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June 24, 2005
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Alumna receives Fulbright grant for study on deaf women in Ireland; Fulbright Scholar-in-Residence Program opens



Emily Steinberg

The plight of pregnant deaf women in Ireland, who often lack access to proper prenatal care, will be researched this fall by a new Gallaudet alumna. Thanks to a Fulbright scholarship, Emily Steinberg, who received her master's degree in deaf studies last month, will conduct independent research for two semesters, beginning this fall, on this marginalized group. Her studies will be coordinated through the Center for Deaf Studies at Trinity University in Dublin.

On a related note, the Fulbright Scholar-in-Residence Program (SIR) competition for the 2006-2007 academic year has opened. The program enables institutions to apply for awards to host visiting lecturers from abroad to teach at the undergraduate level for a semester or academic year. The deadline for this competition is October 14.

Women's issues, particularly as they relate to pregnancy, have historically been influenced by Ireland's conservative religious and political ideologies, said Steinberg. Women's options regarding birth control or abortion have been limited or nonexistent, and the availability of prenatal care, particularly to pregnant women in rural areas, is rare, she added. The situation is compounded for deaf women. Steinberg explained that education systems have been mainly oral, and qualified interpreters are lacking. "With no birth control and no information provided in sign language, deaf Irish women have had no choice but to have many children," she said. Steinberg hopes that by interviewing deaf Irish mothers and expectant mothers, she will be able to document their experiences and create awareness that will lead to better services for them.

Steinberg credits the Fulbright program for helping her decide on a course of action following graduation. "I wanted to contribute to the (deaf studies) field, and when I

found out about the Fulbright in deaf studies, I thought it would be a bad idea to pass up the opportunity."

Gallaudet graduate students have received Fulbright scholarships to focus on sign language research, sign language teaching, interpreter training, and deaf education in Italy (since 1986) and Ireland (since 1999). In addition, students have secured Fulbrights to other countries. The scholarships offer the recipients opportunities for personal development, academic enrichment, and international experience by living and working in a host country.

Steinberg decided on her study in Ireland after contacting the Center for Deaf Studies and asking what type of projects it was interested in having undertaken. After reviewing her background, they mutually decided on this particular women's health care issue. The stipend of approximately \$18,000 will support Steinberg's research plus provide her living expenses for the nine-month study.

Steinberg encourages other Gallaudet students and recent graduates to apply to the Fulbright program. Regarding her own profession, she feels that the Fulbright grant "will help us broaden the field so that deaf studies is not just an American field but become an international discipline."

"The programs in Italy, Ireland, and other countries have proven to be very valuable both to scholarship recipients and to the host countries as horizons are broadened for everyone involved," said Dr. Ceil Lucas, a professor in the Department of Linguistics and one of three Fulbright liaisons on campus. Lucas said that the deadline for application for 2006 Fulbright scholarships is October 3. Because of the long-standing relationships between Gallaudet and the Italian and Irish deaf communities, applicants for Italy and Ireland are then screened by a campus committee which then makes recommendations to the Fulbright agency; applicants to other countries are not screened. Interested students may go to www.iie.org/fulbright/us to initiate the application process. For specific information, students should contact either Lucas or the University's other Fulbright liaisons, Dr. Marilyn Sass-Lehrer in the Department of Education, or Dr. Beth Benedict in the Department of Communication Studies.

The SIR program specifically targets minority-serving institu-

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KDES students from Team 1/2/3 got a lesson on the value of caring for the environment through planting trees and recycling, courtesy of the Doubletree Hotels Teaching Kids to CARE initiative. Volunteers and staff from the Doubletree Hotel, Crystal City (Va.) came to KDES on May 26 to deliver Colorado Blue Spruce seedlings. One was planted on a hillside on the west side of the school grounds, and an additional five trees were planted in a planter bed behind the school. Each child also received a tree to take home to plant. The event was one of more than 125 tree plantings through a relationship with The National Arbor Day Foundation, Doubletree Hotel volunteers, and elementary school students and youth organizations across the nation to plant more than 10,000 trees this spring. (Above) Grounds Services Manager Jeffrey Weiser (left) helps Ethan Ettienne plant a tree in honor of Barbara Kaufman, a Team 1/2/3 teacher/researcher who is retiring this year after more than 30 years of service to the Clerc Center, in recognition of her dedication to teaching. (Right) Robert Lopez, assistant general manager for Doubletree Hotel, Crystal City, assists students with preparing their trees to take home for planting.



