

SPRING / SUMMER 2011

FOCUS

NTID

National Technical Institute for the Deaf • Rochester Institute of Technology



NTID's First Alumnus President



PHOTOS BY MARK BENJAMIN, A. SUE WEISLER AND STEPHEN WILLE

Pomp, Circumstance and Celebration

Students, alumni, faculty, staff, community and family members, and local, state and federal officials attended the installation of Dr. Gerard J. Buckley as president of NTID on May 6, 2011. He is the first RIT/NTID alumnus to lead the college.

"I'm honored to serve as president of NTID," Buckley said.

He acknowledged students in the audience, saying, "The spirit of NTID lives in you, your dreams and your passion. We are proud to serve you."

After the ceremony, well-wishers filled NTID's Joseph F. and Helen C. Dyer Arts Center for a reception.

For more information about the installation, including more photos and video of the event, visit www.ntid.rit.edu/president/installation.

SPRING / SUMMER 2011

FOCUS

NTID

National Technical Institute for the Deaf • Rochester Institute of Technology



ABOUT THE COVER

On Friday, May 6, 2011, Dr. Gerard J. Buckley, SVP '74, '78, was installed as president of NTID. He is the first RIT/NTID alumnus to lead the college.

RIT/NTID 2011 *FOCUS* magazines are printed on a paper that has 10-percent postconsumer recycled fiber, which results in a total environmental savings of 10.02 trees; 28.96 pounds waterborne waste; 4,260 gallons wastewater flow; 472 pounds solid waste; 928 pounds net greenhouse gases and 7,103,110 BTUs.



FEATURES

- 3** ASL Center Bridges Deaf, Hearing Communities at RIT
- 4** Co-ops Provide On-the-Job Learning
- 6** Promoting Entrepreneurial Activity
- 10** Leveling the Field in Health Care
- 11** The Benefits of Research
- 12** Innovation Abounds Onstage and Backstage

DEPARTMENTS

- 2** From the President: Singular Focus
- 8** Profiles in College:
 - Brandon Adamany
 - Maya Ariel
 - Samuel Sandoval
 - Renishia Williams
- 14** Advancing the Mission:
 - Support for Imagination Hall
 - Kodak Gifts-in-Kind
- 15** Alumni Profiles:
 - Michael Anthony
 - Alesia (Howard) Allen
- 16** Faculty/Staff Profiles:
 - Stacy Bick
 - Alvin Boyd

FOCUS

NTID

Editor

Pamela L. Carmichael, '04

Writers

Ilene J. Avallone

Kathy A. Johncox

Greg Livadas

Susan L. Murad, '01

Kathleen S. Smith

Graphic Designer

Alexander Gartley, '07

Photography

Mark Benjamin, '76, '94

A. Sue Weisler, '93

Stephen Wille

FOCUS is published by the Marketing Communications Department at the National Technical Institute for the Deaf, a college of Rochester Institute of Technology, Rochester, N.Y. The views expressed in guest columns do not necessarily reflect the position of NTID or *FOCUS* magazine.

Marketing Communications

585-475-6906 (voice or TTY)

585-475-5623 (fax)

NTIDMC@rit.edu (email)

Admissions

585-475-6700 (voice or TTY)

585-475-2696 (fax)

NTIDAdmissions@rit.edu (email)

www.rit.edu/NTID

The NTID Foundation

585-475-6836 (voice or TTY)

585-475-5949 (fax)

NTIDFDN@rit.edu (email)

www.rit.edu/NTID/Foundation

To subscribe or unsubscribe to *FOCUS* magazine or to update your mailing address, please contact NTID Marketing Communications, 52 Lomb Memorial Drive, Rochester, N.Y. 14623-5604 or visit www.rit.edu/NTID/FOCUS.

RIT promotes and values diversity within its workforce and provides equal opportunity to all qualified individuals regardless of race, color, creed, age, marital status, gender, religion, sexual orientation, gender identity, gender expression, national origin, veteran status or disability.

26.5M-P1173-6/11-COH-ASG
©2011 Rochester Institute of Technology
All Rights Reserved
RIT and NTID are registered trademarks of Rochester Institute of Technology.



MARK BENJAMIN

Singular Focus

It's hard to believe that another academic year has come to a close. And what a year it's been. As I presided over my first commencement ceremony as NTID president, I looked into the audience of graduating students and was filled with pride at their accomplishments. Our students studied hard, completed co-op assignments and took advantage of leadership opportunities on campus. They learned a lot, and through it all, they maintained a singular focus: preparing for a successful future.

Indeed, everything we do at RIT/NTID, both inside and outside the classroom, is focused on helping our students prepare for a successful future. It's this singular focus that drives all of our decision making, all of our programming and every activity and opportunity that we provide.

And this singular focus pays off. Over the past five years, 93% of our graduates who chose to enter the workforce found employment. Our alumni are working at Microsoft, IBM, NASA, Merck, Walt Disney Company, Boeing, Dow Chemical Company and thousands of other firms, large and small, throughout

the United States and around the world. Some of our students have job offers before they even graduate. One of our students who graduated this spring is off to begin a job at GE (General Electric) Aviation. Another is headed for a job with the Defense Contract Management Agency. Two others are starting jobs with the Naval Inventory Supply Center. Another one will be starting a job as a systems analyst with Fidelity. And these are just a few examples.

Many of our students receive job offers after completing cooperative work assignments, which are required by most of our academic programs. Co-op remains a hallmark of an RIT/NTID education, providing students with valuable work experience in their field before they graduate (see pg. 4). Last year, more than 280 of our students participated in co-ops with nearly 170 employers from all across the United States.

While many of our graduates pursue careers in government, business, industry and education, others are planning entrepreneurial pursuits, inspired by the programming and activities they participated in as students (see pg. 6). And as we look to the future, the construction of Imagination Hall will provide still more opportunities for our students to gain hands-on experience through the research activities that will take place there (see pg. 14).

There's no question that RIT/NTID provides a well-rounded education with a singular focus. And our new graduates reap the rewards. Hats off to the Class of 2011—we're proud of all that they have accomplished and all that they will contribute as they make their mark in the world.

Dr. Gerard J. Buckley
NTID President
RIT Vice President and Dean



A. SUE WEBSTER

A Truly Grand Opening RIT President Bill Destler (at podium) and Student Government President Greg Pollock on stage during the opening of the RIT American Sign Language & Deaf Studies Community Center.

ASL Center Bridges Deaf, Hearing Communities at RIT

by Greg Livadas

For more than 40 years, it has been common to see American Sign Language used on the RIT campus. But never has there been a common area for both deaf and hearing students to drop in or gather to learn about Deaf culture and ASL.

