FISCAL YEAR
2021
ANNUAL
REPORT
of
ACHIEVEMENTS

GALLAUDET
U N I V E R S I T Y

Front Cover: There is no other place like Gallaudet. As a member of the community, you are part of an inclusive, forward-thinking, academically challenging environment that brings its bilingual mission to life and transforms unlike any other place.

This page: With nearly 1,000 students from the United States and countries across the globe, deaf and hard of hearing students have the opportunity to make life-long connections with peers and mentors from diverse backgrounds and experiences.

Note: Photographs used in the edition were taken during various COVID-19 mask protocols as well as during prior fiscal years.

FISCAL YEAR 2021 ANNUAL REPORT *of* ACHIEVEMENTS   October 1, 2020 - September 30, 2021

The use of masks, though challenging for communication, kept Gallaudet safe and did not stop students from participating in class discussions.

LETTER FROM PRESIDENT CORDANO

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

Dear Secretary Cardona:

On behalf of Gallaudet University (the "University") and the Laurent Clerc National Deaf Education Center (the "Clerc Center") (collectively, "Gallaudet"), I am pleased to submit this Annual Report of Achievements for Fiscal Year 2021. This report is submitted in accordance with the requirements of the Education of the Deaf Act, which provides in two separate sections that we will prepare an annual report regarding the University and the Clerc Center (Sections 4354 and 4305(b)(2)).

Fiscal Year 2021, like Fiscal Year 2020, was a year filled with extraordinary challenges due to the COVID-19 pandemic and its many impacts across the country where our students reside. However, in spite of all these difficulties, our campus and community found ways to not just carry forward, but advance and innovate at a rapid speed. The coronavirus pandemic has not slowed down Gallaudet and the Clerc Center. We adapted and tenaciously continued our efforts of "becoming", a theme that is embodied in our strategic plan, the Gallaudet Promise.

Highlights of Fiscal Year 2021 include: celebrating the 748 graduates from the classes of 2020 and 2021 in our virtual commencement ceremony who persevered through distance learning to obtain their degrees; the establishment of a coronavirus testing site on campus in collaboration with local universities that can process up to 50,000 COVID-19 tests per week; signing an Educational Partnership Agreement with the National Geospatial Agency, the result of many years of collaboration that will increase learning and employment opportunities for Gallaudet students; building a technology platform that will allow the Clerc Center to expand their national mission work across the country; and the formal opening of the Center for Black Deaf Studies, which operates as an outreach center for teaching and learning about the Black Deaf experience.

We were thrilled in August 2021 to reopen fully to in-person learning at all levels of education after more than 500 days apart. Our community has reunited once again and shared in the face-to-face interaction that is so critical for sign language users. We will continue to advance and achieve while pursuing our Promise and look forward to working with you on strengthening deaf education throughout the nation. Please let us know if you have any questions about this Annual Report of Achievements for Fiscal Year 2021.

Roberta J. Cordano
President

Roberta J. Cordano, Esq.,
Gallaudet's 11th President

"

Coming to Gallaudet
has opened my eyes to
new career paths with
countless opportunities.

"

STEPHANIE BETTENCOURT, '19

Fiscal Year 2022 Highlights

All of the data contained in this chapter was collected for the fall semester of academic year 2021-2022, which is the first quarter of Fiscal Year (FY) 2022. The data in subsequent chapters covers FY2021. This chapter contains a variety of numeric tables highlighting Gallaudet's activities during the current year. Included are data on enrollment, undergraduate, and graduate student demographics, the home states of students, international students by country, and data on entering students—including ACT scores, applied/accepted/enrolled students, and declared majors and minors.

Built in 1870, Gallaudet's Chapel Hall is a High Victorian Gothic brownstone designed by Frederick C. Withers of Vaux, Withers and Co. Registered as a National Historic Landmark on December 21, 1965, it once served as a main hub of the university.

I. Definitions of Terms Used

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

Academic year: At Gallaudet, the academic year is considered to be the fall, spring, and summer (September 1 through August 31) unless otherwise noted. Academic year is the calendar by which courses are offered.

Accepted: See "Admitted."

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

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

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

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

Census date: At Gallaudet, the census date is the 15th calendar day, including Saturday and Sunday, from the first day of class in the fall and spring semesters. It is the day on which formal student counts are produced.

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

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

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

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

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

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

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

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

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

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

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

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

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

Hearing undergraduate (HUG): HUGs are hearing undergraduates enrolled in a Degree-seeking undergraduate program other than the Bachelor of Arts in Interpretation (BAI) program. Gallaudet adjusts the slots for potential newly enrolled HUGs by increasing or decreasing the number of new applicants admitted so that overall numbers of undergraduate students who are hearing—and in a program other than BAI—does not exceed a 7% limit for FY2015 and 8% for FY2016 and beyond.

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

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

I. Definitions of Terms Used (cont'd.)

Persistence: A measure of how many students return per semester from a previous term.

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

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

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

Second degree: An undergraduate student who has already received a bachelor's degree and is pursuing another one.

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

Traditionally Underrepresented Groups (TUG): See "Students of Color (SOC)."

Undergraduate: A student enrolled in a bachelor's degree program.

A professor engages students during an Education class.

Reporting Periods for the Annual Report of Achievement

Data in this annual report cover several different "years." Primarily, the report covers Fiscal Year 2021 (from October 1, 2020, to September 30, 2021). However, this chapter ("Fiscal Year 2022 Highlights") covers the beginning quarter of FY2022 from October 1, 2021, to December 31, 2021. Below are variations of reporting periods within this report:

Partial Calendar Year 2019 (by month)	Calendar Year 2020 (by month)	Calendar Year 2021 (by month)
A S O N D	J F M A M J J A S O N D	J F M A M J J A S O N D

Partial Fiscal Year 2019	Fiscal Year 2020	Fiscal Year 2021 (note: this chapter primarily covers this time period)	Partial Fiscal Year 2022 (note: this chapter primarily covers this time period)

Academic Year 2019-2020	Academic Year 2020-2021	Partial Academic Year 2021-2022
Fall Semester 2019 / Spring Semester 2020 / Summer 2020	Fall Semester 2020 / Spring Semester 2021 / Summer 2021	Fall Semester 2021

Fiscal Year 2021: October 1, 2020, to September 30, 2021.

Academic Year 2020–2021: August 31, 2020, to August 29, 2021, with fall semester from August 31, 2020, to December 21, 2020, spring semester from January 19, 2021, to May 10, 2021, and summer semester from May 17, 2021, to August 29, 2021.

Partial Academic Year 2021–2022: August 30, 2021, to December 20, 2021, with fall semester only.

Partial Fiscal Year 2022: October 1, 2021, to December 31, 2021.

Fall 2021 Census University and Clerc Center Enrollment

	Full-time	Part-time	Total	% of Enrollment
Undergraduate degree-seeking	911	87	998	
Freshmen	273	8	281	
Sophomores	175	5	180	
Juniors	214	13	227	
Seniors	243	61	304	
Second degree	6	0	6	
Undergraduate non-degree seeking	0	14	14	
Total Undergraduate	911	101	1,012	62%
Graduate degree-seeking	239	173	412	
Graduate non-degree seeking	0	9	9	
Total Graduate	239	182	421	26%
English Language Institute	16	0	16	1%
Total Undergraduate, Graduate, & ELI	1,166	283	1,449	
Kendall Demonstration Elementary School	87	0	87	
Model Secondary School for the Deaf	102	0	102	
Total Clerc Center	189	0	189	11%
Total Undergraduate, Graduate, ELI, & Clerc Center	1,355	283	1,638	100%
Professional Studies[1]	0	270	270	

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

Fall 2021 Degree-Seeking Diversity by Career Level

	Undergraduate	Graduate	Total
Race/Ethnicity			
International/Nonresident Alien	53	19	72
American Indian/Alaska Native	10	0	10
Asian	51	24	75
Black/African American	161	43	204
Hispanic of any race	204	51	255
Native Hawaiian/Other Pacific Islander	11	0	11
Two or more	24	17	41
White	434	234	668
Race and ethnicity unknown	50	24	74
Gender			
Male	456	102	558
Female	542	303	845
Unknown	0	7	7
Hearing Status			
Deaf/Hard of Hearing	900	181	1,081
Hearing	98	214	312
Unknown	0	17	17
Academic Load			
Full-time	911	239	1,150
Part-time	87	173	260
Total for Each Category	998	412	1,410

In the 1890s, the huddle originated at Gallaudet University. At the time football quarterback, not wanting the other deaf team to see the play he was about to call, asked his teammates to form a tight circle formation. The huddle is now used all over the world, and across many sports.

Fall 2021 Undergraduate Degree-Seeking Diversity by Class Year

	Freshmen	Sophomores	Juniors	Seniors	Second degree	Total
Race/Ethnicity						
International/Nonresident Alien	14	11	16	10	2	53
American Indian/Alaska Native	5	1	2	2	0	10
Asian	16	14	11	10	0	51
Black/African American	49	28	39	45	0	161
Hispanic of any race	73	43	40	47	1	204
Native Hawaiian/Other Pacific Islander	3	3	2	3	0	11
Two or more	5	2	8	8	1	24
White	99	72	98	163	2	434
Race and ethnicity unknown	17	6	11	16	0	50
Gender						
Male	142	77	109	127	1	456
Female	139	103	118	177	5	542
Hearing Status						
Deaf/Hard of Hearing	273	163	203	255	6	900
Hearing	8	17	24	49	0	98
Hearing Undergraduate (HUG)	6	13	15	32	0	66
Non-HUG	2	4	9	17	0	32
Academic Load						
Full-time	273	175	214	243	6	911
Part-time	8	5	13	61	0	87
Total for Each Category	281	180	227	304	6	998

Fall 2021 Degree-Seeking Undergraduate Students by Race and Ethnicity

- Race and ethnicity unknown, 5%
- International/Nonresident Alien, 5%
- American Indian/Alaska Native, 1%
- Asian, 5%
- Black/African American, 16%
- Hispanic of any race, 20%
- Native Hawaiian/Other Pacific Islander, 1%
- Two or more, 2%
- White, 43%
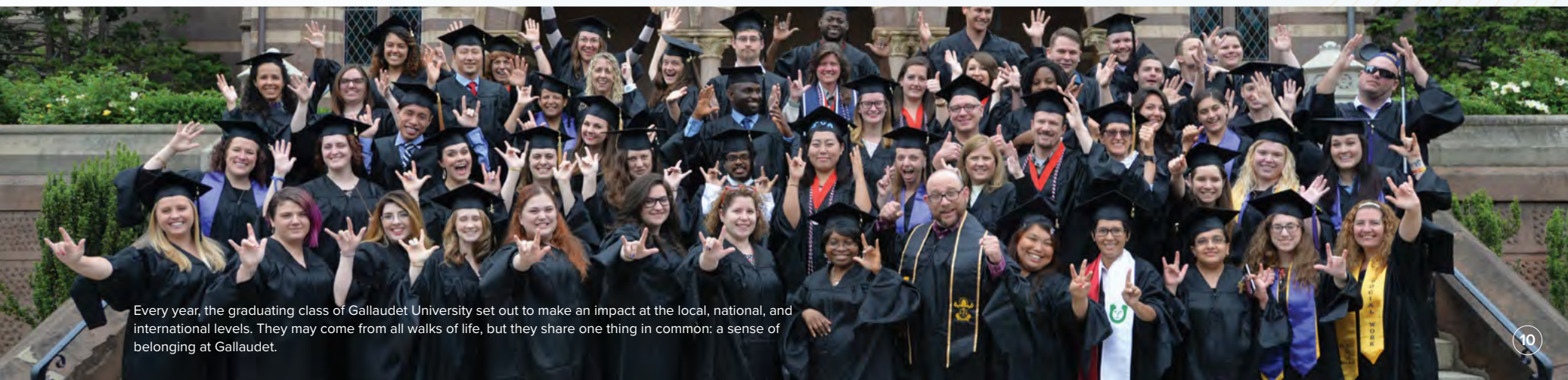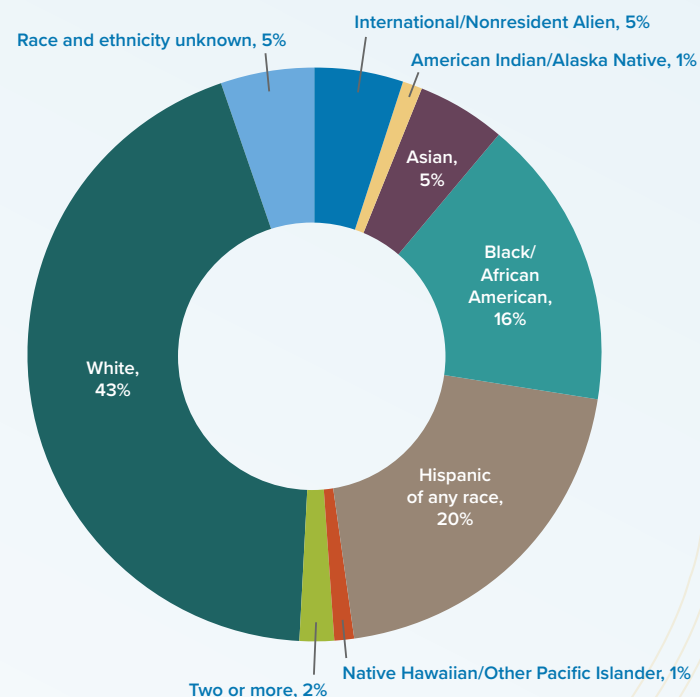
Every year, the graduating class of Gallaudet University set out to make an impact at the local, national, and international levels. They may come from all walks of life, but they share one thing in common: a sense of belonging at Gallaudet.

Fall 2021 Graduate Degree-Seeking Diversity by Degree Level

	Certificates	Masters	Specialists	Doctorates	Total
Race/Ethnicity					
International/Nonresident Alien	0	13	1	5	19
American Indian/Alaska Native	0	0	0	0	0
Asian	0	17	0	7	24
Black/African American	1	26	4	12	43
Hispanic of any race	4	31	0	16	51
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or more	0	13	1	3	17
White	5	136	14	79	234
Race and ethnicity unknown	0	10	0	14	24
Gender					
Male	0	62	7	33	102
Female	10	179	11	103	303
Unknown	0	5	2	0	7
Hearing Status					
Deaf/Hard of Hearing	4	126	11	40	181
Hearing	4	109	7	94	214
Unknown	2	11	2	2	17
Academic Load					
Full-time	0	173	6	60	239
Part-time	10	73	14	76	173
Total for Each Category	**10**	**246**	**20**	**136**	**412**

Fall 2021 Degree-Seeking Graduate Students by Race and Ethnicity

- Race and ethnicity unknown, 6%
- International/Nonresident Alien, 5%
- Asian, 6%
- Black/African American, 10%
- Hispanic of any race, 12%
- Two or more, 4%
- American Indian/Alaska Native, 0%
- Native Hawaiian/Other Pacific Islander, 0%
- White, 57%
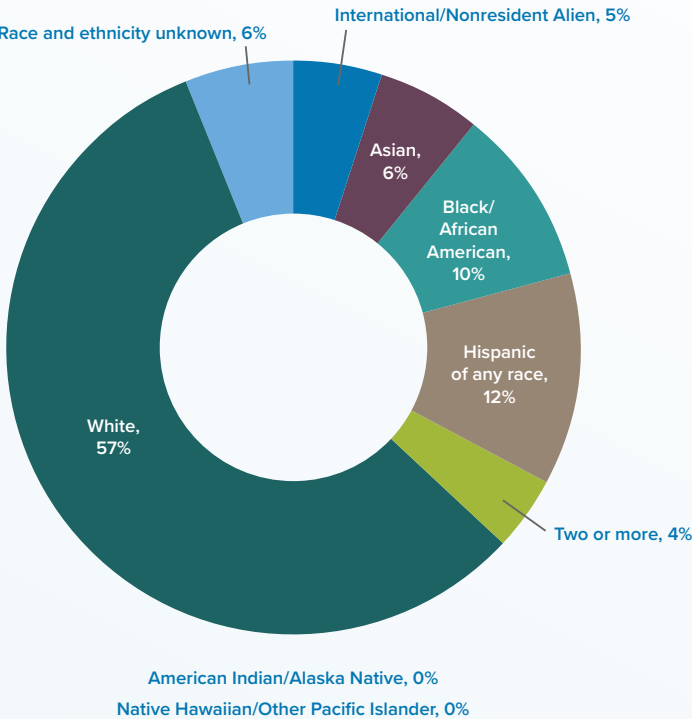
A panoramic view of Gallaudet's original buildings stands in contrast to modern buildings in the surrounding neighborhoods,

Fall 2021 U.S. Degree-Seeking Students by State/Territory

	Undergraduate	Graduate	Total
Alabama	5	7	12
Alaska	2	0	2
Arizona	16	2	18
Arkansas	1	3	4
California	147	48	195
Colorado	14	1	15
Connecticut	6	2	8
Delaware	5	2	7
District of Columbia	36	63	99
Florida	40	12	52
Georgia	29	7	36
Guam	0	0	0
Hawaii	7	2	9
Idaho	2	0	2
Illinois	30	9	39
Indiana	28	8	36
Iowa	1	1	2
Kansas	7	2	9
Kentucky	9	5	14
Louisiana	7	2	9
Maine	1	0	1
Maryland	109	54	163
Massachusetts	21	7	28
Michigan	18	4	22
Minnesota	16	4	20
Mississippi	6	1	7
Missouri	7	3	10
Montana	2	0	2

	Undergraduate	Graduate	Total
Nebraska	3	1	4
Nevada	5	2	7
New Hampshire	2	2	4
New Jersey	29	4	33
New Mexico	7	1	8
New York	57	28	85
North Carolina	16	6	22
North Dakota	0	1	1
Ohio	24	10	34
Oklahoma	3	5	8
Oregon	5	3	8
Pennsylvania	26	10	36
Puerto Rico	0	4	4
Rhode Island	1	0	1
South Carolina	13	4	17
South Dakota	1	1	2
Tennessee	13	4	17
Texas	88	13	101
Utah	8	4	12
Vermont	1	2	3
Virginia	39	30	69
U.S. Virgin Islands	0	0	0
Washington	23	5	28
West Virginia	4	0	4
Wisconsin	5	3	8
Wyoming	0	0	0
Other[1]	0	1	1
Total	**945**	**393**	**1,338**

1- Includes students who are U.S. citizens with home address in another country.

A student participates in a mock debate.

Fall 2021 International Degree-Seeking Enrollment by Country

	Undergraduate	Graduate	Total
Belize	1	0	1
Botswana	2	0	2
Canada	12	1	13
China	1	2	3
Columbia	0	1	1
Denmark	2	0	2
Gabon	1	3	4
Ghana	0	1	1
India	1	0	1
Indonesia	0	1	1
Iran	1	2	3
Iraq	0	1	1
Japan	0	1	1
Kuwait	1	0	1
Mexico	2	1	3
Morocco	0	1	1
Nigeria	6	1	7
Oman	13	0	13
Philippines	1	1	2
Saudi Arabia	6	1	7
Spain	1	0	1
Turkey	1	1	2
Vietnam	1	0	1
Total	53	19	72

Fall 2021 Degree-Seeking Hearing Undergraduate Enrollment

2021	
Total Degree-seeking Hearing Undergraduate Enrollment	998
Hearing Undergraduate (HUG)	66
Online Degree Completion Program (ODCP)[1]	13
Non-ODCP	53
Bachelor of Arts in Interpretation (BAI)[2]	32
Total Hearing Enrollment	98
Hearing Enrollment Percentage	10%
Total HUG Enrollment	66
HUG Enrollment Percentage[3]	7%

1 - Starting Fall 2018, hearing students enrolled in the Online Degree Completion program are counted towards the Hearing Undergraduate (HUG) enrollment.
2 - Bachelor of Arts in Interpretation (BAI) is not counted in the Hearing Undergraduate (HUG) enrollment.
3 - Hearing Undergraduate (HUG) enrollment percentage cap is 8%, and the HUG Enrollment percentage is the percentage used to compare against the cap percentage.

Fall 2021 Degree-Seeking Hearing Undergraduate (HUG) Enrollment by Declared Majors

2021	
Biology - BS	3
Deaf Studies	2
Deaf Studies - ODCP	9
History	1
Information Technology	1
International Studies	2
Psychology	3
Psychology - ODCP	4
Public Health	1
Self Directed Major	1
Social Work	1
Sociology	1
Spanish	1
Theatre Arts	1
Undeclared	36
Total Majors Declared[1]	67
Total Headcount[2]	66

1 - Dual program enrollments are included.
2 - HUG headcount includes students who have not yet declared a major.

Fall 2021 Undergraduate Degree-Seeking Enrollment Trend by Declared Majors and Minors

	Majors	Minors
Accounting	19	0
American Sign Language	6	2
Art	n/a	2
Art and Media Design	22	n/a
Athletic Coaching	n/a	20
Biology	n/a	4
Biology, B.A.	3	n/a
Biology, B.S.	21	n/a
Business Administration	21	3
Chemistry	n/a	4
Chemistry, B.A.	0	n/a
Chemistry, B.S.	4	n/a
Communication Studies	31	4
Dance	n/a	2
Deaf Studies	9	5
Deaf Studies - ODCP	31	n/a
Education	12	12
English	15	5
Family & Child Studies	n/a	24
Government	12	3
History	19	0
Information Technology	29	3

	Majors	Minors
International Studies	18	n/a
Interpretation	35	n/a
Linguistics	n/a	4
Mathematics	n/a	3
Mathematics, B.A.	12	n/a
Mathematics, B.S.	6	n/a
Philosophy	2	0
Physical Education & Recreation	48	n/a
Psychology	37	8
Psychology - ODCP	11	n/a
Public Health	10	3
Recreation and Sports Program	n/a	1
Risk Management and Insurance	18	0
Self-directed Major	5	n/a
Social Work	54	n/a
Sociology	7	3
Spanish	7	3
Theatre Arts	4	3
Undeclared	498	n/a
Total Plan Enrollment[1]	**1,026**	**121**
Headcount	**998**	**109**

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

Faculty and staff colleagues share a laugh prior to the start of an in-person meeting. Since the fall 2021 return to campus, Gallaudet has taken all necessary measures to ensure the campus is safe -- and accessible! In addition to the mainstream COVID protocols (hand sanitizers, cleaning products), Gallaudet also provides clear face masks to the community.

Fall 2021 Graduate Degree-Seeking Enrollment by Degree Program and Discipline

2021	
Certificates	
ASL/Deaf Studies	5
ASL/English Bilingual Early Childhood Education	0
Deaf and Hard of Hearing Infants, Toddlers, and Families	11
Deaf Students with Disabilities	0
Certificates Total	**16**

2021	
Masters	
Counseling	3
Clinical Mental Health Counseling	2
School Counseling	1
Deaf Studies	21
Education	8
Deaf Education Advanced Studies	8
Deaf Education Special Programs	0
Education	22
Deaf Education	6
Early Childhood and Deaf Education	1
Elementary Education and Deaf Education	12
Secondary Education and Deaf Education	3
International Development	17
Interpretation and Translation	25
Interpreting Practice/Research	22
Interpreting Research	3
Linguistics	22
Public Administration	20
Sign Language Education	46
Social Work	36
Speech-Language Pathology	32
Masters Total	**252**

2021	
Specialists	
Deaf Education	11
School Psychology	9
Specialists Total	**20**

2021	
Doctorates	
Audiology, Au.D.	40
Clinical Psychology	30
Critical Studies in the Education of Deaf Learners	10
Educational Neuroscience	6
Hearing, Speech, and Language Sciences	10
Interpretation and Translation	19
Interpretation	16
Translation and Interpretation Studies	3
Linguistics	14
School Psychology Psy.D.	10
Doctorates Total	**139**
Total Program Enrollment[1]	**427**
Headcount	**412**

1 - Dual program enrollments are included.

Students take advantage of the good weather and outdoor seating areas to work on a group project.

Fall 2021 New Undergraduate Degree-Seeking by Applied, Admitted, and Enrolled

	Applied	Admitted	Enrolled
Race/Ethnicity			
International/Nonresident Alien	72	11	7
American Indian/Alaska Native	4	4	3
Asian	30	23	14
Black/African American	117	53	35
Hispanic of any race	148	102	65
Native Hawaiian/Other Pacific Islander	3	2	2
Two or more	4	4	4
White	212	139	78
Race and ethnicity unknown	42	29	20
Gender			
Male	246	149	98
Female	386	218	130
Hearing Status			
Deaf/Hard of Hearing	478	325	206
Hearing	154	42	22
Application Type			
First-time Freshmen	402	251	152
Transfers	209	114	74
Second degree	21	2	2
Total for Each Category	632	367	228

Fall 2021 New Degree-Seeking Enrolled Undergraduate Students by Race and Ethnicity
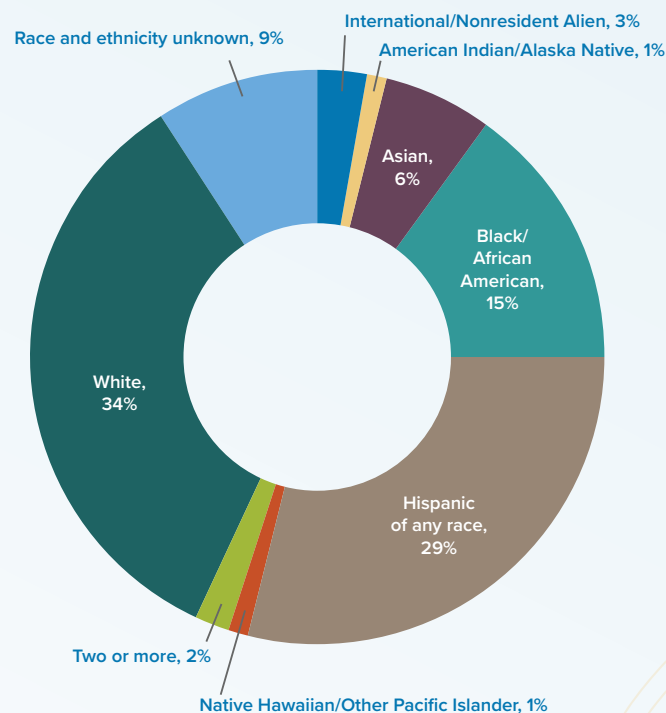
- Race and ethnicity unknown, 9%
- International/Nonresident Alien, 3%
- American Indian/Alaska Native, 1%
- Asian, 6%
- Black/African American, 15%
- Hispanic of any race, 29%
- Native Hawaiian/Other Pacific Islander, 1%
- Two or more, 2%
- White, 34%

Fall 2021 New Undergraduate Degree-Seeking Average ACT

	New	First-time Freshmen
English	14.2	13.8
Math	16.9	16.8
Reading	17.9	17.5
Science	17.4	17.4

While on campus, students learn about the many cultures, languages, and experiences of deaf people.

Fall 2021 New Degree-Seeking Hearing Undergraduate Enrollment

2021	
Total Degree-Seeking New Undergraduate Enrollment	228
Hearing Undergraduate (HUG)	15
Online Degree Completion Program (ODCP)[1]	7
Non-ODCP	8
Bachelor of Arts in Interpretation (BAI)[2]	7
Total Hearing Enrollment	22
Hearing Enrollment Percentage	10%
Total HUG Enrollment	15
HUG Enrollment Percentage[3]	7%

1 - Starting Fall 2018, hearing students enrolled in the Online Degree Completion program are counted towards the Hearing Undergraduate (HUG) enrollment.
2 - Bachelor of Arts in Interpretation (BAI) is not counted in the Hearing Undergraduate (HUG) enrollment.
3 - The New Hearing Undergraduate (HUG) Enrollment percentage is not the percentage used to compare against the HUG enrollment cap percentage of 8%. The HUG enrollment cap percentage is based on all undergraduate degree-seeking students whereas the New HUG enrollment percentage is based on new undergraduate students.

President Cordano, who holds her juris doctorate, joins in a lively discussion in one of the government courses offered at Gallaudet.

Fall 2021 New-to-Graduate Career, Degree-Seeking Diversity by Applied, Admitted, and Enrolled

	Applied[1]	Admitted[1]	Enrolled
Race/Ethnicity			
International/Nonresident Alien	85	29	6
American Indian/Alaska Native	2	0	0
Asian	18	11	7
Black/African American	59	29	19
Hispanic of any race	45	28	18
Native Hawaiian/Other Pacific Islander	0	0	0
Two or more	5	3	2
White	269	165	95
Race and ethnicity unknown	21	10	7
Gender			
Male	130	63	41
Female	374	212	113
Hearing Status			
Deaf/Hard of Hearing	215	111	67
Hearing	249	147	76
Unknown	40	17	11
Total for Each Category	**504**	**275**	**154**

1 - Applied and Admitted Count are not distinct count.

Fall 2021 New-to-Program, Degree-Seeking Graduate Students by Applied, Admitted, and Enrolled

	Applied	Admitted	Enrolled
Certificates	**28**	**17**	**12**
ASL/Deaf Studies	18	8	3
ASL/English Bilingual Early Childhood Education	0	0	0
Deaf and Hard of Hearing Infants, Toddlers, and Families	10	9	9
Deaf Students with Disabilities	0	0	0
Masters	**356**	**199**	**130**
Counseling	1	0	0
Clinical Mental Health Counseling	1	0	0
School Counseling	0	0	0
Deaf Studies	26	21	9
Education	53	22	13
Deaf Education Advanced Studies	21	11	4
Deaf Education Special Programs	0	0	0
Education	32	11	9
Deaf Education	13	2	2
Early Childhood Education and Deaf Education	8	1	0
Elementary Education and Deaf Education	7	6	5
Secondary Education and Deaf Education	4	2	2
International Development	12	9	7
Interpretation and Translation	30	12	9
Interpreting Practice/Research	26	10	7
Interpreting Research	4	2	2
Linguistics	14	12	9
Public Administration	28	15	8
Sign Language Education	86	41	32
Social Work	32	29	17
Speech-Language Pathology	74	38	17
Specialists	**8**	**7**	**6**
Deaf Education	8	7	6
Doctorates	**154**	**80**	**39**
Audiology, Au.D.	67	40	12
Clinical Psychology	27	7	5
Critical Studies in the Education of Deaf Learners	21	9	7
Educational Neuroscience	7	2	2
Hearing, Speech, and Language Sciences	5	3	2
Linguistics	4	1	1
School Psychology, Ps.D.	21	18	10
Translation and Interpretation Studies	2	0	0
Total Program Enrollment[1]	**546**	**303**	**178**
Headcount	**500**	**288**	**173**

1 - Dual program enrollments are included.

Visual Learning Lab doctoral students are actively involved in educational and research activities.

"

By participating in Gallaudet's Honors Program, I have benefitted from enriched experiences with my peers and faculty. The Honors Program also showed me the importance of having direct communication access to be able to network within my field.

"

SHANE CARRIZALES, '23

An undergraduate admissions counselor signs "perfect!" as Gallaudet student ambassadors brainstorm ideas for the campus tour experience.

About Gallaudet University

Gallaudet University was founded in 1864 by an act of Congress (its charter) that was signed into law by President Abraham Lincoln. It is the world leader in liberal education and career development for deaf, hard of hearing, and deafblind students. The University enjoys an international reputation for its outstanding undergraduate and graduate programs, as well as for its research on topics related to people who are deaf, including their history, language, and culture.

In addition, the University's Laurent Clerc National Deaf Education Center serves deaf and hard of hearing children at its two demonstration schools — Kendall Demonstration Elementary School and the Model Secondary School for the Deaf — and through its ntional mission of developing, implementing, and disseminating innovative educational strategies throughout the United States.

This introductory section includes the University's mission, vision, and credo statements; a brief history of the University; information on accreditations; a basic set of facts about the University; and a listing of the members of the Board of Trustees.

I. Mission Statement

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

II. Vision Statement

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

Gallaudet will achieve these outcomes through:
- A bilingual learning environment featuring ASL and English, providing full access to learning and communication for all students;
- A commitment to excellence in learning and student service;
- A world-class campus in the nation's capital;
- The creation of a virtual campus that expands Gallaudet's reach to a broader audience of visual learners; and
- An environment in which research can grow, develop, and improve the lives and knowledge of all deaf and hard of hearing people worldwide.

III. The Gallaudet Credo

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

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

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

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

A graduate student leads her class in a discussion on best practices in coming together as a team.

IV. History of Gallaudet

The First 100 Years

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

Congress authorized the institution to confer collegiate degrees in 1864, and President Abraham Lincoln signed the bill into law on April 8 of that year. This date is known to the Gallaudet community as Charter Day. Edward Miner Gallaudet was named president of the institution, including the college, which had eight students enrolled at the time. He presided over the first commencement ceremony in June 1869, at which three young men received diplomas signed by President Ulysses S. Grant. To this day, the diplomas of all Gallaudet graduates are signed by the current President of the United States.

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

Black and white students were segregated at Kendall School for the Deaf for many years. In 1952, Louise B. Miller, the mother of a deaf child, and other parents filed a class action suit against the Washington, D.C. Board of Education for the right of Black deaf children, including Mrs. Miller's son, Kenneth, to attend Kendall School. The resulting victory in Miller v. Board of Education of the District of Columbia, which pierced the Plessy v. Ferguson doctrine of "separate but equal," was a watershed moment in Black deaf history as well as the American civil rights movement. Gallaudet University is creating a memorial, to be known as the Louise B. Miller Memorial Pathways and Gardens: A Legacy to Black Deaf Children, to honor the 24 Black students and four teachers who paved the way for the 1954 Supreme Court decision in *Brown v. Board of Education*.

A Time of Expansion

In 1966, President Lyndon B. Johnson signed an act to create the Model Secondary School for the Deaf (MSSD). Three years later, Robert H. Finch, the secretary of the U.S. Department of Health, Education, and Welfare, and Leonard M. Elstad (H-'52), the president of Gallaudet College, signed an agreement authorizing the establishment and operation of MSSD on Gallaudet's campus. In 1970, President Richard M. Nixon signed a bill that authorized the establishment of Kendall Demonstration Elementary School, which replaced the existing Kendall School. Today, the two schools are part of Gallaudet's Laurent Clerc National Deaf Education Center, which is devoted to the creation and dissemination of educational opportunities for deaf students nationwide.

By an act of Congress, Gallaudet was granted university status in October 1986. Two years later, in March 1988, the Deaf President Now (DPN) movement led to the appointment of the University's first deaf president, Dr. I. King Jordan, '70 & H-'14, and the Board of Trustees' first deaf chair, Philip W. Bravin, '66 & H-'14. Since then, DPN has become synonymous with self-determination and empowerment for deaf and hard of hearing people the world over.

Transitioning into the 21st Century

In the 1990s, a generous contribution from the W. K. Kellogg Foundation enabled the University to construct the Kellogg Conference Hotel at Gallaudet University, which has become a popular venue for meetings, seminars, receptions, and other events for both on- and off-campus groups. Since then, additional buildings have been constructed, including the technology-rich I. King Jordan Student Academic Center and, thanks to the generosity of James Lee Sorenson, chair of Sorenson Development, Inc., the James Lee Sorenson Language and Communication Center (SLCC). More recently, Hall Memorial Building (HMB) was renovated, with significant upgrades made to this main classroom building's science and technology classrooms. Capital projects, including the HMB renovation, the SLCC, and the Gallaudet and MSSD residence halls all incorporate DeafSpace design principles.

The University's undergraduate students can now choose from 31 majors, leading to a Bachelor of Arts or Bachelor of Science degree. A small number of hearing undergraduate students — up to 8 percent — are admitted to the University each year. Graduate programs at Gallaudet are open to deaf, hard of hearing, and hearing students. Offerings include certificate programs; master of arts, master of science, and master of public administration degrees; and research and clinical doctoral degrees and specialist degrees in a variety of fields.

The University provides an impressive array of student success and student support services. These include services through the First Year Experience Program, the Academic Advising Office, the Office for Students with Disabilities, Student Success, and the Center for Employment and Professional Development. Nearly all undergraduate students complete domestic and international internships that provide a wealth of experiential learning opportunities. Notable recent internship placements were at Merrill Lynch, the National Aeronautics and Space Administration, the National Institutes of Health, the Philadelphia Insurance Companies, and the World Bank.

Gallaudet also serves as a primary resource for educational and career opportunities for deaf people, as well as for visual language and visual learning, deaf history and culture, American Sign Language, and the impact of technology on the deaf community.

In January 2016, Roberta J. Cordano became the first deaf woman to serve as president of Gallaudet. During her tenure, the University has begun to define its bilingual mission more intentionally. It has also focused on academic and research excellence, becoming a Carnegie Research 2 institution midway through FY2019. Other ongoing initiatives include a strong focus on equity, diversity, and inclusion, with an all-encompassing anti-racism plan; an increase in innovation and entrepreneurship opportunities; improvements to the student experience, both in and out of the classroom; a greater focus on internationalization; and a commitment to removing systemic racism in all its forms throughout the University and Clerc Center. Gallaudet is also working to develop a strong signing ecosystem while forging relationships with its neighboring communities, which have undergone a tremendous renaissance in recent years.

