



GALLAUDET
UNIVERSITY

ANNUAL REPORT OF ACHIEVEMENTS

October 1, 2016-September 30, 2017

FISCAL YEAR 2017






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OFFICE OF THE PRESIDENT

The Honorable Betsy DeVos
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary DeVos:

On behalf of Gallaudet University and the Laurent Clerc National Deaf Education Center (the "Clerc Center"), we are pleased to submit this Annual Report of Achievements for Fiscal Year 2017. This report is submitted in accordance with the requirements of the Education of the Deaf Act, which provides that we will submit an annual report regarding Gallaudet University's operations and academic mission, as well as the Clerc Center's operations and traditional mission activities of the elementary and secondary education programs.

Gallaudet's research, teaching, and innovation continue to impact higher education and issues of national importance, especially for deaf, hard of hearing, and disabled people.

- Gallaudet continues to serve as an important partner with federal agencies to enhance policy development, research, and translation of development into practice and policy. Gallaudet's Technology Access Program (TAP) was instrumental in facilitating consensus among consumers, industry, and policymakers that, with its research and patented technology, led to the Federal Communication Commission's order on replacing wireless TTYs with real-time text (RTT). TAP also participated in industry standards work on RTT. Finally, TAP is partnering with the private research sector to bring research expertise and community involvement to the FCC's research and development on relay services.
- Our Visual Language and Visual Learning (VL2) Lab and Brain & Language Lab for Neuroimaging (BL2) continues its groundbreaking research on early language acquisition and translation of research into digital applications including the use of avatars. It recently successfully piloted its RAVE ("Robot Avatar Thermal-Enhanced") prototype learning tool with infants. This tool holds promise to break the communication barrier that widely impacts many young children with minimal or no language and social interaction in early life

Our commitment is to the translation and meaningful application of research to broad practice. We are placing a greater emphasis on adaptive and digital learning, recognizing and building towards the future of higher education.

- Gallaudet was selected to participate in the Association of Chief Academic Officers Digital Fellows Program funded by the Bill & Melinda Gates foundation. The fellowship, awarded to only 30 Chief Academic Officers, provides information and resources to support faculty in the implementation of high quality digital courseware. Gallaudet's project, "From Course Redesign to Institutional Impact: Developing a Digital Teaching and Learning Initiative for Student Success at a Bilingual American Sign Language (ASL)/English University" will continue throughout Fiscal Year 2018.

On behalf of our students, faculty, staff, and alumni, I would like to thank the Department and Congress for the continued support for the good work being done at Gallaudet University and the Clerc Center.

With our appreciation and warm regards,

A handwritten signature in black ink, appearing to read "Roberta J. Cordano", is written over a circular stamp. The stamp contains the name "Roberta J. Cordano" and the title "President" in a serif font.

Roberta J. Cordano
President



More than 300 freshmen and transfer students were officially welcomed to Gallaudet University on August 23, 2017. The annual New Student Orientation (NSO) event kicked off with registration and a pep rally, bringing them a warm welcome by current students, staff, and faculty.

Photo by Zhee Chatmon

Fiscal Year 2018 Highlights

All of the data contained in this chapter was collected for the fall semester of Academic Year 2017-2018, which is the first quarter of Fiscal Year (FY) 2018. The data in subsequent chapters covers FY 2017. This chapter contains a variety of numeric tables highlighting the activities of Gallaudet during the current year. Included are data on enrollment, demographics of undergraduate and graduate students, home states of students, international students by country, and data on entering students—including ACT scores, applied/accepted/enrolled students, declared majors and minors.

Definitions of Terms Used

Academic career – Academic career is a student’s type of academic pursuit—graduate, undergraduate, professional studies, consortium, or English Language Institute.

Academic year – At Gallaudet, the academic year is considered to be the fall, spring, and summer (September 1 through August 30), unless otherwise noted. Academic Year is the calendar by which courses are offered.

Accepted – See “Admitted”

Admitted – A description of the subset of applicants offered admission to a degree-granting or certificate program.

Alumni – Students who were enrolled at Gallaudet for at least one semester.

Applied – A description of a prospective student who has completed an application for enrollment.

Bachelor of Arts in Interpretation (BAI) – The Bachelor of Arts in interpretation program is open to deaf, hard of hearing, and hearing undergraduates. Hearing undergraduates apply directly to the BAI program, and are not counted toward the hearing undergraduate cap, which limits the number of the entering class who may be hearing.

Census date – At Gallaudet the census date is the fifteenth calendar day, including weekends, from the first day of class in the fall and spring semesters, and is the day on which formal student counts are produced.

Clerc Center – The Laurent Clerc National Deaf Education Center is comprised of the Kendall Demonstration Elementary School (KDES), the Model Secondary School for the Deaf (MSSD), and the national mission of improving the quality of education afforded to deaf and hard of hearing students from birth to age 21 throughout the United States.

Cohort – A specific group of students established for tracking purposes, such as calculating retention and graduation rates. An example is the six-year graduation rate of the full-time, first-time freshmen cohort.

Completer – A student who receives a degree, diploma, certificate, or other formal award that is actually conferred.

Degree-seeking – For the purpose of this report, a student enrolled and pursuing a course of study for a formal degree or certificate program.

Distinct headcount – Enrollment determined by counting each student only once.

Dual program enrollment – Students enrolled in two or more programs. This may also include students completing a set of requirements for a second program while pursuing completion of their primary program.

English Language Institute (ELI) – The English Language Institute provides comprehensive immersion programs in English as a Second Language to international students.

Enrolled – Enrolled students are those registered in any course(s) offered by the university.

First-time freshman – A completely new student at the undergraduate level, including students enrolled in the fall term who attended college for the first time in the prior summer term, and including students who entered with advanced standing (college credits earned before graduation from high school).

Full-time – An undergraduate student enrolled for 12 or more semester credits or 24 or more contact hours a week during the fall, spring, or summer. Graduate students are considered full-time if they are enrolled in nine or more semester credits.

Graduate – A student who holds a bachelor’s degree or equivalent, and is taking courses at the post-baccalaureate level.

Graduates – Students who received a degree, certificate, or other formal award.

Graduation rate – Calculated, as required under the Student Right-to-Know Act, as the total number of completers within 150% of normal time divided by the number in the cohort; for example, those who complete a four-year degree within six years.

Hearing Undergraduate (HUG) – HUGs are hearing undergraduates enrolled in a degree-seeking undergraduate program, other than the Bachelor of Arts (BAI) program and Online Degree Completion Program (ODCP). Gallaudet adjusts

Fiscal Year 2018 Highlights

the slots for potential newly enrolled hearing undergraduate students, by increasing or decreasing the number of new applicants admitted, so that overall numbers of undergraduate students who are hearing, and in a program other than BAI or ODCP, does not exceed a 5% limit for FY 2013, 6% for FY 2014, 7% for FY 2015, and 8% for FY 2016. ODCP will be included in the HUGS count starting in FY 2019.

New to career – An individual who is a graduate student, undergraduate student, professional studies student, or English Language Institute student and is in one of these programs for the first time.

New to program – An individual in a course of study for the first time, regardless of whether the student is new or returning from another academic career or program.

Persistence – A measure of how many students return one semester from a previous term.

Professional Studies (PST) – An array of professional development and outreach programs and services designed to promote career development, advocacy and leadership abilities, and other life-long learning. Programs and courses may be offered for graduate, undergraduate, or non-degree professional studies credit and are held on-campus, online, or at sites across the United States through collaboration with sponsoring schools, programs, agencies, and Gallaudet regional centers.

Data in this annual report cover several different “years.” Primarily the report covers Fiscal Year 2017 (from October 1, 2016 to September 30, 2017). However, this one chapter (“FISCAL YEAR 2018 HIGHLIGHTS,”) covers the beginning quarter of fiscal year 2018. Both of these periods are shown in the table below.

Partial Calendar Year 2015 (by month)					Calendar Year 2016 (by month)												Calendar Year 2017 (by month)														
A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D			
Partial Fiscal Year 2015					Fiscal Year 2016												Fiscal Year 2017 (Note: This report primarily covers this time period.)												Partial Fiscal Year 2018 (Note: This chapter primarily covers this time period.)		
Academic Year 2015-2016						Academic Year 2016-2017						Partial Academic Year 2017-2018																			
Fall Semester 2015					Spring Semester 2016			Summer 2016		Fall Semester 2016						Spring Semester 2017			Summer 2017			Fall Semester 2017									

Program – A course of study within an academic career that leads toward a bachelor’s, master’s, doctorate, or first-professional degree, or resulting in credits that can be applied to one of these degrees.

Retention rate – The percentage of first-time bachelor’s (or equivalent) degree-seeking undergraduates from the previous fall who are enrolled in the current fall.

Second degree – An undergraduate student who has already received a bachelor’s degree, and is pursuing another bachelor’s degree.

Students of Color– Another term used for Traditionally Underrepresented Groups (TUG). A member of one of the following racial or ethnic groups: African American/Black, Asian, American Indian/Alaska Native, Native Hawaiian/ Other Pacific Islander, Hispanic/Latino, or Two or More.

Traditionally Underrepresented Groups (TUG) – Another term for Students of Color (SOC). A member of one of the following racial or ethnic groups: African American/Black, Asian, American Indian/Alaska Native, Native Hawaiian/ Other Pacific Islander, Hispanic/Latino, or Two or More.

Undergraduate – A student enrolled in a bachelor’s degree program.

Fiscal Year 2018 Highlights

Fall 2017 Census University and Clerc Center Enrollment

	Full-time	Part-time	TOTAL	% of Enrollment
Undergraduate Degree-seeking	1,074	37	1,111	
Freshmen	334	2	336	
Sophomores	237	1	238	
Juniors	243	5	248	
Seniors	250	27	277	
Second degree	10	2	12	
Undergraduate Non Degree-seeking		18	18	
TOTAL UNDERGRADUATE	1,074	55	1,129	59%
Graduate Degree-seeking	288	149	437	
Graduate Non Degree-seeking		12	12	
TOTAL GRADUATE	288	161	449	24%
English Language Institute	45		45	2%
TOTAL UNDERGRADUATE, GRADUATE, ELI & CONSORTIUM	1,407	216	1,623	
Kendall Demonstration Elementary School	103		103	
Model Secondary School for the Deaf	174		174	
TOTAL CLERC CENTER	277		277	15%
TOTAL UNDERGRADUATE, GRADUATE, ELI, & CLERC CENTER			1,900	100%
Professional Studies ¹		138	138	

¹Professional Studies students can enroll continuously throughout the semester. Therefore, the one-time snapshot of Professional Studies enrollment shown on this line does not provide an accurate picture. The snapshot of Professional Studies enrollment is used, however, in reporting enrollment in the Government Performance and Results Act (GPRA) Report.

Fiscal Year 2018 Highlights

Fall 2017 Degree-seeking Diversity by Career Level

	Undergraduate	Graduate	TOTAL
RACE/ETHNICITY			
International/Nonresident Alien	59	22	81
American Indian/Alaska Native	8	1	9
Asian	47	19	66
Black/African American	179	32	211
Hispanic of any race	98	50	148
Native Hawaiian/Other Pacific Islander	8		8
Two or more	49	11	60
White	569	250	819
Race and ethnicity unknown	94	52	146
GENDER			
Male	487	117	604
Female	624	312	936
Unknown		8	8
HEARING STATUS			
Deaf/Hard of hearing	979	203	1,182
Hearing	132	233	365
Unknown		1	1
ACADEMIC LOAD			
Full-time	1,074	288	1,362
Part-time	37	149	186
TOTAL FOR EACH CATEGORY	1,111	437	1,548

Fiscal Year 2018 Highlights

Fall 2017 Undergraduate Degree-seeking Diversity by Class Year

	Freshmen	Sophomores	Juniors	Seniors	Second Degree	TOTAL
RACE/ETHNICITY						
International/Nonresident Alien	13	11	11	18	6	59
American Indian/Alaska Native	4	0	2	2	0	8
Asian	13	10	10	12	2	47
Black/African American	66	45	30	37	1	179
Hispanic of any race	24	20	25	29	0	98
Native Hawaiian/Other Pacific Islander	4	2	1	1	0	8
Two or more	16	5	15	12	1	49
White	153	130	137	148	1	569
Race and ethnicity unknown	43	15	17	18	1	94
GENDER						
Male	149	117	109	107	5	487
Female	187	121	139	170	7	624
HEARING STATUS						
Deaf/Hard of hearing	320	226	215	207	11	979
Hearing	16	12	33	70	1	132
Hearing Undergraduate (HUG)	14	9	16	42	1	82
Non-HUG	2	3	17	28	0	50
ACADEMIC LOAD						
Full-time	334	237	243	250	10	1,074
Part-time	2	1	5	27	2	37
TOTAL FOR EACH CATEGORY	336	238	248	277	12	1,111

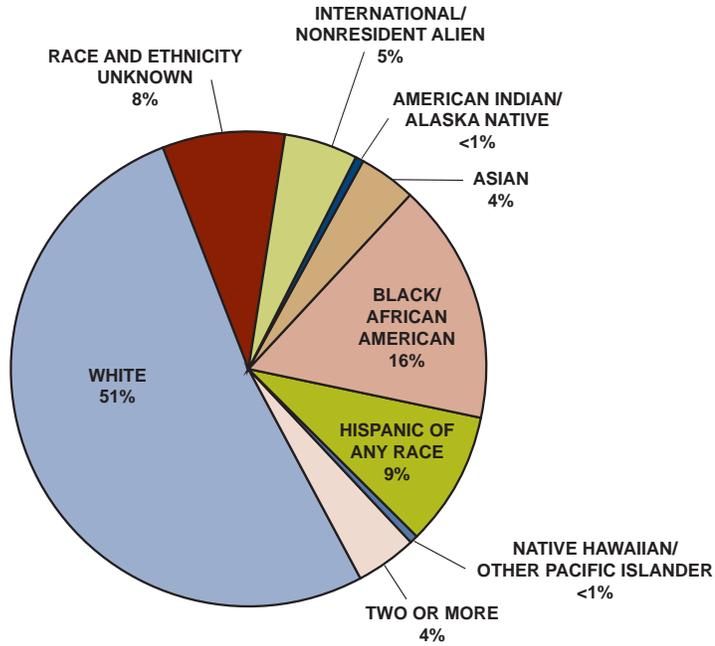
Fiscal Year 2018 Highlights

Fall 2017 Graduate Degree-seeking Diversity by Degree Level

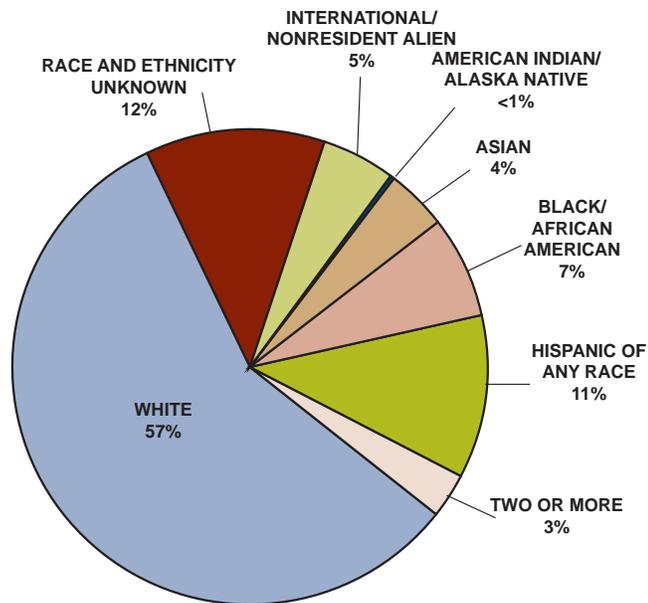
	Certificates	Masters	Specialists	Doctorates	TOTAL
RACE/ETHNICITY					
International/Nonresident Alien		17		5	22
American Indian/Alaska Native		1			1
Asian		15	1	3	19
Black/African American		18	3	11	32
Hispanic of any race		34	5	11	50
Native Hawaiian/Other Pacific Islander					0
Two or more		5	1	5	11
White	4	151	7	88	250
Race and ethnicity unknown		26	3	23	52
GENDER					
Male		80	4	33	117
Female	4	179	16	113	312
Unknown		8			8
HEARING STATUS					
Deaf/Hard of hearing	1	155	9	38	203
Hearing	3	112	11	107	233
Unknown				1	1
ACADEMIC LOAD					
Full-time		206	12	70	288
Part-time	4	61	8	76	149
TOTAL FOR EACH CATEGORY	4	267	20	146	437

Fiscal Year 2018 Highlights

Undergraduate Degree-seeking Fall 2017



Graduate Degree-seeking Fall 2017



Fiscal Year 2018 Highlights

Fall 2017 U.S. Degree-seeking Students by State/Territory

	Undergraduate	Graduate	TOTAL
Alabama	11	2	13
Alaska	1		1
Arizona	24	6	30
Arkansas	6		6
California	126	40	166
Colorado	12	3	15
Connecticut	10	7	17
Delaware	8		8
District of Columbia	36	50	86
Florida	60	31	91
Georgia	33	7	40
Guam			
Hawaii	7	2	9
Idaho	3	1	4
Illinois	26	6	32
Indiana	26	6	32
Iowa	1	2	3
Kansas	8	2	10
Kentucky	13	2	15
Louisiana	12	3	15
Maine	2	1	3
Maryland	114	55	169
Massachusetts	23	6	29
Michigan	15	7	22
Minnesota	23	3	26
Mississippi	12		12
Missouri	15	3	18
Montana	3		3

	Undergraduate	Graduate	TOTAL
Nebraska	6		6
Nevada	3	5	8
New Hampshire	4	2	6
New Jersey	31	13	44
New Mexico	7	7	14
New York	79	31	110
North Carolina	26	10	36
North Dakota	1		1
Ohio	25	6	31
Oklahoma	3	1	4
Oregon	6	4	10
Pennsylvania	22	21	43
Puerto Rico		2	2
Rhode Island	5		5
South Carolina	7	4	11
South Dakota	3		3
Tennessee	9	2	11
Texas	93	20	113
Utah	7		7
Vermont	1	2	3
Virginia	54	26	80
Virgin Islands			
Washington	17	11	28
West Virginia			
Wisconsin	11	3	14
Wyoming	1		1
Unknown	1		1
TOTAL	1,052	415	1,467

Fiscal Year 2018 Highlights

Fall 2017 International Degree-seeking Enrollment by Country

	Undergraduate	Graduate	TOTAL
Botswana	2		2
Brazil	1		1
Cameroon	1		1
Canada	14	5	19
Cayman Island	1		1
China	11		11
Egypt		1	1
Ethiopia		1	1
France		1	1
Hong Kong	1	1	2
Iceland		1	1
India		1	1
Iran (Islamic Republic Of)		1	1
Japan		2	2
Jordan	1		1
Kuwait	1		1
Malaysia		1	1
Mexico	1	1	2
Mongolia	1		1
Nigeria	4	1	5
Pakistan	1		1
Philippines		1	1
Russian Federation	1		1
Saints Kitts and Nevis	1		1
Saudi Arabia	13	2	15
Sri Lanka	1		1
Sweden		1	1
Taiwan, Province of China	1		1
United Arab Emirates	1		1
United Kingdom	1		1
Venezuela		1	1
TOTAL	59	22	81

Fiscal Year 2018 Highlights

Fall 2017 Degree-seeking Hearing Undergraduates

	2017
Hearing undergraduate (HUG)	82
Percentage of new undergraduate enrollment¹	7%
Bachelors of Interpretation (BAI)	53
Online Degree Completion Program (ODCP) ²	4
TOTAL HEARING STUDENTS³	132
Percentage of new undergraduate enrollment	12%

¹Hearing undergraduate (HUG) percentage cap is 8%, and this is the percentage used to compare against the cap percentage. Hearing students majoring in the Bachelors of Interpretation (BAI) program or the Online Degree Completion program are not required to be counted in the HUG cap.

²Hearing students enrolled in the Online Degree Completion program are not counted towards the Hearing Undergraduate (HUG) cap until Fall 2018.

³Bachelors of Interpretation (BAI) are not counted in the hearing undergraduate (HUG) cap. Hearing students may be enrolled as a Hearing Undergraduate (HUG) and major in Bachelors of Interpretation (BAI), therefore the counts may not add up to the total hearing students count.

Fall 2017 Hearing Undergraduate (HUG) Enrollment by Declared Majors

	2017
Biology	1
Business Administration	1
Communication Studies	3
Deaf Studies	2
Education	1
Government	2
International Studies	1
Interpretation	9
Physical Education and Recreation	2
Psychology	3
Self-Directed	2
Social Work	1
Spanish	1
Undeclared	55
TOTAL MAJORS DECLARED¹	84
TOTAL HEADCOUNT²	82

¹Dual program enrollments are included.

²HUG headcount includes students who haven't yet declared a major.

Fiscal Year 2018 Highlights

Fall 2017 Undergraduate Degree-seeking Enrollment Trend by Declared Majors and Minors

	Majors	Minors
Accounting	19	
American Sign Language	10	
Art		12
Art and Media Design	21	
Athletic Coaching		13
Biology		1
Biology, B.A.	1	
Biology, B.S.	15	
Business Administration	38	1
Chemistry		2
Chemistry, B.A.		
Chemistry, B.S.	5	
Communication Studies	35	3
Dance		4
Deaf Studies	22	5
Digital Media		
Economics & Finance		
Education	12	2
English	20	3
Family & Child Studies		29
French		
Government	30	2
Graphic Design		
History	10	2

	Majors	Minors
Information Technology	16	3
International Studies	24	
Interpretation	59	
Linguistics		18
Mathematics		2
Mathematics, B.A.	5	
Mathematics, B.S.	6	
Philosophy		
Photography		
Physical Education		
Physical Education & Recreation	37	
Psychology	37	8
Recreation and Sports Program		1
Risk Management and Insurance	10	1
Self-directed Major	4	
Social Work	47	
Sociology	5	3
Spanish	7	8
Studio Art		
Theatre Arts	8	3
Undeclared	642	
TOTAL PLAN ENROLLMENT¹	1,145	126
HEADCOUNT	1,111	118

¹Dual degree enrollments are included, but students who haven't declared a major are not; this is not a headcount.

Fiscal Year 2018 Highlights

Fall 2017 Graduate Degree-seeking Enrollment by Degree Program and Discipline

	2017
CERTIFICATES	
ASL/Deaf Studies	
ASL/English Bilingual Early Childhood Education	
Deaf and Hard of Hearing Infants, Toddlers, and Families	8
Deaf Students with Disabilities	3
CERTIFICATES TOTAL	11
MASTERS	
Counseling: Mental Health	10
Counseling: School	9
Deaf Studies	5
Deaf Education: Advanced Studies	4
Deaf Education: Special Programs	2
Education	19
International Development	16
Interpreting Practice/Research	25
Interpreting Research	1
Linguistics	16
Public Administration	50
Sign Language Education	39
Social Work	45
Speech-Language Pathology	31
Social Work	42
Speech-Language Pathology	29
MASTERS TOTAL	272

	2017
SPECIALISTS	
Deaf Education	3
School Psychology	17
SPECIALISTS TOTAL	20
DOCTORATES	
Audiology, Au.D.	43
Audiology, Ph.D.	1
Clinical Psychology	39
Critical Studies in the Education of Deaf Learners	10
Deaf Education	
Educational Neuroscience	7
Hearing, Speech, and Language Sciences	5
Interpretation	28
Linguistics	13
DOCTORATES TOTAL	146
TOTAL PROGRAM ENROLLMENT¹	449
HEADCOUNT	437

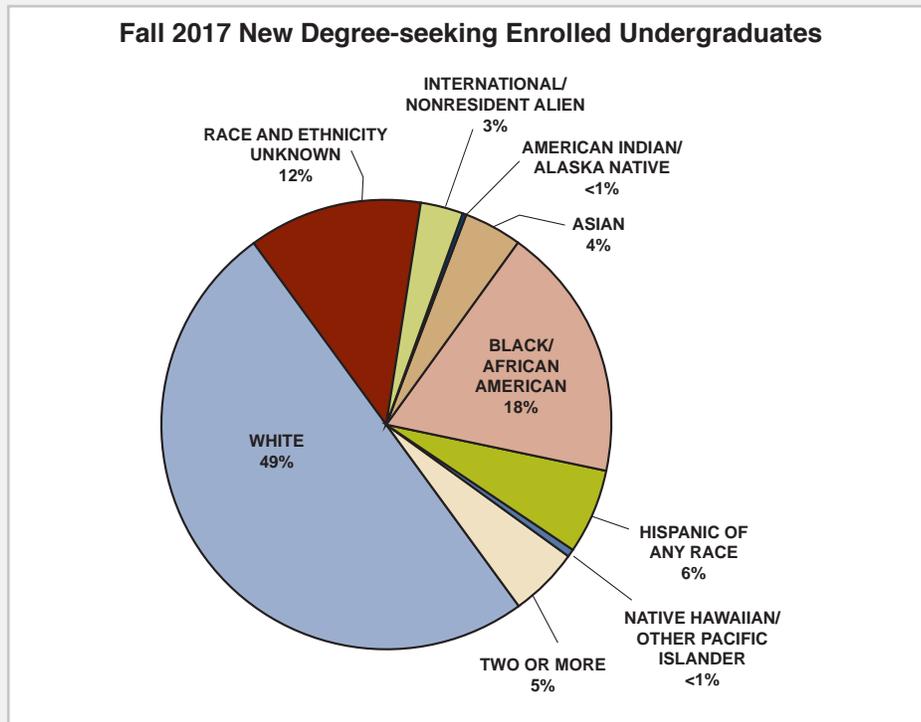
¹Dual program enrollments are included.

Fiscal Year 2018 Highlights

Fall 2017 New Undergraduate Degree-seeking by Applied, Admitted, and Enrolled

	Applied	Admitted	Enrolled
RACE/ETHNICITY			
International/Nonresident Alien	50	17	12
American Indian/Alaska Native	15	8	4
Asian	38	22	15
Black/African American	153	74	62
Hispanic of any race	29	25	22
Native Hawaiian/Other Pacific Islander	5	3	3
Two or more	40	27	17
White	345	238	170
Race and ethnicity unknown	135	68	41
GENDER			
Male	332	195	139
Female	478	287	207
HEARING STATUS			
Deaf/Hard of Hearing	658	419	291
Hearing	152	63	55
APPLICATION TYPE			
First-time Freshmen	582	344	247
Transfers	214	131	94
Second Degree	14	7	5
TOTAL FOR EACH CATEGORY	810	482	346

Fiscal Year 2018 Highlights



Fall 2017 New Undergraduate Degree-seeking Average ACT

	All New	First-time Freshmen
ENGLISH	15.3	15.3
MATH	17.4	17.5
READING	18.5	18.6

Fall 2017 New Degree-seeking Hearing Undergraduates

	2017
Hearing undergraduate (HUG)	33
Percentage of new undergraduate enrollment¹	10%
Bachelors of Interpretation (BAI)	19
Online Degree Completion (ODCP) ²	3
TOTAL HEARING STUDENTS	55
Percentage of new undergraduate enrollment³	16%

¹The percentage is not to be equated with the Hearing Undergraduate (HUG) cap of 8%, since the cap percentage is based on all undergraduate degree seeking students and this percentage is based on new undergraduate students.

²Hearing students enrolled in the Online Degree Completion program are not counted towards the Hearing Undergraduate (HUG) cap until Fall 2018.

³Bachelors of Interpretation (BAI) are not counted in the Hearing Undergraduate (HUG) cap. Hearing students may be enrolled as a Hearing Undergraduate (HUG) and major in Bachelors of Interpretation (BAI), therefore the counts may not add up to the total hearing students count.

Fiscal Year 2018 Highlights

Fall 2017 New-to-Graduate Career Degree-seeking Diversity by Applied, Admitted, and Enrolled

	Applied	Admitted	Enrolled
RACE/ETHNICITY			
International/Nonresident Alien	46	12	6
American Indian/Alaska Native	1	1	1
Asian	17	11	8
Black/African American	42	7	5
Hispanic of any race	69	32	27
Native Hawaiian/Other Pacific Islander	1		
Two or more	17	9	7
White	279	156	100
Race and ethnicity unknown	44	25	18
GENDER			
Male	124	64	51
Female	369	181	114
Unknown	23	8	7
HEARING STATUS			
Deaf/Hard of hearing	206	125	91
Hearing	309	128	81
Unknown	1		
TOTAL FOR EACH CATEGORY	516	253	172

Fiscal Year 2018 Highlights

Fall 2017 New-to-Program Degree-seeking Graduate Students by Applied, Admitted, and Enrolled

	Applied	Admitted	Enrolled
CERTIFICATES			
ASL/English Bilingual Early Childhood Education	1	1	
ASL/Deaf Studies	1		
Deaf and Hard of Hearing Infants, Toddlers, and Families	7	7	7
Deaf Students with Disabilities	6	5	2
MASTERS			
Counseling: Mental Health	20	8	6
Counseling: School	29	16	8
Deaf Education: Advanced Studies	7	5	3
Deaf Education: Special Programs	7	5	2
Deaf Studies	9		
Education	29	11	10
International Development	18	13	11
Interpretation	33	18	15
Linguistics	16	15	12
Public Administration	40	33	26
Social Work	29	16	14
Sign Language Education	67	46	35
Speech-Language Pathology	121	35	17
SPECIALISTS			
Deaf Education	7	3	2
School Psychology	9	9	6
DOCTORATES			
Audiology	77	37	14
Clinical Psychology	22	8	5
Critical Studies in the Education of Deaf Learners			
Educational Neuroscience	6	2	2
Hearing, Speech, and Language Sciences	3		
Interpretation	7		
Linguistics	9	6	5
TOTAL PROGRAM ENROLLMENT¹	580	299	202
HEADCOUNT	540	283	199

¹Dual program enrollments are included.



Students from GSR 210, “Exploration of African American art from the Harlem Renaissance to Today,” selected civil rights heroes and messages of inspiration to create their t-shirt designs, which reflected an understanding of the tears, trials and triumphs of African Americans. The exhibition, held at the Jordan Student Academic Center, was arranged by Amy Stevens, art, communication & theater professor.

Photo by Lorian Jones

About Gallaudet University

Gallaudet University is the world leader in liberal education and career development for deaf and hard of hearing students. The University enjoys an international reputation for the outstanding undergraduate and graduate programs it provides deaf, hard of hearing, and hearing students, as well as for the quality of the research it conducts on the history, language, culture, and other topics related to people who are deaf. In addition, the University’s Laurent Clerc National Deaf Education Center serves deaf and hard of hearing children at its two demonstration schools—Kendall Demonstration Elementary School and Model Secondary School for the Deaf—and throughout the country through its national mission by developing, implementing, and disseminating innovative educational strategies.

Gallaudet University was founded more than 150 years ago in 1864 by an Act of Congress (its Charter) which was signed into law by President Abraham Lincoln.

This introductory section includes: the Mission, Vision, and Credo statements, a brief history of the University, information on accreditations, a basic set of facts about the University, and a listing of the members of the Board of Trustees.

I. Mission Statement

Gallaudet University, federally chartered in 1864, is a bilingual, diverse, multicultural institution of higher education that ensures the intellectual and professional advancement of deaf and hard of hearing individuals through American Sign Language and English. Gallaudet maintains a proud tradition of research and scholarly activity and prepares its graduates for career opportunities in a highly competitive, technological, and rapidly changing world.

Approved by the Board of Trustees, November 2007



II. Vision Statement

Gallaudet University will build upon its rich history as the world's premier higher education institution serving deaf and hard of hearing people to become the university of first choice for the most qualified, diverse group of deaf and hard of hearing students in the world, as well as hearing students pursuing careers related to deaf and hard of hearing people. Gallaudet will empower its graduates with the knowledge and practical skills vital to achieving personal and professional success in the changing local and global communities in which they live and work. Gallaudet will also strive to become the leading international resource for research, innovation and outreach related to deaf and hard of hearing people.

Gallaudet will achieve these outcomes through:

- A bilingual learning environment, featuring American Sign Language and English, that provides full access for all students to learning and communication
- A commitment to excellence in learning and student service
- A world-class campus in the nation's capital
- Creation of a virtual campus that expands Gallaudet's reach to a broader audience of visual learners
- An environment in which research can grow, develop, and improve the lives and knowledge of all deaf and hard of hearing people worldwide.

Approved by the Board of Trustees, May 2009

Green Grow is Gallaudet University's student-led sustainability organization on campus. Members help care for and maintain the Hanson Plaza Garden. Anna Lim, G-'17, participates in preparing the garden for the fall 2016 planting.

Photo by Lorian Jones

III. The Gallaudet Credo

Gallaudet's Vision Statement expresses what the University aspires to become and achieve as the world's premier academic institution for deaf and hard of hearing people. Implicit in our vision are core values that serve as guiding principles for the way members of the campus community teach, study, work and live. The Gallaudet Credo identifies and realizes those core values.

The Gallaudet University campus community includes students, faculty, teachers and staff, all of whom share certain common goals and values that we all believe enrich our academic environment. The community's primary goal is to prepare students to be informed, literate, productive and responsible citizens. In pursuit of this goal, community members pledge to uphold the following values:

We believe that education is a dominant influence on our lives and recognize that learning is a lifelong quest. Therefore we will practice academic and personal integrity and work to create a positive and welcoming environment that is open to the free exchange of ideas among members of our community.

We believe that every person should be treated with civility and that our community is strengthened by the broad diversity of its members. Therefore, we will promote and applaud behaviors that support the dignity of individuals and groups and are respectful of others' opinions. We will especially discourage behaviors and attitudes that disrespect the diversity of individuals and groups for any reason including religion, race, ethnicity, gender, age, sexual orientation, disability, hearing status, or language and communication preference.

We believe that as members of the Gallaudet community we are the recipients of a proud and rich heritage, as well as contributors to and benefactors of our institution's bright future. Therefore, we will strive to bring credit to our community and ensure that the institution flourishes and succeeds in its mission.



More than 260 registrants from across the globe came to Gallaudet University to attend the 2017 Signed Language Interpretation and Translation Research Symposium, hosted by the Department of Interpretation and Translation (DOIT), from March 31 through April 1, 2017. This year's symposium was preceded the Deaf Translators Summit, also hosted by DOIT.

Photo by Zhee Chatmon

IV. History of Gallaudet

The first 100 years

In 1856, Amos Kendall, a postmaster general during two presidential administrations, donated two acres of his estate in northeast Washington, D.C. to establish a school and housing for 12 deaf and six blind students. The following year, Kendall persuaded Congress to incorporate the new school, which was called the Columbia Institution for the Instruction of the Deaf and Dumb and Blind. Edward Miner Gallaudet, the son of Thomas Hopkins Gallaudet, founder of the first school for deaf students in the United States, became the superintendent of the new school.

Congress authorized the institution to confer college degrees in 1864, and President Abraham Lincoln signed the bill into law. Edward Miner Gallaudet was made president of the institution, including the college, which that year had eight students enrolled. He presided over the first commencement in June 1869 when three young men received diplomas. Their diplomas were signed by President Ulysses S. Grant, and to this day the diplomas of all Gallaudet graduates are signed by the presiding U.S. president.

Through an act of Congress in 1954, the name of the institution was changed to Gallaudet College in honor of Thomas Hopkins Gallaudet.

A time of expansion

In 1969, President Lyndon Johnson signed an act to create the Model Secondary School for the Deaf (MSSD). That same year, the secretary of the U.S. Department of Health, Education and Welfare and Gallaudet President Leonard Elstad signed an agreement authorizing the establishment and operation of MSSD on the Gallaudet campus. A year later, President Richard Nixon signed the bill that authorized the establishment of Kendall Demonstration Elementary School. Today, the two schools are part of Gallaudet's Laurent Clerc National Deaf Education Center, which is devoted to the creation and dissemination of educational opportunities for deaf students nationwide.

By an act of the U.S. Congress, Gallaudet was granted university status in October 1986. Two years later, in March 1988, the Deaf President Now (DPN) movement led to the appointment of the University's first deaf president, Dr. I. King

Jordan, '70 and the Board of Trustees first deaf chair, Philip Bravin, '66. Since then, DPN has become synonymous with self-determination and empowerment for deaf and hard of hearing people everywhere.

In the 1990s, a generous contribution from the W.K. Kellogg Foundation enabled the University to construct the Kellogg Conference Hotel at Gallaudet University, which has become a popular venue for meetings, seminars, receptions, and other events for both on- and off-campus groups. Since then, additional buildings have been constructed, including the technology-rich Student Academic Center and, thanks to the generosity of James Lee Sorenson, chair of Sorenson Development, Inc., the James Lee Sorenson Language and Communication Center, a unique facility that provides an inclusive learning environment totally compatible with the visu-centric "deaf way of being."

The University's undergraduate students can choose from more than 40 majors leading to bachelor of arts or bachelor of science degrees. A small number of hearing undergraduate students—5% limit for FY 2013, 6% for FY 2014, 7% for FY 2015, and 8% for FY 2016—are also admitted to the University each year. Graduate programs at Gallaudet are open to deaf, hard of hearing, and hearing students and offer certificates and master of arts, master of science, doctoral, and specialist degrees in a variety of fields involving professional service to deaf and hard of hearing people.

Through the University Career Center, students receive internships that provide a wealth of experiential learning opportunities. Recent internships were offered at Merrill Lynch, National Aeronautics and Space Administration, National Institutes of Health, and the World Bank. Students also benefit from an array of services provided by such campus units as the Gallaudet Leadership Institute, Language Planning Institute, Hearing and Speech Center, Cochlear Implant Education Center, and the Center for International Programs and Services.

Gallaudet is also viewed by deaf and hearing people alike as a primary resource for all things related to deaf people, including: educational and career opportunities; open communication and visual learning; deaf history and culture; American Sign Language; research; and the impact of technology on the deaf community.

In January 2016, Roberta J. Cordano became the first woman to serve as president of Gallaudet University.

V. Institutional Name

Since 1864, when President signed the enabling legislation to authorize the establishment of a college for deaf and hard of hearing students in Washington, D.C., all of the diplomas and degrees conferred by the institution have been signed by the President of the United States. These pages provide a pictorial retrospective of this unique honor bestowed upon this institution's graduates as well as a chronology of the names of the University since its founding.

1. The **Columbia Institution for the Instruction of the Deaf and Dumb and Blind** was incorporated in 1857, with Edward Miner Gallaudet serving as the school's president.
2. The **National College for the Deaf and Dumb** was established seven years later in 1864 with the signing of its charter by President Lincoln.
3. The **National Deaf-Mute College** became the name of the college one year later in 1865 when blind students were transferred to the Maryland Institution for the Blind. This name remained in effect until 1893.
4. The **Columbia Institution for the Deaf and Dumb** became the corporate name in 1865, including both the **National Deaf-Mute College** and the **Primary Department**.
5. The **Kendall School** became the name of the **Primary Department** in 1885, in honor of Amos Kendall, the philanthropist who initially donated the land for the establishment of the school.
6. **Gallaudet College** became the name in 1894 and remained the name until 1985. This renaming honored the Rev. Thomas Hopkins Gallaudet, the father of Edward Miner Gallaudet.
7. The **Columbia Institution for the Deaf** became the corporate name in 1911.
8. **Gallaudet College** became the corporate name in 1954.
9. The **Model Secondary School for the Deaf (MSSD)**, authorized by Congress in 1966, opened on campus in 1969.
10. The **Kendall Demonstration Elementary School (KDES)** became the name of the Kendall School in 1970 with the signing of Public Law 91-587 by President Richard Nixon.
11. **Gallaudet University** became the name of **Gallaudet College** in 1986, and has remained the name to the present, when President Ronald Reagan signed the Education of the Deaf Act (Public Law 99-371).
12. Today, the **Laurent Clerc National Deaf Education Center** is comprised of **KDES, MSSD**, and the school's national mission to improve the quality of education provided to deaf and hard of hearing students across the United States.

The 21st annual Alumni Basketball Madness event, held on February 4, 2017, brought alumni to support the men and women's teams. Prior to the games, alumni mingled, played a trivia game covering historical athletic facts, and enjoyed a performance by the Bison Song team. President Cordano participated in the event and met with players from both teams.

Photo by Zhee Chatmon



VI. Fast Facts

Location

800 Florida Avenue, NE, Washington DC 20002

Website

www.gallaudet.edu

Founded

Gallaudet University, the world's only university in which all programs and services are specifically designed to accommodate deaf and hard of hearing students, was founded in 1864 by an Act of Congress (its Charter), which was signed into law by President Abraham Lincoln.

Programs

Deaf and hard of hearing undergraduates can choose from more than 40 majors leading to a bachelor of arts or bachelor of science degree. The University also admits a small number of hearing, degree-seeking undergraduate students—6% limit for FY 2014, 7% limit for FY 2015, and 8% limit for FY 2016. Undergraduate students also have the option of designing their own majors, called “self-directed majors,” in which they select classes from a variety of departments at Gallaudet or take courses offered at 12 other institutions of higher learning that are members of the Consortium of Universities of the Washington Metropolitan Area.

Graduate programs, open to deaf, hard of hearing, and hearing students, include a master of arts and a master of science degree, specialist degree, certificates, and doctoral degrees in a variety of fields involving professional service provision to deaf and hard of hearing people.

Gallaudet University offers exemplary educational programs to deaf and hard of hearing students at all learning levels. The Kendall Demonstration Elementary School (KDES) serves infants and their parents and continues service through the eighth grade. The Model Secondary School for the Deaf (MSSD) offers programs for students in grades nine through 12. Both of these schools [KDES and MSSD] are part of the

Laurent Clerc National Deaf Education Center, which has a federal mandate to serve the nation by developing and disseminating innovative curriculum, materials, and teaching strategies to schools and programs nationwide.

Public Service

Last year, Gallaudet served tens of thousands of individuals through conferences, leadership institutes, professional studies and extension courses, sign language classes, ASL/English bilingual education, enrichment and youth programs, international programs, and its regional centers (East—Northern Essex Community College, Mass.; Midwest—John A. Logan College, Ill.; South—Austin Community College, Texas; West—Ohlone College, Calif.; and Pacific Initiatives—Gallaudet University Office of National Outreach, Washington, D.C.).

In fulfilling its national service role via training and technical assistance, information dissemination, and exhibits and performances, the Clerc Center served tens of thousands of individuals and disseminated over 100,000 products and publications this year.

Technology

Gallaudet is a leader in uses of technology in its academic programs and services. Approximately 94 percent of courses at Gallaudet have an online component and nearly all students take at least one course using an online learning system. Such technology integration is higher than the average of universities nationwide. Many courses make extensive use of video, including video recordings of classes. Students are encouraged to bring a computer to campus, and popular software is available at a discounted price.

For students interested in technology careers, majors in graphic arts, digital media, computer science, and computer information systems are available. Students have access to two central computer labs, as well as more than 15 departmental computer labs. Most classrooms are outfitted with computers and the latest technologies. All buildings on campus have wireless network access.

About Gallaudet University

Research

Gallaudet is committed to serving the world as the epicenter of research, development, and outreach leading to advancements in knowledge and practice for deaf and hard of hearing people and all humanity. Faculty, often alongside students, pursue a full range of research interests related to their academic disciplines. Through collaboration and grant writing, research at Gallaudet takes place in academic departments, as well as Gallaudet's dedicated research units:

- The National Science Foundation's Science of Learning Center on Visual Language and Visual Learning advances learning involving how aspects of higher cognition are realized through vision.
- The Brain and Language Laboratory for Neuroimaging conducts neuroimaging and behavioral studies that provide knowledge about biological mechanisms and environmental factors that make possible the human capacity to learn and convey language and achieve reading mastery.
- The Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing is a national project funded by the United States Department of Health and Human Services, National Institute on Disability, Independent Living, and Rehabilitation Research in the Administration of Community Living. The objective of the project is to conduct research programs that promote technological solutions to problems confronting people who are deaf or hard of hearing.
- The Technology Access Program conducts research related to communication technologies and services, with the goal of producing knowledge useful to industry, government, and deaf and hard of hearing consumers in the quest for equality in communications.
- The Drs. John S. and Betty J. Schuchman Deaf Documentary Center educates students in the documentary arts, explores the lives of deaf people, and cultivates awareness of human diversity through shared fieldwork,

stories, and scholarship. The Gallaudet University Museum, which collaborates with the Schuchman Center, presents the heritage of the evolving Deaf community and traces the historic roots of the University.

An online database, "Research and Scholarly Achievement at Gallaudet University," research.gallaudet.edu/ara, provides full access to a wide range of research projects and scholarly and creative achievements, including publications, presentations, exhibits, and performances by the University community.

In addition, the Research Support component of the Office of Research Support and International Affairs supports researchers by providing editorial assistance for research grant proposals by early-career researchers, particularly those for whom English is not their native language; making available methodological consultation for faculty and staff to facilitate all phases of their research; maintaining REDCap, a robust scientific data collection tool that is available free of charge for anyone on campus; facilitating scholarly opportunities through the International Visiting Researcher Program, which accommodates a limited number of professors, researchers, and specialists from other countries at Gallaudet each year; and promoting the University's research through the Research at Gallaudet newsletter and the annual Research Expo.

Research Support also oversees the Priority Research and Small Grants programs, provides access to the archived Annual Survey of Deaf and Hard of Hearing Children and Youth, conducts research on language planning, and reports to U.S. federal government agencies on the University's contributions to research and scholarship.

The Office of Sponsored Programs provides services and support to Gallaudet faculty and staff seeking outside funding for projects of benefit to the Gallaudet community.

The University's Institutional Review Board comprises 18 members representing various components of the campus and community who review research involving human subjects to assure the protection of their rights and welfare.

About Gallaudet University

Enrollment

In the fall of academic year 2017-2018, the institution experienced the following enrollments:

UNIVERSITY	
Undergraduate (degree/non-degree, full- and part-time)	1,129
Graduate (degree/non-degree, full- and part-time)	449
English Language Institute/Consortium	45
UNIVERSITY SUBTOTAL	1,623
CLERC CENTER	
Kendall Demonstration Elementary School	103
Model Secondary School for the Deaf	174
CLERC CENTER SUBTOTAL	277
TOTAL FALL ACADEMIC YEAR 2017-2018 ENROLLMENT	1,900

In addition, on the fall census date, we had 138 students enrolled in Professional Studies activities.

International students comprise five percent of the degree-seeking student body.

Annual University Tuition and Room and Board (Academic Year 2017-2018)

Tuition and room and board are charged as below. Additional charges are applied for student activities and health-related fees. For a full explanation of the details of all charges, including those below, refer to the Gallaudet University website.

	Undergraduate	Graduate
U.S. Student Tuition ¹	\$16,032	\$17,640
International Student Tuition (non-developing countries) ¹	\$32,064	\$35,280
International Student Tuition (developing countries) ¹	\$24,048	\$26,460
Room and Board	\$13,744	\$13,744

¹Does not include unit or health service fees.

No tuition is charged for students at Kendall Demonstration Elementary School or the Model Secondary School for the Deaf.

Alumni

Gallaudet University has more than 20,000 alumni around the world. The Gallaudet University Alumni Association, organized in 1889, has 53 chapters.

According to a survey conducted by the University, 96 percent of the undergraduate student respondents who graduated between December 2014 and August 2015 are either employed or furthering their education. Ninety-nine percent of the survey respondents who graduated with graduate degrees during the same time frame are employed or furthering their education.

Seventy-nine percent of Model Secondary School for the Deaf students who graduated in 2016 are in postsecondary education, training programs, or employed within one year after graduation.

Fundraising

Gallaudet welcomes tax-deductible contributions from individuals, businesses, foundations, and organizations in support of University initiatives and priorities, including scholarships, program enhancements and development, and renovation projects. For more information about philanthropic support for Gallaudet, including opportunities to make a gift in memory or in honor of a loved one, please visit the Development Office website at giving.gallaudet.edu.

Employees

The University and the Clerc Center have 934 employees, 499 of whom are deaf or hard of hearing. A total of 240 employees are faculty members or teachers.

Funding

Total revenues and other support for FY 2017 were \$183,434,350.

Endowment

As of the end of FY 2017, the University's endowment was approximately \$179.1 million.

About Gallaudet University

Community Impact

Gallaudet is one of the area's largest businesses, with direct salaries, wages, and benefits totaling more than \$115.6 million in FY 2017. The University spent another \$65.2 million on goods and services, and \$12.3 million on capital improvements.

Since 2012, Gallaudet has constructed two new residence halls and renovated 12 buildings. In 2013, the District of Columbia's Zoning Commission approved the Gallaudet University 2022 Campus Plan, the University's vision for campus development for 2012 to 2022.



On May 8, 2017, the National Science Foundation-Gallaudet Science of Learning Center, Visual Language and Visual Learning (VL2) team hosted its second annual Knowledge Festival. The Knowledge Festival showcased the Center's scientific discoveries and its transformative translation products from the entire year. VL2 is led by Dr. Laura-Ann Petitto, co-principal investigator and science director, and Dr. Thomas Allen, co-principal investigator.

Photo by Kennesha Baldwin

VII. Accreditation

Gallaudet University is accredited by:

Middle States Commission on Higher Education
(MSCHE)
http://msche.org/institutions_view.asp?idinstitution=237
2624 Market Street, Second Floor West
Philadelphia, PA 19104
Telephone: (267) 284-5000
E-Mail: info@msche.org

The Middle States Commission on Higher Education is a regional institution accrediting agency recognized by the US Secretary of Education and Council for Higher Education Accreditation.

Many of the University's programs are also accredited by professional accrediting bodies, including:

- American Psychological Association (APA)
- American Speech-Language-Hearing Associations Council on Academic Accreditation (ASHA/CAA)
- Association of collegiate Business Schools and Programs (ACBSP)
- Council on Accreditation of Counseling and Related Programs (CACREP)
- Council on Social Work Education (CSWE)

Our Deaf Education program is accredited by the Council on the Education of the Deaf (CED)

Programs that prepare graduates to be a licensed professional in school are approved by the District of Columbia State Education Agency (SEA).

These same programs, along with the master's in School Social Work programs, are part of Gallaudet's Educator preparation program which is accredited by the National Council of the Accreditation of Teacher Education (NCATE).

In addition, many programs are reviewed by the following specialized professional associations (SPAs) as part of NCATE's reaccreditation process:

- Association for Childhood Education International (ACEI)
- Council for Exceptional Children (CEC)
- National Association for the Education of young Children (NAEYC)
- National Association of School Psychologists (NASP)
- National Council for Social Studies (NCSS)
- National Council of Teachers of English (NCTE)
- National Council of Teachers of Mathematics (NCTM)
- National Science Teachers Association (NSTA)

The Kendall Demonstration Elementary School and the Model Secondary School for the Deaf are the demonstration schools of the Laurent Clerc National Deaf Education Center at Gallaudet University. Both schools are accredited by two organizations: The Middle States Association of Colleges and Schools (MSA), and the Conference of Educational Administrators of the Schools and Programs for the Deaf (CEASD).

VIII. Board of Trustees

Executive Committee



Tiffany Williams, '89
Chair
Washington



Claire Bugen
Vice Chair
Texas



Duane Halliburton, '85
Secretary
Maryland



Seth Bravin, '96
Member-at-Large
Maryland



Jeffrey L. Humber, Jr.
Member-at-Large
Washington, D.C.



President Roberta J.
Cordano, J.D.
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Canada



Jose "Pepe" Cervantes, '05
Washington, D.C.



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South Africa



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Maryland



James F.X. Payne
Washington, D.C.

Public Members



The Honorable G.K. Butterfield
North Carolina



The Honorable Sherrod Brown
Ohio



The Honorable Kevin Yoder
Kansas



The Gamma Iota Sigma (GIS) International Risk Management, Insurance and Actuarial Science Collegiate Fraternity chartered its Gamma Alpha chapter at the Gallaudet University Museum on March 29, 2017. Zachary D. Israel, Gamma Alpha's first president, signed the GIS charter, officially installing the chapter.

Photo by: Zhee Chatmon

Performance Requirements

The Education of the Deaf Act (EDA) states that Gallaudet University will provide "...an annual report" to the Secretary of the U.S. Department of Education and to committees of the Congress; this entire document satisfies that requirement. In addition the EDA also details requirements of that reporting. In this section of the annual report, we quote the relevant reporting requirements of the EDA and cross-reference the relevant submittal of material in this document or in separate documents.

In addition, Gallaudet University does other major required reporting of annual performance indicators established for the University by the U.S. Department of Education under the Government Performance and Results Act of 1993. That report, previously submitted to the Department, is also included in this section of the annual report.

I. Education of the Deaf Act Reporting Requirements

The material below is quoted directly from section 4354 of the Education of the Deaf Act entitled “Reports.” For each item, a cross-reference is indicated describing where the required material can be found. Wording from this section of the EDA that does not apply to Gallaudet has been removed and an ellipsis (...) has been substituted.

Note that a separate chapter of this report on the Laurent Clerc National Deaf Education Center (Clerc Center) contains the details of the reporting required by the EDA for the Clerc Center.

From the EDA

“The Board of Trustees of Gallaudet University ... shall prepare and submit an annual report to the Secretary, and to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate, not later than 100 days after the end of each fiscal year, which shall include the following:

- (1) “The number of students during the preceding academic year who enrolled and whether these were first-time enrollments, who graduated, who found employment, or who left without completing a program of study, reported under each of the programs of the University (elementary, secondary, undergraduate, and graduate) ...”

Refer to the next section of this chapter, *Government Performance and Results Act Report*. (Additional information is available in the chapter entitled *Strategic Plan Priority Three: Student Success*.)

- (2) “For the preceding academic year, and to the extent possible, the following data on individuals who are deaf and from minority backgrounds and who are students (at all educational levels) or employees:

- A. “The number of students enrolled full- and part time.”

Refer to the next section of this chapter, *Government Performance and Results Act Report*. (Additional information is available in the chapter entitled *Strategic Plan Priority Three: Student Success*.)

- B. “The number of these students who completed or graduated from each of the educational programs.”

Refer to the next section of this report, *Government Performance and Results Act Report*. (Additional information is available in the chapter entitled *Strategic Plan Priority Three: Student Success*.)

- C. “The disposition of these students on the date that is one year after the date of graduation or completion of programs ... at the University and its elementary and secondary schools in comparison to students from non-minority backgrounds.”

Refer to the next section of this report, *Government Performance and Results Act Report*. (Additional information is available in the chapter entitled *Strategic Plan Priority Three: Student Success*.)

- D. “The number of students needing and receiving support services (such as tutoring and counseling) at all educational levels.”

Detailed information is available on these support services, for Gallaudet University and the Clerc Center and is provided in the chapter entitled *Strategic Plan Priority Three: Student Success* and *Laurent Clerc National Deaf Education Center (Clerc Center)* respectively.

- E. “The number of recruitment activities by type and location for all educational levels.”

Refer to the chapter entitled *Strategic Plan Priority Three: Student Success*.

- F. “Employment openings/vacancies and grade level/type of job and number of these individuals that applied and that were hired.”

Refer to the chapter entitled *Strategic Plan Priority Six: Strengthening and Diversifying Revenue Streams*.

- G. “Strategies (such as parent groups and training classes in the development of individualized education programs) used by the elementary and secondary programs and the extension centers to reach and actively involve minority parents in the educational programs of their children who

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are deaf or hard of hearing and the number of parents who have been served as a result of these activities.”

Detailed information is available on these strategies for the Clerc Center and is provided in the chapter *Laurent Clerc National Deaf Education Center (Clerc Center)*.

- (3) “(A) summary of the annual audited financial statements and auditor’s report of the University, as required under section 4353 of this title ...”

Refer to our audited financial statements, submitted separately.
- (4) “For the preceding fiscal year, a statement showing the receipts of the University ... and from what Federal sources, and a statement showing the expenditures ... by function, activity, and administrative and academic unit.”

Refer to our audited financial statements, submitted separately.
- (5) “A statement showing the use of funds (both corpus and income) provided by the Federal Endowment Program under section 4357 of this title.”

Refer to our audited financial statements, submitted separately.
- (6) “A statement showing how such Endowment Program funds are invested, what the gains or losses (both realized and unrealized) on such investments were for the most recent fiscal year, and what changes were made in investments during that year.”

Refer to our audited financial statements, submitted separately.
- (7) “Such additional information as the Secretary may consider necessary.”

From the EDA on Research

- (a) “Research priorities
“Gallaudet University ... shall ... establish and disseminate priorities for [its] national mission with respect to deafness related research, development, and demonstration activities that reflect public input, through a process that includes consumers, constituent groups, and the heads of other federally funded programs. The priorities for the University shall include activities conducted as part of the University’s elementary and secondary education programs under section 4304 of this title.

Refer to the chapter *Strategic Plan Priority Five: Academic Vitality and Strategic Positioning*.
- (b) “Research reports “The University ... shall each prepare and submit an annual research report, to the Secretary, the Committee on Education and Labor of the House of Representatives, and the Committee on Health, Education, Labor, and Pensions of the Senate, not later than January 10 of each year, that shall include—
 - (1) “a summary of the public input received as part of the establishment and dissemination of priorities required by subsection (a) of this section, and the University’s ... response to the input; and”

Refer to the chapters *Strategic Plan Priority Five: Academic Vitality and Strategic Positioning* and *Laurent Clerc National Deaf Education Center (Clerc Center)*.
 - (2) “a summary description of the research undertaken by the University ..., the start and projected end dates for each research project, the projected cost and source or sources of funding for each project, and any products resulting from research completed in the prior fiscal year.”

Refer to the chapter *Strategic Plan Priority Five: Academic Vitality and Strategic Positioning*; this summary has been incorporated into the annual report.

Performance Requirements

II. Government Performance Results Act Report

This section contains the performance indicators for both the University and for the Clerc Center for FY 2017, as submitted to the U.S. Department of Education. This material was submitted as specified in the Government Performance Results Act (GPRA) of 1993. The purposes of the act, paraphrased here, are to: hold Federal agencies accountable for achieving results; set goals, measure performance, and reporting publicly

on progress; improve effectiveness and public accountability; help Federal managers improve services; improve Congressional decision making on Federal programs; and improve internal management of the Federal Government. (For additional information, refer to the Office of Management and Budget’s website at: www.whitehouse.gov/omb/mgmt-gpra/gplaw2m.)

Program Goal

To challenge students who are deaf, graduate students who are deaf, and graduate students who are hearing to achieve their academic goals and obtain productive employment, and provide leadership in setting the national standard for best practices on education of the deaf and hard of hearing.

Objective 1 of 4:

The University Programs and the Model Secondary School for the Deaf and the Kendall Demonstration Elementary School will optimize the number of students completing programs of study.

Measure 1.1 of 12: The number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University. (Desired direction: increase)			
Year	Target	Actual (or date expected)	Status
2003	Not available.	1,099	Historical Actual
2004	Not available.	1,120	Historical Actual
2005	Not available.	1,098	Historical Actual
2006	Not available.	1,174	Historical Actual
2007	Not available.	1,101	Historical Actual
2008	1,180.0	973	Target Not Met
2009	1,020.0	927	Target Not Met
2010	1,020.0	1,002	Target Not Met but Improved
2011	1,020.0	1,012	Target Not Met but Improved
2012	1,020.0	1,029	Target Exceeded
2013	1,020.0	1,045	Target Exceeded
2014	1,020.0	1,006	Target Not Met
2015	1,020.0	951	Target Not Met
2016	1,020.0	959	Target Not Met but Improved
2017	1,020.0	1,082	Target Exceeded
2018	1,020.0	1,074	Target Exceeded
2019	1,020.0	(October, 2018)	Pending

Performance Requirements

Source. Gallaudet University, Office of Institutional Research, Data Warehouse.

Frequency of Data Collection: Annual

Data Quality. Gallaudet University reported a total of 1,074 full-time, degree-seeking undergraduate students enrolled in the fall of 2017 (FY 2018), a decrease of students from the previous year. The number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University include students who are deaf and hard of hearing, as well as hearing

undergraduate students (HUGS) and hearing undergraduate students in the bachelors of interpretation. This measure does not include part-time students or non-degree seeking undergraduate students. This measure is consistent with Integrated Postsecondary Education Data System (IPEDS) methodology in reporting only full-time, degree-seeking undergraduates. Census data is collected in the fall of each year, and does not include new students who enroll in the spring of the same academic year.

The table below reports disaggregated data on the number of full-time, degree-seeking undergraduate students enrolled in a

campus based program or in an on-line program.

Year	On-campus	Online	TOTAL
2011	1,004	8	1,012
2012	1,025	4	1,029
2013	1,033	12	1,045
2014	997	9	1,006
2015	946	5	951
2016	951	8	959
2017	1,071	11	1,082
2018	1,066	8	1,074

*Online: students who are enrolled in an online program and no other program at Gallaudet University

Target Context. The target for the number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University was reduced in FY 2009 from 1,180 students to 1,020 students. At that time, the decision to reduce the enrollment target was based on the anticipated impact from policy changes in the University's admission requirements and the implementation of more rigorous academic standards. Gallaudet University did not meet this target in FY 2009, 2010, 2011, 2014, 2015, and 2016 (2015-2016 academic year).

Explanation. In the fall of 2017 (FY 2018), the number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University decreased by 8 students compared to the previous year. This number exceeded our target of 1,020 by 54 students. This is Gallaudet's second highest reported number of full-time degree-seeking undergraduate students since fall

of 2006 (FY 2007). Gallaudet University reported that this change in enrollment occurred as a result of several factors. In addition to the implementation of recommendations made after an intensive audit and review of enrollment and practices initiated in 2014, admissions continued new initiatives to improve recruitment and admissions operations. Areas that were addressed included increasing outreach visits at schools, conferences, and youth camps; incorporating and considering the Science ACT subtest score in addition to the English, Reading, and Math ACT subtest scores; stationing the West Region Admissions Counselor in San Diego, California to offer greater and continuous regional coverage at a lower cost; and tailoring communication materials to be intentionally targeted to specific audiences such as prospective students, school personnel, and vocational rehabilitation counselors. Another factor was an increased and continued focus on staff training

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and professional development in working with, retaining, and preparing our current students for success at Gallaudet. For example, the Retention Coordinator continued, in collaboration with the Director of Academic Advising and Tutoring as well as the Faculty Development Fellow, to focus on maximizing the use of the early alert system and connecting students to the appropriate resources and support programs.

The University's *2010-2015 Strategic Plan* included a goal to improve its enrollment of full-time and part-time undergraduate, graduate, and continuing education students to an aspirational goal of 3,000 by 2015, by focusing efforts to recruit and enroll: (1) college-bound students who are deaf and hard of hearing from mainstream programs; (2) non-traditional students, including transfer students, returning adult students, students with limited financial resources, and students who

prefer on-line education opportunities; (3) hearing undergraduate students who are interested in careers working with deaf and hard of hearing individuals; (4) international students; and (5) students from traditionally-underrepresented groups. Gallaudet University is currently finalizing a new strategic plan. The goal to improve enrollment will fall under Priority #3: Student/Learner Success and Experience: Creating learners, leaders, innovators, and change-makers as part of Gallaudet's bilingual (ASL/English) mission.

The table below reports the total enrollment each fall for Gallaudet University (e.g. FY 2007 is the fall of the 2006-2007 academic year), which includes the number of full-time, degree-seeking undergraduate students, students enrolled part-time in degree programs or in non-degree granting programs, and graduate students.

Fiscal Year	Full-time, degree-seeking undergraduate students	Part-time, degree-seeking or non-degree-seeking undergraduate students	Full-time and part-time graduate students	TOTAL ENROLLMENT
2007	1,101	318	430	1,849
2008	973	277	383	1,633
2009	927	277	377	1,581
2010	1,002	460	408	1,870
2011	1,012	368	413	1,793
2012	1,029	274	410	1,713
2013	1,045	330	446	1,821
2014	1,006	278	469	1,753
2015	951	297	443	1,691
2016	959	267	444	1,670
2017	1,082	266	426	1,774
2018	1,074	250	437	1,761

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Measure 1.2 of 12: The number of students enrolled part-time in degree programs or in non-degree-granting programs at Gallaudet University. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2004	Not available.	287	Historical Actual
2005	Not available.	311	Historical Actual
2006	Not available.	320	Historical Actual
2007	Not available.	318	Historical Actual
2008	295.0	277	Target Not Met
2009	295.0	277	Target Not Met
2010	295.0	460	Target Exceeded
2011	295.0	368	Target Exceeded
2012	295.0	274	Target Not Met
2013	295.0	330	Target Exceeded
2014	295.0	278	Target Not Met
2015	295.0	297	Target Exceeded
2016	295.0	267	Target Not Met
2017	295.0	266	Target Not Met
2018	295.0	250	Target Not Met
2019	295.0	(October, 2018)	Pending

Source. Gallaudet University, Office of Institutional Research, Data Warehouse.

Frequency of Data Collection: Annual

Data Quality. This measure includes all students not counted in IPEDS, including students enrolled in the English Language Institute, students taking on-line courses, and graduate students enrolled in the professional studies program that grant continuing education credit, and non-degree seeking

undergraduate and graduate students taking other courses that cannot be applied to a degree, or who have not been admitted into a degree-seeking program. This indicator also includes part-time, degree-seeking undergraduates that were not counted in Measure 1.1 on full-time degree-seeking undergraduate students. Census data is collected in the fall of each year and does not include new students who enroll in the spring of the same academic year.

Performance Requirements

The table below reports disaggregated data on the number of students not counted in IPEDS; including students enrolled in the English Language Institute, part-time, degree-seeking

undergraduate students, and non-degree undergraduate and graduate students enrolled in a campus-based program or in an online program.

Year	On-campus	Online	TOTAL
2011	366	2	368
2012	263	11	274
2013	320	10	330
2014	268	10	278
2015	289	8	297
2016	257	10	267
2017	249	18	267
2018	247	3	250

Target Context. The target represents the total enrollment of a varied group of students; thus, a decrease or increase in enrollment in any one subgroup would impact the overall enrollment reported for this measure.

Explanation. With a decrease of 16 student compared to the previous year, the target of 295 was not met in fall 2017 (FY 2018). Gallaudet University reported that most of the decrease was due to a decrease of 12 English Language Institute students compared to the previous fall.

Performance Requirements

Measure 1.3 of 12: The number of students enrolled in graduate programs at Gallaudet University. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2003	Not available.	617	Historical Actual
2004	Not available.	506	Historical Actual
2005	Not available.	451	Historical Actual
2006	Not available.	466	Historical Actual
2007	Not available.	430	Historical Actual
2008	425.0	383	Target Not Met
2009	425.0	377	Target Not Met
2010	425.0	408	Target Not Met but Improved
2011	425.0	413	Target Not Met but Improved
2012	425.0	410	Target Not Met
2013	425.0	446	Target Exceeded
2014	425.0	469	Target Exceeded
2015	425.0	443	Target Exceeded
2016	440.0	444	Target Exceeded
2017	440.0	426	Target Not Met
2018	440.0	437	Target Not Met but Improved
2019	440.0	(October 2018)	Pending

Source. Gallaudet University, Office of Institutional Research, Data Warehouse.

Frequency of Data Collection: Annual

Data Quality. The number of students enrolled in graduate programs at Gallaudet University includes all full- and part-time students enrolled in degree-granting programs at the certificate, master's, specialist, and doctoral levels. The Integrated Postsecondary Education Data System (IPEDS) defines a certificate as a formal award along with other degree awards

conferred by an institution. The IPEDS definition of a degree is an award conferred as official recognition for the successful completion of a program of studies. Gallaudet University noted that IPEDS surveys often ask for enrollment figures that are “degree/certificate seeking.”

Census data is collected in the fall of each year and does not include new students who enroll in the spring of the same academic year.

Performance Requirements

The next table reports disaggregated data on the number of full- and part-time degree-seeking graduate students enrolled

in a campus-based program or an online program at the certificate, master's, specialist, or doctoral level.

Year	On-campus	Online	TOTAL
2011	413	n/a	413
2012	382	28	410
2013	410	36	446
2014	437	32	469
2015	390	53	443
2016	390	54	444
2017	377	49	426
2018	336	101	437

Target Context. In FY 2008, the definition of graduate enrollment was changed to include only degree-seeking enrollment. Non-degree graduate enrollment is counted in Measure 1.2. Since Gallaudet University exceeded the target for this measure in fall 2012 (FY 2013), fall 2013 (FY 2014), and again in fall 2014 (FY 2015), the Department increased the target to 440 graduate students for fall 2015 (FY 2016) and subsequent years.

Explanation Gallaudet University reported that most graduate programs are successful in retaining a high percentage of their students, thus maintaining their overall enrollment from the previous year. Several graduate programs continue to attract, retain, and graduate a high number of students, including: (1) MPA in Public Administration; (2) MSW in Social Work; (3) AuD in Audiology; (4) PhD in Clinical Psychology; (5) MA in Sign Language Education (a hybrid program); and (6) MS in Speech-Language Pathology. While the target for graduate enrollment was not met, there was an improvement from the previous year. One significant factor for the increase in new graduate degree-seeking enrollment is the first-time use of

Hobsons Radius for this admissions cycle. Using this tool has made it much easier for prospective students to apply online and for admissions and faculty to streamline their admissions operations making each step of the admissions cycle faster than before. With the admissions cycle operating at a faster pace, prospective students are offered admission sooner and in turn are more likely to accept. Another significant factor for the increase in graduate enrollment is the hire of a graduate admissions counselor to assist graduate programs with recruitment through social media, with the goal of increasing qualified applications. The admissions counselor worked closely with many graduate programs in establishing an online presence through Facebook and Twitter for their prospective students and with Hobsons Radius to maximize communication with targeted messages for prospective students. The Graduate School has also hired a new assistant dean for graduate education to strengthen programming in several areas for current graduate students to assist with their retention. In addition to these efforts, departments are exploring new delivery methods (e.g. online, hybrid) and new graduate programs that will attract more students.

Performance Requirements

Measure 1.4 of 12: The enrollment in the Model Secondary School for the Deaf established by Gallaudet University.
(Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2003	225.0	190	Target Not Met
2004	225.0	186	Target Not Met
2005	225.0	182	Target Not Met
2006	225.0	226	Target Exceeded
2007	225.0	218	Target Not Met
2008	225.0	164	Target Not Met
2009	225.0	149	Target Not Met
2010	225.0	151	Target Not Met but Improved
2011	225.0	140	Target Not Met
2012	165.0	165	Target Met
2013	165.0	150	Target Not Met
2014	165.0	149	Target Not Met
2015	165.0	165	Target Met
2016	165.0	166	Target Exceeded
2017	165.0	166	Target Exceeded
2018	165.0	174	Target Exceeded
2019	165.0	(October, 2018)	Pending

Source. Gallaudet University, Laurent Clerc National Deaf Education Center (Clerc Center) Power School student database; Annual Report.

Frequency of Data Collection: Annual

Data Quality. On September 15 of each school year, census data is collected on the number of students enrolled at the Model Secondary School for the Deaf (MSSD). Gallaudet University states that this number is reviewed by both the Clerc Center’s research and evaluation team, as well as by school administrators to ensure accuracy. This data does not include new students who enroll in the spring of the same academic year.

Target Context. The target was reduced to 165 students in September 2011 (FY 2012) to more closely reflect actual enrollment trends. MSSD stated that, with an average enroll-

ment of 40 students per grade, it can effectively provide and evaluate programs, as well as report statistically relevant data.

Explanation. MSSD serves the local tri-state area (Maryland, Virginia, and the District of Columbia) and all 50 states, as well as U.S. territories. Gallaudet University states that a trend analysis over the past five years indicates that MSSD continues to receive a steady stream of inquiries and requests for applications, with the goal of ensuring a higher percentage of inquiries and applications to become enrollments.

In FY 2013, the Clerc Center hired an enrollment coordinator to lead enrollment goals of: (1) working closely with District of Columbia Public Schools to increase awareness with school officials about services available at MSSD for students who are deaf and hard of hearing; (2) increasing awareness of and disseminating user friendly information about the programs;

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(3) improving admissions processes to improve efficiency and to ensure the process is easily navigated by prospective families; (4) improving data collection and analysis processes to review exit interview data and analyze retention; and (5) improving academic programs through rigorous standards-based curriculum, early intervention, after school programs, and collabora-

tions with other programs and service providers. Gallaudet University stated that work in these areas, along with strong academic and student life programs, has resulted in on-target student enrollment at MSSD for academic years 2014-2015 through 2017-2018.

Measure 1.5 of 12: The enrollment in the Kendall Demonstration Elementary School established by Gallaudet University.
(Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2003	140.0	152	Target Exceeded
2004	140.0	145	Target Exceeded
2005	140.0	142	Target Exceeded
2006	140.0	141	Target Exceeded
2007	140.0	128	Target Not Met
2008	140.0	127	Target Not Met
2009	140.0	120	Target Not Met
2010	140.0	105	Target Not Met
2011	140.0	99	Target Not Met
2012	115.0	97	Target Not Met
2013	115.0	94	Target Not Met
2014	115.0	92	Target Not Met
2015	115.0	87	Target Not Met
2016	115.0	106	Target Not Met but Improved
2017	115.0	111	Target Not Met but Improved
2018	115.0	103	Target Not Met
2019	115.0	(October, 2018)	Pending

Source. Gallaudet University, Laurent Clerc National Deaf Education Center (Clerc Center) Power School student database; Annual Report.

Frequency of Data Collection: Annual

Data Quality. On September 15 of each school year, census data is collected on the number of students enrolled at the Kendall Demonstration Elementary School (KDES). Gal-

laudet University states that this number is reviewed by both the Clerc Center's research and evaluation team, as well as by school administrators to ensure accuracy. This data does not include new students who enroll in the spring of the same academic year.

Target Context. The target was reduced to 115 students in September 2011 (FY 2012) to more closely reflect actual enrollment trends.

Performance Requirements

Explanation. KDES serves the local tri-state area (Maryland, Virginia, and the District of Columbia). Students at KDES from Maryland and Virginia are exclusively parentally placed, as local education authorities (LEA) do not refer students to out-of-state programs. Students at KDES residing in the District may be either parentally placed or placed by the District of Columbia LEA. At this time, almost all of KDES students are parentally placed.

Gallaudet University stated that a trend analysis over the past five years indicates that KDES continues to receive a steady stream of inquiries and requests for applications. The Clerc Center is more closely monitoring inquiry rates and improved its data collection process. This enables the Clerc Center to review reasons given by prospective families on why they chose not to enroll after beginning the application process. The goal is to ensure a higher percentage of inquiries and applications becoming enrollments.

In FY 2013, the Clerc Center hired an enrollment coordinator to lead enrollment goals of: (1) working closely with District of Columbia Public Schools to increase awareness with school

officials about services available at KDES for students who are deaf and hard of hearing; (2) increasing awareness of and disseminating user friendly information about the programs; (3) improving admissions processes to improve efficiency and to ensure the process is easily navigated by prospective families; (4) improving data collection and analysis processes to review exit interview data and analyze retention; and (5) improving academic programs through rigorous standards-based curriculum, early intervention, after school programs, and collaborations with other programs and service providers.

Due to recent leadership transitions at both the Clerc Center and District of Columbia Public Schools (DCPS), KDES has experienced delays in establishing partnerships with both DCPS and with early intervention programs in the District. Recently, the new leadership at the Clerc Center met with a D.C. councilman serving on the education committee to explore more consistent access by KDES staff to meetings with parents of newly identified deaf children. Work is also underway to connect with the D.C. Early Intervention Program (DC EIP) Child Find office to build relationships.



The Indiana School for the Deaf defeated the Maryland School for the Deaf 60-49 in the championship match of the 21st annual Academic Bowl championship, hosted at Gallaudet University, April 1-4, 2017.

Photo by Zhee Chatmon

Performance Requirements

Measure 1.6 of 12: The percentage of first-time, full-time degree seeking undergraduate students who were in their first year of post-secondary enrollment in the previous year and who are enrolled in the current year. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2003	Not available.	60	Historical Actual
2004	Not available.	70	Historical Actual
2005	Not available.	75	Historical Actual
2006	Not available.	64	Historical Actual
2007	Not available.	54	Historical Actual
2008	75.0	60	Target Not Met but Improved
2009	70.0	75	Target Exceeded
2010	70.0	73	Target Exceeded
2011	70.0	70	Target Met
2012	72.0	77	Target Exceeded
2013	73.0	69	Target Not Met
2014	74.0	67	Target Not Met
2015	75.0	67	Target Not Met
2016	75.0	80	Target Exceeded
2017	75.0	63	Target Not Met
2018	75.0	(October, 2018)	Pending

Source. Gallaudet University Office of Institutional Research, Data Warehouse.

Frequency of Data Collection: Annual

Data Quality. The calculation for this measure on the persistence of first-time, full-time freshmen students from one fall semester to the next fall semester is consistent with the Integrated Postsecondary Education Data System (IPEDS) methodology.

Target Context. Gallaudet University's 2010-2015 Strategic Plan identified a goal for retaining 75% of its first-time, full-time degree seeking freshmen cohort by FY 2015; that is, 75% of this cohort would return from their first fall semester to their second fall semester. In order to meet this goal, the targets for FY 2012 through FY 2015 were incrementally raised to 72%, 73%, 74%, and 75%, respectively.

Gallaudet University noted that, in comparison, the National Center for Educational Statistics data indicates that 4-year public colleges and universities have an average persistence rate of 79%, and 4-year private colleges and universities have an average persistence rate of 80% (Institutional Retention and Graduation Rates for Undergraduate Students: 2012 data). Gallaudet University also reported that data from the ACT Educational Services for 2012 indicated for students with ACT scores in the range of 17-22 at 4-year public colleges and universities have a persistence rate of 58.9%, and 4-year private colleges and universities in the same ACT range have a persistence rate of 51.9%. Thus, these targets represent an ambitious, yet achievable, goal for Gallaudet University.

Explanation. This measure was designated as a long-term measure.

Gallaudet University's first-year persistence rate decreased to 63%, a decrease of 17 percentage points compared to the pre-

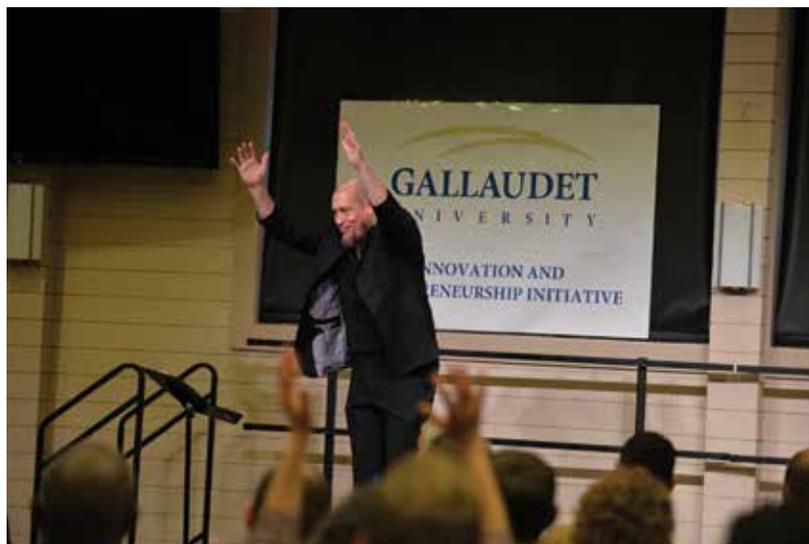
Performance Requirements

vious year at 80%. However, Gallaudet notes that the retention rate from the previous year at 80% was different than historical trends, which averaged at around 67%. During FY 2017, there was a historically large number of new students enrolled (from 178 in FY 2015 - 2016 to 245 in FY 2016 -2017). With this large enrollment, there was a need to increase the number of developmental courses offered as well as the need to expand on foundational course offerings, which led to the hiring of more adjuncts. This increase also impacted the caseload of the academic advisors, with the advisor to student ratio increasing from approximately 135:1 to approximately 218:1. At the same time, there was a temporary decrease in staff of the Office of Student Success during FY 2016. Gallaudet recently hired a director of student success in July 2017 and a coordinator of

student success is currently being advertised. It was noted that a higher percentage of students from this cohort were struggling with financial holds and a higher percentage than average ended up on academic probation or academic suspension. New efforts include revising developmental course support with added in-class tutoring, revising the curriculum of high-fail courses, hiring of an additional advisor, and reorganization of Academic and Career Success (Academic Advising, Career Center, Office for Students with Disabilities, and Tutoring and Instructional Programs), Academic Quality, Registrar, and Student Success to the supervision of the associate provost of student success and academic quality—a position that was recently filled in July 2017.

Alumni Russell Stein, '95, co-founder and co-owner of Mozzarella, came on campus as a Master of Ceremonies for the Business Pitch Competition, held on February 10, 2017.

Photo by Zhee Chatmon



Performance Requirements

Measure 1.7 of 12: The Gallaudet University graduate student persistence rate. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2006	Not available.	77	Historical Actual
2007	Not available.	77	Historical Actual
2008	Not available.	80	Historical Actual
2009	Not available.	76	Historical Actual
2010	Not available.	77	Historical Actual
2011	Not available.	73	Historical Actual
2012	77.0	81	Target Exceeded
2013	77.0	83	Target Exceeded
2014	77.0	79	Target Exceeded
2015	80.0	84	Target Exceeded
2016	80.0	84	Target Exceeded
2017	80.0	81	Target Exceeded
2018	80.0	(October, 2018)	Pending

Frequency of Data Collection: Annual

Data Quality. Gallaudet University calculates the persistence based on a cohort formula to include all students enrolled at the master's level at the University each fall, as the master's enrollment has a more consistent enrollment period than students at other graduate degree levels. Specifically, the persistence rate is calculated as the number of enrolled master's degree students who return the next fall, divided by the number who were enrolled in the previous fall, after subtracting the number of students who graduated from the denominator. This method of calculating the graduate persistence rate is comparable to the method of calculating the undergraduate persistence rate.

Target Context. Based on historical data, the Department set the target for the graduate student persistence rate at 77% for FY 2012, FY 2013, and FY 2014. This target was increased by the Department to 80% for FY 2015 and subsequent years, as Gallaudet University exceeded the target each year from FY 2012 to FY 2014. In FY 2015 and FY2016, Gallaudet University exceeded its graduate persistence target of 80%.

Explanation. This measure was designated as a long-term measure. Gallaudet University is consistently exceeding the target for this measure.

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Measure 1.8 of 12: The dropout rate for students in Model Secondary School for the Deaf. (Desired direction: decrease)			
Year	Target	Actual (or date expected)	Status
2004	Not available.	11	Historical Actual
2005	Not available.	6	Historical Actual
2006	Not available.	5	Historical Actual
2007	Not available.	2	Historical Actual
2008	Set Baseline	13	Baseline
2009	13.0	3	Target Exceeded
2010	6.0	3	Target Exceeded
2011	6.0	3	Target Exceeded
2012	6.0	1	Target Exceeded
2013	6.0	1	Target Exceeded
2014	6.0	4	Target Exceeded
2015	6.0	6	Target Met
2016	6.0	3	Target Exceeded
2017	4.0	3	Target Exceeded
2018	4.0	(October, 2018)	Pending

Source. Gallaudet University, Laurent Clerc National Deaf Education Center (Clerc Center) Admissions, Office of Planning, Development, and Dissemination.

Frequency of Data Collection: Annual

Data Quality. The MSSD dropout rate was calculated from data obtained from the PowerSchool databases, withdrawal forms from the Clerc Center Admissions Office, transcript requests from the MSSD Principal’s Office, and Admissions Office follow-up with parents.

Target Context. The Clerc Center reported that the dropout rate for MSSD students has ranged from 2% to 13% from FY 2004 to 2008, with an average of 7% dropout rate over the five years. The year-to-year variability in the dropout rate is due to the small population of students at MSSD. The Clerc Center also noted that NCES reported that the national event dropout rate for students in public schools in grades 9-12 in 2003-2004 was 3.9%. Based on the analysis of the national data and MSSD historical data, the target of 6% dropout rate

was determined to be an ambitious, yet achievable goal. Given that MSSD achieved the dropout rate of 1% for 2012 and 2013 and 4% for 2014, this target has been reduced to 4%, beginning in 2017.

Explanation. The U.S. Department of Education’s Common Core of Data (CCD) defines a dropout as “a student who was enrolled at any time during the previous school year who is not enrolled at the beginning of the current school year and who has not successfully completed school. Students who have transferred to another school, died, moved to another country, or who are out of school due to illness are not considered dropouts.” This method of calculating the dropout rate allows the Clerc Center to track annual changes in the dropout behavior of students.

In determining MSSD’s dropout rate, the Clerc Center calculates the percentage of MSSD students included in the official September 15 enrollment report, who indicated that they were dropping out of school, who withdrew from the program, who did not return from the previous year, who did not transfer to

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another high school program, or whose disposition after leaving MSSD could not be determined. The following equation is used by the Clerc Center to calculate the event dropout rate at MSSD:

$$\text{Dropout rate} = \frac{\# \text{ of withdrawals} - (\# \text{ of transfers} + \# \text{ of other exclusions})}{\text{September 15 enrollment} - (\# \text{ of transfers} + \# \text{ of other exclusions})}$$

The denominator of the equation is the official enrollment list for September 15 of the previous year, minus those leavers who are not classified as dropouts. The numerator of the equation is the number of dropouts for that year; that is, the number of leavers minus transfers and those who meet other exclusion criteria.

Exclusions to the dropout rate include those leavers who met any of the following conditions:

1. Transferred - The student transferred to and is attending another educational institution leading toward a high school diploma or its equivalent.
2. Completed program - The student received a high school diploma from MSSD or another high school program or its equivalent.
3. Early college enrollment - The student enrolled in and is attending a college offering a degree program, without first receiving a high school diploma.
4. Moved to another country - The student voluntarily or involuntarily moved out of the United States.
5. Temporary absence - The student has a temporary school-recognized absence due to suspension, illness, or unresolved immigration issues.
6. Late enrollment - The student is planning to enroll shortly after September 15.
7. Death - The student is deceased.

Dropouts also include leavers who met any of the following criteria:

1. Incomplete graduation requirements - the student completed all course requirements for graduation, but did not meet other graduation requirements.
2. Declared dropout - The student declares himself/herself to be dropping out of school.
3. Re-enrollment - The student dropped out during the previous school year, but re-enrolled by September 15th of the current school year.
4. Multiple events - The student dropped out multiple times during a school year is reported as a dropout only once for a single school year.

The Clerc Center has met the target for this measure each year from FY 2009 to FY 2017.

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Measure 1.9 of 12: The average daily attendance rate for students in Kendall Demonstration Elementary School for the Deaf. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2009	Not available.	94	Historical Actual
2010	Set Baseline	94	Baseline
2011	94.0	95	Target Exceeded
2012	95.0	95	Target Met
2013	95.0	95	Target Met
2014	95.0	96	Target Exceeded
2015	95.0	95	Target Met
2016	95.0	93	Target Not Met
2017	95.0	95	Target Met
2018	95.0	(October, 2018)	Pending

Source. Gallaudet University, Laurent Clerc National Deaf Education Center (Clerc Center) Power School student database on daily attendance data and the Office of Planning, Development, and Dissemination.

Frequency of Data Collection: Annual

Data Quality. Teachers at KDES record daily attendance in Power Teacher database program, a web-based student information system. Daily attendance is then calculated, based on enrollment dates for each student, in Power School database program. The Clerc Center merges data from these two databases to generate a baseline average attendance rate for the year for KDES.

Target Context. The average daily K-8 grade attendance rates at KDES for the 2008-2009, 2009-2010, and 2010-2011 school years (FY 2009, 2010, and 2011) were 94%, 94%, and 95% respectively. Based on this data, the target was established in September 2011 at 95%.

Explanation. In 2008, the Clerc Center proposed a new measure for persistence of KDES students, using the average daily attendance rate. This is frequently used by elementary schools as a non-academic indicator of adequate yearly progress when reporting data as required under the Elementary and Secondary Education Act accountability mandates. With this measure, daily attendance includes students who are enrolled on any particular day and who would be expected to be in school. This includes students who are in attendance, have excused absences, and have unexcused absences. The Clerc Center calculates the average daily attendance rate aggregating student attendance for the year and dividing that by the aggregated daily membership for the year, as follows:

$$\text{Average daily attendance rate} = \frac{\text{Aggregate attendance of K - 8 enrolled students}}{\text{Aggregate membership of K - 8 students}}$$

The Clerc Center has met this measure each year from FY 2011 to FY 2015 and in FY 2017.

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Measure 1.10 of 12: The percentage of first-time, full-time, degree-seeking undergraduate students who graduate within six years of enrollment. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2003	Not available.	29	Historical Actual
2004	Not available.	26	Historical Actual
2005	Not available.	28	Historical Actual
2006	Not available.	32	Historical Actual
2007	31.0	25	Target Not Met
2008	32.0	28	Target Not Met but Improved
2009	32.0	39	Target Exceeded
2010	32.0	35	Target Exceeded
2011	32.0	41	Target Exceeded
2012	32.0	33	Target Exceeded
2013	35.0	47	Target Exceeded
2014	39.0	46	Target Exceeded
2015	40.0	46	Target Exceeded
2016	42.0	43	Target Exceeded
2017	45.0	53	Target Exceeded
2018	45.0	(October, 2018)	Pending

Source. Gallaudet University, Office of Institutional Research, Data Warehouse.

Frequency of Data Collection: Annual

Data Quality. This measure is consistent with the standard Integrated Postsecondary Education Data System (IPEDS) methodology that uses a six-year cohort graduation rate, based on the same entering cohort as the IPEDS first-year persistence indicator; that is, the percentage of all incoming first-time, full-time freshmen students in one semester who have graduated by the end of six years after entry. Using the IPEDS methodology of calculating this graduation rate allows for comparisons with other colleges and universities. Gallaudet University reported the FY 2015 data on the percentage of first-time, full-time degree-seeking undergraduate students who graduate within six years of enrollment (that is, those who initially enrolled in the 2009-2010 academic year).

Target Context. Gallaudet University's 2010-2015 Strategic Plan identified a goal for improving the graduation rate of its undergraduate students to 50% by FY 2015. In order to get closer to meeting this goal, the targets for FY2013 through FY 2016 were incrementally raised from 32% to 35%, 39%, 40%, and 42%, respectively. The target is being raised again in FY 2017 and subsequent year to 45%.

Comparisons with the National Center for Education Statistics data for 4-year public and private colleges and universities indicate that 4-year public colleges have a six-year graduation rate of 57% and private colleges at 66% respectively. Gallaudet University reports that data from ACT Educational Services for 2012 indicates that students with ACT scores in the range of 17-22 at 4-year public colleges and universities have an average six-year graduation rate of 38.6%, and 4-year private colleges and universities in the same ACT range have an average six-year graduation rate of 55.3%. Further analysis show that public and private institutions with open enroll-

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ment and large populations from low-income families have lower graduation rates; that is, these four-year public colleges have an average graduation rate of 28.5% and four-year private colleges have an average graduation rate of 32.6%. Gallaudet University's graduation rates have been more similar to public colleges with open enrollment and student populations from low-income families.

Explanation. This is a long-term measure.

Gallaudet University's six-year graduation rate of first-time,

full-time, degree-seeking undergraduate students continues to exceed the target. In the 2009 Gallaudet Strategic Plan Goal B, Gallaudet aimed to increase the six-year graduation rate to 50%. As a result of Gallaudet's continued focus on implementing the action plans outlined in Strategic Goal B, Gallaudet has met and exceeded this goal. Some of these action plans correspond to the plans tied to improving the persistence rate of students, such as expanding the early alert system, an increased focus on advising practices, and increasing the number of students declaring their major by their third year.

Measure 1.11 of 12: The graduation rate of Gallaudet University graduate students. (Desired direction: increase)			
Year	Target	Actual (or date expected)	Status
2006	Not available.	74	Historical Actual
2007	Not available.	78	Historical Actual
2008	Not available.	63	Historical Actual
2009	Not available.	74	Historical Actual
2010	Not available.	74	Historical Actual
2011	Not available.	72	Target Not In Place
2012	74.0	72	Target Not Met
2013	74.0	75	Target Exceeded
2014	74.0	81	Target Exceeded
2015	74.0	83	Target Exceeded
2016	74.0	76	Target Exceeded
2017	74.0	81	Target Exceeded
2018	74.0	(October, 2018)	Pending
2018	74.0	(October, 2018)	Pending

Source. Gallaudet University, Office of Graduate Admissions database.

Frequency of Data Collection: Annual

Data Quality. Gallaudet University calculates the graduate rate based on a cohort formula to include all new students enrolled at the master's level at the University each fall who complete their program within a three year period. The calculation includes master's students who were already enrolled in a graduate program at the University and transferred to a different graduate program as a new student. This methodology

parallels established formulas used to calculate undergraduate graduation rates.

Target Context. Based on historical data, the Department set the target at 74% for FY 2012 and subsequent years. In FY 2016, the graduation rate of University's graduate students at 76% exceeded the target.

Explanation. This measure was designated as a long-term measure. Gallaudet University is consistently exceeding the target for this measure.

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Measure 1.12 of 12: The annual graduation rate of the Model Secondary School for the Deaf students. (Desired direction: increase)			
Year	Target	Actual (or date expected)	Status
2014	Set Baseline	72	Baseline
2015	65.0	73	Target Exceeded
2016	65.0	79	Target Exceeded
2017	65.0	89	Target Exceeded
2018	65.0	(October, 2018)	Pending

Source. Gallaudet University, Clerc Center Office of Planning, Development, and Dissemination.

Data Quality. In determining the four-year adjusted cohort graduation rate (ACGR), the Clerc Center is using the Department’s definition as the percentage of students who graduate from secondary school with a regular diploma in the standard number of years, which is set at four, and is referred to as the “on-time graduation rate.” The cohort is “adjusted” by adding any student transferring into the cohort and by subtracting any student who transfer out, emigrate to another country, or die during the years covered by the rate. This methodology allows for the movement of transfer of students into or out of the Clerc Center.

The following formula shows how the 4-year ACGR would be calculated for the cohort entering the 9th grade for the first time in school year 2010-2011 and graduating by the end of school year 2013-2014.

Number of cohort members who earned a regular high school diploma by the end of school year 2013-2014 (divided by)

Number of first-time 9th-graders in fall 2010 (starting cohort), plus students who transferred in, minus students who transferred out, emigrated, or died during school years 2010-2011, 2011-2012, 2012-2013 and 2013-2014

MSSD previously reported its graduation rates using a two year senior cohort (formula = # of students graduating in year A + # of students graduating in year B / total # of students in cohort - the # of cohort students who transferred).

This calculation did not require tracking of transfer students in and out of the program for students who were not in the two-

year cohort (underclassmen). MSSD calculated graduation rates based on first time seniors. This was limited to first time seniors at MSSD, as systems were not yet in place to track if a student had been classified as a senior at another school/program. Documentation of diploma type was also not included, as is required to successfully calculate the ACGR.

When attempting to do retrospective calculations some of the variables needed to calculate the ACGR data points were not available on a large percentage of the graduating students from 2012 and 2013. Therefore, retroactively calculating the graduation rates of MSSD from 2012 and 2013 with validity using the ACGR is not an accurate reflection of program performance (due to missing data, rather than low graduation rates).

Target Context. The new measure is a four-year adjusted cohort graduation rate (ACGR), based on first-time 9th grade cohorts, and uses the data definitions approved by the U.S. Department of Education and is consistent with how states are now uniformly reporting graduation rates as required by the Every Student Succeeds Act (ESSA). It replaces the two-year cumulative senior graduation rate (a cohort of seniors who completed their fourth year of high school and graduate and seniors from the same group who return for a fifth year of school before graduating).

In 2014, the National Center for Education Statistics (NCES) reported that national graduation rates for students with disabilities in 2010-2011 and in 2011-2012 were 59% and 61%, respectively. At that time in 2014, the most recent data available was from 2011-2012, the Clerc Center proposed to use the 61% as a reference point in setting an appropriate target for its students.

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The target for 2015 and subsequent years is set at 65% and will be adjusted accordingly as new data on the national graduation rate of students with disabilities from NCES becomes available.

Explanation. This measure will allow for direct comparison with the national graduation rates of students with disabilities, as reported by the Institute of Education Sciences' National Center for Education Statistics.

Objective 2 of 4:

Gallaudet works in partnership with others to develop and disseminate educational programs and materials for deaf and hard-of-hearing students.

Measure 2.1 of 1: The number of other programs and/or institutions adopting Model Secondary School for the Deaf/Kendall Demonstration Elementary School innovative strategies/curricula or modifying their strategies as a result of MSSD and KDES' leadership. (Desired direction: increase)			
Year	Target	Actual (or date expected)	Status
2003	41.0	54	Target Exceeded
2004	50.0	91	Target Exceeded
2005	55.0	56	Target Exceeded
2006	55.0	84	Target Exceeded
2007	55.0	89	Target Exceeded
2008	55.0	54	Target Not Met
2009	55.0	43	Target Not Met
2010	55.0	34	Target Not Met
2011	55.0	31	Target Not Met
2012	55.0	181	Target Exceeded
2013	55.0	113	Target Exceeded
2014	120.0	187	Target Exceeded
2015	120.0	77	Target Not Met
2016	120.0	360	Target Exceeded
2017	140.0	99	Target Not Met
2018	140.0	(October, 2018)	Pending

Source. Gallaudet University, Clerc Center, Office of Planning, Development, and Dissemination.

Frequency of Data Collection: Annual

Data Quality. The Clerc Center noted that this measure, starting in FY 2012, is a reflection of the sum of the number of programs that invested considerable resources in Clerc Center products, reported to the Clerc Center that they were

using Clerc Center resources, and had multiple viewers for a Clerc Center webinar. Any program that may have been in more than one category or appeared multiple times within a category was counted only once.

Target Context. The Department is working with the Clerc Center to develop more meaningful measures related to its national mission activities as alternatives to this measure. The alternative measure(s) would assess the impact of evidence-

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based research projects, other scholarly activities, and demonstration and program development activities on improving national educational outcomes for students who are deaf and hard of hearing. The time frame for developing new measures is uncertain.

Explanation. The Clerc Center's strategic plan is designed to engage programs in different ways and to disseminate information using mechanisms that can reach a broader audience. The Clerc Center is engaged in a process to revise this indicator with the Department that would better measure the outcomes of this work. This indicator was expanded by the Clerc Center

in FY 2012 to include schools and organizations that arranged, for multiple individuals, to view online webinars offered by the Clerc Center. In FY 2016, training and services included online webcasts that captured audiences from more diverse sources, while, in FY 2017, the training and services involved fewer sites but garnered considerably more participants per site than in previous years. In addition, in FY 2017, the indicator was expanded once again to include schools and organizations that had persons pass and receive a certificate of completion for the online course, "Educating Students who are Deaf or Hard of Hearing: A Guide for Professionals in General Education Settings."



In September 2017, the Clerc Center hosted its first-ever online conference for outreach professionals throughout the nation. The two-day innovative program included video presentations, online panel discussions using Fuze, Twitter discussions, and chat rooms. The result was phenomenal engagement of over 165 professionals from 40 schools and programs for the deaf and more than 20 professional organizations. (Top) The planning team operated across multiple locations on campus and, shown here, used a conference room in the Merrill Learning Center as its command room. (Bottom) Shown here are three interpreters providing communication support during a live online presentation.



Photo by Zhou Fang

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Objective 3 of 4:

Curriculum and extracurricular activities prepare students to meet the skill requirements of the workplace or to continue their studies.

Measure 3.1 of 5: The percentage of Gallaudet University Bachelor graduates who are employed during their first year after graduation. (Desired direction: increase)			
Year	Target	Actual (or date expected)	Status
2003	Not available.	73	Historical Actual
2004	80.0	69	Target Not Met
2005	81.0	84	Target Exceeded
2006	82.0	73	Target Not Met
2007	82.0	70	Target Not Met
2008	82.0	80	Target Not Met but Improved
2009	82.0	83	Target Exceeded
2010	82.0	72	Target Not Met
2011	75.0	50	Target Not Met
2012	50.0	63	Target Exceeded
2013	50.0	59	Target Exceeded
2014	50.0	77	Target Exceeded
2015	53.0	67	Target Exceeded
2016	53.0	70	Target Exceeded
2017	53.0	(October, 2018)	Pending
2018	53.0	(October, 2019)	Pending

Source. Gallaudet University, Office of Institutional Research, Annual Alumni Survey (of recent graduates).

Frequency of Data Collection: Annual

The source of this data is from an annual standardized survey to graduates one year after graduation. This survey asks questions about advanced education or training status, types of employment, salary, satisfaction with the employment, and qualifications for the job. The employment rate reported in this indicator is defined as those working full-time and those working part-time divided by the total respondents to this survey.

In previous years, about 30 to 35% of the graduates (approximately 50 students) responded to the survey. To improve the

response rate, the University began in the 2011-2012 academic year to collect new addresses immediately after graduation and to send out a Web-based survey with electronic reminders, as well as the mailed survey. At the same time, the University also sought information about its recent alumni through the National Clearinghouse's Student Tracker service on alumni attendance at other universities. The additional information impacted the distribution of alumni between this category and 3.2.

Target Context. In FY 2011, the target for this measure was revised to 75% to reflect changes made in Measure 3.2 and the fact that each alumnus would be counted only once. This allows the total percentage across all three categories (Measures 3.1, 3.2 and 3.3) to equal 100% of the alumni who submitted

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responses to the survey or who were identified in the Student Tracker service. The target was revised again in FY 2012 (data for this fiscal year was submitted in October 2013) to reflect the impact of collecting data from various sources, including Student Tracker’s information on enrolled students at other colleges and universities. The target is being increased to 53% for FY 2015 and forward.

Explanation. Gallaudet University reports each alumnus in only one category - either employed, pursuing additional education, or neither employed nor pursuing additional education, resulting in a lower number of those pursuing additional education when those employed were removed from this category.

Each alumnus is counted once in their primary category as: (1) working fulltime; (2) seeking work; (3) working part-time; (4) not seeking work; (5) pursuing education full-time; (6) pursuing further education part-time; and (7) taking internships, practicums, and other unpaid educational experiences. Using these categories, Gallaudet prioritized and ranked respondents of the 2014 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	
Employed	87
Education	32
Neither	6
TOTAL RESPONDENTS	125
Unknown/not responded	76
TOTAL GRADUATES	201

(Some bachelors-level graduates who were employed during their first year after graduation were also pursuing additional education that matched the qualifications for Measure 3.2, but they are counted only in this category on employment.)

The percentage of Gallaudet University’s undergraduate students who graduated in 2015 and who are employed during their first year after graduation increased 3 percentage points from the previous year. Gallaudet is addressing this target with the inclusion of workforce preparedness as one of the new Gallaudet Priorities. Internal targets and metrics are being developed along with intensified strategies to address this area.

Performance Requirements

Measure 3.2 of 5: The percentage of Gallaudet University Bachelor graduates who are in advanced education or training during their first year after graduation. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2003	Not available.	38	Historical Actual
2004	40.0	36	Target Not Met
2005	41.0	36	Target Not Met
2006	41.0	13	Target Not Met
2007	37.0	14	Target Not Met but Improved
2008	37.0	12	Target Not Met
2009	38.0	7	Target Not Met
2010	38.0	18	Target Not Met but Improved
2011	15.0	45	Target Exceeded
2012	45.0	35	Target Not Met
2013	45.0	38	Target Not Met but Improved
2014	45.0	19	Target Not Met
2015	45.0	27	Target Not Met but Improved
2016	45.0	26	Target Not Met
2017	45.0	(October, 2018)	Pending
2018	45.0	(October, 2019)	Pending

Source. Gallaudet University, Office of Institutional Research, Annual Alumni Survey (of recent graduates).

Frequency of Data Collection: Annual

Data Quality. The source of this data is from an annual standardized survey to graduates one year after graduation. This survey asks questions about advanced education or training status, types of employment, salary, satisfaction with the employment, and qualifications for the job. The advanced education or training rate reported in this indicator is defined as those in full-time education, in part-time education, and in internships, practicum, and other unpaid educational experiences, divided by the total number of respondents to the survey. Advanced education or training includes students enrolled in a master's or Ph.D. program, a vocational or technical program or another type of program (e.g., law school or medical school).

In previous years, about 30 to 35% of the graduates (approximately 50 students) responded to the survey. To improve the response rate, the University began in the 2011-2012 academic year to collect new addresses immediately after graduation and to send out a Web-based survey with electronic reminders, as well as the mailed survey. At the same time, the University also sought information about its recent alumni through the National Clearinghouse's Student Tracker service on alumni attendance at other universities. The additional information likely impacted the distribution of alumni between this category and 3.1.

Target Context. In 2011, the target for this measure be revised to 15% to reflect changes made in Measure 3.1 and the fact that each alumnus would be counted only once. This allows the total percentage across all three categories (Measures 3.1, 3.2 and 3.3) to equal 100% of the alumni who submitted responses to the survey or were who identified in the Student

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Tracker service. The target was revised again in FY 2012 (data for this fiscal year was submitted in October 2013) to reflect the impact of collecting data from various sources, including Student Tracker’s information on enrolled students at other colleges and universities.

Explanation. Gallaudet University reports each alumnus in only one category - either employed, pursuing additional education, or neither employed nor pursuing additional education, resulting in a lower number of those pursuing additional education when those employed were removed from this category.

