

Scholarship @ R·I·T

R·I·T LIBRARIES

The RIT Faculty Scholars Series The Value of Online Social Networks: A Business Perspective

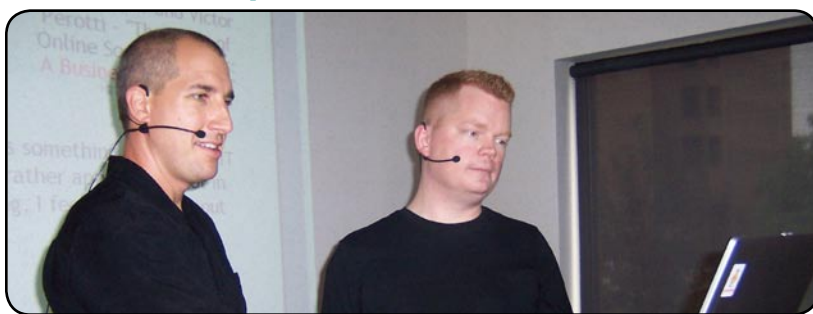


PHOTO BY NICK PAULUS

Perotti and Hair discuss online social computing

Drs. Victor Perotti and Neil Hair were welcomed to the RIT Libraries' Idea Factory on September 27, 2007, to speak on "The Value of Online Social Networks: A Business Perspective." Popular social networking sites, such as MySpace and Facebook, are experiencing phenomenal growth. Thousands of first-year students joined RIT-related Facebook groups before they even arrived on campus this fall quarter.

Each time Facebook or MySpace is purchased, its value increases dramatically; Facebook was recently valued at \$10 billion. However, business research into the value of social networking is lacking.

*R·I·T
Faculty
Scholars*

Perotti and Hair, of the Saunders COB, recently conducted a qualitative online study using their Facebook contacts. The study began with 43 requests for participants to see how users derive value from their social computing activity.

Within six hours, they had over 500 replies from RIT students. The study's users reported on their favorite features and activities, ranging from managing contacts to sending messages to online dating.

The responses demonstrated that financial gain is not found in online social network advertising, since users typically ignore ads or find them to be intrusive. Users themselves are the most effective marketers. Additionally, results showed that business to business applications may also be profitable, as well as market research.

Perotti and Hair intend to study the effectiveness of various social networks and to conduct an in-depth study using Personal Construct Theory. To learn more about their research, visit <http://www.neilhair.com/> or join their digital entrepreneurship group at <http://digent.rit.edu>.

Kira Barnes / Wallace Library

Navigating Digital Research

Library databases came of age in the early 1990s when the RIT Libraries offered four databases, limited to citations only. Eventually, databases contained more full-text articles allowing researchers to work off campus. This format shift altered the way in which we acquire, manage, and disseminate journal access. Staff was repurposed in order to adapt to this new format.

We are now working to enhance Special Collections and expand graduate holdings. Today we offer 134 licensed databases, only six include digitized books, primarily in science and technology. Savvy book publishers are beginning to abandon the uniformity of aggregate collections that originally helped e-journals to proliferate. Instead, they are releasing their own e-format titles. This trend coupled with mass digitization projects such as the Google Initiative will increase the availability of scholarly books across disciplines. Once again, the Library and researchers will have to navigate multiple interfaces, higher prices, and an array of licensing rules, in exchange for desktop convenience.

Chandra McKenzie / RIT Libraries

IN THIS ISSUE

There are articles on: online social networks, virtual theatre, worldwide scholarship, online teaching tips, designing experiments, itinerant teachers of the Deaf, redundant publication pitfalls, student-designed sustainable homes, design in Denmark, HRD Fulbright scholars, RIT's new legal counsel, political prudence and neuroscience, international business misconceptions, a CIAS open access journal, critical care skills, a Professor Emeritus Lulu book, and an award-winning RIT dissertation.

"There are no foolish questions and no man [or woman] becomes a fool until he [or she] has stopped asking questions."
-Charles P. Steinmetz

Live Virtual Theatre

B. Thomas Golisano College of
Computing & Information Sciences

Imagine a live theatrical performance. However, imagine, rather than having to go out to a physical theatre, you can be at home and experience the action in a virtual world: the actors are all avatars, the sets and lights are virtual; and the show is viewed on a computer screen and performed live by people located all around the globe.

