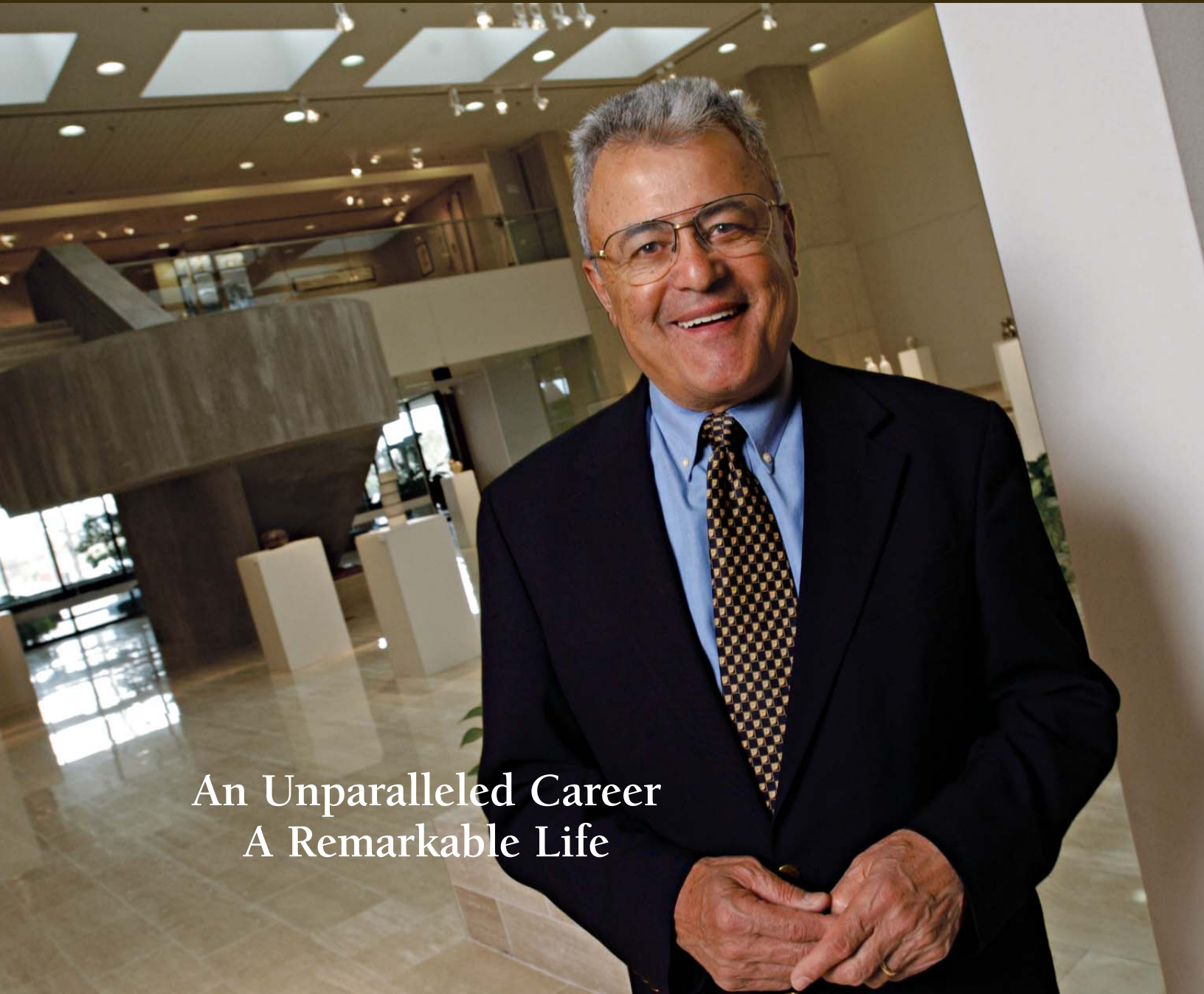


SPRING / SUMMER 2003

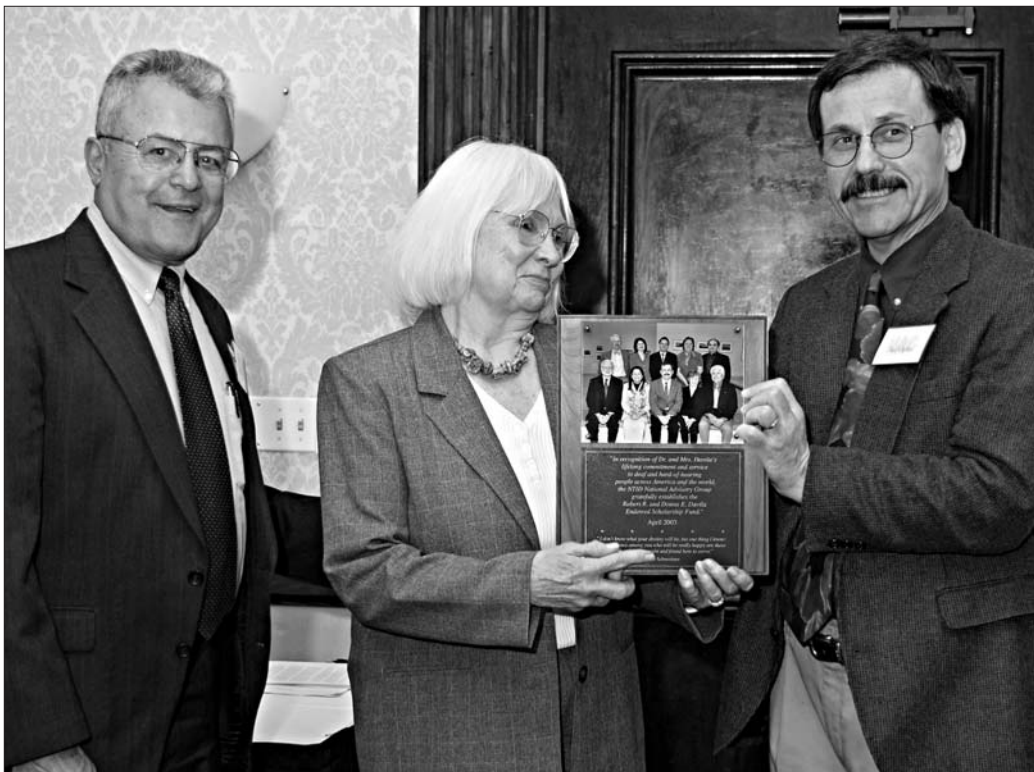
FOCUS

NTID

National Technical Institute for the Deaf • Rochester Institute of Technology



An Unparalleled Career
A Remarkable Life



A Fitting Tribute Dr. Robert Davila, left, and Mrs. Davila, center, received a standing ovation from guests at the Spring 2003 National Advisory Group (NAG) dinner, where NAG President Paul Ogden, right, announced the creation of the Robert R. and Donna E. Davila Endowed Scholarship Fund. NAG members established the scholarship and presented Dr. and Mrs. Davila with a plaque to honor their many years of dedication and service to people who are deaf across America and around the world.

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ABOUT THE COVER

As RIT Vice President for NTID Dr. Robert R. Davila retires, *FOCUS* pays tribute to this remarkable man and all that he has accomplished for NTID and our students. See his farewell column on Page 2, a timeline of his achievements on Page 4, and heartfelt tributes to him from students and colleagues on Page 6.

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Robert Haglund

FOCUS

NTID

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RIT will admit and hire men and women; veterans; persons with disabilities; and individuals of any race, creed, religion, color, national or ethnic origin, sexual orientation, age, or marital status, in compliance with all appropriate legislation.

Preparing the Next Generation of Leaders

Almost six decades ago, I stood at a train station in San Diego, Calif., suitcase in hand, preparing to leave my mother and six brothers and sisters for an unknown life at a residential school for the deaf 500 miles away in Northern California. I was not unlike thousands of other deaf children in the United States at the time, leaving behind family and friends to pursue my education at a school better equipped to educate me. I was scared. Homesick. Determined. And in at least one respect, different.

My mother, you see, had instilled in me two precious qualities that I carry with me today: a strong sense of family and a strong sense of purpose. I knew, as did she, that it was necessary for me to leave home if I wanted to better myself through education. But, unlike many of my peers, I retained a fierce devotion to my family, and have never drifted away from them. For many students who lived away from home for so many months each year, the deaf community eventually became their “family.” For me, my nuclear family remained a strong, steady constant in my life that helped define who I became.

As I prepare to leave NTID and begin new challenges in my professional life, I share this story to underscore the profound differences between my generation and the emerging generation of leaders in the deaf community. Most deaf people who grew up in the

1930s, '40s, and '50s aspired to simpler goals—a high school diploma, perhaps a college education, definitely a good job. Today's leaders, by contrast, have the opportunity not only to influence the path of their own lives, but the paths of thousands of their fellow deaf citizens in a far more encompassing and ultimately more profound way than I ever imagined.

The most distinct generational difference is that many of today's emerging deaf leaders have grown up in mainstream environments and carry the relevant life and educational experiences of those settings into their careers in business, science, and the arts. Their secondary and postsecondary educational experiences are in many ways superior to those of previous generations, if for no other reason than the vast number of program options, access services, and career choices that surround them.

NTID cultivates and nurtures today's students to become tomorrow's leaders. We do this through our cutting-edge academic programs that prepare our graduates to “hit the ground running” and land jobs in fields that didn't even exist a decade or two earlier. We do this through the dazzling array of opportunities we set before them to help them become leaders, to grow and challenge themselves far beyond what they thought they were capable of when they arrived at RIT.

Katherine Hoheusle, who earned a bachelor's degree in Imaging Science



Leader to Leader NTID student leaders—members of NTID Student Congress and NTID Student Assembly—meet with Dr. Robert Davila to discuss ideas and share perspectives. Pictured left to right are Chamroeun Dee, Genevieve Deguire, Dr. Davila, Jeff Fredrickson, and Andrew Kucharski.

in 2000, recently said, “The most important thing I learned at RIT is that in life, the only boundaries that exist are the ones you place on yourself.”

Katherine has been working at IBM in Boulder, Colo., for the past three years. This spring, she begins her master’s degree program in Aerospace Engineering Sciences at the University of Colorado at Boulder. No boundaries for her.

The invigorating freedoms wrought by the passage of the Americans with Disabilities Act in the 1990s have allowed today’s students access to professions that previously were restricted. Jobs that once were unattainable now are widely available to qualified deaf people.

With this explosion of career opportunities comes a renewed sense of responsibility for educators to keep up with the rapid pace of technology and communications. Questions abound as educators figure out how to give these students what they need

to succeed. Where has each student been educated at the secondary level? Mainstream program? Residential school? What does each experience translate to at the college level in terms of services, language, communication, and technology needs? Interpreters? Notetakers? Automatic speech recognition? C-Print® transcription?

Certainly we at NTID pay close attention to each incoming student’s academic history. We also pay attention to their potential to become outstanding students, good citizens, and future leaders.

Good reasoning, communication, and problem-solving skills, self-discipline, responsibility, and a strong work ethic—these are the characteristics of good students and good leaders. It is our responsibility to nurture these characteristics in the classroom, on the athletic field, on the stage, and in the laboratory.

