



Pictured are the majority of the students who are studying abroad for the summer of 2018. (From left) Back row: Jarvis Grindstaff (education abroad assistant), CJ Hirsch, Angel Cloud, Monique Johnson, Chris Jappah, Doris Alcantara, Malik Amman; front row: Becca AbuRakia-Einhorn (coordinator of education abroad), JamiLee Hogilan, Paulette Melendez, Nora Rodriguez, and Pawel Smistek.

Advances made in Gallaudet's efforts for comprehensive internationalization

Gallaudet's involvement in the Internationalization Laboratory (IZN) an invitational learning community led by the American Council on Education (ACE), is progressing well since it began last year. The University's objectives for participating in the two-year initiative are to reaffirm its aim of being a major global hub for research and outreach by review international activities across campus, clarifying institutional goals, recommending internationalization goals and priorities, and developing a strategic action plan.

ACE's six pillars to guide IZN are: articulated institutional commitment; administrative leadership, structure, and staffing; curriculum, co-curriculum, and learning outcomes; faculty policies and practices; student mobility; and collaboration and partnerships. Due to the unique nature of Gallaudet, the Steering Committee added two pillars: education and research

Continued on page 5

Education abroad completes the college experience

College is the perfect time for students to explore the world and encounter new cultures. While a campus provides a valuable venue for exploring new ideas and theories through textbooks and classroom lectures, the exposure to different cultures in real-life situations is the catalyst where students apply the concepts they have learned. They learn more about themselves and the world around them, and in the process, reach a primary objective of higher education -- intellectual enlightenment.

Gallaudet has offered students opportunities to study, intern, conduct research, and participate in community service outside the United States for decades. A renewed emphasis on the value of international engagement -- both education abroad and the presence of international students on campus -- has made the global experience a top priority in producing graduates who are truly world citizens.

Today, Gallaudet scholars seeking international learning experiences are benefiting from the expertise of Becca AbuRa-

Continued on page 2

Gallaudet, CSUN win Study Abroad Access Grants

Gallaudet University and California State University Northridge (CSUN) were selected from a field of nearly 200 submissions as recipients of \$20,000 Generation Study Abroad Access grants by the Council on International Educational Exchange (CIEE).

Gallaudet's "Sign Language Of Spain (LSE) And Spanish Deaf Culture In Madrid" and CSUN's "From Apartheid To Today: Black Deaf Activism, Culture & Education In South Africa" stood out from the pack in their innovative focus on deaf students and minority groups in both a historical and regional context.

The CIEE grant will allow Gallaudet students to gain insight into their own identity by comparing and contrasting their culture to that of Spain's deaf community.

"A study abroad program in a foreign sign language would fill a gap in the current repertoire of study abroad offerings and open a door to American Deaf students that has heretofore been closed to them," said Dr. Amanda Holzrichter, chair of the Department of World Languages and Cultures, who initiated the idea to pursue the grant, along with Dr. Pilar Pinar, a professor in the department. Another contributor from World Languages and Cultures was Roberto Herrera, associate professor. The combined expertise of these faculty members will contribute greatly to the content and connections to the Spanish deaf community. Additional credit goes to Office of Research Support and

Continued on page 4

Education abroad

Continued from page 1

AbuRakia-Einhorn, the University's first education abroad coordinator, in the Office of Research Support and International Affairs. AbuRakia-Einhorn, who holds a master's degree in international affairs from American University School of International Service and a master's in public administration from American University School of Public Affairs, works with all campus departments involved in international study, internships, research, and other opportunities for faculty and students, to help ensure effective and enriching outcomes. This includes monitoring potential placement sites to help ensure the safety and well-being of all members of the campus community who consider traveling outside the U.S.

Since she started in May 2017, AbuRakia-Einhorn has been busy collaborating with faculty in developing education abroad programs and internships. She has held numerous activities to promote education abroad and to make students who have limited finances but have a desire



From left: (front) Irisa MacAulay; Kathy Wood, a professor in the Department of English and GSR 101 and 150 coordinator; (back), Alexander Ivanov, and Ashod Derandonyan gather for a photo. The students worked over the summer with the deaf advocacy group Listen Up! In Bulgaria. Alexander Ivanov will be coming to Gallaudet in October.

to enhance their education in another country aware that funding programs exist to help them. In addition, she has interviewed and surveyed members of the campus community who have recently traveled outside the United States and documented both the positive and negative aspects of their experiences.

One of AbuRakia-Einhorn's greatest accomplishments has been to streamline the formerly time-consuming process of preparing students for an international learning experience by developing a database using Terra Dotta software. She has also launched a website, abroad.gallaudet.edu, that includes a new process allowing students to complete applications for internships abroad online instead of on paper.

Also, with help and insight from the University's Career Center, the application process itself has become easier. Students are now provided a checklist explaining how to obtain an internship, as well as sample letters they can use to communicate with international organizations.



Sophie Yesuneh (second from right) is pictured with staff from the Anusarnsunthorn School For The Deaf in Chiang Mai, Thailand.

AbuRakia-Einhorn was greatly assisted in these efforts by Jarvis Grindstaff, who also benefited greatly from extensive travel and study abroad as a Gallaudet student. “He brought a unique perspective to my work in developing Gallaudet’s education abroad student,” said AbuRakia-Einhorn. “His own experiences traveling around the world have allowed him the ability to provide insights into how to build study abroad programs uniquely designed for deaf and hard of hearing students.”

The contributions Grindstaff has made to Gallaudet’s enhanced education abroad initiative inspired AbuRakia-Einhorn to start an Ambassadors Program: student leader volunteers who are eager to share their experiences abroad, raise awareness and interest in study abroad/internship abroad opportunities, and increase on-campus participation and outreach. She feels that students who serve as ambassadors will develop professional and leadership experience, network with higher education administrators, and harness their passion for learning abroad, which will help them articulate what it means to be a global citizen and educate their peers about how education abroad can contribute to academic, professional, and personal growth.

To date the results of these combined efforts have been impressive: During the 2017-2018 academic year, 82 students expressed interest in education abroad and 74 students came in for advising appointments.

This summer, 15 students took classes or interned outside the U.S. Among them, two students were in the Siena Deaf Studies program in Siena, Italy, where they studied Italian Sign Language (LIS) and spoken/written Italian, and Italian Deaf Culture and



Master’s in Social Work student Patricia (Patti) Canne interned for the Kerry Deaf Resource Center in Ireland during the spring 2018 semester.

History. Two students took programs offered by the Council on International Educational Exchange (CIEE): Christopher Jappah, a business major, completed an eight week internship in South Africa, and Nora Rodriguez, an interpretation major and Spanish minor, was in the Dominican Republic studying Spanish for four weeks and living with a Dominican family. JamiLee Hoglind was with the National Association of the Deaf Youth in Sweden; Paulette Melendez and Darriyan Thomas were with Resurrección de sordos, A.C. in Mexico; CJ Hirsch was with Las Voces del Silencio (LAVOSI) School for the Deaf in Guatemala; Doris Alcantara and Gennete Liriano were with Ansordos in the Dominican Republic, and Irisa MacAulay was with the advocacy group Listen Up! in Bulgaria.

AbuRakia-Einhorn has also helped promote the availability of the prestigious Gilman Scholarships. These are U.S. Department of State scholarships of up to \$5,000 that enable students of limited financial means to study or intern abroad for a sum-

mer or a semester, thereby gaining skills critical to national security and economic prosperity. Sophie Yesuneh was Gallaudet’s first applicant and first winner of a Gilman. She interned for the spring 2018 semester at the Anu-sarnsunthorn School For The Deaf in Chiang Mai, Thailand and received a \$5,000 Gilman Scholarship to support her internship abroad.

Other Gallaudet students who won Gilman Scholarships for the summer of 2018 were Joshua Caleb Arledge, \$2,500 to study Hindi in India; Angel Cloud, \$3,500 to participate in the Siena Deaf Studies Program from June to July; and Doris Alcantara, \$5,000 for an internship in the Dominican Republic and to conduct a research project there. In addition, alternate status was awarded to Pawel Smistek (Siena Program) and Darriyan Thomas, who interned in Xalapa, Mexico; they will be informed later in the year if they will receive scholarships.

The first Education Abroad orientation, on April 27, 2018, provided students with health and safety information, as well as gave them tips on how to be respectful of cultures that are new to those that they are accustomed.

From her own experiences, AbuRakia-Einhorn has become a passionate advocate about the value of international learning in personal growth. But she also knows that stepping outside one’s comfort zone and suddenly being in the role of a foreigner living in a new place with different customs and an unfamiliar language isn’t always easy. “When I was 20 years old, I lived for three months in rural Peru, in a village with no running water or electricity. Even though I was proficient in Spanish, they spoke Quechua in this village, so I had a hard time

Continued on page 4

Education abroad

Continued from page 3

communicating with my homestay family. I remember walking an hour just to get to a pay phone to call home and check in. It was an experience that was very far from what I'd known up to that point, but it truly changed me. When you go abroad you think you're going to be learning about another culture, but you really end up learning more about yourself--what you value and who you want to be."

Therefore, AbuRakia-Einhorn places great emphasis on orienting students planning to work or study abroad on what to expect and how to interact positively with people from a culture different from their own so that they can become ambassadors of Gallaudet University. "Studying or interning abroad is an opportunity for personal growth, academic growth and professional growth," said AbuRakia-Einhorn. "Students get out of it what they put in, so the more they can learn about their host country's language, culture, and customs, the better they can adapt when they arrive. Students will encounter difficulties and miscommunication, but that's part of the experience and those moments teach students how to adapt and be more flexible."