During FY2020, the University began a new 10-year vision campaign, called The Gallaudet Promise: Excellence in Learning and Discovery. Midway through that fiscal year, the COVID-19 pandemic caused the University to adopt remote learning and remote working. The entire 2020-2021 academic year was conducted remotely, as the University followed federal and District of Columbia guidance and adhered to its own guiding principles. During the summer of 2021, the first session was conducted remotely, and the second was face-to-face. This year, face-to-face instruction has resumed with stringent classroom occupancy, distancing, testing, and vaccination protocols in place.

A professor of the School of Arts and Media Design guides his class through the basics of pottery.

V. Institutional Name

Gallaudet has continued to evolve since 1864, when President Abraham Lincoln signed the legislation authorizing the establishment of a college for deaf and hard of hearing students in Washington, D.C. This section offers an institutional chronology of the University since its founding.

The **Columbia Institution for the Instruction of the Deaf and Dumb and Blind** was incorporated in 1857, with Edward Miner Gallaudet serving as the school's president.

The **National College for the Deaf and Dumb** was established seven years later in 1864 with the signing of its charter by President Lincoln.

The **National Deaf-Mute College** became the name of the college in 1865, when blind students were transferred to the Maryland Institution for the Blind. This name remained in effect until 1893.

The **Columbia Institution for the Deaf and Dumb** became the corporate name of the greater institution in 1865, which included both the National Deaf-Mute College and the Primary Department.

The **Kendall School** became the name of the Primary Department in 1885, honoring Amos Kendall, the philanthropist who initially donated the land for the establishment of the school.

Gallaudet College became the name of the college in 1894, and it remained so until 1985. This renaming honored the Rev. Thomas Hopkins Gallaudet, father of Edward Miner Gallaudet.

The **Columbia Institution for the Deaf** became the corporate name in 1911.

Gallaudet College became the corporate name in 1954.

The **Model Secondary School for the Deaf (MSSD)**, authorized by Congress in 1966, opened on campus in 1969.

The **Kendall Demonstration Elementary School (KDES)** became the name of the Kendall School in 1970 when President Richard M. Nixon signed Public Law 91-597.

Gallaudet University became and has remained the name of Gallaudet College since President Ronald Reagan signed the Education of the Deaf Act (Public Law 99-371) in 1986.

Today, the **Laurent Clerc National Deaf Education Center** comprises KDES and MSSD. Its mission is to improve the quality of education provided to deaf and hard of hearing students across the United States.

A professor looks on as a student inquires about the latest research on language acquisition.

VI. Fast Facts

Location
800 Florida Avenue, N.E., Washington, D.C. 20002

Website
http://www.gallaudet.edu

Founded
Gallaudet University, the world's only university for deaf and hard of hearing students, was founded in 1864 by an act of Congress, when President Abraham Lincoln signed its charter.

Programs
Deaf and hard of hearing undergraduate students can choose from 31 majors leading to a Bachelor of Arts or a Bachelor of Science degree. The University also admits a small number of hearing, degree-seeking undergraduate students — up to 8% of the undergraduate student body. Undergraduate students have the option of designing their own majors, called "self-directed majors," in which they select classes from a variety of departments at Gallaudet and/or take courses offered at any of the other institutions of higher learning that are members of the Consortium of Universities of the Washington Metropolitan Area.

Graduate programs, open to deaf, hard of hearing, and hearing students, include Master of Arts, Master of Science, Master of Social Work, and Master of Public Administration degrees; specialist degrees in education and psychology, certificates, Doctor of Philosophy (Ph.D.) degrees in a variety of fields involving professional service provision to deaf and hard of hearing people; the Doctorate in Psychology (Psy.D.) degree in school psychology, and the Doctor of Audiology (Au.D.) degree, a clinical doctorate.

Gallaudet offers exemplary educational programs to deaf and hard of hearing students on all learning levels. The Kendall Demonstration Elementary School (KDES) serves infants and their parents, and offers kindergarten through Grade 8 instruction. The Model Secondary School for the Deaf (MSSD) offers programs for students in Grades 9-12. Both schools are part of the Laurent Clerc National Deaf Education Center, which has a federal mandate to develop innovative curriculum, materials, and teaching strategies and disseminate them to schools and programs nationwide.

Public Service
Every year, Gallaudet serves thousands of individuals through conferences, leadership institutes, professional studies and extension courses, sign language classes, ASL/English bilingual education, its ASL Connect online program, enrichment and youth programs, international programs, and its regional centers. The regional center locations are: East–Northern Essex Community College, MA; South–Alabama Institute for Deaf and Blind, Talladega, AL; Midwest–Austin Community College, TX; and West–Ohlone College, CA.

In fulfilling its national service role via training and technical assistance, information dissemination, and exhibits and performances, the Laurent Clerc National Deaf Education Center has served tens of thousands of individuals and disseminated over 100,000 print and online products and publications.

Technology
Gallaudet is a leader in the use of technology in its academic programs and services. During a typical academic year, approximately 99% of courses at the University include an online component, and virtually all students take at least one course using an online learning system. Such technology integration is higher than the average for universities nationwide. Many courses make extensive use of video, including video recordings of classes. Since Fall 2020, through the Connected Gallaudet initiative with Apple Inc., all students have received either a MacBook Pro notebook computer or an Apple iPad Pro tablet, preloaded with a number of productivity applications. iPad Pro users also receive an Apple Smart Folio Keyboard and an Apple Pencil.

For students interested in technology careers, majors in graphic art, art and digital media, computer science, and computer information systems are available. Students have access to several central computer laboratories, as well as a number of departmental computer labs. Most classrooms are outfitted with computers, projectors, and other technologies.

Research
Gallaudet has a unique obligation to contribute knowledge and scholarship to society that is likely to benefit deaf and hard of hearing people, especially in the areas of education and human services. Accordingly, the University conducts studies in the areas of education, diversity, accessibility, the deaf experience, and language and cognition. It also engages students in research and stimulates and supports work directed toward priorities consistent with Gallaudet's national mission and internal strategic objectives.

Research is a key component of Gallaudet's mission and has a prominent role in the 10-year vision plan, The Gallaudet Promise: Excellence in Learning and Discovery. Faculty pursue a full range of research interests related to their own academic disciplines. Major grant support includes research, development, and training programs in visual language and learning, access to communication for deaf and hard of hearing people, genetics, and technology assessment.

A Special Assistant to the Provost for Research oversees all research units, centers, and programs, including the Office of Sponsored Programs and Research Services (OSPRS), the Center for Visual Language and Visual Learning (VL2), and the Technology Access Program (TAP) and provides functional support to the Gallaudet Institutional Review Board (IRB). OSPRS is responsible for research support functions.

VI. Fast Facts (cont'd.)

Enrollment

For the fall semester of academic year 2021–2022, the institution reported the following enrollments:

University	Enrollment
Undergraduate (degree/non-degree, full and part-time)	1,012
Graduate (degree/non-degree, full and part-time)	421
English Language Institute	16
University Subtotal	**1,449**

Laurent Clerc National Deaf Education Center	Enrollment
Kendall Demonstration Elementary School	87
Model Secondary School for the Deaf	102
Clerc Center Subtotal	**189**

Total Fall Enrollment Academic Year 2019-2020	Enrollment
University Subtotal	1,449
Clerc Center Subtotal	189
Total Fall Academic Year 2019-2020	**1,638**

In addition, on the fall census date, Gallaudet had 270 students enrolled in Professional Studies activities.

International students comprise 5.11% of the degree-seeking student body.

The Gallaudet Dance Company, founded in 1955, is a performing group of Deaf, hard of hearing, and hearing dancers. The dancers rely on their vision as their primary mode of communication and express themselves through their dancing in a variety of styles including jazz, hip-hop, modern and lyrical ballet, and dance.

Annual University Tuition and Room and Board (Academic Year 2021-2022)

	Undergraduate	Graduate
U.S. Student Tuition[1]	$16,512	$18,180
International Student Tuition (non-developing countries)[1]	$33,024	$36,360
International Student Tuition (developing countries)[1]	$24,768	$27,270
Room and Board[2]	$14,622	$14,622

1 - Does not include unit fee or health service fee.
2 - Room and board rates vary depending on the room and meal plan chosen. Carlin Hall and the 250-block meal plan were used in this calculation.

There are additional fees for student activities, health services, and technology. For a full explanation of all charges, including those in the table above, refer to the **Gallaudet University website.**

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

Alumni

Gallaudet has more than 22,500 alumni around the world. The Gallaudet University Alumni Association (GUAA), organized in 1889, has 53 chapters. According to a survey conducted by the university, 93% of the undergraduate student respondents who graduated between December 2018 and August 2019 are either employed or furthering their education. Of the survey respondents who graduated with graduate degrees during the same time frame, 97% are employed or furthering their education. Of the MSSD students who graduated in 2020, 92% are in postsecondary education, in training programs, or employed within one year after graduation.

Fundraising

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

Employees

At the end of FY2021, the University and Clerc Center together had 907 employees, 572 of whom are deaf or hard of hearing. A total of 228 employees are faculty members or teachers.

Funding

Total revenues and other support for FY2021 were approximately $195.9 million. Due to COVID-19, revenue is down in several areas, principally in auxiliary services such as student room and board, the Kellogg Conference Hotel, and business development, which includes facilities rental, etc. However, these revenue losses were offset by appropriation funding provided to Gallaudet under the CARES Act, CRRSSA, and ARPA.

Endowment

As of the end of FY2021, the University's endowment was approximately $232.9 million. We benefitted from a very good investment year, which resulted in investment gains of approximately $44.9 million.

Community Impact

Gallaudet is one of the largest business entities in the Northeast quadrant of Washington, D.C., with direct salaries, wages, and benefits totaling more than $116.4 million during FY2021. The University spent another $89 million on goods and services and $17.2 million on capital improvements.

President Cordano shares her vision for the 2021-2022 school year during her annual Welcome Home address.

VII. Accreditation

Gallaudet University is accredited by:

Middle States Commission on Higher Education (MSCHE)
www.msche.org
3624 Market Street
Philadelphia, PA 19104
Telephone: (267) 284-5000
E-mail: **info@msche.org**

The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the United States Secretary of Education and the Council for Higher Education Accreditation (CHEA).

Many of the University's programs are also accredited by professional accrediting bodies, including:
- American Psychological Association (APA)
- American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology (ASHA/CAA)
- Accreditation Council for Business Schools and Programs (ACBSP)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Council on Social Work Education (CSWE)

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

These same programs are part of Gallaudet's Educator Preparation Program, which is accredited by the Council for the Accreditation of Educator Preparation (CAEP).

In addition, many programs are reviewed by the following specialized professional associations (SPAs) as part of CAEP's re-accreditation process:
- Council for Exceptional Children (CEC)
- National Association for the Education of Young Children (NAEYC)
- National Association of School Psychologists (NASP)
- National Council for the Social Studies (NCSS)
- National Council of Teachers of English (NCTE)
- National Council of Teachers of Mathematics (NCTM)
- National Science Teaching Association (NSTA)

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

Cherry blossoms adorn the front of the Peikoff Alumni House, affectionately known as "Ole Jim". The building, erected in 1881, contained an indoor pool, a basketball court, and a bowling alley.

VIII. Board of Trustees

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Indiana

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> " I want students to leave with the belief that they got the best possible education here at Gallaudet, and that they can do anything they want to do. "

DR. KHADIJAT RASHID
DEAN OF FACULTY

Performance Requirements

The Education of the Deaf Act (EDA) states that Gallaudet University will provide an annual report to the Secretary of the U.S. Department of Education and to committees of Congress. This document satisfies that requirement. In addition, the EDA includes detailed requirements for reporting. In this section of the annual report, we quote the relevant reporting requirements from the EDA and cross-reference the relevant material in this document or in separate documents. Gallaudet also reports annual performance indicators per the requirement of the U.S. Department of Education, under the Government Performance and Results Act of 1993. That report, previously submitted to the Department of Education, is included in this section of the annual report.

Lab students gather data for their underwater experiment at the pool.

I. Education of the Deaf Act Reporting Requirements

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

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

From the EDA

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

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

    Refer to the next section of this chapter, Government Performance and Results Act Report. (Additional information is available in the chapter entitled "Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan" on page 89.)

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

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

        Refer to the next section of this chapter, Government Performance and Results Act Report. (Additional information is available in the chapter entitled "Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan" on page 89.)

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

        Refer to the next section of this report, Government Performance and Results Act Report. (Additional information is available in the chapter

    entitled "Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan" on page 89.)

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

        Refer to the next section of this report, Government Performance and Results Act Report. (Additional information is available in the chapter entitled "Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan" on page 89.)

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

        Detailed information on these support services for Gallaudet and the Clerc Center is provided in the chapters entitled "Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan" on page 89 and "Laurent Clerc National Deaf Education Center" on page 245, respectively.

    E. "The number of recruitment activities by type and location for all educational levels."

        Refer to the chapter entitled "Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan" on page 89.

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

        Refer to the chapter entitled "Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan" on page 89.

    G. "Strategies (such as parent groups and training classes in the development of individualized education programs) used by the elementary and secondary programs and the extension centers to reach and actively involve minority parents in the educational programs of their children who are deaf or hard of hearing and the number of parents who have been served as a result of these activities."

        Detailed information is available on these strategies for the Clerc Center and is provided in the chapter "Laurent Clerc National Deaf Education Center" on page 245.

I. Education of the Deaf Act Reporting Requirements (cont'd.)

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

    Refer to our audited financial statements, submitted separately.

4. "For the preceding fiscal year, a statement showing the receipts of the University ... and from what Federal sources, and a statement showing the expenditures ... by function, activity, and administrative and academic unit."

    Refer to our audited financial statements, submitted separately.

5. "A statement showing the use of funds (both corpus and income) provided by the Federal Endowment Program under section 4357 of this title."

    Refer to our audited financial statements, submitted separately.

6. "A statement showing how such Endowment Program funds are invested, what the gains or losses (both realized and unrealized) on such investments were for the most recent fiscal year, and what changes were made in investments during that year."

    Refer to our audited financial statements, submitted separately.

7. "Such additional information as the Secretary may consider necessary."

From the EDA on Research

a. "Research priorities ...

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

    Refer to the chapter "Priority Two: Knowledge Creation and Discovery" on page 147.

b. "Research reports...

    "The University ... shall each prepare and submit an annual research report, to the Secretary, the Committee on Education and Labor of the House of Representatives, and the Committee on Health, Education, Labor, and Pensions of the Senate, not later than January 10 of each year, that shall include—

    1. "a summary of the public input received as part of the establishment and dissemination of priorities required by subsection (a) of this section, and the University's ... response to the input."

        Refer to the chapters "Priority Two: Knowledge Creation and Discovery" on page 147 and "Laurent Clerc National Deaf Education Center" on page 245.

    2. "A summary description of the research undertaken by the University ..., the start and projected end dates for each research project, the projected cost and source or sources of funding for each project, and any products resulting from research completed in the prior fiscal year."

        Refer to the chapter "Priority Two: Knowledge Creation and Discovery" on page 147; this summary has been incorporated into the annual report.

Students enjoy one of the many outdoor green spaces on campus.

II. Government Performance and Results Act Report

This section contains the performance indicators for both the University and the Clerc Center for FY2021, as submitted to the U.S. Department of Education. This material was submitted as specified in the Government Performance and Results Act (GPRA) of 1993. The purpose of the act, paraphrased here, is to: improve effectiveness and public accountability, help federal managers improve services, improve congressional decision making on federal programs, improve internal management of the federal government, and hold federal agencies accountable for achieving results by setting goals, measuring performance, and reporting publicly on progress.

Program Goal

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

Objective 1 of 4:

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

Two students perform in American Sign Language.

Measure 1.1 of 12: The number of full-time, Degree-seeking undergraduate students enrolled at Gallaudet University. *(Desired direction: increase)*

Year	Target	Actual (or date expected)	Status
2003	Not Available	1,099	Historical Actual
2004	Not Available	1,120	Historical Actual
2005	Not Available	1,098	Historical Actual
2006	Not Available	1,174	Historical Actual
2007	Not Available	1,101	Historical Actual
2008	1,180	973	Target Not Met
2009	1,020	927	Target Not Met
2010	1,020	1,002	Target Not Met but Improved
2011	1,020	1,012	Target Not Met but Improved
2012	1,020	1,029	Target Exceeded
2013	1,020	1,045	Target Exceeded
2014	1,020	1,006	Target Not Met
2015	1,020	951	Target Not Met
2016	1,020	959	Target Not Met but Improved
2017	1,020	1,082	Target Exceeded
2018	1,020	1,074	Target Exceeded
2019	1,020	1,066	Target Exceeded
2020	1,020	1,005	Target Not Met
2021	1,020	905	Target Not Met
2022	1,020	911	Target Not Met but Improved

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

Frequency of Data Collection: Annual

Data Quality. Gallaudet University reported a total of 911 full-time, degree-seeking undergraduate students enrolled in the fall of 2021 (FY2022), an increase of 6 students from the previous year. The number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University includes students who are deaf and hard of hearing as well as hearing undergraduate students (HUGS) and hearing undergraduate students in the Bachelors of Interpretation program. This measure does not include part-time students or non-degree-seeking undergraduate students. This measure is consistent with Integrated Postsecondary Education Data System (IPEDS) methodology in reporting only full-time, degree-seeking undergraduates. Data is collected on census date, the fifteenth calendar day from the first day of class in the fall of each year and does not include new students who enroll in the spring of the same academic year.

II. Government Performance and Results Act Report (cont'd.)

The table below reports disaggregated data on the number of full-time, degree-seeking undergraduate students enrolled in an on-campus based program or in an on-line program. If a student is in an online program and an on-campus based program, the student is counted in the on-campus count.

Year	On-Campus	Online	Total
2011	1,004	8	1,012
2012	1,025	4	1,029
2013	1,033	12	1,045
2014	997	9	1,006
2015	946	5	951
2016	951	8	959
2017	1,071	11	1,082
2018	1,066	8	1,074
2019	1,051	15	1,066
2020	999	6	1,005
2021	893	12	905
2022	882	29	911

Target Context. The target for the number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University was reduced in FY2009 from 1,180 students to 1,020 students. At that time, the decision to reduce the enrollment target was based on the anticipated impact from policy changes in the University's admission requirements and the implementation of more rigorous academic standards.

Explanation. There are three primary influences on total enrollment: the recruitment of new students, the persistence rate, and the graduation rate. In the fall of 2021 (FY2022), the number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University increased by 6 students compared to the previous year. This number did not meet our target of 1,020 by 109 students. From FY2017 to FY2019, this number steadily decreased by 0.7% each year and then by 5.7% from FY2019 to FY2020. From FY2020 to FY2021, this number decreased by 10% due to impacts from COVID-19. From FY2021 to FY2022, this number increased by 0.7%. The steady number in enrollment occurred as a result of several factors that contributed to the recruitment, retention and enrollment of full-time undergraduate students, most of which were attributed to the strong retention to year 2 and retention to year 3 as well as the highest six-year graduation rate among first-time, full-time freshmen after factoring in the impacts from COVID-19.

With this recent admissions cycle, Gallaudet saw a melt rate of 14.9%, which translates to 40 deposits lost. This melt rate was similar to the previous year, which had a melt rate of 14.8% or 40 deposits lost. Students this year deferred their enrollment due to various reasons, most of which were attributed to COVID-19. Before COVID-19, Gallaudet had a melt rate of 8.4% and a three-year average melt rate of 9.6% as well as a five-year average melt rate of 7.6%. Despite the challenges from this admissions cycle, a total of 228 new students began this fall with 221 (97%) of them enrolled full-time. Gallaudet also saw a change in leadership with the Executive Director of Admissions. After a national search, John A. Serrano was hired and joined the Admissions team in June 2021.

First-time, full-time freshmen retention to year 2 and retention to year 3 were higher than usual, which allowed enrollment to remain steady. Cohort 2020's first-time, full-time (FTFTF) retention to year 2 of 80.1% was the second highest retention rate (highest retention was 80.3% with Cohort 2015), and Cohort 2019's FTFTF retention to year 3 of 73% was the highest retention rate that Gallaudet has seen in at least 10 years. Additionally, Cohort 2015's FTFTF six-year graduation rate was 58%, the highest Gallaudet has ever had. This success rate also meant fewer students re-enrolling at Gallaudet.

The executive director for Undergraduate Admissions discusses protocols with a student employee inside the Maguire Welcome Center.

To address the continued challenges of enrollment as well as achieve the enrollment goals of Fall 2022, Gallaudet will implement additional recruitment strategies that include improving communication flow and campaigns, enhancing and optimizing the webchat on the website, and investing in digital marketing and advertising as well as continuing to maximize retention efforts, which includes using student success coaches and Navigate, a student success platform, to support undergraduate students.

The below table reports the total enrollment each fall for Gallaudet University (e.g., FY2007 is the fall of the 2006-2007 academic year), which includes the number of full-time, degree-seeking undergraduate students, students enrolled part-time in degree programs or in non-degree granting programs, and graduate students.

Fiscal Year	Full-time, Degree-seeking Undergraduate Students	Part-time, Degree-seeking or Non-degree seeking Undergraduate Students	Full-time and Part-time Graduate Students	Total
2007	1,101	318	430	1,849
2008	973	277	383	1,633
2009	927	277	377	1,581
2010	1,002	460	408	1,870
2011	1,012	368	413	1,793
2012	1,029	274	410	1,713
2013	1,045	330	446	1,821
2014	1,006	278	469	1,753
2015	951	297	443	1,691
2016	959	267	444	1,670
2017	1,082	266	426	1,774
2018	1,074	250	437	1,761
2019	1,066	331	411	1,808
2020	1,005	311	406	1,722
2021	905	447	423	1,775
2022	911	396	412	1,719

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

Year	Target	Actual (or date expected)	Status
2004	Not Available	287	Historical Actual
2005	Not Available	311	Historical Actual
2006	Not Available	320	Historical Actual
2007	Not Available	318	Historical Actual
2008	295	277	Target Not Met
2009	295	277	Target Not Met
2010	295	460	Target Exceeded
2011	295	368	Target Exceeded
2012	295	274	Target Not Met
2013	295	330	Target Exceeded
2014	295	278	Target Not Met
2015	295	297	Target Exceeded
2016	295	267	Target Not Met
2017	295	266	Target Not Met
2018	295	250	Target Not Met
2019	295	331	Target Exceeded
2020	295	311	Target Exceeded
2021	295	447	Target Exceeded
2022	295	396	Target Exceeded

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

Frequency of Data Collection: Annual

Data Quality. This measure includes non-degree-seeking undergraduate and graduate students taking other courses that cannot be applied to a degree, or who have not been admitted into a degree-seeking program and all students not counted in IPEDS, including students enrolled in the English Language Institute and students enrolled in the Professional Studies program that grants continuing education credit and are not enrolled in a degree- seeking program. This indicator also includes part-time, degree-seeking undergraduate students who were not counted in Measure 1.1 on full-time degree-seeking undergraduate students. Census data is collected in the fall of each year and does not include new students who enroll in the spring of the same academic year.

II. Government Performance and Results Act Report (cont'd.)

The table below reports disaggregated data on the number of students in Measure 1.2 enrolled in an on-campus based program or in an online program. If a student is in an online program and an on-campus based program, the student is counted in the on-campus count.

Year	On-Campus	Online	Total
2011	366	2	368
2012	263	11	274
2013	320	10	330
2014	268	10	278
2015	289	8	297
2016	257	10	267
2017	249	18	267
2018	247	3	250
2019	328	3	331
2020	304	7	311
2021	441	6	447
2022	321	75	396

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

Explanation. The target of 295 was exceeded in Fall 2021 (FY 2022) by 101 students. Compared to Fall 2020, this was a decrease of 51 students, despite exceeding the target. Most of the decrease was due to a decrease of 36 Professional Studies students and 9 part-time degree-seeking undergraduate students compared to the previous fall.

A deaf-centric classroom includes professors who pace their lecture to allow for note-taking.

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

Year	Target	Actual (or date expected)	Status
2003	Not Available	617	Historical Actual
2004	Not Available	506	Historical Actual
2005	Not Available	451	Historical Actual
2006	Not Available	466	Historical Actual
2007	Not Available	430	Historical Actual
2008	425	383	Target Not Met
2009	425	377	Target Not Met
2010	425	408	Target Not Met but Improved
2011	425	413	Target Not Met but Improved
2012	425	410	Target Not Met
2013	425	446	Target Exceeded
2014	425	469	Target Exceeded
2015	425	443	Target Exceeded
2016	440	444	Target Exceeded
2017	440	426	Target Not Met
2018	440	437	Target Not Met
2019	440	411	Target Not Met
2020	440	406	Target Not Met
2021	440	423	Target Not Met but Improved
2022	440	412	Target Not Met

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

Frequency of Data Collection: Annual

Data Quality. The number of students enrolled in graduate programs at Gallaudet University includes all full- and part-time students enrolled in degree-granting programs at the certificate, master's, specialist, and doctoral levels. The Integrated Postsecondary Education Data System (IPEDS) defines a certificate as a formal award along with other degree awards conferred by an institution. The IPEDS definition of a degree is an award conferred as official recognition for the successful completion of a program of studies. Gallaudet University noted that IPEDS surveys often ask for enrollment figures that are "degree/certificate seeking." Census data is collected in the fall of each year and does not include new students who enroll in the spring of the same academic year.

The table below reports disaggregated data on the number of full- and part-time degree-seeking graduate students enrolled in an on-campus based program or an online program at the certificate, master's, specialist, or doctoral level. If a student is in an online program and an on-campus based program, the student is counted in the on-campus count.

Year	On-Campus	Online	Total
2011	413	Not Available	413
2012	382	28	410
2013	410	36	446
2014	437	32	469
2015	390	53	443
2016	390	54	444
2017	377	49	426
2018	336	101	437
2019	331	80	411
2020	326	80	406
2021	323	100	423
2022	323	89	412

Target Context. In FY2008, the definition of graduate enrollment was changed to include only degree-seeking enrollment. Non-degree-seeking graduate enrollment is counted in Measure 1.2. Since Gallaudet University exceeded the target for this measure in Fall 2012 (FY2013), Fall 2013 (FY2014), and again in Fall 2014 (FY2015), the Department increased the target to 440 graduate students for Fall 2015 (FY2016) and subsequent years.

Explanation. The target of 440 was not met by 28 students. Compared to Fall 2020, this is a decrease of 11 students. There are three primary influences on total enrollment: the recruitment of new students, the persistence rate, and the graduation rate. From FY2020 to FY2021, the retention rate among graduate students decreased by 13%, as shown in Measure 1.7, which resulted in a reduction in overall enrollment from the previous year. This retention rate is the lowest retention rate that Gallaudet has seen in nearly ten years. A higher than usual number of graduate students took a leave of absence or withdrew from their program in the 2020-2021 academic year, with most giving reasons related to the pandemic (e.g., new COVID-related caregiver responsibilities) or returning to the workforce. Meanwhile, the number of new graduate students remained about the same with 173 new graduate students enrolled this Fall 2021 compared to 172 in Fall 2020. It is worth noting that the disparity in overall enrollment between Fall 2020 and Fall 2021 (also seen in the online enrollment) is chiefly due to one hybrid graduate program that decided to double their enrollment for the 2020-2021 academic year and then returned to their pre-2020 enrollment size for the 2021-2022 academic year..

To address the continued challenges of enrollment as well as achieve the enrollment goals of Fall 2022, Gallaudet implemented the Graduate Student Resource Center in August 2021, which serves as a one-stop center for graduate students to access resources that they need to succeed in their programs, including academic support, career and professional development, community building and belonging, and well-being and personal development. In addition, Graduate Admissions is collaborating with University Communications on digital marketing strategies, updating recruitment materials for 25 graduate programs, expanding and improving their communication flow to prospective students, revising admissions requirements to remove barriers, and offering incentives for applying to the Graduate School, e.g., waiving the application fee for those who apply before December 2021 or who are currently seniors at Gallaudet.

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

Year	Target	Actual (or date expected)	Status
2004	225	186	Target Not Met
2005	225	182	Target Not Met
2006	225	226	Target Exceeded
2007	225	218	Target Not Met
2008	225	164	Target Not Met
2009	225	149	Target Not Met
2010	225	151	Target Not Met but Improved
2011	225	140	Target Not Met
2012	165	165	Target Met
2013	165	150	Target Not Met
2014	165	149	Target Not Met
2015	165	165	Target Met
2016	165	166	Target Exceeded
2017	165	166	Target Exceeded
2018	165	174	Target Exceeded
2019	165	160	Target Not Met
2020	165	161	Target Not Met but Improved
2021	165	139	Target Not Met
2022	165	102	Target Not Met

Source. Gallaudet University, Laurent Clerc National Deaf Education Center PowerSchool student database; Annual Report.

Frequency of Data Collection: Annual

II. Government Performance and Results Act Report (cont'd.)

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

Target Context. The target was reduced to 165 students in September 2011 (FY2012) to more closely reflect actual enrollment trends. MSSD stated that, with an average enrollment of 40 students per grade, it could effectively provide and evaluate programs as well as report statistically relevant data.

Explanation. MSSD serves all 50 states, the District of Columbia, and the U.S. territories. Gallaudet University states that a trend analysis over the past five years indicates that MSSD continues to receive a steady stream of inquiries and requests for applications, with the goal of ensuring a higher percentage of inquiries and applications to become enrollments.

The enrollment target for FY2021 was not met. Due to the COVID-19 pandemic, in March 2020, the MSSD campus was physically closed, and all students transitioned to remote learning. Remote learning continued when school opened for the 2020-2021 academic year. MSSD made the decision to pause new enrollments in anticipation of students returning to campus and limited housing availability should single occupancy (no roommates) be required for appropriate, safe physical distancing.

During the summer of 2021, student housing was assessed in light of CDC guidance. Based on their recommendations, MSSD needed to reopen for on-campus learning in Fall 2021 with single occupancy dormitory rooms, effectively halving housing capacity. This restriction meant that with existing enrollment, the dormitory was at capacity. MSSD was, therefore, unable to enroll new students who needed housing in order to attend. The only new students admitted were 11 students who completed eighth grade at KDES and moved on to ninth grade at MSSD and nine students who enrolled as commuters. The Clerc Center anticipates an increase to target enrollment numbers after CDC guidelines allow a return to double occupancy dormitory capacity.

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

Year	Target	Actual (or date expected)	Status
2004	140	145	Target Exceeded
2005	140	142	Target Exceeded
2006	140	141	Target Exceeded
2007	140	128	Target Not Met
2008	140	127	Target Not Met
2009	140	120	Target Not Met
2010	140	105	Target Not Met
2011	140	99	Target Not Met
2012	115	97	Target Not Met
2013	115	94	Target Not Met
2014	115	92	Target Not Met
2015	115	87	Target Not Met
2016	115	106	Target Not Met but Improved
2017	115	111	Target Not Met but Improved
2018	115	103	Target Not Met
2019	115	111	Target Not Met
2020	115	111	Target Not Met
2021	115	95	Target Not Met
2022	115	87	Target Not Met

Source. Gallaudet University, Laurent Clerc National Deaf Education Center PowerSchool student database; Annual Report.

Frequency of Data Collection: Annual

Data Quality. On September 15 of each school year, census data is collected on the number of students enrolled at Kendall Demonstration Elementary School (KDES). Gallaudet University states that this number is reviewed by the Clerc Center's Monitoring, Evaluation, and Research team as well as by school administrators to ensure accuracy. This data does not include new students who enroll in the spring of the same academic year.

Target Context. The target was reduced to 115 students in September 2011 (FY2012) to more closely reflect actual enrollment trends.

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

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

The enrollment target for FY2021 was not met. Due to the COVID-19 pandemic, in March 2020, the KDES campus was physically closed and all students transitioned to remote learning. Remote learning continued when school opened for the 2020-2021 academic year.

During the summer of 2021, building and bus capacity was assessed in light of CDC COVID-19 guidelines. Based on this review, it was determined that KDES was at classroom capacity from kindergarten through eighth grade, and no new students could be enrolled in those grades. New students could be enrolled only in Early Childhood Education program classes, which still had classroom capacity. Eleven students graduated from KDES in June 2021 and enrolled at MSSD in the fall of 2021. Six students withdrew from KDES for various reasons. Five new students enrolled in classes that had capacity.

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

Year	Target	Actual (or date expected)	Status
2003	Not Available	60	Historical Actual
2004	Not Available	70	Historical Actual
2005	Not Available	75	Historical Actual
2006	Not Available	64	Historical Actual
2007	Not Available	54	Historical Actual
2008	75	60	Target Not Met but Improved
2009	70	75	Target Exceeded
2010	70	73	Target Exceeded
2011	70	70	Target Met
2012	72	77	Target Exceeded
2013	73	69	Target Not Met
2014	74	67	Target Not Met
2015	75	67	Target Not Met
2016	75	80	Target Exceeded
2017	75	63	Target Not Met
2018	75	72	Target Not Met but Improved
2019	75	75	Target Met
2020	75	74	Target Not Met
2021	75	80	Target Exceeded

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

Frequency of Data Collection: Annual

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

Target Context. Gallaudet University's 2010-2015 Strategic Plan identified a goal for retaining 75% of its first-time, full-time degree-seeking freshmen cohort by FY2015; that is, 75% of this cohort would return from their first fall semester to their second fall semester. To meet this goal, the targets for FY2012 through FY2015 were incrementally raised to 72%, 73%, 74%, and 75%, respectively.

II. Government Performance and Results Act Report (cont'd.)

Gallaudet University noted that, in comparison, the National Center for Educational Statistics data indicates that 4-year public colleges and universities with open admissions have an average persistence rate of 61%, and 4-year private nonprofit colleges and universities with open admissions have an average persistence rate of 62% (*Undergraduate Retention and Graduation Rates:* updated MAY2021). Gallaudet University also reported that data from the ACT Educational Services for 2018 indicated students with similar ACT scores at 4-year public colleges and universities with open admissions have a persistence rate of 57.7%, and at 4-year private colleges and universities with open admissions have a persistence rate of 63.2% (National Collegiate Retention and Persistence-to-Degree Rates: updated 2018). Gallaudet University noted that data from the National Student Clearinghouse Research Center indicated that the retention rate of first-time freshmen in fall 2019 was 66.2% (National Student Clearinghouse Research Center, 2021). Additionally, according to a report from the National Center for Special Education Research, the postsecondary completion rate of young adults with disabilities who enrolled in a four-year college was 29% (38.9% for hearing impairments), and these rates did not differ significantly by disability category, secondary-school leaving characteristics, parents' household income; or young adults' race/ethnicity or gender (Sanford, Newman, Wagner et al., 2011). Further, according to the Washington, DC: Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, youth with disabilities are more "socioeconomically disadvantaged and less likely to have experiences and expectations that are associated with success after high school" (Lipscomb, Lacoe, Liu & Haimson, 2018). Thus, these targets represent an ambitious, yet achievable, goal for Gallaudet University.

Explanation. This measure was designated as a long-term measure. Gallaudet University's first-year persistence rate for FY2021 was 80% and met the target of 75%. Gallaudet notes that the retention rate is the second highest retention rate. Gallaudet continued its focus on the student experience utilizing Navigate and Student Success Coaches. Navigate is an early alert system providing a coordinated care network including mobile nudging and an interactive checklist of important notifications (i.e., registering for classes and financial holds). Student Success Coaches have and continue to reach out to students who were flagged in *Navigate* as needing additional support, have not registered for classes, or have left Gallaudet.

Gallaudet also underwent several changes during FY2020 and will continue through FY2021 with student success (recruitment, retention, graduation, and post-graduation outcomes) as the driver for change. Some of the changes include:

1. Academic Affairs restructure, effective Fall 2020, where 48 departments were restructured into 5 schools to create opportunities for interdisciplinary studies for students who declare a major within one of the five schools because, based on our institutional research data, the earlier that students declare their major, the greater the likelihood for a stronger retention rate among those declared students;

2. General Education Redesign in which the General Education curriculum is currently going through curriculum changes to meet the needs of our 21st century learners, effective fall 2021, including robust career readiness modules in their first-year to keep students engaged in their academic and career pathways such as internships as early as in their first year, and

3. the hiring of a Student Success Technology Specialist that is dedicated to maximizing the use of Navigate for our students, faculty, and support staff; and

4. The Center for Employment and Professional Development has been transformed to the Office of Career Education & Professional Development (CEPD) that will strengthen academic + career pathways by integrating career readiness more fully into our curriculum, developing best practices for experiential learning internships across campus and focusing on multifaceted value propositions and strategic relationship engagement with key external partners such as our employers and alumni.

A Gallaudet University student utilizies pro-tactile interpreting at the Center for Black Deaf Studies welcome reception.

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

Year	Target	Actual (or date expected)	Status
2006	Not Available	77	Historical Actual
2007	Not Available	77	Historical Actual
2008	Not Available	80	Historical Actual
2009	Not Available	76	Historical Actual
2010	Not Available	77	Historical Actual
2011	Not Available	73	Historical Actual
2012	77	81	Target Exceeded
2013	77	83	Target Exceeded
2014	77	79	Target Exceeded
2015	80	84	Target Exceeded
2016	80	84	Target Exceeded
2017	80	81	Target Exceeded
2018	80	81	Target Exceeded
2019	80	85	Target Exceeded
2020	80	91	Target Exceeded
2021	80	78	Target Not Met

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

Frequency of Data Collection: Annual

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

Target Context. Based on historical data, the Department set the target for the graduate student persistence rate at 77% for FY2012, FY2013, and FY2014. This target was increased by the Department to 80% for FY2015 and subsequent years, as Gallaudet University exceeded the target each year from FY2012 to FY2014.

