

NTID

# FOCUS

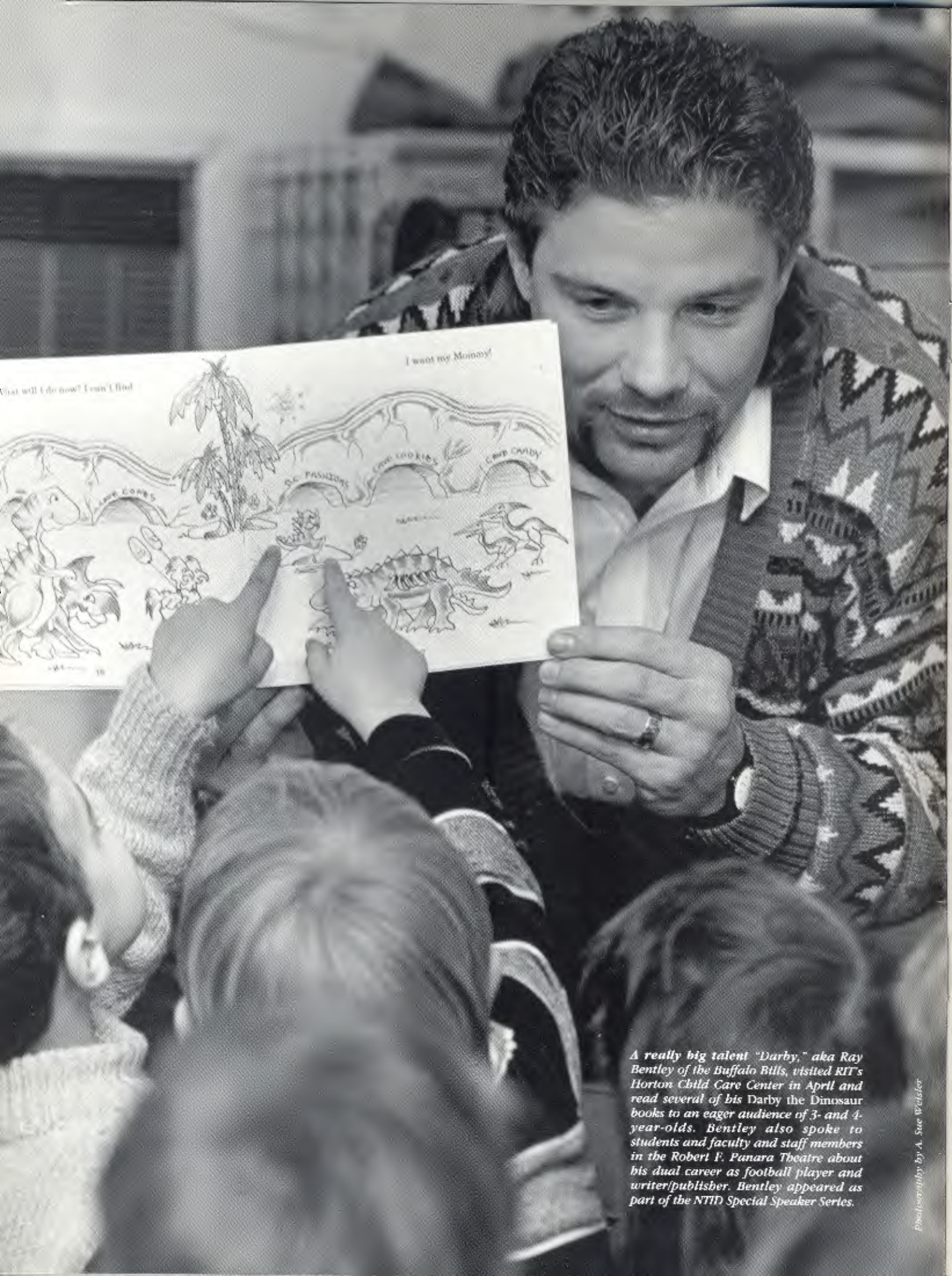
SUMMER 1991

I WANT  
FOR U.S.  
NEAREST

*Red, white, and blue, p. 3*

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





*A really big talent "Darby," aka Ray Bentley of the Buffalo Bills, visited RIT's Horton Child Care Center in April and read several of his Darby the Dinosaur books to an eager audience of 3- and 4-year-olds. Bentley also spoke to students and faculty and staff members in the Robert F. Panara Theatre about his dual career as football player and writer/publisher. Bentley appeared as part of the NTID Special Speaker Series.*



# FOCUS

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Courtesy of H. Mitchell Goldberg—pp. 6-7

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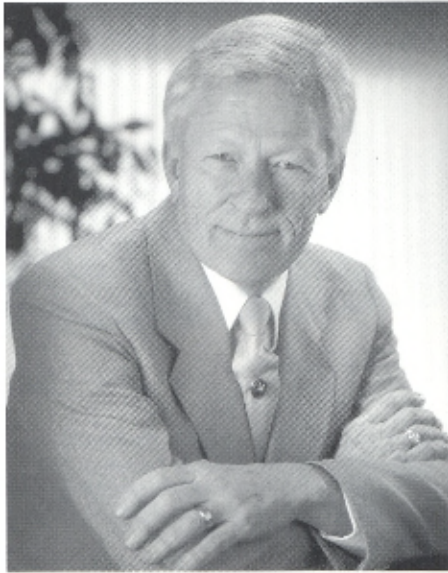
Marc Demoly—p. 20 (bottom)

Bruce Wang—pp. 24-26

Courtesy of the Industry-Labor Council—p. 29

**About the cover** Many rights and responsibilities of U.S. citizenship have come slowly to deaf people, as Dr. T. Alan Hurwitz, associate vice president for outreach and external affairs and associate dean of educational support service programs, knows all too well. When he tried to enroll in the Reserve Officers' Training Corps (ROTC) as a student in the early 1960s, he was rejected because of his deafness. Today, deaf people still are banned from serving in combat positions, although they can serve in civilian positions at military posts. (Cover photography by A. Sue Weisler.)

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



## An Issues I S S U E

Rarely has one issue of *Focus* addressed so many timely topics in such a responsible and enlightening manner. In this issue you will find stories about deaf people's quest to perform civic responsibilities, the crucial networking tie between NTID and those who employ our students and graduates, and the exciting new ways in which NTID is encouraging students to explore different cultures of the world, as well as features on other student and professional activities at NTID.

In particular, the story on social mainstreaming, which begins on page 23, offers an insightful look into one of RIT's largest challenges. No one can argue the success that we have enjoyed in bringing together—in the classroom—our deaf and hearing students. However, encouraging interaction outside the academic sphere is a more difficult, but no less important, task. The thoughts of several of our deaf and hearing faculty and staff members on the subject of social mainstreaming at RIT form the basis of "RIT's Social Scene."

We have found that positive interaction occurs most often when students share a common goal or interest. Such is the case with the RIT Dance Company, an extraordinary troupe of 50 deaf and hearing students. I am a firm believer in the power of the creative arts, and the critical and popular success enjoyed by this troupe serves to reinforce my belief that there is much that our deaf and hearing students can learn from one another. To read about "one of the best mainstream experiences on campus," see "Pas de Deux" on page 16.

At NTID, learning about others extends beyond deaf and hearing interaction. The Institute recently has begun to emphasize global cultural awareness through its traditional technical curricula. One example is an exciting initiative that allows students to pursue, through their technical or creative studies, projects related to the exploration of different cultures worldwide. Read about these cross-cultural offerings in "Culture in the Curriculum" on page 19.

Our students' awareness and understanding of other cultures will serve to increase their success on the

job as they face an ever-changing workplace. NTID has a strong tradition of providing its students with the skills and knowledge needed to perform in technologically fast-paced careers and of placing its graduates in those careers. In consistently placing 95 percent of its graduates in the labor force in jobs commensurate with their training, NTID has benefitted from the assistance of many well-placed friends. These people in companies and organizations throughout the country help connect graduates and jobs and spread the good word about NTID and the skills it provides graduates. Meet some of NTID's friends in "The Work Network" on page 27.

On the job is only one area in which deaf people are becoming increasingly involved. With implementation of the Americans with Disabilities Act (ADA), deaf people will be able to rightfully claim further reasonable accommodations at work as well as in all aspects of their lives as citizens. "Liberty & Justice for All?," on page 3, explores the civic experiences—serving on jury duty, as an elected official, and as a volunteer firefighter—of some NTID faculty and staff members and graduates. Implementation of the ADA will only enhance deaf people's ability to exercise the rights of citizenship.

Finally, this issue of *Focus* describes the history and emergence of NTID's Deaf Professional Group, which offers a monthly forum for discussion of issues pertinent to deaf professionals at the Institute. Read about this significant and growing voice of the NTID community in "Deaf Vision" on page 8.

As *Focus* continues to explore issues of importance to our deaf and hearing readers, we encourage you to share the magazine with anyone concerned with the education of deaf people. It makes for engaging, reflective reading!

*William E. Castle*

Dr. William E. Castle



**W**hen Vicki Hurwitz, visiting developmental educational specialist in NTID's department of human development, describes her experiences in 1984 as an alternate juror in Monroe County (New York) Supreme Court, her face lights up.

"The experience was wonderful," she recalls with a smile. "I finally felt like an American citizen."

Feeling "like an American" by performing civic duties such as serving jury duty, holding public office, volunteering with the local fire department, or enlisting in the armed services is something that most hearing people take for granted.

But for many deaf individuals, participation in such civic activities often has been hindered because of attitudinal or systemic prejudices.

According to Sarah Geer, staff attorney for the National Center for Law and the Deaf in Washington, D.C., full participation by deaf people in the jury system will be enforced once the Americans with Disabilities Act (ADA) is implemented on January 26, 1992.

"Traditionally, judges, court clerks, and lawyers have assumed that deaf people could not participate in court," says Geer. "Now, they are realizing that deaf people can participate effectively and carry out duties like any other juror. More and more states now have or are considering adopting laws to serve prospective deaf jurors. And more hearing-impaired people are receiving accommodations when they do serve."

Geer feels that passage of the ADA is the catalyst for these changes.

"Now that ADA has passed, any public entity—including state and local court systems—regardless of whether it receives federal funding, will be required to make nondiscriminatory accommodations," she says.

Once ADA is implemented, the presence of deaf jurors in the courtroom will likely be a common phenomenon. But in 1984, when Hurwitz's saga began, she ventured into uncharted territory in Monroe County.

Her journey toward serving jury duty began when a juror qualification questionnaire arrived unexpectedly in the mail.

"When I got the questionnaire, I was thrilled," she recalls.

Careful not to jeopardize her chances of being selected, Hurwitz answered the question "Do you have any physical or mental infirmity impairing your capacity to serve as a juror?" by firmly checking the box marked "No."

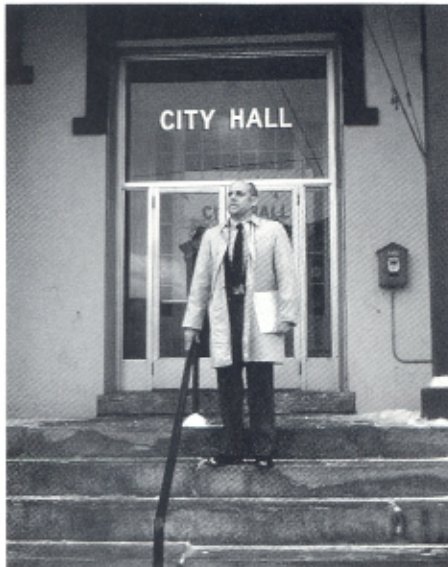
# Liberty & Justice for All

*Vicki Hurwitz*



Deaf people encounter the trials and errors of performing civic duties

by Deborah R. Waltzer



*Of the people, by the people, for the people*  
Kevin Nolan, a 1971 RIT College of Business graduate, enjoyed helping to make Northampton, Massachusetts, a better place to live during his 1986 term as city council representative.

A few months later, Hurwitz was asked to appear with a pool of potential jurors before a judge. She arrived at the Monroe County Hall of Justice eager to begin the interviewing process.

Her first encounter with the judicial system was an interrogation from a court receptionist who, upon noticing Hurwitz's deafness, asked, "Why would you want to serve on a jury?" Hurwitz was stunned by the question, but responded firmly that she wanted to participate in the judicial process like any other U.S. citizen.

That was only the first hurdle in Hurwitz's attempt to become the first deaf juror in Monroe County's history. Concerned that the court might hesitate to provide an interpreter, she brought along her own, making certain that the court paid for the service.

The presiding judge told Hurwitz that he was unfamiliar with deaf people serving on juries, so he asked her to provide informational materials on the subject for his review. She did, then waited expectantly to be called.

Three months later, Hurwitz received word that she was to report to the courthouse once again. Every morning for two weeks, Hurwitz arrived in court with an interpreter by her side. Hurwitz was dismissed from two civil cases, but when interviewed by State Supreme Court Justice Elizabeth Pine for an automobile accident case, she was

selected as an alternate juror. Hurwitz was jubilant.

As an alternate juror, Hurwitz was present throughout the testimony, but since none of the jurors was absent during the deliberation phase of the trial, she was unable to participate at that stage.

Hurwitz says of her experience: "The people were wonderful to me. I got the chance to participate as a typical U.S. citizen, and the experience was very educational. I had a much better appreciation for the judicial system afterward."

In New York state, according to Gloria Zinone, commissioner of jurors for Monroe County, interpreters currently are allowed into trial jury deliberation rooms during criminal cases in which the jury determines guilt or innocence and during civil cases in which the jury determines reparations for an injured party.

However, Zinone explains, interpreters are banned from grand jury deliberations because current state judiciary law considers these deliberations to be secret and accessible only to jury members, despite interpreters' oath of confidentiality.

In addition, through a process called peremptory challenge, district attorneys and public defenders are allowed to dismiss a certain number of prospective jurors from each case without citing cause. Therefore, prospective deaf jurors may be excused from cases in this manner simply because of their inability to hear.

In Massachusetts, says Kellie Mills, court interpreter referral specialist with the Massachusetts Commission for the Deaf and Hard of Hearing, deaf jurors typically are not assigned to criminal cases.

"Criminal cases are more appealable," she says. "The defense attorney can say that the guilty defendant was treated unfairly because a deaf juror wasn't able to hear the testimony."

In Monroe County, Zinone says that one deaf juror has successfully served on a criminal case.

In another area of civic involvement, participation in government slowly is becoming easier for deaf people, says Matthew Starr, director of the Monroe County Association for Hearing Impaired People (MCAHIP). As examples he cites the use of interpreters on election night in recent years by both the Rochester Democratic and Republican parties and the extensive use of

interpreters on television during President Bush's large-city campaign speeches in 1988.

"Accessibility is greater than it was a few years ago," says Starr. "However, involvement by deaf people still is limited, not because of discrimination problems, but because this is a recent development and it requires some time for deaf people to begin to participate in new opportunities."

"It often is my experience that when I educate governmental officials," he continues, "they tend to be responsive and attempt to remedy communication accessibility problems."

Kevin Nolan, a 1971 RIT College of Business graduate, learned about participation in government firsthand in 1986 when he served a one-year term as a city council representative in Northampton, Massachusetts. In winning the election against the incumbent by 10 votes, Nolan became the first deaf-born person elected to public office in the United States.

After a positive civic experience serving on a Northampton jury in 1985, Nolan, guidance counselor and coordinator of alumni affairs at the Clarke School for the Deaf, contemplated taking the next step.

"I have had a passion for politics ever since the Kennedy era," he says. "I asked myself countless times why a deaf person like me couldn't serve other citizens and take part in government."