Ultimately, learning in another country is a once in a lifetime experience that will create memories to last a lifetime. AbuRakia-Einhorn believes that traveling outside the country, especially for a longer period of time, can be a fantastic part of the college experience. Whether pushing through crowds at a museum, struggling to make conversation using a host country's language, or trying to buy food at a market, students should remember that they are lucky to be experiencing something new and exciting. While it is normal to feel frustration at times, she advises students to regard their

education abroad as an adventure where unknown rewards await that they would never encounter if they had stayed at home.

In the coming years, Gallaudet will be building even more opportunities for students to go abroad. In July, AbuRakia-Einhorn was informed that Gallaudet won a \$20,000 Generation Study Abroad Access Grant from CIEE to build a program in Madrid where our students will study Spanish deaf culture and LSE (Spanish Sign Language). (See related article, page 2).

Study Abroad Access Grants

Continued from page 2

International Affairs' Education Abroad Coordinator Becca AbuRakia-Einhorn, who will provide support in the form of best practices for study abroad.

According to its website, CIEE fosters the development of understanding and mutual respect between communities and nations by promoting the exchange of ideas and experiences by offering a comprehensive lineup of exchange programs and services, assembling exemplary resources and experienced staff, and working to ensure that everyone has access to opportunities and experiences that inform their perspectives and expand their horizons.

The Generation Study Abroad Access Grant is part of CIEE's long-standing commitment to expand study abroad opportunities for students underrepresented in international education. In addition to the \$20,000 grant, CIEE awards over \$5,000,000 a year in scholarships and grants, so all students who want to experience study abroad, can do so. This summer, Gallaudet students Nora Rodriguez and Christopher Jappah were able to study in the Dominican Republic and South Africa, thanks to CIEE grants.

In addition to the monetary support, CIEE will provide expertise in building and managing study abroad programs. Gallaudet will be able to make use of CIEE's connections and facilities at the Madrid study center, as well as help the University refine a new model for faculty led study abroad that can hopefully be replicated in building programs in other countries, allowing even more students the opportunity to connect across cultures.



Gallaudet Spanish students Darriyan Thomas and Paulette Melendez are shown with friends from their internship in Xalapa, Mexico.

IZN Progress

Continued from page 1

abroad and international student support and inclusion; and an additional component to the collaboration and partnerships pillar that includes capacity building projects for international collaborations.

Early findings of IZN at Gallaudet focus on three themes: growing demand for experiential and global learning; pathways for international student success; and international collaborations with mutual and sustainable benefits that can contribute to Gallaudet's role in an increasingly globalized world.

In addition to Gallaudet, 127 institutions from across the U.S. and around the world that are committed to enhancing their capabilities and strategies for comprehensive internationalization are participating in IZN. Gallaudet's progress in the initiative is led by a steering committee co-chaired by Dr. Caroline Solomon, a professor in the Department of Science, Technology, and Mathematics, and chair of the Faculty Senate; Dr. Charles Reilly, executive director of the Office of Research Support and International Affairs (RSIA); Gregoire Youbara, an instructor in the Department of World Languages and Cultures; and William Hughes, assistant treasurer in the Division of Administration and Finance. Arlinda Boland from RSIA coordinates IZN planning and engagement.

Approximately 80 people on campus, including several RSIA staff members, are involved in the IZN process, with over 1,000 hours logged to date. The schedule and progress

that has been made were shared with the University's Board of Trustees at its May meeting on campus by the steering committee, with support from President Roberta Cordano and Provost Carol J. Erting.

Dr. Robin Helms, director of ACE's Center for Internationalization and Global Engagement and primary advisor in Gallaudet's IZN lab, visited the University on December 4, 2017 to better familiarize campus members involved in IZN with the internationalization process with a follow up visit on April 20th.

Helms met with members of the steering committee, Provost Erting, and the co-chairs of nine working groups: Articulated Institutional Commitment; Administrative Leadership, Structure, and Staffing; Curriculum, Co-Curriculum, and Learning Outcomes; Faculty Policy and Practices; International Student Recruiting Strategy; International Student Support and Inclusion; Education and Research Abroad; International Collaboration: Academic; and International Cooperation: Capacity-Building Projects. She outlined the schedule for additional meetings with ACE staff to review progress, share experiences, and discuss subsequent steps; a peer review by three external members who will visit the University to write an evaluation report and offer suggestions; and culminating with implementation of the



Continued on page 7



LEFT: Luilly Segundo, a graduate student from Panama, leads a dance called "El Pollito Pio" (The Little Chick Cheeps) at an April 6, 2018 Global Connection Gathering, hosted by International Student and Scholar Services. The gatherings offer a casual and comfortable environment in which people from other countries living in the U.S. and studying at Gallaudet, as well as members of the campus community who are U.S. citizens, can gain mutual understanding of the many cultures represented at Gallaudet, learn about immigration issues, and meet new friends. RIGHT: Undergraduate students Jillian Brimigion (left) and Tana Fletcher enjoy the dance.



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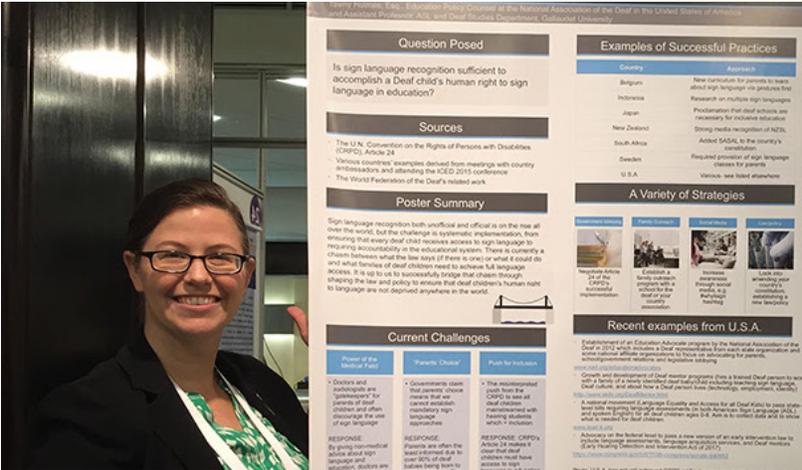
Courtesy of Jennifer Harlan

Joseph Murray, associate professor in the ASL and Deaf Studies program and World Federation of the Deaf (WFD) vice president, is shown at the Third Annual International Conference of the WFD, held November 8 to 10, 2017 in Budapest, Hungary.



Courtesy of Jennifer Harlan

Tawny Holmes, assistant professor in the Department of ASL and Deaf Studies, presented her research, "Actualizing Deaf Children's Human Rights to Language through Law," at the Third Annual International Conference of the World Federation of the Deaf in Budapest, Hungary.



Courtesy of Dr. Audrey Cooper

Maegan Shanks, Master's in International Development (IDMA) program assistant, along with several IDMA alumni, attended the Third Annual International Conference of the World Federation of the Deaf (WFD). Shanks shared information about graduate school programming and introduced participants to the IDMA program's new curriculum focus on deaf-led and deaf-centered development activities, sign language rights, social change, and social justice. Pictured (from left) are: IDMA alumni Sarah Houge, G-'10; Lisa Fisher, G-'05 & G-'09; Shanks; and Josh Josa, G-'15.



International Day of Sign Languages declared by United Nations

The 72nd United Nations (UN) General Assembly last December passed a resolution declaring September 23 "International Day of Sign Languages." The first International Day of Sign Languages will be celebrated in 2018 as part of International

Week of the Deaf. The resolution was proposed by the Permanent Mission of Antigua and Barbuda to the United Nations, co-sponsored by 97 UN Member States and adopted by consensus, following an initial request by the World Federation of

IZN

Continued from page 5

plan in the spring of 2019.

Dr. Erting expressed her appreciation for the University's access to ACE's wealth of resources, which include expertise, networks, a vast online library, and best practices in international education such as curriculum and co-curriculum objectives, education abroad, faculty and administrative practices, inclusion of international students, and overseas collaborations. She emphasized the importance of the IZN initiative and the promise it holds for current and future generations of deaf and hard of hearing people around the world. She thanked the steering committee for taking the lead in seeing the planning through to fruition, and added that it is a top priority.

The end result of this rigorous planning model is expected to be highly rewarding, said Helms, pointing to enhanced institutional reputation and competitive position, preparing students for global citizenship, making students more competitive in the global marketplace, enhancing the research agenda, and helping to create a better, more understanding world as some of the anticipated outcomes.

the Deaf (WFD). The choice of 23 September commemorates the date that the WFD was established in 1951, marking the birth of an organization that advocates for preservation of sign languages and deaf culture as prerequisites to the fulfillment of human rights of deaf people.