Is it possible to enable this kind of theatrical experience, and if so, how would the experience compare to a show on a real stage? These are some of the questions that are being explored by Joe Geigel (Computer Science) and Marla Schweppe (Design) as part of the Virtual Theatre project,

a collaborative effort between the department of Computer Science (GCCIS) and the School of Design (CIAS).

Funded by a three year grant from the National Science Foundation, Joe and Marla, along with their

colleagues, Walter Wolf (Computer Science), and Tina Chapman DaCosta (NSSA), will set out to create theatre in 3D virtual space, where actors, crew, and audience share and participate in a single theatrical experience over the Internet. A variety of virtual reality devices are employed in controlling the actors, props, and lighting on the virtual stage, including a full body motion capture system.

In addition to the research aspects of the project, Virtual Theatre serves as a means of exploring collaborative education. The project has been incorporated into the existing curriculum, allowing for firsthand student involvement in the required research of the project. Students from both Computer Science and Design create the technical and aesthetic elements necessary to realize the performance. This classroom experience introduces students to the kind of interaction between artists and technologists that is essential in many industries involving graphics and electronic entertainment (e.g. visualization, special effects, computer animation, and games).

More information on the Virtual Theatre project, along with a list of recent publications, can be found at <http://www.cs.rit.edu/~jmg/vtheatre.html>.

Joe Geigel / Computer Science



PHOTO BY WALTER WOLF

Tina Chapman Da Costa wears a full body motion capture suit preparing to control the motions of an actor on the virtual stage.

Sharing Expertise and Scholarship Worldwide

National Technical Institute for the Deaf

The Postsecondary Education Network-International (PEN-International), a partnership of colleges and universities worldwide, was created in 2001. PEN-International improves and expands postsecondary education for deaf and hard-of-hearing individuals worldwide. PEN shares educational technology, conducts faculty development, and constructs state-of-the-art multimedia laboratories at partner institutions.

Since 2001, the PEN-International program has been funded by over \$8 million in grants from The Nippon Foundation of Japan. Currently, the network

includes sixteen partner and affiliate institutions from Japan, China, Russia, the Philippines, the Czech Republic, Thailand, Korea, Vietnam, and Hong Kong.

PEN-International designs and conducts workshops based on local needs of PEN partner institutions. After a partner university determines a specific need for customized training, PEN-International

collaborates with RIT faculty.

In March 2007, a delegation representing the Korea Employment Promotion Agency for the Disabled and the Korea Nazarene University visited NTID/RIT for a week of training. The workshops focused on instructional technology/design, classroom communication/access, and employment issues.

The goal was to provide the Korean delegation with sufficient background information and resources related to their particular interest in instructional technology and classroom communication so they can begin the process of implementing changes at their institutions.

Each participant was given an overview of various RIT/NTID techniques. Participants then accessed additional resources from special myCourses postings.

The evaluation of the workshops was positive. The group agreed to work on concepts presented, culminating in a continuation of training and lectures in Korea.



PHOTO BY E. WILLIAM CLYMER

Kathleen Darroch, Manager of the Liberal Arts Interpreting Team, conducts a workshop entitled, *Working With Interpreters in the Classroom*.

E. William Clymer / PEN-International

Online Learning: One Successful Approach

College of Applied Science & Technology

Communication with students is essential to successful teaching. Good communication in online learning is created by a curriculum that establishes an atmosphere which prompts interest and interaction by students.

There are, undoubtedly, many successful systems for building an environment for good communication among students in a distance learning (DL) course. The following methodology has proven successful for this instructor over a five year period. The atmosphere encourages communication between students as well as with the instructor. This methodology includes five components.

“ This course was the perfect example of how the materials are best applied to online education...a well-rounded approach ”

-Industrial Wastewater Management Class
Student Comment

Know Your DL Students Distance learning students are a diverse group. The student often has responsibilities outside the DL classroom such as employment, family, or military duties. They are juggling online and at-home assignments and are often stretched to their finite limits due to tight schedules. The make up of a typical DL class is temporally, spatially, and culturally diverse.