But Nolan's inner voices of uncertainty began to speak.

"I was hesitant to run for public office because I was concerned about the voters' reaction to my deafness," he explains. "Also, I was new to politics, relatively unknown in my community, and my opponent, a 20-year incumbent, was well-liked and had a reputation for integrity. But I knew that if I didn't run for office, I would regret it for the rest of my life. So, I announced my candidacy."

While knocking on doors in search of votes, Nolan found that his deafness was not a barrier.

"Voters never asked me about my deafness; rather they liked my campaign slogan, 'Time for a Change,' and supported me," he says.

While serving as city council representative, Nolan says, his deafness never held him back.

"During the council meetings, I had an interpreter with me at all times, and other members of the council were very good to me," he says. "They treated



me no differently from the others, and they really made me feel like a part of the team.

"I give a lot of credit to the voters," he adds. "They were good role models for other voters in our country by showing their willingness to accept my disability and look at me as a person with talents and abilities who could help make our country grow stronger."

Even though Nolan lost re-election the following year, he still is included in the city government process.

"Recently, the mayor called to ask if I would serve as a member of the new fire station committee, and naturally I accepted," he says.

Another deaf RIT graduate also has experience serving his community fire department. When Peter Waskewicz, a 1985 graduate of NTID's photo/media technologies program, was turned down for service by the five-member Board of Fire Commissioners in Riverhead, New York, he filed a lawsuit.

In 1988, the New York State Supreme Court ruled that state law prohibits fire departments from discriminating against deaf and hard-of-hearing people whose speech discrimination score in the better ear (with correction) is at

least 40 percent. Waskewicz submitted his score of 60 percent in 1989, and early the next year, the court ordered the Board of Fire Commissioners to approve his application. Victorious at last, Waskewicz began attending firefighting training school July 29, 1990.

"I am equipped with a fire pager attached to my belt, and I have a fire radio monitor in my bedroom," he explains. "If the monitor goes off, my mother or sister wakes me and tells me where the fire is."

"When I arrive at the scene of the fire, I report to the captain to receive my assignment. My duty is to perform like everyone else, except I can't go into a burning house because that would be too risky for me."

Waskewicz communicates orally with his fellow firefighters, but also uses standard hand signals used by all firefighters.

Waskewicz's four-year struggle to gain permission to voluntarily serve his community was frequently discouraging. Now, one year into the job, he is ecstatic about being a volunteer firefighter.

"All the members of the fire department have accepted me and are very helpful to me," he says.

Acceptance of a deaf individual into a fire department should be reviewed on a case-by-case basis, says Marc Charnatz, an attorney and director of the National Association of the Deaf's Legal Defense Fund.

"A person could qualify for working in a fire department depending on the accommodations offered," he says. "There are jobs within the fire department that deaf or hard-of-hearing people could perform."

Raymond Kenney, a systems designer for Eastman Kodak Company and president of the Rochester Civic Association of the Deaf, also believes that interested deaf individuals should be able to contribute their energies to volunteer fire departments in ways that their abilities allow.

"I think there should be accommodations made for individuals who can help fire departments," he says. "A deaf volunteer might not be able to serve as a radio dispatcher, but he or she certainly can perform other functions within the organization."

Serving in the U.S. armed forces also has appealed to some deaf people, but their attempts to do so have largely been unsuccessful.

While an undergraduate at Washington University in St. Louis in the early 1960s, Dr. T. Alan Hurwitz, now NTID's associate vice president for outreach and external affairs and associate dean of educational support service programs, contacted the university's Reserve Officers' Training Corps (ROTC) with an interest in enrolling.

"I was majoring in electrical engineering so I thought they could use my engineering skills," he says. "I applied and was interviewed, but their immediate reaction was, 'We can't admit you because you're deaf.' I asked, 'Why not? I'm not asking for a combat position, and I thought you could use my skills.' But they said 'No.'"

Today, civilian positions at military posts are available to qualified individuals, and, according to Charnatz, "Many people with disabilities, including deaf people, serve in civilian jobs."

But serving in combat positions still is off-limits for deaf people. Lt. Cmdr. Kenneth Satterfield, press officer for the U.S. Department of Defense, explains: "There are physical requirements for serving in the active armed services, and deafness precludes one from serving. One has to have a minimum amount of hearing to operate in a combat situation."

Still, strides have been made to allow and encourage deaf people equal opportunity to serve their fellow citizens, and several NTID alumni and faculty and staff members have been tireless pioneers. These trailblazers realize the potential impact of their efforts on fellow deaf citizens.

Describing her relentless perseverance to serve jury duty, Hurwitz says, "I wanted to open the doors and let other deaf people come in. The experience was frustrating at first, but I wouldn't give up."



*Out of the frying pan, into the fire* After a four-year struggle, Peter Waskewicz, a 1985 photo/media technologies graduate, finally won the right to climb aboard the shiny Riverhead, New York, fire truck and serve his fellow citizens as a volunteer firefighter.



**A**lthough H. Mitchell Goldberg grew up as the only deaf member of his family, it wasn't his deafness that barred him from enjoyable bits of conversation and information shared within his family; rather, it was the walls throughout his house.

Based on that experience, Goldberg, a 1984 architectural technology graduate, wants to one day design houses with few walls specifically for families with deaf members.

"The houses will have just enough walls or dividers to allow for privacy, but there won't be so many barriers that family members can't see and understand what everyone is talking about," says Goldberg. "Deaf family members shouldn't have to miss out on the joy and laughter going on in another room. They should be able to see what's being communicated so that they, too, can join in the fun."

Goldberg's life always has been filled with bright ideas and projects related to deafness.

During his senior year at the University of Cincinnati College of Design, Architecture, Art, and Planning (UC), where he received a bachelor of arts degree in 1989, Goldberg was recognized for developing as his senior thesis a community center for hearing and deaf people. Accompanying his project was an essay that outlined the work involved in developing such a project and provided details of the function of the community center.

"The center was to be an educational and recreational area where hearing people could attend sign language classes and learn about deaf culture," says Goldberg, "and where deaf people could learn more about hearing culture. It would be a place where members of both cultures could socialize and enjoy theater."

"The overall purpose of this community center would be to stimulate interaction between the hearing and deaf worlds," he says.

Interaction comes as second nature to Goldberg who, along with fellow architects, finds it essential to relate to and serve a diverse range of clientele.

His employer, RWA Architects Inc., located in Cincinnati, was introduced to Goldberg and deafness four years ago when a counselor at UC responsible for helping students secure cooperative (co-op) work experiences contacted the company. The counselor spoke with co-owner Michael Mauch, who says he

# ARCHITECTURAL ASPIRATIONS

**Graduate H. Mitchell Goldberg draws a blueprint for the future**

by Pamela Seabon



*Designing a dream* Graduate H. Mitchell Goldberg's enthusiasm and attention to detail helped him launch a successful career at RWA Architects Inc. in Cincinnati.

initially was a bit apprehensive about interviewing a deaf person.

"I didn't know anyone who's deaf," he says, "nor did I know how to communicate with a deaf person."

Despite his qualms, Mauch decided to invite Goldberg for an interview.

"Mitch presented projects from his classes as well as work from prior co-op experiences," says Mauch.

Though his samples were impressive, Mauch notes that what really landed Goldberg the job was a call placed to one of his references, a previous employer.

"I was told that Mitch had done more

for the morale of the company than any other employee. He was always on time, enthusiastic about projects, and had good technical skills," says Mauch. "That got him the job."

Since acquiring his position in 1989, these qualities have shone through even more. Goldberg's employers have identified as one of his strongest contributions to the company his eye for specifics.

"Mitch is extremely good at picking up on detail," says co-owner Rod Sidley.

"His job is to create a design or set of instructions for architectural projects in which he indicates the areas to be



addressed and lays out the design in full, succinct detail, careful of measurement," explains Sidley.

Goldberg prizes his projects just as he does his job. He says that he loves working for the company.

"The company is small and gives me the opportunity to work on a variety of projects. It's challenging to come up with designs that meet the bosses' approval," he explains, adding, "We all share and participate in everything that goes on, unlike what happens in many larger firms. Teamwork is important to us."

One particular example of that teamwork is a family room and breakfast area designed by the firm for the home of a client. A bay window was installed within the dining area, and a fireplace with a built-in television above it was added in the family room. Hardwood floors and Roman columns were incorporated into both rooms.

It was the team effort required to understand and gather the needs of the client, then brainstorm ideas for the project, that allowed Goldberg to put everything on paper.

"I did the drawing for the project," he says. "I identified where, for example, the columns and fireplace should go. But without the ideas, direction, and opinions of the others, the project wouldn't have been a success."

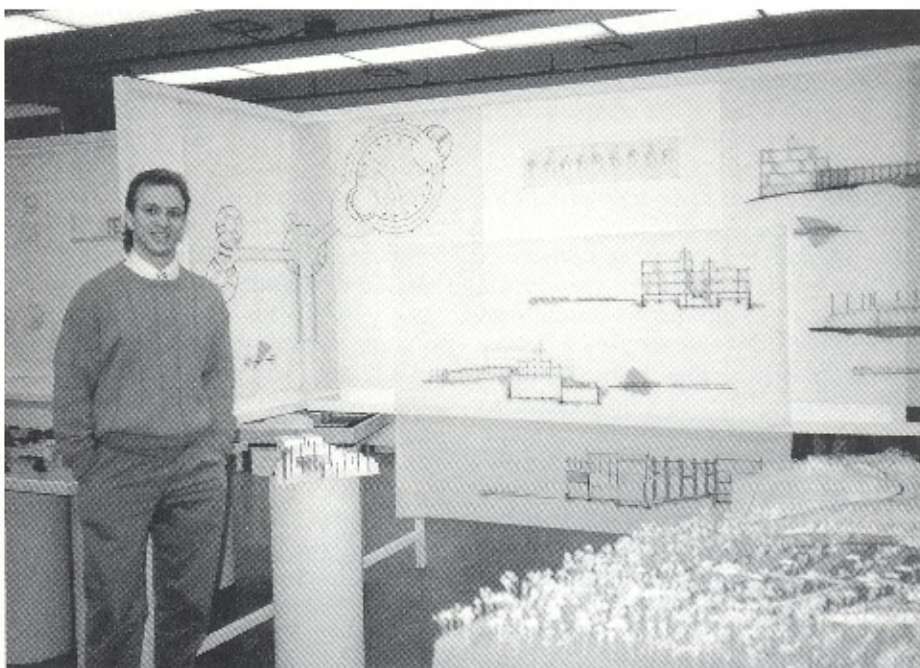
Along with keeping busy with projects at the office, Goldberg has been studying during the past several months for the Ohio State Architecture Registration Examination. He has been working under the direction of RWA as a "graduate architect" until he passes the examination, receives his architectural license, and legally becomes an architect.

"My goal is to pass the first time," says Goldberg, "and I will continue as an architect with RWA. The company has a lot to offer me."

Goldberg's skills and abilities were developed from countless hours spent in the architecture studios and classes of NTID and UC.

He has been dubbed by his former instructors as dedicated, ambitious, enthusiastic, and aggressive. Jules Chiavaroli, associate professor in NTID's department of construction technologies, describes Goldberg as "a hard worker who strove for excellence."

"I remember a project that Mitch had done that lacked line quality," Chiavaroli explains. "He didn't provide the proper width of a line, and therefore received



*Prospective prototype Goldberg shows off his drawing and model of a recreation center, aimed at stimulating interaction between deaf and hearing people, which he designed while a senior at the University of Cincinnati.*

a low grade. He did not like the grade, so he did the project over and got a better grade.

"He doesn't accept mediocrity," adds Chiavaroli. "He puts a lot of effort into all of his projects."

If Goldberg maintains the attitude and perspective he has now, he should have no problem dealing with the complexities of life, says David Lee Smith, professor in the department of architecture at UC.

"He has a positive attitude toward life," Smith says. "He deals well with adversity and addresses problems in a constructive way."

Smith says that Goldberg did not take a passive stance when confronted with problems, but rather researched and asked questions until his concerns and curiosity were quenched.

This also is the approach Goldberg takes when faced with concerns at home, says his wife, Catherine ("Cat"), adding, "He is a rational, caring, and understanding man."

Cat, a 1984 photo/media technologies graduate, and Goldberg have known each other for nine years and have been married for three. Now a visual information specialist at the National Institute for Occupational Safety and Health in Cincinnati, Cat puts

in 8- to 10-hour workdays. Frequently she arrives home late to an understanding and patient husband who already has prepared dinner.

"His specialty is hot dogs," Cat jokingly says. "But I really like his grilled dishes."

Goldberg also is good at fixing things around the house and loves to make things out of wood, his wife says. In fact, had he not become an architect, he probably would have become a furniture maker. He's begun purchasing and acquiring from friends most of the tools and equipment required by a carpenter.

"I have made small things for my house," says Goldberg. "I am working on a bookshelf right now. I really enjoy working with wood. It relaxes me."

Speaking of wood, Goldberg says that the house he envisions designing won't be for just any family with deaf members. He, Cat, and their two felines, Smokey and Cherokee, will be the first occupants of such a home.

"Too many walls can separate a family, especially one with deaf members," Goldberg says. "No one wants to live in a family of separation. No one should have to."





*Professional support group provides NTID with a*

# DEAF VISION

by Kathleen Smith

**J**ust because you're an administrator doesn't mean that you have the answers to an institute's problems and challenges. And just because you're a deaf faculty or staff member of that institute doesn't guarantee that you have the answers, either. It's best to seek solutions together rather than in isolation."

This is how NTID Dean James DeCaro describes his relationship with one of the Institute's oldest yet, in some ways, most innovative organizations—the Deaf Professional Group (DPG).

Founded by Educational Development Research Associate Harry Lang in the mid-1970s, the DPG has spent nearly two decades striving to provide perspectives on issues that affect interaction between deaf and hearing professionals at NTID. In the past three years, however, the group has emerged as a much more active and respected organization.

Many of the 87 employees in the group hasten to depict the DPG as a positive influence in the RIT community, not as a radical group of anti-hearing dissidents.

"The DPG exists to make sure that deaf professionals are visible," says Cynthia Mann, lecturer in the applied science/allied health department. "We need to have a voice, a way to show our concerns."

"Some people view the group as a threat," says Sharron Webster, systems analyst in the information services department. "But that's not what we're about...every minority group needs a support group."

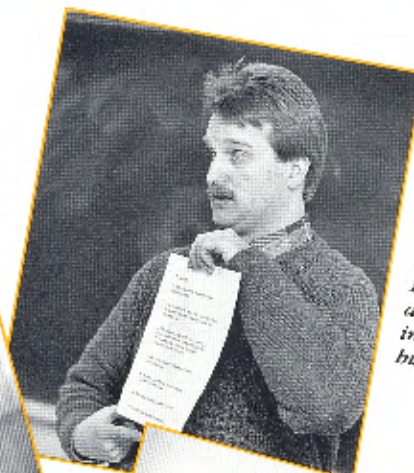
Indeed, Lang recalls that the group's early membership, while offering that support, "lacked a critical mass of deaf professionals to effect change. Instead, we discussed how to be individual change agents."

Lang, then a physics learning cen-

*Providing direction for the Institute Deaf Professional Group (DPG) steering committee members help raise and address issues that affect deaf faculty and staff members:*



*Farley Warshaw, former DPG leader and visiting career development counselor in the School of Science and Engineering Careers...*



*Dr. Thomas Holcomb, 1990-91 DPG leader and assistant professor in the department of human development...*



*Sharron Webster, former DPG leader and systems analyst in the information services department...*

ter faculty member, nurtured the growing group until 1983, when he became coordinator of the office of faculty development.