Explanation. This measure was designated as a long-term measure. In FY2022, Gallaudet University did not meet its graduate persistence target of 78% by 2%. Gallaudet consistently exceeded the target for this measure from FY2012 to FY2020. For FY2021, Gallaudet did not meet this target since a higher than usual number of graduate students took a leave of absence or withdrew from their program in the 2020-2021 academic year, with most giving reasons related to the pandemic (e.g., new COVID-related caregiver responsibilities) or returning to the workforce. Partly in response, Gallaudet implemented the Graduate Student Resource Center in August 2021, which serves as a one-stop center for graduate students to access resources that they need to succeed in their programs, including academic support, career and professional development, community building and belonging, and well-being and personal development.

Measure 1.8 of 12: The dropout rate for students in Model Secondary School for the Deaf. *(Desired direction: decrease)*

Year	Target	Actual (or date expected)	Status
2004	Not Available	11	Historical Actual
2005	Not Available	6	Historical Actual
2006	Not Available	5	Historical Actual
2007	Not Available	2	Historical Actual
2008	Set Baseline	13	Baseline
2009	13	3	Target Exceeded
2010	6	3	Target Exceeded
2011	6	3	Target Exceeded
2012	6	1	Target Exceeded
2013	6	1	Target Exceeded
2014	6	4	Target Exceeded
2015	6	6	Target Met
2016	6	3	Target Exceeded
2017	4	3	Target Exceeded
2018	4	6	Target Not Met
2019	4	3	Target Exceeded
2020	4	3	Target Exceeded
2021	4	3	Target Exceeded

Source. Gallaudet University, Laurent Clerc National Deaf Education Center's Admissions Office, Laurent Clerc National Deaf Education Center's National Programs and Outreach.

II. Government Performance and Results Act Report (cont'd.)

Frequency of Data Collection: Annual

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

Target Context. The Clerc Center reported that the dropout rate for MSSD students has ranged from 2% to 13% from FY2004 to FY2008, with an average of a 7% dropout rate over the five years. The year-to-year variability in the dropout rate is due to the small population of students at MSSD. The Clerc Center also noted that NCES reported that the national event dropout rate for students in public schools in grades 9-12 in 2003-2004 was 3.9%. Based on the analysis of the national data and MSSD historical data, the target of a 6% dropout rate was determined to be an ambitious yet achievable goal. Given that MSSD achieved the dropout rate of 1% for 2012 and 2013 and 4% for 2014, this target was reduced to 4% beginning in 2017.

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

In determining MSSD's dropout rate, the Clerc Center calculates the percentage of MSSD students included in the official September 15 enrollment report who indicated that they were dropping out of school, who withdrew from the program, who did not return from the previous year, who did not transfer to another high school program, or whose disposition after leaving MSSD could not be determined. The following equation is used by the Clerc Center to calculate the event dropout rate at MSSD:

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

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

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

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

Dropouts also include leavers who met any of the following criteria:
1. Incomplete graduation requirements—The student completed all course requirements for graduation but did not meet other graduation requirements.
2. Declared dropout—The student declared him- or herself to be dropping out of school.
3. Re-enrollment—The student dropped out during the previous school year but re-enrolled by September 15 of the current school year.
4. Multiple events—A student who dropped out multiple times during a school year is reported as a dropout only once for a single school year.

The Clerc Center has met the target for this measure each year from FY2019 to FY2017. The target was not met for FY2018 due to an increase of withdrawals and increased challenges getting information from schools/families verifying where a student has enrolled after leaving MSSD. The target was met for FY2019 to FY2021.

Student ambassadors with the Undergraduate Admissions Office pose outside with Gally the Bison, the school's mascot, during the annual Bison Walk.

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

Year	Target	Actual (or date expected)	Status
2009	Not Available	94	Historical Actual
2010	Set Baseline	94	Baseline
2011	94	95	Target Exceeded
2012	95	95	Target Met
2013	95	95	Target Met
2014	95	96	Target Exceeded
2015	95	95	Target Met
2016	95	93	Target Not Met
2017	95	95	Target Met
2018	95	96	Target Exceeded
2019	95	94	Target Not Met
2020	95	Data not available due to COVID-19 suspension of on campus learning	-
2021	95	Data not available due to remote learning attendance tracking procedures	-

Source. Gallaudet University, Laurent Clerc National Deaf Education Center PowerSchool student database on daily attendance data, Laurent Clerc National Deaf Education Center's National Programs and Outreach.

Frequency of Data Collection: Annual

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

Target Context. The average daily K-8 attendance rates at KDES for the 2008-2009, 2009-2010, and 2010-2011 school years (FY2009, 2010, and 2011) were 94%, 94%, and 95%, respectively. Based on this data, the target was established in September 2011 at 95%.

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

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

The Clerc Center has met this measure each year from FY2011 to FY2015 and from FY2017 to FY2018. The target was not met for FY2019.

During FY2020, KDES was physically open to students through March 13, 2020. The daily attendance rate from August 19, 2019, through March 13, 2020, was 83%. During the fourth quarter of FY2020, the KDES campus was closed due to the COVID-19 pandemic. KDES transitioned to remote learning, and attendance was documented by the number of remote learning sessions each student participated in each week versus the number they were scheduled to attend each week. Traditional daily attendance was not reported for the fourth quarter; therefore, the attendance rate for FY2020 could not be computed. The Clerc Center is now tracking daily class attendance during online learning and implementing supports needed to ensure all students are able to attend and fully participate. This will support an improved daily attendance rate.

KDES conducted remote learning for the 2020-2021 academic year. Traditional daily attendance was not reported for the academic year; attendance was documented by the number of sessions each student missed each day. Therefore, the attendance rate for FY2021 could not be computed.

II. Government Performance and Results Act Report (cont'd.)

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

Year	Target	Actual (or date expected)	Status
2003	Not Available	29	Historical Actual
2004	Not Available	26	Historical Actual
2005	Not Available	28	Historical Actual
2006	Not Available	32	Historical Actual
2007	31	25	Target Not Met
2008	32	28	Target Not Met but Improved
2009	32	39	Target Exceeded
2010	32	35	Target Exceeded
2011	32	41	Target Exceeded
2012	32	33	Target Exceeded
2013	35	47	Target Exceeded
2014	39	46	Target Exceeded
2015	40	46	Target Exceeded
2016	42	43	Target Exceeded
2017	45	53	Target Exceeded
2018	45	47	Target Exceeded
2019	45	51	Target Exceeded
2020	45	44	Target Not Met
2021	45	58	Target Exceeded

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

Frequency of Data Collection: Annual

Data Quality. This measure is consistent with the standard Integrated Postsecondary Education Data System (IPEDS) methodology that uses a six-year cohort graduation rate, based on the same entering cohort as the IPEDS first-year persistence indicator; that is, the percentage of all incoming first-time, full-time freshmen students in one semester who have graduated by the end of six years after entry. Using the IPEDS methodology of calculating this graduation rate allows for comparisons with other colleges and universities. Gallaudet University reported the FY2020 data on the percentage of first-time, full-time degree-seeking under-graduate students who graduate within six years of enrollment (that is, those who initially enrolled in the 2013-2014 academic year).

Target Context. Gallaudet University's *2010-2015 Strategic Plan* identified a goal for improving the graduation rate of its undergraduate students to 50% by FY2015. In order to get closer to meeting this goal, the targets for FY2013 through FY2016 were incrementally raised from 32% to 35%, 39%, 40%, and 42%, respectively. The targets were raised again in FY2017 and subsequent year to 45%.

Comparisons with the National Center for Education Statistics data for 4-year public and private colleges and universities indicate that 4-year public colleges and private nonprofit colleges have a six-year graduation rate of 59% and 64% respectively (Undergraduate Retention and Graduation Rates: updated MAY2021). Gallaudet University reports that data from ACT Educational Services for 2018 indicates that students with ACT scores in the range of 17–22 at 4-year public colleges and universities have an average six-year graduation rate of 37.5%, and 4-year private colleges and universities in the same ACT range have an average six-year graduation rate of 51.6% (National Collegiate Retention and Persistence-to-Degree Rates: updated 2018). Gallaudet University also reported that data from the National Student Clearinghouse Research Center indicated that the six-year graduation rate of first-time freshmen in fall 2014 was 67.4% (National Student Clearinghouse Research Center, 2020). Thus, these targets represent an ambitious, yet achievable, goal for Gallaudet University. Additionally, according to a report from the National Center for Special Education Research, the postsecondary completion rate of young adults with disabilities who enrolled in a four-year college was 29% (38.9% for hearing impairments), and these rates did not differ significantly by disability category, secondary-school leaving characteristics, parents' household income; or young adults' race/ethnicity or gender (Sanford, Newman, Wagner et al., 2011). Further, according to the Washington, DC: Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, youth with disabilities are more "socioeconomically disadvantaged and less likely to have experiences and expectations that are associated with success after high school" (Lipscomb, Lacoe, Liu & Haimson, 2018).

Explanation. This is a long-term measure. Gallaudet University's six-year graduation rate of first-time, full-time degree-seeking undergraduate students exceeded the target by 13%. Gallaudet notes that this number is the highest six-year graduation rate ever. This correlates with Cohort 2015's strong retention to year 2, which was 80%, the highest ever. Cohort 2015 also had a strong retention to year 3 and retention to year 4, which also correlates with the six-year retention rate. Gallaudet continues to focus on implementing action plans of Gallaudet's strategic plan to increase the six-year undergraduate rate to 50%. Some of these action plans correspond to the plans tied to improving the persistence rate of students such as maximizing Gallaudet's early alert system, increasing Gallaudet's focus on the retention of students of color, increasing the number of students declaring their major by their third year, and the newly established Office for Career Education & Professional Development (CEPD) to intentionally infuse academic and career pathways to strengthen graduation and post-graduation outcomes.

Measure 1.11 of 12: The graduation rate of Gallaudet University graduate students. *(Desired direction: increase)*

Year	Target	Actual (or date expected)	Status
2006	Not Available	74	Historical Actual
2007	Not Available	78	Historical Actual
2008	Not Available	63	Historical Actual
2009	Not Available	74	Historical Actual
2010	Not Available	74	Historical Actual
2011	Not Available	72	Target Not In Place
2012	74	72	Target Not Met
2013	74	75	Target Exceeded
2014	74	81	Target Exceeded
2015	74	83	Target Exceeded
2016	74	76	Target Exceeded
2017	74	81	Target Exceeded
2018	74	81	Target Exceeded
2019	74	77	Target Exceeded
2020	74	84	Target Exceeded
2021	74	80	Target Exceeded

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

Frequency of Data Collection: Annual

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

Target Context. Based on historical data, the Department set the target at 74% for FY2012 and subsequent years.

Explanation. This measure was designated as a long-term measure. In FY2021, Gallaudet University exceeded its graduate student graduation target of 74% by 6%. Gallaudet University has consistently exceeded the target for this measure since FY2013.

Measure 1.12 of 12: The annual graduation rate of the Model Secondary School for the Deaf students. *(Desired direction: increase)*

Year	Target	Actual (or date expected)	Status
2014	Set Baseline	72	Baseline
2015	65	73	Target Exceeded
2016	65	79	Target Exceeded
2017	65	89	Target Exceeded
2018	65	69	Target Exceeded
2019	65	77	Target Exceeded
2020	65	66	Target Exceeded
2021	65	77	Target Exceeded

Source. Gallaudet University, Laurent Clerc National Deaf Education Center's National Programs and Outreach.

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

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

$$\frac{\text{Number of cohort members who earned a regular high school diploma by the end of school year 2013-2014}}{\text{Number of first-time 9th graders in fall 2010 (starting cohort), plus students who transferred in, minus students who transferred out, emigrated, or died during school years 2010-2011, 2011-2012, 2012-2013 and 2013-2014}}$$

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

II. Government Performance and Results Act Report (cont'd.)

This calculation did not require tracking of transfer students in and out of the program for students who were not in the two-year cohort (underclassmen). MSSD calculated graduation rates based on first-time seniors. This was limited to first-time seniors at MSSD as systems were not yet in place to track if a student had been classified as a senior at another school/program. Documentation of diploma type was also not included as it is not required to successfully calculate the ACGR. All diploma types--certificate, standard, and merit--were included in the two-year senior cohort.

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

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

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

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

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

The target has been met each year from FY2015 through FY2021.

Objective 2 of 4:

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

Measure 2.1 of 1: The number of other programs and/or institutions adopting MSSD's and KDES's innovative strategies/curricula or modifying their strategies as a result of MSSD's and KDES's leadership. *(Desired direction: increase)*

Year	Target	Actual (or date expected)	Status
2004	50	91	Target Exceeded
2005	55	56	Target Exceeded
2006	55	84	Target Exceeded
2007	55	89	Target Exceeded
2008	55	54	Target Not Met
2009	55	43	Target Not Met
2010	55	34	Target Not Met
2011	55	31	Target Not Met
2012	55	181	Target Exceeded
2013	55	113	Target Exceeded
2014	120	187	Target Exceeded
2015	120	77	Target Not Met
2016	120	360	Target Exceeded
2017	140	99	Target Not Met
2018	140	215	Target Exceeded
2019	140	57	Target Not Met
2020	140	84	Target Not Met but Improved
2021	140	164	Target Exceeded

Source. Gallaudet University, Laurent Clerc National Deaf Education Center's National Programs and Outreach.

Frequency of Data Collection: Annual

Data Quality. The Clerc Center noted that this measure, starting in FY2012, is a reflection of the sum of the number of programs that invested considerable resources in Clerc Center products, reported to the Clerc Center that they were using Clerc Center resources, and had multiple viewers for a Clerc Center webinar. Any program that may have been in more than one category or appeared multiple times within a category was counted only once.

Target Context. The Department is working with the Clerc Center to develop more meaningful measures related to its national mission activities as alternatives to this measure. The alternative measure(s) would assess the impact of evidence-based research projects, other scholarly activities, and demonstration and program development activities on improving national educational outcomes for students who are deaf or hard of hearing. The time frame for developing new measures is uncertain.

Explanation. The Clerc Center's strategic plan is designed to engage programs in different ways and to disseminate information using mechanisms that can reach a broader audience. The Clerc Center is engaged in a process to revise this indicator with the Department that would better measure the outcomes of this work. This indicator was expanded by the Clerc Center in FY2012 to include schools and organizations that arranged for multiple individuals to view online webinars offered by the Clerc Center. In FY2016, training and services included online webcasts that captured audiences from more diverse sources, while in FY2017, the training and services involved fewer sites but garnered considerably more participants per site than in previous years. In addition, in FY2017, the indicator was expanded once again to include schools and organizations that had individuals pass and receive a Certificate of Completion for the online course "Educating Students Who Are Deaf or Hard of Hearing: A Guide for Professionals in General Education Settings."

Although the Clerc Center revised service delivery plans to work remotely with schools from March-September 2020, many schools and programs were understandably unable to keep plans for training/workshops, and many conferences and collaborations were postponed until schools and programs are better able to participate.

In order to meet nationwide demand from programs serving deaf and hard of hearing students, the Clerc Center greatly expanded virtual offerings, including workshops and training, during the 2021-2022 academic year. This allowed a greater number of programs to be served compared to pre-pandemic times.

Graduate students in their regalia on graduation day.

Objective 3 of 4:

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

Measure 3.1 of 5: The percentage of Gallaudet University Bachelor graduates who are employed during their first year after graduation. *(Desired direction: increase)*

Year	Target	Actual (or date expected)	Status
2003	Not Available	73	Historical Actual
2004	80	69	Target Not Met
2005	81	84	Target Exceeded
2006	82	73	Target Not Met
2007	82	70	Target Not Met
2008	82	80	Target Not Met but Improved
2009	82	83	Target Exceeded
2010	82	72	Target Not Met
2011	75	50	Target Not Met
2012	50	63	Target Exceeded
2013	50	59	Target Exceeded
2014	50	77	Target Exceeded
2015	53	67	Target Exceeded
2016	53	70	Target Exceeded
2017	53	76	Target Exceeded
2018	53	70	Target Exceeded
2019	53	64	Target Exceeded
2020	53	67	Target Exceeded

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

Frequency of Data Collection: Annual

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

II. Government Performance and Results Act Report (cont'd.)

In previous years, about 30 to 35% of the graduates (approximately 50 students) responded to the survey. To improve the response rate, the University began in the 2011-2012 academic year to collect new addresses immediately after graduation and to send out a web-based survey with electronic reminders, as well as the mailed survey. At the same time, the University also sought information about its recent alumni through the National Clearinghouse's Student Tracker service on alumni attendance at other universities. The additional information impacted the distribution of alumni between this category and 3.2.

Target Context. In FY2011, the target for this measure was revised to 75% to reflect changes made in Measure 3.2 and the fact that each alumnus would be counted only once. This allows the total percentage across all three categories (Measures 3.1, 3.2, and 3.3) to equal 100% of the alumni who submitted responses to the survey or who were identified in the Student Tracker service. The target was revised again in FY2012 (data for this fiscal year was submitted in October 2013) to reflect the impact of collecting data from various sources, including Student Tracker's information on enrolled students at other colleges and universities. The target is being increased to 53% for FY2015 and forward.

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

Each alumnus is counted once in their primary category as: (1) working full-time, (2) seeking work, (3) working part-time, (4) not seeking work, (5) pursuing education full-time, (6) pursuing further education part-time, and (7) taking internships, practicums, and other unpaid educational experiences. Using these categories, Gallaudet prioritized and ranked respondents of the 2019 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	Count
Employed	108
Education	42
Neither	12
Total Respondents	162
Unknown/Not Responded	42
Total Graduates	204

It is important to note that some bachelors-level graduates who were employed during their first year after graduation were also pursuing additional education that matched the qualifications for Measure 3.2, but they are counted only in this category of employment.

The percentage of Gallaudet University's undergraduate students who graduated in 2019 and who are employed during their first year after graduation increased 3 percentage points from the previous year. Gallaudet is addressing this target through the redesign of the Career Center, which is now the Office for Career Education and Professional Development. This work will include a career ecosystem of (1) career success partners network, (2) experiential learning and internship success, and (3) employer and alumni engagement council.

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

Year	Target	Actual (or date expected)	Status
2003	Not Available	38	Historical Actual
2004	40	36	Target Not Met
2005	41	36	Target Not Met
2006	41	13	Target Not Met
2007	37	14	Target Not Met but Improved
2008	37	12	Target Not Met
2009	38	7	Target Not Met
2010	38	18	Target Not Met but Improved
2011	15	45	Target Exceeded
2012	45	35	Target Not Met
2013	45	38	Target Not Met but Improved
2014	45	19	Target Not Met
2015	45	27	Target Not Met but Improved
2016	45	26	Target Not Met
2017	45	19	Target Not Met
2018	45	26	Target Not Met
2019	45	33	Target Not Met but Improved
2020	45	26	Target Not Met

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

Frequency of Data Collection: Annual

Data Quality. The source of this data is from an annual standardized survey to graduates one year after graduation. This survey asks questions about advanced education or training status, types of employment, salary, satisfaction with the employment, and qualifications for the job. The advanced education or training rate

reported in this indicator is defined as those in full-time education, in part-time education, and in internships, practicum, and other unpaid educational experiences, divided by the total number of respondents to the survey. Advanced education or training includes students enrolled in a master's or Ph.D. program, a vocational or technical program or another type of program (e.g., law school or medical school).

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

Target Context. In 2011, the target for this measure was revised to 15% to reflect changes made in Measure 3.1 and the fact that each alumnus would be counted only once. This allows the total percentage across all three categories (Measures 3.1, 3.2, and 3.3) to equal 100% of the alumni who submitted responses to the survey or were identified in the Student Tracker service. The target was revised again in FY2012 (data for this fiscal year was submitted in October 2013) to reflect the impact of collecting data from various sources, including Student Tracker's information on enrolled students at other colleges and universities.

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

Each alumnus is counted once in their primary category as: (1) working full-time, (2) seeking work, (3) working part-time, (4) not seeking work, (5) pursuing education full-time, (6) pursuing further education part-time, and (7) taking internships, practicums, and other unpaid educational experiences. Using these categories, Gallaudet prioritized and ranked respondents of the 2019 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	Count
Employed	108
Education	42
Neither	12
Total Respondents	162
Unknown/Not Responded	42
Total Graduates	204

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

The percentage of Gallaudet University undergraduate students who graduated in 2019 and who are in advanced education or training during their first year after graduation decreased 7 percentage points compared to the previous year. Gallaudet University states that this decrease is due to the increase of graduates who are employed during their first year after graduation as well as the increase of graduates who are not employed or pursuing additional education. Gallaudet is addressing this target through the redesign of the Career Center, which is now the Office for Career Education and Professional Development. This work will include a career ecosystem of (1) career success partners network, (2) experiential learning and internship success, and (3) employer and alumni engagement council. Gallaudet also noted a nationwide trend, as a result of the COVID pandemic, that more students were taking a leave from academics for employment to support their families financially which may also have contributed to the increase of employment from our students based on measure 3.1.

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

Year	Target	Actual (or date expected)	Status
2003	Not Available	11	Historical Actual
2004	Not Available	15	Historical Actual
2005	Not Available	11	Historical Actual
2006	Set Baseline	15	Baseline
2007	10	16	Target Not Met
2008	10	8	Target Exceeded
2009	10	10	Target Met
2010	10	10	Target Met
2011	10	5	Target Exceeded
2012	5	2	Target Exceeded
2013	5	3	Target Exceeded
2014	5	4	Target Exceeded
2015	2	7	Target Not Met
2016	2	6	Target Not Met
2017	2	5	Target Not Met
2018	2	4	Target Not Met
2019	2	4	Target Not Met
2020	2	7	Target Not Met

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

II. Government Performance and Results Act Report (cont'd.)

Frequency of Data Collection: Annual

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

In previous years, about 30 to 35% of the graduates (approximately 50 students) responded to the survey. To improve the response rate, the University now collects new addresses immediately after graduation and sends out a web-based survey with electronic reminders, in addition to the mailed survey. In the 2011-2012 and 2012-2013 academic years, the University also sought information about its recent alumni through the National Clearinghouse's Student Tracker service on alumni attendance at other universities. This information likely impacted the distribution of alumni between 3.1 and 3.2. Measure 3.3 is the remaining percentage of alumni looking for work, are not employed, are not pursuing employment or additional education, or unknown.

Target Context. In 2012, the target for this measure was being revised to 5% to reflect changes made in the two previous indicators on the percentage of students employed and/or in advanced education or training during their first year after graduation and each alumnus being counted only once. This allows the total percentage across all three categories (Measures 3.1, 3.2 and 3.3) to equal 100% of the alumni who submitted responses to the survey or were identified in the Student Tracker service. The target was revised downward to 2% for FY2015 and subsequent years.

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

Each alumnus is counted once in their primary category as: (1) working full-time, (2) seeking work, (3) working part-time, (4) not seeking work, (5) pursuing education full-time, (6) pursuing further education part-time, and (7) taking internships, practicums, and other unpaid educational experiences. Using these categories, Gallaudet prioritized and ranked respondents of the 2019 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	Count
Employed	108
Education	42
Neither	12
Total Respondents	162
Unknown/Not Responded	42
Total Graduates	204

The percentage of Gallaudet University undergraduate students who graduated in 2019 and who are not employed nor in advanced education or training during their first year after graduation increased by 3 percentage points compared to the previous year. Gallaudet reported that this increase is most likely attributed to the impacts of COVID-19. Gallaudet is addressing this target through the redesign of the Career Center, which is now the Office for Career Education and Professional Development. This work will include a career ecosystem of (1) career success partners network, (2) experiential learning and internship success, and (3) employer and alumni engagement council. Gallaudet also noted a nationwide trend, as a result of the COVID pandemic, that employment opportunities for many alumni were scarce during the earlier times of the pandemic which was also during the time that the survey was conducted.

Measure 3.4 of 5: The percentage of Model Secondary School for the Deaf graduates who are not in jobs or postsecondary (advanced education or training) programs within one year after graduation. *(Desired direction: decrease)*

Year	Target	Actual (or date expected)	Status
2007	Not Available	0	Historical Actual
2008	Set Baseline	7	Baseline
2009	7	0	Target Exceeded
2010	7	7	Target Met
2011	0	7	Target Not Met
2012	0	7	Target Not Met
2013	0	24	Target Not Met
2014	25	7	Target Exceeded
2015	25	17	Target Exceeded
2016	25	21	Target Exceeded
2017	25	11	Target Exceeded
2018	25	19	Target Exceeded
2019	25	3	Target Exceeded
2020	25	8	Target Exceeded

Source. Gallaudet University, Laurent Clerc National Deaf Education Center's Office of Program Monitoring and Evaluation survey on graduates' status.

Frequency of Data Collection: Annual

Data Quality. Since FY2008, the Clerc Center has been conducting a one-year follow-up survey during the following summer of each MSSD graduating class on the percentages of graduates in postsecondary education, employment, or doing neither. Starting in FY2014, the Clerc Center implemented a new method of collecting data from its graduates to address the historically low response rates to the surveys. Through a combination of contacting each graduate or graduate's family directly or getting results from a query to the National Student Clearinghouse's Student Tracker service, the Clerc Center was able to get one-year follow-up data on 74% of the 2020 graduating class.

Target Context. Starting in FY2014, the Department merged two previous measures to form a new measure, Measure 3.5, combining the percentage of students reporting whether they are employed or enrolled in college or other postsecondary education or training within one year of graduation. However, the Clerc Center stated that it is unable to use historical data as a baseline for a new target as in previous years the Center had much lower response rates to surveys from its graduates.

Since FY2014, the Clerc Center has achieved a significantly higher response rate to the survey and has acquired data from the National Student Clearinghouse's Student Tracker service. This data provided a more complete and accurate picture of the Clerc Center's post-school outcomes and captured those graduates who are not employed or in higher education.

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

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

Survey Respondents	Count
Employed or in Higher Education One Year After Graduation	24
Doing Neither One Year After Graduation	2
Total Respondents	26
Unknown/Not Responded	9
Total Clerc Center 2020 Graduates	35

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

Year	Target	Actual (or date expected)	Status
2013	100	76	Target Not Met
2014	75	93	Target Exceeded
2015	75	83	Target Exceeded
2016	75	79	Target Exceeded
2017	75	89	Target Exceeded
2018	75	81	Target Exceeded
2019	75	97	Target Exceeded
2020	75	92	Target Exceeded

Source. Gallaudet University, Laurent Clerc National Deaf Education Center's National Programs and Outreach survey on graduates' status.

Frequency of Data Collection: Annual

Data Quality. This is a new measure combining the percentage of MSSD graduates who are in jobs and/or who are in advanced education or training within one year of graduation. To address the previous low response rates, the Clerc Center revised its data collection methods in FY2014 and achieved a higher response rate than that of previous years. For this new measure, the data on the outcomes of MSSD graduates will be collected each year through both a one-year graduate follow-up contact with the graduate or the graduate's family and results from a query to the National Student Clearinghouse's Student Tracker service. These results will include graduates enrolled at colleges and universities and/or competitively employed.

In FY2021, the Clerc Center was able to get one-year follow-up data on 74% of the 2020 graduating class.

Target Context. Starting in FY2014, the Department merged two previous measures to form a new measure, Measure 3.5, combining the percentage of students reporting they are employed or are enrolled in college or other postsecondary education or training within one year of graduation. However, the Clerc Center stated that it is unable to use historical data as a baseline for a new target as in previous years it had much lower response rates to surveys from its graduates.

Since FY2014, the Clerc Center has achieved a significantly higher response rate to the survey and has acquired data from the National Student Clearinghouse's Student Tracker service. This data provided a more complete and accurate picture

II. Government Performance and Results Act Report (cont'd.)

of the Clerc Center's post-school outcomes and is comparable to data provided by OSEP for 2009, 2010, and 2011 at 72.5%, 72.5%, and 73.5%, respectively. Using the OSEP measure as a reference point, the target for this measure was set at 75% for 2014 and subsequent years. As new data becomes available from OSEP and the Clerc Center, this target can be adjusted accordingly.

Explanation. This measure combines and replaces the two previous measures— "the percentage of MSSD graduates who are in jobs within one year after graduation" and "the percentage of MSSD graduates who are in advanced education or training programs within one year after graduation." An aggregated indicator is a better measure of outcomes, as students who graduate from high school are often engaged in competitive employment and enrolled in a postsecondary program at the same time. This is also more consistent with the indicator used by the Department's OSEP on the outcomes of students with disabilities one year after graduating from high school.

The raw data on the number of 2020 high school graduates who responded to the survey and/or were identified from the Student Tracker service are as follows:

Survey Respondents	Count
Employed or in Higher Education One Year After Graduation	24
Doing Neither One Year After Graduation	2
Total Respondents	**26**
Unknown/Not Responded	9
Total Clerc Center 2020 Graduates	**35**

Objective 4 of 4:

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

Measure 4.1 of 2: Federal cost per Gallaudet graduate. *(Desired direction: decrease)*

Year	Target	Actual (or date expected)	Status
2003	Not Available	227,487	Historical Actual
2004	Not Available	227,453	Historical Actual
2005	Not Available	219,897	Historical Actual
2006	Not Available	230,214	Historical Actual
2007	Set Baseline	245,356	Baseline
2008	245,356	227,940	Target Exceeded
2009	245,356	264,523	Target Not Met
2010	237,969	257,875	Target Not Met but Improved
2011	243,204	252,501	Target Not Met but Improved
2012	248,554	241,894	Target Exceeded
2013	253,277	232,117	Target Exceeded
2014	258,343	222,140	Target Exceeded
2015	263,768	238,197	Target Exceeded
2016	269,307	223,219	Target Exceeded
2017	269,307	228,727	Target Exceeded
2018	269,307	237,222	Target Exceeded
2019	269,307	248,903	Target Exceeded
2020	269,307	248,923	Target Exceeded
2021	269,307	(January, 2022)	Pending

Source. Gallaudet University, Administration and Finance

Frequency of Data Collection: Annual
Data Quality. The FY2020 data on the Federal cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY2015 to FY2020. The Federal cost per graduate includes graduates who receive bachelor, master's, and doctoral degrees, and graduate and specialist certificates from Gallaudet University.

Students find time to connect in the Student Union between classes.

Target Context. In determining the appropriate target each year for the Federal cost per graduate, future inflation must be considered, as well as the variation in the number of students who graduate each year from Gallaudet University. When the Department originally set the targets for the two efficiency measures (Federal cost per graduate and total cost per graduate) for FY2010, 2011, and 2012, the Consumer Price Index (CPI) projections of inflation - as calculated by the Congressional Budget Office (CBO) - at a rate of 2.2% per year was used to guide target setting, with the overall goal for Gallaudet University to record increases in the efficiency measures that are at or less than the CPI rate each year.

In 2012, the Department chose to use the CPI-U estimates, as calculated by the Office of Management of Budget (instead of the CBO), to set the targets for FY2013, 2014, 2015, which would be annually adjusted for the next fiscal year, based on the most recent projected and agreed-upon assumed inflation rate. The targets that were set for 2013 to 2015 are as follows:

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

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

2015: 2.1% | 2016: 2.1%

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

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

Gallaudet University reported that the average 6-year educational expenses and the average 6- year Federal appropriations have increased by 0.51% and 0.01% from FY2019, respectively; while the number of students graduating increased by 2.17%. The average 6-year federal appropriations per graduate increased by 2.18%; the average 6-year educational expenses, 2.67%; and, as stated previously, the number of students that graduated increased by 2.17%.

Measure 4.2 of 2: Total educational cost per graduate. *(Desired direction: decrease)*

Year	Target	Actual (or date expected)	Status
2003	Not Available	271,735	Historical Actual
2004	Not Available	272,294	Historical Actual
2005	Not Available	263,088	Historical Actual
2006	Not Available	273,068	Historical Actual
2007	Set Baseline	292,279	Baseline
2008	292,279	272,094	Target Exceeded
2009	292,279	313,142	Target Not Met
2010	284,066	301,652	Target Not Met but Improved
2011	290,315	291,548	Target Not Met but Improved
2012	296,702	276,785	Target Exceeded
2013	302,339	263,927	Target Exceeded
2014	308,386	250,882	Target Exceeded
2015	314,862	270,652	Target Exceeded
2016	321,474	256,199	Target Exceeded
2017	321,474	266,033	Target Exceeded
2018	321,474	277,524	Target Exceeded
2019	321,474	289,466	Target Exceeded
2020	321,474	290,940	Target Exceeded
2021	321,474	(January, 2022)	Pending

Source. Gallaudet University, Administration and Finance

Frequency of Data Collection: Annual

Data Quality. The FY2020 data on the total educational cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY2015 to FY2020. The total educational cost per graduate includes graduates who receive bachelor, master's, doctoral degrees, and graduate and specialist certificates from Gallaudet University.

Target Context. In determining the appropriate target each year for the Federal cost per graduate, future inflation must be considered, as well as the variation in the number of students who graduate each year from Gallaudet University. When the

II. Government Performance and Results Act Report (cont'd.)

Department originally set the targets for the two efficiency measures (Federal cost per graduate and total cost per graduate) for FY2010, 2011, and 2012, the Consumer Price Index (CPI) projections of inflation - as calculated by the Congressional Budget Office (CBO) - at a rate of 2.2% per year was used to guide target setting, with the overall goal for Gallaudet University to record increases in the efficiency measures that are at or less than the CPI rate each year.

In 2012, the Department chose to use the CPI-U estimates, as calculated by the Office of Management of Budget (instead of the CBO), to set the targets for FY2013, 2014, 2015, which would be annually adjusted for the next fiscal year, based on the most recent projected and agreed-on assumed inflation rate. The targets that were set for 2013 to 2015 are as follows:

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

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

2015: 2.1% | 2016: 2.1%

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

Explanation. This measure is calculated by adding the educational expenses for the current year and the five preceding years, which is then averaged. The average is then divided by the number of graduates in the current year, both undergraduate and graduate students. Costs associated with public services, auxiliary enterprises, and construction, are excluded from this calculation.

Gallaudet University reported that the average 6-year educational expenses and the average 6- year Federal appropriations have increased by 0.51% and 0.01% from FY2019, respectively; while the number of students graduating increased by 2.17%. The Federal and total educational costs per graduate both increased by less than 1% each in FY2020 mainly because all three numbers increased by nearly the same rate. The average 6-year federal appropriations per graduate increased by 2.18%; the average 6-year educational expenses, 2.67%; and, as stated previously, the number of students that graduated increased by 2.17%.

The steps of historic Chapel Hall have hosted student conversations for the past 150 years.

> **"**
>
> The intersection of language, culture, and academics at Gallaudet made it the ideal place for me to prepare for my career as a physician.
>
> **"**

COLIN HILL, '12

Students discuss their excitement about the coming year outside of historic College Hall.

The Gallaudet Promise: Excellence in Learning and Discovery, Our 10-Year Vision

Gallaudet University and its communities are in a continual state of "becoming" or transforming. Through this transformation, the University positively impacts local communities, the nation, and the world for deaf people across the spectrum of identities. To fully become, Gallaudet must understand and reckon with its history, recognize the current context within which it exists, and envision a future where the world recognizes and values the contributions of deaf, hard of hearing, deaf-disabled, and deafblind people of all backgrounds and identities.
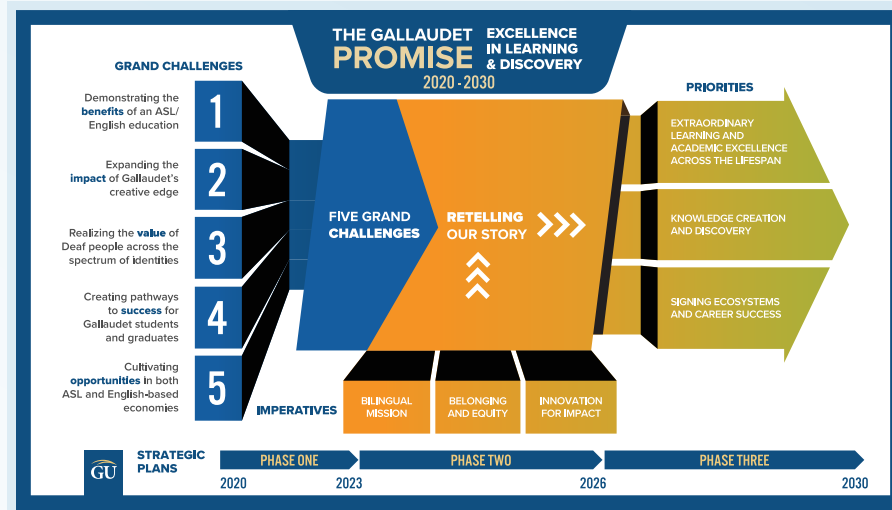
Since President Cordano's arrival in 2016, Gallaudet has committed to a path of transformation that reflects the University communities' input, ideas, and urgencies. Through this work, the vision for *The Gallaudet Promise: Excellence in Learning and Discovery, Our 10-Year Vision* emerged, creating a road-map for how we will create a more sustainable and vibrant life experience for deaf, hard of hearing and deafblind people, and all of humanity. Preparing for and answering the five grand challenges sets Gallaudet on the path of transformation for the university and global community. The Short Term Strategic Plan, 2017-2020, provided the bridge to *The Gallaudet Promise* and a longer-term strategic vision.