Each alumnus is counted once in their primary category as: (1) working fulltime; (2) seeking work; (3) working part-time; (4) not seeking work; (5) pursuing education full-time; (6) pursuing further education part-time; and (7) taking internships, practicums, and other unpaid educational experiences. Using these categories, Gallaudet prioritized and ranked respondents of the 2014 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	
Employed	87
Education	32
Neither	6
TOTAL RESPONDENTS	125
Unknown/not responded	76
TOTAL GRADUATES	201

(Some bachelors-level graduates who were employed during their first year after graduation were also pursuing additional education that matched the qualifications for Measure 3.2, but they are counted only in this category on employment.)

The percentage of Gallaudet University undergraduate students who graduated in 2015 and who are in advanced education or training during their first year after graduation decreased 1 percentage points compared to the previous year. Gallaudet University states that this decrease is due to the increase of graduates who are employed during their first year after graduation. Gallaudet is addressing this target with the inclusion of workforce preparedness as one of the new Gallaudet Priorities. Internal targets and metrics are being developed along with intensified strategies to address this area.

Performance Requirements

Measure 3.3 of 5: The percentage of Gallaudet University Bachelor graduates who are not employed nor in advanced education or training during their first year after graduation. (Desired direction: decrease)

Year	Target	Actual (or date expected)	Status
2003	Not available.	11	Historical Actual
2004	Not available.	15	Historical Actual
2005	Not available.	11	Historical Actual
2006	Set Baseline	15	Baseline
2007	10.0	16	Target Not Met
2008	10.0	8	Target Exceeded
2009	10.0	10	Target Met
2010	10.0	10	Target Met
2011	10.0	5	Target Exceeded
2012	5.0	2	Target Exceeded
2013	5.0	3	Target Exceeded
2014	5.0	4	Target Exceeded
2015	2.0	7	Target Not Met
2016	2.0	6	Target Not Met
2017	2.0	(October, 2018)	Pending
2018	2.0	(October, 2019)	Pending

Source. Gallaudet University, Office of Institutional Research, Annual Alumni Survey (of recent graduates).

Frequency of Data Collection: Annual

Data Quality. The source of this data is from an annual standardized survey to graduates one year after graduation. This survey asks questions about advanced education or training status, types of employment, salary, satisfaction with the employment, and qualifications for the job. The rate reported in this indicator is defined as those who are not employed (both those seeking work and those not seeking work) nor in advanced education or training, divided by the total respondents to this survey.

In previous years, about 30 to 35% of the graduates (approximately 50 students) responded to the survey. To improve the response rate, the University now collects new addresses immediately after graduation and sends out a Web-based survey with electronic reminders, in addition to the mailed survey. In

the 2011-2012 and 2012-2013 academic years, the University also sought information about its recent alumni through the National Clearinghouse's Student Tracker service on alumni attendance at other universities. This information likely impacted the distribution of alumni between 3.1 and 3.2. Measure 3.3 is the remaining percentage of alumni looking for work, are not employed, are not pursuing employment or additional education, or unknown.

Target Context. In 2012, the target for this measure is being revised to 5% to reflect changes made in the two previous indicators on the percentage of students employed and/or in advanced education or training during their first year after graduation and each alumnus being counted only once. This allows the total percentage across all three categories (Measures 3.1, 3.2 and 3.3) to equal 100% of the alumni who submitted responses to the survey or were who identified in the Student Tracker service. The target is being revised downward to 2% for FY 2015 and subsequent years.

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Explanation. Gallaudet University reports each alumnus in only one category—either employed, pursuing additional education, or neither employed (including those seeking employment or not seeking employment) nor pursuing additional education.

Each alumnus is counted once in their primary category as: (1) working fulltime; (2) seeking work; (3) working part-time; (4) not seeking work; (5) pursuing education full-time; (6) pursuing further education part-time; and (7) taking internships, practicums, and other unpaid educational experiences. Using these categories, Gallaudet prioritized and ranked respondents of the 2014 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	
Employed	87
Education	32
Neither	6
TOTAL RESPONDENTS	125
Unknown/not responded	76
TOTAL GRADUATES	201

Gallaudet's Career Center hosts a fall and spring internship and job fair each year, providing opportunities for students and alumni to network with prospective employers. The job fairs are attended by over 50 employers from the private and public sectors.

Photo by Zhee Chatmon



Performance Requirements

Measure 3.4 of 5: The percentage of Model Secondary School for the Deaf graduates who are not in jobs nor postsecondary (advanced education or training) programs within one year after graduation. (Desired direction: decrease)

Year	Target	Actual (or date expected)	Status
2007	Not available.	0	Historical Actual
2008	Set Baseline	7	Baseline
2009	7.0	0	Target Exceeded
2010	7.0	7	Target Met
2011	0.0	7	Target Not Met
2012	0.0	7	Target Not Met
2013	0.0	24	Target Not Met
2014	25.0	7	Target Exceeded
2015	25.0	17	Target Exceeded
2016	25.0	21	Target Exceeded
2017	25.0	(October, 2018)	Pending
2018	25.0	(September, 2019)	Pending

Source. Gallaudet University, Clerc Center Office of Program Monitoring and Evaluation, survey of graduates' status.

Frequency of Data Collection: Annual

Data Quality. Since FY 2008, the Clerc Center has been conducting one-year follow-up survey during the following summer of each MSSD graduating class, on the percentages of graduates in postsecondary education, employed, and doing neither. Starting in FY 2014, the Clerc Center implemented a new method of collecting data from its graduates to address the historically low response rates to the surveys. Through a combination of contacting each graduate or graduate's family directly or getting results from a query in the National Student Clearinghouse's Student Tracker service, the Clerc Center was able to get one-year follow-up data on 81% of the 2016 graduating class.

Target Context. Starting in FY 2014, the Department merged two previous Measures to form a new measure, Measure 3.5, combining the percentage of students reporting whether they are employed or are enrolled in college or other post-secondary education or training within one year after graduation. How-

ever, the Clerc Center stated that it is unable to use historical data as a baseline for a new target, as in previous years the Center had much lower response rates to surveys from its graduates.

Since FY 2014, the Clerc Center has achieved a significantly higher response rate to the survey and has acquired data from the National Student Clearinghouse's Student Tracker service. This data provided a more complete and accurate picture of the Clerc Center's post-school outcomes, and captured those graduates who are not employed or in higher education.

This data is comparable to data provided by the Office of Special Education in its *Part B State Performance Plan/Annual Performance Reports: 2013 Indicator Analyses* for 2009, 2010, 2011. Using the OSEP measure as a reference point, the target for this measure was set at 25% for 2014 and subsequent years. As new data becomes available from OSEP and the Clerc Center, this target can be adjusted accordingly.

Explanation. The percentages for the two current measures on post-school outcomes (Measures 3.4 and 3.5) will total 100%.

Performance Requirements

Survey Respondents	
Employed or in higher education one year after graduation	27
Doing neither one year after graduation	7
TOTAL RESPONDENTS	34
Unknown/not responded	8
TOTAL CLERC CENTER 2015 GRADUATES	42

Measure 3.5 of 5: The percentage of Model Secondary School for the Deaf graduates who are enrolled in college or other post-secondary education or training, and/or who are competitively employed within one year after graduation. (Desired direction: increase)

Year	Target	Actual (or date expected)	Status
2013	100.0	76	Target Not Met
2014	75.0	93	Target Exceeded
2015	75.0	83	Target Exceeded
2016	75.0	79	Target Exceeded
2017	75.0	(October, 2018)	Pending
2018	75.0	(October, 2019)	Pending

Source. Gallaudet University’s Clerc Center Office of Planning, Development, and Dissemination survey on graduates’ status.

Data Quality. This is a new measure, combining the percentage of MSSD graduates who are in jobs and/or who are in advanced education or training within one year after graduation. To address the previous low response rates, the Clerc Center revised its data collection methods in FY 2014 and achieved a higher response rate than that of previous years. For this new measure, the data on the outcomes of Model Secondary school graduates will be collected each year through both a one-year graduate follow-up contact with the graduate or the graduate’s family and results from a query with the National Student Clearinghouse’s Student Tracker service. These results will include graduates enrolled at colleges and universities and/or competitively employed.

In FY 2017, the Clerc Center was able to get one-year follow-up data on 81% of the 2016 graduating class.

Target Context. Starting in FY 2014, the Department merged two previous Measures to form a new measure, Measure 3.5, combining the percentage of students reporting they are employed or are enrolled in college or other post-secondary education or training within one year after graduation. However, the Clerc Center stated that it is unable to use historical data as a baseline for a new target, as in previous years the Center had much lower response rates to surveys from its graduates.

Since FY 2014, the Clerc Center has achieved a significantly higher response rate to the survey and has acquired data from the National Student Clearinghouse’s Student Tracker service since. This data provided a more complete and accurate picture of the Clerc Center’s post-school outcomes, and is comparable to data provided by the Office of Special Education for 2009, 2010, 2011 at 72.5%, 72.5%, and 73.5%, respectively. Using the OSEP measure as a reference point, the target for this measure was set at 75% for 2014 and subsequent years. As new data becomes available from OSEP and the Clerc Center, this target can be adjusted accordingly.

Performance Requirements

Explanation. This measure combines and replaces the two previous measures—“the percentage of Model Secondary School graduates who are in jobs within one year after graduation” and “the percentage of Model Secondary School graduates who are in advanced education or training programs within one year after graduation.” An aggregated indicator is a better measure of outcomes, as students who graduate from high school are often engaged in competitive employment and enrolled in a post-secondary program at the same time. This is also more consistent with the indicator used by the Department’s Office of Special Education Programs on the outcomes of students with disabilities one year after graduating from high school.

Survey Respondents	
Employed or in higher education one year after graduation	27
Doing neither one year after graduation	7
TOTAL RESPONDENTS	34
Unknown/not responded	8
TOTAL CLERC CENTER 2015 GRADUATES	42

Objective 4 of 4:

Improve the efficiency of operations at Gallaudet as defined by the cost per successful student outcome, where the successful outcome is graduation.

Measure 4.1 of 2: Federal cost per Gallaudet graduate. (Desired direction: decrease)			
Year	Target	Actual (or date expected)	Status
2003	Not available.	227,487	Historical Actual
2004	Not available.	227,453	Historical Actual
2005	Not available.	219,897	Historical Actual
2006	Not available.	230,214	Historical Actual
2007	Set Baseline	245,356	Baseline
2008	245,356.0	227,940	Target Exceeded
2009	245,356.0	264,523	Target Not Met
2010	237,969.0	257,875	Target Not Met but Improved
2011	243,204.0	252,501	Target Not Met but Improved
2012	248,554.0	241,894	Target Exceeded
2013	253,277.0	232,117	Target Exceeded
2014	258,343.0	222,140	Target Exceeded
2015	263,768.0	238,197	Target Exceeded
2016	269,307.0	223,219	Target Exceeded
2017	269,307.0	(January, 2018)	Pending
2018	269,307.0	(January, 2019)	Pending

Performance Requirements

Source. Gallaudet University, Budget Office

Frequency of Data Collection: Annual

Data Quality. The FY 2016 data on the Federal cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY 2010 to FY 2015. The Federal cost per graduate includes graduates who receive bachelor, master's, and doctoral degrees, and graduate and specialist certificates from Gallaudet University.

Target Context. In determining the appropriate target each year for the Federal cost per graduate, future inflation must be taken into account, as well as the variation in the number of students who graduate each year from Gallaudet University. When the Department originally set the targets for the two efficiency measures (Federal cost per graduate and total cost per graduate) for FY 2010, 2011, and 2012, the Consumer Price Index (CPI) projections of inflation - as calculated by the Congressional Budget Office (CBO) - at a rate of 2.2% per year was used to guide target setting, with the overall goal for Gallaudet University to record increases in the efficiency measures that are at or less than the CPI rate each year.

In 2012, the Department chose to use the CPI-U estimates, as calculated by the Office of Management of Budget (instead of the CBO), to set the targets for FY 2013, 2014, 2015, which would be annually adjusted for the next fiscal year, based on the most recent projected and agreed-on assumed inflation rate. The targets that were set for 2013 to 2015 are as follows:

2013: 1.9%
2014: 2.0%
2015: 2.0%

In August 2014, the targets were updated to align with current CPI-U estimates, as follows:

2015: 2.1%
2016: 2.1%

Based on the declining Federal cost per graduate from \$264,523 in 2009 to \$222,140 in 2014, the 2017 and 2018 targets are set to be consistent with the 2016 target at \$269,307.

Explanation. This measure is calculated by adding the Federal appropriations for the current year and the five preceding years, which is then averaged. The average (from six years of Federal appropriations) is divided by the number of graduates in the current year, both undergraduate and graduate students. Federal students' financial aid, vocational rehabilitation payments, other Federal support for students, Federal grants and contracts, the Federal Endowment Grant Program, tuition payments, and other private funds received by the University are not included in this calculation.

Gallaudet University reported that the average 6-year educational expenses and the average 6-year Federal appropriations have increased by 1.7% and .6% from FY 2015, respectively; while the number of students graduating increased by 7.4%. With the rate of students graduating growing faster than the rate of increases in educational expenses and the Federal appropriations, the Federal and total educational costs per graduate decreased over the same period.

Performance Requirements

Measure 4.2 of 2: Total educational cost per graduate. (Desired direction: decrease)			
Year	Target	Actual (or date expected)	Status
2003	Not available.	271,735	Historical Actual
2004	Not available.	272,294	Historical Actual
2005	Not available.	263,088	Historical Actual
2006	Not available.	273,068	Historical Actual
2007	Set Baseline	292,279	Baseline
2008	292,279.0	272,094	Target Exceeded
2009	292,279.0	313,142	Target Not Met
2010	284,066.0	301,652	Target Not Met but Improved
2011	290,315.0	291,548	Target Not Met but Improved
2012	296,702.0	276,785	Target Exceeded
2013	302,339.0	263,927	Target Exceeded
2014	308,386.0	250,882	Target Exceeded
2015	314,862.0	270,652	Target Exceeded
2016	321,474.0	256,199	Target Exceeded
2017	321,474.0	(January, 2018)	Pending
2018	321,474.0	(January, 2019)	Pending

Source. Gallaudet University, Budget Office

Frequency of Data Collection: Annual

Data Quality. The FY 2016 data on the total educational cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY 2010 to FY 2016. The total educational cost per graduate includes graduates who receive bachelor, master's, and doctoral degrees, and graduate and specialist certificates from Gallaudet University.

Target Context. In determining the appropriate target each year for the Federal cost per graduate, future inflation must be taken into account, as well as the variation in the number of students who graduate each year from Gallaudet University. When the Department originally set the targets for the two efficiency measures (Federal cost per graduate and total cost

per graduate) for FY 2010, 2011, and 2012, the Consumer Price Index (CPI) projections of inflation - as calculated by the Congressional Budget Office (CBO) - at a rate of 2.2% per year was used to guide target setting, with the overall goal for Gallaudet University to record increases in the efficiency measures that are at or less than the CPI rate each year.

In 2012, the Department chose to use the CPI-U estimates, as calculated by the Office of Management of Budget (instead of the CBO), to set the targets for FY 2013, 2014, 2015, which would be annually adjusted for the next fiscal year, based on the most recent projected and agreed-on assumed inflation rate. The targets that were set for 2013 to 2015 are as follows:

2013: 1.9%
2014: 2.0%
2015: 2.0%

Performance Requirements

In August 2014, the targets were updated to align with current CPI-U estimates, as follows:

2015: 2.1%
2016: 2.1%

Based on the declining total cost per graduate from \$313,142 in 2009 to \$250,882 in 2014, the 2017 and 2018 targets are set to be consistent with the 2016 target at \$321,474.

Explanation. This measure is calculated by adding the Federal appropriations for the current year and the five preceding years, which is then averaged. The average (from six years of

Federal appropriations) is divided by the number of graduates in the current year, both undergraduate and graduate students. Costs associated with public services, auxiliary enterprises, and construction, are excluded from this calculation.

Gallaudet University reported that the average 6-year educational expenses and the average 6-year Federal appropriations have increased by 1.7% and .6% from FY 2015, respectively; while the number of students graduating increased by 7.4%. With the rate of students graduating growing faster than the rate of increases in educational expenses and the Federal appropriations, the Federal and total educational costs per graduate decreased over the same period.



During Commencement 2017, a graduating student wears a decorated graduation cap with the message, "It always seems impossible until it's done."

Photo by: Zhee Chatmon

Six Priorities

Gallaudet established six university-wide priorities in FY 2016. The priorities reflect an understanding of the Gallaudet's internal and external environments, a commitment to building on successful efforts that were part the Gallaudet Strategic Plan 2010-2016, as well as identified areas of need and opportunity. They evolved from a broad environmental scan and numerous dialogues that took place during President Cordano's first eight months in office. The priorities served as the foundation for a transition from the previous strategic plan. The adaptive approach Gallaudet used to establish the priorities was organic and inclusive and allowed for an iterative process. Each draft of the process was shared with various groups of community members for reflection and input. With each iteration, the essence of what was most important for Gallaudet became clearer. In September 2016, six priorities were approved by the Board of Trustees which were then shared with the community in November 2016.

I. Six Priorities

When President Cordano began her tenure at Gallaudet University, the University was in the final year of the Gallaudet Strategic Plan 2010-2015 (GSP). The Gallaudet Board of Trustees, in collaboration with the president, agreed to extend the GSP to give her time to get to know the community and its needs. President Cordano actively engaged students, faculty, and staff in a series of discussions and dialogues about Gallaudet's mission, current successes, challenges, and opportunities. Formal meetings occurred with the Faculty Senate, the Gallaudet Staff Council, Student Body Government, and the Graduate Student Association, and numerous other discussions took place with stakeholders across campus. President Cordano hosted dialogues with Gallaudet alumni, donors, and supporters throughout the country.

Themes began to emerge which were discussed with her executive team and shared with the University. Based on this broad environmental scan that took place during President Cordano's first eight months in office, the themes evolved into a set of priorities. These priority areas served as the foundation for a transition from the previous strategic plan. The adaptive approach Gallaudet used was organic and inclusive and allowed for an iterative process to develop the university's priorities. Each version was shared with various groups of community members for reflection and input. With each iteration, the essence of what was most important for Gallaudet became clearer. In September 2016, six priorities were approved by the Board of Trustees which were then shared with the community in November 2016.

- Bilingualism – Create the vision, values, and practices for our bilingual community which includes working, research, learning, innovation, and engagement
- Campus Climate, Diversity, Equity, and Inclusion – Create a campus climate and experience that welcomes all and is owned by everyone
- Student Success – Recruit, retain, and engage our students to create leaders, innovators, and change-makers through deeper engagement and 21st century learning strategies
- Institutional Leadership and Strategic Planning – Support the growth of leaders and focus our efforts and resources to strengthen Gallaudet for today and the future
- Academic Vitality and Strategic Positioning – Influence the world by sharing research, expertise, and knowledge that uniquely comes from Gallaudet
- Strengthening and Diversifying Revenue Streams – Support Gallaudet's priorities by creating revenue-generating opportunities and finding a myriad of resources to assure our long-term financial well-being

These priorities reflect an understanding of the University's internal and external environments, a commitment to building on successful efforts that were part the GSP 2010-2016, as well as newly identified areas of need and opportunity. Key initiatives in each priority area were identified and implementation began FY 2017 and are highlighted in this report. This foundational work will continue into FY 2017. The community's response to the six priorities and the work begun in each area has been positive, and comments indicated that the priorities represent the areas of importance that require focus and resources from the University.

Six Priorities

Priority One: Bilingualism

Create the vision, values, and practices for our bilingual community which includes working, research, learning, innovation, and engagement

While Gallaudet is a community of visual communicators and learners, the University has not yet fully defined what it means to work, learn, and live together as a diverse, multilingual, and multicultural community committed to its ASL/English bilingual academic mission. The University continues its work to establish the foundation by clarifying the vision, values, and practices that will guide how the Gallaudet community works,

learns, engages, and innovates together. Priority One: Bilingualism is a new priority for Gallaudet.

The Priority One: Bilingualism chapter reflects the foundational work done during FY 2017 to focus efforts and prepare the University for progress and success during FY 2018 and beyond.

Priority Two: Campus Climate, Diversity, Equity, and Inclusion

Create a campus climate and experience that welcomes all and is owned by everyone

Gallaudet's unique niche in the world necessitates the entire University community work together to create a sense of belonging for all members. This is essential for its continued growth and transformation. The University is committed to addressing relevant issues and needs to ensure Gallaudet continues to build a campus climate in which every member of the community supports each other in feeling welcomed, included, and valued for their unique qualities and individual

contributions. Priority Two: Campus Climate, Diversity, Equity, and Inclusion is a new priority for Gallaudet.

The Priority Two: Campus Climate, Diversity, Equity, and Inclusion chapter reflects accomplishments during FY 2017 designed to focus efforts and establish key foundational components for progress and success during FY 2018 and beyond.



Students in the GSR 300.07 “Black Lives Matter” course, taught by Dr. Risa Shaw, AAS ’83, and Usherla DeBerry, ’99, coordinated a public presentation, Black Girls Magic, at the JSAC G-Area on December 8, 2016. Front, from left: Amanda Lopez, Storm Smith, and Felicia Williams. Back, from left: Tempest Stokes, Julia Wallace, Jennifer Beaujour, Kerie Scurry-Burns, Sabrina Russell, ReNelle Baker, April Scott, and Tanasia LaFraizer.

Photo by Zhee Chatmon

Six Priorities

Priority Three: Student Success

Recruit, retain, and engage our students to create leaders, innovators, and change-makers through deeper engagement and 21st century learning strategies

Learning is at the core of Gallaudet's mission and all aspects of student matriculation, including academic and social experiences, must support and strengthen their life-long learning competencies. Gallaudet is committed to addressing the most crucial aspects of the student experience for undergraduate, graduate, and special students, both on-campus and online.

The University continues to strive to increase enrollment and improve student persistence and graduation with a particular emphasis on students of color. The Priority Three: Student Success chapter includes data on university enrollment and on recruitment activity directed to individuals who are deaf or hard of hearing from minority backgrounds. (Separate data are contained in the Clerc Center chapter for their students). Included are enrollment data for the fiscal year; trend data for the last five years; data by undergraduate, graduate, and

professional studies status; data by race/ethnicity, gender, deaf/hearing, and full-time/part-time status; data by state or international country; data by numbers applied, admitted, and enrolled; and data by ACT scores. Also included are data for persistence from year to year, as well as for graduation; for the fiscal year and trend data for the last five years; for all students; for traditionally underrepresented groups; by undergraduate and graduate discipline/majors; and by disposition (returned, graduated, academically dismissed, or withdrawn). The chapter ends with narrative regarding activities that support persistence and graduation, as well as the number of contact hours spent engaging students for each of these support activities.

The contents of the chapter reflect the major accomplishments performed during FY 2017 consistent with Gallaudet's Priority Three: Student Success.

Priority Four: Institutional Leadership and Strategic Planning

Support the growth of leaders and focus our efforts and resources to strengthen Gallaudet for today and the future

Gallaudet continues to improve its structure (systems and decision-making) and culture (personal development and social systems) to release the talent, energy, and commitment required for transformational impact across the nation and the world. The University is committed to developing focused plans to address and invest in the University's human capital, critical infrastructure needs (especially digital and campus infrastructure), and internal and external relationship-building

capacity as part of its strategic planning efforts. Priority Four: Institutional Leadership and Strategic Planning is a new priority for Gallaudet.

The Priority Four: Institutional Leadership and Strategic Planning chapter reflects accomplishments during FY 2017 designed to focus efforts and establish key foundational components for progress and success during FY 2018 and beyond.

Six Priorities

Priority Five: Academic Vitality and Strategic Positioning

Influence the world by sharing research, expertise, and knowledge that uniquely comes from Gallaudet

The University continues to make great strides in reaffirming its goal to be the epicenter of research, development, and outreach leading to advancements in knowledge and practice for deaf and hard of hearing people and all humanity. Further, Gallaudet continues to work to refine a core set of undergraduate and graduate programs that are aligned with the institutional mission and vision, leverage Gallaudet's many strengths, and best position students for career success.

The Priority Five: Academic Vitality and Strategic Positioning chapter includes FY 2017 data on academic programs at the university level, with separate data contained in the Clerc Center chapter for their students. Included are a summary of the academic programs; an assortment of the institutional student learning outcomes; enrollment trend data for graduate students by degree program and discipline; enrollment trend data for undergraduate students by majors and minors; enrollment trend data for hearing students by majors and minors; and the results of a recent survey of alumni which includes employment data by occupational group for those surveyed.

In FY 2017, faculty, often alongside students, vigorously pursued a wide range of research interests related to their academic disciplines. In this process, they demonstrated their commitment to sharing the broad base of knowledge that has built Gallaudet's international reputation as a center of academics and research by sharing this knowledge to enlighten and empower others. The chapter includes examples that demonstrate Gallaudet's international outreach and its investments to prepare tomorrow's deaf leaders. These combinations of enhancing the research expertise of Gallaudet's academic community, and sharing this knowledge with scholars overseas who are eager to benefit from it, reinforce Gallaudet's commitment to serving as a crucible in accelerating cultural change, advancing research, and teaching vitality.

The contents of the Gallaudet's Priority Five: Academic Vitality and Strategic Positioning chapter reflect the major accomplishments performed during FY 2017.

Priority Six: Strengthening and Diversifying Revenue Streams

Support Gallaudet's priorities by creating revenue-generating opportunities and finding a myriad of resources to assure our long-term financial well-being

A goal of the university is to secure a sustainable resource base through expanded and diversified funding partnerships and increased efficiency of operations. Improving Gallaudet's short and long-term financial planning, budgeting processes, and decision-making will create new opportunities to unleash innovative ideas and encourage informed risk taking. This is the key to strengthening and diversifying revenue, and positioning Gallaudet for the investments, processes, and entrepreneurship that will be required for its long-term strategic plan. This chapter enumerates a series of steps taken to ensure that Gallaudet University has control of various financial resources to complete its mission. Included are steps to control spending as

well as to increase revenue during FY 2017. Also included are demographics—gender, deaf/hearing status, and race/ethnicity status—for employees by category of employment, including administrators, faculty, Clerc Center teachers, professional staff/student support, professional staff administrators/instructional support, secretarial/clerical, technical, service, and maintenance.

The contents of the Gallaudet's Priority Six: Strengthening and Diversifying Revenue Streams chapter reflect the major accomplishments performed during FY 2017.



President Cordano met with the staff of FEEL magazine. FEEL, a semi-annual, deaf-centered publication, is designed to provide space for deaf artists to publish their work and share the creative process together. Student Nikolya Sereda, the publication's editor-in-chief, founded FEEL magazine with funds she won from winning second place in the second Annual Business Pitch! competition, held in February 2017. From left: Brian Gannon, finances; William Millos, copy editor; Emily Catalfamo, public relations; Sereda; President Cordano; Long Nguyen, graphic designer; Mengqian Luan, photographer; and Aylah Cadwell, assistant editor-in-chief.

Photo by Andrew Greenman

Priority One: Bilingualism

Create the vision, values, and practices for our bilingual community which includes working, research, learning, innovation, and engagement.

I. The Center for Bilingual Teaching and Learning

Since its founding in 1864, Gallaudet University has always offered a unique, bilingual learning environment. In 2007, the University's Board of Trustees adopted a new mission statement, which commits the university to becoming more intentional about leveraging the advantages of bilingual education for deaf and hard of hearing students. In the transformation from "default bilingualism" to a model of "intentional and inclusive bilingualism," the University has undertaken a number of steps to implement the mission, including defining student learning outcomes, developing curricula and assessments, offering professional development opportunities, creating learning materials, supporting research projects, and hosting a series of lectures, workshops, and campus-wide dialogues.

In order to support faculty in aligning teaching and learning activities with the bilingual mission, the provost established the Center of Bilingual Teaching and Learning (CBTL) in August 2014. This Center brought together work previously coordinated by the Office of Bilingual Teaching and Learning (OBTL) and the Gallaudet Scholarship on Teaching and Learning Initiative (GSTLI) into one place, unifying resources and research about bilingual teaching and learning.

The primary responsibility of CBTL has been to support faculty and staff in developing capacity to engage in best practices in bilingual teaching and learning. For more information on the various activities of CBTL, visit gallaudet.edu/cbtl.

CBTL is under the supervision of Provost Dr. Carol Erting, and team members include:

- Kristin Mulrooney, director
- Lisa Sentelle, digital media specialist
- Debi Duren, ASL language development coordinator
- Two graduate assistants

CBTL has supported the following initiatives and projects in support of the bilingual mission over the past year:

Video Production

The CBTL filming studio is available to faculty and staff who need support in the creation of bilingual materials for the classroom, communications for the campus community, and other forms of video production support. The greatest

percentage of CBTL's time was in this area of our service to the Gallaudet community between October 1, 2016 and September 30, 2017. A total of 170 videos were made. CBTL worked with the following departments or programs in the production of videos:

- Department of American Sign Language and Deaf Studies
- Department of Interpretation and Translation
- Department of Science, Technology and Mathematics
- Faculty Development Office
- Gallaudet Scholarship on Teaching and Learning Initiative
- Graduate School – Graduate School Orientation and Graduate School newsletter
- General Studies Program
- Library
- Office of Academic Quality
- Office of Diversity and Equity for Students
- Office of the Ombuds
- Office of the President
- Office of the Provost
- Office of Sponsored Programs

There were 9,203 views of videos produced by CBTL between October 1, 2016 and September 30, 2017. This is an increase of 9.90 percent from academic year 2015 to academic year 2016. The greatest number of views was the video produced for the Ombuds, in celebration of Gallaudet hosting Shakespeare's First Folio in October 2016. The video had 505 views. Information about several of these videos is provided below in the next section.

Bilingual Consultation

Bilingual consultation and support provides pedagogical support, design suggestions, ASL coaching, filming support for ASL products, and suggestions for the incorporation of

Priority One: Bilingualism

products into online media and websites. Below is an overview of several projects in which we were involved in over the past year, organized by department served:

Department of American Sign Language and Deaf Studies

Created videos to be used during the department's summer 2017 orientation. These videos covered: housing, accessing Blackboard, the ASL event portal, HelpDesk, and food services.

Department of Interpretation and Translation

In spring 2015, the Department of Interpretation and Translation began a new initiative to disseminate student research at the doctoral level. CBTL worked with department chairs to develop a program entitled "Research Chats", short five-minute videos in which students summarized their work in ASL. CBTL completed a third video this past year and a fourth has begun.

Department of Science, Technology, and Mathematics: Biology

Dr. Cara Gormally requested assistance in the production of a video explaining her research interests and recruiting students to become interns on her research team. The video was completed this past year and is now on her Gallaudet webpage.

Department of Science, Technology, and Mathematics: Mathematics

Three videos were produced in collaboration with the Math Center about rules for using the center, expectations of students, and responsibilities of tutors.

Faculty Development Office

CBTL collaborated with the Faculty Development Office in the production of several videos that were provided to faculty in advance of the January 2017 Professional Development week. These videos introduced the several articles to be discussed ("The Complexity of Identity: 'Who Am I?'", "Polarized Classrooms", and "The Adverse Impact of Racial Microaggressions on College Students' Self Esteem").

A video was also produced for the office to welcome new faculty to Gallaudet and provide information on New Faculty

Orientation. This video served as a way of demonstrating our bilingual approach to new faculty in their onboarding process.

Graduate School

Two significant projects were completed this year in collaboration with the Assistant Dean of the Graduate School. The first was the creation of a bilingual electronic newsletter to improve information sharing between the Graduate School and graduate students. Three issues have been disseminated to the graduate students (February, April and July). CBTL will continue to support this newsletter in academic year 2017-2018.

The second was a bilingual electronic program for the Graduate School Orientation. This online program book provided videos that summarized what each session would be about to allow students to select workshops that benefited them.

General Studies Program

The director of the General Studies Program requested assistance in making a bilingual resource for a worksheet that assists instructors in designing an inclusive syllabus. This project is still in progress.

CBTL is also collaborating with General Studies Requirement 240: Ethics and Social Responsibility to create a series of videos about ethical decision-making.

Library

The staff of the library has expanded their series of videos begun in 2016, adding a video providing an overview of library services and another about Library Reserves Services.

Office of the Ombuds

In 2016 the Ombuds leveraged the First Folio event to create a video that explained the role of the Ombuds using conflicts from Shakespearean plays to illustrate Ombuds services. The Ombuds is collaborating with CBTL to update the video to be a more general explanation of the Office of the Ombuds.

Office of the President

CBTL produced the president's introduction to the April 26, 2017 Conversations Across Nations (CAN) video. CAN are gatherings of people for self-guided discussions. CBTL also created the questions that were asked during the discussion.

Priority One: Bilingualism

Office of the Provost

CBTL produced a video announcing the finalist candidates for the executive director for Undergraduate Admissions and Outreach as well as a video with updates of summer 2017 activities around campus for returning and new students.

CBTL provided support to the Bilingual Mission Framework Task Force with the production of three videos: a task force welcome video, an information video about the history of how the bilingual mission was composed, and an initial draft of the Bilingual Mission Framework Task Force proposed guidelines.

Office of Sponsored Programs

CBTL developed a bilingual survey to collect feedback on the Office of Sponsored Programs' services. The survey was disseminated to the Gallaudet community in spring 2017.

ASL Language Development Program

CBTL has been involved in developing and implementing the Language Development Program (LDP) since fall 2015. The program in 2016 to 2017 included five components: ASL Language Development Plans for new faculty, ASL Gatherings for staff and faculty, Individual ASL Language Development Support, ASL Language Development Resources and ASL Immersion Day.

In aligning with CBTL's primary responsibility in supporting faculty with best practices in bilingual teaching and learning, the LDP strives to provide various resources and opportunities for language development, which is essential for the classroom and beyond.

ASL Language Development Plan

This was a pilot program temporarily coordinated through CBTL during academic year 2016 to 2017. ASL Language Development Plans are designed to support new faculty who are emerging signers in developing their ASL. The plan (a six-year timeline from hiring to tenure application date) outlines the recommended ASL courses and other language development activities that should be taken and a corresponding timeline for these activities. It also documents the various ASL fluency measures the faculty member can take to measure progress (ASPLI, Classroom Discourse Observation). These plans are shared with the faculty member, their department chair, and dean. The language development coordinator meets

with the faculty member three times during the academic year to review the plan, check in on progress and update faculty progress.

Faculty hired in 2016 were the first group to have ASL Language Development Plans created.

ASL Gatherings

ASL Gatherings began in the fall of 2013 and are a casual, seminar-like environment where staff and faculty come together to discuss ASL as a language, techniques for improving their usage of ASL, and techniques/technology to incorporate ASL into the classroom. This program is offered Mondays, Wednesdays and Fridays from 12 to 1 p.m.

In the 2016 to 2017 academic year, CBTL held 72 ASL Gatherings sessions with 36 hours of direct contact per semester. In fall 2016, participants represented 14 different departments or units, 64 percent of participants were staff and 32 percent were faculty. In spring 2017, there were participants from 18 different departments or units, 63 percent of participants were staff and 33 percent were faculty. All the participants received certificates of attendance documenting the number of times they attended each semester and copies of these certificates were provided to faculty chairs to aid in the documentation of a faculty member's engagement in language development activity.

Individual ASL Language Development Support

CBTL assumed coordination of the Faculty ASL Tutoring Program in January 2016. The name of this program was changed to Individual ASL Language Development Support to more accurately reflect the type of program it is, which are one-on-one sessions between a language specialist and a faculty member who desires to improve their ASL skills necessary in academic settings. In academic year 2016 to 2017 nine faculty members participated in this program.

Pre-assessment videos were used to identify areas that needed improvement and would be targeted during the meeting sessions. Post-assessment videos were produced at the end of the semester to measure progress with developing the targeted ASL skills.

Language Development Resources

Those involved with language development support benefit from the availability of Language Development Resources that

Priority One: Bilingualism

can be accessed outside of ASL Language Development sessions. These resources allow faculty to practice both receptive and expressive ASL skills. CBTL is currently working to produce resources for learning information technology vocabulary.

ASL Immersion Day

On May 9, 2017 CBTL hosted an ASL Immersion Day for faculty and staff who had participated in CBTL Language Development programs during academic year 2016 to 2017. The goal of the program was to give participants an opportunity to interact all day using ASL. There were 28 (15 faculty members and 13 staff members) who participated, this is a 55 percent increase in participating from the 2016 ASL Immersion Day. The morning consisted of workshops on “A Taste of Fingerspelling”, “Mouth Morphemes”, “Depicting Verbs”, and “ASL Storytelling”. In the afternoon, participants engaged in four activities led by the ASL facilitators that were designed to allow participants to apply the aspects of ASL they learned in the morning session.

Feedback on this program was overwhelmingly positive, as participants appreciated an opportunity to practice with others what they had been studying over the course of the semester.

Office of Faculty Development Support

CBTL continues to collaborate frequently with the Faculty Development Office. CBTL provided video production for materials used in the January 2017 Professional Development week activities.

Gallaudet Scholarship of Teaching and Learning

CBTL and the Office of the Associate Provost for Research received a two-year \$200,000 grant from the Booth Ferris

Foundation to support the Gallaudet Scholarship of Teaching and Learning Initiative (GSTLI). This project was designed to create a learning community of teacher-scholars who, over a period of two years per cohort, investigate, reflect upon, document, and enhance teaching practices designed to meet the needs of visually-oriented and linguistically diverse learners in Gallaudet classrooms.

The initial cohort of five participants conducted their research projects and disseminated their work into a volume published by Gallaudet University Press in 2014, entitled *Teaching and Learning in Bilingual Classrooms: New Scholarship*. With the support of designers and programmers, this group of researchers developed the framework for a showcase website.

The second GSTLI cohort began their two-year participation in January 2015. The participants received a course release to allow them to focus on their research and attend bi-weekly meetings. Over academic year 2015 to 2016, participants collected data (fall 2015 semester) and analyzed their data (spring 2016). In the fall 2016 semester, they focused on disseminating their research. The GSTLI Gallery website was updated to reflect their projects. In addition, the group presented during the January 2017 Professional Development week sharing the results of their research with Gallaudet faculty and staff.

Website Development and Outreach

The CBTL team continues to improve upon its bilingual website with two key goals: first, to create a “purpose driven website” with specific, clear functions to support faculty and staff, and second, to create a model bilingual website to guide and jump-start the creation of more bilingual online materials. We also transitioned to the new Gallaudet website.

II. Strategic Initiative Results

Developing a Bilingual Framework

A task force was established in FY 2017. The task force began work to develop a framework for the comprehensive implementation of the University's mission to ensure the intellectual and professional advancement of deaf and hard of hearing individuals through American Sign Language and English. The framework will articulate assumptions, concepts, and values to inform guidelines, policies, and practice related to major domains of campus life.

The work is being led by faculty and staff to build infrastructure around the bilingual mission and to address its role within larger context of University discussions. The task force's work is based on major university documents that relate to communication, language, and Gallaudet's bilingual mission; interdisciplinary perspectives and research findings related to bilingualism, bilingual education, audism, and especially, deaf and deaf-blind ASL/English bilingualism; and theoretical and empirical work from a wide range of disciplines.

As part of their work the committee engaged the on-campus community, schools and programs for deaf students across the country, and international stakeholders in a Conversations Across Nations (CAN) event. CAN events are designed to support thought-provoking, face-to-face conversations on a designated topic in cities across the United States as well as internationally. They are a way to engage people in meaningful conversations about issues of importance to the Gallaudet community. These free-flowing discussions allow community members to brainstorm and find common ground and understand our future possibilities. During the CAN event focused on a bilingual framework for Gallaudet, participants addressed questions pertaining to effective educational approaches for bilingual language development and communication in schools; the use of ASL and English throughout the school day; and to what is working, what challenges exist, and what support is needed for instruction, learning, and communication in both ASL and English.

Work in this priority area will continue throughout FY 2018 with a completed framework anticipated by the end of the fiscal year.



On October 7, 2016, an opening reception was held at the Washburn Arts Gallery to kick off the exhibit First Folio! The Book that Gave Us Shakespeare, which was held during the month of October.

Photo by Zhee Chatmon



In conjunction with the inauguration of President Cordano, the first-ever Gallaudet Conversations Across Nations (CAN) were hosted on campus and by Gallaudet University Alumni Association (GUAA) chapters in their local communities on Saturday, October 1, 2016. Gallaudet CAN is based on a tradition of conversations beginning in 1992 within Minnesota's deaf community; Cordano, instrumental in creating its first salon event, wanted to bring this tradition to Gallaudet.

Photo by Zhee Chatmon

Priority Two: Campus Climate, Diversity, Equity, and Inclusion

Create a campus climate and experience that welcomes all and is owned by everyone.

Priority Two: Campus Climate, Diversity, Equity, and Inclusion

I. Office for Diversity and Inclusion

The Office for Diversity and Inclusion (ODI) is charged with providing leadership to foster and advance a strategic and integrated approach to diversity in all aspects of University life. As such, ODI works to ensure the community is knowledgeable about issues of diversity and inclusion and understands how diversity and academic excellence are intricately woven into patterns of student success.

ODI supports a diverse student, faculty, and staff population and is committed to creating a climate that is inclusive and accessible so all members of the community can succeed. To that

end, ODI sponsors and co-sponsors multiple and varied programs for the community including lecture series, pedagogical workshops, cultural competency training, diversity dialogues, and cultural events. In particular, the University's Diversity Dialogue series has brought together diverse members of the community to discuss challenging topics.

ODI's many activities during FY 2017 included special presentations; educational and professional development offerings; internal studies and institutional activities; and campus events.

In April, Alex Leffers, '93, Marketing and Creative Services web content developer and editor, moderated a panel discussion, "Exploring Intersectionalities Across Gender," during the 10th annual ColorFEST, a nationwide conference of deaf and hard of hearing college students who identify themselves as lesbian, gay, bisexual, transgender, queer, asexual, and other identities (LGBTQA+) or as allies.

Photo by Lorian Jones



II. Office of Diversity and Equity for Students

The Office of Diversity and Equity for Students (ODES) houses Keeping the Promise, the Lesbian, Gay, Bisexual, Transgender, Questioning, and Allies (LGBTQA) Resource Center, Multicultural Programs, and provides support to intergroup dialogue activities and events. ODES initiatives all support Priority Two: Diversity, Equity and Inclusive Excellence: Creating a thriving community to create a campus climate where all members feel welcomed, supported, included, and valued for their unique qualities and individual contributions and Priority Three, which specifies that the University should increase enrollment, retention and graduation rates for all students, with a particular emphasis on students of color.

Keeping the Promise: Equitable Outcomes for Students

Keeping the Promise: Equitable Outcomes for Students (KTP) is a key initiative in support of the University's goal of closing the gap in retention and graduation for deaf students who are underrepresented in terms of degree conferment. KTP fulfills its charge of supporting retention and graduation via promoting the intellectual advancement of these students. This is done by demonstrating and reinforcing the essential values of scholarship and perseverance through intentionally-designed activities that foster motivation, empowerment, academic excellence, understanding of historical and cultural heritage, and model citizenship.

Participation in the KTP program is voluntary. Reports concerning retention and persistence to graduation focus on KTP participants, defined as students who have attended a minimum of three KTP-sponsored programs or events during a given semester.

- Seventy-eight (78) percent were retained into the 2016 to 2017 year.
- Twenty-seven (27) undergraduate and six graduate KTP students graduated in May 2017.

Keeping the Promise highlights for the year include:

- Thirty-five (35) academic skill-building and cultural education workshops were offered with a total of 125 people attending, including the KTP Leadership Retreat, Black Lives Matter events, and the "Celebration of Cesar Chavez Day."

- One-hundred and fifty (150) students attended cultural education workshops including visits to Latino/Hispanic and African-American museums and "History of the Day of the Dead (Dia de Muertos)" by the Latino Student Union, and "Believe in Yourself, Asian-Who are We" workshop.
- Four focus group discussions were held during the course of the academic year, providing opportunities for KTP members to discuss issues affecting them and to exchange ideas and suggestions for navigating a predominantly white university.
- Twenty-eight (28) students participated in a two-day leadership and team-building activity to learn leadership skills, to develop peer bonds and support systems that are critical to persistence, and to develop an understanding of the characteristics and traits of effective leaders.
- Ninety-seven (97) walk-in students were served with a variety of issues ranging from class-oriented questions to personal matters.
- KTP expanded by establishing an Asian and Pacific Islander (AAPI) Community Forum that focused on the experiences of being AAPI students at Gallaudet.

Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and Asexual/Ally (LGBTQA) Resource Center

The LGBTQA Resource Center is the central hub for LGBTQA-related programs, services, training, activities, and groups on campus. The LGBTQA Resource Center cultivates community-building, disseminates resources, promotes equity and inclusion, and facilitates education, training, and awareness-building for individuals of all sexual orientations and gender identities/expressions. The Resource Center promotes an LGBTQA presence year-round.

The LGBTQA Resource Center uses a community empowerment framework and works collaboratively with other campus entities and student groups to enfranchise and empower students of intersecting identities, and supports student development, well-being, and academic success.

Priority Two: Campus Climate, Diversity, Equity, and Inclusion

LGBTQA Resource Center highlights for the year include:

- Four-hundred and thirty-two (432) hours were devoted to advocacy leadership and support by promoting LG-BTQA-inclusive policies and practices on campus through faculty, staff, and student leaders. This is approximately a 19 percent increase from the previous year.
- Guided and supported the work of the University Transgender Task Force (TTF), which includes approximately 50-plus members of the campus community. Seven working groups focused on: credo/anti-discrimination policy, curriculum infusion/training, facilities/locker rooms/bathrooms, healthcare/benefits, Residential Life/housing, and technology/safety/name changes.
- Four-hundred and ninety-four (494) hours were spent advising campus offices and departments, the Office of the President, the Office of Student Affairs, the Office of Residence Life and Housing, and academic departments on policies and procedures, benchmarking services and programs, advising student leaders on programming, and consulting on curriculum transformation in keeping with best practices for LGBTQA inclusion in higher education.
- Seventy-three (73) hours of training were offered to targeted audiences of students, staff, and faculty that focused on developing and providing comprehensive educational programming including the Pride Presenters Series that brought experts to campus to present “LGBTQA 101” and “Allies Network” workshops.
- Two-hundred and eighty-seven (287) individuals were served during 20-plus distinct trainings/workshops as well as numerous in-services and informal walk-ins provided to academic and student support departments.
- Assisted with 14 informal individual incident reports (five from students, four from faculty members, and five from staff members) and the Center offered support for, and determined responses to, experiences with bias, discrimination, or exclusion based on gender identity and/or sexual orientation. The Center also provided follow-up assistance during mediation and resolution.
- Disseminated information through electronic newsletter, website, and social media about LGBTQA-related events, resources, and news on campus and around the greater D.C. metropolitan area and nation.
- Ninety (90) new acquisitions were donated by individual students, staff, and faculty to the LGBTQA Resource Library.
- The Hangout Lounge was used by the LGBTQA Resource Center to promote student interaction and resource-gathering during programs such as the Fall Welcome/Ice Cream Social, Transgender Student Ice-Breaker, student groups, and more.
- Collaborated/consulted on:
 - o More than seven projects supporting University-wide efforts to address and resolve campus concerns regarding gender-inclusive restrooms, Black Lives Matter signage, and student artwork. Communications included collaborative vlogs, letters, and meetings involving key student leaders and campus offices.
 - o A multicultural curriculum and the organizational development and transformation of the LGBTQA Resource Center Gender & Sexuality Training, with the support of the Multicultural Competency-Transformational and Curriculum-Transformation Institute and the Provost’s Office.
 - o LGBT Awareness programming and best practices for services to gender-diverse students in K-12 settings.
 - o With faculty in the Departments of English, Social Work, and History, Philosophy, Religion, and Sociology to research, discuss, and initiate movement toward implementation of an interdisciplinary Gender and Sexuality Studies minor.
 - o The University-wide Sexual Assault Resource Team (SART) to contribute perspectives on the impact of sexual violence and intimate partner violence on LGBTQA students in higher education.
 - o The core committee for the Field House all-gender locker room and restroom construction project.
 - o University Communications on LGBTQA-inclusive language and design in marketing materials.

Priority Two: Campus Climate, Diversity, Equity, and Inclusion

- o With prospective and current students and their families as well as staff, faculty, alumni, administrators, and the community on equity and inclusion for transgender, non-binary, and gender non-conforming members of the Gallaudet community.
- Offered a monthly meetup group for Queer and Transgender People of Color (QTPOC) in the Gallaudet community as a space of solidarity and social support as well as an opportunity for networking and exchange of information and resources.
- Hosted gatherings to support the transgender community on campus in the wake of vandalism of gender-inclusive restroom signage.
- Provided staff advising to the Rainbow Society, the LG-BTQA student group.
- Updated Trans@Gallaudet website guide with information on campus policies and procedures of relevance to transgender, non-binary, and gender non-conforming students, staff, and faculty.
- Launched Rainbow Bison Directory to provide a reference list of out LGBTQA and ally Gallaudet employees who offer resources, support, and informal mentorship for LGBTQA students.
- Maintained a resource referral list for transgender students, staff, faculty, administration, and alumni, including information on campus and locally-based medical and mental health resources and campus policies and procedures related to name and gender marker changes on University records.
- Assisted students, staff, and faculty members with research and referrals to peer-reviewed research on sexual orientation and gender identity/expression.
- Coordinated, developed, and implemented programming events for the campus community throughout the year. This year's offerings included (n = the number of attendees):
 - o Open House/Ice Cream Social (n ≈ 70)
 - o Monthly Brown Bag Lunches (n ≈ 90)
 - o Campus Outreach (n ≈ 105)
 - o Pride Presenters Series (n ≈ 190)
 - o Trans Community Icebreaker (n ≈ 19)
 - o Gallaudet Coming Out Day (n ≈ 100)
 - o Intersex Awareness Day (n ≈ 320)
 - o Trans Student Support Group (n ≈ 7)
 - o Intricate Identities DMV LGBTQ Student Conference (n ≈ 200)
 - o Transgender Awareness Week (n ≈ 350)
 - o Sexual Assault Awareness Month (n ≈ 25)
 - o Transgender Day of Visibility (n ≈ 450)
 - o Pride Month (n ≈ 375)
 - o ColorFEST (n ≈ 275)
 - o Lavender Graduation (n ≈ 200)
 - o Capital Pride Parade and Festival (n ≈ 150)

Multicultural Student Programs

Multicultural Student Programs (MSP), a unit of the Office of Diversity and Equity for Students, seeks to create an environment at Gallaudet University that embraces individual differences, sustains inclusion, provides support and advocacy, and cultivates a campus atmosphere that is free from bias. MSP offers the community a variety of multicultural programs and experiences which foster an inclusive, bias-free campus climate.

Multicultural Student Programs highlights for the year include:

- Thirty-eight (38) participants (faculty, staff, and students) in the fall semester and 32 participants in the spring semester were involved in the Turn A Page Together program where participants read and discussed eight books of different types and shared their diverse views and perspectives.

Priority Two: Campus Climate, Diversity, Equity, and Inclusion

- Forty-six (46) community members attended the Hispanic Heritage Month presentation “Get Comfortable with Being Uncomfortable” by Andres Piedrahita.
- Hosted “How Can We Motivate Struggling Latin@ Adolescents to Read?” by Dr. Melissa Herzig, research translation manager for the National Science Foundation Science of Learning’s Visual Language and Visual Learning Center (VL2) and associate director for the Ph.D. in Educational Neuroscience program at Gallaudet.
- Hosted a Native American Heritage Month presentation, “Growing Up in Pow Wow Culture” by Dawnena Michelle Muth, a member of the Pawnee tribe of Oklahoma through her maternal grandfather.
- Hosted a Black History Month Presentation, “No Excuses – When Life Gives You Lemons, Make Lemonade” by Anthony Diallo, a communications specialist, educator, civil servant and community advocate.
- Twenty-five (25) participants attended the Student of Color Leadership Institute, “Empathy & Connection Successfully Leading PEOPLE”, a conference for members and leaders of student organizations that train student leaders in the skills and tools they need to lead their organizations effectively.
- Forty-two (42) individuals attended the Women History Month Presentation, “Own It! Honoring Your True Self” by Melissa Yingst Huber.
- Seventy-two (72) community members attended the workshop “Cesar Chavez’s Birthday and Garden Activity” about Cesar Chavez and the United Farm Workers movement.
- Hosted Asian and Pacific Islander Heritage Month presentation by Khanh Lao Khanh Lao, “Pearls of the Jungle”, about how she was brought up to achieve excellence in mainstream education by her supportive parents and through the expectations of Vietnamese culture.
- Five-hundred and thirty-six (536) participants attended the 2017 iteration of UnityFest, the 11th annual festival, a full day of celebration of the rich cultural heritage of the Gallaudet community. The day’s events provided students, faculty, staff, and friends an opportunity to explore and experience the wide variety of cultures that make up the campus community
- Five-hundred and fifty-six (556) students (including Multicultural Student Organizations), staff, and faculty were supported or provided with consultation from MSP.
- The MSP program coordinator presented “Images of Race, Ethnicity and Gender: Examining the Impact of Mass and Social Media” at the Deaf Women United and Deaf Women of Color Conference, Presentation on June 29, 2017.



On March 6, 2017, the Undergraduate Open House, led by the Office of Admissions, was held on March 6, 2017. Staff from various departments were on hand to answer questions.

Photo by Zhee Chatmon

Priority Two: Campus Climate, Diversity, Equity, and Inclusion

III. Strategic Initiative Results

Chief Diversity Officer

Following an extensive search process, Dr. Elavie Ndura was selected as Gallaudet's Vice President for Equity, Diversity, and Inclusion (VPEDI), also known as the Chief Diversity Officer (CDO). She began in her role in early July 2017 and moved quickly to get to know the Gallaudet community and engage community members in critical conversations about needs, issues, challenges, and opportunities related to equity, diversity, and inclusion.

Division of Equity, Diversity, and Inclusion

The Division of Equity, Diversity, and Inclusion was established following Dr. Ndura's appointment. Its focus will be on building bridges of caring critical social consciousness characterized by:

- 1) a deep understanding of one's own cultural identity, orientations, and dispositions;
- 2) a genuine interest in understanding others' narratives and experiences;
- 3) an unshakable conviction that human interdependence is a constant reality that shapes the journey of self and others; and
- 4) a commitment to and active engagement in the important individual and collective work to transform institutional policies, structures, and social relations to maximize opportunities for the self-actualization of self and others in a community devoid of fear, tension, suspicion, discrimination, and prejudice.

Further development of the division and a related plan of key initiatives and actions will continue throughout FY 2018.

Diversity Strategy Team

A Diversity Strategy Team (DST) was formed in FY 2017. This campus-wide inclusive team was created as a strategic advisory group that serves as a partner to the Vice President of Equity, Diversity, and Inclusion. The goal of the DST was to develop and implement short and long-term strategies that transform Gallaudet, including the Clerc Center, into a community that embraces and practices equity, diversity, and inclusion for all its community members. The DST's work will continue throughout FY 2018.

The official naming ceremony of the Drs. John S. & Betty J. Schuchman Deaf Documentary Center, located in the Sorenson Language and Communication Center, took place May 3, 2017. From left: Jean Bergey, associate director; Dr. Brian Greenwald, '96, director; Dr. Stan Schuchman; Dr. Betty J. Schuchman; President Cordano; Joey Aguilera, '04; and Maggie Kopp, pose following the ribbon cutting and unveiling of the sign.

Photo by Zhee Chatmon





The Gallaudet Innovation and Entrepreneurship Initiative held its second business pitch competition at Peikoff Alumni House on February 10, 2017. Five student teams pitched their business proposals to a panel of judges. Gallaudet entrepreneur-in-residence, Russell Stein, '95, of the all-deaf staffed Mozzarella pizza restaurant located in San Francisco, served as master of ceremonies. The Silent Recyclers, invented by Zohaib Qureshi, Sean Maiwald, '16, Myles Goldberg, '16, and Ethan Kramer, '16, finished in third place as an audience favorite.

Photo by Zhee Chatmon

Priority Three: Student Success

Recruit, retain, and engage our students to create leaders, innovators, and change-makers through deeper engagement and 21st century learning strategies

Priority Three: Student Success

I. Enrollment

Fall 2016 Census University and Clerc Center Enrollment

	Full-time	Part-time	Total	% of Enrollment
Undergraduate Degree-seeking	1,082	30	1,112	
Freshmen	348	3	351	
Sophomores	218	2	220	
Juniors	246	3	249	
Seniors	260	19	279	
Second degree	10	3	13	
Undergraduate Non Degree-seeking		9	9	
TOTAL UNDERGRADUATE	1,082	39	1,121	59%
Graduate Degree-seeking	297	129	426	
Graduate Non Degree-seeking		19	19	
TOTAL GRADUATE	297	148	445	23%
English Language Institute	57		57	3%
TOTAL UNDERGRADUATE, GRADUATE, ELI & CONSORTIUM	1,436	187	1,623	
Kendall Demonstration Elementary School	111		111	
Model Secondary School for the Deaf	166		166	
TOTAL CLERC CENTER	277		277	15%
TOTAL UNDERGRADUATE, GRADUATE, ELI, & CLERC CENTER			1,900	100%
Professional Studies ¹		151	151	

¹Professional Studies students can enroll continuously throughout the semester. Therefore, a one-time snapshot of Professional Studies enrollment does not provide an accurate picture. The snapshot of Professional Studies enrollment is used, however, in reporting enrollment in the Government Performance and Results (GPRA) Report.

Priority Three: Student Success

End-of-Year University Enrollment with Dual Enrollment

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Undergraduates	1,200	1,160	1,100	1,163	1,249
Graduates	535	567	513	515	508
English Language Institute	109	100	115	84	66
Consortium	11	12	5	*	*
Professional Studies	751	708	681	592	627
TOTAL UNIVERSITY	2,606	2,547	2,414	2,354	2,450
DISTINCT HEADCOUNT ENROLLMENT	2,463	2,419	2,306	2,274	2,368
ENROLLED IN MORE THAN ONE CATEGORY	143	128	108	80	82

* As of late Spring 2016, consortium is not included in the counts per agreement with the Consortium of Universities of the Washington Metropolitan Area.

Fall Census University and Clerc Center Enrollment

	2012	2013	2014	2015	2016
Undergraduate Degree-seeking	1,097	1,053	1,001	989	1112
Undergraduate Non Degree-seeking	20	24	30	22	9
TOTAL UNDERGRADUATE	1,117	1,077	1,031	1,011	1,121
Graduate Degree-seeking	446	469	443	444	426
Graduate Non Degree-seeking	17	15	14	22	19
TOTAL GRADUATE	463	484	457	466	445
English Language Institute	90	63	81	73	57
Consortium	4	7	3	5	N/A ¹
TOTAL UNDERGRADUATE, GRADUATE, ELI & CONSORTIUM	1,674	1,631	1,572	1,555	1,623
Kendall Demonstration Elementary School	94	92	87	106	111
Model Secondary School for the Deaf	150	149	165	166	166
TOTAL CLERC CENTER	244	241	252	272	277
TOTAL UNDERGRADUATE, GRADUATE, ELI, & CLERC CENTER	1,918	1,872	1,824	1,827	1,900
Professional Studies ²	147	122	119	115	151

¹As of late Spring 2016, consortium is not included in the counts per agreement with the Consortium of Universities of the Washington Metropolitan Area.

²Professional Studies students can enroll continuously throughout the semester. Therefore, a one-time snapshot of Professional Studies enrollment does not provide an accurate picture. The snapshot of Professional Studies enrollment is used, however, in reporting enrollment in the Government Performance and Results (GPRA) Report.

Priority Three: Student Success

Fall 2016 Degree-seeking Diversity by Career Level

	Undergraduate	Graduate	Total
RACE/ETHNICITY			
International/Nonresident Alien	79	22	101
American Indian/Alaska Native	7	0	7
Asian	41	20	61
Black/African American	173	35	208
Hispanic of any race	111	39	150
Native Hawaiian/Other Pacific Islander	6	0	6
Two or more	39	11	50
White	589	242	831
Race and ethnicity unknown	67	57	124
GENDER			
Male	540	98	638
Female	572	328	900
HEARING STATUS			
Deaf/Hard of hearing	998	199	1,197
Hearing	114	221	335
Unknown	0	6	6
ACADEMIC LOAD			
Full-time	1,082	297	1379
Part-time	30	129	159
TOTAL FOR EACH CATEGORY	1,112	426	1,538

Priority Three: Student Success

Fall Degree-seeking Diversity Trend

	2012	2013	2014	2015	2016
RACE/ETHNICITY					
International/Nonresident Alien	98	106	110	105	101
American Indian/Alaska Native	5	5	3	8	7
Asian	53	52	57	44	61
Black/African American	161	156	165	158	208
Hispanic of any race	179	182	171	155	150
Native Hawaiian/Other Pacific Islander	3	3	3	1	6
Two or more	35	37	43	157	50
White	960	916	826	716	831
Race and ethnicity unknown	49	65	66	89	124
GENDER					
Male	592	607	561	585	638
Female	951	915	883	848	900
Unknown					
HEARING STATUS					
Deaf/Hard of hearing	1,198	1,176	1,118	1,093	1,197
Hearing	335	338	319	334	335
Unknown	10	8	7	6	6
ACADEMIC LOAD					
Full-time	1,366	1,367	1,276	1,254	1,379
Part-time	177	155	168	179	159
TOTAL FOR EACH CATEGORY	1,543	1,522	1,444	1,433	1,538

Priority Three: Student Success

Fall 2016 Undergraduate Degree-seeking Diversity by Class Year

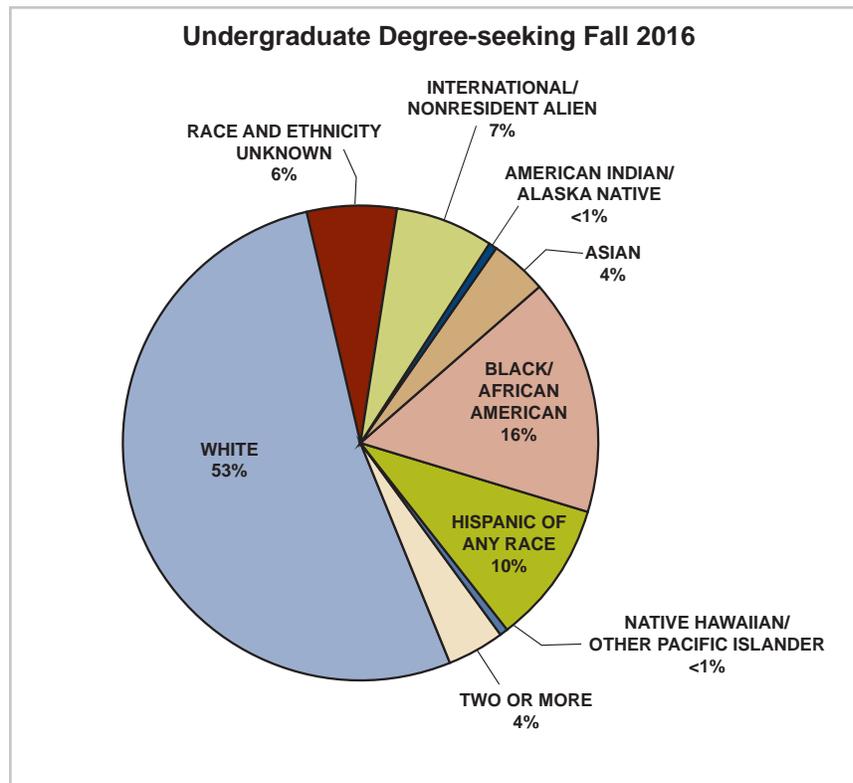
	Freshmen	Sophomores	Juniors	Seniors	Second Degree	TOTAL
RACE/ETHNICITY						
International/Nonresident Alien	22	13	18	23	3	79
American Indian/Alaska Native	2	2	3			7
Asian	14	9	11	6	1	41
Black/African American	74	28	36	33	2	173
Hispanic of any race	22	24	30	35		111
Native Hawaiian/Other Pacific Islander	4	1	0	1		6
Two or more	5	13	11	10		39
White	176	118	130	159	6	589
Race and ethnicity unknown	32	12	10	12	1	67
GENDER						
Male	184	114	106	133	3	540
Female	167	106	143	146	10	572
HEARING STATUS						
Deaf/Hard of hearing	336	208	206	236	12	998
Hearing	15	12	43	43	1	114
Hearing Undergraduate (HUG)	9	10	29	29		77
Non-HUG	6	2	14	14	1	37
ACADEMIC LOAD						
Full-time	348	218	246	260	10	1,082
Part-time	3	2	3	19	3	30
TOTAL FOR EACH CATEGORY	351	220	249	279	13	1,112

Priority Three: Student Success

Fall Undergraduate Degree-seeking Diversity Trend

	2012	2013	2014	2015	2016
RACE/ETHNICITY					
International/Nonresident Alien	72	75	82	79	79
American Indian/Alaska Native	3	4	2	6	7
Asian	43	40	43	30	41
Black/African American	125	117	124	126	173
Hispanic of any race	144	146	146	120	111
Native Hawaiian/Other Pacific Islander	2	2	3	1	6
Two or more	29	28	33	113	39
White	676	636	562	481	589
Race and ethnicity unknown	3	5	6	33	67
GENDER					
Male	509	490	459	474	540
Female	588	563	542	515	572
Unknown					
HEARING STATUS					
Deaf/Hard of hearing	1,011	962	917	892	998
Hearing	86	91	84	97	114
ACADEMIC LOAD					
Full-time	1,045	1,006	951	959	1,082
Part-time	52	47	50	30	30
TOTAL FOR EACH CATEGORY	1,097	1,053	1,001	989	1,112

Priority Three: Student Success



Gallaudet hosted its second annual Research Expo in March 2017, with a purpose of recognizing and sharing research and scholarly inquiry being conducted at Gallaudet.

Photo by Zhee Chatmon

Priority Three: Student Success

Fall 2016 Graduate Degree-seeking Diversity by Degree Level

	Certificates	Masters	Specialists	Doctorates	TOTAL
RACE/ETHNICITY					
International/Nonresident Alien		15	2	5	22
American Indian/Alaska Native					
Asian		16		4	20
Black/African American		20	3	12	35
Hispanic of any race	1	21	3	14	39
Native Hawaiian/Other Pacific Islander					
Two or more		6	2	3	11
White	4	138	8	92	242
Race and ethnicity unknown		31	2	24	57
GENDER					
Male		56	3	39	98
Female	5	191	17	115	328
HEARING STATUS					
Deaf/Hard of hearing	3	146	9	41	199
Hearing	2	99	10	110	221
Unknown		2	1	3	6
ACADEMIC LOAD					
Full-time		207	13	77	297
Part-time	5	40	7	77	129
TOTAL FOR EACH CATEGORY	5	247	20	154	426

Priority Three: Student Success

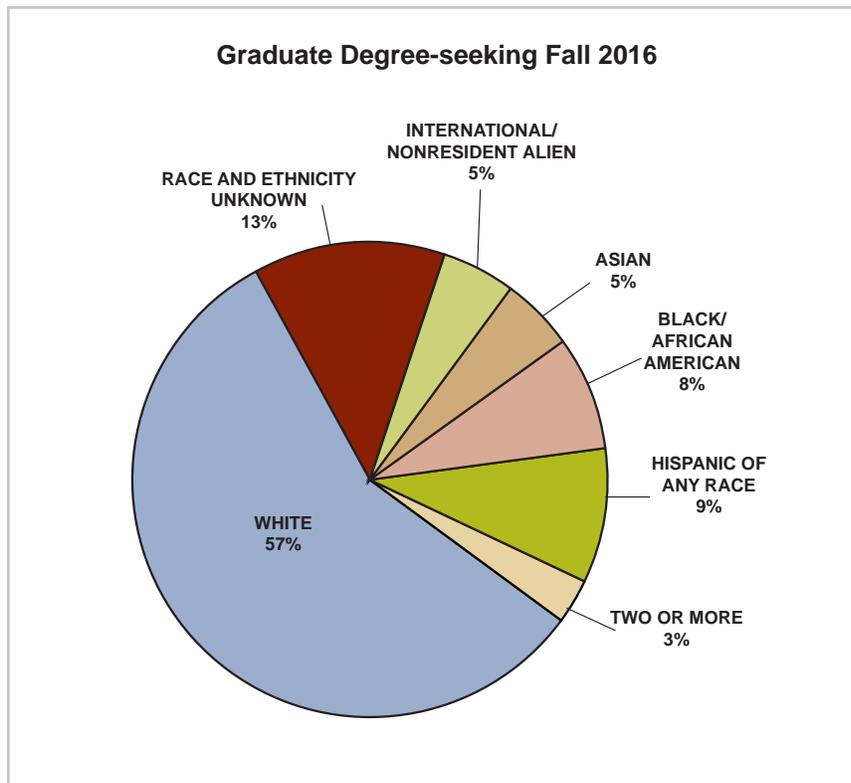
Fall Graduate Degree-seeking Diversity Trend

	2012	2013	2014	2015	2016
RACE/ETHNICITY					
International/Nonresident Alien	26	31	28	26	22
American Indian/Alaska Native	2	1	1	2	
Asian	10	12	14	14	20
Black/African American	36	39	41	32	35
Hispanic of any race	35	36	25	35	39
Native Hawaiian/Other Pacific Islander	1	1			
Two or more	6	9	10	44	11
White	284	280	264	235	242
Race and ethnicity unknown	46	60	60	56	57
GENDER					
Male	83	117	102	111	98
Female	363	352	341	333	328
Unknown					
HEARING STATUS					
Deaf/Hard of hearing	187	214	201	201	199
Hearing	249	247	235	237	221
Unknown	10	8	7	6	6
ACADEMIC LOAD					
Full-time	321	361	325	295	297
Part-time	125	108	118	149	129
TOTAL FOR EACH CATEGORY	446	469	443	444	426

Online and Hybrid Courses Enrollment Trend

	AY 2012	AY 2013	AY 2014	AY 2015	AY 2016
Online and Hybrid enrollment	1,606	1,611	1,207	1,353	1,321

Priority Three: Student Success



Fall Degree-seeking Hearing Undergraduate Trend

	2012	2013	2014	2015	2016
Hearing undergraduate (HUG)	47	43	49	66	77
Percentage of undergraduate enrollment¹	4%	4%	5%	6%	7%
Bachelors of Interpretation (BAI)	39	42	32	27	46
Online Degree Completion Program (ODCP) ²		6	3	4	0
TOTAL HEARING STUDENTS	86	91	84	97	114
Percentage of undergraduate enrollment³	8%	9%	8%	10%	10%

¹Hearing undergraduate (HUG) percentage cap is 8%, and this is the percentage used to compare against the cap percentage. Hearing students majoring in the Bachelors of Interpretation (BAI) program or the Online Degree Completion program are not required to be counted in the HUG cap.

²Hearing students enrolled in the Online Degree Completion program are not counted towards the Hearing Undergraduate (HUG) cap until Fall 2018.

³Bachelors of Interpretation (BAI) are not counted in the hearing undergraduate (HUG) cap. Hearing students may be enrolled as a Hearing Undergraduate (HUG) and major in Bachelors of Interpretation (BAI), therefore the counts may not add up to the total hearing students count.

Priority Three: Student Success

Fall 2016 U.S. Degree-seeking Students by State/Territory

	Undergraduate	Graduate	Total		Undergraduate	Graduate	Total
Alabama	12		12	Nebraska	5		5
Alaska	2		2	Nevada	3	5	8
Arizona	31	5	36	New Hampshire	4		4
Arkansas	4	1	5	New Jersey	34	13	47
California	108	41	149	New Mexico	11	6	17
Colorado	12	6	18	New York	84	20	104
Connecticut	7	12	19	North Carolina	20	7	27
Delaware	5		5	North Dakota	1		1
District of Columbia	35	50	85	Ohio	15	3	18
Florida	66	21	87	Oklahoma	3	2	5
Georgia	28	11	39	Oregon	5	4	9
Guam				Pennsylvania	19	18	37
Hawaii	6	2	8	Puerto Rico	1	2	3
Idaho	2	1	3	Rhode Island	2		2
Illinois	35	9	44	South Carolina	5	3	8
Indiana	27	3	30	South Dakota	3		3
Iowa	3	1	4	Tennessee	15	2	17
Kansas	11	2	13	Texas	71	14	85
Kentucky	13	2	15	Utah	10		10
Louisiana	8	2	10	Vermont	1	2	3
Maine				Virginia	64	28	92
Maryland	120	69	189	Virgin Islands			
Massachusetts	22	8	30	Washington	15	9	24
Michigan	19	6	25	West Virginia	1		1
Minnesota	23	4	27	Wisconsin	13	3	16
Mississippi	9		9	Wyoming	2		2
Missouri	12	7	19	Unknown	2		2
Montana	4		4	TOTAL	1,033	404	1,437

Priority Three: Student Success

Fall U.S. Degree-seeking Students by State/Territory Trend

	2012	2013	2014	2015	2016
Alabama	20	13	13	14	12
Alaska	5	5	3	2	2
Arizona	22	17	21	23	36
Arkansas	4	6	3	7	5
California	140	121	131	124	149
Colorado	25	19	14	17	18
Connecticut	8	11	15	20	19
Delaware	4	5	3	3	5
District of Columbia	73	99	85	95	85
Florida	57	66	65	73	87
Georgia	28	37	32	29	39
Guam		1		1	
Hawaii	7	5	7	4	8
Idaho	1	1	1	2	3
Illinois	43	44	39	38	44
Indiana	22	20	26	29	30
Iowa	7	7	6	2	4
Kansas	16	19	12	13	13
Kentucky	17	11	11	11	15
Louisiana	11	14	12	13	10
Maine	10	7	5	2	
Maryland	213	198	185	185	189
Massachusetts	33	32	33	30	30
Michigan	34	31	29	26	25
Minnesota	31	35	44	37	27
Mississippi	3	2	3	4	9
Missouri	23	24	26	15	19
Montana		3	1	2	4

	2012	2013	2014	2015	2016
Nebraska	8	9	9	7	5
Nevada	3	4	4	4	8
New Hampshire	7	4	2	5	4
New Jersey	57	53	41	34	47
New Mexico	10	10	12	15	17
New York	94	87	92	87	104
North Carolina	31	30	26	31	27
North Dakota		1	2	1	1
Ohio	41	39	33	24	18
Oklahoma	13	12	8	9	5
Oregon	10	8	7	7	9
Pennsylvania	40	40	39	38	37
Puerto Rico	2	8	3	4	3
Rhode Island	5	4	3	4	2
South Carolina	9	12	9	9	8
South Dakota	1	2	1	2	3
Tennessee	21	20	14	14	17
Texas	72	67	62	60	85
Utah	15	14	12	13	10
Vermont	2	3	1	4	3
Virginia	104	97	86	91	92
Virgin Islands					
Washington	22	17	13	20	24
West Virginia	5	6	4	1	1
Wisconsin	11	11	16	17	16
Wyoming			1	1	2
Unknown	5	5	9	5	2
TOTAL	1,445	1,416	1,334	1,328	1,437

Priority Three: Student Success

Fall U.S. Degree-seeking Undergraduates by State/Territory Trend

	2012	2013	2014	2015	2016
Alabama	19	12	12	13	12
Alaska	4	4	3	2	2
Arizona	15	14	20	4	31
Arkansas	3	4	3	23	4
California	108	96	102	90	108
Colorado	17	14	11	10	12
Connecticut	6	7	9	9	7
Delaware	4	5	3	3	5
District of Columbia	34	29	32	36	35
Florida	40	54	52	51	66
Georgia	24	30	24	20	28
Guam				1	
Hawaii	6	4	6	4	6
Idaho	1	1	1	2	2
Illinois	29	33	27	30	35
Indiana	21	18	21	24	27
Iowa	6	6	5	1	3
Kansas	15	17	12	12	11
Kentucky	9	6	7	9	13
Louisiana	11	10	9	11	8
Maine	6	5	4	1	
Maryland	137	128	112	121	120
Massachusetts	28	25	22	22	22
Michigan	22	19	20	18	19
Minnesota	24	24	32	28	23
Mississippi	3	2	3	4	9
Missouri	17	17	16	10	12
Montana		3	1	2	4

	2012	2013	2014	2015	2016
Nebraska	6	8	8	6	5
Nevada	3	4	3	2	3
New Hampshire	5	2	1	4	4
New Jersey	39	30	25	23	34
New Mexico	7	9	9	10	11
New York	59	57	65	63	84
North Carolina	22	25	17	22	20
North Dakota		1	1	1	1
Ohio	33	30	24	17	15
Oklahoma	12	12	7	5	3
Oregon	7	4	4	2	5
Pennsylvania	31	31	21	21	19
Puerto Rico	1	3	3	4	1
Rhode Island	3	3	3	4	2
South Carolina	7	9	6	6	5
South Dakota	1	1	1	2	3
Tennessee	19	18	11	11	15
Texas	61	48	46	45	71
Utah	6	9	7	10	10
Vermont	1	2		1	1
Virginia	66	60	60	60	64
Virgin Islands					
Washington	14	11	10	15	15
West Virginia	4	5	3	1	1
Wisconsin	8	6	10	12	13
Wyoming			1	1	2
Unknown	1	3	4		2
TOTAL	1,025	978	919	909	1,033

Priority Three: Student Success

Fall U.S. Degree-seeking Graduate Students by State/Territory Trend

	2012	2013	2014	2015	2016
Alabama	1	1	1	1	
Alaska	1	1			
Arizona	7	3	1		5
Arkansas	1	2		3	1
California	32	25	29	34	41
Colorado	8	5	3	7	6
Connecticut	2	4	6	11	12
Delaware					
District of Columbia	39	70	53	59	50
Florida	17	12	13	22	21
Georgia	4	7	8	9	11
Guam		1			
Hawaii	1	1	1		2
Idaho					1
Illinois	14	11	12	8	9
Indiana	1	2	5	5	3
Iowa	1	1	1	1	1
Kansas	1	2		1	2
Kentucky	8	5	4	2	2
Louisiana		4	3	2	2
Maine	4	2	1	1	
Maryland	76	70	73	64	69
Massachusetts	5	7	11	8	8
Michigan	12	12	9	8	6
Minnesota	7	11	12	9	4
Mississippi					
Missouri	6	7	10	5	7
Montana					

	2012	2013	2014	2015	2016
Nebraska	2	1	1	1	
Nevada			1	2	5
New Hampshire	2	2	1	1	
New Jersey	18	23	16	11	13
New Mexico	3	1	3	5	6
New York	35	30	27	24	20
North Carolina	9	5	9	9	7
North Dakota			1		
Ohio	8	9	9	7	3
Oklahoma	1		1	4	2
Oregon	3	4	3	5	4
Pennsylvania	9	9	18	17	18
Puerto Rico	1	5		2	2
Rhode Island	2	1			
South Carolina	2	3	3	3	3
South Dakota		1			
Tennessee	2	2	3	3	2
Texas	11	19	16	15	14
Utah	9	5	5	3	
Vermont	1	1	1	3	2
Virginia	38	37	26	31	28
Virgin Islands					
Washington	8	6	3	5	9
West Virginia	1	1	1		
Wisconsin	3	5	6	5	3
Wyoming					
Unknown	4	2	5	2	
TOTAL	420	438	415	418	404

Priority Three: Student Success

Cumulative U.S. University Enrollment since 1864¹

Alabama	220
Alaska	31
Arizona	307
Arkansas	183
California	1,857
Colorado	263
Connecticut	400
Delaware	85
District of Columbia	508
Florida	781
Georgia	385
Guam	7
Hawaii	97
Idaho	86
Illinois	1,028
Indiana	517
Iowa	316
Kansas	315
Kentucky	258
Louisiana	263
Maine	113
Maryland	1,711
Massachusetts	562
Michigan	465
Minnesota	612
Mississippi	87
Missouri	411
Montana	93
Nebraska	210
Nevada	42
New Hampshire	94
New Jersey	626
New Mexico	146
New York	1,608
North Carolina	514
North Dakota	112
Ohio	734
Oklahoma	125
Oregon	221
Pennsylvania	1,090
Puerto Rico	32
Rhode Island	84
South Carolina	202
South Dakota	137
Tennessee	242
Texas	922
Utah	124
Vermont	62
Virgin Islands	6
Virginia	984
Washington	436
West Virginia	157
Wisconsin	469
Wyoming	24
TOTAL	21,364

¹Includes enrollment through summer 2017.

Priority Three: Student Success

Fall 2016 International Undergraduate Degree-seeking Enrollment by Country

	Undergraduate	Graduate	Total
Australia		1	1
Botswana	5		5
Canada	25	5	30
Cayman Islands	1		1
Chad		1	1
China	9	1	10
Egypt		1	1
France	1		1
Germany	1		1
Hong Kong	1	1	2
Iceland		1	1
Iran (Islamic Republic Of)		1	1
Japan	1	2	3
Korea, Republic of		1	1
Malaysia		1	1
Mexico	1		1
Mongolia	1		1
Nigeria	5	1	6
Pakistan	1		1
Panama		1	1
Paraguay	1		1
Qatar	1		1
Russian Federation	1		1
Saudi Arabia	15	3	18
Sri Lanka	1		1
Sweden	1		1
Taiwan, Province of China	2		2
United Arab Emirates	4		4
Venezuela		1	1
Viet Nam	1		1
TOTAL	79	22	101

Priority Three: Student Success

Fall International Undergraduate Degree-seeking Enrollment by Country Trend

	2012	2013	2014	2015	2016
Bahamas	1	1	1		
Belgium	1				
Botswana	5	5	4	5	5
Canada	32	33	29	31	25
Cayman Islands					1
China	4	6	9	10	9
Fiji	1	1			
France	1	2	2	1	1
Germany		2	2	1	1
Ghana		1	1	1	
Hong Kong				1	1
India	3	4	3	1	
Iran			1	1	
Italy	1				
Japan	1	2	1	1	1
Mali	1	1	1		
Mexico				1	1

	2012	2013	2014	2015	2016
Mongolia			1	1	1
Nepal	1	1	1		
Netherlands	1	1			
Nigeria	5	4	6	5	5
Pakistan					1
Paraguay	1	2	2	1	1
Peru	2	1	1		
Qatar			1	1	1
Russian Federation			1	1	1
Saudi Arabia	3	3	8	9	15
Sri Lanka	1	2	2	1	1
Sweden	4	3	4	3	1
Taiwan, Republic of China			1	2	2
United Arab Emirates					4
Vietnam				1	1
Unknown	3				
TOTAL	72	75	82	79	79

Priority Three: Student Success

Fall International Graduate Student Degree-seeking Enrollment by Country Trend

	2012	2013	2014	2015	2016
Argentina		1	1	1	
Australia				1	1
Cameroon		1			
Canada	5	6	3	3	5
Chad		1			1
China		2	4	3	1
Egypt					1
Hong Kong			1	2	1
Iceland				1	1
India		1		1	
Iran					1
Italy		1	1	1	
Japan	3	5	4	3	2
Kenya	1	1	1		
Korea, Republic of	1	2	3	2	1
Kuwait	1	1	1		
Malaysia	2	2	1	1	1
Mongolia	1				
Morocco	1	1			
Netherlands			1	1	
Nigeria	1	3	4	2	1
Panama				1	1
Philippines	1	1			
Saudi Arabia	1			1	3
Singapore			1		
Spain	1	1	2	1	
Thailand	2	1			
Venezuela					1
Vietnam				1	
Unknown	5				
TOTAL	26	31	28	26	22

Priority Three: Student Success

Cumulative International Enrollment since 1864¹

Argentina	4
Australia	19
Austria	2
Bahamas	4
Bangladesh	1
Barbados	2
Belgium	13
Benin	1
Bermuda	1
Bolivia	1
Botswana	9
Brazil	20
Bulgaria	1
Burkina Faso	1
Cameroon	5
Canada	872
Chile	3
China	79
Colombia	2
Costa Rica	6
Cote D'Ivoire	1
Croatia	2
Cyprus	1
Czech Republic	1
Denmark	10
Egypt	1
El Salvador	2
Eritrea	1
Ethiopia	5
Fiji	1
Finland	7
France	11
Gabon	2
Germany	17
Ghana	18
Greece	5
Guatemala	3
Guyana	2
Haiti	1
Honduras	1
Hong Kong	4
Hungary	2
Iceland	4
India	62
Indonesia	3
Iran	3
Ireland	15
Israel	16
Italy	11
Jamaica	6
Japan	59
Jordan	4
Kenya	10
Korea, Republic of	21
Kuwait	3
Lebanon	3
Liberia	1
Malaysia	19
Mali	1
Mexico	10
Mongolia	3
Nepal	1
Netherlands	14
New Zealand	4
Nigeria	76
Norway	15
Pakistan	3
Panama	1
Paraguay	2
Peru	3
Philippines	21
Poland	1
Portugal	1
Qatar	1
Russian Federation	3
Rwanda	1
Saint Kitts and Nevis	1
Samoa	1
Saudi Arabia	26
Sierra Leone	2
Singapore	21
Slovakia	2
Slovenia	1
South Africa	19
Spain	9
Sri Lanka	7
Sweden	44
Switzerland	5
Taiwan, Province of China	20
Tanzania	1
Thailand	10
Trinidad and Tobago	3
Turkey	1
Uganda	4
United Arab Emirates	8
United Kingdom	22
Uzbekistan	1
Venezuela	4
Vietnam	3
Yugoslavia	1
Zambia	2
Zimbabwe	1
TOTAL	1,764
COUNTRIES	102

¹Includes enrollment through summer 2017.

Priority Three: Student Success

Fall 2016 New Undergraduate Degree-seeking by Applied, Admitted, and Enrolled

	Applied	Admitted	Enrolled
RACE/ETHNICITY			
International/Nonresident Alien	55	22	19
American Indian/Alaska Native	12	5	3
Asian	36	27	19
Black/African American	138	83	61
Hispanic of any race	26	24	22
Native Hawaiian/Other Pacific Islander	6	5	4
Two or more	22	13	10
White	360	243	185
Race and ethnicity unknown	97	60	35
GENDER			
Male	316	214	170
Female	436	268	188
Unknown			
HEARING STATUS			
Deaf/Hard of hearing	592	423	306
Hearing	160	59	52
APPLICATION TYPE			
First-time Freshmen	511	338	245
Transfers	233	141	111
Second Degree	8	3	2
TOTAL FOR EACH CATEGORY	752	482	358

Fall New Undergraduate Degree-seeking by Applied, Admitted, and Enrolled Trend

	2012	2013	2014	2015	2016
Applied	727	732	736	638	752
Admitted	434	468	466	387	482
Enrolled	298	286	281	276	358
ENROLLMENT YIELD	69%	61%	60%	71%	74%

Priority Three: Student Success

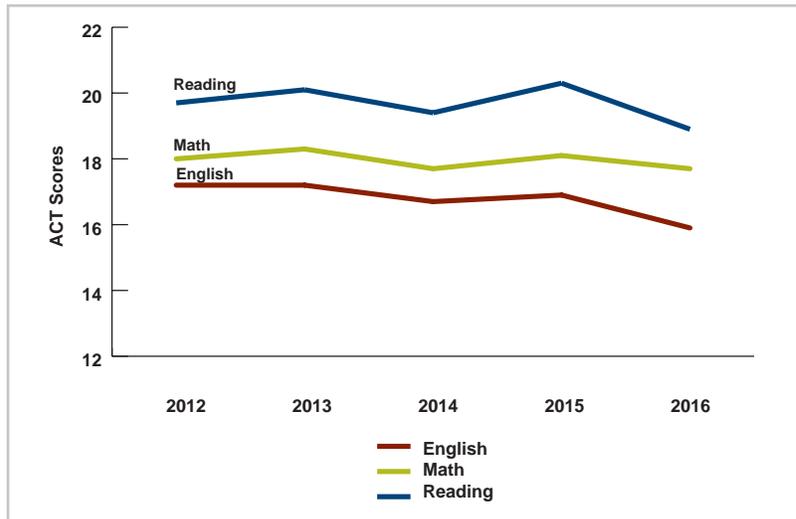
Fall New Undergraduate Degree-seeking Diversity Trend

	2012	2013	2014	2015	2016
RACE/ETHNICITY					
International/Nonresident Alien	23	14	21	14	19
American Indian/Alaska Native	1	2	1	4	3
Asian	9	9	7	6	19
Black/African American	34	32	47	46	61
Hispanic of any race	45	45	45	21	22
Native Hawaiian/Other Pacific Islander	1	1	1	0	4
Two or more	12	12	13	20	10
White	172	170	143	141	185
Race and ethnicity unknown	1	1	3	24	35
GENDER					
Male	130	119	122	140	170
Female	168	167	159	136	188
Unknown					
HEARING STATUS					
Deaf/Hard of hearing	264	254	247	232	306
Hearing	34	32	34	44	52
APPLICATION TYPE					
First-time Freshmen	213	201	182	178	245
Transfers	82	83	96	96	111
Second Degree	3	2	3	2	2
TOTAL FOR EACH CATEGORY	298	286	281	276	358

Priority Three: Student Success

Fall New Undergraduate Degree-seeking Average ACT Trend

	2012	2013	2014	2015	2016
English	17.2	17.2	16.7	16.9	15.9
Math	18.0	18.3	17.7	18.1	17.7
Reading	19.7	20.1	19.4	20.3	18.9



Fall New Degree-seeking Hearing Undergraduate Trend

	2012	2013	2014	2015	2016
Hearing undergraduate (HUG)	17	18	25	29	30
Percentage of new undergraduate enrollment¹	6%	6%	9%	11%	8%
Bachelors of Interpretation (BAI)	17	13	9	12	21
Online Degree Completion (ODCP) ²		1			1
TOTAL HEARING STUDENTS	34	32	34	44	52
Percentage of new undergraduate enrollment³	11%	11%	12%	16%	15%

¹The percentage is not to be equated with the Hearing Undergraduate (HUG) cap of 8%, since the cap percentage is based on all undergraduate degree seeking students and this percentage is based on new undergraduate students.

²Hearing students enrolled in the Online Degree Completion program are not counted towards the Hearing Undergraduate (HUG) cap until Fall 2018.

³Bachelors of Interpretation (BAI) are not counted in the hearing undergraduate (HUG) cap. Hearing students may be enrolled as a Hearing Undergraduate (HUG) and major in Bachelors of Interpretation (BAI), therefore the counts may not add up to the total hearing students count.

Priority Three: Student Success

Fall 2016 New-to-Program Degree-seeking Graduate Students by Applied, Admitted, and Enrolled

	Applied	Admitted	Enrolled
CERTIFICATES			
ASL/English Bilingual Early Childhood Education	4	3	1
ASL/Deaf Studies	1		
Deaf and Hard of Hearing Infants, Toddlers, and Families	8	8	5
Deaf Students with Disabilities	2	2	
MASTERS			
Counseling: Mental Health	16	6	5
Counseling: School	6	3	
Deaf Education: Advanced Studies	3	2	2
Deaf Education: Special Programs	3	1	
Deaf Studies	4		
Education	29	11	9
International Development	11	9	7
Interpretation	26	14	10
Linguistics	8	7	4
Public Administration	33	29	23

	Applied	Admitted	Enrolled
Social Work	38	26	17
Sign Language Education	60	34	28
Speech-Language Pathology	131	42	14
SPECIALISTS			
Deaf Education	4	4	3
School Psychology	11	11	5
DOCTORATES			
Audiology	79	37	11
Clinical Psychology	25	7	5
Critical Studies in the Education of Deaf Learners			
Educational Neuroscience	8	3	3
Hearing, Speech, and Language Sciences	2	2	2
Interpretation	11	6	6
Linguistics	6	6	5
TOTAL PROGRAM ENROLLMENT¹	529	273	165
HEADCOUNT	495	265	164

¹Dual program enrollments are included.

Priority Three: Student Success

Fall 2016 New-to-Graduate Career Degree-seeking Diversity by Applied, Admitted, and Enrolled

	Applied	Admitted	Enrolled
RACE/ETHNICITY			
International/Nonresident Alien	27	15	7
American Indian/Alaska Native	1		
Asian	20	10	8
Black/African American	34	17	14
Hispanic of any race	50	23	13
Native Hawaiian/Other Pacific Islander	1		
Two or more	7	2	1
White	224	132	84
Race and ethnicity unknown	107	46	20
GENDER			
Male	83	42	31
Female	388	203	116
Unknown			
HEARING STATUS			
Deaf/Hard of hearing	159	108	79
Hearing	302	135	66
Unknown	10	2	2
TOTAL FOR EACH CATEGORY	471	245	147

Priority Three: Student Success

New Fall Graduate Degree-seeking by Applied, Admitted, and Enrolled Trend

	2012	2013	2014	2015	2016
Applied	595	602	617	598	471
Admitted	287	296	257	280	245
Enrolled	190	177	171	158	147
ENROLLMENT YIELD	66%	60%	67%	56%	60%

Fall New-to-Graduate Career Degree-seeking Diversity Trend

	2012	2013	2014	2015	2016
RACE/ETHNICITY					
International/Nonresident Alien	7	15	10	10	7
American Indian/Alaska Native	1			1	
Asian	3	8	7	9	8
Black/African American	17	13	12	12	14
Hispanic of any race	14	12	7	15	13
Native Hawaiian/Other Pacific Islander				0	
Two or more	1	4	3	12	1
White	121	95	105	79	84
Race and ethnicity unknown	26	30	27	20	20
GENDER					
Male	46	53	37	43	31
Female	144	124	134	115	116
Unknown					
HEARING STATUS					
Deaf/Hard of hearing	88	97	95	84	79
Hearing	99	77	75	72	66
Unknown	3	3	1	2	2
TOTAL FOR EACH CATEGORY	190	177	171	158	147

Priority Three: Student Success

II. Recruitment of a Diverse Student Body

The Office of Admissions and Outreach works to recruit, retain, and graduate a diverse and academically talented group of students. To accomplish this goal, targeted recruitment visits were scheduled.

In addition, specific campus programs have been designed and implemented to attract and retain these students. Refer to the “Support Programs and Strategies” section of this chapter for a description of the programs intended to retain students, including specific programs to retain a diverse student body.

Percent New U.S. Degree-seeking Undergraduate from Students of Color (SOC¹)

	2013	2014	2015	2016	2017
% New SOC Enrollment	35%	44%	34%	35%	37%

¹Students of Color (SOC) includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

In an effort to recruit academically talented students from diverse backgrounds, the financial aid structure was redesigned to recognize talents and abilities across a number of dimensions. Gallaudet awarded a total of 206 merit scholarships,

including twenty (20) students in this cohort who did not disclose ethnicity. Of the 186 merit scholarships awarded to students with known ethnicity, 69 (37%) went to students from traditionally underrepresented groups.

Fall 2017 Scholarships Awarded by Race/Ethnicity

	President's Distinguished Honors	President's Excellence	Provost's Honors Excellence	Dean's Prestige	Academic Recognition	TOTAL
American Indian/Alaska Native				1	1	2
Asian			1	5	5	11
Black/African American			2	5	26	33
Hispanic of any race		1		5	7	13
Native Hawaiian/Other Pacific Islander					2	2
Two or More			1	3	4	8
TOTAL SOC¹		1	4	19	45	69
White	5	4	19	34	55	117
TOTAL AWARDS	5	5	23	53	100	186
PERCENTAGE SOC¹	0%	20%	17%	36%	45%	37%

¹Students of Color (SOC) includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

Priority Three: Student Success

Recruitment efforts for cultivating a diverse student body continue to focus on financial aid, scholarships, and special programs. In addition, recruitment activities target states with the highest concentration of students of color: Alabama, Arizona, California, Colorado, Delaware, Florida, Georgia, Illinois, Louisiana, Maryland, New Jersey, New Mexico, New York, North Carolina, South Carolina, Texas, and Virginia.

Gallaudet continues its recruiting efforts in residential schools for the deaf, mainstream schools, and two-year programs attended by deaf and hard of hearing students. Schools are selected for visits based on criteria that include the number of applications received, the number of current prospects and inquiries, participation in our Academic Bowl program, location, diversity considerations, recommendations, and new leads.

Recruitment Visits by Location Trend

	FY 2013	FY 2014 ²	FY 2015 ³	FY 2016	FY 2017
Schools for the Deaf	51	55	32	63	66
Mainstream/Public schools – Deaf/Hard of Hearing prospects	82 ¹	149	55	116	234
Public Schools – Hearing (BAI/HUG prospects)	N/A	31	11	8	21
Postsecondary programs – Deaf/Hard of Hearing prospects	16	18	8	10	12
Postsecondary programs – Hearing (BAI/HUG prospects)	N/A	20	5	5	17
Conventions/Conferences/Fairs	30	28	20	47	38
High School/Vocational Rehabilitation Counselor meetings	7	23	15	10	18
Parent events	6	4	3	5	10
Athletic events	2	2	1	2	2
Open Houses	8	8	9	6	6
Camps	7	5	4	11	9
Community Relations/Alumni/Youth	N/A	11	3	19	14
How to Apply Webinar	4				
Home Visits		20	10	4	8
TOTAL	213	374	176	306	455

¹The admissions office implemented recruitment webinars in place of actual school visits.

²FY 2014 data includes a breakdown of activities and visits to schools by prospect type.

³The admissions office experienced unusually high staff turnover during the 2014 fall travel season.

Priority Three: Student Success

III. Persistence and Graduation Data

Undergraduate Degree-seeking Fall 2016 to Fall 2017 Attrition/Persistence by Diversity

	Fall 2016 Enrollment	Graduated	Academically Dismissed	Withdrew	Returned Fall 2017
RACE/ETHNICITY					
International/Nonresident Alien	79	15	13	6	45
American Indian/Alaska Native	7			1	6
Asian	41	5	3	4	29
Black/African American	173	27	18	22	106
Hispanic of any race	111	28	3	15	65
Native Hawaiian/Other Pacific Islander	6		1		5
Two or more	39	5	1	4	29
White	589	119	15	93	362
Race and ethnicity unknown	67	3	2	12	50
GENDER					
Male	540	100	44	78	317
Female	572	102	12	79	380
HEARING STATUS					
Deaf/Hard of Hearing	998	180	55	138	625
Hearing	114	22	1	19	72
Hearing Undergraduate (HUG)	77	15	1	14	47
Non-HUG	37	7		5	25
CLASS					
Freshmen	351		44	78	229
Sophomores	220		5	37	178
Juniors	249	23	5	18	203
Seniors	279	176	2	19	82
Second Degree	13	3		5	5
ACADEMIC LOAD					
Full-time	1,082	188	56	150	688
Part-time	30	14		7	9
TOTAL FOR EACH CATEGORY	1,112	202	56	157	697

Priority Three: Student Success

Graduate Degree-seeking Fall 2016 to Fall 2017 Attrition/Persistence by Diversity

	Fall 2016 Enrollment	Graduated	Withdrew	Returned Fall 2017
RACE/ETHNICITY				
International/Nonresident Alien	22	9	4	9
American Indian/Alaska Native				
Asian	20	7	2	11
Black/African American	35	6	3	26
Hispanic of any race	39	10	6	23
Native Hawaiian/Other Pacific Islander				
Two or more	11	4	2	5
White	242	83	23	136
Race and ethnicity unknown	57	23	2	32
GENDER				
Male	98	27	15	56
Female	328	115	27	186
HEARING STATUS				
Deaf/Hard of Hearing	199	82	23	94
Hearing	221	56	19	146
Unknown	6	4		2
DEGREE				
Certificates	5	2	3	
Masters	247	113	23	111
Specialists	20	5	3	12
Doctorates	154	22	13	119
ACADEMIC LOAD				
Full-time	297	92	28	177
Part-time	129	50	14	65
TOTAL FOR EACH CATEGORY	426	142	42	242

Priority Three: Student Success

Persistence of First-time Freshmen by Diversity

Group in the Cohort	Cohort 2012	Cohort 2013	Cohort 2014	Cohort 2015	Cohort 2016
# IN COHORT	212	200	181	178	245
Male	91	86	83	99	124
Female	121	114	98	79	121
Students of Color ¹	70	74	77	75	83
White	122	116	93	91	124
Deaf/Hard of Hearing	205	196	174	172	234
Hearing	7	4	7	6	11
Hearing Undergraduate (HUG)	3	3	6	6	8
Non-HUG	4	1	1	0	3
% RETAINED TO YEAR 2	69%	67%	67%	80%	63%
Male	67%	66%	59%	79%	55%
Female	70%	67%	74%	82%	71%
Students of Color ¹	67%	62%	64%	79%	59%
White	68%	69%	70%	81%	67%
Deaf/Hard of Hearing	69%	66%	67%	80%	63%
Hearing	71%	100%	71%	83%	55%
Hearing Undergraduate (HUG)	67%	100%	67%	83%	50%
Non-HUG	75%	100%	100%	N/A	67%
% RETAINED TO YEAR 3	57%	55%	60%	71%	
Male	52%	52%	55%	69%	
Female	60%	58%	63%	73%	
Students of Color ¹	56%	47%	58%	63%	
White	57%	60%	59%	78%	
Deaf/Hard of Hearing	57%	55%	60%	73%	
Hearing	57%	75%	57%	17%	
Hearing Undergraduate (HUG)	33%	100%	50%	17%	
Non-HUG	75%	0%	100%	N/A	

¹Students of Color (SOC) includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

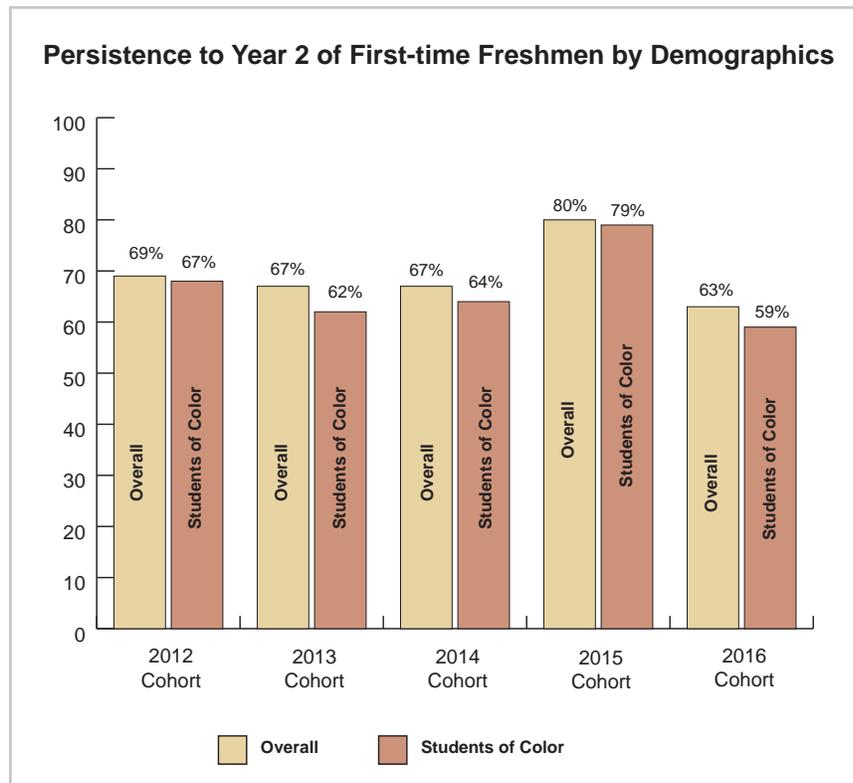
Priority Three: Student Success

Persistence of First-time Freshman by Diversity (continued)

Group in the Cohort	Cohort 2012	Cohort 2013	Cohort 2014	Cohort 2015	Cohort 2016
% RETAINED TO YEAR 4	53%	57%	49%		
Male	51%	56%	42%		
Female	55%	58%	55%		
Students of Color ¹	46%	53%	45%		
White	54%	61%	50%		
Deaf/Hard of Hearing	53%	57%	49%		
Hearing	43%	50%	43%		
Hearing Undergraduate (HUG)	33%	67%	33%		
Non-HUG	50%	0%	100%		
% RETAINED TO YEAR 5	29%	30%			
Male	30%	29%			
Female	29%	31%			
Students of Color ¹	27%	35%			
White	27%	27%			
Deaf/Hard of Hearing	29%	30%			
Hearing	29%	25%			
Hearing Undergraduate (HUG)	0%	33%			
Non-HUG	50%	0%			
% RETAINED TO YEAR 6	11%				
Male	10%				
Female	12%				
Students of Color ¹	11%				
White	9%				
Deaf/Hard of Hearing	11%				
Hearing	14%				
Hearing Undergraduate (HUG)	33%				
Non-HUG	0%				

¹Students of Color includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races

Priority Three: Student Success



GradFest, an annual event hosted by Gallaudet University for all graduating seniors, graduate and Ph.D. students intending to graduate that year, took place on March 1, 2017.