At that time, Lang turned over the reins of the DPG to a stream of successors, each of whom has worked to improve and focus the group on both timely and timeless topics.

David Hazelwood, assistant professor in the photo/media technologies department, was Lang's immediate successor. He led the group into technological territory by using the Institute's electronic mail system as a means of communicating with members between then quarterly meetings. Hazelwood's effort has resulted in an extensive

networking system among group members using computers.

Farley Warshaw, visiting career development counselor in the School of Science and Engineering Careers, was the next DPG leader. Under his leadership, the group changed its name from Hearing Impaired Professional Group to Deaf Professional Group and strove to "unify the subgroups in the deaf community to solidify the purposes of the DPG."

Webster, who succeeded Warshaw, worked on improving participation in the group and concentrated on issues related to telephone accessibility.

Most recently, Dr. Thomas Holcomb, assistant professor in the department



of human development, has stepped in at an exciting time in the DPG's history and will try to further Lang's original goals: to improve communication methods and accessibility for deaf people and to project a positive, strong image of deaf people in the RIT community and beyond.

Holcomb, who began his term last fall, has been the driving force behind what many say is the most well-organized, assertive DPG yet. Holcomb acknowledges that increased interest in and visibility for the group are partly results of the 1988 "Deaf President Now" movement at Gallaudet University in Washington, D.C.

The movement influenced NTID students and faculty and staff members alike and gave the group renewed purpose.

"I hope that the DPG is the wave of the future for deaf people," says Dr. Gerard Buckley, chairperson of the department of summer career exploration programs and outreach development.

"If a deaf professional group existed in every city, imagine how powerful and positive a force that would be. We've always been a good support system for one another; now we must decide how to become a viable force in the RIT community."

"The DPG has come a long way," agrees Dr. Greg Emerton, associate professor in the liberal arts support department. "It's making real efforts to change things."

Those efforts, as well as the mechanics of the group, are coordinated by an 11-member steering committee that includes Holcomb, the official DPG liaison to NTID's administrators. Committee members take turns drafting position papers; following up on actions recommended by the DPG; coordinating the DPG's monthly forums; writing and distributing agendas; securing interpreters and notetakers; and planning picnics, receptions, and other functions.

The link to administrators is important. Holcomb does most of his corresponding with DeCaro, the only hearing administrator invited to attend DPG meetings on a regular basis.

"We're very comfortable with him attending," Holcomb says.

"We're not interested in getting input from other hearing people at the meetings," says Webster. "We prefer to discuss things among ourselves, to say, 'Here's a problem—let's solve it.'"

"Many of the issues that we discuss are related to the deaf cultural environment," Holcomb explains. "We're concerned with the image and number of deaf professionals at NTID."

To address those issues, the DPG has several long-range planning topics that form the soul of the group. As Lang and Holcomb note, some topics were on the original planning list when the DPG was formed in the 1970s.

"We'll likely be discussing many of these issues 10 years from now," Lang notes. "We dealt with them as successfully as we could [when the DPG began] with limited numbers of faculty members and resources."

The prominent issue of **affirmative action** includes finding more qualified deaf candidates for available jobs at NTID; increasing the number of deaf administrators; improving recruitment strategies to attract more deaf people to NTID; and improving national networking among deaf professionals so that strong candidates can be found.

"When departments have openings, we hope they'll ask us for networking assistance," says DPG member Gary Meyer, career opportunities advisor in NTID's National Center on Employment of the Deaf. "That's one type of support that we can offer."

Holcomb notes that the group recently pointed out to DeCaro seemingly negative wording regarding deaf people in NTID's personnel recruitment advertisements.

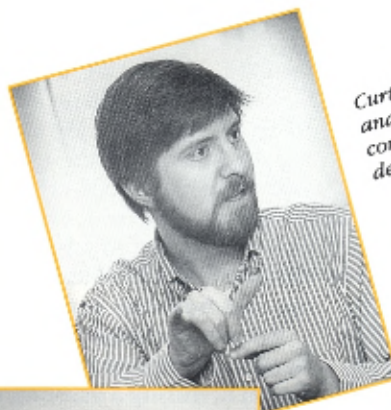
"We [NTID's executive directors] looked at that wording and realized that the group had a good point," DeCaro says. "Instead of including the statement, 'Minority and disabled candidates encouraged to apply,' the ads now say, 'People who are deaf or hard of hearing, with a disability, and/or members of a minority group are encouraged to apply.'"

According to DeCaro, that type of constructive criticism is what lends the DPG credibility.

"The types of issues that the group looks at are fundamentally important to the Institute. Every time I go to a DPG meeting, I learn. It's an opportunity for me both to listen and make known my perspectives on issues."

The issue of **telephone accessibility** raises the questions of how many TDDs (telecommunication devices for the deaf) should be available to faculty and staff members and whether all phones should have TDD-compatible answering machines.

"It's frustrating for me to try to contact a colleague and find that the person has



*Curtis Reid, applications analyst/programmer in the communication support department...*



*Dr. Karen Christie, assistant professor in the English department...*



*Patricia Durr, visiting instructor in the general education instruction department...*



a voice-only answering machine," says Meyer. "I then need to ask my secretary to leave a message."

Webster acknowledges that the TDD availability issue is almost resolved, since nearly 85 percent of NTID's offices/workstations now have access to a TDD.

Media Services Coordinator Charles Johnstone concurs, "We've been working for the past three years to meet the Institute goal that, by the end of 1992, every office and workstation will have direct access to a TDD. We're almost there."

"The concept of a TDD for each phone means that people answering the phone can hook it up to the TDD right away," Warshaw says. "This, to us, is 'equal access.'"

A third issue involves **communication** and the use of sign language. This challenging topic encompasses everything from required communication skills of employees to appropriate sign language etiquette and availability of interpreters.

According to Holcomb, the shortage of interpreters, largely due to debilitating injuries thought to be caused by a combination of repetitive motions and high-stress responsibilities, has affected the availability of interpreters for deaf professionals enrolled in graduate programs at RIT. While Holcomb acknowledges that providing interpreters for this purpose is not a high priority for the interpreting department (undergraduate classroom situations get priority), he is concerned about losing qualified visiting instructors whose permanent employment at NTID may depend on finishing advanced degrees.

The criteria for sign language competence touched a nerve among members of the DPG, who backed the NTID Communication Task Force's original recommendation that "advanced" sign language skills were appropriate for faculty members. After several rounds of feedback from faculty members, the task force ultimately recommended an "intermediate plus" requirement for faculty members seeking tenure or promotion to assistant professor and an "advanced" requirement for promotion to senior ranks.

"However," DeCaro notes, "our goal remains to have all faculty members achieve an advanced level of sign language competency."

Another part of this issue is the question of sign language etiquette. In February, Holcomb circulated a



*Melinda Hopper, cross-cultural educator in the human development department.*

memo to the Institute community "respectfully requesting that our colleagues, deaf and hearing alike, sign every time a deaf student or faculty/staff member is in their presence...these acts will clearly demonstrate appreciation and respect for our culture and will reinforce RIT's commitment to celebration of cultural diversity."

Holcomb argues that much can be learned about professional and social etiquette by "tuning in" to casual conversations.

"If a hearing person gives a secretary instructions about a project and uses sign language, even though a deaf person is not directly involved in the conversation, that person can observe how people interact in a business setting," he says. "It's not so much what one might say, but how one says it."

Recalls Buckley, "One of my former bosses always signed his entire conversation if, during a meeting with me, he had to answer the phone. I learned a lot of informal information about how to deal with people and get things done from that experience."

Such topics of etiquette, competency, and deaf culture are an integral part of the DPG's concerns. The group is enhanced by its diverse membership, which includes hard-of-hearing and deaf employees.

"I make no apologies about being hard of hearing," says Emerton. "It's all right to be hard of hearing, just as it is to be deaf, and I encourage that feeling among students who are hard of hearing."

"We have so much diversity among hearing and deaf cultures at RIT," he continues. "We need to celebrate that diversity and eliminate separatism."

To help eliminate geographical separatism among its own members, the DPG has its monthly meetings at various points around the RIT campus.

Another way in which the DPG has increased its visibility on campus is through its Excellence Award, presented quarterly to a hearing faculty or staff member, department, or committee that has demonstrated "outstanding sensitivity and interest in RIT's deaf population."

Dr. Susan Foster, research associate in the office of postsecondary career studies and institutional research, was the award's first recipient.

"Of any award I've received in my professional life, this one means the most to me," she says.

Dr. James Graves, performing arts chairperson, was similarly lauded in January.

"Nearly 20 DPG members poured into my office to make the presentation," he recalls. "I was speechless and signless...it's the most marvelous thing that has happened to me."

After participating in the DPG for 20 years, Lang is pleased with the group's progress and applauds traditions like the Excellence Award.

"I'm certainly pleased with the DPG's progress during the past five years," he says. "It helps tremendously to have a dean who is willing to address the issues. But let us not fool ourselves into thinking that what we're doing today will eliminate the need to do it, perhaps differently, in the future. It's an ongoing task."



*Editor's note: After serving NTID students for nine years, Dr. Thomas Holcomb will leave the Institute this summer to accept a position as associate professor in the School of Education at San Jose State University in California.*



# Award-Winning Performances

by Lynne Bohlman

**I**f the classroom were a stage and teachers were performers, then three members of the RIT community would have done quite well in last year's Tony Awards.

Garnering national, state, and Institute recognition for their stellar classroom performances were a history professor in RIT's College of Liberal Arts, an associate professor in NTID's School of Science and Engineering Careers, and a 1977 RIT graduate who now teaches middle school students at Kendall Demonstration Elementary School in Washington, D.C.

The year 1990 was indeed a good one for these three teachers. It was an even better year for their students.

**W**hat does a historian want with a computer?" Dr. Norman Coombs wondered as he finally surrendered six years ago to a colleague's nagging to check out a computer linked with a speech synthesizer.

Though blind since the age of 8 when he was hit with a stick while playing, Coombs, professor of history in RIT's College of Liberal Arts, saw clearly that day the machine's potential.

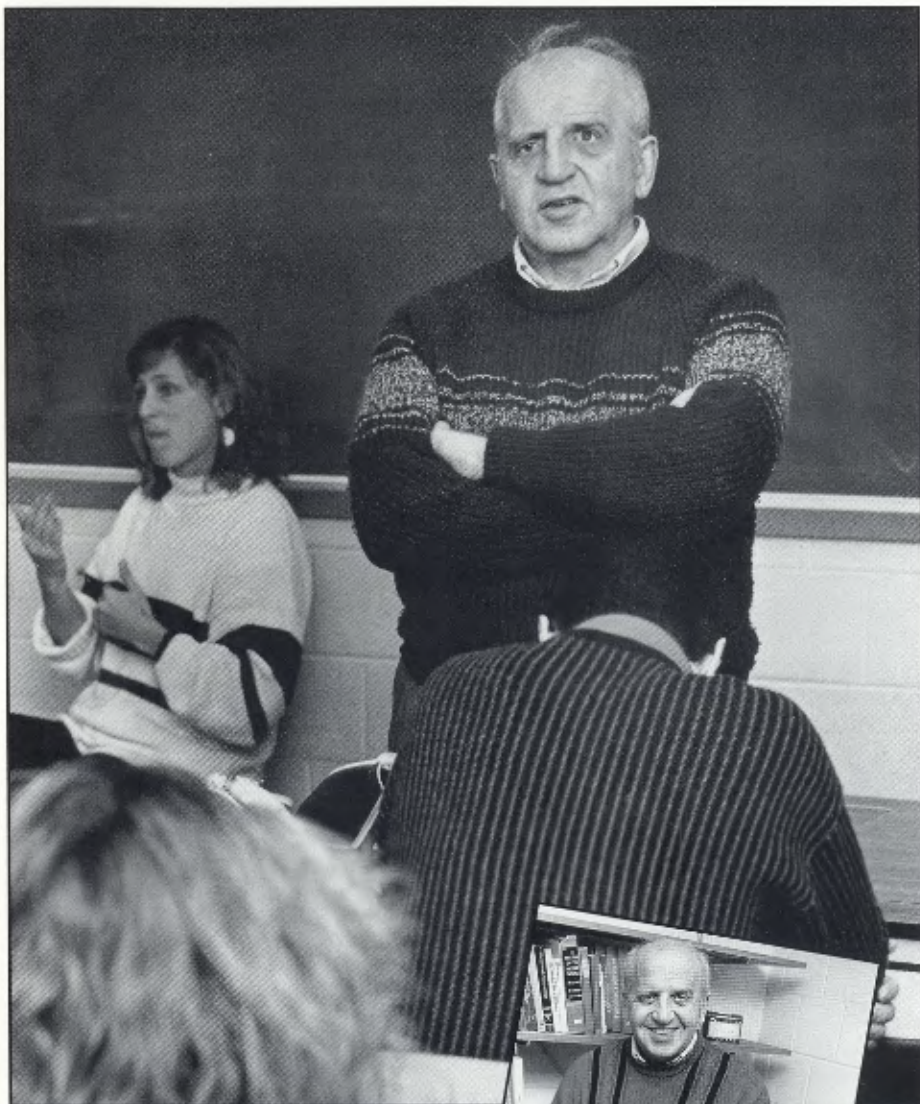
"I realized that the computer would allow me to be independent," he says. "It gave me a shot in the arm professionally."

"Though I kept meeting people who used the computer as a computational device, I was able to see its potential for me as a communication tool. It's still mind-boggling to me—the power I have at my fingertips."

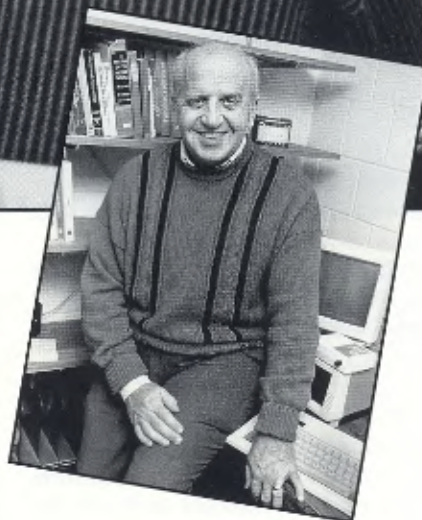
Initially, Coombs used the computer to lessen his dependence on human readers in order to grade papers and tests. Soon, students in all his classes were required to submit term papers electronically; the speech synthesizer "reads" the papers to Coombs.

Over the years, he has used the computer increasingly as a tool for interactive communication, as a means to carry on class discussion, which may be particularly beneficial to deaf students enrolled in his classes.

"One of the things I like about RIT,"



Dr. Norman Coombs  
New York State Professor of the Year



## Best Performance Incorporating Innovative Technology



says Coombs, who has been at the Institute since 1961, "is that it encourages innovation. It allows faculty members to try new things without having to guarantee success."

Last year, Coombs was named New York State Professor of the Year by the Council for Advancement and Support of Education, a national organization that, among other activities in support of postsecondary education, recognizes professors who demonstrate extraordinary commitment to teaching and have an impact on students. Coombs received the award in large measure because of his innovative use of computers in his courses.

"I've enjoyed the visibility this award has offered," Coombs says. "It gives me an opportunity to show that disabled people can achieve. The real handicap in life is when you think you can't do something."

While the computer as a communication tool has been successful, its full potential has not yet been realized. Coombs, however, is working to come closer to that potential.

In cooperation with NTID's division of general education programs and Gallaudet University in Washington, D.C., Coombs currently is developing a program that uses interactive computer conferencing.

Through this program, to be piloted this fall, the computer will transcend distance as well as deafness and other physical disabilities.