Gallaudet's current transformation is a commitment to address five grand challenges:

1. Demonstrating the benefits of an ASL/English education
2. Expanding the impact of Gallaudet's creative edge
3. Realizing the value of Deaf people across the spectrum of identities
4. Creating pathways to success for Gallaudet students and graduates
5. Cultivating opportunities in both ASL and English-based economies

These grand challenges are central to Gallaudet's 10-year vision, *The Gallaudet Promise, Excellence in Learning and Discovery*. They compel Gallaudet to act. To address the grand challenges and achieve *The Gallaudet Promise*, the University will engage in initiatives within our identified priority areas:

1. Extraordinary Learning and Academic Excellence Across the Lifespan
2. Knowledge Creation and Discovery
3. Signing Ecosystems and Career Success

Central to transforming Gallaudet and achieving *The Gallaudet Promise*, our grand challenges and our priorities, are three imperatives or core values that must be integrated into all of the strategic work and, indeed, all aspects of the University:

1. Our Bilingual Mission
2. Our Commitment to Belonging and Equity
3. Our Belief in Innovation for Impact

As we move forward to achieve *The Gallaudet Promise* we bring forward the lessons learned in this unprecedented time in history:

- An overnight shift to online learning set the foundation for expanded remote programming and expanded visually-based materials for on-campus learning
- A national platform to support educators, families, and students in birth - 12th grade programs
- The urgent call to action to dismantle systemic and structural inequities that paved the way for a transformation of human resources and a University-wide anti-racism plan and
- The reminder that trauma can pave the way for growth and change, and Gallaudet has a role in that change.

Achieving *The Gallaudet Promise* is aspirational, and to begin, Gallaudet has chosen to focus the University's actions in five critical areas:

1. Transformational Accelerators
2. Anti-Racism
3. Bilingual Mission
4. Academic Reimaging and
5. Creativity Way and Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children

The above work comprises the Phase One Strategic Plan which will continue through FY2023 to align with Gallaudet's Middle States Commission on Higher Education (MSCHE) accreditation self-study process. The work in each area of the strategic plan aligns with the Challenges, Imperatives and Priorities in *The Gallaudet Promise* and will emphasize high-impact, cross-division collaborations. The work in the Phase One Strategic Plan is fundamental to Gallaudet's impact and transformation and will continue into *The Gallaudet Promise*.

Note: The Clerc Center strategic priorities incorporated into this plan and reflected in their division strategic plan must be based on public input as mandated by the Education of the Deaf Act.

Key Performance Indicators (KPIs) to measure progress on *The Gallaudet Promise* are in development, and the initial group of measures will be established in FY2022.

The Gallaudet Promise (cont'd.)

Shared Community Values

The Gallaudet Promise as our vision and the related work in the Phase One (strategic) Plan are set upon a foundation of our shared community values. The values, composed through community dialogues and review, reflect how we learn, work, engage, and grow together everyday as a community.

Gallaudet is our space where the Deaf experience and sign language vibrancy and vitality thrive. By acting together for the greater good of our students and our community, we create a better world. Our values reflect our human connection to each other. Values make a difference when each of us actively applies them as we learn, work, and engage with each other.

1. **The Deaf Experience and Intersectionality** - Honor the Deaf experience across the spectrum of identities and intersectionalities.
2. **Being Bilingual** - Embrace and promote bilingual communication and sign language vibrancy as the essence of our connection as a community.
3. **Belonging** - Create a campus that leverages the rich diversity of identities, cultures, linguistic backgrounds, languages, and life experiences leading to equitable opportunities, full access, and a deep sense of belonging for all.
4. **Lifelong Learning and Adaptability** - Foster curiosity and adaptability about new and differing perspectives as the foundation for learning, research, discovery, and individual and community growth.
5. **Trust and Respect** - Act with personal and professional integrity to create a culture that reflects respect for ourselves, our campus, our community, and our planet.

The Chair leads a Faculy Senate meeting, a key aspect of Gallaudet's shared governance.

Phase One Strategic Plan (FY2021-2023)

The Phase One Strategic Plan is shared in full below, along with major actions that took place in FY2021. The remaining content of this Annual Report of Achievements is framed by the Imperatives and Priorities of this plan.

Area One: Transformational Accelerators

Goal:
Gallaudet will redesign its on-campus and on-line infrastructure to rebuild the Clerc Center and campus experiences to be more agile and innovative in response to planned and unplanned influences.

Measures of Progress:
1. Implement the initial phases of Connected Gallaudet including piloting the design lab within select University academic programs by the Spring of FY2022.
2. Implement Phase One of the Human Resources Transformation redesign plan by the start of FY2022.
3. Establish the Customer Service Operating Model by the end of FY2022.
4. Complete Operations Operating Model Redesign by the end of FY2022.
5. Create mechanisms to address identified needs for in-the-moment campus-wide video production by the end of FY2022.
6. Define programming and establish an online platform to disseminate research, lectures, films, and other content produced by the Center for Black Deaf Studies by the end of FY2021.
7. Fully implement the Clerc Center's national learning platform and define plans to expand engagement and leadership development with Phase One design and implementation completed by summer 2021.
8. Complete the revision of the website for the University and the Clerc Center as well as the Gallaudet intranet by the end of FY2022.

FY2021 Major Actions
- Final phase of Human Resources Transformation (HRT) Phase I & II commenced.
- The new Gallaudet University Intranet (myGU) was completed.
- The Gallaudet University redesigned website was launched.
- The Center for Black Deaf Studies (CBDS) hosted webinars, lectures, workshops, training programs, and dialogues in collaboration with the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children and the Division of Equity, Diversity, and Inclusion.
- The Clerc Center's national learning platform infrastructure was built and internally tested in preparation for launching in FY2022.

Area Two: Anti-Racism

Goal:
Gallaudet will enact key foundational elements to address the long-standing systemic barriers to belonging and equity throughout the University and Clerc Center.

Measures of Progress:
1. Prioritize, plan, and implement recommendations based on the public safety assessment report (expected in February 2021).
2. Establish the University-wide Social Justice & Racial Equity Collaborative (SJREC) by fall 2021 with a charter in place by winter 2022.
3. Complete Phase 1 and Phase 2 of the Clerc Center Equity plan during summer 2021, with Phase 3 objectives set by the end of FY2021.
4. Construct and make public a University-wide Anti-Racism policy with calls to action and sanctions by end of FY2021
5. Establish a system to provide regular progress updates on the University's Anti-Racism plan that includes, (1) building an engagement and accountability database, (2) development of annual division racial and social justice progress reports, and (3) dissemination of a a comprehensive racial and social justice progress report from the SJREC to the Gallaudet community in September 2021 and 2022.

FY2021 Major Actions
- A plan to implement recommendations based on the public safety assessment is in development.
- Planning for the University-wide Social Justice & Racial Equity Collaborative (SJREC) got underway.
- A University-wide Antiracism statement that takes a clear and definitive stance against racially-motivated discrimination, bias, and harassment was established.
- All Clerc Center Equity plan objectives for Phases 1 and 2 were completed or intentionally deferred to year 2 of the plan.

Area Three: Bilingual Mission

Goal:
Gallaudet will establish the foundation for its bilingual framework for teaching and learning across the lifespan, working, and interacting on-campus and virtually.

Measures of Progress:
1. Implement Phase One of Language Planning for faculty, staff, and students, including creating a first year semester plan for students, language plans for emerging signers, and developing ASL plans for staff by the end of FY2022.
2. Complete ASL Development Program infrastructure and infuse into the Faculty Handbook, A&O Manual, and HR hiring procedures by the end of FY2022.
3. Operationalize the Bilingual Evaluation, Test and Assessment Center (BETA Center) by summer 2021 and expand programming throughout FY2022.
4. Develop a plan to further Language Vitality and Vibrancy (campus & remote) in FY2021 and begin implementation in FY2022.

Phase One Strategic Plan (FY2021-2023) (cont'd.)

FY2021 Major Actions
- A Language Profile documentation system for new incoming students was established.
- A new general education curriculum with introductory courses (VEE 101 and GSR 103 (to be renamed)) commenced.
- The design phase of an ASL development program began prioritizing support for DPS officers.
- A plan is in place to review relevant portions of the Faculty Handbook with the involvement of the Language Policy Counsel to begin in Fall 2021.
- A language documentation process was established via a collaboration between the Chief Bilingual Officer and the Jumpstart program staff for the fall 2021 semester.

Area Four: Academic Reimagining
Goal:
Gallaudet will establish the vision, infrastructure, and strategy to transform long-term enrollment across the lifespan.

Measures of Progress:
1. Complete restructuring of University Academic Affairs as follows: (1) five schools, (2) Center for Employment and Professional Development, and (3) Graduate Admissions by fall 2021.
2. Complete the University Research restructuring by the end of FY2021.
3. Select and begin migration to a new Learning Management System that aligns with bilingual learning by the end of FY2022.
4. Redesign and align the Gallaudet University Regional Centers (GURC) with Regional Early Acquisition of Language (REAL), beginning with establishing AIDB as the GURC South site along with multi-year budget and expansion plans set by the end of FY2021.
5. Create and implement the University enrollment strategy plan that includes an enrollment task force, a marketing plan, and an enrollment goal by the end of FY2021.
6. Complete actions in accordance with set timelines as defined in the KDES/MSSD CEASD/MSA accreditation plan.
7. Complete renovation charter, identify stakeholder group, and contract an architect for the library renovation by summer 2021.
8. Define the holistic student experience and design and implement a framework to strengthen the student experience on-campus and virtually by the end of FY2022.

FY2021 Major Actions
- The key components of the academic restructuring (General Education, five schools, Center for Employment and Professional Development, student success, OIR, IE&C, CCOE, Research) were put into place.
- An architectural firm and project management company have been selected for the MLC rehabilitation project.

- An action plan to establish a new learning management system is being developed and key staff were identified.
- The Gallaudet University Regional Center (GURC)-South was established at the Alabama Institute for Deaf and Blind (AIDB). A director will be hired early in FY2022 and long-range planning will commence at that time.
- KDES/MSSD completed work through the mid-point of their accreditation cycle which continues until 2025.
- An Enrollment Task Force was established.

Area Five: Creativity Way and Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children
Goal:
Gallaudet will complete the Memorial as the lead project of Creativity Way's "front porch" as well as the academic and construction planning for the next phase of Creativity Way development.

Measures of Progress:
1. Develop related plans, documents, and materials that define and communicate a Capital Campaign by Spring 2022.
2. Complete $10-$15 million fundraising campaign for Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children by end of FY2022.
3. Complete initial academic programming as well as pre-construction design and permitting for the Creativity Way Alley and A&T lots by the end of FY2022.
4. Commence the initial phase of the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children construction with completion anticipated in FY 2023.

FY2021 Major Actions
- Planning for a comprehensive Capital Campaign got underway as major gift solicitations were being made in support of the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children
- Design plans were completed for the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children.
- Academic Programming and pre-construction design and permitting continued throughout FY2021, with key milestones tied to PUD Stage 2 approval process with the city of D.C.

Gallaudet students enjoy time together inside Union Market, a food hall that neighbors the University.

> "
> Gallaudet has opened many opportunities to embrace my trans and Deaf identities.
> "

NICKI KONIAK, '18

A Gallaudet student participates in a class discussion as her professor watches in the background.

Imperative One: Bilingual Mission

Gallaudet's bilingualism is defined as visuo-centric and requires both ASL and written English. Neither language alone is sufficient for all linguistic functions of life, work, and learning that the university requires. The fluent and vibrant use of ASL and written English is central to the direct teaching and learning, communication, and community building that is necessary for academic excellence and supporting Deaf, hard of hearing, DeafBlind, and DeafDisabled people to flourish.

I. Office of the Chief Bilingual Officer

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

In order to support faculty in aligning teaching and learning activities with the bilingual mission, former Provost Carol Erting established the Center of Bilingual Teaching and Learning (CBTL) in August 2014. This center brought together work previously coordinated by the Office of Bilingual Teaching and Learning (OBTL) and the Gallaudet Scholarship on Teaching and Learning Initiative (GSTLI). In doing so, it unified resources for and research about bilingual teaching and learning.

The original responsibility of CBTL was to support faculty and staff in developing capacity to engage in best practices in bilingual teaching and learning. However, the need to support other stakeholders, such as students, alumni, and friends expanded, and President Cordano appointed Dr. Laurene Simms as the interim Chief Bilingual Officer (CBO) in January 2020.

Mission
As university experiences evolve, Gallaudet University is more dedicated than ever to delivering a top-notch bilingual education in a successful, nurturing environment where our deaf, hard of hearing, deafblind and deafdisabled stakeholders can thrive openly in ASL and English.

Vision
Members of the Gallaudet community will have the ability to address and resolve complex problems, to contribute to professional and social networks, to understand the importance of physical and emotional wellness, and finally, to learn for the rest of their lives and careers through the lens of ASL and English bilingualism, diversity, equity, and inclusion.

Bilingual Evaluation, Test and Assessment Center
The office of the Chief Bilingual Officer is in the process of developing the Bilingual Evaluation, Test and Assessment (BETA) Center. The mission of the BETA Center is to provide reliable and valid language measurements through bilingual communications.

Products and services from the BETA Center will promote the professional development of bilingual communications and language usage among Gallaudet faculty, students, and friends. These existing testing systems will be housed in the

BETA Center: Classroom Discourse Observation (CDO), Teaching and Learning Support (TLS), American Sign Language Proficiency Interview (ASLPI), and American Sign Language Placement Test (ASLPT).

Classroom Discourse Observation (CDO)
CDO is a summative assessment which identifies the ASL discourse and language, bilingual teaching approaches, and visual interactions between the faculty and students.

For the first time, CDO now includes online screen recording of the faculty via Zoom. A new rubric has been developed to note students' comprehension of the faculty and the faculty's comprehension of the students.

In AY2020-2021, a total of two faculty participated in the CDO process.

Teaching and Language Support
TLS uses formative assessment that consists of feedback intended to foster development and improvement within an ongoing activity (teaching).

In AY2020-2021, a total of seventeen faculty members participated in the TLS process.

American Sign Language Proficiency Interview
ASLPI, a holistic language evaluation used to determine global ASL proficiency, has recently transferred from Academic Affairs to the office of the CBO. The basic precept in this type of evaluation is to discover through a face-to-face interview what an individual can do with the target language at a given point in time. The ASLPI is a 20-25 minute video-recorded interactive dialogue between the examinee and the interviewer. The interview is rated by a team of evaluators, and examinees are awarded an overall proficiency level on a 0-5 rating scale. Language proficiency evaluation was originally developed by the Foreign Service Institute (FSI) of the US Department of State and has been used by the government for decades. Adaptations to the language proficiency evaluation were made with respect to ASL, and the ASLPI was born. The ASLPI is utilized by agencies, schools, universities, programs and employers.

A new platform for ASLPI is underway, and protocols will be reviewed for further development and changes.

American Sign Language Placement Test
Gallaudet's mission strives to develop a bilingual work environment utilizing ASL. A tool to achieve this goal is the ASLPT, which is utilized to determine the appropriate placement for new undergraduate students in one of three or four credit-bearing courses: (1) ASL 111-American Sign Language I and II; (2) ASL 112-American Sign Language III and IV; or (3) GSR 103- American Sign Language and Deaf Studies. Currently, this testing is housed and conducted through the administrative unit of Academic Affairs.

I. Office of the Chief Bilingual Officer (cont'd.)

ASLPT videos were filmed, edited, and uploaded into video storage with some testing since 2014. Currently, a total of 673 videos are being revisited, reidentified with an accurate description, and reorganized within the video storage. While the CBO team is also building a new testing platform, the ASLPT project leader will work closely with two graduate assistants to reorganize and tag all videos on Blackboard to ensure the test is consistent and current with the data collected in 2018.

ASL Development Program

The CBO has been involved in developing and implementing the American Sign Language Development Program (ASLDP) since Fall 2015. The program includes five components for faculty and staff: emerging signers' language development plans; ASL gatherings; individual support; ASL Immersion Day; and the creation of ASL resources. These successfully took place online for the first time during the COVID-19 pandemic.

Bilingual Approach Seminar: Levels 1 & 2

Critical pedagogy, as defined by Wink (2000), is a process whereby professionals "name" their beliefs, "reflect" critically upon them, and then take "action." Professionals will "act" to implement effective practices of ASL and English bilingual instruction that will enhance the achievement of students in all academic classes. The bilingual pedagogy involves two levels of the Bilingual Approach Seminar (BAS) as follows:
- Level 1: Introduction to ASL and English Bilingualism
- Level 2: Application of ASL and English Bilingualism in a classroom

Click here for ASL version: **https://youtu.be/4u4sWwzLuhc**

Wink, J. (2000). *Critical pedagogy: Notes from the real world*. Upper Saddle River, N.J: Pearson.

Bilingual Policies on Language, Literacy, and Culture

In commencing the analysis of policies and procedures at Gallaudet with a bilingual lens, all relevant University-wide handbooks have been collected. Two of these handbooks were already reviewed and completed: Student Handbook and Student Academic Handbook, as per the CBO office's prioritization. All recommended changes were shared with the Student Life team, which is already in the process of updating the handbooks. Recommendations were made based on the analysis of faculty members and students' access to the University in both languages, ASL and English (along with IS) during the COVID-19 pandemic. The overall infrastructure of the University for the Faculty Handbook is being analyzed.

II. Andrew W. Mellon Foundation Grant

Through the office of the CBO, Gallaudet University received $800,000 from the Andrew W. Mellon Foundation to advance education equity for deaf students through visual teaching and learning innovation. As part of the Mellon Foundation's social justice efforts, the three-year grant will allow Gallaudet to create a new worldwide model for improving the overall quality of teaching and learning for deaf students and other students who learn best visually. CBO will use the Mellon grant to develop an innovative digital pedagogy that is visually centered, grounded in ASL and English bilingualism, and culturally responsive.

Gallaudet's grant project will address several key areas of teaching and learning, including access to visual-centric bilingualism, culturally responsive and trauma-informed education, and digitally adaptive learning matched to the strengths and needs of visual learners. The trauma-informed education model, for example, will address interactive and visual approaches to conflicts and issues using interactive theater.

Key expected outcomes and benefits of the Visual-Centric Teaching and Learning project include:
- Redesigning campus-wide professional development curriculum to integrate visual-centric, ASL and English bilingual, culturally responsive, and trauma-informed pedagogy;
- Establishing faculty mentors and coaches to implement the pedagogy;
- Redesigning teaching strategies and course content to establish multiple approaches to address important social issues, including racism, sexism, economic injustice, and audism;
- Training for faculty and staff with Bilingual Approaches and Multicultural Curriculum Transformation seminars;
- Redesigning more than 100 courses for the visual-centric, bilingual, culturally responsive, and trauma-informed pedagogy; and
- Establishing an extensive digital video library of exemplary best practices.

A key goal of the Visual-Centric Teaching and Learning project is to address ongoing social inequities deaf students and other linguistically diverse learners continue to face. According to Gallaudet, inadequate access to visual language and learning remains a critical societal issue. Additionally, more than 90 percent of deaf and hard of hearing children are born to hearing parents where spoken language, not ASL, is used at home. Even when families choose to learn ASL, young students who are deaf and hard of hearing are usually not educated in ASL and English bilingual learning environments. These and other factors result in deaf students continuing to be underrepresented in higher education.

III. Communication Access: Gallaudet Interpreting Service

Gallaudet Interpreting Service (GIS) provides services to support communication access between deaf, deafblind, hard of hearing, and hearing individuals, both on campus and at off-campus Gallaudet-related events.

Services Provided
GIS Primary Services:
- ASL-to-English and English-to-ASL interpreting.
- Deafblind interpreting (Tactile, Pro-Tactile, Close-Vision, Low-Vision).
- Captioning: Communication Access Real-Time Translation (CART) for academic courses.

GIS Services:
- Communication access services to students, faculty, and staff for the purpose of excellence in education, employment, and administration.
- Emerging Signers Program, providing classroom support services for deaf, hard of hearing, and deafblind undergraduate students who are new to learning ASL.
- Captioning service made available to students in academic settings depending on their communication needs.
- Comprehensive after-hours emergency response program for on-campus emergencies.
- Interpreter coordination and liaison activities supporting large and/or complex university interpreting requests.
- Results! Mentoring Program, providing mentoring, training, consultation, and supervision to GIS staff, intern interpreting students and GIS freelance interpreters.
- Professional development: GIS offers workshops on a variety of topics related to interpreting. GIS processes continuing education units offered by the Registry of Interpreters for the Deaf, for training events related to the interpreting field for the entire Gallaudet campus.
- Translation services, both English-to-ASL and ASL-to-English, for pre-recorded materials for virtual classes during the COVID-19 pandemic.

Service Provider Staffing
GIS employs 45 permanent staff employees including the GIS director. There are seven members of the scheduling team who communicate between service requesters and service providers, receiving and reviewing requests and assigning interpreters. Two operations team members manage billing and payroll processes, and GIS employs 29 staff interpreters, 10 Deaf interpreters and 19 hearing interpreters. Approximately 140 additional part-time, long-term temporary interpreters (freelance) work on an hourly basis for GIS. Additionally, GIS has negotiated contracts with local and out-of-state agencies in order to secure additional interpreting support during high-volume periods. GIS has a newly formed leadership team with eight members.

Service Requests
Content, setting, size, and scope of interpreting requests vary widely across administrative, operational, and educational areas and include:
- College classrooms from college preparation through the doctoral level
- Birth-12th grade school events and classrooms

- Student activities
- Student internships
- Campus administrative and operational activities
- Campus visits
- Legal and law enforcement
- Medical/mental health
- Large conferences and international events
- Employment processes
- Campus-wide presentations and dissertation defenses
- Government relations

Service Programs
Emerging Signer Program
GIS provides specific support and training to interpreters working with students who are in the process of learning ASL. The Emerging Signers Program has been a collaborative effort with the Office of Student Success to support student access in the classroom and has now been expanded to include support and leadership from the office of the Chief Bilingual Officer. This unit has a high level of interaction with students regarding their communication needs. Students set goals and are encouraged to develop ASL skills through immediate or gradual immersion experiences when possible, without compromising access to classroom communication. GIS modifies how interpreting services are provided to support their ASL acquisition and trains interpreters in this unique approach.

Results! Mentoring Program
GIS administers the Results! Mentoring Program, a nationally recognized program that provides structured support to interpreting students and professional working interpreters who desire skills-refinement or specialization, as well as training in mentoring techniques and processes. The mentoring program supports cutting-edge, ongoing professional development of staff interpreters and the development of a pipeline to the profession for senior interns and graduates of the Gallaudet Department of Interpretation and Translation.

Emergency Response Program
GIS provides emergency communication support to faculty, staff, and students both at Gallaudet and at the Clerc Center's Model Secondary School for the Deaf and Kendall Demonstration Elementary School. GIS works closely with the Department of Public Safety (DPS), Residential Life staff, and external emergency support personnel in assessing, determining, and providing communication support. This model program is staffed with interpreters who are nationally certified, many holding additional specialty certifications for interpreting in legal situations. Additionally, interpreters have specialized training in interpreting for law enforcement, medical, and other emergency situations.

Event Coordination and Department Liaison Support
GIS staff interpreters and schedulers provide interpreter coordination and department liaison services to foster cost-effective, high-quality and coordinated interpreter service coverage for the campus for unique, complex and/or high-volume requests such as the career fair, where students engage through interpreted interactions with a large number of potential employers.

III. Communication Access: Gallaudet Interpreting Service, (cont'd.)

Service Quality Assurance

Interpreters who apply to work for GIS must be nationally certified and have at least three years of professional experience. GIS staff developed a robust, in-house, research-based screening system for screening freelance and staff interpreters to ensure their skills meet campus needs. A GIS screening committee evaluates interpreting, ethical, and professional skills of interpreters.

COVID-19 Impact

GIS responded to the COVID-19 pandemic and Gallaudet's move to virtual teaching, learning, and work by transitioning all GIS staff members, contract interpreters, and freelance interpreters to primarily virtual work and communication access services. GIS continued to work in a primarily virtual environment for the fall semester of 2020 and spring semester of 2021, providing limited face-to-face interpreting services as needed. GIS returned to campus in August of 2021 and is providing interpreting services in both face-to-face and virtual settings. The COVID-19 pandemic continues to impact interpreting services at Gallaudet University and can be clearly seen in a workforce shortage of interpreters working in face-to-face settings.

For the fall semester of 2020 and spring semester of 2021, GIS continued to provide translation service options to support remote teaching and learning. In addition to the service hour data provided below, GIS provided 145 hours of translation services between September 2020–August 2021.

Service Hours Data

The following graphs and tables provide the number of hours of direct student services, including interpreting for all direct services such as classroom, internships, externships, student teaching, and consortium courses, as well as for other services provided for students. For the Clerc Center, this includes the Parent-Infant Program and Emerging Signers Program.

Courses Supported by Semester and Service

Service	Fall 2016	Spring 2017	Total AY 2017	Fall 2017	Spring 2018	Total AY 2018	Fall 2018	Spring 2019	Total AY 2019	Fall 2019	Spring 2020	Total AY 2020	Fall 2020	Spring 2021	Total AY 2021
Captioning	55	42	97	45	36	81	17	8	25	55	20	75	53	29	82
ASL-English	42	46	88	56	53	109	97	78	175	51	37	88	109	102	211
IntraLingual	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35	5	40	22	21	43
Deafblind	74	52	126	55	61	116	69	62	131	61	18	79	58	59	117
Total	141	140	311	156	150	306	183	148	331	202	80	282	242	211	443

Direct Student Services Hours Provided by Fiscal Year and Area

Area	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
President	n/a	n/a	13	67	32	1263
Administration and Finance	n/a	7	6	7	3	2
Academic Affairs	53,101	42,508	42,719	49,389	34,397	32,680
Clerc Center	5,909	6,722	7,683	8,785	5,486	5,984
Total	59,010	49,237	50,421	58,248	39,918	39,929

Direct Student Services Hours Provided by Fiscal Year and Area (con'td.)
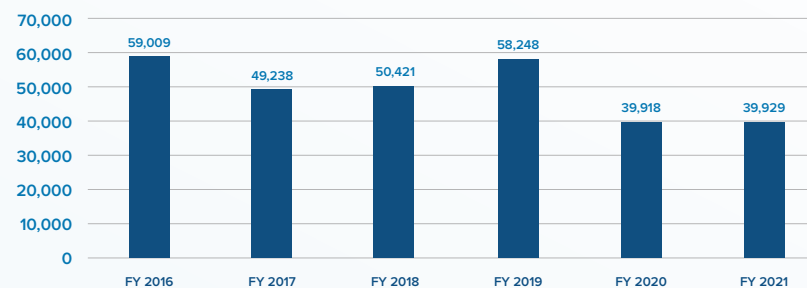
Hours of Direct Total Services Provided University-wide by Fiscal Year and Type

Area	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Student	59,009	49,238	50,421	58,248	39,918	39,929
Student-Related	4,769	4,083	3,047	4,867	3,176	4,339
Other	21,649	22,538	25,916	24,712	14,426	24,094
Total	85,427	75,859	79,383	87,827	57,520	68,362

Hours of Direct Total Services Provided University-wide by Type
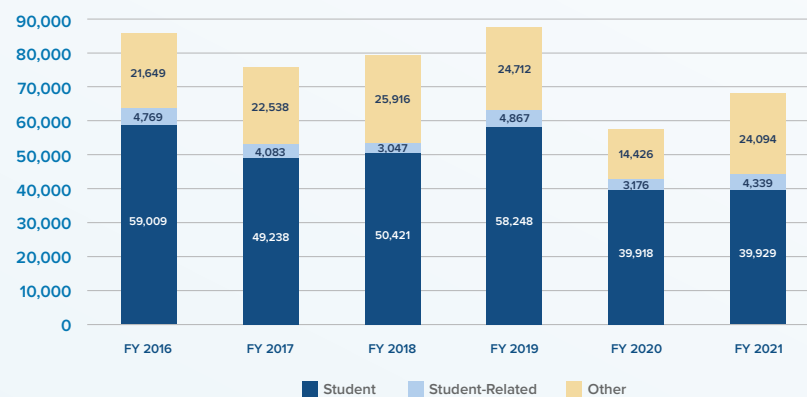
Percent of Student Services (Direct and Related) Provided University-wide

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Percentage of Student Services	75%	65%	64%	66%	75%	65%

A professor discusses fluorescence during a physics class, supported by an American Sign Language interpreter from the Gallaudet Interpreting Services department.

"

Upon my arrival at Gallaudet University,
I knew that I would face multiple
experiences, situations, and points
of view that would contribute to my
learning and growth in life.

"

DAVID KING, '17

Gallaudet students join together to embrace diveristy.

Imperative Two: Equity and Belonging

Inclusivity for all: The Gallaudet community extends well beyond its schools and campus. Gallaudet strives to be a community where people feel they belong and contribute to the world as their authentic selves. Gallaudet is taking actions to eradicate racism, audism, and other -isms through systems transformation and individual change so that University and Clerc Center are places where all people feel safe and valued, and so that all members have fair and just access and opportunities for growth, success, and academic and/or professional fulfillment.

I. Division of Equity, Diversity, and Inclusion (DEDI)

The Division of Equity, Diversity, and Inclusion (DEDI) has transformed since Dr. Elizabeth Moore became the Interim Chief Diversity Officer in August 2020. Anti-racism became the primary focus of their work. They led the development of a new Equity and Belonging Strategic Plan, a new Anti-Racism pledge, and they developed and conducted anti-racism trainings for students, faculty, and staff. DEDI also changed its mission - it is now a consultative entity that advises on best practices in equity, diversity and inclusion, influences policy and practices, and provides personal and professional development on EDI topics. The division will be engaging in more restorative practices work, as well.

Equity and Belonging

Turn-A-Page-Together (TAPT) - a long standing multicultural book club has expanded its scope in two ways. One, DEDI has added books on anti-racism as part of the book selection. Two, the program was extended to include summer reading. Due to COVID, these groups met on Zoom.

Anti-Racism Training for Staff - a five-part anti-racism training program was developed. It has been used to train Gallaudet Interpreting Services and Gallaudet Staff Council.

Unpacking Bias and Anti-Racism Training for Students - A program for students to learn about bias and racism was developed and implemented in the Fall of 2020. There are three sessions - Unpacking Bias, followed by Anti-Racism, and lastly, Dialogues. Altogether 81 students have completed the pilot program.

Dialogues for Hispanic/Latina/o/x Faculty and Staff - DEDI has hosted monthly dialogues since the Fall of 2020 to the present, via Zoom. These sessions create a safe, brave space to engage in conversation, nurture well-being and self actualization, and build support.

Rainbow Heart Talk - the LGBTQA Resource Center teamed up with CAPs to provide a weekly gathering for the LGBTQ+ community on campus, via Zoom, throughout the academic year.

Equal Opportunity Programs (EOP) worked with community partners on the newly revised **1.08 Interim Assistance Animal Policy**. Revisions include current ADA regulations and improvements in processing assistance animals as reasonable accommodations, as well as regulations for other animals on campus.

Innovation for Impact

DEDI staff and Executive Team leaders underwent thorough assessments from Cornerstone Consulting HR. These assessments, in part, led to the strategic plan mentioned below and the restructure of DEDI. The division is now operating as a consultative entity - providing consultations, professional development, training, advocacy, and restorative practices.

DEDI developed a 3-5 year comprehensive strategic plan for the University on anti-racism, called the **Belonging and Equity Strategic Plan**. This includes and prioritizes anti-racism planning and Multicultural Organization Development (MOD).

An **Anti-Racism Statement** has been developed and published on the *Equity and Belonging* website. **(https://www.gallaudet.edu/about/belonging-and-equity/)** An **Anti-Racism Pledge** was included with the statement, along with resources for the new online bias reporting resource and a way to request restorative practice support.

DEDI led efforts to assess the **Department of Public Safety**, in partnership with Hogan Lovells law firm and with an assessment committee. The community was engaged in two virtual town halls to provide feedback.

DEDI also partnered with Human Resources to form a **Human Resources Transformation (HRT) Team** consisting of Black, Indigenous, Hispanic or Latina/o/x, Asian Pacific Islanders, Deaf, hard of hearing, hearing and/or LGBTQ employees, students, and other stakeholders. The university is currently working to implement Workday to help cut manual processes in HR.

DEDI helped lead efforts to increase staff and faculty hiring of Black, Indigenous, Hispanic or Latina/o/x, Asian Pacific Islanders, and other ethnic groups in leadership, managerial positions. 50% of Gallaudet's new faculty for Fall 2020 is BIPOC. Also,

- Three out of 13 members of the Executive Team are BIPOC and Deaf.
- Two of the six Academic Affairs senior administrators are BIPOC.
- Three of the five Gallaudet school directors are BIPOC.

DEDI was also involved in the founding of the new **Center for Black Deaf Studies (CBDS)**, with Dr. Carolyn McCaskill appointed as founding director.

Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children - DEDI was actively involved in planning for Louis B. Miller Pathways and Gardens: A Legacy to Black Deaf Children, particularly in the naming and the healing process component.

EOP's newly designed **staff interview committee training** will be available to staff on the University's Blackboard platform in early FY2022. This will allow staff to take the required annual certification training on-demand. An implicit bias section has been added, along with a testing portion to complete. Participants will receive a certificate upon completion of the training.

II. Recruitment of a Diverse Student Body

The Office of Undergraduate Admissions works to recruit, maintain, and graduate a diverse and academically talented group of students. To accomplish this goal, admissions counselors made a concerted effort to target and virtually visit schools with large, diverse student populations and developed recruitment initiatives to attract prospective students of color.

In addition, specific campus programs have been designed and implemented to attract and retain a diverse student body. Refer to the "Support Programs and Strategies" section of Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan on page 89 for a description of these programs.

In an effort to recruit academically talented students from diverse backgrounds, scholarships and merit awards are structured to recognize talents and abilities across a number of dimensions. Gallaudet awarded a total of 145 merit scholarships to students, including nine who did not disclose their ethnicity. Of the 136 merit scholarships awarded to students with known ethnicity, 62 (54%) went to students of color.

Of the total number of students who enrolled in Fall 2021, 56% were students of color. This represents the highest percentage of students of color of any enrolling class in over ten years.

Recruitment efforts for cultivating a diverse student body continue to focus on financial aid, scholarships, and special programs. In addition, recruitment efforts target states with the most diverse populations, including Arizona, California, Florida, Georgia, Hawaii, Maryland, New Jersey, New Mexico, Nevada, and Texas.

Gallaudet continues its recruiting efforts in residential schools for the deaf, mainstreamed schools, and two-year college programs attended by deaf and hard of hearing students. School visits are determined based on criteria that include the number of applications received, the number of current prospects and inquiries, participation in the University's Academic Bowl program, school location, diversity considerations, recommendations, and new leads.

With the COVID-19 pandemic shutting down travel during the 2020-2021 recruitment cycle, Gallaudet shifted its focus to hosting 186 recruitment visits virtually via Zoom. In addition to virtual school visits, the Undergraduate Admissions Office also coordinated and hosted 21 standalone webinars through Zoom. Topics ranged from Financial Aid, new student onboarding, Vocational Rehabilitation, and more. All of the webinars were very well-received and garnered overwhelmingly positive feedback.

Percent of New U.S. Degree-Seeking Students of Color (SOC1) Undergraduates, Fall 2017–Fall 2021

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Percentage of New TUG Enrollment	37%	47%	53%	49%	56%

	FY 2021
American Indian/Alaska Native	3
Asian	14
Black/African American	35
Hispanic of any race	65
Native Hawaiian/Other Pacific Islander	2
Nonresident Alien (IPEDS)	7
Race and Ethnicity unknown	20
Two or More	4
White	78
Total	**228**

123 SOC / 221 domestic students = 56%

Recruitment Visits by Location Trend*

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
Schools for the Deaf	66	65	78	60	77
Mainstream/Public schools – Deaf/Hard of Hearing prospects	234	266	161	155	42
Public Schools – Hearing (BAI/HUG prospects)	21	19	14	18	3
Postsecondary Programs – Deaf/Hard of Hearing prospects	12	5	18	6	4
Postsecondary Programs – Hearing (BAI/HUG prospects)	17	19	9	7	7
Conventions/Conferences/Fairs	38	51	37	17	9
High School/Vocational Rehabilitation Counselor Meetings	18	1	9	11	4
Parent Events	10	12	8	5	0
Athletic Events	2	10	9	4	0
Open Houses	6	5	4	4	10
Camps	9	12	8	2	1
Community Relations/Alumni/Youth	14	9	4	8	6
Home Visits	8	3	14	15	0
Webinars+	n/a	n/a	n/a	n/a	21
Total	**455**	**477**	**373**	**312**	**186**

*FY21 events were done virtually
+Due to the COVID-19 Pandemic - Gallaudet hosted special topic webinars to do outreach as travel was not possible.