Understand that your Primary Role is Facilitating Learning by Management, not Teaching In the DL environment, instructors provide information or direct students to a reliable source of information. The instructor should be confident that it is sufficient to provide students with the fundamental understanding of the topic.

Use Various Media for Sharing Information By using different types of media for informational sources, opportunities arise for students to learn concepts that are beyond the original intent of the assignment.

Use Multiple Grading Opportunities and Grading Types Using multiple grading opportunities and types helps students in two ways. First, students unable to effectively express their knowledge using one assessment tool might do better with another. Second, students will occasionally turn in a sub-par performance due to circumstances.

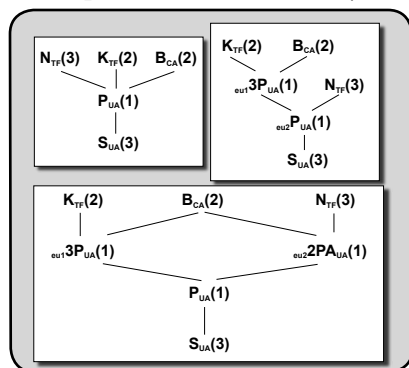
Be Responsive to Students’ Questions This element is critical for making a DL course successful. The typical DL student has a tight schedule and if they have a question, they need and deserve an answer. The students definitely appreciate the detailed attention.

Scott Wolcott / Civil Engineering Technology

Designing and Improving the Quality of Experiments

Kate Gleason College of Engineering

In an introductory graduate course on experimental design, students quickly find out that the challenge in experimental design is to connect the real world phenomena under study with a mathematical model. As one student noted, “I had already obtained a Masters degree in EE [Electrical Engineering], so I was pretty sure that the introductory Design of Experiments class would be a piece of cake. Truthfully, it is difficult to design a good experiment, while it is very easy to design a seriously flawed one. It is especially easy to design a flawed experiment now that so many software packages allow you to point and click your way to a design.”



ESD pictures for three designs which could lead to incorrect conclusions

Most textbooks teach experimental design as if one can select from a small catalog of designs, but for many scientific experiments, the best design does not exist in textbooks. In CQAS, a broader approach is taken by visualizing experimental designs using Extended Structure Diagrams (ESDs), based on earlier work that has been enhanced at the Center. These ESDs represent a diverse class of experimental designs and are analogous to distinguishing different compounds formed by the same elements.

This visualization leads from a one-connection to a two-connection paradigm: real world → ESD → mathematical model. The second connection is done primarily through mathematics and Probability Theory. The first connection has become easier through the use of the ESDs. At conferences, students at the Center and experimentalists improve these first-connection skills by examining a series of increasingly complex experimental design case studies.

ESD examples are shown for three designs which a naïve experimenter would likely fail to distinguish or analyze correctly, all available at the push of a software button. Publicized examples of wrong conclusions from poor experimental designs in health and medical settings have illustrated this large cost, while unpublicized examples in U.S. companies take a toll on our industrial competitiveness. The use of ESDs is one way in which the Center is helping to improve the quality of future experiments.

Joseph Voelkel / Center for Quality & Applied Statistics

Faculty Off-Campus

On the Road With Itinerant Teachers of the Deaf

What do itinerant teachers of deaf and hard of hearing (D/HH) students have in common with entrepreneurs, field biologists, salespeople, and orchestra conductors? A lot, it seems! They constantly design and execute new plans, work in different places every day, keep offices at home and in the car, and coordinate the talents of diverse individuals to create “harmony” for their students.

As a faculty member in NTID’s Department of Research and Teacher Education, I had followed the trends in the educational placement of D/HH students for some time. The data were unequivocal. Thirty years ago, most of these students were educated in separate schools or programs. But today, approximately 84% attend mainstream schools where they are often in classes with hearing peers. I decided that the goal of my sabbatical would be to learn more about the teaching specialists who support mainstreamed D/HH students. Surveys

of a national sample of these specialists, also called itinerant teachers, coupled with several days spent interviewing and shadowing them at work, provided me with a glimpse of their work. Here are some of the elements I learned:

- Unlike their separate program counterparts who generally provide direct instruction within one school or classroom to groups of students working on a single subject, itinerants work from a caseload that often includes more than one school and grade level, and crosses multiple subjects for each student.
- They must be expert in teaching mainstream instructors about deafness and the unique needs of deaf learners.
- They usually have no “home school” and must constantly learn new faces, buildings, and routines.
- They must be prepared to tutor the student, meet with parents, lead a multidisciplinary school-based team, supervise support staff, interpret audiograms, check on technical equipment, such

as FM systems and hearing aids, suggest alternative evaluation formats, and support students who are struggling with peer interactions.