That changed on Jan. 19, when the Rochester Institute of Technology American Sign Language & Deaf Studies Community Center (RADSCC) opened in the heart of RIT's campus. The center was established to provide a comfortable and creative space for deaf, hard-of-hearing and hearing students to come together, interact and share their thoughts and ideas. Sign language classes also are held there.

"I see this center being a new bridge between the deaf and hearing communities here at RIT," NTID President Gerry Buckley told more than 200 students, faculty, staff, alumni and community members who packed the Student Alumni Union's Fireside Lounge, directly below the new center, for the ceremonial ribbon cutting. Visitors were given tours of the center and souvenirs adorned with sign language artwork.

"This is an area where we will celebrate that we are a community

together, that we have 'common unity' together," said Buckley. "I hope what happens today grows through the campus, through the nation and through the world. I hope this will inspire mutual education and understanding for years to come."

In addition to being a venue for ASL classes, Jeanne Behm, the center's coordinator, says the area also is becoming known as a place where artwork—on loan from RIT's Deaf Studies Archive—is displayed.

A classroom, seating up to 20, is a resource for meetings and workshops offered by deaf-related community organizations. The spacious room is designed in a U-shape, so all participants can see each other easily.

"People love the space," Behm says. "They say it is deaf friendly because of all the light."

Four NTID students work at the center; two of them are interpreting students. Hearing students have dropped in to ask how to sign a particular word. Others have come simply to eat at one of the four circular tables on the terrace.

Azael Perry, a Psychology student from Camarillo, Calif., also has visited the center for advice on signing for a

video project he's creating related to self-esteem and cultural identification. He became deaf as a toddler and knew forms of sign language, but didn't know formal ASL or much about Deaf culture until coming to RIT/NTID.

"I've gone to the center to meet with Jeanne several times," Perry says. "I know she knows her stuff regarding ASL, and I need her corrections. She has been very helpful."

Joan Naturale, deaf education librarian at RIT's Wallace Center, looks forward to eating on the center's terrace and meeting ASL users during lunch this summer. The new ASL center "has definitely increased awareness of Deaf people, Deaf culture and ASL," she says. "It's an inviting and comfortable center for all who are interested in deafness and ASL, whether they are advanced or beginning signers."

Behm hopes more faculty and staff will visit the center and encourage their students to visit as well.

The center is open every day during the school year and some evenings. No appointments are needed.

"Come to the center and say hello or just spend some time learning," Behm says. "This center is for you."

Co-ops Provide On-the-Job Learning

by Kathy A. Johncox

The City of Los Angeles Department of Public Works, Tufts University, Advanced Disposal, the Smithsonian Institution Museum of Natural History, The University of Alabama at Huntsville and The Ohio Health Corporation have one important thing in common—each organization provided a hands-on employment experience for RIT/NTID co-op students last summer. These employers and many others provide co-op students with new knowledge, new skills and new experiences to build their resumes and help them zero in on what they really want to do after graduation.

“One of the main reasons our students come here is because of the cooperative education requirement,” says John Macko, director of the NTID Center on Employment. “It’s one of the reasons our students are successful. The more co-op experiences they have, the better prepared they will be for a full-time position later on.”

Here’s what six students who completed co-ops last summer have to say about their experiences.

Kelly McNabb, Pendleton, Ind., Mechanical Engineering

I was a research intern at Tufts University in Massachusetts studying polymer blends for fuel cell technology—an alternative energy



Kelly McNabb



Abbi Simons

source to reduce the consumption of oil. I was responsible for the Differential Scanning Calorimetry and ran all the samples and analyzed data to determine which sample handled heat the best. At the end of the internship, I and three other interns gave a presentation to professors at Tufts. Another intern and I presented a poster session about our conclusions at the American Chemical Society Convention held in Boston.

Originally, I wanted to study mechanical engineering with an aerospace option in college, but since I’ve been here at RIT, I’ve decided that I’d like a broader engineering background, so I changed my major to mechanical engineering and am focusing on the material science aspect of that. I was able to put the theories I had learned in the classroom into practice in the lab at Tufts. I’m using my co-op experiences to help me find where I would be most comfortable working, whether it’s in research, private sector or government. I’m looking forward to my next co-op this summer at Case Western University in Cleveland, Ohio.

Abbi Simons, Crystal Lake, Ill., Biomedical Sciences

I spent the summer as a marine botany anatomist at the Smithsonian Institution in Washington, D.C., and it was my job

to identify anatomical features of Rhodophyta (red algae) by taking digital photos through a microscope. My work provided the botanists at the Smithsonian with a database of these red algae photos that any scientist could access if he or she needed to identify an unknown algae or the physical features or other structures for that algae.

The courses I took in my major were intensive, and I learned a lot of laboratory and microscopy skills to prepare me for my co-op. The experiences you gain on co-op are so valuable for the future. This was one of the best experiences of my life. I learned to run a lab and took on other roles that will be beneficial if I decide to do medical research. And Washington, D.C., is such a culturally innovative and energy-filled city—I loved living there. Working at the Smithsonian was amazing because it gave me access to the ‘backstage world’



Jonathan Petermon

of museums. I got to see the museum while it was closed, and it felt like I was part of the movie, *Night at the Museum*.

Jonathan Petermon, South Holland, Ill., Computer Aided Drafting Technology

I worked for the City of Los Angeles Department of Public Works,

Architectural Division, Bureau of Engineering as a student architect intern. From the age of 12, I was interested in building things, and at RIT, I had the opportunity to learn the fundamentals. When I got to L.A., I already had basic AutoCAD and site detail skills. I spent some time learning new software design programs, then worked on measurements for a new gym in the city. Working on a real building was exciting, and being part of a team was a skill that I learned quickly on the job. I also tried to help my co-workers and others learn sign language.

This was a big opportunity for me. I came home with more confidence. Now I know I can be out there on my own and work hard. I hope to continue on for a bachelor's degree and someday manage an architectural firm.

Steven Forney, Huntsville, Ala., Electrical and Mechanical Engineering Technology

I've been a research aide for several summers in the Systems Management and Production Center at the University of Alabama at Huntsville, and it's been



MARK BELMANT

Steven Forney

a great experience. I completed an associate degree in Automation Technologies-Robotics and was able to apply my knowledge and experience to the study and construction of unmanned aerial systems while on co-op. I had no idea that robotics could do these amazing things, and I fell in love with this area during co-ops at the University of Alabama. This experience

motivated me to continue on for a bachelor's degree in Electrical/Mechanical Engineering Technology.