Members of Gallaudet University's Latinx Student Union (LSU) celebrate the start of National Hispanic Heritage Month on Ely Patio, right outside the I. King Jordan Student Academic Center.

"

Gallaudet allowed me to
celebrate all of my identities.

"

MORGANN SMITH, '14 AND G-'16

Imperative Three: Innovation for Impact

In ways that reflect the experience of deaf people across the spectrum of identities, further a campus-wide belief and practice that promotes thinking, doing, and engaging in new ways that create or add value for Gallaudet, deaf people, and ultimately humanity. Create an environment where courageous change, a willingness to experiment, and the agility to bring forth new ideas is valued and promoted.

Students work on a project together in one of the new, brightly-lit, comfortable study spaces in the Hall Memorial Building.

I. Gallaudet Innovation and Entrepreneurship Institute

The Gallaudet Innovation and Entrepreneurship Institute (GIEI) continued its work in FY2021 despite the impacts of the COVID-19 pandemic.
- New Leadership Team—GIEI hired a new interim co-director to work with the director.
- Engaged a student intern to further GIEI's social media presence and increase bilingual content in ASL and English.

Events that GIEI attended/hosted in FY2021 were:
- BisonTank 2021 Competition on Zoom (bisontank2021.com) which was sponsored by ConvoRelay and Office of Alumni Relations:
  - 6 Teams of Students participated in the competition
    - 1st Place - Deaf Threads - an embroidery business catered to the Deaf LGBTQ+ and Mental Health Communities
    - 2nd Place - Student of Color, People of Color, IBPOC, BIPOC, and International Student Center - to have a safe space for discussion and support
    - 3rd Place Air Access - to provide accessibility for Deaf people at airports through App notifications
  - For the first time, this competition invited Gallaudet Alumni to participate. Two Alumni joined the competition
    - 1st Place - Virtual ASL Academy - an education service that provides tutoring, coaching, mentoring, and educational resources to Deaf children
- Online Courses in Foundation of Entrepreneurship and Social Entrepreneurship
- Sponsored the Y-Summit from February 2021-December 2021, which was open to all Gallaudet employees and students

Activities and accomplishments:
- Expansion of outreach through social media platforms by creating a campaign that highlighted Deaf social influencers and Deaf businesses
- Continued revising the website, with more online resources being available to the students, including the online Bison Talk Series.
- Updated the Deaf Business Database (national and international Deaf Business Directory)
- Continued collaboration with the Center for Employment and Professional Development to establish mentorship/fellowship programs for students and alumni (including PeopleGrove) (ongoing)
- Continued collaboration with the Center for Employment and Professional Development, the Center for Continuing and Online Education, the Burstein Center of Excellence in Leadership and Innovation (BCELI), and the Office of Alumni Relations to provide resources and guidance
- Created a 3-year Strategic Plan for restructuring GIEI to align with the Gallaudet Promise
  - Each phase will have a focus on the following:
    - Foundation in GIEI Program Structure
    - Internal support from faculty and staff
    - External support from the community

- Worked closely with the Office of Alumni Relations to identify Deaf Alumni
- Entrepreneurs
- Worked with the General Education program to provide input on the development of a new curriculum for VEE 101 and VEE 102 courses for first year students
- Provided a tour of deaf owned businesses in the DC area during NSO and offered discounts for students and parents to support Deaf businesses
- Began discussions with Apple Design/Innovation Lab for possible collaborations

A student checks their understanding. Mask use kept Gallaudet safe and presented some communication challenges in a signing, visual-based community.

II. Center for Democracy in Deaf America

The Center for Democracy in Deaf America (CDDA), a non-partisan, non-profit organization, launched at Gallaudet University in Fall 2020. CDDA is committed to developing healthy democratic skills and habits of deaf individuals by fostering disagreement, debate, and civic engagement through American Sign Language and English. CDDA aims to develop a deaf America in which deaf and hard of hearing people will have the knowledge, skills, values, access, and motivation to: engage in critical self-reflection
- work to make a positive difference in communities and American democracy
- network with individuals and associations inside and outside the deaf community
- hold each other accountable to create inclusive environments where everyone can participate in difficult conversations
- critique and articulate complex opinions, values, issues, and beliefs persuasively
- respect and appreciate differences
- practice active listening to diverse experiences, perspectives, and beliefs

CDDA is committed to these following values:
- Democracy
- Bravery
- Solidarity
- Integrity
- Equity
- Responsibility

In alignment with the Gallaudet Promise's imperative or central value of innovation for impact where Gallaudet is seen and heard and prepares our students to be adaptable, CDDA hosted and attended the following events:
- **WHY VOTE? HOW TO VOTE? ASL BOOTH** | *September 22, 2020*
- **WHY VOTE? HOW TO VOTE? PANEL** | *September 23, 2020*
- **VICE PRESIDENT DEBATE & PANEL** | *October 7, 2020*
- **THE NIGHT BEFORE THE ELECTION** | *November 2, 2020*
- **WAITING AND WATCHING: UNDERSTANDING ELECTION NIGHT THROUGH AN INTERDISCIPLINARY LENS** | *November 3, 2020*
- **DEMOCRACY IN COLOR: A MULTIRACIAL, MULTIPERSPECTIVAL CONVERSATION ON THE INSURRECTION OF 1/6** | *January 14, 2021*
- **THE NIGHT BEFORE THE INAUGURATION: LOOKING BACK AND AHEAD**
- *January 19, 2021*
- **LET'S DISAGREE FOR HEAVEN'S SAKE! A CONVERSATION WITH DEAF JEWS ABOUT FRIENDSHIP, HUMOR, ANTI-SEMITISM, AND JEWISH IDENTITY** | *March 24, 2021*
- **YOUTH DEBATE BOWL: FINALS** | *April 16, 2021*

CDDA also established the first ever debate team in Fall 2020 at Gallaudet University in its 157-year history. The debate team hosted:
- **WHY VOTE? HOW TO VOTE? DEBATE** | *September 23, 2020*
- **DEBATE BOWL LAUNCH: ABOLISH THE ELECTORAL COLLEGE?** *November 11, 2020*
- **STORIES AND SPEECHES IN SIGN: A CELEBRATION OF VISUAL**

PERSUASION | *March 3, 2021*
- **INTERCOLLEGIATE DEBATE EXHIBITION: Gallaudet University & George Washington University** | *April 21, 2021*

The Gallaudet debate team was recognized in the news for winning their first bilingual intercollegiate debate conducted in ASL and spoken English with George Washington University about whether Washington, D.C should be granted statehood. ("*A Milestone in Intercollegiate Debate,*" April, 22,2021, **www.insidehighered.com**)

A student ambassador for the Undergraduate Admissions Office explains the mural behind him during a tour. Created by alumna and artist Yiqiao Wang, '09, the mural is displayed in the Maguire Welcome Center.

III. Gallaudet in Nigeria-Africa

Gallaudet in Nigeria-Africa (GAIN) continues its work to strengthen the educational and career opportunities for deaf, hard of hearing, and deafblind Nigerian citizens through relationship building, educational opportunities, introduction of key stakeholders, and grant applications. All efforts continue to be led by Dr. Khadijat Rashid, interim dean of the faculty, Nigerian deaf leaders, and Wesley University stakeholders, with support and coordination from Ms. Amanda Mueller, interim program officer.

In FY2021, GAIN activities included the following highlights:

- GAIN was awarded a three-year, $2.05 million grant from the United States Agency for International Development (USAID) to support initiatives to advance education, employment, and life opportunities toward the empowerment of deaf, hard of hearing, and deafblind children and youth in the Federal Republic of Nigeria. Formally known as the Deaf-E3 Project, this grant promotes education, employment, and empowerment through collaboration with Nigerian deaf education professionals to develop training manuals in a multimodal and multilingual approach in deaf education, build the capacity of the Nigerian National Association of the Deaf (NNAD) and its stakeholders, establish a consortium of interpreters and deaf individuals to improve practices in sign language interpretation in education, and increase the capacity of USAID and other development actors to promote awareness of the NNAD and other advocates for the Deaf community.
- The GAIN Deaf-E3 team members and the disability inclusive education specialist from USAID's Center for Education in Washington, D.C. provided a Deaf Etiquette 101 webinar to USAID, the broader U.S. Embassy in Abuja, Nigeria, and the U.S. Consulate in Lagos, Nigeria. The webinar promoted understanding of the diversity and needs of marginalized populations and how that applies to deaf, deafblind, and hard of hearing people, inclusive development, common barriers,language experiences, and cultural values among people who are deaf, deafblind, or hard of hearing, and ensuring access, true inclusion, and how to appropriately work with interpreters. This event had a wider impact than anticipated, and included globally influential participants, such as U.S. Ambassador to the Federal Republic of Nigeria Mary Beth Leonard, USAID/Nigeria Mission Director Anne Patterson, USAID Abuja and Lagos teams, and NNAD President Chidi Olujie and Vice President Haruna Muhammad. This webinar was met with such enthusiasm that USAID has asked GAIN to provide quarterly sessions. Future topics will include, audism, working with deafblind community members, Visual Language and Visual Learning research, and inclusion/Deaf Space -- African context.
- On the International Day of Sign Languages, the GAIN Deaf-E3 team and USAID hosted a press launch in Abuja. This event brought together members of the Deaf-E3 team, the NNAD executive team, deaf educators, and other Deaf community leaders; Wesley University (Nigeria) officials; and high-ranking Nigerian government officials to support the Deaf-E3 activity, learn about multimodal/multilingual (bilingual) education, what inclusion means for the Deaf community, and to connect policy stakeholders in Nigeria to the Deaf community and deaf educators for capacity building to work with the Deaf community at all levels of programming. Presenters and

guests included Ms. Katie Donohoe, acting mission director, USAID; Mr. Fela Bank-Olemoh, senior special assistant on education interventions to the president, Federal Republic of Nigeria; Mr. Umaru Tanko Al-Makura, federal senator, Nigeria; Mr. James Lalu, executive secretary, National Commission for Persons with Disabilities; Mr. Haruna Tsafe, vice president, NNAD, and other executive members; and Mr. Mohammed A. Garba, president, Deaf Teachers Association of Nigeria. Additionally, for the first time, USAID invited reporters and professionals who are deaf, and/or disabled, and/or focus on disability rights, as well as its regular press contacts.

- Worked closely with Gallaudet's University Communications to develop a new GAIN webpage, which promotes Gallaudet's Global Engagement priorities.
- Worked with the University Admissions Office and Office International Affairs (OIA) on global recruitment opportunities focused on Nigeria.
- Worked with OIA and the interim dean of the faculty to promote global engagement with Pakistani leaders in the disability community.
- Continued to engage with deaf Nigerians, families of deaf children, and other stakeholders in deaf-related fields to connect them with Gallaudet experts and resources, as well as in-country deaf leaders, organizations, schools, and resources, and introduce them to each other to strengthen advocacy and capacity building of Deaf needs in Nigeria.
- Presented at the Educational Sign Language Interpreters Association of Nigeria Conference with the NNAD president and Deaf interpreter promoting Deaf-Centric professional conduct in the interpreting field.
- Drafting a work plan with key Gallaudet University Nigerian faculty members to develop a "Gallaudet experience" in Nigeria with a consortium of stakeholders, including Nigerian universities and practitioners.
- Worked with the Reading Involves Shared Experiences (RISE) project, in collaboration with Dr. Gene Mirus of Gallaudet University and Dr. Donna Jo Napoli of Swarthmore College, Pa., on a RISE Nigerian storybook initiative. RISE aims to create accessible, free, and fun storybook resources for parents of deaf children, early intervention specialists, deaf education professionals, and other interested parties to promote early language acquisition, early development of literacy skills, and encourage deaf children around the world to read books.
  - Teju's Shadow **https://www.youtube.com/watch?v=UKnM5dBycK4**
  - The Sea **https://www.youtube.com/watch?v=aNZOMMDDR5o**

> **"**
> As a Gallaudet Student,
> I gained a deep sense of
> gratitude for enriching
> experiences.
> **"**

JOSEPH ANTONIO, '20

Gallaudet graduates smile proudly on graduation day.

Priority One: Extraordinary Learning and Academic Excellence Across the Lifespan

Direct learning and student experience through sign languages, informally and formally, throughout the lifespan to cultivate rigorous academic communities, a love of learning, innovative thinking and inquiry, and the 21st century skills necessary for learners to flourish as leaders, innovators, and change-makers in a diverse global society. Woven throughout the student experience from birth through all phases of life and reflects interdisciplinary learning, the unique experience of deaf people across the spectrum of identities, and is embedded in all aspects of school and campus life.

I. Enrollment

Fall 2020 Census University and Clerc Center Enrollment

	Full-time	Part-time	Total	% of Enrollment
Undergraduate degree-seeking	905	99	1,004	
Freshmen	264	3	267	
Sophomores	182	8	190	
Juniors	255	11	266	
Seniors	197	74	271	
Second Degree	7	3	10	
Undergraduate Non-degree seeking	0	15	15	
Total Undergraduate	905	114	1,019	60%
Graduate degree-seeking	256	167	432	
Graduate Non-degree seeking	0	9	9	
Total Graduate	256	176	432	25%
English Language Institute	18	0	18	1%
Total Undergraduate, Graduate, & ELI	1,179	290	1,469	
Kendall Demonstration Elementary School	95	0	95	
Model Secondary School for the Deaf	139	0	139	
Total Clerc Center	234	0	234	14%
Total Undergraduate, Graduate, ELI, & Clerc Center	1,413	290	1,703	100%
Professional Studies[1]	0	306	306	

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

End-of-Year University Enrollment with Dual Enrollment

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Undergraduates	1,249	1,244	1,245	1,179	1,111
Graduates	508	513	489	492	501
English Language Institute	66	56	43	45	19
Professional Studies	627	795	1,014	894	941
Total University	2,450	2,608	2,791	2,610	2,572
Distinct Headcount Enrollment	2,368	2,514	2,681	2,504	2,480
Enrolled in More than One Category	82	94	110	106	92

Online and Hybrid Courses Enrollment Trend

	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020	AY 2020-2021
Course Enrollment[1]	2,063	2,441	2,584	3,040	3,738
Enrolled Count[2]	1,356	1,635	1,812	1,972	2,447
Distinct Students[3]	1,004	1,233	1,410	1,519	1,664

1 - Course enrollment is the total count of online or hybrid courses Gallaudet students took in an academic year. (e.g. a student taking 2 online or hybrid courses in both fall and spring semesters will have a count of 4).
2 - Enrolled count is the total headcount of students per semester who took any online or hybrid courses in an academic year. (e.g. a student taking two online or hybrid courses in both fall and spring semesters will have a count of 2).
3 - Distinct students is the number of unique students who took any online or hybrid courses in an academic year. (e.g. a student taking two online or hybrid courses in both fall and spring semesters will have a count of 1).

Fall Census University and Clerc Center Enrollment Trend

	2016	2017	2018	2019	2020
Undergraduate degree-seeking	1,112	1,111	1,112	1,058	1,004
Undergraduate non-degree seeking	9	18	26	17	15
Total Undergraduate	1,121	1,129	1,138	1,075	1,019
Graduate degree-seeking	426	437	411	406	423
Graduate non-degree seeking	19	12	8	4	9
Total Graduate	445	449	419	410	432
English Language Institute	57	45	32	38	18
Total Undergraduate, Graduate, & ELI	1,623	1,623	1,589	1,523	1,469
Kendall Demonstration Elementary School	111	103	111	111	95
Model Secondary School for the Deaf	166	174	160	161	139
Total Clerc Center	277	277	271	272	234
Total Undergraduate, Graduate, ELI, & Clerc Center	1,900	1,900	1,860	1,795	1,703
Professional Studies[1]	151	138	219	199	306

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

I. Enrollment (cont'd.)

Fall 2020 Degree-Seeking Diversity by Career Level

	Undergraduate	Graduate	Total
Race/Ethnicity			
International/Nonresident Alien	54	22	76
American Indian/Alaska Native	7	3	10
Asian	49	21	70
Black/African American	165	36	201
Hispanic of any race	177	52	229
Native Hawaiian/Other Pacific Islander	10	1	11
Two or more	31	25	56
White	455	227	682
Race and ethnicity unknown	56	36	92
Gender			
Male	453	98	551
Female	551	315	866
Unknown	0	10	10
Hearing Status			
Deaf/Hard of Hearing	894	213	1,107
Hearing	110	204	314
Unknown	0	6	6
Academic Load			
Full-time	905	256	1,161
Part-time	99	167	266
Total for Each Category	**1,004**	**423**	**1,427**

Fall Degree-Seeking Diversity Trend

	2016	2017	2018	2019	2020
Race/Ethnicity					
International/Nonresident Alien	101	81	67	67	76
American Indian/Alaska Native	7	9	9	9	10
Asian	61	66	64	72	70
Black/African American	208	211	209	219	201
Hispanic of any race	150	148	186	199	229
Native Hawaiian/Other Pacific Islander	6	8	6	9	11
Two or more	50	60	57	51	56
White	831	819	800	731	682
Race and ethnicity unknown	124	146	125	107	92
Gender					
Male	638	604	621	583	551
Female	900	936	892	876	866
Unknown	0	8	10	5	10
Hearing Status					
Deaf/Hard of Hearing	1,197	1,182	1,176	1,138	1,107
Hearing	335	365	345	322	314
Unknown	6	1	2	4	6
Academic Load					
Full-time	1,379	1,362	1,341	1,272	1,161
Part-time	159	186	182	192	266
Total for Each Category	**1,538**	**1,548**	**1,523**	**1,464**	**1,427**

A Gallaudet professor explains the historical role of the President Selection Advisory Committee.

Fall 2020 Undergraduate Degree-Seeking Diversity by Class Year

	Freshmen	Sophomore	Juniors	Seniors	Second Degree	Total
Race/Ethnicity						
International/Nonresident Alien	19	12	9	10	4	54
American Indian/Alaska Native	3	1	3	0	0	7
Asian	21	6	13	8	1	49
Black/African American	47	36	37	45	0	165
Hispanic of any race	59	40	37	40	1	177
Native Hawaiian/Other Pacific Islander	4	2	4	0	0	10
Two or more	7	5	13	6	0	31
White	99	82	131	140	3	455
Race and ethnicity unknown	8	6	19	22	1	56
Gender						
Male	129	89	109	121	5	453
Female	138	101	157	150	5	551
Hearing Status						
Deaf/Hard of Hearing	246	179	228	232	9	894
Hearing	21	11	38	39	1	110
Hearing Undergraduate (HUG)	15	7	24	22	1	69
Non-HUG	6	4	14	17	0	41
Academic Load						
Full-time	264	182	255	197	7	905
Part-time	3	8	11	74	3	99
Total for Each Category	267	190	266	271	10	1,004

Fall Undergraduate Degree-Seeking Diversity Trend

	2016	2017	2018	2019	2020
Race/Ethnicity					
International/Nonresident Alien	79	59	46	48	54
American Indian/Alaska Native	7	8	8	9	7
Asian	41	47	48	52	49
Black/African American	173	179	174	181	165
Hispanic of any race	111	98	138	155	177
Native Hawaiian/Other Pacific Islander	6	8	6	9	10
Two or more	39	49	41	33	31
White	589	569	564	501	455
Race and ethnicity unknown	67	94	87	70	56
Gender					
Male	540	487	508	482	453
Female	572	624	604	576	551
Hearing Status					
Deaf/Hard of Hearing	998	979	985	944	894
Hearing	114	132	127	114	110
Academic Load					
Full-time	1,082	1,074	1,066	1,005	905
Part-time	30	37	46	53	99
Total for Each Category	1,112	1,111	1,112	1,058	1,004
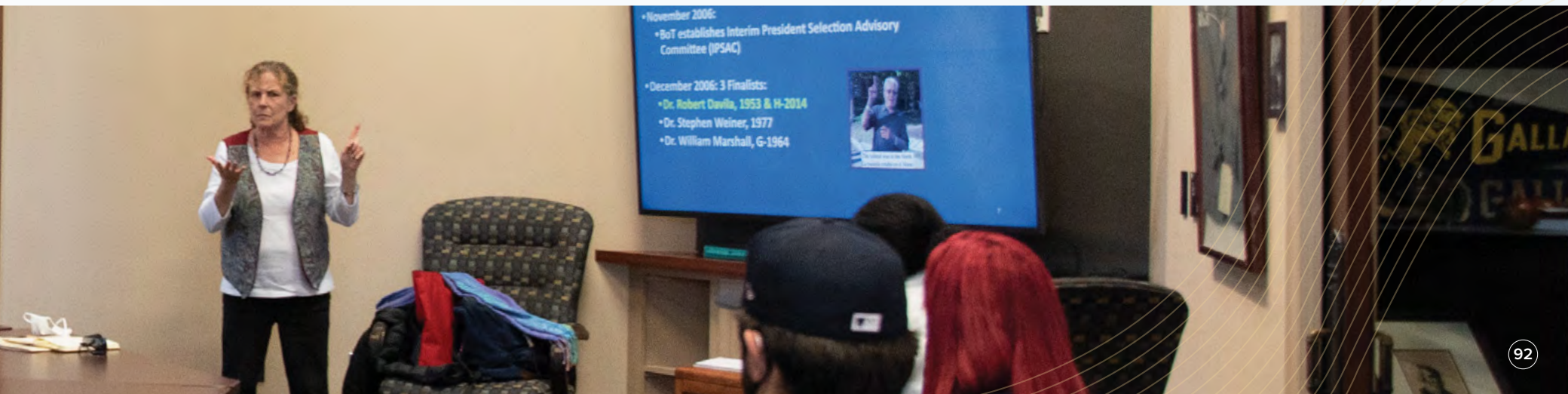
I. Enrollment (cont'd.)

Fall 2020 Degree-Seeking Undergraduate Students by Race and Ethnicity

Race and ethnicity unknown, 5.6%

International/Nonresident Alien, 5.4%

American Indian/Alaska Native, .7%

Asian, 4.9%

Black/African American, 16.4%

White, 45.3%

Hispanic of any race, 17.6%

Native Hawaiian/Other Pacific Islander, 1%

Two or more, 3.1%
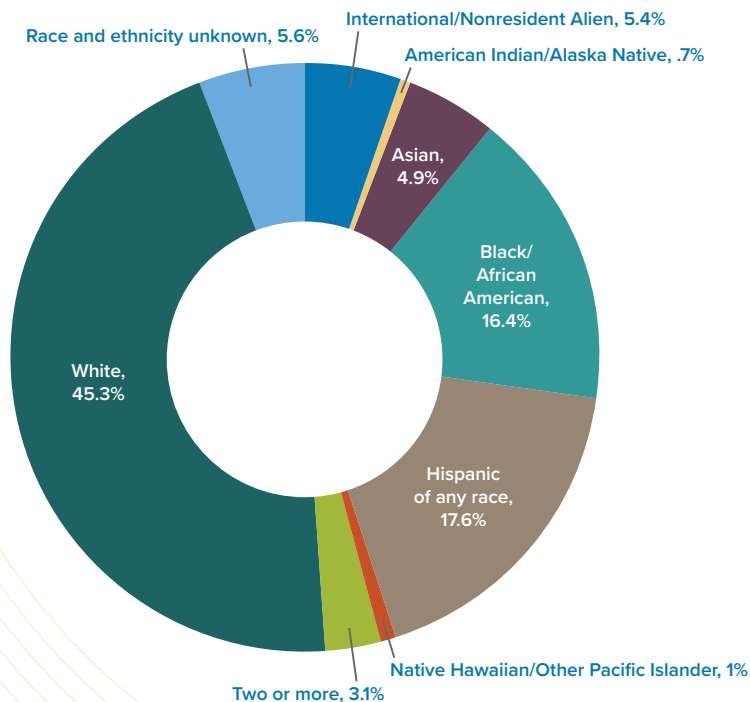
Fall Degree-Seeking Hearing Undergraduate Trend

	2016	%	2017	%	2018	%	2019	%	2020	%
Total Degree-seeking Hearing Undergraduate Enrollment	1,112		1,111		1,112		1,058		1,004	
Hearing Undergraduate (HUG)	77		82		78		76		69	
Online Degree Completion Program (ODCP)[1]	0		4		9		4		6	
Non-ODCP	77		82		69		72		63	
Bachelor of Arts in Interpretation (BAI)[2]	46		53		49		38		41	
Total Hearing Enrollment	114	10%	132	12%	127	11%	114	11%	110	11%
Total HUG Enrollment	77	7%	82	7%	78	7%	76	7%	69	7%

1 - Hearing students enrolled in the Online Degree Completion program are not counted towards the Hearing Undergraduate (HUG) enrollment prior to Fall 2018.

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

3 - Hearing Undergraduate (HUG) enrollment percentage cap is 8%, and the HUG Enrollment percentage is the percentage used to compare against the cap percentage.

Fall 2020 Graduate Degree-Seeking Demographics by Degree Level

	Certificates	Masters	Specialists	Doctorates	Total
Race/Ethnicity					
International/Nonresident Alien	0	17	1	4	22
American Indian/Alaska Native	0	3	0	0	3
Asian	0	15	0	6	21
Black/African American	0	24	2	10	36
Hispanic of any race	0	38	1	13	52
Native Hawaiian/Other Pacific Islander	0	1	0	0	1
Two or more	0	21	1	3	25
White	4	134	13	76	227
Race and ethnicity unknown	0	15	2	19	36
Gender					
Male	0	62	6	30	98
Female	4	198	12	101	315
Unknown	0	8	2	0	10
Hearing Status					
Deaf/Hard of Hearing	3	167	9	34	213
Hearing	1	97	11	95	204
Unknown	0	4	0	2	6
Academic Load					
Full-time	0	188	9	59	256
Part-time	4	80	11	72	167
Total for Each Category	4	268	20	131	423

An undergraduate admissions counselor answers questions about financial aid and housing options during a conversation with a student.

Fall Graduate Degree-seeking Diversity Trend

	2016	2017	2018	2019	2020
Race/Ethnicity					
International/Nonresident Alien	22	22	21	19	22
American Indian/Alaska Native	0	1	1	0	3
Asian	20	19	16	20	21
Black/African American	35	32	35	38	36
Hispanic of any race	39	50	48	44	52
Native Hawaiian/Other Pacific Islander	0	0	0	0	1
Two or more	11	11	16	18	25
White	242	250	236	230	227
Race and ethnicity unknown	57	52	38	37	36
Gender					
Male	98	117	113	101	98
Female	328	312	288	300	315
Unknown	0	8	10	5	10
Hearing Status					
Deaf/Hard of Hearing	199	203	191	194	213
Hearing	221	233	218	208	204
Unknown	6	1	2	4	6
Academic Load					
Full-time	297	288	275	267	267
Part-time	129	149	136	139	139
Total for Each Category	426	437	411	406	423

Fall 2020 Degree-seeking Graduate Students by Race and Ethnicity

International/Nonresident Alien, 5.2%
American Indian/Alaska Native, .8%
Asian, 5.0%
Black/African American, 8.5%
Race and ethnicity unknown, 8.5%
Hispanic of any race, 12.3%
White, 53.7%
Two or more, 5.9%
Native Hawaiian/Other Pacific Islander, .1%
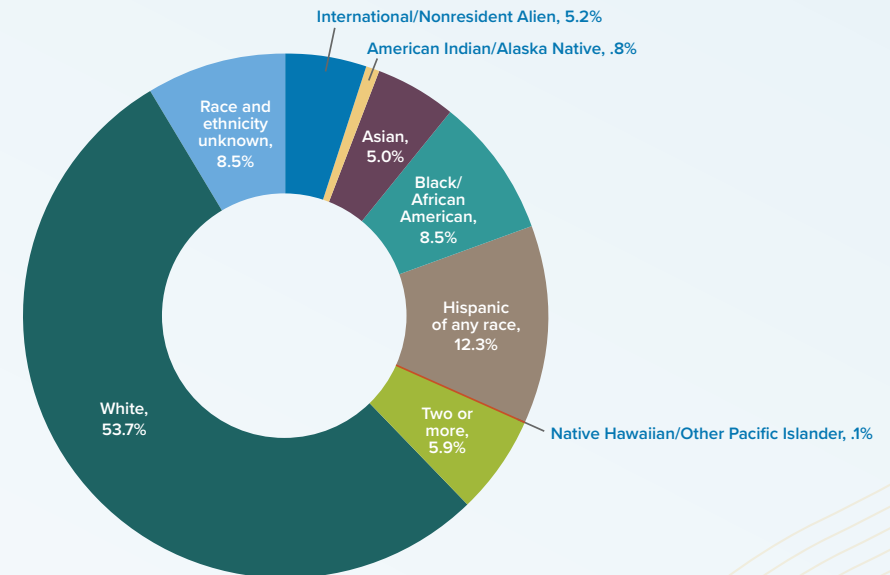
Students work together in one of Gallaudet's many computer labs.

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I. Enrollment (cont'd.)

Fall 2020 U.S. Degree-Seeking Students by State/Territory

	Undergraduate	Graduate	Total		Undergraduate	Graduate	Total
Alabama	10	2	12	Nebraska	5	1	6
Alaska	4	0	4	Nevada	5	2	7
Arizona	18	3	21	New Hampshire	2	3	5
Arkansas	2	2	4	New Jersey	27	8	35
California	138	50	188	New Mexico	4	5	9
Colorado	13	5	18	New York	62	31	93
Connecticut	8	1	9	North Carolina	18	13	31
Delaware	6	1	7	North Dakota	0	0	0
District of Columbia	28	43	71	Ohio	27	8	35
Florida	39	18	57	Oklahoma	2	2	4
Georgia	33	8	41	Oregon	8	4	12
Guam	0	0	0	Pennsylvania	27	13	40
Hawaii	5	2	7	Puerto Rico	0	4	4
Idaho	1	0	1	Rhode Island	3	1	4
Illinois	30	7	37	South Carolina	11	5	16
Indiana	30	7	37	South Dakota	1	0	1
Iowa	0	0	0	Tennessee	12	3	15
Kansas	5	2	7	Texas	88	18	106
Kentucky	9	4	13	Utah	7	2	9
Louisiana	7	2	9	Vermont	0	3	3
Maine	1	0	1	Virginia	39	29	68
Maryland	115	51	166	U.S. Virgin Islands	0	0	0
Massachusetts	21	10	31	Washington	21	6	27
Michigan	21	7	28	West Virginia	2	1	3
Minnesota	14	6	20	Wisconsin	6	3	9
Mississippi	5	1	6	Wyoming	0	0	0
Missouri	6	3	9	Other[1]	2	1	3
Montana	2	0	2	**Total**	**950**	**401**	**1,351**

1 - Includes students who are U.S. citizens with home address in another country.

A student gathering materials for a class project in the Merrill Learning Center.

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

	2016	2017	2018	2019	2020
Alabama	12	13	10	11	12
Alaska	2	1	1	2	4
Arizona	36	30	28	20	21
Arkansas	5	6	3	3	4
California	149	166	181	190	188
Colorado	18	15	25	21	18
Connecticut	19	17	8	10	9
Delaware	5	8	11	8	7
District of Columbia	85	86	71	76	71
Florida	87	91	85	76	57
Georgia	39	40	41	42	41
Guam	0	0	0	n/a	0
Hawaii	8	9	5	4	7
Idaho	3	4	2	3	1
Illinois	44	32	35	32	37
Indiana	30	32	35	37	37
Iowa	4	3	4	4	0
Kansas	13	10	12	11	7
Kentucky	15	15	18	16	13
Louisiana	10	15	12	10	9
Maine	0	3	3	1	1
Maryland	189	169	176	173	166
Massachusetts	30	29	31	28	31
Michigan	25	22	28	23	28
Minnesota	27	26	30	27	20
Mississippi	9	12	13	8	6
Missouri	19	18	13	12	9
Montana	4	3	3	3	2

	2016	2017	2018	2019	2020
Nebraska	5	6	6	8	6
Nevada	8	8	9	5	7
New Hampshire	4	6	5	3	5
New Jersey	47	44	43	41	35
New Mexico	17	14	13	14	9
New York	104	110	94	97	93
North Carolina	27	36	34	29	31
North Dakota	1	1	1	n/a	0
Ohio	18	31	29	38	35
Oklahoma	5	4	3	4	4
Oregon	9	10	7	7	12
Pennsylvania	37	43	50	46	40
Puerto Rico	3	2	1	1	4
Rhode Island	2	5	3	4	4
South Carolina	8	11	12	10	16
South Dakota	3	3	1	n/a	1
Tennessee	17	11	10	12	15
Texas	85	113	117	102	106
Utah	10	7	9	7	9
Vermont	3	3	4	5	3
Virginia	92	80	81	68	68
U.S. Virgin Islands	0	0	0	n/a	0
Washington	24	28	24	25	27
West Virginia	1	0	0	2	3
Wisconsin	16	14	16	15	9
Wyoming	2	1	0	n/a	0
Other[1]	2	1	0	3	3
Total	**1,437**	**1,467**	**1,456**	**1,397**	**1,351**

1-Includes students who are U.S. citizens with home address in another country.

Fall U.S. Degree-Seeking Undergraduate by State/Territory Trend

	2016	2017	2018	2019	2020
Alabama	12	11	9	8	10
Alaska	2	1	1	2	4
Arizona	31	24	21	14	18
Arkansas	4	6	3	3	2
California	108	126	150	150	138
Colorado	12	12	16	15	13
Connecticut	7	10	4	7	8
Delaware	5	8	9	5	6
District of Columbia	35	36	26	38	28
Florida	66	60	63	54	39
Georgia	28	33	34	34	33
Guam	0	0	0	0	0
Hawaii	6	7	5	4	5
Idaho	2	3	0	3	1
Illinois	35	26	23	26	30
Indiana	27	26	28	31	30
Iowa	3	1	2	2	0
Kansas	11	8	10	8	5
Kentucky	13	13	17	14	9
Louisiana	8	12	10	8	7
Maine	0	2	2	0	1
Maryland	120	114	125	122	115
Massachusetts	22	23	21	19	21
Michigan	19	15	20	18	21
Minnesota	23	23	24	22	14
Mississippi	9	12	11	6	5
Missouri	12	15	8	8	6
Montana	4	3	3	3	2

	2016	2017	2018	2019	2020
Nebraska	5	6	5	6	5
Nevada	3	3	4	3	5
New Hampshire	4	4	2	2	2
New Jersey	34	31	34	30	27
New Mexico	11	7	7	8	4
New York	84	79	71	67	62
North Carolina	20	26	25	19	18
North Dakota	1	1	1	0	0
Ohio	15	25	27	32	27
Oklahoma	3	3	3	3	2
Oregon	5	6	5	5	8
Pennsylvania	19	22	32	31	27
Puerto Rico	1	0	0	0	0
Rhode Island	2	5	2	3	3
South Carolina	5	7	8	7	11
South Dakota	3	3	1	0	1
Tennessee	15	9	7	8	12
Texas	71	93	96	85	88
Utah	10	7	7	4	7
Vermont	1	1	1	1	0
Virginia	64	54	55	41	39
U.S. Virgin Islands	0	0	0	0	0
Washington	15	17	18	20	21
West Virginia	1	0	0	1	2
Wisconsin	13	11	10	9	6
Wyoming	2	1	0	0	0
Other[1]	2	1	0	1	2
Total	**1,033**	**1,052**	**1,066**	**1,010**	**950**

1-Includes students who are U.S. citizens with home address in another country.

I. Enrollment (cont'd.)

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

	2016	2017	2018	2019	2020
Alabama	0	2	1	3	2
Alaska	0	0	0	0	0
Arizona	5	6	7	6	3
Arkansas	1	0	0	0	2
California	41	40	31	40	50
Colorado	6	3	9	6	5
Connecticut	12	7	4	3	1
Delaware	0	0	2	3	1
District of Columbia	50	50	45	38	43
Florida	21	31	22	22	18
Georgia	11	7	7	8	8
Guam	0	0	0	0	0
Hawaii	2	2	0	0	2
Idaho	1	1	2	0	0
Illinois	9	6	12	6	7
Indiana	3	6	7	6	7
Iowa	1	2	2	2	0
Kansas	2	2	2	3	2
Kentucky	2	2	1	2	4
Louisiana	2	3	2	2	2
Maine	0	1	1	1	0
Maryland	69	55	51	51	51
Massachusetts	8	6	10	9	10
Michigan	6	7	8	5	7
Minnesota	4	3	6	5	6
Mississippi	0	0	2	2	1
Missouri	7	3	5	4	3
Montana	0	0	0	0	0

	2016	2017	2018	2019	2020
Nebraska	0	0	1	2	1
Nevada	5	5	5	2	2
New Hampshire	0	2	3	1	3
New Jersey	13	13	9	11	8
New Mexico	6	7	6	6	5
New York	20	31	23	30	31
North Carolina	7	10	9	10	13
North Dakota	0	0	0	0	0
Ohio	3	6	2	6	8
Oklahoma	2	1	0	1	2
Oregon	4	4	2	2	4
Pennsylvania	18	21	18	15	13
Puerto Rico	2	2	1	1	4
Rhode Island	0	0	1	1	1
South Carolina	3	4	4	3	5
South Dakota	0	0	0	0	0
Tennessee	2	2	3	4	3
Texas	14	20	21	17	18
Utah	0	0	2	3	2
Vermont	2	2	3	4	3
Virginia	28	26	26	27	29
U.S. Virgin Islands	0	0	0	0	0
Washington	9	11	6	5	6
West Virginia	0	0	0	1	1
Wisconsin	3	3	6	6	3
Wyoming	0	0	0	0	0
Other[1]	0	0	0	2	1
Total	**404**	**415**	**390**	**387**	**401**

1 - Includes students who are U.S. citizens with home address in another country.