Two different courses, open to hearing and deaf students, will be taught using captioned video materials, which will be available separately on both campuses. A long-distance computer network will serve as the means for communication between students and teachers as well as among students.

A Gallaudet instructor will teach "Cinema and Deaf Culture," and Coombs will teach "Black Civil Rights of the 20th Century."

A native of Hamilton, Ontario, Canada, Coombs' field of expertise is U.S. black history. Though he is not a member of a racial minority, Coombs explains that his interest in the topic began with a sense of kinship.

"As a disabled person, I've faced two kinds of prejudice in people—those who think I'm inferior and those who found that I'm capable and so think I'm superhuman. Neither view takes me seriously as a person. I think my

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**"The computer establishes a bonding among**

**students. They drop their masks. Students**

**begin to share personal experiences, and once**

**they do that, they're involved."**

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experience is similar to that of many black people in the United States."

In classes where sensitive issues such as racism are discussed, computer conferencing actually facilitates conversation, according to Coombs. The computer offers both a sense of intimacy and a degree of anonymity.

"While it is a group discussion," Coombs notes, "the focus is on those responding and the person to whom they're responding; there's less distraction by the whole group. It creates a sense of one-to-one."

"The computer establishes a bonding among students. They drop their masks. Students begin to share personal experiences, and once they do that, they're involved."

Feedback Coombs has received indicates that students agree.

"I never felt forced to learn anything; it came naturally in the reading and conferencing, which was great because I'm shy and won't ever speak up in class—this is the most class participation I've ever done," says one student who responded anonymously via computer.

Says James Canning, third-year painting student in RIT's College of Fine and Applied Arts, who took Coombs' "Modern American History" course last year: "In most of my classes I can follow the teacher with the help of the interpreter, but that leaves out the other students. In the case of this computer-assisted class, I was able to get a feeling for each personality in the class, and that was really great."

In addition to allowing deaf students to communicate with teachers and other students "directly," without an interpreter, this technology also indirectly helps them improve English reading and writing skills.

Coombs cautions, however, that the computer is not a panacea.

"The computer is a tool," he notes. "A tool in itself doesn't do anything. Is chalk a good teaching tool? It depends on what you do with it."

**T**eaching is hard work, contends Robert Keiffer.

"Those who don't think so haven't taught," says the associate professor in NTID's construction technologies department. "To do it well requires a lot of thought, preparation, energy, and communication."

"Teaching is more than a delivery for a couple of hours a day. When you do all the things that support instruction, you've put in a good day's work."

Perhaps those who don't consider teaching hard work don't envision it the way that Keiffer, one of four RIT faculty members recognized by the Institute for outstanding teaching last year, performs it.

Though Keiffer's responsibility is to help students develop the technical skills and knowledge necessary for careers in the civil engineering field, this 1989-90 Eisenhart Award winner is concerned equally with his students' mastery of a range of other career-related skills.

"Development of technical skills is relatively easy compared to other skills students need in order to be successful," he says.

These include personal/social development skills such as good work habits, a healthy work ethic, and a professional attitude toward employers and clients. Strong communication skills also are essential, he believes.

Because he is dedicated to the whole process of student learning and the integration of skills, Keiffer for 12 years has collaborated with English and communication specialists, most recently with faculty members in NTID's



technical and integrative communication studies department.

"Communication problems are universal among college students," Keiffer notes. "Students in general could improve their writing and communication skills.

"The problem does seem more severe with deaf students," he adds.

When Keiffer began collaborating with communication faculty members, he initially sought assistance in developing students' English skills. When the problem was analyzed further, however, Keiffer realized that an English deficiency was an inaccurate and simplistic diagnosis of a complex situation.

"The problems exhibited in our students' writing," says Keiffer, "are not just English problems. The problems are not in converting ASL [American Sign Language] to English structure. Other challenges manifest themselves—organization skills, thought processes, and vocabulary. Students didn't know some non-technical words [e.g., "state," "property," "characteristic"] that were used in definitions of technical vocabulary.

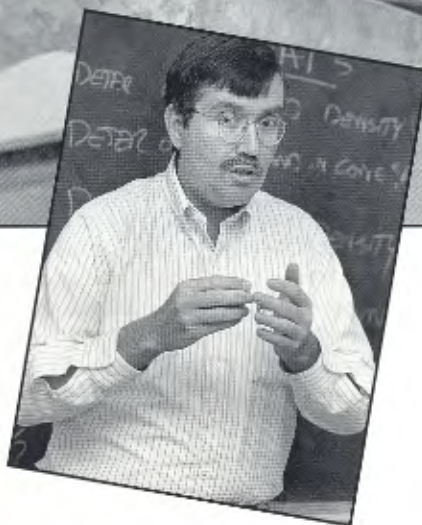
"When these other problems are dealt with, students' English improves dramatically and correcting their grammar becomes a lot easier."

Keiffer requires students to prepare laboratory reports and make presentations in many of his classes. A co-requisite for such courses is an independent studies course in communication. That course, team-taught by Keiffer and a communication specialist, offers intensive instruction in communication as it relates to technical writing assignments, primarily lab reports.

In addition to helping students understand what they've done during an exercise and why it was important, the lab reports also are a vehicle for improving communication and other skills in a way that motivates students.

"Historically," Keiffer notes, "there has been some trouble motivating students when they are asked to write for writing's sake; they're not interested in the topic, and they can't see a relevance to their profession. When writing is focused on technical coursework, however, students see the relevance, and they're interested in the topic."

William Riha, a third-year civil technology student who has taken several



Robert Keiffer  
RIT Eisenhart Award  
for Outstanding Teaching

## Best All-Around Performance



of Keiffer's classes, says his communication skills have improved thanks to Keiffer's efforts.

"He told us communication is an important part of being an engineering technician," Riha says.

"I love the labs," the Stockholm, New Jersey, native adds. "[Keiffer] emphasizes the things we need to know for the lab reports—the introduction, procedure, results, conclusions. He makes me think twice and make connections."

That his students' communication skills are important to Keiffer is clearly evident in his construction technologies classroom.

During a recent "Soil Mechanics" course, a faculty member from the technical communication department sat among students in order to become familiar with class topics.

In addition, the larger laboratory area behind the classroom space, where Keiffer worked with students that day to classify a soil sample, is an indication of Keiffer's appreciation of practical, hands-on learning.

"Practical experience makes book learning relevant," says Keiffer. "In architecture and engineering, the project is much larger in real life than on paper."

In construction technologies programs, the "practical" takes form in lab exercises and cooperative work (co-op) experiences. Co-op motivates students, Keiffer says, to study harder and improve communication skills.

Sometimes practical experiences emerge from class projects. Three years ago, plans developed as a class project by third-year "Mapping II" students actually were used to create an additional on-campus parking lot.

Keiffer also believes in the practical for himself; he maintains a professional engineering practice. This part-time endeavor, he feels, helps keep his teaching current and makes him "ready to do it again every September."

His professional status also has benefits for students. He can arrange field trips to construction sites and material suppliers, employ and help place many co-op students, and use pertinent examples in class.

"As a professional engineer," Keiffer says, "I'm able to convince students that what they're learning is what people actually do."

As an award-winning science teacher, Fred Mangrubang is well aware of the highly sophisticated technological state of the world. That's why this teacher of seventh- and eighth-graders at Kendall Demonstration Elementary School on the Gallaudet University campus wants science teaching to go back to the basics.

In order to catch up with Japan and the European countries that have outpaced the United States scientifically, Mangrubang, a 1977 NTID medical laboratory technology graduate, says teachers need to adopt classic, hands-on scientific training—the kind of teaching used after the Soviet Union's 1957 launching of *Sputnik* scared the United States into taking its science seriously.

Since that time, when the United States did manage to reach the moon first, Mangrubang says that science curricula across the country have become watered down. He believes that once again science has come to have a Rodney Dangerfield reputation—it's not taken seriously. While today's instruction may prepare students to use science in their everyday lives, Mangrubang says, it doesn't prepare them for careers in science.

And that's something Mangrubang, the 1990 Washington, D.C., and national winner of the National Science Foundation's Presidential Award for Excellence in Science and Mathematics Teaching, plans to change.

"I feel a big responsibility now," he says. "People are asking for my advice, asking me to publish papers on how to educate deaf students in science. I'm happy to have that responsibility," he adds.

Mangrubang is the first deaf winner of the presidential awards, which were established in 1983 to identify teachers who can serve as models for their colleagues.

The best part about winning the

recognition, he says, is receiving a \$7,500 grant to be used to improve science and mathematics programs at Kendall. Mangrubang plans to purchase equipment that will allow students to perform hands-on experiments.

Another happy result of the award: Mangrubang was asked by the Smithsonian Institution to serve on its teacher advisory board, which meets once every three months to discuss how to incorporate class study with museum study, develop policy that affects science education around the country, and update curricula.

For 11 years (four at Eastern North Carolina School for the Deaf in Greenville teaching science to high school students and seven at Kendall), Mangrubang has developed and practiced successful strategies for teaching science to deaf students. The keys, he says, are practical, hands-on learning experiences and individualized attention.

Mangrubang learned at NTID the importance of such practical experiences. After beginning his college career at Gallaudet, Mangrubang transferred to NTID, where he found, for him, the appropriate balance of practical and theoretical learning.

Beverly Price, associate professor in the applied science/allied health department, remembers Mangrubang as a motivated and creative student. She still recalls a Medical Technology Week project—a photographic display of laboratory equipment—that he and another student put together to share with students looking into the program.

"They did a real good job on that project," she says. "Fred was always helpful with his classmates. He was a leader who showed enthusiasm and got things done."

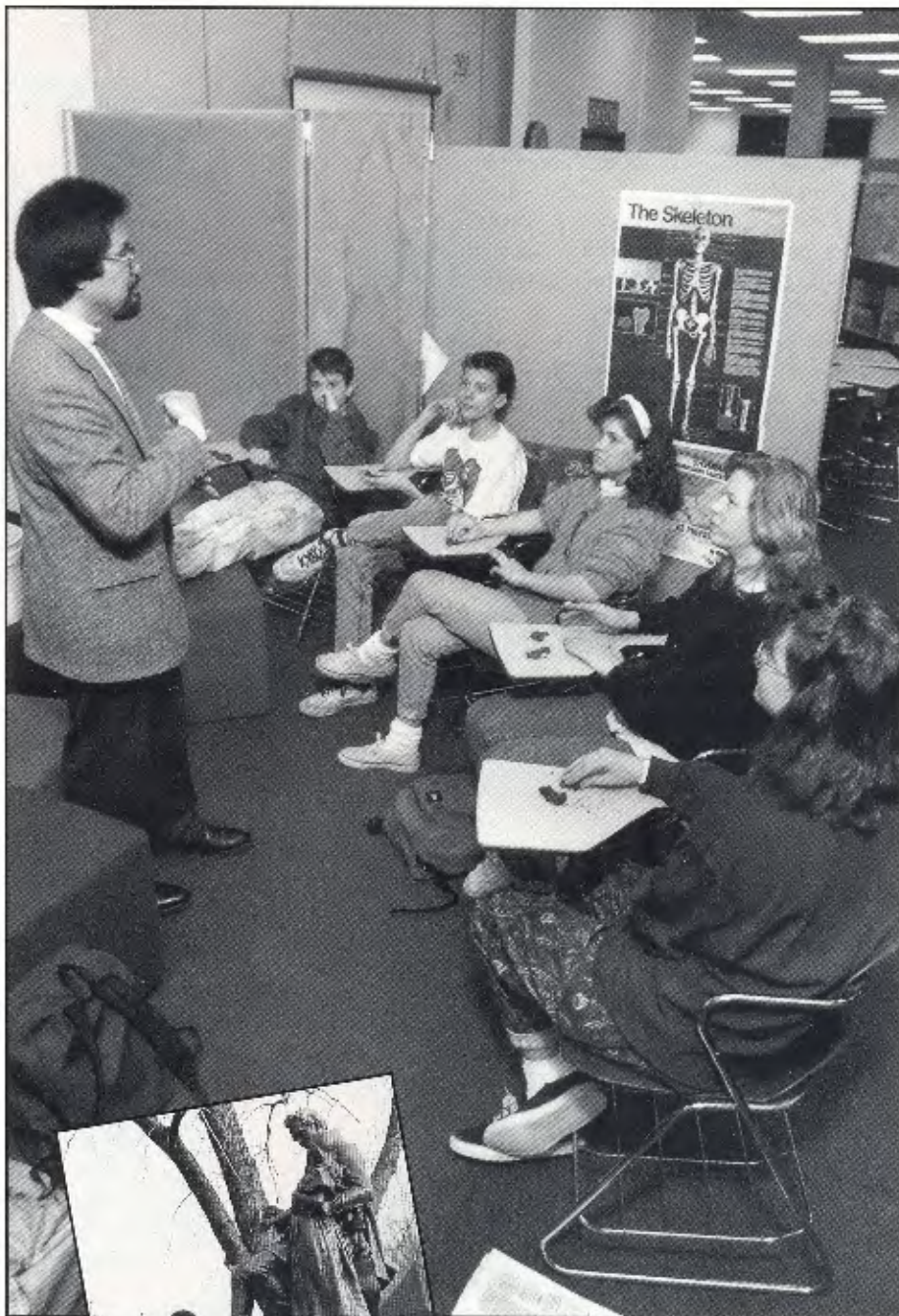
Mangrubang continues to demonstrate an enthusiasm for practical projects. He is organizer of Kendall's annual science fair, which during the

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**"Students need a career outlook in science. I want them to realize that a deaf person can be a doctor, scientist, mathematician, or even a science teacher."**

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Fred Mangrubang  
Presidential Award for Excellence in  
Mathematics and Science Teaching

## Best Performance in a Classic

past two years also has included Kendall preschoolers.

He emphasizes practical experiences in his classroom as well. During a recent class discussion on plant life, Mangrubang brought in different types of plants for his students' inspection. His classes also have access to a greenhouse where students plant a garden and to a laboratory that is home to, among other things, two rabbits, a shell collection, and a (thankfully) empty beehive.

In addition, Mangrubang invites speakers from scientific fields to his classes.

Believing that it is equally important to get students out of the classroom, he takes them on field trips to parks, hospitals, fossil pits, and museums.

Mangrubang gets himself out of the classroom as well. In addition to taking continuing education courses, Mangrubang travels to Singapore every few years to share his knowledge about teaching deaf students and to pick up ideas about teaching science. Singapore's curriculum is similar to Japan's, he says, and the country is more open to sharing ideas with teachers from the United States.

The point, says Mangrubang, is to use a variety of strategies to increase the chances of reaching and motivating all students. For deaf students, it's also important to provide individual attention.

"Because there are a lot of differences among deaf children, I believe in independent attention for each child," says Mangrubang. "It's impossible to teach a group using only one method. You need to challenge advanced students and encourage slower ones."

To aid students, Mangrubang gives up part of his lunch hour to tutor those willing to give up recess.

"I know the frustration deaf children face when they leave high school," he says. "I believe I can help improve their lives."

Mangrubang also would like to see more deaf scientists.

"Students need a career outlook in science," he says. "I want them to realize that a deaf person can be a doctor, scientist, mathematician, or even a science teacher."



**R**ushing across NTID's Robert F. Panara Theatre stage, sometimes in unison, sometimes independently, but always in coordination with one another, 12 young men dance the roller coaster emotions of gang warfare to the music of *West Side Story*. Indistinguishable from each other, the dancers are deaf and hearing performers in the RIT Dance Company.

Weeks of strenuous rehearsals polished and coordinated the talents of this 50-member troupe, more than half of whom are deaf, in preparation for its annual performance in February. The RIT Dance Company was the students' vehicle for learning how to work so well together.