'Control your destiny,' Hlibok urges MSSD graduates

Greg Hlibok began his June 10 graduation address to MSSD's Class of 2005 by issuing its 36 members a wake-up call: "Buy a sturdy alarm clock!," he advised. Hlibok explained that his recommendation was not necessarily intended to be taken literally, but as a way for the graduates to realize that they have reached a point in their lives where they alone are responsible for charting their destiny.

Hlibok, an attorney for the Federal Communications Commission (FCC), said he was "an ordinary deaf student at Gallaudet" when he first faced his destiny. As president of the University's Student Body Government in March of 1988, Hlibok was soon catapulted to the center of worldwide media attention during Deaf President Now (DPN). He said that the objective behind

the deaf community's quest for a deaf president was not unlike the graduates' accomplishment of earning a diploma: "... the ability to control your destiny with the wisdoms and values you have acquired and need to hold onto."

Right after DPN, Hlibok said he "went back to being a student," but rather than being "blinded by the spotlight," he stayed focused on what he called "the fundamentals of life." Those fundamentals led him to his work at the FCC, working mainly on issues related to television captioning and video relay services. As a representative of the deaf community on the FCC, Hlibok said he helps "to give proper guidance to ensure that the FCC's decisions, which affect our lives, are on the right path. The same holds true for your paths as well."

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ASK AUNT SOPHIE

Dear Aunt Sophie,

Some Gallaudet friends and I were talking about DPN the other day and we wondered why the Board of Trustees, once it gave in to students' demands and "dis-invited" Elisabeth Zinser to be the University's President, chose I. King Jordan over the other deaf candidate, Harvey Corson. I think it was because of Dr. Jordan's strong academic background [e.g., a Ph.D. in psychology from the University of Tennessee], along with his record as a professor, faculty chair, and dean. If I have it right, up until Dr. Jordan, none of our presidents had Ph.D.'s. Am I right?

Gally History Buff

Deaf Buff,

According to Aunty's almost-infallible source, you are correct in saying that Gallaudet's first six presidents were not Ph.D.'s, although at least two held doctorates in educational administration [Ed.D.'s]. Indeed, our beloved first president, EMG, who successfully led the University for 54 years, possessed only a bachelor's degree. By the time of Dr. Jordan's presidential candidacy in 1988, however, the trend among the nation's colleges and universities searching for leaders was to select individuals who possessed sterling academic credentials, were respected for the research they conducted—and published—in their discipline, AND had the skills and personality necessary for promoting the institution to donors, alumni, and in Gallaudet's case, the U.S. Congress. And while Dr. Corson could certainly lay claim to some of these essentials [Dr. Jordan later appointed him provost], in the board's judgment, Jordan had them all.



Dr. James Fernandes (right), a professor in the Department of Communication Studies who is retiring in August after 30 years of service to Gallaudet, receives a gift from Dr. Robert Harrison, department chair. Also present to extend their best wishes to Fernandes are Shirley Stein (second from left) and Dr. Rosemary Weller, both emerita Communication Studies professors.



Esme Farb, a graduating senior in communication studies, was a recipient of a student leadership award at the annual Spotlight on Jewish Campus Life, held May 9 at Georgetown University. Gallaudet students also received a Hillel of Greater Washington Program Award for their program, "Challah Night with the Rabbi." Standing with Farb are Paula Tucker (left), director of Gallaudet Hillel, and Dr.

Shulamth Elster, executive director of Hillel of Greater Washington. Also honored from Gallaudet was Karen Friedner, a graduate student in audiology, who was unable to attend.

Clarification—

A photo caption in the June 3 issue of *On the Green* regarding the May 1 campus visit by Ukrainian sign language interpreter Natalia Dmytruk neglected to mention that Dr. Jane Norman, a professor in the Department of Communication Studies, served as moderator for Dmytruk's presentation to the campus community.