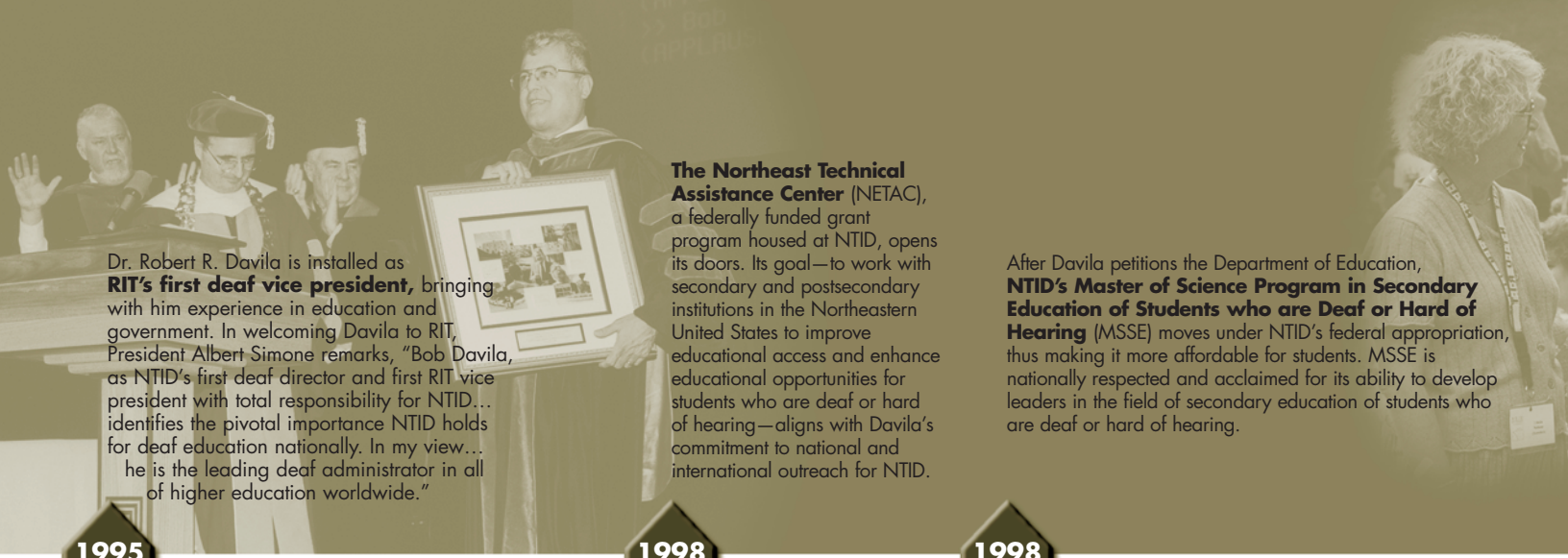
Today we stand on the brink of countless new initiatives in

technology, research, science, and the arts... and now is the time to bring to bear such initiatives directly for our students. Few, most likely, will follow the same path I took to NTID, beginning with the difficult task of leaving home at a young age to pursue my educational dreams.

For me, getting on that train years ago was the beginning of my future as a deaf leader, and a reminder, thanks to my wise and strong-willed mother, never to forget at which stop I had boarded.

My hope for today’s students is this: Use your talents well, never settle for less than the best, and always remember who you are and where you came from so that you can give back generously to the families, teachers, and communities who helped you get to where you are.

To this new generation of leaders, I invite you now to get on board.



Dr. Robert R. Davila is installed as **RIT's first deaf vice president**, bringing with him experience in education and government. In welcoming Davila to RIT, President Albert Simone remarks, "Bob Davila, as NTID's first deaf director and first RIT vice president with total responsibility for NTID... identifies the pivotal importance NTID holds for deaf education nationally. In my view... he is the leading deaf administrator in all of higher education worldwide."

The Northeast Technical Assistance Center (NETAC), a federally funded grant program housed at NTID, opens its doors. Its goal—to work with secondary and postsecondary institutions in the Northeastern United States to improve educational access and enhance educational opportunities for students who are deaf or hard of hearing—aligns with Davila's commitment to national and international outreach for NTID.

After Davila petitions the Department of Education, **NTID's Master of Science Program in Secondary Education of Students who are Deaf or Hard of Hearing (MSSE)** moves under NTID's federal appropriation, thus making it more affordable for students. MSSE is nationally respected and acclaimed for its ability to develop leaders in the field of secondary education of students who are deaf or hard of hearing.

1995

1998

1998



Few life stories are as compelling as that of Robert Davila. His journey from the migrant fields of central California to the marbled

floors of Washington, D.C., is an incredible tale of family heartache, gritty determination, and single-minded perseverance. What makes his story even more compelling is the fact that Robert Davila is deaf.

One of eight children of a struggling Mexican family in San Diego county, Davila learned early in life that not much is handed to someone not willing to work—and in this case, make great personal sacrifices—for it. The untimely death of his father, who died of a heart attack in a fruit orchard where the family was working, shaped the course of his life in a way he could not possibly have imagined. To lose his hearing a few years later after a bout with spinal meningitis made the future

Robert R. Davila: *A Story of Passion, Determination, and Success*

by Kathleen S. Smith

even cloudier. But, thanks to the wisdom of a determined mother who saw a future for her son through education, Davila, at age 8, found himself standing one day at a train station, preparing to journey 500 miles away from home to attend a residential school for deaf students.

Raised in a Spanish-speaking family, he now had to learn both English

and American Sign Language, all the while focusing on realizing his mother's goal for him—graduation from high school. By the time that milestone had been reached, Davila had discovered in himself a passion for learning and an emerging gift for teaching. He went on to earn a bachelor's degree from Gallaudet University, followed by a master's degree in Special Education

2000

2001

2001

2001

2001

Davila is keynote speaker for the **International Congress on Education of the Deaf** in Sydney, Australia.

Davila successfully receives full-appropriation from Congress for **residence hall renovations**, and construction begins.

The Postsecondary Education Network International, NTID's most visible international outreach effort, begins with a \$6.2 million five-year grant from The Nippon Foundation of Japan. Former NTID Dean James J. DeCaro directs the program, the goal of which is to bring 21st century technology to deaf students in colleges and universities worldwide.



The International Technology Symposium is established as a permanent biennial event and brings more than 200 participants from around the world to Rochester in June to learn about the latest technological developments using educational media and technology.



NTID establishes its first bachelor's degree program in **American Sign Language-English Interpretation** for professional sign language interpreters.



NTID celebrates its 30th anniversary with a summer Alumni Reunion that attracts hundreds of graduates.

Davila appoints Dr. T. Alan Hurwitz as the **first deaf dean of NTID.**

NTID's first capital campaign, **"Fulfilling the Promise: The Campaign for NTID,"** culminates its success in raising more than \$11.5 million, with a spring celebratory dinner and event. Monies raised are used for scholarships, high-tech equipment, a new Learning Center, enhancements to NTID's Panara Theatre, instruction, outreach, and research.

Groundbreaking takes place in the fall for a 7,000 square foot arts center, funded principally through a generous leadership gift of \$2.5 million from Helen and Joseph Dyer, longtime benefactors of NTID. The center will include gallery space, provide for archival and restoration needs of NTID's expanding permanent art collection, and offer space for special events.

1998

1998

1999

2000

from Hunter College and a doctorate in Educational Technology from Syracuse University.

He secured his first post-doctoral professional job in higher education—a teaching position at Gallaudet—after literally bumping into a vice president of the college while doing some research a few months before graduation. His success as a teacher soon led to his appointment as a vice president of the college. In 1989, he was selected by President George H. Bush to become Assistant Secretary for Special Education and Rehabilitative Services in the U.S. Department of Education. He was the first person with a disability ever appointed to this position and quickly won admiration for his ability to bring consensus and unity among diverse special interest groups.

Over the course of his professional career, many other national organizations knocked on Davila's door. He was the first deaf person chosen to serve on the Board of Trustees of the New York School for the Deaf in White Plains as well

as the first to serve as the school's headmaster. He was elected the first deaf president of the Convention of American Instructors of the Deaf and also was the first deaf president of both the Conference of Educational Administrators Serving the Deaf and the Council on Education of the Deaf. Only one other person, a hearing person, ever has been president of all three organizations.

In 1996, he became RIT vice president for NTID. In seven years, Davila has led the drive to more than double the college's endowment and obtain other vital support from private sources. He also has significantly strengthened the college's reputation as an international leader in postsecondary education for deaf students.

Not surprisingly, Davila's "retirement plan" is anything but traditional. He has been appointed by President George W. Bush to serve on the National Council on Disability, a 15-member group that advises the President and Congress on matters affecting the education, rehabilitation, employment, and

independent status of the country's 52 million persons with disabilities.

Davila also is the first person invited to sit in the Jerry C. Lee Chair of Studies in Technology and the Adult Learner at National University in California.

It's fitting that this latter position will take him full circle, back to his southern California roots. He returns as one of the country's more distinguished Hispanic leaders, and one who never has forgotten the reasons for his success.

"My heritage, upbringing, and determination all helped define who I am," he says. "I leave NTID satisfied that I have contributed in a small way to this college's mission—to help young deaf people acquire knowledge and develop the skills they'll need to face life's many challenges. Obtaining an education like that offered at NTID certainly was my dream as a young man."

Today's students, and tomorrow's as well, can look to this respected educator and administrator's life to know just how fulfilling that dream can be.

2001

2003

The Dyer Arts Center opens in October to lavish praise for its innovative design and exceptional artworks, many created by NTID alumni.

Dr. Robert Davila retires from NTID/RIT and assumes a Presidential appointment with the **National Council on Disability** in Washington, D.C. He also is the first person invited to sit in the Jerry C. Lee Chair of Studies in Technology and the Adult Learner at National University in California.

"Nothing has given me more pleasure and pride than interacting with our students. Every initiative I've undertaken has been motivated by a desire to provide our students with opportunities to achieve their fullest potential."

Robert R. Davila, 2003 State of the Institute address

Tributes from the Heart



Much already has been written about Dr. Robert Davila's accomplishments as a leader in the field of deaf education. His is a career unparalleled in history, beginning with the compelling story of his challenging childhood, the educational and social struggles he endured, and his persistence in "reaching for the stars" in his professional endeavors. As he prepares to leave NTID and begin his Presidential appointment with the National Council on Disability, *FOCUS* recalls the thousands of students with whom he has interacted over the years and whose lives, in many ways, he has shaped. His finest legacy, perhaps, lies in these students' stories. Here we feature tributes to Davila from some of these students and members of a grateful NTID/RIT community.

"He knows there is no such thing as the word, 'quit.'"

Victor Medina (above photo, left) felt that he had found a kindred spirit in Dr. Davila when he arrived at NTID for college.

"I used to stop by his office to talk about things. He'd ask how I was doing in school and how my family back home was. We talked about how much we missed our homemade Mexican foods. I'd tell him what was going on with my life, good and bad. No matter what, he always understood me because we were both deaf Hispanic men and had grown up in the same

city, San Diego. He knew all the barriers I had faced.