Each summer, I learn new skills, and one of my biggest challenges has been to convert regular remote-controlled helicopters and airplanes to unmanned aerial systems. I wouldn't have known much about this field if it weren't for my co-ops, and now my goal is to complete my bachelor's degree and work in this field for NASA, the military or in another type of government job. I believe the experiences I've had on co-op and the skills I have developed have put me on the path to a successful career doing something I love.

Courtney Herrera, Jacksonville, Ill., Administrative Support Technology

I worked as the office manager's assistant at Advance Disposal in Biloxi, Miss. I did weekly financial forecasting, data entry, handled payroll, accounts payable and receivable, scanned checks and posted payments.

I was glad to go on co-op because it helped prepare me for my future and how to work in the real world. Most of the things I learned at RIT and the skills I developed applied directly to my co-op, and it made my life easier because I knew what to do. One of the new things I learned was forecasting, which was a lot of work to be completed in a short period of time. I have a lot of good experience now because of this co-op. There were some challenges, and I was proud that I could do it. I achieved my goal and learned a lot that will help me in the future. Plus, I got business experience that will help me achieve



A. SUE WEISER

Courtney Herrera

my big dream—to have my own business someday.

Timothy Dillard, Gadsden, Ala., Applied Computer Technology

I worked as an information technologist in the Systems Information Division at Ohio Health Corporation in Columbus, Ohio. My co-op was in a hospital setting, and I took what I learned at RIT and applied it to the hospital's business setting—hardware repair, networking, computer installation, everything related to the computer infrastructure that keeps a business going. I was a little nervous about going on co-op at first, but all the people were great. I had the skills to do the work, and I'm more



A. SUE WEISER

Timothy Dillard

confident and comfortable now about joining the real world of work.

I learned new things on co-op, like the importance of teamwork, how to implement special networking procedures and how a business runs. That will come in handy because my goal is to get my bachelor's degree and start my own computer-related business after graduation.

“On co-op, students grow,” says Macko. “They take with them the training and hands-on experience they receive at RIT/NTID, and when they return, they have developed their interpersonal skills and their ‘soft skills,’ like flexibility, attitude, cooperation and accountability. They come back with a much better understanding of the connection between school and work.”

Promoting Entrepreneurial Activity

by Ilene J. Avallone

Preparing students for success and eventual leadership in the global marketplace is central to RIT/NTID's mission. Educating them about entrepreneurship—how to organize, manage and assume the risks of a start-up business, or bring a new service to market—is an important step toward fulfilling this mission and stimulating a more robust global economy.

“Entrepreneurship is the engine fueling innovation, employment generation and economic growth,” says Dr. Scot Atkins, faculty member in the NTID Business Studies Department, and a key driver of entrepreneurship-related initiatives for RIT/NTID students.

“RIT/NTID does an excellent job providing career education and training for deaf and hard-of-hearing students, and now a variety of resources and experiences aimed at cultivating and nurturing budding deaf and hard-of-hearing entrepreneurs are offered as well,” he says.

New Academic Curriculum

This past spring, NTID began to offer a course for deaf and hard-of-hearing students who want to think big, follow their dreams and launch initiatives of their own as entrepreneurs.

The Innovation and Entrepreneurship course features a combination of learning experiences that take students from the classroom into the world of entrepreneurship. Students selected for this class commit to a year-long program, and examine the many aspects of entrepreneurship—the role of the entrepreneur in our society, conducting market research, recognizing and assessing business opportunities, crafting business plans, making business presentations, implementing efficient operations and marketing strategies and ensuring sustainability. Students will benefit from the skills learned during the course when they begin to build their own start-up business next fall

with seed money they receive from an NTID Innovation Grant.

Atkins and NTID faculty members Wendy Dannels, Engineering Studies, and Gary Behm, Engineering Studies/Center on Access Technology, lead the instructional effort along with NTID Student Life Director Daniel Millikin.

“We brought together a group of highly motivated students from different academic programs,” says Dannels. “Four students are from associate-level programs and three are from bachelor-level programs, ranging from Business and Computing to Engineering and Graphic Design. The more cross-departmental diversity we have, the more skills and perspectives they can apply to turn their entrepreneurial ideas into reality,” she says.

Tyler Swob, a second-year Applied Mathematics major from Escondido, Calif., says he likes the open-ended approach and the extraordinary faculty that teach the class.

“I'm interested in getting my MBA and pursuing entrepreneurship opportunities after I graduate, and this class is an excellent introduction,” he says.

NTID's Organizational Communication and the Deaf Employee course is another way for students with vision and drive to move forward with their entrepreneurial ideas.

“About 50 percent of the course is spent facilitating the process of creating new ventures, with an emphasis on understanding the role of the entrepreneur in identifying opportunities, seeking capital and resources, effectively communicating a business plan, and managing the growth of a new venture,” says Professor Linda Gottermeier. “The classroom provides a safe environment to learn the entrepreneurial process, while applied hands-on activity provides the best opportunity for students to learn.”

The “Shark Tank”

This quarterly business competition, sponsored by RIT's E. Philip Saunders College of Business, gives student entrepreneurs three minutes to make a pitch for startup capital by convincing a panel of investors that their new businesses or products are worth



Uncovering the Keys to Success During the Deaf Entrepreneurs Roundtable held last fall, deaf and hard-of-hearing entrepreneurs from around the country shared their experiences. Here, Philip Rubin, owner of Corey Design Studio in Palm Springs, Calif., responds to an attendee's question.

thousands of dollars in seed money.

Last year, RIT/NTID Computer Science student Joshua Allmann, '10, entered the competition and pitched his idea of developing a system that would eliminate voice menus in phone calls by using a video screen to skim and select options.

The judges awarded him third place and \$500 to help him develop his idea further.

Today, Allmann continues to work on a variation of the idea, and is employed by Tinychat, a startup company in Honolulu, Hawaii.

"I joined my current company to learn the ropes, especially when it comes to managing a technical business," he says. "I'll give it a little time before jumping into my own start up full time. The entrepreneurial path is attractive because I can work on problems I find interesting, build something cool, and—hopefully—maintain the lifestyle I want. Basically I want to do things on my own terms, and there is no better way to do it."

Deaf Entrepreneurs Research Initiative

Empowering deaf and hard-of-hearing individuals to become entrepreneurs is a way to boost the financial fortunes of the deaf community, but virtually no research had been conducted to explore the deaf entrepreneurial community. That's why Dr. Richard DeMartino, director of RIT's Simone Center for Innovation and Entrepreneurship, started an investigation into the state of business creation in the deaf community.

"We desired to find out how entrepreneurship has embedded itself in the deaf community and what we can do to promote it," he says.

This resulted in the formation of The Deaf Entrepreneurship Initiative. Funded by a grant from the Ewing Marion Kauffman Foundation, the initiative involves NTID, RIT's E. Philip Saunders College of Business, the Simone Center for Innovation and Entrepreneurship and the Lab for Social Computing.