- Itinerants need to communicate in a range of languages and modes from speech to American Sign Language to Signed English; they must also understand Deaf culture and the important role this plays in the lives of many deaf persons.
- And last, but not least, they must be ready to travel fearlessly through snow, wind, rain, and hail, at least in Upstate New York.

Oh yes, that reminds me—add “postal carriers” to the first sentence of this piece.

Susan Foster / Research & Teacher Education



On the road supporting mainstreamed D/HH students

PHOTO BY MARIANNE BUEHLER

Copyright Corner

Avoid Redundant Publication

Redundant publication is a potential pitfall that faculty or researchers can accidentally or purposefully fall prey to. In some fields of study, there are a large percentage of publications where the same data is published with a varied textual emphasis within the paper. Different interpretations of the data or an introductory text describing a dissimilar empirical or theoretical context is shared among all of the papers submitted for publication.

Scientific journals discourage these types of practices for functional reasons.

Journal publication space is competitive in the scientific and scholarly publishing arena. A similar paper that is available in different journals (unknown by editors and readers) deprives authors of the opportunity to publish in a limited marketplace.

Redundant publications waste the time of editors and peer reviewers and the limited resources of the publishing process. When statistical results and analyses of the

same study are counted more than one time, researchers studying experiments could arrive at false conclusions or results. To avoid a redundancy concern, retrospectively authored materials should be cross-referenced. If there is any question of significant overlap in content among similar paper submissions, authors should contact the editors of both publications.

The standard and ethical submission practice is to submit to one journal at a time. If a journal declines a paper for publication, the author is free to submit the identical paper to another journal.

Marianne Buehler / Wallace Library

Students On-Campus

What happens when you provide students with information that is current, controversial, involves their futures, and is combined with permission to create solutions without budgetary limits? Students in the Capstone: Society and Technology class were charged with learning about global climate change while researching available energy-efficient technologies.

PHOTO BY MARIANNE BUEHLER



Green design enthusiasm

Twenty-three students designed eight sustainable homes. They researched location, community, climate, resources, work, transportation, access to culturally diverse activities, renewable energy sources, tax credits and incentive programs, Energy Star appliances, off-the-grid living, and net metering.

Group members were required to imagine living together, make decisions by consensus, and justify their decisions.

Imaginations ran amok with solar-powered, glass pyramid structures with rooftop gardens in Rio de Janeiro; wind-powered, earth-bermed homes with living roofs, and wave-powered coastal homes on stilts.

Dominique LePoutre / Cultural & Creative Studies

In Summer 2007, I attended the Scandinavian Furniture Design program at the Denmark Design School in Copenhagen.

While RIT gives an in-depth experience in the woodworking and furniture design program, I was interested in immersing myself into a different design history, aesthetic, and method. During the seven week program, the first ten days were spent traveling by cruise ship to areas of Denmark, Sweden, and Finland. During the study tour across Scandinavia, the 75 U.S. students visited many places of significant architecture, furniture museums, and studios, as well as notable designers' residences. The entire experience was invaluable to me in my furniture design education. I truly enjoyed the different approaches and considerations in Scandinavian design. After two laborious weeks spent building our own metal or wooden chairs, we had a final show presenting our chairs with the other three programs that included glass, textiles, and design.



PHOTO BY BJØRRLI LUNDIN

Nathaniel Blaisdell

Nathaniel Blaisdell / Woodworking & Furniture Design

The prestigious Fulbright Scholarship program aims to enhance relations between the U.S. and other countries. In 2007, the Human Resource Development (HRD) program attracted two Fulbright scholars.