Rosa Mann (center) executive secretary in the Department of Athletics, is congratulated for 25 years of service to the University by fellow employees (from left): Kris Gould, intramural/equipment coordinator, Jeff Spielberger, athletics aide, James DeStefano, director of athletics, and Michelle Gober, athletics recruitment and programs coordinator.



Communications Studies Chair Robert Harrison (left) and Technology Access Program (TAP) Director Judith Harkins (right) recognize co-workers for achieving employment milestones at Gallaudet: (from second left) Dr. Stephen Weiner, associate professor, Communication Studies (20 years), Cary Barbin, senior research engineer, TAP (five years), and Paula Tucker, research associate, TAP (five years).

PERSONNEL NOTES

Service Awards for May

Five years:

Kimberly Huseby, multimedia technician, Client and Multimedia Services; **Patricia Hopkins**, interior designer/buyer, Contracts and Purchasing; **Mary Hufnell**, coordinator of training, Mental Health Center; **Irvin Terrell**, systems accountant, Finance Office; **Jacquelyn Lally**, e-Learning facilitator, Learning Technology

Ten years:

Ryan Kempton, payroll supervisor, Human Resources Services

Twenty years:

Stephen Weiner, associate professor, Department of Communication Studies

Twenty-five years:

Rosa Mann, executive secretary, Athletics

Thirty years:

Sandra White, senior producer/writer, TV and Media Production Services, Academic Technology

Employees hired in May:

Alyssa Haneline, assistant teacher, Child Development Center; **Simone Jackson**, bus monitor, Transportation; **Kelly Kim**, program specialist, Multicultural Student Programs; **Sumataya Landry**, assistant teacher, Child Development

Center; **Savannah McMurray**, administrative secretary II, dean's office, Student Affairs; **Jessica Nini**, staff residential assistant, Residence Life; **William Sause**, carpenter/roofer, Maintenance Services; **Keith Thames**, finisher, Maintenance Services

Promotions in May

Maria Balbuena, custodian/floor maintenance, Custodial Services; **Erin Cohen**, HRIS technician, Human Resources Services; **Stephany Galich**, administrative assistant, Library; **Wayland Joyner**, network specialist, Networks and Communications; **Shari Parks**, administrative secretary II, Audiology

Retirements in May

Howard Busby, professor, Counseling Department; **Denise LaRue**, executive director, Services; **Rosemary Mikos**, senior registration/records assistant, Registrar's Office

Correction:

The April "Personnel Notes" column that appeared in the June 3 issue of *On the Green* incorrectly listed Patrick Cole and Michelle Dunston as new employees in the President's Office. The Human Resources Services office apologizes for this oversight.

Fulbright grant; Scholar-in-Residence Program

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tions, community colleges, and small colleges. According to Gallaudet's Fulbright representative, 'Bunmi Aina, director of the Office of International Programs and Services, hosting a scholar-in-residence is an excellent way for colleges and universities to internationalize their curricula, strengthen their linkages with overseas institutions, and promote international scholarship in all disciplines.

To apply for an SIR award, download the Fulbright Guidelines for Scholar-in-Residence Proposals at http://www.cies.org/sir/SIR_Guidelines.pdf, or contact Karen Watts, senior program officer, at kwatts@cies.iie.org, or (202) 686-4004.

CAMPUS CALENDAR

June

24—Undergraduate summer school, last day

27—Workshop: "Electronic Books: What are they? How do I use them?," Merrill Learning Center-MN12, 3:30-4:30 p.m.

27-July 1—Summer Literacy Institute, MSSD, designed especially for parents, caregivers, educators, and other professionals who work with deaf and hard of hearing students.