As part of this initiative, DeMartino and Atkins interviewed 25 deaf

entrepreneurs, and used the information to craft a survey sent to NTID alumni. A comparable survey also was administered to hearing RIT alumni with similar backgrounds. Results from the survey are expected to be announced this summer.

As part of the initiative, during a Deaf Entrepreneurs Roundtable session held at NTID last fall, a panel discussion, *Deaf and Hard-of-Hearing Entrepreneurs—Living the Dream*, explored a variety of issues related to deaf entrepreneurship. The panel consisted of eight deaf and hard-of-hearing entrepreneurs from around the country who shared their keys to success and explained some of the challenges that they encountered along the way.

my studies than having to worry about paying for tuition, which was absolutely incredible.

"I'm interested in starting my own consulting company someday to help companies become more deaf friendly. In addition, I'd like to put out a report that lists the top 100 deaf-friendly companies, and evaluate companies based on factors that are viewed as important in the deaf community."

Imagination Hall

Imagination Hall, a new state-of-the-art building expected to open in 2013, will house dedicated incubator space for deaf and hard-of-hearing students to generate ideas, do research and try their hand at maturing a business concept. It



Turning a Hobby into a Business Students from NTID's Innovation and Entrepreneurship class met with Geoff Dale (left), a founder of Three Heads Brewing, to learn how three friends turned their home brewing hobby into a successful brewing company launched earlier this year.

Innovation and Entrepreneurship Scholarship

Three years ago, the Johnson Scholarship Foundation created a \$1.6 million scholarship, including matching federal funds, to support RIT/NTID students interested in pursuing careers as entrepreneurs. To date, about a dozen students have benefited from this scholarship.

Says recipient and recent Business Management graduate Chelsea Bruha, '11, "The Johnson Scholarship allowed me the opportunity to focus more on

will be a place where students can come together to develop their leadership, teamwork and communication skills—all needed to propel their career success in today's innovation-driven economy.

[Editor's Note: See www.rit.edu/NTID/ImaginationHall for more information.]

"By giving deaf and hard-of-hearing students the tools, skills, resources, mentoring and environment to help them transform their ideas into businesses and ventures, we foster a climate that helps create jobs and serves society," says Atkins.

Brandon Adamany

by Kathy A. Johncox



MARK BENJAMIN

Brandon Adamany, 20, of Chagrin Falls, Ohio, is a second-year student majoring in Mechanical Engineering Technology—and planning to pursue his dream of working at a major auto manufacturer designing high-end sports cars and race cars.

The only person in his family who is hard of hearing, Adamany attended mainstream schools and relies on hearing aids, FM devices and speechreading to communicate.

“When I was in high school, I attended an NTID summer event and knew unequivocally that RIT/NTID was the place for me,” he says. “The campus is amazing, the facilities are top-notch and outfitted with the latest technology. More importantly, I feel right at home.”

Adamany always has been keenly interested in how things work. He loves the hands-on nature of his major and enjoys “getting his hands dirty,” applying the concepts he’s learned at RIT/NTID on the types of equipment that actually are used in his field.

“One of the critical issues in creating a sports car is that parts have to be engineered to be lightweight and compact, yet still be strong enough to withstand tremendous stress,” he says. “Here, I’ll gain the knowledge I need to address such issues.”

Adamany describes himself as a big computer nut, and has built several computers for himself and others. In his spare time he also plays guitar, writes music, and enjoys video games, paintball, skiing and swimming.

“RIT/NTID has a unique culture all its own,” he says. “There is a tremendous emphasis on the accommodations I need to help ensure my success. And just as important is the co-op program, which will help me make the transition to the working world after graduation.”

Maya Ariel

by Ilene J. Avallone



MARK BENJAMIN

“For people who want the best of both worlds—hearing and deaf—RIT/NTID is the place to be,” says Maya Ariel, 22, who transferred to RIT three years ago.

“RIT seemed like it would be a better fit for me because it has a large deaf population, and I wanted to learn with both deaf and hearing peers,” says the Livingston, N.J., native. “I also like that it offers great co-op opportunities.”

Ariel was undecided on a major when she arrived, but now is majoring in Business Administration-Management.

She currently is a resident advisor, a member of the Sigma Sigma Sigma sorority, an ambassador for the NTID Admissions Office and an active member of the NTID theater group. She has been involved in eight plays, including having a lead role in this spring’s RIT/NTID production of *Guys and Dolls*.

“Theater is my passion,” she says. “I love bringing a character to life, and I enjoy the close interaction I have with the other actors.”

Helping others also is important to Ariel,

so she made time for a service learning project in Sea Island, S.C., during spring break last year for Habitat for Humanity.

Last summer, she achieved one of her goals to study abroad by completing a six-week immersion program in Genoa, Italy. She loved the language so much that she’s completed the requirements for a minor in Italian.

This summer Ariel will complete her first co-op in Washington, D.C., sponsored through the American Association for People with Disabilities.

“I’m looking forward to this co-op, and the new experiences it will bring,” she says.

Ariel is optimistic about her future.

“I’m not sure where I will be or exactly what I will be doing, but I know I will be ready to make my mark in the business world because of the opportunities I have had here,” she says.

[Editor’s note: In February, Ariel was featured in ABC’s What Would You Do? program. See www.ntid.rit.edu/news/what-would-you-do for information about her appearance.]

Samuel Sandoval

by Ilene J. Avallone

From the time he was given his first computer at age 11, Samuel Sandoval knew he wanted to pursue a career working with computers.

“It’s fun, challenging, and I never get bored,” says Sandoval, 21, who built the computer that he uses in college today.

Sandoval grew up in Fairfax, Va. In his junior and senior years of high school, he attended Chantilly Academy to take computer courses, and became A+ certified, earning competency in installation, preventive maintenance, networking, security and troubleshooting.

This tech-savvy, second-year student recently completed an NTID associate degree program in Applied Computer Technology, and this fall will begin a bachelor’s degree program in Information Technology in RIT’s B. Thomas Golisano College of Computing and Information Sciences.

“I came to RIT because of its good technical reputation, the excellent support services and the large number of deaf students,” he explains. “I like that I can request interpreters at events, and that there

are tutors who sign and deaf professors I can go to for help. The communication is easy here.”

In 2010, Sandoval decided to pursue his passion for technology issues related to deaf people by starting DeafTechNews (www.deaftechnews.com), a website that covers issues related to deaf technology products, assistive technology, video relay services and technology-related accessibility for deaf and hard-of-hearing people. He currently is developing a DeafTechNews app for the iPhone and iPod Touch.