Photo by Zhee Chatmon



Priority Three: Student Success

Four-year Graduation Rate of Full-time, First-time Freshmen by Diversity

Group in the Cohort	Cohort 2009		Cohort 2010		Cohort 2011		Cohort 2012		Cohort 2013	
	#	%	#	%	#	%	#	%	#	%
GENDER										
Male	99	13%	91	11%	114	13%	91	22%	86	26%
Female	112	34%	107	27%	86	38%	121	30%	114	27%
RACE/ETHNICITY										
International/Nonresident Alien	12	50%	12	25%	6	50%	20	25%	10	30%
Male	6	33%	3	33%	4	50%	11	27%	4	25%
Female	6	67%	9	22%	2	50%	9	22%	6	33%
American Indian/Alaska Native	1	0%	0	N/A	0	N/A	0	N/A	1	0%
Male	0	N/A								
Female	1	0%	0	N/A	0	N/A	0	N/A	1	0%
Asian	9	11%	9	22%	10	50%	6	33%	4	0%
Male	5	0%	4	25%	5	60%	6	33%	2	0%
Female	4	25%	5	20%	5	40%	0	N/A	2	0%
Black/African American	28	11%	24	4%	33	12%	23	17%	26	19%
Male	12	0%	13	0%	20	10%	10	10%	15	27%
Female	16	19%	11	9%	13	15%	13	23%	11	9%
Hispanic of any race	19	11%	27	11%	20	20%	30	20%	31	16%
Male	12	8%	11	0%	13	8%	12	17%	9	11%
Female	7	14%	16	19%	7	43%	18	22%	22	18%
White	140	28%	120	25%	115	26%	122	32%	116	34%
Male	63	16%	56	14%	64	9%	46	26%	53	30%
Female	77	38%	64	45%	51	47%	76	36%	63	37%
Students of Color ¹	57	11%	66	9%	76	20%	70	17%	74	15%
Male	30	3%	32	3%	44	16%	34	15%	29	17%
Female	27	19%	34	15%	32	25%	36	19%	45	13%
HEARING STATUS										
Deaf/Hard of Hearing	206	25%	193	20%	195	24%	205	26%	196	26%
Hearing	5	0%	5	0%	5	20%	7	43%	4	50%
Hearing Undergraduate (HUG)	2	0%	5	0%	3	33%	3	0%	3	67%
Non-HUG	3	0%	0	N/A	2	0%	4	75%	0	N/A
TOTAL WITHIN THE COHORT	211	24%	198	20%	200	24%	212	26%	200	27%

¹Students of Color includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races

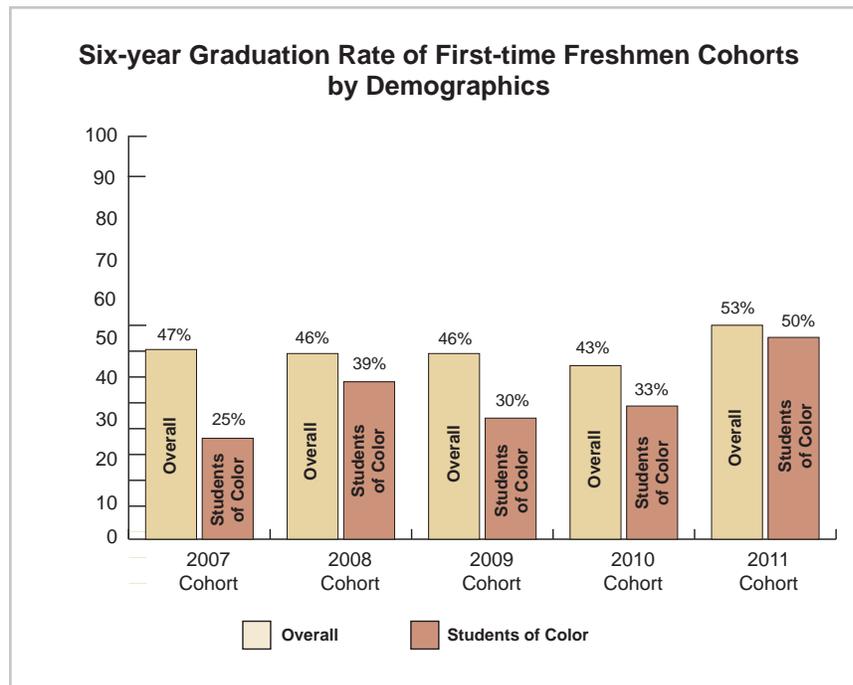
Priority Three: Student Success

Six-year Graduation Rate of Full-time, First-time Freshmen by Diversity

Group in the Cohort	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011	
	#	%	#	%	#	%	#	%	#	%
GENDER										
Male	77	47%	82	49%	99	37%	91	35%	114	44%
Female	97	49%	97	45%	112	55%	107	50%	86	64%
RACE/ETHNICITY										
International/Nonresident Alien	6	67%	9	33%	12	67%	12	67%	6	67%
Male	4	75%	5	20%	6	50%	3	100%	4	75%
Female	2	50%	4	50%	6	83%	9	56%	2	50%
American Indian/Alaska Native	0	N/A	2	50%	1	0%	0	N/A	0	N/A
Male	0	N/A	0	N/A	1	0%	0	N/A	0	N/A
Female	0	N/A	2	50%	0	N/A	0	N/A	0	N/A
Asian	7	57%	7	57%	9	33%	9	89%	10	70%
Male	2	0%	3	33%	5	20%	4	100%	5	60%
Female	5	80%	4	75%	4	50%	5	80%	5	80%
Black/African American	21	19%	26	23%	28	29%	24	4%	33	42%
Male	12	17%	11	36%	12	17%	13	0%	20	35%
Female	9	22%	15	13%	16	38%	11	9%	13	54%
Hispanic of any race	16	19%	14	64%	19	32%	27	41%	20	45%
Male	6	17%	4	100%	12	25%	11	27%	13	46%
Female	10	20%	10	50%	7	43%	16	50%	7	43%
White	124	56%	118	50%	140	52%	120	46%	115	54%
Male	53	57%	59	51%	63	44%	56	38%	64	41%
Female	71	55%	59	49%	77	58%	64	53%	51	71%
Students of Color ¹	44	25%	49	41%	57	30%	66	33%	76	50%
Male	20	15%	18	50%	30	20%	32	25%	44	45%
Female	24	33%	31	36%	27	41%	34	41%	32	56%
HEARING STATUS										
Deaf/Hard of Hearing	173	49%	175	46%	206	47%	193	44%	195	53%
Hearing	1	0%	4	75%	5	40%	5	0%	5	40%
Hearing Undergraduate (HUG)	1	0%	4	75%	2	50%	5	0%	3	33%
Non-HUG	0	N/A	0	N/A	3	33%	0	N/A	2	50%
TOTAL WITHIN THE COHORT	174	48%	179	47%	211	46%	198	43%	200	53%

¹Students of Color includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races

Priority Three: Student Success



Six-year Graduation Rate of All¹ New Undergraduate Students Cohort

Group in the Cohort	Cohort 2007		Cohort 2008		Cohort 2009		Cohort 2010		Cohort 2011	
	#	%	#	%	#	%	#	%	#	%
GENDER										
Male	94	47%	99	45%	56	43%	136	44%	160	49%
Female	132	54%	131	45%	83	49%	153	58%	141	65%
ADMIT TYPE										
First-time Freshmen	176	47%	181	46%	98	46%	198	43%	200	53%
Transfer/Second-Degree	50	66%	49	43%	41	46%	91	69%	101	65%
HEARING STATUS										
Deaf/Hard of Hearing	218	50%	215	44%	126	48%	261	49%	272	56%
Hearing	8	63%	15	60%	13	37%	28	68%	29	62%
Hearing Undergraduate (HUG)	7	71%	15	60%	5	33%	15	67%	14	50%
Non-HUG	1	100%	0	N/A	8	40%	13	69%	15	73%
TOTAL WITHIN THE COHORT	226	51%	230	45%	300	46%	289	51%	301	57%
TOTAL GRADUATED		115		104		139		148		171

¹Includes part-time students, transfers, and second-degree seeking students.

Priority Three: Student Success

Undergraduate Degrees Awarded by Major Trend

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Accounting	11	6	3	7	11
American Sign Language	9	6	4	5	14
Art and Media Design		6	16	13	8
Art History	1				
Biology, B.A.	2	5	9	4	2
Biology, B.S.	1	6	5	4	3
Business Administration	9	20	16	19	13
Chemistry, B.A.		1			1
Chemistry, B.S.	1	2		1	1
Communication Studies	17	11	16	28	31
Computer Science, B.A.	1				
Computer Science, B.S.	1				
Deaf Studies	14	17	23	13	21
Digital Media	3	1			
Education	7	3	7	11	13
English	7	7	6	7	6
Family & Child Studies	11	3	1		
Government	6	10	5	10	8
Graphic Design	5	4	1		
History	10	7	3	7	5
Information Technology	8	3	5	6	8
International Studies	8	5	11	9	8
Interpretation	11	17	14	16	8
Liberal Studies	1				
Mathematics, B.A.	4	1	4	4	3
Mathematics, B.S.	1	3		3	2
Philosophy			1	2	1
Photography	3	3			

Priority Three: Student Success

Undergraduate Degrees Awarded by Major Trend (continued)

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Physical Education	8	7	4	1	
Physical Education & Recreation		4	13	21	16
Psychology	20	29	10	21	17
Recreation & Leisure Studies	1				
Recreation & Sports	8	7	4		
Risk Management and Insurance					1
Self-directed Major		2	4		2
Social Work	17	13	17	19	13
Sociology	6	1	5	3	1
Spanish		1	1	2	1
Studio Art	2	1			
Theatre Arts	8	5	3	1	1
Theatre Arts	222	217	211	237	219
DISTINCT HEADCOUNT OF GRADUATES	206	203	201	218	207

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year as follows: 2012-13 (9/10/13), 2013-14 (9/9/14), 2014-15 (10/28/15), 2015-16 (9/13/16), and 2016-17 (9/13/17).

Priority Three: Student Success

Degrees Awarded to Hearing Undergraduates (HUG) by Major Trend

	2012-2013 ¹	2013-2014 ²	2014-2015	2015-2016 ³	2016-2017 ⁴
American Sign Language	1				
Biology, B.S.		1			
Communication Studies	1			1	3
Deaf Studies	3	3	7	4	7
Education	1		1	1	1
English		1			
Government					1
History	1				
International Studies	1			2	1
Interpretation	2	1	1	3	2
Philosophy			1		
Psychology		2		3	1
Recreation and Sports Program	1				
Self-directed Major		1			
Social Work	1		1		
Sociology	1	1	1		
TOTAL DEGREES AWARDED	13	10	12	14	16
DISTINCT HEADCOUNT OF GRADUATES	13	10	12	14	16

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year as follows: 2012-13 (9/10/13), 2013-14 (9/9/14), 2014-15 (10/28/15), 2015-16 (9/13/16), and 2016-17 (9/13/17).

¹Eight additional hearing undergraduates graduated in 2012-13 with degrees in Interpretation; one also double-majored in Studio Art. These students are not considered HUGs and had applied directly to the Bachelor of Interpretation (BAI) program.

²Nineteen additional hearing undergraduates graduated in 2013-14 who are not considered HUGs. Fifteen graduated from the Bachelors of Interpretation (BAI) with degrees in Interpretation. Four additional hearing undergraduate students graduated from the Adult Degree Completion program in 2013-14 with degrees in Deaf Studies.

³Eleven additional hearing undergraduates graduated in 2015-16 with degrees in Interpretation. These students are not considered HUGs and had graduated from the Bachelor of Interpretation (BAI) program.

⁴Seven additional hearing undergraduates graduated in 2016-17 who are not considered HUGs. Six graduated from the Bachelors of Interpretation (BAI) with degrees in Interpretation. One additional hearing undergraduate graduated from the Online Degree Completion program in 2016-17 with a degree in Deaf Studies.

Priority Three: Student Success

Graduate Degrees Awarded by Program Trend

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
CERTIFICATES					
ASL/Deaf Studies	1		1	1	
ASL/English Bilingual ECE			1		1
Deaf/HOH Infants, Toddlers, and Families	6	9	6	2	8
Deaf History					
Educating Deaf Students with Disabilities				1	1
CERTIFICATES TOTAL	7	9	8	4	10
MASTERS					
Administration	2				
Counseling: Mental Health	10	5	3	4	4
Counseling: School	4	12	4		8
Deaf Education: Advanced Studies	1	1	2	3	1
Deaf Education: Special Programs	1		2	1	2
Deaf Studies	4	13	5	2	6
Developmental Psychology	6	3	6	5	5
Education	19	9	10	6	7
Hearing, Speech, and Language: Non-clinical	12	8	11	10	11
International Development	4	8	4	3	4
Interpretation	8	18	7	12	9
Linguistics	8	7	11	6	7
Psychology	4	3	4	9	6
Public Administration			15	14	21
Sign Language Education		21	27	29	26
Sign Language Teaching	26	9	1		
Social Work	14	14	14	17	12
Speech-Language Pathology	13	16	14	17	15
MASTERS TOTAL	136	160	140	138	144

Priority Three: Student Success

Graduate Degrees Awarded by Program Trend (continued)

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
SPECIALISTS					
Deaf Education, Ed.S.				6	6
School Psychology, Psy.S.	4	2	6	4	5
SPECIALISTS TOTAL	4	2	6	10	11
DOCTORATES					
Administration, Special Education	6				
Audiology, Au.D.	8	11	8	12	12
Audiology, Ph.D.	2	3			
Educational Neuroscience					1
Critical Studies			2		2
Deaf Education	1			2	1
Interpretation			1	4	2
Linguistics	3	2	1	4	1
Clinical Psychology	4	7	5	3	3
DOCTORATES TOTAL	24	23	17	25	22
TOTAL DEGREES AWARDED	171	194	171	177	187
HEADCOUNT	164	189	166	176	178

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year are as follows: 2011-12 (9/11/12), 2012-13 (9/10/13), 2013-14 (9/9/14), 2014-15 (10/28/15), 2015-16 (9/13/16) and 2016-17 (9/13/17).

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Cumulative Listing of U.S. Alumni by State/Territory since 1864¹

Alabama	97	Nebraska	101
Alaska	17	Nevada	25
Arizona	173	New Hampshire	53
Arkansas	85	New Jersey	417
California	1,084	New Mexico	90
Colorado	142	New York	1,056
Connecticut	260	North Carolina	285
Delaware	46	North Dakota	61
District of Columbia	267	Ohio	417
Florida	465	Oklahoma	57
Georgia	210	Oregon	111
Guam	4	Pennsylvania	649
Hawaii	55	Puerto Rico	26
Idaho	49	Rhode Island	56
Illinois	576	South Carolina	90
Indiana	276	South Dakota	69
Iowa	142	Tennessee	107
Kansas	160	Texas	509
Kentucky	134	Utah	59
Louisiana	143	Vermont	32
Maine	62	Virgin Islands	5
Maryland	1,043	Virginia	585
Massachusetts	325	Washington	219
Michigan	276	West Virginia	80
Minnesota	343	Wisconsin	274
Mississippi	34	Wyoming	12
Missouri	215	TOTAL	12,177
Montana	49		

¹Includes all those that graduated through summer 2017.

Priority Three: Student Success

Cumulative Listing of International Alumni by Country since 1864¹

Argentina	4
Australia	10
Austria	2
Bahamas	2
Bangladesh	1
Barbados	1
Belgium	7
Benin	1
Botswana	5
Brazil	7
Bulgaria	1
Burkina Faso	1
Cameroon	3
Canada	504
Chile	3
China	57
Colombia	2
Costa Rica	3
Cyprus	1
Czech Republic	1
Denmark	1
El Salvador	2
Ethiopia	4
Fiji	1
Finland	3
France	6
Gabon	2
Germany	6
Ghana	14
Greece	4
Guatemala	3
Guyana	1
Haiti	1
Honduras	1
Hong Kong	2
Hungary	1
Iceland	2
India	41
Indonesia	3
Iran	3
Ireland	6
Israel	11
Italy	2
Jamaica	5
Japan	30
Jordan	4
Kenya	8
Korea, Republic of	15
Kuwait	1
Lebanon	2
Liberia	1
Malaysia	17
Mali	1
Mexico	7
Mongolia	1
Nepal	1
Netherlands	11
New Zealand	3
Nigeria	58
Norway	7
Pakistan	3
Panama	1
Paraguay	2
Peru	3
Philippines	16
Poland	1
Portugal	1
Russian Federation	2
Rwanda	1
Saudi Arabia	9
Sierra Leone	2
Singapore	20
Slovakia	1
Slovenia	1
South Africa	17
Spain	8
Sri Lanka	6
Sweden	20
Switzerland	3
Taiwan, Province of China	12
Tanzania	1
Thailand	5
Trinidad and Tobago	2
Turkey	1
Uganda	3
United Arab Emirates	3
United Kingdom	11
Uzbekistan	1
Venezuela	2
Vietnam	2
Zambia	1
TOTAL	1,069
COUNTRIES	91

¹Includes all those that graduated through summer 2017.

IV. Support Programs and Strategies

The University promotes and encourages student learning and development in all activities throughout the campus that supports students' persistence to graduation and helps prepare them for careers or graduate education. The Student Affairs and Academic Support division and the Office for Diversity and Equity of Students contributes to this priority by providing a variety of programs that contribute to learning outside the classroom that enhances the academic curriculum, supports at-risk students, facilitates leadership development, and ensures an inclusive and supportive social environment. A positive and stimulating campus inspires students to engage in learning and connect to the University and deaf communities, an important contributor to student persistence. The following section provides brief descriptions of the significant impact that these programs have on persistence and graduation rates.

Academic Advising

Academic/career advisors work with students in collaboration with academic departments and student support offices to enhance student academic performance for retention purposes. The Office of Academic Advising provides academic and career advising primarily for students who have not decided on their major. Advisors meet numerous times per semester with students as a group in their First Year Seminar classes to cover relevant academic and career topics. Students also meet individually with their academic/career advisor to review their four-year plans and course registration "shopping cart" to ensure that they have selected appropriate courses for enrollment. Other services include, but are not limited to, assistance with course registration, individual and group advising, career advising and guidance in selecting an academic major and/or minor throughout their years at Gallaudet. In addition, advisors monitor Starfish, an early warning and student tracking system, for any red flags; when students are red-flagged in the system, they are contacted by their advisor to discuss concerns raised by faculty members and if necessary, develop an intervention plan to ensure academic success. Academic advisors periodically meet with students who have declared their major for any questions they may have related to academic issues.

Academic Advising highlights for the year include:

- One-hundred and forty-four (144) students in GSR 101 in fall 2016 participated in the Shopping Cart Pre-Registration Assessment which resulted with 88 percent

achieving a maximum score of three for the preparedness portion on the Pre-Registration Rubric. This is 18 percent higher than the target of 70 percent.

- Seventeen (17) students in GSR 101 in spring 2017 participated in the Shopping Cart Pre-Registration Assessment, which resulted with 76 percent achieving a maximum score of three for the preparedness portion on the Pre-Registration Rubric. This is six percent higher than the target of 70 percent.
- One-hundred and forty-four (144) students in GSR 101 in fall 2016 participated in the My Planner Pre-Registration Assessment which resulted with 73 percent achieving a maximum score of three for the preparedness portion the Pre-Registration Rubric. This is three percent higher of the target of 70 percent.
- Seventeen (17) students in GSR 101 in spring 2017 participated in the My Planner Pre-Registration Assessment which resulted with 77 percent achieving a maximum score of three for the preparedness portion on the Pre-Registration Rubric. This is seven percent higher of meeting the target of 70 percent.
- Eighty-three (83) students who declared their majors in fall 2016 participated in the Degree Audit Report Quiz Assessment with 100 percent of the students meeting or exceeding the target of 70 percent on the quiz.
- One-hundred and twenty-three (123) students who declared their majors in spring 2017 participated in the Degree Audit Report Quiz Assessment with 100 percent of the students meeting or exceeding 70 percent.
- Student satisfaction with academic advising services continues to be steady, with 96 percent, as of fall 2016.

The undergraduate students were asked to identify the sources of support they received in regards to their major decisions by replying to the Academic Advising survey in fall 2016. While the majority of the students (76 percent) responded that they decided their major themselves, the Academic Advising office was the next highest source of support for students at 54 percent.

In the fall 2016 semester, Starfish Appointments showed that the Academic Advising unit had 2,114 appointments, which

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totaled 51,787 minutes. In the spring 2017 semester, there were 1,940 appointments, which totaled 49,797 minutes. During summer 2017, there were 191 appointments, which totaled 4,320 minutes, not including emails and videophone calls between advisors and more than 350 new students regarding course registrations.

Athletics and Intramurals Programs

The Athletics Department is committed to promoting academic and athletic success of our student-athletes. As an integral part of the student athletes' overall educational experience, the department encourages personal development and an opportunity to compete in sports at the highest level possible. The Athletics Department embraces an image and identity that fosters a sense of pride in the competitiveness, ethics, and integrity of Gallaudet University Athletics.

As members of the Gallaudet community, the Athletics Department strives to create an environment that is respectful and celebrates equity, diversity, and inclusion. Gallaudet Athletics prohibits discrimination based on race, sex, religion, national origin, sexual orientation, gender identity, and gender expression.

Intramural Programs provide students who are not on an intercollegiate team with an opportunity to participate in sports activities that provide the benefits of team membership and foster connections to the Gallaudet community.

Athletics and Intramural Programs highlights for the year include:

- Forty-six (46) student-athletes earned a spot on the 2016-2017 North Eastern Athletic Conference (NEAC) Scholar-Athlete list for having a grade point average of 3.4 or better; nine were repeat honorees and three earned Scholar-Athlete honors all four years they were a student-athlete. Four student-athletes made the Eastern Collegiate Football Conference (ECFC) All-Academic Team.
- Twenty-four (24) student-athletes earned all-conference honors for their respective sport.
- Gallaudet athletics logged 3,954 community service hours during the 2016-2017 academic year.
- Gallaudet earned several NEAC awards including 2016-2017 Men's Swimmer of the Year (Jonathan Tikhonoff), 2016-2017 Men's Swimming Rookie of the Year (Chris Martinez), 2016-2017 Men's Basketball Coach of the Year (Kevin Kovacs), 2016 Women's Volleyball Player of the Year (Darriyan Thomas), and 2016 Women's Volleyball Rookie of the Year (Adele Daniels).
- The women's volleyball team won a seventh straight NEAC championship and went to the NCAA tournament for the 12th time in program history.
- Men's basketball set a program record with 20 wins, 18 conference wins and was featured on the front page of the *Washington Post* sports section and received other media attention from local television and national podcasts.
- Reaction Light System (RLS) debuted at the 2017 NEAC Men's and Women's Swimming and Diving Championships in Cazenovia, N.Y., to help with equal access for deaf and hard of hearing swimmers. Gallaudet, along with the NEAC, championed this initiative. In June, the NCAA Playing Rules Oversight Panel approved a proposal to allow the use of lights or a lighting system for the start of races involving deaf and hard of hearing swimmers.
- In July, Gallaudet women's swimmer, Faye Frez-Albrecht, was featured on the front page of the *USA Today* and *Washington Post* sports sections for different stories about the Reaction Light Systems and Gallaudet's involvement to get the NCAA to change the rules.
- Women's cross country runner Kristi Luna was named a 2016-2017 College Sports Information Directors of America (CoSIDA) Academic All-America Second Team selection for Division III Women's Track/Cross Country. She becomes the 11th CoSIDA Academic All-America honoree in Gallaudet history.
- Seniors Lawjen Ashmore (women's basketball) and Faye Frez-Albrecht (women's swimming) were named 2016-2017 NEAC Inspirational Award honorees. The Inspirational Award is given annually to a student-athlete, coach, or administrator who has endured personal hardship that has led to bravery and dedication within athletics.
- Gallaudet Athletics Hall of Fame Class of 2017 was announced in June and includes: James DeStefano, '85 (men's basketball coach), Easter Fa'afiti, '13 (women's basketball), Tamijo Foronda Coleman, '08 (women's volleyball), Joseph Fritsch (honorary contributor), Robert Haney, Jr., '08 (men's basketball), Brandy Otto, E-'94 (women's volleyball) and Tony Tatum, '13 (football). The

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enshrinement took place during Homecoming in October.

- Twenty-five (25) confirmed student-athletes, coaches, and managers who were on an active roster during the 2016-2017 school year graduated and met their degree requirements. Seven graduated with honors (summa cum laude, magna cum laude, cum laude) and one student-athlete received University Honors.
- For a third consecutive year, the Gallaudet Athletics social media platforms (Facebook, Instagram, Twitter) remained ranked number one in NCAA Division III by D3Social-Media.com for the entire 2016-2017 school year. The Bison hold the highest Social Media Index rating, are first for Instagram and second for Facebook overall.
- Eleven (11) student-athletes were named 2017 Arthur Ashe Jr. Sports Scholars as announced by *Diverse: Issues in Higher Education*.
- Associate Athletic Director for Communications Sam Atkinson was elected as the third vice president of the College Sports Information Directors of America (CoSIDA). He will become only the second CoSIDA president from a Division III program when he assumes the role in the 2020-2021 academic year.
- Men's basketball Coach Kevin Kovacs was appointed the head coach of Team USA for the 2017 U20 Americas Deaf Basketball Championships in Bolivia and the 2018 U21 World Deaf Basketball Championships in Washington, D.C.
- Men's basketball senior Joshua McGriff became the 23rd player in school history to record 1,000 career points. He finished his career ranked number 10 with 1,356 career points.
- Assistant Athletic Director and women's volleyball Coach Lynn Ray Boren guided the USA Women's Deaf Volleyball Team to a bronze medal in the 2017 Deaflympics in Samsun, Turkey. Boren along with two current Bison student-athletes and five Gallaudet graduates contributed in Team USA's success.
- New enhancements were made to the Field House gym with new bleachers installed during summer 2017. The court was recently named in honor of alumnus Donald A. Padden, '45, as the court will be known as "Padden Court" and a new logo was added to the court with Padden's signature.
- Gallaudet was awarded the NCAA CHOICES Alcohol Education Grant. The NCAA CHOICES program provides funding for NCAA member institutions and conferences to integrate athletics departments into campus-wide efforts to reduce alcohol abuse.
- Gallaudet football was featured in a lengthy article in May in *The Atlantic* titled "America's Deaf Team Tackles Identity Politics." The Atlantic.com reached 33.7 million monthly unique visitors in February 2017.
- The Gallaudet Sports Information Office earned the 2016-2017 Grant Burger Media Award for the Northeast Region in Division III as presented by the American Volleyball Coaches Association.
- Gallaudet athletics was ranked in the Learfield Sports Directors' Cup standings for a record seventh year in a row.

Career Center

The Career Center prepares students for life after Gallaudet through a variety of services and learning opportunities including: internship and job fairs, job-search workshops, resume reviews, mock interviews, and career consultation. The Career Center's goals are to educate and empower students to learn lifelong career development skills, to make effective career decisions, and to achieve professional success.

Career Center Highlights for the year include:

- A total of 2,279 students were served, which is a 2 percent increase from the previous year.
- One-hundred and forty-four (144) students successfully completed the General Studies Requirements (GSR) 110 Career Development Course. Students learned important career readiness skills of resume writing, interviewing, networking, self-advocacy, how to use interpreters, as well as the use of technology-based resources for internship and job searches.
- Eighty-six (86) percent of 2017 graduates reported that they had participated in at least one internship prior to graduation as reported in a 2017 survey.
- One-hundred and fifty-four (154) student internships were coordinated by the Career Center in 2016-2017 in conjunction with faculty sponsors.

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- Eighteen (18) internship site visits were conducted by career consultants to monitor student internships.
- Fall Internship and Job Fair: 54 employers and 335 students in attendance.
- Spring Internship and Job Fair: 55 employers and 476 students in attendance.
 - At each semester's job fair, students were able to practice networking with employers to market their skills and connect with opportunities for internships related to their career choices. Alumni are always encouraged to attend and also benefit by meeting with employers for job opportunities.
- Three-hundred and twelve (312) students received direct career consulting for assistance with resumes, mock interview practice, acquiring internship placement, and stipend support.
- Career consultations through email contacts: 1,943
- Student visits to the Career Library: 2,279
- Students who attended employer information sessions and/or mock interviews: 251
- Seven deaf awareness training workshops were presented to off-campus employers.
- Consultations with faculty (in person or through email): 139
- Twenty career presentations were conducted in partnership with faculty in classrooms.
- Fifty-eight (58) students interviewed through the Workforce Recruitment Program.
- Sponsored/provided space and support to the student-run "FEEL Magazine Project", part of Gallaudet's efforts to encourage entrepreneurial initiatives.
- Provided on-campus employer training workshop for 38 employers, "Best Practices for Hiring and Working with Deaf and Hard of Hearing Employees."
- Director of Career Center voted onto Board of DC Metro Business Leadership Network.

- One staff member, an employer relations specialist, attended the US Business Leadership Network (USBLN) conference in Orlando, Florida to foster new partnerships with businesses interested in hiring people with disabilities.

Recent Alumni Survey (2016-2017) Findings

- Eighty-five (85) percent of all respondents had participated in an internship while at Gallaudet; 91 percent were undergraduate students, 79 percent were graduate students.
- Ninety-six (96) percent of undergraduate and graduate students who participated in internships responded that internship participation contributed to learning and personal growth; 93 percent were undergraduate students, 100 percent were graduate students.
- Eighty-seven (87) percent of undergraduate students who participated in internships said the experience helped them prepare for employment. Ninety-seven (97) percent of graduate students said that internship experience helped them prepare for employment.
- Post-graduation outcomes: During the year after graduation, respondents to the alumni survey reported the following:
 - Undergraduates – 70 percent employed, 26 percent pursuing additional education, five percent neither.
 - Graduates – 82 percent employed, 17 percent pursuing additional education, one percent neither.

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) supports the academic and social-emotional development of Gallaudet students by providing: psychological assessments, counseling, crisis intervention, and psychiatric services. CAPS also provides several prevention programs to address unique developmental needs of the university population. CAPS also consults with faculty and staff regarding students' needs, contributes to the student paraprofessional training programs, and offers training for mental health graduate students from the Departments of Psychology, Social Work, and Counseling.

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CAPS highlights for the year include:

- A total of three-hundred and fifty-five (355) students were served, which is an increase from last year.
 - Two hundred and thirty-five (235) received ongoing individual counseling
 - Seventy-eight (78) counseling clients also received psychiatric service
 - Eleven (11) counseling clients also received assessment services
 - Seven (7) students received assessment services only
 - One hundred and fifty-four (154) walk-in crisis appointments (270 sessions) this year, which is similar to last year.
- Sixty-six (66) percent of students receiving services identified themselves as deaf, 19 percent as hard of hearing, and 14 percent as hearing; (two percent also identified as deaf-blind).
- Eighty (80) percent of the students reported that the problems that brought them to CAPS were improved.
- Sixty-five (65) percent of students received services because of problems in school (a 13 percent increase from last year) and of those students, 72 percent reported that CAPS services helped them stay in school and 62 percent reported that services helped them do better in class.
- Ninety-two (92) percent rated that CAPS services were above average to outstanding.
- Over 200 students, staff, and faculty participated in the third Out of the Darkness Campus Walk, a collaborated effort coordinated by CAPS and American Foundation for Suicide Prevention (AFSP) and other offices on campus to raise funds for, and awareness of, suicide prevention.
- Ninety-one (91) Howard University medical students received training on best practices in serving deaf and hard of hearing patients.
- Hosted a Survivor's Day event where campus and community members attended an activity to share their experiences as survivors of a loved one who died by suicide.
- Hosted a seminar entitled "Mental Health Issues and the Transgender Community" for the staff of the CAPS and LGBTQA programs.
- Collaborated with DAWN and Gallaudet's Health and Wellness Program to provide training from the Men of Strength program for on campus staff involved in the Men Can Stop Rape group.
- Added video recording equipment to expand its use with assessment trainees to allow supervisors to observe sessions and improve the training experience.
- Utilized the Interactive Screening Program to reach out to the JumpStart ASL students who might be in need of mental health care and reluctant to seek support.
- Screened 38 students at National Depression Screening Day and 28 students at National Alcohol and Other Drugs Screening Day.

Office for Students with Disabilities

The Office for Students with Disabilities (OSWD) aims to empower students with disabilities to succeed in higher education by providing experiences and opportunities to build confidence beyond the classroom. OSWD provides individually-tailored and comprehensive disability support services and programs for qualified students with disabilities aimed at the eradication of discrimination, thereby assuring equity and full inclusion.

OSWD highlights for the year include:

- During the academic year 2016-2017, OSWD served 283 students with disabilities.
- Two-hundred and forty-eight (248) students enrolled during the academic year 2016-2017 received services from OSWD. Of those, 175 were undergraduate students, 56 were graduates students, and 17 were other careers (continuing education, special students, or ELI). Therefore, OSWD served 15 percent of degree-seeking students during the academic year.
- In addition, 35 students enrolled for the fall 2017 semester were accepted for services, added to the OSWD caseload, and served during the summer semester in preparation for fall.

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- Forty-seven (47) incoming students with disabilities attended OSWD's New Student Orientation.
- Alternative Print Services produced 210,776 pages of large print/scanned pages, 251,350 eBook pages, 202 braille pages, and 183 eBooks for 18 low vision students enrolled in 130 classes.
- Fifty (50) students in 130 classes received support from 61 student paraprofessional note-takers. Note-takers received intensive note-taking training in preparation for their role as an auxiliary aid in the classroom.
- OSWD continued to refine its testing services to assure academic integrity and equal access.
- Two professional staff presented "Learning to Assess the Needs and Successes of Deaf Students with Multiple Disabilities" at the 2017 UConn Postsecondary Disability Training Institute and "Equity of Access to Higher Education for Deaf Students with Multiple Disabilities" at the 2017 national conference of the Association on Higher Education and Disability (AHEAD).
- Two on-campus walk-throughs, whose purpose was to assess campus accessibility, were conducted by OSWD and its Student Advisory Board during the spring 2017 semester.
- Information from OSWD Advocacy Training Workshops given in previous years were used as a basis for a new series of accessible videos discussing self-advocacy for students with disabilities. Currently developed videos discuss the Americans with Disabilities Act (ADA) and how to file an on-campus disability grievance.
- An outcome of 53 percent participation rate in the Educational Benchmarking, Inc. survey, a 13 percent increase compared to the last survey administration in 2015.
- An increase in the number of residents on campus from fall 2016 to fall 2017 by 6.2 percent.
- Renovations were conducted in Carlin Hall bathrooms, public areas on the first, second, and third floors in Peet Hall, and sofas and chairs were replaced in all residence hall lounges and living rooms.
- Connected with students through Facebook by sharing photos and updates in the residence halls, which was new during academic year 2016-2017.
- Coordinators of Residence Education were involved in conferences, workshops, or trainings on the topics of:
 - o Restorative Justice Training
 - o Multicultural Curriculum Transformation Training
 - o DC Area of Black Deaf Advocates Conference
 - o Men of Strength Training

Office of Residence Life and Housing

The Office of Residence Life and Housing provides a safe and welcoming environment for students in the pursuit of academic excellence. Realizing the transition to college living can be challenging, the office offers residence hall programs that foster skills that contribute to living successfully in a pluralistic world and cultivate character, civility, and connections to the community.

The Office of Residence Life and Housing highlights for the year include:

Student Center Programs and Services

Alcohol and Other Drug Services

Alcohol and Other Drug Services (ADS) provides education and support for students dealing with alcohol and/or other drug related infractions. In addition, ADS also coordinates the required online AlcoholEdu and Haven course for all new/transfer students.

- Seventy-eight (78) students participated in mandatory alcohol and/or other drug classes during the 2016-2017 academic year.
- Ninety-three (93) percent of students were assigned a C or above on the post-class test and 61 percent received a B or above.
- Continued to provide AlcoholEdu and Haven, the online courses promoting healthy behaviors related to alcohol use and relationships to all incoming students during the 2016-2017 academic year.

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Campus Activities

Campus Activities is a one-stop information center responsible for student organizations. It manages the planning and execution of student organization events, coordinates numerous events in collaboration with academic and non-academic departments, provides leadership training and mentoring for students, and manages reservations for rooms in the I. King Jordan Student Academic Center (JSAC). Campus Activities also handles room reservations for Ely Center and Foster Auditorium. Services such as poster approvals, printing banners, and making copies are provided for the community.

Campus Activities highlights for the year include:

- Opened a new Game Room where an average of 150 students per week utilize the space and its resources. Its purpose is to enhance the student experience and provide alternative evening activities for students. The Game Room, which consists of pool, foosball, and ping pong tables as well as PlayStation and Xbox video games, was made possible with the support of the Offices of the President and Campus Design and Planning.
 - Established a chapter with the National Society of Leadership and Success (NSLS) in spring 2017 and 117 members joined and 15 completed the requirements for the induction. The remaining members will complete their requirements in the fall semester of 2017.
 - Provided over 7,000 hours of support for Campus Activities, including room reservations in JSAC and Ely Center and set-ups/clean-up for events. A new carpet was installed in the ever-popular Sprint Multipurpose Room and the banner machine was upgraded.
 - On average, 25 to 100 community members participated in the monthly events, both large and small. Some of the events were co-sponsored with Late Night Gallaudet University. The largest event on campus last year was the November 2016 presidential election watch party, which attracted over 350 University community members.
 - Increased support of the University's bilingual mission by adding more vlogs to promote events and for public messages on social justice or issues within our community.
 - Supported 33 registered student organizations with 350 to 500 students participating in different roles as officers or members.
- Student organizations offered several events, workshops, and training sessions including:
 - o Food Certification Workshop: The workshop is offered twice a year for students who wish to sell food at fundraising events. The workshop covers information on food safety, fire safety, as well as preventive measures to avoid food poisoning. Each student is required to take a test and those who pass the test receive a certificate that is good for four years. A total of 122 students attended this workshop.
 - o Hazing Policy: The workshop is offered two times per semester for all Greek organizations and prospective members. A total of 240 students attended this workshop.
 - o Ethics and Understanding Your Leadership Style.
 - o Parliamentary Procedures Training.
 - o Understanding and Managing Risk in Your Organization.
 - o Officers training. Topics included:
 - Gallaudet/Student Body Government (SBG)/Campus Activities policies, event, and 25Live (room reservation) procedures, SBG bylaws review, and officer transition and election preparation.
 - o End of Year awards ceremony for deserving student organizations.

Commuter Programs

Commuter Programs provides a place for commuter students to stay between classes and offers a number of amenities such as a place to rest, watch TV, and study. There is a small kitchenette, a computer lab, lockers, and a playroom for kids to play while their parents do their school work. Commuter Programs also serves as a resource for commuter students by offering programs such as landlord/tenant rights and how to be a good neighbor.

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Commuter Programs highlights for the year include:

- Commuter Programs communicated with over 350 commuter students via weekly newsletters and on its Facebook page with weekly news, announcements, and tips for commuters.
- Over 35 students, along with faculty and staff, attended two workshops for commuters: Recycling and Yoga. The recycling workshop encouraged commuters and students to be more aware of the importance of being green, to recycle more, and to care for the environment. Ninety-five (95) participants, including several staff members, attended a co-hosted yoga workshop during “Health Awareness Month.”

New Student Orientation

New Student Orientation (NSO) is a transition program that seeks to empower new students and give them the resources they need to be successful students, in and out of the classroom, and to adjust to life away from home. NSO introduces students to Gallaudet’s resources and to what the Washington, D.C. community has to offer. The NSO also helps students to settle into their dorms, bond with and make new friends, and meet academic advisors, faculty and administrators.

New Student Orientation highlights for the year include:

- Three-hundred and forty-six (346) new undergraduate and transfer students were welcomed this summer.
- Forty-eight (48) students participated a separate orientation for transfer students.
- Forty-five (45) parents participated in Family Orientation.
- NSO had 1,530 followers on Facebook.

Health and Wellness Programs

Health and Wellness Programs provides for the enhanced well-being of Gallaudet University students by empowering them to make informed health and lifestyle choices. Examples of activities include the following:

- Ninety (90) programs were offered by Health and Wellness Programs on physical, social, emotional, and sexual health to 1,696 participants. Programming included workshops, booths and events such as Haze, Condom Fashion Show, Get Moving Gallaudet, and more.

- Provided six Peer Health Advocates the opportunity to develop professional skills, learn about different aspects of health, and organize information to present to the Gallaudet community through “bathroom tips” bulletin boards, booths, workshops, and other events. All Peer Health Advocates reported learning new health-related knowledge and beneficial ways they disseminated information to the community. In the exit interview/questionnaire, all of them “agreed or strongly agreed” that this experience “helped me to develop skills I can use.”
- Facilitated five Green Dot bystander intervention trainings to 82 participants, along with other programs on sexual assault, domestic/dating violence, and stalking. As of April, the University finally reached the “500” mark and has trained 509 faculty, staff, and students on effective bystander intervention.

Office of Student Conduct

The Office of Student Conduct (OSC) used discussion, counseling, mediation, and other procedures to handle conduct problems and to maximize the educational experience of students involved. OSC serves as a campus-wide resource, providing consultation on issues related to student conduct, classroom disruptions, and Title IX. OSC provides training for new and current students, students enrolled in the English Language Institute (ELI), paraprofessional student workers, and student organization officers.

The Office of Student Conduct highlights for the year include:

- Enhanced prevention and education efforts by collaborating with academic departments and other Student Affairs units.
- Provided preventative and risk education and training, including but not limited to, development and dissemination of educational print materials, videos, workshops, training seminars, and academic course offerings.
- Participated in training for restorative justice practices, developed a plan of action to initiate restorative justice as part of the student conduct protocol as well as taking the lead in collaborative efforts to infuse restorative justice into university wide co-curricular programs and activities.

Office of Campus Ministries

Realizing that spiritual development is an important part of students’ engagement for many students in the campus com-

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munity and a contributor to overall student development, Gallaudet supports a group of volunteer religious workers who are appointed by their jurisdictional supervisors to serve and minister on campus. The campus ministers provide regular religious services for students and the community.

The Office of Campus Ministries highlights for the year include:

- Nine religious workers are currently with the Office of Campus Ministries.
- Hosted Passover, Rosh Hashanah and Shabbat service and dinners.
- Presented Pope Francis' letter on the environment and human environment "Laudato Si."
- Held Christmas, Good Friday, and Easter Sunday gatherings and services.
- Provided midterm and finals week social events, movies, and snacks.
- Produced monthly newsletters.
- Developed interfaith activities that foster social justice and diversity awareness.

Student Success

Student Success' three programs, JumpStart: American Sign Language (ASL), JumpStart: Bachelor of Arts in Interpretation (BAI), and Peer Mentorship, give targeted groups of students specialized support to facilitate their adjustment to Gallaudet and help them succeed.

JumpStart: American Sign Language

JumpStart: American Sign Language is a four-week summer program for first-year students, including transfer students, who are new or emerging users of ASL. Students arrive four weeks before New Student Orientation and the start of the fall semester and receive intensive sign language training and instruction in deaf awareness, Deaf Culture, and Gallaudet history and traditions.

JumpStart: Bachelor of Arts in Interpretation

JumpStart: Bachelor of Arts in Interpretation is a four-week summer program for first-year interpreting students, including

transfer students, who are enrolled in the Bachelor of Arts in Interpretation program. Students arrive four weeks before New Student Orientation and the start of the fall semester, and work on improving their sign language skills while receiving instruction in deaf awareness, Deaf Culture, and Gallaudet history and traditions.

Peer Mentorship Program

The Peer Mentorship Program assists students in their social, personal, and academic acclimation to Gallaudet. Each incoming student is enrolled in GSR 101: First Year Seminar and paired with an outstanding sophomore, junior, or senior student who serves as a mentor to the student throughout the academic year.

Student Success highlights for the year include:

- Thirty-eight (38) students participated in the JumpStart: ASL program.
- Nineteen (19) students participated in the JumpStart: BAI program.
- Nineteen (19) peer mentors were recruited for fall 2016.
- Two-hundred and forty-seven (247) first-year students were assigned a peer mentor.
- Peer mentors partnered with faculty instructors in teaching the GSR 101 courses.
- In the fall 2016 SkyFactor First Year Initiative Assessment, 80 percent of students in GSR 101 agreed/strongly agreed that "having a peer mentor in my GSR 101: First Year Seminar class was useful".
- In July 2017, a new director of student success was hired.

Tutorial & Instructional Programs

The Tutorial & Instructional Programs (TIP) provides a supportive learning environment for students needing academic assistance. The department provides a variety of academic support services offered by qualified academic coaches and tutors. Students learn diverse skills and strategies necessary for academic success. TIP, in collaboration with academic departments, provides learning assistance programs and a consolidated academic support center with emphasis on American Sign Language, English, and Mathematics.

Priority Three: Student Success

Tutorial & Instructional Programs highlights for the year include:

- Students received TIP services in various programs: 2,862 tutoring sessions that totaled 81,000 minutes in fall 2016 (an increase of 983 sessions and 45,120 minutes from fall 2015) and 2,860 tutoring sessions that totaled 85,000 minutes in spring 2017 (an increase of 1,236 sessions and 39,042 minutes from spring 2016).
- Provided ASL, Accounting, and English walk-in services for summer courses which made 60 tutoring session that totaled 2,500 minutes.
- Developmental and higher mathematics courses received in-class tutoring support which totaled 1,845 hours.
- Tutors received t-shirts to wear while working with students.
- Bulletin boards were updated with academic topics on a monthly basis.
- Provided drop-in tutoring services for specific courses that are limited with tutoring resources.



The sixth annual Lavender Graduation ceremony was held May 10, 2017, at Elstad Auditorium. Nayo Lim Franck, G-'17, gave the student address, concentrating on her experiences and personal growth at Gallaudet. Lavender Graduation is an annual celebration of community that recognizes LGBTQA students by acknowledging their achievements and contributions to Gallaudet University.

Photo by Zhee Chatmon

V. Alumni Survey Information

This section contains excerpts of data available from respondents to our Annual Survey of Recent Graduates (December 2014 - August 2015 graduates). Data below includes employment experience, employment fields, internship participation, and satisfaction with their preparation. Finally, a full table of employment by occupational category and by whether the employment involves service to deaf or hard of hearing individuals is included.

The survey is sent to recent undergraduate and graduate alumni approximately one year after graduation. The survey is administered in the fall to those who graduated December through August of the preceding year. The Office of Institutional Research produces the Gallaudet University Annual Survey of Recent Graduates.

Post-graduation Employment Experience

During the year since graduation,

- Seventy percent (70%) of bachelor's degree alumni who responded to the survey stated that they worked either full-time or part-time.
- Eighty-two percent (82%) of graduate degree alumni worked either full-time or part-time.
- Twenty-six percent (26%) of bachelor's degree alumni were pursuing additional education.
- Seventeen percent (17%) of graduate degree alumni were pursuing additional education.

Employment Fields

The most common fields for employment for all recent Gallaudet alumni are:

- Forty percent (40%) are in education, training, and library occupations;
- Twelve percent (12%) are in health care practitioners and technical occupations;
- Ten percent (10%) are in community and social services occupations; and
- Sixty-two percent (62%) of Gallaudet University alumni are working in the three fields listed above.

Internship Participation

- Eight-five percent (85%) of all responding alumni participated in an internship while at Gallaudet—ninety-one percent (91%) of bachelor's level alumni and seventy-nine percent (79%) of graduate degree alumni.

Hearing Undergraduate Outcomes

- Seventy-five percent (75%) of the hearing undergraduates who responded to the survey stated that they were employed.
- Twenty-five percent (25%) of the hearing undergraduates who responded to the survey stated they were pursuing additional education.

Priority Three: Student Success

Current Employment by Standard Occupational Group and by Service to Deaf and Hard of Hearing Individuals

Major standard occupational group	Under-graduate (N=41)	Graduate (N=53)	TOTAL (N=94)	Percent of total for this row who provide service to deaf or hard of hearing people by occupational group		
				Under-graduate (N=32)	Graduate (N=50)	TOTAL (N=82)
Arts, Design, Entertainment, Sports, and Media	7%	0%	3%	33%	0%	33%
Business and Financial	10%	4%	6%	50%	50%	50%
Community and Social Services	12%	8%	10%	100%	75%	89%
Computer and Mathematical	7%	0%	3%	0%	0%	0%
Education, Training, and Library	34%	45%	40%	79%	58%	66%
Food preparation and serving related	5%	0%	2%	50%	0%	50%
Healthcare Practitioners and Technical	2%	19%	12%	0%	20%	18%
Healthcare Support	0%	4%	2%	0%	100%	100%
Installation, Maintenance and Repair	0%	2%	1%	0%	0%	0%
Legal	2%	0%	1%	0%	0%	0%
Life, Physical, and Social Science	2%	8%	5%	0%	25%	20%
Management	5%	4%	4%	0%	100%	50%
Office and administrative support	10%	6%	7%	25%	67%	43%
Personal Care and Service	2%	0%	1%	0%	0%	0%
Production	0%	0%	0%	0%	0%	0%
Sales and related	0%	2%	1%	0%	100%	100%
TOTAL RESPONDENTS				51%	53%	52%

Note: Percentages may not sum to 100 percent due to rounding.



As part of the Inauguration Week celebrations, the panel discussion, “Advancing Transformational Leadership Around the Globe,” was held at Elstad Auditorium on September 27, 2016. The discussion, moderated by Dr. Khadijat Rashid, economics professor (left), a former White House Fellow, and a founding board member of the World Deaf Leadership (WDL) Program, included four inspirational leaders of the global deaf community, including Alvaro Espinoza (right), panel participant representing Guatemala, and three other representatives from Canada, the Philippines, and South Africa.

Photo by Zhee Chatmon

Priority Four: Institutional Leadership and Strategic Planning

Support the growth of leaders and focus our efforts and resources to strengthen Gallaudet for today and the future

I. Strategic Initiative Results

Gallaudet's Short-Term Strategic Plan 2017 - 2020

The experiences and learning that took place during President's Cordano's first year at Gallaudet led to further clarity about staging a strategic planning process to address foundational work needed over the next two to three years. Following the process to establish the University's six priority areas and the initiation of critical activities in each area during FY 2017, the University began development of a short-term strategic plan based on these efforts. Development took place during the summer and fall of 2017 and the Gallaudet community was invited to provide feedback on-line and via a series of stakeholder input sessions. The short-term strategic plan priorities built on those established in FY 2017, as well as the work from the Gallaudet 2010-2016 strategic plan.

The intent is to design a strategic plan and its implementation processes to give the community the time and experience it needs to adapt to new conditions and ways of working that support and accelerate innovation and progress toward excellence in achieving Gallaudet's unique mission in the world. It emphasizes understanding and building of necessary operational and programmatic systems, structures, and processes. The short-term strategic plan was presented to and endorsed by the Board of Trustees in October 2017 and will run from FY 2017 through FY 2020.

University Council

The University Council, a group comprised of faculty, staff, and student leaders continued its work during FY 2017 to understand the concept of shared governance and to explore the potential role of the Council as a governance structure. The work and continued evolution of the University Council will continue throughout FY 2018.

The Gallaudet University Real Estate Foundation

The Real Estate Foundation provides guidance and leadership on real estate issues for the University. The foundation met four times in FY 2017 to discuss the Sixth Street project and other matters related to real estate. President Cordano also held individual meetings with some of the directors to seek their expertise. The Real Estate Foundation will continue to support Sixth Street Project and other initiatives in FY 2018.

ACAO Digital Fellows Program

Gallaudet was selected to participate in the Association of Chief Academic Officers (ACAO) Digital Fellows Program funded by the Bill & Melinda Gates Foundation. Gallaudet's project through the fellowship, "From Course Redesign to Institutional Impact: Developing a Digital Teaching and Learning Initiative for Student Success at a Bilingual American Sign Language (ASL)/English University," will continue throughout FY 2018.

Priority Four: Institutional Leadership and Strategic Planning

II. Burstein Center on Excellence, Leadership, and Innovation

The Burstein Center on Excellence, Leadership and Innovation (BCELI), housed within the Department of Government and Public Affairs, provides an array of high-quality and innovative programs for deaf and hard of hearing individuals designed to help them progress to the next level in their careers or personal life paths. BCELI addresses leadership knowledge and skills development in education and other social service professions, including deaf-centric, for-profit and non-profit agencies and corporations. Program offerings utilize engaged learning formats with a focus on experiential learning, problem solving, and transformation.

BCELI programs and courses focus on the following areas:

- Agency leadership and entrepreneurial leadership
- Consumer, family, and community advocacy; advocacy training for deaf people internationally
- Deaf women's leadership
- Educational leadership, change leadership, and early education professional development leadership
- Parliamentary procedures, project management, and life coaching
- Theater arts leadership for deaf and hard of hearing people of color

Leadership Training in Theater Arts for Deaf and Hard of Hearing People of Color

The Burstein Leadership Institute provided an intensive one-week leadership training in theater arts for six participants. This training was designed specifically for deaf people of color who were interested in leisure or professional participation in deaf theaters. Participants acquired knowledge and skills in three distinct areas: (1) history of deaf theater and theater arts of color, (2) actor movements, and (3) play production. The class utilized their newly acquired skills to present a production on the final day of class which was attended by the campus community. This training was led by a nationally and internationally renowned deaf theater arts professional and his team of trainers. The six students participated in this training in summer 2017.

Pre-Law Workshop

This three-day workshop included background on the legal profession and law school admission process, as well as Law School Admission Test (LSAT) training. Six participants took intensive LSAT training sessions on three consecutive Saturdays in the fall of 2017.

During FY 2017, 12 people were served through BCELI offerings.



The Multicultural Student Programs (MSP) hosted the 11th annual UnityFest on Friday, April 21. UnityFest is a full day festival that celebrates the rich cultural heritage of the Galaudet community. One of the activities included a photo booth, where community members took various pictures of themselves.

Photo by Lorian Jones



The Art 131: Beginning Photography class, taught by Johnston Grindstaff, '87 & G-'91, took advantage of Gallaudet's location in Washington, D.C., with its many museums and cultural centers, and enjoyed a class trip to the American Art Museum and National Portrait Gallery on Tuesday, June 20, 2017. Front, from left: Kelly Doleac, Chukwudi Kalu, and Emilio Garcia. Back, from left: Ivy Sahneyah, Bridget Berrigan, Alberto Sifuentes, Raechelle Wolfert, and Grindstaff.

Photo by Johnston Grindstaff

Priority Five: Academic Vitality and Strategic Positioning

Influence the world by sharing research, expertise, and knowledge that uniquely comes from Gallaudet

Priority Five: Academic Vitality and Strategic Positioning

I. Academic Programs

During Fiscal Year 2017, the Division of Academic Affairs implemented several new initiatives:

1. The Department of Hearing, Speech and Language Sciences received a training grant from the U.S. Department of Education entitled “Bilingual Assessment and Supervised Intervention of Collaborative Services (BASICS) for Speech-Language Pathologists and Interpreters Working with Students who are deaf, Deaf, and Hard-of-Hearing.” The grant totaling \$915,121 over the five-year funding period was awarded to Dr. Brenda Seal. As a result of this award, a total of 11 speech language pathology students will each receive 100 percent tuition for five semesters and a total of six interpreting students will each receive 50 percent tuition for five semesters.
2. The Public Health Program welcomed 11 students to its inaugural course PHS101, Introduction to Public Health, taught by Gallaudet alumnus, Christopher Khanoyan, MPH. In addition to other assignments, the students will create public service announcement vlogs on a variety of topics including alcohol abuse, the flu vaccine, obesity, and cancer screenings. In spring of 2018, the program will offer PHS 201, Foundations of Epidemiology.
3. The quality of our graduate programs are reviewed on a regular basis through two processes, accreditation and academic program review (APR). Two graduate programs successfully achieved full re-accreditation, the Ph.D. Program in Clinical Psychology by the American Psychological Association and the Master’s Program in Social Work by the Council on Social Work Education. The APR process consists of a program preparing a self-study report and two or three reviewers conducting a site visit with the program. The APR process was piloted successfully this year with three graduate programs: the Ph.D. Program in Hearing, Speech, and Language Sciences, the Master’s Program in Deaf Studies, and the Ph.D. Program in Critical Studies in the Education of Deaf Learners. The programs are now developing action plans for improvement based on their reviewers’ recommendations.
4. The Gallaudet Innovation and Entrepreneurship Institute (GIEI) continues to grow. On September 15 and 16, 2017, the second summit was held for seven new and seven returning GIEI faculty fellows. The focus of the summit and the fellows’ individual projects is the infusion of entrepreneurial principles into courses across the curriculum. In addition, a tinkerslab has been created to promote creative, entrepreneurial, and interdisciplinary collaboration among students, faculty, staff and others from the larger tinker and maker communities outside of the University. The lab, located in the Washburn Arts Building, will provide access to the most current technologies as well as machinery driven by computers. Researchers and inventors, assisted by students who have been trained to serve as “knowledge associates”, will have an opportunity to develop prototypes and automate their creations.
5. Pigmental Studios has established its new D.C. headquarters on the campus of Gallaudet University and officially opened its offices and studios in the Appleby Building on September 23, 2016. Pigmental Studios produces animated creative and educational content for feature films, television, gaming, commercials, virtual reality, and online distribution, and have worked with renowned animation companies such as Disney, DreamWorks and Pixar on some of their most successful animated feature films. Gallaudet and Pigmental Studios are partnering to create and deliver an academic program in animation design and programming for Gallaudet students. The first course developed as a result of this collaboration was offered in spring 2017. Eighteen students were introduced to the working concepts of animation storytelling and help developed an episode of Silver Scorpion, a new episodic TV series produced by Pigmental Studios. The students work in teams supervised by top animation professionals in the industry to script and storyboard the episode and will receive on-screen credit for the episode produced as a result of their efforts.
6. The Peace Corps designated Gallaudet as a “partner school”. This initiative will help ensure that interested Gallaudet students are prepared to be of service in other nations after they graduate. Students will be able to join Peace Corps Prep, a certificate program for undergraduate students that centers on preparing them for the program.
7. ASL Connect is gearing up for a launch in January 2018. Four levels of ASL online courses are currently being offered with 87 students enrolled in our first eight-week session and registration is now underway for the second eight-week fall session. Four intensive modules of “Self-Paced ASL Lessons” built on a platform developed

Priority Five: Academic Vitality and Strategic Positioning

by SignSchool have been completed with interactive lessons designed for novice ASL users. Deaf Studies courses for professional studies credit continue to be offered as courses that are cross-listed with those offered to students in the Online Degree Completion Program.

8. In support of Gallaudet's mission to be globally connected, Gallaudet joined the Internationalization Laboratory for 2017 to 2018, an initiative of the American Council on Education (ACE). Using participatory methods, a steering committee, ACE mentors will guide the conduct of a comprehensive review and development of a strategic action plan to prioritize and integrate international activities and dimensions of the institution in curriculum, faculty policies, administrative structure, overseas collaborations, and student opportunities. This 18-month foundation-setting effort will dovetail with implementation and infrastructure actions supported by the three-year general strategic plan.

Faculty

The University began the 2017-2018 academic year with 185 full-time, regular faculty members. Four faculty members retired in the 2016 to 2017 academic year and 14 new full-time, regular faculty members joined the following departments:

- Art, Communication, and Theatre
- American Sign Language and Deaf Studies
- Business
- Counseling
- English
- History, Philosophy, Religion, and Sociology
- Interpretation and Translation
- Science, Technology, and Mathematics

Four faculty fellows continue gaining administrative and leadership experience in the following units: Gallaudet Technology Services, the Center for Bilingual Teaching and Learning, and the Office of the Provost. Three former faculty fellows assumed full-time administrative roles: executive director, Undergraduate Admissions and Outreach, assistant dean, Undergraduate Curriculum, Policy, and Operations, and director, Budget and Finance.



On October 28, 2016, a meeting between the United Nations Development Programme and Gallaudet's M.A. program in International Development (IDMA) was held, which discussed a prospective memorandum of understanding for graduate internships. From left: Irina Stavenscaia, head of Employee Engagement and Management Unit, and Dr. Audrey Cooper, assistant professor and program director, International Development M.A. Program.

Photo by Audrey Cooper

II. Institutional Student Learning Outcomes

The General Studies Program of General Studies Requirements (GSR) courses was established in 2007 as a response to calls for reform of the General Education curricular design at Gallaudet. The mission statement of the GSR curriculum states that the program is designed to “provide a rigorous academic program that prepares students for successful learning in a complex world where traditional academic disciplines are interrelating, merging, and overlapping.” The program provides students with a high-quality sequence of coursework intended to prepare them for their chosen majors, for life-long learning, and for challenging careers. The General Studies program begins with Freshman Foundations (GSR 100-level courses), continues with Integrated Courses (interdisciplinary GSR 200-level courses) and concludes with a Capstone Course (GSR 300).

Gallaudet University has five Student Learning Outcomes (SLOs) that were established for all undergraduate students and that represent the knowledge, skills, and attitudes that students should acquire to successfully complete the requirements of the General Studies program, the undergraduate majors, and the baccalaureate degree. The five SLOs are:

- Language and Communication
- Identity and Culture
- Critical Thinking
- Knowledge and Inquiry
- Ethics and Social Responsibility

Gallaudet and the General Studies program have adopted the Value Rubrics developed by the American Association of Colleges and Universities (AACU) for assessment of the five SLOs in the GSR courses.

The Language and Communication SLO for American Sign Language and written English is assessed in the entire range of GSR courses. The other four SLOs are assessed in the GSR 200 and GSR 300 level courses.

Data on literacy measures was collected for the first time in academic year 2008 to 2009 in all GSR courses at the freshman and sophomore level. During academic year 2009 to 2010, baseline data was used to establish proficiency target scores in each of the five categories used to determine literacy in ASL and in written English. Similar work was done in 2009

to 2010 and 2010 to 2011 to establish proficiency target scores for the categories for the rubrics used to assess the four other SLOs.

Based on this work, the following values have been assigned for the six rubrics used for assessment of the five SLOs in GSR courses as presented in the following tables and graphs:

Score and Value

Score	Value
1	Developing student (lowest level)
2	Progressing student
3	Benchmark – target score
4	Exceptional student (highest level)

Language and Communication

1. The Language and Communication SLO states, “Students will use American Sign Language (ASL) and written English to communicate with diverse audiences, for a variety of purposes, and in a variety of settings.”

Assessment of this SLO

Gallaudet has adapted the AACU Oral Presentation rubric as the ASL Public Presentation rubric to assess ASL in presentations. The AACU Written Communication Value Rubric is used for assessment of written English.

Assessment of ASL

GSR AY 2016 ASL Public Presentation Data

The tables and graph below compare the average ASL public presentation scores for students at the three course levels of the General Studies program and indicates some skill improvement as students progressed from the Freshman Foundation courses (100 level) to the Capstone Course (300 level). While students in the GSR 200 courses showed slight improvement compared with the GSR 100 courses, they did not achieve the benchmark score of 3. On the other hand, students in the GSR 300 courses performed better overall and met or exceeded the benchmark score of 3 for all categories, except Organization at a score of 2.95.

Priority Five: Academic Vitality and Strategic Positioning

GSR 100 ASL Public Presentation Data

	Organization		Language		Delivery		Supporting Materials		Central Message	
1's	24	6%	37	9%	37	9%	41	10%	30	8%
2's	118	30%	133	33%	130	33%	127	32%	105	27%
3's	188	47%	172	43%	162	41%	170	43%	184	48%
4's	67	17%	57	14%	70	18%	61	15%	65	17%
Mean	2.71		2.60		2.64		2.60		2.71	
N	397	100%	399	100%	399	100%	399	100%	384	100%

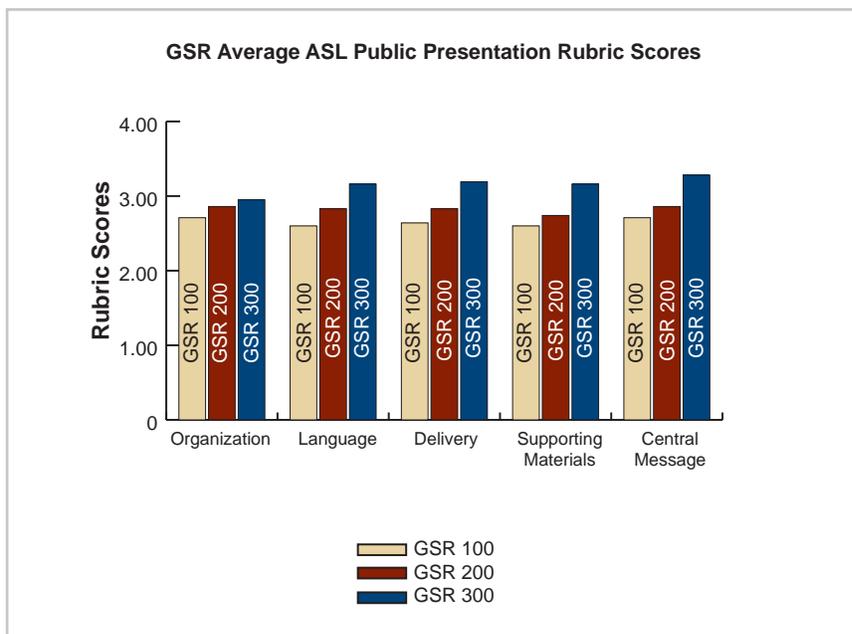
GSR 200 ASL Public Presentation Data

	Organization		Language		Delivery		Supporting Materials		Central Message	
1's	15	6%	17	7%	17	7%	27	11%	21	9%
2's	55	23%	53	22%	59	24%	60	25%	49	20%
3's	109	45%	115	48%	103	43%	80	33%	99	41%
4's	63	26%	57	24%	63	26%	72	30%	72	30%
Mean	2.86		2.83		2.83		2.74		2.86	
N	242	100%	242	100%	242	100%	239	100%	241	100%

GSR 300 ASL Public Presentation Data

	Organization		Language		Delivery		Supporting Materials		Central Message	
1's	0	0%	1	2%	2	5%	0	0%	1	2%
2's	10	23%	6	14%	3	7%	7	16%	4	9%
3's	25	58%	21	49%	23	53%	22	51%	20	47%
4's	8	19%	15	35%	15	35%	14	33%	18	42%
Mean	2.95		3.16		3.19		3.16		3.28	
N	43	100%	43	100%	43	100%	43	100%	43	100%

Priority Five: Academic Vitality and Strategic Positioning



Assessment of Writing

GSR AY 2016 Written Communication Data

The tables and graph below compare the average written communication scores for students at the three course levels of the General Studies program and indicates some skill improvement as students progressed from the Freshman Foundation courses (100 level) to the Capstone Course (300 level). Many

of the GSR 200 students did not meet the target score of 3 and did not demonstrate improvement in written English until they reached the 300 level. Students at the 300 level performed better and were at or above the benchmark of 3, except Genre and Disciplinary Convention at a score of 2.96 and Sources and Evidence at a score of 2.94. It should be noted that at the 300 level, some work was scored only for Control of Syntax and Mechanics; although this made for an unbalanced “n” in the categories, it reflects the data collected.

GSR 100 Written Communication Data

	Context and Purpose for Writing		Content Development		Genre and Disciplinary Conventions		Sources and Evidence		Control of Syntax and Mechanics	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
1's	25	7%	26	7%	27	7%	43	12%	32	9%
2's	135	37%	125	34%	130	35%	126	34%	128	35%
3's	114	31%	135	37%	129	35%	112	31%	149	41%
4's	93	25%	82	22%	81	22%	86	23%	58	16%
Mean	2.68		2.68		2.65		2.59		2.56	
N	367	100%	368	100%	367	100%	367	100%	367	100%

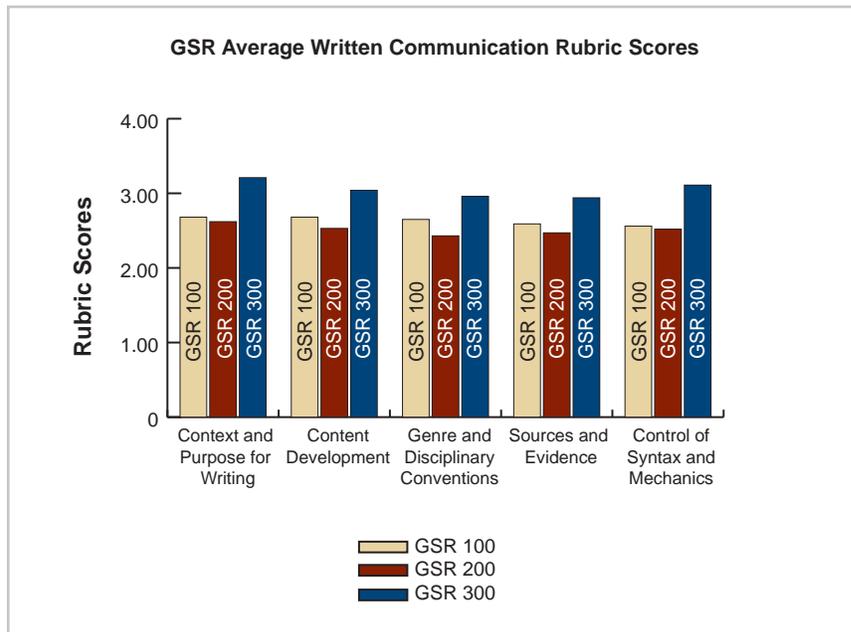
Priority Five: Academic Vitality and Strategic Positioning

GSR 200 Written Communication Data

	Context and Purpose for Writing		Content Development		Genre and Disciplinary Conventions		Sources and Evidence		Control of Syntax and Mechanics	
1's	29	14%	28	14%	36	18%	31	15%	29	14%
2's	52	26%	65	32%	65	32%	66	33%	59	29%
3's	79	39%	76	38%	72	36%	76	38%	82	41%
4's	42	21%	33	16%	29	14%	28	14%	31	15%
Mean	2.62		2.53		2.43		2.47		2.52	
N	202	100%	202	100%	202	100%	201	100%	201	100%

GSR 300 Written Communication Data

	Context and Purpose for Writing		Content Development		Genre and Disciplinary Conventions		Sources and Evidence		Control of Syntax and Mechanics	
1's	0	0%	3	6%	4	8%	4	8%	5	7%
2's	13	25%	13	25%	13	25%	13	25%	14	19%
3's	15	29%	15	29%	16	31%	17	33%	24	32%
4's	24	46%	21	40%	19	37%	18	35%	32	43%
Mean	3.21		3.04		2.96		2.94		3.11	
N	52	100%	52	100%	52	100%	52	100%	75	100%



Priority Five: Academic Vitality and Strategic Positioning

Critical Thinking

2. The Critical Thinking SLO states that “Students will summarize, synthesize, and critically analyze ideas from multiple sources in order to draw well-supported conclusions and solve problems.”

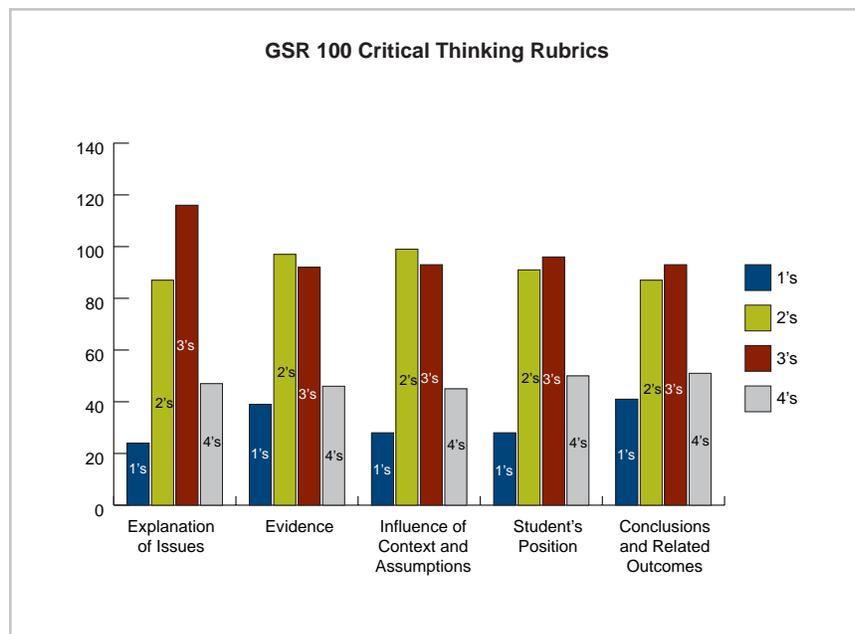
This SLO has been assessed for GSR 100-level courses using the AACU Critical Thinking Value Rubric.

While there were few students (less than 15 percent in all categories) scoring 1 for this SLO, the majority of the student

scores clustered around 2 and 3. For three of the five skill areas (Explanation of Issues, Student’s Position, and Conclusions and Related Outcomes), a plurality scored 3. For the categories of Evidence and Influence of Context and Assumptions, the most common score was 2. Because this SLO is not assessed again in GSR 200 or 300 level classes, conclusions about meeting the benchmark on this outcome can be better achieved by assessing students later, perhaps in their majors or in a senior level assessment. This SLO requires continued analysis, assessment, and strengthening through pedagogy to improve student skills over time.

GSR 100 Critical Thinking Data

	Explanation of Issues		Evidence		Influence of Context and Assumptions		Student's Position		Conclusions and Related Outcomes	
1's	24	9%	39	14%	28	11%	28	11%	41	15%
2's	87	32%	97	35%	99	37%	91	34%	87	32%
3's	116	42%	92	34%	93	35%	96	36%	93	34%
4's	47	17%	46	17%	45	17%	50	18%	51	19%
Mean	2.62		2.48		2.53		2.58		2.51	
N	274		274		265		265		272	



Priority Five: Academic Vitality and Strategic Positioning

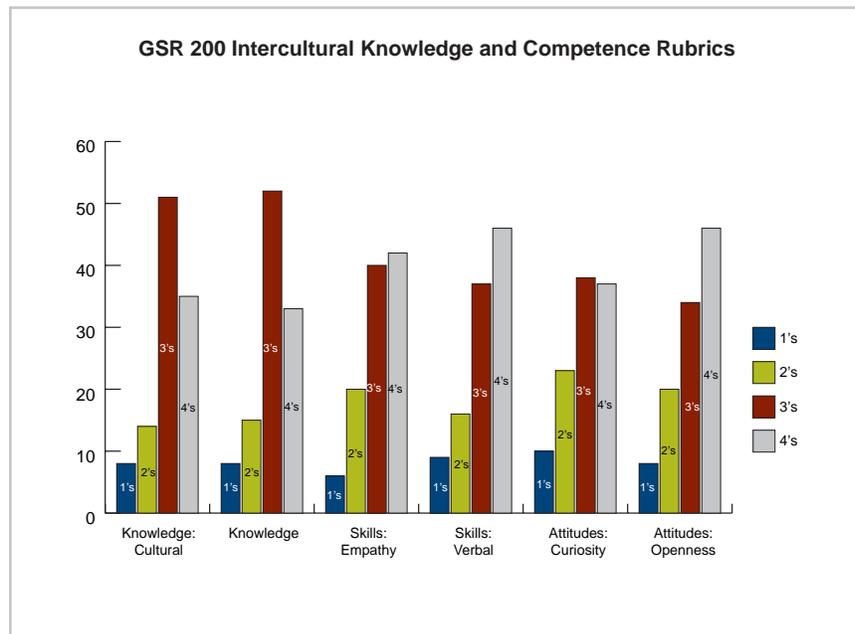
Identity and Culture

3. The Identity and Culture SLO states, “Students will understand themselves, complex social identities, including deaf identities, and the interrelations within and among diverse cultures and groups.”

This SLO has been assessed for GSR 200-level courses using the AACU Intercultural Knowledge and Competence Value Rubric.

GSR 200 Intercultural Knowledge/Competence Data

	Knowledge: Cultural Self-Awareness		Knowledge: Knowledge of Cultural Worldview Frameworks		Skills: Empathy		Skills: Verbal and Nonverbal Communication		Attitudes: Curiosity		Attitudes: Openness	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
1's	8	7%	8	7%	6	6%	9	8%	10	9%	8	7%
2's	14	13%	15	14%	20	19%	16	15%	23	21%	20	19%
3's	51	47%	52	48%	40	37%	37	34%	38	35%	34	31%
4's	35	32%	33	31%	42	39%	46	43%	37	34%	46	43%
Mean	2.96		2.94		3.01		3.03		2.86		3.01	
N	108	100%	108	100%	108	100%	108	100%	108	100%	108	100%



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A plurality or a majority of the 200-course level students met or exceeded the benchmark with scores of 3s or 4s for all six skill areas. Areas with the most 2s are Skills: Empathy, Attitudes: Curiosity, and Attitude: Openness. Attitudes: Curiosity was also an area with the most 1s.

Knowledge and Inquiry

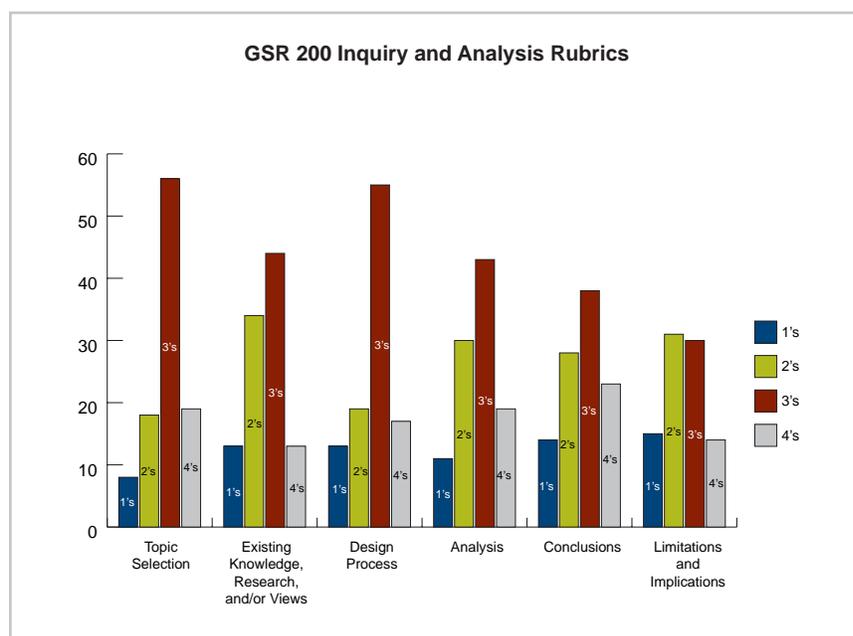
4. The Knowledge and Inquiry SLO states that “Students will apply knowledge, modes of inquiry, and technological competence from a variety of disciplines in order to understand human experience and the natural world.”

This SLO has been assessed for GSR 200-level courses using the AACU Inquiry and Analysis Value Rubric.

GSR 200 Knowledge and Inquiry Data

	Topic Selection		Existing Knowledge, Research, and/or Views		Design Process		Analysis		Conclusions		Limitations and Implications	
			1's	2's	1's	2's	1's	2's	1's	2's	1's	2's
1's	11	11%	13	13%	13	13%	11	11%	14	14%	15	17%
2's	18	17%	34	33%	19	18%	30	29%	28	27%	31	34%
3's	56	54%	44	42%	55	53%	43	42%	38	37%	30	33%
4's	19	18%	13	13%	17	16%	19	18%	23	22%	14	16%
Mean	2.80		2.55		2.73		2.68		2.65		2.40	
N	104	100%	104	100%	104	100%	103	100%	103	100%	90	100%

Mean scores are slightly yet consistently below 3 with “Topic selection” and “Design Process” hitting nearing the benchmark. However, a plurality of the students consistently scored 3 across all skill areas except “Limitations and Implications” where 2 was the most common score.



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Ethics and Social Responsibility

5. The Ethics and Social Responsibility SLO states that “Students will make reasoned ethical judgments, showing awareness of multiple value systems, and taking responsibility for the consequences of their actions. They will apply these judgments, using collaboration and leadership skills, to promote social justice in their local, national, and global communities.”

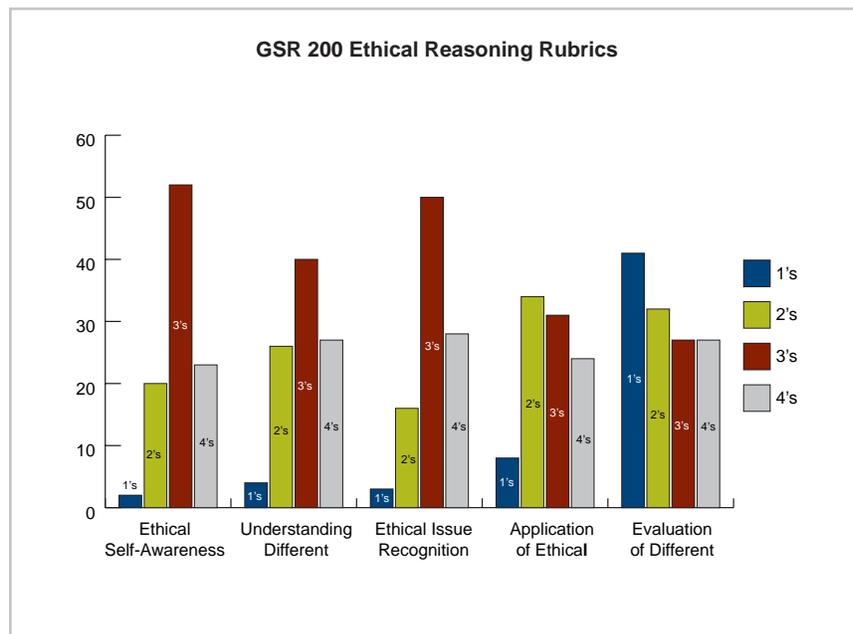
This SLO has been assessed for GSR 200-level courses using the AACU Ethical Reasoning Value Rubric.

GSR 200 AY 2016 Ethical Reasoning Data

This 200-course level SLO has the plurality of students scoring 3 or 4 in each category. In the categories of Application of Ethical Perspectives and Concepts, and Evaluation of Different Ethical Perspectives and Concepts, more students scored 2 than 3 or 4, so this is an area for needed instructional and course development.

GSR 200 Ethical Reasoning Data

	Ethical Self-Awareness		Understanding Different Ethical Perspectives and Concepts		Ethical Issue Recognition		Application of Ethical Perspectives and Concepts		Evaluation of Different Ethical Perspectives and Concepts	
1's	2	2%	4	4%	3	3%	8	8%	11	11%
2's	20	21%	26	27%	16	16%	34	35%	32	33%
3's	52	54%	40	41%	50	52%	31	32%	27	28%
4's	23	24%	27	28%	28	29%	24	25%	27	28%
Mean	2.99		2.93		3.06		2.73		2.72	
N	97	100%	97	100%	97	100%	97	100%	97	100%



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The General Studies Program has evolved over the last 10 years to include scaffolded learning opportunities that support and provide assessment mechanisms for each of the University Student Learning Outcomes. Curriculum mapping and routine assessment of student skills as used in authentic academic tasks has been the cornerstone of program improvement. It is critical to keep in mind that these scores are from University faculty and instructors in real classes with actual student work. Thus, they reflect student competencies in the context of the academic environment where students work and perform daily.

The two Language and Communication assessments: ASL and English offer the most information as the skills are continuously taught, reinforced, and supported, and opportunities for mastery on the indicators are possible because all General Studies courses include learning opportunities and assessment of ASL and written English outcomes. Institutional assessment on all outcomes in major programs, using the AAC&U Value Rubrics would be a step toward understanding student progress on all outcomes during their academic careers.



Leaders, educators, and college students of interfaith and community service from across the nation and from countries throughout the world gathered at Gallaudet in September 2016 for the sixth annual President's Interfaith and Community Service Campus Challenge, an initiative started by President Barack Obama in 2011.

Photo by Danielle Seiss

Priority Five: Academic Vitality and Strategic Positioning

III. Academic Enrollment Trends

Note that in addition to the data in this chapter, the Highlights chapter also contains additional information regarding enrollment at the university. The Clerc Center chapter con-

tains enrollment data for the Model Secondary School for the Deaf and the Kendall Demonstration Elementary School.

Fall Undergraduate Degree-seeking Enrollment Trend by Declared Major

	2012	2013	2014	2015	2016
Accounting	22	14	16	23	25
American Sign Language	13	9	5	12	17
Art and Media Design		12	23	17	19
Art History	2				
Biology, B.A.	4	10	11	6	3
Biology, B.S.	16	22	16	9	12
Business Administration	33	39	40	33	32
Chemistry, B.A.	1	2	1	2	1
Chemistry, B.S.	3	1	1	3	5
Communication Studies	30	24	36	55	47
Computer Science B.A.	1				
Computer Science, B.S.	1				
Deaf Studies	40	32	27	27	32
Digital Media	4	1			
Education	15	13	23	26	20
English	19	14	14	13	12
Family & Child Studies	12	4	1		
Government	14	18	18	25	24
Graphic Design	8	6	1		
History	20	17	15	13	11
Information Technology	16	14	17	18	14
International Studies	20	19	26	22	24
Interpretation	45	47	39	36	46
Liberal Studies	2				
Mathematics, B.A.	5	6	7	8	7
Mathematics, B.S.	2	4	1	5	8
Philosophy	1	3	4	3	1
Photography	7	5	1		
Physical Education	30	16	6	2	
Physical Education & Recreation	7	26	44	46	46
Psychology	51	46	35	42	40
Recreation & Leisure Studies	1				
Recreation and Sports Program	19	12	3		
Self-directed Major	1	3	3		2
Social Work	37	42	44	36	40
Sociology	12	6	11	7	5
Spanish	2	4	4	6	6
Studio Art	5	3			
Theatre Arts	16	11	7	5	5
TOTAL PLAN ENROLLMENT¹	537	505	500	500	504

¹This is not a headcount; dual degree enrollments are included, but students who have not yet declared a major are not. Declared majors are as of census date.

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Fall Undergraduate Degree-seeking Enrollment Trend by Declared Minor

	2012	2013	2014	2015	2016
Accounting		1	1		
American Sign Language		1	2	1	1
Art	6	7	5	3	9
Athletic Coaching	5	24	26	20	14
Biology	3	3	3	4	2
Business Administration	5	1	1	7	2
Chemistry	3	6	4	2	1
Communication Studies	8	6	6	4	5
Dance		3	4	5	4
Deaf Studies	2	1	2	6	6
Economics & Finance	1	2	1		
Education					1
English	2	5	10	8	6
Family & Child Studies	6	5		9	19
French	2	1	1		
German	1				
Government	3	3	3	2	1
History	1	2	1		
Information Technology	4	5	8	6	4
Linguistics	7	2	8	11	16
Mathematics	2	2	3	3	2
Philosophy	3	4	2	1	
Physical Education	4				
Psychology	13	5	9	7	6
Recreation and Sports Program	13	5	4	3	
Religion	2				
Sociology	9	9	10	8	5
Spanish	4	6	5	5	9
Theatre Arts	3	3	2	5	5
TOTAL PLAN ENROLLMENT ¹	112	112	121	120	118

¹This is not a headcount; dual degree enrollments are included. Declared minors are as of census date.

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Fall Hearing Undergraduate (HUG) Enrollment Trend by Declared Majors

	2012	2013	2014	2015	2016
American Sign Language	1				
Biology, B.S.	1	1	1		
Chemistry, B.A.		1			
Communication Studies	1		1	1	2
Deaf Studies	7	3	3	6	7
Education	2	2	1	2	4
English	1	1	1		
Government			1	1	2
International Studies	1	1	2	4	1
Interpretation	5	3	3	7	9
Mathematics				1	1
Philosophy		1	1		
Psychology	1	2		3	3
Recreation & Sports Program	1				
Self-directed major		1			
Social Work	1	1	3		1
Sociology	1		2		
Spanish	2	2			
Undeclared	22	26	30	41	47
TOTAL MAJORS DECLARED¹	47	19	49	66	77
TOTAL HEADCOUNT²	47	43	49	66	77

¹Dual program enrollments are included. Declared majors and minors as of census. Total Majors Declared could exceed Headcount because some students have dual majors.

²Headcount includes students who haven't yet declared a major.

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Fall Graduate Degree-seeking Enrollment Trend by Degree Program and Discipline

	2012	2013	2014	2015	2016
CERTIFICATES					
ASL/Deaf Studies		2	2	2	
ASL/English Bilingual Early Childhood Education		2	2	0	2
Deaf and Hard of Hearing Infants, Toddlers, and Families	11	11	19	13	14
Deaf History	1				
Deaf Students with Disabilities	1	1	4	0	1
Deaf Studies	1				
CERTIFICATES TOTAL	14	16	29	15	17
MASTERS					
Administration	2				
Counseling: Mental Health	15	12	12	9	9
Counseling: School	19	18	14	12	10
Deaf Education: Advanced Studies	1	2	3	6	3
Deaf Education: Special Programs	1	3	3	4	3
Deaf Studies	24	26	13	15	9
Education	34	25	21	22	20
International Development	15	15	10	13	14
Interpretation	34	29	20	22	18
Interpreting Research		2	1	4	2
Linguistics	19	20	19	13	11
Public Administration	14	36	40	44	50
Sign Language Education			35	35	33
Sign Language Teaching	32	35	1	1	
Social Work	45	48	42	42	42
Speech-Language Pathology	28	30	33	32	29
MASTERS TOTAL	283	301	267	274	253
SPECIALISTS					
Deaf Education	1		3	2	3
School Psychology	14	13	17	16	17
SPECIALISTS TOTAL	15	13	20	18	20

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Fall Graduate Degree-seeking Enrollment Trend by Degree Program and Discipline (continued)

	2012	2013	2014	2015	2016
DOCTORATES					
Administration: Special Education	7				
Audiology, Au.D.	40	44	45	44	43
Audiology, Ph.D.	8	6	2	1	1
Clinical Psychology	40	43	42	40	41
Critical Studies in the Education of Deaf Learners	13	18	12	14	12
Deaf Education	5	3	3	3	1
Educational Neuroscience		2	4	5	7
Hearing, Speech, and Language Sciences	5	7	8	7	7
Interpretation	24	26	33	35	33
Linguistics	13	10	8	9	9
DOCTORATES TOTAL	155	159	157	158	154
TOTAL PROGRAM ENROLLMENT	467	489	473	465	444
TOTAL HEADCOUNT	446	469	443	444	426

²Dual program enrollments are included. Enroute enrollment counted while student is pursuing another program.

IV. Research and Outreach

Gallaudet University's longstanding commitment to be the epicenter of research, development, and outreach leading to advancements in knowledge and practice for deaf and hard of hearing people and all humanity was solidly reinforced in FY 2017. Faculty, often in collaboration with students -- the next generation of researchers -- pursued a wide range of research studies related to their academic disciplines. (Examples follow in the FY 2017 Research Overview and Research Activities sections that support Gallaudet's dedication to knowledge creation and research-based solutions to challenges.) Furthermore, this chapter reports on the exceptionally strong effort by the university during the past year to secure external funding for research. In the outreach area, FY 2017 saw an expanding portfolio of national and international activities in training and technical assistance, exhibits and social media-based information sharing, online and extension teaching, English language instruction for international students, American Sign Language teaching, exchanges of faculty and staff, and cooperative agreements with domestic and international organizations.

Introduction

In FY 2017, Gallaudet University revitalized its efforts to cultivate the next generation of researchers, thereby ensuring its continued legacy as the epicenter of research, development, and outreach leading to advancements in knowledge and practice for deaf and hard of hearing people and all humanity. Over the course of the year, the university explored not only the value of student research, but also the critical role faculty play in the mentorship process, resulting in new learning for faculty and students alike. Faculty and a growing number of students -- often in collaboration -- vigorously pursued a wide range of interests, both in research studies and in general scholarship. In this process, they demonstrated their commitment to sharing the broad base of knowledge that has built Gallaudet's international reputation as a center of academics and research by sharing this knowledge to enlighten and empower others.

The Office of the Provost includes several units that support the research mission of the university. These units include the Center for Bilingual Teaching and Learning (CBTL) (See Strategic Plan Goal D: Academic Programs), and the Office of Sponsored Programs (OSP), Office of Research Support and International Affairs (RSIA), and the following research centers: the National Science Foundation/Gallaudet Science

of Learning Center on Visual Language and Visual Learning (VL2) and its four resource hubs, including the Brain and Language Laboratory for Neuroimaging (BL2); the Deaf/Hard of Hearing Technology Rehabilitation Engineering Research Center (DHH-RERC); the Technology Access Program (TAP); Deaf Health Communication and Quality of Life Center (Deaf Health-QoL); and the Drs. John S. and Betty J. Schuchman Deaf Documentary Center (SDDC) and the Gallaudet University Museum, which collaborates with the Schuchman Center. (Details on these units can be found later in this chapter.)

Gallaudet celebrated its emphasis on research as a pillar of the university's mission by following up on its highly successful inaugural Research Expo of 2016 with a second Expo on March 30, 2017. The second Expo carried the theme, "Promoting Partnerships and Collaboration Between Faculty and Student Researchers," and explored not only the value of student research, but the critical role faculty play in the mentoring process, resulting in new learning for faculty and students alike. The Expo is an initiative by the Provost and the university's Academic Affairs division to recognize Gallaudet's efforts and accomplishments in research, and to promote dialogue about and recognition of the indispensable role that research plays in the university and the deaf community. It included faculty panel discussions on ways to promote partnerships between faculty and student researchers, the value of mentorships to develop the next generation of empirical researchers, and multiple perspectives on expanding the university's pool of knowledge through collaboration. Another presentation provided information and encouragement, particularly to student and early-career researchers, on the process of applying for grants, from pre-award to post-award.

Also in FY 2017, the Office of Research Support and International Affairs (RSIA) published a new issue of Research at Gallaudet newsletter. The publication shares news of interesting studies Gallaudet researchers are engaged in, honors and awards they or their departments have received that are related to research, and any other news that demonstrates the university's successes and innovations in this area.

The following FY 2017 Overview section provides examples that demonstrate Gallaudet's research and research-related outreach. These initiatives provide new perspectives on human knowledge and the challenges society faces from the perspectives of deaf and hard of hearing people.

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FY 2017 Overview

FY 2017 was a notable year for Gallaudet's research and academic achievements.

Through collaboration and grant writing, research accelerated in academic departments as well as in Gallaudet's dedicated research centers. A strong emphasis continues to be placed on how research findings can be applied to instruction and other issues of importance to the advancement of deaf and hard of hearing people.

Recognizing that a high level of research activity is essential to the mission of Gallaudet University and the well-being of its constituents, the Office of Research Support and International Affairs (RSIA) awards Priority Research Funds (PRFs) each year to assist faculty and staff with expenses associated with getting their studies underway, with the understanding that they will obtain external funding to expand and sustain work in their chosen area when the start-up funding expires. In FY 2017, PRFs were awarded to Dr. Patrick Boudreault, associate professor, Department of Interpretation and Translation, and Dr. Marlon Kuntze, professor/grant writer, Department of Government and Public Affairs, for *Comprehension of text in ASL: Impact of linguistic complexity*; and to Dr. Sherry Eyer, associate professor, and Dr. Donna Morere, professor/summer internship supervisor, both of the Department of Psychology, Dr. Thomas Allen, professor/director, NSF Visual Language and Visual Learning, and Dr. Ilaria Berteletti, assistant professor/director, Ph.D. Program in Educational Neuroscience, for *Language, Mathematics, Cognition, and Learning: The Extended Educational Longitudinal Study*.

PRFs for ongoing studies were awarded to Dr. Chizuko Tamaki, associate professor/program director, Department of Audiology, and Dr. Kristen Maul, assistant professor, Department of Hearing, Speech, and Language Sciences, for *Spatial Navigation Abilities in Deaf Older Adults: With and Without Vestibular Impairment* (second year); Dr. Cara Gormally, assistant professor, Department of Science, Mathematics, and Technology, for *Developing Positive Attitudes toward Science in University Lab* (second year); Drs. Deborah Chen Pichler, professor, and Mary Thumann, associate professor, both of the Department of Linguistics, for *L2 Acquisition of ASL in M1 and M2 Contexts* (final year).

Gallaudet's Office of Sponsored Programs (OSP) reported that 17 federal grants totaling \$2,173,043 were awarded in FY 2017. OSP provides services and support to Gallaudet faculty and staff seeking external funding for research and training

projects of benefit to the Gallaudet community and the world. The following are examples from OSP on grants that illustrate Gallaudet's commitment to research that benefit the deaf and hard of hearing communities, as well as society in general. (More information about these grants can be found later in this chapter):

1. A U.S. Department of Health and Human Services' Administration for Community Living grant award for Technology Access Program Director Christian Vogler's project, "Deaf/Hard of Hearing Technology Rehabilitation Engineering Research Center (DHH-RERC) on Improving the Accessibility, Usability and Performance of Technology for Individuals who are Deaf or Hard of Hearing." (Award #90RE5020-04-00, \$950,000 federal funds for the period of September 30, 2017 through September 29, 2018.)
2. Grant funding from the University of the District of Columbia through the U.S. Geological Survey for Principal Investigator Caroline Solomon for her project, "Examining genetic microbial diversity to monitor pathogens and toxins in the Anacostia River, D.C." (Award #2017DC193B, \$10,000 in federal funds for the period of March 1, 2017 through February 28, 2018.)
3. A National Institutes of Health grant to Deaf Health Communication and Quality of Life Center Director Poorna Kushalnagar for her project, "PROMIS – Deaf Profile: Inclusion of Deaf Patients in Disability and Outcomes Research." (Award #5R01DC014463-03, \$308,958, and 3R01DC014463-03S1, \$97,802, in federal funds totaling \$406,760 for the period of September 1, 2017 through August 31, 2018.)
4. A National Endowment for the Arts grant for Department of English Professor/Self-Directed Major Coordinator Jill Bradbury, for her project, the DeafBlind Theater Institute (Award #17-3200-7118, \$25,000 in federal funds for the period of February 1, 2017 through September 30, 2018.)

The Science of Learning Center on Visual Language and Visual Learning (VL2), Dr. Laura Ann Petitto, Co-PI and Scientific Director, Dr. Thomas Allen, Co-PI, and its four National Resource Hubs that make up VL2 (along with the interdisciplinary Ph.D. in Educational Neuroscience (PEN) Program for which VL2 serves as the administrative home), had a highly productive year in FY 2017, reporting several new and continuing projects, which appear in Section VII, Research and Scholarly Activities by Research Center.

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1. To establish this, basic science studies were first conducted with Dr. Petitto's fNIRS brain imaging system that measures language and higher cognitive processing in the infant brain with Dr. Arcangelo Merla's Thermal IR imaging system that measures a baby's levels of emotional-attentional interest. This work yielded evidence that (a) all babies are sensitive to specific phonetic-syllabic rhythmic patterning at the heart of human language structure and that (b) increased interest to these specific aspects of human language patterns are coupled with peaked emotional arousal as determined by the Thermal IR imaging (Merla/Universita Gabriele D'Annunzio, Chieti-Pescara, Italy). Following this basic research, Dr. Merla and team built algorithms to signal a baby's emotional state to the avatar, specifically, to stop and start its language productions (Avatar science: Traum team/University of South California), which was further interfaced with the robot's solicitation actions to the baby (e.g., head nodding, eye blinking, etc.; Robotics science: Scassallati team/Yale).
2. The *Early Education and Literacy Lab* (EL2); Dr. Thomas Allen, Director). EL2 continued its extensive statistical modeling analysis of longitudinal data from the Early Education Longitudinal Study (EELS), providing rich information on the relationships between early visual communication and literacy growth rates among deaf preschoolers. The lab proposed and received funding (to begin in FY 2018) from the Gallaudet Priority Research Fund to conduct a follow up of the EELS participants (who are now in late elementary school) to determine the degree to which early advantages carry forward into later schooling. EL2 also completed work on the online version of the Visual Communication Sign Language Checklist, a tool designed to help early education specialists and parents determine whether deaf children from birth to age 5 are achieving appropriate ASL milestones.
3. The *Motion Light Lab* (ML2); Melissa Malzkuhn, Creative Director and Dr. Lorna Quandt, Scientific Director) In the past year, the ML2 has released numerous bilingual storybook apps, created with the VL2 Storybook Creator, including international translations into Russian Sign Language, Saudi Arabian Sign Language, and Dutch Sign Language. ML2 has had a busy year submitting grant proposals, both to federal funding sources (e.g., National Institutes of Health) and private agencies. A recent grant, awarded to Gallaudet University by World Learning, a program under the US Department of State is called, "Connecting Capitals." The funding will allow for creative and cultural exchange between Gallaudet University students and deaf youth in Belgium, partnering with the Centre of Fine Arts, Brussels. ML2 continues to lead the designing of 3d signing landscapes with the creation of cutting-edge signing avatars, in collaboration with Dr. Petitto's Brain and Language Lab's RAVE project.
4. The *Translation for the Science of Learning Lab* (TL2); Dr. Melissa Herzig, Director). TL2's goal is to provide an important gateway between the center's scientific discoveries and society. This was accomplished through the development of the updated Family Information Package, creation of the lesson plans for several apps for educators, and the publication of an article in the Laurent Clerc National Deaf Education Center's Odyssey Magazine. TL2, in collaboration with EL2, conducted an efficacy study of the VL2 Storybook Apps through the partnership with Communication Services for the Deaf and Te Slyshu Tebya (Parent Organization from Russia). The lab made significant progress with product reviews and improved the website for TL2's innovative Quality Assurance Review Board, the SignWise. Center discoveries were shared with congressional staffers, educators, medical professionals, parents, and policymakers through presentations, trainings, and meetings.
5. Growing from its mission to educate the next generation of students, VL2 scholars created the pioneering Ph.D. in Educational Neuroscience (PEN) Program. The PEN program encompasses research in how humans learn across the lifespan, with a special interest in the neuroplasticity of visually-guided learning that contributes to language acquisition and bilingualism, reading and literacy, and higher cognitive processes (such as math and numeracy, action perception, memory and attention, emotional and social development, and more). PEN provides top tier advanced graduate training in the Cognitive-Educational Neurosciences, affords its students a wide range of exciting career opportunities, and seeks to make groundbreaking scientific discoveries that have meaningful translation for the good of society.

Gallaudet's Technology Access Program (TAP), led by Dr. Christian Vogler, continues to play a large role in the transition from teletypewriters to real-time text. The Federal Communications Commission (FCC) adopted rules to this effect in a December 2016 report and order, which extensively drew on comments that TAP filed with its collaborators in the summer of 2016. TAP also played a key role in forging compromises among consumers, industry, and FCC commissioners that allowed the rules to survive the change in administrations. TAP

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continues to be represented on the FCC Disability Advisory Committee, with direct input on the matters of internet protocol (IP) captioned telephony, video relay services, and technology transitions from analog to IP-based telecommunications. TAP continues work on a grant by the Consumer Technology Association on accessible home alerting, with testing to commence in the fall of 2017, and also leads the \$4.5 million Rehabilitation Engineering Research Center on Technology for The Deaf and Hard of Hearing through year four.

The newly renamed Drs. John S. and Betty J. Schuchman Deaf Documentary Center has been focused in FY 2017 on four major research projects, in addition to consulting and presenting:

- *Deaf NYC: Signs of Change*, National Endowment for the Humanities, Project Director Brian Greenwald, professor/director, Schuchman Deaf Documentary Center (Award # ZH-252962, \$100,000 in federal funds for the period of May 1, 2016 through September 30, 2021).
- *Stories of Deaf Peace Corps Volunteers*. A photo narrative book of stories and images submitted by Deaf people who served in the Peace Corps over the past fifty years is being edited.
- *The Exclusion of Deaf People from State Sterilization Laws*. Two student research assistants worked on this project.
- *Deaf Difference + Space Survival*. Undergraduate senior Margaret Kopp, with Jean Bergey, associate director for the Schuchman Deaf Documentary Center, conducted the research, including interviews, and developed the exhibition. Kopp is working on a “rough cut” for her Capstone project. The Gallaudet University Museum, in collaboration with the Schuchman Center, unveiled the Deaf Difference + Space Survival exhibition in April 2017. Three of the five surviving members of the Gallaudet-11 were present and received a citation from Gallaudet President Roberta Cordano; the chief historian of NASA also gave remarks at the opening.

In other notable news from the Schuchman Center for FY 2017, Bergey was the PI for Capturing Deaf Heritage day, funded by the National Endowment for the Humanities, which coincided with Gallaudet’s Homecoming in October 2016. Alumni were encouraged to bring in photographs to be digitized and returned. Presentations on topics of preservation and historical research took place throughout the day. In addition, the center collaborated with Docs in Progress to bring a film, *Deej*, to Gallaudet on September 26.

Gallaudet University Museum Specialist Meredith Peruzzi, in collaboration with English Department professor Jill Bradbury, developed a month-long exhibition in conjunction with the Folger Shakespeare Library’s First Folio! Tour last October. The exhibition focused on the history and role of Shakespeare’s work in the Deaf community through the arts. It also was the focus of a panel presentation by Peruzzi and the University of Colorado, Boulder, at the Association of Academic Museums and Galleries conference in Eugene, Ore., in June 2017.

The museum staff collaborated with the National Technical Institute of the Deaf to bring its exhibition on Dr. Robert Panara to Gallaudet in March. Panara was a very influential alumnus of Gallaudet’s Class of 1945 who also received an honorary doctorate degree from Gallaudet in 1986 in recognition of his accomplishments. The exhibition dovetailed with the unveiling of the USPS Panara stamp. In addition, the museum was awarded a grant from the Sullivan Foundation to develop the latest exhibition on the history of the National Fraternal Society of the Deaf that will open October 2017.

In FY 2017, the Department of Interpretation and Translation (DoIT) maintained its commitment to infusing research at each of its three academic programs, which involves over 100 students. At the B.A. level, seniors conducted small-scale research projects, which culminated in a public poster session, an initiative led by Dr. Keith Cagle. Under the guidance of Dr. Emily Shaw, M.A. students provided the results of their research endeavors at the 2017 Annual Masters of Interpretation Research Forum. Nine graduate students presented their research studies during an all-day event hosted by the department. Finally, Ph.D. students presented their research, both nationally and internationally, as well as published numerous articles and book chapters. In addition, the department celebrated the occasion of the seventh graduate from its doctoral program, the only degree program of its kind in the world. The department was especially pleased to honor its first African American doctoral student, as well as its first Deaf doctoral graduate.

