

## REDCap provides free, secure, easy to use approach to research data collection

REDCap is a web application that facilitates the collection of data for a variety of survey research projects. It is produced, distributed, and supported by Vanderbilt University in collaboration with a consortium of over 900 institutional partners in over 70 countries. It is a proven and capable tool that has been used by over 24,000 researchers worldwide to collect data for their projects.

Gallaudet's Office of Research Support and International Affairs (RSIA) provides access to a REDCap server to Gallaudet faculty, staff, and students. Members of the Gallaudet community who make use of common online survey systems such as SurveyMonkey or Google Forms are encouraged to take advantage of REDCap instead. An added advantage of REDCap is data protection. Data access between the database and the web server is encrypted and restricted to a monitored port.

Some reasons to select REDCap for your next data collection project include:

- ◆ **It's free of charge** – REDCap is available at no charge to institutions that are consortium members.
- ◆ **It's secure** – REDCap provides audit trails for tracking changes to the database, and also complies with

(Continued on page 6)

## 2017 Gallaudet Research Exposition

**SAVE THE DATE!**

The Second Annual Gallaudet Research Expo, hosted by the Provost and Academic Affairs, will be held on **Thursday, March 30, 2017**, from 9 a.m. to 3:30 p.m., at Elstad Auditorium and Hall Memorial Building.

The Expo is open to all Gallaudet student, faculty, and staff researchers in all disciplines.

The deadline to submit research proposals for inclusion in the Expo is Tuesday, February 14, 2017 by 11:59

p.m. The application is now available.

For more information, visit the Expo website: [rsia.gallaudet.edu/researchexpo](http://rsia.gallaudet.edu/researchexpo).

If there are any questions, please email Research Support and International Affairs staff members Senda Benaissa and Benjamin Nzyuko, principal organizers for the Expo, at [researchexpo@gallaudet.edu](mailto:researchexpo@gallaudet.edu).

See page 4 for photos of the inaugural Research Expo that was held March 24, 2016.

## Dr. Kushalnagar receives NIH grant for project to include deaf people in research on improving their quality of life

*Results will provide enriching insight into the global, mental, physical, social, and communication quality of life experienced by deaf and hard of hearing individuals in the United States.*

Dr. Poorna Kushalnagar, an associate professor in the Department of Psychology, was awarded \$371,840 from the National Institutes of Health (NIH), for the funding period of September 01, 2016 – August 31, 2017, for her project, "PROMIS – Deaf Profile: Inclusion of Deaf Patients in Disability and Outcomes Research" (#7R01DC014463). Her grant has been transferred from the Rochester Institute of Technology to Gallaudet University where she will enter into year two of her NIH grant funding. Kushalnagar has partnered with Dr. David Cella of Feinberg School of Medicine at Northwestern University and Dr. Samuel Atcherson of the University of Arkansas at Little Rock to standardize and validate a Patient Reported Outcomes Measurement Information System (PROMIS) in American Sign Language. The results will provide enriching insight into the global, mental, physical, social, and communication quality of life experienced by deaf and hard of hearing individuals in the United States.



Dr. Poorna Kushalnagar

# Priority Research Fund grants awarded

*HSLs faculty members Tamaki, Maul awarded Priority Research Fund grant; Gormally, Edwards receive awards for continuing studies*

The Office of Research Support and International Affairs (RSIA) joins Provost Carol J. Erting in extending congratulations to Chizuko Tamaki, Au.D., Ph.D., CCC-A, and Kristen Maul, Ph.D., Department of Hearing, Speech, and Language Sciences, for receiving a Priority Research Fund (PRF) grant for their project, “Spatial Navigation Abilities in Deaf Older Adults: With and Without Vestibular Impairment,” for FY 2017.

A high level of research activity is essential to the mission of Gallaudet University and the well-being of our constituents. Drs. Tamaki and Maul are to be applauded for helping Gallaudet fulfill these objectives.

Recognition also goes to Drs. Cara Gormally and Terra Edwards, who received PRF awards for continuing their research studies.

The PRF is an award from Gallaudet to assist faculty and staff with expenses associated with getting their studies underway, with the understanding that they will vigorously seek external funding to expand and sustain work in their chosen area when the start-up funding expires.

## *Following are summaries of the PRF projects:*

**Dr. Chizuko Tamaki, associate professor, Program Director - Audiology, and Dr. Kristen Maul, assistant professor, Department of Hearing, Speech, and Language Sciences**

*Spatial Navigation Abilities in Deaf Older Adults: With and Without Vestibular Impairment*

The purposes of this three-year project are to:

1. Develop and adapt spatial memory and spatial navigation assessment tools to be administered to deaf/Deaf populations;
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 American Sign Language (ASL) in spatial memory and navigation abilities in older adults.



*Dr. Chizuko Tamaki*

Older individuals with VI may present with difficulty with spatial memory and navigation. High prevalence (54-85 percent) of VI in deaf populations 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 purposes #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.



*Dr. Kristen Maul*

**Dr. Cara Gormally, assistant professor, Department of Science, Mathematics, and Technology**

*Developing Positive Attitudes toward Science in University Labs*

The goal of this study is to investigate how inquiry-based learning impacts Gallaudet students' attitudes toward science and their science literacy development. The study focuses on deaf and hard of hearing students' experiences in inquiry-based labs, because few studies about inquiry-based learning have disaggregated demographics to determine if results can be generalized across courses, institutions, or diverse student populations. The project uses longitudinal comparative data from both traditional stepwise and inquiry-based labs, including surveys, quantitative assessments, and interviews. This



*Dr. Cara Gormally*

*(Continued on page 3)*

## PRF grants *(Continued from page 2)*

knowledge is critical to support student engagement in science learning.

**Terra Edwards, assistant professor, Department of Linguistics**

*The Grammatical Incorporation of Pointing in Pro-Tactile American Sign Language at Gallaudet*

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, the focus will be on the ways that pointing is incorporated into the grammar of Pro-Tactile American Sign Language among DeafBlind people at Gallaudet



*Dr. Terra Edwards*

University, over a three-year period.

The pro-tactile movement, which began in Seattle 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, the researchers 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.

*Proposals for the Priority Research Fund for FY 2018 are due February 19, 2017. More information can be found at [http://research.gallaudet.edu/Funding/priority\\_grants.php](http://research.gallaudet.edu/Funding/priority_grants.php).*

## Drs. Smith, Hufnell receive mental health counseling grant award

**D**rs. Kendra Smith, chair of the Department of Counseling, and Mary Hufnell, coordinator of assessment services in the Department of Counseling and Psychological Services, received a grant award from the U.S. Department of Education (#H129Q150001) in the amount of \$150,000 for the funding period of October 1, 2015 to September 30, 2016 for their five-year project, "Long-Term Training of Mental Health Counselors Working with Learning and Language Challenged Deaf Rehabilitation Clients."

The project will 1) Increase the provision of culturally and linguistically appropriate mental health services to support optimal vocational functioning among persons who are deaf, deafblind, and hard of hearing by

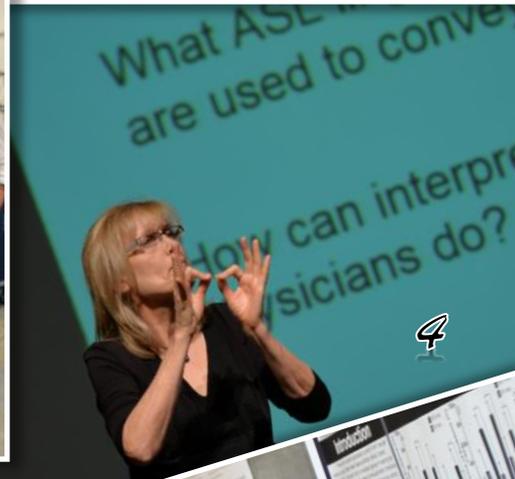
training counselors who can match the unique needs of this population; 2) Increase the provision of appropriate mental health services to language and learning challenged (LLC) deaf persons by training mental health counselors within the rehabilitation system who can communicate flexibly with and engage the unique neuropsychological strengths of clients in this population; and 3) Increase the number of mental health counseling scholars who through specifically identified and tailored fieldwork experiences have already upon graduation learned to work effectively with the targeted LLC population in providing such services: as psychological rehabilitation, consumer empowerment, and independence counseling.



*Dr. Kendra Smith*



*Dr. Mary Hufnell*





## Scenes from Research Expo2016

*Previous Page, Clockwise from top left: 1.) Dr. Clifton Langdon, assistant director of the Brain and Language Laboratory for Neuroimaging (BL2) and a panelist in the morning discussion forum in Elstad Auditorium, makes a presentation; 2.) Andrew Biskupiak, a student in the Honors Program, presents “An Oral History of Homophobic Bullying in All-Deaf and Mainstream Schools: The Experiences of Deaf Lesbian and Gay Persons”; 3.) Provost Carol J. Erting addresses the audience about the significance of Gallaudet’s research through the decades, the increasing diversity of the University’s research community, and how undergraduate and graduate students are reshaping our research vision; 4.) Dr. Brenda Nicodemus, associate professor in the Department of Interpretation and director of the Interpretation and Translation Research Center, and a member of the researchers’ panel, presents to the audience; 5.) Expo attendees view one of the 26 research projects by students and faculty on display in the Living and Learning Residence Hall 6 in an afternoon poster session; 6.) Dr. Erting and Expo principal organizers Senda Benaissa and Evan Goodman from the Office of Research Support and International Affairs pose for a photo; 7.) Dr. Marlon Kuntze, associate professor in the Department of Government and Public Affairs and panel facilitator, makes a point while the panelists look on: (from left) Dr. Paul Sabila, (professor, Science, Technology, and Mathematics), Dr. Brian Greenwald, (professor, History, Philosophy, Religion, and Sociology, and director, Center for Deaf Documentary Studies), Dr. Carolyn McCaskill (professor, ASL and Deaf Studies), Dr. Karen Garrido Nag (assistant professor and interim program co-director, Hearing, Speech, and Language Sciences), Dr. Christian Vogler (associate professor, Communication Arts Research, and director, Technology Access Program), Dr. Terra Edwards (assistant professor, Linguistics), Dr. Nicodemus, Dr. Laura-Ann Petitto (co-principal investigator and science director, Visual Language and Visual Learning, and scientific director, BL2, and Dr. Langdon; 8.) (from left) Dr. Katja Zelljadt of the National Endowment for the Humanities, Dr. Mark Leddy of the National Science Foundation, and Dr. Amy Sussman of the U.S. Department of Education, Institute of Education Sciences, were invited by the Office of Sponsored Programs to present “Let’s Talk -- Communicating with External Funding Program Officers”; 9.) Paige Foreman, a student in the Honors Program, presents “Deaf Philosophy of Music”; 10.) President Roberta “Bobbi” Cordano welcomes the audience and participants to the inaugural Expo; and 11.) undergraduate and graduate students who gave four-minute presentations during the morning session gather for a photo.*

## Honors Program students present Capstone posters

The University Honors Capstone is the pinnacle of an undergraduate experience at Gallaudet University. Motivated and talented students from all disciplines embark on a one and a half year journey during which they select their faculty committee, pick a topic, propose their original work, and then create their Capstone. On May 5, Honors students Zachary Abbott, Andrew Biskupiak, Paige Foreman, Jenna Fox, and Shuxu Tian presented their Capstone posters at the James Lee Sorenson Language and Communication Center atrium.