Fall 2020 International Degree-Seeking Enrollment by Country

	Undergraduate	Graduate	Total
Botswana	2	0	2
Brazil	1	0	1
Canada	9	3	12
Cayman Islands	1	0	1
China	4	5	9
Columbia	0	1	1
Gabon	1	3	4
Greece	0	1	1
India	1	0	1
Iran	0	2	2
Iraq	0	1	1
Japan	0	2	2
Kenya	1	0	1
Kuwait	1	0	1
Mexico	2	0	2
Nigeria	6	2	8
Oman	14	0	14
Pakistan	0	1	1
Philippines	1	1	2
Saint Kitts and Nevis	1	0	1
Saudi Arabia	6	0	6
Taiwan	1	0	1
Turkey	1	0	1
Vietnam	1	0	1
Total	**54**	**22**	**76**

Fall International Undergraduate Degree-Seeking Enrollment by Country Trend

	2016	2017	2018	2019	2020
Botswana	5	2	2	2	2
Brazil	0	1	1	1	1
Cameroon	0	1	0	0	0
Canada	25	14	16	11	9
Cayman Islands	1	1	1	1	1
China	9	11	5	4	4
Denmark	0	0	1	1	0
France	1	0	0	0	0
Gabon	0	0	0	2	1
Germany	1	0	0	0	0
Hong Kong	1	1	1	0	0
India	0	0	1	1	1
Japan	1	0	0	0	0
Jordan	0	1	1	0	0
Kenya	0	0	0	0	1
Kuwait	0	1	1	1	1
Mexico	1	1	0	1	2
Mongolia	1	1	1	0	0
Nigeria	5	4	3	2	6
Oman	0	0	0	8	14
Pakistan	1	1	1	0	0
Paraguay	1	0	0	0	0
Philippines	0	0	1	1	1
Qatar	1	0	0	0	0
Russian Federation	1	1	0	0	0
Saint Kitts and Nevis	0	1	1	1	1
Saudi Arabia	15	13	8	9	6
Sri Lanka	1	1	0	0	0
Sweden	1	0	0	0	0
Taiwan	2	1	0	1	1
Turkey	0	0	0	1	1
United Arab Emirates	4	1	0	0	0
United Kingdom	0	1	1	0	0
Vietnam	1	0	0	0	1
Total	**79**	**59**	**46**	**48**	**54**

Fall International Graduate Student Degree-Seeking Enrollment by Country Trend

	2015	2016	2017	2018	2019	2020
Argentina	1	0	0	0	0	0
Australia	1	1	0	0	0	0
Belgium	1	0	0	0	0	0
Canada	3	5	5	3	2	3
Chad	0	1	0	0	0	0
China	2	1	0	1	3	5
Columbia	0	0	0	0	1	1
Egypt	0	1	1	0	0	0
Ethiopia	0	0	1	1	0	0
France	0	0	1	0	0	0
Gabon	0	0	0	0	1	3
Greece	0	0	0	1	0	1
Hong Kong	2	1	1	1	0	0
Iceland	0	1	1	0	0	0
India	1	0	1	1	0	0
Iran	0	1	1	2	1	2
Iraq	0	0	0	1	1	1
Italy	0	0	0	1	1	0
Japan	3	2	2	2	2	2
Korea, Republic of	2	1	0	0	0	0
Malaysia	1	1	1	0	0	0
Mexico	0	0	1	0	0	0
Netherlands	1	0	0	0	0	0
Nigeria	1	1	1	1	2	2
Pakistan	0	0	0	0	0	1
Panama	1	1	0	1	0	0
Philippines	0	0	1	1	1	1
Russian Federation	0	0	0	1	1	0
Saudi Arabia	1	3	2	2	2	0
Spain	1	0	0	0	0	0
Sri Lanka	0	0	0	1	1	0
Sweden	0	0	1	0	0	0
Venezuela	0	1	1	0	0	0
Vietnam	1	0	0	0	0	0
Total	**23**	**22**	**22**	**21**	**19**	**22**

I. Enrollment (cont'd.)

Cumulative U.S. University Enrollment Since 1864

Alabama	240	Nebraska	214
Alaska	34	Nevada	53
Arizona	334	New Hampshire	99
Arkansas	184	New Jersey	680
California	2,117	New Mexico	159
Colorado	293	New York	1,709
Connecticut	405	North Carolina	560
Delaware	97	North Dakota	113
District of Columbia	590	Ohio	770
Florida	852	Oklahoma	133
Georgia	435	Oregon	232
Guam	6	Pennsylvania	1,145
Hawaii	108	Puerto Rico	35
Idaho	92	Rhode Island	88
Illinois	1,080	South Carolina	220
Indiana	557	South Dakota	138
Iowa	320	Tennessee	255
Kansas	329	Texas	1,052
Kentucky	275	Utah	139
Louisiana	272	Vermont	66
Maine	116	U.S. Virgin Islands	6
Maryland	1,884	Virginia	1,074
Massachusetts	600	Washington	468
Michigan	493	West Virginia	162
Minnesota	643	Wisconsin	485
Mississippi	97	Wyoming	24
Missouri	425	**Total**	**23,048**
Montana	91		

1 - Includes enrollment through Fall 2021

Students participate in a class discussion.

Cumulative International Enrollment Since 1864

Country	Count	Country	Count	Country	Count	Country	Count
Argentina	4	France	10	Nepal	1	Uganda	4
Australia	19	Gabon	6	Netherlands	14	United Arab Emirates	8
Austria	2	Germany	17	New Zealand	4	United Kingdom	23
Bahamas	4	Ghana	19	Nigeria	80	Uzbekistan	1
Bangladesh	1	Greece	5	Norway	15	Venezuela	4
Barbados	2	Guatemala	3	Oman	1	Vietnam	3
Belgium	13	Guyana	2	Pakistan	6	Yugoslavia	1
Benin	1	Haiti	1	Panama	2	Zambia	2
Bermuda	1	Honduras	1	Paraguay	2	Zimbabwe	1
Bolivia	1	Hong Kong	4	Peru	3	**Total**	**1,825**
Botswana	11	Hungary	2	Philippines	22	**Countries**	**105**
Brazil	21	Iceland	4	Poland	1		
Bulgaria	1	India	64	Portugal	1		
Burkina Faso	1	Indonesia	4	Russian Federation	3		
Cameroon	5	Iran	4	Rwanda	1		
Canada	881	Iraq	1	Saint Kitts and Nevis	1		
Cayman Island	1	Ireland	15	Samoa	1		
Chile	3	Israel	16	Saudi Arabia	34		
China	85	Italy	12	Sierra Leone	2		
Colombia	3	Jamaica	6	Singapore	21		
Costa Rica	6	Japan	63	Slovakia	2		
Cote D'Ivoire	1	Jordan	5	Slovenia	1		
Croatia	2	Kenya	10	South Africa	19		
Cyprus	1	Korea, Republic of	19	Spain	10		
Czech Republic	1	Kuwait	3	Sri Lanka	7		
Denmark	12	Lebanon	3	Sweden	44		
Egypt	1	Liberia	1	Switzerland	5		
El Salvador	2	Malaysia	19	Taiwan	21		
Eritrea	1	Mali	1	Tanzania	1		
Ethiopia	6	Mexico	13	Thailand	10		
Fiji	1	Mongolia	3	Trinidad and Tobago	3		
Finland	7	Morocco	1	Turkey	2		

1 - Includes enrollment through Fall 2021

I. Enrollment (cont'd.)

Fall 2020 New Undergraduate Degree-Seeking by Applied, Admitted, and Enrolled

	Applied	Admitted	Enrolled
Race/Ethnicity			
International/Nonresident Alien	30	10	8
American Indian/Alaska Native	7	4	2
Asian	27	20	15
Black/African American	103	53	32
Hispanic of any race	145	96	51
Native Hawaiian/Other Pacific Islander	4	4	3
Two or more	19	9	6
White	259	165	107
Race and ethnicity unknown	25	14	7
Gender			
Male	223	144	99
Female	391	231	132
Unknown	5	0	0
Hearing Status			
Deaf/Hard of Hearing	449	308	186
Hearing	170	67	45
Application Type			
First-time Freshmen	412	258	152
Transfers	196	115	79
Second Degree	11	2	0
Total for Each Category	**619**	**375**	**231**

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

	2016	2017	2018	2019	2020
Applied	752	810	748	675	619
Admitted	482	482	416	403	375
Enrolled	358	346	302	263	231
Enrollment Yield	**74%**	**72%**	**73%**	**65%**	**62%**

Fall New Undergraduate Degree-Seeking Diversity Trend

	2016	2017	2018	2019	2020
Race/Ethnicity					
International/Nonresident Alien	19	12	7	9	8
American Indian/Alaska Native	3	4	3	3	2
Asian	19	15	11	13	15
Black/African American	61	62	53	54	32
Hispanic of any race	22	22	70	55	51
Native Hawaiian/Other Pacific Islander	4	3	1	2	3
Two or more	10	17	2	8	6
White	185	170	141	104	107
Race and ethnicity unknown	35	41	14	15	7
Gender					
Male	170	139	142	116	99
Female	188	207	160	147	132
Unknown	0	0	0	0	0
Hearing Status					
Deaf/Hard of Hearing	306	291	254	234	186
Hearing	52	55	48	29	45
Application Type					
First-time Freshmen	245	247	201	183	152
Transfers	111	94	100	74	79
Second Degree	2	5	1	6	0
Total for Each Category	**358**	**346**	**302**	**263**	**231**

Fall New Undergraduate Degree-Seeking Average ACT Trend

	2015	2016	2017	2018	2019	2020
English	16.9	15.9	15.3	15.9	15.7	15.0
Math	18.1	17.7	17.4	18.1	17.4	17.2
Reading	20.3	18.9	18.5	19.1	18.4	18.4
Science	n/a	n/a	n/a	19.0	18.9	18.6

1 - Gallaudet began tracking Science ACT scores in Fall 2018.
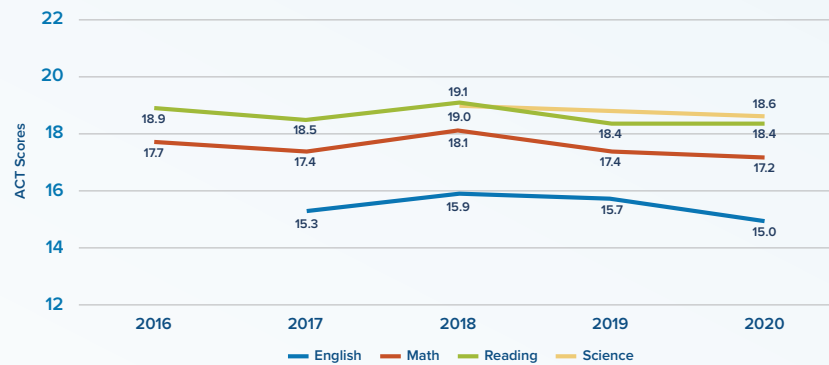
Fall New Degree-Seeking Hearing Undergraduate Trend

	2016	%	2017	%	2018	%	2019	%	2020	%
Total Degree-seeking New Hearing Undergraduate Enrollment	358		346		302		263		231	
Hearing Undergraduate (HUG)	30		33		35		25		25	
Online Degree Completion Program (ODCP)[1]	1		3		6		0		4	
Non-ODCP	30		33		29		25		21	
Bachelor of Arts in Interpretation (BAI)[2]	21		19		13		4		20	
Total Hearing Enrollment	52	15%	55	16%	48	16%	29	11%	45	19%
Total HUG Enrollment	30	8%	33	10%	41	14%	25	10%	25	11%

1 - Hearing students enrolled in the Online Degree Completion program are not counted towards the Hearing Undergraduate (HUG) enrollment prior to Fall 2018.
2 - Bachelors of Interpretation (BAI) are not counted in the Hearing Undergraduate (HUG) enrollment.
3 - The New Hearing Undergraduate (HUG) Enrollment percentage is not the percentage used to compare against the HUG enrollment cap percentage of 8%. The HUG enrollment cap percentage is based on all undergraduate degree-seeking students whereas the New HUG enrollment percentage is based on new undergraduate students.

A cheerleader brings Bison spirit through their performance at Gallaudet's Homecoming football game on Hotchkiss Field.

I. Enrollment (cont'd.)

Fall 2020 New-to-Program Degree-Seeking Graduate Students by Applied, Admitted, and Enrolled

	Applied	Admitted	Enrolled
Certificates	**19**	**9**	**7**
ASL/Deaf Studies	11	4	4
ASL/English Bilingual Early Childhood Education	2	2	1
Deaf and Hard of Hearing Infants, Toddlers, and Families	4	3	2
Deaf Students with Disabilities	2	0	0
Masters	**396**	**254**	**164**
Counseling	15	6	0
Clinical Mental Health Counseling	14	6	0
School Counseling	1	0	0
Deaf Studies	21	14	9
Education	51	33	23
Deaf Education Advanced Studies	14	12	8
Deaf Education Special Programs	1	0	0
Education	36	21	15
Deaf Education	14	7	4
Early Childhood Education and Deaf Education	7	6	5
Elementary Education and Deaf Education	12	7	5
Secondary Education and Deaf Education	3	1	1
International Development	18	12	8
Interpretation and Translation	28	12	10
Interpreting Practice/Research	26	12	10
Interpreting Research	2	0	0
Linguistics	16	13	11
Public Administration	24	19	16
Sign Language Education	101	67	53
Social Work	44	33	21
Speech-Language Pathology	78	45	13
Specialists	**14**	**11**	**4**
Deaf Education	5	3	1
School Psychology	9	8	3
Doctorates	**93**	**44**	**25**
Audiology, Au.D.	60	29	15
Clinical Psychology	14	7	4
Critical Studies in the Education of Deaf Learners	0	0	0
Educational Neuroscience	6	3	2
Hearing, Speech and Language Sciences	4	2	1
Linguistics	4	0	0
Translation and Interpretation Studies	5	3	3
Total Program Enrollment[1]	**522**	**318**	**200**

1 - Dual program enrollments are included.

Fall 2020 New-to-Graduate Career, Degree-Seeking Diversity by Applied, Admitted, and Enrolled

	Applied[1]	Admitted[1]	Enrolled[2]
Race/Ethnicity			
International/Nonresident Alien	42	20	8
American Indian/Alaska Native	5	4	3
Asian	21	12	10
Black/African American	48	23	12
Hispanic of any race	59	33	24
Native Hawaiian/Other Pacific Islander	1	1	1
Two or more	25	15	11
White	248	162	93
Race and ethnicity unknown	34	18	10
Gender			
Male	108	59	35
Female	347	221	130
Unknown	28	8	7
Hearing Status			
Deaf/Hard of Hearing	221	149	102
Hearing	254	135	66
Unknown	8	4	4
Total for Each Category	**483**	**288**	**172**

1 - Applied and Admitted counts are not a distinct student headcount. They are counts of program applications and program admissions. Some students applied and were admitted to more than one program.
2 - Enrolled count is a distinct student headcount.

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

	2016	2017	2018	2019	2020
Applied[1]	471	516	502	467	483
Admitted[1]	245	253	249	232	288
Enrolled[2]	147	172	156	151	172

1 - Applied and Admitted counts are not a distinct student headcount. They are counts of program applications and program admissions. Some students applied and were admitted to more than one program.
2 - Enrolled count is a distinct student headcount.

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

	2016	2017	2018	2019	2020
Race/Ethnicity					
International/Nonresident Alien	7	6	10	8	8
American Indian/Alaska Native	0	1	0	0	3
Asian	8	8	6	9	10
Black/African American	14	5	17	14	12
Hispanic of any race	13	27	18	14	24
Native Hawaiian/Other Pacific Islander	0	0	0	0	1
Two or more	1	7	8	8	11
White	84	100	92	82	93
Race and ethnicity unknown	20	18	5	16	10
Gender					
Male	31	51	42	30	35
Female	116	114	109	117	130
Unknown	0	7	5	4	7
Hearing Status					
Deaf/Hard of Hearing	79	91	88	81	102
Hearing	66	81	67	68	66
Unknown	2	0	1	2	4
Total for Each Category	147	172	156	151	172

Members of the Ombuds office prepare for an upcoming event.

II. Academic Enrollment Trends

Fall Undergraduate Degree-Seeking Enrollment Trend by Declared Major

	2016	2017	2018	2019	2020
Accounting	25	19	17	15	14
American Sign Language	17	10	10	10	8
Art and Media Design	19	21	30	39	34
Biology, B.A.	3	1	3	5	3
Biology, B.S.	12	15	15	15	20
Business Administration	32	38	42	30	26
Chemistry, B.A.	1	0	0	0	0
Chemistry, B.S.	5	5	7	5	8
Communication Studies	47	35	36	37	26
Deaf Studies	32	22	30	22	23
Deaf Studies	20	11	14	12	9
Deaf Studies - ODCP	12	11	16	10	14
Education	20	12	18	18	18
English	12	20	17	22	23
Government	24	30	25	26	18
History	11	10	12	14	19
Information Technology	14	16	27	35	31
International Studies	24	24	20	18	15
Interpretation	46	59	52	43	47
Mathematics, B.A.	7	5	4	6	10
Mathematics, B.S.	8	6	8	9	6
Philosophy	1	0	2	1	4
Physical Education & Recreation	46	37	39	34	49
Psychology	40	37	39	42	50
Psychology	39	37	37	39	46
Psychology - ODCP	1	0	2	3	4
Public Health	0	0	1	5	7
Risk Management and Insurance	0	10	17	16	16
Self-directed Major	2	4	1	1	3
Social Work	40	47	54	52	53
Sociology	5	5	5	5	9
Spanish	6	7	7	5	8
Theatre Arts	5	8	9	6	5
Total Plan Enrollment[1]	504	503	547	536	553

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

Fall Undergraduate Degree-Seeking Enrollment Trend by Declared Minor

	2016	2017	2018	2019	2020
Accounting	0	0	0	0	0
American Sign Language	1	0	5	1	3
Art	9	12	11	11	3
Athletic Coaching	14	13	14	12	22
Biology	2	1	3	5	4
Business Administration	2	1	3	3	4
Chemistry	1	2	4	1	4
Communication Studies	5	3	1	3	6
Dance	4	4	5	3	2
Deaf Studies	6	5	13	5	2
Education	1	2	4	5	6
English	6	3	8	8	8
Family & Child Studies	19	29	25	20	24
Government	1	2	1	4	3
History	0	2	1	0	0
Information Technology	4	3	2	1	4
Linguistics	16	18	15	9	3
Mathematics	2	2	0	2	4
Philosophy	0	0	0	0	0
Psychology	6	8	8	14	6
Public Health	0	0	3	3	5
Recreation and Sports Program	0	1	2	1	1
Risk Management and Insurance	0	1	2	2	2
Sociology	5	3	1	0	1
Spanish	9	8	8	9	6
Theatre Arts	5	3	2	4	3
Total Plan Enrollment[1]	118	126	141	126	126

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

Fall Hearing Undergraduate (HUG) Enrollment Trend by Declared Majors

	2016	2017	2018	2019	2020
American Sign Language	0	0	1	0	0
Art and Media Design	0	0	0	1	1
Biology, B.A.	0	0	0	1	1
Biology, B.S.	0	1	0	2	3
Business Administration	0	1	0	0	0
Chemistry, B.S.	0	0	0	1	1
Communication Studies	2	3	3	3	0
Deaf Studies	7	2	13	10	7
Deaf Studies	7	2	5	7	3
Deaf Studies - ODCP	0	0	8	3	4
Education	4	1	3	4	1
English	0	0	0	0	1
Government	2	2	0	1	1
History	0	0	0	1	2
Information Technology	0	0	0	1	1
International Studies	1	1	4	2	1
Interpretation	9	9	0	0	0
Mathematics	1	0	0	0	0
Philosophy	0	0	1	0	1
Physical Education and Recreation	0	2	0	0	0
Psychology	3	3	4	6	8
Psychology	3	3	3	5	6
Psychology - ODCP	0	0	1	1	2
Self-directed major	0	2	0	0	2
Social Work	1	1	1	2	2
Sociology	0	0	1	1	1
Spanish	0	1	1	0	1
Undeclared	47	55	47	40	35
Total Majors Declared[1]	77	89	79	76	70
Total Headcount[2]	77	82	78	76	69

1 - Dual program enrollments are included. Declared majors and minors are as of census date.
Total Majors Declared could exceed headcount because some students have dual majors.
2 - Headcount includes students who have not yet declared a major.
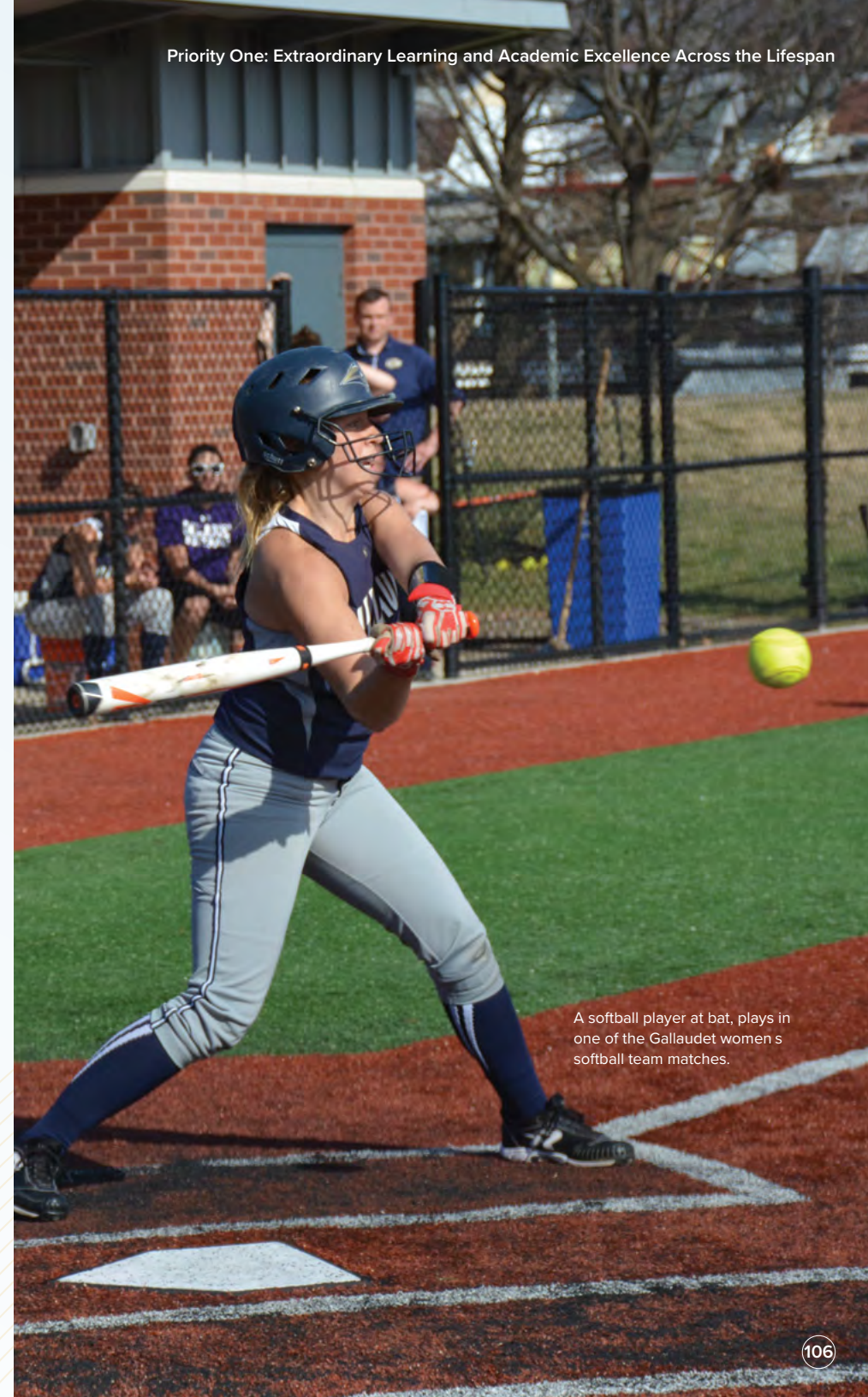
A softball player at bat, plays in one of the Gallaudet women s softball team matches.

II. Academic Enrollment Trends (cont'd.)

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

	2016	2017	2018	2019	2020
Certificates					
ASL/Deaf Studies	0	0	3	2	4
ASL/English Bilingual Early Childhood Education	2	0	0	0	1
Deaf and Hard of Hearing Infants, Toddlers, and Families	14	8	3	7	2
Deaf Students with Disabilities	1	3	6	2	1
Certificates Total	**17**	**11**	**12**	**11**	**8**

	2016	2017	2018	2019	2020
Masters					
Counseling	19	19	27	16	6
Clinical Mental Health	9	10	15	9	4
School Counseling	10	9	12	7	2
Deaf Studies	9	5	3	17	22
Education	26	25	37	29	36
Deaf Education: Advanced Studies	3	4	8	4	8
Deaf Education: Special Programs	3	2	7	2	0
Education	20	19	22	23	28
Deaf Education	3	1	6	9	11
Early Childhood and Deaf Education	2	7	5	5	5
Elementary Education and Deaf Education	12	9	9	7	10
Secondary Education and Deaf Education	3	2	2	2	2
International Development	14	16	19	17	17
Interpretation	18	25	24	23	26
Interpreting Research	2	1	2	1	0
Linguistics	11	16	19	17	19
Public Administration	50	50	37	29	32
Sign Language Education	33	39	30	36	59
Social Work	42	45	34	32	36
Speech-Language Pathology	29	31	32	29	25
Masters Total	**253**	**272**	**264**	**246**	**278**

	2016	2017	2018	2019	2020
Specialists					
Deaf Education	3	3	4	5	7
School Psychology	17	17	15	18	13
Specialists Total	**20**	**20**	**19**	**23**	**20**

	2016	2017	2018	2019	2020
Doctorates					
Audiology, Au.D.	43	43	37	44	46
Audiology, Ph.D.	1	1	1	0	32
Clinical Psychology	41	39	34	36	5
Critical Studies in the Education of Deaf Learners	12	10	9	8	6
Deaf Education	1	0	0	0	8
Educational Neuroscience	7	7	8	5	22
Hearing, Speech, and Language Sciences	7	5	6	10	19
Interpretation	33	28	24	22	3
Linguistics	9	13	10	13	12
Doctorates Total	**154**	**146**	**129**	**138**	**131**
Total Program Enrollment[1]	**444**	**449**	**418**	**418**	**437**
Total Headcount	**426**	**437**	**411**	**406**	**423**

1 - Dual program enrollments are included.

III. Persistence and Graduation Data

Undergraduate Degree-Seeking Fall 2020 to Fall 2021 Attrition/Persistence by Diversity

	Fall 2020 Enrollment	Graduated	Academically Dismissed	Withdrew	Returned Fall 2021[1]
Race/Ethnicity					
International/Nonresident Alien	54	10	1	3	40
American Indian/Alaska Native	7	0	0	0	7
Asian	49	8	0	7	34
Black/African American	165	27	1	31	106
Hispanic of any race	177	23	0	29	125
Native Hawaiian/Other Pacific Islander	10	0	0	1	9
Two or more	31	8	0	4	19
White	455	101	3	35	316
Race and ethnicity unknown	56	20	0	5	31
Gender					
Male	453	78	3	53	319
Female	551	119	2	62	368
Hearing Status					
Deaf/Hard of Hearing	894	169	5	102	618
Hearing	110	28	0	13	69
Hearing Undergraduate (HUG)	69	17	0	7	45
Non-HUG	41	11	0	6	24
Class					
Freshmen	267	1	4	48	214
Sophomores	190	0	1	17	172
Juniors	266	18	0	26	222
Seniors	271	171	0	24	76
Second Degree	10	7	0	0	3
Academic Load					
Full-time	905	142	5	100	658
Part-time	99	55	0	15	29
Total for Each Category	1,004	197	5	115	687

1 - Counts are based on UndergraduatedDegree-seeking students returning as an Undergraduate degree-seeking student.

Graduate Degree-Seeking Fall 2020 to Fall 2021 Attrition/Persistence by Diversity

	Fall 2020 Enrollment	Graduated	Withdrew	Returned Fall 2021
Race/Ethnicity				
International/Nonresident Alien	22	5	3	14
American Indian/Alaska Native	3	2	1	0
Asian	21	9	0	12
Black/African American	36	11	5	20
Hispanic of any race	52	21	5	26
Native Hawaiian/Other Pacific Islander	1	0	1	0
Two or more	25	10	0	15
White	227	82	19	126
Race and ethnicity unknown	36	12	2	22
Gender				
Male	98	32	8	58
Female	315	118	28	169
Unknown	10	2	0	8
Hearing Status				
Deaf/Hard of Hearing	213	91	21	101
Hearing	204	61	15	128
Unknown	6	0	0	6
Degree				
Certificates	4	3	0	1
Masters	268	117	29	122
Specialists	20	5	1	14
Doctorates	131	27	6	98
Academic Load				
Full-time	256	68	26	162
Part-time	167	84	10	73
Total for Each Category	423	152	36	235

III. Persistence and Graduation Data (cont'd.)

Persistence of Full-time, First-time Freshmen by Diversity

Group in the Cohort	Cohort 2016	Cohort 2017	Cohort 2018	Cohort 2019	Cohort 2020
# in Cohort	**245**	**247**	**201**	**183**	**151**
Male	124	99	100	83	69
Female	121	148	101	100	82
Students of Color[1]	83	88	93	94	76
White	124	122	93	77	64
Deaf/Hard of Hearing	234	233	191	174	140
Hearing	11	14	10	9	11
Hearing Undergraduate (HUG)	8	13	9	9	6
Non-HUG	3	1	1	0	5
% Retained to Year 2	**63%**	**72%**	**75%**	**74%**	**80%**
Male	55%	67%	75%	72%	80%
Female	71%	75%	74%	76%	80%
Students of Color[1]	59%	67%	73%	76%	72%
White	67%	71%	76%	71%	88%
Deaf/Hard of Hearing	63%	72%	73%	74%	79%
Hearing	55%	64%	100%	89%	91%
Hearing Undergraduate (HUG)	50%	62%	100%	89%	100%
Non-HUG	67%	100%	100%	N/A	80%
% Retained to Year 3	**54%**	**60%**	**57%**	**73%**	
Male	48%	54%	57%	73%	
Female	60%	64%	56%	72%	
Students of Color[1]	48%	52%	52%	70%	
White	60%	65%	60%	73%	
Deaf/Hard of Hearing	55%	59%	57%	71%	
Hearing	36%	71%	60%	100%	
Hearing Undergraduate (HUG)	25%	69%	67%	100%	
Non-HUG	67%	100%	0%	N/A	

Group in the Cohort	Cohort 2016	Cohort 2017	Cohort 2018	Cohort 2019	Cohort 2020
% Retained to Year 4	**49%**	**53%**	**54%**		
Male	40%	46%	55%		
Female	58%	58%	52%		
Students of Color[1]	43%	45%	47%		
White	55%	60%	57%		
Deaf/Hard of Hearing	49%	54%	54%		
Hearing	45%	50%	50%		
Hearing Undergraduate (HUG)	38%	46%	56%		
Non-HUG	67%	100%	0%		
% Retained to Year 5	**31%**	**36%**			
Male	31%	36%			
Female	31%	36%			
Students of Color[1]	31%	33%			
White	30%	40%			
Deaf/Hard of Hearing	32%	37%			
Hearing	9%	21%			
Hearing Undergraduate (HUG)	13%	23%			
Non-HUG	0%	0%			
% Retained to Year 6	**12%**				
Male	12%				
Female	12%				
Students of Color[1]	12%				
White	12%				
Deaf/Hard of Hearing	12%				
Hearing	18%				
Hearing Undergraduate (HUG)	25%				
Non-HUG	0%				

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

Persistence to Year 2 of Full-time, First-time Freshmen by Demographics

Cohort	Overall	Students of Color	White
Cohort 2016	63%	59%	67%
Cohort 2017	72%	67%	71%
Cohort 2018	75%	73%	76%
Cohort 2019	74%	76%	71%
Cohort 2020	80%	72%	88%
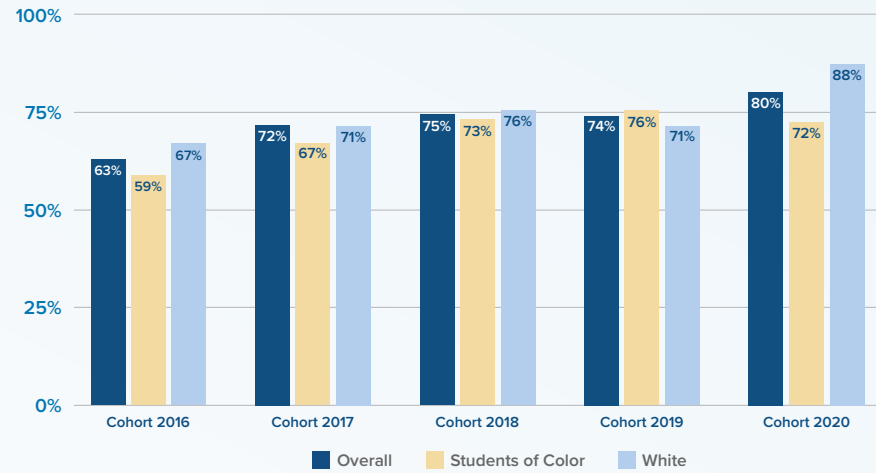
A student signs expressively, performing the titlular role of Gallaudet Theatre and Dance Program's production of *Candide*.

III. Persistence and Graduation Data (cont'd.)

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

	Cohort 2013 #	%	Cohort 2014 #	%	Cohort 2015 #	%	Cohort 2016 #	%	Cohort 2017 #	%
Gender										
Male	86	26%	83	12%	99	17%	124	7%	99	10%
Female	114	27%	98	24%	79	25%	121	26%	148	22%
Race/Ethnicity										
International/Nonresident Alien	10	30%	11	18%	12	17%	17	12%	7	43%
Male	4	25%	8	25%	8	25%	14	14%	2	0%
Female	6	33%	3	0%	4	0%	3	0%	5	60%
American Indian/Alaska Native	1	0%	0	n/a	3	0%	1	0%	4	0%
Male	0	n/a	0	n/a	1	0%	1	0%	2	0%
Female	1	0%	0	n/a	2	0%	0	N/A	2	0%
Asian	4	0%	6	33%	3	67%	12	33%	9	33%
Male	2	0%	1	100%	1	0%	6	0%	2	50%
Female	2	0%	5	20%	2	100%	6	67%	7	29%
Black/African American	26	19%	35	20%	28	4%	47	2%	45	7%
Male	15	27%	18	11%	18	0%	31	3%	21	0%
Female	11	9%	17	29%	10	10%	16	0%	24	13%
Hispanic of any race	31	16%	29	7%	11	36%	15	7%	14	7%
Male	9	11%	12	8%	6	33%	7	0%	7	0%
Female	22	18%	17	6%	5	40%	8	13%	7	14%
Native Hawaiian or Other Pacific Islander	1	0%	1	100%	0	n/a	4	50%	2	0%
Male	0	n/a	1	100%	0	n/a	1	0%	1	0%
Female	1	0%	0	n/a	0	n/a	3	67%	1	0%

	Cohort 2013 #	%	Cohort 2014 #	%	Cohort 2015 #	%	Cohort 2016 #	%	Cohort 2017 #	%
Race/Ethnicity										
Two or More	11	9%	6	0%	15	33%	4	25%	14	21%
Male	3	0%	0	n/a	9	33%	1	0%	8	25%
Female	8	13%	6	0%	6	33%	3	33%	6	17%
White	116	34%	93	22%	91	24%	124	21%	122	21%
Male	53	30%	43	7%	48	21%	52	10%	43	16%
Female	63	37%	50	34%	43	28%	72	29%	79	24%
Unknown	0	n/a	0	n/a	15	7%	21	14%	30	13%
Male	0	n/a	0	n/a	8	0%	11	9%	13	0%
Female	0	n/a	0	n/a	7	14%	10	20%	17	24%
Students of Color[1]	74	15%	77	16%	60	20%	83	11%	88	11%
Male	29	17%	32	16%	35	14%	47	2%	41	7%
Female	45	13%	45	16%	25	28%	36	22%	47	15%
Hearing Status										
Deaf/Hard of Hearing	196	26%	174	18%	172	20%	234	16%	233	17%
Hearing	4	50%	7	29%	6	33%	11	27%	14	29%
Hearing Undergraduate (HUG)	3	67%	6	33%	6	33%	8	13%	13	23%
Non-HUG	0	n/a	1	0%	0	n/a	3	67%	1	100%
Total within the Cohort	200	27%	181	19%	178	21%	245	16%	247	17%

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

Kendall Green framed by historic Chapel Hall and College Hall.