In addition to spending several hours a day maintaining his website, this Dean’s List student is a member of the NTID Computer Club.

A co-op placement this summer will send Sandoval to Cisco Systems in San Jose, Calif., where he will work as an accessible-software-engineering intern. His responsibilities will include testing products to ensure they meet accessibility standards.

Considering his future, Sandoval wants the American Dream—“a good job with excellent pay and a family.”



A. SUE WEISLER

Renishia Williams

by Susan L. Murad

Renishia Williams is a bright, hard-working 21-year-old from Killeen, Texas, who, according to her professors, has great potential.

“I believe Renishia will excel in any area she chooses to pursue,” says Mary Beth Parker, associate professor in NTID’s Business Studies Department.

Growing up in a hearing family, Williams attended mainstream schools in Killeen, then transferred to the Texas School for the Deaf in Austin. In her sophomore year of high school she transferred again, this time to the Model Secondary School for the Deaf in Washington, D.C., where she decided that RIT/NTID would be her next move after graduation. She knew she was interested in business, and had learned about RIT/NTID’s business majors.

“My major is Business Technology-Accounting,” Williams says. “I enjoy doing income statements, and like to get to the final steps of completing a budget.”

One of only a few students in her class who has earned her Microsoft Office Specialist Certification in Access—a very challenging timed test of her abilities—she also has earned Microsoft Office Specialist Certification in Word.

“I’m looking for a co-op for this summer, and am waiting to hear from two government agencies,” she says.

While on campus, her interests include learning more about Deaf culture, working out and playing volleyball. In the future, she plans to return to her home state to earn a master’s degree and her CPA certification.

“I’d like to work in the banking industry or for a government department,” she says.

Of her time at RIT/NTID, the always positive Williams says, “I’ve had amazing experiences at RIT/NTID, and have learned so much about diversity and other people’s cultures and personalities.”



MARK BENJAMIN

Leveling the Field in Health Care

by Greg Livadas

A year into its mission, members of the Task Force on Health Care Careers for the Deaf and Hard-of-Hearing Community continue to investigate barriers to equal access in education and employment for future doctors, nurses, pharmacists and clinicians who are deaf or hard of hearing.

The task force began with four partners: RIT/NTID, Gallaudet University, the National Center for Deaf Health Research at the University of Rochester Medical Center and Rochester General Health System. The task force has expanded to 19 representatives with eight additional supporting members. It also has added members from universities in Arkansas and California to better represent the entire United States, not just the Northeast.

“There has been a lot of excitement,” says Rose Marie Toscano, professor of English in NTID’s Liberal Studies Department, who co-chairs the task force with Dr. Irene Leigh of Gallaudet University. “People are hopeful for this task force and waiting to see the recommendations.”

The task force has conducted focus groups and interviews with students, educators, employers, vocational rehabilitation specialists and



MARK BENJAMIN

Healthy Discussion Members of the Task Force on Health Care Careers for the Deaf and Hard-of-Hearing Community met at NTID earlier this year.

admissions officials at medical and nursing schools.

Several barriers hindering health care careers for deaf and hard-of-hearing students already have been identified: financial constraints in professional schools across the country in providing interpreting and other access services to students in the medical field; shortages in qualified medical interpreters; and information gaps for deaf and hard-of-hearing middle and high school students seeking future career options.

The task force plans to release an interim report by the end of June that will outline short-term recommendations that can be implemented within the next 12 months using existing resources and allocations.

“We will continue to work on the long-term

recommendations to be published in March 2012,” Toscano says.

News of the task force’s formation and work has spread throughout the country. Its website (www.rit.edu/ntid/hccd/home) has many visitors, and the task force has received numerous offers of assistance by professionals in the health care field.

“We still have a lot of work ahead of us,” Toscano says. “The long-term recommendations require careful thought.”

Possibilities could include focusing on access technology; expanding educational curricula and training, including employer training; pursuing policy funding; and developing research issues.

“We hope the picture down the line will be that deaf individuals in the health care field will have equal access to the range of employment options,” says Toscano. “They will just be part of the mix. And that both deaf and hearing health care consumers will be exposed to a diverse workforce that will include deaf and hard-of-hearing doctors, nurses, pharmacists and clinicians.”



MARK BENJAMIN

Personal Testimony Deaf and hard-of-hearing professionals discuss their work experiences at a task-force focus group.

The Benefits of Research

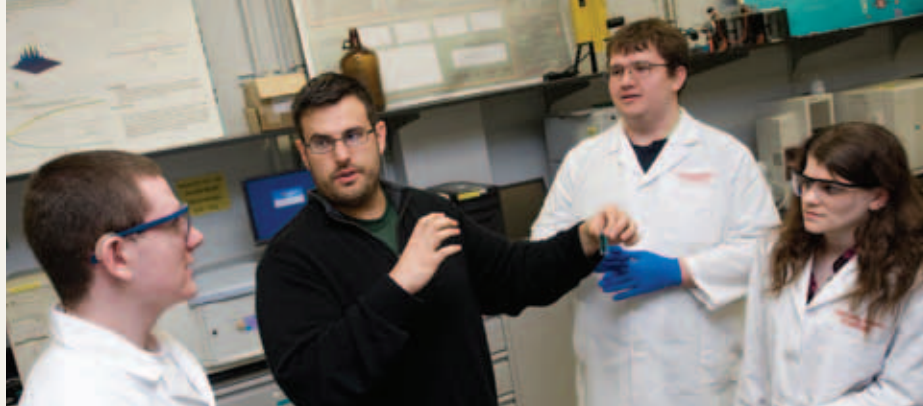
by Kathleen S. Smith

Conducting research offers a number of benefits for students. It provides opportunities to learn and develop new knowledge, insight and skills, adding breadth and depth to classroom learning. It also fosters a culture of innovation and creativity and enhances students' problem-solving abilities. Conducting research can help students better define their career goals and build their resumes and portfolios. Research gives students ownership and leadership opportunities, and enables them to develop qualities desirable to any employer: time management, attention to detail, teamwork and accountability.

“It’s great to see the look on students’ faces when our hard work comes to fruition, and we make a discovery that no one else in the scientific community has ever done.” —Dr. Todd Pagano,
Director of NTID’s Laboratory Science
Technology Program

RIT/NTID students talk about the pride they feel when leading a research project, the excitement they experience when solving a scientific mystery, and the satisfaction they get from sharing their results with others. Their findings have been presented at professional conferences worldwide, and some students have received national recognition for their work.

Here are just a few examples of the research being conducted by RIT/NTID students.