ON THE GREEN

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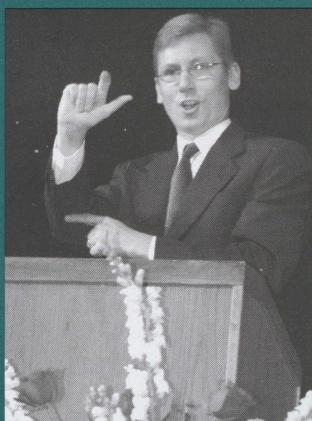
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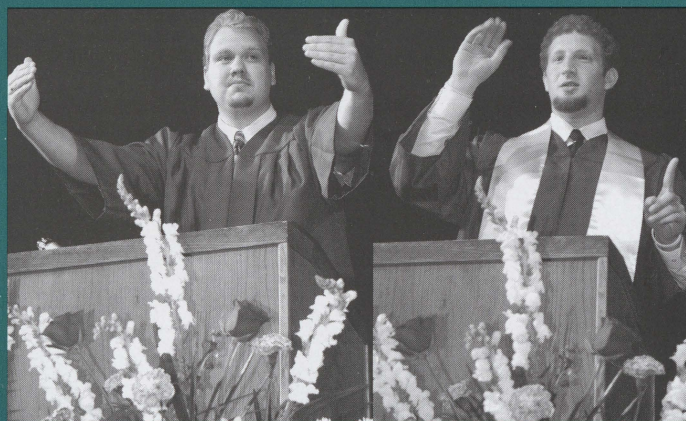
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HIGHLIGHTS FROM MSSD GRADUATION



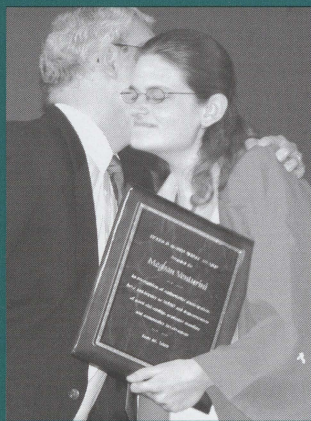
Graduation speaker Greg Hlibok encourages each member of the Class of '05 to "Go out there and show what you are capable of!"



Daniel Foley (left) and Joshua Weinstock were selected as student graduation speakers based on an open competition among seniors.



Ryan Orlick (left) presents her poem, "The Challenge Ladder," which compared each year of high school to rungs on a ladder, each presenting students with unique challenges as they struggle to reach the top and join the ranks of "Soaring Eagles." William Bun presents his poem, "On Graduation Day," addressing the myriad emotions that course through each of the graduating seniors: "... Happy, sad; Thrilled, uptight; Excited, nervous; Tears, hugs ..."



Meghan Venturini is congratulated as the recipient of the Peter B. Hobbs Award by Charles Welsh-Charrier, English teacher/researcher.



Clerc Center Dean Katherine Jankowski (second from left) accepts the class gift—a check for \$275 to be used for academic support—from class officers (from left) Monica Bradley, president, Kristy Vess, vice president, Meghan Venturini, secretary, and Ryan Orlick, treasurer.

MSSD graduation

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During DPN, the protesters lived by a credo they called the "three R's": Recognition, Respect, and Responsibility, said Hlibok. "Today, you have the responsibility as a deaf citizen," he said. "Go out there and show what you are capable of!"

In her address to the Class of '05, Clerc Center Dean Katherine Jankowski reminded the graduates to take heed of their yearbook's theme: "Time flies; get a net!" She urged the graduates to think about the new challenges and opportunities ahead of them. "Make each moment count and make a difference in your life choices and decisions," Dr. Jankowski said. "Use well the foundation that MSSD has provided you."

All seniors were required to develop a brief graduation message as part of their senior portfolio. A panel of teachers and staff reviewed those messages and selected two seniors—Daniel Foley and Joshua Weinstock—to develop their

thoughts into a speech to be presented at graduation. Foley said he enrolled at MSSD as a junior following an education in oral and public schools. "The moment I laid my eyes on the MSSD campus, I knew this is where I wanted to come," he said. "Now that I am here, I have finally found my comfort zone, I've finally discovered where I belong!" Foley spoke about the importance of education and advised the Class of '05 and the rest of the student body to "Please take advantage of what MSSD has to offer you all."

Weinstock said that he has looked up to students at MSSD ever since his KDES days, but when he entered the secondary school, "I admit I was overwhelmed and terrified by the challenges of high school life," he said. However, looking back, entering the school "was actually a gateway to heaven," he added. "Why? MSSD has helped me go through so much in life. I wouldn't be who I am now if it weren't for MSSD." Weinstock said he felt it has been "a prestigious honor to be part of MSSD," and

advised underclass students to remember that, "You only go to high school once.... Make the most of it... I take pride in saying that I know I did. I hope all of my fellow seniors feel the same way that I do."