Odontuya Demid, of Mongolia, recently served as Head of the Education and Training Department for the Confederation of Mongolian Trade Unions. Odontuya chose RIT's HRD program because it focuses on the connection between a company's Return On Investment (ROI) and its human capital. Odontuya plans to work as an HR consultant in Mongolia after graduation.

Ange Missamou is from the Republic of the Congo. Ange was drawn to RIT's HRD program because the professors are experienced and respected professionals in the field. Ange became interested in the HR field while working as a translator-consultant for an HR manager at a major hotel in the Republic of the Congo. Ange's goals include an internship with an American company. He will share his newfound skills and knowledge when he returns to the Republic of the Congo.



PHOTO BY MARIANNE BUEHLER

Ange and Odontuya reviewing HRD monographs

He will share his newfound skills and knowledge when he returns to the Republic of the Congo.

Donna Dickson / Human Resource Development

Introducing RIT's New Legal Counsel



Bobby Colón reviewing FERPA guidelines

As Chief Legal Officer for RIT, I am the in-house corporate legal counsel for the University. I coordinate and supervise all legal services for RIT.

Every day, there are numerous legal issues that affect RIT, from patent and trademark issues to real estate agreements

to legal interpretations, ensuring we are not violating any statutes or laws. My office provides legal advice and counseling to the University on all legal matters arising out of its activities as well as counseling on existing and potential legal matters. We provide this counseling to the Board of Trustees, corporate officers, faculty, and staff.

Before accepting this position, I was the Assistant Attorney General in charge of the Rochester Regional Office for the previous New York Attorney General, Eliot Spitzer. Prior to joining the Attorney

General's Office, I was the Manager of Legal Affairs for Paychex, Inc. My undergraduate degree was received from the University of Rochester and my law degree is from the Harvard Law School.

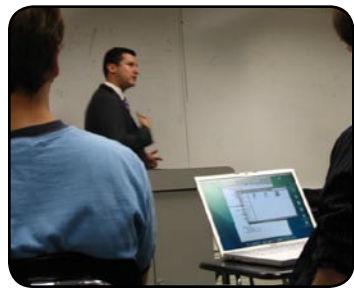
I was also RIT's 2005 Minett Professor, teaching a course for criminal justice and political science majors entitled, Race, Religion and the Law, which sought to explore the relationship between religion and race as a justification for statutes imposing restrictions on minorities' access to equal protection, advancements, and personal liberties.

Bobby Colón / Office of Legal Affairs

Political Science, A Scientific Enterprise

College of Liberal Arts

Teaching political science at a technical university is not an inconsiderable task though I am considered a social scientist. The discipline probably finds a more comfortable home under the classificatory umbrella of Liberal Arts rather than Science. Of course, this means that I find myself in the peculiar position of teaching Liberal Arts to a student body that is famously defined by its aptitude for and devotion to technical studies. While some students



Teaching the intersection of politics and science

come to my courses with a strong familiarity with political science, others arrive with just great enthusiasm. I do not have a reasonable expectation that many will come with one or the other. It is a decidedly rare instance that more than a few can boast of both.

However, breathtaking advancements in biotechnology have undeniable political implications particularly regarding our ever expanding interpretation of an individual and the natural and political limits we reasonably place upon someone. The role of government in stewarding potentially dangerous and politically disruptive technological innovation and the impact of the project of what Descartes calls the technological “mastery of nature” on the natural social ties that bind any community, is one implication. The intersection of politics and science opens up new pedagogical avenues for attracting RIT’s technologically savvy students to the theatre of political debate.

Much of my recent research has revolved around the question of the extent to which political science, itself is, a scientific enterprise. My latest article, forthcoming in the winter issue of *The New Atlantis*, examines the claims that neuroscience provides an appropriate paradigm for understanding political prudence. Some claim that prudence can be comprehensively understood in terms of the physical processes that underlie cognitive activity. However, if the virtue and exercise of prudence turns out to be resistant to neurophysiologic explication, then by extension, this raises serious questions about the relevance of scientific theory to political practice. It is precisely these kinds of issues that excite students to wonder about whether the methods of science adequately capture the often non-methodical nature of human thought and action