Mandela Washington Fellowship for Young African Leaders

Courtesy of Gregoire Youbara

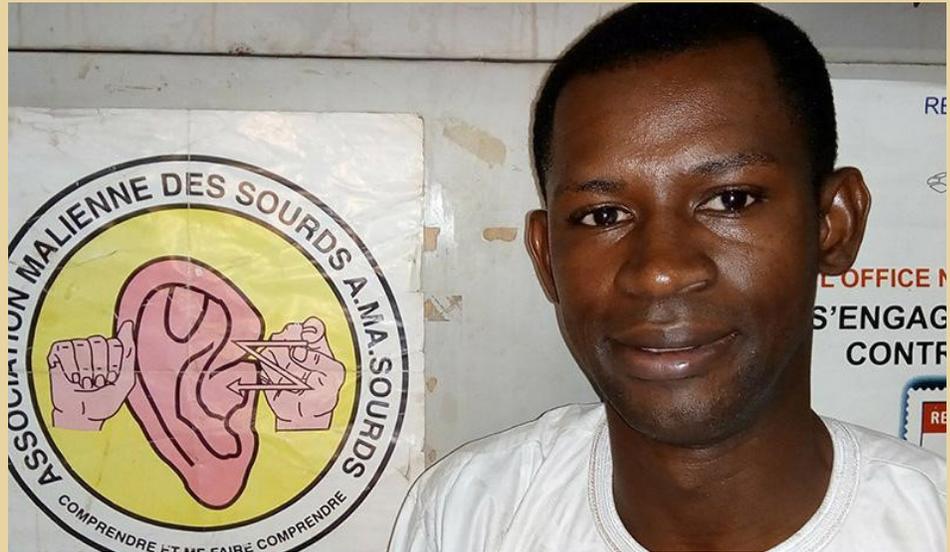


Gallaudet University was invited to attend the January 31, 2018 annual retreat in Washington, D.C. for the Mandela Washington Fellowship for Young African Leaders, a program of the Young African Leaders Initiative created by former President Barack Obama and sponsored by the U.S. Department of State. In 2018, 700 leaders ages 25 to 35 from Sub-Saharan Africa are taking part in six-week programs at various universities. Gallaudet served as host site of a June 15 to 20 pre-institute program designed to prepare fellows who are deaf or hard of hearing to be successful in the program through ASL and deaf culture immersion. Last September, Kingdom U. Nwanyanwu, a Mandela Washington fellow, presented to GOV 791, "International Relations and Development," an interdisciplinary course offered for the M.A. in International Development Program, about his experiences with professional development for international relations. Pictured at the annual retreat are (from left): Jeronimo Augusto, program manager for International Programs at Howard University; President Roberta J. Cordano and Mary Baremore; and Gregoire Youbara, World Languages and Cultures lecturer.



Former WDL scholar elected president of Mali National Association of the Deaf

Former Gallaudet-Nippon World Deaf Leadership (WDL) Scholar Dana Diarra, has been elected president of the Mali National Association of the Deaf (AMASOURDS). The election took place at a November 4, 2017 General Assembly held at the headquarters of the Malian Federation of Disabled People in Bamako. Serving as president of AMASOURDS fulfills one of Diarra's goals as a WDL scholar: to advocate for the rights of deaf people and others with disabilities. In 2015, Diarra earned a B.A. in government and international studies under the mentorship of Dr. David Penna, chair of the Department of Government and Public Affairs. He then returned to Mali and took an active role in meeting his second goal: establishing Mali's first high school for deaf people. Diarra's passion for teaching and sign language will surely lead to him achieving his final goal: to develop a comprehensive dictionary and materials on Malian Sign Language, and to make LaSiMa (Malian Sign Language) a required curriculum policy in all Deaf schools.



Accomplishments such as this are a testament to the promise that WDL scholars hold in making life better for deaf people in developing countries. While pursuing his Gallaudet education, Diarra expressed his appreciation for being chosen as a WDL scholar in these words: "I am profoundly grateful to the Nippon Foundation and Gallaudet University for providing me this great opportunity to pursue my lifelong goals to engage and support the Deaf community in Mali in our struggle for better education, work, and social access, and to preserve Malian Sign Language."

Simon Award for Campus Internationalization

Courtesy of Phoebe Tay

Representatives from Gallaudet attended the Simon Award for Campus Internationalization by NAFSA: Association of International Educators on November 14, 2017 at the Mayflower Hotel in Washington, D.C. during International Education Week. The Simon Awards presentation is an opportunity for NAFSA to publicly acknowledge the work of several schools who have made strong changes on their campus. Pictured (from left) are: Becca Aburakia-Einhorn, coordinator of education abroad, Research Support and International Affairs (RSIA); Arlinda Boland, coordinator of Internationalization planning and engagement, RSIA;

Danilo Torres, international liaison specialist, RSIA; Jarvis Grindstaff, student assistant, RSIA; Ana Paula Myrick, international student and scholar services assistant, RSIA; and William Hughes, assistant treasurer, Administration and Finance.



New agreement offers undergraduate students an edge in gaining acceptance as Peace Corps Volunteers

Gallaudet University and the Peace Corps have signed a memorandum of agreement (MOA) to establish a Peace Corps Preparatory Program as part of the University's undergraduate curriculum, a move that will foster interest among globally-minded students to play a role in fulfilling the Peace Corps' mission to promote world peace and friendship, and give them skills that will make them more eligible as prospective volunteers.

The agreement advances the goals of the Peace Corps to more effectively serve host countries by sending trained men and women to improve their living conditions, as well as foster mutual understanding between the U.S. and the host countries. The Peace Corps Prep Program also advances the goals of the University by providing an opportunity for students to combine coursework with international outreach.

Dr. David Penna, chair of the Department of Government and Public Affairs, who played a key role in developing the program on the Gallaudet side, said the process started in the summer of 2016 when he and Dr. Robert Sanchez, chair of the Department of History, Philosophy, Religion, and Sociology, met with Allen Neece, deaf education specialist with the Peace Corps, who alerted them that the Peace Corps had issued a call for proposals to enter a partnership with a college or university. "With the support of many programs on campus and President [Roberta] Cordano's office, Dr. Sanchez and I developed curriculum options which satisfied Peace Corps' requirements. We submitted a proposal in December 2016," said Penna.

At the same time, Penna and Sanchez led the proposal through a series of internal processes at the University, which culminated in approval by the Council on Undergraduate Education and the Gallaudet Faculty Senate in November 2017, and President Cordano's signing of the MOA. Penna also credited Neece, a four-year Returned Peace Corps Volunteer who served in Kenya and Zambia (2007-2010) and Peace Corps Response in Guyana (2011), as "an important person in helping us develop this program. We found him an invaluable resource as this process has gone forward."

Penna and Sanchez will serve as student advisors for the Gallaudet program, and Penna will be the University's point of contact with the Peace Corps office. Penna said his interest in the program is an outgrowth of his service as a Peace Corps volunteer in Botswana in the 1980s. "I found it to be a wonderful experience, and I know that several of my former students have served in the Peace Corps and found it to be enriching," he said. "It also serves Gallaudet's mission to impact the global Deaf community."

The Peace Corps Prep Program is not a major and does not offer new courses. Rather, those who successfully complete the program receive a certificate, which enhances their eligibility in becoming Peace Corps volunteers. "It is a way for students to combine required courses, major courses, and electives in a way that will make them marketable to the Peace Corps," said Penna, thus giving them an advantage in the highly-competitive application process. However, it makes no guarantee that they will be accepted..

To be eligible for the program, students must be in good academic standing

and maintain this status throughout their enrollment. Those who are chosen to enroll need to take at least three courses related to education, health, environment, agriculture, youth in development, or community economic development. They must also accumulate a minimum of 50 hours work or volunteer experience in one of these areas, sharpen their skills in a non-English language, and demonstrate leadership and intercultural awareness through coursework and participating in activities outside the classroom. The University will encourage a diverse pool of students to apply for the program.

The agreement between the University and the Peace Corps is effective for five years, and may be renewed by mutual agreement in the fall of 2022.

Gallaudet has a history of supporting the Peace Corps and its mission, and many of its alumni have been Peace Corps volunteers. In 2011, the Gallaudet University Museum opened an exhibition, "Making a Difference: Deaf Peace Corps Volunteers," highlighting the work of Peace Corps volunteers who are deaf or hard of hearing. Thirty-four deaf volunteers who have served since 1967 (a total of 59 known deaf Peace Corps volunteers have served) contributed photographs, artifacts, stories, historic footage and documents of their time in the Peace Corps.

Earlier in 2011, five deaf returned Peace Corps volunteers presented their unique perspectives and experiences as cultural ambassadors from the United States during the Smithsonian Folklife Festival, held at the National Mall in Washington, D.C. by the Smithsonian Institution's Center for Folklife and Cultural Heritage.

Student Enriched by Global Summer Internship 2017-2018

My Experience with Guatemala and LAVOSI

Courtesy of Jeremy Daffern

NOTE: When Álvaro de León Jr., assistant director of the Centro Educativo Para Sordos Las Voces Del Silenco (LAVOSI) school, needed help at the Guatemalan school after a group of Peace Corps volunteers left at the end of the 2017 school year, he contacted Dr. Audrey Cooper, director of the Master's in International Development program at Gallaudet, and asked her to recommend a graduate student for an internship. Right away, Cooper thought of Jeremy Daffern. He jumped at the chance, citing the allure of a unique and exciting experience in a new country with a different culture and language as his reason to accept the opportunity.

"I told everyone at Gallaudet University that I was going to Guatemala. I was sure they would get tired of hearing it from me, but I didn't care. I was so excited about meeting new people and learning from them.

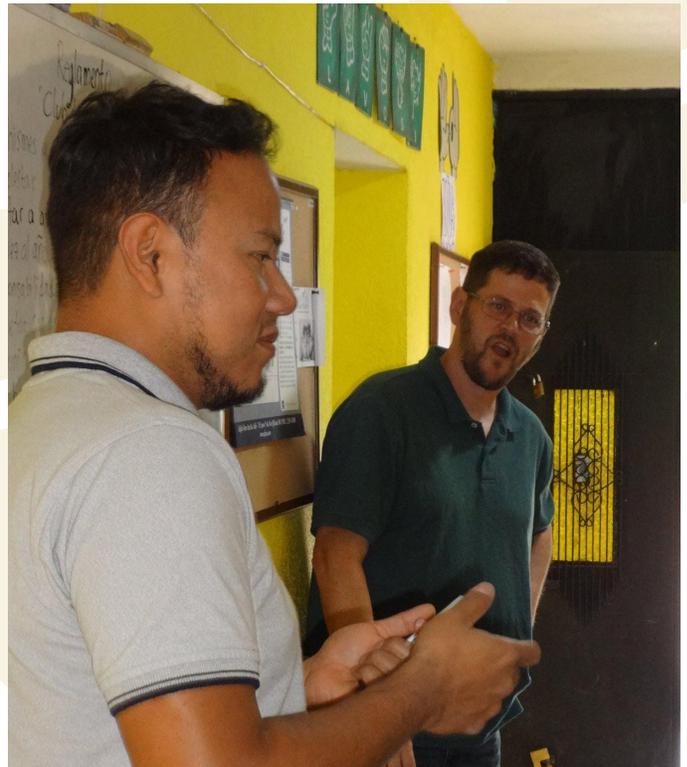
"When I arrived in Guatemala City on December 29, 2017, I was nervous because I was in a new environment. I stayed in a hotel because I arrived so late that night. The

next day, Alvaro Jr. came by to pick me up and bring me to Jocotenango. I was in awe to see how different the people, environment, and surroundings were from the USA.