Begun in 1979, the RIT Dance Company is an outgrowth of classes for deaf and hearing students in dance and creative movement established five years earlier by Jerome Cushman, assistant professor in the department of performing arts. The department continues to offer dance classes that NTID students may take to fulfill general education requirements, and students in other RIT colleges may take for physical education credit. The company itself is an extracurricular activity made up of students from the dance classes as well as other deaf and hearing members of the RIT community.

Surprisingly, dance is not the most important aspect of this program. Michael Thomas, visiting assistant professor in NTID's department of performing arts and director of the company, sees his objectives as instructor in the department and director of the company as being similar.

"I'm here to produce not better performers but better students and workers," explains Thomas. "Learning how to dance is not the objective; learning discipline, self-confidence, and commitment is."

Thomas brings to the RIT Dance Company a personal understanding of what it means to work to one's highest potential in dance.

For more than 20 years, Thomas has been an internationally renowned dancer and choreographer. A former dancer with the San Francisco Ballet, he once toured the Soviet Union with the Stuttgart Ballet of West Germany, danced with the Dutch National Ballet in Amsterdam, and served as ballet master of the Dayton Ballet in Ohio. He began to lose his hearing midway through his career, but continued to dance. Thomas now wears a hearing

aid and also relies on speechreading and sign language, which he learned at NTID.

In 1987, he joined the teaching staff of the Dance Theatre of Harlem in New York City and helped develop the American Dance Theatre of the Deaf.

"I was interested in establishing a real program for deaf dancers," explains Thomas. "I forced them to think and dance professionally."

Leaving his unpaid position at the American Dance Theatre in 1988, Thomas continued his work with deaf dancers at NTID without changing his attitude about teaching dance. Thomas coddles none of his students, deaf or hearing. Though his current crop does not have the extensive experience of professional dancers, he expects a great deal from them.

"I tell my students, 'You will do it,'" he explains. "The excuse, 'I'm deaf, not a professional dancer,' doesn't matter to me. I never compare dancers with one another. I challenge them because if I don't, dance will become boring for them."

Members of the RIT Dance Company have proven that deafness does not prevent students from learning how to dance well. Thomas explains that deaf dancers use a variety of cues, such as light, touch, and vibrations, in their performances. In fact, Thomas and Amy Flowers, intern in the performing arts department and a 1990 graduate of the dance program at the State University of New York College at Brockport, feel that deaf students are more attuned to sensations and rhythm and often follow the beat better than hearing students.

"I've noticed that deaf dancers seem to try harder," observes Flowers. "Hearing dancers seem to take hearing the music for granted."

Dennis Brown, fourth-year student in the data processing and applied accounting programs, notes that his hearing fellow dancers often follow the lead of their deaf partners.

"I think hearing dancers are so used to hearing the music," says Brown, "that they don't concentrate as carefully on following the rhythm as deaf dancers do. Sometimes they lose the beat, so they'll watch deaf dancers and catch up again."

Such examples of teamwork in the RIT Dance Company abound.

"I'm there to dance just like everyone else," says Zoe Tio, second-year marketing student. "That common commitment to dancing is what pulls people



West Side Story



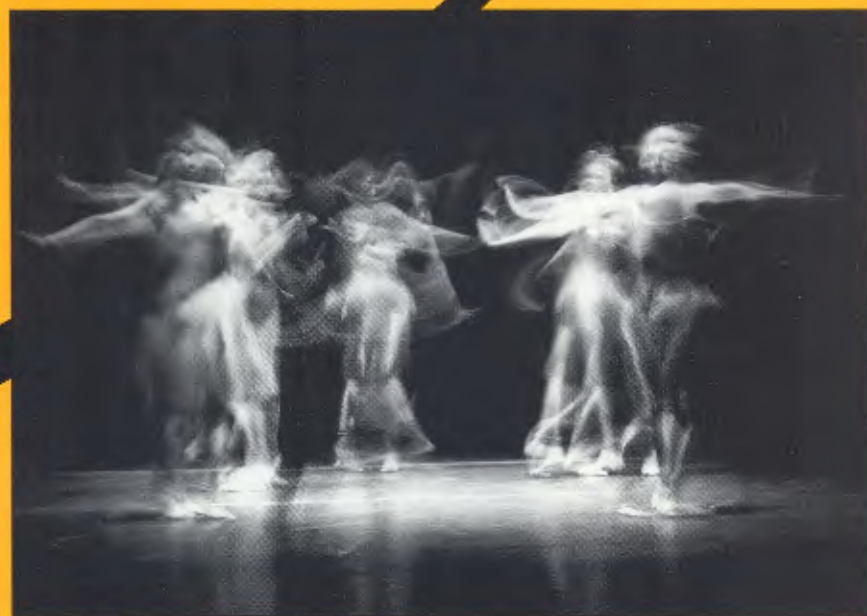
# Ras de Lenx

by Kathryn Schmitz

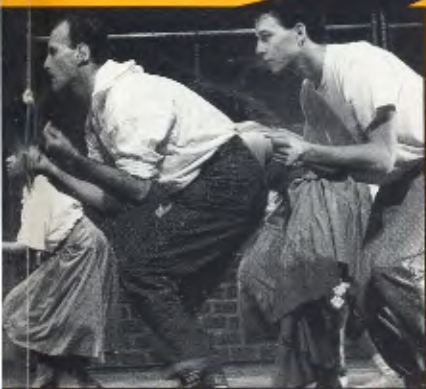
The Fall



Scenes from the RIT Dance Company's 1991 performance:

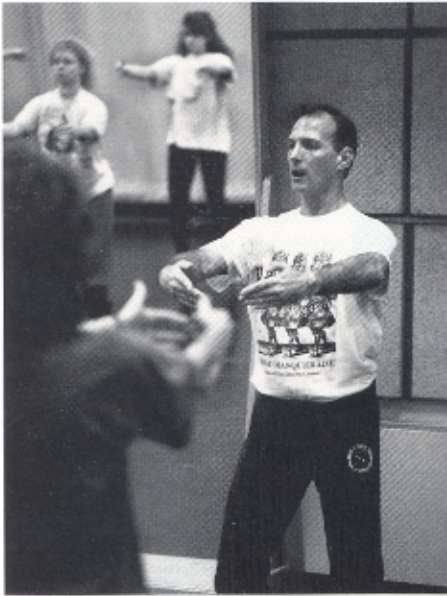


Rhythm Nation



*Under the direction of Michael Thomas, deaf and hearing dancers create a singular sensation*





*Passing on time-honored techniques Michael Thomas, visiting assistant professor in the department of performing arts and director of the RIT Dance Company, teaches students in his dance class how to maintain their posture.*

together. Communication is not that difficult because we have that common interest."

This cooperation and integration result from the goal shared by all dancers: to create a good performance, which is accomplished as a team.

"I think the dance company is wonderful because it brings together a variety of RIT students," says Flowers. "I've watched hearing students improve their communication abilities. They may not know sign language, but they will do what they have to in order to communicate with everyone."

Another hearing student who, like Tio, quickly adjusted to the mix of dancers in the company is David Drum, third-year microelectronic engineering student.

"I thought the RIT Dance Company would be cool," he says. "I tried to learn sign language as quickly as I could, and I don't hesitate to ask how to sign something."

"We all want to be there," he adds, "so we work harder at communicating."

Thomas is the prime motivator behind getting deaf and hearing dancers to work together, according to Drum.

"Michael pairs deaf and hearing dancers in performances," explains Drum. "He's a good judge of what people can do, and he doesn't spot-

light the same person all the time. He challenges dancers with a variety of dances so everyone gets to develop different talents."

Explaining his reasons for setting up such unions, Thomas says, "This is not a deaf versus hearing situation. I will not allow deaf/hearing politics in the dance company."

Thomas' dancers enjoy the company's integration.

"I like the mainstream environment of the dance company," says Sheila Levi, fifth-year accounting student, "because hearing students learn to understand deaf students and vice versa. We all become friends and are motivated to develop teamwork."

Thomas' students look to him as an example of discipline as well as artistic talent.

"I want to look like him when I dance," says Levi, "but I know it's not possible because he has so much experience."

Levi continues to work hard at dance because she finds it so gratifying. She originally began dancing in an NTID class "to kill my shyness."

"I love dance," she continues. "I've learned a lot about dance in my classes and by performing in the company, and I feel much more confident about myself."

Another deaf dancer who gained self-confidence through dance with Thomas is Brown, who began dance classes and performances at RIT in 1988 as a way to take his mind off a family tragedy. Brown's success and pleasure in dance helped him blossom.

"I was very shy at the beginning," he says. "I looked at the floor, not at Michael. I became much happier in dance. I love dance; it means everything to me."

Although Thomas may be patient and encouraging, he also can be strict and demanding.

"I like working with Michael," says Tanya Duarte, a deaf third-year social work student. "He forces me to do the best I can; he pushes and pushes because he knows I can do it. Sometimes I get frustrated, but he motivates me. When I see him smile in class, I smile too."

Thomas has been known to eject uncooperative students who do not work hard in his classes and performances, according to Dr. James Graves, chairperson of the performing arts department.

"Michael is open to giving students a chance to join and prove themselves

in the dance company," he says, "but he expects them to work."

Dancers in the company not only learn discipline and flexible communication, they also expand their repertoires. The company, which performs once a year, has become noted for the diversity of dance styles performed.

This winter, the company performed five dances: "Rhythm Nation," a contemporary piece choreographed to Janet Jackson's hit song of the same name and performed by 16 deaf women; "The Fall," a depiction of Adam and Eve's biblical experience; "Jungle," a modern piece set in a rain forest; "Hanky Panky," a 1940s-style number choreographed to the song from the movie *Dick Tracy*; and symphonic dances from the Broadway musical *West Side Story*.

The company's reputation on campus as an interesting and challenging experience for participants has generated such good turnouts for auditions that the performing arts department does not widely advertise auditions.

The Rochester community also has begun to take notice; a local daily newspaper featured the company's February performance on the front page of its arts section, describing the company as having "confidence and motivation [that] brought more mesmerizing illusion to the tiny stage of RIT's Robert F. Panara Theatre...than has been found on almost any Rochester stage in recent memory...."

Graves describes the company as "one of the best mainstream experiences on campus."

The appeal of the RIT Dance Company centers on Thomas, who exemplifies dedication and professionalism for RIT students.

"I learned through dance that anything is possible if you work," he explains. "Students learn to dedicate themselves to an idea, to a goal, through their experiences in dance."

"To finish something and look back to think 'I could have done better' is the worst feeling, and I don't want my students to feel that."



# CULTURE in the Curriculum

Learning the  of diversity

by Pamela Seabon



**Traditional talent** A Cherokee artisan creates traditional Native American beadwork in this photograph taken by second-year student Thomas Stringfellow. Stringfellow's cultural photo project was made possible with the help of a Cultural Diversity Incentive Grant.

**G**erald Eichler wants to build skyscrapers that play tag with the sun and bridges that reach the horizon.

For more than 20 years, NTID has provided students like Eichler with the knowledge and skills necessary to achieve their professional aspirations. Recently, the Institute's curriculum also has focused on providing students with the awareness and understanding to help them succeed culturally as well.

In order to elevate students' understanding of and sensitivity to the culturally diverse environment in which they live and work, faculty members have begun incorporating the practices, traditions, and beliefs of different cultures into traditional curricula; offering general education courses and workshops that focus on specific cultures; and providing "independent study" opportunities in which students research and develop a project on the culture of their choice.

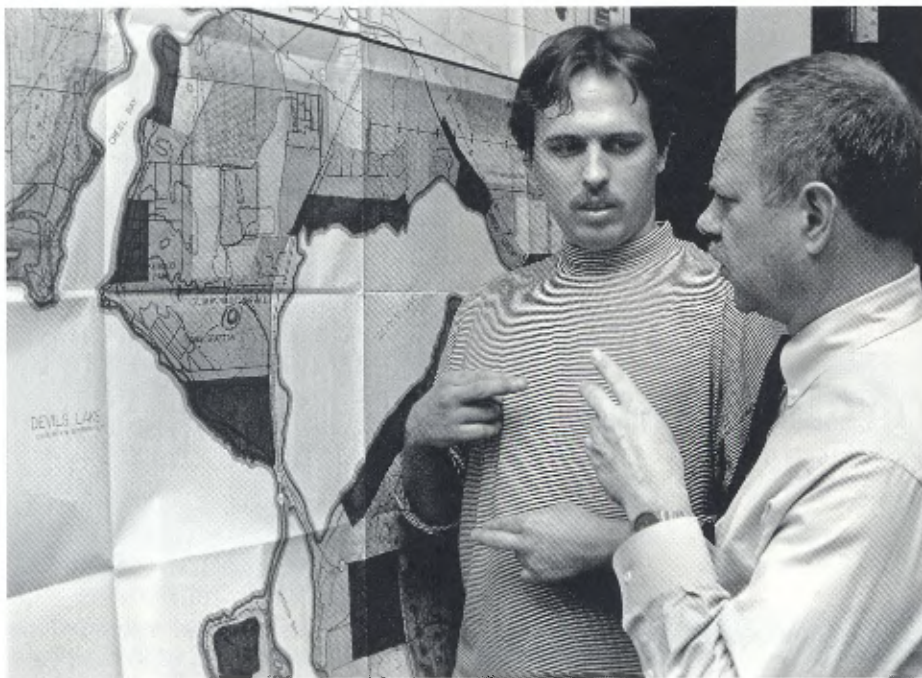
"Throughout the last 23 years, NTID has helped people from deaf and hearing cultures learn more about one another," says Dr. Jeffrey Porter, assistant dean and director of the division of general education programs. "We as an educational community must continually renew our commitment to educate students about cultural and individual differences. To do any less fails to prepare students for the world that they face both here and beyond RIT."

Last fall, Eichler, third-year architectural technology student, and other NTID students examined, among other things, the cultural values of Sioux Indians; partnerships of members of the gay community; and beliefs and practices of the cultures of Japan, India, and the Middle East as well as deaf culture.

In his "Planning Project" course, Eichler and six classmates developed as a class project a hypothetical land development plan for the Sioux reservation in Devil's Lake, North Dakota. In designing the project for their "client," students not only learned how to create development and working drawings and to identify the proper methods and materials needed for production, they also learned about the traditions, practices, and beliefs of the Sioux people.

"I learned so much about the culture," says Eichler. "It's the first time I've really had to learn about a culture in order to complete a project."





*The last draw* Third-year architectural technology student Alan Fisher, left, and Ernest Paskey, associate professor in the construction technologies department, discuss the land development project that the class undertook last fall as a way to learn about Sioux culture.

Ernest Paskey, associate professor in the construction technologies department, came up with the idea of merging the customs and beliefs of a client into the structure of the curriculum last summer when he served as a consultant engineer for the U.S. Army Reserves near the North Dakota reservation.

Impressed by the Sioux's strong beliefs and commitment to tradition, Paskey decided to bring knowledge of their ideas and customs back to his students so that they could experience a culture other than their own.

