering firm I worked for had approved my request to go to Dominica. It was a matter of timing then, and I knew what I wanted."

Callaghan has always seemed to know what he wanted. After graduating from Clarke School for the Deaf in Northampton in 1963, he went to Williston Academy in Easthampton, Massachusetts, and set his sights on college—undeterred by the lack of any support services.

"Tom would come home from Williston," says his mother, "and say he was so tired of trying to understand what was going on in class. There wasn't much I could do except give him a pat on the back and tell him I understood."

After Williston, Callaghan enrolled in the civil engineering program at the University of Massachusetts, again working without support services. He wavered between choosing civil engineering or geology as a major. However, already certain that he wanted a career that would keep him outdoors, he chose engineering because of the employment opportunities.

Callaghan graduated in 1972 and began his professional career as an engineer.



*The keys to success* Callaghan reviews coursework with Jean Brophy, a fifth-year mathematics student in the College of Applied Science and Technology. Callaghan believes that teaching students to be resourceful is an important step in preparing them for successful careers.

While working in Washington, D.C., in the mid-1970s, he coached the Galaudet University rugby club and enjoyed instructing students. He says that endeavor fueled the possibilities of working in an academic environment.

"The idea of teaching kept popping up," he says, "but I suppressed it for a long time. I wanted outdoor work."

In 1976, however, Callaghan made what many of his friends thought was an impulsive decision—he quit his engineering job to bicycle across the country and indulge his two passions—cycling and travel.

Callaghan was 29 when he decided to embark on the solo journey. He pedaled from Seattle to Northampton, approximately 5,000 miles, averaging 100 miles a day.

"Many people thought quitting my job was a bad choice," says Callaghan, "but that trip taught me a great deal. Often, bad decisions lead to good things. The experience convinced me that sometimes it's necessary to take risks in making decisions, no matter what people say."

Callaghan's "stick with it" philosophy has served him well through the years. In 1980, Curran Associates, the engineering firm for which he worked,

turned down his request to go to Dominica because of perceived communication difficulties in relaying information back to the Massachusetts-based firm, which had won a contract to help reconstruct the road system after Dominica had been hit by two consecutive hurricanes.

Callaghan's persistence paid dividends, however, and he eventually convinced his employer to send him. Callaghan's task was to assess the conditions of the road system, then determine which roads should be improved first.

"Dominica has a special place in my heart," says Callaghan. "The people were so friendly; they were not stopped by my deafness. In fact, they knew I was deaf before I arrived. It was broadcast on the radio that an American company was sending a deaf engineer to work on the roads."

After returning stateside, Callaghan went back to work for Curran. His "itchy feet" began acting up, however, and the idea of earning a second bachelor's degree in mechanical engineering grew more alluring. He chose RIT for the "change in scenery," academic reputation, and support services provided by NTID.

There are many at NTID who are glad Callaghan made the decision to come to Rochester.

"Cal's ability to work with students and faculty members has earned him the highest respect from the College of Engineering and his colleagues in the support department," says Dominic Bozzelli, associate professor in the science and engineering support department.

Bozzelli points out that because Callaghan earned his mechanical engineering bachelor's degree from RIT on a part-time basis, he knows the coursework and faculty members who teach it. In addition, Callaghan's experience as a civil engineer and numerous travel stories serve him well in the eyes of students, who look up to him as a role model.

"Cal seeks out the leadership roles," says Bozzelli, "and, as a result, his stature as a role model continues to grow."

Douglas Machett, who earned his associate degree in civil technology from NTID in 1983 and his bachelor's degree in civil engineering from RIT last year, remembers Callaghan as someone who was "always available" when students needed assistance.

"There are a lot of good things to say about Cal," says Machett, civil engineer for Bergman Associates in Rochester, New York. "He shared his experience and his ambitions. He helped us develop a positive attitude about work and life."

Callaghan's own positive attitude is ever present and has earned him a reputation for being the department's "good humor person." However, the fact that he seems to have found a home at RIT has not satiated his determination to travel.

"I would like to travel around the world," says Callaghan. "One of my immediate goals is to visit Australia. The environment, people, and culture have drawn my attention for a long time."

In addition to his travel plans, Callaghan's list of goals includes earning a master's degree and building a house by himself.

"I intend to continue teaching," he says, "because I enjoy working with students and encouraging them to persevere and succeed."





*Digging in to campus life* Dr. M. Richard Rose, RIT president, looks on as David Prince, NTID Student Congress president, takes a turn at breaking ground for the Campus Life Center.

## Breaking Ground Toward Improved Campus Life Services

RIT broke ground October 21 for the Campus Life Center, designed to promote physical and emotional wellness in students.

Scheduled to be completed in September 1992, the 88,000-square-foot center will house the student health service, RIT volunteer ambulance corps, counseling center, NTID psychological services, and substance and alcohol intervention services for the deaf. Also in the center will be five multipurpose and eight racquetball courts; a weight room; a multipurpose room for dance and aerobics; a fitness testing center; and an indoor instructional area for activities such as golf, fencing, and juggling.