"During my time as an intern for LAVOSI, I met many awesome staff and students. The students were very excited to come back to a new school year in 2018, but they were surprised to see me. As time passed, they became more understanding about why I was there. One of my favorite memories is how everyone loved to tease me, including calling me José's "papa," because they thought I looked and acted very similar to him. Also, I enjoyed the students coming to my office and being mesmerized by my laptop and my work.



"These two girls were happy and laughing every day in class and during recess. It made my time there more enjoyable. I didn't see anything that could make them sad, because they knew they were getting an education at LAVOSI."



"One of my responsibilities was assisting Alvaro Jr. establish a new Deaf Club for LAVOSI middle school students and young adults. It was tough at the beginning, but it is still thriving. Alvaro and I are champs!" (Left: Jeremy Daffern)

One of Jeremy Daffern's achievements during his internship with LAVOSI was to create an effective website for the school.



“I would like to give my philosophy about life: If you face obstacles, break them down and move on. If you face problems, solve them and move on. If you face sorrows, give smiles and hugs and move on! This is how I feel about my life; I cannot dwell on negativity, just wear a smile and move on.”



“I established pen pals between Alvaro Jr’s fifth and sixth grade classes and Mill Neck Manor School for the Deaf’s (Long Island, N.Y.) fourth and fifth grade classes.”



“I took Guatemalan Sign Language classes during my stay. I loved it!”



“I participated in a Valentine Day’s gift exchange.”

Career Center announces international internships for fall 2017, spring 2018

Shannon, Ireland

Patricia Canne

Patricia, a student in the Master’s of Social Work Program, interned at the Kerry Deaf Resources Centre in Tralee, Ireland, providing clinical services for deaf individuals and couples, and group psychotherapy. She was also involved in advocacy work, learning more about Irish Sign Language (ISL), and laws related to ISL. Patricia learned about deaf culture in Ireland as well as the challenges and oppression that deaf and hard of hearing people face in their country. She provided educational outreach to the deaf community in areas such as stress management and substance abuse.

Paris, France

Julie Price

Julie, a student in the Master’s of Social Work Program, interned at two organizations in Paris, France: the Institute National de Jeunes Sourds de Paris, a school for the deaf (six weeks), and the Hospital Pitie-Salpeferriere, in an Information and Care Unit for the deaf (eight weeks). At the school, Julie provided interventions with individual clients, their families, and/or groups, as well as collaborated with field sites on research to help the school. At the hospital, Julie did case management for deaf and hard of hearing clients, providing guidance and information consultations in sign language, consultations with interpreters for all specialties, and social follow-up interviews in sign language

British Columbia, Canada

Marianne Allegretti

Marianne, a social work major, interned at the Deaf, Hard of Hearing, and Deaf-Blind Well-Being Program in Burnaby, British Columbia, Canada. She provided interventions with individual clients, families, and groups. Marianne also provided interventions within the agency and/or outreach to other agencies. She collaborated with the field site on research to help the agency and/or its clients.

Dehradun, India

Carey Ann Watkins

Carey Ann, a student in the Master’s of Social Work Program, interned with the Baja Institute of Learning in Dehradun, Uttarakhand, in India. At this field site, she gained experience working with clients/students (both short term and long term), providing small group facilitation, and performing macro level work focusing on the school, community, or department. During the internship, Carey Ann also conducted a single system research project or data analysis to help the agency and its clients.

Continued on page 27

Attorneys provide advice and referral to immigrants who work and study at Gallaudet

Living, studying, and working in the United States are basic functions of everyday life, but they can prove challenging for immigrants and their families living in the United States, many of whom are in constant fear of deportation, particularly in a changing political climate. But thanks to the generosity of local attorneys who shared their expertise with members of the University's immigrant community on October 18, 2017, the complex path to living legally in the U.S. may be a bit less difficult to navigate.

More than 100 people representing 28 countries, as well as U.S. citizens, attended a presentation in the Living and Learning Residence Hall #6 (LLRH6) Terrace Lounge that was led by immigration law attorney M. Lucero Ortiz, Esq., who addressed issues faced by today's immigrants living in the U.S. After Ortiz shared basic steps to follow for legal relief and legal rights under U.S. immigration laws, seven attorneys from the Washington, D.C. law firm Morgan, Lewis & Bockius LLP met individually with more than 30 audience members, accompanied by Gallaudet Interpreting Service (GIS) interpreters, for confidential, one-to-one advice and referral sessions

The event was hosted by Gallaudet's International Student and Scholar Services, part of the Office of Research Support and International Affairs (RSIA), as the fall International Coffee Hour (ICH). RSIA hosts these events throughout the academic year to help ease international students' adjustment to life in the U.S. and at Gallaudet from their time of arrival to full integration into academics and other aspects of campus life. The fall ICH, however, was open to all immigrants, deaf and hearing, who work and study at the University. It was made possible thanks to

Christina Christina Payne-Tsoupros, an attorney at Morgan, Lewis & Bockius and the mother of a child attending the Clerc Center, who offered the firm's assistance in organizing the event.

The recurring theme of Ms. Ortiz's message was knowledge is power. All immigrants living or visiting the U.S., documented or undocumented, have legal rights, and if they are deaf, no-cost access to an interpreter is an entitlement. This empowerment is only effective, however, if immigrants are aware of what U.S. law provides them. In essence, to protect themselves and their families, immigrants should follow a basic formula:

- Stay informed
- Know their rights
- Have a plan

Regarding the latter point, Ms. Ortiz advised immigrants to immediately collect documents for themselves and family members that demonstrate a continued presence in the U.S.—for example, birth certificates, passports, medical information, employment history, and financial records -- put them in a binder, and keep them in a safe place so they can be provided to an immigration attorney in the event that any family member is detained by law enforcement.

Retaining the services of an attorney specializing in immigration law was another oft-repeated piece of advice. Ms. Ortiz shared a list and contact information of attorneys specializing in immigration law that provide free or low-cost services through non-profit organizations. She added that the Washington, D.C. area has many trustworthy organizations, and legal clinics that give legal advice and representation.

Other important pieces of advice Ms. Ortiz provided for immigrants

to be aware of -- and mistakes to avoid -- included: always carry valid identification, memorize important phone numbers to use if detained or in deportation proceedings, don't carry documents such as passports from a country other than the U.S., don't open the door to immigration agents unless they have a warrant signed by a judge, and if detained by law enforcement, don't sign any documents, don't lie, and remember that immigrants and U.S. citizens alike have the Constitutional right to remain silent.

Ultimately, the most beneficial step to take in avoiding legal complications, said Ms. Ortiz, is for all immigrants with legal permanent resident status to pursue the path to U.S. citizenship. A major advantage to becoming a citizen, she added, is that citizenship will also apply to immediate family members in the U.S.

The individual sessions with the attorneys that followed a period of questions and answers after the presentation were customized to fit each individual's circumstances, and in some instances, their risk for deportation. In some cases, the sessions were held with several family members present. The attorneys screened the immigrants to assess the possibility of legal recourse related to their immigration status, and then referred them to various non-profit organizations for assistance, and in at least one case, for political asylum. Facilitating communication for these sessions were certified deaf and ASL/English interpreters.

Note: RSIA extends its sincere thanks to Ms. Ortiz and Morgan, Lewis & Bockius LLP for the generous donation of their time and expertise for making this important event possible. It also is grateful to GIS for its immediate response to the high demand for interpreters at this well-attended event.



Iranian visitors in Dr. Brenda Nicodemus' (left) class.

Department of Interpretation and Translation Thinks Locally and Globally

Courtesy of Dr. Brenda Nicodemus

With care and attention, the Department of Interpretation and Translation (DoIT) has baked a rich “global pie” containing multiple international connections for each of its programs.

First, in its long history, numerous international students have enriched the department through their study of interpretation or translation. Recent doctoral students include Yi Hin Chan (Hong Kong), Ricardo Ortiz (Puerto Rico), and Ricardo Ferracuti (Italy). The M.A. program recently graduated students Alice Dulude (Canada),



DoIT instructor Paul Harrelson discusses professional interpreting in Cambodia.

Cat H.-M Fung (Hong Kong), Anna Nabau Tantull (Spain), and Megumi Kawakami (Japan). The B.A. program has had international connections through former students Dionne Hart (Jamaica), Rodney Lebon (Haiti), Marina Epstein (Ukraine), Anna Lynch (Russia), Colleen Hart (Denmark), Eliany Morejon (Cuba), and Michael Hernandez and Paulette Melendez (Puerto Rico)

A second ingredient in the global pie comes through connections with international scholars who guide our doctoral interns. These scholars include Dr. Tobias Haug (Switzerland), Dr. Lorraine Leeson (Ireland), Dr. Jemina Napier (Scotland), Drs. Debra Russell and Marty Taylor (Canada), Dr. Giulia Petitta (Italy), Dr. Tarcisio de Leite (Brazil), and Dr. Xiaoyan Xiao (China).