A. SUE WEISLER

Testing Trio Laboratory Science Technology students (in lab coats, from left) Ryan Spector of Long Island, N.Y.; Leonard “James” Macisco of Stratford, Conn.; and Noel Mertes of Wichita, Kan., tested amounts of dissolved organic carbon in natural waters to monitor whether climate change is affecting the amount of phenolic compounds in the water. Spector says the project taught him “about teamwork and how to apply my skills and knowledge outside the classroom.” Macisco says, “The thrill of discovering something new makes me very proud.” Also pictured is LST Director Dr. Todd Pagano.



A. SUE WEISLER

Taking a Look Maria Tobias (right) a third-year Biology major from Parma, Mich., has a National Science Foundation Fellowship to study the effects of food quality on a freshwater crustacean called the *Daphnia* species. In a side study supporting Tobias’ project, second-year Biology major Gina DeNaples (left) of Greensboro, N.C., is feeding two species of the *Daphnia* different types of algae to see which will promote higher survival and reproduction rates. Both students, who are working toward a peer-reviewed scientific publication before they graduate, are mentored by Dr. Sandra Connelly (in background) of RIT’s Biology Department.



A. SUE WEISLER

Meet Morpheus Fifth-year Mechanical Engineering student Alexandra “Alex” Johnson of Mequon, Wisc., who graduated in May, was part of a multidisciplinary design team of engineering students who further developed The NTID Notification System, an alarm clock/notification system invented last year by fellow student Corey Behm. Johnson’s team created “Morpheus,” a smaller and lighter prototype whose code works with more recent versions of Bluetooth technology. Johnson says that she “really enjoyed working with a team of engineers to help solve problems creatively while keeping design constraints in mind.”



Danser et Voler (To Dance and to Fly) Kaylee Finton was one of the dancers who took to the air after working with an internationally renowned flying company that consulted with the RIT/NTID Dance Company on flying and aerial dance for the group's innovative production.

Innovation Abounds Onstage and Backstage

by Kathy A. Johncox

Established as a campus where deaf and hearing students live, study and learn together, RIT/NTID is unique in many ways, not the least of which is in the theater productions that NTID Performing Arts students, faculty and staff offer the community. Past years have seen ambitious performances that include *Alice in Wonderland*, *Romeo and Juliet*, *Macbeth*, various experimental theater productions and many more.

Two recent productions highlight some of the creativity that makes NTID performances so unique. These productions exhibited more than a little ingenuity, or—as it's referred to at RIT—innovation, both onstage and backstage.

Danser et Voler (To Dance and to Fly)

"*Danser et Voler* was an idea I'd had for a long time," says Thomas Warfield,

assistant professor in NTID's Cultural and Creative Studies Department, and creator, choreographer and director of the production. "I wanted to blend science, technology and art, along with music, to create the dance—a visual spectacle that was innovative, creative and accessible even to audiences not accustomed to going to dance productions."

Danser et Voler was a unique multimedia dance performance featuring flying effects, a variety of dance styles, circus arts, film, theater, live music and magic. Warfield choreographed dances based on concepts of gravitation, acceleration, motion and force from Galileo, Newton and Einstein. To effect the appropriate visual experience, Warfield collaborated with a small army of students and colleagues across disciplines—imaging science, graphic design, computational relativity and

gravitation in RIT's School of Mathematical Sciences as well as the RIT Music Department.

Dancers were required to fly—literally move and dance in the air—and since none of the students or crew had any experience flying, there were intense rehearsals and training, both for the dancers learning to move up in the air and for the crew who were controlling the flying.

"Thomas always looks out for the dancers and the crew," says Nicole Hood, a Graphic Design major from Concord, N.H., and one of the flying dancers. "We learned from the crew, and they learned from us. We learned to trust each other because the crew were the ones pulling the dancers in the air."

"I had never danced before I met Thomas," says Randy Mappus, a 3D Digital Graphics major from Arlington, Texas, "but having worked with him

on *Sleeping Beauty*, I knew I would have an amazing experience. And on *Danser et Voler*, I had the opportunity to do some of the 3D work for the show. What's more impressive than dancing in front of your own projections?"

"Because the RIT/NTID Dance Company attracts deaf, hearing and hard-of-hearing students with different schedules from all across campus, rehearsals were a challenge that we solved by incorporating Facebook into the mix," says Warfield. "We set up a dance company group page, and I uploaded videotaped rehearsals so if anyone had to miss, they wouldn't fall behind, and over winter break the dancers could continue to rehearse. It worked wonderfully!"

"It was an adventure and an experience for all of us. That's probably one of the many definitions of innovation," says Warfield.

Guys and Dolls

Dr. Luane Davis Haggerty, assistant professor in NTID's Cultural and Creative Studies Department and director of *Guys and Dolls*, says she's fairly certain that the musical never had been done in American Sign Language or by a deaf theater company until it was performed in RIT/NTID's Panara Theatre in May.

"Just choosing to do musical theater in this setting is innovative—and challenging, but the students have been asking to do this type of production for a while now," says Haggerty.

"Considering that television now offers MTV, *Glee* and *Dancing with the Stars*, which included Marlee Matlin one season, popular culture really has created a bridge between the ways in which both deaf and hearing performers and audiences participate in dance and theater. It's a bridge our students are eager to explore."

Guys and Dolls, which premiered on Broadway in 1950 and retains its popularity, was the choice not only because it's an American musical theater standard, but also because it combines dance and music, and it's relevant to today. Set in the early 1930s, it combines romance,

discrimination and racial awareness, and its characters must survive a stock market crash, the Great Depression, failed banks and a 25 percent unemployment rate.

Haggerty brought artistic innovation as well, as her production blended mime, storytelling and the creative elements of sign language—a creative approach to acting and directing that she's named Del-Sign, after Frenchman Francoise Delsarte, a 19th century teacher of emotional expression through voice and gesture. In this approach, deaf and hearing actors literally share a role. The signing actor plays the role on stage using American Sign Language, and the speaking actor

from Livingston, N.J., agrees.

"I love musicals that include acting and signing songs," she says. "With this play, I learned that you have to sign SLOWLY in some parts of the songs, which can be difficult, but it's part of the experience and gives the song meaning."

What also was different—and innovative—about this production was the use of social media and technological applications that were employed to accommodate a mix of actors and dancers with diverse communication needs.

"There were more than 100 students, faculty and staff involved in this production," says Haggerty. "And for



Music, Dancing and Romance (left to right) Dack Virnig, Angela Foreman, Jaimi Miller and Jason Comas were among the performers who helped bring the 1930s to life in RIT/NTID's spring production.

plays the same character's spirit, articulating the same thoughts and feelings in English.

Criminal Justice major Ariel Arnold is a hearing student from Pompano Beach, Fla., who grew up loving musicals, and thinks the idea of a musical with deaf and hearing actors is really an amazing experience.