Ivan Kenneally / Political Science

International Business: It’s All in the Balance

E. Philip Saunders College of Business

Why do we need to discuss international business? Probably not because of the high trade deficit or job loss to other countries. International business is still business, exactly the same as domestic business. Different from other countries, the U.S. trade deficit or job loss is a reflection of the domestic economy rather than a result of international business. It is difficult to imagine another country that would have the capability to be as responsible for these domestic problems as the U.S. Realistically, the U.S. is the dominant power in global business. International trade is based on rules made by and for Americans. As long as the U.S. dollar is accepted globally, the Federal Reserve will continue to act as the world’s central bank and collect benefits through the central bank tax, i.e. exchanging real products or services through paper money. In such an advantageous position, if anything goes awry in its international business relationships, the U.S. will have to examine its own misconceptions first to determine what has gone wrong.

An interesting phenomenon is that when speaking about international business, we discuss “respect” for other cultures or “appreciation” of different norms. But when we do so, we are actually isolating ourselves from the object that we think we “should” respect or appreciate. In my opinion, this attitude originates from the belief that we are better than others and it is only a matter of good manners that we should treat others equally. These endemic values cannot be learned or successfully taught in school. When you make the concept of “respect” a big deal, it is or will become a problem.

What is the correct attitude toward international business? I want to say to learn from your international partners or competitors, but I will not go that far, assuming that I know little about the practical nature of this country. Students may be motivated to learn more about international business if they can benefit from this knowledge. When students are able to incorporate international opportunities into their plans and know how to balance them with domestic opportunities in order to achieve their business goals, I will say, “Congratulations, you can now graduate from my class.”

Zhi Tang / International Business



Professor Tang’s international business views

PHOTO BY MARIANNE BUEHLER

PHOTO BY MARIANNE BUEHLER

RIT's Newest Journal Launches

College of Imaging Arts & Sciences

October marks the launch of *Multi: The RIT Journal of Diversity and Plurality in Design*. Editor-in-chief Alex Bitterman exclaims, “this is an opportunity for RIT to be at the forefront of a contextual shift in the marketplace as multidisciplinary teams uncover innovative ways to solve real-world challenges.” Additionally, “there are few design journals focused on how design integrates into the broader constellation of professional disciplines; this journal will undoubtedly put the RIT brand on a high profile international journal.”

Multi strives to be a venue through which matters pertinent to design can be shared amongst design professionals and colleagues from academic disciplines influenced by advances in design and design technology. The “big idea,” states Bitterman, is to “create an academically rigorous publication that will provide practitioners, researchers, and academics involved in innovative work a peer-reviewed venue.” He notes, “cross-disciplinary teams often encounter difficulty finding an appropriate journal to publish research findings, as truly forward-looking work does not always ‘fit’ into a discipline-specific journal. With *Multi*, we hope to provide that venue.” RIT is the perfect place to house such a journal, because “multidisciplinary innovation is at the root of what we do. This type of creative thinking is ‘old-hat’ to designers, artists, and engineers.” *Multi* will help to get these professionals on the same page and speak the same language.

Initially, the journal will be digital, free to all who register, and published quarterly, available at <http://multi.cias.rit.edu>. Eventually, an annual printed version highlighting popular articles will be published. The inaugural issue will be launched in early November and features the Massimo Vignelli-inspired theme: “Design as One, Design for All.” The theme of the follow-up issue slated for late February will be, “Uncovering and Healing the Racial Divide of Cities.”

Multi is made possible with the support of the Wallace Library, the Office of the Chief Diversity Officer, the School of Design, and the CIAS Dean’s Office. It will be housed in the forthcoming Vignelli Design Center.

Alex Bitterman / School of Design



PHOTO BY MARIANNE BUEHLER

Alex Bitterman highlighting his students' design work

Advancing Critical Care Skills

College of Science

Physician Assistants (PAs) are health professionals licensed to practice medicine with physician supervision. For fifteen years, the PA Program at RIT has been providing a comprehensive four-year undergraduate program which to date has graduated nearly three hundred PAs, currently practicing in a wide variety of medical disciplines. Nancy Valentage, PA Program Associate Director, has chosen to advance her patient care skills as part of her professional development sabbatical. While on leave, she is pursuing her clinical practice in the intensive care unit at the Unity Health System.