A third way DoIT is enriched through global involvement is research presentations. Research by the department's faculty has been shared in France, Australia, Turkey, Czech Republic, Japan, New Zealand (Dr. Lori Whynot), Scotland and Brazil (Dr. Danielle Hunt, Dr. Keith Cagle, and Dr. Melanie Metzger),



DoIT instructor Pamela Collins interprets in Nigeria on a trip with President Roberta Cordano.

Italy (Hunt and Metzger), Cambodia (Paul Harrelson), Ireland, Intertribal Deaf Council International Conference and Brazil (Dr. Valerie Dively), Spain, Poland, and Italy (Dr. Brenda Nicodemus), UK and South Africa (Dr. Emily Shaw), Brazil (Dr. Stephen Collins), and Canada, Denmark, Greece, and Turkey (Dr. Patrick Boudreault).

Further, faculty have interpreted in Nigeria (Pamela Collins), Cambodia (Harrelson), Brazil and Japan (Nicodemus), and Australia, Turkey, and South Africa (Whynot).

Continued on page 14

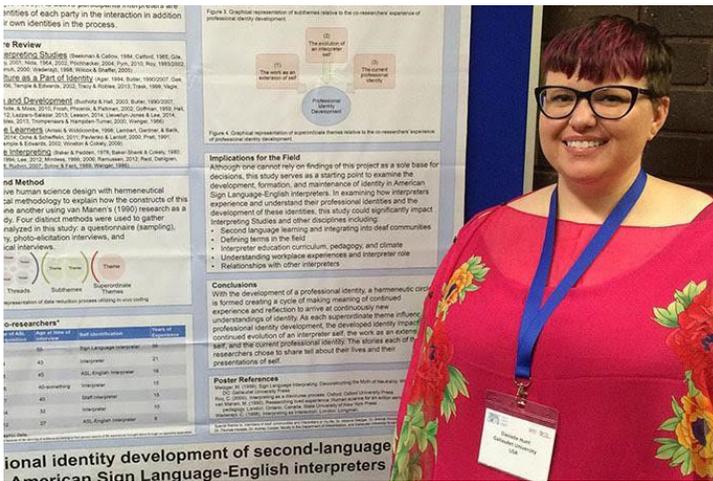
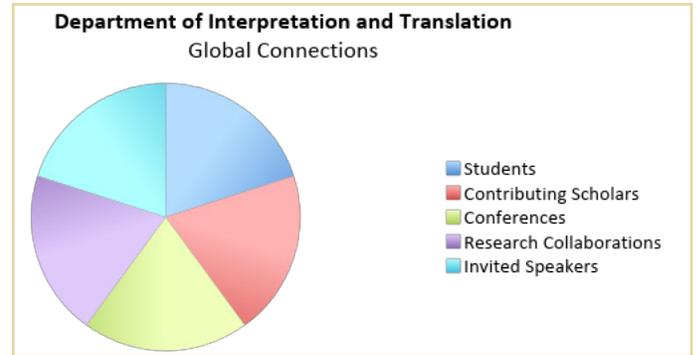
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Fourth, the department connects globally by forging international collaborations with scholars, including those who hail from Switzerland (Haug), Italy (Petitta and Dr. Maicol Formentelli), Hong Kong (Dr. Minhua Liu), Spain (Dr. Rayco Montesino), Brazil (Dr. Ronice de Quadros Mueller), Hungary (Zsolt Robotka, CEO), and Canada (Russell, Dr. Cathy Chovaz, Dr. Charlotte Enns).

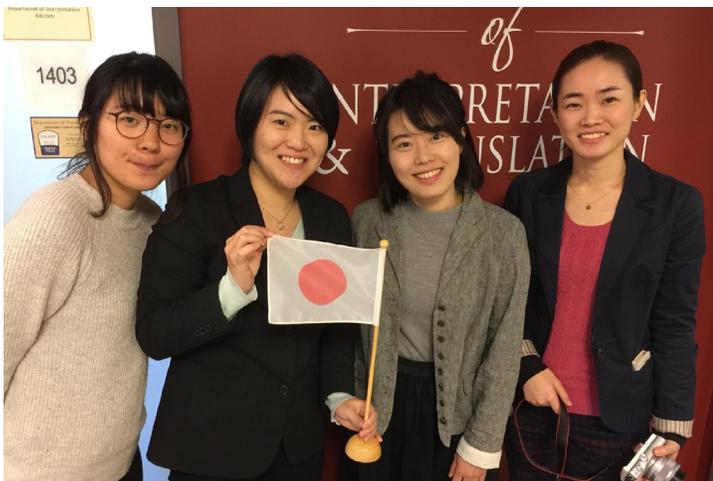
The department is also fortunate to have frequent visitors from countries such as Iran, Japan, Panama, Pakistan, Canada, Korea, and Norway.

Finally, our global pie is sweetened by international speakers and participants at DoIT's annual Colloquium Lecture Series, International Symposiums on Signed Language and Interpretation and Translation Research, and the Summer Research Institute, which includes speakers from Holland, Canada, Ireland, and China.

Indeed, the Department of Interpretation and Translation has been nourished by each of the ingredients in our global connections pie!



DoIT assistant professor Danielle Hunt presents a poster in Edinburgh, Scotland.



Visitors from Japan gather for a photo at the Department of Interpretation and Translation.

IDMA PROGRAM ACTIVITIES



Photo credit: Tsung-Han Tsai.

International Experiences: 'Bisons are you ready?!'

On February 27, 2018, graduate students in the M.A. Program in International Development coordinated and hosted the panel "International Experiences: Bisons are you Ready?!" as part of the IDMA's "Professional Seminar course" (IDP-779). The event was co-sponsored by Gallaudet's Career Center and Education Abroad office, and co-presented with undergraduate student panelists. Panel topics addressed international internships, volunteering, and work experiences in connection to: Managing unexpected

situations/cultural conflict; Gender, Sexuality, and Safety; Navigating Roles/Professionalism; and Social Media. Student examples and candor illuminated the complex circumstances encountered in settings of international collaboration, the importance of preparing for such engagement, and being critically thoughtful about our own biases. Panel emcees were Habtamu Buli and MJ Jones; panel participants were Connor Baer, Liane Fahmie, Jarvis Grindstaff, Sonia Holzman, Olufemi Ige, Alexander Mentkowski, Stephanie Niaupari, Nichelle Steffen, and Dominique Yeboah.



Power & Privilege Short Film Festival: Global Disability Movements

On March 29, 2018, the IDMA Program and Gallaudet’s Multicultural Student Development and Mentoring Center held a short film festival screening three films showcasing global movements on disability advocacy and human right in conjunction with examples of advocacy work provided by three guest facilitators: Thuan Nguyen-Lakrik represented Deaf Women of Color and facilitated a discussion “Nothing About Us Without Us”; Rachel Bass represented the National Council on Independent Living and facilitated a discussion entitled “Julio and Jorge”; and Michael Steven Stein of Stein & Vargas law firm facilitated a discussion, “the Citizen.” Stephanie Niaupari (IDMA graduate student and graduate assistant) emceed the event, along with Audrey Cooper (IDMA program director), Meg Shanks (IDMA program assistant), and Katie Giles Bean (IDMA program support staff and outreach liaison). Discussion centered on debates connected to disability categories, intersectional approaches to human diversity, and practical action everyone can take to engage and promote solidarity across disability and diversity platforms.



IDMA Hosts Presentation by Renowned Trans-Activist and Public Anthropologist Dr. Elijah A. Edelman

On February 1, 2018 the IDMA Program enjoyed an incredibly thought-provoking presentation by Dr. Elijah Adiv Edelman, assistant professor, Rhode Island College Department of Anthropology. Edelman presented on “The Empowering and Disempowering Language of ‘Civil Rights’: Trans Rights in Bolivia” for IDP-771 “International Development with Deaf People and People with Disabilities: Language and Inequality.” Discussing case data from Bolivian Trans activists’ work that led to the Bolivian government’s passage of Ley 807 “Gender Identity Law”—then one of the world’s most progressive transgender rights laws—and the subsequent 2017 reversal of sections of the law (e.g., making it illegal for trans persons to marry, adopt children, or run for public office), Edelman addressed significant differences between the ways that ‘civil rights’ and social justice discourses frame human experience, particularly the ways that language functions (in laws and elsewhere) to include or exclude. Discussion centered on the important question Edelman posed: “What would a social justice framework that refuses to include or exclude look like?”



Courtesy of Roberto Herrera

The Department of World Languages and Cultures held its annual Day of the Dead open house on November 2, 2017. This well-attended event provided the campus community a chance to learn about the Mexican tradition of remembering friends and family members who have passed away.

A first-hand view of Optional Practical Training

International students can work while studying or after graduation through Optional Practical Training (OPT).^{} In order to do this, they must be an F-1 student and the work must be directly related to their particular area of study. At Gallaudet, OPT is overseen by the International Relations component of Gallaudet's Office of Research Support and International Relations (RSIA). In this article, Mona Blanchette McCubbin, manager of International Student and Scholar Services for RSIA, interviews Phoebe Tay about her experiences taking OPT.*

Tell me about yourself.

I was born in Singapore and grew up there. After completing my secondary school in Singapore, I went to Australia to pursue a one-year foundation studies program and then applied to Griffith University to earn a B.A. in deaf education. After graduating, I worked as a teacher of the Deaf for six years in Melbourne. In 2014, I decided to apply to the M.A. in International Development at Gallaudet and was successful in gaining admission to the program. After one semester, I also developed an interest in linguistics, so I added the M.A. in Linguistics program to my study plan. I graduated with dual M.A.s in these programs in May 2017.