"I couldn't believe it when I found Dr. Davila's picture in the book, *Deaf Heritage*. I was amazed that a deaf Latino could accomplish all that he did and go so far."

Victor honored his mentor and friend by spearheading an effort to create a lasting tribute to Dr. Davila. With funds generated completely by students, a life-size bronze bust of Dr. Davila was dedicated to him by students in 1998.

"Dr. Davila has helped many students over the years. He knows there is no such thing as the word, 'quit.' Every time I feel like quitting, I think of him and remind myself not to... because I know he would not. I will remember him for the rest of my life."

**Victor Medina, San Diego, California
BFA, Film and Video, 1999**

"Students are the first priority."



This quote isn't by Dr. Davila—it's about him.

It was offered by NTID/RIT student Kelly Lenis as she recalled her years at New York School for the Deaf. At that time, Dr. Davila was

headmaster at the school, and Kelly was 14 years old. She knew even then "that this was an important person who was an excellent example for Hispanic deaf students. He was efficient, organized, a good leader, and a good role model. And, in his school, students always were the first priority."

When Kelly graduated, she was sad thinking she wouldn't see Dr. Davila anymore. When she arrived at NTID/RIT, one of the first things she did was to go to his office.

"Dr. Davila was like a father to me. I was never afraid to come to his office to ask him anything, and every time I came, he always had a big smile for me. One time an article and photo of me being a storyteller at the local library appeared in my hometown paper. The

next day, I received a note and a copy of the paper from Dr. Davila. He told me how proud he was of me and told me that I made the whole school proud. I never want to lose that note.

"I will always remember his advice to me: 'Make the play first and protest the umpire's call later.' It means you should reach your goals and finish your education and then become an activist later. This quote is important to me as I continue my education. I never had a Hispanic deaf leader in my life until I met Dr. Davila. Without him, I wouldn't have been a leader in school. He is what I want to be after I graduate."

**Kelly Lenis, Brooklyn, New York
AAS Digital Imaging and Publishing
Technology, 2002; pursuing a bachelor's
degree in Graphic Media at RIT**

"He has paved the way for the next generation."



Sean Landry will always remember his first meeting with Dr. Davila.

"I was watching NTID's recruiting CD-ROM and Dr. Davila was on it, giving a speech. My first thought was that

he was a hearing person representing NTID. How wrong I was when I later learned that he was deaf! I immediately made a mental note to seek him out and ask him how he managed to blaze a trail to the top of academia."

When Sean was a student, he often sought Dr. Davila's advice on everything from career aspirations to social pursuits. At the same time, Dr. Davila used Sean as a sounding board for topics related to student life.

"He truly valued students' opinions, input, and advice.

"I was always comfortable approaching him. He never turned me away when I sought him out, whether it was in his office, on campus somewhere, or at a conference. He had total faith that I would do well at whatever I chose professionally, which really encouraged me to strive for higher goals. I always imagined that Dr. Davila had to go through a more trying professional time than I did, with all the discrimination and barriers that he encountered growing up. Essentially, he has paved the way for the next generation of deaf professionals."

**Sean Landry, Fairfax, Virginia
MBA, College of Business, 2001**

“Dr. Davila has tirelessly worked to make NTID a better educational place for young deaf and hard-of-hearing students. I salute his outstanding service to our deaf, hard-of-hearing, and hearing communities. He opened many opportunities for students into the real world through NTID and his great work.”

**Chamroeun Dee, fourth-year student,
Management Information Systems
NTID Student Congress President**

“There are very few deaf Americans whose quality of life has not been positively influenced as a result of Bob Davila’s distinguished career as an educator, administrator and national policy maker. Bob has been influential at all levels of education in this country and has reached beyond our shores to help improve the lives of people who are deaf around the world. Gracias, amigo!”



**Dr. James J. DeCaro
Professor and Director of PEN-International
Former Dean, NTID (1985-1998)**

“Dr. Robert Davila has widened the opportunities for our students to travel overseas, and experience different cultures all over the world. These contributions, among many others, will never stop giving. That alone defines excellence.

We will continue to strive to meet the standards he defined for himself and NTID, and we know NTID is a better place because of him.”

**Matt Sickon
Former NTID Student Congress President**



“Alumni of NTID are grateful to Bob Davila for his leadership and the knowledge that he’s brought to the institute. He has worked to continue NTID’s leadership at the forefront of postsecondary education of deaf and hard-of-hearing students.

On behalf of the NTID Alumni Association and all of the alumni of NTID, I wish Bob well in his coming years.”

**Sharaine Rawlinson
NTID Alumni Association President**

“It has been a privilege and honor to be closely associated with a fine man like Bob Davila. He is a man of vision, wisdom and international prominence. He has integrity and is highly credible. His wealth of experience with various educational programs is truly an asset to RIT. As a result of Bob’s leadership during his tenure at NTID, we have made excellent progress with several strategic initiatives that impact student learning outcomes.”



**Dr. T. Alan Hurwitz
NTID Dean**

“What better example can we provide to deaf faculty, staff and students, than Bob Davila? Through his insight, experiences and dedication, Bob has brought NTID to a new level of recognition and respect.

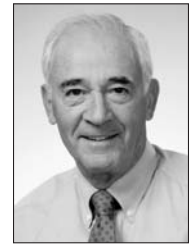
Bob, thank you for your time, your talents, your wisdom, your constant and consistent optimism, and your many, many contributions to the growth and success of NTID. I will miss you, and I wish you every joy, rest, and peace that you so deserve.”

**Marilyn Mitchell
Project Director
Center for Arts & Sciences**

“Dr. Davila dedicated himself to guide us on the right path to fulfill our dreams of whatever we wanted to be for the rest of our lives.”

**Justin R. Drawbaugh
Fourth-year student,
Information Technology**

“I have known Bob Davila since the days he was an undergraduate student. His professional accomplishments and contributions to deaf people nationwide are immeasurable. NTID students would do well to emulate him and his dedication to things good.”



**Dr. Robert Frisina, Director
International Center for
Hearing and Speech Research**



“Dr. Davila has long been recognized and respected in the field of deaf education as a pioneer in terms of his personal and professional accomplishments. The field of deafness owes a great deal to Dr. Davila. The NTID community wishes him the best as he begins the next stage of his career following his retirement.”

**Dr. Gerry Buckley
Associate Dean, Student Affairs**

“Dr. Robert Davila has been a wonderful role model for all NTID/RIT students. Personally, he certainly encourages me to enrich my knowledge and to socialize more. Hence, I can be self-confident toward the future.”

**Clarice Pineda Bondoc
Fourth-year student, Interior Design**

*Kathleen S. Smith and Karen E.M. Black
contributed to this article.*



“Dr. Robert R. Davila is one of the very best personnel appointments I have ever had the privilege of making. He clearly is the international leader in the field of academic administrators for the deaf. For the past seven years, he has been a most valuable member of the RIT executive team.

Bob has been one of my most loyal and productive counselors. Many of RIT’s accomplishments, outside of NTID, over the past several years are directly attributable to Bob’s insight, energy, network, and the respect he commands nationally and internationally from leaders in all facets of academia, government, and business.

Bob is perpetual motion. He always has a novel idea, reflecting thinking that clearly is

out of the box. He has the stick-to-itiveness, energy, and focus to climb mountains and seek horizons that few people could even imagine, let alone achieve. His integrity and loyalty to NTID, to RIT, and to the RIT executive team are at the highest possible level.

There are two things that will last forever. One is the tremendous legacy of excellence and achievement that Bob leaves to NTID and RIT, upon which his successors can build. Second is the close, warm, and lasting personal friendship that has developed between us and that extends beyond what he does for NTID and RIT professionally.

Bob is a warm and caring individual with character and courage. He is NTID’s and RIT’s lifelong advocate and ambassador. He is my lifelong friend.”

**Dr. Albert J. Simone, President
Rochester Institute of Technology**

A Road Map to Success

by Kathy A. Johncox



Christopher Sano

DEGREE

B.S., Information Technology, 2001
M.S., Computer Science, in progress

CO-OP

Summer 2002, Software Design Engineer, Microsoft, Redmond, Washington

JOB DUTIES

I had full control of a portion of a project from the initial design stages all the way to its integration with the larger project. I was responsible for conveying design ideas to project managers, collaborating to devise efficient implementation approaches, constructing the user interface, coding, debugging, and ensuring seamless integration.

MEMORABLE CO-OP EXPERIENCE

Once the project was completed, hundreds and hundreds of developers were using the application I had developed. The project was incredibly successful and the company was very vocal with praise for those of us who worked on it. The combination of working for one of the best companies in the history of corporate America while having the opportunity to work on a project of such magnitude was unbelievable.

BENEFITS

I work very hard and challenge myself to explore new boundaries. My co-ops have allowed me to expand my skill set in ways that the classroom can't begin to provide, and I was also exposed to the rigors of the working world. From all that, I definitely have a better idea of where I want to go in life.

Technology, technology, technology. This theme permeates the job outlook for the next 10 years. Logic dictates that the well-prepared student will have a combination of education and work experience in technological fields when he or she steps off the commencement stage and into the world of work.

Thanks to a well-established cooperative education (co-op) program, NTID/RIT students have the preparation they need when they take that big step. Co-ops are periods of full-time paid employment directly related to the student's major that go hand-in-hand with classroom study. When it began in 1912, RIT's co-op program was one of the first in the nation and has been an integral part of the curriculum ever since. Today, more than



Margaret Hampton

DEGREE

B.S., Biomedical Photographic Communications, 2003

CO-OP

Fall 2002, Photography/Digital Imaging Assistant, Photography Department; Royal Ontario Museum, Ontario, Canada

JOB DUTIES

I completed a variety of assignments in digital printing, image manipulation, resizing, scanning, color adjustment and digital photography.

MEMORABLE CO-OP EXPERIENCE

Using digital photography, I was able to photograph some of the museum's exhibit pieces in the studio. I was fascinated by the artifacts that arrived at the museum, and I was able to shoot images of the world's largest fossil, a four-million-year-old sea scorpion more than 12 feet long.

BENEFITS

I had no idea what to expect going on this co-op. I was nervous, but excited about the opportunity to intern at the Royal Ontario Museum. At first, meetings were difficult to follow, but we worked that out. On this job, I learned how to organize assignments and meet deadlines. I experienced working in a world-class museum and interacting with professionals in other departments, forming a team to get the job done.

1,300 employers coast-to-coast and overseas provide co-op opportunities to more than 2,300 NTID and RIT students annually.

"The value of a co-op position is clear," says Allen Vaala, director of the NTID Center on Employment. "Co-ops help the student learn how to look for jobs, understand the work environment, learn how to work with different people, and observe and use different communication styles."

NTID/RIT co-op students and graduates put their technological training and coursework to use in interesting ways in many different employer locations. Each quarter, co-op students return with new experiences, new confidence, and important knowledge about their future in the world of work. After graduation, they go into the world, educated, well trained and confident—ready for whatever comes next. Here are a few of their stories.



Daniel Tarrant

DEGREE

A.A.S., Digital Imaging and Publishing Technology, 2003
Intends to pursue a B.S. in Graphic Media

CO-OP

Summer 2002, Technician, Systems Technology Division,
Eastman Kodak Company, Rochester, New York

JOB DUTIES

I was hired to help restore nearly 3,000 damaged photos recovered at Ground Zero by the New York City Police Department after September 11th.