"Being in this production, I learned that using both voice and ASL gives new life or meaning to songs. It makes people experience them in a visual way and hear them at the same time."

Maya Ariel, a Business Administration-Management major

the first time in 30 years, a live orchestra. My stage managers used texting, instant messaging, Skype, Facebook, Flip cameras, iPads, Droids and iPods in ways that the makers probably never envisioned. This was critical to ensure that all of the onstage and backstage members remained in constant, clear and detailed communication.

"Theater is a learning process on top of everything else," she adds. "This was a huge show that engaged students and enhanced their experiential learning and brought home the notion of innovation for all who participated."

Support for Imagination Hall

by Susan L. Murad

Two gift commitments have been made by members of the NTID Foundation Board of Directors in support of Imagination Hall, the future home of innovation and research, especially for associate degree level students, on the RIT/NTID campus.

Jane Pulver of Villanova, Pa., a long-time board member and RIT Trustee, has committed \$100,000 for the



Jane Pulver

enclosed elevated walkway that will link Imagination Hall and the CSD Student Development Center. The Pulver Walkway, as it will be known, also will provide views of the campus.

"I love the idea of this walkway as a symbol of how we're bridging innovation and creativity for deaf and hard-of-hearing associate

degree students," Pulver says. "Imagination Hall is so much more than bricks and mortar. It's yet another opportunity for our students to shine."

Pulver has been a supporter of a number of projects at RIT/NTID throughout her decade-long service on the Foundation Board, including establishing an endowed scholarship and hosting numerous alumni events.

Board member Meredith Crane of Columbus, Ohio, also has committed \$100,000 to Imagination Hall, set to open in 2013.

"I'm thrilled to be part of this exciting building," Crane says. "It represents the next chapter of educational opportunities for deaf and hard-of-hearing students at RIT/NTID."

Crane, who has been a board member since 2005, also established an endowed scholarship at NTID. She is a strong supporter of NTID's Center on Employment, and has facilitated hiring co-op students through Crane Plastics and her former non-profit organization,

Deaf Initiatives.

A number of naming opportunities in Imagination Hall remain. Alumni, families and friends can become part of



Meredith Crane

the Window of Supporters—a large stained-glass window that will be created by artist Jackie Schertz, who is an RIT/NTID alumna and practicum coordinator for NTID's American Sign

Language-English Interpretation program. Each section of the colorful window will be named for a person or group contributing \$1,000, \$5,000 or \$10,000.

Visit www.rit.edu/NTID/ImaginationHall or call the NTID Development Office at 585-475-6836 (voice/TTY) for information.

Kodak Gifts-in-Kind

Students in NTID's Laboratory Science Technology and Arts & Imaging Studies programs have additional equipment and storage, thanks to a gift from Eastman Kodak Company. NTID Foundation Board member Art Carroll, general manager of Research and Development and Manufacturing in the Digital Printers and Presses Graphic Communications Group for Kodak, helped facilitate the gift, which is valued at \$230,000.

"We know this gift will be put to good use," Carroll says. "We're very

happy this equipment can have a new life educating deaf and hard-of-hearing students."

Faculty in the programs agree. "There's no better way for students to learn than to use the kind of equipment that is actually used in the field," says Dr. Todd Pagano, associate professor and director for the Laboratory Science Technology program. "It's what helps make RIT/NTID able to prepare students for the real world. We're very grateful to Art and Kodak for their generosity."



Art Carroll

Michael Anthony

by Susan L. Murad



MARK BENJAMIN

Ask 10 different people what their dream job is and you'll get 10 different answers. For Michael Anthony, it's summed up in one word: Microsoft.

Anthony, formerly of Iowa, graduated in 2010 with dual bachelor's degrees—one in Computer Science and the other in Game Design and Development—from RIT's B. Thomas Golisano College of Computing and Information Sciences. He interviewed with Microsoft in fall 2009.

"I was offered the job the day I got back from the interview," he says, and since graduation, has been working for Microsoft as a software development engineer with Xbox Marketplace, working with multiple business partners such as EA Publishers.

"Because I work at Xbox, people assume I'm playing games all day, which is not the case," he says. "The Xbox project is huge, with so many different aspects to it. There are other RIT alumni who work on various teams at Xbox, which is really nice, because we all have a common experience."

Anthony lives in Bellevue, Wash., near Seattle.

"The Pacific Northwest is so green, with beautiful mountains and scenery," Anthony says. "I really enjoy the culture."

"The transformation from school to the real world can be tricky," he adds. "When I moved to Washington, it was the first time I had my own apartment. My family lives in the center of the country, so we're about the same distance apart now as when I was at RIT."

Anthony recently returned to the RIT campus to conduct resume reviews and mock interviews as well as participate in a panel discussion about internships for Microsoft. He shared some of his advice for students.

"I told them they must have a passion for what they do," he says. "It's really important to love what you're doing, and keep it as fun as possible. Work for a company you like, and above all, know your stuff!"

"Working at Microsoft is my dream job—beyond my dream job! It brings together both my computer science and game design and development degrees. There's a casual atmosphere at work; it's very laid back, but we get a lot accomplished."

Alesia (Howard) Allen

by Susan L. Murad



MARK BENJAMIN

It's no surprise that Alesia (Howard) Allen's favorite memory of RIT/NTID is socializing. The Champion, Ohio, native's bright smile and energetic personality fill the room.

"I enjoyed mixing and mingling," Allen says, "but my favorite memory has to be my term as Ebony Club president. It was such an eye-opening experience for me, and allowed me to meet many of our African-American students as well as the presidents and members of other campus organizations. Because of this experience I also realized I could make a difference in other students' lives. It helped me learn important leadership skills, and how to prioritize and do what's best for the organization. It was one of the best times in my life!"

Allen, who now lives in Hatboro, Pa., graduated from RIT's College of Liberal Arts in 2004 with a bachelor's degree in Psychology—Human Growth and Development. She currently is a therapist at the Deaf Services Center in Glenside, Pa., specializing in education for deaf adults with severe mental illness. She credits her

experiences at RIT/NTID with helping her succeed.

"RIT prepared me in so many ways," says Allen, who also holds a master's degree in psychology and currently is working on her doctoral dissertation. "It helped me establish a network of supporters that continue to be in my life. They provided an array of support services for various situations. At RIT, they understand that there's not just one way to be deaf. It was such a blessing—so many people out there don't have the same luxury!"

Allen continues to consider RIT/NTID Assistant Professor Peter Hauser a mentor.

"I didn't know I could go so far, but Peter showed me," she says. "He also taught me that you can have a Ph.D. and still be a fun person! Having balance is important."