The Center for the Advancement of Interpreting and Translation Research (CAITR), under the direction of Dr. Brenda Nicodemus, continued to forge its mission of making research connections with faculty and students worldwide. DoIT and CAITR hosted their fifth annual Colloquium Lecture Series, in which four deaf and hearing scholars in Translation and Interpreting Studies provided evidence-based research studies. CAITR also continued its Research Chats series, containing short videos that showcase student and faculty research questions. Further, CAITR launched a Ph.D. research reading

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group in which doctoral students and faculty read and discussed seminal research studies.

Perhaps most notably, DoIT and CAITR hosted the 2017 Symposium on Signed Language Interpretation and Translation Research. More than 250 students and scholars from around the world attended the event. The Symposium Selected Papers volume, co-edited by Drs. Danielle I.J. Hunt and Emily Shaw, will be published by Gallaudet University Press.

The contents of the ensuing chapter reflect some of the major accomplishments performed during FY 2017 in support of Goal E of the Gallaudet Strategic Plan.

Research Section Content

The research section of this chapter contains both profiles on active research projects as well as individual faculty and staff members' scholarly achievements, such as publications and presentations, both research-based and otherwise.

The section begins with a table showing the projects conducted by faculty, staff, students and collaborators on each of the university's research priority areas. Next is an overview of student engagement in research, highlighting the most notable of their

achievements—doctoral dissertations. Finally, a profiles of each research and demonstration project, and a citations for each reported scholarly product, arranged under the banner of the hosting research center and academic unit, appear.

The reader can conveniently search through all of this information using the online database called “Research and Scholarly Achievement at Gallaudet University” at research.gallaudet.edu/ara/. The database can be searched by department, individual, research priority, and other criteria in order to easily locate both prior and current projects and scholarly products. The reader who desires more in-depth information may contact the scholar directly.

The chapter also provides the Office of Sponsored Programs' reports on research proposals and awards from external sponsors.

Finally, this chapter reports on a comprehensive array of outreach programs and services to Gallaudet's many constituencies, both nationally and internationally.

Information about the research activity of the Laurent Clerc National Deaf Education Center can be found in a later chapter.



Gallaudet University's Department of Interpretation and Translation and Western Piedmont Community College (Morganton, North Carolina) entered an articulation agreement during a signing ceremony on May 24, 2017. Gallaudet has similar agreements with John A. Logan College in Carterville, Illinois, Central Piedmont Community College in Charlotte, North Carolina, Austin Community College in Austin, Texas, Front Range Community College in Westminster, Colorado, and Ohlone College in Fremont, California.

Photo by Zhee Chatmon

V. Gallaudet Research Priorities

The priorities of the University reflect its unique responsibility and commitment to encourage research that aims to benefit the diversity of the deaf and hard of hearing population on campus, across the United States, and around the world. These priorities are a framework for the research efforts of the University and the Clerc Center.

The Education of the Deaf Act (EDA) and Goal E of the Gallaudet Strategic Plan require the University to establish its research priorities through input from constituent groups, consumers, and heads of federal agencies. Gallaudet faculty, staff, and students are offered the opportunity to provide their input by working together to identify areas that they feel are most essential to the University's mission to educate and empower deaf and hard of hearing people.

Strategy E.1.1 of Gallaudet University's preceding five-year Strategic Plan called for no more than five integrated research priorities, formulated by assessing compelling needs as well as current and potential strengths in fields such as visual language and learning, linguistic and communication access, genetics, and ASL/English bilingualism. In keeping with this directive, an ongoing process to establish these new priorities began in fall 2014 with three campus-wide discussions where various University constituents shared their opinions on what Gallaudet's priorities should be. This was followed by a priority setting task force composed of 33 faculty members and five staff representing 10 academic departments, three research centers, and the Clerc Center. A draft of the priorities was presented to the campus for feedback using a bilingual survey.

The results of this survey were analyzed and the results used to revise the five draft priorities, and external feedback from key constituencies and federal agencies was gathered, and the research priorities were adopted. During FY 2018, Gallaudet will begin to adapt its research support in alignment with the new research priorities.

The five priorities are:

1. **Priority #1: Education**

The status and impact of current practices and policies related to the education, professional and technical training, and career preparation of d/Deaf, hard of hearing, and Deafblind people through the lifespan, from birth through postgraduate education and beyond aimed at the development of evidence-based best practices and policies.

2. **Priority #2: Diversity**

Diversity within and between d/Deaf, hard of hearing and Deafblind communities, including underserved populations, as represented through the arts, humanities, and allied fields, demographic studies, and genetics, along with ethical and policy issues surrounding these manifestations of diversity.

3. **Priority #3: Accessibility**

Accessibility for d/Deaf, hard of hearing and Deafblind people in the workplace and in society at large as made possible by a wide range of technologies in several domains including but not limited to telecommunications, captioning, robotics, avatars, speech/sign recognition, and ergonomics.

4. **Priority #4: Deaf Experience**

The subjective experience of living as a d/Deaf, hard of hearing or Deafblind individual as understood through a variety of methodologies used in the fields of biology, psychology, economics, sociology, anthropology, linguistics, political science, history and philosophy, among others.

5. **Priority #5: Language and Cognition**

The relationship between linguistic and cognitive phenomena and the underlying physical substrate of the brain in d/Deaf, hard of hearing and Deafblind individuals as studied through the processing of visual, tactile and auditory stimuli in multiple contexts, including language development and learning throughout the lifespan.

Because the priorities were adopted in late FY 2017, the projects shown in this issue of the *Annual Report of Achievements* reflects the previous 13 priorities.

1. **Development of Signed Language Fluency**

Research aimed at understanding the sensory, cognitive, affective, linguistic, pedagogical, and socio-cultural processes by which individuals acquire American Sign Language or other signed languages. This priority applies both to individuals acquiring signed language in childhood and to those who acquire or learn signed languages later in life.

[19 projects]

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- 2. Development of English Literacy**

Research aimed at increasing understanding of the sensory, cognitive, linguistic, and socio-cultural processes by which Deaf and hard of hearing individuals learn to read and write, plus the relationship between literacy learning and the signed, printed, and spoken languages used in the individual's home, school, community, and cultural environments.
[14 projects]
- 3. Psycho-Social Development and Mental Health Needs**

Research focusing on biological, neurological, psychological, and sociological aspects of Deaf and hard of hearing people's psychosocial development and mental health throughout their life spans.
[31 projects]
- 4. Teaching, Learning, and the Communication Environment**

Research on how pedagogical practices and accessibility of information affect learning for Deaf and hard of hearing students.
[47 projects]
- 5. School, Home, and Community Relationships**

Research aimed at understanding home, school, and community relationships, school readiness, family and community involvement, and dynamics in homes and schools with Deaf or hard of hearing members.
[24 projects]
- 6. Transition Through School and into Postsecondary Education and Work**

Research aimed at understanding and identifying the transition processes of Deaf and hard of hearing students through school and beyond into post-secondary education, work, and independent living.
[15 projects]
- 7. History and Culture of Deaf People**

Studies of Deaf peoples' history, cultures, creative productions, and signed languages, including research into and preservation of the contributions of visual and tactile ways of knowing and experiencing the world. This priority highlights studies of the origins and development of literature, the visual arts, and other creative, political, and social contributions of Deaf people around the world.
[26 projects]
- 8. Linguistics of Signed Languages**

Linguistic studies of signed languages, including phonological, morphological, and syntactic phenomena as well as meaning construction, discourse, and variation. This priority supports cross-linguistic comparison among signed languages as well as research on language contact and historical change.
[18 projects]
- 9. Interpretation and Translation**

Research examining processes, practices, and pedagogy involved in interpreting for hearing, hard of hearing, Deaf, and Deaf Blind individuals in a broad range of settings. This priority relates to situations involving Deaf and hearing interpreters working with signed and spoken languages or other visual or tactile communication systems. In addition, this priority concerns literary and other translations involving signed languages.
[25 projects]
- 10. Studies that Inform Public Policies and Programs**

Research essential for the development, administration, and evaluation of public policies and programs affecting education, mental health, communication access, medicine, employment, and other services used by Deaf and hard of hearing people throughout their lives.
[30 projects]
- 11. Technologies that Affect Deaf and Hard of Hearing People**

Studies of technology's impact on the lives of Deaf and hard of hearing people, including research on and development of technologies and media aimed at enhancing communication.
[38 projects]
- 12. Assessment**

Research related to the development, translation, validation, and practical application of appropriate tools, techniques, and models for assessing a wide range of characteristics, skills and abilities of Deaf and hard of hearing people.
[35 projects]
- 13. Diverse Deaf and Hard of Hearing Populations**

Research that examines multicultural awareness, knowledge, and/or skills as well as methods of social advocacy related to diverse Deaf and hard of hearing children, youth, adults, their families and their communities. Diversity includes, but is not limited to differences of race, ethnicity, gender, age, creed, disability, socioeconomic

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status, sexual orientation, school experience, linguistic background, and immigration experience.
[38 projects]

The following table lists all FY 2017 research and demonstration projects with cross-references to these research priorities. The projects are done by Gallaudet faculty, staff and students, as well as collaborators on Gallaudet's externally funded research grants.

Research Projects Organized by Research Priorities

PROJECT	PRIORITIES (Numbers correspond to priorities earlier in this section)												
	1	2	3	4	5	6	7	8	9	10	11	12	13
ML2: Development of ASL Word Play Rhymes and Patterned Texts for Young Deaf Children Motion Capture to Better Understand ASL Nursery Rhymes, their Temporal Patterns and Structure				●							●		
TL2: VL2 Storybook Apps Lesson Plans and Activities for Educators: Training and Materials				●									
'Deaf Studies Digital Journal'							●		●		●		●
Acceptance of disability, coping strategies, and perception of social support among veterans with acquired physical disability			●							●			
Adaptations of Parent Child Interaction Therapy for Deaf Families			●										
Administration of Justice: The lived experiences of deaf Canadians									●				●
Adult Perceptions of Audiologists										●	●		
Advancing students' science literacy				●									
Analysis of Eye Gazes and Attention Management in a Preschool Class				●									
Assessing the assessment: Reliability and fairness in the Teacher Work Sample				●								●	
Assessing the Risk of Cochlear Damage in Irish Step Dancers										●		●	

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PROJECT	PRIORITIES (Numbers correspond to priorities earlier in this section)												
	1	2	3	4	5	6	7	8	9	10	11	12	13
The biological basis of language and reading in monolingual and bilingual children and adults (discoveries of the reading brain, the bilingual brain, and the bilingual reading brain)	●	●						●		●			
Bismuth Telluride and Molybdenum Disulfide Nanomaterials				●									●
Body image, cultural, and media			●		●		●						
Capstone Honors	●	●	●	●	●	●	●	●		●	●	●	●
Case Studies of the Cognitive Apprenticeship Approach to Develop Writing Skills of American Sign Language-English Interpreting Students									●				
Clinical Utility of Distortion Product Otoacoustic Emissions and Tinnitus-Like Spectrum Test in Identifying the Site of Lesion f												●	
Cochlear implants and the brain: The biological basis for language and cognition in infants, children, and adults with cochlear implants		●								●	●		●
A comparative study on emotional regulation differences between deaf children and adolescents raised with deaf versus hearing parents			●										●
Comparing Monolinguals with Sequential Late Bilingual Listeners: A Spoken-Language Processing Study												●	
Comprehension of text in ASL: Impact of linguistic complexity												●	
Computer Simulations to Understand Disease Mechanisms				●									
Creation of a DNA repository to identify deafness genes							●						●
Deaf Difference + Space Survival					●		●			●			
Deaf life THAT			●	●	●	●				●	●		

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PROJECT	PRIORITIES (Numbers correspond to priorities earlier in this section)												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Deaf NYC				●	●		●						
Deaf Weight Wise 2.0			●	●			●						●
DeafBlind Theater Initiative							●						
Developing an Understanding of Quality Communication in Families with Hearing Caregivers and a Deaf Child, perceived by the Child			●	●									●
Development, Adaptation, and Norming of ASL Proficiency Test Assessment Tool	●											●	
The diagnosis of Attention Deficit Hyperactivity Disorder in college-aged Deaf individuals: Exploring the accuracy of the Barkley Adult ADHD rating scale-IV and the Attention Deficit Scales for Adults, Sign Language Version			●										●
Does "deafness" cause attention "deficit"?				●									
Does an Interpreter's Gender Affect How Face Threatening Acts are Conveyed?								●	●				
Dyadic Parent-Child Interaction Coding System, 4th edition: Interrater reliability with live coding versus video coding			●										
Early Intervention Services for Infants, Toddlers, and Families of Deaf and Hard-of-Hearing Children in a Sample of Puerto Ricans													●
Educational Interpreters Incorporating Visual Phonics into Their ASL Interpretations: Perspectives and Practical Application		●		●					●	●			
The Effect of Background Noise on Preferred Listening Level and Loudness Perception										●			
The Effectiveness of Consecutive and Simultaneous Interpretation with DeafBlind (TASL) Users								●	●				●
Effectiveness of mentoring in science research				●			●					●	

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PROJECT	PRIORITIES (Numbers correspond to priorities earlier in this section)												
	1	2	3	4	5	6	7	8	9	10	11	12	13
The effects of early visual language exposure on deaf children's linguistic and non-linguistic visual processing: An Eye-Tracking and fNIRS brain imaging investigation of emergent readers	●	●		●							●		●
EL2: An Efficacy Study of Strategic and Interactive Writing Instruction: Teacher Development and Student Outcomes				●	●								
EL2: Language, Mathematics, Cognition, and Learning: The Extended Educational Longitudinal Study (EELS-II)				●						●		●	
EL2: Ongoing analysis and follow-up study of the Early Education Longitudinal Study Participants	●	●		●						●		●	
EL2: Visual Communication and Sign Language Checklist: Online												●	
EL2: VL2 national research volunteer program	●	●	●	●	●	●	●	●	●	●	●	●	●
EL2: VL2 shared data resource	●	●	●	●	●	●	●	●	●	●	●	●	●
Emergent Signers at Gallaudet: Deaf Conversionary Processes as Embodied Language Ideologies							●	●					●
Emotional Display Rules of the Deaf Culture: An Evaluation of Emotional Expression			●									●	
ML2: Designing the 3D Landscape for Signing Avatars and the Signing Experience	●			●							●		
Evidence of Lexical Variation in the Philadelphia Deaf Community				●			●	●	●				●
Evolutionary and functional analysis of dubious open reading frames suggest a functional role in yeast genomes				●									
Examining genetic microbial diversity to monitor pathogens and toxins and in the Anacostia River, DC						●							
Examining the effects of visual language experience on visual attention in young Deaf emergent readers with eye-tracking: A pilot study for innovation in e-literacy and signing creatures avatar design	●	●		●							●		●

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PROJECT	PRIORITIES (Numbers correspond to priorities earlier in this section)												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Experiences of LGBTQIA-Identified Faculty in Biology Classrooms				●									
Exploring the feasibility of utilizing PCIT in families of hearing parents and a deaf child with a weak shared communication			●										
Exploring the foundations of iconicity in language: evidence from an fNIRS brain imaging study on the neural basis of ASL classifiers								●		●			
Family Language Policy in American Sign Language and English Bilingual Families					●								
First Folio Exhibition							●			●			
Foundations of Learning from Signing Avatars	●			●							●		
Genetic deafness in alumni of Gallaudet University							●						
The Grammatical Incorporation of Pointing in Pro-Tactile American Sign Language at Gallaudet				●			●		●	●	●		
Have you talked about it? A phenomenological approach to deaf women's lived experience of sexual assault disclosure			●							●			
Help-Seeking Behaviors Among Deaf and Hard of Hearing Individuals			●		●								●
Help-Seeking Behaviors Among Deaf and Hard of Hearing Individuals					●								
HINTS-ASL: Deaf Signers' Experience with Seeking Health Information											●		
Home alerting devices for people who are deaf or hard of hearing											●		
Image processing for NASA applications				●		●							

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PROJECT	PRIORITIES (Numbers correspond to priorities earlier in this section)												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Influence of consistently high levels of ammonium on food web dynamics in the Anacostia River					●	●							
The Interaction Between Personality and Exercise in Predicting Perceived Stress			●							●		●	
Interactive learning environment for optimizing technology use											●	●	●
Interpreting Constructed Dialogue from ASL-to-English Project								●	●				
Interpreting multimodality in multiparty, technical meetings								●	●				
Interpreting Protest: An Examination of American Sign Language-English Interpreters in the Deaf President Now Protest							●		●				
Investigating movement imagery in sign language users.	●												
Investigating the microbial abundance and biodiversity of the Anacostia River						●							●
Investigating the water quality of two freshwater ecosystems: The Anacostia River (DC) and the Brainerd Area Lakes (MN)					●					●			
Investigations of the effect of catalyst loading on cross-metathesis reaction				●							●		
L2 Acquisition of ASL in M1 and M2 Contexts.								●					
Language Attitudes about Interpreters									●				
Language Discrimination of Unknown Sign Languages								●					●
Like fish in water? Deaf-parented interpreters and social capital					●				●				

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PROJECT	PRIORITIES (Numbers correspond to priorities earlier in this section)												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Literacy skills in deaf readers		●									●		●
Media Objectification and Implicit Gender Bias						●							
Metalinguistic References in Interpreting: Deaf-Hearing Relay Interpreting Teams								●	●				●
ML2: Object Oriented Hand Classifier Recognition with LEAP and Unity	●										●		●
ML2: US-Russian Literacy for Deaf Children				●							●		●
ML2: VL2 Storybook Apps and Storybook Creator	●	●	●	●	●		●				●		●
ML2: Motor system contributions to cross-linguistic translation when deaf signers read English	●	●							●				
Nanowire array production and characterization				●		●							
Neuroplasticity of Spatial Working Memory in Signed Language Processing	●			●						●		●	
NextGen Genome Solver				●								●	
NIH Research Supplements to Promote Diversity in Health-Related Research			●										
TL2: Benefits and Risks Assessment												●	
Overcoming barriers to STEM success for deaf undergraduates				●									
Overcoming barriers to STEM success for Deaf undergraduates.				●									

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PROJECT	PRIORITIES (Numbers correspond to priorities earlier in this section)												
	1	2	3	4	5	6	7	8	9	10	11	12	13
TL2: Efficacy Study: Measuring the efficacy of the Storybook Apps in Facilitating Vocabulary Development											●		
Parents' Perspectives of Their Deaf Child's School Experience in Malaysia					●	●							●
Partnership in reduced dimensional materials (PRDM): Preparation of molybdenum disulfide nanomaterials													
Partnerships for material research (PREM)				●	●		●					●	
Peer support and food security in deaf college students			●										
Population genetics of connexin 26 deafness							●						●
Potential societal impact of advances in genetic deafness							●			●			
Priority Research Fund										●			
Project D2: Context-sensitive assessment of real-world listening situations via integrated smartphones and hearing aids											●	●	
Project D3: Interactive learning environment for optimizing technology use											●	●	
Project R1: Enhanced aural rehabilitation for cochlear implant users via telerehab technology											●	●	
Project R2: User-driven customization of cochlear implant programming											●	●	
Project R3: Validation of hearing aid fitting for infants and toddlers											●	●	
PROMIS-ASL: Inclusion of Deaf Adults in Patient-Reported Outcomes Research			●										

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PROJECT	PRIORITIES (Numbers correspond to priorities earlier in this section)												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Psychological Well-Being, Acceptance of Disability, and Perceived Social Support in U.S. Military Veterans with Hearing Loss			●							●			●
The RAVE Revolution for Children with Minimal Language Experience During Sensitive Periods of Brain and Language Development	●		●								●	●	
Reggio Emilia Approach in Deaf Education				●	●								
Research methods in psycholinguistic investigations of signed language processing								●					
Resilience in Children Who are Deaf with Additional Disabilities: The Role of the Parent-Child Relationship in Child Social Skills			●										●
REU AMI Site											●		
Seeing the Temporal Beats of Human Language	●	●		●	●			●		●	●		●
Sign Language Annotation, Archiving and Sharing (SLAASh)	●				●		●	●	●				●
SignALL - Automated Translation Project: Data collection Phase I									●		●		
Signs of aggression: Translating the peer conflict scales into American Sign Language			●						●		●	●	
Small Research Grants										●			●
Social Support Service Preferences of Parents and Caregivers of Children who are D/deaf or hard of hearing			●							●			
Sorting America's Defectives and the Exclusion of Deaf People from State Sterilization Laws							●						
Spatial Navigation Abilities in Deaf Older Adults: With and Without Vestibular Impairment											●		

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PROJECT	PRIORITIES (Numbers correspond to priorities earlier in this section)												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Spatial Navigation Abilities in Deaf Population										●		●	
Standards work and technical assistance											●	●	
Storied Realities: An Examination of Critical Incident Narratives of Deaf Translation									●				
Supporting Deaf Latinos: Teachers' Narratives													●
A survey of the reading habits of certified American Sign Language-English interpreters: Implications for quality professional practice				●		●			●				
A Survey Study of Deaf Adults' Media Use and Body Image			●										
Synthesis and Characterization of Boc Protected N-n-Pentyl-3-Pyridyl Pyrrolidine Ether												●	
Synthesis of 3-((1-methylpyrrolidin-2-yl)methoxy)-1-Pentylpyridin-1-ium Bromide												●	
Synthesis of N-n-alkylpyridiniumether as a Tobacco cessation agent				●								●	
Targeting America's Defectives: the Exclusion of Deaf People from State Sterilization Programs								●					
Telemental Health Services as a Targeted Intervention for Individuals who are Deaf and Hard of Hearing			●										
The Therapeutic Power of Play: Play Therapy Training Experiences of Mental Health Professionals with Deaf Clients			●										
TL2: Ethical practices website													●
TL2: Family Information Package	●	●		●	●								

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PROJECT	PRIORITIES (Numbers correspond to priorities earlier in this section)													
	1	2	3	4	5	6	7	8	9	10	11	12	13	
TL2: Signwise for Kids				●	●							●	●	
TL2: Usability Study: The Deaf Children's User Experiences with Storybook Apps				●	●								●	
Transfer of Learning from Postsecondary Education to Employment Outcomes amongst Persons who are Deaf, Hard of Hearing, and Deaf-Blind						●								
Transitioning from high school to college: Student perceptions of preparation				●		●					●			
US Navy/NASA Experiments on Deaf Men:					●		●				●			
Use of Address Terms in American Sign Language: An Examination of Deaf Students and Faculty in Higher Education								●	●					
Using L2/Ln Sign Language to Teach Sign Language Interpreters									●					
Various Earphone Models for iPhones: Do They Make a Difference When Used With a Hearing App?												●		
Virtual Visual Environment Stability With Oculus Rift: A pilot study												●		
We Are Equal Exhibition				●	●	●	●							●
Why are you here?: Certified Deaf Interpreters' psychological well-being and coping mechanisms			●							●				●
Totals: 148 projects reported	19	14	31	47	24	15	26	18	25	30	38	35	38	

VI. Students Actively Engaged in Research

Active engagement in research is a hallmark of Gallaudet University. Students at the undergraduate and graduate levels are strongly encouraged to be intellectually curious in their chosen field of study, applying the knowledge they have acquired to real-life situations. Seasoned faculty researchers serve as mentors to and collaborators with students on research studies, and the university makes it known to them that it has numerous resources and services available to them to help them develop quality studies. The 2017 Gallaudet Research Expo featured presentations by 12 students, all of whom had faculty advisors, on such topical subjects as “The Developmental Progression of Cognitive Abilities in Deaf Children,” “Female Circumcision: Attitudes, Knowledge, and Beliefs Within the Deaf Community,” and “Deaf Students Navigating the Rhetorical and Grammatical Demands of College Essay Writing.” In addition, a large number of students gave presentations at research venues. For example, members of Gallaudet’s American Educational Research Association (AERA) Leadership for Social Justice Special Interest Group held a panel discussion on social justice and culturally relevant leadership in the deaf community at AERA’s annual meeting in Washington, D.C., an event that was attended by 15,000 people from around the world. And Heather Zimmerman, a Ph.D. student in the Department of Education, was invited to Russia to present at seminars in Moscow and two cities in Siberia on transforming deaf education.

Of the 148 research projects reported herein, 135 graduate and undergraduate students were involved in 80 projects, a 10 percent increase in student participation from the previous year. In FY 2017, there were 34 small research grants awarded to students conducting their own research or who are working with faculty members.

From serving as assistants for faculty investigators to carrying out their own studies, students are major contributors to the vitality of campus research scholarship. Across the University, there is a growing number of student researchers working on their own studies or assisting other researchers, from the physical sciences to social sciences to deafness-related disciplines. Student research assistants play vital roles in collecting responses from diverse participants, analyzing raw data, and presenting findings.

Many academic programs have classes that require research projects as a final project, or as the focus of the entire course. This is indicated in the large amount of research coming from

students in the Department of Interpretation’s master’s and Ph.D. programs, the Department of Education’s Ph.D. program, the Department of Science, Technology, and Mathematics, and many others.

The university encourages student involvement in research activities through graduate assistantships, hiring under external grants, and direct funding of student research. In addition, research internships are being made available to students through various departments. Recently, there has also been a growth in Gallaudet’s research labs, which continually expand their opportunities to include students.

Research by students benefits the institution as well. Gaining the insights of younger deaf and hard of hearing people is essential to many topics that support Gallaudet’s mission. Young minds frequently approach long-standing problems in new ways and lend fresh perspectives that may otherwise be overlooked.

The pinnacle of student contribution to knowledge is the doctoral dissertation. In FY 2017, 10 students completed their doctoral study (shown below).

Ferracuti, R. (2017). *An examination of Deaf clients’ boundary expectations related to personal and professional boundaries in ASL-English interpretation* (Doctoral dissertation). Gallaudet University, Washington, DC.

Gala, N.M. (2017). *Emotional display rules of Deaf culture: An evaluation of emotional expression* (Doctoral dissertation). Gallaudet University, Washington, DC.

Hwang, Y. (2016). *Nature of peer dialogue based on dramatic instruction* (Doctoral dissertation). Gallaudet University, Washington, DC.

Joharchi, H.A. (2017). *Negotiating access to mental health services: Deaf people with immigrant roots* (Doctoral dissertation). Gallaudet University, Washington, DC.

Marchut, A.E. (2017). *Persistence of Deaf undergraduate students in science, engineering, and mathematics programs* (Doctoral dissertation). Gallaudet University, Washington, DC.

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Stone, A. (2017). *Neural systems for infant sensitivity to phonological rhythmic-temporal patterning* (Doctoral dissertation). Gallaudet University, Washington, DC.

Thornton, C. (2017). *The status of palm orientation in the phonological representation of American Sign Language* (Doctoral dissertation). Gallaudet University, Washington, DC.

Turner Dougherty, A.C. (2017) *Resilience in children who are deaf with additional disabilities: the role of the parent-child relationship in child social skills* (Doctoral dissertation). Gallaudet University, Washington, DC.

Williams, L. (2016). *Exploring the hegemonic whiteness in sign language interpreter education program curricula: A discussion with program directors, faculty, and students* (Doctoral dissertation). Gallaudet University, Washington, DC.

Wright, S.J. (2017) *From Deaf to Deaf-Blind: A phenomenological study of the lived experiences of Deaf-Blind individuals in the Deep South* (Doctoral dissertation). Gallaudet University, Washington, DC.

The University is proud of these students' accomplishments and is confident in their leadership abilities.

The Gallaudet University Sandbox opened on January 27, 2017, kicking off with a launch party. The Sandbox is a collaborative project where Convo resources will support a creative and collaborative space for Gallaudet students to be innovative, explore, and develop their creative ideas, apply and expand their skills, and collaborate with their peers on exciting projects. The Sandbox is located in the Merrill Learning Center, Room B320.

Photo by Zhee Chatmon



VII. Research and Scholarly Activities by Research Center

The research and scholarly activity sections lists the FY 2017 research projects and achievements by the dedicated research centers, including the Rehabilitation Engineering Research Center on Improving the Accessibility, Usability, and Performance of Technology for Individuals who are Deaf or Hard of Hearing (DHH-RERC); Technology Access Program (TAP); National Science Foundation/Gallaudet Science of Learning Center (SLC) on Visual Language and Visual Learning (VL2) and its four hubs, including the Brain and Language Laboratory for Neuroimaging (BL2); and the Drs. John S. and Betty J. Schuchman Deaf Documentary Center (SDDC). (The work done in department laboratories is shown later under “Research and Scholarly Activities by Academic Units”.)

When a project has two principal investigators from different units, a cross-reference note guides the reader to the placement of the full project profile. For each research project, the following fields are shown: the project’s title, status and timing, abstract, investigator(s) and their affiliation, funding sources, and products derived from that project.

Following each unit’s entry is a list of citations of scholarly and creative products by faculty and staff that are not associated with a research project. These scholarly achievements are strong evidence of Gallaudet’s intellectual vitality, and demonstrate the high caliber of professionalism, knowledge, and skill these individuals possess to prepare the university’s students for successful careers and fulfilling lives.

Deaf Health Communication and Quality of Life Center

The lab’s mission is to do research that links accessibility to health outcomes among deaf/hh individuals. The lab’s goals are to:

1. Design and evaluate health research projects
2. Share results through presentations and publications
3. Engage in community partnership, training, and education

Our researchers at Deaf Health and Quality of Life are involved in a wide range of biobehavioral and applied research projects. In addition, our faculty, students, and community

members - all from a variety of academic backgrounds - contribute to the lab.

Dr. Poorna Kushalnagar, Center Director

Research Projects

HINTS-ASL: Deaf Signers’ Experience with Seeking Health Information

Status: Ongoing

Start date: August 2015

End Date: July 2018

The National Cancer Institute’s Health Information National Trends Survey (HINTS) is heavily dependent on English, which presents serious language barriers to Deaf patients who use American Sign Language (ASL). The availability of HINTS and similar surveys in ASL and English that are valid for users of accessible technology and services will provide important insights on understanding the trends in Deaf people’s use of the Internet for health-related purposes, therefore improving health communication models that will lead to better personal and public health within this underserved population.

Principal investigators

- **Kushalnagar, Poorna** • Psychology

Funding sources

- National Institutes of Health (NIH)

Products

Harris, R., Kushalnagar, P., & Paludneviene, R. (2017). Open-Ended Cognitive Interview Approach: Rethinking the Gold Standards for Translating Health Measures to ASL. Paper presented at the second Symposium on Signed Language Interpretation and Translation Research. Washington, DC.

Harris, R. (2017, June 30). The evolution of graduate sign language teacher preparation programs. *American Sign Language Teachers Association* national biannual conference, Salt Lake City, Utah.

Kushalnagar, P. (2017). HINTS-ASL survey: preliminary findings on deaf people’s experience with video relay interpreting and on-site interpreting services in medical settings. Paper

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presented at the Telecommunications for the Deaf and Hard of Hearing Conference.

Kushalnagar, P., Harris, R., Paludneviene, R., & Hoglind, T. (2017). Protocol for Cultural Adaptation and Linguistic Validation of Health Information National Trends Survey in American Sign Language (HINTS-ASL). *Journal of Medical Internet Research Protocols*. doi:10.2196/jmir.8067

Kushalnagar, P., Hoglind, T., Foreman, D., Lawrence, S., Lena, J., & Miller, J. (2017). Deaf Health Communication Film: Seek, Share, and Connect. *American Public Health Association Film Festival*, Atlanta, GA.

NIH Research Supplements to Promote Diversity in Health-Related Research

Status: Ongoing

Start date: September 2016

End Date: July 2018

This NIH research supplement to promote diversity in health-related research was used to provide post-B.A. fellow Sheila Bruce with a research experience that will strengthen her ability to conduct qualitative and quantitative research with deaf and hard of hearing adults in the U.S.

Principal investigators

- **Kushalnagar, Poorna** • Psychology

Additional investigators

- **Bruce, Sheila** (Student) • Psychology

Funding sources

- National Institutes of Health (NIH)

Products

Bruce, S., Day, L., & Kushalnagar, P. (2017). How young can deaf children self-report their generic and deaf-related quality of life? Poster presented at the SRCDD preconference meeting, Austin, TX.

Bruce, S., Simon, A., & Kushalnagar, P. (2017). Language confidence and patient centered communication in a nationwide sample of deaf adults. Poster presented at the annual American Psychological Association Convention, Washington, D.C.

Bruce, S., Sutton, T., & Kushalnagar, P. (2017). Levels of Emotion Valence and Arousal in American Sign Language. *JADARA*. 51(1), 21-33.

PROMIS-ASL: Inclusion of Deaf Adults in Patient-Reported Outcomes Research

Status: Ongoing

Start date: September 2015

End Date: August 2020

Current patient-reported outcome measures are heavily dependent on English, which present serious language barriers to deaf and hard of hearing (DHH) patients who use American Sign Language (ASL). The availability of patient-reported outcome measures in ASL and English and such that is valid for users of accessible technology and services will provide important insights on improving prevention and treatment models that will lead to better personal and public health within the underserved DHH population. The research plan builds on Dr. Kushalnagar's prior research on communication and quality of life outcomes with the DHH population. Communication-related fatigue is relevant to healthcare outcomes.

Principal investigators

- **Kushalnagar, Poorna** • Psychology

Funding sources

- National Institutes of Health (NIH)

Products

Holcomb, T. & Kushalnagar, P. (2017). Prevalence of depression and anxiety disorders in a nationwide sample of deaf adults who use ASL. Poster presented at the SRCDD preconference meeting, Austin, TX.

Kushalnagar, P. & Bruce, S. (2017). Deaf women's health: How are we doing? Paper presented at the Deaf Women United conference, Miami, FL.

Kushalnagar, P. & Perrodin-Njoku, E. (2017). Black Deaf American's health: How are we doing? Paper presented at the Black Deaf American conference, Baltimore, MD.

Kushalnagar, P., Bruce, S., & Holcomb, T. (2017). Topics in Deaf Health Communication and Quality of Life Research Lab. Paper presented at the Deaf & Hard of Hearing SRCDD Preconference Workshop, Austin, TX.

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Kushalnagar, P., Bruce, S., Sutton, T., & Leigh, I. (2017). Retrospective Parent-Child Communication Difficulties and Risk for Depression in Deaf Adults. *Journal of Physical and Developmental Disabilities*. DOI 10.1007/s10882-016-9501-5

Kushalnagar, P., Kallen, M., & Cella, D. (2017). PROMIS-ASL Psychometrics. *Health Measures User Conference*, Chicago, IL.

Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC)

The Rehabilitation Engineering Research Center on Improving the Accessibility, Usability, and Performance of Technology for Individuals who are Deaf or Hard of Hearing (DHH-RERC) is funded by the National Institute on Disability, Independent Living, and Rehabilitation Research, under the Administration for Community Living at the US Department of Health and Human Services. The mission of the DHH-RERC is to provide consumers who are deaf or hard of hearing, as well as their families and clinicians, with the knowledge and tools necessary to:

- Take control of their communication and hearing technologies, adapt those technologies to their needs in real-world environments, and achieve greater autonomy in their technology use
- Derive full benefit of the shift from special purpose devices to increasingly powerful and interconnected consumer electronics.

Consumers who are deaf or hard of hearing, if given appropriate ways to control the technologies that they use, will be in the best position to meet their needs and make technology work for them. This is preferred to relying on clinical practitioners, hearing health providers, and other types of service providers, who all are removed from the firsthand experiences deaf and hard of hearing consumers need to be in charge of their communication needs. The technologies that are needed for this kind of paradigm shift have begun to emerge in recent years, and as a result people and devices have become increasingly interconnected. With respect to hearing loss, many rehabilitation and training activities that formerly could take place only face-to-face — such as in a clinical setting, or at dedicated events in buildings — can now potentially be done using consumer devices, online, and at every individual's own pace. Parallel to this development, the advent of interconnect-

ed mobile and wearable devices, which are more powerful than the desktop computers of yesterday, is leading to a convergence of hearing devices and consumer electronics that are becoming increasingly integrated. Apps are already on the market to control hearing aid settings from a mobile device, and there are countless opportunities for closer integration between apps and hearing devices. The DHH-RERC supports this paradigm shift through research, development, and knowledge of translation activities.

Dr. Christian Vogler, RERC Director
Linda Kozma-Spytek, RERC Co-Director

Research Projects

Project D2: Context-sensitive assessment of real-world listening situations via integrated smartphones and hearing aids

Status: Ongoing

Start date: October 2016

End Date: September 2019

In order to improve hearing aid outcomes, it is critical to understand listeners' perceptions with hearing aids in the real world so that problems/factors that prevent or reduce use and benefit of hearing aids can be identified. To achieve this goal, field assessment tools are required that collect (1) perception data, (2) listening context information, which includes characteristics of listening activities, situations, and environments, and (3) hearing aid configuration.

To overcome the many disadvantages of retrospective self-report assessments, a computer-based Ecological Momentary Assessment (EMA) system was developed. This system immediately and repeatedly records listeners' perceptions and listening context information in natural environments using mobile phones. AudioACE will be developed for this project, which builds on the previous system, and adds capabilities to respond to changes in listening context and intelligently records information that is relevant to the specific context; for example, silence and noisy conversational environments demand different types of data and responses. AudioACE will integrate hearing aids and mobile phones to capture hearing aid configurations for each listening context. Additionally, AudioACE will incorporate intelligent sampling techniques that will trigger the delivery of momentary assessments based on the properties of the listening context (e.g., signal-to-noise ratio level). We will compare the sensitivity and efficiency of AudioACE and the previous system as part of a field study that evaluates the outcomes of directional microphone hearing aids.

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Principal investigators

- **Wu, Yu-Hsiang** • Speech Pathology & Audiology • University of Iowa
- **Chipara, Octav** • University of Iowa

Additional investigators

- **Kozma-Spytek, Linda** • Technology Access Program (TAP)

Funding sources

- National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) within the Administration for Community Living (ACL), Department of Health and Human Services (HHS) (NIDILRR grant number 90RE5020)

Products

Hasan, S. S., Brummet, R., Chipara, O., & Wu, Y. H. (2017, May). *Assessing the performance of hearing aids using surveys and audio data collected in situ*. Presented at INFOCOM, 2017, IEEE International Conference on Computer Communications. Atlanta, GA.

Shabih Hasan, S., Brummet, R., Chipara, O., & Wu, Y.-H. (2017, May). *Assessing the performance of hearing aids using surveys and audio data collected in situ*. Presented at Mission-Oriented Wireless Sensor and Cyber-Physical System Networking (MiSeNet.) Available at <http://homepage.divms.uiowa.edu/~ochipara/papers/misenet17.pdf>

Wu, Y. H. (2017). 20Q: EMA Methodology - Research Findings and Clinical Potential. *Audiology Online*, Article 20193. Available at <http://www.audiologyonline.com/articles/20q-ema-methodology-research-findings-20193>.

Xu, J., Wu, Y. H., Stangl, E., Pentony, S., Vyas, D., Chipara, O., Hasan, S. S., Crukley, J., & Galster, J. (2017, July). *Assessing auditory ecology of younger normal-hearing listeners and older hearing aid wearers using a smartphone/hearing aid-based ecological momentary assessment system*. Presented at the 3rd International Meeting on Internet & Audiology, Louisville, KY.

Project D3: Interactive learning environment for optimizing technology use

Status: Ongoing

Start date: October 2014

End Date: September 2019

For a person with hearing loss, technological developments continue to expand the sensory management options available through hearing devices. The diversity and sophistication of these new hearing enhancement options bring about an ever-increasing need for guidance and support in becoming a knowledgeable and effective user of a hearing device.

There is also a growing realization that more *realistic* conditions during training may lead to greater transfer of acquired skills. Similarly, the importance of realistic expectations in setting aural rehabilitation goals, both on the part of the hearing device user and the clinician/audiologist, is universally acknowledged. To develop such expectations and ensure that the aural rehabilitation goals are challenging yet attainable for the user, an individualized and interactive process is needed. It is likely to include not only measurements of the person's hearing loss, but also a more efficient (sensitive and specific) assessment of his/her listening, comprehension, and communication abilities, as well as aural rehabilitation goals and expectations.

The goal of this project is to develop a prototype training/counseling program to simulate in some relevant ways a variety of real-life listening situations so that a person can experience both the benefits and limitations of their new hearing device, and develop more realistic auditory rehabilitation goals and expectations. To accomplish this, the training program will utilize an interactive learning environment based on self-directed exploration of the relationship between (i) acoustic factors that affect hearing/sound processing, and (ii) technological solutions and communication strategies that are aimed at improving sound detection, speech comprehension, and the overall listening experience. The proposed training program is aimed at providing an alternative to the prevailing intensive learning paradigm and is believed to address several of its shortcomings. Realistic simulations of real-life listening situations will allow direct, structured experience that neither auditory training nor informational counseling provide.

Principal investigators

- **Barac-Cikoja, Dragana** • Hearing, Speech, and Language Sciences
- **Kozma-Spytek, Linda** • Technology Access Program (TAP)

Additional investigators

- **Cole, Kevin** • NOVA Web Development
- **Julstrom, Stephen** (Consultant)

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Funding sources

- National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) within the Administration for Community Living (ACL), Department of Health and Human Services (HHS) (NIDILRR grant number 90RE5020)

Products

Barac-Cikoja, D., Cole, K., Frick, A., & Pizappi, N. (2016). *Using self-directed exploration to optimize hearing aid use in a noisy environment*. Presented at the International Hearing Aid Research Conference (IHCON). Tahoe City, CA.

Project R1: Enhanced aural rehabilitation for cochlear implant users via telerehab technology

Status: Ongoing

Start date: October 2014

End Date: September 2019

The project aims to improve performance of cochlear implant (CI) users with enhanced aural rehabilitation (AR) strategies via telehealth technology, maximizing both access to auditory information and functional outcomes for individuals with hearing loss. Using a randomized controlled trial of AR via telerehab we will be able to demonstrate greater performance and usability of technology, and at the same time yield significantly greater accessibility to this effective intervention.

Although there is great potential in AR services for CI users, there are both financial and non-financial barriers to AR service delivery. In surveys of U.S. adults, 21% reported nonfinancial barriers including accessibility (mobility, distance, and transportation problems), accommodation (too busy with work or caring for family), and availability. Those from rural areas report limited qualified providers, financial constraints, and reduced transportation access. As the population ages, which comprises a sizable portion of adults receiving CIs, mobility issues contribute a noteworthy barrier to AR access.

Telehealth technologies are commonly regarded as promising options to improve access to health services. The previous RERC on Hearing Enhancement developed a state-of-the-art rehabilitation program conducted in clinical settings. Adapting this successful rehabilitation protocol for telerehab has the potential of greatly extending access to much needed rehabilitative services. It also lets consumers take advantage of the increasingly interconnected world in which they live.

Principal investigators

- **Bernstein, Claire** • Hearing, Speech, and Language Sciences
- **Brewer, Diane** • Speech and Hearing Sciences • George Washington University

Additional investigators

- **Parmanto, Bambang** • University of Pittsburgh

Funding sources

- National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) within the Administration for Community Living (ACL), Department of Health and Human Services (HHS) (NIDILRR grant number 90RE5020)

Products

Snyder, A., Bakke, M., & Bernstein, C. (2017). *Interrater reliability of the Cochlear Implant Skills Review (CISR)*. Presentation at the American Auditory Society. Scottsdale, AZ.

Vogler, C., & Kozma-Spytek, L. (2017). *Comments of the DHH-RERC on the FCC Public Notice on Actions to Accelerate Adoption and Accessibility of Broadband-Enabled Health Care Solutions and Advanced Technologies*. Washington DC: FCC, GN Docket 16-46, May 24, 2017.

Project R2: User-driven customization of cochlear implant programming

Status: Ongoing

Start date: October 2014

End Date: September 2019

Essential to the outcomes with a CI is the manner in which the external portion of the device, the speech processor, is programmed. Research has shown that each CI user requires an individualized set of programming parameters to achieve optimal performance. Importantly, no one set of parameters has been found to be optimal for all CI users.

Presently, programming the speech processor is typically done heuristically in clinics following a manufacturer-recommended procedure. Given the complexity of the programming space and limited guidance on effective programming protocols, clinicians tend to rely on “default” manufacturer-recommended programming parameters. These default parameters may be used without exploration of other options, eliminating individ-

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ualized optimization to achieve maximum performance. This trend is exacerbated by non-scientific factors such as limited manpower and clinic resources as well as low reimbursement for audiology services. As a result, individual customization of programming parameters for optimized speech understanding is not being accomplished.

In this project, we aim to develop a consumer-driven, user-interface system assisting the programming process. The most notable feature of the proposed system is that it will allow CI users to control the programming of the device themselves and enable them to personally explore a wider range of programming parameters. Consequently, individual customization can be achieved to maximize performance at the individual level with less time from the audiologists. This also opens the door for user-driven customization of other types of hearing devices in the future, thereby giving consumers with hearing loss greater control over their use of technology.

Principal investigators

- **Kwon, Bomjun** • Hearing, Speech, and Language Sciences
- **Firszt, Jill** • Washington University in St. Louis
- **Holden, Laura** • Washington University in St. Louis

Funding sources

- National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) within the Administration for Community Living (ACL), Department of Health and Human Services (HHS) (NIDILRR grant number 90RE5020)

Products

Kwon, B. J., Holden, L. J., Lopez, B., Holden, T., Cooper, J., & Firszt, J. (2017, July). *Self-exploration of MAPs by cochlear implant users*. Poster presented at Conference on Implantable Auditory Prostheses, Lake Tahoe, CA.

Project R3: Validation of hearing aid fitting for infants and toddlers

Status: Ongoing

Start date: October 2015

End Date: September 2019

Current assessment protocols cannot be used to evaluate hearing aid settings in infants younger than 2.5 years of age, which

poses a significant challenge when fitting amplification at such an early age. Further, the inherent variability of unconditioned behavioral responses in infants older than 6 months adds difficulty when making a clinical judgment of appropriate amplification.

Identification of hearing in the newborn period requires a physiological protocol because reliable conditioned behavioral responses cannot be obtained in the first 6 to 7 months of life. In the newborn period, a physiological protocol is also needed to validate hearing aid fitting of children with a speech discrimination procedure because obtaining a behavioral response for speech discrimination is not possible at this age.

Likewise, there is a critical need to develop an objective behavioral measure of speech discrimination that can be reliable and valid for children between 7 and 9 months of age and 2.5 years of age, when auditory discrimination, the current standard for validation of hearing aid fitting, can be used. Two years is too long to wait to validate a hearing aid fitting done at 6 months of age, and 1.5 years is too long to validate a cochlear implant map for a 12-month-old who has been recently implanted. A behavioral procedure needs to be done immediately after the fitting of amplification and this procedure needs to provide specific information about what the child is hearing with the amplification.

The project aims to fill in the current gaps in validating amplification fitting for infants and toddlers below the age of 3 years, demonstrating that physiological measures can be used immediately after the first hearing aid fitting, followed by a behavioral validation beginning at 7 to 9 months of age. Coupled with improvements to parent report instruments, the project also aims to provide a procedure for assessing auditory development after the fitting of amplification that is developmentally sensitive, and these instruments will be used for progress monitoring rather than as an inadequate validation of hearing aid fitting in infants.

The research will inform future technology developments: an app for visual reinforcement infant speech discrimination that will allow parents and early intervention providers to do discrimination work pre-linguistically in the home, a LENA mobile reporting mechanism that will be consumer-friendly and provide parents feedback on their child's auditory environment, and a portable EEG unit that can be used to test for physiological responses in the infant's home.

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Principal investigators

- **Yoshinaga-Itano, Christine** • University of Colorado-Boulder
- **Gilley, Phillip** • University of Colorado-Boulder

Funding sources

- National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) within the Administration for Community Living (ACL), Department of Health and Human Services (HHS) (NIDILRR grant number 90RE5020)

Products

Gilley, P. M., & Uhler, K (2017). *Assessing speech perception in infancy: A comparison of two electrophysiological measures*. The Annual Ultimate Midwinter Meeting for Otolaryngology and Otolology-Audiology. Vail, CO.

Gilley, P. M., & Uhler, K (2017). Developing a tool to assess speech perception in infancy. *American Academy of Audiology*. Indianapolis, IN.

Gilley, P. M., Uhler, K., Watson, K., & Yoshinaga-Itano, C (2017). Spectral-temporal EEG dynamics of speech discrimination processing in infants during sleep. *BMC Neuroscience*, 18(1):34.

Uhler, K., Gilley, P. M., Watson, K., & Ross, R. G. (2017). *Three-month-old speech contrast MMRTF predicts performance on behavioral measures of speech discrimination at 7 months*. Presented at the Biennial Meeting of the Society for Research in Child Development. Austin, TX.

Yoshinaga-Itano, C. (2017). *CAEP, VRISD, Parent Questionnaires, Ling sounds: Validating hearing aid fitting in young children*. Listen and Chat, Denver, CO.

Yoshinaga-Itano, C. (2017). *Technology advances transforming the future of pediatric audiology*. CDC workshop, Atlanta, GA.

Yoshinaga-Itano, C. (2017). *EHDI in the 21st century. Early Hearing Loss Detection: Protocols for Diagnostic Audiological Assessment Follow-up to Newborn Hearing Screening*, Presentation at NCHAM. Cincinnati Children's Hospital, Cincinnati, OH.

Yoshinaga-Itano, C. (2017, February). *Recommended practices for family-centered early intervention with families who have infants and toddlers who are deaf or hard of hearing*. Presented at

the OSUMC Eye and Ear Institute Open House Conference. Columbus, OH.

Yoshinaga-Itano, C. (2017, July). *Impact of EHDI in the 21st Century*. Presented at Frontiers in Hearing: Auditory Development and Disorders Symposium. Estes Park, CO.

Yoshinaga-Itano, C. (2017, October). *The infant brain and children who are deaf or hard of hearing*. Presented to the Association of State and Territorial Health Officials. Washington, DC.

Yoshinaga-Itano, C. (2017, October). *Transforming what we do in early intervention with technological advances*. Presented to Getting it Right 0-5: Together we make a difference, Ear Foundation and AG Bell Association, London, England.

Yoshinaga-Itano, C. (2017, September). *Technology advances transforming the future of audiology*. Presented at the 50th Anniversary of the British Society of Audiology, e-learning conference, taped.

Yoshinaga-Itano, C. (2017, September). *Validating hearing aid fitting and cochlear implant maps of very young children*. Presented at the 10th Asia Pacific Conference on Speech, Language and Hearing (APCSLH2017), Narita, Japan.

Yoshinaga-Itano, C., Sedey, A. L., Wiggins, M., & Chung, W. (2017). Early hearing detection and vocabulary of children with hearing loss. *Pediatrics*. 140(2):e20162964, DOI: <https://doi.org/10.1542>.

Standards work and technical assistance

Status: Ongoing

Start date: October 2014

End Date: September 2019

Standards work and technical assistance from the RERC is being provided to stakeholders (e.g., consumers, industry, standards bodies) across a range of issues that include, but are not limited to: (1) Compatibility and Connectivity between hearing devices and other technologies: ANSI ASC C63 on Electromagnetic Compatibility S8 WG19 – compatibility between wireless communication devices and hearing aids, standards activity within the International Telecommunications Union and the Bluetooth Special Interest Groups on hearing device connectivity, and the Wireless HAC Refresh. (2) Policy and Regulatory Intersection between emerging mainstream wearable technologies that can provide hearing assistance and more traditional hearing assistive technology and devices: Consumer

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Technology Association activities on personal sound amplification products. (3) Technology Design Considerations for use in cases specific to consumers who are hard of hearing or deaf: Results from the RERC's focus groups in Project D1 will inform this issue by helping to develop a better understanding of the user experience from the perspective of hard of hearing and deaf consumers, and then helping to effectively communicate that to industry for use in products beginning at the design and development phase. (4) Other technical standards activity, including real-time text policy and standardization: ATIS IMSESINet real-time text standardization, FCC rulemaking on real-time text.

Principal investigators

- **Kozma-Spytek, Linda** • Technology Access Program (TAP)
- **Vogler, Christian** • Technology Access Program (TAP)

Funding sources

- National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) within the Administration for Community Living (ACL), Department of Health and Human Services (HHS) (NIDILRR grant number 90RE5020)

Scholarly and Creative Activity

Vogler, C. (2017, June). *Real Time Text: A roadmap for global adoption*. Panel presentation at the M-Enabling Summit, Washington, DC.

Vogler, C. (2017, September). *DAC Updates*. Panel presentation at the 2017 NASRA Conference, Golden, CO.

Vogler, C. (2017, September). *Real Time Text*. Panel presentation at the 2017 NASRA Conference, Golden, CO.

Vogler, C., Vanderheiden, G., & Hellström, G. (2016). *Ex Parte on the FCC Real-Time Text NPRM*. Washington DC: FCC, CG Dockets 16-145 and 15-178, November 8, 2016.

Vogler, C., Vanderheiden, G., & Hellström, G. (2017). *Comments of the DHH-RERC, UIITA-RERC, Omnitor, and Consumer Groups on the FCC Real-Time Text FNPR*. Washington DC: FCC, CG Dockets 16-145 and 15-178, February 23, 2017.

Vogler, C., Vanderheiden, G., & Hellström, G. (2017). *Reply to Comments of the DHH-RERC, UIITA-RERC, Omnitor, and Consumer Groups on the FCC Real-Time Text FNPR*. Washington DC: FCC, CG Dockets 16-145 and 15-178, March 24, 2017.

Vogler, C., Vanderheiden, G., & Hellström, G. (2017). *Reply to Comments on the T-Mobile petition for reconsideration, FCC Real-Time Text NPRM*. Washington DC: FCC, CG Dockets 16-145 and 15-178, April 10, 2017.

Schuchman Deaf Documentary Center (SDDC)

The Schuchman Deaf Documentary Center (SDDC) educates students in the documentary arts and explores the lives of deaf people through research, documentation and dissemination.

Through the process of discovery and documentation, the center focuses on significant historical issues and endangered cultural knowledge specific to deaf peoples. Using film, photography, and narrative writing, the center disseminates stories of the deaf experience. Programs and products advance discourse on deaf lives, promoting a new level of awareness. The center also serves as a humanities-based resource for information on culturally and technically accessible documentary presentation.

SDDC adds to the public's knowledge of the humanities in four focused areas: 1) Discovery — conducts research on deaf-specific topics through a variety of methods; 2) Documentation — engages in creation of film, photographs, and narrative writing; 3) Dissemination — organizes and hosts film screenings, lectures, and discussions in public and classroom settings, develops exhibitions, publishes articles, and produces multimedia website presentations and online bilingual (American Sign Language) publications; and 4) Education — trains students in the documentary process, including concept development and technical skills in film, photo, or text formats.

Gallaudet University's Schuchman Deaf Documentary Center seeks to enhance humanities scholarship through newly revealed perspectives on the meaning of deaf life, and by contrast, what it means to be hearing. Harnessing dispersed expertise the center takes an ambitious approach to building partnerships and offering courses, workshops, summer institutes, lectures, online and print publications, documentary films, exhibitions and web-based media that brings deaf history and contemporary life to the University and the public. A diverse team collaborates to discover, document, educate, and

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disseminate humanities content. Through fieldwork, the center identifies significant historical issues and endangered cultural knowledge.

Dr. Brian Greenwald, Director, SDDC
Jean Bergey, Associate Director, SDDC

Research Projects

Deaf NYC

Status: Ongoing
Start date: October 2015
End Date: December 2019

A critical mass of Deaf people in urban settings forms a unique cultural linguistic environment. For example, hundreds of Deaf people, mostly Jewish and Italian first-generation Americans, lived within a one-mile radius of the Gravesend section of Brooklyn, New York, in the 1950s, 60s and 70s. A designated bus to transport children to the nearest school for deaf students in Manhattan served the community. Deaf people lived in concentrated areas that were affordable, close to jobs, and offered an interwoven community. Very little documentation has been conducted on urban deaf life, with minimal “oral history” interviews on the mid-20th century city experience. Over eighty people have been identified as potential interviewees, and the SDDC has formed a team of advisors to guide research. Comparison and contrast with hearing communities is part of this humanities research that examines the way groups wrestle with linguistic, educational, and employment challenges.

Principal investigators

- **Bergey, Jean** • Schuchman Deaf Documentary Center (SDDC)
- **Greenwald, Brian H.** • Schuchman Deaf Documentary Center (SDDC)

Additional investigators

- **Weiner, Stephen** • Communication Studies
- **Weinstock, Janet** (Consultant) • Schuchman Deaf Documentary Center (SDDC)

Funding sources

- Schuchman Deaf Documentary Center
- National Endowment for the Humanities

Targeting America’s Defectives: the Exclusion of Deaf People from State Sterilization Programs

Status: Ongoing
Start date: January 2016
End Date: October 2022

Harry H. Laughlin, best known as the expert on sterilization in the United States, drafted a model sterilization law for states to consider adopting. Laughlin identified people with deafness as a target for sterilization. However, none of the states that adopted sterilization laws in the United States included the deaf on the list. What is the rationale for leaving deaf people out of state eugenic programs? Why was deafness, a condition typically a category eligible for sterilization, never actually in the law? This project seeks to explore the processes of excluding deaf people, and its rationale, as a target of sterilization.

Principal investigators

- **Greenwald, Brian H.** • Schuchman Deaf Documentary Center (SDDC)

US Navy/NASA Experiments on Deaf Men:

Status: Completed
Start date: October 2015
End Date: December 2017

In the early 1960s, a joint research project hosted by the United States Navy and the National Aeronautics and Space Administration (NASA) sought deaf men from Gallaudet College (now University) to participate in experiments on balance, motion sickness, and weightlessness. Eleven deaf men, aged 25 to 48, most of whom became deaf from meningitis, participated in the research which began before the NASA 1961 manned suborbital flights of Project Mercury and continued until 1969. Of the eleven Deaf men labeled “Labyrinthine Defective,” six are involved with this project. The SDDC has collected over 130 images showing the experiments and will conduct oral interviews and digitize footage. An exhibition, including life size cutouts of the men in body casts preparing for centrifuge spins and free-falling in aircraft, is being developed.

Principal investigators

- **Bergey, Jean** • Schuchman Deaf Documentary Center (SDDC)
- **Greenwald, Brian H.** • Schuchman Deaf Documentary Center (SDDC)

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Additional investigators

- **Kopp, Margaret** (Student) • English
- **Myers, David** (Consultant)
- **Peterson, Don** (Consultant)

Funding sources

- Schuchman Deaf Documentary Center

Products

Bergey, Jean Lindquist; Greenwald, Brian; Kopp, Margaret (lead curator); Meredith Peruzzi (campus curatorial team); Gulak, Barron; Larson, Harry O.; Myers, David W.; Peterson, Donald O.; Zakutney, John Paul (Curatorial Advisors) (April 2017), *Deaf Difference + Space Survival* Exhibition, Weyerhauser Gallery, Gallaudet University.

Technology Access Program (TAP)

The Technology Access Program (TAP) is a research unit at Gallaudet. TAP's primary mission is to advance accessibility and usability of communication technology for people with all types of disabilities. The current program is designed both to lay the foundation for access in next generation technologies and to create the bridge technologies needed to allow users to migrate to new technologies without losing the ability to communicate with colleagues and family who are still on older technologies.

TAP currently maintains the Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC). In addition, TAP currently conducts research into relay service technologies funded by a contract under the FCC and MITRE, and accessible home alerting funded by the Consumer Technology Association and TAP's operational budget. TAP also partners with the Department of Interpreting on a project with SignAll for real-world sign language recognition.

Dr. Christian Vogler, Director, TAP

Research Projects

Home alerting devices for people who are deaf or hard of hearing

Status: Completed

Start date: May 2016

End Date: December 2017

People with hearing loss currently do not have any satisfactory options for receiving audio alerts in their home in visual or tactile form, including phone calls, ringing doorbells, appliances, and fire alarms. This puts them at a significant disadvantage compared to their hearing peers, and also poses safety hazards. We propose developing a prototype next-generation house-wide visual and vibration alerting system that leverages the increasing interconnectedness of consumer devices and appliances via the Internet of Things. For maximum sustainability, the system will feature off-the-shelf components, open application program interfaces and extensive documentation, and be designed for easy extension by third parties.

Principal investigators

- **Williams, Norman** • Technology Access Program (TAP)
- **Vogler, Christian** • Technology Access Program (TAP)

Additional investigators

- **Tucker, Paula** • Technology Access Program (TAP)

Funding sources

- Consumer Technology Association Foundation

Interactive learning environment for optimizing technology use

See in Hearing, Speech, and Language Sciences

Project D3: Interactive learning environment for optimizing technology use

See in Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC)

SignALL - Automated Translation Project: Data collection Phase I

See in Interpretation and Translation

Standards work and technical assistance

See in Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC)

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Scholarly and Creative Activity

Telecommunications for the Deaf and Hard of Hearing, Inc. (TDI), Hearing Loss Association of America (HLAA), National Association of the Deaf (NAD), Cerebral Palsy and Deaf Organization (CPADO), Association of Late-Deafened Adults (ALDA), California Coalition of Agencies Serving the Deaf and Hard of Hearing, Inc. (CCASDHH), Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC), Gallaudet University, Rehabilitation Engineering Research Center on Universal Interface & Information Technology Access (IT-RERC), & Trace Research & Development Center (2017). *Comments on Protecting and Promoting the Open Internet: Restoring Internet Freedom*. Washington DC: FCC, GN Docket 14-28, WCB Docket 17-108. July 17, 2017. Retrieved from <https://www.fcc.gov/ecfs/filing/1071783345674>.

Telecommunications for the Deaf and Hard of Hearing, Inc. (TDI), Hearing Loss Association of America (HLAA), National Association of the Deaf (NAD), Cerebral Palsy and Deaf Organization (CPADO), Association of Late-Deafened Adults (ALDA), California Coalition of Agencies Serving the Deaf and Hard of Hearing, Inc. (CCASDHH), Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC), Gallaudet University, Rehabilitation Engineering Research Center on Universal Interface & Information Technology Access (IT-RERC), & Trace Research & Development Center (2017). *Reply to Comments on Accelerating wireline broadband deployment by removing barriers to infrastructure investment*. Washington DC: FCC, MB Docket 17-84. July 17, 2017. Retrieved from <https://www.fcc.gov/ecfs/filing/10718113803773>.

Telecommunications for the Deaf and Hard of Hearing, Inc., National Association of the Deaf, Deaf and Hard of Hearing Consumer Advocacy Network, Association of Late-Deafened Adults, Inc., Cerebral Palsy and Deaf Organization, & Deaf Seniors of America. (2017). *Reply to Comments on Structure and Practice of the Video Relay Service: Telecommunications Relay Services for Individuals with Hearing and Speech Disabilities*. Washington DC: FCC, CG Docket 10-51, CG Docket 03-123, August 17, 2017. Retrieved from <https://www.fcc.gov/ecfs/filing/108171617920353>.

Vogler, C. (2017, July). *Entrepreneurship, technology, and youth forum*. Panel presentation at the 2017 TDI Biennial Conference, Bethesda, MD.

Vogler, C. (2017, July). *The App Ecosystem: Revolutionizing accessibility*. Panel presentation at the 2017 TDI Biennial Conference, Bethesda, MD.

Vogler, C. (2017, July). *Town Hall with Key Officials with the Disability Rights Office of the Federal Communications Commission, and Consumer and Governmental Affairs Bureau*, 2017 TDI Biennial Conference, Bethesda, MD.

Vogler, C. (2017, June). *Accessible media on the Internet: A new paradigm*. Panel presentation at the M-Enabling Summit, Washington, DC.

Science of Learning Center on Visual Language & Visual Learning (VL2)

Hosted by Gallaudet University, the Science of Learning Center (SLC) on Visual Language and Visual Learning (VL2) is one of six SLCs funded by the National Science Foundation (NSF). These Science of Learning Centers were established by NSF to support interdisciplinary and cross-disciplinary research that presents new lines of thinking and inquiry into the science of learning.

A driving question in contemporary neuroscience is how the human brain and human learning are impacted by different sensory experience in early life. Much scientific focus has examined the role of sound and auditory processes in building abstract linguistic, cognitive, and social representations, leaving one of our species' most critical senses, vision, underspecified regarding its contribution to human learning. Within VL2, we focus on how early experience with a visual language changes the brain's visual attention and higher cognitive systems, language learning in monolingual and bilingual contexts, and reading and literacy - indeed changes that are distinct and separable from sensory differences (Deaf or hearing). How vision impacts learning in these domains constitutes a vital "missing piece" of knowledge in the promotion of productive, successful lives for all humans. A strong revolution in purpose derives from the strength and depth of the involvement of and collaboration with Deaf individuals in this research endeavor—individuals who rely significantly on vision, acquire naturally visual signed languages, and learn how to read and write fluently without prior mastery of the spoken form of written languages. The formal properties of visual languages, the enabling learning contexts, and the multiple pathways used to derive meaning from the printed word are leading to a better understanding of how visual language and visual learning are essential for enhancing educational, social, and vocational

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outcomes for all humans, Deaf and hearing individuals alike, consequently transforming the science of learning. Moreover, the identification of specific processing advantages in the young “visual learner” have already provided a significant conceptual challenge to prevailing societal views by offering an alternative to prior “deficit models.” They further provide new approaches to helping all young learners capitalize on visual processes.

Dr. Laura Ann Pettito, Co-Principal Investigator and Science Director, VL2

Dr. Thomas Allen, Co-Principal Investigator, VL2

While all the work of VL2 is collaborative and interdisciplinary, the activities of the Center are focused around four resource hubs:

1. Pettito Brain and Language Laboratory for Neuroimaging (BL2; Dr. Laura Ann Pettito, Scientific Director)

See in Pettito Brain and Language Laboratory for Neuroimaging

2. Early Education and Literacy Lab (EL2; Dr. Thomas Allen, Director)

The EL2 team studies individual and group differences among children and the impact that these differences have on emerging cognition and literacy, especially in young deaf and hard of hearing children. The team conducts classroom and home-based studies and has made novel discoveries about the factors that contribute to the development of healthy and optimal literacy in a deaf child’s early years.

EL2 develops, validates, and distributes new assessment tool kits that measure the language and cognitive development of young deaf and hard of hearing children. The EL2 team has pioneered state-of-the-art statistical modeling approaches to analyze large longitudinal databases and provides a host of student training opportunities to engage in Big Data statistical analyses.

3. Motion Light Lab (ML2; Melissa Malzkuhn, Creative Director; Dr. Lorna Quandt, Science Director)

ML2 innovates technologies to help improve and advance research-based translation. Malzkuhn has pioneered the creation of the world’s first interactive ASL English

bilingual storybook apps and a storybook creator platform, based on research from BL2 and EL2, as well as other reading and learning tools for bilingual language and reading development. Malzkuhn leads collaborations with other countries to develop bilingual storybook apps in their signed and written languages. Dr. Quandt leads pioneering research involving motion-capture and EEG brain recording experiments to understand how the use of signed language may enhance the perception of motion and action.

Ongoing cross-hub projects include collaboration with BL2 to use motion capture technology to create avatars for incorporation in a robot-avatar-thermal enhanced learning tool (Funding: Pettito, PI). ML2 keeps Gallaudet on the front line of advances in visually based learning technologies, and interactive learning experiences. It offers students rich opportunities for training in computational and digital media innovation.

4. Translation in the Science of Learning Lab (TL2; Dr. Melissa Herzig, Director)

TL2 translates VL2 research discoveries for application in the wide range of learning environments that deaf children experience. The goal of TL2 is to provide a gateway between the center’s discoveries and the society including Clerc Center, P-12 schools, families, and homes, museums, libraries, medical clinics, policymakers, and more by sharing the research and their applications.

TL2 produces publications and resources - such as research briefs, information packages, and websites - that summarize research in easy-to-read language for parents, educators, doctors, policy makers, and other professionals. Also, TL2 will take the lead in ensuring and promoting quality and risk assessment for products from VL2 and community. TL2 also works closely with PhD in Educational Neuroscience program in training the future generation of scholars in “the principled ways in which science can be translated for the benefit of education and society” through translational activities.

TL2 staff also provides training for educators on bilingual education and language policy, and they oversee mechanisms for quality control and risk assessment for publicly available products from VL2 and elsewhere.

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Research Projects

Cochlear implants and the brain: The biological basis for language and cognition in infants, children, and adults with cochlear implants

See in *Brain and Language Laboratory (BL2)*

EL2: An Efficacy Study of Strategic and Interactive Writing Instruction: Teacher Development and Student Outcomes

Status: Ongoing

Start date: August 2017

EL2 Director Dr. Tom Allen is serving as the Co-Principal Investigator with researchers from the University of Tennessee, University of Connecticut, and Arizona State University on an evaluation of the efficacy of the *Strategic and Interactive Writing Instruction (SIWI)* curriculum. Funded by the National Center for Special Education Research, the SIWI project is a “Goal Three” project that assesses the efficacy of curricula developed and established through successful Goal One and Goal Two projects. The SIWI curriculum itself is developed specifically to address the writing challenges faced by deaf and hard of hearing students. Importantly, it is not a scripted curriculum but a framework to foster strong and creative writing skills in deaf students. It is designed to be used in elementary school classrooms with deaf and hard of hearing children from a variety of communication backgrounds. The project also has a strong focus on developing professional development opportunities for elementary school teachers.

Principal investigators

- **Graham, Steve** • Arizona State University
- **Allen, Thomas** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Dorsal, Hannah** • University of Connecticut
- **Wolbers, Kimberly** • University of Tennessee

Funding sources

- University of Tennessee, sub award, through the US Office of Education, Institute for Educational Science, National Center for Special Education Research

EL2: Language, Mathematics, Cognition, and Learning: The Extended Educational Longitudinal Study (EELS-II)

Status: Ongoing

Start date: May 2017

Despite normal levels of intelligence, deaf children remain behind their hearing peers in academic achievement. Evidence highlights the importance of early language access for later academic success. Little research tracks achievement for deaf children with a view toward identifying the role language in later cognitive and academic development. The current research initiated in the spring of 2017 and funded by the Priority Research Fund starting in FY2018, will contribute basic knowledge through building on a previous longitudinal study that tracked deaf children and their emergent literacy skills from age 3 to 7. We seek to investigate whether previously observed relationships between early language skills and emergent literacy among these children predict later literacy and numeracy outcomes. We hypothesize that the impact of language skills on early reading will persist through all stages of reading skill development and also predict cognitive skills associated with numeracy through middle school. The proposed research would follow this cohort of children for an additional three years (beginning at age 10) with math and reading assessments, and allow us to develop and test models of learning that include indicators of early visual language experience and the reading, writing, and math outcomes. Influences of home and classroom strategies on academic growth trajectories for children with different language histories and demographic backgrounds will be evaluated.

Principal investigators

- **Fedlan, Denise** (Student) • Psychology
- **Galloza-Carrero, Amarilys** (Student) • Psychology
- **McLaren, Connor** (Student) • Psychology
- **Rodriguez, Yessica** (Student) • Psychology
- **Allen, Thomas** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Berteletti, Ilaria** • PEN
- **Eyer, Sherry** • Psychology
- **Morere, Donna** • Psychology

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Funding sources

- Gallaudet Priority Research Fund

EL2: Ongoing analysis and follow-up study of the Early Education Longitudinal Study Participants

Status: Ongoing

Start date: July 2016

The VL2 Early Education Longitudinal Study (EELS), conducted between the years 2010 and 2013 yielded a database rich in information about the early literacy development of deaf pre-school aged children as they entered school. To date, the EELS database has been utilized to study the important relationship between early sign skills and later skills in emergent literacy. Going forward, we intend to continue our analysis of the rich EELS dataset. In the past year we have completed analyses on:

- The relationship of language skills to social competence
- Early visual language and its relationship to growth rates in reading over a three year period
- Early writing skills
- Differences in beliefs and attitudes toward deaf education among parents from Hispanic and non-Hispanic families
- Early literacy of children with cochlear implants with varying levels of ASL skill
- Multilingualism and early literacy

Manuscripts are in varying stages of completion.

Principal investigators

- **Allen, Thomas** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Eyer, Sherry** • Psychology
- **Galloza-Carrero, Amarilys** (Student) • Psychology
- **McLaren, Connor** (Student) • Psychology
- **Morere, Donna** • Psychology

Additional investigators

- **Fedlan, Denise** (Student) • Psychology
- **Rodriguez, Yessica** (Student) • Psychology

Funding sources

- National Science Foundation (NSF) - Directorate for Social, Behavioral & Economic Sciences (SBE)

EL2: Visual Communication and Sign Language Checklist: Online

Status: Ongoing

Start date: October 2013

Developed as a paper-pencil checklist and distributed by EL2, the VCSL is the first standardized assessment tool that documents language growth and identifies gaps or delays in typical language development in children between birth and five years of age. It assists teachers and early childhood education service providers in planning language development activities for individual children. In FY17, we developed an online version that automates the administration and scoring, provides links to video exemplars to help raters understand the language element being rated, creates PDF reports, and saves the data in a national database that we have begun to use for research and analysis

Principal investigators

- **Baker, Sharon** • University of Tulsa
- **Clark, Diane** • Lamar University
- **Fedlan, Denise** (Student) • Psychology
- **Fernandez, Ralph** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **McLaren, Connor** (Student) • Psychology
- **Rodriguez, Yessica** (Student) • Psychology
- **Simms, Laurene E.** • Education
- **Allen, Thomas** • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

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EL2: VL2 national research volunteer program

Status: Ongoing

Start date: May 2011

One of the difficult challenges faced by researchers working with culturally Deaf participants is the recruitment of these participants. To help facilitate this, VL2 is designing a web-based volunteer program whereby Deaf adults can volunteer over the web to become participants in research projects, and parents of deaf children can volunteer on behalf of their children to become research participants. The VL2 Research Volunteer Program includes a brief online background questionnaire to help researchers to define and select subgroups of a broader d/Deaf population with specific characteristics for inclusion in proposed studies. Address information submitted to the database may also be used to disseminate valuable information about VL2 research and upcoming events of interest to a broad national constituency of deaf individuals and their families.

Principal investigators

- **Allen, Thomas** • Education

Additional investigators

- **Fernandez, Ralph** • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

EL2: VL2 shared data resource

Status: Ongoing

Start date: May 2011

NSF requires that data collected with NSF funding be made available for data sharing for the benefit of future researchers. VL2 is developing an online resource for VL2 data that has been collected throughout its history. In this resource, data sets developed with Center funding will be described; their code books published, and strategies for access to Center data will be presented. This resource will help ensure ongoing statistical analysis and publication from archived data covering the range of research topics undertaken by the Center.

Principal investigators

- **Allen, Thomas** • Education

Additional investigators

- **Fernandez, Ralph** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Letteri, Amy** (Student) • Psychology

Funding sources

- National Science Foundation (NSF)

Foundations of Learning from Signing Avatars

See in PEN

Investigating movement imagery in sign language users.

See in PEN

ML2: Designing the 3D Landscape for Signing Avatars and the Signing Experience

Status: Ongoing

Start date: October 2016

This project is an investigation of story world building in virtual reality environments using the Oculus VR technology and systems, through Unity 3d platform. To build our “worlds” we took assets from our existing storybook apps and implemented on Unity where users can “enter” through VR. The goal of this project is to better understand the deaf experience in virtual reality and the role of signers in a 3d-built world. How do we want to define the signing 3d landscape, and design fully accessible immersive learning experiences?

Principal investigators

- **Lamberton, Jason** (Consultant) • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Wang, Yiqiao** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

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ML2: Development of ASL Word Play Rhymes and Patterned Texts for Young Deaf Children Motion Capture to Better Understand ASL Nursery Rhymes, their Temporal Patterns and Structure

Status: Ongoing
Start date: May 2014

This working project is to develop new and original ASL material for young deaf learners with patterned and phonological sign rhymes to create a robust learning experience. We are using motion capture to best study and identify the rhythmic temporal patterns that shows most engagement. We are interested in setting standards in nursery rhymes in ASL and to further understand the approaches in creating material for young readers, and to improve our storytelling patterns.

Principal investigators

- **Bahan, Benjamin** • ASL and Deaf Studies
- **Czubek, Todd** • Boston University
- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

ML2: Object Oriented Hand Classifier Recognition with LEAP and Unity

Status: Ongoing
Start date: February 2017

We are investigating sign recognition interfaces to utilize interactivity in learning. LEAP Motion is a motion sensor system that tracks the hands and implements in 3D environments. Our goal is to utilize LEAP Motion to identify parameters of different ASL handshapes that are object-specific classifiers. The purpose of this project is to create an immersive game experience, where young deaf learners will learn the correct handshapes and movements to guide the object. Through this project, we want to understand the integration of LEAP Motion and Unity (game engine) to better define sign/movement recognition that can contribute to language learning programs.

Principal investigators

- **Lamberton, Jason** (Consultant) • Science of Learning Center on Visual Language & Visual Learning (VL2)

- **Wang, Yiqiao** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

ML2: US-Russian Literacy for Deaf Children

Status: Ongoing
Start date: October 2016

Early language exposure is crucial in both deaf and hearing children alike for vocabulary and literacy development. Hence, early exposure to sign language for deaf or hard of hearing children is imperative.

To help deaf and hard of hearing children, Eurasia Foundation's US-Russian Social Expertise Exchange (SEE) program facilitated a partnership between Austin, Texas-based Communication Services for the Deaf (CSD) and Ya Tebya Slyshu (YTS; "I Hear You" in Russian) in St. Petersburg, Russia. YTS is a parent-run nonprofit that provides resources, support, and advocacy for deaf and hard of hearing children and their families. With funding from SEE, CSD and YTS are implementing the Russian-American Project for Children's Literacy (RAP4CL).

Using innovative software developed by Gallaudet University's Visual Language and Visual Learning Center (VL2), the RAP4CL team is helping children by creating storybooks accessible in mobile apps that include video clips of signing and fingerspelling of vocabulary words, promoting language acquisition for deaf and hard of hearing children.

Principal investigators

- **Herzig, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Wang, Yiqiao** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Siebert, Robert** • Communication Service for the Deaf (CSD)

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Funding sources

- Communication Service for the Deaf (CSD)

Products

Siebert, R, Malzkuhn, M., Herzig, M., Mallabiu, A., and Boytseva, Z. (2017). *Engaging Deaf Children through Innovative Digital Bilingual Education Resources*. Panel Presentation at the Conference of Educational Administrators of Schools & Programs for the Deaf, Hartford, CT.

ML2: VL2 Storybook Apps and Storybook Creator

Status: Ongoing

Start date: October 2012

VL2 Storybook Apps are designed based on VL2 research foundations in language acquisition and reading to provide optimal reading experience for young and emerging Deaf readers. VL2 Storybook Apps are custom designed on a platform called The VL2 Storybook Creator, a template for Xcode, which allows people with no programming experience to create bilingual reading apps. The goal is to build a global digital library, by offering training and setting collaborations.

Principal investigators

- **AlGhamdi, Abdulrahman** (Student) • ASL and Deaf Studies
- **Hoglund, JamiLee** (Student) • Art, Communication and Theatre
- **Wang, Yiqiao** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

ML2: Motor system contributions to cross-linguistic translation when deaf signers read English

Status: Completed

Start date: October 2016

When a bilingual person reads in one language, words may be automatically translated into another known language, a process known as cross-linguistic translation. This process is es-

tablished in bilingual, unimodal people but there is less known about how deaf bilinguals link meaning between languages that rely on different modalities--written language and signed language. Since sign language uses motion and space to convey linguistic content, the motor system of the brain may play an important role. We performed an EEG experiment to test whether deaf signers automatically simulate motor production of the ASL-translated signs of English words as they read. We hypothesized that there would be greater activity of primary somatosensory and motor cortex during the reading of English words whose ASL translations use two hands ("2-handed words"), compared to English words whose ASL translations use only one hand ("1-handed words"). We recorded EEG from deaf participants fluent in ASL as they read individual English words, half of which were "2-handed words", and half of which were "1-handed words". EEG activity in the alpha/mu-range was calculated for the two conditions at central electrode sites, and paired comparisons showed significantly more mu rhythm suppression when participants read "2-handed words" compared to "1-handed words". These results provide the first evidence of involvement of the motor system in the process of cross-linguistic, cross-modal translation, and suggest that action simulation processes may be key to deaf signers' language concepts.

Principal investigators

- **Quandt, Lorna** • Science of Learning Center on Visual Language & Visual Learning (VL2) - *Educational Neuroscience (PEN)*

Additional investigators

- **Kubicek, Emily** (Student) • Science of Learning Center on Visual Language & Visual Learning (VL2) - *Educational Neuroscience (PEN)*

Funding sources

- Gallaudet funding

TL2: Benefits and Risks Assessment

Status: Ongoing

Start date: October 2013

To achieve the mission of the Visual Language and Visual Learning, Science of Learning Center (VL2), to bridge research and education, and to support Gallaudet University's strategic goal of public outreach, VL2 has created and disseminated various research-based products, including: Parent

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Information Packages, Storybook Apps, and a Visual Communication Sign Language Checklist Assessment. Society benefits when products about language acquisition and development are shared with families, educators, and other interested people. However, it is important to withhold potentially harmful products from the marketplace. VL2 has created a review and evaluation process to test products for value and efficacy through a Benefits and Risks Assessment Committee (BRAC). A handbook has been created and it serves as a guide for product developers, regardless of any past connection to VL2, and a resource to the BRAC organizer and members, VL2 staff, and other relevant individuals assisting with the review process. The goal is to hand it over to Gallaudet University and to use this with other departments and programs.

Principal investigators

- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

TL2: Efficacy Study: Measuring the efficacy of the Storybook Apps in Facilitating Vocabulary Development

Status: Ongoing
Start date: October 2016

By understanding how the target audience of emerging readers (children ages 4 to 8) gains awareness of new vocabulary words through VL2 storybook apps, we hope to gain further insights through activities conducted in this project. This project will also bring new perspectives on early intervention approaches to the United States. Information collected from this study will help us determine design approaches in future app editions and type of activities and resources will be shared with parents, professionals, early intervention services and resource providers, and advocacy organizations. Seven schools and 100 students have participated in this study. Data collections has been completed, and data analyses and write up are ongoing.

Principal investigators

- **Allen, Thomas** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Wang, Yiqiao** • Science of Learning Center on Visual Language & Visual Learning (VL2)

- **Herzig, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)

Additional investigators

- **Siebert, Robert** • Communication Service for the Deaf (CSD)

Funding sources

- National Science Foundation (NSF)

TL2: Ethical practices website

Status: Ongoing
Start date: September 2008

Through the VL2 Center, deaf and hearing scientists from many research institutions are engaged in collaborative studies investigating questions about how the brain adapts to different sensory experiences and early exposure to a visual language. Many of the research projects funded by the VL2 Center involve research participants who are deaf and who use American Sign Language. With the Center's collective experience we offer a set of guidelines for responsible and ethical conduct for researchers whose projects involve individuals who are deaf. VL2 is currently designing a website on which these principles will be presented, discussed, and sample ASL informed consent videos will be available for download and use by researchers in the future.

Principal investigators

- **Singleton, Jenny** • Georgia Institute of Technology
- **Herzig, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)

Additional investigators

- **Allen, Thomas** • Education

Funding sources

- National Science Foundation (NSF)

TL2: Family Information Package

Status: Ongoing
Start date: October 2017

The family information package, "Growing Together," is a collection of appealing and accessible resources for hearing

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parents of deaf children. It is intended to share the science of learning or research-based information related to ASL/English bilingualism. The primary audience this product is intended for is hearing parents of deaf or hard of hearing children.

Other groups may use this package to share with their customers, clients, or stakeholders, such as educators, practitioners, and medical professionals. Usability study, which involves focus group, survey, and individual interviews with the stakeholders had been done. Currently, the package is going through revisions based on input from the usability study and to include the recent research in the content. The parent information package has been renamed to family information package (to be as inclusive as possible.) After the final revisions and publications of the package, the next step will be follow up with another usability study to ensure the contents are accessible and comprehensible for parents and other groups.

Principal investigators

- **Herzig, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)
- National Science Foundation (NSF) - Directorate for Social, Behavioral & Economic Sciences (SBE)

TL2: Signwise for Kids

Status: Ongoing

Start date: October 2015

TL2 will take the lead in ensuring and promoting quality and risk assessment for products from VL2 and community- protecting the integrity, reliability, and accuracy of science and languages used in products. By doing this, the Signwise, a quality assurance resource center, was created. With the committee composed of individuals from the community, k-12 school, parents, and professionals from Gallaudet University, the categories and rubrics were formed. A website will be set up. This site will feature reviews of products and resources for young children from infant to school age and help parents find the right products for their children. Our committee reviews a wide range of products including apps, DVDs/videos, e-books, printed books, and websites.. These products mostly feature sign language designed for children between the ages of 0-8 and their families. We also accept requests to do reviews.. Finally, Signwise© helps provide support for developers to

produce high-quality products. Requests for consultation and review services will be offered.

Principal investigators

- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **McLaren, Connor** (Student) • Psychology
- **Wang, Yiqiao** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Herzig, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

TL2: Usability Study: The Deaf Children's User Experiences with Storybook Apps

Status: Ongoing

Start date: October 2015

Because of the touchscreen technology- it is more possible to seamlessly integrate ASL videos and English text on a single screen and to serve as a reading device for children, providing a rich bilingual immersion for learning. The child participants in the study are being observed and inquired on how they browse through the VL2 Storybook App, which is based on theoretical design and research about visual sign phonology, language and reading acquisition/development. The language, reading, and attitudes of parents are also being examined in this study. By understanding the target audience (children ages 5 to 8) and how they use, read, and interact with VL2 storybook apps, we gain further insights through observing the users to best determine design approaches in future app editions and in translating research into educational resources suitable for that age group, and what type of additional material would support parents and educators. Data has been collected and currently, we are still doing data analyses and will write up a manuscript for publication.

Principal investigators

- **Allen, Thomas** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)

Priority Five: Academic Vitality and Strategic Positioning

- **Herzig, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

TL2: VL2 Storybook Apps Lesson Plans and Activities for Educators: Training and Materials

Status: Ongoing

Start date: October 2012

The goal for the creation of lesson plans is to incorporate the VL2's research by developing and disseminating VL2's research-based resources to support educators and parents in maximizing the students' potential in learning. This involves creation of lesson plans, activity sheets, and guide to go with the VL2 Storybook Apps and providing training and workshops to educators and parents.

Principal investigators

- **Diaz, Briella** (Student) • Education
- **Hoglund, JamiLee** (Student) • Art, Communication and Theatre
- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Wang, Yiqiao** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Herzig, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- National Science Foundation (NSF)

Scholarly and Creative Activity

2016, Malzkuhn, M. In *Our Own Hands: Essays in Deaf History (1780-1940)*. Greenwald, B., Murray, J., editors. Washington DC: Gallaudet University Press. Chapter 9, *Compromising for Agency: The Role of the NAD during the American Eugenics Movement (1880-1940)*.

Malzkuhn, M. (2016, Spring). The Role of the NAD during the American Eugenics Movement. *NADmag*: 28-33.

Malzkuhn, M. (2017), The Baobab, Dutch Edition, VL2 Storybook App, iOS App.

Malzkuhn, M. (2017), The Baobab, Japanese Edition, VL2 Storybook App, iOS App.

Malzkuhn, M. (2017), The Giant Turnip, Russian Edition, VL2 Storybook App, with Communication Service for the Deaf, iOS App.

Malzkuhn, M. (2017), The Giant Turnip, VL2 Storybook App, with Communication Service for the Deaf, iOS App.

Malzkuhn, M. 2016, Museum of Errors, VL2 Storybook App, Apple iTunes. Developed with Silvia Palmieri, Conrad Baer, and Benjamin Bahan.

Siebert, R., Malzkuhn, M., Herzig, M., Mallabiu, A., & Boytseva, Z. (2017, April) Engaging Deaf Children through Innovative Digital Bilingual Educational Resources. *Presentation at Conference of Educational Administrators of Schools & Programs for the Deaf (CEASD), Hartford, CT.*

Herzig, M. (2016, November) School-wide Bilingual Training at American School for the Deaf. Hartford, CT.

Herzig, M. (2017). A curriculum for ASL: Empowering students by giving them ownership of their learning. *Odyssey*, 18, pp. 70-75.

Herzig, M. (2017, June) Engaging Deaf Children through Innovative Digital Bilingual Educational Resources Through Partnership. *Presentation at National Deaf Education Conference*, Indianapolis, IN.

Herzig, M. (2017, June). ASL Scale of Development. *Presentation at ASL Curriculum Instruction, and Assessment Workshop*, Indianapolis, IN.

Holmes, T, & Herzig, M. (2017, February) Demonstrating Key Steps in Achieving Literacy. Pre-session Presentation at *Early Hearing and Detection Intervention (EHDI)*, Atlanta, GA.

Allen, T.E. & Fernandez, R (2017). The Visual Communication and Sign Language Checklist: Online [software].

Allen, T.E. (2017). *EL2 Presentation*. Presented at the VL2 Knowledge Festival, Gallaudet University, Washington, DC.

Allen, T.E. (2017, February). ASL, fingerspelling, and letter writing as building blocks of literacy for deaf children ages 3-5. Invited paper for the 1st International Congress on Writing and Deafness (ICWD), University of Cadiz, Spain.

Rodriguez, Y. & Allen, T.E. (2017, August). Characteristics of preschool Hispanic deaf children and the educational ser-

Priority Five: Academic Vitality and Strategic Positioning

vices received. Paper presented at the Annual Meeting of the American Psychological Association, Washington, DC.

Brain and Language Laboratory (BL2)

The state-of-the-art Brain and Language Laboratory for Neuroimaging (BL2), led by Dr. Laura-Ann Petitto (Scientific Director, and Founder), functions much more as a Gallaudet University Center, and a national resource, on early brain development underlying language, reading, bilingualism and sign language processing. BL2 is a member of the NSF Science of Learning Center at Gallaudet University, Visual Language and Visual Learning, VL2. The team studies language and bilingualism, reading and literacy, including the important role of Visual Sign Phonology in successful reading in young deaf children. They are further committed to powerful innovative translation and to providing meaningful knowledge to society, spanning parents, teachers, and educational policymakers. The team seeks to uncover the biological foundations and environmental influences underlying linguistic, reading and cognitive processing in monolingual and bilingual infants, children, and adults. A wide range of methods (behavioural, neuroimaging, genetic), languages (signed, spoken) and populations (infants, children, and adults, both monolingual and bilingual, deaf and hearing, and cochlear implant users) are used to understand the fascinating processes by which infants discover the basic building blocks of their language as well as the most optimal conditions of learning language, reading, and literacy. Another important goal of BL2 is to provide state-of-the-art training to Gallaudet students in the world's most advanced neuroimaging. We are especially proud to be the neuroimaging training home for Gallaudet's pioneering PhD in Educational Neuroscience (PEN) program - the site where all PEN students receive their foundational neuroimaging and Cognitive Neuroscience training in methods and theory. BL2 also features one of the world's most advanced brain imaging systems, called functional Near Infrared Spectroscopy (fNIRS), which, remarkably, is made available to undergraduate and graduate student training, leading to new career and post-graduate study opportunities. The lab also houses an advanced Thermal IR Imaging system to study higher cognitive functions involving emotional arousal and attention in learning, whereupon its integration with fNIRS and Eye-tracking is further being pioneered (with unique student participation and training). The lab also has as an Infant Habituation Lab, Video-Recording, and Editing studios, Video-Conferencing facilities, Cognitive Neurogenetic analysis studio, Experimental and Observation Chambers, State-of-the-art Tobii Eye-Tracking studio, Library, and Student Research Brain/Behavioral Analysis Work Sta-

tions, and more. BL2 provides laboratory tours and presentations of our research to visitors of Gallaudet University and the VL2 center. This year (October 1, 2016 - September 30, 2017) more than 200 people have visited the Laboratory from more than 9 countries. BL2 has undergraduate, graduate students, and doctoral students from multiple programs and departments across the university (e.g. psychology, interpretation, education, linguistics, hearing speech & language sciences), and particularly, has 5 doctoral students from the PhD in Educational Neuroscience program. Further, we enjoy PEN MOU's with over 22 Universities. Our BL2 students have traveled to some of the universities and representatives from outside universities come here.

Dr. Laura Ann Petitto, Cognitive Neuroscientist and Scientific Director, BL2

Research Projects

Cochlear implants and the brain: The biological basis for language and cognition in infants, children, and adults with cochlear implants

Status: Ongoing

Start date: September 2012

Controversy abounds regarding the specific impact of differences in language experience on the acquisition of spoken language in deaf individuals with cochlear implants (CI). Noteworthy are claims that early exposure to a signed language causes deviance to auditory language tissue development. Related claims are that young children with cochlear implants should not receive early exposure to a signed language for fear that the tissue devoted to auditory processes will be "taken over" by signed language processing (invoking principles of neural plasticity as a causal mechanism). We ask whether early exposure to a visual signed language impacts negatively, and/or causes neural deviance or abnormality to, classic left-hemisphere spoken language tissue development in deaf individuals who had early cochlear implantation, including left Inferior Frontal Gyrus (LIFG) and Superior Temporal Gyrus (STG) in deaf individuals with a CI.

For the first time, we used state-of-the-art fNIRS brain imaging technology to address this question in healthy deaf individuals with cochlear implants, crucially, with and without early exposure to a visual signed language. Unlike other neuroimaging technology, fNIRS has revolutionized the study of individuals with Cochlear Implants because it is uniquely capable of imaging inside the human brain without causing damage to these CI individual or to the technology.

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We find that *early* exposed deaf CI individuals showed entirely normal and robust activation in classic left-hemisphere language areas (LIFG). By contrast, late exposed deaf CI individuals showed greater activation in the right-hemisphere (RIFG), which are not classic left hemisphere language areas. This supports the hypothesis that early signed language exposure facilitates normal language processing and does not cause neural deviance or abnormality to classic left-hemisphere language tissue. Strong evidence of neural plasticity was not at work—specifically, auditory processes were not “taken over” by signed language processing in early-sign exposed individuals with cochlear implants. Instead, their language tissue activity was entirely normal. Rather than neural plasticity, the findings suggest instead that aspects of left hemisphere language tissue thought to be “auditory” is not, and instead is doggedly dedicated to processing highly specific patterns in natural language, be they patterns on the hands or the tongue. We therefore conclude that early, but not later, exposure to a signed language supports typical, healthy and normal language development.

BL2 has undergraduate, graduate students, and doctoral students from multiple programs and departments across the university (e.g. psychology, interpretation, education, linguistics, hearing speech & language sciences), and particularly, has 5 doctoral students from the *PhD in Educational Neuroscience* program. Further, we enjoy PEN MOU’s with over 22 Universities. Our BL2 students have traveled to some of the universities and representatives outside universities come here.

For more information, please see our BL2 website. www.gal-laudet.edu/petitto

Principal investigators

- **Petitto, Laura-Ann** • Science of Learning Center on Visual Language & Visual Learning (VL2)

Additional investigators

- **Abbott, Zachary** (Student) • Psychology
- **Andriola, Diana** • Educational Neuroscience-PEN •
- **Gauna, Kristine** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Hoglund, TraciAnn** (Student) • Psychology
- **Kartheiser, Geo** • Educational Neuroscience-PEN •
- **Langdon, Clifton** • Educational Neuroscience-PEN •

- **Stone, Adam** • Educational Neuroscience-PEN •
- **Twitchell, Paul** (Student) • Brain and Language Laboratory (BL2)
- **Twitchell, Paul** • Educational Neuroscience-PEN •
- **White, Bradley** • Educational Neuroscience-PEN

Funding sources

- National Institutes of Health (NIH)
- National Science Foundation (NSF)

Products

Petitto, L.A., Langdon, C., Cochran, C., Andriola, D. Stone, A., Kartheiser, G. (2016). Visual Sign Phonology: Insights into Human Reading from a Natural Soundless Phonology. *WIREs Cognitive Science*. *WIREs Cogn Sci* 2016. doi: 10.1002/wcs.1404

Stone, A., Kartheiser, G., Hauser, P.C., Petitto, L.A., & Allen, T.E., (2015). Fingerspelling as a Gateway into Reading Fluency in Deaf Bilinguals. *PLoS ONE*. <http://dx.doi.org/10.1371/journal.pone.0139610>

Examining the effects of visual language experience on visual attention in young Deaf emergent readers with eye-tracking: A pilot study for innovation in e-literacy and signing creatures avatar design

Status: Completed

Start date: January 2013

How do young children learn to read when using contemporary learning tools such as reading apps? Virtually nothing is known about this, even though such learning tools are ubiquitous. Do young Deaf readers use, visually examine, and process complex visual information on a moving screen—especially involving early reading apps designed for them? Present studies in this research are the first of their kind to address these questions. This project examines whether differences in early-life visual language experience impact visual attention and allocation in young Deaf and hearing emergent readers. Early visual language experience affords enhanced visual gaze shifting and visual attention in the young Deaf visual learner, which subsequently impacts book sharing and literacy behaviors in toddlers, and yields linguistic, reading, and cognitive benefits. Little is known about how early visual language experience impacts the way young Deaf children learn to read in a bilingual

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learning context, where both languages are presented visually but one is signed (American Sign Language) and the other is written (English). Whether differences in early visual language experience and age impact visual attention and allocation exist is examined. If early visual language is a significant factor in task performance, it may suggest that select visual properties at the heart of visual sign phonology selectively enhances sight word recognition in ways that positively impacts those children's acquisition of English reading. Results from the present study will provide research-based insights into all young children's visual attention to linguistic and non-linguistic visual information in dynamic moving scenes.

Principal investigators

- **Petitto, Laura-Ann** • Brain and Language Laboratory (BL2)

Additional investigators

- **Allen, Thomas** • Education
- **Andriola, Diana** • Educational Neuroscience-PEN •
- **Cullen, Don** (Student) • Science, Technology, and Mathematics
- **Farovitch, Lorne** (Student) • Science, Technology, and Mathematics
- **Herzig, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Hoglund, TraciAnn** (Student) • Psychology
- **Langdon, Clifton** • Educational Neuroscience-PEN •
- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Spurgeon, Erin** (Student) • Interpretation and Translation
- **Steyer, Elizabeth** (Student) • Linguistics
- **Twitchell, Paul** • Educational Neuroscience-PEN •

Funding sources

- National Science Foundation (NSF) - Directorate for Social, Behavioral & Economic Sciences (SBE)

Exploring the foundations of iconicity in language: evidence from an fNIRS brain imaging study on the neural basis of ASL classifiers

Status: Completed

Start date: January 2011

Current approaches to classifier constructions have been characterized either as utilizing a linguistic system that can exploit iconicity or an exhaustively morphemic approach. To gain novel insight into the underlying basis of this American Sign Language system, fNIRS brain imaging methodology is utilized as a tool to adjudicate between the hypotheses that classifier constructions engage additional neural systems (H1) or that they are only processed by the same neural systems as other verbs that carry grammatical inflection (H2). If H1 is supported, it would suggest that sign languages are able to exploit iconic bases in a similar manner as spoken languages do with ideophones. If H2 is supported, it would suggest that the exhaustively morphemic approach is more felicitous than linguistic analyses that propose classifier constructions can be decomposed into gestural and linguistic components.

Principal investigators

- **Petitto, Laura-Ann** • Brain and Language Laboratory (BL2)

Additional investigators

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- **Langdon, Clifton** • Educational Neuroscience-PEN •
- **Spurgeon, Erin** (Student) • Interpretation and Translation
- **Steyer, Elizabeth** (Student) • Linguistics

Priority Five: Academic Vitality and Strategic Positioning

- **Stone, Adam** • Educational Neuroscience-PEN
- **Twitchell, Paul** • Educational Neuroscience-PEN

Funding sources

- National Institutes of Health (NIH)
- National Science Foundation (NSF)

Foundations of Learning from Signing Avatars

See in PEN

Neuroplasticity of Spatial Working Memory in Signed Language Processing

Status: Completed

Start date: January 2017

End Date: August 2017

In today's world, there is a viable, growing interest in bilingualism and sign language. This calls for a better understanding of what type of behavioral and brain-differences arise as a result of (1) the modality of second language learning (i.e. signed or spoken language); and (2) the timing of second language learning (i.e. during or beyond the critical period). Here, we specifically ask whether the (1) modality of language and (2) age of exposure impacts spatial working memory. Spatial working memory is a higher-level cognitive function that permits one to encode, store, manipulate, and recall spatial information. 10 Native ASL-English Bilinguals, 10 Native English-Spanish Bilinguals, 10 ASL learners, 10 Spanish learners, and 10 late exposed, highly proficient ASL-English bilinguals will participate. Participants will perform three spatial n-back tasks to measure their spatial working memory. While performing, hemodynamic responses will be recorded using functional Near-Infrared Spectroscopy and subsequently analyzed to identify activity in known regions of interests for spatial working memory -- left ventrolateral prefrontal and right dorsolateral prefrontal cortices. It is anticipated that this research will have transformative translational impact, as many individuals, deaf and hearing, learn sign language for the first time at varying ages across the lifespan.

Principal investigators

- **Kartheiser, Geo** (Student) • PEN
- **Petitto, Laura-Ann** • Brain and Language Laboratory (BL2)

Funding sources

- Gallaudet Small Research Grant

Seeing the Temporal Beats of Human Language

Status: Ongoing

Start date: January 2015

End Date: September 2018

Year 3 of this 3-Year grant (January 15, 2017-January 14, 2018): Monthly meetings (combined Keck and NSF-IN-SPIRE) as well as SLACK web based team daily communications were maintained throughout the year, and included in-person, on site at Gallaudet, all-hands-on-deck team meetings. This Keck research project provided many Gallaudet undergraduate and graduate student training opportunities that will significantly impact their future career opportunities, catapult their ability to enter STEM disciplines, and to become leaders in them. Infant recruitment was conducted. The complex neuroscience design of the fNIRS brain imaging experiment was completed, pilot data collected, experimental modifications implemented, and experimentation begun. Petitto's linguistic-structural analyses guided the team's Keck-purchased Motion Capture. Experimental analyses (deaf, hearing) have already begun. Our discoveries about babies' preferences for specific rhythmic temporal frequencies in language (over others) have, in turn, guided the design and creation of our learning tool (e.g., with more fluid movements in avatar sign productions). We have identified indices of when infants are in a peaked emotional and higher cognitive attentive state, i.e., "ready to learn" before they are able to produce language and tell us so (ages 6–12 months). This revolutionizes our capacity to provide targeted early intervention.

Principal investigators

- **Petitto, Laura-Ann** • Brain and Language Laboratory (BL2)

Additional investigators

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Priority Five: Academic Vitality and Strategic Positioning

- **Gershman, Carolyn** (Student) • Brain and Language Laboratory (BL2)
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- **Hoglund, TraciAnn** (Student) • Psychology
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- **Kirkland, Julian** (Student) • Research Support
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- **Padilla, Cryss** (Student) • Brain and Language Laboratory (BL2)
- **Quickel, Brittany** (Student) • Brain and Language Laboratory (BL2)
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- **Shandler, Gavriella** (Student) • Brain and Language Laboratory (BL2)
- **Shapiro, Ari** • USC Institute for Creative Technologies, Playa Vista, CA
- **Stone, Adam** (Student) • Education
- **Traum, David** • USC Institute for Creative Technologies, Playa Vista, CA

- **Tsui, Katherine** • Social Robotics Lab • Yale University
- **Wang, Yiqiao** • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- Gallaudet funding

The biological basis of language and reading in monolingual and bilingual children and adults (discoveries of the reading brain, the bilingual brain, and the bilingual reading brain)

Status: Completed

Start date: January 2011

The purpose of this study is to discover the neural participation and neural organization of bilinguals and what impact the age of first bilingual exposure has on the bilingual's capacity to process and read in two languages. We will examine how bilingual children learn to read in two languages. The way in which the child's first language impacts on reading development in the second language is of great theoretical importance to educators and for understanding language processing in general. (1) Bilingual babies have a greater and longer sensitivity to language distinctions that make up the world's languages, and showed unique patterns of brain activation for language; (2) Both bilingual children and adults showed greater extent and variability in neural recruitment of classic language brain areas during language processing relative to their monolingual peers; (3) Bilinguals seemed to have greater coordination between their two hemispheres as compared with monolinguals; (4) An age-related shift in the recruitment of brain areas has been observed supporting reading among monolingual and bilingual children; (5) Bilingual advantage in phonological awareness has been observed at the earliest stages of reading compared to monolingual children. Specific parts of language knowledge, and their contribution to reading mastery, are indeed altered as a result of bilingual language experience.