PHOTO BY LAUREL TISCHLER

Dr. Hessney and Nancy Valentage RPA-C reviewing charts

Utilizing her background in hospital-based internal medicine, she is currently advancing her knowledge and clinical skill sets in the areas of advanced critical care of patients. Partnering with Dr. Joanne Hessney, Intensive Care Unit Director, she is becoming more familiar with current and state-of-the-art technology utilized in the care of the most critically ill patient populations.

Critical care medicine is a multidisciplinary specialty with overlapping areas of knowledge and responsibility that span anesthesia, surgery, and internal medicine. These specialists, often referred to as “intensivists,” care for patients with the highest medical demands in the hospital. As workforce issues are challenged by the baby boomer population approaching its greatest need for health care, the need for intensivists increases. More hospitals are turning to PAs to provide high quality, cost effective patient care to meet this people power need in both the intensive care and hospital floor settings.

By obtaining this specialized training, she envisions incorporating advanced clinical skills and technology into her classroom teaching. Enhancing curricula with these specific skills will further develop students' knowledge of current technology and their ability to care for the critically ill patient. Learning these advanced skill sets will improve our student's employability in the current and future job market.

Nancy Valentage / Medical Sciences

Scholarship @ R·I·T

Rochester Institute of Technology
RIT Libraries
90 Lomb Memorial Drive
Rochester, NY 14623

Publishing and Scholarship Support Center
<http://library.rit.edu/userservices/pubschol/>

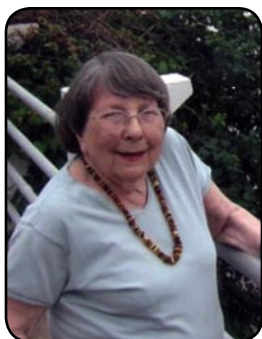
Editor: Marianne Buehler mabwml@rit.edu
Designer: Nick Paulus

R·I·T LIBRARIES

Lulu: Self-publish and showcase your books, photos, CDs/DVDs, calendars, and more...

<http://www.lulu.com/openbookRIT>

Hold Tight Sweetheart: A Memoir of the 1920s and the Great Depression



U.T. Summers
<<http://www.lulu.com/content/979962>>

In a recently published Lulu book, an RIT Professor Emeritus (COLA) created a poignant firsthand account of living during the turmoil and financial uncertainty of the Depression. Her parents were the first members of their families to go to college. Having attained their college degrees in 1926 after the birth of four children, they ran head-on into the Great Depression. Through the family's many moves in their lifetime, the children experienced "both disaster and fairy tale generosity."

The author's mother felt a lifelong call to the ministry and in 1931, the family moved to McKenzie in West Tennessee where she attended one of the first theological seminaries in the country that admitted women. The memoir tells the story of how the family survived during the years when her father, struggling to make a living as a traveling salesman, returned every

Christmas for five years, with little or no money. "Hold tight Sweetheart, I'll make good yet" was the message on the postcard that arrived soon after the fifth Christmas when John Miller

left home, in 1936, never to be heard from again. The surprisingly happy ending makes for an unusual life story.

U.T. Summers / Professor Emeritus

RIT Digital Media Library: Creating an online community of scholars...

<http://ritdml.rit.edu>

RIT
Digital Media Library

Since 2004, the Networked Digital Library of Theses and Dissertations (NDLTD) consortium has awarded students for exceptional electronic theses and dissertations (ETDs). This year, NTID assistant professor Luane Davis Haggerty's dissertation, *Building Bridges Between Deaf and Hearing Cultures Through Performance Arts*, has been awarded the Innovative ETD Award.



A photo from the stage performance

The NDLTD Innovative ETD Award recognizes a student's effort to transform a print dissertation through the use of innovative software to create cutting edge ETDs. Photos, video, and other multimedia objects included in the electronic document are considered part of the distinctiveness of the work.

Haggerty blended her fieldwork and analysis process into a stage performance which included audience participation. Her multimedia ETD, which addresses the gap in research on leadership styles in the Deaf community, includes over fifty video clips.

Interested in reading the dissertation and watching the movie clips of the rehearsals and performance? You can find a copy of the ETD in the NTID Community at: <https://ritdml.rit.edu/dspace/handle/1850/5182>.

Nick Paulus / Wallace Library