MEMORABLE CO-OP EXPERIENCE

I was involved in a once-in-a-lifetime opportunity. I was fortunate and honored to be involved in this huge project that will touch the lives of thousands of people.

BENEFITS

Because of the training and education I have had, I feel confident with today's technology. At Eastman Kodak Company, I found I had the skills and experience with the most up-to-date digital imaging technology that they needed to do the job. I also felt that after restoring 3,000 images ruined by fire, water and debris, a lot of doors would open for me. I knew right then and there, this would have a big impact on my future.



Adrianna Smart

DEGREE

M.B.A., E-Business Marketing, 2003
B.S., Professional and Technical Communication, 1998

CO-OP

Summer/Fall 2002, AOL Accessibility MBA Intern, America Online, Inc., Dulles, Virginia

JOB DUTIES

I was a Professional and Technical Communication major at RIT, and as an undergraduate, I did a co-op in public relations at Ottawa Loeb Medical Research Institute and one in corporate communications at Chrysler World Headquarters. Then, during my master's program, I secured both a summer and a fall co-op at America Online, Inc. (AOL). I was assigned to help promote accessibility for the disability community through an internal employee awareness campaign. In so doing, I formed liaisons and fostered relationships at conferences and events related to captioning, Internet relay services and new products for people with disabilities. I also assisted in developing and launching an internal employee awareness campaign complete with an executive breakfast event, interactive technology display and keynote speaker.

MEMORABLE CO-OP EXPERIENCE

At the time, AOL was determined to continue to push forward to improve accessible services for people with disabilities. I truly enjoyed working on the employee awareness campaign, especially working with dedicated and enthusiastic people who share the same commitment to enhance accessibility. I found I enjoyed being that type of advocate.

BENEFITS

At AOL, I had an opportunity to use my advocacy skills in the corporate workplace. All of us at NTID have been advocates more than once, promoting awareness for something we strongly believe in. This co-op was a reminder for me that you can't be a flower on the wallpaper. You have to advocate for issues that are important to you. I didn't expect to be an advocate for a company like AOL and now, looking back it's funny how life can be full of surprises. Looks like Oprah Winfrey is right—it's the jobs that find us, not us who find the jobs.



Scott Van Nice*

DEGREE

B.S., Information Technology, 2001

EMPLOYED

System Analyst, Procter and Gamble (P&G), Cincinnati, Ohio

JOB DUTIES

I am in charge of information technology infrastructure and support for a research and development division.

MEMORABLE CO-OP EXPERIENCE

When I arrived at P&G, I found out that some of the people were a little nervous because they weren't sure about the best way to create a positive work environment for deaf employees. Our mutual learning experience worked well for all parties. P&G paired each intern up with a mentor and a "social buddy" and made social organizations and seminars available to their interns as well.

BENEFITS

I knew that in terms of marketing myself, I needed some high profile job experience, so when the company offered me a co-op, they had the global recognition I knew would help me. RIT has a keen eye on the ever-changing IT horizon, so I felt well prepared to tackle the duties of the job. At P&G, I learned that IT is pervasive in a business environment. Information technology is involved in marketing, design, sales logistics research and even recruiting—it depends on the sort of business objectives that customers or employers want to accomplish.

I was happy to return to RIT as an employer representative at the NTID Job Fair this past fall, both to interview and talk with students. Students should know that an understanding of the business aspect of information technology will make it easier for them to grow into new roles throughout their careers.

* At left in picture above.



Carmen King*

DEGREE

A.A.S., Applied Art and Computer Graphics, 1996
B.F.A., Graphic Design, 1999

EMPLOYED

Production Associate, Central Production Department, Time, Inc., New York, N.Y.

JOB DUTIES

My job is to provide digital photography, resizing, and professional image modification and color management for employee-related publications within Time's New York-based magazine titles. I currently am designing a Web site that will contain visual effects motion graphics.

MEMORABLE CO-OP EXPERIENCE

While at RIT, I worked at co-ops at Strong Memorial Hospital in Rochester, N.Y. and at Communication Services for the Deaf in Sioux Falls, S.D., where I used my extensive desktop publishing training to create a wide variety of business stationery information among other print items. These co-ops helped prepare me for my job at Time, Inc.

BENEFITS

A co-op is a spectacular idea. It's very worthwhile to give students a chance to experience a working lifestyle, outside of college. Because I learned I could contribute, I became much more confident in my interpersonal skills and in my design training. I became a motivated self-starter and developed great interpersonal skills.

* At right in picture above.

Mian Sheng “Leon” Lim

“Most people who meet him are wowed by his talent and impressed by his humility. His art is phenomenal. His leadership is exceptional. He is a wonderfully compassionate individual who takes initiative. I count myself very blessed to have been able to come to know him as well as I have.”

This glowing tribute to Mian Sheng “Leon” Lim, from NTID/RIT staff interpreter Cynthia Johnston, captures just some of the qualities of this remarkable young man.

Even as a child, Mian Sheng Lim was fiercely independent. When he was only 9 years old, he decided to change his name to Leon, against his parents’ wishes. Five years later, at age 14, Leon exercised his independence in another major way when he moved from his parents’ home in Alor Setar, Kedah, Malaysia, to Tanjung Bungah, Penang, Malaysia, where he lived on his own and attended a high school for deaf students.

“I know that people think it’s unbelievable that a 14-year-old could live independently, but that’s what I did,” he says. “I wanted to be on my own to discover who I am and learn more about the world of deafness. I’m really grateful to my parents for giving me the freedom to pursue my goals.”

After living on his own for seven years in Penang, graduating from high school and attending college at Penang’s Equator Academy of Art and Design, he traveled to the United States to fulfill his dream of



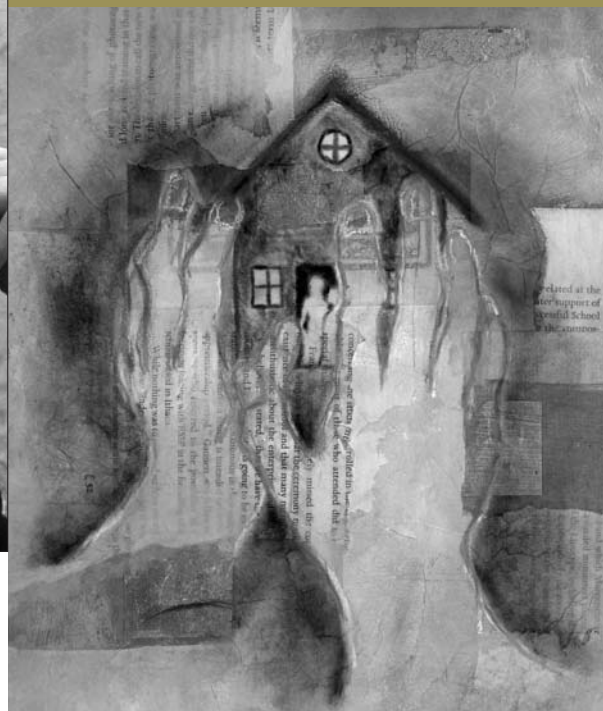
attending NTID/RIT.

“I went to a presentation at my school about opportunities in the United States for people who are deaf,” Leon explains. “The presenter told me about NTID/RIT. So, I did some research and found out that NTID/RIT is this unique place with an awesome diversity of cultures, tremendous facilities for deaf students, and, most importantly, great courses in art and design.”

Now a third-year student, Leon is majoring in Interior Design with a minor in Photography. He also has interests in ceramics, sculpture, painting, fashion design, glass, illustration, printmaking, and filmmaking.

Leon’s list of extra-curricular activities is as long and diverse as are his artistic interests. For the past two years, he has worked as a resident advisor in NTID/RIT’s Ellingson Hall. This year, he served as the No-Voice Zone club leader, helping 130 hearing students learn American Sign Language. He also was art director for NTID’s Brickfest 2003. In September 2001 and 2002, he served as project director for candlelight vigils held on campus to commemorate the September 11, 2001 terrorist attacks on the United States.

Leon has been on the Dean’s List and has received numerous awards and scholarships. His photography and artwork have been displayed in a number of galleries and art shows. Last summer, with the support of several NTID and RIT



One of the *Four Fantastic Emotions in Leon*, Leon Lim

professors and administrators, Leon began one of his most significant projects to date—preserving the historic George Town district of Penang through photographs.

“I decided to preserve George Town by taking photographs for the world to see and learn about its important history and multicultural influences,” he explains. “There are more than 5,000 historic buildings in George Town, but many are being lost to make way for modern buildings and development. I don’t want to see George Town lose its valuable history, culture and architecture.”

Last summer, Leon went on a solo backpacking trip in Bali, Indonesia, and then returned to Penang to begin photographing George Town. In all, he took more than 1,700 photographs. When he returned to RIT last fall, he began working to scan and print the images. When the project is complete, Leon plans to exhibit it both on and off campus, and someday would like to create a book on George Town.

“This project is important to me,” he explains. “George Town is an important part of Penang, and Penang is an important part of me. Living on my own there for seven years opened my mind and allowed me to discover who I am. It helped me develop leadership skills and courage, and that’s what allowed me to fulfill my dream to come to the U.S. to study at NTID/RIT.”

—Pamela L. Carmichael



George Town, Leon Lim

Jennifer Nix



Jennifer Nix

RIT Tiger sports fans, with college pride on the line, support RIT's teams at games and meets both home and away. Their enthusiasm is energized by RIT's 12 varsity cheerleaders, including NTID/RIT's own Jennifer Nix, a first-year Career Exploration student from Tulsa, Okla.

"Cheerleading and dancing are my passions," says Jennifer, a National Cheerleading Association (NCA) All-American Cheerleader who attended Jenks High School, just south of Tulsa. In 2001, Jennifer and her Jenks High varsity squad teammates won the NCA High School National Cheerleading Championship. She also was a member of the Tulsa Wolfpack Co-ed All-Star Cheer Squad.

In addition to her studies and cheering for RIT's athletic teams, Jennifer is assistant activities coordinator for NTID Student Congress (NSC).

"The cheerleading squad's number one goal is to bring school spirit to RIT," says Jennifer. "I also help improve school spirit through NSC to help make the NTID/RIT community a fun place to be."

After this first year of exploring her options, Jennifer plans to select a business-related major, possibly Marketing or Professional and Technical Communication.

"My school work comes first," says Jennifer. "I love cheerleading, but I do it just in my spare time. The pride and spirit I have for RIT is with me every place I go."

—Frank A. Kruppenbacher

Eduard Santiago



Eduard Santiago

"Definitely move south," Eduard Santiago says, smiling, when asked what his plans are after graduation.

Despite the winters in Rochester, Eduard, a fourth-year student from St. Augustine, Fla., still thanks his mother for helping him find his way here.

"She wants me to have a good life," says this 23-year-old who is majoring in Biomedical Computing. "That's why she took me to a vocational rehabilitation counselor in Florida. It just happened that the counselor was a deaf graduate of RIT and knew about the opportunities here."

As for his major, he says, "I like science, and I like computers, so it's a perfect match."