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

	Cohort 2011 #	Cohort 2011 %	Cohort 2012 #	Cohort 2012 %	Cohort 2013 #	Cohort 2013 %	Cohort 2014 #	Cohort 2014 %	Cohort 2015 #	Cohort 2015 %
Gender										
Male	114	44%	91	44%	86	49%	83	35%	99	55%
Female	86	64%	121	50%	114	53%	98	51%	79	62%
Race/Ethnicity										
International/Nonresident Alien	6	67%	20	50%	10	60%	11	55%	12	58%
Male	4	75%	11	55%	4	75%	8	50%	8	50%
Female	2	50%	9	44%	6	50%	3	67%	4	75%
American Indian/Alaska Native	0	n/a	0	n/a	1	0%	0	n/a	3	33%
Male	0	n/a	0	n/a	0	n/a	0	n/a	1	0%
Female	0	n/a	0	n/a	1	0%	0	n/a	2	50%
Asian	10	70%	6	50%	4	50%	6	50%	3	100%
Male	5	60%	6	50%	2	50%	1	100%	1	100%
Female	5	80%	0	n/a	2	50%	5	40%	2	100%
Black/African American	33	42%	23	39%	26	35%	35	40%	28	29%
Male	20	35%	10	30%	15	33%	18	33%	18	28%
Female	13	54%	13	46%	11	36%	17	47%	10	30%
Hispanic of any race	20	45%	30	47%	31	42%	29	41%	11	45%
Male	13	46%	12	50%	9	11%	12	33%	6	50%
Female	7	43%	18	44%	22	55%	17	47%	5	40%
Native Hawaiian or Other Pacific Islander	0	n/a	0	n/a	1	100%	1	100%	0	n/a
Male	0	n/a	0	n/a	0	n/a	1	100%	0	n/a
Female	0	n/a	0	n/a	1	100%	0	n/a	0	n/a

	Cohort 2011 #	Cohort 2011 %	Cohort 2012 #	Cohort 2012 %	Cohort 2013 #	Cohort 2013 %	Cohort 2014 #	Cohort 2014 %	Cohort 2015 #	Cohort 2015 %
Race/Ethnicity										
Two or More	13	62%	10	20%	11	27%	6	33%	15	80%
Male	6	67%	5	40%	3	33%	0	N/A	9	78%
Female	7	57%	5	0%	8	25%	6	33%	6	83%
White	115	54%	122	51%	116	59%	93	44%	91	64%
Male	64	41%	46	43%	53	58%	43	30%	48	65%
Female	51	71%	76	55%	63	59%	50	56%	43	63%
Unknown	3	33%	0	n/a	0	n/a	0	n/a	15	60%
Male	2	50%	0	n/a	0	n/a	0	n/a	8	38%
Female	1	0%	0	n/a	0	n/a	0	n/a	7	86%
Students of Color[1]	76	50%	70	40%	74	38%	77	42%	60	48%
Male	44	45%	34	41%	29	28%	32	38%	35	46%
Female	32	56%	36	39%	45	44%	45	44%	25	52%
Hearing Status										
Deaf/Hard of Hearing	195	53%	205	47%	196	51%	174	44%	172	59%
Hearing	5	40%	7	57%	4	75%	7	43%	6	33%
Hearing Undergraduate(HUG)	3	33%	3	100%	3	100%	6	50%	6	33%
Non-HUG	2	50%	4	25%	1	0%	1	0%	0	n/a
Total within the Cohort	**200**	**53%**	**212**	**47%**	**200**	**51%**	**181**	**44%**	**178**	**58%**

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

III. Persistence and Graduation Data (cont'd.)

Six-Year Graduation Rate of Full-time, First-time Freshmen Cohorts by Demographics

Legend: Overall | Students of Color | White
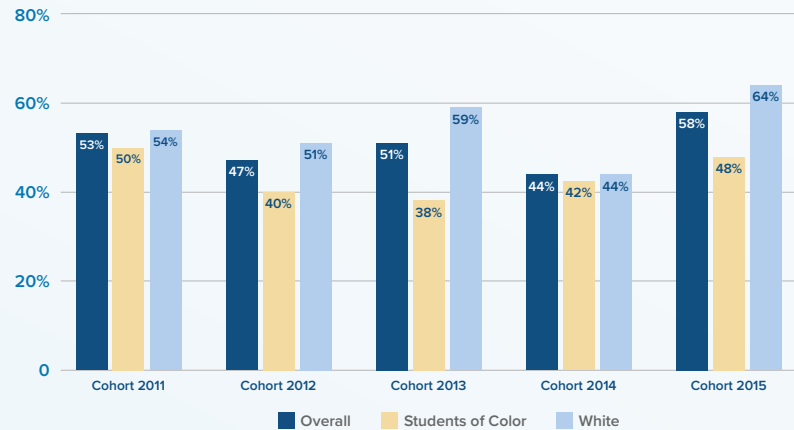
Six-Year Graduation Rate of All[1] New Undergraduate Students Cohort

	Cohort 2011 #	Cohort 2011 %	Cohort 2012 #	Cohort 2012 %	Cohort 2013 #	Cohort 2013 %	Cohort 2014 #	Cohort 2014 %	Cohort 2015 #	Cohort 2015 %
Gender										
Male	160	49%	130	52%	119	52%	122	48%	140	54%
Female	141	65%	168	55%	167	60%	159	60%	136	69%
Admit Type										
First-time Freshmen	200	53%	213	47%	201	51%	182	43%	178	58%
Transfer/Second Degree	101	65%	85	71%	85	72%	99	75%	98	67%
Hearing Status										
Deaf/Hard of Hearing	272	56%	264	52%	254	56%	247	52%	232	60%
Hearing	29	62%	34	68%	32	66%	34	71%	44	66%
Hearing Undergraduate(HUG)	14	50%	17	53%	18	61%	25	72%	29	55%
Non-HUG	15	73%	17	82%	14	71%	9	67%	15	87%
Total within the Cohort	301	57%	298	54%	286	57%	281	54%	276	61%
Total Graduated		171		160		163		153		169

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

Undergraduate Degrees Awarded by Major Trend

	2016-17	2017-18	2018-19	2019-20	2020-21
Accounting	11	8	5	8	2
American Sign Language	14	7	7	7	8
Art and Media Design	8	10	10	10	18
Biology, B.A.	2	1	3	2	2
Biology, B.S.	3	4	3	6	2
Business Administration	13	11	26	14	11
Chemistry, B.A.	1	0	0	0	0
Chemistry, B.S.	1	3	1	1	3
Communication Studies	31	19	18	17	18
Deaf Studies	21	14	19	15	15
Deaf Studies	18	7	11	10	10
Deaf Studies - ODCP	3	7	8	5	5
Education	13	6	7	6	4
English	6	5	3	6	10
Government	8	12	6	11	11
History	5	3	4	6	7
Information Technology	8	4	8	10	13
International Studies	8	10	6	9	4
Interpretation	8	21	19	22	13
Mathematics, B.A.	3	3	1	1	3
Mathematics, B.S.	2	3	2	4	3
Philosophy	1	0	1	0	2
Physical Education & Recreation	16	12	16	10	16
Psychology	17	14	15	12	20
Psychology	16	14	15	12	18
Psychology - ODCP	1	0	0	0	2
Public Health	0	0	0	3	1
Risk Management and Insurance	1	1	8	7	3
Self-directed Major	2	5	1	2	3
Social Work	13	14	18	21	10
Sociology	1	3	1	3	5
Spanish	1	4	4	2	1
Theatre Arts	1	4	3	1	3
Total Degrees Enrolled	219	201	215	216	211
Distinct Headcount of Graduates	207	188	204	200	205

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year as follows: 2015-2016 (9/13/16), 2016-2017 (9/13/17), 2017-2018 (9/11/18), 2018-2019 (9/6/2019), and 2019-2020 (9/15/2020).

Degrees Awarded to Hearing Undergraduates (HUG) by Major Trend

	2016-17[1]	2017-18[2]	2018-19[3]	2019-20[4]	2020-21[5]
American Sign Language	0	0	1	0	0
Art and Media Design	0	0	0	0	1
Biology	0	0	0	0	1
Communication Studies	3	2	1	3	0
Deaf Studies	7	1	5	9	4
Deaf Studies	7	1	4	8	3
Deaf Studies - ODCP[6]	-	-	1	1	1
Education	1	1	1	2	1
English	0	0	0	0	1
Government	1	2	0	1	2
History	0	0	0	0	1
International Studies	1	1	1	2	0
Interpretation	2	5	5	0	0
Philosophy	0	0	1	0	1
Physical Education and Recreation	0	0	1	0	0
Psychology	1	1	2	0	3
Psychology	1	1	2	0	3
Psychology - ODCP[6]	-	-	0	0	0
Self-directed Major	0	2	0	0	2
Social Work	0	1	0	1	0
Sociology	0	0	0	1	0
Spanish	0	1	2	0	0
Total Degrees Enrolled	16	17	20	19	17
Distinct Headcount of Graduates	16	16	18	19	17

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year as follows: 2014-2015 (10/28/15), 2015-2016 (9/13/16), 2016-2017 (9/13/17), 2017-2018 (9/11/18), and 2018-2019 (9/6/19).

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

2- Seventeen additional hearing undergraduates graduated in 2017-18 who are not considered HUGs. Fifteen graduated from the Bachelors of Interpretation (BAI) with degrees in Interpretation. Two additional hearing undergraduates graduated from the Online Degree Completion program in 2017-18 with a degree in Deaf Studies.

3 - Eighteen additional hearing undergraduates graduated in 2018-2019 who are not considered HUGS. Fourteen graduated from the Bachelors of Interpretation (BAI) with degrees in Interpretation. Four additional hearing undergraduates graduated from the Online Degree Completion program in 2018-2019.

4 - Twenty-one additional hearing undergraduates graduated in 2019-2020 who are not considered HUGS with a degree in Interpretation.

5 - Eleven additional hearing undergraduates graduated in 2020-2021 who are not considered HUGS with a degree in Interpretation.

6 - Students enrolled in the ODCP program were not counted in HUG prior to Fall 2018.

Two students conduct an experiment in a science classroom in Hall Memorial Building.

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III. Persistence and Graduation Data (cont'd.)

Graduate Degrees Awarded by Program Trend

	2016-17	2017-18	2018-19	2019-20	2020-21
Certificates					
ASL/Deaf Studies	0	1	0	1	0
ASL/English Bilingual ECE	1	0	0	0	0
Deaf/HOH Infants, Toddlers, and Families	8	6	1	5	1
Deaf History	0	0	0	0	0
Educating Deaf Students with Disabilities	1	1	3	0	0
Certificates Total	**10**	**8**	**4**	**6**	**1**

	2016-17	2017-18	2018-19	2019-20	2020-21
Masters					
Counseling: Mental Health	4	2	4	4	2
Counseling: School	8	2	2	5	1
Deaf Education: Advanced Studies	1	5	3	3	7
Deaf Education: Special Programs	2	1	2	2	0
Deaf Studies	6	4	0	1	4
Developmental Psychology	5	5	5	6	3
Education	7	3	6	10	8
Hearing, Speech, and Language: Non-clinical	11	8	14	10	14
International Development	4	3	6	6	4
Interpretation	9	9	9	7	9
Linguistics	7	4	9	7	6
Psychology	6	6	3	6	1
Public Administration	21	18	18	13	11
Sign Language Education	26	36	24	30	42
Social Work	12	26	17	15	16
Speech-Language Pathology	15	14	15	17	10
Masters Total	**144**	**146**	**137**	**142**	**138**

	2016-17	2017-18	2018-19	2019-20	2020-21
Specialists					
Deaf Education, Ed.S.	6	2	1	2	1
School Psychology, Psy.S.	5	6	4	5	4
Specialists Total	**11**	**8**	**5**	**7**	**5**

	2016-17	2017-18	2018-19	2019-20	2020-21
Doctorates					
Audiology, Au.D.	12	10	9	9	16
Audiology, Ph.D.	0	0	1	0	0
Educational Neuroscience	1	0	3	1	1
Critical Studies	2	1	1	2	2
Deaf Education	1	0	0	0	0
Hearing, Speech, and Language Sciences	0	0	0	3	0
Interpretation	2	5	3	3	4
Linguistics	1	2	0	0	0
Clinical Psychology	3	10	3	7	4
Doctorates Total	**22**	**28**	**20**	**25**	**27**
Total Degrees Awarded	**187**	**190**	**166**	**180**	**171**
Headcount	**178**	**188**	**165**	**177**	**169**

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year are as follows: 2016-2017 (9/13/17), 2017-2018 (9/11/18), 2018-2019 (9/6/19), 2019-2020 (9/15/20), 2020-2021 (9/14/21).

Cumulative Listing of U.S. Alumni by State/Territory since 1864

State/Territory	Count	State/Territory	Count
Alabama	106	Nebraska	104
Alaska	18	Nevada	32
Arizona	191	New Hampshire	58
Arkansas	87	New Jersey	448
California	1,220	New Mexico	97
Colorado	161	New York	1,128
Connecticut	268	North Carolina	321
Delaware	52	North Dakota	61
District of Columbia	345	Ohio	437
Florida	526	Oklahoma	60
Georgia	236	Oregon	120
Guam	3	Pennsylvania	683
Hawaii	59	Puerto Rico	27
Idaho	52	Rhode Island	59
Illinois	606	South Carolina	95
Indiana	300	South Dakota	71
Iowa	145	Tennessee	114
Kansas	165	Texas	581
Kentucky	142	Utah	67
Louisiana	150	Vermont	35
Maine	64	U.S. Virgin Islands	5
Maryland	1,171	Virginia	649
Massachusetts	347	Washington	234
Michigan	292	West Virginia	81
Minnesota	359	Wisconsin	285
Mississippi	38	Wyoming	13
Missouri	225	**Total**	**13,243**
Montana	51		

1 - Includes all those who graduated through summer 2021

Cumulative Listing of International Alumni by Country since 1864

Country	Count	Country	Count	Country	Count
Argentina	4	Guyana	1	Peru	3
Australia	10	Haiti	1	Philippines	16
Austria	2	Honduras	1	Poland	1
Bahamas	2	Hong Kong	3	Portugal	1
Bangladesh	1	Hungary	1	Russian Federation	3
Barbados	1	Iceland	2	Rwanda	1
Belgium	7	India	42	Saint Kitts and Nevis	1
Benin	1	Indonesia	3	Saudi Arabia	18
Botswana	7	Iran	4	Sierra Leone	2
Brazil	8	Ireland	6	Singapore	20
Bulgaria	1	Israel	11	Slovakia	1
Burkina Faso	1	Italy	3	Slovenia	1
Cameroon	3	Jamaica	5	South Africa	17
Canada	520	Japan	34	Spain	8
Cayman Island	1	Jordan	5	Sri Lanka	7
Chile	3	Kenya	8	Sweden	20
China	69	Korea, Republic of	14	Switzerland	3
Colombia	2	Kuwait	1	Taiwan	14
Costa Rica	3	Lebanon	2	Tanzania	1
Cyprus	1	Liberia	1	Thailand	5
Czech Republic	1	Malaysia	17	Trinidad and Tobago	2
Denmark	1	Mali	1	Turkey	1
El Salvador	2	Mexico	9	Uganda	3
Ethiopia	5	Mongolia	2	United Arab Emirates	3
Fiji	1	Nepal	1	United Kingdom	12
Finland	3	Netherlands	11	Uzbekistan	1
France	5	New Zealand	3	Venezuela	2
Gabon	2	Nigeria	61	Vietnam	2
Germany	6	Norway	7	Zambia	1
Ghana	14	Pakistan	6	**Total**	**1,134**
Greece	4	Panama	2	**Countries**	**91**
Guatemala	3	Paraguay	2		

1 - Includes all those who graduated through summer 2021

IV. Academic Programs

During FY2021, the Division of Academic Affairs implemented several initiatives:
- Academic Year 2020-2021 was almost fully remote due to COVID-19. Gallaudet transitioned to in-person teaching with a limited number of summer courses to prepare for fall 2021 in-person teaching.
    - Forty-three students from Fall 2020 and 74 in Spring 2021 lived on campus, allowing Gallaudet to provide resources to students in need.
    - May-June: Began with virtual classes during the first 5-week summer session.
    - June-July: Offered the first in-person classes during the second 5-week summer session.
- Academic Re-Imagining that began with the faculty and Academic Affairs several years ago continued to be implemented at a robust pace.
    - Transitioned departments into multidisciplinary programs housed in five schools.
    - Improved collaboration between programs to create increased career opportunities for our students.
    - Began program evaluation work through:
        - Analyzing academic efficiency and productivity
        - Academic Program Review with support from the Academic Effectiveness Committee
- The Graduate School set up the Graduate Student Resource Center in August 2021, which provides four focus areas: academic support services, career and professional development, community building and belonging, and well-being and personal development.

The Center for Continuing and Online Education (CCOE) continued to sponsor faculty on-line training throughout AY2020 - 2021. Four unique training modules were offered to faculty to provide them with increased support in remote teaching (Bilingual, Quality Matters, Culturally Responsive Trauma Informed Teaching, Blackboard Ultra Training).
- International Affairs (IA) continued to spearhead Global Learning for All initiatives including:
    - Revising our curriculum and co-curricular activities to be global and multicultural
    - Emphasizing global learning outcomes in every aspect of the campus community
    - Continuing to grow the Collaborative Online International Learning (COIL)/Virtual Exchange

Faculty

The University began the 2021 - 2022 academic year with 179 full-time, regular faculty members. Fourteen faculty members retired in 2020-2021, and 10 new full-time, regular faculty members joined the following programs in the schools:
- American Sign Language
- Communication Studies
- Counseling
- English
- Hearing, Speech, and Language Sciences
- History
- Interpretation and Translation
- Social Work

A student and professor consider a class specimen.

V. Institutional Student Learning Outcomes

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

From AY2007 - 2008 through AY2020 - 2021, Gallaudet University had five Student Learning Outcomes (SLOs) that were established for all undergraduate students and that represent the knowledge, skills, and attitudes that students should acquire to successfully complete the requirements of the General Studies Program, the undergraduate majors, and the baccalaureate degree. The five SLOs were:
- Language and Communication
- Identity and Culture
- Critical Thinking
- Knowledge and Inquiry
- Ethics and Social Responsibility

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

The Language and Communication SLO for American Sign Language (ASL) and written English was assessed in the entire range of GSR courses. The other four SLOs were assessed in the GSR 200 and GSR 300-level courses.

Data on literacy measures were collected for the first time in Academic Year 2008–2009 in all GSR courses at the freshman and sophomore levels. During Academic Year 2009–2010, baseline data was used to establish proficiency target scores in each of the five categories used to determine literacy in ASL and in written English. Similar work was done in the 2009–2010 and 2010–2011 academic years to establish proficiency target scores for the categories for the rubrics used to assess the four other SLOs.

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

Score	Value
1	Developing Student (Lowest Level)
2	Progressing Student
3	Benchmark – Target Score
4	Exceptional Student (Highest Level)

During AY2020 - 2021, the General Studies program was renamed to General Education with a new Core Curriculum integrating learning through Experience, Explore, and Engage components. General Education also modified the five University SLOs to eight SLOs in order to meet the needs of the 21st century learners. Our new institutional SLOs, approved by Faculty Governance in the spring of 2021 for implementation starting Fall 2021, are:
- Bilingualism
- Career Readiness
- Critical Thinking
- Digital Awareness
- Ethics
- Global Citizenship
- Science Literacy
- Wellness

Assessment for these new eight SLOs will begin in AY2021 - 2022.

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

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

Assessment of ASL
GSR AY2020–2021 ASL Public Presentation Data
The tables and graph below compare the average ASL public presentation scores for students at the three course levels of the General Studies Program and indicate steadily increasing skill improvement as students progress from the Freshman Foundation courses (100 level) to the Capstone Course (300 level). Students in the GSR 100 typically score in the 2's and 3's. The majority in the GSR 200 courses met or exceeded the benchmark score of 3, which shows progress

V. Institutional Student Learning Outcomes (cont'd.)

from the GSR 100 through 200. While the majority of the students in the GSR 300 courses met or exceeded the benchmark score of 3, a higher percentage of students in the GSR 300 courses exceeded the benchmark score of 3 for all categories compared to students in the GSR 200 courses.

GSR 100 Course Level ASL Public Presentation Data

	Organization	%	Language	%	Delivery	%	Supporting Materials	%	Central Message	%
1s	33	7%	28	6%	30	6%	55	12%	43	9%
2s	111	23%	114	24%	114	24%	146	31%	141	30%
3s	182	38%	194	41%	205	43%	174	36%	166	35%
4s	152	32%	142	30%	129	27%	102	21%	127	27%
N	478	100%	478	100%	478	100%	477	100%	477	100%
Mean	2.95		2.94		2.91		2.68		2.79	

GSR 200 Course Level ASL Public Presentation Data

	Organization	%	Language	%	Delivery	%	Supporting Materials	%	Central Message	%
1s	15	3%	27	5%	24	5%	40	8%	28	5%
2s	77	16%	75	14%	84	16%	95	18%	80	15%
3s	193	41%	201	39%	194	37%	194	37%	171	33%
4s	186	39%	217	42%	219	42%	192	37%	241	46%
N	471	100%	520	100%	521	100%	521	100%	520	100%
Mean	3.17		3.17		3.17		3.03		3.20	

GSR 300 Course Level ASL Public Presentation Data

	Organization	%	Language	%	Delivery	%	Supporting Materials	%	Central Message	%
1s	0	0%	3	2%	5	4%	1	1%	2	1%
2s	9	7%	9	7%	12	9%	19	14%	9	7%
3s	40	30%	35	26%	53	40%	37	28%	47	35%
4s	85	63%	87	65%	64	48%	77	57%	76	57%
N	134	100%	134	100%	134	100%	134	100%	134	100%
Mean	3.57		3.54		3.31		3.42		3.47	

GSR Average ASL Public Presentation Rubric Scores
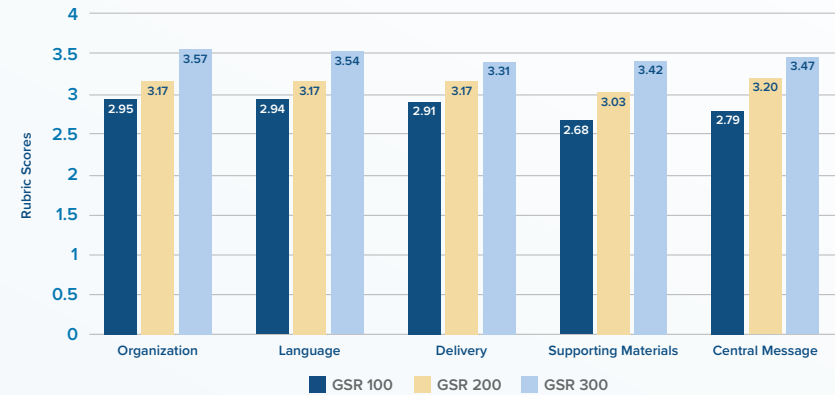
Assessment of Writing

GSR AY2020–2021 Written Communication Data

The following graph compares the average written communication scores for students at the three course levels of the General Studies Program and indicates skill improvement as students progress from the Freshman Foundation courses (100 level) to the Capstone Course (300 level). Students in the GSR 100 typically score in the 2's and 3's. At least 70% of the GSR 300 students met or exceeded the benchmark score of 3, demonstrating improvement in written English as they reached the 300 level.

GSR 100 Course Level Written Communication Data

	Context and Purpose for Writing	%	Content Development	%	Genre and Disciplinary Conventions	%	Sources and Evidence	%	Control of Syntax and Mechanics	%
1s	37	8%	36	8%	51	12%	64	14%	53	12%
2s	105	24%	139	31%	133	30%	119	27%	103	23%
3s	170	38%	144	33%	162	37%	158	36%	187	42%
4s	130	29%	123	28%	96	22%	101	23%	99	22%
N	442	100%	442	100%	442	100%	442	100%	442	100%
Mean	2.89		2.80		2.69		2.67		2.75	

GSR 200 Course Level Written Communication Data

	Context and Purpose for Writing	%	Content Development	%	Genre and Disciplinary Conventions	%	Sources and Evidence	%	Control of Syntax and Mechanics	%
1s	33	6%	39	7%	44	9%	56	11%	46	8%
2s	96	19%	104	19%	126	24%	116	22%	127	23%
3s	196	38%	231	42%	194	38%	162	31%	214	39%
4s	192	37%	170	31%	153	30%	183	35%	157	29%
N	517	100%	544	100%	517	100%	517	100%	544	100%
Mean	3.06		2.98		2.88		2.91		2.89	

GSR 300 Course Level Written Communication Data

	Context and Purpose for Writing	%	Content Development	%	Genre and Disciplinary Conventions	%	Sources and Evidence	%	Control of Syntax and Mechanics	%
1s	4	3%	4	3%	4	3%	6	4%	4	3%
2s	23	15%	22	15%	26	18%	32	22%	32	21%
3s	43	28%	46	31%	44	30%	42	28%	50	34%
4s	86	55%	76	51%	74	50%	68	46%	63	42%
N	156	100%	148	100%	148	100%	148	100%	149	100%
Mean	3.35		3.31		3.27		3.16		3.15	

GSR Average Written Communication Rubric Scores
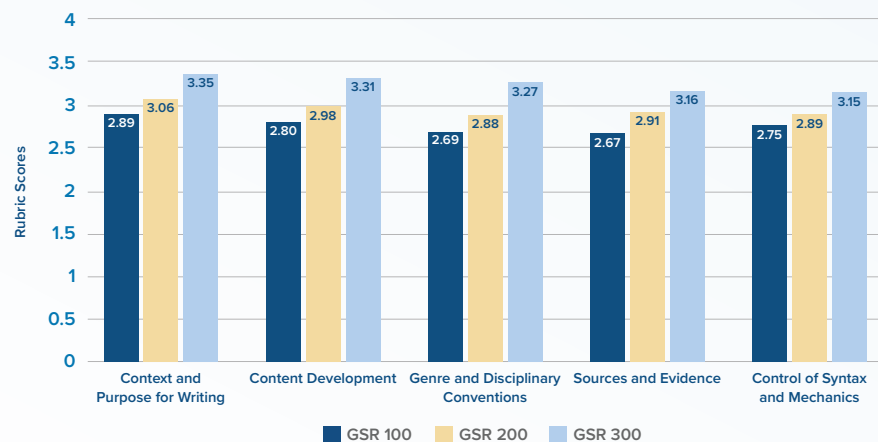
Critical Thinking

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

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

Assessment of Critical Thinking

GSR AY2020–2021 Critical Thinking Data

While there were students (less than 10% in all categories) scoring 1 for this SLO, the majority of the student scores clustered around 2 and 3. Because this outcome is assessed only in 100-level courses, it would follow that some students are in the most emerging level, while more than 50% of students scored 3s and 4s in all five categories.

GSR 100 Critical Thinking Rubrics Data

	Explanation of Issues	%	Evidence	%	Influence of Context and Assumptions	%	Student's Position	%	Conclusions and Related Outcomes	%
1s	11	5%	16	8%	12	6%	9	4%	12	6%
2s	49	23%	79	37%	65	31%	64	30%	68	32%
3s	83	39%	75	35%	73	34%	87	41%	79	37%
4s	69	33%	42	20%	62	29%	52	25%	53	25%
N	212	100%	212	100%	212	100%	212	100%	212	100%
Mean	2.99		2.67		2.87		2.86		2.82	

GSR 100 Critical Thinking Rubric Scores
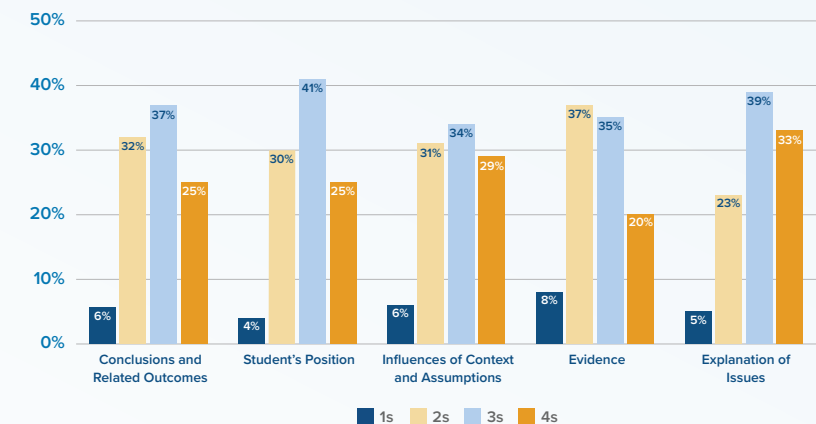
V. Institutional Student Learning Outcomes (cont'd.)

Identity and Culture

The **Identity and Culture SLO** stated, "Students will understand themselves, complex social identities, including deaf identities, and the interrelations within and among diverse cultures and groups."

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

Assessment of Identity and Culture

GSR 200 AY2020–2021 Identify and Culture Data

More than 85% of the 200-course-level students showed scores of 3 or 4 for all six skill areas, meeting or exceeding the benchmark. While Curiosity and Openness were the skill and attitude areas with the most 4s, Cultural Self-Awareness had the highest total percentage of students scoring at or above benchmark (3s and 4s), followed by Knowledge of Cultural Worldview Frameworks and Empathy.

GSR 200 Intercultural Knowledge and Competence Data

	Knowledge: Cultural Self-Awareness	%	Knowledge: Knowledge of Cultural Worldview Frameworks	%	Skills: Empathy	%
1s	4	2%	6	3%	5	3%
2s	10	5%	12	7%	14	8%
3s	66	36%	64	35%	60	33%
4s	103	56%	101	55%	104	57%
N	183	100%	183	100%	183	100%
Mean	3.46		3.42		3.44	

	Skills: Verbal and Nonverbal Communication	%	Attitudes: Curiosity	%	Attitudes: Openness	%
1s	5	3%	10	5%	10	5%
2s	21	11%	9	5%	10	5%
3s	70	38%	50	27%	53	29%
4s	87	48%	114	62%	110	60%
N	183	100%	183	100%	183	100%
Mean	3.31		3.46		3.44	

Students getting to know one another during an activity in the Sorenson Language and Communication Center.

GSR 200 Intercultural Knowledge and Competence Rubric Scores

Legend: 1s, 2s, 3s, 4s
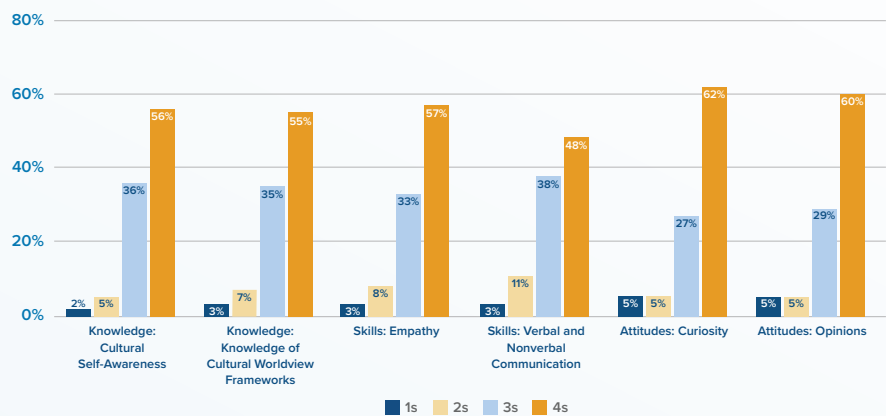
Knowledge and Inquiry

The **Knowledge and Inquiry SLO** stated, "Students will apply knowledge, modes of inquiry, and technological competence from a variety of disciplines in order to understand human experience and the natural world."

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

Assessment of Knowledge of Inquiry

GSR 200 AY2020–2021 Knowledge and Inquiry Data

Mean scores exceeded the benchmark of 3 in two areas. "Limitations and Implications" continues to be the weakest area for students, but even in this area, more than 50% of the students scored at or above benchmark. "Topic Selection" and "Design Process" are the strongest areas with 82% and 80% of students meeting the benchmark. "Existing Knowledge, Research, and/or Views" is close behind with 74% of students meeting the benchmark.

GSR 200 Knowledge and Inquiry Data

	Topic Selection	%	Existing Knowledge, Research, and/or Views	%	Design Process	%
1s	8	5%	10	6%	8	5%
2s	20	13%	32	20%	24	15%
3s	80	50%	71	45%	89	56%
4s	51	32%	46	29%	38	24%
N	159	100%	159	100%	159	100%
Mean	3.09		2.96		2.99	

	Analysis	%	Conclusions	%	Limitations and Implications	%
1s	10	6%	10	6%	10	6%
2s	34	21%	34	21%	58	36%
3s	69	43%	57	36%	51	32%
4s	46	29%	58	36%	40	25%
N	159	100%	159	100%	159	100%
Mean	2.95		3.03		2.76	

GSR 200 Knowledge and Inquiry Rubric Scores
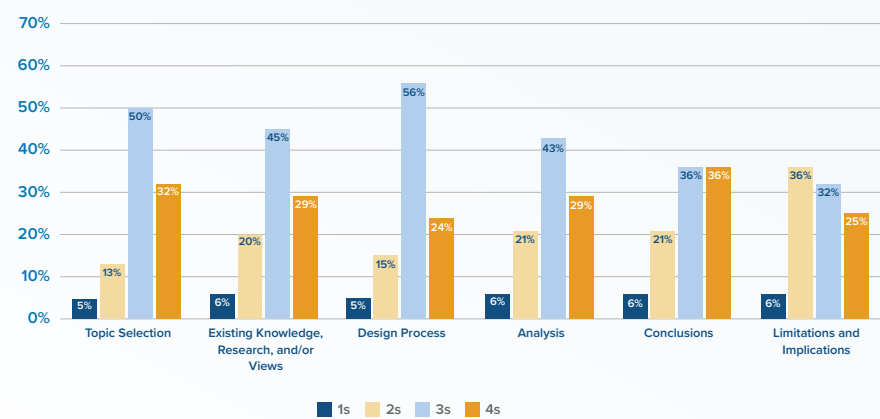
Ethics and Social Responsibility

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

This SLO was assessed for GSR 200-level courses using the AACU Ethical Reasoning Value Rubric and GSR 300-level courses using the AACU Civic Engagement Value Rubric.

Assessment of Ethics and Social Responsibility

GSR 200 AY2020–2021 Ethical Reasoning Data
In all categories, more than 60% of students scored at or above benchmarks (3 and 4). "Ethical Self Awareness" had the most students scoring 4s with 46%.

GSR 200 Ethical Reasoning Data

	Ethical Self-Awareness	%	Understanding Different Ethical Perspectives and Concepts	%	Ethical Issue Recognition	%
1s	7	4%	16	10%	10	6%
2s	36	23%	37	23%	37	23%
3s	43	27%	52	33%	60	38%
4s	73	46%	54	34%	52	33%
N	159	100%	159	100%	159	100%
Mean	3.14		2.91		2.97	

	Application of Ethical Perspectives and Concepts	%	Evaluation of Different Ethical Perspectives and Concepts	%
1s	17	11%	21	13%
2s	39	25%	41	26%
3s	53	33%	47	30%
4s	50	31%	50	31%
N	159	100%	159	100%
Mean	2.86		2.79	

V. Institutional Student Learning Outcomes (cont'd.)

GSR 200 Ethical Reasoning Rubric Scores
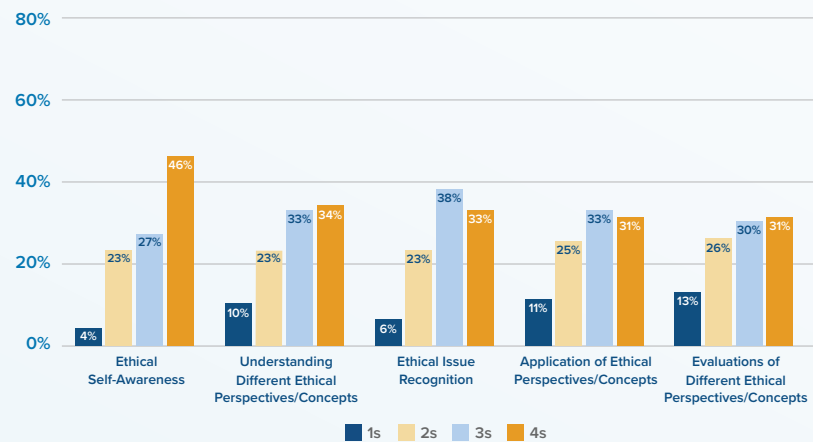
GSR 300 Civic Engagement Rubric Scores
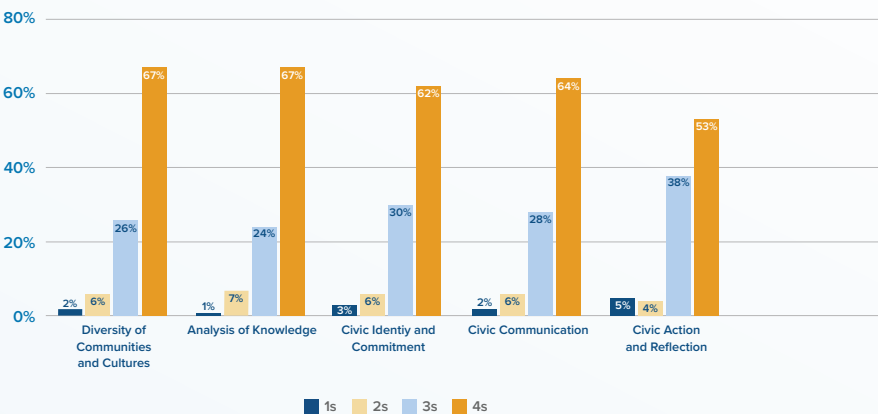
GSR 300 AY2020-2021 Civic Engagement Data

Over 90% of students scored 3s and 4s in all areas except Civic Contexts/Structures with 89%, indicating strengths in Civic Engagement. The only area with less than 60% of students scoring 4s is "Civic Action and Reflection," which suggests more attention on student reflection could be beneficial.