Abbott’s poster, “*Cochlear Implants and Related Neurotechnologies: Japanese Perspectives in Deaf Neuroethics*,” was based on a survey distributed in Japan and the U.S. that measured attitudes of interventional auditory technologies and supervening social implications. His director was Dr. Deborah McCaw, professor, undergraduate program director, and internship coordinator in the Department of Psychology; his second and additional readers were Dr. Koji Tachibana from Kumamoto University, Japan, and Dr. James Giordano from Georgetown University Medical Center.

Biskupiak presented “*An Oral History of Homophobic Bullying in All-Deaf and Mainstream Schools: The Experiences of Deaf Lesbian and Gay Persons*,” which consisted of oral history interviews of deaf lesbian and gay students at Gallaudet that

document the prevalence and impact of verbal and physical homophobic bullying at all-deaf and mainstream schools. His director was Dr. David Penna, chair of the Department of Government and Public Affairs; his second reader was Dr. Barry Bergen, professor and program coordinator in the Department of History, Philosophy, Religion, and Sociology.



Dr. Shirley Shultz Myers:  
Director, Honors Program

Foreman’s Capstone, “*Ghost Stories: Philosophy through Literature*,” a collection of three philosophical stories, tied together by Christian theology, concern the nature of being in three ways: God’s responsibility for evil; personal identity; and the nature of knowledge. A critical introduction explicates philosophy as literature, philosophical and creative influences, and the stories’ themes. Her director was Dr. Kristen Harmon, professor and major/minor coordinator in the Department of English; her second reader was Dr. Barbara Stock, associate professor and program coordinator in the Department of History, Philosophy, Religion, and Sociology.

(Continued on page 6)

## Honors Program (Continued from page 5)

Fox's topic, "*The White Church: A Young Adult Novel*," features Kate Johnson's diary about a 45-year-old Sunday School teacher's pedophilic relationship with her 16-year-old self, and her healing through writing. The critical introduction discusses the epistolary form, Gothic influences, and bibliotherapy. Her director was Dr. Tonya Stremiau, professor and non-major English GSR102 coordinator in the Department of English; her second reader was Dr. Sharon Pajka, professor in the Department of English.

Tian's poster was "*Sign and Share: Full-Stack Sign Language*

*Video Story Sharing Website*." Inspired by Visual Language and Visual Learning Center bilingual story apps, this project provides a new application for sharing multilingual signed and written language stories to a worldwide audience. The technical structure of this full-stack app includes a social media platform or iOS mobile app for the user, a server connecting the user with the database collection of stories, and the database. Her director was Dr. Qi Wang, professor and coordinator of assessment and accreditation in the Department of Business; her second reader was Dr. Tsuihsia (Irene) Tseng, associate professor in the Department of Science, Technology, and Mathematics' Information Technology Program.

-- From *Daily Digest*

## Ph.D. in education student presents in Russia

Heather G. Zimmerman, a Ph.D. student in the Department of Education, was in Russia March 9 to 19, 2016, presenting at seminars in Moscow and the Siberian cities of Novosibirsk and Irkutsk.

The ALL-Russian Deaf Organization conducted seminars and coordinated with local deaf schools, universities, theaters, and programs to create a platform to exchange knowledge about deaf education, linguistics, culture, and best practices. Zimmerman, an invited presenter, discussed the "Pedagogy of Resilience: Transforming the Way We Do Deaf Education," and provided a snapshot on the risks and assets unique to deaf people around the world. Her presentation inspired a discussion of ways in which Russia and the U.S. can use educational systems as a platform to

leverage their students' academic and social resilience.

Additionally, Zimmerman has passed her comprehensive examinations and earned her deaf educational specialist degree. Her paper was titled "Transitioning and Thriving: Pathways of Resilience in Deaf Youth." The critical review focused on cross-cultural resilience in deaf youth, and was inspired by her work on the Mãnha Project, a culturally responsive advocacy initiative she founded in the Micronesian island of Guam. The service and scholarship she has done in the U.S. and abroad recently was recognized by Dr. Rachel Hartig for the Research Excellence Award named in Hartig's honor. Similarly, this summer Zimmerman's work with the Mãnha Project was recognized by the Gumanian Legislature (Resolution No. 423-33 COR) as an "enriching and educational experience where the island's deaf and hard of hearing can thrive and build their resilience."

## REDCap (Continued from page 1)

the Health Insurance Portability and Accountability Act of 1996 requirements and other standards for maintaining privacy. All data is securely stored on a server that resides in the Gallaudet data center.

- ◆ **It's easy to use** – Plenty of online resources are available to help you get your data collection system implemented and deployed quickly. While many existing REDCap videos are, unfortunately, not captioned or signed, RSIA is investigating the possibility of adding captions or creating accessible videos that explain the basics and help you get started more easily and quickly.
- ◆ **It's flexible** – Since REDCap is open source, the user community has the ability to adapt it to more exactly suit their needs. Many of these changes are shared with the rest of the community so that everyone can benefit. Response data can also be exported from REDCap for use in Excel

spreadsheets or in a variety of statistical analysis packages such as SPSS.

- ◆ **It has plenty of support** – REDCap is a very active project that receives a great deal of support from its user community.

### Gallaudet REDCap Accounts

REDCap accounts are maintained by RSIA. To request an account, send an email to [rsia.redcap@gallaudet.edu](mailto:rsia.redcap@gallaudet.edu). Please note that RSIA can only provide system administration and user account administration services for REDCap. End-user support for project-specific issues must be obtained elsewhere, such as via online resources or contacts between other campus users.

Gallaudet's REDCap installation may be accessed at <https://surveys.gallaudet.edu>. There are also a number of videos linked on that page that explain more about the application and how to use it. Plans are under way at Gallaudet to caption many of these tutorials.

## Gallaudet takes active role at AERA annual meeting

Over 15,000 people from around the world gathered in Washington, D.C. April 8 to April 12, 2016, for the American Educational Research Association (AERA) Annual Meeting, which was held at the Walter E. Washington Convention Center and the Marriott Marquis Washington and Renaissance Washington hotels, as well as Gallaudet University, where AERA's Leadership for Social Justice (LSJ) Special Interest Group (SIG) held a panel discussion on the closing day of the meeting to explore the topic, "Intersections: Social Justice and Culturally Relevant Leadership in the Deaf Community."

The AERA Annual Meeting holds the distinction of being the largest gathering of scholars in the field of education research, and provides a showcase for groundbreaking studies in diverse areas of education practices and policies. The 2016 meeting marked AERA's centennial year, and carried the theme, "Public Scholarship to Educate Diverse Democracies." The event provided over 2,000 sessions designed to appeal to graduate students, with 12 divisions representing major scholarly or scientific areas



*Dr. Christina Yuknis (left) M.A. program director and associate professor, is shown with fellow presenters at the American Educational Research Association's centennial anniversary meeting.*



*FROM LEFT: Gallaudet University M.A. student Samantha Kiser poses with the five presenters of the AERA session "We're Here, We're Queer, We're in Elementary Schools," and Gallaudet M.A. student Zoe Harmala.*

within the field of education research that contribute knowledge to the discipline, the AERA, special interest groups, and organizations of institutional affiliates.

Gallaudet was well represented at the annual meeting. Dr. Thomas E. Allen, Department of Education professor and director of the Center for Visual Language and Visual

Learning (VL2), collaborated with Gallaudet student Yessica Selene Rodriguez to present "Exploring Hispanic Parents' Beliefs About Deaf Education." They shared the results of a study that compares beliefs and attitudes held by Hispanic and non-Hispanic parents of deaf children. The results demonstrated that Hispanic parents are more likely to gravitate toward medical orientation because of their cultural beliefs about disability.

Allen also collaborated with Dr. Donna Morere, Clinical Psychology Program professor and VL2 investigator, to present their research, "Early Access to Language and the Young Deaf Child's Acquisition of Reading," and discussed the results of a national sample of deaf children from diverse backgrounds that was studied over a three-year period. A subset of these data was analyzed to investigate the factors influencing early literacy skill development. Specifically, this paper examined the impact of early language skills on growth patterns of letter and word recognition among deaf children from a variety of backgrounds. Regression models explored the impact of early language factors on the trajectories of growth. Results supported the hypotheses that early signing and fingerspelling skills contribute to the rates of growth for children in signing families. Results for children from non-signing families were inconclusive due to the small number of participants in this group.