He lists chemistry as his favorite subject because in every class, when solutions and powders and liquids combine, "something amazing happens." In the future, Eduard sees himself in the medical field, perhaps as an MRI technician in a hospital.

After participating in a track meet in Russia during high school, he got a taste of the world, and after graduation, he'd like to travel to Europe, especially Paris, but for now he's enjoying college life.

"I think RIT has the complete package," says Eduard. "There is so much cultural diversity here and so much fun, and as long as I am having fun, I do well in school."

To students considering NTID/RIT, Eduard says "don't hesitate whether to come or not . . . just come!"

—Kathy A. Johncox

Nashiru Abdulai

Nashiru Abdulai first learned about NTID/RIT when he saw an advertisement for the college. After discussions with his parents and an NTID admissions counselor, he decided to leave his home in Ghana, West Africa, and come to NTID/RIT to pursue a degree in Social Work. Now in his third year here, the 24-year-old is sure he made the right choice.

"It feels like a family here," he says. "There are so many people I can communicate with."

Nashiru likes the cultural diversity on campus and the fact that deaf and hearing students live and learn together.

After he finishes his bachelor's degree, he plans to go to graduate school.

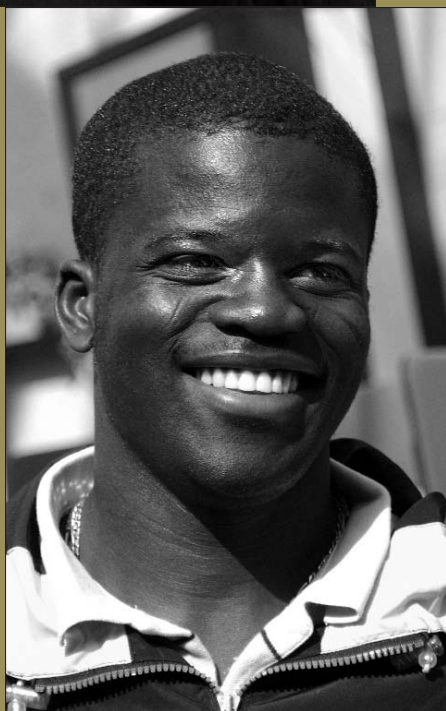
"I come from a country with a diverse population of people," he says. "There are many poor people in my country, and I want to be able to help them. I want to become a counselor and work for international human rights."

When he's not focusing on his studies, Nashiru works part time for RIT Campus Safety and is an activities coordinator for NTID Student Congress.

In all that he does, he says that he is guided by one philosophy: "Never give up, whatever the obstacles. Keep on trying."

—Pamela L. Carmichael

Nashiru Abdulai



Simone Edwards-Forde

“I would encourage people to come to NTID/RIT for the experience of socializing with other deaf people and learning new things,” say Simone Edwards-Forde, 24, a second-year student in the Administrative Support Technology program.

Born in St. Kitts and growing up in Montreal, Quebec, Canada, she enjoys life at RIT and cites support from friends as an important part of her college experience.

“They help me when things are stressful, with homework, and generally with keeping up with everything here at college.”

She enjoys computer classes and learning the business software that will help her find a place in the working world. Taking the search for a co-op assignment seriously, Simone attended the NTID Job Fair last fall and took advantage of resume writing workshops offered the week before. To get some experience for her future, as well as college credit, she completed an internship at General Electric in Ontario, Canada, and has worked with children at the Ontario Camp for the Deaf.

Simone enjoys being with her friends, in-line skating, skiing, bowling, making pottery and going to the movies. Even though she enjoys fantasy movies, Simone lives in the real world and plans to find an office administration job in Canada after graduation. She will take this thought with her—“Don’t give up. You have to believe in your goal and you will be a success.”

—Kathy A. Johncox

Shahzad Merchant

A strong team player and a quick learner who says he’s self-motivated, Shahzad Merchant, 26, is confidently creating his own success today and into the future.

The fourth-year Information Technology major, a native of Pakistan, came to America at a young age and spent most of his childhood living in California in the San Francisco Bay area, enjoying video games, sports card collecting, and school.

“My favorite subject in school was history,” Shahzad says, “because the actual events that make up our history have so many fascinating facts.”

Early in 1999, he came to Rochester to visit friends at RIT, and they introduced him to the Information Technology program at the university.

“I always had an interest in computers,” says Shahzad. “At RIT the program is fast-paced. New technology is introduced to us all the time, and I like to learn new things.”

Outside of his classes, Shahzad is an assistant supervisor at NTID’s Learning Center. He supports multi-platform computer operations and supervises evening shift staff.

“At RIT I am treated equally—I don’t feel intimidated,” he says.

“With my skills in computing and my desire to help others, I can combine the two in the field of information technology and make my work successful.”

—Frank A. Kruppenbacher

Diamond Lake

“My parents, siblings, and teachers all influenced me to go to college,” says 21-year-old Diamond Lake from San Antonio, Texas, explaining what brought her to NTID/RIT. “And, I’ve always wanted to go to a big university. I fell in love with the campus and the people here when I came for a visit.

“I tell other students who are thinking about coming here to check it out for themselves because they have to see it to believe it,” adds the third-year student. “There’s something unique about NTID/RIT. Everyone works together, and the faculty is very supportive. It’s comfortable being in a deaf and hearing community.”

Diamond is studying Digital Imaging and Publishing Technology—a major she chose because of her love of computers and technology. She works as a lab assistant on campus and has been involved with Tri Sigma sorority for two years.

She’s keeping her options open for the future, and after graduating next year, Diamond says she plans to work wherever her career takes her. But, wherever she goes, she says she will always stay connected to the friends she has made at NTID/RIT.

—Porsche L. Haag



Simone Edwards-Forde



Shahzad Merchant



Diamond Lake

Julie Stewart

Julie Stewart



Through its flexible programs and diverse opportunities, RIT brings out the best in students like Julie Stewart.

Julie found a formula at RIT to combine her love of theater with film, video, and animation, blending these disciplines into becoming a teacher through NTID's Master of Science in

Secondary Education of Students Who are Deaf or Hard of Hearing (MSSE). She earned her Bachelor of Fine Arts degree in Film, Video, and Animation at RIT in 2001 and graduated from NTID's MSSE program this past May, sharing the graduation stage with her husband Terry who completed RIT's Master of Fine Arts program in Industrial Design.

"I chose RIT because I wanted to major in biology," Julie says, "but I went in the totally opposite direction to film, theater, and teaching.

"That's the great thing about RIT. I was able to find the niche where I could be comfortable and express myself."

Julie was born in Conneaut, Ohio, but moved to Southern California when she was 11 to attend the California School for the Deaf in Riverside, Calif. She graduated from University High School in Irvine, Calif., in 1991.

"Growing up, I would read just about anything I could get my hands

on," Julie says. "I also enjoyed history, sewing, and socializing. I was involved in the 4-H Club. I guess I was more of a laid back kid, going with the flow."

Her interest and involvement in theater included extensive acting, directing, and stage managing for NTID Performing Arts productions. For Julie's two MSSE student internships she taught at The Learning Center in Framingham, Mass., and the Newfoundland School for the Deaf, in St. John's, Newfoundland, Canada. Now that she has her master's degree and teaching certifications, Julie wants to teach history and government to high school students.

"RIT is truly a place to grow and find out what you can contribute to the community," says Stewart, "—not just the RIT community, but the world.

"I will teach my students what I learned at RIT—never be satisfied with what you get. Always push yourself more."

—Frank A. Kruppenbacher

Chamroeun Dee

"During your journey, chose your destination well. No need to hurry, you will arrive soon enough," says Chamroeun Dee, age 22, a fourth-year student majoring in Management Information Systems (MIS).

Cham's destination has led him from Cambodia, to the United States and ultimately to RIT.

When he was only 4 years old, his parents packed up their children and moved to the United States because they felt it would be the best place for Cham to get a good education and learn the social and job skills that would be important in life. Cham attended California School for the Deaf in Fremont and knew when he graduated he wanted to attend a college that offered a superior education in a high-tech environment that would challenge him.

"RIT has so many things to offer that

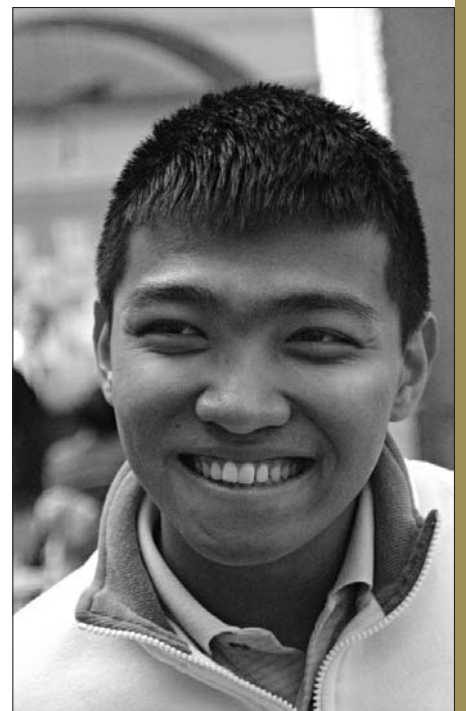
I cannot do everything," says Cham.

He seems to be trying. He chose MIS as a major and has an economics minor because he finds these programs challenging, and they provide an opportunity to advance after college and work with people and corporations to improve efficiency. Currently pursuing a bachelor of science degree, Cham was elected NTID Student Congress President for two terms. One of his contributions was to increase the spirit of community by creating fun activities for students. He has been involved with Asian Deaf Club, the College of Business Dean's Advisory Group, and twice has won the Davis Scholarship for outstanding leadership. Add to that the 3,100 hours of community service he has performed through his leadership roles at RIT.

"The opportunities at RIT have made me who I am today," says Cham. After graduation, his goal is to become a consultant to improve design processes

and systems or to do something entrepreneurial—something that will help him continue his journey to his chosen destination.

—Kathy A. Johncox



Chamroeun Dee

Interpreting from a Different Perspective

by Pamela L. Carmichael

“To use the same words is not a sufficient guarantee of understanding ... ultimately one must have one’s experiences in common.”

**Friedrich Nietzsche,
German philosopher**

“I actually have had deaf African-Americans thank me for becoming an interpreter,” says Brian Jenerson, who graduated from NTID’s American Sign Language-English Interpretation program in May 2003. “It all comes down to understanding. You can’t interpret something you don’t understand. If someone says or signs something, and you don’t have the experience or cultural background to understand it, you won’t be able to interpret it effectively.”

Jenerson, who is African-American, highlights an important issue in sign language interpreting, indeed in any communication. For it to be effective, the participants in the communication must share a common frame of reference. Whether or not they do, sometimes depends on their gender or ethnicity.

“An interpreter has to represent the worldview of the people for whom he or she is interpreting,” says Dr. Rico Peterson, chairperson of NTID’s American Sign Language and Interpreting Education (ASLIE) program. “And, gender and ethnicity are important pieces in the fabric of that worldview.”

In a profession dominated by Caucasian women, the perspectives of men and people of ethnic minorities often are absent. According to the Registry of Interpreters for the Deaf, 89 percent of its members identify themselves as Euro-American/White and nearly 88 percent are female.

