NTID Community & You

Guard Law Training July 2021
Agenda

- Introductions
- History & Mission of NTID
- NTID Demographics
- NTID’s Antiracism Plan & Some Demographics
- Deaf Culture
- Collaboration
- Resources
Introductions

- **Tim Albert**, Director of the NTID Student Life Team
- **Keven Poore**, Director of Substance & Addiction Intervention Services for the Deaf (SAISD)
- **Tommie Sarchet**, Assistant Dean & Director of the Center for International Educational Outreach
- **Kiersten Blankley**, Director of Student & Academic Services
NTID Student Life Team (SLT)

- Tim Albert, Director
- Scott Gentzke, Assistant Director
- Erin Clegg, Coordinator
- Sarah McCormick, Sr. Staff Assistant
- BL Williams, Coordinator
SAISD Team

Keven Poore
Director

Earl Allen
Senior
Staff
Specialist

Mistie Munton
Counselor

Jennifer Taylor
Counselor
Services

- Provide drug & alcohol information, education, prevention, intervention & referral services
- Provide drug & alcohol screenings
- Help advocate for accessible services
- Provide services off campus at other schools, agencies, clinics or sites that request our services
- Opportunities to talk about personal concerns or concerns about others related to alcohol, drug use or other addictive behaviors
Kiersten & Public Safety

- Receive all PS reports for deaf/hoh students
- Copied on all Student Conduct letters and oversees the NTID Liaisons who are at hearings
- Works closely with Crisis Interpreting Team
- Attends Student Behavior Consultation Team (SBCT)
- Reviews and follows up on Public Safety reports and TCRS as needed/appropriate
- Crisis response (hospitalizations, emergencies, etc)
RIT is proud to have been chosen by President Lyndon B. Johnson and the U.S. Congress in 1966 as the home of the National Technical Institute for the Deaf. In 2018, we celebrated our 50th year of educating deaf and hard-of-hearing students.
NTID Community Demographics
Student Enrollment:
1,129 TOTAL ENROLLMENT

Breakdown by Gender:
- 48% Male
- 52% Female

Breakdown by Geographic Region:
- 96% U.S.
- 46% Northeast
- 16% Midwest
- 16% West
- 18% South
- 4% International

Academics:
- 7% Graduate Degree Programs
- 3% Career Exploration Studies
- 14% ASL-English Interpretation
- 19% Career-Focused Associate Degree Programs
- 15% Associate+Bachelor’s Degree Programs
- 42% Bachelor’s Degree Programs

Student Access Services:
- Interpreting
  - In Classroom: 100,270
  - Outside Classroom: 45,014
- Captioning
  - In Classroom: 23,154
  - Outside Classroom: 2,824
- Notetaking: 47,181

73% Mainstream (PUBLIC + PRIVATE)
27% Schools for the Deaf
## Gender & Age Demographics

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Gender</td>
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</tr>
<tr>
<td>Male</td>
<td>59%</td>
<td>54%</td>
<td>63%</td>
<td>56%</td>
<td>51%</td>
</tr>
<tr>
<td>Female</td>
<td>41%</td>
<td>46%</td>
<td>37%</td>
<td>44%</td>
<td>49%</td>
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<tr>
<td>Mean Age at Entry</td>
<td>21</td>
<td>21</td>
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<td>20</td>
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## Ethnicity of Entering Students

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<thead>
<tr>
<th></th>
<th>FY 2017</th>
<th>%</th>
<th>FY 2018</th>
<th>%</th>
<th>FY 2019</th>
<th>%</th>
<th>FY 2020</th>
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<tbody>
<tr>
<td>Deaf and Hard-of-Hearing Undergrad and Grad Students</td>
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<td></td>
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<tr>
<td>American Indian or Alaska Native</td>
<td>*</td>
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<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
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<tr>
<td>Asian</td>
<td>27</td>
<td>9.3%</td>
<td>25</td>
<td>9.3%</td>
<td>27</td>
<td>11.3%</td>
<td>31</td>
<td>12.8%</td>
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<tr>
<td>Black or African American</td>
<td>22</td>
<td>7.6%</td>
<td>26</td>
<td>9.6%</td>
<td>31</td>
<td>12.9%</td>
<td>21</td>
<td>8.7%</td>
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<tr>
<td>Hispanic/Latino</td>
<td>53</td>
<td>18.3%</td>
<td>50</td>
<td>18.5%</td>
<td>46</td>
<td>19.2%</td>
<td>44</td>
<td>18.2%</td>
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<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
<td></td>
<td>*</td>
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</tr>
<tr>
<td>White</td>
<td>171</td>
<td>59.2%</td>
<td>153</td>
<td>56.7%</td>
<td>126</td>
<td>52.5%</td>
<td>131</td>
<td>54.1%</td>
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<tr>
<td>Two or More Races</td>
<td>10</td>
<td>3.5%</td>
<td>15</td>
<td>5.6%</td>
<td>10</td>
<td>4.2%</td>
<td>11</td>
<td>4.5%</td>
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<tr>
<td>Non-Resident Alien (International)</td>
<td>11</td>
<td></td>
<td>11</td>
<td></td>
<td>15</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Unknown Race/Ethnicity</td>
<td>5</td>
<td></td>
<td>8</td>
<td></td>
<td>4</td>
<td></td>
<td>1</td>
<td></td>
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<tr>
<td>Subtotal Minority Deaf and Hard-of-Hearing Undergrad and Grad Students</td>
<td>118</td>
<td>40.8%</td>
<td>117</td>
<td>43.3%</td>
<td>114</td>
<td>47.5%</td>
<td>111</td>
<td>45.8%</td>
</tr>
<tr>
<td>Subtotal Deaf and Hard-of-Hearing Undergrad and Grad Students</td>
<td>305</td>
<td></td>
<td>289</td>
<td></td>
<td>259</td>
<td></td>
<td>247</td>
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Students