Dr. Catherine O'Brien, assistant professor in the Department of Government and Public Affairs, presented a research paper, served on a symposium, and coauthored and moderated the LSJ-SIG panel discussion. The research paper, presented with Dr. Patrick Graham, assistant professor from Western Oregon University, was entitled "Space, Body Behavior, and Teaching Methodology: Understanding the Social and Educational Needs of Deaf Students." The purpose of this study was to analyze how the body language of educators can influence the classroom environment. How educators approach classroom situations can have an impact on children's comfort level, influencing how they learn. When teaching deaf and hard of hearing children, body language is critically important because these students are constantly visually accessing their environment, and many interactions depend largely on body language to assist with communication and information gathering. The symposium, entitled "Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings," centered on culturally responsive school leadership. O'Brien presented a section entitled "Deaf Culture and Education: Toward a Culturally Relevant Leadership." The purpose of this section was to understand the research on urban deaf students, Deaf culture, and culturally relevant leadership. The study examined a group whose culture has been marginalized in the educational leadership literature - students who are Black and Deaf.

Dr. Christina Yuknis, Department of Education M.A. Program director and associate professor, presented her

*(Continued on page 8)*

## AERA *(Continued from page 7)*

research, “Using Social Media to Informally Assess Graduate Students in Education Policy,” and discussed the outcome of implementing social media in two graduate courses on education policy as a way of informally assessing content knowledge. Findings indicated that early in the course, students expressed reticence about using social media and engaged it minimally. However, as the course progressed, students engaged in longer conversations, shared resources and articles, and increased their use of tagging. Additionally, conversations from social media spilled into the class discussions, and vice versa. From an instruction standpoint, it was easy to see which concepts grasped students’ attention, which were difficult to understand, and where attention was needed in class. Social media proved to be an easy way to informally assess student learning and to provide immediate feedback. Students also responded positively to the incorporation of social media.

The panel discussion in Peikoff Alumni House was sponsored by Gallaudet and the LSJ SIG. The session was coordinated and coauthored by O’Brien and Dr. Judy Alston, professor and chair of the Department of Leadership Studies and Educational Administration, Ashland University. Panelists included Alston; Dr. Cristobal Rodriguez, assistant professor of the Department of Educational Leadership and Policy Studies, Howard University; Dr. Susan Faircloth, professor, chair, and Ed.D. program coordinator for the Department of Educational Leadership, University of North Carolina at Wilmington, LSJ SIG member; and Dr. Anne Hynds, associate professor, Department of Education and Social Work, University of Auckland. Several Gallaudet faculty members were on the panel: O’Brien served as moderator; and Dr. Audrey Cooper, assistant professor and director of the International Development Program; Dr. Carolyn McCaskill, professor in the Department of ASL and Deaf Studies; Dr. Khadijat Rashid, professor in the Department of Business and chair of the Faculty Senate; and Dr. Franklin Torres, assistant professor in the Department of English, were panelists.

The panel discussion focused on the themes of social justice, culturally relevant and culturally responsive leadership, and diversity as these relate to Deaf culture, Deaf educational experiences, and diversity within deaf communities nationally and internationally. The purpose of the panel was to bring together Deaf and hearing scholars to discuss ways to proactively improve education of Deaf children, especially those in underrepresented populations, throughout P-20 education, and to share a dialogue about advocacy on behalf of these populations. The session goal was to bring a group of diverse hearing and Deaf scholars together to discuss current research, diverse populations, and



*AERA's Leadership for Social Justice Special Interest Group held a panel discussion co-sponsored by Gallaudet in Peikoff Alumni House on the closing day of the AERA annual meeting. Pictured are Dr. Catherine O'Brien (front), moderator, Gallaudet University; and panelists (back row, from left) Dr. Judy Alston, Ashland University; Dr. Carolyn McCaskill, Gallaudet University; Dr. Franklin Torres, Gallaudet University; Dr. Cristobal Rodriguez, Howard University; Dr. Khadijat Rashid, Gallaudet University; Dr. Audrey Cooper, Gallaudet University; Dr. Anne Hynds, University of Auckland; and Dr. Susan Faircloth, University of North Carolina at Wilmington.*

the need for greater access to education.

“What is Education Research?” one might ask. The AERA website defines it as a scientific field of study that examines education and learning processes and the human attributes, interactions, organization, and institutions that shape educational outcomes. Scholarship in the field seeks to describe, understand, and explain how learning takes place throughout a person’s life and how formal and informal contexts of education affect all forms of learning. Education research embraces the full spectrum of rigorous methods appropriate to the questions being asked and also drives the development of new tools and methods.

Overall, the intent of this conference was to “advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good” (AERA, 2016). Those who attended the 2016 AERA conference from Gallaudet University strongly agree with this statement.

It is important to note that the AERA 2016 meeting was a great success for Deaf attendees due to the collaborative partnership between AERA and Gallaudet Interpreting Service, which provided access to more than 35 Deaf scholars and 30 Deaf graduate students from around the world.

*Dr. Catherine O'Brien, assistant professor in the Department of Government and Public Affairs, and Samantha Kiser, M.A. student in the Elementary and Deaf Education Program in Gallaudet University's Department of Education, contributed to this article.*

## Second Symposium on Signed Language Interpretation and Translation Research scheduled

By Dr. Brenda Nicodemus

On behalf of the faculty and staff in Department of Interpretation at Gallaudet University, I am pleased to announce the second Symposium on Signed Language Interpretation and Translation Research. The symposium will be held at Gallaudet March 31 to April 2, 2017.

The purpose of the Symposium is to promote the exchange of scholarship on signed language interpretation and translation, as well as provide a platform for interdisciplinary research across various disciplines, including linguistics, communication, sociology, psychology, anthropology, and education. The symposium is a unique forum for scholars and students from around the world to convene at Gallaudet University to share research with one another. Clearly, the time has come for a symposium specifically about signed language interpretation and translation. This is clearly shown by the number of abstracts submitted – three times more than in 2014!

See the Symposium website at: <http://tinyurl.com/gt5qpz4> Please feel free to forward this link to others who are interested in signed language interpretation and translation research.

We'll see you at the Symposium!

*Dr. Nicodemus is an associate professor and director of the Center for the Advancement of Interpretation and Translation Research in the Department of Interpretation and Translation.*

## Input sought on new research priorities

Gallaudet University's revised research priorities have been reviewed and approved by the campus community, under the leadership of the Provost. The Education of the Deaf Act (EDA) of 1986 mandates that Gallaudet and the National Technical Institute for the Deaf establish and disseminate priorities for their national missions with respect to deafness related research, development, and demonstration activities. The process of setting these priorities, according to the EDA, must "reflect public input, through a process that includes consumers, constituent groups, and the heads of other federally funded programs." Please send feedback by March 15, 2017 to [info.rsia@gallaudet.edu](mailto:info.rsia@gallaudet.edu).

### Integrated Research Priorities

#### 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.

#### 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.

#### 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.

#### 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.

#### 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.

*Research at Gallaudet* is a publication of Gallaudet University's Office of Research Support and International Affairs (RSIA), a unit of the University's Academic Affairs division.

Dr. Carol J. Erting - *Provost*  
 Dr. Charles Reilly - *Executive Director, RSIA*  
 Todd Byrd - *Editor*  
 Benjamin Nzyuko - *Designer*

Gallaudet University is an equal opportunity employer/educational institution and does not discriminate on the basis of race, sex, national origin, religion, age, hearing status, disability, covered veteran status, marital status, personal appearance, sexual

orientation, family responsibilities, matriculation, political affiliation, source of income, place of business or residence, pregnancy, childbirth, or any other unlawful basis. Employees and recruiting sources are encouraged to refer qualified individuals from protected classes for available positions. Individuals who may have inquiries regarding the University's policy (A&O Manual Section 3.01 EEO/Affirmative Action) or who may wish to file a complaint should contact the University's EEO Office, Gallaudet University, 800 Florida Avenue, N.E., Washington, DC 20002-3695, 202-651-5462.