Principal investigators

- **Petitto, Laura-Ann** • Psychology

Additional investigators

- **Abbott, Zachary** • Educational Neuroscience-PEN
- **Androila, Diana** • Educational Neuroscience-PEN

Priority Five: Academic Vitality and Strategic Positioning

- **Gauna, Kristine** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Hoglund, TraciAnn** (Student) • Psychology
- **Jasi&ncute;ska, Kaja** (Student) • Psychology
- **Kartheiser, Geo** (Student) • Brain and Language Laboratory (BL2)
- **Kovelman, Ioulia** • Literacy Lab • University of Michigan
- **Stone, Adam** (Student) • Brain and Language Laboratory (BL2)
- **Tian, Shuxu** • Educational Neuroscience-PEN
- **Twitchell, Paul** (Student) • Brain and Language Laboratory (BL2)
- **White, Bradley** • Educational Neuroscience-PEN

Funding sources

- National Institutes of Health (NIH)

The effects of early visual language exposure on deaf children's linguistic and non-linguistic visual processing: An Eye-Tracking and fNIRS brain imaging investigation of emergent readers

Status: Ongoing

Start date: January 2013

How do young children learn to read when using contemporary learning tools such as reading apps? Virtually nothing is known about this even though such learning tools are ubiquitous. How do young deaf children use, visually examine, and process complex visual information on a moving screen—especially involving, for example, early reading apps for the young deaf reader? For these questions, no studies exist, and our present studies are the first of their kind. We examine whether differences in early life visual language experience (AoE) impact visual attention and allocation in young deaf and hearing emergent readers. Early visual language experience affords enhanced visual gaze-shifting and visual attention in the young deaf visual learner which subsequently impacts book-sharing and literacy behaviors in toddlers and yields linguistic, reading and cognitive benefits. Little is known about how early visual language experience impacts the way young deaf children learn to read in a bilingual learning context, where both languages

are presented visually, but one is signed (ASL) and the other written (English.) We examine whether differences in early life visual language experience (AoE) impact visual attention and allocation in the young emergent reader.

If early visual language is a significant factor in task performance in early sign-exposed children, it may suggest that select visual properties at the heart of visual sign phonology selectively enhances visual sight word recognition in ways that positively impacts those children's acquisition of English reading. Also, it will provide insights into when (at what age) young deaf children are best exposed to sign languages as to promote bilingual mastery and enhancements to English reading acquisition. Results from the present study have begun to provide first-time research-based insights into all young children's visual attention to linguistic and non- linguistic visual information in dynamic moving scenes, as are commonly used in today's e-literacy technology.

Principal investigators

- **Petitto, Laura-Ann** • Psychology

Additional investigators

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- **Allen, Thomas** • Education
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- **Kartheiser, Geo** • Educational Neuroscience-PEN
- **Kubicek, Emily** (Student) • Brain and Language Laboratory (BL2)
- **Langdon, Clifton**

Priority Five: Academic Vitality and Strategic Positioning

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- **Stone, Adam** • Educational Neuroscience-PEN
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Funding sources

- Gallaudet funding
- W.M. Keck Foundation

Products

Petitto, L.A. (2016, February 9). *VL2, The Science of Learning and 21st Century Directions: Can We Get There?*. NSF Evaluation iSLC. National Science Foundation. Arlington, Virginia

The RAVE Revolution for Children with Minimal Language Experience During Sensitive Periods of Brain and Language Development

Status: Ongoing

Start date: October 2015

Background: Insufficient minimal language experience in very young children has been shown to have a devastating impact on children's capacity to learn language, learn to read and consequently to achieve normal higher cognitive functions—a problem facing many children in the world (for example, late-exposed bilingual children, the vocabulary and language “gaps” observed in Low versus High SES children, children with special learning needs or emotional challenges, and children in various contexts of war and social turmoil). Deaf infants are at particular risk, as beyond minimal language experience, it is possible that they can receive no accessible early life language experience.

Scientific Innovation: To overcome such devastating early language exposure barriers that vast numbers of children face, we will create a revolutionary learning support tool, a Robot+Avatar named “RAVE,” intended to be augmentative for young deaf visual learners during vital early-life critical/sensitive periods of development, and inclusive of many other children. The new Robot AVatar thermal-Enhanced learning tool (“RAVE”) is to be placed near a baby's high-chair, so as to augment and lift young infants who would otherwise have only minimal language input into a honed sensitivity to, and integrated use of, multiple linguistic cues at the core of human language structure.

Broader Impacts: RAVE has the potential to provide a new aid to children with minimal or no early language input; provide the nation with a competitive science and technological edge; train students from multiple disciplines in interdisciplinary science; advance involvement of underrepresented groups in STEM, and train young deaf scientists in the advancement of scientific knowledge with transformative translational significance for all of society.

Year 2 of this 3-Year grant (October 1, 2016 to Sept 30, 2017). This NSF INSPIRE research project provided many Gallaudet undergraduate and graduate student training opportunities that will significantly impact their future career opportunities, catapult their ability to enter STEM disciplines, and to become leaders in them. Gallaudet IRB applications were submitted. Design and planning for Experiments 1-4 were completed. Based on Petitto's analyses of sign-phonetic and sign-syllabic structure (especially as salient in infant-directed sign and nursery rhymes), design of the Motion Capture stimuli for all Experiments were completed (Malzkuhn, Lambertson). Intensive technology integration efforts were begun: thermal IR imaging team (Merla, Italy) and the Petitto Gallaudet team (fNIRS brain imaging and eye-tracking; Gallaudet team: PEN Assistant Prof Dr. Clifton Langdon; Post-Doc/thermal IR imaging expert Dr. Barbara Manini; PEN grad students Adam Stone and Geo Kartheiser/Petitto Advisor; undergraduates, graduate students; RAs). The team completed the first-time integration of BL2's 3 technologies: Thermal IR Imaging, fNIRS brain imaging, and Tobii Eyetracking systems. Experiment 4 (infant gaze following) was fully completed; data analyses are underway and manuscript preparation has begun. Together, the integrated system will render the first artificial-human infant learning tool that can engage in contingent, socially interactive conversations.

Priority Five: Academic Vitality and Strategic Positioning

Principal investigators

- **Petitto, Laura-Ann** • Brain and Language Laboratory (BL2)

Additional investigators

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- **Gershman, Carolyn** (Student) • Brain and Language Laboratory (BL2)
- **Graham-Putter, Maxwell** (Student) • Brain and Language Laboratory (BL2)
- **Guana, Kristine** (Consultant) • Brain and Language Laboratory (BL2)
- **Hoglund, TraciAnn** (Student) • Psychology
- **Kartheiser, Geo** (Student) • Brain and Language Laboratory (BL2)
- **Kirkland, Julian** (Student) • Research Support
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- **Lamberton, Jason** (Consultant) • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Langdon, Clifton** • Brain and Language Laboratory (BL2)
- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Manini, Barbara** (Consultant) • Brain and Language Laboratory (BL2)
- **Quickel, Brittany** (Student) • Brain and Language Laboratory (BL2)
- **Rodriguez, Yessica** (Student) • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Scassellati, Brian** • Computer Science, Cognitive Science, and Mechanical Engineering NSF Expedition on Socially Assistive Robotics • Yale University
- **Shandler, Gavriella** (Student) • Brain and Language Laboratory (BL2)
- **Shapiro, Ari** • USC Institute for Creative Technologies, Playa Vista, CA
- **Stevener, Rebecca** (Student) • Brain and Language Laboratory (BL2)
- **Stone, Adam** (Student) • Education
- **Traum, David** • USC Institute for Creative Technologies, Playa Vista, CA
- **Tsui, Katherine** • Social Robotics Lab • Yale University
- **Twitchell, Paul** (Student) • Brain and Language Laboratory (BL2)
- **Wang, Yiqiao** • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

- Gallaudet funding
- National Science Foundation (NSF)
- National Science Foundation (NSF) - INSPIRE (Integrated NSF Support Promoting Interdisciplinary Research and Education)

Scholarly and Creative Activity

Jasinska, K.K., Berens, M., Kovelman, I., & Petitto, L.A., (2016) Bilingualism yields language-specific plasticity in left hemisphere's circuitry for learning to read in young children. *Neuropsychologia*. DOI: 10.1016/j.neuropsychologia.2016.11.018

Jasinska, K.K., Petitto, L.A. (2017). Age of Bilingual Exposure Changes the Contribution of Phonological and Semantic Knowledge to Successful Reading Development. *Child Development*. DOI:10.1111/cdev.12745

Petitto, L.A., Langdon, C., Cochran, C., Andriola, D. Stone, A., Kartheiser, G. (2016). Visual Sign Phonology: Insights into Human Reading from a Natural Soundless Phonology". *WIREs Cognitive Science*. doi: 10.1002/wcs.1404

Priority Five: Academic Vitality and Strategic Positioning

Stone, A., Manini, B., Kartheiser, G., Malzkuhn, M., Langdon, C., Merla, A., & Petitto, L.A. (April 2017). *Detecting the rhythmic temporal patterning of language: Infants' neural, physiological, and behavioral sensitivity*. Symposium conducted at Society for Research on Child Development, Austin, TX

Scassellati, B., Traum, D., Tsui, K., Shapiro, A., Petitto, L.A. (2017, April 5-8). The RAVE: Designing technology-based interactions for deaf infants. Symposium conducted at Society for Research on Child Development, Austin, TX.

Jasinska, K.K., Petitto, L.A. (2017). Age of Bilingual Exposure Changes the Contribution of Phonological and Semantic Knowledge to Successful Reading Development. *Child Development*. DOI:10.1111/cdev.12745

Stone, A., Bosworth, R., Petitto, L.A. (January 2017). *Sonority in Lexicalized Fingerspelling: Perception Studies With Infants and*

Adults. Symposium at the Meeting of the Linguistics Society of America. Austin, TX.

Petitto, L.A. (2016, September 9). "Universals of Literacy & the Brain as Revealed through the Eyes". Presented at the US-AID International Literacy Day Forum, Washington, DC.

Stone, A., Manini, B., Kartheiser, G., Langdon, C., Merla, A., & Petitto, L.A. (2016, November). *Infants' sensitivity to visual rhythmic-temporal patterning of language: An integrated fNIRS neuroimaging, thermal infrared imaging, and eye tracking investigation*. Poster presented at the annual Society for Neuroscience Conference, San Diego, CA.

Petitto, L.A. (2017, April). *Discoveries about infant language learning and "readiness to learn" from integrated fNIRS, thermal IR, robot, and avatar sciences*. Presented at the Society for Research on Child Development, Austin, TX.



New students gathered together to create a bird's eye view of the "17" on the Gallaudet mall.

Photo by Zhee Chatmon

VIII. Research and Scholarly Activities by Academic Unit

The research and scholarly activities section reports the FY 2017 research projects and achievements of individuals within Gallaudet's academic units including departmental research laboratories. The list of academic units is organized alphabetically. For research-related work by units such as the Center for Bilingual Teaching and Learning and the Office of Research Support and International Affairs, see Office of the Provost.

When a project has two principal investigators from different units, a cross-reference note guides the reader to the placement of the full project profile. For each research project, the following fields are shown: the project's title, status and timing, abstract, investigator(s) and their affiliation, funding sources, and products derived from that project. At the end of each unit's part there is also a list of citations of scholarly and creative products that are not associated with a research project.

Art, Communication and Theatre

This body of work is reflective of the mission of the Department of Art, Communication and Theatre. The Department strives to provide a quality, bilingual, interdisciplinary, liberal arts focus in its teaching, service, and research.

Research Projects

DeafBlind Theater Initiative

See in English

Scholarly and Creative Activity

Sinnott, E. (2017, Fall), *Word Becomes Flesh* (remount), Theater Alliance, Washington, DC. Winner, Helen Hayes Award, Outstanding Production.

Sinnott, E. (2017, Winter) *Hooded*, Mosaic Theatre Company, Washington, DC.

ASL and Deaf Studies

ASL and Deaf Studies faculty engage graduate and undergraduate students in interdisciplinary research projects dedicated to producing new knowledge about Deaf communities and their signed languages. Central areas of inquiry include sensory orientation, DeafSpace, bioethics, identity formation, human

rights, language teaching, transnationalism, and the contributions of Deaf individuals to human diversity.

Research Projects

'Deaf Studies Digital Journal'

Status: Ongoing

Start date: September 2008

End Date: January 2025

The Deaf Studies Digital Journal (dsdj.gallaudet.edu) is the world's first peer-reviewed academic and creative arts journal dedicated to the creative and scholarly output of individuals within the signing communities. The journal features academic articles in International Sign Language, ASL, English, commentaries, visual arts, signed literature, and historic, archival texts.

Principal investigators

- **Bauman, H-Dirksen** • ASL and Deaf Studies
- **Boudreault, Patrick** • Interpretation and Translation

Funding sources

- Sorenson Legacy Foundation
- Office of the Provost
- School of Education, Business and Human Services
- College of Arts and Sciences
- Graduate School and Continuing Studies

Products

Bauman, D.H. (2017, August). *Digital embodiment: Sign language publishing and the Deaf Studies Digital Journal*. Presented at the Society for Textual Embodiment Scholarship Conference. University of Maryland, College Park, MD.

Boudreault, P. (2017, August). *Deaf Studies Digital Journal: The Next Generation*. Deaf Academics Conference. Copenhagen, Denmark.

Priority Five: Academic Vitality and Strategic Positioning

Deaf Life THAT

Status: Completed

Start date: August 2016

End Date: May 2017

Although audism is typically conceptualized as purely social or theoretical, this research endeavors to explore its more literal and visceral consequences. The aim is to concretely quantify the time spent navigating audism's barriers, as well as to better understand the emotional effort, financial burden, and health outcomes experienced by deaf individuals. By collecting personal histories using survey data, this study can extrapolate broader patterns from what has historically been considered deaf community folklore. This is valuable because very little research has been performed on deaf people that investigates how oppression, poverty, and anxiety impact their physical and emotional well-being. Then, by applying biopolitical frameworks to the results, such as the notion of 'necropolitics,' we can examine how people negotiate the systems of oppression that surround them, thus better understanding audism's corporeal functions.

Principal investigators

- **Diflo, Elizabeth** (Student) • ASL and Deaf Studies

Funding sources

- Gallaudet Small Research Grant

Emergent Signers at Gallaudet: Deaf Conversionary Processes as Embodied Language Ideologies

Status: Ongoing

Start date: November 2016

End Date: April 2018

Emergent signers and their experiences have largely been consigned to the borders of academic study, with the exception of formulaic autobiographical narratives that buttress the center, which is composed of the rhetorically constructed notions of Deaf identity, culture, and native language competence. This study aims to widen the scope of analysis by synthesizing theories of the body and methodologies from cultural studies and linguistic anthropology to offer a more dynamic perspective on emergent signers. Skirting essentialist definitions, the emphasis of the study will be on the contexts, processes, and practices through which emergent signers "convert" their embodied dispositions. Through this lens, emergent signers become agentive

subjects strategically navigating social and corporeal fields in attempt to ground their sensory experiences in their language use. The study relies on data collected through ethnographic observation of communicative practices at Gallaudet and interviews with current and former JumpStart students, who will be analyzed for the content of what they say as well as how they say it. The placement of interviewed emergent signers within social and corporeal fields at Gallaudet will be demonstrated through close linguistic attention to shifts in footing, deictic signs, and the use of depiction, transpositions, and projections.

Principal investigators

- **Kraus, Kaj** (Student) • ASL and Deaf Studies

Funding sources

- Gallaudet Small Research Grant

Scholarly and Creative Activity

Bauman, H-D. & Murray, J.J. (2017). Sign Language. In Garcia, O, Flores, N & Spotti, M. (Eds.) Oxford Handbook of Language and Society. Oxford University Press.

Bryant, R., Gelineau, L., Shannon, T. & Harris, R. (2017, June 27). *TRUE+WAY ASL: A revolutionary digital curriculum*. American Sign Language Teachers Association conference, Salt Lake City, Utah.

Harris, R. L. (2017). ASL in academic settings: Language features. *ASLized!*. Retrieved from <http://aslized.org/journal/academicasl/>

Harris, R., Kushalnagar, P., & Paludneviene, R. (2017). Open-Ended Cognitive Interview Approach: Rethinking the Gold Standards for Translating Health Measures to ASL. Paper presented at the second Symposium on Signed Language Interpretation and Translation Research. Washington, DC.

Harris, R. (2017, June 30). The evolution of graduate sign language teacher preparation programs. *American Sign Language Teachers Association* national biannual conference, Salt Lake City, Utah.

Kushalnagar, P., Harris, R., Paludneviene, R., & Hoglund, T. (2017). Protocol for Cultural Adaptation and Linguistic Validation of Health Information National Trends Survey in American Sign Language (HINTS-ASL). *Journal of Medical Internet Research Protocols*. doi:10.2196/jmir.8067 .

Priority Five: Academic Vitality and Strategic Positioning

Center for Bilingual Teaching and Learning

The mission of the Center for Bilingual Teaching and Learning (CBTL) is to promote and support the ongoing development and enhancement of ASL-English bilingual teaching and learning at Gallaudet University. The CBTL team collaborates with faculty, professional staff, and departments to create an adaptable and innovative ASL-English bilingual and multicultural learning environment in which outstanding bilingual, multicultural teaching is recognized and rewarded.

CBTL also coordinates activities in support of the University's bilingual mission. Activities are intended to promote evidence-based innovation and effectiveness in bilingual teaching and learning; foster cross-disciplinary collaboration; and facilitate the sharing of resources, skills, and knowledge across programs. Key areas of focus are:

1. Implementation, support, and assessment of University language and communication student learning outcomes.
2. Development of ASL materials and bilingual resources.
3. Faculty and staff professional development.
4. Linguistic and communication competence for faculty and staff.
5. Institutional climate.
6. Research on teaching and learning.

Dr. Kristin Mulrooney, CBTL Director

Scholarly and Creative Activity

Henderson, S. (January 9, 2017). *A Study of Instructional Tools for Quantitative Reasoning*. Presentation for Professional Development Week at Gallaudet University, Washington, D.C.

Paludneviene, R. (October 13, 2016). *Evaluating the Efficacy of Instructional Videos in ASL*. Poster presentation at the International Society for the Scholarship of Teaching and Learning, Los Angeles, California. (presented in absentia by Dr. Kristin Mulrooney)

Simms, L. (January 9, 2017). *Attitudinal Perceptions of ASL and English Bilingualism in a University Class*. Presentation for Professional Development Week at Gallaudet University, Washington, D.C.

Counseling

The Counseling Department is devoted to getting students to interact with their education in a very hands-on way. We encourage our students to apply their education to research and to use the results to become better in their field. Research in our department is a channel for students to experiment with theories and build critical thinking skills.

Scholarly and Creative Activity

Thompson-Ochoa, D. (2017). Retaining Deaf and Hard of Hearing Students of Color in Higher Education. In: *AHEAD-Association on Higher Education And Disabilities Annual Conference, Poster Session, Orlando, Florida*.

Education

The Department of Education engages in research and innovation in teaching and learning contexts with an eye to the kind of intellectual, linguistic, and social development that is optimal and which is congruent with the strengths inherent in Deaf and hard of hearing learners as human beings and who are by nature visually-inclined.

Research Projects

Assessing the assessment: Reliability and fairness in the Teacher Work Sample

Status: Ongoing

Start date: August 2016

End Date: August 2018

This study will present the results of a reliability and fairness evaluation of the Teacher Work Sample (TWS), a performance assessment for preservice teachers, used at one university. The TWS is a high-stakes assessment, and as such, issues of fairness and reliability are critical, particularly when trying to promote increased diversity in the teacher workforce. Dimensions of ethnicity, gender, and hearing status are reviewed as part of this study.

Principal investigators

- Yuknis, Christina • Education

EL2: VL2 national research volunteer program

See in Science of Learning Center on Visual Language & Visual Learning (VL2)

Priority Five: Academic Vitality and Strategic Positioning

EL2: VL2 shared data resource

See in Science of Learning Center on Visual Language & Visual Learning (VL2)

Family Language Policy in American Sign Language and English Bilingual Families

Status: Completed

Start date: August 2016

End Date: August 2017

This study aims to examine the ways in which 8 hearing families of bimodal-bilingual deaf children utilize, revise, and reflect upon their family language policy. The bimodal-bilingual is the development and use of more than one language in more than one modality. Spoken and signed are the modes “bimodal” refers to in this study. The family language policy is a sociolinguistic approach in examining bi/multilingualism in families (King & Fogle, 2013). This study is motivated by two factors: (1) the unique role of family language policy in deaf children’s language development, and (2) the need to examine early childhood bimodal-bilingual development within specific ethnolinguistic and ethnocultural contexts. The Deaf Mentors Project findings indicating the connection to the deaf community and deaf individuals are a key to providing families with support to resist various forms of oppression from the medical community. The process of the early linguistic acquisition of ASL–English bimodal-bilingual development and its contribution to young children’s linguistic outcomes as a foundation for future academic engagement and lifelong success is supported through family language policy

Principal investigators

- **Kite, Bobbie Jo** • Education

Reggio Emilia Approach in Deaf Education

Status: Completed

Start date: December 2015

End Date: July 2017

The purpose of this research study is to investigate the use of the Reggio Emilia approach in two early childhood education programs that serve young deaf and hard of hearing children in the U.S. The Reggio Emilia approach originated in Italy and has inspired many early childhood programs around the world to infuse unique child-centered, collaborative teaching and learning environments. This study will explore why and how two schools in the U.S. incorporate the Reggio

Emilia approach in their teaching and learning with deaf and hard of hearing children through classroom observations and interviews. The study will potentially lead to a larger study to identify promising practices in early childhood education for young deaf children.

Principal investigators

- **Mitchiner, Julie** • Education
- **Batamula, Christi** • Education

Funding sources

- Gallaudet Small Research Grant

Supporting Deaf Latinos: Teachers’ Narratives

Status: Completed

Start date: September 2016

End Date: June 2017

The number of Latinos in the US is growing. Within the deaf school-aged population, nearly 54% of students are racially and ethnically diverse, with approximately 30% of that population representing Latinos. Despite their growing presence in our schools, Latino students’ cultures are often excluded from the curriculum. In addition to their exclusion, and due to negative stereotypes and assumptions, these students’ cultures are viewed as a deficit, rather than an asset. Due to a deficit model view of Latinos in education, these students have been taught with a subtractive curriculum. Therefore, this grounded theory methodology study will explore teachers’ experiences with deaf Latino students, specifically with teaching and instruction, using semi-structured interviews of teachers to establish a knowledge base of these experiences. The guiding research questions for this study are: ‘How do K-12 teachers of the deaf describe their experiences teaching deaf Latinos?’ and, ‘What do their narratives reveal about supporting deaf Latinos in the classroom?’

Principal investigators

- **Otwell, Magen** (Student) • Education

Funding sources

- Gallaudet Small Research Grant

Priority Five: Academic Vitality and Strategic Positioning

Transitioning from high school to college: Student perceptions of preparation

Status: Completed

Start date: August 2015

End Date: August 2017

There is a disconnect between the number of students who enter college and the number who graduate. Research demonstrates that a high percentage of deaf students enter postsecondary education; however few persist to graduation. The question we are left with is how to identify the barriers preventing deaf students from graduating at the same rate as their hearing counterparts. The study will interview first-year deaf college students in order to understand their perspectives regarding their transition to college. Moreover, the study will examine how they describe preparedness and resolve perceived challenges.

Principal investigators

- **Yuknis, Christina** • Education
- **Tibbitt, Julie** (Student) • Education
- **Zimmerman, Heather** (Student) • Education

Scholarly and Creative Activity

Appanah T. (November 2016). Assessing Student Writing: Portfolio Development. A presentation for leadership, Louisiana School for the Deaf, Baton Rouge, LA.

Appanah, T. & Keith, C. (Spring 2017). Developing Family Collaboration in Pre-Service Teachers. ACE-DHH Conference, San Antonio, TX

Appanah, T. & Neild, R. (Summer 2017). Preparing pre-service teachers for family collaboration. Presentation at the Marymount University International Conference, Arlington, VA.

Appanah, T. (2017) Writing Development in Children with Hearing Loss, Dyslexia, or Oral Language Problems: Implications for Assessment and Instruction Barbara Arfé, Julie Dockrell, and Virginia Berninger (Eds) (2014) New York: Oxford University Press, pp. 356 ISBN 978-0-19-982728-2.

Appanah, T. (November 2016). Writing Instruction for Deaf Students. A presentation for teachers, Texas School for the Deaf, Austin, TX,

Neild, R. & Appanah, T. (Summer 2017). Encouraging pre-service teachers to reflect and set goals. Presentation at the Marymount University International Conference, Arlington, VA.

Yuknis, C., Santini, J. & Appanah, T. (April 2017). Support of Deaf Students – And All Students, *Educational Leadership*, 74(7), 68-72.

Kite, B.J. (2017) Family Language Planning in American Sign Language and English Families. Workshop Presentation. Assessing a Deaf Child's ASL, Gallaudet University, Washington, D.C., June 22 – 24.

Kite, B.J. (2016) Collaboration with Laurent Clerc National Deaf Education: Dispelling Myths of Language Acquisition, Online Moderator 2016 Retrieved from <http://clerccenteronline.ning.com/topic-interest-groups/inaugurationeventmythsoflanguageacquisition/who-s-who>

Kite, B.J. (2017) Family Language Planning- What's the Best Fit for your Family? Keynote Presentation. Western Pennsylvania School for the Deaf, Pittsburgh, PA, March 25.

Garate, M., Batamula, C., & Kite, B.J. (2016). Deaf Education. In *Oxford Bibliographies in Education*. Ed. Luanna Meyer. New York: Oxford University Press.

Kite, B.J. (2016). Collaboration with Laurent Clerc National Deaf Education: Dispelling Myths of Language Acquisition, Online Moderator 2016 Retrieved from <http://clerccenteronline.ning.com/topic-interest-groups/inaugurationeventmythsoflanguageacquisition/who-s-who>.

Kite, B.J. (2017) . Family Language Planning in American Sign Language and English Families. Workshop Presentation. Assessing a Deaf Child's ASL, Gallaudet University, Washington, D.C., June 22 – 24.

Kite, B.J. (2017). Family Language Planning- What's the Best Fit for your Family? Keynote Presentation. Western Pennsylvania School for the Deaf, Pittsburgh, PA, March 25.

Mitchiner, J. & Gough, M. (2017). Supporting deaf and hard of hearing preschool students' emerging ASL skills: A Bilingual approach. *Odyssey: New Directions in Deaf Education*, 18 (1), p. 32-36.

Mitchiner, J. (2016). Taube Eltern CI-Implantierter Kinder und ihre Vorstellungen zum bimodalen Bilingualismus (Teil I). [Deaf Parents of Cochlear Implanted Children: Beliefs on

Priority Five: Academic Vitality and Strategic Positioning

Bimodal Bilingualism] In: DAS Zeitschrift für Sprach und Kultur Gehörloser, Nr. 103., S.282-296.

Mitchiner, J. (2017, April). Project-Based Studies with Young children. Presented at 2017 Early Childhood Education Summit, Rochester, NY.

Mitchiner, J., Garate, M., Reisnaur, M., Batamula, C., & Kite, B. (2017, April). Family Language Policy and Planning: ASL and English Bilingual Approach. Presentation at 2017 Early Childhood Education Summit, Rochester, NY.

Appanah, T. & Neild, R. (Summer 2017). Preparing pre-service teachers for family collaboration. Presentation at the Marymount University International Conference, Arlington, VA.

Arnett, S., Fitzpatrick, M. & Theoharis, R. (2016). *Foundations of Special Education: Understanding Students with Exceptionalities* (2nd ed.). Dubuque, IA: Kendall Hunt.

Fitzpatrick, M., & Neild, R. (2016). Assistive technology in the classroom: Benefits deaf and hard of hearing students. *Odyssey-Extr*. Retrieved from https://www.gallaudet.edu/Documents/Clerc/Odyssey/2016_issue/ODYSSEY_EXTRA_2015-2016_Fitzpatrick_Neild_FINAL.pdf.

Neid, R. (2017, April). Strategies for teaching deaf learners with autism. Workshop conducted at the meeting of the Washington State Regional Center, Seattle, WA.

Neid, R. (2017, June). Deaf learners with autism. Workshop conducted at Kansas School for the Deaf, Olathe, KS.

Neild, R. & Appanah, T. (2017, Summer). Encouraging pre-service teachers to reflect and set goals. Presentation at the Marymount University International Conference, Arlington, VA.

English

The English Department provides a high quality academic environment that involves students in critical thinking, discussing, and writing about literature and writing.

Research Projects

DeafBlind Theater Initiative

Status: Ongoing

Start date: August 2017

End Date: August 2018

This project will develop models and practices for allowing DeafBlind people to participate in theater as both audience members and actors. Key components include a two-week institute and a short documentary in 2018. During the institute, participants will study immersive theater experiences and ProTactile communication strategies to identify dramatic techniques that accommodate the perceptual needs of DeafBlind people. Working from an adaptation of “Romeo and Juliet” by a DeafBlind author, participants will workshop scenes to develop performance prototypes. The project is funded by an ArtWorks grant from the National Endowment for the Arts.

Principal investigators

- **Bradbury, Jill** • English
- **Sinnott, Ethan** • Art, Communication and Theatre

Funding sources

- National Endowment for the Arts

First Folio Exhibition

See in Gallaudet University Museum

Scholarly and Creative Activity

Taavila-Borsheim, P. (2016, Spring). From car to schwinn and back again. *Duende*. Retrieved from <http://www.duendeliterary.org/pia-taavilaborsheim>.

Taavila-Borsheim, P. (2016, Spring). Rx: Mother to Children. *Alliterati Magazine*. Retrieved from <https://issuu.com/alliterati-magazine/docs/finished/5>

Taavila-Borsheim, P., (2015, Fall). Promises. *Ithaca Lit*. Retrieved from <https://piataavilaborsheim.wordpress.com/2015/07/11/two-poems-from-ithacalit/>

Taavila-Borsheim, P., (2015, Fall). Refugees. *Ithaca Lit*. Retrieved from <https://piataavilaborsheim.wordpress.com/2015/07/11/two-poems-from-ithacalit/>

Priority Five: Academic Vitality and Strategic Positioning

Bradbury, J. (2017). Language, Prose Genre, and the Ascendance of Economic Reasoning in Eighteenth-Century Britain. In: J. Jakob Bek-Thomsen and C. Christian Olaf Christiansen, ed., *Economic Rationalities: Economic Reasoning as Knowledge and Practice Authority*. Springer Studies in Economic Ethics and Philosophy.

Myers, S. S. & Whitebread, G.A. (2016, October). Change and Be Changed: Programmatic Practices to Build Diversity. Presentation at the annual conference of the National Collegiate Honors Council, Seattle, WA.

Myers, S.S. & Whitebread, G.A. (2016, October). The ABC(D)s of Contracts: Assessment, Benchmarks, Commonalities, and Data. Panel presentation at the annual conference of the National Collegiate Honors Council, Seattle, WA.

Pajka, S. and Nickerson, J. (2017). "Media, Social Changes, and Connections to the Deaf Community" in *Media Literacy & Underserved Youth*.

Kennedy, Rhea. (2017). Going beyond what is legally required for persons with disabilities. Panel presented at the National Council of Teachers of English CCCC conference. Portland, OR.

Gallaudet University Museum

The Gallaudet University Museum covers the rich history of Gallaudet University over its 150-year span, and features narratives about Deaf history, culture, and language.

Research Projects

Deaf Difference + Space Survival

Status: Completed

Start date: October 2016

End Date: April 2017

In collaboration with the Drs. John S. and Betty J. Schuchman Deaf Documentary Center, the Gallaudet University Museum unveiled the *Deaf Difference + Space Survival* exhibition in April, 2017. This exhibition focused on the "Gallaudet 11," a group of deaf men who participated in research by the U.S. Navy and the National Aeronautics and Space Administration (NASA). Three of the five surviving members of the "Gallaudet 11" were on hand for the exhibition opening, and received a citation from President Cordano. The Chief Historian at NASA gave remarks at the opening. Also

in attendance were staff from the Smithsonian Institution's National Air and Space Museum; the opening received extensive local and national press coverage.

Principal investigators

- **Peruzzi, Meredith** • Gallaudet University Museum

Additional investigators

- **Alameh, Rani** • Gallaudet University Museum
- **Bergey, Jean** • Schuchman Deaf Documentary Center (SDDC)
- **De Rosch, Trevor** • Gallaudet University Museum
- **Dundas, Shane** • Gallaudet University Museum
- **Greenwald, Brian** • History, Philosophy, Religion, and Sociology
- **Kopp, Margaret** (Student) • English

Funding sources

- Gallaudet University Museum
- Schuchman Deaf Documentary Center

Products

Bergey, Jean Lindquist; Greenwald, Brian; Kopp, Margaret (curator); Meredith Peruzzi ; Gulak, Barron; Larson, Harry O.; Myers, David W.; Peterson, Donald O.; Zakutney & John Paul. (April 2017) *Deaf Difference + Space Survival* Exhibition, Weyerhaeuser Gallery, Gallaudet University, Washington D.C.

First Folio Exhibition

Status: Completed

Start date: April 2016

End Date: October 2016

For the month of October 2016, the Gallaudet University Museum displayed an exhibition on loan from the Folger Shakespeare Library, *First Folio! The Book That Gave Us Shakespeare*. Gallaudet University was selected as the host site for the District of Columbia on a tour that allowed only one stop per U.S. state and territory. The exhibition proposal, developed by Dr. Jill Bradbury, called for the Museum to additionally produce an exhibit called *Shakespeare in the American Deaf*

Priority Five: Academic Vitality and Strategic Positioning

Community, focusing on the history and role of Shakespeare's work in the Deaf community through the arts. In addition to the Folger loan, the combined exhibitions also featured loans from the Dyer Arts Center at RIT/NTID, Hofstra University, and Gallaudet's own Theatre Department.

This exhibition was also the focus of a panel presentation by Museum Manager and Curator Meredith Peruzzi along with Jessica Brunecky and Hope Saska (both University of Colorado, Boulder) at the Association of Academic Museums and Galleries conference in Eugene, Oregon in June 2017.

Principal investigators

- **Bradbury, Jill** • English
- **Peruzzi, Meredith** • Gallaudet University Museum

Additional investigators

- **Alameh, Rani** • Gallaudet University Museum
- **Brunecky, Jessica** • Art Museum • University of Colorado, Boulder
- **De Rosch, Trevor** • Gallaudet University Museum
- **Dundas, Shane** • Gallaudet University Museum
- **Seska, Hope** • Art Museum • University of Colorado, Boulder

Funding sources

- Gallaudet University Museum

Products

Peruzzi, M., Saska, H. and Brunecky, J. (2017). *Eyes on Shakespeare: The First Folio at University Art Museums*.

Peruzzi, Meredith; Bradbury, Jill. (October 2016) *First Folio! The Book that Gave Us Shakespeare* Exhibition, Linda K. Jordan Gallery, Gallaudet University, Washington D.C.

We Are Equal Exhibition

Status: Ongoing
Start date: October 2016
End Date: October 2017

The Gallaudet University Museum received a grant from the Frank B. Sullivan Memorial Foundation to support an

exhibition on the National Fraternal Society of the Deaf. Also important to the University's priorities are its programs in Risk Management and Insurance and Entrepreneurship. The exhibition, slated to open in October 2017 (FY18), focuses on NFSD history and the history of business education and deaf entrepreneurs.

Principal investigators

- **Peruzzi, Meredith** • Gallaudet University Museum

Additional investigators

- **Alameh, Rani** • Gallaudet University Museum
- **De Rosch, Trevor** • Gallaudet University Museum
- **Dundas, Shane** • Gallaudet University Museum

Funding sources

- Gallaudet University Museum
- Frank B. Sullivan Memorial Foundation

Government and Public Affairs

The Government and Public Affairs program emphasizes the links between research, learning, and activism. Much of the research effort by both faculty and students focuses on issues such as international and domestic human rights and influencing political processes, often integrating the areas of law, politics, and organizational behavior.

Research Projects

Analysis of Eye Gazes and Attention Management in a Preschool Class

Status: Ongoing
Start date: March 2016

Following a new paradigm that the issue of sustained attention observed among young deaf students is due to limited exposure to language, this study attempts to document quantitatively the attention behavior during a book-reading lesson in a preschool class where everyone has full access to communication.

Principal investigators

- **Kuntze, Marlon** • Government and Public Affairs

Priority Five: Academic Vitality and Strategic Positioning

Additional investigators

- **Schott, Lynda** • General Studies Program

Products

Kuntze, M., & Schott, L. (2017, February). Analysis of eye gazes and attention maintenance in a preschool class. Paper presented at Association of Collegiate Educators of the Deaf and Hard of Hearing Conference, San Antonio, TX.

Comprehension of text in ASL: Impact of linguistic complexity

See in Interpretation and Translation

Does “deafness” cause attention “deficit”?

Status: Ongoing

Start date: March 2016

Contrary to the literature on the education of deaf children and in support of the emerging language-based perspective, this study shows that deaf children competent in American Sign Language (ASL) in a class with an ASL-competent teacher exhibit a remarkable pattern of attention behavior.

Principal investigators

- **Kuntze, Marlon** • Government and Public Affairs

Additional investigators

- **Schott, Lynda** • General Studies Program

Products

Kuntze, M. & Schott, L. (2017, March). Does deafness cause attention deficit?. Poster session at Gallaudet Research Expo, Washington, DC

Transfer of Learning from Postsecondary Education to Employment Outcomes amongst Persons who are Deaf, Hard of Hearing, and Deaf-Blind

Status: Completed

Start date: October 2016

End Date: September 2017

The Department of Government and Public Affairs is interested in conducting a pilot study to investigate the correlations of learning transfer from postsecondary education to employment outcomes amongst graduates in the last three years who are deaf, hard of hearing, and deaf-blind. We are interested in

these graduates only from the Department of Government and Public Affairs at Gallaudet University for the purpose of a pilot study. The intent of the pilot study is to examine the content knowledge by the following factors: 1) short-term near transfer between classrooms and internship/capstone sites, and 2) long-term transfer between graduates' choice of major study at their post-secondary educational settings and workplace sites. The pilot study will incorporate mixed methods of quantitative and qualitative data collections and analysis in a single pilot study. The quantitative data collection will answer two research questions relevant to generic academic skills preparation for job competencies in the workplace. The qualitative data collection will answer one research question relevant to graduates' competencies and work experience in the workplace.

Principal investigators

Additional investigators

- **Myers, Mark** • Government and Public Affairs

Funding sources

- Gallaudet Small Research Grant

Hearing, Speech, and Language Sciences

The department conducts extensive research on communication access technology and rehabilitation for Deaf and hard of hearing people through its Rehabilitation Engineering Research Center on Hearing Enhancement. Faculty, staff, and students conduct research on hearing, speech, spoken and visual language, and balance assessment and intervention across the human lifespan.

Research Projects

Adult Perceptions of Audiologists

Status: Completed

Start date: June 2017

End Date: September 2017

The purpose of this study is to examine adult perspectives of how audiologists with hearing loss communicate information when compared to their hearing counterparts. Other studies on health care professionals who have a disability or hearing loss have been focused on the perspectives of these professionals but not on those of their patients. Patient perspectives are important to understand when studying the effects of hearing loss because there has been a history of stigma associated with

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disabilities, including hearing loss. There will be 60 hearing or post-lingually hard of hearing/deaf study participants aged 50 years and older. They will be randomly chosen to watch one of two videos, spoken and captioned in English, of an audiologist model counseling on the same acoustic and visual factors in communication strategies. One video depicts the model as a typically hearing audiologist and the other video depicts an audiologist with a hearing loss. Study participants will rank the audiologist on a 5-point Likert scale on 8 competencies that are outlined as principles in the American Academy of Audiologists Code of Ethics. Regression analysis of responses will examine relationships of patient perspectives towards audiologists with and without hearing loss.

Principal investigators

- **Feldewert, Colleen** (Student) • Hearing, Speech, and Language Sciences

Funding sources

- Gallaudet Small Research Grant

Assessing the Risk of Cochlear Damage in Irish Step Dancers

Status: Completed

Start date: June 2016

End Date: April 2017

This project is designed to assess the risk of cochlear damage in those who have been exposed to Irish music and dance for a long period of time by comparing distortion product otoacoustic emission input-output function of a group of Irish Step Dancers to an equivalent group of those who have not been exposed to loud levels of sound. Noise exposure can cause many health complications. Irish Step Dancers are not only exposed to loud music levels, but they are also exposed to loud noise levels that are caused by dancing with fiberglass shoes. Irish step dancing studios have hard wooden floors that are designed to increase the intensity level of each dance step. This is done so the dancers can hear themselves and each other over the music so they can stay on beat. Oftentimes there is a difficult balance of maintaining the noise levels of the shoes and the noise levels of the music; the noise from the dancing causes the dancers to not hear the music, so the music level is increased. In turn, the music becomes louder and the dancers then have to dance with more intent, causing the noise levels from the dancing to increase. Noise induced hearing loss

can occur when an individual is exposed to 85 decibels (dB) on a regular basis, or if the noise level exceeds 120 dB in one instance.

Principal investigators

- **Fauble, Brittany** (Student) • Hearing, Speech, and Language Sciences

Additional investigators

- **Bakke, Matthew** • Hearing, Speech, and Language Sciences

Funding sources

- Gallaudet Small Research Grant

Clinical Utility of Distortion Product Otoacoustic Emissions and Tinnitus-Like Spectrum Test in Identifying the Site of Lesion

Status: Completed

Start date: February 2017

End Date: September 2017

Tinnitus is a tone or noise heard inside the head, and may lead to anxiety, depression, and suicidal thoughts depending on its severity. Despite its debilitating nature, however, it is difficult for audiologists in clinical settings to measure tinnitus as only the person with tinnitus can hear it. A group of researchers (Zhou et al., 2011) found that data obtained from the Tinnitus-Likeness Spectrum Test (Roberts et al., 2008), a pronounced edge in audiometric testing, and increased slope of the Distortion Product Otoacoustic Emissions input-output function are consistent with tinnitus characterized by a lesion in the peripheral auditory system. The objective of this research is to validate Zhou et al.'s study utilizing equipment that can be used in clinical settings. Computerized Bekesy Audiometry will be administered to measure participants' audiometric thresholds; Computerized Tinnitus-Likeness Spectrum Test will be used to gather information regarding tinnitus in domains of pitch, loudness, and quality; Distortion Product Otoacoustic Emissions test will be performed to measure the integrity of outer hair cells in the inner ear. By integrating results obtained from series of diagnostic tests, it is expected that clinical audiologists can better distinguish individuals with tinnitus that may benefit from utilizing an ear-level sound therapy.

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Principal investigators

- **Lee, Roger** (Student) • Hearing, Speech, and Language Sciences

Funding sources

- Gallaudet Small Research Grant

Comparing Monolinguals with Sequential Late Bilingual Listeners: A Spoken-Language Processing Study

Status: Completed

Start date: October 2015

End Date: April 2017

Central auditory processing tests are usually administered in English. Despite self-ratings of an overall equal proficiency in English between sequential late bilinguals and monolinguals, tests performed in difficult listening conditions, such as those involving background noise or competing stimuli, have shown that sequential late bilinguals perform more poorly than monolinguals for whom norms have been derived. This study will assess whether sequential late bilinguals perform more poorly than monolinguals on various auditory processing tasks that require higher-order spoken language processing.

Principal investigators

- **Park, Ellen** (Student) • Hearing, Speech, and Language Sciences
- **Garrido-Nag, Karen** • Hearing, Speech, and Language Sciences

Additional investigators

- **Medwetsky, Larry** • Hearing, Speech, and Language Sciences

The Effect of Background Noise on Preferred Listening Level and Loudness Perception

Status: Completed

Start date: September 2016

End Date: April 2017

Currently, there is a lack of research focusing on the effect of background noise on loudness perception of music and the possible relationship between increased preferred listening levels (PLLs) in noise. The current study seeks to define changes in loudness perception of music in quiet settings versus noisy

settings and to relate loudness perception in quiet versus noise to selected PLLs in quiet versus noise. The research will provide more insight in regards to necessary protection from background noise while listening to music and education regarding the possible risks. Questions: What is the relationship between adult PLLs for music and signal-to-noise ratio as the intensity of noise increases? What is the effect of noise on the loudness perception of music in adults? Methods: The study will include 20 normal hearing participants who will rate the loudness of music in a quiet setting, as well as for 3 different levels and types of noise. The participants will also set the PLL in a quiet setting, as well as for the 3 different levels and types of noise. Analysis: Repeated Measures Analysis of Variance will be used to determine the effects of level and type of background noise on loudness ratings and PLLs.

Principal investigators

- **Gilbert, Leslie** (Student) • Hearing, Speech, and Language Sciences

Funding sources

- Gallaudet Small Research Grant

Interactive learning environment for optimizing technology use

Status: Ongoing

Start date: October 2014

End Date: September 2019

Current clinical and home training programs for auditory rehabilitation use an *intensive* learning paradigm, a supervised training regime focusing on the use of important acoustic and contextual cues. This contrasts with principles of *implicit* learning that model perceptual learning in real-life, natural circumstances, and emphasize spontaneous exploration of the environment. The goal of this project is to develop a prototype training/counseling program to simulate different real-life listening conditions so that a person can experience both the benefits and limitations of their hearing devices, and develop realistic auditory rehabilitation goals and expectations. To accomplish this, the training program utilizes an individualized and interactive learning environment, consisting of soundscapes that represent a variety of listening situations with varying degrees of difficulty, and which change in response to user input. The program is based on self-directed exploration of the relationship between (i) *acoustic factors* that affect hearing/sound processing, and (ii) *technological solutions* and *communication strategies* that are aimed at improving sound

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detection, speech comprehension, and the overall listening experience. Simulations of real-life listening conditions allow a self-structured direct experience that neither traditional auditory training nor informational counseling provide.

Principal investigators

- **Barac-Cikoja, Dragana** • Hearing, Speech, and Language Sciences
- **Kozma-Spytek, Linda** • Technology Access Program (TAP)

Funding sources

- National Institute on Disability, Independent Living, and Rehabilitation Research

Project D3: Interactive learning environment for optimizing technology use

See in Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC)

Project R1: Enhanced aural rehabilitation for cochlear implant users via telerehab technology

See in Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC)

Project R2: User-driven customization of cochlear implant programming

See in Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC)

Social Support Service Preferences of Parents and Caregivers of Children who are D/deaf or hard of hearing

Status: Completed

Start date: February 2017

End Date: December 2017

This is a two-phase study to develop and distribute a survey to parents and caregivers of children who are D/deaf or hard of hearing. The goal is to determine if the parent or caregiver's philosophical approach to educating their child impacts their preferences for support service delivery. Phase 1 of this study includes conducting six needs assessments with audiologists, support service leaders, and parents/caregivers of children who are D/deaf or hard of hearing. These interviews along with a review of current research on the topic will lead to the

development of a survey about the population's preferences for the logistics, content, and composition of support services for themselves. The survey will then be distributed to a cohort of parents and caregivers. Responses from this survey will give insight into what this population is looking for from support services for themselves. Eventually, we hope to be able to discuss the results of the cohort as a whole as well as make generalizations about similarities and differences in the preferences of parents and caregivers as they relate to the educational philosophy. We hope this data will allow educational settings to better meet population preferences.

Principal investigators

- **Woodruff, Torri Ann** (Student) • Hearing, Speech, and Language Sciences

Funding sources

- Gallaudet Small Research Grant

Spatial Navigation Abilities in Deaf Older Adults: With and Without Vestibular Impairment

Status: Ongoing

Start date: October 2016

The purposes of this 3-year project are to: 1. develop and adapt spatial memory and spatial navigation assessment tools to be administered to deaf/Deaf population; 2. characterize the spatial memory and spatial navigation abilities in young adults who are deaf, with and without vestibular impairments (VI); and 3. assess the role of ASL in spatial memory and navigation abilities in older adults. Older individuals with VI may present with difficulty with spatial memory and navigation, which increases the risk of falling or wayfinding difficulties. High prevalence (54-85%) of VI in the deaf population puts older deaf individuals at risk, while evidence of high visuo-spatial IQ in ASL users suggests that the spatial cognitive functions among deaf ASL users with VI may not be as affected as those among deaf non-ASL users with VI. To address purpose #1 and #2 spatial memory and spatial navigation assessment tools (virtual reality navigation and memory tasks, sense-of-direction questionnaire) will be normed and adapted to the young deaf adult population (ages 21-35). To address purpose #3, these spatial memory and navigation tasks are administered to subjects 60 years or older with different experiences in hearing status, ASL use, and VI.

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Principal investigators

- **Maul, Kristen** • Hearing, Speech, and Language Sciences
- **Tamaki, Chizuko** • Hearing, Speech, and Language Sciences

Funding sources

- Gallaudet Priority Research Fund

Spatial Navigation Abilities in Deaf Population

Status: Ongoing

Start date: October 2016

The purposes of the study are to: 1. develop and adapt spatial memory and spatial navigation assessment tools to be administered to deaf/Deaf population; 2. characterize the spatial memory and spatial navigation abilities in older adults who were either born deaf or became deaf before Kindergarten, with and without vestibular impairments (VI); and 3. assess the role of ASL in spatial memory and navigation abilities.

Older individuals with VI may present with difficulty with spatial memory and navigation, which increases the risk of falling or wayfinding difficulties. High prevalence (54-85%) of VI in deaf population puts older deaf individuals at risk, while evidence of high visuo-spatial IQ in ASL users suggests that the spatial cognitive functions among deaf ASL users with VI may not be as affected as those among deaf non-ASL users with VI.

To address purpose #1, spatial memory and spatial navigation assessment tools (virtual reality navigation and memory tasks, real-life wayfinding tasks, daily skills, questionnaires) will be normed and adapted to the young adult deaf population (ages 21-35). To address purposes #2 and 3, these spatial memory and navigation tasks are administered to subjects 65 years or older, grouped based on hearing status, ASL use, and VI.

Principal investigators

- **Tamaki, Chizuko** • Hearing, Speech, and Language Sciences
- **Maul, Kristen** • Hearing, Speech, and Language Sciences

Funding sources

- Gallaudet Priority Research Fund

Products

Tamaki, C., & Maul, K. (2016, November). *So What You Are Dizzy? What Does Vestibular Function Have to do With Cognition?* Poster presented at American Speech-Language-Hearing Association Annual Convention, Philadelphia, PA.

Various Earphone Models for iPhones: Do They Make a Difference When Used With a Hearing App?

Status: Completed

Start date: September 2015

End Date: April 2017

In recent years, downloadable applications have become available to transform iPhone and Android mobile devices into personal sound amplifiers. The United States Food and Drug Administration (FDA) defines Personal Sound Amplification Products (PSAP) as “wearable electronic products that are intended to amplify sounds for people who are not hearing impaired.” Generally, PSAPs have consisted of portable amplifying systems; however, with the advent of downloadable amplifying software, this category has broadened to include amplifier applications that can be downloaded to a user’s mobile device. One question concerning the use of smartphones with downloadable amplifier apps is whether the type of in-the-ear earphones makes a difference to performance. The proposed study compares “aided” objective and subjective performance in a group of listeners expressing difficulty hearing in everyday settings, yet whose loss did not result in a recommendation for hearing aids. Performance was examined between three in-the-ear earphones using the same smartphone-based amplification application.

Principal investigators

- **Ruggiero, Katie** (Student) • Hearing, Speech, and Language Sciences
- **Bakke, Matthew** • Hearing, Speech, and Language Sciences

Additional investigators

- **Medwetsky, Larry** • Hearing, Speech, and Language Sciences

Funding sources

- Gallaudet Small Research Grant

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Virtual Visual Environment Stability With Oculus Rift: A pilot study

Status: Completed

Start date: May 2016

End Date: July 2017

This study explored the utility of a leading virtual reality (VR) headset for use in diagnostic and rehabilitative applications, through the use of a protocol designed to validate VR immersion and performance. This protocol compares subject performance on the modified Clinical Test of Sensory Integration and Balance (mCTSIB) while viewing a controlled environment and then a stable VR environment through the Oculus Rift Developers Kit 2 (OR-DK2). Based on speculation by Chiravano et. al (2015), the author hypothesized that subjects would perform equally well in a lab and in a stable VR environment, even when proprioceptive cues became unreliable. The data does not support this hypothesis, instead suggesting that the OR-DK2 system is not yet ready for use in diagnostic and rehabilitative applications. The data does, however, support conclusions drawn by Menzies, et.al (2016), in their paper investigating an objective method to evaluate VR immersion.

Principal investigators

- **Smith, Sean** (Student) • Hearing, Speech, and Language Sciences

Additional investigators

- **Tamaki, Chizuko** • Hearing, Speech, and Language Sciences

Products

Smith, S. & Tamaki, C. (Nov 2016). *Virtual Visual Environment Stability For mCTSIB – A Pilot Study*. Research Podium Presentation at the American Speech-Language-Hearing Association Annual Convention, Philadelphia, PA.

Scholarly and Creative Activity

Barac-Cikoja, D., Cole, K., Frick, A., Pizappi, N. (2016, August). Using self-directed exploration to optimize hearing aid use in a noisy environment. Poster presented at International Hearing Aid Research Conference (IHCON), Lake Tahoe, CA.

Garrido-Nag, K. (2016). Bimodal-Bilingual Context and Literacy. Gallaudet University Research Expo, March 24, 2016, Washington DC

Garrido-Nag, K., Segismundo, M.S., Cika, K., (2017). From graduate classrooms to elementary classroom: Using Harry Potter and Holes to teach context based language. ASHA Connect, New Orleans, LA.

Klein E., Jaiswal, S., Seal, B. & Nicodemus, B. (2016). Is there a Content Related Difference in Acoustic Prosody during ASL to Spoken English Interpretation? *Poster presented at American Speech and Hearing Association Annual National Convention at Philadelphia, PA; November 17-21.*

Klein E., Jaiswal, S., Seal, B. & Nicodemus, B. (2017). Acoustic Prosody during ASL to Spoken English Interpretation. *Poster presented at Gallaudet Research Expo at Washington D.C; March 30*

Klein E., Jaiswal, S., Seal, B. & Nicodemus, B. (2017). Acoustic Prosody during ASL to Spoken English Interpretation. *Poster presented at International Interpreting Symposium at Washington D.C; April 1.*

Kwon Bomjun J, Holden Laura J, Lopez Brynn, Holden Tim, Cooper Jeffrey, Firszt Jill. (2017, July). Self-exploration of MAPs by cochlear implant users. Poster presented at Conference on Implantable Auditory Prostheses, Lake Tahoe, California.

Medwetsky L (2016). Confidence comes when you truly find yourself. *Hearing Loss magazine*. November-December: 29-32.

Medwetsky, L (2017). *Low cost hearing devices: The possibilities and limitations*. *Hearing Loss Magazine*. May-June: 28-32.

Medwetsky, L (2017). *Do my hearing aids really need all of the bells and whistles*. *Hearing Loss Magazine*. September-October: 28-32.

Medwetsky, Larry. (April, 2017). A Comprehensive Assessment Approach to Assessing Central Auditory Processing: Obtaining Test Results that Guide Individualized Intervention. Presentation at the California Speech and Hearing Association Annual Convention, Pasadena, CA.

Medwetsky, Larry. (April, 2017). Spoken-Language Processing Approach: An Integrative Framework for Understanding Central Auditory Processing Disorders. Presentation at the

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California Speech and Hearing Association Annual Convention, Pasadena, CA.

Medwetsky, Larry. (April, 2017). *Maximizing Everyday Connectivity: A Never Ending Discovery Process*. Presentation at the 2nd Annual CHIP Conference: A Call to Connect: Communication, Partnership and Community, Montreal, Canada.

Medwetsky, Larry. (June, 2017). *Do My Hearing Aids Really Need All the Bells and Whistles?* Presentation at Hearing Loss Association of America Annual Convention, Salt Lake City, UT.

Medwetsky, Larry. (May, 2017). *A hearing needs assessment: Individualizing the recommendations. Part II*. Presentation to Hearing Loss Association of America- Maryland Chapter, Bethesda, MD.

Mejia, M., Jaiswal, S., Palmer, B., & Allen, A (2016). Using Modified Resonant Voice Therapy to Enhance Speech Intelligibility in a Prelingually Deafened Individual. *Poster presented at American Speech and Hearing Association Annual National Convention at Philadelphia, PA; November 17-21*.

Segismundo Ma. Concepcion, Maul Kristen, Shah Yasmeen, Goffen Robin. (2016, November). *Enhancing Spontaneous Verbalizations in Chronic Aphasia: Transfer Package of Intensive Language Action Therapy*. Poster presented at American Speech-Language-Hearing Association Annual Convention, Philadelphia, PA.

Tamaki Chizuko, & Maul Kristen. (2016, November). *So What You Are Dizzy? What Does Vestibular Function Have to do With Cognition?* Poster presented at *American Speech-Language-Hearing Association Annual Convention*, Philadelphia, PA.

History, Philosophy, Religion, and Sociology

The program incorporates traditional and innovative historical methods and approaches in its teaching and research, and maintains a strong tradition of high quality research. Research interests include Deaf history, the history of disability, Latin American history, French history, and urban history.

Research Projects

Sorting America's Defectives and the Exclusion of Deaf People from State Sterilization Laws

Status: Completed

Start date: May 2017

End Date: August 2017

This project seeks to further explore the rationale for leaving Deaf people out of state sterilization programs. Harry Hamilton Laughlin, superintendent of the Cold Spring Harbor Laboratory and the Eugenics Record Office, authored a model sterilization law for states to adopt. In his model sterilization law, he identified 9 groups of "socially inadequate classes," including the deaf, as a target for sterilization. In the final analysis, deaf people were left out of state sterilization law. This proposal seeks to explore the correspondence and other documents by a number of eugenicists, including Harry Laughlin, Charles Benedict Davenport, and Paul Popenoe. These materials are located at the American Philosophical Society in Philadelphia, PA.

Principal investigators

- **Greenwald, Brian H.** • Schuchman Deaf Documentary Center (SDDC)

Funding sources

- Gallaudet Small Research Grant

Scholarly and Creative Activity

Brune, J. (2017, Summer). "Blind Like Me: John Howard Griffin, Disability, Intersectionality, and Civil Rights in Post-war America," *African American Review*, 50, no. 2: 203-219.

Fennell, Julie and Wildman-Hanlon, Laura. (2017). The children of converts: Beyond the first generation of contemporary Pagans. *Social Compass*. 64(2) 288-306.

Fennell, Julie. (2017). Re-Framing the Sexual Double Standard in the BDSM Scene. Presented at the Eastern Sociological Society meetings. Philadelphia, PA.

Ennis, III, William T. and Greenwald, Brian H. (Fall 2016) Vol. 17, No. 1 "Reflections on Teaching Deaf History at Gallaudet University" *Sign Language Studies*, 96-100.

Greenwald, Brian H. (2016). "Revisiting the *Memoir*: Contesting Deaf Autonomy and the Real Tragedy of Alexander

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Graham Bell⁹ *In Our Own Hands: Essays in Deaf History, 1780-1970*. Gallaudet University Press.

Greenwald, Brian H. and Murray, Joseph J. (March 2017) *Our Historical Memory: The National Deaf-Mute College and Alexander Graham Bell*, University of Pennsylvania.

Greenwald, Brian H. and Murray, Joseph J., editors. (2016) *In Our Own Hands: Essays In Deaf History, 1760-1970*. Gallaudet University Press, 2016.

Greenwald, Brian H., & Murray, Joseph J. (Special Guest Eds.). (Fall 2016). Assessing the Field of Deaf History: Scholarship, Pedagogy, and Public History. [Special Issue]. *Sign Language Studies*, Vol. 17, no. 1.

Honors Program

The Honors Program provides a comprehensive undergraduate program from recruitment to Honors graduation. It features in-depth critical thinking, research opportunities, and personal and professional skill development needed for achievement in both the arts and the sciences, as well as in technical fields and a variety of professions.

Research Projects

Capstone Honors

Status: Ongoing

Start date: September 2017

The Honors Capstone is the pinnacle of an undergraduate experience. During their Capstone experience, Honors graduates produce their first original, scholarly work. Motivated and capable students from all disciplines are invited to embark on this year and-a-half journey. During this process, students select their committee, find a topic, propose their original work, and then create their Capstone. Each student invests a huge portion of their time and energy in completing their projects. The Capstone Presentation is the final requirement for graduation with University Honors.

Principal investigators

- **Shultz Myers, Shirley** • Honors Program
- **Whitebread, Geoffrey** • Honors Program

Additional investigators

- **Appanah, Thangi** • Education
- **Baldrige, Thomas** • Business
- **Cohen, Jeffrey** • Business
- **Heuer, Christopher** • English
- **Khan, Tahir** • Science, Technology, and Mathematics
- **Kobek Pezzarossi, Caroline** • Psychology
- **Kushalnagar, Raja** • Science, Technology, and Mathematics
- **Lundberg, Daniel J.** • Science, Technology, and Mathematics
- **Marquez, Frances** • Government and Public Affairs
- **Maxwell-McCaw, Deborah** • Psychology
- **Ndurumo, Michael** • Department of Psychology
• University of Nairobi
- **Ogunjirin, Adebowale** • Science, Technology, and Mathematics
- **Paludneviene, Raylene** • Psychology
- **Penna, David** • Government and Public Affairs
- **Pick, Lawrence H.** • Psychology
- **Sabila, Paul** • Science, Technology, and Mathematics
- **Schooler, Deborah** • Psychology
- **Stern, Brendan** • Government and Public Affairs
- **Stremlau, Tonya** • English
- **Wood, Kathleen** • English

Products

Fenton, S. D. (2017). The replacement of network switches (University Honors Capstone). Gallaudet University, Washington, DC.

Kales, J. (2017). The Impact of Stereotype Threat on Deaf Individuals (University Honors Capstone). Gallaudet University, Washington, DC.

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McCullough, J.C. (2017). Improving Deaf Citizens' Participation in the U.S. Electoral Process (University Honors Capstone). Gallaudet University, Washington, DC.

Nzyuko, B.M. (2017). Gifts of Character: A Father's Love Letter from his Hearing and Deaf Childhood (University Honors Capstone). Gallaudet University, Washington, DC.

Peacock, K. (2017). Business Plan: Peacock Financial Advising (University Honors Capstone). Gallaudet University, Washington, DC.

Vincent, M.M.J. (2017). Female Circumcision: Attitudes, Knowledge and Beliefs Within the Deaf Community (University Honors Capstone). Gallaudet University, Washington, DC.

Wardle, T. (2017). Substance Abuse Recovery Through the Eyes of the Therapist Community (University Honors Capstone). Gallaudet University, Washington, DC.

Washington, J. (2017). Comparative Evaluation of Three Pharmaceutical Medications and White Willow Bark (University Honors Capstone). Gallaudet University, Washington, DC.

Wood, T. (2017). Deaf Students Navigating the Rhetorical and Grammar Demands of College Essay Writing (University Honors Capstone). Gallaudet University, Washington, DC.

Wunderlich, J. (2017). The Developmental Progression of Cognitive Abilities in Deaf Children (University Honors Capstone). Gallaudet University, Washington, DC.

Interpretation and Translation

The Interpretation Program offers a multidisciplinary approach, with a special focus placed on theory and research. Course research, as well as encouraged research, are done as ways for students to exercise theories and explore new strategies in problem-solving. The results of research done by students, faculty, and staff continually provide new insight to the interpretation field. Through its recently established Center for the Advancement of Interpreting and Translation Research (CAITR), the Interpretation Program also offers opportunities for scholars and students to collaborate on projects and promote initiatives that advance interpreting/translating research nationally and internationally.

Research Projects

'Deaf Studies Digital Journal'

See in ASL and Deaf Studies

Administration of Justice: The lived experiences of deaf Canadians

Status: Ongoing

Start date: May 2017

The primary aim of this applied research project is to investigate the experiences of deaf people, deaf blind people, and deaf people who have additional disabilities, who use sign language to access the administration of justice based on being victims of a crime, or as persons accused and/or convicted of crimes. The project will include the experiences of Indigenous deaf people, offering insight from a community that has been further marginalized. By examining the experiences of adults and senior citizens, we can identify the gaps and barriers in current service delivery, and the strategies needed in order to make the judicial system accessible for all Canadians, including deaf Canadians.

Research of this kind has never previously been conducted in Canada. The project will expand Canada's knowledge base about the gaps in support and services necessary to support this vulnerable community by pioneering the first study of its kind. Additionally, through collaboration with two scholars at two universities with a proven track record in legal and psychological sign language interpreting research, this project will build a comprehensive and national picture of the needs and the ways in which services can be developed in order to provide access to justice for this under-researched community.

The objectives are to:

- Address a gap in the research about victims of crime, by examining the experiences of deaf, deaf blind, deaf people with additional disabilities, and Indigenous deaf people from all regions of Canada;
- Explore what services and supports are necessary in order for a deaf person to effectively participate in the judicial system, whether as a victim or as an accused;
- Examine the impact of how inaccessible judicial systems may further victimize deaf people who are seeking supports and services;

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- Investigate how the presence of a deaf victim impacts on the administration of justice from the perspective of the advocates, the bench, the accused and witnesses, and all stakeholders.

Principal investigators

- **Boudreault, Patrick** • Interpretation and Translation
- **Cathy, Chovaz** • Department of Psychology • King's College University
- **Russell, Debra** • University of Alberta

Funding sources

- Government of Canada - Department of Justice

Case Studies of the Cognitive Apprenticeship Approach to Develop Writing Skills of American Sign Language-English Interpreting Students

Status: Ongoing

Start date: August 2017

Effective writing is taken to be a measure of academic development at both the undergraduate and graduate levels, but interpreter education has not provided guidance for how to develop these skills in our students. Using a case study approach, the co-investigators will focus on the development of students' cognitive maturity and self-authorship by examining their perceptions of the Cognitive Apprentice instructional approach during their writing coursework. An ultimate aim of this study is to determine whether cognitive apprenticeship may be a useful approach in guiding interpreting students in the development of their academic writing skills and, if so, to disseminate this information to other interpreter educators.

Principal investigators

- **Ehrlich, Suzanne** • Interpretation and Translation
- **Nicodemus, Brenda** • Interpretation and Translation

Comprehension of text in ASL: Impact of linguistic complexity

Status: Ongoing

Start date: October 2017

It is important to know how American Sign Language (ASL) may be modified to match the language ability of a targeted population before material may be developed for a videotext

publication. Right now there is no empirical basis for determining how ASL may be linguistically manipulated for a specific comprehension level. The literature on the relationship between linguistic complexity and comprehension is broad and a lot of it is related to reading. There is limited discussion on the relationship between comprehension and linguistic complexity of ASL. A few lines of research led us to hypothesize that syntactic and morphological complexity are respectively good areas to start the investigation. One line of research comes from language development studies. For example, Morgan et al., 2002, discuss morphologically complex verbs and Slobin et al., 2003, tried to investigate the development of complexity in classifiers. Another line of research comes from the relationship between age of ASL acquisition and grammatical knowledge of ASL. This study proposes to investigate how comprehension may be affected on the sentential level by varying the syntactic structure of two-clause sentences and the morphological complexity of classifiers.

Principal investigators

- **Boudreault, Patrick** • Interpretation and Translation
- **Kuntze, Marlon** • Government and Public Affairs

Funding sources

- Gallaudet Priority Research Fund

Development, Adaptation, and Norming of ASL Proficiency Test Assessment Tool

Status: Ongoing

Start date: September 2011

The purpose of this study is to adapt, pilot, and standardize the Assessing British Sign Language (BSL) Development Receptive Skills Test (1999) and the Assessing British Sign Language Development Production Test (2009) for use in American Sign Language (ASL) to establish standardized, norm-referenced measures of ASL skills. The current study will build on previous work involving the adaptation of the Assessing BSL Development Receptive Skills Test. This test has been translated, modified, and pilot tested with 47 children, and the findings provide support for the feasibility of ongoing test adaptation (2009). The Assessing BSL Development Production Test has not been adapted for use in other signed languages; however, since it involves a narrative elicitation task through the use of a language-free story on video, it can potentially be adapted to any language. Procedures for adapting the Production Test include developing analysis (scoring)

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guidelines geared to the specific grammatical features of ASL and pilot testing this version of the test with approximately 40 children within the appropriate age range (4 - 12 years). The collection of normative data for both the ASL Receptive Skills Test and the ASL Production Test will require access to larger numbers of native users of ASL at various age levels between 3 and 12 years. It is essential that the children participating in the initial normative testing be native ASL users, or more specifically, that they have been exposed to ASL from birth (typically deaf children with deaf parents). This is to ensure that norms are based on development resulting from full access to language learning. For this reason, it will not be possible to recruit enough children locally, and travel to various schools for the deaf in Canada and the USA will be necessary. Further normative testing will include a more heterogeneous sample of deaf children representing the broad range of ASL access and acquisition.

Principal investigators

- **Boudreault, Patrick** • Interpretation and Translation
- **Enns, Charlotte** • University of Manitoba

Funding sources

- Social Sciences and Humanities Research Council of Canada

Does an Interpreter's Gender Affect How Face Threatening Acts are Conveyed?

Status: Ongoing

Start date: November 2016

End Date: November 2017

It has been argued that interpreters' subconscious biases can influence their target language renditions, hindering the accuracy of the target language rendition of the source language. Some research suggests that gender identity can be reflected by one's linguistic structure or style. In other words, certain language is gender influenced. This research will be conducted to determine whether or not subconscious biases that reflect gender identity will influence interpreted renditions of face threatening speech acts from American Sign Language (ASL) to English. Interpreters will be given a short video of five face threatening acts performed by male and female actors, which they will interpret from ASL to English. Once they have interpreted the various face threatening acts, if variation occurs, it will be documented and an explanation will be given as to why it may have occurred. If there are no notable differences

between male and female interpreters, it suggests that male and female interpreters are able to control their gender-influenced speech.

Principal investigators

- **Lovik, William** (Student) • Interpretation and Translation
- **Shaw, Emily** • Interpretation and Translation

Funding sources

- Gallaudet Small Research Grant

Educational Interpreters Incorporating Visual Phonics into Their ASL Interpretations: Perspectives and Practical Application

Status: Completed

Start date: February 2016

End Date: February 2017

Educational interpreters working in K-12 classrooms are tasked with the challenge of visually representing phonological aspects of the English language. While conveying such information via American Sign Language interpretations can be difficult, scholars have conducted research on how some professionals working with deaf and hard of hearing students are using one system called Visual Phonics to relay information about phonological features of English. Based on the promising results of this research on the system's effectiveness, some public school systems are now requiring that educational interpreters incorporate Visual Phonics into their sign interpretations. However, no research currently exists that addresses educational interpreters' use of the system within their sign products. Through the use of a survey and analysis of video recordings of educational interpreters incorporating Visual Phonics into their sign interpretations, this study aims to address the absence of research in this area by reporting the perspectives of educational interpreters implementing Visual Phonics into their work and describing ways in which they are utilizing the approach.

Principal investigators

- **Cranston, Jennifer** (Student) • Interpretation and Translation

Funding sources

- Gallaudet Small Research Grant

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The Effectiveness of Consecutive and Simultaneous Interpretation with DeafBlind (TASL) Users

Status: Completed

Start date: December 2016

End Date: December 2017

This research is an examination of the effectiveness of simultaneous and consecutive interpretation with Tactile American Sign Language (TASL) users in the DeafBlind Community. The DeafBlind community has gained recognition over a period of time, with strong cultural values and unique linguistic evolution within the community. The interpreting field is still considered a rather recent and modern discipline with little research in relation to the services provided for DeafBlind consumers. Over numerous years the field has heavily studied the importance of Visual American Sign Language (VASL), and has not yet comprehensively studied the emergence of TASL and how it has impacted the field of interpretation. My data collection will consist of a variety of linguistic features that the interpreters produce as they work from spoken English to ASL/VASL and then into the initial target language, TASL. This linguistic analysis is hoped to support the findings of consecutive interpretation as a more beneficial and successful mode of services. It is further hoped that this study can be used to educate and expand our knowledge about how the field of interpreting can improve the quality of services provided for DeafBlind (TASL) consumers. This research will support the growth and development of the field.

Principal investigators

- **Weintraub, Robyn** (Student) • Interpretation and Translation

Funding sources

- Gallaudet Small Research Grant

Interpreting multimodality in multiparty, technical meetings

Status: Ongoing

Start date: November 2016

While extended hearing-Deaf interactions may not have been historically commonplace, in recent decades, more and more Deaf people are working in predominately hearing workplaces and communicate with coworkers at least in part via interpreters. Deaf and hearing colleagues have several semiotic channels at their disposal with which to communicate: gesture,

lip-reading, and writing are just a few. But these channels only have limited communicative capital that is quickly spent; in extended interactive discourses, where colleagues gather to discuss work-related activities, for instance, interpreters are frequently needed. In theory, Deaf and hearing interactants rely on interpreters to make sense of their interlocutors. In practice, though, a great deal of interactive meaning can be (and is likely) derived from visibly-accessible (manual and non-manual) gestures. What happens when hearing and Deaf people engage around a specific task while an interpreter is present and working? Presumably, the embodied elements of the spoken utterances are accessible to the Deaf interlocutors. Are they seen by the Deaf participants? Are they seen by the interpreter? What is made of them?

In this study, we examine interpretations of multiparty interactions in a professional setting where Deaf and hearing participants have to work together to achieve a shared task. Interpreters have more recently been described as “narrative mediators” who “actively distribute opportunities to participate, by giving voice to participants’ stories and (re-)authoring the current story as a story of cooperation” (Baraldi 2012, 298). Interpreted interactions present a unique opportunity to see how gesture is woven into the sign interpretations. Source language intrusions (both strategic and unintentional) are common during the process of interpreting (Sequeiros 1998, 2002) but we often think of these intrusions as syntactic or morphological. Do intrusions occur in gestural, nonverbal material as well?

Principal investigators

- **Shaw, Emily** • Interpretation and Translation

Interpreting Protest: An Examination of American Sign Language-English Interpreters in the Deaf President Now Protest

Status: Ongoing

Start date: May 2017

End Date: May 2019

This study will provide an in-depth analysis of the work performed by American Sign Language-English interpreters who offered their services in the Deaf President Now (DPN) protest. Although the work of individuals who provide written language translation services in political settings has recently become a focus of research (Baker, 2006, 2016), to date, little attention has been given to interpreters who offer linguistic mediation between speakers and signers in protests. This case study of interpretation in the DPN protest will be a first step in filling this gap in knowledge about the provision of bimodal

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(spoken-signed) interpretation in a protest setting. Drawing from both archival evidence (e.g., newspaper articles, video footage, organizational documents) and semi-structured interviews with interpreters and protesters, I examine both the narratives that were mediated by the DPN interpreters as well as the narratives expressed by interpreters about their experiences. I will employ narrative theory to analyze the work of “activist translators and interpreters” (Baker, 2013, p. 24). Specifically, I will examine the organization of interpreting services, interpreters’ ideology, and the linguistic and extralinguistic decisions made by the interpreters.

Principal investigators

- **Halley, Mark** (Student) • Interpretation and Translation

Funding sources

- Gallaudet Small Research Grant

Language Attitudes about Interpreters

Status: Ongoing

Start date: August 2017

The notion of language attitudes has a place in psychology, sociology, anthropology, education, and history, among other disciplines. Bilingualism and minority languages are not topics that are confined to linguistics or language studies, but are debated in a wide variety of fields, including Interpretation and Translation Studies. Drawing from data on social media sites, this study addresses the following questions: 1) What language attitudes do signed and spoken language interpreters, translators, and lay persons hold, specifically in relation to interpretation and translation work? 2) What attitudes do signed and spoken language interpreters, translators, and lay persons hold about languages, specially in relation to one another’s work? The aim of this project is to confront issues of attitudes within interpretation and translation and to show that they will refine and improve our understanding of how we view one another in Interpretation and Translation Studies.

Principal investigators

- **Nicodemus, Brenda** • Interpretation and Translation
- **Petitta, Giulia** • Interpretation and Translation
- **Stevens, Tara** (Student) • Interpretation and Translation

Like fish in water? Deaf-parented interpreters and social capital

Status: Completed

Start date: March 2017

End Date: May 2017

Deaf-parented interpreters who are hearing, commonly called Coda, are often acculturated within the deaf community, yet their auditory status differentiates them from their parent(s). This difference can cause conflict in perceptions of in-group or out-group status for the Coda interpreter. The difference in experience and skill, as well as the experience of being raised in a deaf home are anecdotally reported to affect deaf-parented (Coda) interpreters’ relationships with the people they interpret for and with. This ethnographic study uses a grounded theory approach to further explore the social capital of deaf-parented interpreters within the field of American Sign Language (ASL) - English interpreting and to better understand the dynamics of interpreter-consumer dynamics. This study examines the perceptions of deaf-parented interpreters within the deaf community of study participants. Bourdieu’s (1986) concepts of social and linguistic capital provide a framework for an exploration of the perceptions and experiences held by interpreters and consumers. The findings from this study will provide a better understanding of the relationships between an interpreter’s upbringing and early linguistic environment and the perceptions of them within the deaf community. This study aims to fill the gap on available research and provide an understanding of deaf-parented interpreters.

Principal investigators

- **Williamson, Amy** (Student) • Interpretation and Translation

Funding sources

- Gallaudet Small Research Grant

Metalinguistic References in Interpreting: Deaf-Hearing Relay Interpreting Teams

Status: Completed

Start date: October 2015

End Date: December 2017

The project investigates metalinguistic references in interactions mediated by Deaf-hearing interpreting relay teams. Metalinguistic function is the use of language to talk about language. Creating an interpretation can be challenging when

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language is used at the metalinguistic level. Interpreting metalinguistic references is especially challenging for bimodal (sign-speech) interpreters, because working between different modalities does not allow for providing a verbatim example from the source text. Due to modality constraints, signed language interpreters must employ strategies to render the communicative intent that is present in the source, but which is not accessible through the mere presentation of the original words or signs. Similarly, the coordination effort involved in a Deaf-hearing interpreting relay team may have important ramifications for the management of metalinguistic references.

Principal investigators

- **Dively, Valerie** • Interpretation and Translation
- **Nicodemus, Brenda** • Interpretation and Translation

Additional investigators

- **Halley, Mark** (Student) • Interpretation and Translation
- **Petitta, Giulia** • Interpretation and Translation

Funding sources

- Gallaudet Small Research Grant

Products

G. Petitta, V. Dively, M. Halley, M. Holmes, & B. Nicodemus (March 31, 2017). Discourse strategies used by Deaf-hearing interpreting relay teams to manage metalinguistic references. Presented at the Symposium on Signed Language Interpretation and Translation Research, Gallaudet University, Washington D.C.

Research methods in psycholinguistic investigations of signed language processing

Status: Completed

This chapter provides an overview of methods used to investigate the comprehension and production of signed languages. In a methodological review of 61 published studies, we found that psycholinguistic studies have been carried out on a very restricted range of signed languages. The majority of investigations used experimental methods conducted in laboratory settings. The populations studied consisted primarily of proficient adult Deaf signers, with some inclusion of hearing signers. The methods used were best suited for testing specific hypotheses

about signed language processing, rather than documenting or discovering norms and preferences for language use within social contexts. We conclude our review with a discussion of the challenges researchers face when conducting psycholinguistic investigations of signed language processing.

Principal investigators

- **Nicodemus, Brenda** • Interpretation and Translation
- **Morford, Jill** • University of New Mexico
- **Wilkinson, Erin** • University of Manitoba

SignALL - Automated Translation Project: Data collection Phase I

Status: Completed

Start date: January 2017

End Date: July 2017

SignALL is a project based in Hungary that aims to provide full automated sign-to-text translation. A proof-of-concept application was demonstrated in 2014. SignALL is a kit of simple devices – USB cameras and depth sensors, available anywhere – plus recognition and translation software. It is intended to automatically process sign language (ASL) into grammatically correct sentences in English. Beyond the prototype stage, by adding a signing avatar, it is intended to enable two-way communication between deaf and hearing individuals, and between deaf people using different sign languages.

The partnership between SignALL and Gallaudet University is to develop a lexicon for an initial prototype application for ASL to English, as well as a set of sentences that provides the proper context for using the lexicon. The target size of the lexicon is 1000 commonly used ASL signs and sentences in everyday conversation, which are recorded through motion capture and video.

Principal investigators

- **Boudreault, Patrick** • Interpretation and Translation
- **Vogler, Christian** • Technology Access Program (TAP)

Funding sources

- SignALL

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Storied Realities: An Examination of Critical Incident Narratives of Deaf Translation

Status: Completed

Start date: October 2016

End Date: February 2017

This study will bring long overdue attention to the practice of Deaf translation by investigating the social, cultural, educational, and linguistic factors that have shaped Deaf translators' work between American Sign Language (ASL) and English specifically on translation from written English to ASL. Taking a narrative inquiry approach (Clandinin & Connelly, 2000), in-depth, semi-structured interviews will be conducted with five experienced Deaf translators to gather first-hand accounts of seminal moments in their lives – critical event narratives – regarding their experiences at translation and will analyze critical event narratives that shaped the translators' personal and professional identity. Using Braun and Clarke's (2006) six-step method of thematic analysis, the video recorded interview data will be examined for common themes that reflect Deaf translators' perspectives and practices in creating translations. These perspectives will be examined through theoretical frameworks that try to account for the human experience. Frameworks taken from social constructionism, feminist theories, and Deaf Studies will inform analysis of the data. The aim of this study is to for the first time, provide a rich description of Deaf translators and position Deaf translation as a critical activity within the field of Translation Studies.

Principal investigators

- **Cole, Janis** (Student) • Interpretation and Translation

Funding sources

- Gallaudet Small Research Grant

A survey of the reading habits of certified American Sign Language-English interpreters: Implications for quality professional practice

Status: Ongoing

Start date: January 2017

End Date: January 2018

Professions often set the standard that practitioners must stay current on discipline-related knowledge and skills to advance the quality of their work. One critical means to acquire knowledge is to read professional literature and research studies about a field. However, studies of the reading habits of various

professionals, including librarians, internists, teachers, chiropractors, and infection control specialists have yielded mixed results regarding practitioners' engagement with and application of professional reading materials. Numerous journals now publish interpretation research, and new graduate programs in interpretation are being established with research as a critical component of the curricula. Yet it remains questionable whether working interpreters read professional literature and, if so, whether they apply it to their practice. What are interpreters' reading habits? Do they apply reading to their interpreting practice? To address these questions, we conducted a large-scale survey study on the reading habits of two groups of interpreters: signed language interpreters (American Sign Language-English) and spoken language interpreters. The survey consisted of multiple choice and short answer questions about four domains: 1) pleasure reading, 2) preparation reading, 3) professional literature, and 4) research studies. The survey explored interpreters' reading patterns, including frequency, attitude, and motivation for reading, and their application of reading to practice. We provide preliminary results from the study and argue that transforming research into practice is critical to increasing the quality of interpreting services.

Principal investigators

- **McClure, Sandra** (Student) • Interpretation and Translation
- **Nicodemus, Brenda** • Interpretation and Translation

Use of Address Terms in American Sign Language: An Examination of Deaf Students and Faculty in Higher Education

Status: Ongoing

Start date: August 2017

The use of language in interaction entails more than just exchanging information about thoughts and facts between one person and another. Language is also important in how relationships among people are defined and negotiated. While engaging in conversations people consciously or unconsciously show their identities, their connection to a specific culture or social group, and their desire to come close or distance themselves from others. A significant area of language in which these functions are highlighted is in *address terms*. This study investigates the use of address terms (e.g., pronouns, titles) and related linguistic and social behaviors that serve to establish social relationships between faculty and deaf students in a postsecondary setting. Specifically, we ask: How do deaf students establish social relationship when addressing deaf faculty

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members in a variety of communication situations (e.g., in-person meetings, email communication, introductions)? How do deaf faculty members establish social relationships with students? What are student and faculty attitudes about social relationships in the postsecondary setting.

Principal investigators

- **Cagle, Keith** • Interpretation and Translation
- **Formentelli, Maicol** • Interpretation and Translation
- **Nicodemus, Brenda** • Interpretation and Translation
- **Pittman, Jay** (Student) • Interpretation and Translation

Using L2/Ln Sign Language to Teach Sign Language Interpreters

Status: Ongoing

Start date: March 2017

This chapter addresses the role of L2/Ln sign language in the teaching of signed language interpreters. The chapter will focus on two main considerations in the role of signed language in interpreter education: the teaching of the L2/Ln language itself, to students of interpretation, and considerations of timing and methodology of that; and the use of L2/Ln signed language as the language of instruction when teaching interpreting to students, particularly while teaching cognitive, professional, and other aspects of interpretation.

Principal investigators

- **Metzger, Melanie** • Interpretation and Translation

Additional investigators

- **Cagle, Keith M** • Interpretation and Translation
- **Hunt, Danielle** • Interpretation and Translation

Scholarly and Creative Activity

Boudreault, P. & Supalla, T., (2017, August) *Sign Language Tool Kit*. Deaf Academics Conference 2017. Copenhagen, Denmark.

Boudreault, P. (2017, August) *Deaf Studies Digital Journal: The Next Generation*. Deaf Academics Conference 2017. Copenhagen, Denmark.

Boudreault, P. (2017, May) *Deaf Studies Digital Journal*. Society for Textual Embodiment Scholarship Conference 2017. MD.

Cagle, K., Metzger, M. & Hunt, D. (October 2016). Interpreter Education: AA, BA, MA... Oh My!. Presentation given at the *CIT Biennial Convention*, Lexington, KY.

Cagle, K., Nicodemus, B. Beldon, J., & Swabey, L. (2016, October). My fellow citizens. Presentation given at the *CIT Biennial Convention*, Lexington, KY.

Mayhew, H. (2017, March). *Social Issues Education Among ASL-English Interpreters*. Presentation at the Symposium on Signed Language Interpretation and Translation Research, Gallaudet University, Washington, DC.

Shaw, Emily (April 2017). *Winning charades or achieving common ground? A micro-analytic take on gesture in multiparty interaction*. Paper presented at the Iconicity in Language and Literature Conference at the University of Brighton, UK.

Linguistics

The Department of Linguistics is heavily dependent on research for both learning and teaching because sign language linguistics is a field that has so much more to discover. The ongoing, innovative research carried out by the linguistics faculty and graduate students is contributing substantially to what is known about the structure and use of sign languages.

Research Projects

Evidence of Lexical Variation in the Philadelphia Deaf Community

Status: Completed

Start date: December 2016

End Date: May 2017

This project is a subset of a larger language documentation project which aims to examine lexical variation in ASL as exhibited by the Philadelphia, Pa. Deaf community. This community has shown that they value their variety and they have requested it be preserved before it dies out. The aim of this study is to identify what distinguishes their variety from other varieties. To do this, we will follow ASL-LEX's methodology for subjective frequency ratings. Early and native signers from Philadelphia and those with no relation to the city will rate signs based on how often they feel these signs appear in

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everyday conversation. They will also answer questions about their familiarity with the signs. Half of the signs included in the survey are deemed to be a lexical variation by the Philadelphia Deaf community and half are not. We hope to find a significant difference between the ratings of the two groups, indicating that Philadelphia has distinct lexical variation. These results will guide the larger project on what to document and how to proceed in identifying further features of a distinct variety.

Principal investigators

- **Hamilton, Heather** (Student) • Linguistics

Funding sources

- Gallaudet Small Research Grant

The Grammatical Incorporation of Pointing in Pro-Tactile American Sign Language at Gallaudet

Status: Completed

Start date: November 2016

End Date: September 2017

The broad aim of this research is to understand how routine patterns in embodied interaction can influence the grammatical organization of language. In order to achieve this aim, we will focus on the ways that pointing is incorporated into the grammar of Pro-Tactile American Sign Language (PTASL) among DeafBlind people at Gallaudet University over a three-year period. The pro-tactile movement, which began in Seattle, Wash. in 2007, is based on the idea that all human activity can be realized via touch--that hearing and vision are not necessary for such things as co-presence, navigation, social interaction, and communication. One of the implications of this view is that DeafBlind people no longer need to rely on sighted interpreters to communicate in and about their environment. Instead, they can develop practices for communicating directly with other people about the dimensions of the world that are knowable through kinesthetic, tactile, olfactory, and thermal senses. Building on prior work in the Seattle DeafBlind community and informed by research about pointing and deictic systems in both spoken and signed languages, we predict that the pro-tactile movement will lead DeafBlind people at Gallaudet to point to objects and events in the immediate environment in new ways, and that pointing will be integrated with the grammar to yield linguistic forms, patterns, and processes that are not found in American Sign Language. This

project promises to generate new knowledge about pointing in tactile signed languages, and in doing so, provide insights about how embodied interaction can influence language structure.

Principal investigators

- **Edwards, Terra** • Linguistics

Funding sources

- Gallaudet Priority Research Fund

Interpreting Constructed Dialogue from ASL-to-English Project

Status: Completed

Start date: October 2016

End Date: September 2017

I am proposing a short, linguistic study of the strategies interpreters utilize when interpreting American Sign Language (ASL) to spoken English. The interpreting process is a unique, linguistic challenge in that it requires interpreters to rapidly determine the meaning encoded in the source language and decide how to effectively encode a meaning as equivalent as possible in the target language. Languages have specific strategies that are used for encoding and presenting informational content. While some languages rely on completely different strategies to encode information, some languages utilize similar strategies that vary only in the interactive situations they occur in, the frequency of usage, and the impact. This proposed study aims to examine the strategies used for handling the utilization difference of languages in interpreting situations by examining ASL-to-English interpretation of Constructed Dialogue (CD). This study will yield a modest body of data I can analyze for linguistic frequency and patterns of usage. The analysis of this data will serve as a foundation for future studies on interpreting CD into English that could have an impact on interpreting education and education for ASL as a second language.

Principal investigators

- **Johnson, Sareeta Ariel** (Student) • Linguistics

Funding sources

- Gallaudet Small Research Grant

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L2 Acquisition of ASL in M1 and M2 Contexts.

Status: Ongoing

Start date: September 2015

We are proposing a longitudinal study of the acquisition of ASL as a second language, including both hearing (M1) and Deaf (M2) learners. There has recently been a surge in research interest on the acquisition of sign language as a second language. However, the data from recent publications come from sign-naïve subjects who are not actually learning a sign language. Furthermore, little research exists on L2 sign acquisition by Deaf learners who have already acquired an L1 sign language. The proposed study follows actual M1 and M2 L2 learners before and after their first intensive ASL class, documenting their lexical, phonological, and syntactic development at the very beginning stages of L2 acquisition of ASL. We will run a small battery of linguistic tests on students just prior to and at the end of 2-week summer Professional Studies courses held at Gallaudet. This will yield a modest body of data from which we can test claims from the recent L2 (sign and spoken) literature, and eventually compare against sign acquisition patterns from M1L2 learners, to be collected the following summer. Analysis of these data will allow exploration of the role of modality in L2 learning for both experienced and inexperienced signers, and pedagogical implications for different types of learners (M1F vs. M2; spoken language L2 vs. sign language L2).

Principal investigators

- **Chen Pichler, Deborah** • Linguistics
- **Thumann, Mary** • Linguistics

Funding sources

- Gallaudet Priority Research Fund

Language Discrimination of Unknown Sign Languages

Status: Completed

Start date: April 2017

End Date: September 2017

In this project, Deaf ASL users will watch videos of two unknown sign languages to test their ability to distinguish between the two languages. The purpose of this experiment is to determine what cues allow individuals to identify different sign languages. Current research is investigating whether infants

can identify the differences between sign languages that are unknown to them. To accurately understand and interpret these results, it is critical to establish how sign languages are distinguishable in general. If sign language discrimination in adults depends on early language experience with sign language, then we can conclude that sensitivity to language differences is contingent on early experience. If discrimination is very difficult for adults regardless of experience, then we can conclude that language discrimination is more sensitive in infants than in adults, as is found in the literature on spoken language discrimination. Further, the project will test what characteristics adults use in making this determination by systematically blocking certain linguistic features during the task. In this manner, we will also be able to develop hypotheses about what linguistic characteristics are most salient to adults and what infants may attend to when first acquiring sign language.

Principal investigators

- **Blau, Shane** (Student) • Linguistics

Funding sources

- Gallaudet Small Research Grant

Sign Language Annotation, Archiving and Sharing (SLAASH)

Status: Ongoing

Start date: September 2014

End Date: August 2019

SLAASH focuses on the construction of infrastructure to support the archiving and distribution of sign language corpora, focusing upon previously collected longitudinal samples of the development of child ASL.

It is also developing the ASL Signbank, an online resource to maintain ID glosses, unique identifiers for signs that enable machine-readability that also serves as a lexical database in which information is stored about each sign. ASL Signbank can be used to create a continually-updated ECV for ELAN (meaning that people who annotate ASL videos can use ASL Signbank and don't need to create their own).

Principal investigators

- **Lillo-Martin, Dianne** • University of Connecticut
- **Hochgesang, Julie** • Linguistics

Priority Five: Academic Vitality and Strategic Positioning

Additional investigators

- **Becker, Amelia** (Student) • Linguistics
- **Catt, Donovan** (Student) • Linguistics
- **Guity, Ardavan** (Student) • Linguistics
- **Kennedy, Carmelina** • Linguistics
- **Nazloo, Lettie (Student)** • ASL and Deaf Studies
- **Peterson, Deborah** • Center for Bilingual Teaching and Learning
- **Tay, Phoebe** • Linguistics
- **Veeder, Jacob** • Linguistics

Funding sources

- Haskins Lab

PhD in Educational Neuroscience (PEN)

Students in our pioneering PEN program gain state-of-the-art Cognitive Neuroscience training in how humans learn, with a special strength in the neuroplasticity of visually guided learning processes. While Cognitive Neuroscience includes studies of learning and higher cognitive processes across the lifespan, its sister discipline, Educational Neuroscience, includes intensive study of five core domains that are crucial in early childhood learning, including language and bilingualism, reading and literacy, math and numeracy, science and critical thinking (higher cognition), social and emotional learning, and includes study of action and visual processing. PEN students become expert in one of the world's cutting-edge neuroimaging methods in the discipline of Cognitive Neuroscience (e.g., fNIRS, EEG, fMRI, and beyond), study Neuroethics, gain strong critical analysis and reasoning skills in science, and develop expertise in one of the core content areas of learning identified above. While becoming experts in both contemporary neuroimaging and behavioral experimental science, students also learn powerful, meaningful, and principled ways that science can be translated for the benefit of education and society today.

Dr. Laura-Ann Petitto, Chair, PEN Steering Committee
Dr. Thomas Allen, Program Director, PEN
Dr. Melissa Herzig, Assistant Program Director, PEN

Research Projects

EL2: Language, Mathematics, Cognition, and Learning: The Extended Educational Longitudinal Study (EELS-II)
See in Science of Learning Center on Visual Language & Visual Learning (VL2)

Foundations of Learning from Signing Avatars

Status: Ongoing

Start date: October 2017

End Date: September 2018

The cognitive underpinnings of action perception are well understood, and much progress has been made in how the brain allows for communication using a visual-only modality, as in the case of signed languages. One emerging challenge for the future of this field concerns the use of signing avatars. While interest in avatar-based communication is increasing, we do not know how signing avatars can best convey movement-based visual-spatial language to deaf populations. The proposed study would be the first step toward investigating action and language processing during the perception of signing avatars. In this study, we investigate what features of an avatar are most critical for clear perception of the signed language (e.g., fidelity of hands, fidelity of face). We will use motion capture recordings of deaf fluent signers to create novel motion-capture signing stimuli. We will then use these stimuli in a cognitive behavioral experiment in Gallaudet University's Action & Brain Lab to examine preliminary questions about what features of a signing avatar will be most important for perception. This behavioral experiment will pave the way for a set of cognitive neuroscience experiments that will examine activity in attentional, sensorimotor, and language-related brain networks during perception of signing avatars.

Principal investigators

- **Andriola, Diana** (Student) • Brain and Language Laboratory (BL2)
- **Bloom, Jenelle** (Student) • Brain and Language Laboratory (BL2)
- **Brawer, Jake** • Yale University New Haven, CT • Social Robotics Lab
- **Chan, YiHin Chan** (Student) • Brain and Language Laboratory (BL2)

Priority Five: Academic Vitality and Strategic Positioning

- **Gershman, Carolyn** (Student) • Brain and Language Laboratory (BL2)
- **Graham-Putter, Maxwell** (Student) • Brain and Language Laboratory (BL2)
- **Kartheiser, Geo** (Student) • PEN
- **Kraft, Calvin** (Student) • Brain and Language Laboratory (BL2)
- **Kubicek, Emily** (Student) • Brain and Language Laboratory (BL2)
- **Lamberton, Jason** (Consultant) • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Manini, Barbara** (Consultant) • Brain and Language Laboratory (BL2)
- **Mata, Gregorio** (Student) • Brain and Language Laboratory (BL2)
- **Menzel, Emma** (Student) • Brain and Language Laboratory (BL2)
- **Merla, Arcangela** • Laboratory of Infrared Imaging Institute of Advanced Biomedical Technologies • University Gabriele D'Annunzio, Chieti, Pescara
- **Ngilani, Setareh** • USC Institute for Creative Technologies, Playa Vista, CA
- **Norwood, Paris** (Student) • Brain and Language Laboratory (BL2)
- **Padilla, Cryss** (Student) • Brain and Language Laboratory (BL2)
- **Reidy, Cody** (Student) • Brain and Language Laboratory (BL2)
- **Scassellati, Brian** • Computer Science, Cognitive Science, and Mechanical Engineering NSF Expedition on Socially Assistive Robotics • Yale University
- **Shandler, Gavriella** (Student) • Brain and Language Laboratory (BL2)
- **Shapiro, Ari** • USC Institute for Creative Technologies, Playa Vista, CA
- **Stone, Adam** (Student) • PEN
- **Traum, David** • USC Institute for Creative Technologies, Playa Vista, CA
- **Tsui, Katherine** • Social Robotics Lab • Yale University
- **Walker, Zoey** (Student) • Brain and Language Laboratory (BL2)
- **Wang, Yiqiao** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Langdon, Clifton** • PEN
- **Petitto, Laura-Ann** • Brain and Language Laboratory (BL2)
- **Quandt, Lorna** • Science of Learning Center on Visual Language & Visual Learning (VL2) - *Educational Neuroscience (PEN)*

Funding sources

- Gallaudet Small Research Grant

Investigating movement imagery in sign language users.

Status: Ongoing

Start date: September 2016

The Test Assessing Movement Imagery (TAMI) is a standardized, quantifiable test of a person's ability to accurately imagine bodily movement. We hypothesize that adults who have used sign language for many years may have an increased ability to perform movement imagery, due to their years of experience producing, perceiving, and imagining complex bodily movements. This study will improve our understanding of the impact of a visual-spatial language and how it impacts visual processing and imagery in the brain. If it can be shown that there is a neural, cognitive, or other impact of communicating using sign language, we will provide further empirical evidence supporting the need to encourage sign language exposure in all levels of development.

Principal investigators

- **Quandt, Lorna** • Science of Learning Center on Visual Language & Visual Learning (VL2) - *Educational Neuroscience (PEN)*

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Additional investigators

- **Kubicek, Emily** (Student) • Science of Learning Center on Visual Language & Visual Learning (VL2) - *Educational Neuroscience (PEN)*
- **Majrud, Naseem** (Student) • Psychology
- **Wardle, Taylor** (Student) • Psychology

Funding sources

- Gallaudet funding

Neuroplasticity of Spatial Working Memory in Signed Language Processing

See in *Brain and Language Laboratory (BL2)*

Physical Education and Recreation

The Department of Physical Education and Recreation promotes an active and healthy lifestyle that can be passed on through teaching others. Research is an important part of making sure the information and methods used are up to date and effective, as well as to help provide programs that are well suited for the University.

Scholarly and Creative Activity

McKinney, M. (2017). *Factors influencing angler's support or opposition to a trout fishing regulation change: A case study on section 3 of Penns Creek* (Doctoral dissertation). Pennsylvania State University, State College, PA.

McKinney, M.C., Kerstetter, D. L., Caldwell, L. L., Hicker-son, B., Woods, B. (2017, April). *Factors Influencing Anglers' Support or Opposition to a Trout Fishing Regulation Change*. Presented at the Northeast Region Recreation Symposium, Annapolis, MD.

Psychology

The Psychology Department provides a rigorous academic and applied curriculum that addresses important core areas of psychology; encourages students to explore the implications of psychological research, theory, and practice; and includes the application of psychology in internship settings. The department also commits itself to producing scholarly work in scientific and applied areas.

Research Projects

Acceptance of disability, coping strategies, and perception of social support among veterans with acquired physical disability

Status: Completed
Start date: April 2015
End Date: August 2017

Contrary to popular belief that the majority of disabled veterans suffer from Post-Traumatic Stress Disorder (PTSD), current data shows that the most frequent disabilities are the result of hearing loss, traumatic brain injury (TBI), and bodily injuries, such as amputations, burns, and spinal cord injuries. Research also shows that the physical and emotional consequences of wounds sustained during military service significantly impact veterans' lives long after they stop active duty. When compared with non-disabled veterans, disabled veterans report more difficulties in psychological and social functioning. Still, the number of studies that investigate psychological functioning of physically disabled veterans is shockingly small. This research attempts to fill the gap. However, due to the fact that there are no available studies on psychological adaptation to physical disability in veterans, this study has an exploratory character and attempts to investigate the psychological impact of acquired physical disability on military veterans, specifically, adjustment to the disability, employed coping strategies, and general quality of life.

Principal investigators

- **Dziura, Joanna** (Student) • Psychology
- **Brice, Patrick** • Psychology

Funding sources

- Gallaudet Small Research Grant

Adaptations of Parent Child Interaction Therapy for Deaf Families

Status: Ongoing
Start date: October 2014

The mental health field has recognized the importance of utilizing evidence-based treatments when serving individuals and families. One specific psychological treatment, Parent-Child Interaction Therapy (PCIT), has been designated as an evidence-based treatment for young children with disruptive behaviors. While our field has made significant strides in

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providing evidence to support its treatments, the evidence is often gathered at the exclusion of minority populations. This is particularly true for deaf persons, given the unique communication needs and cultural knowledge required to adapt treatments to be accessible to this population. Since Fall 2014, Dr. Day has been studying how to effectively adapt PCIT for families with one or more deaf members and who communicate via American Sign Language (ASL). This research project has now expanded into a clinical and research training clinic where she provides accessible PCIT services for local deaf families. It also provides formal training in PCIT Therapist Certification to advanced graduate students, allows for graduate and undergraduate student involvement in research, and provides clinical consultation to therapists across the country who are providing PCIT to deaf individuals.

Principal investigators

- **Day, Lori** • Psychology

Products

Day, L.A., Adams Costa, E., Previ, D., & Caverly, C. (2017). Adapting parent-child interaction therapy for deaf families who communicate via American Sign Language: A formal adaptation approach. *Cognitive and Behavioral Practice*. doi.org/10.1016/j.cbpra.2017.01.008.

Body image, cultural, and media

Status: Ongoing

End Date: December 2018

This project combines multiple studies using experimental design and survey methods to examine associations between media use and body image. In one study, data was collected from Latina adolescents who viewed media images of white women and provided qualitative and quantitative responses. A second study surveyed Gallaudet undergraduates about their media use, body image, and acculturation experiences.

Principal investigators

- **Schooler, Deborah** • Psychology

Additional investigators

- **Aldular, Aileen** (Student) • Psychology

A comparative study on emotional regulation differences between deaf children and adolescents raised with deaf versus hearing parents

Status: Completed

Start date: March 2017

End Date: November 2017

There are many challenges that parents may face when raising a child, but one significant difficulty can be a conflict in communication between the parent and child. This can sometimes be a prominent issue in situations where there may be obstacles in communicating language such as between a hearing parent and deaf child. Such language limitations and possible struggles with communication may have an effect on certain aspects of the child's development. The current study aims to explore the development of emotional regulation between two groups: deaf individuals with deaf parents, and deaf individuals with hearing parents, and will assess children and adolescents between ages 7-16 years old through parent surveys. For this study, the questions being asked are: "Is there a significant difference in the emotional regulation skills of deaf children and adolescents raised by deaf parents and deaf children and adolescents raised by hearing parents?" and "Is there a difference in emotion regulation when participants are analyzed by age?" This study is predicting that emotion regulation skills will change in children over time. Another hypothesis is that deaf children with deaf parents will score as having better emotional regulation skills than deaf children with hearing parents.

Principal investigators

- **Lopetegui, Stephanie** (Student) • Psychology

Funding sources

- Gallaudet Small Research Grant

Developing an Understanding of Quality Communication in Families with Hearing Caregivers and a Deaf Child, perceived by the Child

Status: Completed

Start date: January 2016

End Date: December 2017

In the field of child and family psychology, a hot topic has been the parent-child relationship, and what can possibly improve it. A less common area of study is how quality communication develops within parent-child relationships. Parents of deaf children are often faced with additional obstacles in terms

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of developing quality communication with their child, namely, the ability to communicate. It is for this reason that the previously established definitions of quality communication and what it entails may not be appropriate to define the relationship between deaf children and hearing parents. The proposed study is an exploratory study to gain insight into what quality communication could possibly look like in these families, as perceived by a deaf child.