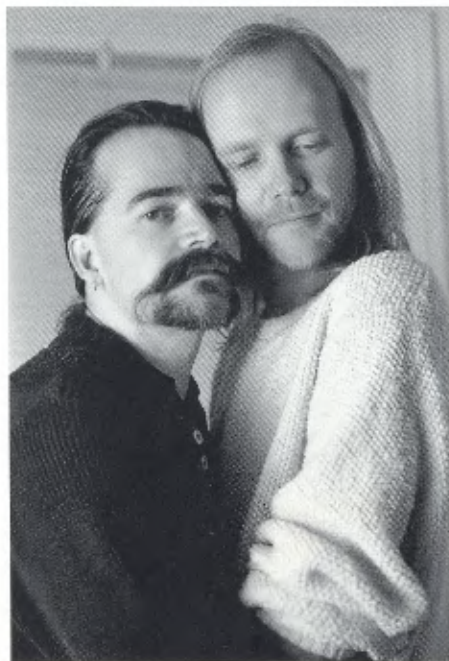
"Students need to know more about the various peoples around them," says Paskey. "They must be prepared to accept and respect the practices and customs of differing societies."

Paskey notes that for students to develop land for this client, they needed to know a lot about its culture.

"It was important for students to understand, for instance, Sioux people's commitment to sacred ground," he explains. "They had to be careful not to plan to build a McDonald's on it or an expressway through it. They had to know about the Sioux's heritage and beliefs even before proposing ideas to the community for the land's development."

"Understanding the client was the bottom line of the project," says Paskey.

"The course meant more than providing a drawing. It required developing an awareness and appreciation for the culture."



*David and David* A Cultural Diversity Incentive Grant also allowed second-year student Marc Demoly to create this photograph, part of a study of gay couples.

Encouraging the development of an understanding and appreciation for cultures was a major purpose of \$100,000 set aside by the Institute for the 1990-91 academic year to support new initiatives. James Kersting, career development counselor in the School of Visual Communications (SVC), and three colleagues received one of the new initiatives grants.

The Cultural Diversity Incentive Grant was designed to fund SVC and SVC-supported students interested in studying a culture of their choice. On November 30, \$500 was awarded to each of five students.

Interested students were required to seek an advisor, a faculty member with whom they were familiar and who was willing to assist in the development of an art-related project. The project they selected had to be researched and developed using skills learned through regular technical coursework and had to provide some insight, awareness, and understanding of the culture they chose.

"I think this project serves a dual purpose," Kersting explains. "It helps students gain awareness and insight into different cultures and, since they have to use skills learned through career-oriented coursework, it provides for an additional academic learning experience."

This project was a terrific opportunity for Marc Demoly, second-year student in RIT's College of Graphic Arts and Photography, to conduct a photo study of a culture he'd been interested in researching for the last two years.

"I saw a photograph of a gay couple taken by Minor White [a well-known American photographer] on display at the International Museum of Photography at the George Eastman House a couple of years ago," says Demoly. "It was a small, tactfully and professionally done picture that was so stunning that I decided I would someday present an exhibit that explored the lifestyles of members of the gay community."

During the winter quarter, Demoly sent a letter to Bi-GALA, RIT's gay student organization, and also posted information on RIT's campuswide computer system to explain the purpose of his project and request that interested people contact him. He also solicited assistance from his advisor, Judy Sanchez, instructor in the College of



Graphic Arts and Photography, who helped him extend his invitation to the gay community outside of RIT.

"She contacted a man who is a member of the Rochester Gay Men's Chorus," says Demoly, "who announced my project to the organization."

Demoly received three responses from members of the chorus and two from area residents. He acknowledges that he wasn't overwhelmed by responses, particularly from Bi-GALA, because some gay people feel they must guard their privacy.

Demoly's photographic study, along with the works of the other four Cultural Diversity Incentive Grant winners, accompanied this year's "SVC Student Honors Show," which is held each May in NTID's Mary E. Switzer Gallery. Demoly's work examines five couples who range in age from 25-40. The 15 black-and-white, 3 x 5 photographs in the exhibit were taken at each couples' home, where, Demoly says, they felt comfortable and provided the most natural poses.

"I wanted to capture their love, their intimacy," Demoly explains. "I felt they would be relaxed and comfortable enough at home to provide me with good, unrehearsed, candid photos."

Through these photographs, Demoly hopes to convey that gay people have feelings and aspirations just as do all people.

"I want to stress to others that gay people have dignity, sensitivity, and respect for other people and need to be respected themselves."

Demoly says that although it was challenging to produce a project without many guidelines or much supervision, it offered him a great learning experience that he would recommend to other students.

"This project enabled me to research and answer questions that I had about the gay community, while at the same time challenging my ability to perform as a photographer.

"This was a great opportunity for me to identify my own weaknesses and strengths," he says. "I had five months to do the project and went at a comfortable pace and incorporated my style and preferences within the photographs."

## Differences of Oppression?

**N**TID students aren't the only ones learning about cultural diversity. NTID faculty and staff members, in an effort to teach by example, spent a day in February exploring the myriad issues of cultural differences and similarities based on communication style, gender, racial heritage, and sexual orientation.

"Multicultural and Individual Differences Within NTID: A Convocation on Enriching Our Educational Community," according to NTID Dean James DeCaro, served as "a collaborative effort to reach down into our subconscious and bring up to consciousness our oppressive behaviors that usually go unrecognized—then to work together courageously to develop solutions."

The full-day program involved nearly 300 faculty and staff members in small group discussions, a panel presentation, and keynote address by Dr. Jamila Kizuwanda, noted educator and sociologist from Washington, D.C., who challenged her audience to set aside conventional notions of "differences" and to begin thinking about oppression.

"There are two basic kinds of differences," she noted. "The first relate to height, weight, size, and eye color, for example; the second are used to establish institutionalized oppression in a society. Such differences in gender, language, race, and so forth are used to establish male supremacy, white supremacy, and linguistic supremacy.

"It's important to make the distinction between these two kinds of differences in order not to trivialize the issue. By lumping them all together, you avoid dealing with the whole notion of oppression in society."

Although reactions to Kizuwanda's remarks ranged from cheers of agreement to thoughtful dissent, she succeeded in igniting discussion and primed convocation participants for a panel presentation, moderated by Dean Santos, staff chairperson of the social work support department. Five faculty and staff members who belong to cultural minority groups assessed—from an "inside" perspective—the Institute's efforts to value cultural diversity.

Gary Mowl, chairperson of the support service education department, noted an increased emphasis on affirmative action hiring and improved resources for professional development as positive actions from the perspective of deaf culture. Shahin Monshipour, visiting instructor in the liberal arts support department and an immigrant from Iran, expressed thanks to colleagues for "not trying to force me—or to reward me—for becoming exactly like them."

However, Dr. James Graves, chairperson of the performing arts department, pointed out a lack of complete acceptance of his gay cultural background as a challenge still facing the RIT community. Shirley Allen, associate professor in the general education instruction department, further challenged the Institute to take greater steps toward improving "retention of people of color."

Finally, as a person with a multiethnic heritage, Angela Jaromin, career opportunities advisor in the National Center on Employment of the Deaf, encouraged faculty and staff members to avoid labeling others and to take responsibility for their own actions.

"We must be willing to challenge our stereotypes and prejudices," she said. "We must not be afraid to open ourselves to the differences around us."—*Susan Cergol*





*Pious preparations* Alena Nabas, director of Rochester's Islamic Center, far right, demonstrates to students in NTID's "Four Cultures Around the World" class the bathing ritual required before participating in Islamic religious services.

Second-year photo/media technologies student Thomas Stringfellow found that the experience was less stressful and more productive without the constant supervision of a professor.

Stringfellow created a photographic study of a traditional Cherokee Indian dance ceremony. He took photographs of a performance last year at a high school in Cherokee, North Carolina, 75 miles from his hometown of Kings Mountain.

"The performance was fun and exciting to watch," says Stringfellow, "and I wanted to capture that excitement on film."

"I learned a lot about the fight and spirit dances," he says. "I can now understand the Cherokee culture better."

Young Park, third-year medical laboratory technology student, didn't have as much time as did Demoly and Stringfellow to study and learn about the cultures examined through the course "Four Cultures Around the World." Taught by Dr. Simon Carmel, assistant professor in the department of general education instruction, the course discusses the cultures of Japan, India, and the Middle East as well as deaf culture.

Park says that it was difficult to devote enough time to three equally fascinating cultures and compare them to her familiar deaf culture all within 10 weeks.

"It was a fun class that went by quickly," she says. "I learned a lot about the cultures and often shared my findings with friends."

Carmel teaches the class during each spring quarter. As part of class activities, he provides students with reading materials about the cultures, presents a slide show on cultures of the Middle East, and takes the class on a trip to the Islamic Center of Rochester.

"I wish I could take students to the actual countries so that they could get hands-on experience," says the well-traveled Carmel. Still, a visit to the Islamic Center offers a firsthand glimpse of that culture.

Carmel prepares the class for the visit by explaining to female students that they should not wear slacks or jeans because Islamic culture considers them too revealing of their figures and that they should wear long-sleeve blouses to cover their arms. In the Islamic tradition, Carmel explains, it is disrespectful for women to show any part of their bodies.

Male students are asked not to wear jeans or T-shirts and to wear clean socks because they all must remove their shoes upon entering the center.

"It was an interesting place to visit," says Park. "The surrounding is very different from my Catholic church.

There were no benches or carpeting. There were hardwood floors and everything was very clean.

"The guide told us, in fact, that before service begins, all members must visit the bathroom to wash their hands, arms, and feet three times. Everything must be clean for their God."

The class accomplished what it set out to do—to educate students about other cultures in an effort to increase appreciation, understanding, and acceptance of them. Park says that although she may not have agreed with a custom, she was open-minded enough to accept it as a societal practice.

"Women in India are considered inferior and less important than men. I would not survive in a culture that considered women to be good only for having children," says Park.


"However, it is important to understand that culture and its traditions," she adds. "The people have felt that way for years and will continue to do so because that is how they understand their society."

The innovative classes of Carmel and Paskey, along with Kersting's initiative, are just a few examples of efforts being made by NTID faculty and staff members who want to increase the RIT community's understanding of and sensitivity to its culturally diverse members.

Other approaches and programs include a popular course on deaf culture called "Issues and Aspects of Deafness," taught every fall quarter by Geoffrey Poor, assistant professor in the department of sign communication; educational strategies and programs for providing insight and understanding about U.S. traditions to international students; and "Freshman Seminar," a required course for all first-year students that promotes social interaction among students in an effort to prepare them for functioning successfully at RIT and with people of other cultures throughout the world.

"Our commitment to addressing diversity in the curriculum and educational environment is rooted in our nation's continuing effort to forge a pluralistic society," says NTID Dean James DeCaro. "Our students must be prepared to live and work in that pluralistic society if they are to contribute to their own success and to the success of the community in which they live."





**T**he nationwide interest in cultural diversity is equally of interest at RIT, where the issue of social mainstreaming is poised for a national spotlight. During the coming decade, this issue might well find itself subjected to the bright lights and intense scrutiny that befit one of the “hottest” educational research topics of the century.

After more than 20 years of “experimenting” with how to integrate deaf and hearing students in classes at RIT, researchers now are shifting their focus to the study and measure of how effective outside-the-classroom experiences are for RIT’s 12,000 hearing and 1,100 deaf students.

Certainly RIT can boast—from NTID’s 95 percent placement rate alone—that the various academic options available for deaf students are working. But it is much more difficult to assess the impact of students’ college experiences as they relate to social and cultural opportunities.

“Historically, we’ve attempted to provide students with many living and learning options so that they can develop academically, socially, politically, and culturally,” says Dr. James DeCaro, dean of NTID. “In order to have a real choice, however, students must have access that isn’t impeded by attitudinal or environmental barriers. Their choice of options must be mediated by ability and preference, not accessibility.

“When I think about the social and cultural ‘mainstream’ within the RIT community, I believe we’ve come a long way...but we still have considerable work to do.”

## A serious look at **RIT’s Social Scene**

by Kathleen Smith



To explore issues related to social mainstreaming, *Focus* assembled 10 faculty and staff members—six hearing and four deaf—who represent a variety of academic and nonacademic areas at the Institute. The group was asked to respond to several questions about social mainstreaming at RIT.

Interview participants were **Scot Atkins**, career opportunities advisor in NTID's department of career outreach and admissions and 1988 College of Business graduate; **Dr. Paula Brown**, assistant professor in NTID's speech/language department; **Renee Camerlengo**, residence life area coordinator for the Ellingson-Peterson-Bell housing complex; **Dr. Susan Foster**, assistant professor in the office of post-secondary career studies and institutional research; **Samuel Holcomb**, lecturer in the sign communication department; **Melinda Hopper**, cross-cultural educator in the department of human development; **Dr. Jeffrey Porter**, assistant dean and director of the division of general education programs; **Dr. Elaine Spaul**, associate vice president for RIT student affairs; **Janice Strine**, assistant professor in the physical education and athletics department; and **Sally Taylor**, former visiting instructor in the general education instruction department.

### **Focus: What does social mainstreaming at RIT mean?**

**Porter:** I think that RIT, like other places, needs to figure out how to create more alternatives for deaf and hearing students—not only one “mainstream” that everyone is expected to swim in. The challenge for us is not to reinforce only one valid way of experiencing RIT, but to encourage people to experiment with different ways of being part of and adding to the community.

**Strine:** I think one of the best things that happened was when NTID's other academic building [the Hugh L. Carey Building] was built on the other side of campus so that [deaf and hearing] students would pass each other. However, that alone isn't social mainstreaming. Social mainstreaming is more than sharing walkways and space—it's sharing communication and interaction.

### **Focus: How well is social mainstreaming at RIT working?**

**Atkins:** As a former student and current employee, I have two perspectives on this. To be honest, I don't think social mainstreaming as a whole is working the way it should here at RIT. There is an obvious cultural difference [between hearing and deaf students]. Hearing students who come to RIT usually are from the top 20 percent of their classes... NTID students come at a different educational level. There are different admissions criteria for NTID students... and some RIT students look down on deaf students and think they're inferior.



**Hopper:** When students see deaf faculty and staff members getting involved in events with hearing faculty and staff members, they see that it [mainstreaming] can work. It's a positive influence to show students that deaf and hearing faculty and staff members can work together. When hearing administrators don't sign for themselves and don't get involved with deaf faculty and staff members or students, that promotes separation. I feel that social mainstreaming can succeed if both groups share a similar communication background or if they both know sign language. Deaf people can't learn everything that happens through spoken English because we just don't have the audio channel to receive information. If hearing people can come halfway and learn sign language, that will really help.

**Spaul:** I've been at RIT long enough to know that [the mainstreaming situation] has gotten much, much better. Our challenge is great, but it's not impossible. I heard a speech recently... about the way cultures look at people who are different, behaviorally or socially... we have historically given that behavior a negative term. I believe this happens at RIT. Hearing students who are unsophisticated to begin with come here with very little expectation of getting to know deaf students. They see or hear behavior that they don't understand, and automatically they label that behavior, or they close up even further because they are prone to do that anyway.

**Brown:** Perhaps there shouldn't be a mainstream, but a variety of streams running parallel. Regarding the issue of hearing students looking down on deaf students, Sue [Foster] and I found from our research that this was not always the case, especially regarding academic contexts. When hearing students were discussing cross-registered students in their classes, they described them as equal and not as inferior or weaker or less intelligent. While only 24 percent of NTID students are cross registered in the other RIT colleges, this positive perception is encouraging.

**Hopper:** Some research may show that deaf and hearing people are the same, but there definitely are cultural differences. In deaf culture, we depend a lot on facial expression and body language. I think things could be greatly improved if we could teach people about cultural differences. Some hearing people look at deaf people and say, “Oh, their behavior is very strange or rude,” because it's not like that of traditional hearing culture, but if they learn that it's part of deaf culture, they are able to accept it.

### **Focus: What can or should we do to sensitize students to such cultural behaviors?**

**Brown:** We need to expand people's knowledge at RIT... help them see that there's variety as well as commonality.

**Spaul:** Last fall I saw a different level of interaction between hearing and deaf students. Hearing students were much more ready to appreciate deaf students. There was a big Labor Day program that had students interacting in nonverbal ways... it really was a breakthrough. It warmed our hearts



because we thought, "Maybe this is the beginning of something."