# Summer STEM internship program continues to gain popularity; faculty accomplishments announced

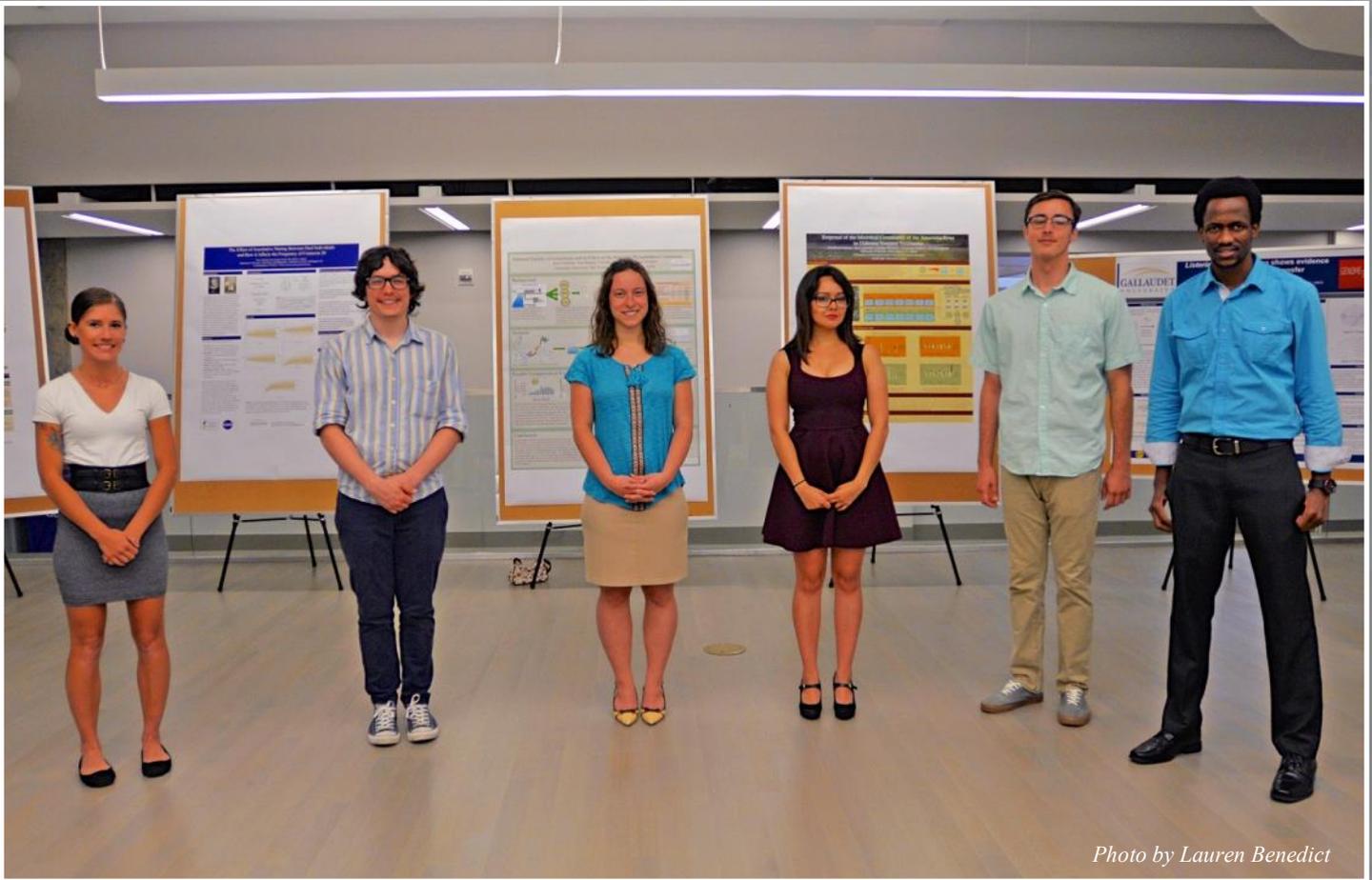


Photo by Lauren Benedict

The summer STEM internship program concluded with a poster presentation where interns -- four from Gallaudet and two from the Rochester Institute of Technology -- showcased the research they did in genetics, bioinformatics, ecology, and nanotechnology. The students are (from left): Ashley Bergeron, Trevor Klemm (RIT), Kiel Callahan, Ana Salazar, Charles Hem (RIT), and Christopher Mbochwa.

The summer of 2016 marked the seventh anniversary for Gallaudet's Science, Technology, Engineering and Mathematics (STEM) internship program. The program has steadily earned a positive reputation, and as a result has become quite competitive. Just over 50 percent of the students who have applied for this program could be invited to participate. Altogether, deaf students from 22 universities have participated. "Most of our students over the years have been from outside Gallaudet," said Dr. Derek Braun, professor of biology and director of the Biology Program and Molecular Genetics Laboratory.

"Many have come from mainstreamed colleges and have left with very positive impressions of science at Gallaudet." Braun added that in past summers, many of the STEM interns have gone on to present their posters at professional conferences and/or at the University of Maryland's Undergraduate Research Symposium in the Chemical and Biological Sciences, where several have won several first and second place awards.

In addition to Braun, other Department of Science, Technology, and Mathematics (STM) faculty involved in the

(Continued on page 11)

## STEM (Continued from page 10)

summer program were Dr. Caroline Solomon, professor of biology, Dr. Gaurav Arora, assistant professor of biology, and \*Dr. Paul Sabila, associate professor of chemistry. Dr. Daniel Lundberg, associate professor of chemistry, mentored summer interns in Minnesota, and Dr. Adebowale Ogunjirin, assistant professor of biology, participated in a summer internship program hosted by James Madison University, Harrisonburg, Va.

This year's internships were funded by the National Science Foundation (CIQM DMR #1231319 and PRDM DMR #1205608), NASA/DC Space Grant Consortium, the Beverly Taylor Sorensen Student Fellowship, the Environmental Sciences Fund (funded by an anonymous donor), the DC Water Research and Resources Institute, and the Gordon Brown fund administered by the Career Center.

## Recent accomplishments by Science, Technology, and Mathematics faculty

Dr. Cara Gormally, assistant professor of biology, had her paper, "Developing a teacher identity: TAs' [teaching assistants] perspectives on learning to teach science as inquiry," (<http://www.isetl.org/ijtlhe/pdf/IJTLHE2188.pdf>), published in *International Journal of Teaching and Learning in Higher Education*, Volume 28, Number 2. Gormally co-authored a paper, "Uncovering barriers to teaching assistants implementing inquiry teaching: inconsistent facilitation techniques, student resistance, and reluctance to share control over learning with students" (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4858357/>), that appeared in the May 2016 issue of the *Journal of Microbiology and Biology Education*. Gormally also participated in a round table presentation, "The impact of pedagogical instruction and feedback on future faculty teaching beliefs," at the national meeting of the Society for the Advancement of Biology Education Research (SABER), held July 14-17, 2016 at the University of Minnesota-Twin Cities. While at SABER, Gormally gave a poster presentation, "Science isn't my thing: Exploring non-science majors' science identities," that involved work by Amber Marchut, a graduate student in the Department of Education.

"The Deaf Mentoring Survey: A Community Cultural Wealth framework for measuring mentoring effectiveness with underrepresented students," a manuscript by Braun,

Gormally, and Dr. M. Diane Clark, a retired professor in the Department of Education, has been accepted for publication in *CBE-Life Sciences Education*.

Arora co-authored "Identification of Genes in *Candida glabrata* Conferring Altered Responses to Caspofungin, a Cell Wall Synthesis Inhibitor" (<http://www.g3journal.org/content/6/9/2893.full.pdf+html?sid=9b13b12c-593d-4700-b506-d10ec701fb5f>), which appeared in the September 2016 issue of *G3: Genes, Genomes, Genetics*.

Braun and Lundberg co-authored "Structural Basis for the Failure of the C1 Domain of Ras Guanine Nucleotide Releasing Protein 2 (RasGRP2) to Bind Phorbol Ester with High Affinity" (<http://www.jbc.org/content/291/21/11133.full?sid=11be18bf-c728-4ff1-974d-591bfbb5d70b>), which appeared in the May 2016 issue of *Journal of Biological Chemistry*. In this paper, the authors identified how drugs interact with and bind to RasGRP2, protein found inside the cell which has a role in cancer. A unique aspect of the article is that five of the co-authors are deaf. This is the first time in the field of pharmacology that this many deaf scientists have collaborated on a manuscript.

Solomon received grant funding in the amount of \$10,000 from the University of the District of Columbia and the U. S. Geological Survey (#2016DC176B) for her project, "Influence of consistently high levels of ammonium on food web dynamics in the Anacostia River," for the funding period of March 1, 2016 – February 28, 2017. This is part of a long-term monitoring project to study the impact of nutrient loading originating from different land uses along the Anacostia River on phytoplankton communities. Data collected will contribute to long-term data sets of the physics, chemistry, and biology of the Anacostia that will form the baseline information before the Anacostia River Tunnel goes online in 2018, and afterwards.

Dr. H. David Snyder, professor and program director, received a grant award in the amount of \$30,000 from American University through the National Air and Space Administration (NASA) (#31377-GU-16) for his project, "National Space Grant College and Fellowship Program (SPACE Grant) Training Grant 2015-2018," for the funding period of August 26, 2015 through August 25, 2016 in the amount of \$30,000. The grant supports educational and student financial assistance programs that develop infrastructure related to NASA and its strategic missions.

\*An article about Dr. Sabila's summer internship program in the field of nanotechnology appears on the following page.

# Nanotechnology internships give access to advanced scientific research at Gallaudet and other renowned institutions



*Chris Mbochwa presented his summer research poster at the Center for Integrated Quantum Materials annual meeting in Medford, Mass., October 13 to 14, 2016, where it received the second highest award.*

Gallaudet students Christopher Mbochwa, Brandt Marceaux, and Mandy Houghton gained research experience during the 2016 Summer Internship in Nanotechnology, held at Gallaudet, Harvard, and Howard universities. The students were recruited from biology, chemistry, information technology, and mathematics majors to participate in a 10-week summer internship program.

Nanotechnology is the study, synthesis, fabrication, and manipulation of matter on a very small scale. (A nanometer is one billion times smaller than a meter.) This branch of science holds almost unlimited potential for applications, ranging from new cancer treatment drugs to the design of smarter, flexible, transparent, and smaller electronic devices, machines, and materials. The new materials also have been used in construction and paint production. Nanotechnology research cuts across multiple disciplines and fields, including medicine, biology, chemistry, engineering, and material

science, and is being used for the development of new types of drugs, materials, semiconductors, and electronics.

Through nanotechnology research collaborations, a total of 14 summer internship opportunities have been provided to Gallaudet students who undertake their internships at Gallaudet, Howard, and Harvard universities, and the Massachusetts Institute of Technology (MIT). Most of the students participating in these internships are chemistry majors. The nanotechnology research has also strengthened collaborations between faculty, staff, and students from the collaborating institutions named above, plus Prince George's (Md.) Community College and The Boston Museum of Science.

This summer, Mbochwa did his internship at Gallaudet and Howard, where he worked with Gallaudet STM faculty members Dr. Paul Sabila, professor, and Dr. H. David Snyder, professor and program director; Dr. Tito Huber, chemical engineering professor at Howard; and Dr. Scott Johnson, associate professor of engineering at Prince George's Community College. His research focused on synthesis and analysis of nanomaterials using molybdenum disulfide and bismuth telluride. These materials have interesting properties with potential applications in electronic industry and in thermoelectric generators. At the same time, Marceaux and Houghton participated in nanotechnology internships at Harvard through the Center for Integrated Quantum Materials program, where they worked in a lab led by Dr. Evelyn Hu, professor of applied physics and electrical engineering. This past year, Gallaudet summer interns have given poster and lecture presentations on their research at Gallaudet, Harvard, and Howard, as well as the University of Maryland-Baltimore County's Undergraduate Research Symposium.

These internships are very helpful to Gallaudet students because they give them access to advanced scientific research at renowned research institutions. The current nanotechnology internships and collaborations also help bridge the gap between deaf and hearing worlds. Gallaudet students are able to interact with other undergraduate and graduate students, post-doctoral fellows, staff, and faculty in these institutions. For hearing faculty, staff, principal

*(Continued on page 13)*

## Nanotechnology *(Continued from page 12)*

investigators and interns, interaction with deaf and hard of hearing students provides a meaningful introduction to deaf culture, resulting in culturally rich and socially diverse workplace environment for all.