The Class of '05's valedictorian, earning the highest grade point average (GPA), was Blanca Rodriguez; the salutatorian, earning the second highest GPA, was Ryan Orlick. The mistress and master of ceremonies for the graduation ceremony were Lauren Brown and Samuel Metcalfe. Meghan Venturini was named winner of the Peter B. Hobbs Award, which brings the recipient a \$1,500 scholarship. The award is given to an outstanding student who has been: enrolled at MSSD for at least three years; has been a model student; demonstrates loyalty and love for the school; has contributed to at least two areas of the MSSD community; and demonstrates good academic standing and good citizenship. **G**

CLERC CENTER HAPPENINGS

KDES students welcome Sgt. Earl Beatty home from Iraq



KDES Principal Marilyn Farmer shares remarks about the Sgt. Earl (Jay) Beatty Visual Literacy project during a May 3 ceremony to welcome Sgt. Beatty home from Iraq. Seated on stage are (from left): Beatty, Donna Beatty, Nico Beatty, and Lance Corporal Ravi Berwa.

By Susan M. Flanigan

KDES students from Team 6/7/8 corresponded with U.S. Reserve Officer Sgt. Earl (Jay) Beatty of the Marines' 4th Civil Affairs Group for seven months while he served in Iraq. They began their dialogue with Beatty at the encouragement of their art teacher, Philip Bogdan, who initiated a Visual Literacy project with the students as a way to give his friend support while he was deployed overseas.

In an emotion-filled ceremony on May 3, the students met Beatty in person for the first time and gave him a welcome home celebration he will never forget.

Through their on-line web blog, the students had exchanged letters, digital photos, and artwork. From the protected world of the classroom, they reached out to Beatty while he served in dangerous combat situations in the towns of Fallujah and Ramadi and at the Abu Ghraib prison. During his first month in Iraq, Beatty was transferred to so many locations that he never received formal mail. The first messages Beatty received were those from the students, of which he was enormously appreciative.

By communicating directly with a marine overseas, the students learned firsthand about different cultures and current events. Their writing and artwork clearly reflect the understanding they gained of the situation in Iraq and show their empathy not only for the troops but for children their own age who experience war as part of day-to-day life.

Student Serina Arellano served as mistress of ceremonies for the welcome home celebration. She introduced the guests on stage: Beatty; his wife, Donna; their 3-year-old son, Nico; and Beatty's good friend, Lance Corporal Ravi Berwa, who served with him in the 4th Civil Affairs Group in Iraq.

"Today's celebration is the culmination of many months of hard work for everyone involved in this exciting Visual Literacy project,"

said KDES Principal Marilyn Farmer. "You have taken the Iraqi war and, through the use of literacy and computer technology, have made history come alive. It's your human actions—writing letters, sending photographs, creating art, and designing a game—all to support Jay, Donna, and Nico that make this such a positive learning experience. Thank you to Team 6/7/8 students and their teacher, Phil Bogdan, for an outstanding job!"

The students presented gifts of friendship to the Beatty family and to Berwa. In accepting his gift of a Marine Corps album filled with selections of writings and artwork from the blog, Beatty wiped tears from his eyes. He said later of that moment, "To have a young man come up, give me a hug, and thank me for my service to the country—wow. People who went to Vietnam didn't get thanks. Just to see how important this was to these kids means a lot."

The students also had an opportunity to ask questions of Beatty and Berwa, such as: *Why did you want to join the Marines? What part of being a soldier did you enjoy? Did you get enough sleep? Could you bring books with you? and After the Iraq war is over, would you consider visiting the country again?*

At a reception following the ceremony there was a display of written entries from the blog, photographs, artwork, and a war board game the students created. (To view the blog, visit: clerccenter.gal-laudet.edu/AcademicTeams/Team6-7-8/blogs/jaybeatty/index.html).