**Focus:** *Should RIT's deaf students become assimilated into existing social, athletic, and cultural groups or should separate clubs and organizations for deaf students exist?*

**Atkins:** My experience as a residence advisor was positive... hearing and deaf students worked together to achieve some goals. I've also been involved in plays here. That's a situation where hearing and deaf people work closely together and share experiences. As a student, I wanted to interact more with hearing students because it was difficult to do so in the classroom. In the theater, I had that opportunity.

**Strine:** We've had deaf athletes on varsity teams in leadership roles. They've been chosen for these roles by their hearing peers... they've won awards that were voted upon by their hearing peers. So in that way, mainstreaming has been successful.

**Hopper:** I was the only deaf person in my high school and college. Aside from some leadership roles in athletics, I was always the follower. I didn't have an interpreter, but even if I had, I don't think it would have been the same as the experience is for students here. Deaf students here have choices. They can be involved in a deaf fraternity or a hearing fraternity. If they're involved in a deaf fraternity, they go to Greek Council meetings and interact with hearing representatives from other fraternities. I see a lot of that improving and more opportunities springing up than there were a few years ago.

**Porter:** Maybe it's a cliché, but it's still true—mainstreaming is not the goal, but a strategy for an individual's ongoing personal development. A black deaf student can go to a BACC [Black Awareness Coordinating Committee] meeting if we provide appropriate interpreting support; theoretically, that choice exists. The more choices, the better. Somehow all of these strategies should happen in a way that builds up the RIT community. We shouldn't have a separate deaf varsity athletic team, but we do need to have ways for deaf students to interact with one another through intramural sports, etc. We need to provide choices that reinforce the overall community and make it richer.

**Spanill:** I'm a strong proponent of homogeneous groups, whether they are women's organizations, deaf, black, etc. I think that's very important. The only thing I would like to see in addition to what we have is a much more intentional search for deaf student leaders, and that's the piece that I think is missing. Maybe the system isn't warm to it, maybe it's a lack of interpreters, I'm not sure. I do think it would be easy to go on with business as usual and have years go by without any deaf student leaders, and nobody in the hearing community would notice, and nobody would take responsibility for it. I would like deaf students to go that next step and get into RIT clubs as leaders, to be



encouraged and supported... because it won't happen on its own. We must establish systems to allow those students—even if they are few—to make that happen.

**Foster:** I also support the idea of homogeneous groups both for internal support to that group and also to develop a power base for later interaction with the dominant power group. However, the danger in setting up separate groups is that one group will say it doesn't need to include another. We need to continue with separate groups for support and personal choice, but at the same time we have to continue to fight for real choice to participate in the [dominant] group.

**Focus:** *What strategies can RIT take to bring the deaf and hearing communities closer?*

**Hopper:** Deaf people and other minority group members need to continue being assertive to fight for the right to equal access.... One wonderful strategy that's being used on campus is RITSign, which is a sign language program taught by deaf students. The interaction between deaf and hearing students works, and there seems to be enormous interest in that program.

**Porter:** Maybe our goal is to find ways of making hearing and deaf people more open to each other's differences. I would imagine that some deaf individuals have the same attitude regarding different behaviors that some hearing people have. I think we're talking about a general human attitude or tendency to want to be protected from differences.

**Camerlengo:** If we talk about needing to provide choices, then it's important that not only academic opportunities be made equally accessible but also social interaction. For example, both [RIT] Student Directorate and NTID Student Congress meetings need to be accessible to all RIT students.

**Helcomb:** I would like to see NTID's programs and schools be incorporated into the programs at RIT and vice versa. I think that would help socialization.

**Spanill:** It's clear to me that we're not talking about social mainstreaming anymore. We're talking about social revolution—about systems being turned upside down. We're talking about people feeling differently about other people with different skin colors, sexes, and hearing abilities. There are times when I've had tremendous despair because I've thought it's such a huge problem. Maybe the people in this room are on a special, wonderful wavelength that we need to get the students and administration on. But we're talking about revolution—not simply changing a little bit of the program or even reorganizing one department.

**Strine:** The one thing that I've heard for eight years is that first-year [hearing] students want to take a sign language class for liberal arts credit. And we need administrative support to make that happen. Students—specifically first-year students—are requesting it, but what are we doing about it? They're eager, excited... they see a new language, and they love it.



**Porter:** The College of Liberal Arts offered again this year an American Sign Language [ASL] sequence and a new, fourth course on deaf culture in the United States. It's a start. If there is enough interest and enrollment, there could be established a concentration in deaf studies for RIT students that satisfies their liberal arts graduation requirements.

**Hopper:** I teach one of the sign classes in liberal arts, and I have 26 students in it. The ideal size for a sign language class is 12-14. I hope that administrators will look at the long waiting lists and see that we need to offer more sections of ASL classes.

**Atkins:** I've noticed that first-year students are eager to take that sign language class, but the class is closed by the time they register because the upper-level students enroll first. We need to open that course to incoming hearing students to keep their interest all the way through their senior year.

**Brown:** We seem to have an ideal opportunity to try to establish some liaisons through sign language classes. In our interviews...hearing students said that they took sign classes, but sometimes their efforts to sign with deaf students were blocked because they had difficulty [with their signs] or deaf students didn't accept them. Maybe you could have deaf and hearing students as partners or some club that would accept hearing students who want to learn to sign...to help them make that transition into deaf culture.

### **Focus: What differences and similarities do deaf and hearing students perceive between the two groups?**

**Camerlengo:** I see the residence halls as one area that provides a comfortable environment for the choices that the Institute is trying to establish. In the residence halls...students can try a new experience. Hearing students can try to learn sign. They can go to dinner and be comfortable with the awkwardness communication may involve...a deaf student can help someone learn a new language. As someone said, RIT needs to be welcoming to the differences among people, to create an environment of sensitivity and appreciation of many different cultures.

**Porter:** Most people don't say "deaf" RIT students and "hearing" RIT students.

Instead they say "NTID" students and "RIT" students. This language reinforces these differences. It's complicated.... Some of these differences are real, and others are based more on political and superficial differences.

**Spaul:** One of my favorite stories is about an RIT student who now is in the interpreter training program. When he got his room assignment as a first-year student, he called and said that a mistake had been made because he was in the "deaf dorm." He had a visual image of NTID being in a different physical location [than the rest of the RIT campus]. He came with a great deal of fear and apprehension, but in his case, it turned out to be a positive experience. I think that says it all.



**Hopper:** I can recall talking with deaf students who wondered about the different cafeterias. I would tell them that both were open. They wanted to know if people in the Grace Watson cafeteria signed, and I told them that I thought a few people did. It was very important to them to know which cafeteria had more people who could sign and communicate with them.

**Atkins:** You know it's interesting, but when people ask me where I work, I say "NTID." I should say that I work at RIT.

**Taylor:** I do say that! And then people say [assuming, because I am deaf], "Oh, you work at NTID!" And I want to say, "NTID is part of RIT!"

**Holcomb:** Most students graduate from NTID with associate degrees. RIT students earn bachelor's degrees. I think that if we had a bachelor's option here, we would be on more equal footing.

### **Focus: Looking ahead to the year 2000, what kinds of relationships would you like to see between deaf and hearing students?**

**Hopper:** We need more administrators and teachers—deaf and hearing—who know sign language, so that deaf people can communicate on the same level. We need to hire more deaf teachers—even on the RIT side [of campus]—so that NTID and deafness are better integrated into RIT.

**Spaul:** As long as we educate our new students—which I feel we're doing much better now—we can give students positive experiences that go beyond their academics. The process is slow, but I think it can happen. We need to recognize and reward students who take the next step.

**Porter:** I look at the past 10 years and see positive changes. I assume we'll continue that progress over the next 10. It's more like a slow process of evolution rather than social revolution. It won't be finished business in 10 years. It will be an ongoing struggle with people learning how to live with differences because the world is becoming progressively diverse.

**Foster:** I think we need to examine our behaviors as individuals and as an institution and involve students in the process. Most of all, we have to be prepared to think in ways that are new and maybe radical. One example would be requiring all faculty at RIT to learn sign language. You can bring up all kinds of reasons why we shouldn't do this—not enough money or time. But all that aside, think for a minute—why not? Unless we're prepared to do that kind of thinking, we'll surely have the same environment in the future.





# The **WORK** Net**WORK**

Plugging in to employment opportunities

by Kathryn Schmitz

**W**ith the assistance of some influential friends, NTID consistently has been able to place 95 percent of its graduates in the labor force in jobs related to their programs of study.

"We don't need to sell students and their skills," says Elizabeth Ewell, manager of NTID's National Center on Employment of the Deaf (NCED). "We just help open doors for them."

Lana Smart, manager of the Industry-Labor Council (ILC), a division of the National Center for Disability Services (previously known as Human Resources Center) in Albertson, New York, helped NCED open several doors when Ewell was setting up employer outreach programs in various cities last year. The ILC is a national nonprofit network of major corporations and labor unions committed to improving employment opportunities and the quality of life for people with disabilities.

Ewell was stymied by unreceptive employers in Florida, so she asked Smart for help. Smart provided her with key contacts, particularly at American Express, which helped her start networking throughout the state.

Although Smart does not actually interview and hire NTID students, she is familiar with their skills.

"I find that NTID is an excellent source of entry-level professionals," she explains, "and that helps me work with our member companies who are looking for qualified workers."

"I know that NTID graduates have the technical training and confidence that companies look for today, which is why I try to introduce NTID to employers as a source of qualified applicants."

Smart is but one of several contacts NCED relies on to help spread the word about NTID's resources, students, and graduates. Katherine Lomoglio, placement coordinator at Eastman Kodak



*Co-op-eration* Katherine Lomoglio, placement coordinator at Eastman Kodak Company, and Anthony Finks, senior career opportunities advisor in NTID's National Center on Employment of the Deaf, take a moment between interviews to discuss job applicants.



Company in Rochester, New York, helps find positions for NTID students and graduates and has nothing but praise for them.

"In hiring NTID students," she says, "the entire company benefits. We like the quality of the students' work and training, their commitment, and the experience of working with them. We have not had one bad placement."

Lomoglio, who places students and graduates from NTID's applied accounting, data processing, electro-mechanical technology, industrial drafting technology, office technologies, and photo/media technologies programs, is not alone in her high regard for their skills.

"NTID graduates have much higher skills upon graduation than most of our other entry-level employees," says Guy Clark, vice president of Custom Color Corporation in Kansas City, Missouri, "so we aren't required to do very much training. They have wonderful attitudes and work hard. They are dependable people with above-average work ethics who take pride in their work."

Clark's company employs 112 people, three of whom are graduates of NTID's photo/media technologies program. Over the last 10 years, Custom Color has employed three NTID students for cooperative work experiences (co-ops) and plans to hire one or two this summer.

Another important employer of NTID students and graduates is the federal government, thanks in large part to NCED's special contact in the Department of Defense: Paul Meyer, deputy chief staff officer at the David Taylor Naval Ship Research and Development Center in Carderock, Maryland. The NTID National Advisory Group gave a Special Award to Meyer in May 1989 for his service and commitment to the Institute.

Meyer first learned about NTID 15 years ago when he attended a conference on equal opportunity employment. He hired a few NTID students to work at David Taylor that summer and since has hired more than 100 students for summer co-op experiences and about 25 graduates for full-time positions. He places students enrolled in NTID's applied accounting, data processing, industrial drafting technology, medical record technology, office technologies, and photo/media technologies programs.

One of his star employees is Kelly Golarin, a 1989 graduate of NTID's applied accounting program. Her summer 1989 co-op work experience as procurement clerk in the receipt control department at David Taylor became a permanent position.

"I was comfortable talking with Paul," she says. "The summer program was a very rich experience, and I stayed after everyone else left to return to college. I am happy with my job because every-

one treats me as an equal."

Golarin's sense of equality on the job has motivated her to do so well that she has won two performance awards from the Navy. Her supervisor also won an award as Best Supervisor because of her positive attitude toward employees who are disabled.

Experiences such as Golarin's are the kind that Meyer seeks to achieve.

"I use my summer co-op program to raise consciousness and encourage colleagues to take a chance for a short while," he says. "They learn to become comfortable with deaf employees by working with them."

"I also enjoy creating opportunities and seeing an employee do well. I like to make the perfect match not just for vocational growth but also for personal growth," he adds.

To make his special matches, Meyer recruits at about 25 colleges each year, and RIT is a perennial stop.

"The programs are excellent," Meyer explains. "I do more interviews in a visit to RIT than I do in visits to any other school. RIT is the only college to which I send more than one interviewer."

After completing each year's round of interviews, Meyer prepares a book composed of evaluations of 200 applicants. Three hundred copies of this book are shared with employers throughout the Department of Defense, some of whom also attend an annual meeting on employment of disabled people held at the Pentagon each March.

Meyer goes beyond placing students within the departments of Defense and Agriculture. For the last 10 years, he also has organized an annual conference, Symposium on Employment of Persons with Disabilities. The conference, held each December, is attended by 300-500 federal employees.

Linda Iacelli, senior career opportunities advisor in NCED, has presented workshops about NTID employer services at this conference.

"This conference gives NTID great visibility," says Iacelli, "because of the number of attendees and the emphasis of the program."

"Paul always seems to keep us in mind as a resource," she adds. "The relationship between NTID and David Taylor has been building steadily, and Paul has become a real friend to us."

Another NTID advocate who also has invited NCED staff members to participate in an annual employer conference is ILC's Smart. The two most recent ILC conferences have addressed issues



*Comic relief* From left to right, Paulino Patino Jr., 1990 RIT accounting graduate; Paul Meyer, deputy chief staff officer at the David Taylor Naval Ship Research and Development Center; and Richard Smith, liaison interpreter in the department of interpreting services, enjoy a laugh during an otherwise serious job interview.





*Spreading the word* Lana Smart, manager of the Industry-Labor Council (ILC), delivers a presentation at the ILC's annual conference to corporate and labor union representatives from around the country.

raised by the July 1990 passage of the Americans with Disabilities Act (ADA). The ADA is designed to improve accessibility for individuals with disabilities to employment, government services, public accommodations, transportation, and telecommunications.

"Many of the questions we receive from employers focus on technology and 'reasonable accommodations,'" says Smart. "NTID's general information publications, such as *Tips for Communicating with Deaf People*, are valuable pieces to share with others who need to know more about how to communicate with hearing-impaired people on the job."

Smart is much more than just a middle person shuttling information between NTID and employers. Her position gives her a special perspective on both NTID and industry, according to Ewell.

"Lana understands both sides," says Ewell. "She understands the views of both employers and disabled people. It's critical that we at NTID understand how employers perceive us, and Lana helps us do that."

Acting as a liaison between NTID and employers at Kodak, Lomoglio also helps both groups to understand the needs and expectations of both the employer and employee. In addition to her regular duties, Lomoglio is responsible for helping departments implement the Program for the Disabled at Kodak, through which she helps locate and accommodate workers. Each year, she brings both department managers and

personnel representatives to NTID to interview students.

"When managers and supervisors get involved in the interviewing process," she says, "they develop a feeling of 'ownership.' I have seen people unable to hire a student try to find another place within the organization for that student."

"Everyone who has hired an NTID student in the past is requesting another one because they had such a positive experience," she adds. "The program continues to grow."

Lomoglio has changed positions three times within the past three years, but has kept the Program for the Disabled because "I didn't want to lose the momentum that was building up."