Students who have participated in nanotechnology internships have had a significant impact on Gallaudet and the deaf and hard of hearing community. For example, Amelework Habtemichael, an intern during the summers of 2014 and 2015, gave a presentation to Gallaudet's Board of Trustees at its spring 2016 meeting on campus. Mbochwa, Marceaux, and Habtemichael participated in the spring 2016 STM Open House, and Mbochwa gave a presentation on using various analytical instruments to high school students recruited from all over the U.S. who participated in the Young Scientists Program at Gallaudet. During their summer 2015 internship at MIT, Mbochwa and Habtemichael shared their experiences with middle school students from Horace Mann School for the Deaf and Hard of Hearing, Boston, Mass., and worked with the Boston Museum of Science in adapting their hands-on materials, workshops, and demonstrations for deaf and hard of hearing students and visitors.

Mbochwa also presented his summer research poster at the Center for Integrated Quantum Materials annual meeting in Medford, Mass., October 13 to 14, 2016, where it received the second highest award. He also presented his previous research at the National Science Foundation (NSF) in Arlington, Va, on October 19, 2016. In addition, Mbochwa presented his work at the 19th Annual Undergraduate Research Symposium in the Chemical and Biological Sciences at the University of Maryland-Baltimore County on October 22, 2016, where his poster and presentation was awarded second place.

During the 2015 and 2016 internships at Howard University, in 2015 at MIT, and in 2016 at Harvard, Gallaudet students gave a series of presentations on "Introduction to American Sign Language and the Deaf Culture." These presentations were enthusiastically received, and as a result, students at all three universities have shown an interest or started taking ASL classes, and Howard began offering a class in 2015.

On a related note, Sabila was the principal investigator on a grant award from Howard through an NSF grant (DMR #1231319, Subagreement #0008241-100049333/49334) in the amount of \$65,257 for a project titled "Center for Integrated Quantum Materials, CIQM." Another NSF grant (DMR #1205608, Subagreement #0006798-

1000039762/39771) in the amount of \$45,214 was awarded to Sabila for a project titled "Partnerships of Reduced Dimensional Materials, PRDM," which supports nanotechnology research and internships. These awards will help strengthen research and teaching at Gallaudet by enhancing the collaborative relationship between the faculty at Gallaudet, Howard, Cornell, and Harvard universities, MIT, and the Boston Museum of Science.

There will be several nanotechnology internship opportunities for summer 2017. Application materials will be made available to Gallaudet students in early spring 2017. Interested students should contact Sabila or Snyder to discuss their applications and research options. Chemistry majors or students who have completed at least general chemistry courses are encouraged to apply.

### The NanoExpress

As part of the nanotechnology collaboration among the



forementioned universities, the NanoExpress, a mobile laboratory owned by Howard and funded by the NSF, that travels to schools, fairs, and other public functions to increase awareness and interests in the STEM field, makes annual visits to Gallaudet to give the campus community an opportunity to observe various instruments used in nanotechnology research and learn from technicians about the functions of each instrument. Many students who visited the NanoExpress showed interest in applying for nanotechnology internships, and taking science courses in general.

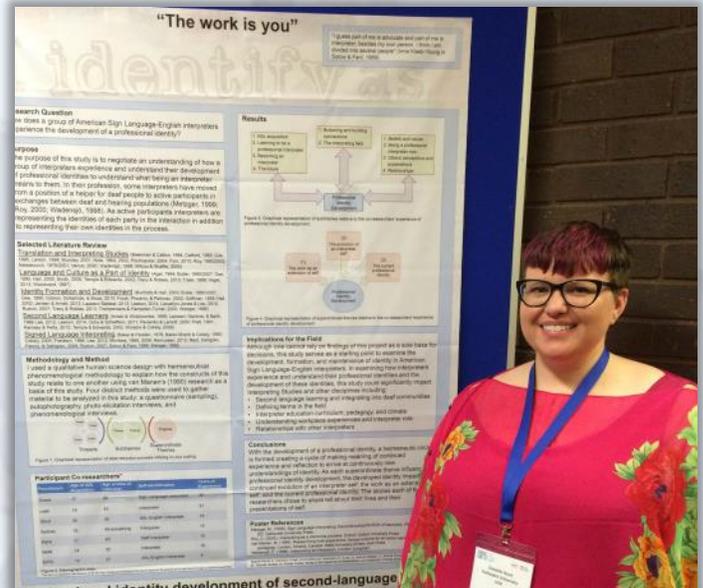
*Note: This material is based upon work supported by the National Science Foundation under NSF DMR #1205608 and NSF DMR #1231319. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.*

# DOI faculty and students present on issues advancing the field of community interpreting at conference in Scotland

Research conducted by Department of Interpretation (DOI) students and faculty was well represented at the Critical Link 8 conference (<http://www.criticallink.org/cli8/>), held June 29 to July 1, 2016 in Edinburgh, Scotland. Critical Link is a non-profit organization committed to the advancement of the field of community interpreting in the social, legal, and healthcare sectors, within both the signed and spoken language interpreting communities.

Dr. Laura Maddux, a 2015 graduate of the DOI doctoral program, and Dr. Brenda Nicodemus, associate professor and director of the Interpretation and Translation Research Center, presented a poster titled “The Committee in my Head: Examining Self-talk of American Sign Language-English Interpreters” (<http://www.gallaudet.edu/news/interpreter-self-talk.html>). Self-talk has been defined as statements that people make to themselves, either internally or aloud, that serve to interpret feelings and perceptions, make evaluations, and provide instructions and reinforcement. Maddux also presented “Testing Our Teaching: Data-Driven Evidence for Interpreter Education Methods,” which offered data based research regarding testing a teaching method for instruction of source attribution with signed language interpreting students. She discussed how this instructional testing method can be applied to other interpreting techniques and suggested a need for more empirical, data-driven research on teaching methods in both signed and spoken language interpreter education.

Dr. Danielle Hunt, assistant professor, presented a research poster titled “The Work is You: Professional Identity Development of Second-language Learner American Sign Language-English Interpreters” (<http://www.gallaudet.edu/interpretation/departmen-of-interpretation-research/phd-student-research/danielle-hunt.htm>). From evidence-based data, grounded in a hermeneutic phenomenological methodology, Hunt found three superordinate themes: the evolution of an interpreter self, the work as an extension of self, and being and becoming – the current professional identity. The results hold several implications for the interpreting profession: defining terms in the field; second language learning and integrating into Deaf communities; interpreter education curriculum, pedagogy, and climate; understanding workplace experiences and interpreter role; and relationships with other interpreters.



Dr. Danielle Hunt presents “The Work is You: Professional Identity Development of Second-language Learner American Sign Language-English Interpreters.”

Hunt, Dr. Melanie Metzger, professor and chair, and Dr. Keith Cagle, associate professor and Bachelor of Arts in Interpretation Program coordinator, presented “Undergraduate and Graduate Level Education at Gallaudet University: Pedagogical Considerations,” focusing on pedagogical issues addressed in an academic department that educates interpreters at both the undergraduate and graduate levels. Drawing from survey data of interpreter education programs, Hunt discussed curricula in U.S. interpreter education programs at the undergraduate two-year (associate of arts), four-year, and graduate levels. A book chapter based on the pedagogical foundations across program levels is forthcoming.

Cagle, Nicodemus, and Dr. Laurie Swabey, a professor and director of the Collaborative for the Advancement of Teaching Interpreting Excellence Center at St. Catherine University, Minneapolis/St. Paul, Minnesota, presented

(Continued on page 15)

**DOI** (Continued from page 14)

research conducted with certified deaf interpreter Jimmy Beldon titled ‘My Fellow Citizens:’ Deaf Perspectives on Translating the Opening Line of a Political Speech into American Sign Language.’ In this study, the team examined the perspectives of Deaf ASL-English bilinguals regarding their translations of President Obama’s 2009 inaugural address, with a microanalysis of the opening line of the speech. The Deaf translators discussed challenges in rendering the translation, including meeting the needs of a large, unknown Deaf audience; the lack of standard ASL correspondents for English lexical items; incorporating cultural and sociolinguistic norms of ASL; and conveying semantic intent in a formal, political register. This paper will be published in a forthcoming issue of the *Journal of Interpretation*.

Ph.D. student Danny McDougall presented a paper, ‘The Poetic Features of Sorry/Grateful: A Linguistic Analysis,’ in which he shared results of an analysis of two projects related to a translation of the song, ‘Sorry/Grateful’ from the musical, *Company*. Findings revealed a systematic and purposeful use of sign language poetry techniques in the translation of the song from English into ASL. McDougall also presented findings from a focus group, which elicited a reaction to the translation from Deaf participants. Findings from the focus group revealed that the Deaf participants associated the use of space with specific meanings, and that neologisms created in the translation were successfully employed

Ph.D. student Annette Miner presented ‘Situating Learning in Sign Language Interpreter Education: It Will Take a Village,’ which provided a framework and rationale for incorporating situated learning into sign language interpreter education. The two-part study included a survey of teaching methods that support experiential learning in ASL-English interpreting programs in the U.S. The second component was a case study examining the use and efficacy of situated learning in a short-term intensive interpreting program. Survey results showed somewhat limited use of situated learning activities among interpreter educators, while students in the case study perceived such activities to be beneficial for their development as interpreters.

Ph.D. student Mark Halley presented a poster titled ‘Metalinguistic References in Interpreting: Coordinating the Dialogue,’ which was co-researched by Nicodemus and Dr. Giulia Petitta, an adjunct faculty member in the department. The researchers examined how community interpreters manage metalinguistic references that occur in everyday discourse. The poster described five types of metalinguistic references in interpreting: 1) *autonymous* (the reference to the word is the word itself); 2) *discourse-related* (a reference to



Ph.D. student Annette Miner presented ‘Situating Learning in Sign Language Interpreter Education: It Will Take a Village.’

something that was said earlier in the discourse); 3) *technical* (reference to jargon or technical words); 4) *interactive* (incidents in which the speaker or audience talks directly to the interpreter); or 5) *independent* (references made by the interpreter that were not in the source text) and presented the strategies used by the interpreters to manage this challenging linguistic construction.