- 42% Minority enrollment
- 45% Pell Eligible
Some General Information on DHH Population

- Misc & Deaf Culture/Community Stats
  - How many deaf/hoh born to hearing families? ~90%
  - How many families learn to sign? ~30%
  - Language deprivation impact on our students
    - “cognitive delays, mental health difficulties, lower quality of life, higher trauma, and limited health literacy” Hall (2017)
NTID Antiracism Plan
NTID Office of Diversity and Inclusion (ODI)

- Transform NTID into a more inclusive and diverse learning community

- Emphasis on access, success, and equity

- Strive to build a community (i.e. faculty, staff, students, alumni, and supporters of NTID) that values and promote inclusion and diversity
Student Experiences & Concerns

● Communication
  ○ Limited ability to communicate
    ■ Can You Read My Lips?
    ■ FlipSide - Lipreading (FB video)
  ○ Students decide mode of communication
  ○ Time pressure of interaction with Public Safety
  ○ Proceeding without an interpreter
  ○ Facial expressions are ASL grammar
  ○ Power imbalance
Student Experiences & Concerns

- **Physical Restraint**
  - Handcuffing in the back prevents signing

- **Representation**
  - Concerns about Public Safety officers not reflecting the student population in background and identity

- **Access**
  - Concerns about communication both ways
Antiracism and Social Justice Plan

- ASL: [NTID's Antiracism and Social Justice Plan](#)
- Website: [NTID’s Antiracism and Social Justice Plan](#) | [National Technical Institute for the Deaf](#) | [RIT](#)
Antiracism and Social Justice Plan

- **RIT/NTID community education and training to support ALANA community**

- 2. Continue working with RIT and **Public Safety** to provide enhanced training on working effectively with deaf, hard-of-hearing, and hearing ALANA members of the RIT/NTID community. In addition, because law enforcement is often called to scenes that involve mental and/or emotional health issues for which they may not be adequately trained, we will review the support already provided from **Student Affairs** for such calls and consider necessary modifications to ensure that Public Safety is properly trained in de-escalation strategies. Work with RIT and Public Safety to ensure rapid investigation and response to any reports of bias on the part of Public Safety.
Additional Demographics
International Students

• Current number of international students:
  49 representing 23 countries

• In total:
  291 international graduates representing over 60 countries

• Top Countries:
  Canada, India, China, Nigeria, Ghana, Jamaica, Japan, & Thailand
Comparing 2019 to 2020 on DRP

SVP 2019 Reading Levels N = 92

SVP 2020 Reading Levels N = 133
Deaf Culture
What You Need to Know

DEAF CULTURE is the set of social beliefs, behaviors, art, literary traditions, history, values, and shared institutions of communities that are influenced by deafness and which use sign languages as the main means of communication. Source: Wikipedia

NTID students may identify themselves as culturally Deaf, deaf, Deaf Blind, Deaf-Disabled, Hard of Hearing, or Late Deafened.
Deaf Culture Examples

- Eye Contact
- Facial Expressions
- Tap gently on the shoulder to get attention
- Hand waving
- Foot stomping
- Finger pointing at
- Hands/Signs

- ASL
- Videophone
- Interpreters
- Captioning
- Deaf events, clubs and organizations
Never Use These Words

- Hearing Impaired
- “deaf-mute”
- “deaf and dumb”
- Disabled
- Disability
- Handicapped
Another “ism”

- **Audism**
  An attitude similar to racism/sexism which judges, labels, and limits individuals on the basis of whether a person hears or speaks (Humphrey and Alcorn 1995:85)

Current research, not yet published, shows that 87% of hearing individuals have negative biases towards deaf people

https://youtu.be/FOnFFvb7ojs
Regional & International Differences

- One English word can have multiple ASL signs
  - Popcorn
  - Dangerous
  - Birthday

- Black ASL

- International & Regional Differences
  - Where a deaf person is born impacts their access to resources and the expectations of how they will serve/live in society
Conclusion
How Can We Work Together?

- **NTID & Public Safety Taskforce**
  - 3 Public Safety rep, 3 student rep, Kiersten

- **Student Behavior Consultation Team**

- **Understanding the Deaf/HoH Student Experience**

- **Attending NTID Events & Activities**
  - Pulse Happy Hour
  - NTID Student Congress
  - Club/Organization Events

- **Co-op/Internship Opportunities?**
  - Tiger Safe App, partnerships, new initiatives & projects
Questions?

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