"In addressing wellness, the Campus Life Center promises to enhance individual as well as community quality of life on our campus," says Dr. James DeCaro, dean of NTID. "It is exciting

to have all RIT community members, both deaf and hearing, be part of this venture."

Funding for the center has come from private donors, parents, alumni, and the federal government. Of the \$10 million needed to build the facility, Congress appropriated \$1.73 million to meet the needs of deaf students.

## Toma Talks

The man whose police exploits inspired two television series, *Toma* and *Baretta*, spoke to NTID students October 6 about the dangers of substance abuse. David Toma, a former undercover cop in Newark, New Jersey, delivered a highly emotional two-hour lecture filled with stories of people whose lives were destroyed by substance abuse, including his own.

Toma, who made more than 7,000 arrests and more than 30 trips to the hospital for serious injuries during his 21-year police career, became addicted to tranquilizers after his 5-year-old son died of acute pulmonary edema, only 40 minutes after Toma had saved another youngster from choking to death.

He beat his own addiction and now travels throughout the country warning students against using drugs and alcohol. He met with students for a 90-minute rap session after his lecture.

## Graduate Program Receives \$400,000 Grant

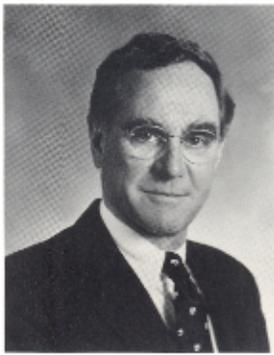
The University of Rochester/RIT Joint Educational Specialist Program (JESP) received a grant from the U.S. Department of Education, office of special education and rehabilitation services, to cover partial tuition for JESP students. The grant totals \$400,000 to be paid over five years (\$80,000 per year).



*Staged homecoming* NTID graduates Perry ("Willy") Conley, left, and Charles ("Chaz") Struppmann star as Odysseus and Achilles, respectively, in the National Theatre of the Deaf's "The Odyssey," performed at NTID February 11.

## NEWSMAKERS

- **Gerald Bateman**, instructional developer in the instructional design and evaluation department, was named the 1989 recipient of a \$1,000 Stokoe Scholarship by the National Association of the Deaf. Working toward a doctorate from the University of Rochester, he is writing a dissertation titled "The Political Activity of Adult Deaf Leaders and Their Constituents in Rochester, New York."
- **Robert Iannazzi**, media specialist in the department of instructional design and evaluation, was awarded the Photographic Craftsman degree by Professional Photographers of America, Inc. The degree, one of the highest honors for photographers, is awarded for exceptional service in the field of photography.
- **Robert Keiffer**, P.E., associate professor in the School of Science and Engineering Careers, won the 1989 American Society of Civil Engineers (ASCE)-Rochester Section Engineer of the Year Award. Keiffer served as president of the section in 1983 and now is an ASCE-sponsored visitor on the national Accrediting Board for Engineering Technologies, which establishes standards for college engineering programs.
- **Dr. Harry Lang**, coordinator of the office of faculty development, and **Robert Panara**, professor emeritus, published an article, titled "Deaf Characters and Deafness in Science Fiction," in the summer 1989 edition of *The Deaf American*. They found that many myths about deafness, such as a "Superman" ability to lipread, often are perpetuated in science fiction literature.
- **Dr. Edward A. Maruggi**, professor in the department of industrial technologies, has written a textbook and workbook titled *The Technology of Drafting*. Published by Merrill Publishing Company in Columbus, Ohio, the book focuses on mechanical drafting and includes an introduction to computer-aided drafting.
- **Dr. Stephanie Polowe-Aldersley**, assistant professor in the technical and integrative communication studies department, was voted president-elect of the Convention of American Instructors of the Deaf.



*Dear Friends of NTID,*

*Just as strong personal relationships are essential to our students, so are the relationships RIT develops with industry, government agencies, and other educational institutions. These relationships allow students to benefit from cooperative work experience opportunities, modern technological equipment on which to learn, funding for additional campus facilities, and access to our quality educational programs.*

*The relationship formed between Gallaudet University and RIT, through NTID, not only benefits students at both institutions, but also deaf people throughout the world. By collaborating on educational, research, and career programs, NTID and Gallaudet are able to combine resources and thus exert a more profound impact on their students and America's deaf population.*

*Examples of such joint efforts have included work through the Council of Directors to foster congressional support for low-functioning deaf people in our nation; publication of College and Career Programs for Deaf Students, a guide to more than 150 postsecondary programs for deaf students; and a series of exchanges of information among administrative staff and faculty members.*

*Currently, the two institutions are planning, with several other institutions and organizations, the International Congress on Education of the Deaf, to be held in Rochester this summer. The Congress will demonstrate the kind of cooperation that exists in the deaf community and among educational institutions.*

*Cooperative relationships, such as the one that exists between RIT's National Technical Institute for the Deaf and Gallaudet University, enable us to better serve our students and to contribute in meaningful ways to our communities.*

A handwritten signature in black ink, appearing to read "M. R. Rose". The signature is fluid and cursive.

*Dr. M. Richard Rose  
President, RIT*