Ph.D. student Dawn Wessling presented a lecture titled ‘You Can’t Do that! Flipping the Interpreter Education Classroom,’ in which she shared strategies, technologies, and pedagogical practices related to design and

implementation of delivering courses using online and hybrid formats. In addition to discussing approaches in online programs, Wessling discussed how a flipped classroom can result in richer experiences during face-to-face interactions as well as increase interpreter educators’ opportunities to teach where their students live.



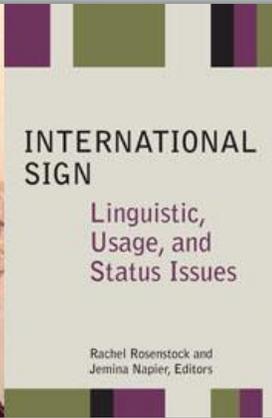
Ph.D. student Mark Halley presented a poster titled ‘Metalinguistic References in Interpreting: Coordinating the Dialogue,’ which was co-researched by Dr. Brenda Nicodemus and Dr. Giulia Petitta.



Ph.D. student Dawn Wessling presented a lecture titled ‘You Can’t Do that! Flipping the Interpreter Education Classroom.’



Naomi Sheneman



Pamela F. Collins

Parented Interpreters and Their Paths to Interpreting Careers” (<http://www.cit-asl.org/new/lost-in-the-shuffle-deaf-parented-interpreters-and-their-paths-to-interpreting-careers/>), was published in the *International Journal of Interpreter Education*, Volume 8, Issue 1, 4-22, in May 2016. She conducted the study as a graduate

student at Western Oregon University.

A goal of this study was to expand the limited research that currently exists in the field of interpreter education as it relates to L1 users of American Sign Language — specifically, deaf-parented individuals. This study finds that they are achieving national credentials and education and training as interpreters through some coursework, formal and informal mentorships, and workshops, usually after already entering the field through informal induction practices within the deaf community. Participants in this study outline specific areas of skill weaknesses and share their perspectives on educational offerings that they have found most beneficial. The results of this research can benefit the field of signed/spoken language interpreting by influencing curriculum design and teaching approaches so that the unique demographic of deaf-parented interpreters is recruited to and retained within the profession.

--Daily Digest



International Journal of  
Interpreter Education™

Lost in the Shuffle: Deaf-Parented Interpreters and  
Their Paths to Interpreting Careers

Amy Williamson[]  
Gallaudet University

## DOI doctoral students' research articles published

Naomi Sheneman, Pamela F. Collins, and Amy Williamson, doctoral students in the Department of Interpretation, recently had articles published on their research studies.

“The Complexities of Interpreting International Conferences: A Case Study,” an article by Sheneman and Collins, appears in *International Sign: Linguistic, Usage, and Status Issues* (<http://gupress.gallaudet.edu/bookpage/ISIGNbookpage.html>), published by Gallaudet University Press and edited by Gallaudet alumna Dr. Rachel Rosenstock and Jemina Napier. In the book, various authors address questions about International Sign regarding its linguistic features and lexicon, and how it is used at interpreted events.

Sheneman and Collins' article reports on a study conducted by a deaf and a hearing research team. In their research, two interpretations of a single source text were analyzed: one, a transcription of an audio relayed simultaneous interpretation of a signed source text and, two, a video translation of a recording of the same signed text. An analysis comparing the transcription and the written translation revealed differences in register and a loss of important content from the source text. Participant interview data provided insights for why the differences occurred, including deaf-hearing team processes, the interaction of multiple signed languages, and communication logistics in interpreting for an international conference.

Williamson's study, titled “Lost in the Shuffle: Deaf-

## Gallaudet receives grant from Rochester Prevention Research Center for 'Deaf Weight Wise' study

Gallaudet has received a \$42,522 grant award for the period of September 30, 2015 through June 30, 2017 from the Rochester Prevention Research Center: National Center for Deaf Health Research (<https://www.urmc.rochester.edu/ncdhr.aspx>), a unit of the University of Rochester.

Senda Benaissa, senior research associate and international academic coordinator with the Office of Research Support and International Affairs, is the project director for the grant. She will assist the National Center for Deaf Health Research at the University of Rochester in its Deaf Weight Wise (DWW) 2.0 study.

DWW is one of the core research projects taking place at the Rochester Prevention Research Center. The goal of the study is to establish the effectiveness of an intervention program for deaf people who use American Sign Language as their primary language, with the goal of reducing weight gain and obesity in order to avoid stroke and heart attack.

## Dr. Lindsey Snyder explains need for ASL translations of Shakespeare



Dr. Lindsey Snyder (right) kicks off the 2016 - 2017 Colloquium Lecture Series. Also pictured is M.A. in interpreting student M. J. Jones.

“Speak Hands For Me: Shakespeare, American Sign Language, and Rhetorical Gesture,” kicked-off the Department of Interpretation and Translation’s 2016-2017 Colloquium Lecture Series on September 9.

The presentation was made by Dr. Lindsey Snyder, an independent scholar, actor, director, and nationally certified American Sign Language (ASL)/English interpreter with specializations in performing arts and higher education. She is currently a resident artist with the American Shakespeare Center, as a part of the Doris Duke Foundation Building Demand for the Arts grant.

Snyder summarized her research on the critical importance of creating ASL translations of Shakespeare. According to Snyder, ASL translations are often considered insignificant because they are viewed as a temporal rendering of a single performance or are limited to a small community of understanding. She adamantly refuted those perceptions by reexamining the importance of rhetorical gesture in the history of theater and providing a structure for formal ASL translations.

A video of Snyder’s lecture can be found at <http://www.gallaudet.edu/interpretation/departments-of-interpretation-research/colloquium-lecture-series.html>

The Department of Interpretation and Translation  
2016-2017 Colloquium Lecture Series

GALLAUDET UNIVERSITY

Speak hands for me:  
Shakespeare, American Sign  
Language, and rhetorical gesture  
LINDSEY SNYDER  
September 9, 2016

Incorporating community cultural  
wealth into the interpreting profession  
FLAVIA FLEISCHER  
November 11, 2016

Gesture in multiparty interactions  
EMILY SHAW  
February 10, 2017

Creating a space of our own:  
A phenomenological study of the  
lived reality of African-American  
ASL-English interpreters  
FOLAMI FORD  
April 14, 2017

Lectures are held in MLC B-111 from 10:00-11:30 am.  
Lectures are provided with ASL or English interpretation.

A small green plant with three leaves growing out of a mound of dark soil.

# Real-time text could be the next big thing in telecommunications

By Dr. Christian Vogler

Imagine living in a world where you have the opportunity to make direct calls to anyone on the phone, whether deaf, hard of hearing, or hearing, without relay services. You can call your favorite pizza place, bank, doctor, store, friend, or family member, and it all magically works, even if you cannot hear their voice or speak on the phone; or even if you know ASL and they do not. This idea is not as far-fetched as it may seem. In the 1990s we had an inkling of what was possible when many businesses, federal, state, and local agencies set up TTY numbers. There was a time when we could just call up a TTY number and proceed with an airplane ticket reservation, arrange a museum visit, discuss social security benefits, engage in financial transactions, and much more.

Since, then technological advances have led away from TTYs toward video communications and captioned telephones, as well as the Web and texting. The price, however, was that we lost the ability to engage in a real-time live communication with non-signers without third-party involvement via relay services. Today, our closest equivalent to what we once had is ubiquitous texting on the phone, but it comes with significant disadvantages: text messages can get delayed or lost, there frequently is no acknowledgment as to whether a message has been received or read, there is no way to force people to respond immediately on urgent matters, and there is no way to interrupt one another in mid-thought. In short, while texting is ubiquitous, it is not a substitute for the ability to make a live voice call to people who do not sign.

Real-time text (RTT) promises to change this state of affairs for the better. The difference between texting and RTT is that you have full conversational flow, where you are able to read what the other person is typing, instantly, without having to wait for them to complete a message – the same way that voice and video can be heard and seen instantly as a person speaks or signs. Unlike with TTYs, which provided a primitive precursor to RTT, it is also possible for people to type at the same time, interrupt one another, and use the full range of Spanish characters (and any other language and alphabet in the world, for that matter). RTT also can be combined with voice and video all as part of the same call. There are many potential benefits for

everyone, which include: the ability to make interactive calls with anyone, whether deaf, hard of hearing, or hearing; the ability for a hard of hearing person to listen on the phone and type only to clarify a word here or there; the ability for a person with a speech disability to type; the ability to transmit hard to hear or fingerspelled information, such as airline confirmation numbers and credit card numbers; the ability to have a private call without anyone overhearing – or seeing – what is being discussed; the ability to use captioned telephone services without special equipment or software; the ability for people who are deafblind to engage in real-time conversation with anyone else; and many more.

The research of the Gallaudet University Technology Access Program (TAP) has been instrumental in bringing us to the point where RTT is poised to become a feature of mainstream phones. For over a decade, TAP has conducted research and development into RTT technologies with its partners – the Trace Center at the University of Wisconsin-Madison (now University of Maryland) and Omnitor, a small deaf-focused technology company in Sweden. The collaboration has produced better user interfaces for RTT, technical standards so that subscribers of different carriers and providers are able to call one another, usability studies for the transition away from TTYs to RTT, and policy proposals for how RTT can be deployed in mainstream telecommunications, to name a few.

TAP's work was pivotal in getting AT&T to throw its support behind RTT and start lobbying the Federal Communications Commission (FCC) for changes to its rules that would allow companies to deploy RTT instead of TTY support, as they are still required to do as of 2016. In 2013, TAP was able to demonstrate convincingly to AT&T that RTT was a compelling option, and able to support communication in scenarios where voice quality was too poor to maintain any semblance of a conversation. This single moment, witnessed by a few of AT&T's engineers, within one year resulted in a complete change of direction for this large telecommunications company with respect to how to move forward with the transition to new telecommunication technologies.