Why did you decide to pursue this career while you were in OPT?

During my OPT, I was successful in getting two part-time jobs that enabled me to develop my knowledge in both international development and linguistics. I worked as an International affairs assistant under Danilo Torres, international liaison specialist for the Office of Research Support and International Affairs (RSIA). In the other job, I worked as a research assistant for the Sign Language Acquisition, Annotation, Archiving, and Sharing (SLAAASh) project under Dr Julie Hochgesang, assistant professor in the Department of Linguistics. I wanted to pursue these careers because I knew that it would help me develop my knowledge and skills in both of the fields that I obtained my M.A. degrees.

What did you learn during your OPT?

Through the International Affairs assistant role, I learned how Gallaudet works at the program and institutional levels through Internationalization (IZN) initiatives, the World Deaf Leadership (WDL) Scholarship program, and the International Strategic Visitor Program (ISVP). I learned about Gallaudet University's place in the world; I developed an understanding of how Deaf communities around the world view Gallaudet University and the role it plays in empowering Deaf communities, as well as how Gallaudet

partakes in international affairs on campus and globally. This included meetings with President Cordano and other faculty and staff at Gallaudet. Through the ISVP program, I got to meet many visitors from around the world and learn more about the value of global partnerships. I also learned more about the work that other Deaf communities are doing in their countries.

What have you gained from your work experiences?

In the SLAAASh lab, I had the opportunity to learn more about lexical databases. My role involved proofing ID glosses and adding free translations in ELAN software. I also proposed new signs to be added to the ASL Signbank lexical database. Through discussions with the other lab assistants, I gained a better understanding of how young Deaf children acquire sign language. I learned how to identify phonological errors and variation in signs, as well as how to identify sentence boundaries in ASL and translate them to English. There was also the opportunity to attend the SLAAASh, Signbank, and ASL-LEX Workshop held between August 18-20, 2017 at Gallaudet, where Dr Hochgesang, Dr Diane Lillo-Martin (professor of linguistics at the University of Connecticut and senior scientist at Yale University's Haskins Laboratory), and Dr Zed Sehyr (research scientist at the Laboratory for Language and Cognitive Neuroscience, San Diego State University) gave presentations. During this workshop, the lab assistants from the University of Connecticut and Gallaudet had the opportunity to engage in discussions about analysis of SLAAASh data.

While working in the SLAAASh lab, I gained a lot from the monthly lab meetings and discussions with the other lab assistants and Dr Hochgesang about lemmatization and ID glossing principles. I also developed more confidence in using ELAN software to annotate sign language data, and developed a keen eye for detail. I would like to thank Dr Hochgesang for giving me the opportunity to work in the SLAAASh lab, for acquainting me with the requirements of the job, and answering my questions. I would also like to acknowledge the research lab assistants for addressing the many questions I asked regarding SLAAASh ID glossing principles and annotation conventions, ELAN, and the ASL Signbank.

In my role as International Affairs assistant, I was required to 'wear many hats' and multitask on the job. Through the IZN initiative, I developed stronger research skills by collecting and compiling data from faculty on their international work. The job gave me deep insight into my strengths and weaknesses, and has motivated me to work on my weaknesses. I would like to acknowledge Danilo Torres for

showing me the ropes when I started working at RSIA and for imparting many of his skills and knowledge to me. I would also like to thank Arlinda Boland (IZN coordinator), Dr Charles Reilly (executive director, RSIA), and Dr Audrey Cooper (director, international development M.A. program) for the opportunity to work for the IZN project and all their guidance and input in my role.

What difficulties have you faced on the job?

It was initially challenging to get used to different people's expectations and differing professional boundaries when working at RSIA. Over time, I got used to it and learned to adapt accordingly to individual people and their working styles. This is a skill that I am still developing. There were also occasions when I was required to work under pressure and be on my toes due to specific deadlines. I have also become more mindful of how my temperament and the way I respond to challenging situations can also affect others around me.

In the SLAAASH lab, it took me time to get more confident with using ELAN and to use the SLAAASH ID glossing principles and annotation conventions. It is challenging to sit at the computer and concentrate for many hours to annotate sign language data. Therefore, I learned to divide my work into shorter sessions of three to four hours. This enabled me to be more focused and more observant in catching small details such as non-manual features and variations in signs on ELAN.

Do you recommend that international students participate in the OPT program?

I highly recommend all international students to participate in the OPT program if they have the opportunity to do so, and to seek employment in the field that they are trained in so as to build on existing skills. It is a rare opportunity. The skills and knowledge gained through the OPT program can also open many other doors of opportunity for the future.

Please tell us about your experience as an international student at Gallaudet.

My experience as an international student at Gallaudet was nothing short of positive. In fact, it was mind-blowing. I was enthralled by the diversity on campus as well as the intellectual discourses that occurred inside and outside of classes. It enabled me to come to a much deeper awareness and understanding of my identity. My time at Gallaudet has equipped me with the skills to contribute to the Deaf community in my home country, Singapore. I look forward to finding different ways to invest my skills and to do advocacy work when I settle back there.

**OPT must be authorized by the U.S. Citizenship and Immigration Services, based on a recommendation from the*

designated school official at the school that issued the I-20 to the student. If an international student is eligible for OPT, she or he can be authorized for employment for up to 12 months. Students who obtain a degree in Science, Technology, Engineering, and Mathematics may be eligible for additional 17 months of OPT. Pre-Completion OPT can be done prior to completion of study. Students can request to work: 1) part time, a maximum of 20 hours per week, while school is in session; 2) full time during vacation when school is not in session; or 3) full time or part time after completing all course requirements for the degree. Post-Completion OPT can be authorized for full time after completion of the course of study.



Nina Guzman (left), co-founder of Hands-On LESCO Costa Rica, an organization that helps hearing children and adults relate to the deaf community and understand their aspirations and needs through courses, workshops, and training, visited Gallaudet on November 15, 2017 as part of her involvement in the U.S. State Department's Young Leaders of the Americas Initiative (YALI). According to its website, YALI "addresses the opportunity gap for youth, especially women, by empowering business and social entrepreneurs with the training, tools, networks, and resources they need to transform their societies and contribute more fully to economic development and prosperity, security, human rights, and good governance in the hemisphere." At Gallaudet, Guzman met with members of the Department of ASL and Deaf Studies, and hosted a presentation at the Sorenson Language and Communication Center about Hands-On LESCO and what is being done in Costa Rica to empower the deaf community. Also pictured (from second left) are Mónica Gallego, trilingual interpreter; and Phoebe Tay, international affairs assistant, RSIA.

UN Career Outreach to Gallaudet University, March 30, 2018



In an event arranged by the IDMA Program, in coordination with the Career Center and the Office of Research Support and International Affairs, the United Nations Secretariat conducted outreach to Gallaudet campus. Chief of Talent Outreach, Suren Shahinyan, and Associate Outreach Officer Nanayaa Korama Kumi (Office of Human Resources Management, United Nations Secretariat, NYC), presented on UN internships and employment opportunities. Shahinyan and Korama Kumi highlighted the UN's current effort to create

“enabling environments” for diverse talent—and emphasized that the UN is looking for guidance to help create and innovate those environments. Their presentation also debunked the myth that candidates must have degrees in international relations or development fields. In fact, to address the Sustainable Development Goals (“2030 Agenda”), the UN is seeking talented people from all disciplines and specializations. Shahinyan and Korama Kumi also conducted a session customized for serious applicants which described the UN's Staff Selection System, how to complete a Personal History Profile, and preparation for interviewing with the UN—including guiding participants through a mock interview.

United Nations Children’s Fund (UNICEF) Partners with Gallaudet



Courtesy of Dr. Audrey Cooper

United Nations Children's Fund (UNICEF) Worldwide partnered with Gallaudet faculty, staff, and Master's in International Development (IDMA) graduate students at a September 25 to 28, 2017 workshop. The workshop's goal was to advance development of principles, processes, and content for producing accessible digital textbooks for students. Participation was coordinated by Melissa Malzkuhn, digital innovation and

media strategy manager, Science of Learning Center on Visual Language and Visual Learning (VL2); Dr. Melissa Herzig, manager, VL2; Dr. Audrey Cooper, director, IDMA; and Maegan Shanks, IDMA program assistant.

National University Corporation Tsukuba University of Technology in Japan

Overview of Study Tour

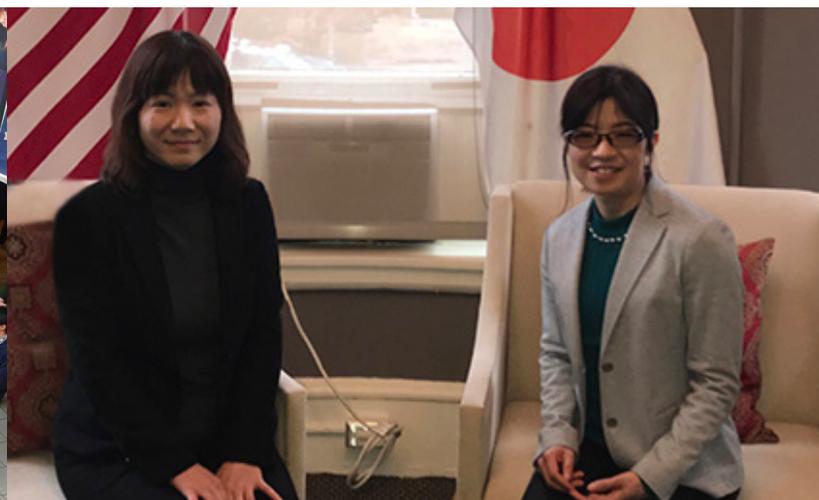
The Office of Research Support and International Affairs (RSIA) organized a March 6 to 8 study tour for a group of faculty, staff, and students from the National University Corporation Tsukuba University of Technology (NTUT), Tsukuba City, Ibaraki, Japan. The Japanese Deaf students gave a presentation to the Gallaudet public at the JSAC Marketplace, and the NTUT group participated in several other activities, such as lunch with Gallaudet's Social Work Honor Society and observation of classes in the social work and linguistics departments.