“Like other service-oriented professions, interpreting tends to attract a female population,” says Peterson. “Knowing the difficulties that can arise in cross-gender communication, the need for more male interpreters is great. The need for more ethnically diverse male interpreters is even greater.”

Jonathan Hopkins, associate interpreter in NTID’s Department of Interpreting Services, agrees.

“The clients we serve are diverse, so it’s important to have a diverse pool of interpreting professionals who can be sensitive to clients’ needs,” he says.

Hopkins, who is Native American, believes that few individuals with minority ethnic backgrounds view interpreting as a viable career because they lack role models in the profession.

“Minorities don’t think interpreting is a profession that’s open to them because they don’t see people like themselves working as interpreters,” he explains.

On the Job

The lack of ethnic diversity among interpreters can be a significant issue. With few interpreters from minority ethnic backgrounds, it’s not always possible to find an interpreter with the appropriate cultural background for a particular interpreting assignment.

“As an interpreter, my job is to bridge the communication gap between deaf and hearing people,” says Jenerson. “To be effective, I must have cultural awareness. When I interpret at a Martin Luther King, Jr. celebration, I can interpret King’s ‘I have a dream’ speech with more feeling than another interpreter might be able to. I know who it was written for because I live it. I *know* what it means.”

The demand for interpreters like Jenerson and Hopkins can be great. Every year the Intertribal Deaf Council, a national conference for deaf Native Americans, requests that Hopkins interpret at its annual conference.

“I often am requested to interpret for certain events because people feel more comfortable with someone who’s educated about and aware of their culture,” says Hopkins. “Interpreters of different ethnic backgrounds bring a unique perspective to their work because of their heritage, upbringing, and values.”

John Reid, a counselor in NTID’s admissions department, who is

“The clients we serve are diverse, so it’s important to have a diverse pool of interpreting professionals who can be sensitive to clients’ needs.”



Jeffrey Greene

African-American and deaf, thinks it’s important to have a diverse group of interpreters to cover a wide range of situations.

“If I’m scheduled to give a presentation to a black audience of hearing people, I would prefer to have a black interpreter voice for me because that person would tend to understand the language, culture, and behavior of the audience better,” says Reid.

Gender also can play an important role in some interpreting situations, for example in a locker room where deaf and hearing athletes are preparing for a sporting event or in a doctor’s office when the doctor is hearing, the patient is deaf, and the condition they’re discussing is very personal in nature. The lack of male interpreters can make it difficult to find men to interpret in these situations.

“Deaf people don’t always have a lot of choice in interpreters,” says Sam Holcomb, NTID’s Deaf Studies coordinator. “That’s unfortunate because it can be important to have an interpreter of the same gender, especially when the topic of discussion is something with which a woman might not be as familiar as a man, like car maintenance.”

Beyond such obvious circumstances, gender issues in interpreting sometimes can be subtle, yet significant.

“Men have certain communication styles and use certain phrases,” Jenerson explains. “Women can unknowingly lose some of the nuances

Chris Zaluski



Jonathan Hopkins

when they interpret for men.”

“I prefer to have a male interpreter voice for me because it seems appropriate to have a male voice reflecting me,” says Reid.

In the Classroom

Gender and ethnic diversity can play a role in interpreter education as well.

“The more diverse the student body in our program is, the more exposure all of our students have to diverse perspectives, and that’s critical,” says Lynn Finton, assistant professor in NTID’s ASLIE program.

Dr. Christine Monikowski, associate professor in the program, agrees.

“When you have interpreting students of different cultures,

Savannah Spivey



Brian Jenerson

backgrounds, and experiences, you get a deeper understanding and a richer perspective on the world. It's an important aspect of education to learn how other people see things."

Savannah Spivey, a first-year student from Houston, Texas, welcomes the opportunity to provide a different perspective for her fellow students in the program.

"As a person who is Mexican and African-American, I have perspectives that white people can't relate to, experiences that they haven't had," she explains. "I enjoy being able to bring that diversity to the classroom.

"I've been taught to appreciate diversity, and I value it in every aspect of my life," she adds. "The more you can learn from people who have nothing in common with you, the better you will be."

Jeffrey Greene and Chris Zaluski are among the students in NTID's interpreting program who bring a male perspective to the classroom.

"We have different life experiences that we can share with other students,"

says Zaluski, a first-year student who entered NTID's interpreting program after 18 years in the construction business. "Men sometimes look at things differently than women, and we handle things differently."

Greene, also a first-year student, entered the ASL-English Interpretation program in part because people in the deaf community told him there was a need for more men in the interpreting profession.

"The men in the program and the students of various ethnic backgrounds help bring gender and culture into class discussions," he says. "That enriches our discussion and brings to light the importance of understanding other cultures, which will have an effect on our work as we interpret in the community."

Jean Rodman, visiting assistant professor in the ASLIE program, couldn't agree more.

"If you understand your own cultural background, and you're in a classroom with

others who don't share that, you have an opportunity to both teach and learn," she says. "You contribute to enlarging the other students' world, and your own world expands at the same time.

"The most basic and most important things about human beings, we have in common, but some of the things that make us different are very important," she adds. "Bumping up against people who are different from ourselves, can make the world that our hearts and minds live in become a bigger place, and that will make us better people and better interpreters."

"The best interpreters in the world graduate from NTID/RIT," says Jenerson. "We have to make sure that we provide a diversity of perspectives so that people who are deaf can choose the right interpreter to meet their needs."

"There's no question that there's a need for greater gender and ethnic diversity in the interpreting profession," says Peterson. "As our graduates go out into the community to work, they are helping to fill that need."

“Men have certain communication styles and use certain phrases. Women can unknowingly lose some of the nuances when they interpret for men.”



Wolk Foundation Helps Students Reach for the Stars

by Kathy A. Johncox

When the Louis S. and Molly B. Wolk Foundation Endowed Scholarship Fund for Deaf Students was established in 1997, it was a milestone in NTID's history as the largest named endowed scholarship fund ever established at the college by a private foundation. The foundation's commitment of \$250,000 established the scholarship fund to support deserving deaf and hard-of-hearing students at NTID/RIT.

NTID— An Outstanding Investment

Our sincere thanks to all those who have recognized NTID as a special place worthy of their investment. Gifts and pledges of \$1,000 or more from the following individuals, businesses, and foundations to programs or scholarships benefiting students and faculty at NTID were received from October 2002 through May 2003.

Action Electric Sales, Inc.
Dr. and Mrs. Norman L. Alling
Anonymous
Mr. Mark D. Apodaca
Mr. W. Scot Atkins
Mrs. Eugenie R. Bradford
Dr. Laurie Brewer
Citigroup Foundation
Dr. Robert R. Davila
Dr. James J. DeCaro
Mr. Joseph Dyer
Eastman Kodak Company
Ms. Barbara M. Fallon
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Mr. Roland Garlinghouse
Mrs. Shirley Gegenheimer
Great West Life and Annuity Insurance Company
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Simon E. Summerfield Foundation
Mr. Gus Thompson
Vitac
Mrs. Dorothy Wadsworth
Dr. Gerard Walter
Mr. George D. Webb II
Glenn and Maude Wyman-Potter Foundation

Establishing the Robert R. and Donna E. Davila Endowed Scholarship Fund

When Dr. Davila announced his retirement effective this year, the NTID National Advisory Group (NAG) began looking for a way to express gratitude for his years of leadership and vision for the college. Since Davila's attention and efforts have been so steadily focused on students, the advisory group agreed it was fitting to establish the Robert R. and Donna E. Davila Endowed Scholarship Fund, recognizing Dr. and Mrs. Davila's lifelong commitment to education for deaf and hard-of-hearing people in America and around the world.

NAG member Jane Pulver says, "This scholarship is a fitting 'thank you' to the man who brought so much to NTID."

To make a contribution to the fund in this special year of Dr. Davila's retirement, contact The NTID Foundation Office at 585-475-6836 (voice/TTY).



Frequently Asked Questions

Q: How many endowed scholarship funds does NTID have?

A: 58 funds

Q: How many NTID students depend on scholarship dollars each year?

A: More than 400 students receive scholarships each year. That's about one third of the students at NTID.





Ensuring Student Success Pinny Cooke, left, Wolk Foundation trustee, administers the Louis S. and Molly B. Wolk Foundation and has an on-going interest in the success of deaf and hard-of-hearing students.

Established by the Wolk family in 1982, the foundation's purpose is to support organizations in the Rochester area focused on health, educational, geriatric, and social issues. With youth development as a stated area of interest, the foundation's generosity has a long-term impact on the lives of students by enabling them to complete their program requirements and earn college degrees.

The Wolk Foundation's particular focus at NTID is on helping students

near graduation who have exhausted their personal financial resources as well as all other grant and loan possibilities and yet still need additional funds to complete their degrees.

To have worked hard and to be close to graduation and short on funds can be frustrating for students and their parents. This scholarship exists so that lack of funds will not hinder the progress of deserving young adults, particularly those who have less access to higher education because of

their disability.

Scholars from many majors have benefited from the Wolk Foundation's generosity. Currently, 80 percent of NTID's students require financial aid to cover the costs of their education—costs that continue to grow. Because of limited resources, without scholarships many students could not follow their academic and professional goals and dreams.

"The continued involvement of the Wolk Foundation in assuring the success of deaf and hard-of-hearing students in college through scholarship assistance addresses our top priority of meeting the needs of our students," says Dr. Robert Davila, RIT vice president for NTID. "We are deeply grateful for their support."

Recent Exhibits in the Dyer Arts Center

March 17 – May 2 "Silence Takes Its Measure," an exhibit in the Ohringer Gallery focusing on the psychological and biological aspects of hearing and deciphering language using piano scrolls, hand-pulled prints, and paintings by Ms. Randy Garber of Boston

April 1 – April 18 "Morning Calm and Lake Effect," new work by ceramic and glass artists from Rochester and Seoul, Korea

April 22 – May 27 Photography by RIT faculty members Dawn Tower DuBois, Willie Osterman and Ken White

April 22 – May 27 RIT School of American Crafts Graduate Thesis Exhibit in Ceramics

May 5 – August 30
NTID Student Honors Show

May 28 – June 30 Photography by NTID faculty member Antonia Toscano

On their own time Students and staff admire NTID Software Specialist Gail Gabriel's hypertufa birdbaths and sculptures at a reception in January for an exhibit in the Dyer Arts Center entitled "On My Own Time," which featured artwork by NTID faculty and staff. Painted silks, stained glass, photographs, digital images, sculptures, jewelry, quilts, music compact discs and planters delighted arts center guests and displayed the talents of more than 30 faculty and staff members. Left to right: Antonio Delbrocco, Business Administration major, and NTID staff members Lin Hoke, Gail Gabriel and Martina Moore-Reid.