Donna Beatty summed up the whole experience by saying, "This was a wonderful experience for all of us. It appeared at the start to be a simple blog for students to communicate with a Marine fighting in Iraq. It became much more, and ultimately served as a unique way for Jay to feel more connected to his home and to his family miles away in another country." **G**

Small Grants Program fosters research

The Small Research Grants Program of the Gallaudet Research Institute (GRI) fosters the research activity of full-time Gallaudet University and Clerc Center faculty, teachers, and staff, as well as University students, by supporting investigations with relatively small funding requirements and durations of a year or less. So far this year, 31 projects have been funded and another two are involved in the review process that determines funding.

Following is a list of the projects that have been awarded funding. It shows the diversity of some of the research taking place on campus. Eleven departments are represented on the list; nine studies are being conducted by faculty members and 22 by students. Additional information about the program can be found on the GRI website or by contacting Dr. Len Kelly, who manages the program.

- David Akanji, Special Education Administration and Supervision, "Management of Blind Education in Nigeria";
- Kari Bahl and Susen McBeth, Interpretation, "Features of Successful Interpretations: Analyzing the Work of Interpreters from Different Linguistic Backgrounds";
- Dr. Dirksen Bauman, ASL and Deaf Studies, "Sources of the French Enlightenment";
- Michele Bishop, Linguistics, "Bimodal Bilingualism in Hearing Native Users of ASL";
- Dr. Barbara Bodner-Johnson, Education, "Friendships Between Children Who are Deaf and Hearing";
- Ruchi Bhargava, Psychology, "Factors Influencing Adolescents' Ability to Manage Aggression in a Safe and Constructive Manner";
- Drs. Lois Bragg and Rachel Channon, English, "Describing Deaf English";
- Carla Colley, Linguistics, "A Study of Italian Sign Language";
- Goedele De Clerck, ASL and Deaf Studies, "Deaf Empowerment, Identity, and Agency in International Deaf Leaders at Gallaudet";
- Dr. Paul Dudis, Linguistics, "ASL Constructions and Iconicity: Towards a Grammar of Signed Languages";
- Tracy Durham, Psychology, "Concurrent Validity of the Beck Anxiety Inventory with Deaf College Students";
- Rebecca Fadem, Linguistics, "Comparison Study: ASL and Greek Sign Language";
- Natalye Faison, Hearing, Speech, and Language Sciences, "Acoustic Output of Transcranial Magnetic Stimulators";
- Folami Ford, Interpretation, "Culturally Appropriate Interpretations: Accounting for Ethnicity in the Interpreting Process";
- Amy Frasu Roach, Interpretation, "English-to-ASL

Interpretation: Perspective When a Visual Aid is Present";

- Stormy Iverson, Hearing, Speech, and Language Sciences, "Speech-language Pathologists' Perception of their Preparedness to Work with Children with Cochlear Implants";
- Dr. Andrea Izzo, Education, "Action Research in Literacy Education: Becoming a Researcher";
- Caroline Jackson, Linguistics, "The Effects of Sign Language on the Visual Realization of Metaphor";
- Joseph Kolcun, Physical Education and Recreation, "Perceived Constraints Associated with Participation in Gallaudet University's Intramural Sports Program";
- Harry Markowicz, English, "Diachronic Change in ASL";
- Melissa Marshall-Foote, English, "An Ethnographic Research Investigation into the Gullah Language and Culture";
- Dr. Deborah Pichler, Linguistics, "Acquisition of ASL as a Second Language";
- Jennifer Reesman, Psychology, "High Risk Pregnancies: Concordance of Attachment in Expectant Parents";
- Michelle Smith, Psychology, "Assessment of Interpersonal Relations and At-Risk Behavior in Deaf College Students";
- Caroline Solomon, Biology, "Who are the Primary Consumers of Urea in Estuarine Water?";
- Dr. Ian Sutherland, Foreign Languages, Literatures, and Cultures, "The House of the Large Fountain at Pompeii";
- Nadine Sutton, Psychology, "Reliability and Validity of the Adapted Humor Styles Questionnaire with Deaf College Students";
- Nan Truitt, Psychology, "Diagnostic Assessment of Adjudicated and Institutionalized Boys: Profiling ADHD and FASD Using M-Mat and Actigraphy";
- Michelle Veyvoda, Hearing, Speech, and Language Sciences, "The Perspectives of Deaf Parents on Speech Training Services for their Deaf Children";
- Frances Walsh, Interpretation, "Ideological Frames Represented in Interpreting Publications: Terminology Changes Over the Last Thirty Years"; and
- Jun Hui Yang, Education, "Deaf Teachers in China: Their Perceptions Regarding Their Roles and the Barriers They Face"