Two representatives from NTUT had a partnership meeting with RSIA. Tawny Holmes, assistant professor in the Department of ASL and Deaf Studies, and Keith Doane, Gallaudet Innovation and Entrepreneurship Institute coordinator, gave presentations on sign language rights, advocacy, and Deaf Space to the NTUT group. The group ended its visit with a campus tour and participation in the BAM (Bison Anime and Manga) Club. Following Holmes' presentation, Keith Doane (fifth from left), Gallaudet Innovation and Entrepreneurship Program coordinator, and gathered for a photo with NTUT students and faculty (from left): Mio Sekito Mikina Okawa, Yuhki Shiraishi, Yoko Kobayashi, Kenta Suzuki, Yoshiki Tsujita, Toshiya Takeuchi, Atsushi Mori, Maiko Ishino, and Mayumi Shirasawa.



Attendees gather for presentation in JSAC.



(From left) Yoko Kobayashi and Mayumi Shirasawa.

NTUT students give a presentation at the JSAC Marketplace entitled "A Taste of Japanese Deaf Culture." They gave an overview of NTUT, described what the Japanese Deaf Community looks like, taught greetings in Japanese Sign Language, and gave the audience a virtual tour around Japan focusing on types of sweet food. The students gave the audience members chocolates from Japan at the end of the presentation.



Australian visitors

Courtesy of Danilo E. Torres

The Office of Research Support and International Affairs (RSIA) hosted two Australian visitors from Deaf Services Queensland, on November 1, 2017: Brett Casey (left), chief executive officer, and David Gibson (right), chair of the board of directors. Casey gave a presentation entitled “Deaf Down Under: Ensuring an Empowered, Connected, and Achieving Deaf Community in Australia.” Also pictured (from second left) are: Danilo Torres, international liaison specialist for RSIA; and Keith Doane, Gallaudet’s Innovation and Entrepreneurship Initiative coordinator.



Ambassador of Latvia visits

Courtesy of Zhee Chatmon

Latvian diplomats and deaf leaders, including Andris Teikmanis (third from left), ambassador of Latvia, and Arturs Saburovs (right), third secretary of the country, visited campus on January 10, 2018. They discussed the possibility of a choir from Latvia, made up of both deaf and hearing people, called ALIAS, performing at Gallaudet during the fall 2018 semester. Also

pictured are (from left): Davina Kwong, Campus Business Development director; Dr. Charles Reilly, executive director, Research Support and International Affairs (RSIA); Danilo Torres, RSIA international liaison specialist; and Max Kazemzadeh, associate professor, Department of Art, Communication, and Theater.

Team from Moroccan Ministry of Education visits Clerc Center

A team of professionals from the Moroccan Ministry of Education is pictured at Kendall Demonstration Elementary School (KDES) during a May 7, 2018 visit to the Clerc Center. The delegation had a tour of KDES' Early Childhood Education program and grades K-8, led by Debra Nussbaum, manager of project-language development and communication, Department of Planning, Development, and Dissemination, and Anna Ramach, coordinator of teaching and learning. They also were given presentations by Nussbaum on bilingual program planning and Sara Stallard, coordinator of education resources. The sessions concluded with a brief talk by Touria Ouahid Boren, assistant athletic director at Maryland School for the Deaf, on her Moroccan Deaf Experience. The visit was hosted by the U.S. Agency for International Development.



UN Development Partners visit campus



United Nations (UN) Development Programme partners Liz Huckerby and Irina Stavenscaia visited the M.A. in International Development program on September 11, 2017 to discuss multilingual, deaf, and disability inclusive development, and to share internship and job opportunities at the UN.

Students visit Sikh Gurdwara during Interfaith Unity Walk

Courtesy of Kirk VanGilder

Students Starr Portman and Daniel Carson wear turbans while visiting the Sikh Gurdwara, a place of worship on Massachusetts Ave. in Washington, D.C. Visitors are required to remove shoes and cover their hair upon entering the prayer room of a Gurdwara to ensure cleanliness. The visit was part of a group of a September 10 Interfaith Unity Walk, where Gallaudet students joined hundreds of people representing many faiths, as well as those who identify themselves as non-religious to celebrate solidarity and inclusion. Drs. Kirk VanGilder, assistant professor of religion, and Lillie Ransom, special assistant to the provost, helped organize the student's participation in the walk along the city's Embassy Row, which opened at the Washington Hebrew Congregation, and closed at The Islamic Center of Washington, D.C.



Students participate in Middle East Institute annual conference

Courtesy of Hanan Aly and Lindsay Dunn

Students in the DST401-01 “Multicultural Deaf Lives: Deaf People in the Middle East and North Africa (MENA)” class participated in the Middle East Institute Annual conference on November 15, 2017 at The Capital Hilton Hotel in Washington, D.C. This is the first time that Gallaudet students have participated in the conference.

The students focused on the rights of deaf and disabled people caught up in the Middle East conflicts. The event not only gave Gallaudet Middle Eastern students an opportunity to raise questions about the situation of deaf and disabled people in the region, it offered them a venue for networking. Among the people in attendance were important women’s rights leaders, including the leader of the movement that resulted in women having the right to drive in Saudi Arabia. Gallaudet’s Saudi Arabian students were able to make important connections that they intend to use in the struggle to improve the education and quality of life for deaf people.



Pictured with “Multicultural Deaf Lives” course co-leader and World Deaf Leadership Scholar Hanan Aly (center) are (from left) students Huda Abuahmad, Johanisha Vachon, Erick Jeune, and Abdulrahman Al-Ghamdi.

Department of ASL and Deaf Studies offers DST410: ‘Multicultural Deaf Lives’

While this course provided opportunities to address critical issues in various parts of the deaf world, it gave a particular focus to deaf people in the Middle East and North Africa. It was taught by Hanan Aly, an Egyptian native and World Deaf Leadership scholar, and Lindsay Dunn, a native of South Africa and manager of education programs in the ASL and Deaf Studies Program.

The course covered the religion, political, economic, and cultural aspects of

deaf lives in the region. The fascinating thing about this class was that it afforded students the opportunity to see a truly multilingual/multicultural approach to education in a classroom (ASL/Arabic Sign Language - English/Arabic).

This was Gallaudet’s first group of students to take the class. Special thanks goes to Erick Jeune, Huda Abuahmad, and Abdulrahman Al Ghamdi. Aly was very proud of the team work exhibited and the courage and persistence of the students.

Crowe, Takayama give keynote presenters in Tokyo

Department of Social Work faculty members Dr. Teresa Crowe, department chair, and Kota Takayama, instructor, were keynote presenters at a deaf and mental health workshop, held July 15-17, 2017, in Tokyo, Japan. They were invited by the Japanese Research Society of Psychotherapy with Deaf.

The workshop, which carried the theme of cross-cultural supervision, and relationships between deaf and hearing mental health professionals, was supported by the Nippon Foundation, a long-time partner with Gallaudet University. The workshop discussed the role of therapists between deaf and hearing individuals in the field of mental health services in Japan. Subtopics included intersectionality, cultural competency, and self-care skills.

Crowe gave a tele-keynote presentation

itled “Deaf, Hard of Hearing, and Hearing Therapists Working Together,” and Takayama gave a presentation on best practices for hearing mental health professionals working with deaf and hard of hearing communities. Gallaudet alumni Alesia Allen, G-’11, and Makoto Ikegami, G-’09, provided lectures on self care and cultural competency. Along with Takayama, Japanese Sign Language-American Sign Language interpretation and coordination was provided by alumna Megumi Kawakami, ’11 & G-’13.

Third Annual Discovering Deaf Worlds Gala

Courtesy of Phoebe Tay

International students from the English Language Institute and undergraduate, and graduate programs attended the Third Annual Discovering Deaf Worlds Gala on November 4, 2017 at the Sphinx Club in Washington, D.C., a popular venue for corporate and private meetings, conferences, receptions and events. The theme of the gala, “Empower Deaf Leaders in Developing Countries,” gave attendees the opportunity to network with international professionals engaging in development work in deaf communities worldwide. Pictured are (from left): Raphael Domingo, World Deaf Leadership (WDL) scholar, Philippines; Danilo Torres, international liaison specialist in the Office of Research Support and International Affairs; and Olufemi Ige, WDL scholar, Nigeria. Domingo, co-founder and board treasurer of the Philippine Federation of the Deaf, Inc. (PFD), gave a presentation about his experiences with PFD.



International Deaf Festival Presentation

Gallaudet Innovation and Entrepreneurship Institute (GIEI) partnered with the Office of Research Support and International Affairs (RSIA), Route 66 Promotions, and Bad Cats Entertainment to host a presentation, “How to Host an International Deaf Festival,” led by David de Keyzer (right), founder of the International Clin d’Oeil Festival. Clin d’Oeil, the largest Deaf festival in Europe, celebrates the richness and diversity of the arts in Deaf culture. de Keyzer shared some of the multidisciplinary stories, challenges, and successes that have come with organizing and running the festival. Also pictured (from second right) are: Tom Otto Bruc, CEO, Route 66 Promotions; Ryan Maliszewski, director, GIEI; Roger Vass, CEO, Bad Cats Entertainment; Ana Paula Myrick, International Student and Scholar Services assistant, RSIA; Terri Vincent, events manager, Bad Cats Entertainment; and Keith Doane, program coordinator, GIEI.