Anthony Finks, senior career opportunities advisor in NCED, has observed that momentum in NCED's work with Kodak since Lomoglio's involvement with NTID.

"Kathy became involved with us because she was on the Affirmative Action Task Force at Kodak," says Finks. "She has been very interested in and successful at hiring our graduates. Because she is not selfish about allowing others in Kodak to interview students, she has introduced more people there to us, which means that more people there know about us and will be comfortable with our students."

Lomoglio explains that she does not work alone in her efforts to encourage employers at Kodak to hire NTID students.

"NCED staff members are making inroads at Kodak because they follow up with people," she says. "They are enthusiastic and helpful people who obviously care about their students."

Understanding that most of her colleagues have limited experience with deaf people, Lomoglio briefs all interviewers on what to expect from NTID applicants.

"I tell them to be prepared to write back and forth on a pad of paper," she says, "and I explain how to work with an interpreter. I also tell them to look directly at the student they are interviewing."

One student who had a good co-op experience with Kodak is Robert Abaid, 1990 graduate of NTID's electro-mechanical technology program. He worked as a machine assembly operator during the 1990 summer quarter and now holds that position full time.

"An electrical engineer in my department taught me so many things,"

he says. "I learned about how the machine [Kodak Ektaplug #7016 Printer] is set up and how to troubleshoot and fix problems in the machines."

Abaid initially had communication problems with some people in his department, but he resolved them by bringing informational brochures to the office. His co-workers responded positively, making sure to look at him when they spoke to him and reserving a seat for him at the front of rooms during meetings.

"They learned from me," he says, "and I learned from them. My co-op placement helped me gain skills and experience that I can use at many other places besides Kodak."

Wayne Jones, 1984 photo/media technologies graduate and custom printer for Custom Color, Clark's company, also has found his co-workers to be cooperative.

"Communication is easy," Jones explains, "because of the other deaf employees. Also, some hearing employees know a little sign language, and everyone writes on paper when necessary."

To further promote ease of communication, Clark has hired an instructor to teach employees sign language and thus "shift the burden of communication more onto hearing employees," he explains.

A 1970 RIT photography graduate, Clark was aware of NTID during his student days, but did not work with any NTID graduates until he began at Custom Color in 1980. He met Michael Lewis, a 1975 graduate of the photo/media technologies program, who is a custom printer for the company. Lewis' superior work as a printer influenced Clark to hire Jones as well as other NTID students for co-op and full-time positions.

Clark's positive attitude toward deaf employees mirrors those of Meyer and Lomoglio. All three work to facilitate relationships between managers and their deaf employees—efforts that support the objectives of NCED staff members.

"These people all know how to market our students in a positive way," says Ewell. "They help us show employers that NTID students and graduates have technical skills and communication strategies that can get the job done."





# FOCUS On...

## Dorothy Guinan

by Deborah R. Waltzer

Inside the postage stamp-sized mailroom on the first floor of NTID's Lyndon Baines Johnson Building (LBJ) stands a formidable floor-to-ceiling foundation pillar, an integral part of the building's infrastructure. Its location seems appropriate since the mailroom's sole occupant, mail courier Dorothy Guinan, is considered by many to be a pillar of the Institute.

Guinan doesn't deliver just mail to NTID employees in LBJ, Mark Ellingson Hall, Peter Peterson Hall, and the Hettie L. Shumway Dining Commons. She also delivers smiles, words of encouragement, anecdotes, and even candy bars, the sales of which support numerous student organizations' and faculty and staff members' not-for-profit causes.

"I call Dorothy my 'roving ambassador,'" says Warner Strong, manager of the department of administrative services and Guinan's supervisor. "She has made the whole Institute her home. And she's a cheerful person to be around. If you're down in the dumps, go talk to Dorothy."

Jane Dreessen, career resource specialist in the visual communications counseling services department, whose office is located near the mailroom, agrees. "Dorothy is the Institute sunshine lady," says Dreessen. "She always spreads good cheer with her uplifting and happy personality and brightens a lot of people's days."

"Dorothy is such an asset and joy," adds Lavina Hept, program assistant in the office of the dean and a "regular" on Guinan's route.

"I move a few times a year between the dean's office and the Summer Vestibule Program office, but thanks to Dorothy, my mail always follows me," she says.



*Special delivery* As Dorothy Guinan, left, delivers mail to the dean's office, Lavina Hept, program assistant in the office of the dean, contemplates her inventory of sweet-tooth satisfiers.

When Guinan, 49, came to work at NTID in October 1983, she had a feeling that she would enjoy her work.

"When I was hired, I told my supervisor I planned to stay here until I retired," she laughs. "I love my job. I just can't imagine doing anything else."

Helping people with their mail questions, chatting with departmental secretaries during her twice-daily rounds, walking in on office birthday celebrations, and promoting NTID student events are among her favorite aspects of the job.

"I want to help people, and I think they feel good about their mail delivery. In this busy world, it's one less thing they have to worry about," she says.

Customer service is one of Guinan's top priorities, says Strong. Soon after she started at NTID, Guinan noticed on Fridays that outgoing mail would not leave campus until Monday afternoon. Taking the initiative, she began driving the mail to the main U.S. Post Office facility, about three miles from campus, after work hours—a service she still performs today.





*Heart and sole* Close buddy Lorraine Cosgrove, secretary in the School of Science and Engineering Careers, and Guinan nurture their bodies and souls during their thrice-weekly lunchtime walks.

In an effort to make her mail route more efficient, Guinan borrowed a tip from an office management magazine. Instead of waiting to return to the mailroom before sorting the envelopes and packages she collects on her route, she sorts this mail immediately into the appropriate folders in her cart, ensuring speedy delivery to upcoming offices.

To help save her busy colleagues' limited time, Guinan sells stamps from her cart or is happy to place a stamp on a personal letter with the right amount of change attached.

In addition to sorting and delivering NTID's mail each morning and afternoon, Guinan is responsible for cleaning, servicing, and collecting coins from various copiers throughout LBJ as well as inputting information into a computer inventory database.

On certain days, she is responsible for cleaning various computer laser printers throughout the Institute. In an effort to minimize inconvenience to the printers' users, she schedules this activity at noon and takes her lunch hour later.

As if walking through four buildings twice daily isn't enough exercise, Guinan also briskly walks 2.8 miles outdoors during her lunch hour two or three times a week with pal Lorraine Cosgrove, secretary in the School of Science and Engineering Careers. Close friends since they joined a lunchtime aerobics class four years ago, Cosgrove

says, "We solve all the world's problems while we're walking."

During their walks, Guinan has shared with Cosgrove concerns about illness in her family and the August deployment of her son Richard to the war in the Persian Gulf region as well as her joy when he safely returned in April.

"Dorothy is a private person and a very religious woman, but she doesn't flaunt her religion," explains Cosgrove. "She truly lives by the golden rule."

Another close friend at the Institute, Jean DeBuck, secretary in the division of public affairs, says that Guinan "is always giving, giving, giving. She's a wonderful lady who obviously cares about people."

DeBuck and Guinan, both Rochester, New York, natives, had been friends as children, but lost touch during their early adult years. Working at NTID brought them together again, and their friendship has grown steadily since.

"Dorothy adds a certain cohesiveness to NTID and is a role model for others at the Institute," says DeBuck. "Every day, everybody sees the dedication she has for her job."

Outside of work, spending time with her family is Guinan's favorite pastime. In addition to son Richard, a 26-year old Air Force sergeant based in Myrtle Beach, South Carolina, her family consists of husband, Jack, 51, a plumber at Nazareth College; daughter Donna, 28, group leader in student loan operations for First Federal Savings and Loan Association in Rochester; son Daniel, 20, third-year civil engineering student at RIT enrolled in the Air Force ROTC program; and daughter Sandi, 17, a high school senior who aspires to study photography at RIT.

Guinan's favorite time of day is late in the afternoon, when she and Jack rendezvous over a pre-dinner drink and discuss the day's events on the backyard wooden deck of their East Rochester home.

But a close second to spending time with family is Guinan's passion for bowling. Described by Strong as a "big bowling nut," Guinan faithfully haunts the alleys two evenings each week and has an impressive 172 average. She served on the board of directors of the Rochester Women's Bowling Association for six years and regularly attends the New York State Women's Bowling Association's annual meeting and tournament.

Guinan shares her fervor for bowling

with Mary Jo Ingraham, word processing technician in the information services department.

"When she passes by my office, we always talk about bowling, and I tell her how well my kids are doing at the sport," says Ingraham, a 1972 NTID graduate, who trained Guinan when she came to the Institute. "Dorothy is the perfect person to be the mail courier because she is so physically active."

Guinan's other interests include knitting; crocheting; cheering loudly at Rochester Red Wings baseball games, especially on opening day; and spending weekends from Memorial Day through Labor Day in the family trailer on friends' Christmas tree farm in Middlesex, New York, in the Finger Lakes region.

Guinan's enthusiastic spirit is evident at NTID, too, where she frequently sports sweatshirts and buttons made by student clubs and organizations. Described by some as "a walking calendar of events," she likes to inform people of upcoming student activities and attends many of the events.

One of her fondest memories at NTID is that of playing Santa Claus for the annual holiday show a few years back. Despite an uncooperative white beard that refused to stay in place, no one recognized Guinan, much to her delight.

Co-workers repeatedly remark about the warm feeling they get when they see Guinan's shiny metal cart traveling down the hallway. Her routine, an important part of the daily pulse at NTID, keeps the stream of student applications, funding materials, and information about deafness flowing.

According to Strong, "Within an organization, if the mail courier misses a delivery, the heartbeat is gone."

Fortunately for NTID, that heartbeat pounds strongly every day.



## NTID's Strategic Planning Gets Underway

With an eye toward the 21st century, Dr. William Castle, director of NTID and vice president for government relations for RIT, announced in February commencement of a strategic planning process designed to create an institutional vision for the future and to take the necessary steps to position NTID to better serve deaf people throughout the 1990s and beyond.

A 15-member committee, composed of faculty and staff members as well as a student and alumni representative, will make recommendations for changes based on NTID's strengths, weaknesses, and institutional values as well as external threats and opportunities. Dr. Bonnie Meath-Lang, chairperson of the department of technical and integrative communication studies, is the committee's chairperson.



**Honorable address** Dr. Robert Davila, assistant secretary for special education and rehabilitative services in the U.S. Department of Education, received an honorary doctor of humane letters from RIT during NTID's Academic Awards Ceremony, held May 24. In his address, Davila told students and faculty and staff members that this is an exciting time for people with disabilities, thanks to last year's passage of the Americans with Disabilities Act.

## NTID Establishes Communication Policy

NTID adopted in January a set of comprehensive communication requirements for faculty members seeking promotion and tenure. While NTID faculty members always have been required to develop communication skills, these expectations delineate specific skill levels necessary in order to best serve the diverse communication needs of NTID's students.

The new guidelines, approved by a majority of the faculty body, require ongoing faculty participation in learning activities to acquire sensitivity to deaf culture issues; development of sign language skills and oral communication strategies and techniques; and a specific achievement level on the Sign Communication Proficiency Interview (SCPI), a nationally recognized evaluation tool that assesses sign language skills—either American Sign Language or English-like signing—through one-on-one conversational interviews.

## NEWSMAKERS

• **Dr. Donald Beil**, acting director of the School of Business Careers, seems not to suffer from writer's block. He recently wrote his 11th book, *Wingz: Macintosh Across the Curriculum*, which was published through Course Technology, Inc. The book is a college text that provides students with an introduction to spreadsheets on the Apple Macintosh computer. "Anyone publishing in the computer area," he says, "must meet very tight deadlines in order to produce timely books."

• On May 23, four names were added to the list of faculty and staff members honored by the National Advisory Group (NAG) for outstanding service to the Institute. This year's recipients of the NAG Outstanding Service Award are **Dianne Brooks**, manager of career outreach and enrollment services; **Renee Carmerlengo**, area coordinator in RIT's residence life department; **Dr. Donald Johnson**, senior research associate in the department of communication research; and **David Krohn**, interpreter in the department of interpreting services.

• **Dr. Diane Castle**, professor in the audiology department, accepted May 1 the New York League for the Hard of Hearing's 1991 Nitchie Award in Communication. Castle was selected for the award in recognition of her outstanding contribution to enhancing communication capabilities for individuals who are deaf and hard of hearing and particularly for her work in telephone training.

• **Dr. Susan Fischer**, research associate in the department of communication research, recently edited the book *Theoretical Issues in Sign Language Research, Volume 1: Linguistics* with Dr. Patricia Siple, associate professor of psychology and director of the linguistics program at Wayne State University in Detroit. The book, written by linguistics experts, focuses on the phonology, morphology, syntax, and semantics of sign language. The 338-page publication is targeted to linguistics professionals and will be marketed primarily to colleges and universities.

• **Rita Straubhaar**, fourth-year biomedical photographic communication student, was named in February to the 1991 All-USA College Academic Third Team sponsored by *USA Today*. A panel of educators selected her for the team, along with 20 other students from around the United States, based on her creativity, initiative, leadership, and desire to help others. Straubhaar, in addition to creating and editing *Rolling Bricks*, a creative arts magazine for NTID students, also teaches hearing schoolmates sign language through the RITSign program and performs poetry in American Sign Language.

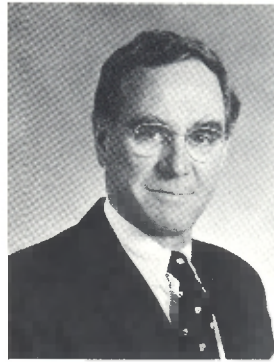
• **Dr. E. Ross Stuckless**, director of integrative research; **Joseph Avery**, associate professor in the department of support services education; and **Dr. T. Alan Hurwitz**, associate vice president for outreach and external affairs and associate dean of educational support service programs, collaborated on the recently published *Educational Interpreting for Deaf Students*, a report that discusses the interpreter's job title and description, roles and responsibilities, hiring qualifications, and working conditions. "It is the most comprehensive report on educational interpreting for the elementary through college levels," says Stuckless.

## New Center to Focus on Deafness-Related Careers

In an effort to enhance career opportunities in deafness-related fields, NTID will establish September 1 a Center of Sign Language and Interpreting Education. The center, to be part of

NTID's division of educational support service programs (ESSP), will combine NTID's sign communication and support services education departments.





*Dear Friends of NTID,*

*This nation's educational institutions should do more than mirror society. They should lead the discourse that encourages communities to place high value on understanding and appreciating all segments of our global community.*

*RIT always has provided unique opportunities for cultural exchange. With the 1966 appointment of RIT as the host institution for NTID came a new opportunity—to explore the culture of deafness.*

*RIT's success in integrating deaf and hearing students has established this university as a national model. Academically, the interaction between deaf and hearing students on the RIT campus is among the finest in the country. Yet, substantial challenges remain to increase the dimensions of social mainstreaming. I'm pleased with the perseverance and continuing education efforts of many individuals and groups on campus in this area. I'm also enthusiastic about a number of programs initiated this year that should further enhance opportunities for interaction between our deaf and hearing students and help diminish anxiety about that which is different or perhaps unknown.*

*It is our responsibility to encourage such interaction in order to bridge and celebrate RIT's, and the world's, many cultures.*

A handwritten signature in black ink, reading "M. R. Rose". The signature is stylized with a large, sweeping "M" and a long, horizontal stroke at the end.

*Dr. M. Richard Rose  
President, RIT*





## Rochester Institute of Technology

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ADDRESS CORRECTION REQUESTED

*It's a diverse world, after all, p. 19*



Photography by Thomas Stringfellow

*A change is brewing for '92!*