A Stitch in Time



Left to right, Claudia Bergquist, president of Deaf Initiatives in Columbus, Ohio; Dianne Brooks, NTID associate dean for Outreach and Technical Assistance; Dr. Robert Davila, RIT vice president for NTID and Meredith Crane, co-founder of Deaf Initiatives, admire a unique quilt made from NTID Explore Your Future T-shirts. Deaf Initiatives is an organization founded by Jay and Meredith Crane, parents of two deaf children, to support and encourage activities that strengthen the career potential of young adults who are deaf or hard of hearing. The quilt, which was presented to NTID, was created by deaf high school students working in a Deaf Initiatives entrepreneurship program called "Keepsake Theme Quilts" established in 1999.

Thank You, Sprint

Thank you, Sprint, for your donation of 250 video cameras given to NTID/RIT students so they can communicate using cutting edge video-conferencing technology. These Web cams allow for visual communication for deaf and hard-of-hearing students and often help clarify the content of conversations with parents and doctors' and dentists' offices.

Powered by the Future

Powered by the Future is the theme of RIT's capital campaign, aimed at raising \$300 million for the eight colleges of RIT to use in critical need areas. As part of the planning for this important fundraising campaign, each of the colleges created a list of priority funding areas. NTID's seven important items for consideration will be addressed in the next few issues of *FOCUS*. They are:

- Endowed scholarships for students
- Student development center
- Dyer Arts Center endowment
- Support for deaf undergraduate students studying abroad
- Technology laboratories
- Endowed chair, visiting professorships and distinguished scholars in technology and in education of deaf and hard-of-hearing students
- Endowed chair, visiting professorships and distinguished scholars in English language and literacy.

The first item focuses on the critical support students get from endowed scholarship dollars.

A minimum contribution of \$25,000 is required to establish an endowed scholarship fund. Anyone can contribute any amount to an already-established fund. These funds are placed in the university's endowment and invested under the direction of



A Dream Come True Dr. Robert Davila, RIT vice president for NTID, explains plans for the proposed student development center to Julia Bohl and J.T. Reid from the NTID Admissions Office. Funding for the proposed center, which will connect the Shumway Dining Commons and the Lyndon Baines Johnson Building, is part of the RIT capital campaign. The student development center will be a place where students learn to be leaders and can broaden their technical education with personal involvement in "outside the classroom" activities.

the RIT Board of Trustees. Each year, interest generated by the fund is awarded to deserving students. The

fund grows over time and generates future income to benefit generations of students to come.

To contribute to a fund, send a check designating the endowed fund that you would like to support. You can find a list of the NTID endowed scholarship funds at www.rit.edu/NTID/scholarships.



The Spirit of Giving At the NTID kick-off for Powered by the Future, Santa and Mrs. Claus made an appearance to remind the audience that the good feelings you can get by giving at Christmas can happen any time of year. ▶

Beardsley Scholarship Winner



◀ Christy Burcham, center, a second-year student in the American Sign Language-English Interpretation program, was awarded the Alice Beardsley Scholarship at a ceremony in April. Presenters were left to right, Aaron Gorelick, senior NTID interpreter, and Dr. Rico Peterson, program chairperson. Awarded annually to a student in the interpreting program, the scholarship was established by faculty and staff in memory of their friend and colleague, Alice Beardsley, the first sign language interpreter at NTID. "I hope I can live my life after the model she set," Burcham said.

NTID/RIT Rookies of the Year

by Frank A. Kruppenbacher



RIT's student-athletes are Tigers! Not content to stand on the sidelines, they leap to the field, compete to the best of their ability, and play to win.

Two Tigers in particular, both first-year NTID/RIT student-athletes, played with such skill and intensity this season that their performances were the very best among all freshmen competing in the NCAA Division III Empire 8 Athletic Conference.

Meet the 2002-2003 Empire 8 Rookies of the Year—RIT men's soccer player **Michael Lawson** and RIT women's tennis player **Jennifer Hume**.

For his collegiate debut season, Lawson scored four goals and two assists in 17 games, while delivering a powerful 27 shots and 11 shots-on-goal total—third best among all of his RIT soccer teammates, and the best among all Empire 8 freshmen men's soccer athletes. The Tigers finished the season 7-7-3 overall, 4-0-2 for second place in the conference.

Lawson's rookie honors come in addition to being named an RIT

Athlete of the Week for scoring the opening goals in two of three Tiger victories in a row last September.

"Mike has consistently been one of our best players since the beginning of the season," said RIT Head Soccer Coach Bill Garno. "He is a tireless worker in the center midfield spot, and has been one of the keys to our team starting to find itself more in the offensive end."

The 19-year-old Social Work student from Wall, N.J., has been playing soccer since he was only six. Lawson's New Jersey-based traveling soccer club team earned the state championship in 2000 and 2002. As a member of the United States Deaf Soccer Association, Lawson played on the 2001 Deaflympics USA Men's Soccer Team competing in Rome, Italy, and he will be captain of the 2005 team playing in Melbourne, Australia.

"Being the top rookie in the conference is a great feeling," says Lawson. "I have a great relationship with Coach Garno and the players on the team who are learning how to communicate with me. It makes me feel comfortable and helps me play my best."

RIT Sports Hall of Famer and Head Tennis Coach Ann Nealon has seen a lot of talented tennis players in her 32-year career. When she saw Jennifer Hume play for the first time, Nealon knew that Hume had the right combination of skills and strength to be at the very top of her game in her first season at RIT.

"She's a welcome addition to the team, and her presence has helped immensely in our winning season this past year," says Nealon. "Jenn's a consistent player and has a keen sense of where she wants to hit the ball. She likes to hit it into the corners and this opens up the court for her so she can make her opponents run."

Hume, 19, a Business major from Nashville, Tenn., finished the regular season with a perfect 13-0 at fourth singles to earn Empire 8 Rookie of the Year and first team singles honors. Hume went 9-1 in regular season doubles matches, and entered the NYSWCAA



Jennifer Hume

Tennis Tournament Championship ranked third at fourth singles. In this her first-ever collegiate championship outing, Hume lost a tough singles match 6-4, 7-6, tiebreak 11-9 to miss by one her undefeated regular singles season. She also lost only one doubles match.

Hume played tennis in high school and was co-captain her senior year. She also was a member of the 2001 Deaflympics USA Women's Tennis Squad playing in Rome, Italy.

"It's awesome playing tennis for RIT," says Hume. "Receiving the rookie award and going all the way to the state championships in my freshman year are unforgettable experiences for me."

Team captain Shannon Grande was thrilled with Hume's first-year winning performance.

"Jenn is definitely an asset to this year's team and an integral part of our successes," said Grande. "She shows great determination and true Tiger spirit."



Michael Lawson

Richard Friends II

Richard Friends II has faced more than a few challenges in his life, and he appreciates the unique perspective they have given him.

“It was a challenge for me in high school because they didn’t provide interpreters,” Friends recalls. “I got involved in sports—track, basketball, baseball. My favorite was wrestling because the coach knew how to communicate with me using gestures and body language.”

His teachers knew about NTID/RIT, and they encouraged Friends to attend.

“It was a culture shock at first,” says Friends. “I had never seen another deaf person in my life, and never so many using

sign language. I asked my mother, ‘Am I in the right place?’ She said ‘Yes, this will be something new to learn.’”

While growing up, Friends learned aspects of the business his family owned. With that as a foundation, he took Accounting as his college major.

In 1988, Friends left RIT briefly because of financial reasons. For the next two years, he worked and continued his studies part-time, earning his associate degree in Applied Accounting from NTID in 1990. He went on to earn his bachelor of science degree in Business Management from another college in 1994.

“It was RIT that really changed my life,” says Friends.

“The explosion of language and communication allowed me to focus on my plans for the future.”

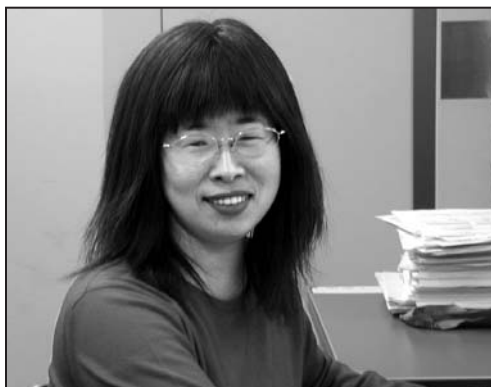
Friends worked for Booz-Allen and Hamilton as a financial analyst for four years and then ROH, Inc. as a budget analyst. For the past four years, he has been working for Litton/PRC, Inc., a subsidiary of Northrop Grumman. He’s been promoted three times and is currently a program control accountant. Friends’ responsibilities include research, analysis, and resolution of problem disbursements found on foreign military sales cases.

Residing in Charles Town, W.Va., Friends is married to Alice Ann McNulty. His hobbies include reading books and model railroading.



“As I reflect back,” says Friends, “what satisfies the most is that I received the best education from RIT. It led me to the right path in my career.”

Miho Ihara



When Congress enacted legislation allowing NTID to admit international students, the first class of students from seven countries arrived at RIT in the fall of 1990. Among this group of students was Miho Ihara. Born in Fukuoka, Japan, and raised in Tokyo, Ihara and her international classmates—in true NTID fashion—broke new

ground, venturing into a realm of opportunities theretofore reserved exclusively for deaf and hard-of-hearing Americans.

Ihara seemed destined to attend RIT. Her interests in high school included chemistry, health, and nutrition. She graduated from Haijima High School in Tokyo,

despite the fact that, at the time, sign language interpreters were virtually nonexistent in Japan.

“I wanted to earn a college degree in the medical field,” Ihara says, “but there weren’t interpreters for deaf people, and there was a law in Japan then forbidding deaf people to work as doctors, nurses, pharmacists, and medical technicians.”

Fortunately, her father’s work in Japan assigned him

to business in the United States, and at age 23, Ihara came to America.

“My dream continued to be that I would work in the medical field,” says Ihara. “I was really happy to get accepted at NTID into the Medical Records Technology program. It was the right program for me. I have very good memories of my NTID/RIT experience.”

As a student, Ihara earned numerous academic achievement awards. Her favorite activities were dance and skiing, and she was a member of the Bible Believers’ Club.

“I really liked all of the co-op experiences I had through RIT,” Ihara recalls. “It was wonderful to learn while I was working for a real company.”

Ihara graduated from RIT in 1994 and returned to Japan the next year. Since 1996, she’s

been working for the Olympus Optical Company’s Medical Systems Group, which produces medical digital imaging devices. Ihara translates international patents for medical devices from English to Japanese.

With new laws in Japan allowing skilled deaf people to gain work in medical fields, Ihara has earned two in a series of four national certifications in medical-engineering. She is currently studying for second-level certification.

“NTID has my heart,” says Ihara, “because RIT is where my dreams came true. I traveled all the way around the world to earn the skills and develop the self-determination that helps me enjoy the work I do today.

“If other deaf people have the ambitions that I did, NTID is a short journey to a long and happy life.”

Wendy Maruyama

In a world dominated by computers, communication, and technology, it's easy to take something as basic as wood and as functional as furniture for granted.

Wendy Maruyama does anything but. She uniquely shapes wood, adding bold colors to create pieces of furniture that are functioning works of art. In 1980, Maruyama was the first deaf student to graduate with a master of fine arts degree from RIT's School of American Crafts. Today, she is one of the world's most innovative and respected furniture artists and woodworking educators. Her artworks adorn permanent public and private collections throughout the world.