This busy therapist and Ph.D. candidate now can add "newlywed" to her biography—she married her husband, Earl Allen, in October 2010.

"It's so nice to have a guy who understands and wants you to succeed," she says. "He's very supportive. I'm very blessed."

Stacy Bick

by Kathleen S. Smith



A. SUE WEISLER

Stacy Bick writes, directs and produces videos for a living, but her career “Aha!” moment was completely unscripted.

As a junior at a mainstream high school in Ottawa, Ontario, Canada, Bick visited a local television station to compete in a contest. While other students nervously waited for the contest to start, Bick found the studio and began asking anyone she could find questions about television production. She was, she admits, very curious.

She ended up working at that station for several years before coming to RIT to pursue a degree in Film/Video. In 1999, she became the first deaf student to graduate from RIT’s School of Film and Animation program. One year later, she received her master’s degree in Cross-Disciplinary Professional Studies.

Bick’s supervisors in NTID’s video department, where she worked as a student, encouraged her to attend an NTID Job Fair when she began job hunting.

One television station—Fox Rochester WUHF-31—came to the fair, and Bick,

who says that being an NTID student taught her to advocate for herself, “made a beeline across that room to meet the station representative.”

She was hired as a production director at Fox and stayed for a year and a half, during which she created more than 300 commercials. She returned to NTID in 2001 as a video producer/director.

Bick loves the variety of her work—this spring she was juggling nearly two dozen projects—and also teaches a Videography II class in the Arts & Imaging Studies Department.

“My goal,” she says, “is to give students practical experience that will make them good candidates for jobs.”

Of the hundreds of projects she has worked on in the past 10 years, her favorite is a promotional video she created to publicize the NTID Center on Employment Job Fair, the same fair where she got her start in the field.

“I was searching for a place where I could grow personally and professionally,” says Bick. “I found that at RIT/NTID.”

Alvin Boyd

by Kathleen S. Smith



A. SUE WEISLER

New Orleans native Alvin Boyd, lecturer in NTID’s Business Studies Department, didn’t set out to be a teacher or to live in Rochester, N.Y., but a series of events—which he calls divine intervention—led him to NTID in 2004.

Boyd was an Accounting major at Southern University and A&M College in Baton Rouge when he took summer classes at the college’s New Orleans campus and worked at the local post office. Since many of his coworkers were deaf or hard of hearing, Boyd decided to learn some basic fingerspelling.

A few years later, Boyd joined a church with a deaf minister and began participating in activities within the deaf community. Eventually, with encouragement from his wife, he decided to pursue a degree in educational interpreting from Delgado Community College. That’s when a chance meeting changed his life.

Kathleen Szczepanek, who then was an NTID admissions counselor and who now works with Boyd in the Business Studies Department, visited Delgado to talk about

NTID’s American Sign Language-English Interpretation program. Boyd was intrigued, but waited a year before enrolling—put off by, among other things, the thought of leaving Louisiana’s balmy climate.

He briefly returned to New Orleans in 2005, following the death of his sister. When he came back to Rochester, he switched into the Master of Science program in Secondary Education of Students who are Deaf or Hard of Hearing, graduating in 2007.

He worked in NTID’s Pre-College Outreach and Math and Science Departments before joining Business Studies in 2008.

In addition to teaching, he mentors RIT/NTID AALANA (African American, Latino American, Native American) students and volunteers for some of the college’s outreach programs.

Boyd encourages his students to embrace learning—whether it’s basic business principles or everyday issues.

“I love when they ask lots of questions,” he says. “If they’re asking, they’re thinking. And if they’re thinking, they’re learning.”

Congratulations to the Class of 2011!



Proud Representative Lauren Aggen, of Algonquin, Ill., who graduated this May with an associate degree in Applied Liberal Arts, was selected as NTID's 2011 commencement delegate. She is a recipient of NTID Presidential, NTID Merit, NTID Performing Arts, and Lucille Jennings scholarships. She is very active in campus theater as a performer, costumer manager and assistant stage manager.

Aggen authored the book *Austin's Gift: The Life of a Grateful Organ Recipient*, which chronicles her experiences as the first infant girl heart transplant recipient from Chicago's Heart Transplantation Program to attend college. She also volunteers for several organ donation organizations based in Illinois and New York.

In her commencement address, Aggen told fellow graduates, "We all came to college looking for growth in many forms. Some objectives we couldn't even describe. This campus, and the people here, became a new home, and a place where we have discovered more of who we are. I am certain this would not have been possible without the helpful professors, advisors, friends and visitors I have encountered in my brief time in Rochester."

Aggen plans to return to the RIT campus in the fall to pursue a bachelor's degree. Her goal is to become a teacher.

Congratulations to the Class of 2011!



Proud Representative Lauren Aggen, of Algonquin, Ill., who graduated this May with an associate degree in Applied Liberal Arts, was selected as NTID's 2011 commencement delegate. She is a recipient of NTID Presidential, NTID Merit, NTID Performing Arts, and Lucille Jennings scholarships. She is very active in campus theater as a performer, costumer manager and assistant stage manager.

Aggen authored the book *Austin's Gift: The Life of a Grateful Organ Recipient*, which chronicles her experiences as the first infant girl heart transplant recipient from Chicago's Heart Transplantation Program to attend college. She also volunteers for several organ donation organizations based in Illinois and New York.

In her commencement address, Aggen told fellow graduates, "We all came to college looking for growth in many forms. Some objectives we couldn't even describe. This campus, and the people here, became a new home, and a place where we have discovered more of who we are. I am certain this would not have been possible without the helpful professors, advisors, friends and visitors I have encountered in my brief time in Rochester."

Aggen plans to return to the RIT campus in the fall to pursue a bachelor's degree. Her goal is to become a teacher.

R·I·T

Rochester Institute of Technology

National Technical Institute for the Deaf
Lyndon Baines Johnson Hall
52 Lomb Memorial Drive
Rochester, NY 14623-5604

Non-profit Org.
U.S. Postage
PAID
Rochester, NY
Permit 626

CHANGE SERVICE REQUESTED



MARK BENJAMIN

Imagine That! More than 32,000 people came to campus for the fourth-annual Imagine RIT: Innovation and Creativity Festival May 7. Visitors enjoyed 350 student, faculty and staff exhibits, demonstrations and live performances. NTID students, faculty and staff hosted exhibits and events that included a display and presentation of environmentally friendly cleaning resources, a streaming video project featuring job search strategies, a student/faculty poetry performance, an octagon-shaped air hockey table, and a kiosk where visitors could get printouts of their names written in American Sign Language. Learn more about the festival at www.rit.edu/imagine and plan to attend next year's festival May 5, 2012.