Principal investigators

- **Strauss, Gillie** (Student) • Psychology
- **Day, Lori** • Psychology

Funding sources

- Gallaudet Small Research Grant

The diagnosis of Attention Deficit Hyperactivity Disorder in college-aged Deaf individuals: Exploring the accuracy of the Barkley Adult ADHD rating scale-IV and the Attention Deficit Scales for Adults, Sign Language Version

Status: Completed

Start date: October 2013

End Date: December 2017

Attention Deficit Hyperactivity Disorder (ADHD), which has been found to impair one's social, familial, scholastic, and occupational adjustment, is one of the most comprehensively examined neurodevelopmental disorders. For deaf individuals, language and executive functioning have important implications for cognitive and academic functioning, but it is not clear to what extent cognitive and academic functioning are impacted in Deaf individuals with ADHD, as the amount of research conducted with deaf individuals with ADHD has been limited, especially within the realm of deaf adults. There are many areas that need to be explored in relation to ADHD, executive dysfunction, deaf individuals, and language acquisition/secondary language delay. Before these areas can be formally studied, however, the ADHD diagnostic process in deaf individuals needs to be investigated. A clear diagnostic classification of deaf individuals with ADHD must be demonstrated to ensure a distinction between deaf individuals with ADHD and those without ADHD. This study will examine the ADHD diagnostic evaluation process with college-aged deaf individuals. Specifically, this study will explore whether or not the Barkley Adult ADHD rating scale-IV and the Attention Deficit Scales for Adults, Sign Language Version, can clearly distinguish those who identify having a prior diagnosis

of ADHD compared to those who do not self-identify or have a previous diagnosis of ADHD. In addition, the study will explore the potential influences of executive dysfunction and language acquisition/secondary language delay in deaf individuals on the ADHD diagnostic process.

Principal investigators

- **Farber, Gregory** (Student) • Psychology
- **Day, Lori** • Psychology

Dyadic Parent-Child Interaction Coding System, 4th edition: Interrater reliability with live coding versus video coding

Status: Ongoing

Start date: January 2017

Recently, studies have been conducted on the feasibility of Parent-Child Interaction Therapy (PCIT) with families that include at least one deaf family member. The results have shown success with adapted PCIT. The aim of this study is to explore the effectiveness of the Dyadic Parent-Child Interaction Coding System (DPICS), 4th edition (DPICS; Eyberg, Nelson, Ginn, Bhiulyn & Boggs, 2013) in ASL using data from families who have participated in PCIT conducted in ASL. The DPICS is a system of coding parent and child verbalizations to track parent mastery of skill and child compliance.

Principal investigators

- **Previ, Danielle** (Student) • Psychology

Additional investigators

- **Day, Lori** • Psychology

Early Intervention Services for Infants, Toddlers, and Families of Deaf and Hard-of-Hearing Children in a Sample of Puerto Ricans

Status: Completed

Start date: January 2017

End Date: June 2017

There is a dearth of published literature about families' and professionals' perceptions on early intervention services for deaf and hard-of-hearing children in Puerto Rico. With limited research in this area, it is difficult to highlight the strengths, challenges, and needs Puerto Rican early intervention services

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face. Therefore, practices are grounded on theoretical approaches instead of evidence-based practices. This study will gather data on early intervention services for deaf children and their families who live in Puerto Rico. Qualitative methodology with a transformative paradigm guide this project. Hence, the data will be collected through interviews with parents or caregivers of children who are receiving or have received early intervention services, through interviews with early intervention providers, and through journal entries from both parents/caregivers and professionals. The data will be analyzed through a phenomenological approach to better understand the experiences and perceptions of those families receiving early intervention services and those professionals providing early intervention services. This study will increase the knowledge of working with diverse and multicultural populations.

Principal investigators

- **Barreto-Abrams, Jesus** (Student) • Psychology

Funding sources

- Gallaudet Small Research Grant

EL2: Language, Mathematics, Cognition, and Learning: The Extended Educational Longitudinal Study (EELS-II)
See in Science of Learning Center on Visual Language & Visual Learning (VL2)

EL2: Ongoing analysis and follow-up study of the Early Education Longitudinal Study Participants
See in Science of Learning Center on Visual Language & Visual Learning (VL2)

Emotional Display Rules of the Deaf Culture: An Evaluation of Emotional Expression

Status: Completed

Start date: January 2016

End Date: September 2017

Display rules refer to the culturally prescribed rules of how, to whom, when, and which type of emotion is expressed in specific situations. These rules depend on cultural norms such as individualism and collectivism. With research supporting that the Deaf community has its own collectivistic culture, the proposed study seeks to identify the display rules used within the deaf culture. The current study will use the Display Rule Assessment Inventory and the Deaf Acculturation Scale as primary measures of emotional display rules and acculturation occurring in the deaf culture. The proposed study is comprised

of two objectives; the first is to evaluate the display rules used within the deaf culture in order to advance the literature and understanding for emotional processes within the deaf culture. The second objective includes an exploratory analysis of three additional questions, such that a) How does the primary language used by the participant influence, if at all, the level of emotional expressiveness? b) How does the primary language used at home, if at all, affect the level of emotional expressiveness? c) Does the use of hearing assistive technology such as a cochlear implant or hearing aid influence the level of expressivity?

Principal investigators

- **Gala, Nicolas** (Student) • Psychology

Funding sources

- Gallaudet Small Research Grant

Exploring the feasibility of utilizing PCIT in families of hearing parents and a deaf child with a weak shared communication

Status: Completed

Start date: September 2015

End Date: August 2017

There is mounting evidence that Parent-Child Interaction Therapy (PCIT) is an important psychotherapeutic intervention for deaf children, particularly those at risk for co-morbid language and behavior difficulties. The aim of the current study is to collect preliminary evidence on the use of PCIT with hearing parents of deaf children, specifically with regard to behavioral and language outcomes.

Principal investigators

- **Previ, Danielle** (Student) • Psychology
- **Day, Lori** • Psychology

Have you talked about it? A phenomenological approach to deaf women's lived experience of sexual assault disclosure

Status: Ongoing

Start date: January 2017

End Date: January 2018

Deaf women experience sexual assault at a significantly higher rate than the general hearing population. Yet, within the Deaf community there is a dearth of research regarding disclosure

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patterns – the act of telling someone about a personal experience of sexual assault. This descriptive phenomenological study seeks to explore the disclosure experiences among three-to-six adult Deaf female survivors following methods established by Giorgi (2009). Semi-structured interviews will be used to gain a rich understanding of the lived disclosure experiences unique to each survivor. Specifically, survivors will be asked to provide detailed descriptions of their experiences receiving reactions from various support providers. These phenomenological methods include understanding the psychological meaning of survivors' experiences of disclosure reactions by understanding the essential and general structures of this phenomenon. It is hoped that results will offer insight into the psychological complexity of the disclosure process in the Deaf community in order to better serve survivors and their support providers in the future.

Principal investigators

- Opsahl, Laura Noelle (Student) • Psychology

Funding sources

- Gallaudet Small Research Grant

HINTS-ASL: Deaf Signers' Experience with Seeking Health Information

See in Deaf Health Communication and Quality of Life Center

The Interaction Between Personality and Exercise in Predicting Perceived Stress

Status: Ongoing

Start date: February 2017

End Date: May 2018

Stress has been deemed an epidemic in modern society and has been connected to several mental and physical health conditions. While research has shown that exercise may be effective at relieving stress, and personality tends to predict perceived stress, little is known about the connection between perceived stress, exercise, and personality. The purpose of the current study is to explore the relationship among these variables and to determine how personality and exercise can be used to predict perceived stress. It is hoped that the findings may lead to more effective exercise prescriptions, as well our understanding of the mechanisms underlying exercise-induced stress reduction.

Principal investigators

- Courtney, Rena (Student) • Psychology

Funding sources

- Gallaudet Small Research Grant

Media Objectification and Implicit Gender Bias

Status: Ongoing

Start date: May 2016

End Date: December 2019

This project evaluates the effects of sexually objectifying advertisements placed in the context of news stories about men and women in positions of power. The studies in this project use experimental design to examine the effects of the objectifying ads on implicit gender bias.

Principal investigators

- Schooler, Deborah • Psychology

Additional investigators

- Anderson, Ashley (Student) • Psychology
- Doleac, Kelly (Student) • Psychology
- Fleischer, Ryssa (Student) • Psychology

NIH Research Supplements to Promote Diversity in Health-Related Research

See in Deaf Health Communication and Quality of Life Center

Parents' Perspectives of Their Deaf Child's School Experience in Malaysia

Status: Ongoing

Start date: January 2017

End Date: July 2018

This study aims to explore the childhood school experience of deaf Malaysian adults as perceived by their parents. While Aftar (2016) explored the school experience of deaf Malaysians from the perspectives of deaf individuals, this study will attempt to further expand this area of research by interviewing the parents and providing a better understanding of the implementation or effectiveness of deaf education in Malaysia. The outcome of this research will hopefully contribute to the existing literature and reveal a deeper understanding of what the school experience is like for deaf students in Malaysia. This

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study will be conducted qualitatively using a phenomenological approach and framed within a constructivist paradigm viewpoint. The constructivist paradigm assumes that reality is socially constructed. Semi-structured interviews will be conducted in spoken Malay or English, and transcribed data will be analyzed qualitatively by identifying emerging themes.

Principal investigators

- **Aftar, Nur Farhana** (Student) • Psychology

Funding sources

- Gallaudet Small Research Grant

Peer support and food security in deaf college students

Status: Completed

Start date: March 2017

End Date: December 2017

Food insecurity is a danger to college students all over the country, and it impacts their life in many ways. In particular, food insecurity can result in educational consequences such as lower performance in classes, difficulty concentrating, and insufficient health in college students. These outcomes can be quite detrimental for some deaf college students who are already at risk for poorer health outcomes associated with low access to incidental information about health. The prevalence of food security in deaf college student population has not been investigated. A protective factor that may reduce the impact of food insecurity on these college-related outcomes is peer support, which was previously reported as a significant and direct predictor of health. The proposed study may portray a relationship between peer support and deaf college students' food security experiences. If a significant relationship is found, then this calls for a greater emphasis on the importance friends have in deaf people's lives. Peer support could potentially offset the negative consequences deaf people's experience with food insecurity. In addition to peer support, food programs designed for those who are at risk for food insecurity may benefit students and the university as a whole.

Principal investigators

- **Kushalnagar, Poorna** • Psychology

Additional investigators

- **Keogh, Brianna** (Student) • Psychology

Funding sources

- Gallaudet Small Research Grant

PROMIS-ASL: Inclusion of Deaf Adults in Patient-Reported Outcomes Research

See in Deaf Health Communication and Quality of Life Center

Psychological Well-Being, Acceptance of Disability, and Perceived Social Support in U.S. Military Veterans with Hearing Loss

Status: Completed

Start date: September 2016

End Date: September 2017

Hearing difficulties are one of the most common, yet often overlooked, disabilities in modern societies. In the U.S., approximately 64 million people above the age of 12 have some level of hearing loss. Similarly, disabilities of the auditory system in veterans constitute the second most common reason for receiving disability compensation from the U.S. Department of Veterans Affairs. Still, even though the incidence of auditory problems in young Iraq and Afghanistan War veterans is higher than post-traumatic stress disorder (Guastella, 2014), the psychological aspects of the functioning of veterans under age 60 with hearing problems is rarely studied. This is a significant oversight, considering that research shows that people with hearing loss and tinnitus acquired later in life display serious difficulties with adjustment to these conditions and tend to have high levels of depression and anxiety. This study attempts to increase knowledge about the psychological functioning of veterans with hearing loss acquired during military service. Specifically, it will investigate the issues of acceptance of acquired hearing disability, perceived social support, and general psychological well-being in this population.

Principal investigators

- **Dziura, Joanna** (Student) • Psychology

Funding sources

- Gallaudet Small Research Grant

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Resilience in Children Who are Deaf with Additional Disabilities: The Role of the Parent-Child Relationship in Child Social Skills

Status: Completed
Start date: February 2015
End Date: May 2017

Deaf children with additional disabilities face complex challenges in social functioning. Despite the high proportion of children in this particular subgroup, little research has been done to investigate factors that support the development of social skills in the presence of both deafness and an additional disability. The results of the current study, which included 31 parents of children who were deaf with at least one additional disability, are consistent with a transactional model of the parent-child relationship and child development. Less parent stress predicted more parent sensitivity and stronger child social skills. More parent sensitivity predicted more parent-child communication, which in turn predicted stronger child communication skills. Additionally, parent stress correlated with consistency in discipline, parenting confidence, and parent-child relational frustration. Parents with high levels of stress were more likely to have lower satisfaction with social support. Despite expectations, the age of the child was not associated with parent-child sensitivity or parent stress.

Principal investigators

- **Day, Lori** • Psychology
- **Turner Dougherty, Angela C.** (Student) • Psychology

Funding sources

- Gallaudet Small Research Grant

Signs of aggression: Translating the peer conflict scales into American Sign Language

Status: Completed
Start date: September 2013
End Date: May 2017

Bullying and aggression among children and adolescents are prominent issues in the United States. Deaf and hard of hearing children are no less likely to be bullied or to have high levels of aggression than their hearing counterparts. This study proposes to translate a measure of aggression, the Peer Conflict Scale – Youth (PCS-Y) version, into American Sign Language (ASL) and adapt it an interactive assessment tool for signers. Therefore, this study will have two parts: (1) Translation, and

(2) Running the validity and reliability of the PCS-ASL with bilingual Deaf and hard of hearing adolescents.

Principal investigators

- **Dowtin, Ryleigh La Trice** (Student) • Psychology
- **Day, Lori** • Psychology

A Survey Study of Deaf Adults' Media Use and Body Image

Status: Ongoing
Start date: April 2017
End Date: September 2018

Previous research has documented associations between media use and body image among young adult men and women. Less research has examined associations between media use and body image among deaf adults. The proposed study would collect survey data from deaf and hard-of-hearing adults about their media use, with a focus on television and social media. Results will be used to examine links between body image and exposure to and identification with various deaf and hearing media models. Funds are requested to compensate participants for completing the survey.

Principal investigators

- **Schooler, Deborah** • Psychology
- **Pezzarossi, Caroline Kobek** • Psychology

Funding sources

- Gallaudet Small Research Grant

The Therapeutic Power of Play: Play Therapy Training Experiences of Mental Health Professionals with Deaf Clients

Status: Ongoing
Start date: September 2016

Children of all walks of life experience trauma, exhibit socio-emotional challenges, and display behavioral symptoms that lead their caregivers to seek mental health services. Deaf and hard of hearing children experience these difficulties at an alarmingly higher rate than the general hearing population. While a practitioner should exist for every child who needs play therapy, there are not enough mental health professionals who are trained in both play therapy and working with deaf and hard of hearing clients. A considerable amount of research exists covering the efficacy of play therapy training

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models; however, research is not full-bodied when looking at the best training methods applicable for practitioners who may encounter a deaf or hard of hearing client. The purpose of the proposed qualitative study is to explore play therapy training experiences of mental health professionals who have used play therapy with deaf and/or hard of hearing clients. Questions explore experiences and perceptions of mental health professionals regarding their play therapy training and their training experiences related to the deaf population.

Principal investigators

- **Day, Lori** • Psychology
- **Dowtin, Ryleigh La Trice** (Student) • Psychology

Why are you here?: Certified Deaf Interpreters' psychological well-being and coping mechanisms

Status: Completed

Start date: January 2016

End Date: May 2017

The proposed study investigates Certified Deaf Interpreters' (CDI) psychological well-being when working with Language and Learning Challenged (LLC) Deaf patients in medical settings. The philosophical assumption of the proposed study follows the transformative paradigm, which focuses mostly on issues of power inequities and marginalized people. The phenomenological approach is used in the proposed study to share participants' point of view, rather than through the researcher. Findings in Guardino's (2014) study revealed concerns about CDIs frequently feeling frustrated and doubtful at their jobs, and there were some patterns of microaggression and oppression in the workplace. According to the literature, research studies have focused on this area of interest (e.g., vicarious trauma) in hearing sign language interpreters; however, this is the first research that focuses on CDI's well-being when working with the Deaf LLC population. This research attempts to describe CDIs' experience working with Deaf LLC individuals, techniques they use to communicate with them, challenges and frustrations when interpreting, their coping mechanisms, and what can be improved to help with their frustrations, stress, and coping mechanisms. It is hoped that results of this research would contribute to the existing literature on CDIs and the Deaf LLC population.

Principal investigators

- **Guardino, Donna** (Student) • Psychology

Funding sources

- Gallaudet Small Research Grant

Scholarly and Creative Activity

Gibbons, E. (2016, October). *Contemplative Practices in the Multicultural Curriculum Transformation Process*. Poster session presented at the eighth annual meeting of the Association for Contemplative Mind in Higher Education, Amherst, MA.

Gibbons, E. (2017, February). *Know sweat: Hyperhidrosis and social anxiety in youth*. Paper session presented at the meeting of the National Association of School Psychologists, San Antonio, TX.

Miller, B. D. (2017). *Assessment for students who are deaf or hard of hearing*. Presentation for the Pennsylvania Department of Education, Harrisburg, PA

Paludneviciene, R. (2016, October). Efficacy of Video Lectures as Supplementary Materials for English Language Learners. Poster presented at the International Society of Scholarship of Teaching and Learning conference, Los Angeles, CA.

Pick, LH., Aldalur, A., Garrido-Nag, K., & Koo, D. (2016). American Sign Language story recall among Deaf young adults. Poster presented at the 124th Annual Convention of the American Psychological Association, Denver, Colorado.

Miller, B. D. (2017). *Assessment for students who are deaf or hard of hearing*. Presentation for the Pennsylvania Department of Education, Harrisburg, PA

Research Support

The Research Support component of Gallaudet University's Office of Research Support and International Affairs (RSIA) strives to support the University's legislated obligation to conduct research and disseminate findings on topics of concern to Deaf people and those who live, work with, and educate them. To this end, RSIA aspires to stimulate students, faculty, and staff in pursuit of new knowledge of value to their scholarly growth and to their discipline, and by providing editing assistance with grant proposals.

In FY 2017, 37 campus researchers, both students and faculty members, were awarded grants by virtue of RSIA's administration of the Priority Research Fund and Small Research Grants programs.

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Research Support enhances Gallaudet's intellectual climate by facilitating scholarly **opportunities** on the Gallaudet campus. It has expanded its technical support to campus researchers by making available a robust research survey software called REDCap.

Early-career researchers can turn to Research Support for editing assistance for research grant proposals, and all faculty and staff can receive methodological consultation from Research Support to facilitate all phases of their research. Further, Research Support, in partnership with the Office of the Provost and Academic Affairs deans, hosts the annual Gallaudet Research Expo, an event to recognize and share the exciting research and scholarly inquiry being conducted at the university. A newsletter, *Research at Gallaudet*, produced by Research Support, provides another means for sharing news of interesting studies Gallaudet researchers are engaged in, honors and awards they or their departments have received that are related to research, and any other news that demonstrates the university's successes and innovations in this area.

In addition, Research Support compiles a database and report of the University's achievements in research and scholarship, consults on studies within its areas of expertise, and provides access to the archived *Annual Survey of Deaf and Hard of Hearing Children and Youth*. Finally, RSIA continued its ongoing research and activity on bilingual language planning.

Dr. Charles Reilly, Executive Director, RSIA

Research Projects

Deaf Weight Wise 2.0

Status: Completed

Start date: September 2015

End Date: September 2017

The purpose of the Deaf Weight Wise (DWW) research study is to establish the effectiveness of an intervention program to reduce weight gain and obesity in Deaf people who use American Sign Language (ASL) as their primary language. Participants in the DWW research study are randomly assigned one of two intervention groups. The first group will receive the intervention in the first period, and the second group will receive the intervention in the second period. The intervention is a 16-week healthy lifestyle program. Each week, participants will communicate with Gallaudet counselors through videophone calls. They will learn about healthy living, healthy food choices and cooking, and fun ways to be physically active. All groups will be led by Deaf counselors. Counselors emphasize daily

self-monitoring of food intake, number of fruit and vegetable servings, calorie intake, and minutes of physical activity. Participants will be asked to visit Rochester Prevention Research Center: National Center for Deaf Health Research five times to take ASL health surveys and have physical measurements taken (height, weight, blood pressure, blood sample, etc.).

Principal investigators

- **Benaissa, Senda** • Research Support
- **Byrd, Mark** (Student) • Social Work
- **DeWindt, Lori** • NCDHR • University of Rochester
- **Matthews, Kelly** • NCDHR • University of Rochester

Additional investigators

- **Barnett, Steven** • NCDHR • University of Rochester
- **Perkins, Molly** • Laurent Clerc National Deaf Education Center
- **Schooler, Deborah** • Psychology
- **Showalter, Brian** • Research Support
- **Sutter, Erika** • NCDHR • University of Rochester

Funding sources

- National Institutes of Health (NIH)

Priority Research Fund

Status: Ongoing

Start date: October 2007

Gallaudet's Priority Research Fund (PRF) supports campus research studies in 13 areas that have been determined to be of high importance to the university. Studies are supported for up to three years; the review and administration processes are aligned with standard and federal grant application processes in order to help prepare campus researcher to effectively apply for external funding. Applicants are expected to first seek external funding; if funded by PRF, by study's end they should be actively applying externally for continuance.

Principal investigators

- **Reilly, Charles** • Research Support
- **Benaissa, Senda** • Research Support

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Additional investigators

- **Fakunle, Oluyinka** • Research Support

Funding sources

- Gallaudet funding

Small Research Grants

Status: Ongoing

Start date: October 2007

Gallaudet's Small Research Grants Program (SRG) fosters research activity by Gallaudet and Clerc Center faculty and professional staff, as well as by university students, by funding small studies of durations of a year or less. We accept proposals for studies on any topic of academic significance using any accepted research method. The Office of Research Support and International Affairs reviews, awards, and administers the grants in collaboration with faculty members and academic departments. Details on all of the funded studies can be seen under the various academic departments in this chapter and by searching the "research & scholarship at Gallaudet" database at <http://research.gallaudet.edu/ara>.

Principal investigators

- **Reilly, Charles** • Research Support
- **Benaissa, Senda** • Research Support

Additional investigators

- **Fakunle, Oluyinka** • Research Support

Funding sources

- Gallaudet funding

Science, Technology, and Mathematics

Research challenges faculty and students to transform learning, observations, and ideas into new solutions and products. This unit has active research in nanotechnology, remote sensing, limnology, pharmacognosy, organic synthesis, and biomedical areas. Mentored research, university collaborations, and internships provide students experience for work, advanced degrees, and medical/pharmaceutical professional careers.

Research Projects

Advancing students' science literacy

Status: Ongoing

Start date: August 2013

End Date: August 2018

The goal of this study is to advance students' science literacy and improve biology laboratory courses. Becoming science literate involves developing skills related to accessing science information beyond the classroom. However, science literacy is more than science knowledge and skills. Science literacy also involves seeing oneself as capable of engaging with science -- or being a "science person" -- and seeing science in everyday life. With positive attitudinal growth, students are more likely to engage with science outside of class. Using a mixed methods approach, the project focuses on learning about students' self-conception as a science person and attitudes about science influence science literacy development. The study focuses on learning how teaching practices can foster positive growth in students' attitudes toward science. The project will uncover student-informed strategies to cultivate students' affinities for science. Findings will be used to improve undergraduate science learning.

Principal investigators

- **Gormally, Cara** • Science, Technology, and Mathematics

Additional investigators

- **Marchut, Amber** (Student) • Education

Funding sources

- Gallaudet Priority Research Fund
- American Association for University Women Fellowship.

Products

Gormally, C. (2017, Spring). *Deaf, Hard-of-Hearing, and Hearing Signing Undergraduates' Attitudes toward Science in Inquiry-Based Biology Laboratory Classes*. CBE-Life Sciences Education; 16:1.

Gormally, C. and A. Marchut. (2017). *Inquiry-based laboratories & affective learning outcomes: do these labs improve students' attitudes toward science and science identities?* Poster presented at the Gallaudet University Research Expo, Washington, DC.

Priority Five: Academic Vitality and Strategic Positioning

Gormally, C. and A. Marchut. (2017, January). "Science isn't my thing." *Exploring non-science majors' science identities*. Journal of Science Education for Students with Disabilities, Vol 20:1.

Marchut, A. and C. Gormally (2017). *Successes and limitations of inquiry-based laboratories on affective learning outcomes for deaf, hard-of-hearing, and hearing signing students*. Poster presented at the National Association for Research in Science Teaching, San Antonio, TX.

Bismuth Telluride and Molybdenum Disulfide Nanomaterials

Status: Ongoing

Start date: October 2016

End Date: October 2020

This project aims to develop a protocol for large scale synthesis of molybdenum disulfide and bismuth telluride nanomaterials using the chemical exfoliation method.

Principal investigators

- **Sabila, Paul** • Science, Technology, and Mathematics

Additional investigators

- **Gutierrez, Jonathan** (Student) • Science, Technology, and Mathematics
- **Lalescu, Jaquelyn** (Student) • Science, Technology, and Mathematics
- **Snyder, Henry David** • Science, Technology, and Mathematics

Funding sources

- National Science Foundation (NSF)

Products

Gutierrez, J.; Sabila, P.; Huber, T. *Bismuth Telluride (Bi₂Te₃)*. (2017, August). Lecture presentation at Harvard University, Boston, MA.

Lalescu, J.; Gutierrez, J.; Sabila, P. (2017, Summer) *Introduction to ASL and Deaf Culture*. Presented at Harvard University, Boston, MA.

Lalescu, J.; Gutierrez, J.; Sabila, P. (2017, Summer) *Introduction to ASL and Deaf Culture*. Presented at Howard University, Washington DC.

Lalescu, J.; Sabila, P. (2017, August). *Exfoliation of Molybdenum Disulfide (MoS₂) using n-butyllithium*. Lecture presentation at Harvard University, Boston, MA.

Mbochwa, C., Sabila, P., Snyder, H. D., Huber, T & Johnson, S. (2016, October). *The Effects of Reaction time and Solvent System on MoS₂ Exfoliation*. Poster presented at the 2016 Undergraduate Research Symposium at the University of Maryland-Baltimore campus, Baltimore, MD.

Computer Simulations to Understand Disease Mechanisms

Status: Ongoing

Start date: September 2016

This project utilizes multiscale computer simulation methods to understand Mendelian disease mechanisms at the molecular level. Computer simulations use the tools of math and physics to solve problems in chemistry, biology and medicine. Mendelian diseases are monogenic disorders caused by a variation in one gene and sometimes run in families. In general, these are rare genetic disorders with no cure. Our approach is to understand how a single variation in a single gene can cause a disease at the molecular level. This is done by simulations of the natural and variant proteins and comparing various properties. Once we understand the effects of single variations, then, our next step is to possibly design drugs to reverse the harmful effects. Currently, computer simulations are being run in our HPC Limulus supercomputer located at Hall Memorial Building as well as Clemson Palmetto Supercomputing cluster through our collaboration.

Principal investigators

- **Kucukkal, Tugba G** • Science, Technology, and Mathematics

Additional investigators

- **Alexov, Emil** • Physics • Clemson University

Products

Kucukkal, T. G. (2017). *A Whone New Virtual World: Computational Chemistry*. Presented at Gallaudet University Research Expo, Washington, DC.

Priority Five: Academic Vitality and Strategic Positioning

Kucukkal, T. G. (2017). *Effects of Rett Syndrome Mutations on MeCP2 Stability and Binding to DNA*. Presented at International Conference on GENomic Medicine, Baltimore, MD.

Creation of a DNA repository to identify deafness genes

Status: Ongoing

Start date: July 2001

End Date: September 2018

This project is a collaborative effort between Gallaudet (Biology Program, Department of Science, Technology, and Mathematics) and the Department of Human Genetics at the Medical College of Virginia to establish a large repository of DNA samples from deaf individuals and their families. These DNA samples are screened for common forms of deafness and then made available to other investigators for studies of hereditary deafness.

Principal investigators

- **Arnos, Kathleen S.** • Science, Technology, and Mathematics
- **Nance, Walter E.** • Virginia Commonwealth University

Additional investigators

- **Pandya, Arti** • University of North Carolina

Effectiveness of mentoring in science research

Status: Ongoing

Start date: October 2014

End Date: January 2018

Disabled individuals, women, and cultural and ethnic minorities continue to be underrepresented in STEM. Research has shown that mentoring increases success for underrepresented individuals. Available mentoring survey instruments have all been developed for the majority population and were not intended to capture factors for successful mentoring of underrepresented groups. In this project, we are developing and validating a next-generation mentoring survey drawing from prior mentoring instruments, but also incorporating capital theory and critical race theory. From critical race theory, this survey includes community cultural wealth, which is thought to be instrumental to the success of individuals from minority communities. Our survey focuses on mentoring relationships between Deaf and hard of hearing protégés and their research advisors. From the pilot survey results we have identified three

segregating factors. The first two factors contain traditional capitals. The third factor, community cultural wealth, was well conferred when Deaf protégés were paired with mentors who were either Deaf or had knowledge of American Sign Language and Deaf culture. This next-generation survey is geared for improving the success of underrepresented groups in STEM and can be used for hypothesis testing or for generating constructive feedback for mentors. Our results so far suggest that cultural awareness training may be a strategy for improving mentoring effectiveness.

Principal investigators

- **Braun, Derek** • Science, Technology, and Mathematics
- **Clark, Diane** • Lamar University
- **Gormally, Cara** • Science, Technology, and Mathematics

Additional investigators

- **Nuzzo, Regina** • Science, Technology, and Mathematics

Products

Braun, DC, Gormally C, Clark MD. (2017, June). *Applications of the Deaf Mentoring Survey to Medical Education*. Presented at the Association of Medical Professionals with Hearing Loss (AMPHL), Rochester, NY.

Braun, DC, Gormally C, Clark MD. (2017). *The Deaf Mentoring Survey: A Community Cultural Wealth Framework for Measuring Mentoring Effectiveness with Underrepresented Students*. CBE-Life Sciences Education, 16(1):10.

Braun, DC. (2017, June). *Best Practices to Mentor and Collaborate with Deaf and Hard of Hearing Scientists*. Presented at the Rochester Summer Research Training Institute (RSRTI), Rochester, NY.

Evolutionary and functional analysis of dubious open reading frames suggest a functional role in yeast genomes

Status: Completed

Start date: August 2015

End Date: February 2017

The *Saccharomyces cerevisiae* genome has been studied extensively since it was first sequenced 20 years ago. A number of open-reading frames in this genome are still classified as “dubious,” including those that overlap open-reading frames known to encode functional proteins. We reexamined whether

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this status is still warranted, given the large increase in data from numerous sources. These data include genomic information from other members of the Saccharomyces clade and transcriptome information from Saccharomyces cerevisiae grown under a number of different conditions. Using genomic data we first examined the conservation of these open reading frames (ORFs) compared to other members of the clade. Second, we examined existing data from tiling microarray and RNA-seq experiments. Our data show that these ORFs are in fact conserved and many of them are differentially expressed, suggesting a functional role.

Principal investigators

- **Arora, Gaurav** • Science, Technology, and Mathematics

Additional investigators

- **Rosenwald, Anne** • Georgetown University

Examining genetic microbial diversity to monitor pathogens and toxins in the Anacostia River, DC

Status: Ongoing

Start date: March 2017

End Date: February 2018

The Anacostia River in Washington, D.C. is classified as an impaired river due to many anthropogenic influences based on several indicators. In this study, we offer to look at three main indicators (fecal bacteria, chlorophyll *a*, and toxics) in the Anacostia River report card using genetic tools to provide a closer resolution about the exposure and health risks associated with full- and limited-contact recreational activities.

We propose to monitor genetic diversity of phytoplankton, bacteria, and viruses, especially those that would be considered “contaminants of concern,” either because they are pathogenic or produce toxins that could cause health risks over a nutrient gradient in the Anacostia River. Samples will be collected at three sites during spring, summer, and fall (two times each season) to assess relationships between genetic diversity and environmental conditions (temperature, dissolved oxygen, nutrients N and P) to better understand the persistence and growth conditions of microbes in the Anacostia River to prevent potential hazardous conditions. This project will directly contribute to monitoring the influence of the pre- and post-construction of green and gray infrastructure to the changing nutrient dynamics for local phytoplankton and bacterial and viral communities, and how it impacts local residents who use the Anacostia River for recreation.

Principal investigators

- **Arora, Gaurav** • Science, Technology, and Mathematics
- **Braun, Derek** • Science, Technology, and Mathematics
- **Solomon, Caroline** • Science, Technology, and Mathematics

Funding sources

- D.C. Water Research and Resources Institute/U.S. Geological Survey

Products

Humlicek, G., Arora, G., & Solomon, C.M. (2017). *Analysis of Bacterial and Algal Diversity in the Anacostia River*. Presented at NSF-INCLUDES symposium, Auburn University, Auburn, AL.

Humlicek, G., Arora, G., & Solomon, C.M. (2017). *Analysis of Bacterial and Algal Diversity in the Anacostia River*. Presented at the summer internship symposium, Gallaudet University, Washington, DC.

Experiences of LGBTQIA-Identified Faculty in Biology Classrooms

Status: Ongoing

Start date: September 2015

End Date: March 2018

Individuals who identify as lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA) make up an estimated 3.6% of the overall U.S. population. As a group, LGBTQIA individuals have been thought to be historically underrepresented in science, technology, engineering, and math (STEM), but few empirical studies have been done. We know very little about LGBTQIA instructors in STEM. This study seeks to understand what LGBTQIA biology faculty perceive to be advantages, disadvantages, barriers, challenges, benefits, and opportunities of coming out on campus and the role of their identity in their professional lives.

Principal investigators

- **Gormally, Cara** • Science, Technology, and Mathematics
- **Brownell, Sara** • Arizona State University

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Products

Brownell, S., C. Gormally, K. Cooper. (2017) Coming out in life (sciences): LGBTQIA instructors' experiences in biology. Poster, National Association for Research in Science Teaching, San Antonio, TX.

Genetic deafness in alumni of Gallaudet University

Status: Ongoing

Start date: April 2004

End Date: September 2018

This project, designed to extend the 1898 study of Deaf families by Gallaudet's vice president at the time, Professor E.A. Fay, is a collaborative effort between Gallaudet's Biology Program, Department of Science, Technology, and Mathematics, and the Department of Human Genetics at the Medical College of Virginia, Virginia Commonwealth University. The goal is to identify and characterize rare genes that interact to cause deafness. A novel molecular genetic approach to identifying these genes will be used in the Deaf offspring of Deaf parents.

Principal investigators

- **Arnos, Kathleen S.** • Science, Technology, and Mathematics

Additional investigators

- **Blanton, Susan H.** • University of Miami
- **Nance, Walter E.** • Virginia Commonwealth University
- **Pandya, Arti** • Virginia Commonwealth University

Image processing for NASA applications

Status: Ongoing

Start date: May 2002

End Date: January 2020

Software is being developed to improve geolocating Corona spy satellite photos from the 1960s. The winter and spring (2014) studies were done of how the accuracy of mapping depended on the starting point for optimization software. Five hundred good starting points were identified for each frame of a Corona image, and automated searches were done to minimize mapping error. It was expected that these searches would identify a few local minima where the search software would get stuck and some of the searches would find a true minimum error state. It was discovered that the lowest minimum error

corresponded to the 30m resolution of the images used for calibrating the mapping. Other minima were scattered over the parameter space instead of clustering at a few points. At the suggestion of a National Aeronautic Space Administration colleague, mapping points were recalibrated on higher resolution imagery over several months. The starting point studies need to be repeated. Work continues on providing and updating data resources for the www.oceanmotion.org educational website. The updates are typically done twice a year.

Principal investigators

- **Snyder, Henry David** • Science, Technology, and Mathematics

Influence of consistently high levels of ammonium on food web dynamics in the Anacostia River

Status: Completed

Start date: March 2016

End Date: February 2017

The Anacostia River in Washington, D.C. is classified as an impaired river from pollution based on several indicators; however, it is not well known how nutrient pollution and the different nitrogen (N) forms (i.e., NO_3^- , NH_4^+ , urea) vary temporally or spatially or which N forms are of greatest concern. Such shifts in N form often influence the physiology of phytoplankton that lead to shifts in algal species and harmful or disruptive algal blooms. Recent literature suggests that excessive concentrations of NH_4^+ can lead to suppression of phytoplankton growth, which may have implications for migratory anadromous fish species that are filter feeders. Shifts in both phytoplankton community composition and fish communities will impact which fish are present in the Anacostia River for recreational and subsistence fishing. In order to properly assess N and food web dynamics in the Anacostia River, it is necessary to determine the effects of changing N form and proportions on phytoplankton and fish community composition and productivity. This project aims to assess the impact of NH_4^+ on phytoplankton and fish productivity and community composition in the Anacostia River's N-enriched waters by both sampling of the river and conducting bioassay experiments. Samples will be collected over the course of a year bi-weekly from eleven sampling sites for assessment of nutrients, chlorophyll, and bacteria and phytoplankton community composition. Bioassay experiments done over several days will involve samples from certain sites that will be variably enriched with NH_4^+ and NO_3^- , with and without supplemental additions of phosphate (P) to produce a range of nutrient supply

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ratios. Data from the two-pronged approach will be analyzed along with fish community data from the District Department of the Environment to understand the impact on fisheries. Currently, there are regulatory advisories against fishing, and thousands of people fish along the river for sustenance. This project will directly contribute to monitoring the influence of the pre- and post-construction of green and gray infrastructure on local phytoplankton and fish populations and the resulting impacts on local residents who fish in the Anacostia River.

Principal investigators

- **Solomon, Caroline** • Science, Technology, and Mathematics

Additional investigators

- **Salazar, Ana** (Student) • Science, Technology, and Mathematics
- **Vazquez, Giovanna** (Student) • Science, Technology, and Mathematics

Funding sources

- U.S. Geological Survey-D.C. Water Resources Research Institute

Investigating the microbial abundance and biodiversity of the Anacostia River

Status: Completed

Start date: May 2016

End Date: August 2017

The Anacostia River is in one of the most densely populated watersheds in the Chesapeake Bay drainage basin, with over 800,000 residents. As a result, development and associated increases in impervious surfaces cause storm discharges to be flashy, thus enhancing downstream fluxes of nitrogen. In hopes of improving water quality in the Anacostia River, a multi-billion dollar project is underway that will reduce combined sewage overflows, along with many other restoration projects throughout the watershed. However, it is expected that it will take time for these projects to be fully implemented and for the system to respond. Given the increasing number of restoration efforts and investments being made in the watershed, it is essential to understand the effect of nutrients on the microbial community abundance and composition. The overall goal of this study was to evaluate the impact of varying nutrient dynamics (nitrogen & phosphorus) on microbial community composition and productivity as to its impact on higher

trophic levels such as fish. Currently, not much is known about which microbes thrive and flourish in the Anacostia River. One way to investigate the biodiversity of the microbial community is through genetic analyses. Water samples will be collected from three sites with distinct nutrient regimes, processed for DNA extraction, then sent off for DNA sequencing. The DNA sequence data will be analyzed using bioinformatics techniques to determine the microbial community abundance and composition.

Principal investigators

- **Solomon, Caroline** • Science, Technology, and Mathematics

- **Braun, Derek** • Science, Technology, and Mathematics

Additional investigators

- **Bergeron, Ashley** (Student) • Science, Technology, and Mathematics
- **Hem, Charles** • RIT

Investigating the water quality of two freshwater ecosystems: The Anacostia River (DC) and the Brainerd Area Lakes (MN)

Status: Completed

Start date: January 2013

End Date: August 2017

This study examines and compares the water quality of two freshwater systems (Anacostia River, Washington, D.C., and Brainerd Area Lakes, Minn.). The Anacostia River, which recently received a grade of F by the Anacostia Watershed Society for ecosystem health, suffers from uncoordinated monitoring efforts. It currently receives runoff and direct input from D.C.'s combined sewage outfall after periods of heavy rainfall because the system cannot handle the excess amount of water. This input may contain organic nitrogen, which historically has not been monitored closely, and may promote harmful algal blooms. In order to better understand the water quality of the Anacostia River, sampling was done over a year for both inorganic and organic nutrients, as well as phytoplankton composition and responses (nutrient uptake and utilization rates). The second freshwater system focuses on twenty-six north central Minnesota lakes of different degrees of water quality, management, and history. One of the lakes is a Superfund site where a scrapyard was in operation nearby from 1952-1982. Investigation of each lake includes watershed

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analysis by geographic information system, nutrient analysis, zooplankton population studies, and well water chemical tests. The data provides information for how to change land use practices and how climate change impacts Minnesota lakes.

Principal investigators

- **Solomon, Caroline** • Science, Technology, and Mathematics
- **Lundberg, Daniel J.** • Science, Technology, and Mathematics

Additional investigators

- **Beldon, James** (Student) • Science, Technology, and Mathematics
- **Bergeron, Ashley** (Student) • Science, Technology, and Mathematics
- **Call, Brandon** (Student) • Science, Technology, and Mathematics
- **Callahan, Kiel** (Student) • Science, Technology, and Mathematics
- **Evans, Ian** (Student) • Science, Technology, and Mathematics
- **Flink, Isaac** (Student) • Science, Technology, and Mathematics
- **Flores, Elija** • ASU • Student Intern
- **Haney, Fallon** (Student) • Science, Technology, and Mathematics
- **Hem, Charles** • RIT
- **Hines, Amberlin** (Student) • Science, Technology, and Mathematics
- **Humlicek, Gabrielle** (Student) • Science, Technology, and Mathematics
- **Jacobi, Tobias** (Student) • Science, Technology, and Mathematics
- **Kohn, Carolina** (Student) • Science, Technology, and Mathematics
- **Kyre, Camac** (Student) • Science, Technology, and Mathematics

- **Laucevicius, Anthony** (Student) • Science, Technology, and Mathematics
- **Marceaux, Brandt** (Student) • Science, Technology, and Mathematics
- **McCall, Anna** (Student) • Science, Technology, and Mathematics
- **Montgomery, Kent** • Central Lakes College
- **Ocampos, Jeronimo** (Student) • Science, Technology, and Mathematics
- **O'Donnell, Sheena** (Student) • Science, Technology, and Mathematics
- **Prickett, Kelsey** (Student) • Science, Technology, and Mathematics
- **Rubiyat, Muhammad** • Science, Technology, and Mathematics
- **Salazar, Ana** (Student) • Science, Technology, and Mathematics
- **Seguin, Zachary** (Student) • Science, Technology, and Mathematics
- **Symes, Scott** (Student) • Science, Technology, and Mathematics
- **Temple, Amanda Jo** • University of Minnesota-Twin Cities
- **Van Wey, John** (Student) • Science, Technology, and Mathematics
- **Vazquez, Giovanna** (Student) • Science, Technology, and Mathematics
- **Zager, Lauren** • WIU

Funding sources

- Gordon Brown Endowment Scholarship Foundation
- Anonymous Donor, Gallaudet University Development Office

Products

Humlicek, G., Arora, G., & Solomon, C.M. (2017). Analysis of Bacterial and Algal Diversity in the Anacostia River. Pre-

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sented at the end of summer internship symposium, Gallaudet University, Washington, DC.

Kyre, C. J., Laucevicius, A., Humlicek, G., Vazquez, G. Arora, G., & Solomon, C.M. (2017). Examining the effect of nutrients on algal communities in the Anacostia River. Presented at the end of summer internship symposium, Gallaudet University, Washington, DC.

Marceaux, B., Prickett, K., & Lundberg, D.J. (2017). *Agate Lake--Water Quality Updates and a Relationship Between Calcium Concentrations and Zebra Mussel Populations*. Presented at the meeting of the Agate Lake Association, Lake Shore, MN.

Marceaux, B., Prickett, K., & Lundberg, D.J. (2017). *Lake Water Quality, Nutrients, Calcium Concentrations/Zebra Mussels, and 3-D Watershed Models: the Work We Do at the Brainerd Lakes Water Resources Laboratory*. Presented at the St. Cloud State University Aquatic Toxicology Laboratory, St. Cloud, MN.

Marceaux, B., Prickett, K., & Lundberg, D.J. (2017). *Science Night at Camp Sertoma*. Presented at Camp Sertoma, East Gull Lake, MN.

Investigations of the effect of catalyst loading on cross-metathesis reaction

Status: Ongoing
Start date: October 2012
End Date: December 2020

Investigations were carried out using various cross-metathesis catalysts to determine effect of catalyst concentration on the reaction. This has a potential application in chemical, polymer, and pharmaceutical industries, as it could potentially lead to reduced cost of production.

Principal investigators

- **Sabila, Paul S.** • Science, Technology, and Mathematics

Funding sources

- National Science Foundation (NSF)

Nanowire array production and characterization

Status: Completed

A nanowire array intended for thermoelectric applications was produced and characterized by Raman spectroscopy and a

scanning electron microscope. The goal of this project is to design a method for producing bismuth telluride nanowire arrays using high pressure. The nanowire will be then be tested for various electrical and electronic properties, including thermoelectric applications, which have potential applications in the fabrication of devices that convert heat to electrical energy.

Principal investigators

- **Huber, Tito** • Chemistry • Howard University
- **Sabila, Paul** • Science, Technology, and Mathematics

NextGen Genome Solver

Status: Completed
Start date: September 2015
End Date: July 2017

Preparing students for 21st century employment in STEM fields is an important goal for all undergraduate science faculty. The PIs conduct a series of innovative portable workshops at selected sites around the country as a means of providing biology faculty with tools and techniques proven to successfully engage students in research in two rapidly developing fields in biology-bioinformatics and microbial genomics. The research skills practiced at the workshops are accessible to everyone with a computer and an Internet connection, making participation in the project cost-effective for anyone, even at severely resource-limited institutions. Bioinformatics studies facilitate student understanding of evolution, information flow, structure and function, and biological systems. Students exposed to the thinking necessary for tackling bioinformatics problems gain experience in computational analyses and modeling, both important to understanding how human beings and the world around them function and interact. The significance and importance of this project is that it will enhance and expand a previous successful pilot effort to help biology faculty introduce more computational approaches into both introductory and advanced biology courses. A wide spectrum of institutions, ranging from community colleges to highly selective doctoral institutions, will act as hosts or participate in these workshops. This project will add to the research base concerning what is known within science education research about effective approaches to faculty enhancement in undergraduate biology education and what is known about an important concept in biology, horizontal gene transfer (HGT) as a driver of bacterial evolution. The PIs previously developed and implemented the Genome Solver Community of Practice, training faculty via face-to-face workshops conducted at the J. Craig Venter

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Institute and developing an online forum for communication (<http://genomesolver.org>). The community developed through that project is exploring the rich DNA data sources emerging from the Human Microbiome Project. The current project, called Genome Solver On-the-Go, greatly expands the reach of the workshops while reducing costs of individual workshops and establishes strong local nodes of expertise that can act as regional catalysts for disseminating the information and skills imparted by the workshops. New features introduced in this phase of the project include engaging faculty and students in a multi-dimensional, community bioinformatics project. Faculty and their students will examine bacteria/phage pairs for evidence of HGT, then submit their data to a centralized curated database. The biological question in the HGT project is not one that can be easily approached by a small number of researchers; understanding the extent to which HGT occurs between bacteriophages and bacteria, and how this drives bacterial evolution, will require many individual contributions to the centralized dataset.

Principal investigators

- **Arora, Gaurav** • Science, Technology, and Mathematics
- **Rosenwald, Anne** • Georgetown University

Additional investigators

- **Mathur, Vinayak** • Georgetown University

Funding sources

- National Science Foundation (NSF)

Overcoming barriers to STEM success for deaf undergraduates

Status: Ongoing

Start date: May 2013

End Date: April 2019

This project provides scholarships to deaf students majoring in biology, chemistry, or mathematics, thereby addressing the severe underrepresentation of deaf individuals in STEM fields by providing a specific plan to prepare them for STEM careers. The goals of this plan are realized through the following objectives: (1) Recruit Deaf students into STEM majors; (2) Provide scholarships to talented deaf STEM students with documented financial need (Scholarships in Science, Technology, Engineering, and Mathematics Program [S-STEM], funded by the National Science Foundation); (3) Provide individual and group activities to support undergraduate S-STEM Scholars;

(4) Assist Deaf S-STEM Scholars in overcoming cultural and linguistic barriers; and (5) Provide support services to deaf S-STEM Scholars to help them ultimately enter STEM careers. Broader impacts result from increasing the number of talented deaf students who choose a STEM major, and increasing the number of deaf STEM majors who are well prepared to enter STEM careers. Deaf S-STEM Scholars interact with deaf mentors and deaf scientists to understand that they truly can make significant contributions to STEM fields. There is a need for replicable best practices in educating deaf undergraduates in STEM disciplines, and this project can help develop such practices. Plans are in place to disseminate these best practices through a variety of venues.

Principal investigators

- **Arnos, Kathleen S.** • Science, Technology, and Mathematics
- **Nuzzo, Regina** • Science, Technology, and Mathematics
- **Sabila, Paul** • Science, Technology, and Mathematics

Additional investigators

- **Mertens, Donna** • Education
- **Zimmerman, Heather** (Student) • Education

Funding sources

- National Science Foundation (NSF)

Overcoming barriers to STEM success for Deaf undergraduates.

Status: Ongoing

Start date: May 2013

End Date: April 2018

This project provides scholarships to Deaf students majoring in biology, chemistry, or mathematics, thereby addressing the severe underrepresentation of Deaf individuals in STEM fields by providing a specific plan to prepare Deaf students for STEM careers. The goals of this plan are realized through the following objectives: (1) recruit Deaf students into STEM majors; (2) provide scholarships to talented Deaf STEM students with documented financial need; (3) provide individual and group activities to support undergraduate S-STEM Scholars; (4) assist Deaf S-STEM Scholars in overcoming cultural and linguistic barriers; (5) to provide support services to Deaf S-STEM Scholars to ultimately enter STEM careers.

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Broader Impacts result from increasing the number of talented Deaf students who choose a STEM major, and increasing the number of Deaf STEM majors who are well prepared to enter STEM careers. Deaf S-STEM Scholars will interact with Deaf mentors and Deaf scientists to understand that they truly can make significant contributions to STEM fields. There is a need for replicable best practices in educating Deaf undergraduates in STEM disciplines, and this project can help develop such practices. Plans are in place to disseminate these best practices through a variety of venues.

Principal investigators

- **Gormally, Cara** • Science, Technology, and Mathematics
- **Arnos, Kathleen S.** • Science, Technology, and Mathematics
- **Nuzzo, Regina** • Science, Technology, and Mathematics
- **Sabila, Paul** • Science, Technology, and Mathematics

Funding sources

- National Science Foundation (NSF)

Partnership in reduced dimensional materials (PRDM): Preparation of molybdenum disulfide nanomaterials

Status: Ongoing

Start date: October 2012

End Date: December 2020

The project worked on developing strategies for the preparation of molybdenum disulfide nanomaterials, which have potential applications in fabrication of electronic devices and semiconductors. Two approaches for synthesis of nanomaterials were explored. The first strategy was successful in depositing molybdenum disulfide films on silicon wafers. The resulting products were analyzed using a Scanning Electron Microscope, which produces images of a sample by scanning it with a focused beam of electrons and contains information about the sample's surface composition and features. Further analyses are done using Energy Dispersive X-Ray Spectroscopy and Profilometer.

Principal investigators

- **Sabila, Paul** • Science, Technology, and Mathematics

Additional investigators

- **Cha, John** (Student) • Science, Technology, and Mathematics
- **Garcia, Nicolas** (Student) • Science, Technology, and Mathematics
- **Habtemichael, Amelework** (Student) • Science, Technology, and Mathematics
- **Herlod, Brienna** (Student) • Science, Technology, and Mathematics
- **Houghton, Mandy** (Student) • Science, Technology, and Mathematics

Funding sources

- National Science Foundation (NSF)

Partnerships for material research (PREM)

Status: Ongoing

Start date: October 2010

End Date: September 2020

This research is on nanotechnology-related projects at Howard University. Students were able to use lithography to prepare nanotechnology samples. They also had hands-on experience with various instrument techniques, including Scanning Electron Microscopy, Nuclear Magnetic Resonance Spectroscopy, FTIR spectroscopy, and mass spectrometry. The students synthesized a variety of organic precursors that will be used for the synthesis of nanomaterials by chemical vapor deposition method. Three Gallaudet students participated in an internship under the supervision of Dr. Sabila. This internship also tested a new template that could be used for future research collaborations between Gallaudet and other universities where Deaf and hard of hearing Gallaudet students work in a hearing research environment.

Principal investigators

- **Sabila, Paul S.** • Science, Technology, and Mathematics

Additional investigators

- **Habtemichael, Amelework** (Student) • Science, Technology, and Mathematics
- **Houghton, Mandy** (Student) • Science, Technology, and Mathematics

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- **Marceaux, Brandt** (Student) • Science, Technology, and Mathematics
- **Van Wey, John** (Student) • Science, Technology, and Mathematics
- **Yang, Fang** (Student) • Science, Technology, and Mathematics

Funding sources

- National Science Foundation (NSF)

Population genetics of connexin 26 deafness

Status: Ongoing

Start date: January 2010

End Date: January 2018

The researchers aim to explore two anthropological explanations for the high prevalence and mutational diversity of deafness-causing *GJB2* mutations in the North American population, as well as the association of specific *GJB2* mutations within ethnic groups. The first is heterotic balancing selection, in which *GJB2* heterozygotes may have increased fitness, possibly due to resistance to bacillary dysentery. A second explanation is linguistic homogamy, meaning in this case that culturally Deaf individuals have actively sought mates with compatible fluency in signed languages. This mate-selection phenomenon may have begun ~200 years ago with the introduction of signed language in residential schools for the Deaf. The significance of linguistic homogamy in Deaf communities is that in the broader human population, the same mechanism may have driven the inexplicably rapid evolution of *FOXP2* and 21 other genes implicated in human speech since their appearance in early humans 100,000-200,000 years ago.

Principal investigators

- **Braun, Derek** • Science, Technology, and Mathematics

Additional investigators

- **Armstrong, David F.** (Retired)
- **Arnos, Kathleen S.** • Science, Technology, and Mathematics
- **Herlod, Brienna** (Student) • Science, Technology, and Mathematics
- **Nance, Walter E.** • Virginia Commonwealth University

- **Pandya, Arti** • Virginia Commonwealth University
- **Tekin, Mustafa** • Miller School of Medicine • University of Miami

Funding sources

- Sorenson Legacy Foundation
- Mellon Foundation
- NASA-Space Grant

Potential societal impact of advances in genetic deafness

Status: Ongoing

Start date: September 2003

End Date: September 2018

This project was designed to assess the impact of testing for genes for deafness on the Deaf community and hearing parents of deaf and hard of hearing children. The first goal was to conduct focus groups and perform a survey of these groups to determine the attitudes and concerns related to genetics technologies and advances in the identification of genes for deafness. A second goal is to assess the impact of genetic testing on culturally Deaf couples by measuring its influence on selection of a marriage partner.

Principal investigators

- **Arnos, Kathleen S.** • Science, Technology, and Mathematics
- **Pandya, Arti** • Virginia Commonwealth University

Additional investigators

- **Blanton, Susan H.** • University of Miami
- **Nance, Walter E.** • Virginia Commonwealth University
- **Norris, Virginia** • Science, Technology, and Mathematics

REU AMI Site

Status: Ongoing

Start date: February 2015

End Date: February 2018

The Accessible Multimedia Interfaces Research Experiences for Undergraduates (REU) site program provides students with research experiences that enhance multimedia content acces-

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sibility through browser or mobile application interfaces for consumers who have sensory disabilities (deaf, hard of hearing, blind, or low vision). They collaborate with peers and mentors who have sensory disabilities. The diverse teams provide students with the experience and knowledge to recognize the range and complexity of accessibility challenges in accessing multimedia and to evaluate the efficacy of proposed solutions in a unique research environment. Students with sensory disabilities are extremely underrepresented in academics at the graduate level, especially in STEM. The REU site creates a critically needed pipeline of these students for graduate school and encourages them to participate in undergraduate and graduate programs in accessible computing and computer science. The REU student teams learn to identify, analyze, and address unsolved accessibility challenges to multimedia content interfaces. They also learn how to collaborate with diverse peers in an inclusive research environment. They gain experience in designing and producing practical solutions that increase accessibility and usability of multimodal information, especially for consumers with sensory disabilities. They will learn to create and disseminate their research outcomes through seminar training and participation in college and institutional conferences.

Principal investigators

- **Kushalnagar, Raja** • Science, Technology, and Mathematics

Additional investigators

- **Haddad, Fadi** (Student) • Science, Technology, and Mathematics
- **Harvey, Susie** (Student) • Psychology

Funding sources

- National Science Foundation (NSF)

Synthesis and Characterization of Boc Protected N-n-Pentyl-3-Pyridyl Pyrrolidine Ether

Status: Completed

Start date: May 2016

End Date: May 2017

To synthesize a series of N-n-alkyl pyridyl ethers, we successfully tested the synthetic procedure by synthesizing Boc protected N-n-pentyl-3-pyridyl pyrrolidine ether using Mitsunobu's reaction. The compound was characterized using nuclear magnetic resonance spectroscopy and mass spectroscopy.

Pyridyl ethers have been shown to exhibit high affinity for certain nicotinic acetylcholine receptors. This makes them a potential therapeutic agent for a series of nicotinic acetylcholine receptor linked pathophysiology. The goal of this project is to train student in biomedical research leading to drug discovery and to evaluate the possibility of synthesizing a series of N-n-alkyl pyridyl ethers for further pharmacological studies.

Principal investigators

- **Ogunjirin, Adebowale** • Science, Technology, and Mathematics

Additional investigators

- **Davenport, Zachary** (Student) • Science, Technology, and Mathematics
- **Mekonnen, Afomeya** (Student) • Science, Technology, and Mathematics

Funding sources

- National Science Foundation (NSF)

Products

Afomeya Mekonnen, Zachary Davenport, Adebowale Ogunjirin (November 2016). *An approach to synthesize and determine the Partition Coefficient of Two Analogs of Pyridyl Ether Compound*. Oral presentation at the Annual Biomedical Research Conference for Minority Students at Tampa Convention Center, Tampa, FL.

Davenport, Z., Mekonnen, A., Ogunjirin, A. (2016, November). *Synthesis and Characterization of Boc protected N-n-Pentyl-3-pyridyl pyrrolidine ether*. Presented at the Annual Biomedical Research Conference for Minority Students at Tampa Convention Center, Tampa, FL.

Davenport, Z., Mekonnen, A., Ogunjirin, A. (2016, August). *Synthesis and Characterization of Boc protected N-n-Pentyl-3-pyridyl pyrrolidine ether*. Poster presented at the 19th Undergraduate Research Symposium in the Chemical and Biological Sciences, University of Baltimore, Baltimore County, MD.

Davenport, Z., Mekonnen, A., Ogunjirin, A. (2016, October). *Synthesis and Characterization of Boc protected N-n-Pentyl-3-pyridyl pyrrolidine ether*. Poster presented at the Undergraduate Research Symposium in the Chemical and Biological Sciences, University of Baltimore, Baltimore County, MD.

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Synthesis of 3-((1-methylpyrrolidin-2-yl)methoxy)-1-Pentylpyridin-1-ium Bromide

Status: Completed
Start date: June 2016
End Date: August 2017

This is the first compound of a series of N-n-alkyl pyridyl ethers to be synthesized. A previous study showed that varied chain length of alkyl group can be attached to the nitrogen within the pyridine ring of nicotine. This work explores this claim using the compound 3-((1-methylpyrrolidin-2-yl)methoxy) pyridine as a lead. This research work allows students to have hand-on experience on how to design, synthesize, and characterize novel compounds. The research also leads to the synthesis and discovery of a novel compound that will be tested for selectivity and affinity with the hope that the novel compound will translate into a potential therapeutic agent or a tool for pharmacological research.

Principal investigators

- **Ogunjirin, Adebowale** • Science, Technology, and Mathematics

Additional investigators

- **Davenport, Zachary** (Student) • Science, Technology, and Mathematics
- **Kyre, Camac** (Student) • Science, Technology, and Mathematics
- **Pasquarelli, Christopher** (Student) • Science, Technology, and Mathematics

Funding sources

- National Science Foundation (NSF)
- Gallaudet Small Research Grant

Products

Christopher Pasquarelli, Zachary Davenport, Adebowale Ogunjirin (July 2017). Synthesis of 3-((1-methylpyrrolidin-2-yl)methoxy)-1-pentylpyridin-1-ium Bromide. Oral Presentation at the 2017 Summer Research Symposium, July 27-28, 2017 at James Madison University, Harrisonburg, VA.

Synthesis of N-n-alkylpyridinium ether as a Tobacco cessation agent

Status: Completed
Start date: November 2016
End Date: September 2017

Cigarette smoking is the single largest preventable cause of deaths and diseases in the United States, but thousands of youths are becoming cigarette smokers daily. Although proven and efficacious pharmacotherapies for tobacco dependence are in the market for management of tobacco addiction, relapse rates continue to be high. Therefore, there is need for alternative and more efficacious therapy. Nicotine is the main addictive substance in tobacco products. Nicotine binds to nicotinic acetylcholine receptors (nAChRs) in the central nervous system and modulates the release of neurotransmitters. The released neurotransmitters cause a sense of reward in the user. Nicotine acts via many subtypes of nAChRs. Because all these nAChR subtypes are relevant for many physiological processes, small and clinically relevant molecules that can compete with nicotine for binding at nAChR sites need to be subtype selective nAChR ligand. This proposal seeks to develop and discover novel molecules for the treatment of tobacco dependence. The hypothesis is that N-n-Alkylpyridinium ether ions of pyridylethers will displace nicotine from α -conotoxin MII (α -CTXMII) sensitive nAChR binding site, and inhibit release of dopamine from α -CTXMII-sensitive nAChR subtypes.

Principal investigators

- **Ogunjirin, Adebowale** • Science, Technology, and Mathematics

Funding sources

- Gallaudet Small Research Grant

Scholarly and Creative Activity

Arora, G. (2017, July). Creating a Community Science Project in Bioinformatics. Presented at the American Society of Microbiology Conference of Undergraduate Educators. Denver, CO.

Arora, G. (2017, June). *NextGen Genome Solver*. Workshop conducted at the Florida International University. Miami, FL.

Hem, C and Arora, G. (2016, October). *Listeria monocytogenes* shows evidence of horizontal gene transfer. Presented at the Undergraduate Research Symposium in University of Maryland. Baltimore County, MD.

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- Mathur, V., Arora, G., and Rosenwald, A. (December 2016). *Evidence for Student Learning in Bioinformatics*. Presented at the American Society for Cell Biology. San Diego, CA.
- Mathur, V., Arora, G., and Rosenwald, A. (2016, October). *Analyzing student learning using bioinformatics course modules as a platform for student engagement in research*. Presented at the Young Investigators Meeting. Chicago, IL.
- Mathur, V., Arora, G., and Rosenwald, A. (July 2017) *Faculty training and student learning in bioinformatics*. Presented at the Transforming Research in Undergraduate STEM Education Conference. Minnesota, MN.
- Mathur, V., Arora, G., and Rosenwald, A. (July 2017). Faculty Training and Student Performance Gains in Bioinformatics. Society for the Advancement of Biology Education and Research, Minnesota, MN.
- Glasser, A., Kushalnagar, K., & Kushalnagar, R. (2017). Feasibility of Using Automatic Speech Recognition with Voices of Deaf and Hard-of-Hearing Individuals. In *The 19th International ACM SIGACCESS Conference on Computers and Accessibility* (pp. 334–336). <https://doi.org/10.1145/3132525.3134819>
- Kushalnagar, P., Ryan, C., Smith, S., & Kushalnagar, R. (2017). Critical health literacy in American deaf college students. *Health Promotion International*. <https://doi.org/10.1093/heapro/dax022>
- Kushalnagar, R. S. (2017). Who Owns Captioning? In J. Lazar & M. A. Stein (Eds.), *Disability, Human Rights, and Information Technology* (pp. 182–198). University of Pennsylvania Press, Inc.
- Kushalnagar, R. S., Behm, G. W., Ali, S. S., Harvey, S. M., & Bercan, K. G. (2017). Enhancing participation of deaf engineering students in lab discussion. In *2017 ASEE Annual Conference & Exposition, Columbus, Ohio* (pp. 1–6).
- Kushalnagar, R., Glasser, A., & Kushalnagar, K. (2017). Deaf, Hard of Hearing, and Hearing perspectives on using Automatic Speech Recognition in Conversation. In *The 19th International ACM SIGACCESS Conference on Computers and Accessibility* (pp. 292–298). <https://doi.org/10.1145/3132525.3134781>
- Kushalnagar, R., Seita, M., & Glasser, A. (2017). Closed ASL Interpreting for Online Videos. In *Proceedings of the 14th Web for All Conference on The Future of Accessible Work - W4A '17* (pp. 1–4). New York, New York, USA: ACM Press. <https://doi.org/10.1145/3058555.3058578>
- Lasecki, W. S., Miller, C. D., Naim, I., Kushalnagar, R., Sadilek, A., Gildea, D., & Bigham, J. P. (2017, November). Scribe: Deep Integration of Human and Machine Intelligence to Caption Speech in Real Time. *Communications of the ACM*, 8.
- Kushalnagar, P., Smith, S., Hopper, M., Ryan, C., Rinkevich, M., & Kushalnagar, R. S. (2016). Making Cancer Health Text on the Internet Easier to Read for Deaf People Who Use American Sign Language. *Journal of Cancer Education*, 1–7. <https://doi.org/10.1007/s13187-016-1059-5>
- Waller, J. M., & Kushalnagar, R. S. (2016). Evaluation of Automatic Caption Segmentation. In *Proceedings of the 18th International ACM SIGACCESS Conference on Computers and Accessibility - ASSETS '16* (pp. 331–332). New York, NY, USA: ACM Press. <https://doi.org/10.1145/2982142.2982205>
- Obiedat, M. A Note on the Construction of Complex and Quaternionic Vector Fields on Spheres. Presented at the Joint Mathematics Meetings of the AMS-MAA, Atlanta, GA.
- Obiedat, M. A Note on the Construction of Complex and Quaternionic Vector Fields on Spheres. *Journal of Mathematical Notes*, 93(1) (2013), 104-110
- Marceaux, B., Snyder, H. D., Sabila, P. S. & Huber, T. (March 2016). *Exfoliation of Bismuth Telluride (Bi2Te3)*. Poster presented at the 2016 Gallaudet University Research Expo. Washington, DC.
- Mbochwa, C., Habtemichael, A., Sabila, P. (March 2016). *Growth of Molybdenum Disulfide Films on Silicon Wafers*. Poster presented at the 2016 Gallaudet University Research Expo. Washington, DC.
- Sabila, P. (2016, June) CIQM, PRDM and Gallaudet university: *Nanotechnology Research Experience for Deaf, Hard-of-Hearing Students*. Lecture presented at Howard University. Washington, DC.
- Sabila, P. (March 2016). *Dr. Sabila Research at Gallaudet*. Lecture presented during the Research Panel Session at the 2016 Gallaudet University Research Expo. Washington, DC.

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Social Work

The Department of Social Work provides an atmosphere to prepare students for a career in their field by emphasizing the application of knowledge and theories that are acquired. Research is a large part of applying this knowledge in a way that fosters experimentation and developing skills needed for their career.

Research Projects

Help-Seeking Behaviors Among Deaf and Hard of Hearing Individuals

Status: Completed

Start date: January 2017

End Date: September 2017

The purpose of this study was to investigate help-seeking behaviors among 228 self-identified culturally Deaf and hard of hearing individuals living in Washington, DC and the surrounding metropolitan area. Results indicate that the vast majority of participants reported feeling stressed, worried, or anxious. A large proportion of the sample reported feeling sad, unhappy, or depressed and experiencing discrimination because of being deaf. Despite these reports over three-quarters of the sample reported they were unlikely to seek help if they experienced a serious personal or emotional problem. Race and physical abuse were significant predictors of seeking help. Culturally sensitive interventions can help influence whether Deaf individuals seek help.

Principal investigators

- Crowe, Teresa • Social Work

Products

Crowe, T. (2017). Help-seeking among urban deaf and hard of hearing adults. *Urban Social Work*, 1(2), 1-13.

Help-Seeking Behaviors among Deaf and Hard of Hearing Individuals

Status: Ongoing

Start date: October 2017

The purpose of this study was to investigate help-seeking behaviors among 228 self-identified culturally Deaf and hard of hearing individuals living in Washington, D.C. and the surrounding metropolitan area. Results indicate that the vast majority of participants reported feeling stressed, worried, or

anxious. A large proportion of the sample reported feeling sad, unhappy, or depressed and experiencing discrimination because of being deaf. Despite these reports, over three-quarters of the sample reported they were unlikely to seek help if they experienced a serious personal or emotional problem. Race and physical abuse were significant predictors of seeking help. Culturally sensitive interventions can help influence whether Deaf individuals seek help.

Principal investigators

- Crowe, Teresa • Social Work

Telemental Health Services as a Targeted Intervention for Individuals who are Deaf and Hard of Hearing

Status: Ongoing

Start date: October 2017

Deaf and hard of hearing individuals who have chronic mental illness are a population that is underserved. Like their hearing counterparts with mental illness, individuals who are Deaf and hard of hearing often face medical and treatment disparities. The purpose of this paper is to propose the use of telemental health (TMH) services, or services provided via videoconferencing technology, as a targeted intervention that may provide relief to Deaf and hard of hearing individuals with mental health problems. This paper addresses several areas that are important when considering service provision to Deaf and hard of hearing individuals, including a working definition of TMH, clinical efficacy of TMH, the challenges and advantages of using TMH, and considerations for establishing a TMH service for Deaf and hard of hearing individuals.

Principal investigators

- Crowe, Teresa • Social Work

Products

Crowe, T. (2017). Telemental health services as a targeted intervention for individuals who are Deaf and hard of hearing. *JADARA*, 51(1), 1-11.

Scholarly and Creative Activity

Crowe, T. (2017). *Schizoaffective Disorder: Update*. Hoffman Estates, IL: OnCourse Learning.

Crowe, T. (2017). *Using Clinical assessment tools to evaluate mental health: Update*. Hoffman Estates, IL: OnCourse Learning.

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- Crowe, T. (2017). *Ethical social work practice, part 1: Update*. Hoffman Estates, IL: OnCourse Learning.
- Crowe, T. (2017). *Ethical social work practice, part 2: Update*. Hoffman Estates, IL: OnCourse Learning.
- Crowe, T. (2017). *Breaking the silence: Empowering deaf and hard of hearing survivors of domestic violence*. In A. Johnson (ed.), *Religion, Disability, and Gender Violence*. NY, NY: Springer.
- Crowe, T. (2017). *Mandatory dependent and elder abuse for the State of Iowa*. Hoffman Estates, IL: OnCourse Learning.
- Crowe, T. (2017). *Sexual violence against women on college campuses*. Hoffman Estates, IL: OnCourse Learning.
- Crowe, T. (2017). *Major Depressive Disorder, Single Episode: Update*. Hoffman Estates, IL: OnCourse Learning.
- Crowe, T. (2017). *Overview of Personality Disorders: Update*. Hoffman Estates, IL: OnCourse Learning.
- Crowe, T. (2017). *Psychotic Disorder: What to Look For: Update*. Hoffman Estates, IL: OnCourse Learning.
- Crowe, T. (2017). *Bipolar I: Single manic episode: Update*. Hoffman Estates, IL: OnCourse Learning.
- Delotte-Bennett, M., Frank, A., Moore, E. A., & Crowe, T. (2016, November). Collaborative Practice Among Deaf Professionals: A Block Placement Field Model. Presented at the Council on Social Work Education Annual Program Meeting, Atlanta, GA.
- Hirotsu, Y. & Takayama, K. (2017). *Skills necessary for mental health professionals working with deaf people*. Presented at the Gallaudet Research Expo. Washington, DC.
- Minakawa, A. & Takayama, K. (2017). *Cultural and linguistic health care approach in the deaf community*. Presented at the 3rd Conference of Japan Research Society of Health Care for Deaf and Hard of Hearing People. Tokyo, Japan.
- Takayama, K. (2017) *Social work practice with deaf and hard of hearing people*. Presented at the Teikyo-Heisei University. Tokyo, Japan.
- Takayama, K. (2017). *Cultural and linguistic best practice for hearing social workers*. Presented at the Japanese Research Society of Psychology. Tokyo, Japan.
- Takayama, K. (2017). *Disaster relief and mobilization with the deaf community: Lessons from Tohoku earthquake on March 11, 2011*. Presented at the Ninth Annual Guardianship Conference. Washington, DC.
- Takayama, K. (2017). Mr. Katsuya Nozawa: The life history of a Japanese deaf social work pioneer, *Commemorative Journal for Nozawa Katsuya*, 37-40.
- Takayama, K. (2017). *Social work practice with Deaf people*. Workshop conducted at the training session of the Yokosuka City Sign Language Interpreter Training Program. Kanagawa, Japan.
- Takayama, K. (2017). *Cultural and Linguistic Intervention*. Presented at the Association of Sagamiara Sign Language Interpreters. Kanagawa, Japan.
- Takayama, K. (2017). *Deaf Culture and Assessment*. Presented at the Sagamiara City Sign Language Interpreter Training. Kanagawa, Japan.
- Takayama, K. (2017). *Disability Policy*, Presented at the Kawasaki City Sign Language Interpreter Training Program. Kanagawa, Japan.
- Takayama, K. (2017). *Disaster Relief and Crisis Mobilization for Deaf Community*. Presented at the annual conference of the Tama Deaf Association. Tokyo, Japan.
- Takayama, K. (2017). *Linguistic and Cultural Model in Mental Health Field*. Presented at the annual conference of the Association of Mental Health Professionals with Deaf and Hard of Hearing. Tokyo, Japan.
- Takayama, K. (2017). *Mental Health Interpreting*, Workshop conducted at annual training session of the Yamaguchi Association of Sign Language Interpreters. Yamaguchi, Japan.
- Takayama, K. (2017). *Mental health literacy and help seeking*, Presented at the annual conference of the Yamaguchi Deaf Association. Yamaguchi, Japan.
- Takayama, K. (2017). *My Social Work Life*, Presented at the annual meeting of the Yamato City Deaf Association. Kanagawa, Japan.
- Takayama, K., (2017). The training program for social workers working with deaf and hard of hearing people. In K. Satio (Ed.), *The higher education program for deaf and hard of hearing students* (pp. 172-209). Tokyo, Japan: Minerva Shobo.

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Takayama, K. (2017). *Assessment and Psychotherapy with Deaf and Hard of Hearing Clients*. Presented at the conference of the Saitama Association of Deaf Social Workers. Saitama, Tokyo.

World Languages and Cultures

The department seeks to broaden student perspectives through language and cultural studies pertaining to both Deaf and hearing communities worldwide. Research interests and creative endeavors tend to focus on pedagogy, community building, literary study, and linguistic analysis of both signed and written/spoken languages.

Research Projects

Literacy skills in deaf readers

Status: Completed

Start date: December 2015

End Date: December 2017

This study includes a series of experiments that use eye-tracking technology to investigate sentence processing in hearing monolingual, hearing bilingual, and Deaf bilingual readers.

Principal investigators

- **Traxler, Matthew** • University of California, Davis
- **Piñar, Pilar** • World Languages and Cultures

Additional investigators

- **Dae-Kun, Kim** (Student) • Education
- **Guity, Ardavan** (Student) • Linguistics
- **Previ, Danielle** (Student) • Psychology

Funding sources

- National Institutes of Health (NIH)

Over 260 registrants from across the globe came to Gallaudet University to attend the 2017 Signed Language Interpretation and Translation Research Symposium, hosted by the Department of Interpretation and Translation (DOIT) from March 31 through April 1, 2017. This year's symposium was preceded the Deaf Translators Summit, also hosted by DOIT.

Photo by Zhee Chatmon



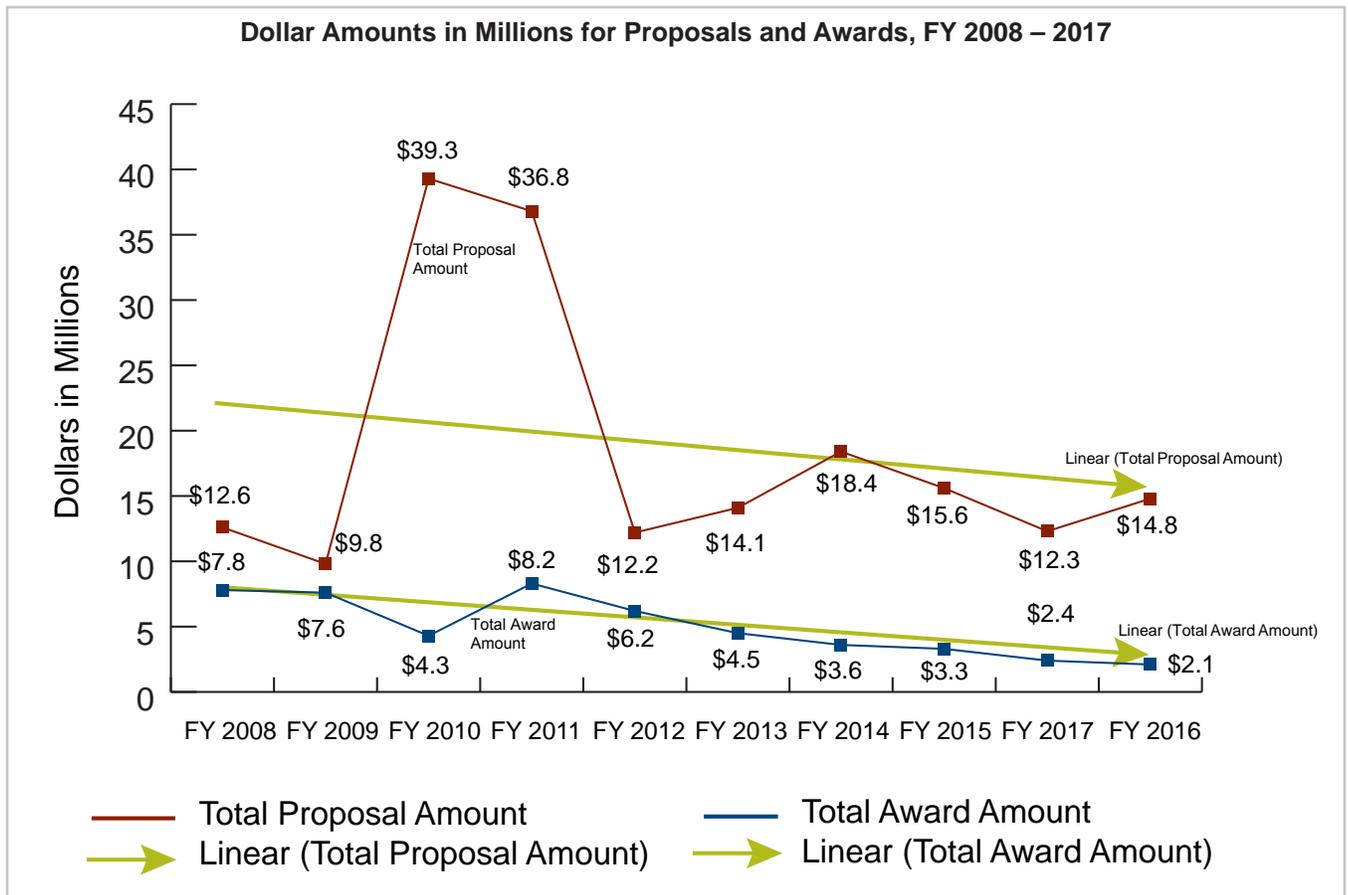
Priority Five: Academic Vitality and Strategic Positioning

IX. Office of Sponsored Programs

The Office of Sponsored Programs (OSP) provides services and support to Gallaudet faculty and professional staff seeking external funding for research and scholarly projects of benefit to the Gallaudet community and the world. The primary source of these funds comes from competitively-awarded federal agency competitions and occasionally cost-reimbursable awards from non-federal sponsors with federal-like requirements. Over the past three years, the University has received federal and industry performance contracts and expects to receive these types of contracts in the future. The OSP offers guidance in the development of grant and contract proposals and develops budgets and formally submits, negotiates, finalizes, and accepts awards on the University's behalf. The OSP is committed to increasing institutional resources in order to enhance the University's research and educational programming. For up-to-date information, consult the OSP's website, which is located at: www.gallaudet.edu/office-of-sponsored-programs.

Overview

Gallaudet faculty and professional staff compete for grants and contracts where sponsored projects are awarded on the basis of rigorous review by experts in the field. The OSP is continuously in pursuit of "establishing Gallaudet as the epicenter of research, development and outreach leading to advancements in knowledge and practice for deaf and hard of hearing people and all humanity." The OSP endeavors to "develop and implement research-based educational innovations and evaluate their impacts on student learning through research, PK-12 school and university partnerships, and cooperative relationships among community organizations, private foundations, museums, government programs, and industry." Gallaudet students directly or indirectly benefit from the relationships forged between Gallaudet faculty and staff and sponsored programs collaborators.



Priority Five: Academic Vitality and Strategic Positioning

The participation in the sponsored programs process in the past fiscal year by the Gallaudet community has resulted in a number of significant opportunities for the institution. Below are examples of major universities, non-profit and for-profit organizations that have collaborated with Gallaudet University:

- American Institutes for Research
- AT&T
- American University
- Apptek
- Auburn University
- Boston Museum of Science
- Boston University
- Cleveland Clinic
- Columbia University
- Consumer Technology Association
- Cornell University
- District of Columbia Coalition Against Domestic Violence
- Edvantia
- Federal Communications Commission
- Georgia Institute of Technology
- Georgetown University
- Hands and Voices
- Harvard University
- Hearing Loss Association of America
- Howard University
- Julstrom Consulting and Development
- Massachusetts Institute of Technology
- Measuring Usability
- MITRE Corporation
- Next2U Solutions
- Northeastern University
- Northwestern University Feinberg School of Medicine
- Nova Web Development
- Omnitor AB, Sweden
- Pennsylvania State University
- Prince George's Community College
- Reliable Systems
- Rochester Institute of Technology
- San Diego State University
- SignAll Technologies Informatikai
- St. Catherine's University
- University of Alberta, Canada
- University of Arkansas at Little Rock
- University of California-Davis
- University of California Los Angeles
- University of California-San Diego
- University of Colorado at Boulder
- University of Connecticut
- University of the District of Columbia
- University of Eastern Kentucky
- University of Kentucky
- University of Illinois-Urbana-Champaign
- University of Iowa
- University of Manitoba
- University of Maryland, College Park
- University of Maryland Center for Environmental Sciences
- University of Pittsburgh

Priority Five: Academic Vitality and Strategic Positioning

- University of Rochester
- University of Rochester Medical Center
- University of Southern California
- University of Tennessee
- University of Wisconsin-Madison
- Washington University in St. Louis
- ZVRS
- Yale University

The following pie chart shows the dollar amount of awards received by sponsor. Gallaudet continues to see a decline in funding which we attribute to the highly competitive environment created by cuts in federal funding and the transition to the new administration. Although we have seen a decline in awards, Gallaudet saw a \$2 million increase in the amount of proposals submitted for funding from last fiscal year. In FY 2017 \$14.8 million in proposals were submitted compared to \$12.3 million submitted last fiscal year.

Gallaudet continues to submit highly competitive research proposals and innovative scholarly projects to federal agencies and looks forward to acquiring research and development contracts with federal agencies and industry. A total of \$2.1 million in federal funding was awarded to Gallaudet in FY 2017 which is a decrease from last fiscal year, but is reassuring due to the uncertainty surrounding the fiscal budget situation.

This fiscal year, the University received a grant award from the National Institutes of Health to the Deaf Health Communica-

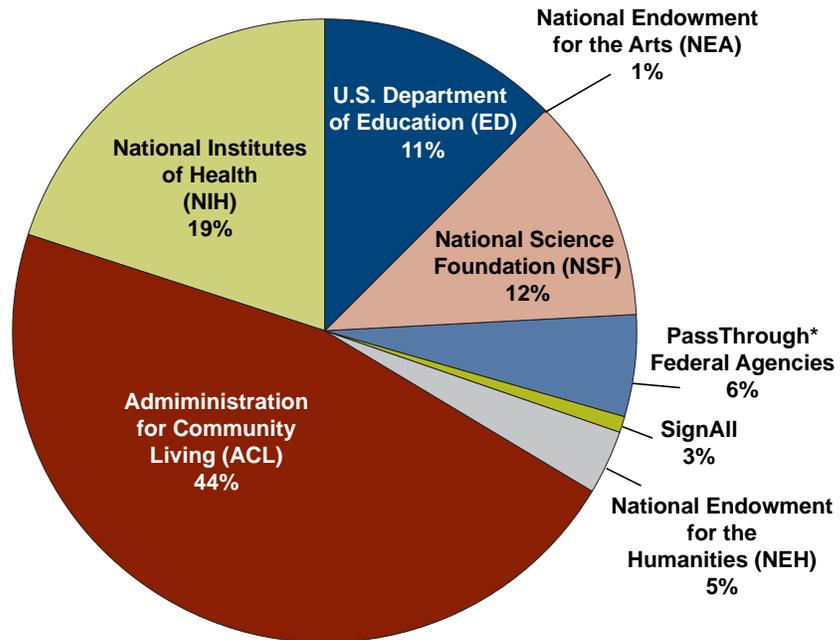
tion and Quality of Life Center's Director Dr. Poorna Kushalnagar for her project, "PROMIS – Deaf Profile: Inclusion of Deaf Patients in Disability and Outcomes Research," in the amount of \$406,760. Current patient-reported outcome measures are heavily dependent on English, which present serious language barriers to deaf and hard of hearing (DHH) patients who use American Sign Language (ASL). The availability of patient-reported outcome measures in ASL and English that is valid for users of accessible technology and services will lead to better personal and public health within the underserved DHH population. Additional supplemental funding will be used to increase the number of deaf sexual and gender minority individuals in this study.

The National Endowment for the Humanities awarded Gallaudet in the amount of \$100,000 from the National Endowment for the Humanities for Dr. Brian Greenwald's grant proposal "Deaf NYC: Signs of Change." This project will support research and oral (signed) history documentation of multi-generational deaf life in New York City. Deaf NYC: Signs of Change is an on-going effort that works with diverse yet interconnected residents and former residents to explore the unique benefits and challenges of urban life for deaf New Yorkers.

Dr. Jill Bradbury was awarded a grant in the amount of \$69,546 from the National Endowment for the Arts to lead a two-week summer institute which allowed participants to explore models and practices for allowing deaf-blind people to participate in theater as both audience members and actors. Participants used an adaptation of "Romeo and Juliet" by a deaf-blind author in the workshop. The project culminated with a performance for the deaf-blind community and production of a short documentary about this ground-breaking project.

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Total Awards by Percentage and Sponsor Received by FY 2017



*Federal PassThrough: Howard University (Harvard & NSF) 32%; American University (NASA) 26%; University of Tennessee (IES) 17%; Auburn University (NSF) 12%; University of the District of Columbia (U.S. Geological Survey) 7%; Georgetown University (NSF) 6%

Priority Five: Academic Vitality and Strategic Positioning

Research Compliance

The Office of Sponsored Programs (OSP) in collaboration with the Graduate School and Continuing Studies continued presenting Responsible Conduct of Research (RCR) training. On April 20, Vicky King, the research compliance specialist in the OSP, and Dr. Elizabeth Gibbons, assistant dean of the Graduate School and Continuing Studies, led a session

focused on avoiding research misconduct, which included an interactive video presentation called “The Lab” from the U.S. Department of Health and Human Services Office of Research Integrity, followed by discussion and analysis. The OSP and Graduate School and Continuing Studies dean’s office are developing additional interactive and accessible sessions on other RCR topics including: conflict of interest, export control, data management and sharing, mentoring, and much more.

FY 2017 Awards

Principal Investigator	School/ Division	Department Center	Title	Sponsor	Begin/ End Dates	Award Amount	Award Date
RESEARCH RELATED AWARDS							
PI: Allen, Thomas	Academic Affairs	Visual Language and Visual Learning (VL2)	An Efficacy Study of Strategic and Interactive Writing Instruction (SIWI): Teacher Development and Student Outcomes	University of Tennessee (U.S. Department of Education; Institute of Education Sciences)	8/1/2017-7/31/2018	\$22,620	7/25/2017
PI: Arora, Gaurav	CAS	Science, Technology, and Mathematics	NexGen Genome Solver	Georgetown University (National Science Foundation)	6/1/2015-5/31/2018	\$8,073	4/17/2017
PI: Greenwald, Brian	SEBHS	History, Philosophy, Religion, & Sociology	Deaf NYC: Signs of Change	National Endowment for the Humanities	5/1/2016-9/30/2021	\$100,000	12/23/2016
PI: Kushalnagar, Poorna	Academic Affairs	Deaf Health Communication and Quality of Life Lab	PROMIS-Deaf Profile: Inclusion of Deaf/HH Sexual and Gender Minorities in Patient Reported Outcomes Research	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	9/1/2017 - 8/31/2018	\$97,802	8/31/2017
PI: Kushalnagar, Poorna	Academic Affairs	Deaf Health Communication and Quality of Life Lab	PROMIS-Deaf Profile: Inclusion of Deaf Patients in Disability and Outcomes Research	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	9/1/2017 - 8/31/2018	\$308,958	8/23/2017

Priority Five: Academic Vitality and Strategic Positioning

FY 2017 Awards (continued)

PI: Petitto, Laura-Ann	Academic Affairs	PhD Program in Educational Neuroscience	INSPIRE: The RAVE Revolution for Children with Minimal Language Experience During Sensitive Periods of Brain and Language Development	National Science Foundation	4/1/2017-9/30/2018	\$150,000	7/24/2017
PI: Sabila, Paul	CAS	Science, Technology, and Mathematics	Center for Integrated Quantum Materials	Howard University (National Science Foundation)	10/1/2016-9/30/2017	\$30,000	6/5/2017
PI: Sabila, Paul Co-PI: Snyder, Henry	CAS	Science, Technology, and Mathematics	Center for Reduced Dimensional Systems	Howard University (National Science Foundation)	6/1/2017-5/31/2018	\$14,000	9/20/2017
PI: Vogler, Christian	Academic Affairs	Technology Access Program	Rehabilitation Engineering Research Centers: Improving the Accessibility, Usability, and Performance of Technology for Individuals who are Deaf or Hard of Hearing	Administration for Community Living (National Institute on Disability, Independent Living, and Rehabilitation Research)	9/30/2017-9/29/2018	\$950,000	8/31/2017
TOTAL RESEARCH RELATED AWARDS (9 Awards, 7 PI/PDs, 1 Co-PI/PDs)						\$1,681,453	
TRAINING, SCHOLARSHIPS, AND OTHER AWARDS							
PI: Arnos, Kathleen Co-PIs: Nuzzo, Regina & Sabila, Paul	CAS	Science, Technology, and Mathematics	S-STEM Scholars: Overcoming Barriers to STEM Success for Deaf Undergraduates	National Science Foundation; Directorate for Education and Human Resources	5/15/2017-4/30/2018	\$104,524	5/3/2017

Priority Five: Academic Vitality and Strategic Positioning

FY 2017 Awards (continued)

PD: Boudreault, Patrick Co-PD: Vogler, Christian	SEBHS	Interpretation and Translation	SignALL - Automated Translation Project	SignAll Technologies Informatikai	1/16/2017-6/2/2017	\$61,034	1/12/2017
PD: Bradbury, Jill	CAS	English	Theater for the DeafBlind Initiative	National Endowment for the Arts	2/1/2017-12/31/2017	\$25,000	2/21/2017
PD: Seal, Brenda	SEBHS	Hearing, Speech, and Language Sciences	Bilingual Assessment and Supervised Intervention of Collaborative Services (BASICS) for Speech-Language Pathologists and Interpreters Working with Students who are deaf, Deaf, and Hard of Hearing	U.S. Department of Education; Office of Special Education and Rehabilitative Services	10/1/2017-9/30/2018	\$89,112	9/27/2017
PD: Smith, Kendra	SEBHS	Counseling	RSA Long-Term Training Grant	U.S. Department of Education; Rehabilitation Services Administration	10/1/2017-9/30/2018	\$150,000	8/31/2017
PD: Snyder, Henry	CAS	Science, Technology, and Mathematics	National Space Grant College and Fellowship Program	American University (National Aeronautics and Space Administration)	8/26/2016-8/13/2017	\$35,377	2/24/2017
PI: Solomon, Caroline	CAS	Science, Technology, and Mathematics	NSF INCLUDES: South East Alliance for Persons with Disabilities in STEM (SEAPD-STEM)	Auburn University (National Science Foundation)	10/1/2016-3/31/2018	\$16,543	2/23/2017

Priority Five: Academic Vitality and Strategic Positioning

FY 2017 Awards (continued)

PI: Solomon, Caroline Co-PI: Braun, Derek	CAS	Science, Technology, and Mathematics	Examining Genetic Microbial Diversity to Monitor Pathogens and Toxins and in the Anacostia River, D.C.	University of the District of Columbia (U.S. Geological Survey)	3/1/2017-2/28/2018	\$10,000	6/6/2017
TOTAL TRAINING, SCHOLARSHIPS, & OTHER AWARDS (8 Awards, 7 PI/PDS, 4 Co-PI/PDS)						\$491,590	
GRAND TOTAL (17 Awards)						\$2,173,043	



Gallaudet University formed a collaboration with the United States Department of Agriculture's (USDA) Agricultural Marketing Service (AMS) to increase the number of qualified college graduates who apply for full-time employment and internship positions at the USDA. President Cordano (left) and Elanor Starmer (right), AMS administrator, celebrated the collaboration by signing a memorandum of understanding at an on-campus ceremony on December 2, 2016.

Photo by Bilal Chinoy

Priority Five: Academic Vitality and Strategic Positioning

FY 2017 Proposals

Principal Investigator	School/ Division	Department Center	Title	Sponsor	Begin/ End Dates	Proposed Amount	Proposed Date
RESEARCH RELATED PROPOSALS							
PI: Arora, Gaurav	CAS	Science, Technology, and Mathematics	NexGen Genome Solver	Georgetown University (National Science Foundation)	6/1/2017-5/31/2018	\$8,073	2/23/2017
PI: Benaissa, Senda Co-PI: Schooler, Deborah	Academic Affairs	Office of Research Services & International Affairs	Videophone Intervention to Improve Health of Deaf Sign Language Users	University of Rochester (Center for Disease Control)	9/30/2017-9/29/2018	\$57,679	3/24/2017
PI: Chen Pichler, Deborah	CAS	Linguistics	Family ASL: L2 Sign Acquisition by Hearing Parents of Deaf Children	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	6/1/2018-5/31/2023	\$3,084,161	6/5/2017
PI: Chen Pichler, Deborah	CAS	Linguistics	Family ASL: L2 Sign Acquisition by Deaf Children of Hearing Parents	University of Connecticut (National Institutes of Health)	6/1/2018-5/31/2023	\$533,331	5/30/2017
PI: Gormally, Cara	CAS	Science, Technology, and Mathematics	RELATES Incubator: Research Establishing & Linking Argumentation To Education in Science	National Science Foundation; Directorate for Biological Sciences	9/1/2017-8/31/2018	\$49,165	12/19/2016
PI: Kushalnagar, Poorna	Academic Affairs	Deaf Health Communication and Quality of Life Lab	Deaf Oncology Patient Navigator Training Curriculum	National Institutes of Health (National Cancer Institutes)	7/1/2018-6/30/2021	\$313,358	9/22/2018
PI: Kushalnagar, Poorna	Academic Affairs	Deaf Health Communication and Quality of Life Lab	Educational Characteristics as a Predictor of Cancer Health Information Seeking Behaviors in Deaf Adults	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	8/1/2018-7/31/2020	\$146,042	7/6/2017
PI: Kushalnagar, Poorna	Academic Affairs	Deaf Health Communication and Quality of Life Lab	PROMIS-Deaf Profile: Inclusion of Deaf/HH Sexual and Gender Minorities in Patient Reported Outcomes Research	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	6/1/2017-5/31/2018	\$97,802	2/21/2017

Priority Five: Academic Vitality and Strategic Positioning

FY 2017 Proposals (continued)

PI: Kushalnagar, Raja	CAS	Science, Technology, and Mathematics	CHS: Medium: Collaborative Research: RF/IMU Based Sign Recognizer (RISR)	National Science Foundation	8/1/2018-7/31/2021	\$394,775	9/26/2017
PI: Kushalnagar, Raja	CAS	Science, Technology, and Mathematics	CHS: Medium: Collaborative Research: Wearable Sound Sensing and Feedback Techniques for Persons who are Deaf and Hard of Hearing	National Science Foundation	4/1/2018-3/31/2022	\$100,000	9/25/2017
PI: Kushalnagar, Raja	CAS	Science, Technology, and Mathematics	REU SITE: Accessible Information and Communication Technologies	National Science Foundation	3/1/2018-2/28/2021	\$359,452	8/23/2017
PI: Kushalnagar, Raja	CAS	Science, Technology, and Mathematics	Multi-Channel Instructional Technology in Post-secondary Contexts: Implications for DHH students and Specific Learning Needs	Rochester Institute of Technology (Institute of Educational Science)	7/1/2018-6/30/2022	\$174,742	8/11/2017
PI: Kushalnagar, Raja	CAS	Science, Technology, and Mathematics	CPS: Medium: Collaborative Research: RF/IMU Based Sign Recognizer (RISR)	National Science Foundation	8/1/2017-7/31/2020	\$339,910	3/7/2017
PI: Kushalnagar, Raja	CAS	Science, Technology, and Mathematics	CHS: Medium: Collaborative Research: Wearable Sound Sensing and Feedback Techniques for Persons who are Deaf and Hard of Hearing	National Science Foundation	5/1/2017-4/30/2021	\$100,398	10/19/2016
PI: Kwon, Bomjun	SEBHS	Hearing, Speech, and Language Sciences	Improving the Sound Quality of Cochlear Implants Using Music	U.S. Department of Health and Human Services; Administration for Community Living	10/1/2017-9/30/2020	\$596,420	2/7/2017
PI: Petitto, Laura-Ann	Academic Affairs	PhD Program in Educational Neuroscience	INSPIRE: The RAVE Revolution for Children with Minimal Language Experience During Sensitive Periods of Brain and Language Development	National Science Foundation	4/1/2017-9/30/2017	\$192,625	2/9/2017

Priority Five: Academic Vitality and Strategic Positioning

FY 2017 Proposals (continued)

PI: Petitto, Laura-Ann Co-PI: Langdon, Clifton	Academic Affairs	PhD Program in Educational Neuroscience	MRI: Development of MRI iNET Instrumentation for Interdisciplinary Research & Training on the Neuroplasticity of Language & Higher Cognitive Systems Across Diverse Populations	National Science Foundation	8/1/2017-7/31/2020	\$2,157,846	1/11/2017
PI: Pinar, Pilar	CAS	World Languages and Cultures	Cognitive Systems Across Diverse Populations	University of California-Davis (National Institutes of Health)	12/1/2016-11/30/2017	\$23,416	2/23/2017
PI: Pinar, Pilar Co-PI: Mathur, Gaurav	CAS	World Languages and Cultures	PIRE: Multimodal Multilingual Development in Multiple Environments (M3-PIRE)	Rochester Institute of Technology (National Science Foundation)	8/1/2018-7/31/2023	\$38,442	4/5/2017
PI: Quandt, Lorna	Academic Affairs	PhD Program in Educational Neuroscience	Neural Foundations of Perceiving Signing Avatars in Children and Adults	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	4/1/2018-3/31/2021	\$328,891	6/23/2017
PI: Quandt, Lorna	Academic Affairs	PhD Program in Educational Neuroscience	Neural Correlates of Sign Language Experience and Spatial Processing	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	9/1/2017-8/31/2020	\$142,515	4/7/2017
PI: Sabila, Paul	CAS	Science, Technology, & Mathematics	Center for Integrated Quantum Materials	Harvard University (National Science Foundation)	10/1/2018-9/30/2022	\$137,309	12/5/2016
PI: Shaw, Emily	SEBHS	Interpretation and Translation	The History and Structure of American Sign Language in the Midwest	National Science Foundation	6/1/2017-5/31/2020	\$495,619	1/17/2017

Priority Five: Academic Vitality and Strategic Positioning

FY 2017 Proposals (continued)

PI: Snyder, Henry	CAS	Science, Technology, and Mathematics	National Space Grant College and Fellowship Program	American University (National Aeronautics and Space Administration)	12/1/2016-8/13/2017	\$35,377	10/24/2016
PI: Solomon, Caroline	CAS	Science, Technology, and Mathematics	REU Site: Research Experiences for Undergraduates in Estuarine Science	University of Maryland/ Maryland Sea Grant	3/1/2018-2/28/2023	\$68,208	7/28/2017
PI: Solomon, Caroline	CAS	Science, Technology, and Mathematics	Assessing the Effectiveness of the Anacostia River Tunnel in Reduction of Eutrophication	University of Maryland/ Maryland Sea Grant	3/1/2018-2/28/2020	\$64,335	6/16/2017
PI: Solomon, Caroline Co-PIs: Braun, Derek & Arora, Gaurav	CAS	Science, Technology, and Mathematics	Examining Genetic Microbial Diversity to Monitor Pathogens and Toxins and in the Anacostia River, D.C.	University of the District of Columbia (U.S. Geological Survey)	3/1/2017-2/28/2018	\$10,000	11/10/2016
PI: Vogler, Christian	Academic Affairs	Technology Access Program	FCC Telecommunications Relay Services (TRS) Center of Expertise (COE)	MITRE (Federal Communications Commission)	9/18/2017-1/22/2019	\$455,484	9/22/2017
PI: Vogler, Christian Co-PIs: Kozma-Spytek, Linda & Kushalnagar, Raja	Academic Affairs	Technology Access Program	Impact of IP-Based, Technology-Mediated Spoken and Signed Communication on Telecommunications Access for Individuals who are Deaf or Hard of Hearing	U.S. Department of Health and Human Services; Administration for Community Living	10/1/2017-9/30/2020	\$600,000	2/8/2017
TOTAL RESEARCH RELATED PROPOSALS (29 Proposals, 15 PI/PDs, 7 Co-PI/PDs)						\$11,105,375	
TRAINING, SCHOLARSHIPS, AND OTHER PROPOSALS							
PD: Boudreault, Patrick	SEBHS	Interpretation and Translation	Exposing the Borders of Academia: Sign Language as a Medium of Knowledge Production, Preservation, and Dissemination Deaf Studies Digital Journal	National Endowment for the Humanities	1/1/2018-6/30/2020	\$323,479	6/6/2017

Priority Five: Academic Vitality and Strategic Positioning

FY 2017 Proposals (continued)

PD: Boudreault, Patrick Co-PD: Vogler, Christian	SEBHS	Interpretation and Translation	SignALL- Automated Translation Project	SignAll Technologies Informatikai	1/1/2017-12/31/2017	\$63,034	12/21/2016
PD: Malzkuhn, Melissa	Academic Affairs	Visual Learning and Language	Connecting Capitals: The Intersectionality of US/Belgium Deaf Heritages and Global Citizenship	World Learning (U.S. Department of State)	8/1/2017-6/30/2018	\$7,000	5/31/2017
PD: Metzger, Melanie Co-PD: Cagle, Keith	SEBHS	Interpretation and Translation	Preparing BA-Level Educational Interpreters to Work with Deaf, Hard of Hearing, and DeafBlind Children	U.S. Department of Education; Office of Special Education and Rehabilitative Services	9/1/2017-8/31/2022	\$1,212,176	3/3/2017
PD: Metzger, Melanie Co-PD: Hunt, Danielle	SEBHS	Interpretation and Translation	Project IDEA: Individuals who are Deaf and Educational Accessibility, An IDEA Whose Time has Come	U.S. Department of Education; Office of Special Education and Rehabilitative Services	8/1/2017-7/31/2022	\$1,097,638	2/6/2017
PD: Sanchez, Roberto	CAS	History, Philosophy, Religion and Sociology	NEH Summer Institute for College and University Teachers on Global Histories of Disability	Loyola University Maryland (National Endowment for the Humanities)	6/1/2018-7/31/2018	\$43,769	2/28/2017
PD: Seal, Brenda	SEBHS	Hearing, Speech, and Language Sciences	Bilingual Assessment and Supervised Intervention of Collaborative Services (BASICS) for Speech-Language Pathologists and Interpreters Working with Students who are deaf, Deaf, and Hard of Hearing	U.S. Department of Education; Office of Special Education and Rehabilitative Services	9/1/2017-8/31/2022	\$905,445	3/6/2017
PD: Taylor, April	Finance and Administration	Equal Opportunity Programs	Sexual Violence Prevention, Training, and Awareness	DC Coalition Against Domestic Violence (Department of Justice)	9/1/2017-9/30/2020	\$102,373	3/1/2017
TOTAL TRAINING, SCHOLARSHIPS, & OTHER PROPOSALS (8 Proposals, 6 PI/PDs, 3 Co-PI/PDs)						\$3,754,914	
GRAND TOTAL (37 Proposals)						\$14,860,289	

Priority Five: Academic Vitality and Strategic Positioning

X. Office of National Outreach

The Office of National Outreach brings its wealth of resources, services and programs to deaf people, families, and professionals around the country through three major components:

1) Gallaudet University Regional Centers (GURCs), 2) Youth Programs and 3) Pacific Initiatives.

FY 2017 National Outreach Activities

	Activities	People Served
Training & Technical Assistance	334	14,704
Conferences/Exhibits & Performances/Recruitment	72	14,124
Marketing & Press Releases	142	140,173
Social Media Efforts	1,130	1,143,810
TOTAL	1,678	1,312,811

Source: Activity Summary Database

National-Level Initiatives

Members of the Office of National Outreach work together as a team to accomplish national-level objectives. In addition, each of the GURCs conducts its own region-specific programs, specifically designed to meet the needs of Gallaudet University constituents within the region. During FY 2017, the scope of National Outreach and GURC initiatives continued to be streamlined and priorities remained aligned in support of the previous Gallaudet Strategic Plan and current University Priorities. National Outreach and the GURCs documented 14,704 people served through training and technical assistance/consultation, and 14,124 through conferences, exhibits, performances, and recruitment activities. Through our advertising efforts, 140,173 were reached through marketing and press releases, including listservs. In addition, our social media efforts resulted in a total of 1,143,810 views.