"I love the idea of making furniture that is an art form

rather than just another pretty object made of wood," says Maruyama. "On the outside you may get an immediate impression. When you open the doors and drawers of a cabinet or sit on a chair, you get to know it better. You may reveal a different persona that is not evident from the exterior. This, to me, is what makes furniture making so fun."

Guided through high school and into undergraduate studies by many talented teachers and artist role models, Maruyama was inspired by the works of acclaimed woodworker and sculptor Wendell Castle. When she entered RIT for graduate studies, Maruyama met Castle on several occasions when he was a faculty member at the State University of New York College at Brockport. They interact to

this day at conferences and at exhibits displaying each other's works.

"Wendy's works have a lively vocabulary," says Castle, now an RIT artist-in-residence. "She uses a lot of color, and her surface work includes many unusual shapes. She is very inventive."

Since 1989, Maruyama has been head of the Woodworking and Furniture Design Program at San Diego State University. Early in her career she was making 15-20 pieces of furniture a year. With her time divided between teaching and other responsibilities, Maruyama now averages six to eight pieces.

"I love what I'm doing," she says. "I'm blessed that so many others enjoy my art.

"Even though I have way too many balls in the air right now,



it's important for anyone starting out in art or any field to be prolific," Maruyama says. "This is especially true in order to keep your skills sharp and to understand what works and what doesn't."

Robert Haglund



Information Systems major—by way of Rochester, N.Y., California, Illinois, Vermont, and Virginia—followed his heart to Europe and into a career as a professional chef. A student in the Ecole Ritz Escoffier Cooking School in Paris, Haglund earned a Superior Diploma in French Cuisine and Pastry in December 2002.

"I enjoyed cooking when I was young," says Haglund. "As early as age 10, I watched Julia Child on TV and became interested in cooking and French culture."

Haglund graduated from Hinsdale South High School in 1980, and took courses at Northern Illinois University for three years before coming to RIT. He graduated from RIT's College of Business in 1988. That same

year, he married Roselyne Ader, originally from Marseille, France, and today the Haglunds live in Plaisir, outside of Paris, with their children.

"I had no trouble finding work after graduation," says Haglund. "I was a systems administrator at Kodak in Rochester, then I moved to California and worked for McDonell-Douglas as a computer operator, and later for the Internal Revenue Service as tax auditor and tax examiner."

Returning to Illinois in 1994 Haglund continued with the Internal Revenue Service, serving almost five years. On a leap of faith, he took on full-time work as prep cook at a restaurant in Virginia Beach, Va., which led him to pursue cooking studies full time in France.

"I am very thankful that God has given me this dream, and the ability to turn it into reality,"

Haglund says. "I believe that, with integrity, everything hard to do is possible, and dreams can come true."

After his training in France, Haglund hopes to return to the United States and work as a personal chef.

One of his French instructors, Chef Frederic Van Coppernelle, is impressed by Haglund's determination to become a professional chef.

"The professional cooking environment can be stressful and dangerous, and Robert knows that," says Van Coppernelle. "He's not allowing it to stop him. His ability to make others comfortable around him turns what might be difficult into a totally manageable situation.

"I admire people who are placed in challenging positions who don't hesitate to work hard for what they want. Robert is very clear, eager, and genuine."

N TID/RIT's deaf and hard-of-hearing graduates have earned their place in nearly every technical and professional occupation in the United States, and increasingly, in other countries around the world—like Robert Haglund, at right in the picture above, who today is in Paris, France.

A long way from his hometown of Naperville, Ill., the Business Administration/



Testing the Waters, Protecting the Environment

by Frank A. Kruppenbacher

Within the fragile ecosystem that sustains life on Earth, deaf and hard-of-hearing students at RIT are mastering important scientific and analytical skills to understand and protect the water, air, and food that people, plants, and animals need to survive and flourish.

Laboratory Science Technology (LST)—one of NTID's newer majors—prepares students who are interested in biology, chemistry, and life sciences for employment as technicians on the vanguard of a clean, balanced environment and a safe, quality food supply.

Lori Poole, of Brockport, N.Y., entered the LST program when it first opened to students in fall 2001.

"Environmental testing appeals to me," says Poole. "It's the area of LST I want to work in, because I want to do what I can to understand, nurture, and protect the environment. I care about it."

Zachary Young, of Midlothian, Va., hopes to work in food quality assessment and testing.

"I like the food science part of LST because I like to test and analyze foods for microorganisms or chemicals," Young says. "I think that food safety is becoming increasingly important today."

Poole, Young, and their classmates will be well prepared after they graduate to join other testing and assessment technicians in fields related to LST, and the employment outlook is bright.

The Bureau of Labor Statistics reports that employment in science technician and subgroup occupations in general is expected to increase 10-20 percent through 2010. The fastest job growth will be among biological technicians, followed by chemical, environmental,



In the lab and in the field LST student Holly Manring and instructor Todd Pagano analyze an environmental sample (photo above left). LST students Zachary Young and Lori Poole collect soil samples as instructor Todd Pagano coaches them on proper technique (photo above).

and agricultural technicians with at least two years of specialized training or an associate degree.

"We give students problems to solve that are similar to the kinds of work they will be doing after they graduate," says NTID/RIT Associate Professor Beverly DeNard. "In each scenario, students set up the equipment, run the experiment, and record and report their results."

"Hopefully we've set it up in such a way that it's fun and interesting for students to learn the terminology, instruments, and lab procedures and protocol," says Todd Pagano, instructional faculty and DeNard's colleague in NTID/RIT's Industrial and Science Technologies Department.

Students in NTID's LST program acquire a foundation of testing procedures in two different settings—the microbiology lab and the chemistry

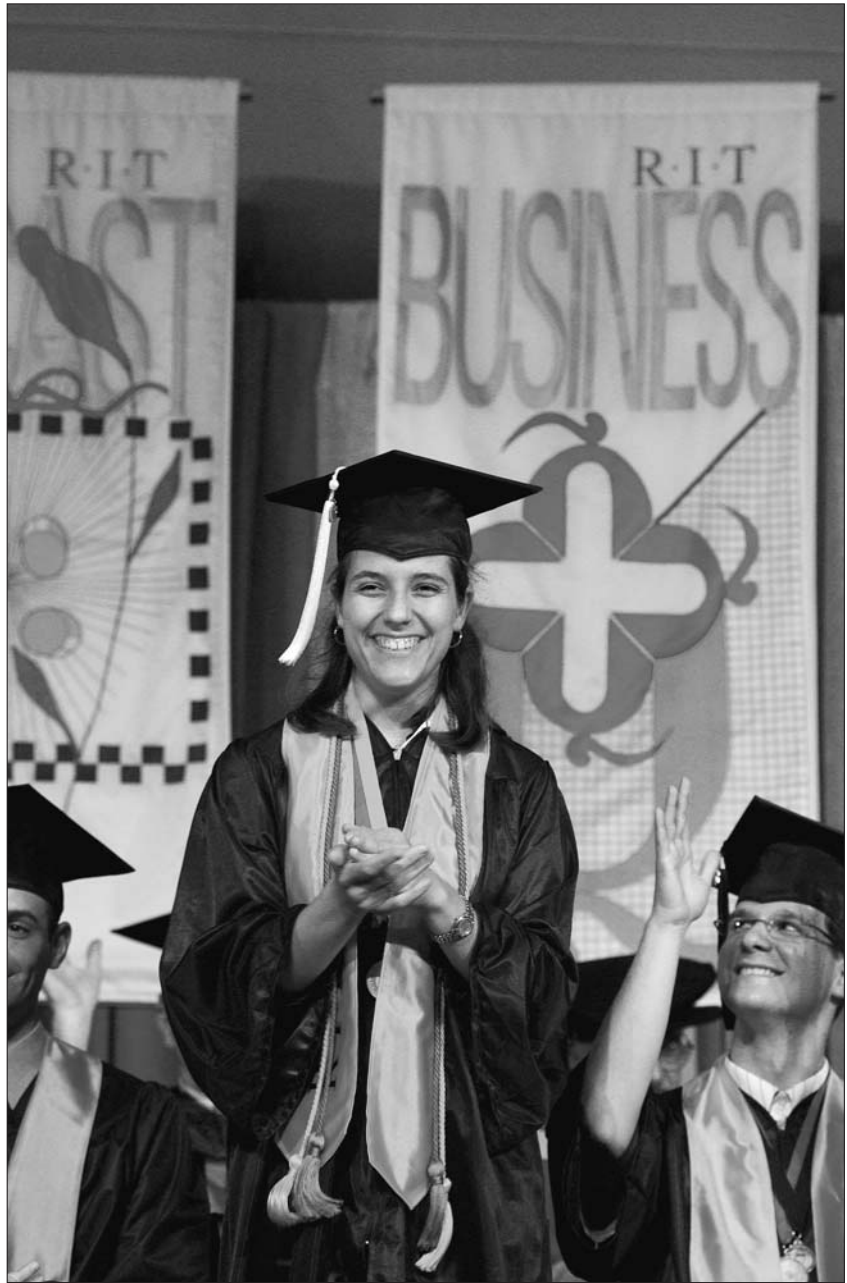
instrumentation lab. They receive hands-on experience using the latest equipment, including chromatography instruments, spectrophotometers, probes, and microscopes with digital imaging camera attachments.

"It's an exciting program, with many interesting and rewarding opportunities for graduates," says DeNard. "In addition to environmental and food testing, our students can find jobs in forensics, biotechnology, or raw materials and finished products testing."

LST students Steven Janosi, of Haledon, N.J. and Darren Engedahl, of Fox River Grove, Ill., say that the program satisfies them in many ways.

"LST has everything that appeals to me—chemistry, math, physics—it's a great program," says Janosi.

"All the teachers are very enthusiastic and highly interactive with us," says Engedahl, "and it motivates us to learn."



Congratulations to the Class of 2003! Jessica Petty, an Art and Computer Design graduate from Crestline, Ohio, was selected as the 2003 commencement delegate for NTID. In her commencement address, Jessica, who is planning to continue her education in RIT's Graphic Media program, encouraged fellow graduates to make the most out of life. "If you can keep going through anything, you will achieve great things," she said. "Now we're on our way, either out to the real world or perhaps continuing our education . . . Today we begin a new chapter, a new chapter of our future!"



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CHANGE SERVICE REQUESTED

A Window onto History Designed and created by Belgian artist Sander Blondeel in December 2002, this stained glass window, recently installed on the second floor of NTID's Lyndon Baines Johnson Building, depicts the 1965 signing of Public Law 89-36, which authorized the establishment of NTID.

In the foreground is U.S. President Lyndon Baines Johnson, for whom NTID's main building is named. Standing behind him are (left to right) Dr. D. Robert Frisina, founding director of NTID and vice president of RIT; Mary E. Switzer, commissioner of the Rehabilitation Services Administration, U.S. Department of Education; and Congressman Hugh L. Carey of New York.

Carey introduced the bill to enact PL 89-36 in the U.S. House of Representatives. Alabama Senator Lister Hill introduced an identical bill in the U.S. Senate, and both bills passed in 47 days. Carey, for whom the other NTID building on the RIT campus is named, subsequently served as a member of the NTID National Advisory Group.