The following individuals served during 2004-05 as reviewers of proposals for Small Grants funding: Dr. Cynthia Compton Conley, Hearing, Speech, and Language Sciences; Dr. Kelly Crain, Hearing, Speech, and Language

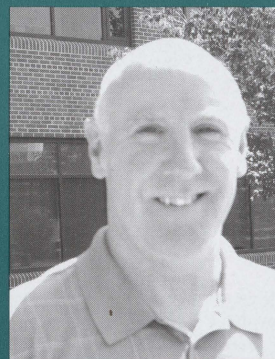
MOVING REPORTER

SUMMER IS THE TIME FOR BLOCKBUSTER MOVIES. WHAT MOVIES ARE YOU EXCITED ABOUT SEEING?



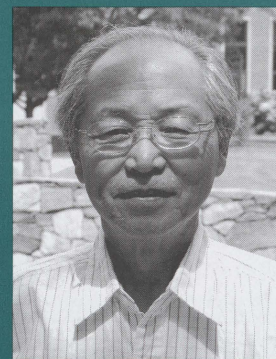
Deborah Barron, career library specialist, Career Center

Here are some movies I would like to see this summer: Cinderella Man, The Longest Yard, Mr. and Mrs. Smith, Batman Begins.



Dr. Leonard Kelly, research scientist, Gallaudet Research Institute

I want to see the documentary Mad Hot Ballroom. My only regret is that I'm not in it!



Dr. Steven Chough, adjunct professor, First Year Seminar

I want to see The Interpreter again. I like the plot. It's not easy to translate from culture to culture and capture everything that's said. So, that movie really interests me.

Teaching, Learning Institute enhances skills



Dr. Carolyn Haynes (center) chats with (from second left) Dr. Leslie Rach, Dr. Shirley Myers, and Terry Coye at the end of a workshop on writing enhancement. (Also pictured is GIS interpreter Sherry Hicks.)

The 2005 Teaching and Learning Institute at Gallaudet was made up of two components: Interdisciplinary Studies (IDS), Writing Enhanced Courses (WEC), and First Year Seminar (FYS), which ran from May 9 to 12, and Academic Skills and Access Program (ASAP—formerly the Developmental Program) which ran from May 10 to 20.

Sciences; Dr. Jane Dillehay, Biology; Dr. Dennis Galvan, Psychology; Dr. Barbara Gerner de Garcia, Educational Foundations and Research; Dr. Patricia Hulsebosch, Education; Dr. Melanie Metzger, Interpretation; Dr. Constantina Mitchell, Foreign Languages, Literatures, and Cultures; Dr. Deborah Pichler, Linguistics; Dr. Anne Simonsen, Physical Education and Recreation; Dr. David Snyder, Chemistry and Physics; and Dr. Barbara White, Social Work. **G**

coordinator), and Dr. Shirley Myers, Honors Program director (Honors IDS), and led by Dr. Carolyn Haynes of Miami University of Ohio. The Honors Program and CLAST Dean Karen Kimmel sponsored the training. WEC participants continued the following week with work on their individual courses. IDS faculty will continue their work over the summer or longer, consulting with Haynes via e-mail.

The second effort was led by Dr. CariLyn Palmer, director of developmental programs for the Center for Academic Programs and Student Services, and involved faculty from the English and math departments, as well as staff from Support Services. It focused on becoming familiar with issues and trends in developmental education and Evidence Based Practices in developmental education, articulating program components including an integrated theory of how students learn, drafting mission and goals statements for the program, designing a scope and sequence for the developmental math and English courses, and drafting recommendations for future directions of ASAP. **G**



Dr. Kelly Crain, a research associate in the Department of Hearing, Speech, and Language Sciences, leads an ASAP presentation entitled "Classroom-Based Educational Research" for research participants. The goal of the presentation was to reacquaint faculty with classroom-based research methods and opportunities for research in developmental English and developmental math.