Articulation Agreements

Working with the Bachelors of Arts in Interpretation and Translation department at Gallaudet University, the regional centers facilitated collaborative agreements with interpreting training programs within their region to boost educational opportunities for future sign language interpreters. This part-

nership allows students in the two-year Associate of Applied Science degree in Interpreter Training Education to transfer credits into Gallaudet's four-year Bachelor of Arts in Interpretation (BAI) program. Students will live and study with deaf and hard of hearing people from the United States and abroad on Gallaudet's bilingual campus. FY 2017 saw an addition of two more agreements, now totaling seven. The two new agreements with partner institutions include:

- Northern Virginia Community College (NVCC), Annandale, Va.
- Western Piedmont Community College (WPCC), Morganton, N.C.

More agreements with other institutions are currently underway and are expected to be completed in FY 2018.

Regional Academic Bowls

Gallaudet continues to conduct four regional Academic Bowl competitions and one national competition at Gallaudet University. Coordinating the regional competition is a major responsibility and a highlight for all GURC regions. GURCs work with schools and programs to promote academic achievement and high expectations for all deaf and hard of hearing

Priority Five: Academic Vitality and Strategic Positioning

students while also introducing students, parents, and educators to the outstanding opportunities available at Gallaudet University.

Social Media Efforts

A conscientious effort was put into developing and maintaining our social media outlets such as Facebook and Twitter

during FY 2017. In 2016-2017, the office posted 1,130 times and amassed a total of 1,143,810 views. The term “views” is defined as the total number of people reached by individual posts.

FY 2017 Social Media Efforts

	Posts	Views
GURCs	377	75,011
Youth Programs	753	1,068,799
TOTAL	1,130	1,143,810

Youth Programs

Gallaudet’s Youth Programs serves deaf and hard of hearing students from elementary through high school. The programs promote academic excellence, provide learning opportunities, and encourage social interaction amongst deaf and hard of hearing students. This is achieved through the national and regional Academic Bowl, the annual Battle of the Books, the National Literary Competition, and Summer Youth Camps.

National Academic Bowl

FY 2017 marked the 21st anniversary of the Gallaudet University Academic Bowl for deaf and hard of hearing high school students. This event was established with the goal of promot-

ing academic excellence and achievement among deaf and hard of hearing students. In addition to promoting a spirit of academic competition and sportsmanship, the Academic Bowl provides social opportunities for development and collegiality between students from around the country. It serves as public recognition for the honor and importance of academic achievement and is a major recruitment program for the University.

During FY 2017, the Academic Bowl held four regional competitions and one national competition. During the 2017 competition year, 79 high school teams participated, with a total of 312 students and 155 coaches. Of the 131 seniors participating in the competitions, 44 (34%) enrolled at Gallaudet this fall.

Participation in National Academic Bowl for Deaf and Hard of Hearing Students Trend

	FY 2015	FY 2016	FY 2017
Schools/Programs	76	77	79
Teachers/Staff	148	153	155
Students	300	297	312

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Regional Academic Bowls

Hosting the regional competition requires collaboration between Youth Programs, GURCs, and host schools. The

regional competitions took place at four different schools with participation from approximately the same number of schools or programs.

FY 2017 Regional Academic Bowl Host Institutions

GURC	Regional Academic Bowl Host Institution
East	Rockville High School, Rockville, Md.
Midwest	Indiana School for the Deaf, Indianapolis, Ind.
South	North Carolina School for the Deaf, Morganton, N.C.
West	California School for the Deaf, Riverside, Calif.

FY 2017 Participation in Regional Academic Bowl for Deaf and Hard of Hearing Students

	East	Midwest	South	West
Schools/Programs	20	19	20	20
Teachers/Staff	40	37	40	38
Students	77	76	79	80

Battle of the Books

During FY 2017, Gallaudet's Battle of the Books entered its fifth year. The purpose of the Battle of the Books is multi-faceted: to promote literacy, foster a spirit of academic competition and good sportsmanship, and to develop critical thinking skills among deaf and hard of hearing middle school students.

During the 2017 competition, 85 teams from 45 schools or programs participated with a total of 383 students and 75 chaperones. The first group of 8th graders to play during the 2012-2013 season was eligible to enroll at Gallaudet for the first time this fall. Out of a total of 38 eligible seniors who competed in at least one year, 10 enrolled at Gallaudet for an enrollment rate of 26%.

Participation in Battle of the Books Trend

	FY 2015	FY 2016	FY 2017
Schools/Programs	36	42	45
Teachers/Staff	69	82	75
Students	330	320	383

Priority Five: Academic Vitality and Strategic Positioning

National Literary Competition

After a successful pilot program in FY 2016, Youth Programs opened the National Literary Competition (NLC) to all deaf and hard of hearing students across the nation. The NLC is co-sponsored by the Phi Kappa Zeta sorority of Gallaudet University. There are two categories in the competition: ASL and writing. The purpose of the ASL competition is to further the development of academic ASL, promote creativity and

originality in the use of ASL and foster a sense of pride in ASL among students. The purpose of the writing competition is to allow students to showcase their ability to express themselves in written English, and to instill pride and ownership in their work. During FY 2017, participation in the NLC nearly doubled compared to FY 2016. Out of the 52 seniors who participated in the NLC during the summer of 2017, 10 (19%) enrolled at Gallaudet this fall.

Participation in the National Literary Competition Trend

	FY 2016	FY 2017
ASL Competition	265	493
Writing Competition	58	137
TOTAL	323	630

Summer Youth Camps

During FY 2017, two sessions of the Summer Youth Camps (SYC) were held between June 24-July 13. There were three continuing and two new camps under SYC: Immerse into ASL, Discover Your Future, Exploring the Sciences, Blackbox Theatre Camp (new), and Got Skills? (new). Immerse into ASL is an intensive program in which deaf, hard of hearing, and hearing students come to campus in order to experience a total immersion into deaf culture and learn ASL. Discover Your Future is a career-oriented program designed for deaf and hard of hearing students. Exploring the Sciences is for deaf and hard of hearing students who have an aptitude for science. Blackbox Theatre Camp is for deaf and hard of hearing students interested in the field of theatre. Got Skills? is a “design your own” camp experience for deaf and hard of hearing middle school students in which campers choose from an array of leadership and sports activities. Out of the 139 seniors who have participated in at least one SYC session since FY 2014, 31 (22%) enrolled at Gallaudet this fall.

Total Participation in Summer Youth Programs Trend

	FY 2015	FY 2016	FY 2017
Number of Campers	89	90	172*

*Two SYC sessions were held in FY 2017.

FY 2016 Participation in Summer Youth Programs

Program	Participants
Immerse Into ASL	64
Discover Your Future	45
Exploring the Sciences	9
Blackbox Theatre Camp*	14
Got Skills?*	40

*Established in FY 2017.

Priority Five: Academic Vitality and Strategic Positioning

Gallaudet University Regional Centers

Through partnerships with Gallaudet University Regional Centers' (GURCs) host institutions, the regional centers share Gallaudet's undergraduate and graduate programs and Laurent

Clerc National Deaf Education Center's resources and expertise through training programs, workshops and conferences, youth programs, technical assistance, and consultation. The regions and host institutions are indicated below:

Gallaudet University Regional Center Locations

GURC Region	Host Institution	Location
East	Northern Essex Community College	Massachusetts
Midwest	John A. Logan College	Illinois
South	Austin Community College	Texas
West	Ohlone College	California
Pacific Initiatives	Office of National Outreach	Washington, D.C.

GURCs play a significant role in accomplishing the goals and objectives of the previous Gallaudet Strategic Plan (GSP), and current University Priorities. Each GURC develops and implements a plan of outreach that serves constituents in their respective region, and responds to the previous GSP and current University Priorities. The primary scope of their work aligns with GSP: Goal A (Grow Gallaudet's enrollment), GSP: Goal C (secure sustainable resource base through revenues and partnerships, and GSP: Goal E (establish Gallaudet as the epicenter of research, development and outreach). The work of the GURCs also supports the University Priorities, specifically the concepts of diversity and equity (priority #2), student success (priority #3), and academic vitality and strategic po-

sitioning (priority #5). Examples of the centers' work include sponsoring conferences/exhibits, providing youth empowerment training, coordinating extension courses, planning family learning events, and presenting about Gallaudet University, in addition to many other initiatives.

A central mission of the GURC is creating a campus climate and experience that welcomes all and is owned by everyone; recruiting, retaining, and engaging students; and influencing the world by sharing research, expertise, and knowledge that uniquely comes from Gallaudet. The GURCs promote Gallaudet as the "first choice" for deaf and hard of hearing students throughout the world, as well as for hearing students pursuing fields related to deaf and hard of hearing people.

FY 2017 GURC Activities and People Served

	Activities	People Served
Training & Technical Assistance	344	14,704
Conferences/Exhibits & Performances/Recruitment	66	11,244
Marketing & Press Releases	142	140,173
TOTAL	542	166,121

Priority Five: Academic Vitality and Strategic Positioning

Regional Initiatives

GURC-East Region at Northern Essex Community College, Haverhill, Massachusetts

New Director: In February, 2017, a new director was appointed for the GURC-East Region. Todd Higgins has extensive experience with deaf, deafblind, hard of hearing, and late-deafened individuals as an advocate, case manager, service coordinator, disability specialist, and community advisor. He joined GURC-East after almost 10 years in disability service at San Francisco State University, where he also obtained his master of arts in public administration.

Family Sign Language Program (FSLP): GURC-East is currently in the second year of a five-year grant from the Massachusetts Department of Public Health to coordinate the statewide FSLP. GURC-East streamlined “welcome” packets for families and tutors of the Massachusetts FSLP for improved usability, expanded the existing pool of tutors to meet the growing demand for sign language instruction for families, and developed new online ASL resources for families.

Regional Connections: Attended and exhibited at a Hands and Voices event in Manchester, New Hampshire for the purpose of partnering with organizations that serve deaf and hard of hearing people throughout the region. GURC-East shared resources with parents of deaf and hard of hearing children who participated in these programs and events.

Youth Empowerment Training: Co-led a Youth Empowerment Training event for deaf and hard of hearing middle school and high school campers at Zoppi Deaf Camp in Sandyston, New Jersey. GURC-East provided this empowerment training with the goal of providing additional trainings for deaf and hard of hearing youth throughout the region.

Events and Exhibits: Exhibited at the annual Massachusetts Early Intervention Consortium in Framingham, Massachusetts. GURC staff shared information about FSLP and the referral process with Early Intervention professionals, organizations, and families at the conference. The monthly Shared Reading Program was also featured at the booth as an additional resource for parents of deaf and hard of hearing children wishing to learn how to tell stories to their children in American Sign Language.

GURC-Midwest Region at John A. Logan College, Carterville, Illinois

Regional Connections: GURC-MW attended four statewide Vocational Rehabilitation Counselors for the Deaf (RCD) meetings in Arkansas, Indiana, Missouri and Oklahoma, and shared information about Gallaudet’s Undergraduate Programs, Gallaudet’s Support/Career Services, Gallaudet’s Youth Programs and other pertinent information.

During FY 2017, GURC-MW developed new connections with a number of agencies and schools in Michigan such as the Michigan Department of Education-Low Incidence Outreach (MDE-LIO), the Michigan School for the Deaf, the Detroit Public School Community District, the Kalamazoo Regional Educational Service Agency’s Deaf and Hard of Hearing Program, and Michigan’s Hands and Voices. GURC-MW attended and sponsored a statewide 2016 Fall Conference for Professionals serving deaf and hard of hearing children, and the 2017 Family Matter Conference. GURC-MW also visited schools and family events in Detroit and Kalamazoo, Michigan.

In the spring of 2017, GURC-MW visited the new Outreach Center for Deafness and Blindness in Columbus, Ohio, which is overseen by the Ohio Center for Autism and Low Incidence (OCALI). GURC-MW Director Sheri Cook met with the program director and the Deaf/HH Outreach specialist and shared information and training opportunities from Gallaudet. As a result of this new partnership, GURC-MW had an exhibit booth and gave a training at OCALI’s nation-wide conference in the fall of 2017.

Youth Empowerment Training: GURC-MW provided six Youth Empowerment trainings to deaf and hard of hearing high school students in three Midwest states: Missouri, Illinois and Michigan. The training is designed to support the success of our deaf and hard of hearing students by providing them with leadership and empowerment tools. Information about Gallaudet’s Undergraduate Programs and Gallaudet’s Youth Programs were shared at these events.

Technical Assistance and Consultation: GURC-MW served on three advisory councils; the Kimball Hill Family Deaf Institute at William Rainey Harper Community College; the Deaf Services Program at St. Louis Community College, and the Illinois School for the Deaf. Serving on these councils allowed GURC-MW the opportunity to share valuable resources from Gallaudet and to support deaf and hard of hearing students interested in transferring to Gallaudet.

Priority Five: Academic Vitality and Strategic Positioning

GURC-South Region at Austin Community College, Austin, Texas

MOU's /Articulation Agreements: GURC-South established two articulation agreements in FY 2017. On October 31, 2016, GURC-South held a signing ceremony for an articulation agreement between Gallaudet University and Northern Virginia Community College (NOVA) of Annandale, Virginia. The ceremony was held at Gallaudet University, where students, staff, and administration from NOVA and Gallaudet attended. On May 24, 2017, GURC-South, Gallaudet University, and Western Piedmont Community College held a virtual articulation agreement signing ceremony.

Transition Fairs/Conference and/or Event Exhibits: In FY 2017, GURC-South attended five transition fairs, held exhibits at two conferences, and an exhibit at a family event. These events give prospective students the opportunity to learn about Gallaudet University and their options for their future.

Host School Collaboration: GURC-South and Austin Community College (ACC) collaborated to revamp their marketing strategies and brochure. GURC-South also connected ACC with statewide events that allow them to market the deaf and hard of hearing programs at ACC. GURC-South and ACC have ongoing collaboration in regards to developing space for the ASL community that will be established at ACC's Rio Grande campus in 2019. This collaboration supports the connection between the Austin deaf and hard of hearing community and Gallaudet University.

Transition/Networking/Partnerships/Professional Development: GURC-South's achievements occur with the support of local and regional organizations, agencies, and educational partners. Partnerships with vocational rehabilitation (VR) professionals across the South region were developed and maintained during FY 2017. Meetings were conducted and GURC-South provided "Gallaudet 101" presentations to various VR professionals. Partnerships were established with Alabama, Texas, Virginia, and Puerto Rico. As for professional development, GURC-South attended four VR conferences and events to enhance knowledge of existing services.

Youth Empowerment Training/Cross-Region Training: Youth Empowerment Training is a major part of GURC-South's mission in supporting the success of deaf and hard of hearing students by providing them with leadership and empowerment tools. In FY 2017, GURC-South revamped the Youth Empowerment Training in collaboration with other regional centers. GURC-South gave five regional Youth Empowerment trainings

and two Cross-Region trainings with GURC-Midwest and GURC West.

GURC-West at Ohlone College, Fremont, California

Creating Professional Partnerships: Cultivating professional partnerships that have potential to benefit Gallaudet University are a key activity of the GURC. In order to support potential students, sharing knowledge between University representatives and the Department of Rehabilitation system is important. To meet this goal, informational meetings took place with counselors working in Fremont, California (Ohlone College and California School for the Deaf), and within Utah's Salt Lake City region (Utah School for the Deaf and the Blind, Jean Massieu School for the Deaf, Skyline High School, and Salt Lake Community College).

Transition & Transfer Students: School visits are an opportunity to meet potential first-time and transfer undergraduates, faculty and administration of K–12 schools and community colleges, Academic Bowl and Battle of the Books participants, and potential collaborators in professional development. The programs visited in California were Marlton School for the Deaf in Los Angeles, California School for the Deaf–Riverside, Southeast Los Angeles County (SELACO) in Downey, the Orange County Deaf and Hard of Hearing programs at University High School and Venado Middle School in Irvine, and Del Oro High School in Loomis. The programs visited in Utah were Utah Schools for the Deaf and the Blind in Logan, Jean Massieu School, Skyline High School, and Salt Lake Community College in Salt Lake City.

GURC-West and GURC-South collaborated to provide Youth Empowerment Training workshops in Idaho. The first four-hour workshop was in partnership with the Idaho Educational Services for the Deaf and the Blind (IESDB) in Gooding, Idaho at the opening of their transition camp for high school students. The second workshop was in partnership with the Idaho Association of the Deaf in Boise, Idaho. As part of the training, middle school and high school students developed leadership and self-empowerment skills.

Diversity & Multicultural Involvement: Recognizing the multifaceted world in which we live in requires attention to learning about and discovering how to support the diverse communities in the region. To do so, GURC-West was able to network with families in Riverside, California, during the Latino Family Night workshop hosted by the California Department of Education Resource Center (CDERC) at the California School for the Deaf–Riverside (CSDR). GURC-West,

Priority Five: Academic Vitality and Strategic Positioning

in partnership with the Arizona School for the Deaf and the Blind (ASDB) in Tucson, Arizona, provided Youth Empowerment Training for a diverse group of young deaf and hard of hearing students, the majority of whom were people of color. This training took place during their first-ever transition camp for middle school and high school students.

Deaf Education: Supporting all facets of deaf education helps to create opportunities for student success. For the past seven years, the GURC-West worked with the late Dr. Amy Hile of Gallaudet's Department of Education by providing logistical support to the American Sign Language Roundtable (ASLRT). Each year the event builds on developing partnerships with schools for the deaf across the country. This year, the school partner was the Center for Childhood Deafness and Hearing Loss (CDHL)/Washington School for the Deaf (WSD). During the roundtable, Dr. Hile's contribution to the field of educating children in their heritage language of ASL was recognized.

Pacific Initiatives

Deaf WorldTeach: Deaf WorldTeach, a major Pacific initiative, is a collaborative project between Gallaudet University and WorldTeach, Inc., a nonprofit organization based in Cambridge, Massachusetts. Deaf WorldTeach supported four Deaf WorldTeach volunteer teachers on two islands in the Republic of the Marshall Islands (Majuro and Ebeye) to teach approximately 70 deaf students, pre-K through high school, along with two former Deaf WorldTeach volunteers serving as contract teachers. Two deaf teachers (a Deaf WorldTeach volunteer and a former Deaf WorldTeach volunteer who is now a contract teacher at the Majuro Deaf Education Center) also taught two summer sign language classes at the College of the Marshall Islands. The volunteers were funded by the Ministry of Education of the Republic of the Marshall Islands.

Building Capacity: Part of the mission of the Pacific Initiatives is to build local capacity in the U.S.-affiliated Pacific jurisdictions: American Samoa, Federated States of Micronesia, Guam, Marshall Islands, Northern Marianas Islands, and Palau. Summer of 2017 saw the start of a deaf education teacher preparation program at the College of the Marshall Islands that included 15 students from all of the Pacific jurisdictions listed above. This initiative began to address a critical shortage of qualified teachers in the region.



Adam Kosa, the first-ever deaf member of the European Parliament and a native of Hungary, visited Gallaudet University on April 18, 2017. His visit concluded with a reception at the Office of the President, where he was welcomed by President Roberta J. Cordano.

Photo by Danielle Seiss

XI. International Affairs

The outreach activities reported here are those specifically conducted in support of the international goals in the Gallaudet Strategic Plan, specifically: (A) Increasing enrollment of international students; (B) Preparing students for career success and career opportunities; (C) Increasing revenues, scholarships and donations; and (E) Establish Gallaudet as the epicenter of research, development and outreach leading to advancements in knowledge and practice for deaf and hard of hearing people and all humanity.

International Affairs (IA) is a component of the Office of Research Support and International Affairs (RSIA), which is under the auspices of the Office of the Provost, and reinforces Gallaudet University's commitment to global education and outreach. IA strives to more effectively fulfill the University's mission to enhance scholarly research and engage the global deaf community.

IA serves as the initial point of contact for international visitors and scholars from outside the U.S. who travel to the Gallaudet campus. Another key function of IA is to cultivate and strengthen international partnerships that benefit Gallaudet students and deaf people around the world, and encourages personal and academic growth for the University's faculty and students by overseeing and facilitating international and intercultural education opportunities.

Gallaudet University's many programs for scholars around the world are supported by IA. These allow scholars to come to campus on a long- or short-term basis to study, conduct research, or take advantage of the University's notable resources on Deaf culture.

Achievements during FY 2017 include:

Internationalization

Gallaudet began a major step in FY 2017 to reaffirm its aim of being an epicenter of research and outreach globally by joining the Internationalization Laboratory for 2017-2019 with 10 other universities. The objectives of Gallaudet's participation in the laboratory are to review current international activities across the University, clarify institutional goals, recommend internationalization goals and priorities, and develop a strategic action plan.

The laboratory, an initiative of the American Council on Education (ACE), is an invitational learning community that assists participating institutions in developing goals and strategy for comprehensive internationalization. ACE defines comprehensive internationalization as a "strategic, coordinated process that seeks to align and integrate policies, programs, and initiatives to position colleges and universities as more globally oriented and internationally connected institutions." With more than 50 nations represented on the Kendall Green campus, and expectations for Gallaudet's students to become global citizens and agents of positive change, there is a need for systematic attention to the University's international dimension.

ACE's six pillars of internationalization -- all areas that dovetail with implementation and infrastructure actions supported by Gallaudet's three-year general strategic plan -- are: articulated institutional commitment; administrative leadership, structure, and staffing; curriculum, co-curriculum, and learning objectives; faculty policy and practices; student mobility, both education abroad and international students on campus; and collaboration and partnerships.

The fact that only 127 institutions of higher learning have sought ACE's expertise since the Internationalization Laboratory's inception in 2002 is evidence that Gallaudet is in the forefront among visionary educators who are actively making an investment to help ensure a bright future for the global community.

Education Abroad

Travel to other nations for study and research has long been a popular activity of Gallaudet's students and faculty. For example, in the summer of 2017, 16 students conducted internships in eight nations. To expand such opportunities, the university established an education abroad program and hired a coordinator. In cooperation with faculty and various offices, the coordinator of education abroad plays a key role in the university's development of opportunities for students and faculty outside the United States, such as those offered through institutional partnerships and the Fulbright program. Attention is given to ensuring safe, accessible, and affordable study and research options.

Priority Five: Academic Vitality and Strategic Positioning

Undergraduate and graduate students who are interested in enhancing their education by attaining a global perspective find that interning, working, or volunteering abroad offers an invaluable perspective. International internships are often part of a student's academic program and earn credits toward graduation. Student internship duties vary, and have included activities such as teaching, recreational program management, advocacy work, community involvement, and research. Along with gaining knowledge and skills in any of a wide variety of areas, these students are able to network with professionals working in another part of the world.

The University Career Center and supervising academic departments provided the following examples of students who served in international internships during FY 2017:

- Christine Marshall, Laurel Peterson, and Jade Delao worked at the Anusarnsunthorn School for the Deaf in the Muang District of Changmai, Thailand, teaching American Sign Language and English to deaf and hard of hearing students at elementary, middle, and high school levels, and assisting teachers with activities in and out of the classroom.
- Ethan Sonnenstrahl and Lianne Fahmie interned at the Centum-Global Reach Out agency in New Delhi, India, interacting closely with trainers at the agency to provide guidance on working with deaf clients and instituting deaf empowerment training. They assisted English instructors in the classroom, as well as helped the agency create a marketing strategy through the use of social media platforms.
- Dominique Yeboa interned at the Liberian American Deaf Association in Monrovia, Liberia, helping design programs and participate in training for various groups within the Liberian deaf community, including women's health issues, advocacy, and organizational development.

International Coffee Hours

In order to enhance Gallaudet University's retention of international students and enhance their lives as a valued part of the campus community, International Coffee Hours (ICH) were held throughout the academic year. ICHs are intended to be meaningful interactions that help ease international students' adjustment to life in the United States and at Gallaudet, from their time of arrival to full integration into academics and other aspects of campus life.

By attending the ICH series, it is anticipated that International students will become more familiar with norms and expectations of living in the United States and at Gallaudet, as well as the many services available at Gallaudet to support them with personal issues, adjustment to a new living environment, and other important matters. Other goals of the ICHs are that international students will connect with one another, the staff of International Affairs, and appropriate University offices, and that international students will express their opinions and participate in shared problem-solving efforts with the appropriate University offices.

'Global Connection'

The RSIA published its second issue of Global Connection, a newsletter dedicated to disseminating information about Gallaudet University's programs aimed at improving the lives of deaf people around the world through education and advocacy. It highlights the University's outreach efforts, including partnerships it has formed with other countries, and shares the success stories of international scholars whose lives have been changed for the better through their connection with Gallaudet.

The newsletter also reports on steps the University has taken, and previews future plans, to offer and oversee international and intercultural education opportunities for Gallaudet students and faculty, as well as the global community, through enrollment and retention, research, development, and outreach. It demonstrates Gallaudet's commitment to producing graduates who understand the importance of connecting with other societies around the world and sharing their knowledge.

International Scholars on Campus

A total of 39 countries were represented in Gallaudet University's student enrollment in FY 2017. That year, 26 international students—14 at the bachelor's level and 12 at the master's level—graduated from the University. At Gallaudet's 147th Commencement Exercises on May 12, 2017, J. Anna Lim, from the Philippines, who graduated with a Master of Arts degree in linguistics, was chosen to address the Class of 2017 on behalf of the graduate students.

Gallaudet welcomed 23 new students from 11 countries to International Student Orientation (ISO) prior to the start of the fall 2017 semester. Student leaders and representatives from many departments across campus shared their time and

Priority Five: Academic Vitality and Strategic Positioning

expertise to assist RSIA with ISO. Their efforts helped ease these new students' transition to campus and academic life at Gallaudet, and therefore help ensure their success and well-being. ISO is a component in Gallaudet's ongoing commitment to provide "transition support" for entering international students to facilitate their indoctrination to a new country with a different language and culture.

International Special Student Program (ISSP)

The International Special Students Program (ISSP) provides a tremendous learning experience for non-U.S. students who are not pursuing an academic degree at Gallaudet University. While at Gallaudet they can audit courses, be exposed to what is happening on campus, and visit schools, organizations, and agencies. International special students (non-degree) are now offered an opportunity to develop a customized "learning agreement" to assist them in choosing the courses and support services that they need to reach their goals at Gallaudet, including preparing to enter a degree program. In FY 2017, there were four ISSP participants on campus, from Finland, Ireland, Japan, and Switzerland.

International Visiting Researcher Program (IVRP)

The International Visiting Researcher Program (IVRP) at Gallaudet University was established to accommodate a limited number of scholars who wish to use the facilities at Gallaudet University each academic year to work on their research studies. During FY 2017, there were three IVRP participants on campus, from Ireland, Italy, and Japan.

Visiting researchers are sponsored by a variety of organizations, including the U.S. State Department's Fulbright Scholars program. The Fulbright Program aims to increase mutual understanding between the peoples of the United States and other countries, through the exchange of knowledge and skills.

International Scholarships

Support for international students to attend Gallaudet is provided by individuals and organizations from the United States and other nations. Gallaudet works with donors to seek ways for more people outside the U.S. to study at the university, thereby enriching their lives and the cultural diversity of the

campus community. In 2017, thanks to the support of Roberto Wirth of Rome, Italy, the "Fulbright-Roberto Wirth Grant in Deafness" agreement was renewed. Subsequently, Lisanna Grosso was named a Fulbright Scholar at Gallaudet for the 2017-18 academic year. In addition, 12 small but important scholarships helped make a Gallaudet education possible for an additional five international students.

The generosity of the Nippon Foundation of Tokyo, Japan, has continued to produce benefits for individuals from developing nations, under the World Deaf Leadership (WDL) and Sasakawa International Scholarship funds. The Sasakawa International Scholarship (SIS) Fund provides financial assistance to qualified, deserving, deaf international students who are enrolled in at least their second year of a degree-granting program at Gallaudet University to help ensure they have the financial means to complete their degree and graduate. Preference is given to students who are residents of developing countries. For FY 2017, 15 new and continuing undergraduate and graduate students from China, India, Mongolia, Nigeria, Paraguay, Sri Lanka, and Vietnam were working on their degrees at Gallaudet, thanks to SIS scholarships.

The World Deaf Leadership (WDL) Scholarship is an endowed scholarship funded by the Nippon Foundation, Tokyo, Japan. Gallaudet selects WDL Scholars from developing nations who demonstrate the ability to become international leaders and make significant contributions to their nation and possibly the world. Two worthy awardees of the prestigious Gallaudet-Nippon World Deaf Leadership Scholarship Fund have received a Gallaudet education, beginning with the fall 2017 semester. As WDL scholars, Raphael V. Domingo, Manila, Philippines, is pursuing a Ph.D. in linguistics, and Olufemi Oladu Ige, Abuja, Nigeria, has enrolled in the Master of Public Administration and International Development program. The WDL scholarship covers their full tuition, room, and board, plus provides a stipend for personal expenses. Both scholars have been granted a leave of absence from their jobs to further their education at Gallaudet.

Mr. Domingo leads the Learner-centered Education Access for the Deaf section at De La Salle-College of St. Benilde in Manila. When he graduates from Gallaudet, he will become the first deaf Filipino Ph.D. Dr. Miako Rankin, an associate professor in the Department of Linguistics, will serve as Domingo's mentor during his studies at Gallaudet as a WDL scholar. Mr. Ige is an administrative officer at the Federal Ministry of Environment in Abuja. Dr. David Penna, chair of the Department of Government and Public Affairs, will be his mentor.

Priority Five: Academic Vitality and Strategic Positioning

The Nippon Foundation is the world's foremost educational benefactor of deaf and hard of hearing people. Its mission is to create a society without barriers that stand in the way of an individual's ability to achieve a fulfilling, productive life. Since WDL was founded in 2003, 16 scholarships have been awarded to students pursuing a Gallaudet education.

The selection of the 2017 WDL scholars represents the first in a revised process that was adapted after surveying former WDL Scholars last year. It also reflects a top priority shared by the Nippon Foundation and Gallaudet University. Both agree that WDL scholars should have a great impact on the lives of deaf people once they return home. Therefore, great attention has been given to the selection process to ensure that scholarships are awarded to candidates whose personal goals fit with Gallaudet's degree offerings, and that their desired area of study meets the needs of their country.

The process also re-emphasizes the importance of a WDL Scholar candidate's demonstrated commitment to working with their deaf community as a vehicle of social change. This will be accomplished by encouraging deaf leaders from the scholar's country to stay in contact with them via regular webinars.

International Strategic Visitors

The University regularly receives visits by people from around the world. These range from leaders in higher education and special education who look to Gallaudet to share its expertise in improving opportunities for their country's deaf and hard

of hearing population, to individuals and small groups visiting the U.S. who are familiar with Gallaudet's world renowned reputation and want a tour of campus as part of their itinerary when visiting Washington, D.C.

A subset of international visitors is seen as representing a strategic opportunity to advance Gallaudet's student recruiting, academic exchanges, and institutional partnerships. Working with the offices of the president and provost, Gallaudet welcomed 160 strategic visitors representing 38 countries in FY 2017. These visitors were provided assistance in meeting the university's leadership, students, and faculty in observing classes and discussing key issues of concern. Support for these visitors was provided by the U.S. Department of State, embassies, educational agencies and organizations, and many others.

Partnerships

Gallaudet University's formal agreements with universities and institutions around the globe aim to advance opportunities to share knowledge, primarily through student exchange. Notable accomplishments during FY 2017 included President Cordano's signing of a Memorandum of Understanding with the United States Peace Corps "Prep Partner Schools" program to facilitate Gallaudet students in selecting courses to prepare them for living and working overseas after graduation. In addition, a number of international cooperative agreements are currently under consideration.

Priority Five: Academic Vitality and Strategic Positioning

XII. English Language Institute

Gallaudet’s English Language Institute is a non-federally funded, self-supported English as a Second Language (ESL) program for deaf students. The program is currently the only ESL program serving deaf international students in the United States that is accredited by the Commission for English Language Accreditation (CEA). While ELI’s accreditation was renewed for four years during Fiscal Year 2016, the CEA reaccreditation process began on August 14, 2017 and the program continues to make progress towards reaccreditation.

During Fiscal Year 2017, the ELI continued its international recruitment efforts with recruitment trips to the Second International Conference of Deaf Muslims 2016 in Kuala Lumpur,

Malaysia, November 28 to 30, 2016, and to the Mata Expo in Kyoto, Japan, on April 16, 2017. The ELI continued to be a source of international student enrollment for Gallaudet’s undergraduate and graduate programs. For the fall 2016 semester, 61 percent of international undergraduate and graduate students were ELI alumni (Canadians and naturalized U.S. citizens were not included in this percentage). For the spring 2017 semester, 62 percent of international undergraduate and graduate students were ELI alumni (Canadians and naturalized U.S. citizens were not included in this percentage, either). In addition, the English skills of new and returning ELI students allowed them to be placed into levels 2 or higher since fall 2016.

English Language Institute Enrollment Trend

FY 2013		FY 2014		FY 2015		FY 2016		FY 2017	
Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
90	77	64	78	81	91	73	71	57	52

XIII. American Sign Language Professional Studies Program

In direct support of Gallaudet University's bilingual mission, the American Sign Language (ASL) Professional Studies Program provides ASL instruction to Gallaudet faculty, staff, and students as well as students from other area schools and colleges, federal government employees, area businesses, and other individuals and entities interested in learning the language. It offers ASL I-VI, classifiers, fingerspelling, and visual gestural communication, credit-bearing courses, and other ASL learning opportunities, such as customized courses and training tailored for the needs of specific disciplines, departments or units. The program also offers ASL I-IV online courses for external students. Some area businesses, government agencies, schools, and organizations that worked with Center of Continuing and Online Education for ASL Professional Studies courses include:

- Securities and Exchange Commission
- Environmental Protection Agency
- Social Security Administration
- U.S. Botanical Gardens
- U.S. Drug Administration
- National Museum of African American History & Culture
- U.S. Department of Justice
- Republic Restorative Distillery

During FY 2017 (fall 2016 through summer 2017), the program saw an increase in enrollment in ASL education, with a total of 631 students compared to 611 students in the previ-

ous year for fall, spring, and summer, mainly due to the new design of the online ASL courses and the ASL Summer Residency Program. An increase is also seen with offsite contract courses with a total of 508 participants from 467 participants in FY 2016.

ASL Professional Studies Program Achievements for FY 2017 include:

- Ten (10) percent increase in enrollment for ASL online courses
- Nine (9) percent increase in participants in offsite ASL learning opportunities
- Seven (7) percent increase in enrollment for ASL Summer Residency Program
- Developed and completed the implementation of ASL I-IV curricula for online courses

The American Sign Language Professional Studies Program is engaged in a marketing plan designed to expand ASL learning opportunities for local/community interests, credit-seeking individuals, families, agencies, and organizations by means of media and advertising. The program has partnered with the Program and Business Development Offices to provide free community courses for local residents on Gallaudet campus.

As a result of continuous interest in obtaining ASL certification online, the ASL Professional Studies Program is currently developing an ASL certificate program and a deaf studies certificate program, refining the ASL placement testing, and devising the ASL tutoring platform before its release.

Priority Five: Academic Vitality and Strategic Positioning

ASL Professional Studies Program—Classes and Enrollment

	FY 2015				FY 2016				FY 2017			
	Fall 2014	Spring 2015	Summer 2015	Total	Fall 2015	Spring 2016	Summer 2016	Total	Fall 2016	Spring 2017	Summer 2017	Total
CLASSES												
On-site	12	11	30	53	10	15	27	52	9	10	29	48
Online	6	7		13	8	10		18	9	10		19
Contract				16				18				25
TOTAL CLASSES				82				88				92
ENROLLMENT												
On-site	107	89	356	552	84	88	274	446	79	77	293	449
Online	66	69		135	66	99		165	86	96		182
TOTAL ENROLLMENT	173	158	356	687	150	187	274	611	165	173	293	631

XIV. Drs. John S. and Betty J. Schuchman Deaf Documentary Center

The newly renamed Drs. John S. and Betty J. Schuchman Deaf Documentary Center has been focused on four major research projects in addition to consulting and presenting.

Jean Bergey was the principal investigator for the “Capturing Deaf Heritage” day, funded by the National Endowment for the Humanities, which coincided with Gallaudet’s Homecoming in October 2016. Alumni were encouraged to bring in photographs to be digitized and returned on a USB. Presentations on topics of preservation and historical research occurred throughout the day.

The Drs. John S. and Betty J. Schuchman Deaf Documentary Center is engaged in four major research projects:

- “Deaf NYC: Signs of Change.” This project was awarded a challenge grant from the National Endowment for the Humanities and 90 percent of the funding has been realized.
- “Stories of Deaf Peace Corps Volunteers.” A photo narrative book of stories and images submitted by deaf people who served in the Peace Corps over the past 50 years is being edited.
- “The Exclusion of Deaf People from State Sterilization Laws.” Two student research assistants worked on this project.
- Deaf Difference + Space Survival: Margaret Kopp, ’17, with Jean Bergey, conducted the research including interviews and developed the exhibition. Kopp also completed a “rough cut” for her capstone project.

The Schuchman Center collaborated with Docs in Progress for a screening of the film *Deej* on campus in September 2017.

The Gallaudet University Museum, in collaboration with the Schuchman Center, unveiled the Deaf Difference + Space Survival exhibition in April 2017. Three of the five surviving members of the Gallaudet 11 were present and received a citation from President Cordano and the chief historian of NASA also gave remarks at the opening.

Meredith Peruzzi, Gallaudet’s Museum specialist, in collaboration with English Professor Dr. Jill Bradbury, developed a month-long exhibition in conjunction with the Folger Shakespeare Library’s First Folio! Tour. The October 2016 exhibition focused on the history and role of Shakespeare’s work in the deaf community through the arts. This exhibition was also the focus of a panel presentation by Peruzzi and the University of Colorado, Boulder at the Association of Academic Museums and Galleries conference in Eugene, Oregon, in June 2017.

The museum staff collaborated with National Technical Institute of the Deaf to bring their exhibition on Robert Panara to Gallaudet that dovetailed with the unveiling of the USPS Panara stamp. In September 2017, Meredith Peruzzi gave a lecture at Slovak Deaf Day, in Trnava, Slovakia, about museum development in the American deaf community.

The museum was awarded a grant from the Sullivan Foundation to develop the latest exhibition on the history of the National Fraternal Society of the Deaf that opened in October 2017.



Ann Tennis, G-'43, established the Ellen Pearson Stewart, '17, & Roy J. Stewart, 1899, Memorial Endowed Fund, which provides scholarship assistance to students in good academic standing from Nebraska, and the C. Ann Tennis, G-'43, Family Education Fund, which provides the Laurent Clerc National Deaf Education Center support for family and community engagement through various strategies including educational workshops, training, and providing resources and materials.

Photo by: Zhee Chatmon

Priority Six: Strengthening and Diversifying Revenue Streams

Support Gallaudet's priorities by creating revenue-generating opportunities and finding a myriad of resources to assure our long-term financial well-being

Priority Six: Strengthening and Diversifying Revenue Streams

I. Recent Resource Efficiency Steps

Gallaudet University continued to pursue revenue growth opportunities and carefully manage its resources in FY 2017.

Fiscal Year 2017

1. Gallaudet University welcomed over 300 new freshmen and transfer students and over 200 graduate students in fall 2017. For incoming undergraduate students, this is the second consecutive year in the past six years that the total was over 300. For the incoming graduate students, the total did not exceed 200 during this time period until this year.
2. During FY 2017, the University began to focus on student retention strategies as well as improving enrollment. In the summer of 2017, Gallaudet hired a new Associate Provost for Student Success with retention as a top priority. The University believes this should aid future growth in net tuition.
3. The Board of Trustees approved a Fiscal Year 2018 budget which includes an operating budget of \$179.3 million, a modest increase of \$2.6 million or 1.5% from the FY 2017 budget. The federal appropriation amount is conservatively assumed to be flat. The budget calls for a tuition increase in the Fall of 2018 of three percent, and an average room rate increase of three percent as well, continuing Gallaudet's efforts in diversifying its revenue sources.
4. For expenses under the FY 2018 budget, the president has the discretion to award or postpone a salary increase, subject to the federal appropriation and other considerations. President Cordano and Gallaudet administration also have the option to implement additional cost control measures, such as reducing or possibly eliminating the possible salary increase for the University's employees, reducing the divisions' non-payroll budgets by \$1 million, reducing the budget contingency amount by \$500,000 and requesting a one-time additional payout from the endowment to support priorities.
5. The Board of Trustees approved new strategic priorities which bridge to a more formal strategic plan. One of these priorities is to continue Gallaudet's efforts to diversify its revenue sources. The new strategic plan, including goals, objectives and metrics, is expected to be presented to the Board in October 2017. The six new strategic priorities are:
 - New Framework for Bilingualism
 - Campus Climate–Diversity, Equity and Inclusion
 - Student Success
 - Institutional Leadership and Planning
 - Academic Vitality
 - Strengthen and Diversify Revenue Streams
6. During FY 2017 Standard & Poor's and Moody's affirmed their "A+" and "A2" credit ratings of Gallaudet University, respectively. They cited Gallaudet management's "history of surplus operating performance," and "conservative budget management leading consistently to positive, albeit narrow operating margins."
7. Gallaudet management continued to make progress on developing its 6th Street property during FY 2017. A community forum was held to discuss the concept of Creativity Way, a planned exhibition of deaf culture, accomplishments, and American Sign Language on Gallaudet's campus adjacent to its 6th Street property. In July, Gallaudet entered into a contract with a consultant to begin the strategy development, and business and actual planning of Creativity Way.
8. Gallaudet engaged an external consultant to perform a review of its academic programs and institutional administrative functions. The purpose of this review is to identify substantial savings that can be reallocated for continued transformational activities.
 - The first part will focus on Gallaudet's academic program portfolio and efficiency, expected to be completed in 6-8 months.
 - The second part will be an administrative review, covering both academic and institutional administration, which is expected to take 180 days.

Priority Six: Strengthening and Diversifying Revenue Streams

9. Gallaudet expanded the scope of the project to upgrade the Human Capital Management module of the PeopleSoft information management system during FY 2017. This project is now expected to be completed in the last quarter of 2017 or first quarter of 2018. The goal is to transition away from the outsourced workforce management system toward PeopleSoft's products. It is intended to help with efficiency and user-friendliness as Gallaudet already uses PeopleSoft's other software products. The critical processes such as direct deposits, garnishments, and taxes will remain with the existing outsourced payroll service provider.
10. Gallaudet continued the three-year, \$3 million project to upgrade its network and phone systems, and equipment. FY 2017 was the second year of this project, which is to be completed in FY 2018.
11. At the time of this writing, Gallaudet has already exceeded its ambitious fund raising goal of \$4-\$6 million as measured by CASE standards, receiving:
 - \$1.1 million endowed gift for scholarships
 - \$1 million gift for a new campus Welcome Center
 - \$500,000 for new Entrepreneurship academic program, and
 - \$40,000 gift for equipment supporting groundbreaking discoveries related to the brain and how it acquires language and translational advances involving robotic, avatar, and infrared thermal science.

The United States Postal Service (USPS) announced the honorees who will be featured on Forever stamps in the new year, including alumnus and trailblazer, Dr. Robert Panara, '45 & H-'85. A ceremony took place on April 18, 2017 to honor Panara and his lifetime achievements. A representative from USPS, Don Padden, '45, and Gallaudet Museum Specialist Meredith Peruzzi, '11 took a part in the ceremony.

Photo by Danielle Seiss



II. The Gallaudet University 2022 Campus Plan

The Gallaudet University 2022 Campus Plan is a ten-year campus development plan required by the District of Columbia Zoning Commission. The Campus Plan was influenced by the 2010-2015 Gallaudet Strategic Plan as it provided guidance for the development of capital projects to support the mission and goals of Gallaudet while ensuring the best use of the University's physical assets and fiscal resources.

The Campus Plan sets a bold vision for the campus that builds upon the goals of the 2002-2012 Facilities Master Plan and responds to changes in higher education, the University's strategic goals, and the surrounding community. Given the dynamic nature of academia in the 21st century and the University's physical surroundings, the Campus Plan is intended as an aspirational guide and a vision for future development. It is also intended to serve as a foundation for the University's capital budget planning process.

Led by a steering committee consisting of representatives from a cross-section of Gallaudet students, faculty, and staff, the Campus Plan is the culmination of input from the campus community and beyond. Over 18 months, students, faculty, and staff participated in a series of campus workshops focusing on the facility needs related to academics and research, sustainability and accessibility, campus life, and DeafSpace design concepts. The Urban Land Institute led a week-long workshop to assist Gallaudet planning staff in developing strategies for building stronger physical and programmatic connections with the surrounding community. Broadly stated, these workshops yielded a commitment to the following planning principles:

- Accommodate enrollment growth and support Gallaudet Strategic Plan goals.
- Increase and enhance on-campus housing.
- Revitalize the heart of the campus and increase density.
- Integrate physical accessibility and sustainability.
- Build new connections with the local community.

The Campus Plan will accommodate a range of enrollment growth over the next ten years, from a conservative 1.0 percent annual growth rate that is in-line with projected national trends to a more aggressive 3.0 percent that represents an aspirational goal. The recommendations in this Campus Plan are based on a maximum projected enrollment of 2,327 for the combined enrollment at the University and the Clerc Center.

The Campus Plan lays out an ambitious series of projects that aim to transform the current campus and includes several major new building projects. A state-of-the-art Learning Commons located on the current Edward Miner Gallaudet Memorial Building site will replace the Merrill Learning Center. A new mixed-use housing development along 6th Street will open the campus to the city via a new pedestrian entrance at the corner of Florida Avenue and 6th Street while acting as a catalyst for new development in the 6th Street/Capital City Market Area. A newly-renovated Hall Memorial Building will become the new student center at the heart of the campus and a new academic building will create a premiere facility for student learning and research. In addition, the Model Secondary School for the Deaf at the Clerc Center has been transformed with a new residence housing and academic complex.

This new construction will enhance the Gallaudet experience with state-of-the-art buildings and grounds in which to teach, learn, study, live, and socialize. The Campus Plan will realize stronger connections within the campus, with the neighborhood, and the city beyond with new buildings and campus spaces designed in accordance with DeafSpace principles and to preserve and enhance the architectural and landscape legacy. By fostering new physical and programmatic connections and supporting creative new avenues in deaf education and research, the 2022 Campus Plan will lead Gallaudet into a new era "from isolation to innovation."

See the next page for a map of the 2022 Campus Plan.

Priority Six: Strengthening and Diversifying Revenue Streams



101 Chapel Hall	231 Student Union Building	538 University Dining Hall	795 Sixth Street Parking Garage
102 College Hall	232 Student Academic Center	569 Central Receiving	A New Student Learning Commons
103 Dawes House	243 Central Utilities Building	581 MSSD House 100/200	B New Academic Building
104 Kendall Hall	248 Field House	582 MSSD House 300/400	C New 6th Street Mixed-Use Apartments
105 Fowler Hall	265 Sorenson Language & Communication Ctr.	589 MSSD Gym. & Pool Building	D New Innovation Lab/Business Incubator
106 Gate House	290 Penn Street	641 Kendall Demonstration Elementary School	E New Visitors Center
107 EMG Residence	317 Peet Hall	771 Security Kiosk	F New Recreational Gym
108 Ballard House	318 Living Learning Residence Hall	772 Grandstand	G New MSSD Residence Hall
109 Fay House	327 Ballard Hall – West	791 Field House Parking Garage	H New MSSD School
110 Denison House	328 Ballard Hall – North	792 Hanson Plaza Parking Garage	
115 Peikoff Alumni House	335 Clerc Hall	793 KDES Parking Garage	
214 Kellogg Conference Center	336 Benson Hall	794 MSSD Parking Garage	
219 Hall Memorial Building	345 Carlin Hall		
223 Elstad Auditorium	537 Health Center		
229 Washburn Fine Arts Building			

Priority Six: Strengthening and Diversifying Revenue Streams

Sixth Street Planning

In FY 2017, the District of Columbia Zoning Commission approved the Gallaudet and JBG Smith Stage One Planned Unit Development (PUD). The Stage Two PUD is being developed and is expected to be proposed to the District of Columbia Zoning Commission in FY 2018.

The Sixth Street Project is supported by two planning teams: The Sixth Street Steering Committee and the Real Estate Development Team. The Sixth Street Steering Committee is made up of Gallaudet administrators, faculty, and staff, who are responsible for developing the programmatic aspects of the project. The Real Estate Development Team is comprised of Gallaudet staff and consultants, and focuses on the financial and logistical components of the development agreement, as well as District of Columbia approval processes. During FY 2018, it is anticipated that community input activities will be held to provide feedback on the Sixth Street plans.

Gallaudet Innovation and Entrepreneurship Institute (GIEI)

Gallaudet is eager to foster a spirit of innovation and entrepreneurship on campus across students, faculty, staff, University partners, and the entrepreneur community. In May 2015, Gallaudet launched the Gallaudet Innovation and Entrepreneurship Institute (GIEI) and since then, has hosted a number of business competitions, an Entrepreneur-in-Residence program, and other events to encourage entrepreneurship. In October 2017, a director for GIEI was hired to further promote entrepreneurship in the Gallaudet community. The GIEI will work hard in FY 2018 to inspire students by encouraging entrepreneurial thinking, preparing them for 21st century careers, and developing an incubator platform to strengthen the connections between the entrepreneurial, technology, and innovation ecosystems on campus. The GIEI will have a role supporting Gallaudet's Sixth Street development and innovation efforts in addition to the student Tinker Lab/Maker Space project. As GIEI continues to build its brand on and off campus, they will be busy building relationships with a broad range of area universities and colleges, foundations, corporations, investment funds, government agencies, and other stakeholders that could become a community of support around Gallaudet's aspiring entrepreneurs. The GIEI will also continue identifying and supporting opportunities for emerging student entrepreneurs through its faculty entrepreneurship curriculum infusion program.

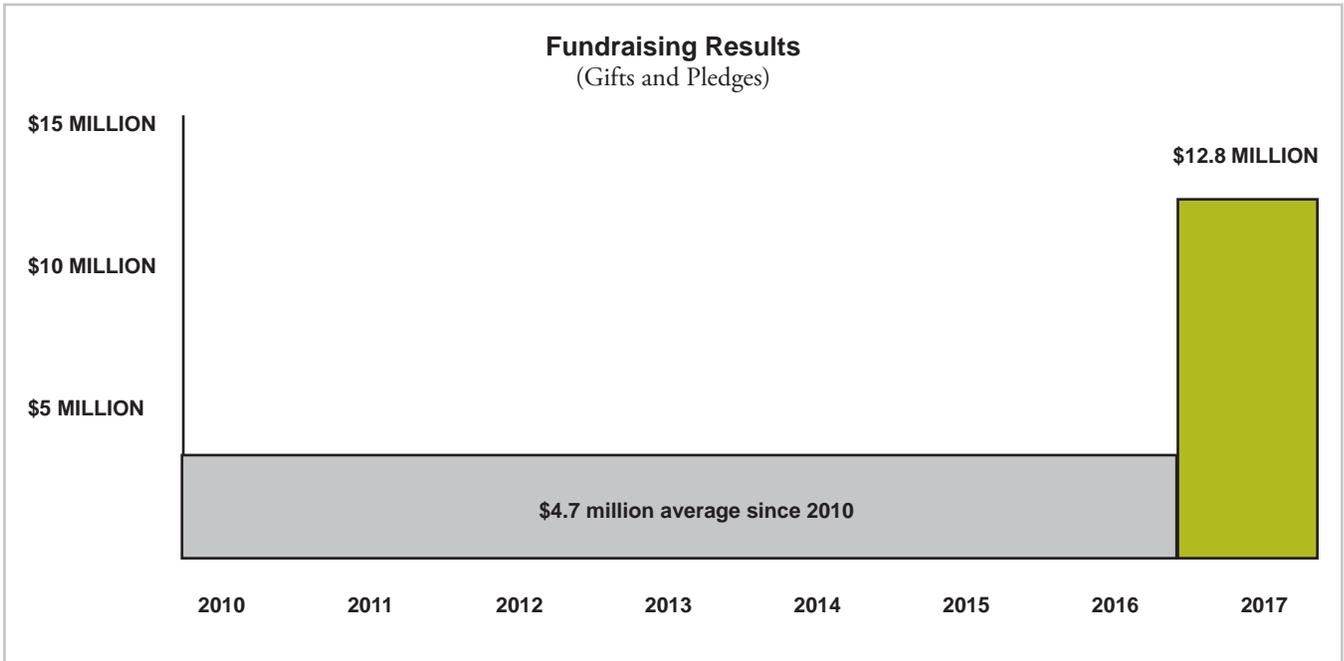
Priority Six: Strengthening and Diversifying Revenue Streams

III. Development and Alumni Relations

The mission of Development and Alumni Relations is to engage alumni, families and friends, foundations, and corporate partners in the life of the University. Staff work to ensure an active and committed alumni community and to encourage financial investment in Gallaudet programs and scholarships from all constituencies.

During FY 2017, fundraising provided \$12.8 million in new gifts and pledges, substantially surpassing the fundraising average since 2010 of \$4.7 million. The alumni engagement rate was 60 percent.

The chart below provides a comparison of the FY 2017 performance to total fundraising progress since FY 2010.

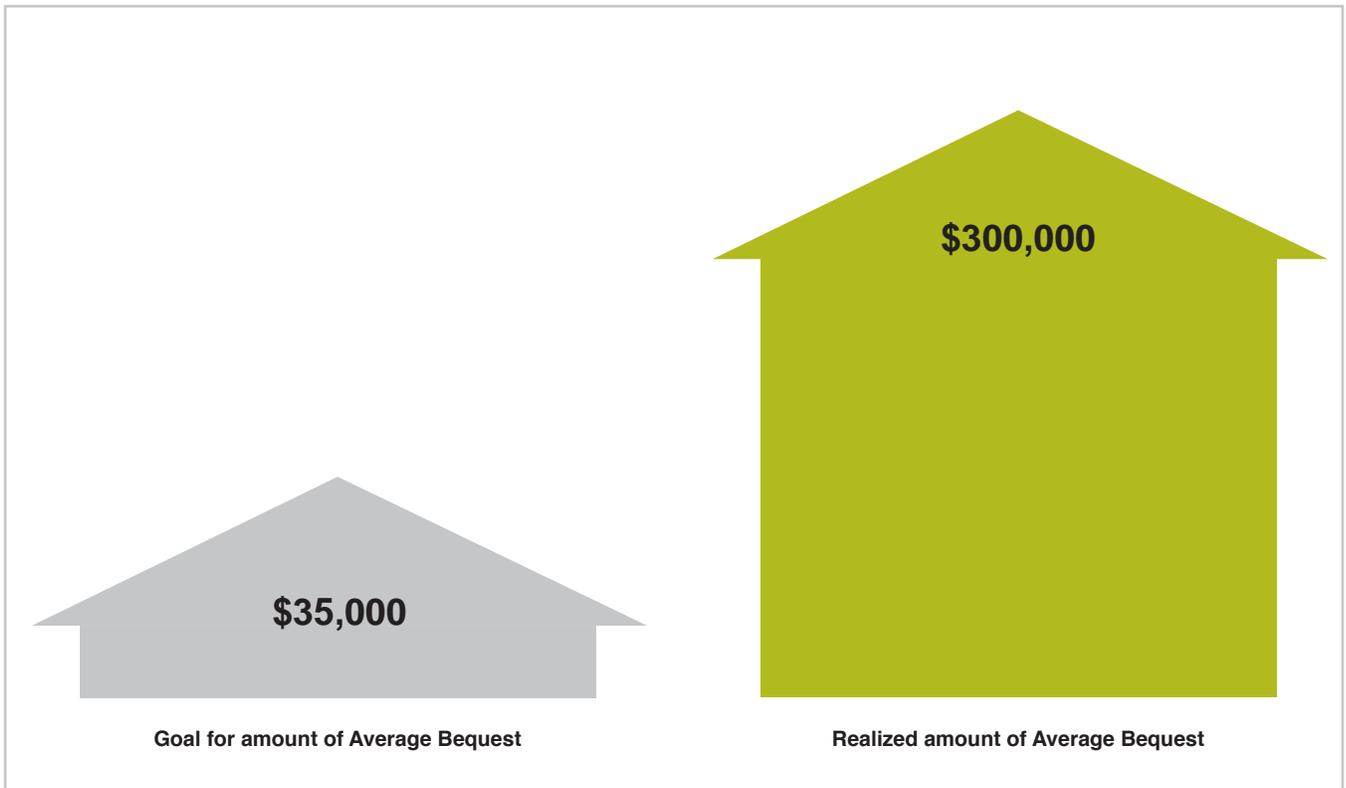


In the 153-year history of the University, 99 percent of bequest gift revenue has come from non-alumni. Alumni Jim '62 and Holly '64 Macfadden wanted to make Gallaudet stronger by inspiring fellow alumni to make new planned giving commitments. They made a large bequest pledge and offered a challenge to the first 25 alumni or spouses of alumni by making a

\$1,000 donation in the name of the alumni to any Gallaudet fund of their choice.

Based on past experience of an average bequest amount from alumni of \$35,000, a goal was set at \$875,000. However, the average bequest amount realized was \$300,000.

Priority Six: Strengthening and Diversifying Revenue Streams



Major Gifts to the University by Individuals in FY 2017—\$10,000 or more

Dr. Michael S. and Mrs. Virginia L. Adler
Ms. Kathleen Anderson
Mr. Paul and Dr. Mary Jan Bancroft
Mr. Morton and Mrs. Grace Bender
Mr. Clark A. and Mrs. Rosalee B. Connor
Mr. Jameson and Mrs. Meredith Crane
Dr. Samuel K. Weisman and Dr. Nancy J. Crown
Mr. Vilas M. Johnson, Jr.
Mr. James R. and Mrs. Hollace L. Macfadden
Mr. James J. and Mrs. Frances M. Maguire
Mr. James J. and Mrs. Lisa Maguire
Dr. Donald K. Ammons and Dr. Diane Dyer Morton
Ms. Jacqueline A. Muller

Mr. Ted E. Myhre
Dr. Ronald E. and Mrs. Melvia Miller Nomeland
Mr. S. Bruce and Mrs. Amy Pascal
Dr. John S. and Dr. Betty J. Schuchman
Mrs. Angela R. Somers
Mr. James L. and Mrs. Krista Sorenson
Mrs. C. Ann Tennis
Ms. Patricia A. Underbrink and Ms. Joni L. Henderson
Mr. J. Sterling White
Mrs. Lucie Moffatt White**
Mrs. Joan Williams
Dr. Roberto E. Wirth
Anonymous (3)

**= deceased donor

Priority Six: Strengthening and Diversifying Revenue Streams

Major Gifts to the University by Corporations, Foundations, Organizations in FY 2017—\$10,000 or more

Dorothy G. Bender Foundation	The Charlotte W. Newcombe Foundation
Bou Family Foundation, Inc.	Philadelphia Insurance Companies
The Hilda E. Bretzlaff Foundation	PNC Foundation
The Coca-Cola Foundation, Inc.	Raytheon Company (MG)
The Community Foundation of Greater Memphis	Schwab Charitable Fund
The Community Foundation of Southern Arizona	Sorenson Communications, Inc.
General Electric Foundation (MG)	Sorenson Impact Foundation
GUAA – National	Hattie M. Strong Foundation
International Alumnae of Delta Epsilon Sorority (IADES)	The Leroy and Alice Subit Memorial Foundation
Kantor Foundation, Inc.	Dr. Frank B. Sullivan Memorial Foundation Inc.
The Jamie & Lisa Maguire Family Foundation	The Theodore R. & Vivian M. Johnson Scholarship Foundation
The Maguire Foundation	Zenith Insurance Company
Burger King McLamore Foundation	ZVRS & Purple Communications, Inc.
The Andrew W. Mellon Foundation	Anonymous (2)
National Collegiate Athletic Association (NCAA)	

Major Bequests to the University in FY 2017— \$10,000 or more

Estate of Sheldon T. Crittenden	Estate of Joseph G. Sevick
Estate of Tamozelle Jennings	Estate of Marguerite Smyth
Estate of Clara F. Mertens	Estate of Angela Solicalcio

In partnership with Pigmental Studios, located on campus, a new class, “Storytelling in Animations,” was provided to students. Co-taught by Marina Martins, Chief Executive Officer of Pigmental Studios, and Marina Dzugoutov, ’01, Communication Studies associate professor, this class encouraged students to learn how to write scripts and develop characters for animated shows. Student Cody Reidy, along with teammates Dion Williams and Shirley Shannon, explained his team’s experiences creating and developing characters.

Photo by Zhee Chatmon



Priority Six: Strengthening and Diversifying Revenue Streams

Members of the Abraham Lincoln Heritage Society in FY 2017 (made a Planned Gift)

Dr. Gerald Burstein

Mr. Clark A. and Mrs. Rosalee Connor

Mrs. Betty M. Lawson

Dr. Eddy F. Laird

Mr. James R. and Mrs. Hollace L. Macfadden

Mr. Kenneth C. Mikos

Mr. Chris R. Hoerr and Mr. Cesar P. Morata

Mrs. Barbara M. Meyer

Dr. Ronald E. and Mrs. Melvia Miller Nomeland

Mr. Oscar L. and Mrs. Tamara A. Ocuto

Dr. John S. and Dr. Betty J. Schuchman

Mr. David S. and Mrs. Ella K. Tossman

Ms. Patricia A. Underbrink and Ms. Joni L. Henderson

Mr. J. Sterling White

Ms. Sara C. Winchester and Ms. Deborah B. Penrose

Ms. Marcia A. Zisman

Anonymous

Members of the Abraham Lincoln Heritage Society in FY 2017 (set up an Endowed Fund)

Mr. Morton and Mrs. Grace Bender

Mr. Clark A. and Mrs. Rosalee Connor

Dr. Donald K. Ammons and Dr. Diane Dyer Morton

Dr. Ronald E. and Mrs. Melvia Miller Nomeland

Dr. John S. and Dr. Betty J. Schuchman

Anonymous



For the first time in program history, the Galaudet University men's basketball team earned the National Association of Basketball Coaches (NABC) Team Academic Excellence Award.

Photo by John-Samuel Atkinson

Priority Six: Strengthening and Diversifying Revenue Streams

IV. Employee Demographics

The first five tables of this section provide the number of employees by various categories, with the first table providing a total of all employees, and then four tables each with a differ-

ent category of employee. Additional tables provide historical summaries of employees by category.

Total All Types Employees as of October 1, 2017

	Male	Female	Deaf/Hard of Hearing	Hearing	White	TUG ¹	TOTAL Each Category
Administrators	46	78	61	63	92	32	124
Faculty	70	113	92	91	126	57	183
Clerc Center Teachers	19	38	51	6	43	14	57
Professional Staff Academic/ Student Support	60	105	115	50	103	62	165
Professional Staff Administrators/ Institutional Support	65	124	96	93	115	74	189
Secretary/Clerical	3	24	6	21	6	21	27
Technical	28	27	43	12	31	24	55
Service	71	31	32	70	34	68	102
Maintenance	14	18	3	29	1	31	32
TOTAL	376	558	499	435	551	383	934

¹Traditionally Underrepresented Group includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

Priority Six: Strengthening and Diversifying Revenue Streams

Regular Status Employees as of October 1, 2017

	Male	Female	Deaf/Hard of Hearing	Hearing	White	TUG ¹	TOTAL Each Category
Administrators	44	74	59	59	87	31	118
Faculty	70	113	92	91	126	57	183
Clerc Center Teachers	18	36	48	6	40	14	54
Professional Staff Academic/ Student Support	58	97	109	46	96	59	155
Professional Staff Administrators/ Institutional Support	61	110	91	80	103	68	171
Secretary/Clerical	3	21	6	18	6	18	24
Technical	25	23	39	9	27	21	48
Service	68	27	25	70	30	65	95
Maintenance	14	18	3	29	1	31	32
TOTAL	361	519	472	408	516	364	880

¹Traditionally Underrepresented Group includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

Extended Temporary Employees as of October 1, 2017

	Male	Female	Deaf/Hard of Hearing	Hearing	White	TUG ¹	TOTAL Each Category
Administrators							
Faculty							
Clerc Center Teachers	1	2	3		3		3
Professional Staff Academic/ Student Support							
Professional Staff Administrators/ Institutional Support	2	4	2	4	2	4	6
Secretary/Clerical							
Technical	1		1		1		1
Service							
Maintenance							
TOTAL	4	6	6	4	6	4	10²

¹Traditionally Underrepresented Group includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

²One of the extended temporary employees is grant funded, the other nine are federally funded.

Priority Six: Strengthening and Diversifying Revenue Streams

Grant Funded Employees as of October 1, 2016

	Male	Female	Deaf/Hard of Hearing	Hearing	White	TUG ¹	TOTAL Each Category
Administrators	1			1	1		1
Faculty							
Clerc Center Teachers							
Professional Staff Academic/ Student Support		2		2	2		2
Professional Staff Administrators/ Institutional Support	1	3	2	2	3	1	4
Secretary/Clerical							
Technical	1	1	2		2		2
Service							
Maintenance							
TOTAL	3	6	4	5	8	1	9²

¹Traditionally Underrepresented Group includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

²One of the grant funded employees is also an extended temporary employee.

Auxiliary Funded Employees as of October 1, 2016

	Male	Female	Deaf/Hard of Hearing	Hearing	White	TUG ¹	Total Each Category
Administrators	1	4	2	3	4	1	5
Faculty							
Clerc Center Teachers							
Professional Staff Academic/ Student Support	2	6	6	2	5	3	8
Professional Staff Administrators/ Institutional Support	1	7	1	7	7	1	8
Secretary/Clerical		3		3		3	3
Technical	2	3	2	3	2	3	5
Service	3	4	7		4	3	7
Maintenance							
TOTAL	9	27	18	18	22	14	36

¹Traditionally Underrepresented Group includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

Priority Six: Strengthening and Diversifying Revenue Streams

Deaf and Hard of Hearing Individuals in the Workforce in Percents

Fiscal Year	Administrators %	Faculty %	Teachers %	Professional Staff %	Support Staff %	All %
1998	37	36	46	41	25	35
1999	40	38	53	44	25	37
2000	40	37	53	49	25	38
2001	37	39	54	46	32	40
2002	38	39	54	46	32	40
2003	36	38	56	48	33	40
2004	34	40	59	51	31	41
2005	40	41	60	50	32	42
2006	41	40	56	50	32	42
2007	37	42	64	52	34	43
2008	36	46	66	55	34	45
2009	38	45	68	53	35	45
2010	41	48	76	56	34	47
2011	45	48	72	58	35	48
2012	47	49	79	60	36	50
2013	49	49	80	59	37	51
2014	50	52	86	60	37	52
2015	48	53	88	59	37	52
2016	52	51	87	57	37	52
2017	49	50	89	60	39	53

Note: All sources of funding, regular status and extended temporary status. As of the end of the fiscal year.

Priority Six: Strengthening and Diversifying Revenue Streams

Members of Traditionally Underrepresented Groups in the Workforce in Percents

Fiscal Year	Administrators %	Faculty %	Teachers %	Professional Staff %	Support Staff %	All %
1998	15	10	23	27	61	34
1999	16	11	19	26	61	33
2000	17	11	24	27	62	34
2001	21	14	15	30	62	37
2002	26	14	22	28	61	36
2003	26	14	27	28	61	37
2004	29	16	23	28	63	37
2005	23	17	17	29	67	38
2006	24	18	18	29	67	38
2007	31	18	23	27	67	39
2008	22	19	21	32	67	40
2009	25	20	23	33	67	40
2010	21	21	30	35	67	40
2011	24	22	28	35	67	40
2012	24	22	25	36	65	40
2013	26	24	27	36	68	41
2014	24	24	26	37	67	40
2015	25	27	24	36	65	40
2016	25	29	22	36	68	41
2017	26	31	25	38	67	41

Note: All sources of funding, regular status and extended temporary status. As of the end of the fiscal year.

Priority Six: Strengthening and Diversifying Revenue Streams

FY 2017 Staff Hire Demographics by Grade for Regular Status Employees

Grade and Number of Positions		Applicants					Hired							
Grade	#	#	Race		Hearing Status			Race		Sex		Hearing Status		
			White/Unknown	TUG ¹	Hearing	Deaf/Hard of Hearing	White/Unknown	TUG ¹	Male	Female	Other/Not Available	Hearing	Deaf/Hard of Hearing	
Union														
1-3 ²	5	58	41	17	31	27	1	4	3	2		2	3	
4	5	9		9	8	1		5	3	2		4	1	
5	13	142	94	48	40	102	7	6	7	6		1	12	
6	6	58	32	26	23	35	2	4	3	2	1	3	3	
7	4	26	15	11	18	8	1	3	2	2		2	2	
8	8	30	24	6	17	13	6	2	2	6		3	5	
9	4	33	25	8	22	11	4		1	2	1	3	1	
10	4	25	16	9	8	17	3	1	2	2			4	
11 - 14 ^{2,3}	5	30	25	5	7	23	4	1	2	3		1	4	
SUBTOTAL	54	411	272	139	174	237	28	26	25	27	2	19	35	
Open positions	37	Final data are not available because these positions were opened or on hold at the end of the year.												
Canceled positions	5	Hiring data are not available as these positions were cancelled during the year.												
Temporary positions														
TOTAL POSITIONS	96													

¹Traditionally Underrepresented Group includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

²Data combined for grades because of small numbers of positions.

³Data does not include applicant data for position filled through external hiring process.

Priority Six: Strengthening and Diversifying Revenue Streams

V. Communication Access—Gallaudet Interpreting Service

Gallaudet Interpreting Service (GIS) is a campus resource offering:

- Communication access services to students, faculty, and staff for the purpose of excellence in education
- Comprehensive after-hours emergency response program for on-campus emergencies
- Emerging signers, classroom support services for deaf, hard of hearing, and deaf-blind undergraduate students who are new to learning American Sign Language
- Captioning services program, which focuses on increasing quality and options of captioning services available to students while also reducing expenses to the University for such services
- Deaf-Blind Paraprofessionals Program, which increases inclusion of both deaf-blind students and students seeking to explore working with deaf-blind persons
- Results! Mentoring Program, which provides mentoring, training, consultation, and supervision to interns, interpreting students and freelance interpreters
- Workshops on a variety of topics

GIS employs approximately 30 staff interpreters and 75 part-time, contract interpreters. GIS interpreters are nationally certified and bring at least five years of professional interpreting experience. While the majority of GIS services offer American Sign Language (ASL)-English and deaf-blind interpreting services for academic endeavors, all of the following services can be requested through GIS:

- ASL-to-English and English-to-ASL interpreting
- Deaf-blind interpreting
- Captioning, on-site and remote Communication Access Realtime Translation (CART)
- Legal and law enforcement interpreting
- Medical/mental health interpreting

- Consultation/workshops
- Video Remote Interpreting
- Interpreting in International setting

While GIS is a service unit that supports communication needs in educational, employment, and administrative functions, GIS also collaborates with the Office of Student Success to provide sufficient communication access for undergraduate students who are learning American Sign Language (ASL), as well as cultural inclusion for these students while they are also given resources and tools to become independent users of ASL and members of Gallaudet's deaf community. GIS modified how interpreting services are provided and offered additional services to encourage students to learn through immersion when possible without compromising access to classroom communication. This program includes a high level of interaction with students regarding their communication needs.

GIS administers the Results! Mentoring Program, which provides structured support to students with emerging interpreting skills, and to professional working interpreters who desire skills refinement or skills specialization.

GIS provides emergency communication support to faculty, staff, and students both at Gallaudet University and the Clerc Center (Model Secondary School for the Deaf and Kendall Demonstration Elementary School campuses). GIS works closely with the Department of Public Safety (DPS), Residential Life staff, and external emergency support personnel in assessing, determining, and providing communication support. This model program is staffed with interpreters who are nationally certified; many hold additional specialty certifications for interpreting in legal situations. Additionally, interpreters have specialized training in interpreting for law enforcement, medical, and other emergency situations.

The following graphs and tables provide the number of hours of direct student services, including interpreting for all direct services, such as classroom, internships, externships, student teaching, and consortium courses, as well as for other services provided for students. For the Clerc Center, this includes the Parent-Infant Program and Emerging Signers Program.

Priority Six: Strengthening and Diversifying Revenue Streams

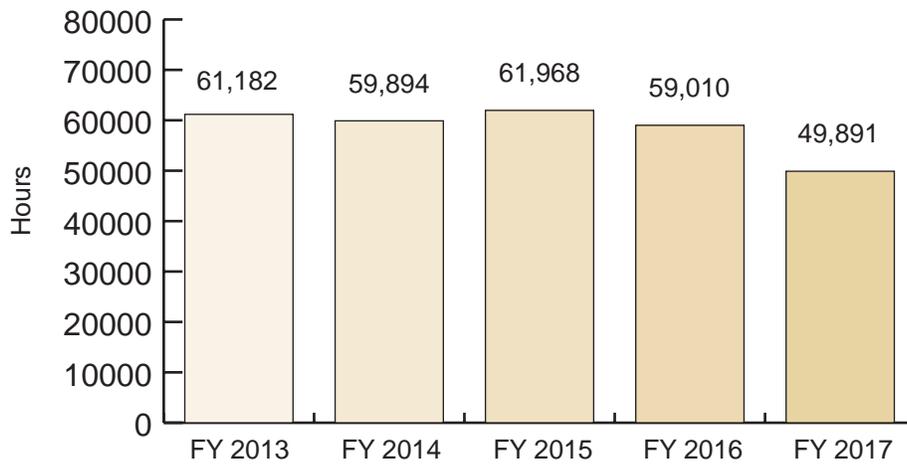
Courses Supported by Semester by Service

	Academic Year 2013-2014			Academic Year 2014-2015			Academic Year 2015-2016			Academic Year 2016-2017		
	Fall 2013	Spring 2013	Total	Fall 2014	Spring 2015	Total	Fall 2015	Spring 2016	Total	Fall 2016	Spring 2017	Total
Captioning	52	46	98	34	43	77	51	48	99	55	42	97
ASL-English	89	73	162	102	86	188	100	90	190	42	46	88
Deaf-Blind	83	75	158	75	93	168	68	76	144	74	52	126
TOTAL	224	194	418	211	222	433	219	214	433	171	140	311

Direct Student Services Hours Provided by Fiscal Year by Area

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
President	39	28	7		
Administration and Finance	32	274			660
Academic Affairs	52,951	50,496	54,536	53,101	42,508
Clerc Center	8,160	9,096	7,425	5,909	6,722
TOTAL	61,182	59,894	61,968	59,010	49,891

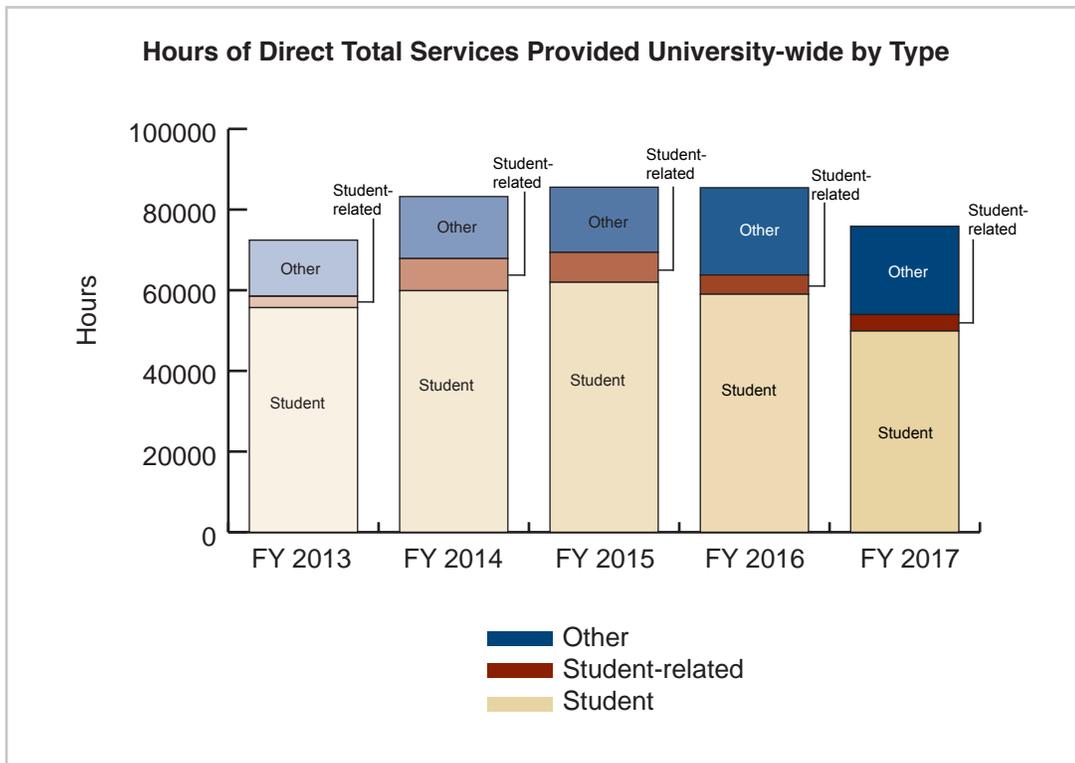
Direct Student Services (hours) Provided by Fiscal Year



Priority Six: Strengthening and Diversifying Revenue Streams

Hours of Direct Total Services Provided University-wide by Type

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Student	61,182	59,894	61,968	59,009	49,891
Student Related	2,845	7,962	7,417	4,769	4,080
Other	13,885	15,373	16,169	21,649	21,888
TOTAL	77,912	83,229	85,554	85,427	75,859



Percent of Student Services (Direct and Related) Provided University-wide

	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
Percent of student services	82%	82%	81%	75%	66%



KDES middle school students engage in discussion on how to best approach their STEAM – Science, Technology, Engineering, Arts, and Mathematics – project. The KDES Middle School program hosted STEAM Fridays throughout the 2016-2017 academic year, with students forming different groups and taking on a different challenge every Friday.

Photo by Samantha Beaver

Laurent Clerc National Deaf Education Center

The Laurent Clerc National Deaf Education Center, a division of Gallaudet University, includes Kendall Demonstration Elementary School (KDES), the Model Secondary School for the Deaf (MSSD), and associated research, evaluation, training, and dissemination services. The primary purpose of the Clerc Center is to fulfill its federal mandate to serve the nation by developing and disseminating innovative curriculum, materials, and teaching strategies in order to improve the quality of education afforded to deaf and hard of hearing students from birth through age 21 across the country.

I. Overview of the Clerc Center

While providing an exemplary education to the students attending Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD), the Clerc Center works in partnership with a network of programs and schools throughout the nation to identify and share best practices in the field. This partnership is the cornerstone for activities designed to have national impact. Its goal is the provision of quality educational opportunities to all students, with emphasis on students who are lower achieving academically, who come from families that speak a language other than English in the home, who have additional disabilities, who are members of diverse racial or cultural groups, or who live in rural areas. The Clerc Center publishes and disseminates materials and information, establishes and publicizes its research priorities through a process allowing for public input, and provides training and technical assistance to families of children who are deaf or hard of hearing and the professionals who work with them.

FY 2017 Highlights

During FY 2017, the Clerc Center engaged in a number of activities designed to improve the education and outcomes of deaf and hard of hearing children at the Clerc Center and throughout the nation. Specifically, the Clerc Center maintained its focus on the achievement of all students by engaging and devoting significant resources for the continued implementation of the Common Core State Standards in English/language arts (ELA) and mathematics as well as the Next Generation Science Standards (NGSS). Further, the Clerc Center continued planning and implementation of initiatives in three demonstration school and three national priority areas that comprise the Clerc Center Strategic Plan 2020 (CCSP 2020).

Highlights from KDES and MSSD

- Used information from research and evidence-based practice to continue strengthening implementation of the CCSS-aligned curricula in ELA and mathematics K-12; developing more accurate and cohesive Individualized Education Programs (IEPs) with more precise and appropriate academic goals and transition plans; and implementing text-based reading and writing strategies.
- Relocated MSSD students into newly completed residence hall mid-year; made adjustments throughout the

remainder of the year to maximize academic and social benefits of housing students in a dormitory built based on DeafSpace standards and equipped with effective technological tools for learning.

- Officially began the 18-month self-study process leading to accreditation using the Excellence By Design (EBD) protocol from the Middle States Association (MSA) with the goal of obtaining joint accreditation from both MSA and the Conference of Educational Administrators of Schools and Programs for the Deaf.
- Designed and implemented a program of directed and un-directed play activities known as Hands on Deck (HOD) based on research that shows that play contributes to the social, cognitive, physical, and emotional development of children. The goal is to build positive relationships, community, and a safe school environment; data gathered to date indicates an increase in positive feelings at the beginning of the school with the implementation of HOD activities. During FY 2018, further data will be gathered to assess the effectiveness of HOD activities.

Highlights from the Clerc Center's National Service

During FY 2017, the Clerc Center developed several resources that support professionals working with deaf and hard of hearing children across the country, ranging from those with significant knowledge of educational strategies for deaf students to those who may only have one deaf student in their career. The Clerc Center also completed a parent-specific resource. Most of these resources were developed through collaborative partnerships.

- Promoting Language Acquisition: Activities From the Frontlines involved contributions from experts across the country to create activity guides to support early intervention professionals.
- Educating Students Who Are Deaf or Hard of Hearing: A Guide for Professionals in General Education Settings is designed for professionals working with deaf and/or hard of hearing students who have little or no experience or training in the field of deaf education.
- The 2017 issue of *Odyssey* with the theme: "What's Trending in Student Success." This issue includes 18 articles written by a total of 24 professional and parent authors

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and takes a look at how deaf and hard of hearing students are achieving success both in the classroom and throughout life.

- Completed the review and revision of the K-12 American Sign Language (ASL) Content Standards in partnership with the California School for the Deaf, Fremont and conducted a national open comment period on the standards.
- In final stages of the development of a Parent Advocacy app to support parents during IEP and Section 504 meetings. This app is being developed in partnership with Hands & Voices and the American Society for Deaf Children, two national parent advocacy groups; and the National Association of the Deaf, a national deaf advocacy organization.

Training and Outreach Highlights

- The Clerc Center provided 51 presentations and workshops to 2,681 individuals who work with students who are deaf or hard of hearing. Presentations and workshops took place at mainstream and residential academic programs, professional conferences, training centers, Family Learning Weekends, community programs for families, and small group meetings.
- Three evidence-based webcasts, Educational Planning for Students with Cochlear Implants, Dispelling Myths of Language Acquisition, and Language Learning Through the Eye and Ear, are available in ASL and English with supporting reference lists for professionals and families.
- The National Outreach Conference was a two-day, online conference geared towards front-line outreach staff and focusing on areas of interest supporting birth-21 outreach. The conference included live panel discussions, Twitter chats, and online chats to allow over 150 attendees to connect with outreach professionals nationwide.



The KDES Performing Arts Program performs ASL songs and dance routines at campus and neighborhood events, and occasionally travels to nearby deaf and mainstream schools and programs in the Washington, D.C. metropolitan area.

Photo by Ben Hoshina

II. Education of the Deaf Act

The Education of the Deaf Act (EDA), reauthorized in 2008 (P.L. 110-315), directly impacts Gallaudet University and the Clerc Center, including KDES and MSSD. The EDA specifically outlines both the primary responsibilities of the Clerc Center and the demonstration schools and the reporting requirements for Gallaudet University, many of which also apply to the Clerc Center. This section includes excerpts of the EDA that apply to the Clerc Center.

Note: Where “...” appears below, sections of the EDA that do not apply to the Clerc Center have been removed.

Primary Responsibilities of the Clerc Center

The EDA mandates activities specific to the Clerc Center. It authorizes the Board of Trustees of Gallaudet University to maintain and operate the Clerc Center to carry out exemplary elementary and secondary education programs, projects, and activities for the primary purpose of developing, evaluating, and disseminating innovative curricula, instructional techniques and strategies, and materials that can be used in various educational environments serving individuals who are deaf or hard of hearing throughout the nation.

The EDA requires the Clerc Center’s elementary and secondary programs to serve students with a broad spectrum of needs, including students who are lower achieving academically, who come from families that speak a language other than English in the home, who have secondary disabilities, who are members of diverse racial or cultural groups, or who are from rural areas.

The EDA states that the elementary and secondary programs must include:

- KDES, to provide day facilities for elementary education for individuals who are deaf to provide such individuals with the vocational, transitional, independent living, and related services they need to function independently and to prepare such individuals for high school and other secondary study. (See section VII.)
- MSSD, to provide day and residential facilities for secondary education for individuals who are deaf, to provide such individuals with the vocational, transitional, independent living, and related services they need to function independently and to prepare such individuals for college,

other postsecondary opportunities, or the workplace. (See section VII.)

The EDA also mandates the Clerc Center to:

- Provide technical assistance and outreach throughout the nation to meet the training and information needs of parents of infants and children who are deaf or hard of hearing. (See section VI.)
- Provide technical assistance and training to personnel for use in teaching students who are deaf or hard of hearing in various educational environments and students who are deaf or hard of hearing with a broad spectrum of needs.... (See section VI.)
- Establish and publish priorities for research, development, and demonstration through a process that allows for public input. (See section III.)

To the extent possible, the Clerc Center must provide the services required in an equitable manner based on the national distribution of students who are deaf or hard of hearing in educational environments, including regular classes; resource rooms; separate classes; separate, public, or private nonresidential schools; separate, public, or private residential schools; and homebound or hospital environments. (See section VI.)

In 2008, the EDA added language requiring the University, for the purposes of KDES and MSSD, to:

- Select challenging academic content standards, challenging student academic achievement standards, and academic assessments of a State, adopted and implemented, as appropriate, pursuant to the applicable provisions of the Elementary and Secondary Education Act of 1965 and approved by the Secretary; and implement such standards and assessments for such programs by no later than the beginning of the 2009-10 academic year;
- Annually determine whether such programs at the Clerc Center are making adequate yearly progress...; and
- Publicly report the results of the academic assessments, except where such reporting would not yield statistically reliable information or would reveal personally identifiable information about an individual student, and whether the programs at the Clerc Center are making adequate yearly progress.... (See section VII.)

Reporting Requirements for the EDA

The Board of Trustees of Gallaudet University ... shall prepare and submit an annual report to the Secretary and to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate no later than 100 days after the end of each fiscal year, which shall include the following:

1. The number of students during the preceding academic year who enrolled and whether these were first-time enrollments, who graduated, who found employment, and who left without completing a program of study reported under each of the programs of the University (i.e., elementary, secondary)... (See sections VIII and IX.)
2. For the preceding academic year, and to the extent possible, the following data on individuals who are deaf and from minority backgrounds and who are students (at all educational levels) or employees:
 - A. The number of students enrolled full time and part time. (See sections VII, VIII, and IX.)
 - B. The number of these students who completed or graduated from each of the educational programs. (See sections VII and IX.)

- C. The disposition of these students on the date that is one year after the date of graduation or completion of programs at...the University and its elementary and secondary schools in comparison to students from non-minority backgrounds. (See section IX.)
- D. The number of students needing and receiving support services (e.g., tutoring, counseling) at all educational levels. (See section VIII and IX.)
- E. Strategies (e.g., parent groups and training classes in the development of individualized education programs) used by the elementary and secondary programs and the extension centers to reach and actively involve minority parents in the educational programs of their children who are deaf or hard of hearing and the number of parents who have been served as a result of these activities. (See section VII.)

Note: This annual report satisfies these requirements.

MSSD student Eliyas Assefa guides the full board of the National Association of the Deaf around the school premises and answers their questions on the MSSD experience. The NAD is the foremost civil rights organization representing deaf and hard of hearing Americans.

Courtesy of National Association of the Deaf



III. Public Input

Through the Education of the Deaf Act (EDA), the Clerc Center is required by the United States Congress “to establish and publish priorities for research, development, and demonstration through a process that allows for public input.” In 2009, the Clerc Center redesigned its system to collect input from a broad range of stakeholder groups. Supported by the U.S. Department of Education, the new system included input mechanisms and processes that ensure the Clerc Center has a broad perspective based on a range of experiences. The input collected is used to inform the selection of national service priorities for the Clerc Center Strategic Plans.

Priority Setting

During its most recent public input cycle, 2010-2012, the Clerc Center used a series of mechanisms to gather public input, including targeted meetings, surveys, conference exhibits, and individual contacts. Following analysis, public input information was used to guide the Clerc Center’s priority setting process for the national service portion of the CCSP 2020.

To establish its priorities, the Clerc Center convened a National Priority Setting Meeting in February 2013. Participating were parents, teachers, school professionals, early intervention service providers, organizational leaders, and university professionals from across the nation. The Clerc Center used the Structured Dialogic Design Process (SDD) designed by Dr. Alexander “Aleco” Christakis. Christakis has more than 35 years of working in the field of complex change and consulted with the Clerc Center to plan and execute this meeting or “co-laboratory.” Co-laboratories are focused, action-oriented, democratic meetings during which every perspective is recognized and honored. The SDD process was selected because it promotes consensus building and shared ownership and would result in the identification of priorities based on the collective wisdom of Clerc Center stakeholders. By the end of the pro-

cess, all participants developed a shared understanding of the challenges that, if addressed by the Clerc Center, would have a positive impact on the success of current and future generations of deaf and hard of hearing children.

The process resulted in the identification of three priorities that serve as the foundation for the CCSP 2020:

1. Professional Development - The Clerc Center will support the needs of professionals by addressing gaps in their knowledge and facilitating the growth of necessary skills to meet the linguistic, academic, and social-emotional development and achievement of children (birth through high school) who are deaf or hard of hearing.
2. Family-School Partnerships - The Clerc Center will promote the development of knowledge necessary for effective partnerships between families and professionals with schools or service agencies to effectively meet the linguistic, educational, and social-emotional needs of children (birth through high school) who are deaf or hard of hearing.
3. Collaboration - The Clerc Center will facilitate the recognition that productive collaborations among organizations at the national level are essential in meeting the linguistic, educational, and social-emotional needs of children (birth through high school) who are deaf or hard of hearing.

The Clerc Center has developed and is continuing to develop resources to address each of the CCSP 2020 priority areas, which are described in more detail later in this chapter. While the Clerc Center is midway through the CCSP 2020 cycle, the second public input-strategic plan cycle, which will lead to the development of CCSP 2025, is also getting underway. The timelines for the CCSP 2020 and 2025 cycles are provided below.

Clerc Center

CCSP Phases/Timelines	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
CCSP 2020	Phase 3: Development and Dissemination								
CCSP 2025	Phase 1: Public Input								
			Phase 2: Priority Setting						
				Phase 3: Development and Dissemination					

Public Input Cycle: FY 2017-2019

In FY 2017, the Clerc Center completed its review of its three-stage public input process. As a result of this review, the Clerc Center utilized new approaches to communicate about and disseminate the public input survey, which was shared with the U.S. Department of Education. Changes include use of current technologies to improve survey design, dissemination strategies, and data collection, and also the development of a survey that includes both ASL videos and English text. These changes will enhance the Clerc Center’s efforts to maximize its reach to key stakeholders in the education of deaf and hard of hearing students from birth through high school.

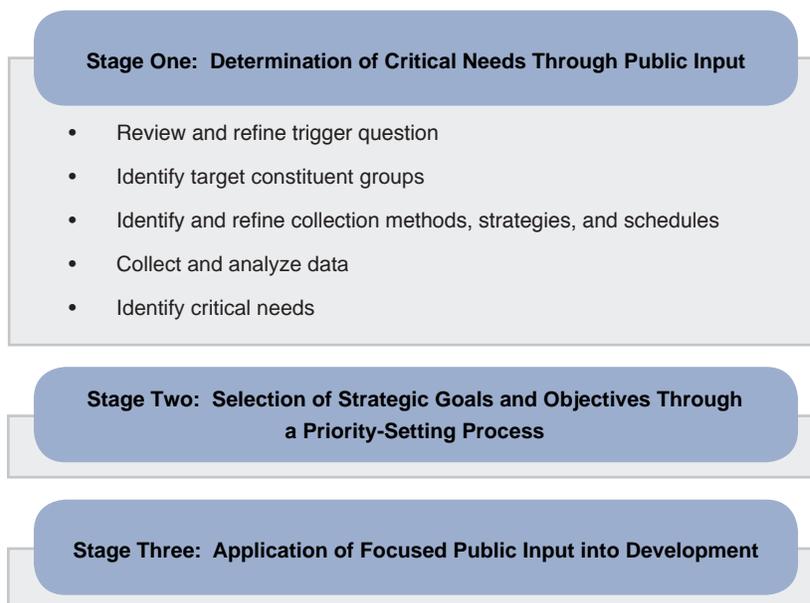
Stages of the Public Input Process

The three-stage public input process for collecting, analyzing, and using public input was first established by the Clerc Center and accepted by the U.S. Department of Education in FY 2010. These stages are cyclical, and the Clerc Center has now begun its second public input cycle.

The framework for the three-stage public input process continues to guide the second public input cycle. The three stages include: 1) determination of critical needs, 2) selection of strategic goals and objectives, and 3) application of focused public input into development. Current work focuses on the first stage.

Strategic Planning Five-Year Cycle

(As projects near completion, cycle begins again.)



Stage One: Determination of Critical Needs

This stage is critical to identifying needs that the public thinks are critical for the Clerc Center to address in the education of deaf and hard of hearing students from birth through high school. New knowledge and understanding of these needs will lead to the second stage, in which the Clerc Center begins its process of identifying priorities for the next strategic plan, CCSP 2025.

The current public input survey asks respondents the following question: “What are the barriers that prevent deaf and hard of hearing students from achieving their academic, linguistic, and social-emotional potential?” from the first public input cycle. The survey also asks respondents to select from a list of areas of need that they consider to be most critical to address and to write comments about these needs.

The current public input process continues to focus on collecting input from traditionally underserved groups and from general education settings as well as from schools for the deaf and programs for deaf and hard of hearing students. The survey asks respondents about their role, the educational setting of their child/student, their ethnicity/race, and self-identification as deaf, hard of hearing, or hearing. The survey is available in four languages: ASL, English, Spanish, and Chinese. Reaching these priority groups also drives the Clerc Center’s dissemination efforts.

Technology advances provided new opportunities for communication about the public input survey and collection of public input data. Information about the public input was shared via social media, online via the Clerc Center home page and a dedicated webpage about the public input (www3.gallaudet.edu/clerc-center/research/research-evaluation.html), through targeted e-mail to specific groups, at conference exhibits, and at identified workshops and trainings.

The Clerc Center, using a customer relations management (CRM) system, completed an initial survey mailing to professionals throughout the United States who signed up to receive this survey. The mechanism used to reach these individuals was through Clerc Center presentations, workshops and trainings, such as professional development for educational interpreters in New Jersey and for educational audiologists at the National Education Audiology Association conference in Arizona as well as the Deaf Mentors training in South Dakota. In addition, the public input survey was announced in teacher preparation programs and clinical audiology programs at McDaniel

College, Towson University, and the University of Maryland, respectively. Families of deaf and hard of hearing children at the Family Learning Weekend in Montana also were informed and encouraged to sign up for this survey.

Exhibits at conferences were also used to share information about the public input survey. This occurred at the following national, regional, and state conferences: Early Hearing Detection and Intervention, Maryland State Steering Committee, Conference of Educational Administrators of Schools and Programs for the Deaf, Council for Exceptional Children, Midwest Conference on Deaf Education, Western Regional Early Intervention, Educational Audiology Association, National Conference on Interpreting in Education, American Society for Deaf Children, National Black Deaf Advocates, and the Hands & Voices Leadership conference.

These dissemination efforts through state, regional, and national trainings, workshops, and conference exhibits targeted each of the four regions: West (WA, CO, AZ, and MT), Midwest (IL and SD), East (NJ, MA, CT, and MD), and South (FL). Some of these regions reflected the Clerc Center’s efforts to intentionally reach traditionally underserved groups such as rural communities and racially and ethnically diverse families as well as educators and professionals who teach or work with families with deaf or hard of hearing children in general education settings.

Public Service Announcements (PSAs) were also developed focusing on priority groups, which included parents, early interventionists, classroom teachers, school administrators, interpreters, and allied professionals such as school counselors and speech-language professionals. Strategic releases of PSAs will occur in FY 2018 to encourage people from these priority groups to respond to the public input survey.

A web-based survey program was used for survey dissemination and data collection. The public input survey in all four languages was first disseminated online in June 2017. As of September 30, 2017, 263 individuals responded to the survey. Results are reported about demographic characteristics for parents as well as educators and professionals, such as children’s educational setting, membership in one or more of the five traditionally underserved groups, and self-identification as deaf, hard of hearing, or hearing. Results are reported for three groups of respondents: parents (n=32), educators and professionals (n=168), and those who are both parents and educators or professionals (n=39)

Clerc Center

Demographics of Respondents Who are Parents Only (N=32)

Self-Identification As ...	
Hearing	69%
Deaf	22%
Hard of Hearing	6%
No Response	3%
Race/Ethnicity	
White	81%
Black/African American	6%
Two or More	6%
Hispanic	3%
Asian	3%
Child's Current Academic Enrollment Status	
Is currently enrolled in an early childhood program (including preschool) through high school	50%
Other	25%
Has graduated from high school	16%
Is currently receiving early intervention services or is too young to go to school	9%
Child's Current Educational Setting	
School for the deaf	38%
Public school	38%
Early intervention program	9%
College/technical training program	6%
Private school	3%
Program for deaf students within a public school setting	3%
Other	3%
Self-Identification as Members of Traditionally Underserved Groups¹	
Have a deaf or hard of hearing child with disabilities	22%
Have a deaf or hard of hearing child who are lower achieving academically	19%
Rural	19%
Spoke a language other than English	13%
Are members of a racial or ethnically diverse group	13%
None of the above	44%

Note: Percentages may not sum to 100 percent due to rounding.

¹Respondents may select more than one group.

Clerc Center

Demographics of Respondents Who are Educators and Professionals Only (N=168)

Self-Identification As ...	
Hearing	74%
Deaf	19%
Hard of Hearing	7%
Race/Ethnicity	
White	86%
Black/African American	4%
Two or More	4%
Hispanic	3%
American Indian/Alaska Native	2%
Asian	1%
No Response	<1%
Professional Role	
Classroom teacher	19%
Itinerant teacher	14%
Other ¹	14%
Interpreter	12%
Audiologist/Speech language provider	11%
School/district administrator	8%
Outreach service provider	8%
Early intervention professional	5%
University faculty, staff member, researcher	5%
Social worker, psychologist, counselor, behavior specialist	3%
Classroom aide/other resource staff	2%
Allied medical professional	<1%
No Response	<1%

Clerc Center

Demographics of Respondents Who are Educators and Professionals Only (N=168) (continued)

Work Settings	
School for the deaf	30%
Public school	30%
Program for deaf students within a public school setting	13%
Other	13%
College/technical training program	5%
Early intervention	5%
Private practice, hospital, or community-based practice	4%
No Response	<1%
Working With Traditionally Underserved Groups²	
Deaf or hard of hearing children who are lower achieving academically	84%
Deaf or hard of hearing children with disabilities	79%
Who are members of a racial or ethnically diverse group	79%
Whose families spoke a language other than English	76%
Rural areas	62%
None of the above	4%

Note: Percentages may not sum to 100 percent due to rounding.

¹Other roles include deaf mentor, consultant, and VR provider.

²Respondents may select more than one group.

Clerc Center

Demographics of Respondents Who are Both Parents and Educators or Professionals (N=39)

Self-Identification As ...	
Hearing	64%
Deaf	33%
No Response	3%
Race/Ethnicity	
White	82%
Black/African American	5%
Two or More	5%
Hispanic	3%
No Response	5%
Child's Current Academic Enrollment Status	
Is currently enrolled in an early childhood program (including preschool) through high school	39%
Has graduated from high school	33%
Other	21%
Is currently enrolled in a nontraditional educational program (e.g., home school, correspondence program, GED program)	8%
Child's Current Educational Setting	
School for the deaf	39%
Other	18%
Public school	15%
Program for deaf students within a public school setting	13%
Nontraditional educational program (e.g., home school, correspondence program, GED program)	5%
College/technical training program	5%
Early intervention program	3%
Private practice, hospital, or community-based practice	3%
Self-Identification as Members of Traditionally Underserved Groups¹	
Have a deaf or hard of hearing child who are lower achieving academically	28%
Have a deaf or hard of hearing child with disabilities	23%
Rural	8%
Spoke a language other than English	8%
Are members of a racial or ethnically diverse group	5%
None of the above	49%

Clerc Center

Demographics of Respondents Who are Both Parents and Educators or Professionals (N=39) (continued)

Professional Role	
Other ²	28%
Outreach service provider	15%
Classroom teacher	13%
University faculty, staff member, researcher	8%
Early intervention professional	8%
Classroom aide, other resource staff	8%
Interpreter	8%
Audiologist	5%
School/district administrator	3%
Social worker, psychologist, counselor, or behavior specialist	3%
No Response	3%
Work Settings	
School for the deaf	23%
Public school	21%
Other	18%
Program for deaf students within a public school setting	13%
Early intervention program	13%
College/technical training program	5%
Nontraditional educational program (e.g., home school, correspondence program, GED program)	3%
Private school	3%
No Response	3%
Working with Traditionally Underserved Groups¹	
Deaf or hard of hearing children who are lower achieving academically	72%
Deaf or hard of hearing children with disabilities	72%
Whose families spoke a language other than English	67%
Who are members of a racial or ethnically diverse group	64%
Rural	46%
None of the above	13%

Note: Percentages may not sum to 100 percent due to rounding.

¹Respondents may select more than one group.

²Example of other includes advocate.

Clerc Center

In FY 2018, the Clerc Center will continue to focus on and refine strategies to reach priority groups, and will be exploring different strategies to provide traditionally underserved and/or underrepresented groups with opportunities to provide input in ways that are more appropriate for them.

Preliminary coding and analysis of comments provided by survey respondents will involve a team of coders, including Clerc Center personnel and an external contractor. This team will continue with the coding of comments as public input data are continually collected.



The new MSSD residence hall has a computer lab on each wing, on every floor. The residence hall also has a tutorial center, a co-ed student commons, and a lounge space on every floor, and DeafSpace design concepts throughout.

Courtesy of Lincoln Barbour Photo

IV. Clerc Center Strategic Plan 2020

The CCSP 2020 focuses on the Clerc Center's national service and demonstration school activities through 2020. The national service portion of the plan supports professionals and parents of students (birth through high school) who are deaf or hard of hearing in accordance with the EDA, the Clerc Center's guiding federal legislation. The national service goal focuses on three priority areas identified during the Clerc Center's National Priority Setting Meeting, which took place in February 2013 on the Gallaudet University campus in Washington, D.C.

The process to focus each priority area, develop the objectives, and select the strategies that the Clerc Center will undertake through 2020 was based on input and information from a number of national sources. These included dialogue during the National Priority Setting Meeting; collection and analysis of public input from 2010-2012, a summary of which can be found at www.gallaudet.edu/clerc-center/our-resources/publications/pi-summary.html; evaluation feedback on select

trainings and products; and current research, practice, and resources in the priority areas. The strategies were carefully selected based on their potential impact in each priority area as well as on the Clerc Center's ability to complete them with the limited human and fiscal resources available. The completed strategic plan was carefully reviewed to ensure alignment among the Clerc Center mission, the national service goal and related objectives, the strategies, and compliance with the EDA.

National Service Goal

The Clerc Center supports professionals and families through the dissemination of resources, training, and evidence-based information in the areas of professional development, family school partnerships, and national collaborations to meet the linguistic, educational, and social-emotional needs of children (birth through high school) who are deaf or hard of hearing.

Two MSSD students collaborate on a media project in the MSSD ASL lab. The ASL lab is a place where students come to create thematic video productions that often span several disciplines.

Photo by Zhou Fang



Clerc Center

Professional Development

The Clerc Center will support the needs of professionals by addressing gaps in their knowledge and facilitating the growth of necessary skills to meet the linguistic, academic, and social-emotional development and achievement of children (birth through high school) who are deaf or hard of hearing.

Objective 1

Increase the understanding and awareness of teachers and professionals with limited knowledge or experience in teaching and/or working with children who are deaf or hard of hearing about how to foster student success and enrich their educational experiences through current teaching and professional practices.

Strategies worked on in FY 2017

- Design a workshop series to increase awareness and understanding among general education professionals

FY 2017 Major Activities

- Developed a publication on interpreters working with students with cochlear implants
- Published the 2017 issue of *Odyssey*, What's Trending in Student Success

Additional Strategies for Objective 1

- Develop a module on promoting fostering a positive sense of self in students who are deaf or hard of hearing

Objective 2

Increase knowledge and strengthen effective teaching and professional practices of educators and other professionals who are knowledgeable and experienced in working with children who are deaf or hard of hearing.