Nigerian Deaf Association presentation

Alhaji Dagbo, president of Nigeria National Association of the Deaf (NNAD), visited the Master's in International Development (IDMA) program on October 5, 2017, and discussed NNAD's deaf manifesto, including the association's mobilization to further policymaking that supports deaf leadership, political participation, and sign language advocacy in Nigeria, as well as efforts to improve communication and coordination among United Nations countries and non-governmental organizations.



'Why is Africa Struggling?'



World Languages and Cultures lecturer Gregoire Youbara's class, GSR 220-05: "Why is Africa Struggling?," hosted an October 24, 2017 panel entitled "Growing up in Africa." The panel was made up of Gallaudet students, staff, and faculty from Africa and moderated by students from the class. Through topics ranging from panelists' childhood experiences to their dearest hopes for the continent, the audience was exposed to numerous perspectives on what it means to grow up and live in various African countries, particularly those south of the Sahara. Pictured is Dr. Elavie Ndura, vice president for

Equity, Diversity, and Inclusion, delighting the audience with a demonstration of one of Burundi's traditional dances.

MIUSA Invites IDMA Program Assistant/Adjunct Faculty Maegan Shanks to Present for ACE Trainings

Maegan Shanks gave three presentations for Mobility International USA (MIUSA, a non-profit organization that advocates for leadership in Disability Rights) and American Council on Education (ACE) in February and March 2018. Shanks is a MIUSA alumna and has participated with the ACE sponsored Civic Education Week for the past three years. Civic Education Week engages youth leadership from around the world, engaging over 100 students conducting study abroads in the U.S., who then spend a week in Washington, D.C. for specialized training. Shanks co-presented on the history of the U.S. disability rights movement and how young leaders can be allies for deaf and disabled leaders.



IDMA News

Students and Faculty Present at the 25th Annual Lavender Languages & Linguistics Conference

Courtesy of Dr. Audrey Cooper

Stephanie Niaupari and MJ Jones, first year graduate students in the M.A. Program in International Development (IDMA), were the first IDMA students to present in the Lavender Languages and Linguistics Conference, now celebrating its 25th year. The conference took place April 20 to 22, 2018 at Rhode Island College in Providence.

The title of Jones and Niaupari’s presentation was “Uniform Models of LGBT Experiences vs. Self-Identification of Individuals and Groups: Lack of Inclusivity in International Development Discourse.” Dr. Audrey Cooper, IDMA assistant professor and program director, also served on the Lavender Languages and Linguistics 25 Program Committee and Chaired a panel on Confronting Linguistic Normativity.

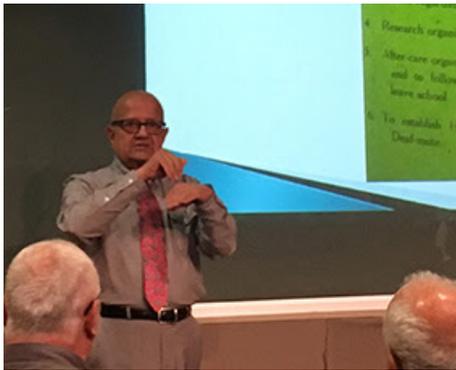
On May 3 and 4, 2018, the University of Maryland’s Latin American Studies Center hosted its annual Student Conference, which was organized around the theme *Queer/Cuir Americas: Rebles/Counternarratives/Solidarities* and consisted of two days of panels and keynote presentations by scholars, activists, and artists. Niaupari’s paper was featured on May 4, in the section on *La Vitalidad Cuir: Defiance and Access*, and titled “Re-Queering Disability: Deaf Vitality in Latin America.”

Niaupari also presented her original research at the 14th Inter-American Symposium on Ethnography and Education, held September 21 to 23, 2017 at the University of Texas, El Paso. Her presentation, “Perspectives on the Barriers Facing the Ecuadorian Deaf Education System in Quito, Ecuador,” was in ASL and led to an engaged audience discussion of her major findings, as well as an extended discussion of the “power behind language” — in Ecuador and elsewhere.



The United Nations Association (UNA) of the National Capital Area (NCA) Graduate Fellows Program provides graduate students within the Consortium of Universities of the Washington Metropolitan Area with academic and professional opportunities to discuss the role of the United Nations. IDMA graduate assistant Sonia Holzman (left) enjoyed participating in weekly seminars related to current UN issues, mentorship from a senior professional related to her area of interest—international education—as well as collaborating with passionate students across fields and academic institutions. In February 2018, the graduate fellows had the opportunity to travel to the United Nations Headquarters in New York to attend the Global Engagement Summit. Holzman is pictured with UNA-NCA colleague Caroline Todo-Bom (University of Baltimore).

International Activities of Faculty & Staff



Presentation by Dr. Madan Vashista

Courtesy of Susan Ganz

Dr. Madan Vashista, a former associate professor in the Department of Administration and Supervision at Gallaudet University, kicked off the fall 2017 Deaf History Lecture Series on November 8 with a presentation, “The Role of Gallaudet in the History of Deaf Education in India.”



Sign and Spoken Language Linguistics Conference

Courtesy of Dr. Audrey Cooper

Professors in the Department of Linguistics presented their research at the sixth Sign and Spoken Language Linguistics Conference in Osaka, Japan, held September 23 to 24, 2017. Dr. Paul Dudis (left), department chair, gave the closing presentation on the first day’s session, and Dr. Deborah Pichler (right), gave it on the second day’s session.



Slovakians visit museum

Courtesy of Shane Dundas

Jaroslav Cehlárik (center), chair of the Slovak Union of the Deaf, visited the Gallaudet University Museum on January 2, 2018, with his wife, Petra Kavalcova (right). Cehlárik, who plans to establish a national deaf museum in Slovakia, exchanged information about museums and galleries with Gallaudet museum specialist Meredith Peruzzi (left).



Slovak Deaf Day Conference

Meredith Peruzzi (right), manager and curator of the Gallaudet University Museum, represented Gallaudet and U.S. Deaf museum professionals at the Slovak Deaf Day conference in Trnava, Slovakia, hosted by Trnava Organization for the Hearing Impaired (TASPO). In addition to Peruzzi, lecturers at the September 21 to 23, 2017 conference were (from left) Helen Pizzacalla, Deaf Culture Centre, Toronto, Canada; Caroline Brizard, Museum of Deaf History and Culture, Louhans, France; and Tali Elimelech, Invitation to Silence, Holon, Israel. The presenters and conference organizers also visited the Sered’ Holocaust Museum. TASPO Director Jaroslav Cehlári, has worked with the museum on developing Deaf-friendly exhibit material, and is planning to develop a museum of Slovak Deaf history and culture.



INTRAWEB POSTS OPPORTUNITIES IN INTERNATIONAL DEVELOPMENT

The M.A. Program in International Development (IDMA) has launched a new intraweb, The Explorer. The site, <https://sites.google.com/a/gallaudet.edu/the-explorer-idma/home>, features information on international development-related opportunities, such as internships and employment postings, as well as resources for growing professional skills and networks within international development and international relations fields. Having had the experience of trying to navigate an extraordinary number of sites and postings related to international development, Stephanie Niaupari, IDMA graduate student and graduate assistant, created The Explorer to be a welcoming and user-friendly platform for the whole campus to enjoy.

IDMA and MPA Dual-Degree Student Jarvis Grindstaff Attends Frontrunner's Program in Denmark

During the university's 2018 spring break, Jarvis Grindstaff (left) went to Denmark to join the Frontrunner's Taster Week program. Frontrunners—a Deaf international educational programme that fosters the work of each individual, believing they have the “potentiality of paving the way towards human rights for Deaf people.” Participation in Frontrunners engaged Grindstaff in learning about the Frontrunner program itself: Deaf studies and sign languages, leadership and project management, social entrepreneurship, communication, media and social media. After the Taster Week, Grindstaff learned many things such as the exploration of core deaf identify as part of global human diversity, personal development, deeper insights on the meaning of “DEAF-SAME,” and how to use social entrepreneurship skills to recognize and approach pressing problems faced by deaf communities.



Career Center international internships for fall 2017, spring 2018 semesters

Continued from page 11

Geneva, Switzerland
Damir Tuzmukhamedov



Damir, an international studies major, interned at the Office of the High Commissioner for Human Rights in Geneva, Switzerland. This office is a United Nations (UN) agency that promotes and protects human rights that are guaranteed under international law, as well as in the Universal Declaration of Human Rights of 1948. Damir worked directly with the UN Committee on the Rights of People with Disabilities (CRPD) and participated in substantive research on the organization and its Sustainable Development Goals. During the CRPD 2018 session, Damir coordinated meetings and assisted with logistical tasks related to preparing for and running the session.



Bangkok, Thailand
Yvonne Kato

Yvonne, a student in the International Development Program, interned at the United Nations Development Program (UNDP) in Bangkok, Thailand, where she applied her international development skills and knowledge of disability inclusion. In addition she gained a greater understanding of UNDP missions and policies and how to improve these programs in Thailand. Yvonne assisted with disability inclusive programs and opportunities in Thailand, researching and collecting pertinent data.

Continued on page 28

International internships for fall 2017, spring 2018

Continued from page 27

Budapest, Hungary

Derek Frank

Derek, a communication studies major, interned with SignAll Technologies in Budapest, Hungary. SignAll is in the process of developing a website for mass media to have the world's first automated sign language translator. Derek first worked remotely with the company during the fall 2017 semester, and was then offered an opportunity to continue working on site in Hungary during the spring semester. This experience was of benefit to the company and enhanced Derek's professional development. During his internship, Derek was involved in testing SignAll's system, providing feedback to the team with ASL glossing and other data recording. He also participated in marketing activities and recruitment of future team members.

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