In 2015, AT&T petitioned the FCC for rulemaking for the TTY to RTT transition on wireless phones, with TAP and consumer advocacy groups' support. In December 2015

*(Continued on page 19)*

## Real-time text *(Continued from page 18)*

and April 2016, FCC commissioners Jessica Rosenworcel and Ajit Pai visited TAP to discuss the RTT research and development firsthand, and at the end of April, TAP gave a personal demonstration of this technology to FCC Chairman Tom Wheeler - the same day the FCC adopted historic rulemaking to replace support for TTYs with a requirement for real-time text on wireless phones. This rulemaking was adopted in late 2016.

The rules require major telecommunications providers to roll out their initial RTT offerings by the end of 2017, with full factory RTT support built into wireless phones to follow at a later date. (See related *On The Green* article, [www.gallaudet.edu/news/real-time-text.html](http://www.gallaudet.edu/news/real-time-text.html).) In parallel, TAP and its collaborators are working with the telecommunications industry to finalize the technical standards for supporting 911 calls over RTT.

The beginning of this article laid out a vision of anyone being able to call anyone using real-time text or a combination of real-time text and voice, whether deaf, hard of hearing, or hearing. If everything goes as intended, we are on the cusp of a telecommunications revolution - in no small part due to Gallaudet University's work.

*Dr. Christian Vogler is director of Gallaudet's Technology Access Program and an associate professor in the Department of Communication Studies.*

# Capturing Deaf Heritage Day

On Friday, October 28, 2016, in conjunction with Homecoming, Gallaudet University hosted a "Capturing Deaf Heritage" day in the Jordan Student Academic Center Multipurpose Room with digitization stations and preservation information. Hosted by the Center for Deaf Documentary Studies (CDDS) in collaboration with Gallaudet University Archives and the Office of Alumni Relations, this free event was an opportunity for members of the community to bring non-copyrighted photographs or documents and have them scanned and handed back on a free USB drive. At the same time, presenters shared perspectives on ways to care for and preserve photos, documents, and objects, how stories reveal identity, how collections serve historic research, and how to film American Sign Language.

Throughout the day, presenters stressed the cultural importance of personal collections and individual stories. The day kicked off with greetings from CDDS Director Brian Greenwald, and Senior Archivist Michael Olson, followed by "Stories from the Vault: Individual Collections are Important," presented by Dr. William Ennis, Maggie Kopp, Kati Morton Mitchell, and Jean Lindquist Bergey, then "Film: Capturing, Storing, and Restoring," by Janie Golightly and Storm Smith. The afternoon began with "Objects: Collecting, Preserving, Interpreting, and Display," by Meredith Peruzzi and Drew Robarge, followed by



*Trevor Anderson assists Ramona Burgess McClelland in scanning photographs as part of Capturing Deaf Heritage Day on October 28. The event was made possible in part by a major grant from the \*National Endowment for the Humanities (PY-234457-16). Photo by Brian H. Greenwald*

"Writing Deaf Stories: Personal Memoirs and Manuscript Discovery," by Dr. Kristen Harmon, Darlene Prickett, Dr. Octavian Robinson of College of the Holy Cross, and Dr. Madan Vasishta, and "Lights, Camera, Access! Are there better ways to film sign?," by Melissa Malzkuhn and Zilvinas Paludnevicus. The event closed with "Sustaining ASL Collections: What's annotation and why does it matter?," by Dr. Julie A. Hochgesang. Throughout the day, students Jose Aguilera and Natalee Franck hosted the photo scanning stations.

*(Continued on page 20)*

## Deaf Heritage (Continued from page 19)

Capturing Deaf Heritage Day was made possible in part by a grant from the National Endowment for the Humanities (\*PY-234457-16) Common Heritage Program. “We are grateful to the National Endowment for the Humanities (NEH) for their support,” said Dr. Greenwald. “Photographs, documents, and objects reveal who we are, where we’ve been, and what we value. We hope the day showed that seemingly everyday items can be meaningful to those trying to understand culture, and that everyone has a role to play in preservation.”

Deaf cultural heritage is threatened in several ways. In addition to loss of historical content to time and memory that all communities face, the U.S. Deaf community has experienced the closing of institutions and clubs, at times resulting in inconsistent care of collections. In addition, individual collections are sometimes destroyed when family members fail to recognize the significance of the

material. There are stories of whole boxes of photographs being discarded once a senior member of the Deaf community has died. For a community experiencing rapid change, stewardship of cultural heritage is vital.

“This day was a marvelous example of community sharing to recognize the value of primary source content and encourage documentation of personal experience,” said Bergey, associate director of the CDDS. “Preservation allows us to see not only Deaf history, but also the intersectional history of the United States.”

*\*PY-234457-16: National Endowment for the Humanities interprets the past, engages the present, and informs the future. We are the stories, ideas, and words that help us make sense of our lives and our world. We’re engaging people we’ve never met, visiting new places, and discovering ideas that have never crossed our minds. By connecting with ourselves and with others, we are exploring the human endeavor.*



*Any views, findings, conclusions, or recommendations expressed in this article do not necessarily represent those of the National Endowment for the Humanities.”*

## Dr. Christina Yuknis, Ph.D. candidate Kim Misener Dunn, from Department of Education, give presentations

Dr. Christina Yuknis, associate professor and master’s program director in the Department of Education, presented at the 71st Annual Conference and Exhibit Show of the Association for Supervision and Curriculum Development (ASCD), held March 30 to April 3, 2016 in Atlanta, Ga. ASCD, a global community dedicated to excellence in learning, teaching, and leading, chose “Leading for Effective Differentiation: Growing the Teachers Who Grow the Kids” as the theme for this year’s conference and exhibit. Yuknis’ presentation, “Adventures in Makerspace,” was one of less than 250 proposals selected from a field of more than 1,000 for the 2016 event. An article about her presentation can be found on page 13 of the *ASCD Conference Daily*. [http://annualconference.ascd.org/ASCD/pdf/siteASCD/conferences/ac16/AC16\\_ConferenceDaily\\_Day3\\_web.pdf](http://annualconference.ascd.org/ASCD/pdf/siteASCD/conferences/ac16/AC16_ConferenceDaily_Day3_web.pdf)

Kim Misener Dunn, Ph.D. candidate, Department of Education, co-presented “Making Waves When You Don’t Swear: A Cross-Cultural Linguistic Study on Profanity in South Carolina,” at the 2015 Southeast Regional Institute on Deafness, in Myrtle Beach, S.C.



(FROM LEFT: Kim Misener Dunn (Critical Studies in the Education of Deaf Learners-CSEDL Gallaudet), Ju-Lee Wosley (Deaf Education- Lamar University), Hannah Joharshi (Psychology, Gallaudet), and Scott Gentzke (CSEDL-Gallaudet) are shown with their paper, “Deaf/Hearing Research Partnerships,” which has been accepted for publication.

In the spring of 2016, Dunn co-authored a paper, “Early Reading for Young Deaf/HH Readers: Alternative Frameworks,” in *Psychology*, and “Deaf/Hearing Research Partnerships,” in collaboration with the members of Lamar University’s Department of Deaf Education. The latter paper discusses challenges faced by Deaf researchers in the field of Deaf Education and what components are necessary to create a Deaf-hearing research partnership. It is scheduled to be published in *American Annals of the Deaf*.

In addition, Dunn will co-present “An Eye on ASL Standards” with Stephen Fitzmaurice, Ph.D. candidate, Department of Interpretation, at Clemson University in January 2017.



*An audience packed the University's James Lee Sorenson Language and Communication Center atrium to listen to presentations about VL2 and its four resource hubs. Attendees visited booths showcasing each hub and the Ph.D. in Educational Neuroscience (PEN) program.*

# Knowledge Festival showcases accomplishments of NSF-Gallaudet VL2 Science of Learning Center

*By Tara Schupner Congdon*

**A** May 9 Knowledge Festival provided the public an opportunity to learn more about the wide array of research, products, and achievements of the National Science Foundation (NSF) and Gallaudet University's Science of Learning Center, Visual Language and Visual Learning (VL2).

Dr. Laura-Ann Petitto, VL2 co-PI and science director, kicked off the event with an overview of the founding and expansion of VL2 and its four hubs through funding and support from the NSF. She also described VL2's vital role in establishing Gallaudet as the epicenter of research on deafness and the education and advancement of deaf and hard of hearing people.

Petitto listed several myths that research from VL2 and the Petitto Brain and Language Laboratory for Neuroimaging (BL2) has debunked. She stressed in particular that early exposure to sign language does not harm deaf children's acquisition of spoken and written English, and that deaf children, even those with cochlear implants, benefit

*(Continued on page 22)*

## VL2 *(Continued from page 21)*

from access to visual language. She also stated that this exposure, in fact, confers the same cognitive benefits found in hearing bilingual children speaking two languages.

(For more information about these myths that Petitto and VL2 have debunked, read "Revolutionizing the Science of Learning" at <http://vl2.gallaudet.edu/news/headlines/vl2-revolutionizing-science-learning/>.)

Following Petitto's talk were presentations by representatives of the four resource hubs — the Brain and Language Laboratory for Neuroimaging, the Early Education Literacy Lab, the Motion Light Lab, and the Translation in the Science of Learning Lab — as well as two PEN students who exemplify the program's success.



LEFT: Hub booths around the perimeter of the atrium offered opportunities for people to view VL2 products, such as the bilingual VL2 Storybook Apps, the online Visual Communication and Sign Language Checklist assessment tool, and research briefs and Parent Information Package. At the BL2 booth, attendees received hands-on experience with the lab's cutting-edge thermal infrared imaging and eye-tracking equipment. RIGHT: After the presentations, Gallaudet President Roberta "Bobbi" Cordano praised the VL2 team for "their beautiful leadership and vision for the future," and exhorted the audience to help spread the word about VL2's research. "Our task now is to translate this 'R-1,' top-tier research and put that research into practice," she said. "This will require the efforts of all of us in this community, here and across the nation, and even the world! This is VL2's call to action for us, and we will respond to that call."