Strategies worked on in FY 2017

- Worked on transferring Shared Reading Project site training to a self-paced, on-line format

FY 2017 Major Activities

- Developed resources for allied professionals that help support students who are hard of hearing and a resource for students who are alone in general education settings
- Published *Odyssey* 2017 (see Priority 1, Objective 1)
- Hosted National Outreach Conference—an online conference
- Completed the development of the K-12 ASL Content Standards and gathered public comment to guide the development of the K-12 ASL Content Standards web page

Additional Strategies for Objective 2

- Develop an action plan to support K-12 ASL Content Standards implementation and dissemination
- Host a Clerc Center symposium (focus TBD)

Objective 3

Adopt a comprehensive plan for improving the awareness of professionals with limited knowledge or experience in working with children who are deaf or hard of hearing as well as parents of those children across the United States about the resources, support, and activities of the Clerc Center.

Strategies worked on in FY 2017

- Began developing a review system for the life cycle of online resources
- Continued developing and implementing a comprehensive multiyear dissemination plan.

FY 2017 Major Activities

- Completed review, revision, and implementation of training and technical assistance services

Clerc Center

Family-School/Agency Partnerships

The Clerc Center will promote the development of knowledge necessary for effective partnerships between families and professionals with schools or service agencies to effectively meet the linguistic, educational, and social-emotional needs of children (birth through high school) who are deaf or hard of hearing.

Objective 1

Disseminate resources and information to parents and caregivers to increase their knowledge to effectively advocate for the needs of their children who are deaf or hard of hearing when interacting with school or agency professionals.

Strategies worked on in FY 2017

- Began development of an information series on parent-school/agency partnerships in general education environments

FY 2017 Major Activities

- In final stages of the development of a Parent Advocacy App. The app is being developed in partnership with American Society for Deaf Children, Hands & Voices and National Association for the Deaf

Additional Strategies for Objective 1

- Expand content in Info to Go related to parent advocacy and parent-school partnerships
- Add a Parent Advocacy section to the Deaf Students with Disabilities Network
- Publish annual *Odyssey* issues focused on priority areas (also listed in A-2-8)—an issue to address parent-school partnerships

Objective 2

Disseminate resources and information to increase the awareness and understanding of school personnel and administrators with limited prior knowledge of or experience with children who are deaf or hard of hearing about how to foster home-school/agency partnerships that value the parent and caregiver advocate role.

Strategies worked on in FY 2017

- Began development of an information series on school-agency/ parent partnerships in general education environments

Additional Strategies for Objective 2

- Develop an information series for professionals—one in the series would focus on family-school/agency partnerships

Clerc Center

Collaboration

The Clerc Center will facilitate the recognition that productive collaborations among organizations at the national level are essential in meeting the linguistic, educational, and social-emotional needs of children (birth through high school) who are deaf or hard of hearing.

Objective 1 (Years One and Two)

Increase the internal capacity of the Clerc Center professionals to identify and carry out activities that will promote meaningful dialogues to identify areas for potential partnerships among agencies at the national level that will foster/enhance the educational experiences of all children who are deaf or hard of hearing and their families.

Strategies worked on in FY 2017

- Additional strategies were not addressed due to human and fiscal resource limitations. Strategies will be reviewed and revised as necessary in FY 2018.

FY 2017 Major Activities

- Collaboration work continued at the institutional level in FY 2017
 - Completed the review of practices and processes for collaboration and identified the indicators and measurements of successful collaborations, with suggested ways the Clerc Center can further work in this area.

Additional Strategies for Objective 1

- Develop an infrastructure to provide co-laboratories for democracy to select schools or organizations.
- Establish a national collaboration focused on student transition.
- Develop a collaboration objective and strategies for years three through five.



KDES students perform a dance routine at the 2016 H Street Festival in Washington, D.C. The students take part in the KDES Performing Arts Program, which performs ASL songs and dance routines at campus and local neighborhood events as well as at nearby deaf and mainstream schools and programs.

Photo by Susan Flanigan

Demonstration Schools Goal

The goal of the demonstration schools is to implement teaching and learning practices and promote a school climate that

maximizes the academic potential of students who are deaf or hard of hearing in preparation for graduation and transition to postsecondary education and/or the workplace.

Reading and Writing

Objective 1

- By 2018, KDES students will improve their reading skills as measured by increasing the percentage of students who attain performance levels of "Meets Standards" or "Exceeds Standards" on the Ohio Achievement Assessments (OAA) reading subtest. The 2010 baseline was 11 percent (N=38) for grades three through eight. The seven-year target is 75 percent.
- By 2018, MSSD students will improve their reading skills as measured by increasing the percentage of students who attain performance levels of "Meets Standards" or "Exceeds Standards" on the Ohio Graduation Tests (OGT) reading subtest. The 2010 baseline was <10 percent (N=80) for grades 11 and 12. The seven-year target is 75 percent.

Strategies worked on in FY 2017

- Implement and monitor a systematic approach to reading and writing instruction across all content areas
- Establish individual ASL/English bilingual plans for all students
- Develop a system to provide students with opportunities to take Common Core on-line practice reading and writing assessments
- Select and implement a research-based reading intervention program(s)
- Develop accurate and cohesive Individualized Education Programs (IEPs)
- Develop and implement framework of strategies to individualize instruction
- Use data to inform instruction

FY 2017 Major Activities

- Monitored implementation of professional development trainings/topics in the classroom through observations and discussions
- Provided professional learning sessions on reading across the curriculum
- Developed long range plans for academic courses incorporating ASL and English
- Monitored implementation of curriculum maps and long range plans
- Implemented instructional activities that mirror the more complex expectations contained in the next generation assessments (PARCC)

Additional Strategies for Objective 1

- Piloted implementation of a reading intervention program, the Leveled Literacy Intervention (LLI), at KDES.
- Monitored use of classroom and assessment accommodations in implementing student IEPs.

Objective 2

- By 2018, KDES students will improve their reading skills as measured by increasing the percentage of kindergarten through grade five students whose independent reading level is at grade level or above on the Developmental Reading Assessment 2 (DRA2). The 2011 baseline is 17 percent of students (N=42). The seven-year target is 75 percent.
- By 2018, MSSD students will demonstrate improved use of higher order thinking skills in reading as measured by increasing the percentage of grade 11 and 12 students who earn at least half of the available points on constructed response items on the OGT reading subtest. The 2010 baseline is <10 percent of students (N=80). The seven-year target is that 60 percent of students will earn at least half of the available points.

Strategies worked on in FY 2017

- Implement and monitor a systematic approach to reading and writing instruction across all content areas
- Establish individual ASL/English bilingual plans for all students
- Develop a system to provide students with opportunities to take Common Core on-line practice reading and writing assessments
- Select and implement a research-based reading intervention program(s)
- Develop accurate and cohesive Individualized Education Programs (IEPs)
- Develop and implement framework of strategies to individualize instruction
- Use data to inform instruction

Reading and Writing (continued)

FY 2017 Major Activities

- Continued practice on responding to brief constructed response (BCR) questions in preparation for taking the state assessments
- Continued flexible grouping K-8 to implement ASL/English bilingual strategies and develop linguistic skills in both languages
- Provided training on additional aspects of developing accurate and cohesive IEPs and writing more precise and appropriate reading goals
- Acquired and piloted a reading intervention program, the Leveled Literacy Intervention (LLI), at KDES
 - Sent personnel to week-long training on LLI implementation who will serve as “train-the-trainers”
 - Trained all teachers at KDES in techniques aligned with the LLI program

Additional Strategies for Objective 2

- Continue work on interpreting the results of formative assessment data and adjusting instruction accordingly
- Planned professional development for reading and writing across the curriculum

Objective 3

- By 2018, KDES students will improve their writing skills as measured by increasing the percentage of students who attain a score of 3 or above on the holistic scale of 1 to 5 on the Writing Assessment. The 2011 baseline was <10 percent for grades three through eight (N=40). The seven-year target is 70 percent
- By 2018, MSSD students will improve their writing skills as measured by increasing the percentage of students who attain a score of 3 or above on the holistic scale of 1 to 5 on the Writing Assessment. The 2011 baseline was 34 percent for grades nine through 12 (N=137). The seven-year target is 80 percent.

Strategies worked on in FY 2017

- Implement and monitor a systematic approach to reading and writing instruction across all content areas
- Establish individual ASL/English bilingual plans for all students
- Develop a system to provide students with opportunities to take Common Core on-line practice reading and writing assessments
- Select and implement a research-based reading intervention program(s)
- Develop accurate and cohesive Individualized Education Programs (IEPs)
- Develop and implement framework of strategies to individualize instruction
- Use data to inform instruction

FY 2016 Major Activities

- Conducted ongoing support sessions with teachers to discuss and review implementation of text-based reading and writing strategies
- Implemented practice on responding to BCR questions (brief constructed response) in preparation for taking the state assessments
- Provided training on additional aspects of developing accurate and cohesive IEPs and writing more precise and appropriate writing goals
- Implemented instructional activities that mirror the more complex expectations contained in the next generation assessments (PARCC)

Additional Strategies for Objective 3

- Continue work on interpreting the results of formative assessment data and adjusting instruction accordingly

Clerc Center

Mathematics

Objective 1

- By 2018, KDES students will improve their mathematics skills as measured by increasing the percentage of students who attain performance levels of “Meets Standards” or “Exceeds Standards” on the OAA mathematics subtest. The 2010 baseline was <10 percent (N=40) for grades three through eight. The seven-year target is 75 percent.
- By 2018, MSSD students will improve their mathematics skills as measured by increasing the percentage of students who attain performance levels of “Meets Standards” or “Exceeds Standards” on the OGT mathematics subtest. The 2010 baseline was 14 percent (N=80) for grades 11 and 12. The seven-year target is 75 percent

Strategies worked on in FY 2017

- Develop, implement, and monitor a systematic approach to math instruction
- Develop a system to provide students with opportunities to take Common Core on-line practice math assessments.
- Select and implement a research-based math intervention program(s)
- Develop accurate and cohesive IEPs
- Develop and implement framework of strategies to individualize instruction
- Use data to inform instruction

FY 2017 Major Activities

- Continued flexible grouping for math in grades 3-8
- Reviewed and determined a Pre-algebra and Algebra I curriculum
- Implemented instructional activities that mirror the more complex expectations contained in the next generation assessments (PARCC)
- Acquired a new math textbook series K-8 with significant online resources

Additional Strategies for Objective 1

- Provided training on additional aspects of accurate and cohesive IEP development and writing more precise and appropriate math goals based on assessment results
- Created a new math instructional coach/master teacher position to support more consistent implementation of best practices in math instruction

Objective 2

- By 2018, KDES students will improve their mathematics skills as measured by increasing the percentage of students who attain performance levels of “Meets Standards” or “Exceeds Standards” on the OAA number, number sense, and operations standard. The 2010 baseline was 13 percent (N=40) for grades three through eight. The seven-year target is 75 percent.
- By 2018, MSSD students will improve their mathematics skills as measured by increasing the percentage of students who attain a score of 14 or above on the mathematics subtest of the ACT (Gallaudet’s freshman admissions criterion). The 2010 baseline was 68 percent (N=47) for grade 11. The seven-year target is 90 percent.

Strategies worked on in FY 2017

- Develop, implement, and monitor a systematic approach to math instruction
- Develop a system to provide students with opportunities to take Common Core on-line practice math assessments
- Select and implement a research-based math intervention program(s)
- Develop accurate and cohesive IEPs
- Develop and implement framework of strategies to individualize instruction
- Use data to inform instruction
- Develop and implement standards-based report cards (KDES) and end-of-course assessments (MSSD)

Clerc Center

Mathematics (continued)

FY 2017 Major Activities

- Continued flexible grouping for math in grades 3-8
- Supported more collaborative planning among math teachers at MSSD
- Continued work unpacking the math standards and reviewing math progressions across grades
- Implemented instructional activities that mirror the more complex expectations contained in the next generation assessments (PARCC)
- Implemented a professional learning series for MSSD math teachers using an mixed online/live format

Additional Strategies for Objective 2

- Provided training on additional aspects of developing accurate and cohesive IEPs and writing more precise and appropriate math goals that are based on assessment results
- Created a new math instructional coach/master teacher position to support more consistent implementation of best practices in math instruction

MSSD seniors meet with Tyese Wright, the MSSD transition specialist, to discuss preparation strategies for taking the ACT and applying to post-secondary programs.

Photo by Zhou Fang



Clerc Center

School Climate

Objective 1

By 2018, Clerc Center school personnel will express positive feelings about school morale and involvement in decision making as measured by increasing the percentage of responses in the positive range on the Leadership and Professional Relationships dimensions of the Comprehensive School Climate Inventory (CSCI) to at least 85 percent on each dimension.

Strategies worked on in FY 2017

- Select and implement school connectedness strategies for administrators, teachers, and students
- Develop and implement a teacher induction program
- Establish a shared decision-making matrix among administrators, teachers, and staff

FY 2017 Major Activities

- Continued work with both schools' climate committees to plan and implement schoolwide activities to enhance school climate
- Conducted discussions at schoolwide meetings to gather input and make collective decisions about selected school issues
- Shared data and collected input schoolwide on action plan strategies to implement as part of the School Improvement Plan (SIP) development process
- Provided new teachers with a three-day orientation program prior to the fall kick-off and ongoing support and mentoring activities

Objective 2

By 2018, MSSD students will express positive perceptions about school safety as measured by increasing the percentage of responses in the positive range on the Rules and Norms and Sense of Physical Security dimensions of the CSCI to at least 85 percent on each dimension and on the Sense of Social-Emotional Security dimension to at least 75 percent.

Strategies worked on in FY 2017

- Implement Positive Behavior Interventions and Supports to develop a school climate that supports pro-social behaviors
- Implement the Olweus Bullying Prevention Program (OBPP) with fidelity

FY 2017 Major Activities

- Aligned PBIS and Olweus under one core committee at each school with new leadership
- Provided orientation and training to new teachers and staff on Olweus and PBIS along with refresher sessions for all returning teachers and staff
- Accessed school incident report data and made regular reports to the school community about current status
- Administered the Olweus survey to students to assess current climate
- Planned and implemented classroom management trainings

Additional Strategies for Objective 2

- Focused PBIS implementation on building positive, collaborative relationships among students, teachers, and staff

Objective 3

By 2018, the Clerc Center community will perceive the school environment as welcoming and physically appealing as measured by obtaining at least 75 percent of responses in the positive range from all stakeholder groups (i.e., students, parents, school personnel) on both the School Connectedness/Engagement and Physical Surroundings dimensions of the CSCI.

Strategies worked on in FY 2017

- Establish the Clerc Center's long-term facilities master plan
- Align the existing multi-year furniture replacement, construction, and maintenance plans with the Clerc Center's long-term facilities master plan and implement annual plans to ensure an environment that is welcoming and physically appealing (*Contingent upon resource availability*)
- Select and implement school connectedness strategies for administrators, teachers, and students
- Implement strategies that will increase parental involvement in the schools

Clerc Center

School Climate (continued)

FY 2017 Major Activities

- Repaired/renovated student shower stalls, wrestling room, and fitness room in the MSSD Gym
- Replaced MSSD Gym fitness room equipment
- Renovated high-use mini-auditorium in MSSD with new technology equipment and lighting
- Conducted repairs to MSSD HVAC system
- Completed construction of new residential dormitory to house MSSD students
- Implemented an ongoing series of events with families to increase involvement with the school
- Provided several workshops for parents in areas of interest, such a cyber-safety
- Implemented a series of activities/events designed and chosen by teachers/staff to improve morale and climate

Additional Strategies for Objective 3

- Moved students into new dormitory in late fall 2016



A student signs “school” while wearing a crown that says “1C” — how the numeral 100 is fingerspelled in ASL — in recognition of the 100-day milestone into the 2016-2017 academic year.

Photo by Susan Flanigan

V. Research Plan, Priorities, and Projects

The Clerc Center’s Research Agenda guides internal and collaborative research designed to improve the educational outcomes for deaf and hard of hearing children from birth through 21 years of age. It is aligned with the CCSP 2020 and addresses identified gaps in knowledge and research as they relate to national service and demonstration school priority areas. This published list of priorities within the Research Agenda fulfills mandates set forth by the EDA and agreements made with the U.S. Department of Education to “establish and publish priorities for research, development, and demonstration.”

Gaps noted in the Research Agenda are based on current available research and practices as well as on the Clerc Center’s national public input process. The agenda serves to delineate priority areas of focus for internal research, to establish priorities for collaborations with external researchers, and to call attention to key areas that researchers and agencies across the country should consider when identifying areas of research need. Clerc Center research efforts support its mandate to carry out exemplary elementary and secondary education programs, projects, and activities for the primary purpose of developing, evaluating, and disseminating innovative curricula, instructional techniques and strategies, and materials that can be used in various educational environments serving individuals who are deaf or hard of hearing across the nation as is mandated by the U.S. Congress and the EDA. The Clerc Center intends to communicate and disseminate findings concerning methods, materials, and ways of organizing research that are shown to be effective or ineffective in the education of students who are deaf or hard of hearing. The Clerc Center recognizes the need for collaboration with external researchers to address key priority areas within its Research Agenda. External researchers who are interested in working with the Clerc Center should use these priorities as a guide for ideas and topics that would be acceptable for collaborative research.

Establishing the Research Agenda

The Clerc Center’s Research Agenda was established in the spring of 2015 using data from its 2009-2012 public input process and is aligned with the priority areas of the CCSP 2020.

Resource 1: Public Input

The formal collection of public input assists the Clerc Center in establishing and publishing priorities for research, development, and demonstration as required by Congress. During the three-year cycle of collection, as accepted by the U.S. Department of Education, input was sought from diverse stakeholder groups and individuals to ensure a broad range of perspectives was obtained. Public input findings from 2009-2012 were published in 2013 as *Critical Needs of Students Who Are Deaf or Hard of Hearing: A Public Input Summary*. This summary included an analysis of over 1,400 comments from 775 respondents who provided input based on the following trigger question: “What are the barriers that prevent deaf and hard of hearing students from achieving their academic, linguistic, and social-emotional potential?” The analysis identified four thematic areas in and five major barriers to the education of children who are deaf or hard of hearing.

The themes identified were:

- Deaf and hard of hearing students’ need for language and communication access
- Limited resources (e.g., information, training and education, services) available for parents, teachers and professionals, and students who are deaf or hard of hearing
- Need to address deaf and hard of hearing students’ social-emotional needs and development
- Lack of direct service personnel (e.g., teachers, professionals) qualified to meet the various needs of students who are deaf or hard of hearing in K-12

The overarching barriers identified were:

- Need for knowledge and education of caregivers, professionals, and the general public
- Collaborative efforts
- Qualified professionals and services
- Meeting the needs of the student within a given school system
- Child’s own development of self-concept

The themes and barriers were similar for all respondents regardless of their background, race, ethnicity, communication modality, or setting in which they worked. This suggested that identified barriers to educating children who are deaf or hard of hearing transcend language, setting, and location. Complete public input findings are available on the Clerc Center website at www3.gallaudet.edu/clerc-center/our-resources/publications/pi-summary.html.

Resource 2: CCSP 2020

The Clerc Center held its National Priority Setting Meeting in February 2013. Public input findings were provided to participants to use throughout the process, which resulted in the identification of three priority areas. These priority areas—professional development, family-school/agency partnerships, and collaboration—serve as the foundation for the Clerc Center’s national service work for the next five years and are the basis for the national portion of the CCSP 2020. For more information on the CCSP 2020 and national priorities, please see Section V of this chapter about the CCSP 2020.

In addition to the Clerc Center’s national service priorities, the CCSP 2020 also includes its priorities for KDES and MSSD, the Clerc Center’s demonstration schools. These priorities—reading and writing, mathematics, and school climate—were established as part of the schools’ accreditation process, Excellence By Design. To read more about the demonstration school priorities, see the Demonstration Schools Goal section in the CCSP 2020.

Research Agenda Areas of Focus

The Clerc Center’s Research Agenda highlights three areas of focus: 1) family engagement, 2) educational best practices, and 3) social and emotional well-being. The areas of focus are designed to advance knowledge, best practices, curricula, intervention strategies, and resources for children who are deaf or hard of hearing, their families, and those who serve them. Information about the Research Agenda is available online at www3.gallaudet.edu/clerc-center/research/research-agenda.html.

Each area of focus is described below along with related guiding research questions. These questions were devised based on a review of existing research and are consistent with findings from the Clerc Center’s public input process. These research questions will serve as the foundation for the Clerc Center’s long-term Research Agenda and will also help to ensure align-

ment with the CCSP 2020. The Research Agenda will be shared via the Clerc Center’s website as well as in its Annual Report of Achievements. Annual updates will inform potential research about the initial development and ongoing refinement of the guiding research questions and related research activities. The Clerc Center recognizes that education is a dynamic field and, as such, the guiding questions and related projects will evolve in relation to changes in knowledge, available resources, and potential collaborating partners.

Area of Focus #1: Family Engagement

Promoting parental engagement and family-school partnerships emerged as a priority during both the Clerc Center’s National Priority Setting Meeting and the KDES/MSSD school accreditation process. This need is consistent with current research and educational practices that indicate the importance of understanding and promoting consistent and substantial parental engagement as crucial to the academic, linguistic, and social-emotional development of young deaf and hard of hearing children. These sources further suggest that a better understanding of how parents perceive their engagement and how schools and professionals foster involvement can minimize barriers and maximize student success.

Family engagement research of school-aged deaf and hard of hearing children is limited. While research shows that early family involvement in early intervention programs is linked with later positive outcomes (Moeller, 2000), the impact of family engagement and its relationship to the long-term successes of deaf and hard of hearing children in school is not known or well understood. For parents of children who are deaf or hard of hearing, involvement and engagement are rooted in parental self-efficacy (DesJardin, 2006), knowledge of the unique needs of the child, successful mediation of the parental stress of raising a child with a disability (Raya, Ruiz-Olivares, Pino, & Herruzo, 2013), and the ability of the parents to navigate their child’s disability in the community and at school (Fishman & Nickerson, 2014). Current models (e.g., Hoover-Dempsey & Sandler, 2005) of family engagement and involvement and, ultimately, family-school partnerships may not fully consider these variables and thus may be incomplete for families of students who are deaf or hard of hearing, including those with disabilities. Further, since children who are deaf or hard of hearing are also at risk for multiple disabilities (van Dijk, Nelson, Postma, & van Dijk, 2010), behavioral challenges (Barker et al., 2009), and academic challenges (Marschark & Knoors, 2012), the role of family engagement and family-school relationships may be complicated in its perception and

actualization. The Clerc Center believes parental engagement may be a key factor to long-term positive outcomes for deaf and hard of hearing students with disabilities.

The Clerc Center's focus on family engagement offers opportunities to contribute to the expansion of research in multiple disciplines (e.g., deaf education, special education, family engagement, child development), particularly since gaps have been identified in the research addressing the engagement of families in the education of deaf and hard of hearing children with and without disabilities. Results generated by research in this area will also support the Clerc Center's use of evidence to develop resources and information related to family engagement and advocacy, including a Parent Advocacy Literature Review and development of a Parent Advocacy app. It will further assist the demonstration schools in selecting possible strategies to facilitate family engagement and enhance school climate.

The research questions below are intended to guide possible research efforts internally, externally, and collaboratively. These research questions may be addressed by the Clerc Center but are also being shared in the hopes that other potential researchers will consider these topics and their related needs within the field of deaf education:

- How do parent engagement and parent-school partnerships impact the academic, emotional, or behavioral outcomes of a student?
- What is the role of parent advocacy, and what are the variables that may influence a parent's ability, knowledge, and/or willingness to advocate for the needs of his or her child?
- What are the perceptions of parents and professionals regarding family involvement and engagement, and how are these perceptions similar or different among these groups?
- Is the current Hoover-Dempsey model of parental involvement an accurate model for families of children who are deaf or hard of hearing?
- What school-based initiatives could yield positive parent-school partnerships for parents who do not feel knowledgeable about the needs of their child? How are the initiatives different than those for parents who feel more confident in their knowledge?
- Are there any established tests of measures that would effectively measure parent engagement in education or in

other critical aspects in the lives of children who are deaf or hard of hearing?

Area of Focus #2: Educational Best Practices

Professional development for educators new to working with children who are deaf or hard of hearing and for experienced educators addressing new content standards, instructional practices, and related assessments was identified as a priority during the Clerc Center National Priority Setting Meeting and for educators in the Clerc Center's demonstration schools.

The majority of professionals responsible for teaching or providing services to deaf and hard of hearing children are not deaf or hard of hearing themselves, and they likely have limited experience or training in working with students who are deaf or hard of hearing (e.g., Ferrell, Bruce, & Luckner, 2014). This limited experience coupled with the ever-evolving demands of professionals creates further challenges to effectively plan for and meet the needs of individual students. Teachers experienced in working with deaf and hard of hearing students face their own challenges, including increasing accountability, a need to implement rigorous standards-based instruction and related assessments, and the ongoing move towards data-based decision making.

Current research poses significant gaps in the knowledge and understanding of what educational best practices are effective for specific subgroups of deaf and hard of hearing students from birth to high school (e.g., students exposed to sign language from birth vs. those who learn sign language later). There is a clear need for more qualified professionals, more resources, and a better understanding of how to adapt and implement evidence-based practices during academic instruction and early intervention. Some research is beginning to emerge identifying evidence-based programs and interventions that may be beneficial for children who are deaf or hard of hearing. For example, Ferrell et al. (2014), Marschark & Knoors (2012), and Luckner (2011) have all published in-depth summaries of evidence-based programs for reading, writing, and math for deaf and hard of hearing children. However, little is known about school-wide implementation, efforts to make these practices more consistent across educators, and what progress can be expected if programs are implemented with fidelity.

The Clerc Center's focus on educational best practices will contribute to a better understanding of effective practices in the classroom, at school, and at home. Results in this area will support the Clerc Center's development of resources and

information, including new training, workshops, and printed resources for professionals. Further, the research will assist the demonstration schools in their practice of using research and data to inform instruction and implement effective classroom instruction and related student interventions.

The research questions below are intended to guide possible efforts internally, externally, and collaboratively. These research questions may be addressed by the Clerc Center but are also being shared in the hopes that other potential researchers will consider these topics and their related needs within the field of deaf education:

- What are the current evidence-based strategies for reading and mathematics interventions that may be applicable for students who are deaf or hard of hearing? What are the necessary modifications, if any, to those intervention programs in order to yield positive results?
- How can alternative classroom designs (e.g., grouping students by skills rather than grade, designing classrooms to capitalize on visual gain) assist in academic outcomes?
- Are there any strategies that effectively mediate early intervention delivery services to foster long-term language development?
- What is the role of new technology (e.g., LENA technology for spoken language, online testing vs. paper testing) in ensuring student outcomes are measurable?

Area of Focus #3: Social and Emotional Well-being

Furthering the knowledge of the social and emotional well-being of deaf and hard of hearing children and young adults was identified as a need by the Clerc Center's public input process and the National Priority Setting Meeting. The public input summary reports that while there is considerable information about what deaf and hard of hearing children and young adults cannot do or do not do well related to their social and emotional well-being, little is known about the characteristics or strengths of those children who are happy and healthy. Research in this area has historically had a "weakness-based" or mental-health focus (e.g., Fellingner et al., 2005; Fellingner et al., 2007; Fellingner et al., 2009) rather than a "strength-based" one. Emerging research suggests the importance of identifying the proactive emotional and social strategies successful deaf and hard of hearing young adults use to navigate daily challenges as well as those associated with critical milestones in their lives, such as transitioning from school to college and/

or work (Cawthon, Schoffstall, & Garberoglio, 2014; Luft, 2013; Luft & Huff, 2011). Strength-based research specific to children who are deaf or hard of hearing suggests that variables such as self-control, sustained motivation, reframing negative thoughts, goal-oriented behavior, persistence, choosing social and professional settings that are a good fit, creatively learning proactive strategies, and resourcefulness may promote more healthy outlooks on life and greater overall happiness (Jacobs, 2012). Moving towards a strength-based approach would allow for investigation into the protective factors, resiliency factors, and positives of being deaf or hard of hearing.

Although societal challenges to social and emotional well-being of students who are deaf or hard of hearing may not be preventable, the Clerc Center seeks to provide these students and their families with tools and knowledge that can provide more positive social and emotional experiences. A strength-based focus on 'what works' offers a richer understanding of quality social participation, characteristics of healthy personality (e.g., Hintermair, 2008), and a better understanding of the key variables that educators can foster to ensure deaf and hard of hearing children can become resilient self-advocates and ultimately happy and healthy adults.

There is also a need to consider how professionals working with and teaching deaf and hard of hearing children can foster positive social and emotional well-being for both the child and the family. The need for collaboration amongst professionals was often highlighted as essential to this effort. At the Clerc Center, the demonstration schools have recognized this by working to increase positive supports for students that ensure positive behavioral outcomes and implementing evidence-based programming aimed at reducing bullying and harassment (e.g., Olweus, Positive Behavioral Interventions and Supports [PBIS]).

The Clerc Center's focus on social and emotional well-being as part of its Research Agenda offers opportunities to better understand the whole child and family using a lens of strengths rather than deficits. Research in this area of focus has the potential to allow multiple disciplines (e.g., deaf education, special education, family engagement, child development) to consider deaf and hard of hearing children through a positive lens, something that has historically been lacking in the research. Results generated by efforts in this area will also support the Clerc Center's development of resources and information, including an online training designed to teach professionals how to foster social and emotional well-being in their students. Further, research will support the demonstration schools in maintaining their commitment to promoting

positive behavior, reducing the prevalence of bullying, and fostering a positive sense of community.

The research questions below are intended to guide possible research efforts internally, externally, and collaboratively. These research questions may be addressed by the Clerc Center but are also being shared in the hopes that other potential researchers will consider these topics and their related needs within the field of deaf education:

- What are the attributes that foster a positive sense of self leading to resiliency?
- Are there current measures and instruments available to help school-based personnel understand a child's strengths rather than weaknesses? How can this recognition lead to greater social and emotional well-being?
- Are school-wide intervention programs (e.g., Olweus, PBIS) designed to improve the social-emotional health of deaf and hard of hearing students effective?
- How does parent and/or educator self-efficacy and knowledge of deafness contribute to the social and emotional well-being of a student who is deaf or hard of hearing?
- What is the role of parent and/or educator advocacy and expectations on academic success and persistence of a student who is deaf or hard of hearing?

The Clerc Center strongly believes that by establishing and publishing its priorities for research, development, and demonstration in family engagement, educational best practices, and social and emotional well-being, it can establish collaborations with researchers across the country and draw attention to these areas of need as well as focus its efforts within the demonstration schools. This work affords the opportunity to advance knowledge, best practices, curricula, intervention strategies, and resources for children who are deaf or hard of hearing, their families, and those who serve them.

Scope of the Research Agenda

The scope of the Clerc Center's Research Agenda covers applied research that will be carried out by the Clerc Center and other programs and organizations with which it collaborates. For example, while the Clerc Center may not initiate basic research in language acquisition and learning, it will encourage collaborative research in those areas where significant knowledge gaps exist through networking with other programs and organizations.

The Clerc Center also welcomes ongoing collaborations with research partners who engage in basic and applied research in identified priority area topics. Cooperative research includes research in which the Clerc Center has not been involved in the study design but agrees to participate by recruiting subjects and participating in data collection. The principal investigators will be encouraged to share their research findings with the Clerc Center to further its innovation and outreach work.

Research projects are implemented in two categories:

1. Current projects that fit the priority research topics identified in this Research Agenda and other immediate, important projects that can be conducted with currently available resources
2. Future research studies under consideration that will require additional resources, including grant funding or collaborative agreements, to plan and implement

Project Types Defined

Following the subsequent sections detailing the three areas of focus is a data table which includes the names of the projects, the type of each project and its funding, and an estimated number of Clerc Center staff who were involved with the project. Both internal and external funding sources are reported.

Projects at the Clerc Center include:

1. Internal – Projects conducted solely by Clerc Center personnel
2. Internal and collaborative – Projects that originated with and were funded by the Clerc Center and involve researchers outside of the institution
3. External – Projects funded and led by researchers outside of the Clerc Center but involve Clerc Center personnel

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Specifically, internal funding refers to a project with fiscal resources allocated primarily by the Clerc Center, and, where appropriate, the project budget, the internal fiscal allocation for FY 2017, is provided. External funding sources are those that were provided by outside researchers, collaborators, or organizations and as such no budget information is provided. External projects often require Clerc Center personnel to facilitate logistics or data collection or to participate in the

research study but do not necessitate the contribution of fiscal resources. Research projects resulting from both Clerc Center and outside funding are considered to be both internal and external.

Research and Evaluation Activities

In accordance with the EDA, the Planning, Development, and Dissemination unit of the Clerc Center leads the development, evaluation, and dissemination of innovative curricula, instructional techniques and strategies, and materials that can be used in various educational environments by educators and families of deaf and hard of hearing students throughout the nation. Five research and evaluation staff members and five graduate assistants within Planning, Development, and Dissemination supported research and evaluation activities consistent with the above federal mandates. The costs of research and evaluation activities in FY 2017 were \$217,047 in payroll and \$17,821 in non-payroll expenses.

During FY 2017, the Clerc Center continued its implementation of its new Research Agenda, which is aligned with its strategic plan, the CCSP 2020. It engaged in a limited number of related internal research activities and supported several external research projects. The Clerc Center also focused research and evaluation resources to support the planning and development of select CCSP 2020 national service projects. This support included conducting literature reviews, leading guided discussions related to the research, and fostering project leaders' understanding of research and current practice related to their assigned projects. A significant amount of staff time was invested in the design and implementation of evaluation activities to ensure the Clerc Center obtained information about the relevance, usefulness, and quality of its new and forthcoming resources.

Examples of these activities included:

- Dissemination of the Research Agenda priorities during Gallaudet's Research Expo in March 2017 and online on the Clerc Center's website
- Meetings with CCSP 2020 project leaders to discuss project design and to plan related research and evaluation needs
- Meetings with external researchers to share information about research agenda priorities, Clerc Center procedures for research request submissions and Gallaudet University Institutional Review Board requirements, and provision of internal staffing support for approved research projects

- Development of a rubric and research review summary template for the Clerc Center's internal review
- Development of a research management system for internal testing

During FY 2017, work to enhance the Clerc Center's ability to better measure its impact and reach across the nation was continued. These efforts can best be seen via the Clerc Center's website on which identified resources are being tracked via an electronic pop-up survey that collects targeted demographic information. In addition, research and evaluation staff also spent time developing print evaluation materials to accompany Clerc Center select resources and training.

Summary of FY 2017 Research Projects and Activities

Area of Focus #1: Family Engagement

Critical Review of Measures of Parent Engagement and Involvement

(Internal Research Project)

The Clerc Center investigated measures of parental engagement and involvement currently used by professionals. This information will inform Clerc Center work in this area. Since these measures have not typically been used with children who are deaf or hard of hearing, the information could be useful to other researchers as well. Current work focuses on the organization and preparation of this information for specific audiences. This work will help guide the exploration of dissemination during FY 2018.

Literature Review on Family Engagement and Parental Involvement

(Internal Research Project)

The Clerc Center conducted an in-depth review of family engagement and parent involvement literature. This work will supplement and enhance information relating to measures of family engagement and parental involvement. Current work continues to focus on the synthesis of the literature, leading to the development of a foundational document during FY 2018. This information will supplement and enhance the content of several internal, related projects. Exploration of the dissemination of this information will also occur during FY 2018.

Parent Advocacy Survey

(Internal Research Project)

The Clerc Center designed a survey to better understand the advocacy process experienced by parents of deaf and hard of hearing children. The Clerc Center intentionally selected variables that are unique to families of children who are deaf or hard of hearing. Over 1,000 parents and caregivers completed the survey. Preliminary analysis suggests that advocating was, at times, a difficult and challenging process and that it required parents to rely on numerous support networks specific to the needs of the child.

Content analysis of more than 300 survey comments was completed during FY 2017. A paper has been drafted describing the study and its methodology, and findings are to be completed in FY 2018. External dissemination of this information will be explored in FY 2018.

Literature Review on Family/Parent Advocacy for Parents Who Are Disconnected, Alienated, and Underserved

(Internal Research Project)

To better understand the parent advocacy needs of families who may be disconnected, alienated, and underserved, the Clerc Center completed a review of the current literature and practices related to parent advocacy in this area. It explored parent advocacy generally and specifically to families of deaf and/or hard of hearing children, challenges diverse families face with their advocacy efforts, and implications of this research for consideration of future work. A foundational document, drawing from research, was finalized and is being prepared for dissemination. External dissemination of this information will be explored in FY 2018.

Literature Review on Families of Color and Parent Advocacy

(Internal Research Project)

A literature review focusing on parent advocacy efforts of families of color was completed. This literature review provided some insights into the experiences of racially, ethnically, and culturally diverse families with their children's schools and suggested approaches for learning more about these families' experiences with advocating for and supporting their deaf or hard of hearing children's education. This literature review addresses a gap in research and practice about the efforts of parents of color and the needs of these families to advocate for their deaf or hard of hearing children. This literature review will be used to support other internal projects in FY 2018.

L2 Acquisition of ASL in M1 and M2 Contexts

(External Research Project. Principal Investigator: Dr. Deborah Chen-Pichler, Gallaudet University, and Dr. Diane Lillo-Martin, University of Connecticut)

The research project entails the first phase of a longitudinal study that focuses on the second language acquisition of ASL for 1) hearing parents learning ASL, and 2) deaf parents fluent in signed languages other than ASL. For the first phase, the researchers' goal was to learn more about hearing parents' reasons for choosing to use ASL with their deaf children. During FY 2017, the researchers met with KDES's Early Childhood Education team to learn more about ASL instruction for families and families learning ASL as a second language.

Area of Focus #2: Educational Best Practices

American Sign Language Content Standards for Grades K-12

(Collaborative Research Project. Principal Investigators: Lori Lutz, PhD, and Leslie Page, Clerc Center; and Rory Osbrink, California School for the Deaf)

The Clerc Center maintains its commitment to ensuring the K-12 academic content standards are rooted in evidence and reflect the language and rigor of the Common Core State Standards. In November 2017, the content standards for grades 9 to 12 were reviewed by ASL instructors at the national ASL Round Table. During FY 2017, work focused on completing the final revision of the content standards, which includes four parts: an introduction and rationale used in developing the content standards, the K-12 ASL content standards, a reference section, and an ASL glossary.

The Clerc Center also implemented an open comment process to collect national feedback about the K-12 ASL Content Standards. The K-12 ASL Content Standards open comment survey was disseminated in September 2017 for public review and feedback; the open comment period lasted two weeks. Two hundred and thirty-three people responded to the open comment survey. Analysis of national feedback collected during the open comment period will begin in October 2018. Feedback will be used to guide the design and development of the K-12 ASL Content Standards as a web-based resource to support the instruction of ASL teachers and specialists who teach ASL as L1 to deaf and hard of hearing students. The K-12 ASL Content Standards will be ready for dissemination in January 2018.

Fingerspelling Our Way to Reading

(External Research Project. Principal Investigator: Dr. Brenda Schick, University of Colorado)

During FY 2017, the Clerc Center participated in a national research study using a randomized controlled trial design to assess effectiveness of a new curriculum, Fingerspelling Our Way to Reading. This curriculum is designed specifically for young deaf and hard of hearing children. This will be one of the first studies of its kind involving deaf and hard of hearing children to be developed to meet What Works Clearinghouse criteria for intervention efficacy. The purpose of the study, which is led by Dr. Brenda Schick, is to investigate the effects of the Fingerspelling Our Way to Reading curriculum on young children's early literacy skills. The curriculum intervention was implemented at KDES during FY 2017 and will be continued in FY 2018 with teachers in the control group who have not yet received the training.

Understanding Best Practices—Collaborative Efforts

(Internal Research Project)

To understand how organizations can better work together to meet the needs of deaf and hard of hearing children and their families, the Clerc Center completed a collaboration paper, drawing from research and practice, which was used for internal knowledge and capacity building as part of the CCSP 2020 in FY 2017. External dissemination of this information will be explored in FY 2018.

Measuring the Efficacy of the Storybook Apps in Facilitating Vocabulary Development

(External Research Project. Principal Investigators: Dr. Melissa Herzig and Dr. Thomas Allen, Gallaudet University)

The purpose of this study was to learn about emerging readers' gain of awareness of new vocabulary words through teachers' use of VL2 storybook apps in their classrooms. Participating teachers provided vocabulary lessons with storybook apps using ASL and English text. Findings from the study will enable researchers and developers to design future app editions, including app vocabulary activities.

Supporting Deaf Latinos: Teachers' Narratives

(External Research Project. Principal Investigator: Magen Otwell, Gallaudet University)

The purpose of this national study was to examine the instructional experiences of teachers teaching deaf Latinos in schools and to develop a knowledge base of these instructional experiences. These findings also have potential to provide new understanding regarding the relationship between school practices and these students' academic success or failure. Culturally affirming practices that support deaf Latino students' academic potential will be highlighted.

Area of Focus #3: Social and Emotional Well-being

H4 Resilience in Deaf Children with Additional Disabilities: Factors That Protect Social and Adaptive Skills

(External Research Project. Principal Investigator: Angela Turner)

The purpose of this study was to learn from parents how their deaf or hard of hearing child who has a disability or special needs develops social skills. Findings from the study are intended to help other parents, educators, and healthcare professionals learn more about the needs and social skills of deaf and hard of hearing students with disabilities. The study was completed during FY 2017, and opportunities to share findings from this national study with parents, educators, and professionals are currently being explored with the principal investigator.

Parent-Child Interaction Therapy: Program Adaptation

(External Research Project. Principal Investigator: Dr. Lori Day)

The Parent-Child Interaction Therapy (PCIT) is an intervention program for families who seek assistance with improving relationships with their young deaf or hard of hearing children by learning specific strategies to improve interaction. Dr. Lori Day and her team adapted the PCIT model for use with families of deaf and hard of hearing children. A study is being conducted to determine whether or not the adaptation of the PCIT model is more effective than the current model for families of deaf and hard of hearing children. Findings are expected to be reported in FY 2018, which will lead to an exploration of dissemination opportunities.

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Summary Information FY 2017 Research Projects

Project Title	Funding Source	Type of Project	Internal Fiscal Year Allocation FY 2017	Estimated number of Clerc Center Staff Involved
Critical Review of Measures of Parent Engagement and Involvement	Internal	Internal	Not Applicable	2 Staff, 1 Graduate Student
Literature Review on Family Engagement and Parental Involvement	Internal	Internal	Not Applicable	2 Staff, 1 Graduate Student
Parent Advocacy Survey	Internal	Internal	Not Applicable	2 Staff, 2 Graduate Students
Literature Review on Family/ Parent Advocacy for Parents Who Are Disconnected, Alienated, and Underserved	Internal	Internal	Not Applicable	2 Staff
Literature Review on Families of Color and Parent Advocacy	Internal	Internal	Not Applicable	1 Staff, 2 Graduate Students
L2 Acquisition of ASL in M1 and M2 Contexts	Internal	External	Not Applicable	2 Staff
American Sign Language Content Standards for Grades K-12	Internal	Collaborative	\$26,657	5 Staff
Fingerspelling Our Way to Reading	External	External	Not Applicable	5 Staff, 1 Graduate Student
Understanding Best Practices—Collaborative Efforts	Internal	Internal	Not Applicable	1 Staff
Measuring the Efficacy of the Storybook Apps in Facilitating Vocabulary Development	External	External	Not Applicable	1 Staff
Supporting Deaf Latinos: Teachers' Narratives	External	External	Not Applicable	1 Staff
Resilience in Deaf Children with Additional Disabilities: Factors That Protect Social and Adaptive Skills	External	External	Not Applicable	1 Staff
Parent-Child Interaction Therapy Program Adaptation	External	External	Not Applicable	1 Staff

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VI. Training and Technical Assistance

During FY 2017, the Clerc Center strategically allocated resources to reach families and professionals working with underserved populations and within all school systems where students who are deaf or hard of hearing are educated. The Clerc Center continues to ensure information and support are available to meet the needs of a broad range of stakeholders in both of these groups.

The Clerc Center provided support to professionals and families through the distribution of products and publications; direct outreach by exhibiting and presenting at conferences and events; and technical assistance and training through training workshops, a series of e-learning opportunities, collaborative relationships, and consultative relationships with programs across the country. More than 13,000 individuals were served through a total of 72 events.

Products and Publications

During FY 2017, the Clerc Center distributed products and publications at conferences and exhibits as well as through downloads from the Clerc Center website, e-mail distributions, social media, and sales. The number of materials distributed through each channel are as follows:

- Free distribution of products 46,016 publications and products
- Free distribution of online resources and publications via e-mail: 47,744
- Free distribution of information and resources via social media: (Facebook, Twitter, online network): 438,896
- *Odyssey* magazine subscription list: 35,713 (includes schools, individual educators, libraries, parents, and other stakeholders); an additional 2,515 copies of the magazine were distributed at conferences and exhibits; articles can also be downloaded for free via the Clerc Center website
- Sales: 1,212 orders with 5,325 products in them

Web Products

Promoting Language Acquisition: Activities From the Frontlines

Promoting Language Acquisition: Activities From the Frontlines involved contributors from experts across the country to create activity guides to support early intervention professionals in using *Setting Language in Motion: Family Supports and Early Intervention for Babies Who Are Deaf or Hard of Hearing* with families. It provides a series of activities to enhance family learning using the information provided in the overview and seven modules. Practical ideas and insights associated with specific sections of each module are detailed. The experts came from programs including the Early Start program at the West Contra Costa Unified School District in California, Thom Worcester Area Early Intervention in Massachusetts, the Arizona School for the Deaf, and Hands & Voices.

Educating Students Who Are Deaf or Hard of Hearing: A Guide for Professionals in General Education Settings

Educating Students Who Are Deaf or Hard of Hearing: A Guide for Professionals in General Education Settings is a resource designed for professionals working with deaf or hard of hearing students who have little or no experience or training in the field of deaf education. The online product includes three self-paced, multi-media modules: 1) an introduction to having deaf and hard of hearing students in the classroom, 2) instructional considerations for the classroom, and 3) educational planning. This resource was developed in collaboration with the Texas Education Service Center, Region 20. It was distributed for use to general education professionals and teacher training programs across the country.

Webcasts

The Clerc Center launched a webcast titled *Educational Planning for Students with Cochlear Implants* at the end of September 2016. Although mentioned in last year's annual report, the statistics about the event were not reported. A total of 306 people registered for that webcast launch, and 197 people participated in an online discussion in the Clerc Center's Online Learning Community as part of the webcast's

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official launch. To date, that webcast has been viewed 1,955 times on YouTube. The Clerc Center also launched two other webcasts in FY 2017. The first webcast featured Roberta J. Cordano, president of Gallaudet University, and Dr. Ronald Stern, then-vice president of the Clerc Center and was entitled *Dispelling Myths of Language Acquisition*. A total of 154 people registered to watch this webcast's launch, and 219 people participated in the moderated online discussion following the launch. This webcast has received over 66,000 views on Facebook and has been shared almost 2,000 times. A third webcast, entitled *Language Learning Through the Eye and Ear*, featured Dr. Deborah Chen Pichler. More than 240 people registered for this webcast launch, and 130 people participated in the moderated online discussion as part of the launch. To date, this two-part webcast has been viewed 929 times since its launch in March 2017. The Clerc Center is planning the launch of a webcast featuring Dr. Brenda Schick of the University of Colorado on educational interpreting in general education settings. This webcast is expected to be launched in the fall of 2017. Clerc Center archived webcasts continue to be relevant and utilized by stakeholders, with a net gain of 6,467 new views of archived webcasts on YouTube.

Educational Planning for Students with Cochlear Implants

Geared towards professionals who work with students who use cochlear implants, this webcast discusses the knowledge and tools needed to meet the unique needs of those students. Dr. Susan Schatz and Dr. Mary Ann Kinsella-Meier, from the Clerc Center, focus on factors shown in the evidence as critical to the language, academic, and social-emotional development of students using cochlear implants. They also discuss considerations in educational planning for students in either general education settings or schools for the deaf. Accompanying this webcast is a comprehensive reference list that supports the information shared.

Dispelling Myths of Language Acquisition

This webcast with Roberta J. Cordano, president of Gallaudet University, and Dr. Ronald Stern, then-vice president of the Clerc Center, centers on myths surrounding early exposure to ASL and English. Based on a VL2 paper that called for the use of proven, peer-reviewed and published scientific research and data in guiding early intervention practices, Cordano and Stern share their mutual passion on this topic and call for stakeholders to explore the importance of dramatically chang-

ing existing early language acquisition policies and practices in our country.

Language Learning Through the Eye and Ear Webcast

This Clerc Center-produced, research-based webcast is designed to increase knowledge among early interventionists. It addresses how deaf and hard of hearing babies acquire language and why one should sign with babies as early as possible. Babies are busy learning language from birth, even though they may not be signing right away. From the moment they arrive, babies are seeking patterns in human language, whether signed or spoken. This webcast will give early interventionists a foundational knowledge to engage in dialogue with parents and professionals about the neurolinguistic benefits of early exposure to visual language for all babies.



The 2017 issue of Odyssey, the publication of the Clerc Center, featured more than a dozen articles by researchers and those with experiential authority on the theme of student success. The magazine is annually distributed to approximately 25,000 family members and professionals such as educators, researchers, service providers, and other professionals.

Courtesy of Laurent Clerc
National Deaf Education Center

Publications

Odyssey Magazine

The Clerc Center published the 2017 issue of *Odyssey* magazine with the theme of "What's Trending in Student Success." This year we celebrate 200 years of deaf education in the United States. The 2017 issue of *Odyssey* takes a look at how deaf and hard of hearing students are achieving success both in the classroom and throughout life. Supporting the whole child, keeping expectations high, and looking not only at test scores and literacy but also at whether children are growing and thriving are all important factors in determining student success. This issue includes 18 articles written by a total of 24 professional and parent authors on such topics as: early

literacy and supporting emerging ASL skills at home and in the classroom; respecting diverse cultures and offering accessibility to families; cochlear implant support for students; Camp Invention ASL, offering inclusion and making learning about science fun; deaf-blindness from the perspective of a parent; working with deaf and hard of hearing refugees and immigrants; the impact of learning to dance; the importance of family involvement; empowering students through giving them ownership of their learning; and personal and parent stories of student success.

Odyssey Extra

Odyssey Extra, the online supplement to *Odyssey* magazine, was published with three new articles entitled “Nurturing the Transition Village: Virginia Supports Students Who Are Deaf and Hard of Hearing,” “Lining Up Strategies: Video Modeling with Students Who Are Deaf or Hard of Hearing,” and “Assistive Technology in the Classroom Benefits Deaf and Hard of Hearing Students.”

eBulletin for Raising and Educating Deaf Children

The eBulletin for Raising and Educating Deaf Children: Foundations for Policy, Practice, and Outcomes, published in cooperation with Oxford University Press, featured “Cochlear Implants: Making Sure Families Are Aware of the Full Picture,” by Debra Nussbaum, program manager, in its April 2017 edition.

Classroom Interpreting for Students Who Are Deaf or Hard of Hearing

In expanding *Classroom Interpreting for Students Who Are Deaf or Hard of Hearing: A Series of Guides for Parents, Professionals, and Students*, a sixth guide was published and distributed this year to provide information on classroom interpreting for students with cochlear implants. This series, developed through a collaboration with Dr. Brenda Schick and Boys Town National Research Hospital, provides guidance to administrators, teachers, interpreters, parents, and students on the use of classroom interpreters.

NADMag

The article, *Americans with Disabilities Act of 1990 and Its Impact on Deaf People*, by Bridgetta Bourne-Firl, director of training, products, and dissemination, was featured in the spring 2017 issue of NADMag.

Training

The Clerc Center provided 51 presentations and workshops to 2,681 individuals who work with students who are deaf or hard of hearing. Presentations and workshops took place at mainstream and residential academic programs, professional conferences, training centers, Family Learning Weekends, community programs for families, and small group meetings. The goal of the Clerc Center training was to provide skills and knowledge to educators, service providers, and families who work with students who are deaf or hard of hearing with a range of abilities and needs.

During FY 2017, the Clerc Center provided a wide variety of training, including on-site training, e-learning opportunities, and hybrid training opportunities. The Clerc Center provided three Visual Phonics workshops, six workshops on language acquisition and bimodal bilingualism, four social-emotional workshops, two five-day workshops on family-school partnerships and advocacy, six language planning workshops, one presentation on differentiated instruction, one keynote presentation on fostering partnerships between deaf and hearing advocates for deaf education, seven workshops addressing audiology, 10 presentations on early intervention, eight presentations on the educational, linguistic, and social-emotional needs of students with cochlear implants, and 19 presentations designed for people who have limited knowledge about the products and services offered by the Clerc Center. The Clerc Center representatives provided 51 presentations, including four keynote addresses, at state, regional, and national conferences such as the Early Hearing Detection and Intervention conference, the Kentucky Council for Exceptional Children conference, the National Black Deaf Advocates annual conference, the National Deaf Education Conference, the Educational Audiology Association annual conference, the Western Regional Early Intervention Conference, the Midwest Conference of Deaf Education, the Great Starts conference, the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) conference, and the Opening Doors-Unlocking Potential conference. The Clerc Center provided over six hours of on-site training to parents of deaf or hard of hearing children at two family learning events in Montana and Illinois. In total, the Clerc Center provided nearly 225 hours of live professional learning to parents, educators, and professionals working with children and students who are deaf or hard of hearing.

As a part of CCSP 2020, the professional development series for 2017 is for outreach program providers throughout the nation. It will be an online conference using NING as our

platform, allowing front-line outreach staff to participate without having to travel. This is the first time ever for this audience. Outreach staff often work with families and professionals within their states and continue to reach out to the same audiences as we do.

Online Learning

The Clerc Center launched its most ambitious e-learning opportunity for professionals and educators in general education settings in FY 2017. Since its official launch in early 2017, *Educating Students Who Are Deaf or Hard of Hearing: A Guide for Professionals in General Education Settings* has enrolled 419 participants from across the country. Enrollment in the Clerc Center's existing e-learning courses has also continued to increase with *Literacy—It All Connects* gaining 58 new participants, and *I Don't Like Dialogue Journals, But...* enrolling 15 new participants.

As a part of CCSP 2020, our professional development focus was on outreach providers, and an online two-day conference was planned for September 2017. The 2017 National Outreach Conference was geared towards front-line outreach staff and focused on areas of interest supporting birth-21 outreach. The presenter topics ranged from "Strengthening Home, School, and Communities Through Culturally Responsive Partnerships" with Carla García-Fernández to "Technology Tools to Enhance Deaf/Hard of Hearing Outreach Services" with Shelley Ardis. The conference also included live panel discussions, Twitter chats, and online chats to allow over 150 attendees to connect with outreach professionals nationwide.

In support of Section 508 of the Rehabilitation Act compliance for accessibility, the Clerc Center provided comments to Adobe regarding the closed captioning feature of the interactive e-learning software Adobe Captivate. The Clerc Center uses this software to create online resources (e.g., General Education modules). As a result of comments provided, caption placement and text formatting have been improved, resulting in greater accessibility to deaf and hard of hearing people who rely on captions.

Professional Learning Communities

The Clerc Center ventured into new territory in FY 2017 with the creation of online professional learning communities (PLCs). These are designed to provide an online

space for professional learning for professionals in specific disciplines.

Among the first of these groups was created to meet the needs of educational interpreters in New Jersey who requested specialized training on how to serve students with cochlear implants. The result was a hybrid online and live training series of three events, two of which were hosted in the Clerc Center's Online Learning Community, and the third provided in front of a live audience in Sewell, N.J. As a result of the success of this new approach to professional learning, the Clerc Center is now further exploring how to offer PLCs for other groups around the country, including offering one for teachers, staff, and Student Life staff of the Oklahoma School for the Deaf in September 2017.

During FY 2017, two discussions were hosted in the Clerc Center Learning Community related to early intervention. The first discussion, held in October 2016, accompanied a web resource developed by the Clerc Center to support the inauguration of President Cordano. This video and accompanying online discussion piggybacked on Cordano's spring 2016 position paper related to *Dispelling Myths of Language Acquisition*. A second discussion was hosted in April to provide follow-up opportunities on early intervention related to two Clerc Center presentations from the annual Early Hearing Detection and Intervention Conference, *Supporting Early Linguistic Competence: Evidence to Practice and Promoting Language Acquisition: Activities from the Frontlines*. There are currently 195 members registered in the Early Intervention Learning Community.

Outreach—Conferences and Exhibits

During FY 2017, the Clerc Center sent representatives to 19 events and conferences to make presentations, distribute and showcase materials, and provide information and support to event attendees. Events are carefully selected to ensure attendees are representing a wide cross-section of families and professionals, with an emphasis on those who work with deaf and hard of hearing students from traditionally underserved groups and in general education, public school programs. Events included the Hands & Voices Leadership Conference, the Maryland State Steering Committee Conference, CEASD, the Council for Exceptional Children, the Midwest Conference on Deaf Education, the Western Regional Early Intervention Conference, the Clarke Mainstreaming Fall Conference, the Kentucky Council for Exceptional Children, Early Hearing Detection and Intervention, the Association of College Educa-

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tors, Supporting Success for Children with Hearing Loss, the National Conference on Interpreting in Education, the National Black Deaf Advocates Conference, the National Deaf Education Conference, California's ECET2 Deaf Education Conference (Elevating and Celebrating Effective Teaching and Teachers), and the Illinois CASE-Council of Administrators of Special Education Conference.

In addition, materials were sent to the following workshops and conferences for sharing and dissemination: International Communication Learning Institute (Visual Phonics Annual Conference); Research Expo; National Academic Bowl; Battle of the Books; McDaniel College; Alabama State Department of Education; Signing Shadows Summer Family Event; Community Connection Day at The Orlando Science Center; Parent-Infant-Teacher Training, Florida (Mandy Longo); SLPs and teachers of the deaf in Duval County, Florida (Mandy Longo); statewide training (anyone who works with a deaf child), Florida (Mandy Longo); Florida State Conference (educators who work with a deaf or hard of hearing child), Florida (Mandy Longo); Florida Family ASL at the Shakespeare Theater (Mandy Longo); Start Conference; State College, Pa.; Dr. Barbara White, professor, Gallaudet University; Montana School for the Deaf and Blind; Gallaudet University Regional Center - West (GURC-W); AERA Conference, San Antonio, Tex.; American Sign Language Round Table; Educational Support Service Personnel; National ASL and Bilingual ECE Summit; National Deaf Education Conference; Educational Audiology Association (EAA); and Audiology Educational and Habilitative Implications Course.

In order to expand outreach at these events, the Clerc Center provided showcase presentations and poster sessions as well as attending caucuses, board meetings, and other small group events at select conferences. Through these events, the Clerc Center shared materials, resources, and support to thousands of participants.

Collaborations, Consultation, and Technical Assistance

The Clerc Center offered consultation and technical assistance to schools and programs at their request and sought collaborations with organizations and programs for joint initiatives. The following is a summary of the major collaborations in these categories that occurred in FY 2017.

D.C. Hears

The Clerc Center provided continued support to D.C. Hears, the newborn infant hearing screening program for the District of Columbia. A Clerc Center representative functions as chair of the intervention committee of the D.C. Hears board. This committee oversees early interventions services for all children identified as deaf or hard of hearing in the District of Columbia. Clerc Center support included providing meeting space and interpreters for intervention committee meetings and D.C. Hears board meetings. Members of the Clerc Center community were also actively involved in providing human resources for committee work and resource development.

Maryland's Early Hearing Detection and Intervention Advisory Council

The Clerc Center representative functions as an advisory council member of the Maryland Early Hearing Detection and Intervention (EHDI) advisory council overseeing the state's EHDI services in Maryland.

Joint Committee on Infant Hearing

The Clerc Center representative serves on the national Joint Committee on Infant Hearing in an advisory capacity.

Hands & Voices

Clerc Center is partnering with Hands & Voices for Family Leadership in Language and Learning (FL3), providing support to family involvement in the state-level EHDI system.

American Society for the Deaf

A Clerc Center representative serves on the American Society for Deaf Children board to empower diverse families with deaf and hard of hearing children and youth by embracing full access to language-rich environments through mentoring, advocacy, resources, and collaborative networks.

VL2—A Science of Learning Center on Visual Language and Visual Learning

The Clerc Center continued its collaboration with Visual Language and Visual Learning (VL2), one of six such centers funded by the National Science Foundation. The purpose of VL2 is to gain a greater understanding of the biological, cogni-

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tive, linguistic, sociocultural, and pedagogical conditions that influence the acquisition of language and knowledge through the visual modality.

As part of this collaboration, the Clerc Center worked with VL2's preschool through grade 12 engagement manager to support dissemination of materials to birth to grade 12 educators. In FY 2017, the Clerc Center collaborated with VL2 for the following activities:

- The Clerc Center shared VL2 research briefs and information about their Parent Information Package, Growing Together, through exhibits, training, social media, and other dissemination mechanisms
- The Clerc Center worked with VL2 to create a new hand-out that summarizes all of their research briefs in an effort to more easily distribute this information to professionals in deaf education
- VL2 staff offered professional development and family learning opportunities to the KDES community

Gallaudet University Regional Centers

The Clerc Center continued its collaboration with the Gallaudet University Regional Centers (GURCs) to coordinate training and technical assistance opportunities for professionals working with deaf and hard of hearing students and to increase dissemination in each region.

Maryland State Department of Education

The Clerc Center established a partnership with the Maryland State Department of Education (MSDE) to focus on the provision of state-level, standards-based assessments for students who are deaf or hard of hearing as stipulated by the U.S. Department of Education within the EDA. Consistent with the agreement, the Clerc Center established relationships or additional agreements with test vendors to administer the PARCC Assessments, the Maryland Science Assessment (MSA), the Alternative Maryland Science Assessment (Alt-MSA), the High School Science Assessment in Biology (HSA), and the Multi-State Alternate Assessment (MSAA). Through this collaboration, the Clerc Center communicated with state-level officials and school-based personnel to address topics such



Three MSSD students participate in a spring open house event for prospective students and their families. They act as ambassadors, with one of them donning a full-length costume of Swooshy the Eagle, the beloved school mascot.

Photo by Susan Flanigan

as test administration, accommodations provision, and state policy interpretation. Assessments were administered in grades 3-12 as defined by the EDA and consistent with Maryland's test administration protocol. In addition, because of our partnership with MSDE, the Clerc Center was invited to provide feedback on proposed guidelines for the sign language accommodation for the MSAA.

With an emphasis on accessible and equitable testing, the collaboration with MSDE provided the Clerc Center with greater insight into the assessment experiences of deaf and hard of hearing students in a range of public school settings, as well as the Maryland School for the Deaf. It further allowed the Clerc Center to experience firsthand the administration of "next generation" assessments. These assessments were computer-based with accommodations that were electronic, live-person, or paper-based depending on the stipulations of a particular assessment. The Clerc Center's agreement will continue into the 2017-2018 school year.

California School for the Deaf-Fremont and the ASL RoundTable

The Clerc Center and the California School for the Deaf-Fremont (CSD) have partnered to complete development of the K-12 American Sign Language Content Standards. Structured feedback sessions were held at the ASL Roundtable on the grades 9-12 content standards. Then the content standards for grades 9-12, early work on a glossary of key terms, and the development of the introduction/ rationale to accompany the content standards were finalized. The Clerc Center conducted a national open-comment period for grades K-12 content standards website design. The website design is underway, with target date of releasing it to the schools and the public in January 2018.

Deaf and Hard of Hearing Program—Boston Children's Hospital

The multi-year collaboration with the Deaf and Hard of Hearing Program at Boston Children's Hospital produced two products that are being disseminated widely this year. The first is *Setting Language in Motion: Family Supports and Early Intervention for Babies Who Are Deaf or Hard of Hearing*, a web-based resource that supports professionals, families, and caregivers of young children in their understanding of the importance of early identification, intervention, and language acquisition for the development of linguistic competence. This resource now includes a Spanish version, with accompany-

ing activity guides on how to use this resource with parents available in FY 2017. The second resource is *Students with Cochlear Implants: Guidelines for Educational Program Planning*, a publication designed to support full linguistic access for deaf students with cochlear implants. The guidelines support educational program planning regardless of the student's language or communication modality. An online tutorial to facilitate use of the guidelines was in development in FY 2017. The release date of the tutorial will be in FY 2018 to coincide with the launch/redesign of the Clerc Center website upgrades.

University of Colorado

During FY 2017, the Clerc Center participated in a national research study using a randomized controlled trial design to assess effectiveness of a new curriculum, *Fingerspelling Our Way to Reading*. This curriculum is designed specifically for young deaf and hard of hearing children. This will be one of the first studies of its kind involving deaf and hard of hearing children to be developed to meet What Works Clearinghouse criteria for intervention efficacy. The purpose of the study, which is led by Dr. Brenda Schick, is to investigate the effects of the *Fingerspelling Our Way to Reading* curriculum on young children's early literacy skills. The curriculum intervention was implemented at KDES during FY 2017 and will be continued in FY 2018 with teachers in the control group who have not yet received the training.

Outreach Efforts by Region

During FY 2017, the Clerc Center, in partnership with the GURCs, served people throughout the various geographical regions of the country through training and technical assistance, information dissemination, and exhibits/performances. Technical assistance includes services that the Clerc Center provides to cooperating programs or assistance to individuals, programs, or agencies in relation to educating students who are deaf or hard of hearing. It includes information sharing and referrals, e-learning opportunities, and training about programs or strategies.

Information dissemination refers to information that was specifically requested and then disseminated, often through social media, individual e-mails and calls to Clerc Center teachers and staff, and in packets for conference participants. Exhibits and performances include exhibit booths of products and services offered by the Clerc Center at national and regional conferences related to serving children who are deaf or hard of hearing.

Types of Requesting Programs Served

The recipients of the training and technical assistance and disseminated information varied considerably. In FY 2017, they included early intervention professionals, professionals at schools that serve deaf and hard of hearing students, teachers and administrators in general education programs, students enrolled at a college or university, professionals who run teacher training programs, professionals who work at hospitals, parent organizations, individuals served by nonprofit organizations, parents and caregivers of students who are deaf or hard of hearing, and others. The next two charts illustrate the various types of programs requesting training and technical assistance by geographic region and similar data about information that was disseminated. Please note that totals for overall training and technical assistance and information dissemination on these two tables vary from the totals on the preceding chart due to the diversity of those receiving the information from a single training or event. For example, a teacher from a school for the deaf and a teacher from a general education program could attend the same workshop.

FY 2017 Outreach Efforts

Outreach efforts in FY 2017 continued to focus on contacting and building relationships with state and district-level programs, national organizations, and state outreach programs serving students who are deaf or hard of hearing. As part of this effort, the Clerc Center focused on the development of targeted distribution lists and the design and implementation and ongoing use of a customer relations management system.

Other efforts included the Clerc Center's continued support for the planning of the National Outreach Conference, which

provided opportunities for networking and coalition building among outreach providers.

The Clerc Center has developed several knowledge-building products to reach stakeholders via distance learning formats. It has also continued to use the Online Learning Community that has hosted discussions for professionals across the country.

This year was the first full year using our Customer Relationship Management (CRM) system. There was an increase in e-mail system efficiency by only including people who want to see specific types of resources/information. As a result, the number of e-mail messages sent was lower; however, the frequency of e-mail messages sent was higher than previously. With the transfer of the data from our older system into the CRM, unusable addresses were removed and user database rebuilt. The targeted e-mail messages, the development of online inquiry forms, the increased use of registration lists for our CRM, and an e-mail collecting campaign have led to a significant increase in enrollment numbers. The total number of enrollees increased by an estimated 4,646 people. The current total subscribers is at approximately 24,000 professionals and families.

The Clerc Center continued to be intentional in the selection of conferences and events to reach professionals and parents of traditionally underserved students as well as educators and families in general education programs.

During FY 2017, information architecture was created for upgrading the Clerc Center website from CMS8 to CMS9, ensuring the website would be easier to use.

The Clerc Center will continue to expand its outreach efforts to reach the identified audiences as part of its strategic planning efforts.

VII. Demonstration Elementary and Secondary Schools

Both KDES and MSSD play a vital role in the Clerc Center’s national mission. They are a place where innovative ideas, strategies, training, and technology applications begin and can later become national mission projects. Students in the schools are representative of deaf and hard of hearing students across the United States, making the schools excellent sites for developing and evaluating promising educational practices that could be replicated at other schools and programs throughout the country.

As we move forward with implementing standards-based instruction and assessment, the following overarching themes continue to guide our thinking and planning:

- Identifying a long-range strategy to implement change following the above model progression
- Continuing ongoing focus on the Maryland-adopted Common Core State Standards (CCSS) for English/ language arts (ELA) and mathematics and the Next Generation Science Standards for science that serve as the foundation for curriculum and instruction through implementing newly-developed curricular units aligned with these standards for all classes from grades K-12
- Using information from research and evidence-based practice to redesign instructional efforts to meet the needs of all students
- Providing support for teacher instructional planning through a variety of job-embedded professional learning opportunities (e.g., weekly meetings; PLCs; mini-workshops; individual consultation from instructional support personnel, including master teachers, coordinators of instructional support/differentiation and inclusion) and allocated planning time on professional development days and other times throughout the year
- Planning for multi-year allocation of resources
- Creating new instructional support positions to reinforce and sustain the work to change practice

Instruction

Implementing standards-based instruction continues to evolve within the Clerc Center. The 2016-2017 school year wit-

nessed the fifth year of implementing CCSS-aligned curricula in ELA and mathematics K-12, with an ongoing focus on understanding and implementing the key instruction shifts. In science, teachers began to explore the Next Generation Science Standards that were adopted by our state partner, Maryland, and identify needed curricular changes that this change in standards will necessitate.

Reading and Writing

- Opened the school year with a focus on community building throughout both schools and responding to issues expressed by teachers and staff in meetings with the new co-leaders
- Provided training on transition, new assessments, classroom management, school climate, and PBIS
- Implemented weekly planning and discussion sessions on teaching and learning—Collaborating, Learning, and Aiming Wednesdays (CLAWS)
- Continued flexible grouping K-8 to implement ASL/ English bilingual strategies and develop linguistic skills in both languages
- Initiated flexible grouping in math in elementary and middle school
- Developed and provided instructional activities to practice the types of multi-step, complex processes students must use to respond to questions on the next generation assessments

Raising the reading and writing achievement of the deaf and hard of hearing students attending our programs remains a significant challenge. The project implementations listed above testify to an intentional effort to develop and deliver a comprehensive language and literacy program. However, these have not yet resulted in the rise in achievement on the assessments that the schools would like to see. Achievement is tempered by complicating factors within the student population in both schools. In the time since our accreditation in 2011, the school community has reviewed research-based instructional strategies from general, special, and deaf education; adopted the CCSS; developed an entirely new CCSS-aligned curriculum; and provided training and support to teachers for planning and implementing the new curriculum. Instructional support

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positions have been created to work directly coaching teachers on planning and implementing research-based instructional strategies. We have begun implementing an accessible intervention programs in reading. The schools have consistently reviewed student achievement data and made changes to the school action plans and strategies accordingly. This intentional approach to raising student achievement will continue to guide instruction and professional learning in the schools.

Mathematics

- Implemented flexible grouping for math in grades 3-8
- Maintained the focus on concept-based instructional planning (e.g., concrete > representational > abstract) at the high school
- Provided professional learning sessions on identifying worthwhile tasks and mathematical discourse in the classroom
- Continued work on unpacking the math standards and reviewing math progressions across grades
- Implemented instructional activities that mirror the more complex expectations contained in the next generation assessments (e.g., PARCC)
- Provide students with additional opportunities to take CCSS online practice mathematics assessments
- Acquired a new hybrid math textbook/online series K-8

The schools have followed a similar path as described in the previous section with regards to math instruction. In the time since accreditation in 2011, the school community has reviewed research-based instructional strategies from general, special, and deaf education; adopted the CCSS; developed an entirely new CCSS-aligned curriculum; and provided training and support to teachers for planning and implementing the new curriculum. New instructional support positions have been created to work directly coaching teachers on planning and implementing research-based instructional strategies.

Throughout this accreditation period, the Clerc Center has engaged the services of a math consultant who authored the CCSS-aligned math curriculum and has worked frequently with our teachers on reviewing the standards and delving into curriculum. This collaboration has extended to classroom observations, meetings with teachers, and “coaching the coaches.”

This year, the schools’ focus remained on teaching math concepts incorporating a continuum from concrete, to representational, to abstract. With younger students, training and coaching focused on use of specific manipulative techniques to build math concepts: the use of dot cards and 10 frames to build number sense and the use of open number lines to develop the foundation for fraction and other number concepts. In FY 2018. The focus will be on implementation of the new math textbook series and online resource system.

In spring 2017, MSSD students, along with teacher Morgan Lee, learned about entrepreneurship. They established café service on Fridays and learned about marketing, accounting, budgeting, and customer service, among other key entrepreneurial concepts.

Photo by Susan Flanigan



Flexible Grouping

The KDES language arts program has been using a flexible grouping model for the past four years. This strategy aligns with best practices in bilingual language instruction as well as those of ASL/English deaf bilingual programs. This dynamic bilingual model benefits all deaf and hard of hearing learners with a variety of ASL and English language skills and recognizes that all learners are at different places on the continuum of social and academic language skills and modalities. Students are placed in instructional groupings for ASL and English language based on assessment data on their current skill level. This way teachers can concentrate on developing those language skills students need most in appropriately paced settings. Periodic ongoing assessments inform teachers about language skill development and impact instructional and grouping decisions.

The goal of flexible grouping is for all students to demonstrate full linguistic and communicative competency in both ASL and English. In order to achieve this, teachers meet weekly to discuss and review student data and then plan accordingly for instruction. As a result of regular reviews of student progress, teachers are able to make recommendations for necessary changes in group placement throughout the year to maximize students' language learning. Teachers make consensus group placement decisions strictly based on the collection of language assessment data.

The following assessments are included to review and discuss students' growth in both academic ASL and English languages:

- Developmental Reading Assessment 2nd edition (DRA-2)
- Writing samples using the 6+1 Writing Traits model and rubrics
- Conversational Proficiency Levels
- Formative assessments (e.g., classroom-based assessments: observations, work samples, reading progress observations, other data)
- Discovery Education Assessment (standards-based benchmark assessment) was used for the final year (assessment discontinued by vendor)

The focus in FY 2017 continued on refining the use of data to make instructional and grouping decisions. KDES continues to experience an influx of students during the school year, which necessitated more frequent changes in grouping to accommodate different learning needs and to provide appropri-

ate accessibility to the curriculum. FY 2018 priorities include expanding the piloted Leveled Literacy Intervention (LLI) to K-8 as well as more attention to interpreting assessment results and using those to inform teaching and instructional decision making. The use of the Discovery Education Assessment will be replaced by the Measures of Academic Progress (MAP) from NWEA.

Hands on Deck

Hands on Deck (HOD) was implemented at KDES during FY 2017. KDES enrolls a significant percentage of students who have additional disabilities, who have experienced physical or emotional trauma, and who exhibit challenging behaviors. Some students have long bus rides to school and come from homes where communication can be a challenge. HOD recognizes that students often arrive at school carrying with them experiences that can interfere with their ability to attend to classroom academics. HOD is 30 minutes of structured and unstructured "play" interaction at the start of the school day involving all students, teachers, and staff. The purpose of this social-emotional learning time is to build positive relationships, trust, community, and a safe school environment. A significant part of this process involves modeling positive and supportive language to assist students in developing a healthy sense of self and building resiliency.

As a result of HOD, we have noticed a decrease in morning behavior problems exhibited by students. Informal questionnaires asking students before and after HOD about their feelings indicated an increase in positive feelings after HOD in the mornings.

Plans for FY 2018 include developing more student-led activities, using older students to support younger students, more collection of data, and assessing the sustainability of the intervention and results.

Leveled Literacy Intervention

In FY 2017, KDES selected a reading intervention program, the Fountas and Pinell Leveled Literacy Intervention (LLI), to use with students who were falling behind in learning how to read. This intervention was selected for its accessibility for deaf readers. LLI is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. LLI works to deepen and expand comprehension with

close reading. It also elevates the expertise of teachers with successful, research-based methods of reading instruction. The intervention works to increase reading volume by engaging students in large amounts of successful daily reading and increase student engagement with books that build knowledge.

In FY 2017, the focus was on a pilot implementation among teachers in grades 3-5. Two staff members attended a training session on the LLI and returned to train teachers and staff. Teachers in grades 3-5 implemented the intervention reading lessons and collected data. Teachers and staff met to discuss results, assess placement and groupings, and plan adaptations necessary for an ASL-centric approach. Preliminary results were promising, with many students making progress in catching up towards grade level reading expectations. In FY 2018, implementation of LLI has been expanded schoolwide, with a significant increase in the number of teachers across content areas involved in implementing the program. Plans for a more structured data collection will be implemented to better assess the impact of the intervention.

Excellence By Design Accreditation Protocol

In FY 2012, the demonstration schools began executing the action plans in reading/writing, mathematics, and enhancing school climate. Numerous projects in these goal areas have been implemented under the action plans. In FY 2015, the schools completed a mid-cycle report as directed by the Excellence By Design (EBD) protocol. This report included a review of our context, planning process, and accreditation standards, all student achievement data since accreditation, the improvement objectives, and action plans. During this process, the action plans were streamlined to focus on strategies most likely to improve student achievement.

FY 2017 ushered in the official start of the 18-month self-study process leading to re-accreditation. The schools will again be following the EBD protocol from the Middle States Association (MSA) and will seek joint accreditation from both MSA and the Conference of Educational Administrators of Schools and Programs for the Deaf. The Clerc Center schools reviewed and edited the mission, belief statements, and profile of graduates according to EBD parameters. The planning committee, representative of all aspects of the Clerc Center, discussed and approved planning ethic, periodic review, and communication plan outlines. They reviewed assembled reports on student achievement and a profile of the organization's capacity to support that achievement.

The planning committee also surveyed Clerc Center personnel, students, and parents on the 12 accreditation standards in the EBD protocol. Using the results of this survey and follow-up discussions with the planning committee, we have identified school climate as the organizational capacity goal area.

Using the results of the student achievement report, the planning committee has identified the following two areas for student achievement goals for the next accreditation plan: ASL and ELA, and mathematics.

In FY 2018, the focus will be on clarifying and defining the goal areas through developing measurable goals for the student achievement and organizational capacity areas, and subsequently developing seven-year action plans.

Emerging Signers Program

The Emerging Signers Program (ESP) is a systematic, comprehensive, and individualized support system designed to ensure academic success and linguistic development for deaf and hard of hearing students who have been raised with spoken language only, have minimal sign language skills, or come from a country that educates deaf and hard of hearing students in a signed language other than ASL. The ESP provides a process for an emerging signer to make a smooth transition into a visual learning environment through provision of interpreting support until the student is able to function in class independently. Additionally, the ESP seeks to create an environment that supports social development and emotional intelligence, and it encourages students to examine their identity as it relates to being deaf or hard of hearing.

Each student's needs are different, and students attain linguistic independence at different paces. Therefore, students are provided with the services that best meet their needs, and those services are gradually reduced in direct correlation to the student's expanding skills and independence.

Direct ASL instruction and social-emotional support are put in place for a full academic year. The student's teachers and the interpreters working with the emerging signer observe and document how the student is functioning. In addition, the lead interpreter, the interpreter coordinator, and/or the ESP coordinator also observe the student in class regularly. Information about the student's abilities, progress, and continued needs, as well as information about accommodations that are no longer needed, are then discussed with the Individualized Education Program team for decisions regarding continuation, decrease, or termination of services.

The focus of the ESP in FY 2016 has been to maintain the effectiveness of the program and to recruit and retain a diverse team of interpreters who more accurately reflect the diversity of the student body. These interpreters are able to bring lived experiences to the work that more closely align with those of the students they serve, and are able to share diverse perspectives to strengthen the work of the entire ESP team.

Assessments

The mandates of the EDA require the Clerc Center to partner with a state, use its standards and assessments, and publicly report results. The Clerc Center partnered with the state of Ohio for six years, and then entered into a partnership with the Maryland State Department of Education (MSDE) in 2015.

Maryland uses the Maryland College and Career-Ready Standards for Language Arts and math in all schools across the state. These Maryland standards are based on the CCSS. Since these standards so closely align with the CCSS, little change in curriculum was needed. In 2013, Maryland adopted the Next Generation Science Standards. These are a set of rigorous and internationally benchmarked standards for K-12 science education. Work continues on aligning curriculum and resources with these new standards. Following Maryland's assessment plan, the Clerc Center administered the following state assessments this year. The PARCC for ELA and math, the MISA, the MISA-Alt and HSA in science, and the Multi-State Alternate Assessment (MSAA) for ELA and math with students with significant cognitive disabilities.

Assessments in Language Arts and Math

Partnership for Assessment of Readiness for College and Careers (PARCC)

PARCC's summative ELA/literacy tests were administered in grades 3-8 and high school. The assessments include a performance-based component with longer questions that usually require multiple steps. It measures critical thinking; reasoning; and the ability to apply skills and knowledge in reading, writing, and mathematics.

- ELA/literacy—Students read and analyze passages from real texts (fiction and nonfiction) and sometimes watch video. They write using what they have learned from the passages and multimedia to support their arguments. These skills are critically important for students in college and in the workplace. PARCC measures writing at every

grade because it is key to showing readiness for the next academic work and, in high school, readiness for college and career.

- Mathematics—Students solve multi-step math problems that require reasoning and address real-world situations. This requires students to reason mathematically, make sense of quantities and their relationships to solve real world problems, and show their understanding. Many previous assessments focused mostly on rote procedure only.

Multi-State Alternate Assessment (MSAA)

The MSAA was administered to a small number of students. This assessment was created by the National Center State Collaborative to assess students with the most significant cognitive disabilities who are unable to participate in the PARCC assessment, even with accommodations. The alternate assessment is based on alternate achievement standards in ELA and mathematics and is administered online.

Assessments in Science

Maryland Integrated Science Assessment (MISA) and High School Assessment - Biology (HSA)

Students in grades 5 and 8 participated in taking the MISA, and students in grades 10-12 took the HSA in biology. This assessment is delivered online. Since the FY 2016 MISA administration was considered a field test of a new assessment (replacing the Maryland School Assessment-Science), there will be no individual score reports generated.

Alternate Maryland Integrated Science Assessment (Alt-MISA)

The Alt-MISA, also known as Dynamic Learning Maps (DLM), is designed for students with the most significant cognitive disabilities for whom the general education science assessment (MISA) is not appropriate, even with accommodations. The Alt-MISA is based on alternate achievement standards which have been derived from and are aligned with the Next Generation Science Standards. Students who take the Alt-MISA assessments are instructed and assessed on Essential Elements (EEs). EEs are grade level-specific expectations about what students with the most significant cognitive disabilities should know and be able to do. Each science EE has three linkage levels which specify where a student is in relationship to the grade level target. The target linkage level is the highest,

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while the other two linkage levels (initial and precursor) are lower in complexity, depth, and breadth.

The Alt-MISA is an online, stage adaptive, assessment comprised of 9 “testlets” for each grade level assessed. Each testlet is completed in one setting, and consists of an engagement activity and three to five test items. Each testlet covers one EE. Each engagement activity is designed to motivate students, provide a context, and activate prior knowledge. All test items are in a multiple choice format.

These assessments were designed to measure the full range of the CCSS, the Next Generation Science Standards, and the full continuum of student abilities, including the performance of high- and low-performing students. The PARCC assessments tested writing skills at every grade level and critical thinking and problem-solving skills in an in-depth manner. The assessments feature a mix of items—short answer, longer open-response questions, richer multiple choice items, and technology-enhanced items—to better reflect the full range of content and skills found in the CCSS.

The assessments are all delivered online in a computer-based format. This allows for additional technology enhancements in both the content presented and in student response modes. The Clerc Center invested a significant amount of time and resources in planning, preparing teachers and staff, ensuring technological support, and administering these five assessments. The on-line format was relatively new to most, if not all, of our students and will require a few years for students to adjust to the change. The expectations and cognitive demands of these assessments are significantly higher and the format is unfamiliar. As has been the case with other states administering the new assessments, the initial results are disappointing but not unexpected.

Results for the spring administration are presented in the following tables. There is no reportable summary information on students taking the Alt-MISA science alternate assessment since this was a pilot year for that assessment and no individual score reports were made available.

Student Participation and Achievement – English Language Arts (ELA)/Literacy and Mathematics PARCC Summary Information

	Participation				Performance Levels				
	Number of Students with Valid Scores	Number of Students Enrolled During Testing	Percent of Students Participating	Mean Scale Score	Percent Scoring at Did Not Yet Meet Expectations	Percent Scoring at Partially Met Expectations	Percent Scoring at Approached Expectations	Percent Scoring at Met Expectations	Percent Scoring at Exceeded Expectations
ELA	147	147	>95.0	697	59.2	23.8	12.2	<10.0	<10.0
Mathematics	147	147	>95.0	711	38.8	36.7	12.9	11.6	<10.0

Note: No information will be reported when the number of students is fewer than 10. To protect individual student privacy and confidentiality as required by the Family Educational Rights and Privacy Act (FERPA), results are reported as less than 10% or greater than 95% when reporting results that are over or under these percentages, respectively. Results are reported using the Maryland State Department of Education’s student performance standards in accordance with federal regulations.

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Student Participation and Achievement – Science, HSA Biology Summary Information¹

	Participation				Performance Levels		
	Number of Students with Valid Scores	Number of Students Enrolled During Testing	Percent of Students Participating	Mean Scale Score	Percent Scoring at Basic	Percent Scoring at Proficient	Percent Scoring at Advanced
Science	106	106	>95.0	364	84.0	14.2	<10.0

Note: No information will be reported when the number of students is fewer than 10. To protect individual student privacy and confidentiality as required by the Family Educational Rights and Privacy Act (FERPA), results are reported as less than 10% or greater than 95% when reporting results that are over or under these percentages, respectively. Results are reported using the Maryland State Department of Education's student performance standards in accordance with federal regulations.

¹The 2016-2017 year was the first administration of the MISA and was considered a field test for grades 5 and 8. Thus, no results are reported.



KDES science teacher Brandon McMillian leads a classroom discussion with middle school students.

Photo by Zhou Fang

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Student Participation and Achievement – Disaggregated Information

	Reading			Mathematics			Science ¹		
	Number of Students Enrolled During Testing	Percent of Students Participating	Percent of Students Meeting Standards	Number of Students Enrolled During Testing	Percent of Students Participating	Percent of Students Meeting Standards	Number of Students Enrolled During Testing	Percent of Students Participating	Percent of Students Meeting Standards
RACE/ETHNICITY									
American Indian/Alaska Native	N/A ²	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	16	10.9	<10.0	15	10.2	<10.0	13	12.3	<10.0
Black/African American	42	28.6	<10.0	40	27.2	<10.0	22	20.8	<10.0
Hispanic of any race	23	15.7	<10.0	23	15.7	<10.0	18	17.0	<10.0
Native Hawaiian/Other Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or more	— ³	<10.0	<10.0	—	<10.0	<10.0	—	<10.0	<10.0
White	54	36.7	<10.0	57	38.8	9.5	42	39.6	11.3
Race and ethnicity unknown	—	<10.0	<10.0	—	<10.0	<10.0	—	<10.0	<10.0
LEP STATUS									
Non-LEP Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
LEP Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
SES									
Low Income	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
GENDER									
Male	70	47.6	<10.0	72	49.0	8.2	47	44.3	<10.0
Female	74	50.3	<10.0	72	49.0	<10.0	54	50.9	<10.0
Sex Not Specified	—	<10.0	<10.0	—	<10.0	<10.0	—	<10.0	<10.0

Note: No information will be reported when the number of students is fewer than 10. To protect individual student privacy and confidentiality as required by the Family Educational Rights and Privacy Act (FERPA), results are reported as less than 10% or greater than 95% when reporting results that are over or under these percentages, respectively. Results are reported using the Maryland State Department of Education's student performance standards in accordance with federal regulations.

¹The 2016-2017 year was the first administration of the MISA and was considered a field test for grades 5 and 8. Thus, the science report of student participation and achievement only reflect the HSA results.

²N/A denotes that no information is available for this category.

³Dashes represent instances when reporting data is for fewer than 10 students.

Clerc Center

The results for students at the Clerc Center reflect low levels of proficiency on the assessments. This is partly a consequence of the significant change in assessment format (i.e., online) and the cognitive and performance demands of the assessments (i.e., synthesizing information from multiple sources, multi-step problems, and more complex constructed responses). The Clerc Center believes the following points remain relevant as it continues standards-based implementation with a focus on the key instructional shifts identified in the CCSS initiative. Literature regarding instructional change suggests that change is a slow process requiring adoption of strategies by the teachers as well as students acquiring empowering knowledge and skills both in test taking and the curriculum from previous grades. Low levels of performance reflect students' relative inexperience with both the performance demands and the online format. Students, having become more familiar with the process of testing, will now face the additional challenges posed by the next generation of online assessments. As teachers at the Clerc Center gain greater facility with the CCSS, and as students have more time in a CCSS- and Next Generation Science Standards-based learning environment and additional experience with the online assessment process, it is expected that their scores will rise. These results underscore the need to continue redirecting instructional attention to supporting students' achievement of grade-level expectations.

At the Clerc Center, most students participated in the assessment with the use of one or more accommodations, such as ASL interpretation or small group administration. It is not yet known whether these accommodated test conditions adequately support students' access to the assessment and their ability to demonstrate their knowledge and skills. Thus it is not

entirely clear that the assessment, even under accommodated testing conditions, yields meaningful scores for all students at the Clerc Center. Over time, as students have increased opportunities to learn to high standards and more is understood about how to accurately assess what deaf and hard of hearing students know and can do, it is anticipated that performance will increase.

Accountability

Accountability principles at the Clerc Center, like elsewhere in the country, are meant to ensure processes, programs, and systems are in place and functioning well to support continuous improvements in student achievement. Under the accountability provision of the EDA, the Clerc Center is required to calculate annually the proportion of students scoring at or above the "proficient" level of performance on the spring assessment and to report this information publicly. The Clerc Center has fulfilled this requirement and an online report is operational:

- Reported PARCC, MISA/HSA/Alt-MISA, and the MSAA results in accordance with EDA requirements via the Clerc Center website
- Met all other Maryland and federal assessment and reporting requirements within the designated timelines
- Provided ongoing communication about progress with teachers, staff, families, and the community

The Clerc Center's results for the 2016-2017 school year are available online at www3.gallaudet.edu/clerc-center/about-us/our-demonstration-schools/assessments.html.

VIII. KDES Student Characteristics, Related Educational Services Received, and Achievement

Enrollment

KDES serves students from birth through age 15 who reside in the Washington, D.C., metropolitan area. On September 15, 2016, 111 students were enrolled at KDES. Eight eighth grade students completed the KDES program in June 2017.

AY 2016-2017 Enrollment at KDES

	All Students	ECE ¹	Elementary Grades					Middle School		
			Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
September 15, 2016	111	47	4	7	9	7	12	7	9	9
First-time enrollments	34	22	0	1	2	1	3	3	1	1
Completed program	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	8
Left before completing program	10	7	0	0	0	1	2	0	0	0

¹ Early Childhood Education (ECE) includes the Parent-Infant Program, preschool, and kindergarten.



KDES students in grades 3-5 put on a performance along with teachers and teacher aides at the school's annual end-of-year showcase, attended by parents, other family members, and the entire student body.

Photo by Ruth Reed

Student Characteristics

Hearing Levels of KDES Students

Fifty-six percent of KDES students had hearing losses measured at the profound level (91 decibels and greater).

In 2016-2017, the number of KDES students with cochlear implants was 9, or 8 percent of the school population. Six of those students were still using their implants.

KDES Students by Hearing Level and Instructional Grouping

	All Students ¹		ECE		Elementary		Middle School	
All levels	89	100%	29	100%	35	100%	25	100%
Normal ² (<27dB)	2	2%	0	0%	1	3%	1	4%
Mild (27-40 dB)	6	7%	0	0%	5	14%	1	4%
Moderate (41-55 dB)	8	9%	5	17%	3	9%	0	0%
Moderately severe (56-70 dB)	9	10%	2	7%	2	6%	5	20%
Severe (71-90 dB)	14	16%	3	10%	4	11%	7	28%
Profound (91 dB & above)	50	56%	19	66%	20	57%	11	44%

Note: Hearing level categories are based on the Better Ear Average. Percentages may not sum to 100 percent due to rounding.

¹ Current test data available for 22 students.

² Two students had unilateral hearing loss.

Traditionally Underserved Racial/Ethnic Groups

Sixty-six percent of KDES students were members of traditionally underserved racial/ethnic groups.

KDES Students by Race/Ethnicity and Instructional Grouping

	All Teams		ECE		Elementary		Middle School	
All groups	111	100%	47	100%	39	100%	25	100%
White	38	34%	19	40%	14	36%	5	20%
Traditionally underserved racial/ethnic groups	73	66%	28	60%	25	64%	20	80%
Black/African American	36	32%	8	17%	13	33%	15	60%
Hispanic of any race	18	16%	10	21%	6	15%	2	8%
Two or more or other racial/ethnic groups	19	17%	10	21%	6	15%	3	12%

Note: Percentages may not sum to 100 percent due to rounding.

Clerc Center

Additional Disabilities

Thirty-two percent of KDES students were identified as having additional physical or cognitive disabilities.

KDES Students with Disabilities by Instructional Grouping

	All Students		ECE		Elementary		Middle School	
All conditions	111	100%	47	100%	39	100%	25	100%
No disabilities	75	68%	44	94%	21	54%	10	48%
Deaf students with 1 or more additional disabilities ¹	36	32%	3	6%	18	46%	15	60%

Note: Percentages may not sum to 100 percent due to rounding.

¹Specific disabilities are not listed due to the small numbers of students in some groups.

Support Services

Sixty-five percent of KDES students received one or more support services. At KDES, students from traditionally underserved racial/ethnic groups received higher rates of support services than other students.

KDES Students Receiving Support Services by Instructional Grouping

	All Students (N=111)		ECE (N=47)		Elementary (N=39)		Middle School (N=25)	
No support services	28	25%	23	49%	4	10%	1	4%
1 or more support services	83	75%	24	51%	35	90%	24	96%
Speech language	72	65%	21	45%	31	80%	20	80%
Other services (includes Audiology, OT, PT, ASL, Counseling, and Transition)	46	41%	16	34%	20	51%	10	40%

Note: Percentages may not sum to 100 percent due to rounding.

Clerc Center

KDES Students Receiving Support Services by Race/Ethnicity

	All Students (N=111)		White Students (N=38)		All Traditionally Underserved Racial/Ethnic Group Students ¹ (N=73)	
No support services	28	25%	13	34%	15	21%
1 or more support services	83	75%	25	66%	58	80%
Speech language	72	65%	20	53%	52	71%
Other services (includes Audiology, OT/ PT, ASL, Counseling, and Transition)	46	41%	14	37%	32	44%

Note: Percentages may not sum to 100 percent due to rounding.

¹Due to the small numbers of students in some racial/ethnic groups, information for the specific racial and ethnic categories is not reported.

IX. MSSD Student Characteristics, Related Educational Services, and Outcomes

Enrollment

MSSD serves high school students between the ages of 14 and 21 from the United States and its territories. On September 15, 2016, 166 students were enrolled at MSSD. Forty-five seniors graduated in June 2017.

AY 2016-2017 MSSD Enrollment

	All Students	Grade 9	Grade 10	Grade 11	Grade 12
September 15, 2016	166	30	43	43	50
First-time enrollments	50	21	7	16	6
Left before completing program	13	1	4	5	3
Completed program	45	N/A	N/A	N/A	45

Student Characteristics

Hearing Levels of MSSD Students

Eighty-four percent of MSSD students had hearing losses measured at the severe or profound levels. In 2016-2017, 40 MSSD students, or 24 percent of the school population, had cochlear implants. Twenty-five of those students were currently using their implants.

MSSD Students by Hearing Level and Grade

	All Students ¹		Grade 9		Grade 10		Grade 11		Grade 12	
	All levels									
	161	100%	30	100%	42	100%	41	100%	48	100%
Normal (<27 dB)	0	0%	0	0%	0	0%	0	0%	0	0%
Mild (27-40 dB)	1	1%	0	0%	0	0%	1	2%	0	0%
Moderate (41-55 dB)	9	6%	1	3%	3	7%	1	2%	4	8%
Moderately severe (56-70 dB)	15	9%	4	13%	5	12%	2	5%	4	8%
Severe (71-90 dB)	39	24%	6	20%	8	19%	13	32%	12	25%
Profound (91 dB & above)	97	60%	19	63%	26	62%	24	59%	28	58%

Note: Hearing level categories are based on the Better Ear Average. Percentages may not sum to 100 percent due to rounding.

¹Current test data not available for five students.

Clerc Center

Traditionally Underserved Racial/Ethnic Groups

Forty-three percent of MSSD students were members of traditionally underserved racial/ethnic groups.

MSSD Students by Race/Ethnicity and Grade

	All Teams		Grade 9		Grade 10		Grade 11		Grade 12	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
All groups	166	100%	30	100%	43	100%	43	100%	50	100%
White	78	47%	14	47%	21	49%	20	47%	23	46%
Traditionally underserved racial/ethnic groups	88	53%	16	53%	22	52%	23	53%	27	54%
Black/African American	35	21%	8	27%	6	14%	8	19%	13	26%
Hispanic of any race	27	16%	5	17%	6	14%	10	23%	6	12%
Two or more and other racial/ethnic groups	26	16%	3	10%	10	23%	5	12%	8	16%

Note: Percentages may not sum to 100 percent due to rounding.

Additional Disabilities

Nineteen percent of MSSD students were identified as having additional physical or cognitive disabilities.

MSSD Students with Disabilities by Grade

	All Students		Grade 9		Grade 10		Grade 11		Grade 12	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
All conditions	166	100%	30	100%	43	100%	43	100%	50	100%
No disabilities	134	81%	23	77%	34	79%	37	86%	40	80%
Deaf students with 1 or more additional disabilities ¹	32	19%	7	23%	9	21%	6	14%	10	20%

Note: Percentages may not sum to 100 percent due to rounding.

¹Specific disabilities are not listed due to the small numbers of students in some groups.

Clerc Center

Support Services

Eighty percent of all MSSD students received one or more support services. At MSSD, 90 percent of students from traditionally underserved racial/ethnic groups received some type of support service compared to 69 percent of white students.

MSSD Students Receiving Support Services by Grade

	All Students (N=166)		Grade 9 (N=30)		Grade 10 (N=43)		Grade 11 (N=43)		Grade 12 (N=50)	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
No support services	33	20%	0	0%	13	30%	9	21%	11	22%
1 or more support services	133	80%	30	100%	30	70%	34	79%	39	78%
Speech language	93	56%	17	57%	21	49%	23	54%	32	64%
Other services (includes Audiology, OT/ PT, ASL, Counseling, and Transition)	103	62%	27	90%	23	54%	25	58%	28	56%

Note: Percentages may not sum to 100 percent due to rounding.

MSSD Students Receiving Support Services by Race/Ethnicity

	All Students (N=166)		White Students (N=78)		Traditionally Underserved Racial/Ethnic Groups							
	Count	Percentage	Count	Percentage	All Traditionally Underserved Racial/Ethnic Group Students (N=88)		Black/ African American (N=35)		Hispanic of Any Race (N=27)		Two or More and Other Racial/ Ethnic Groups (N=26)	
No support services	33	20%	24	31%	9	10%	1	3%	3	11%	5	19%
1 or more support services	133	80%	54	69%	79	90%	34	97%	24	89%	21	81%
Speech language	93	56%	27	35%	66	75%	32	91%	16	59%	16	62%
Other services (includes Audiology, OT/PT, ASL, Counseling, and Transition)	103	62%	47	60%	56	64%	24	69%	17	63%	15	58%

Note: Percentages may not sum to 100 percent due to rounding.

Student Outcomes

Student Reading Achievement

The reading comprehension attainment of MSSD students is measured annually using the Stanford Achievement Test (10th edition) or the Test of Academic Skills (TASK). Thirty-three percent of MSSD students were reading at the fourth grade level or lower. Thirty-four percent had reading grade equivalent levels between fifth and seventh grade. Thirty-three percent had reading grade equivalents of eighth grade or higher. The freshmen had the lowest reading levels, with an average grade equivalent of 5.8. The juniors and seniors had the highest average reading grade equivalent at 7.3.

MSSD Graduates Reading at Different Grade Levels by Race/Ethnicity

	All Students		Grade 9		Grade 10		Grade 11		Grade 12	
All levels	151	100%	29	100%	38	100%	38	100%	46	100%
Post high school	31	21%	5	17%	6	16%	9	24%	11	24%
12.0-12.9	1	<1%	0	0%	1	3%	0	0%	0	0%
11.0-11.9	3	2%	0	0%	2	5%	1	3%	0	0%
10.0-10.9	4	3%	0	0%	0	0%	2	5%	2	4%
9.0-9.9	6	4%	2	7%	2	5%	1	3%	1	2%
8.0-8.9	5	3%	1	3%	1	3%	1	3%	2	4%
7.0-7.9	9	6%	1	3%	2	5%	2	5%	4	9%
6.0-6.9	26	17%	4	14%	8	21%	6	16%	8	17%
5.0-5.9	16	11%	1	3%	3	8%	5	13%	7	15%
4.0-4.9	5	3%	1	3%	1	3%	1	3%	2	4%
3.0-3.9	27	18%	8	28%	6	16%	5	13%	8	17%
2.0-2.9	14	9%	6	21%	4	11%	4	11%	0	0%
1.0-1.9	4	3%	0	0%	2	5%	1	3%	1	2%
Mean grade equivalent level			5.8		6.1		7.3		7.3	

Note: Includes students enrolled as of September 15, 2016 who were still enrolled at the time of spring testing. Scores are based on the Reading Comprehension subtest of the Stanford Achievement Test (10th Edition) and the Test of Academic Skills (TASK). Percentages may not sum to 100 percent due to rounding.

Reading Achievement of Graduates

According to the Gallaudet Research Institute, about half of high school-age deaf and hard of hearing students leaving special education programs read below the fourth grade level. The average grade equivalent reading level of MSSD graduates was 7.8. Seventeen percent of the graduates were reading at the fourth grade level or below, 43 percent were reading between the fifth and seventh grade levels, and 39 percent were reading at or above the eighth grade level. Graduates who were members of traditionally underserved racial/ethnic groups had an average reading level of 6.3, while white students had an average grade equivalent level of 9.6.

MSSD Graduates Reading at Different Grade Levels by Race/Ethnicity AY 2016-2017

	All Graduates		White Graduates		All Traditionally Under-served Racial/Ethnic Groups	
All levels	45	100%	23	100%	22	100%
Post high school	13	29%	11	48%	2	9%
12.0-12.9	0	0%	0	0%	0	0%
11.0-11.9	0	0%	0	0%	0	0%
10.0-10.9	2	4%	2	9%	0	0%
9.0-9.9	1	2%	0	0%	1	5%
8.0-8.9	2	4%	0	0%	2	9%
7.0-7.9	4	9%	2	9%	2	9%
6.0-6.9	8	18%	3	13%	5	23%
5.0-5.9	7	16%	1	4%	6	27%
4.0-4.9	1	2%	1	4%	0	0%
3.0-3.9	5	11%	2	9%	3	14%
2.0-2.9	0	0%	0	0%	0	0%
1.0-1.9	2	4%	1	4%	1	5%
Average grade equivalent	7.8		9.6		6.3	

Note: Includes students enrolled as of September 15, 2015 who were still enrolled at the time of spring testing. Scores are based on the Reading Comprehension subtest of the Stanford Achievement Test (10th Edition) and the Test of Academic Skills (TASK). Percentages may not sum to 100 percent due to rounding.

Disposition of 2016 MSSD Graduates

A one-year follow-up was conducted of the 42 students who graduated from MSSD in 2016. The response rate for this follow-up was 81 percent.

Seventy-one percent of graduates responding to the one-year survey reported that they were enrolled in a postsecondary program. Nine percent of the respondents were working, and 21 percent were neither enrolled in a postsecondary program nor working.

MSSD 2016 Graduates' One-Year Outcomes by Race/Ethnicity

	All Responding Graduates		White Graduates		All Traditionally Under-served Racial/Ethnic Groups	
All outcomes	34	100%	23	100%	11	100%
Entered college or university	24	71%	17	74%	7	64%
Working	3	9%	2	9%	1	9%
Working and enrolled in a post-secondary program	7	21%	4	17%	3	27%



Front Cover:

Gallaudet students (from left) Kerry Scurry-Burns, Pablo Gonzalez, Jose Martinez, and Allison Riordan pose in front of the Living and Learning Residence Hall 6, the University's newest dorm designed with DeafSpace principles that opened in 2012.

Photo by Zhee Chatmon

Inside Front Cover:

Cheerleader Mekayla Walker shows her buff and blue pride during the 2016 Homecoming game, held on October 22, 2016.

Photo by Zhee Chatmon

Inside Back Cover:

After years of planning, design, and construction, the new MSSD Residence Hall opened in January 2017 to students and dorm staff. The new three-story, 68,500 square foot building provides 160 student beds on the upper two levels and 10 private staff apartments on the ground level. An open house took place on January 26.

Photo by Zhee Chatmon

Back Cover:

The new MSSD residence hall has quickly become a cornerstone of the MSSD student experience. Shown here is the co-ed student commons on the ground floor.

Courtesy of Lincoln Barbour Photo




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