## VL2 Videos and Transcripts

To download a complete transcript of all presentations in PDF format, go to <http://vl2.gallaudet.edu/files/6614/6539/9515/2016VL2KnowledgeFestivalTranscripts.pdf>

Videos in ASL with English subtitles and audio, and English transcripts of each presentation, can be found at the following links:

[http://vl2.gallaudet.edu/files/6114/6539/9514/2016VL2KnowledgeFestival\\_Petitto.pdf](http://vl2.gallaudet.edu/files/6114/6539/9514/2016VL2KnowledgeFestival_Petitto.pdf)

Dr. Laura-Ann Petitto, VL2 co-PI and science director, and BL2 scientific director, talks about:

- The founding of VL2 at Gallaudet with funding from NSF, and its people and ongoing growth;
- VL2's revolutionary discoveries about how humans learn through the eyes;
- Myths VL2 science has debunked about early exposure to sign language and its role in language learning and literacy;
- Implications of these discoveries for public policy;
- Future directions for VL2, including exciting new and innovative research, technologies, and

translational products; and

- An overview of VL2's four resource hubs.

[http://vl2.gallaudet.edu/files/3714/6539/9512/2016VL2KnowledgeFestival\\_Langdon.pdf](http://vl2.gallaudet.edu/files/3714/6539/9512/2016VL2KnowledgeFestival_Langdon.pdf)

Dr. Clifton Langdon, assistant director (BL2), discusses:

- Cutting-edge technology used in the lab to make groundbreaking discoveries about language acquisition, bilingualism, and how one learns to read;
- How infants acquire language by learning to segment the language stream into phonological units, which they then map onto letters in print as they learn to read; and
- Visual sign phonology and how segmentation and processing occurs when the language input is through the eyes.

[http://vl2.gallaudet.edu/files/4014/6539/9510/2016VL2KnowledgeFestival\\_Allen.pdf](http://vl2.gallaudet.edu/files/4014/6539/9510/2016VL2KnowledgeFestival_Allen.pdf)

Dr. Thomas Allen, VL2 co-PI and Early Education and Literacy Lab (EL2) director, summarizes:

*(Continued on page 23)*

## Videos and Transcripts (Continued)

from page 22)

- EL2's studies of deaf and hard of hearing children in the real world, such as the VL2 Early Education Longitudinal Study;
- Discoveries resulting from the Early Education Longitudinal Study data, such as correlations between fingerspelling and ASL skills, and ASL skills and reading skills; and
- ASL language assessment toolkits developed in the center, including the Visual Communication and Sign Language Checklist.

[http://vl2.gallaudet.edu/files/2214/6539/9513/2016VL2KnowledgeFestival\\_Malzkuhn.pdf](http://vl2.gallaudet.edu/files/2214/6539/9513/2016VL2KnowledgeFestival_Malzkuhn.pdf)

Melissa Malzkuhn, Motion Light Lab (ML2) founder and creative director, talks about:

- ML2's development of bilingual storybook apps in ASL and English, based on VL2 research findings and their global impact;
- A Storybook Creator app template for the public; and
- Groundbreaking work with motion capture and avatars, as part of BL2's W.M. Keck Foundation and NSF INSPIRE grant-funded studies into the temporal rhythmic patterns of language and newborns' sensitivity to those patterns.

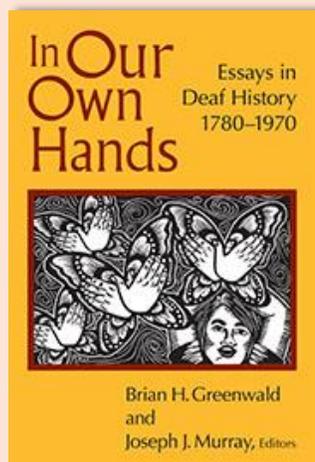
[http://vl2.gallaudet.edu/files/7814/6539/9511/2016VL2KnowledgeFestival\\_Herzig.pdf](http://vl2.gallaudet.edu/files/7814/6539/9511/2016VL2KnowledgeFestival_Herzig.pdf)  
Dr. Melissa Herzig, Translation in the Science of Learning Lab (TL2) director, discusses:

- TL2's community engagement and dissemination of research findings and products from other VL2 resource hubs;
- Research briefs, Parent Information Package, and other resources for families, educators, and medical professionals;
- Quality assurance mechanisms, such as SignWise and the Review Evaluation Committee; and
- Preparing the next generation of scientists to continue educational neuroscience research.

[http://vl2.gallaudet.edu/files/2914/6539/9513/2016VL2KnowledgeFestival\\_PEN.pdf](http://vl2.gallaudet.edu/files/2914/6539/9513/2016VL2KnowledgeFestival_PEN.pdf)  
Geo Kartheiser and Adam Stone, fourth-year Ph.D. in Educational Neuroscience (PEN) students, explain:

- Educational Neuroscience as the study of human learning during the early period of life and how children learn language and reading;
- Gallaudet's PEN program as the first of its kind and a model for the world;
- Accomplishments by PEN students, including prestigious grant awards, publications, and presentations at national and international conferences; and
- Training opportunities available to Gallaudet's PEN students.

## Book of essays in deaf history, edited by Drs. Brian Greenwald and Joseph Murray, published



Gallaudet University Press announces the publication of *In Our Own Hands: Essays in Deaf History, 1780-1970* (<http://gupress.gallaudet.edu/bookpage/IOOHbookpage.html>), edited by Dr. Brian Greenwald, director of the Center for Deaf Documentary Studies and professor in the Department of History, Philosophy, Religion, and Sociology, and Dr. Joseph Murray, associate professor in the ASL and Deaf Studies Program.

This collection of new research examines the development of deaf people's autonomy and citizenship discourses as they sought access to full citizenship rights in local and national settings. Covering the period of 1780–1970, the essays in this collection explore deaf people's claims to autonomy in their personal, religious, social, and organizational lives and make the case that deaf Americans sought to engage, claim, and protect deaf autonomy and citizenship in the face of rising nativism and eugenic currents of the late nineteenth and early twentieth century.

The book can be purchased at the Bison Shop or at <http://gupress.gallaudet.edu/>.

## Other Notable Projects...

### Article explores distinction of 'collaboration' and its value

*The following is a synopsis of "Collaboration: Definitions and Explorations of an Essential Partnership," published in the summer 2016 issue of Odyssey magazine. The article was co-written by Mary Ann Kinsella-Meier, AuD, Project Manager in the Laurent Clerc Deaf Education Center's Department of Research and Evaluation, and Nicholas Gala, M.A., M.S. graduate research assistant.*

In today's world, collaborating is critical, and collaborations, while always essential, are not always easy. It is important to focus on exactly what this term means, because what is often labeled *collaboration* may instead be simply a partnership or one of several levels of a working relationship in which different parties invest different degrees of involvement and time (Montiel-Overall, 2005).

As partnering with others, as well as collaborating in the full sense of the word, is critical for the Clerc Center, this article discusses the nature of involvement when professionals from different organizations collaborate, each defined by a particular level of involvement; it notes the characteristics of collaborations and the process involved in maintaining those collaborations

The level of involvement guides the type of partnership needed for a project. Level of involvement includes the amount of autonomy individual partners require, the amount of time they work together, and their degree of interdependency. When the variables of involvement and time are combined, partnerships form. A review of the literature suggests there are four levels of partnership, with specific characteristics associated with each level (Hailman & Soforenko, 2008; Montiel-Overall, 2005; Berrigan & Meynardie, 2013).

**Communication** – The most basic partnership forms when two or more individuals share information, this occurs during meetings and conferences. The work of each partner is independent and the partnership is brief.

**Coordination** – When individuals within two or more agencies communicate to share resources and coordinate work, often to avoid duplication, involvement deepens. Their work requires more time than communication but commitments remain relatively short term.

**Cooperation** – When individuals from multiple agencies communicate to support a common goal and use this goal to coordinate and focus their work, coordination becomes cooperation. The goals may still be short term and individuals exercise some autonomy.

**Collaboration** – Interactions deepen and become more complex when individuals within two or more agencies

communicate to achieve common goals that are interdependent, long term, and complex. These goals often involve the development of a new service or resource that pulls together expertise across agencies; this is when less elaborate partnerships become collaborations.

Working together, whether in the classroom, with a team, in an office, or across agencies and institutions is something individuals strive to do daily. All partnerships may benefit from the following guidelines, as summarized from the research literature review: Identify the group's purpose; adopt a conceptual action plan; develop teams to carry out the plan; develop bonds of respect, trust, and cooperation; and support autonomy and open discussions, where each individual within the team should feel respected, included, and valued.

To read more: <http://www.gallaudet.edu/clerc-center/our-resources/odyssey-magazine/odyssey-2016-issue.html>

**References:** Berrigan, N., & Meynardie, E. (2013, April 11). "Process: Analyzing our partnerships" [conference presentation]. The National Outreach Conference, Tucson, Ariz. Hailman, S., & Soforenko, T. (2008, October 17). *Building strategic partnerships to foster inclusion*. Retrieved from <http://www.serviceandinclusion.org> Montiel-Overall, P. (2005). Toward a theory of collaboration for teachers and librarians. *School Library Media Research*, 8.

### Mental health counseling grant awarded

Drs. Kendra Smith, chair of the Department of Counseling, and Mary Hufnell, coordinator of assessment services in the Department of Counseling and Psychological Services, received a grant award from the U.S. Department of Education (#H129Q150001) in the amount of \$150,000 for the funding period of October 1, 2015 to September 30, 2016 for their five-year project, "Long-Term Training of Mental Health Counselors Working with Learning and Language Challenged Deaf Rehabilitation Clients."

The project will 1) Increase the provision of culturally and linguistically appropriate mental health services to support optimal vocational functioning among persons who are deaf, deafblind, and hard of hearing by training counselors who can match the unique needs of this population; 2) Increase the provision of appropriate mental health services to language and learning challenged (LLC) deaf people by training mental health counselors within the rehabilitation system who can communicate flexibly with and engage the unique neuropsychological strengths of clients in this population; and 3) Increase the number of mental health counseling scholars who through specifically identified and tailored fieldwork experiences have already upon graduation learned to work effectively with the targeted LLC population in providing such services as psychological rehabilitation, consumer empowerment, and independence counseling.