GSR 300 Civic Engagement Data

	Diversity of Communities and Cultures	%	Analysis of Knowledge	%	Civic Identity and Commitment	%
1s	2	2%	1	1%	3	3%
2s	6	6%	7	7%	6	6%
3s	28	26%	23	24%	32	30%
4s	72	67%	63	67%	67	62%
N	108	100%	94	100%	108	100%
Mean	3.57		3.57		3.51	

	Civic Communication	%	Civic Action and Reflection	%	Civic Contexts/Structures	%
1s	2	2%	5	5%	5	5%
2s	6	6%	4	4%	5	5%
3s	26	28%	36	38%	25	27%
4s	60	64%	50	53%	59	63%
N	94	100%	95	100%	94	100%
Mean	3.53		3.38		3.47	

Student ambassadors share information with prospective students and families during a campus tour.

VI. Support Programs and Strategies

The University promotes and encourages student learning and development in all campus activities that support persistence to graduation and prepares students for careers or graduate studies. Student Affairs, the Office of Student Success and Academic Quality (SSAQ), and the Division for Equity, Diversity, and Inclusion contribute to this priority by providing a variety of frontline programs and services for learning outside of the classroom. These programs and services enhance the academic and career curriculum, build a sense of belonging, support at-risk students, facilitate leadership development, and ensure an inclusive and supportive social environment. A positive and stimulating campus inspires students to engage in learning and to connect with the University and deaf communities. It is an important contributor to student persistence. The following section provides brief descriptions of the significant impact these programs have on persistence and graduation rates.

Academic Advising

Academic/career advisors work with students in collaboration with academic departments and student support offices to enhance student academic performance. The office provides academic and career advising primarily for students who have not yet declared their major. Advisors meet numerous times per semester with students in their first-year seminar classes to cover relevant academic and career topics. Students also meet individually with their academic/career advisor to review their four-year plans and "shopping cart" in order to ensure they have selected appropriate courses for course registration. In addition, transfer students meet with their academic/career advisors to review their course transfers and understand remaining course requirements. Other services include assistance with course registration, individual and group advising, career advising, and guidance in selecting an academic major and/or minor during their years at Gallaudet.

During AY2020–2021, advisors partnered with Student Success coaches to support the students in their caseload. The average advisor-to-student caseload is 160 to 1. Both advisors and Student Success coaches continued to utilize Navigate, a student success and retention management system. During the COVID-19 pandemic, advisors and coaches were able to smoothly provide a virtual service delivery model. Advisors and coaches collaboratively monitored student success in Navigate for risk indicators. When students are identified as potentially being at-risk, they are contacted by their advisor or coach to discuss concerns raised and, if necessary, develop an intervention plan to support academic success. Academic advisors also periodically meet with students who have declared their major to discuss any questions they may have related to academic issues.

Advising services are provided by professional academic advisors, faculty advisors, and Graduate School advisors. In the most recent spring 2019 Ruffalo-Noel Levitz Student Satisfaction Inventory (RNL:SSI), students identified the following components of academic advising as institutional strengths (valued by students as areas of high importance and high satisfaction):

- My academic advisor is approachable.
- My academic advisor is knowledgeable about requirements in my major.
- Major requirements are clear and reasonable.
- My academic advisor is concerned about my success as an individual.
- My academic advisor helps me set goals to work toward.

Adaptive Digital Learning

During AY2020 - 2021, one of the Digital Fellows, Dr. Christopher Heuer, utilized grant support from the Arthur Vining Davis Foundations to expand the digital adaptive learning platforms. The platforms use ASL/English bilingual pedagogy to fully present online courses in developmental English and two General Studies Requirement courses in both American Sign Language and English. Dr. Heuer completed all three digital course modules for ENG 50, GSR 102S, and GSR 150S with the roll-out of ENG 50 to be introduced in Fall 2021 semester. Success of these courses will be assessed during AY2021-2022. Also, these modules will be stored in the Learning Management System, Blackboard, and made available for faculty and staff who will be teaching these courses in the future.

This project has the potential to be a major breakthrough for other types of content being delivered bilingually, and this is timely as we work with the newly established Office for the Chief of Bilingual Officer led by Dr. Laurene Simms. This project will also play a critical role in transforming our current, English-centric general education curriculum into a English-ASL bilingual curriculum that is student centered, trauma-informed, and culturally-relevant. We have already begun to shift the two separate courses in ASL and English into a core course. This will ensure the inextricable connection of ASL and English as part of the students' bilingual learning experience within an integrated and interdisciplinary course. We will share these modules with K-12 deaf schools, which may face similar challenges in providing a true bilingual experience for deaf and hard of hearing students.

Athletics and Intramurals Programs

The Athletics Department is committed to promoting the academic and athletic success of our student-athletes. As an integral part of the student athletes' overall educational experience, the athletic department encourages personal development and an opportunity to compete in sports at the highest level possible. The Athletics Department embraces an image and identity that fosters a sense of pride in the competitiveness, ethics, and integrity of Gallaudet University Athletics. As the only place in the world of its kind, Gallaudet University brings together diverse deaf and hard of hearing student-athletes from around the globe to learn academically in a bilingual environment, to compete in a supportive environment, and to foster a sense of community. As members of the Gallaudet Community, the Athletics Department strives to create an environment that is respectful and celebrates equity, diversity, and inclusion. Gallaudet Athletics prohibits discrimination based on race, sex, religion, national origin, sexual orientation, gender identity, and gender expression.

VI. Support Programs and Strategies (cont'd.)

It was a different and interesting FY2021 for Gallaudet Athletics as the COVID-19 pandemic forced us to cancel our athletic season for the 2020–2021 academic year. We continued remote offerings that began in Spring 2020 throughout summer and fall that included head coaches meeting virtually with their teams. These meetings allowed coaches to check on player's well-being and mental health. The department continued to connect and share information through Wellness Wednesdays and surveyed our student-athletes to check on them and get a pulse of their mental and physical health. The Gallaudet strength and conditioning program packaged and shared weekly home workout videos during the school year. During the spring semester, the department was able to open the gym and fitness complex on a limited basis to on-campus students to work out in-person in a safe and healthy manner.

Athletics and Intramural Programs highlights for the year include:

- Twenty-three confirmed student-athletes, coaches, and managers who were on an active roster during the 2020–2021 school year graduated and met their degree requirements; six graduated with honors (summa cum laude, magna cum laude, and cum laude). All 14 varsity sports and cheerleading had at least one graduate.
- Gallaudet placed 50 student-athletes on the North Eastern Athletic Conference (NEAC) 2020–2021 Scholar-Athlete list.
- Gallaudet honored its 2020 Athletics Hall of Fame Class in October with a virtual ceremony to honor Brian Bennett (men's swimming), William Bissell (baseball), Darius Flowers (men's track and field), Valerie Trofimenkoff McCabe (women's volleyball), Adham Talaat (football), and Heather Lightfoot Withrow (women's track and field).
- Gallaudet student-athletes and teams got involved with the 2020 U.S. election as teams got out to vote and encouraged others to register to vote. The GU women's volleyball team earned the American Volleyball Coaches Association (AVCA) Voting Community Award for their efforts. The Bison softball team was also active in the voting movement.
- Gallaudet trademarked "Home Of The Huddle" since the first football huddle began in 1894 by Gallaudet quarterback Paul Hubbard. The Bison were part of a display at the Chick-fil-A College Football Hall of Fame in Atlanta to celebrate this history.
- Gallaudet's Hannah Neild, a graduate assistant in the Sports Information Office, became the first Gallaudet student to participate in the NCAA Emerging Leaders Seminar, a professional development event that provides leadership, educational, and transitional programming for current graduate assistants and interns from NCAA member schools, conference offices, and affiliate organizations.
- Gallaudet student-athlete J.C. Smith was featured in the NCAA's Black History Month social media campaign, while Gallaudet student-athlete Serenity Fry was featured in the NCAA's Deaf Awareness Month social media campaign.
- The Athletics Department hosted two Speaker Series virtual events during the school year. The speakers featured included Gallaudet Athletics Hall of Famer Dr. Donalda Ammons '74, who discussed the History of Deaf Sports, and Dr. Jarrod Spencer, a sports psychologist, author and President and Founder of Mind of the Athlete, who discussed mental health and anxiety and fear of the unknown.
- Even without sport competition during the 2020–2021 academic year, Gallaudet student-athletes were still eligible for CoSIDA Academic All-District and All-America honors. Gallaudet had four student-athletes earn Academic All-District 1st Team honors.
- Gallaudet Athletics' social media platforms (Facebook, Instagram, and Twitter) remained ranked at the top of NCAA Division III social media for the 2020–2021 school year.
- Gallaudet President Roberta J. Cordano was elevated to the United East President's Council Chair position. President Cordano, who is the second deaf person to hold this position in the conference's history, will serve a two-year term.
- Associate Athletic Director for Communications, Sam Atkinson, served as President of CoSIDA (College Sports Information Directors of America), a 3,200+ member national organization comprised of the sports public relations, media relations, and communications/information professionals throughout all levels of collegiate athletics. He is only the second CoSIDA president to come from a Division III program.
- Gallaudet Intramurals hosted a #BisonFunRunWalk from March-April, a virtual event to help the GU community to stay connected and get moving.
- Intramurals also participated in the 2020 DMV Virtual 5K Turkey Trot held during the last week of November.
- Intramurals partnered with the Gallaudet Game Room to host Esports with many different virtual Esports open tournaments.

The Gallaudet Bison swim team huddles after practice.

Counseling and Psychological Services

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

When COVID-19 caused Gallaudet to move to remote learning, CAPS staff provided only crisis and emergency appointments. With the limitations of state licensing laws preventing CAPS from providing clinical services to students out-of-state, CAPS staff participated in a life-coaching certification program offered by the National Association of Colleges and Employers (NACE). This program leads to the staff becoming Certified Life Coaches, allowing CAPS to provide a supportive service to Gallaudet students during their remote studies.

Counseling and Psychological Services highlights for the year include:
- A total of 130 students were served individually.
- Three hundred and twelve individual counseling appointments were provided through Zoom by the Clinical Psychology practicum students who were in CAPS.
- Five hundred and eighteen Life Coaching appointments were provided through Zoom.
- The number of crisis appointments significantly decreased this year due to COVID-19 and the cessation of regular counseling sessions. A total of 142 crisis appointments were provided during the year, and these appointments were via Zoom.
- Forty-five psychological assessment sessions were provided through Zoom.
- Fifty-seven percent (57%) of students receiving services identified themselves as deaf, and 1% further identified themselves as deafblind, 25% identified themselves as hard of hearing, and 18% as hearing.
- The racial identity reported by CAPS clients included: Caucasian 46.3%, Latina/o/x/Hispanic 17.9%, Black/African American 16.4%, Asian 10.4%, Native American 4.5%, and mixed race 4.5%.
- CAPS provided support groups for Latina/o/x/Hispanic and Black/African American students, LGBTQ+ students, and graduate students.
- CAPS staff provided several workshops on Racial Trauma, Election Stress and Mental Health to groups on campus.
- Workshops were provided to Students of Color on Financial Trauma and on CAPS services to the ALLSTAR students.
- Students and employees participated in the Out of the Darkness Campus Walk, a collaborative effort coordinated by CAPS, and the American Foundation for Suicide Prevention (AFSP) to raise funds for, and awareness of, suicide prevention. This was a virtual activity.
- With Health and Wellness, CAPS provided Suicide Prevention Workshops (Question, Persuade, and Refer—QPR) to students and employees.

- CAPS provided online information for National Depression Screening Day and hosted an online National Alcohol Screening Day in April.
- Several presentations on a variety of mental health topics were provided to paraprofessional groups, new students during New Student Orientation, faculty, and parents.
- CAPS provided training to dorm staff on suicide prevention and assessment.
- CAPS produced several ASL videos on mental health topics for outreach and training, including tips for returning to campus.
- In collaboration with Residence Life, CAPS provided weekly training for the peer advisors.
- CAPS provided clinical training for seven interns from Gallaudet's Counseling, Psychology, and Social Work Departments.
- CAPS staff served as panelists for several professional workshops.
- CAPS created a "Crisis and Referral Guide" electronic brochure for the campus community.

Office for Students with Disabilities

The Office for Students with Disabilities (OSWD) works to provide equitable experiences to students with disabilities at Gallaudet. We encourage opportunities to build confidence beyond the classroom. OSWD provides individually-tailored, comprehensive support services and programs for students with disabilities. For 17 months, OSWD worked to accommodate its students entirely virtually, with good success, with all OSWD staff teleworking.

OSWD highlights for the year include:
- Thanks to the joint efforts and planning of Rachel Bass, recently appointed as Gallaudet's Student Success Coach for DeafBlind Students, and Karen Terhune, Manager of OSWD, our Orientation for New Students with Disabilities (ONSD) was successfully revived for the Fall 2021 term, taking place on August 23 and 24, 2021, the two days preceding Gallaudet's general New Student Orientation program. All new students who had registered with OSWD before the event were invited.
- Overhauled the OSWD intake process.
- Produced a new document, "OSWD Guide to Accommodating Remote Students with Disabilities" that was shared with faculty.

Office of Residence Life and Housing

The Office of Residence Life and Housing has the primary responsibility for the management of facilities and programs in the University's residence halls.

Residence Halls
- Residence hall front desks returned to operating on a 24/7 basis.
- Prepared for full capacity in the residence halls for Fall 2021 and worked with the COVID team to ensure students had a positive and seamless check-in at their residence halls in August 2021.
- Collaborated with Gallaudet Interpreting Services (GIS) and COVID-19 Taskforce to provide GIS a space in one of our residence halls to provide their interpreting services virtually.

VI. Support Programs and Strategies (cont'd.)

Student Experience & COVID-19
- Ongoing communications with our students through emails and announcements during our students' virtual learning.
- Residence Life and Housing were represented on various committees to advocate for students and our residence halls.
- Residence Life hosted a series of virtual and local events for students to stay engaged, which includes but is not limited to, Welcome BBQ Partnership with Bon Appetit, Campus Scavenger Hunt, Pizza with President Cordano, virtual UNO tournament, and Study Tips for Remote Learning.
- Coordinators of Residence Education hosted office hours and outreach efforts to stay connected with our students remotely and on-campus.
- The Coordinator of the Residence Education position was revised to focus on connecting with our residents by removing the disciplinary portion from the job by creating two Residence Hall Conduct Coordinators in collaboration with Student Accountability and Restorative Practices (SARP).
- Worked with SARP to revise and finalize the Student Handbook focusing on Residence Hall policies. Developed COVID-19 Pledge to ensure our students remain in compliance with COVID-19 policies.
- To ensure our campus is safe for all of our students, the department developed the COVID-19 protocol for isolation and quarantine for our students.
- Achieved a 98% COVID clearance rate for on-campus residents.

Student Center Programs and Services
Student Engagement & Leadership
Student Engagement & Leadership (SEL) is the new name for Campus Activities. Student Engagement & Leadership is a one-stop information center that provides management and planning in student activities, clubs and organizations, and student leadership by creating and supporting a high-quality student experience for all students at Gallaudet. Also, manages reservations for rooms in the I. King Jordan Student Academic Center (JSAC) and Foster Auditorium. Currently, Student Engagement & Leadership is in the process of transforming.

SEL is proud of all the highlights for the year listed below:
Programming
- During the unusual academic year of 2020 - 2021 with a virtual approach, Student Engagement and Leadership continued to provide large- and small-scale events for students during COVID-19. The largest events of the year were:
  - Bison Night Live with 200+ Attendance
  - Comedy Hour with CJ Jones with 400+ Attendance
  - Virtual Paraprofessional Fair with 121+ Attendance
- With various programs (events, workshops/series, and videos), we managed to provide over 40 large and small-scale events.

Student Organizations
While running the student organizations/clubs virtually was hard, we maintained the numerous student organizations/clubs. SEL and Student Organization

Assistant (SOA) maintained the relationship with our student organizations/clubs to offer support, cheers, and tips/ideas to run gatherings and events virtually. SEL hosted a Social Mixer with SOA for the interaction opportunity and provided transition workshops.

Leadership Training
The Bison Leadership Training Program (BLTP) is an excellent opportunity to provide students with leadership tools. We managed to provide five events that focus on different presenters sharing their leadership journey.

Game Room
- During the 2020-2021 Academic Year, Game Room provided more than 20 virtual games for our on and off campus students.
- The Game Room staff also assisted Student Engagement and Leadership and Intramurals with other programming and activities.
- The Game Room (GR) and Intramurals (IM) set up a new IM League app for Esports (IM/GR), and they worked together to continue to provide esports games on weekends for our students.

Commuter Programs
Commuter Programs provide a place for commuter students to stay between classes and offer several amenities, such as a place to rest, watch TV, and study. Also, the commuter lounge provides
- a small kitchenette,
- a computer lab,
- lockers, and
- a playroom for kids to play while their parents do their school work.

Commuter Programs also serve as a resource for commuter students. Commuter Programs provide a virtual place for commuter students to actively participate in activities that allow them to interact with other students.
- During AY2020 - 2021, the physical office was closed. Students were frequent users of the Commuter Lounge virtual events during the week at peak times, from 11:00 a.m. to 6:00 p.m., and before evening classes.
- Commuter Programs provided eight workshops/events virtually.

Health and Wellness Programs
Health and Wellness Programs promote the enhanced well-being of Gallaudet University students by empowering them to make informed health and lifestyle choices.
- The Health and Wellness Programs continued offering online and in-person support with a total of 158 programs/sessions, 440 hours, and 763 students (duplicated), plus we also produced 27 videos as a way to provide additional online health information.
- In addition to these services, the Health and Wellness Programs continued providing food pantry services despite COVID-19 restrictions and challenges. This required determining ways to bring students on campus, keeping them safe, and delivering products. We had around 18 visits a month.

- The Health and Wellness Programs established the Student Health Ambassador (SHA) program to utilize peers to help maintain COVID-19 safety standards, along with COVID-19 prevention messages. By the end of the 2021 academic year, 34 students were trained to be SHAs.
- Lastly, the Health and Wellness Programs provided 28 one-on-one compliance interventions to students with COVID-19 violations.

Office of Student Accountability and Restorative Practices

The Office of Student Accountability and Restorative Practices (SARP) promotes a safe community for students to address and navigate conflict in a peaceful, socially just, and self-reflexive manner. SARP strives to foster the personal development of students and emphasize the student's personal understanding of their behavior as well as their responsibilities to the campus community.

Through the student accountability process, SARP works with students to gain greater insight into their choices and behaviors in order to provide a safe environment for the campus community, one that supports the University's mission of Living, Well-Being, and Belonging. SARP offers a spectrum of conflict resolution pathways that are educationally focused, student-driven, and restorative in nature, and which are adaptable to meet the needs of individuals experiencing conflict.

The Office of Student Accountability and Restorative Practices highlights for the year include:

- Addressed COVID-19 violations. While Gallaudet was fully remote, SARP successfully engaged in its crucial work on behalf of the campus community. The COVID-19 pandemic resulted in conduct cases that were related to COVID-19 such as testing compliance, unsafe social gathering, and quarantine/isolation. In collaboration with different departments on campus, SARP crafted new COVID conduct protocols for reviewing and responding to COVID-19 incidents of alleged non-compliance.
- Shifted from adversarial discipline processes to restorative practices. A constant in the work of SARP was the commitment to restorative practices (RP). SARP continued the implementation of restorative practices into student conduct adjudication, including marketing SARP as a resource for conflict management. SARP also updated the Code of Student Conduct to include restorative practices and outlined the restorative practice process in resolving informal and formal complaints.
- Supported the student experience. SARP supported the student experience by providing additional conflict resolution options beyond the traditional student conduct process, including options to address bias-related cases.
- Enhanced prevention education. SARP enhanced prevention education and planning efforts through collaborations with Health and Wellness programs, Residence Life & Housing, academic departments, Student Body Government (SBG), and other Student Affairs units.

Office of Campus Ministries

Spiritual development is an important part of students' engagement in the campus community and is a contributor to overall student development. Gallaudet supports a group of volunteer religious workers who are appointed by their jurisdictional supervisors to serve and minister on campus. As recognized religious workers of the Office of Campus Ministries (OCM), the campus ministers provide regular religious services for students and the community.

The COVID-19 pandemic resulted in the cessation of in-person services provided to students on campus. OCM staff shifted to social media platforms to maintain contact and share information with the community, including Facebook, Instagram, and YouTube; scheduled regular Zoom meetings; and sent a series of video lessons to community members. OCM also participated in ongoing meetings with Campus Design and Facilities staff, community members, and external architects on the renovations of the current Chapel space, which will be renamed during the fall semester of 2021.

Student Success

At the start of fall semester, the Office of Student Success collaborated with the Office of Institutional Research to gather data about the student experience. For instance, OIR administered a quick poll during the first week of the fall semester, through Navigate (our Student Success coordinated care platform) to our Undergraduate/Graduate students with two questions: (1) Do you feel ready to start the fall semester? And (2) In the last 12 months, did you or other adults in your house ever cut the size of meals because there wasn't enough money for food? Of the 242 undergraduate students who responded to the quick poll, 73% expressed that they were ready for the fall semester, while 19% were not sure, and 8% were not. Names of students who expressed that they are unsure/are not ready and/or those who expressed that they cut the size of their meals for this fall semester were given to the Office for Student Success for immediate triage and intervention. We continue to send out Quick Polls and send out Progress Surveys to faculty from Navigate to monitor academic progress and areas for intervention.

During AY2020-2021, Student Success hired a new Student Success Coach to focus specifically on providing support to deafblind students at Gallaudet. Thanks to the generous support of Coca Cola Corporation, all four coaches and the JumpStart Program Assistant, Student Success Manager and Student Success Director participated in coach training offered by JSTCoaching, with an emphasis on ADHD and Executive Function Coaching. This training proved to be fundamental for adjusting our practice and support for students. Each coach also works with a team of four to six undergraduate Peer Leaders to provide support to students. In addition to providing coaching, the Student Success program is responsible for JumpStart: ASL, New Student Orientation, and the Peer Leadership program.

VI. Support Programs and Strategies (cont'd.)

Student Success coaches provided coaching services to 332 distinct students during the Academic Year. Breakdown of students served:

	N	%
Gender		
Male	189	57%
Female	143	43%
Race/Ethnicity		
Students of Color	176	53%
White	116	35%
International	27	8%
Race/Ethnicity Unknown	13	4%
First Generation (based on FAFSA data)		
Not First Generation	249	75%
First Generation	83	25%
Academic Level (at time of service)		
Freshman	203	61%
Sophomore	56	17%
Junior	43	13%
Senior	30	9%

Of those 332 students using services, 83% returned to Gallaudet in the Fall of 2021 (including 6% who graduated).

The Student Success Office also provided the following online virtual programs and events during the 2020-2021 Academic Year, in collaboration with the GSR 101: First Year Seminar program. Content for these presentations was supported by resources offered through Innovative Educators, a student success company.

Student Success Online Program	Date & Time
Fall 2020	
Study Tips & Note Taking Strategies	Thursday, October 8th, 7:00 - 8:00 p.m. EST
Stress Management Techniques	Sunday, October 11th, 7:00 - 8:00 p.m. EST
Online Courses Staying Motivated and Disciplined	Thursday, October 22nd, 7:00 - 8:00 p.m. EST
Time Management Strategies for Success	Thursday, October 29th, 7:00 - 8:00 p.m. EST
How to Achieve Well-Being, Balance, & Success	Thursday, November 5th, 7:00 - 8:00 p.m. EST
Improving Student-Faculty Relationships	Thursday, November 12th, 7:00 - 8:00 p.m. EST
Handling Failure In and Out of the Classroom	Thursday, November 19th, 7:00 - 8:00 p.m. EST
Mental Health & Suicide: Helping Yourself & Others	Thursday, December 3rd, 7:00 - 8:00 p.m. EST
Spring 2021	
10 Tips for Success in Your Online Courses	Wednesday, January 27th, 7:00 p.m. EST
Developing Critical Thinking Skills	Wednesday, February 3rd, 7:00 p.m. EST
Improving Student Faculty Relationships	Wednesday, February 10th, 7:00 p.m. EST
How Does your Personality Impact Your Learning Style	Wednesday, February 17th, 7:00 p.m. EST
How to Develop Cross Cultural Skills	Wednesday, February 24th, 7:00 p.m. EST
Online Courses: Staying Motivated and Disciplined	Wednesday, March 3rd, 7:00 p.m. EST
Handling Failure Inside and Outside of the Classroom	Wednesday, March 10th, 7:00 p.m. EST
Mental Health & Suicide: Helping Yourself and Others	Wednesday, March 24th, 7:00 p.m. EST
Stress Management Techniques	Wednesday, March 31st, 7:00 p.m. EST
Exploring Careers and Finding a Major	Wednesday, April 14th, 7:00 p.m. EST
Mastering the Job Interview	Wednesday, April 21st, 7:00 p.m. EST
Preparing for Final Exams	Wednesday, April 28th, 7:00 p.m. EST

A group of graduate students proudly wearing their regalia.

In addition to these online programs, students used the Innovative Educators StudentLingo online modules as supplemental course materials in their First Year Seminar course. Reviewing student use of the online courses offered by the Innovative Educators StudentLingo web series, **112 students accessed the StudentLingo site** and reviewed a total of **24 topics related to student success.** The top 5 topics reviewed by students were:

Title
The Difference Between High School & College - Gallaudet University
Setting & Accomplishing Realistic Goals - Gallaudet University
Time Management: Strategies For Success - Gallaudet University
Stress Management Techniques - Gallaudet University
10 Habits of Mind for College Success - Gallaudet University

Also new this year, the Student Success Office administered the Ruffalo Noel Levitz College Student Inventory (CSI) to better understand first year students strengths and challenges. The data from this is exciting, and we look forward to tapping into it for program planning. Aggregate date from this survey informed us that students requested assistance in the following areas:

By Percent of Students Requesting Assistance	Mean Priority Scores	% of Students Requesting Assistance
Get help in selecting an academic program	7.29	82%
Discuss the qualifications for careers	7.00	77%
Get help in selecting a career	6.93	74%
Get help with study habits	6.86	73%
Get help with exam skills	6.83	73%
Get help in meeting new friends	6.80	72%
Get information about clubs and social organizations	6.66	71%
Get help with writing skills	6.65	70%
Discuss job market for college graduates	6.68	68%
Discuss advantages/disadvantages of careers	6.61	68%

At the end of the Fall term, students completed a second follow up survey, the Mid Year Student Assessment (MYSA). Data from this assessment noted an increase in student confidence in the following key areas:

In **Academic Motivation**, the following increases were noted:

Academic Motivation	%
Math and Science Confidence	
CSI Early Fall	50.5%
MYSA End of Fall	55.8%
Reading Interests	
CSI Early Fall	51.0%
MYSA End of Fall	55.6%
Study Habits	
CSI Early Fall	50.4%
MYSA End of Fall	56.3%
Verbal and Writing Confidence	
CSI Early Fall	43.6%
MYSA End of Fall	54.1%

In **General Coping**, the following improvements were noted:

General Coping	%
Capacity for Tolerance	
CSI Early Fall	42.4%
MYSA End of Fall	51.8%
Career Plans	
CSI Early Fall	46.8%
MYSA End of Fall	51.3%
Family Support	
CSI Early Fall	44.0%
MYSA End of Fall	47.0%
Financial Security	
CSI Early Fall	45.3%
MYSA End of Fall	59.2%

Of interest was the student satisfaction for Fall 2020, particularly in light of remote virtual learning and during the height of the pandemic. In assessing **student satisfaction**, students indicated satisfaction (a score of 6 and 7 on a scale of 1-7) in the following areas:

Student Satisfaction	%
Assistance in Selecting Program/Major	61.2%
Availability of Financial Resources	56.7%
Level of Interaction with Other Students	47.8%
Interaction with Faculty in Class	58.2%
Interaction with Advisor	64.2%
Sense of Belonging to this College Community	47.8%

Students also shared their goals, with **89% indicating they are seeking a 4-year college** degree or higher and **85% indicating they plan to complete their degree at Gallaudet University.**

New Student Orientation

New Student Orientation (NSO) is a transition program for undergraduate students that seeks to provide them with the information and resources they need to successfully begin their academic journeys. NSO provides opportunities for

VI. Support Programs and Strategies (cont'd.)

students to settle into their residence halls, to connect with their classmates and make new friends, and to meet academic advisors, faculty, and administrators. For Fall 2021, with the campus reopening to on campus learning, the Student Success office welcomed both first year and second year students for Orientation using a hybrid approach of online orientation the week of August 16 and then welcoming students to campus the week of August 23, 2021.

JumpStart: American Sign Language

JumpStart: American Sign Language (ASL) is a four-week summer program for first-year students, including transfer students, who are new or emerging users of ASL. Students begin the program four weeks before the start of the fall semester, receiving intensive sign language training and instruction in ASL, deaf culture, and Gallaudet history and traditions. The ASL department staff and faculty worked closely with the JumpStart staff to provide a holistic ASL curriculum and co-curriculum online for the students.

Peer Mentor Program

Each incoming first-year student is enrolled in GSR 101: First Year Seminar and paired with an outstanding sophomore, junior, or senior who serves as a peer leader and mentor to the student throughout the academic year. Peer Leaders are upper-level students who support undergraduate students in navigating their transition to Gallaudet and their progression toward graduation. Peer Leaders provide guidance, support, and mentorship to undergraduate students. Peer Leaders are expected to promote academic success, provide social network-ing opportunities, and help guide each student assigned to them. Peer leaders partner with their GSR 101 Faculty Instructor and work with a team of other Peer Leaders and a Student Success Coach.

Student Success highlights for the year include:
- Six undergraduate students, one senior peer leader, and one program assistant were hired for the JumpStart: ASL program. Two ASL interns from the ASL program worked with four faculty instructors teaching the ASL curriculum.
- Thirty-five students participated in the JumpStart: ASL program.
- One JumpStart Program Assistant, three Graduate Assistants, seventeen Peer Leaders, and one media specialist were recruited to work in Student Success for Fall 2021.
- NSO welcomed 229 new undergraduate and transfer students in August 2021.

Tutorial Center

Our Tutorial Center, formerly known as Tutorial & Instructional Programs, provides a supportive learning environment for students needing academic assistance that includes free tutoring, coaching, and instructional support services for all undergraduate and graduate students at Gallaudet University online and on-campus. Through our services, students learn diverse skills and strategies necessary for academic success.

During the pandemic, the Tutorial Center continued to maximize the use of Navigate, Gallaudet's student success platform, which allowed students to use

their mobile devices to schedule tutoring appointments and services. With this, tutoring services were able to seamlessly make the transition to the virtual service delivery environment in March 2020 during the COVID-19 pandemic. In addition, we created a dedicated Tutorial Center website that serves as a one-stop center for students who are looking for tutoring services from a list of all tutors who are available.

We also offer In-Class Tutors (ICTs) that are paired with specific instructors teaching developmental and/or introductory courses. These ICTs attend classes with students, read the same material, participate in the discussions, and provide tailored tutoring support with content that is aligned with the course curriculum. We continued to provide English drop-in services for summer courses and expanded the drop-in tutoring services for gateway and developmental courses, which had been limited due to tutor resources.

For AY2020-2021, approximately 37% of TIP's resources were dedicated to Science, Technology, Accessibility, Mathematics, and Public Health (STAMP) tutoring (N = 1,165 tutoring appointments), 17% to English tutoring, 14% to Physical Education & Recreation (PER), 9% to ASL, and 5% to Masters of Sign Language Education (MASLED).

Students engaged in a class discussion.

VII. Office of International Affairs

The Mission of the Office of International Affairs (OIA) is to fulfill Gallaudet's objective of creating a "Global Gallaudet" that positively impacts the quality of life for the full spectrum of deaf identities worldwide. Guided by the recommendations made during the first phase of the University's 2017-2019 Internationalization Lab (IZN) -- hosted by the American Council on Education (ACE) and currently in its second phase at the University (see Internationalization section below) --- OIA leads and collaborates with other campus units in four key areas, summarized below, and explained in greater detail in the Internationalization section of this report.

Foster a truly "Global Gallaudet." OIA is advancing solutions for incorporating an international dimension and cultural sensitivity into all campus planning, operations, and activities. This also involves serving as a global knowledge hub, collecting in-depth information about nations and deaf communities of interest, in a "Global Knowledge Base," and involving University personnel and alumni with expertise.

Internationalize the learning experience (Global Learning for All.) By mobilizing synergy between the faculty and OIA's Education Abroad unit, OIA is making inroads to infuse global learning into curriculum and academic clustering, expanding Gallaudet's portfolio of overseas programs, and enabling students' and faculty members' opportunities to engage in international fellowships.

Advance international students and scholars individuals who enrich our campus and ensure their equitable participation in campus life. OIA is escalating its efforts to ease new students' transition to Gallaudet by ensuring equal access to learning, as well as campus activities and services, including immigration support and compliance. An emphasis is also on showcasing how international students, scholars, and personnel enrich Gallaudet and contribute to its success.

Favor multifaceted relationships and transformative partnerships. Through timely and comprehensive review of overseas opportunities, OIA is overseeing an evolving "grand global strategy" toward a sustainable portfolio of international relationships by close cooperation with campus leadership, launching a Global Opportunity Assessing League for a cross-divisional review of prospective overseas academic and business opportunities, and facilitating collaborations to project the University's values and the Gallaudet Experience. Prime examples of this in FY2021 were the Gallaudet University in Nigeria-Africa program (GAIN), initiatives with Japan and the World Federation of the Deaf (WFD).

Keeping the campus aware of Gallaudet's global presence has been a hallmark of the office for several years. However, in FY2020, its former title, Office of Research Support and International Affairs (RSIA), was abbreviated to remove the research component, allowing the office to focus the expertise of its staff on Gallaudet's vital internationalization efforts. The reorganization aligns with the findings and recommendations of Gallaudet's first collaboration with ACE in IZN. Hence, the office's long-standing research support component was transferred to the Office of Sponsored Programs, which is well-positioned to facilitate the University's important research opportunities, and is now called the Office of Sponsored Programs and Research Services.

OIA occupies House 103 on the Gallaudet University campus and is led by Dr. Charles Reilly, executive director and senior international officer. It comprises three programs: Education Abroad and International Fellowships; International Relations; and International Student and Scholar Services, plus a Core Services Team that coordinates global projects and provides writing and editing, bilingualizes material in American Sign Language and English, and disseminates these materials to a variety of audiences.

Due to its concentration on internationalization (IZN), OIA has become the University's primary source for queries related to the subject. In the interest of developing clear communication and facilitation with global organizations that express interest in Gallaudet, all contacts are referred immediately to OIA at **global@gallaudet.edu**. OIA is also the campus unit responsible for immigration and visa matters for current and newly accepted international students, including English Language Institute (ELI) students. Visiting international student, scholar, and researcher programs are handled by OIA, which also serves as "... the point of contact for international students, partners, visitors, and scholars."

OIA works closely with the Offices of the President and Provost, as well as other campus units with international interests, and is actively expanding its "Global Knowledge Base" on nations and deaf communities of interest, and hosts campus dialogues on issues of global importance. Likewise, OIA identifies ways to incorporate international dimensions and cultural sensitivity into all campus planning, operations, and activities.

ACE recently called Gallaudet "the heartbeat of the global deaf community, and a beacon for members of the community seeking higher education opportunities and an inclusive environment committed to their success." Now that the University has proven its ability to safely and prudently return to working in-person, OIA is paying due diligence to maintaining the ongoing connection with Gallaudet's returned international students and the interests of its growing number of domestic students who seek to enrich their higher education experience through study, internships, and research abroad. OIA continues to seek ways to infuse more global awareness, learning, and shared action by the campus community, especially around grand global challenges facing the Earth and people across the spectrum of deaf identities.

Restrictions to in-person learning posed by the ongoing COVID-19 pandemic in FY2021 gave OIA the opportunity to make further progress on creative alternatives to bring an enhanced emphasis on global learning initiatives to the campus and worldwide community of learners. The combined expertise shared by professional staff in OIA's subunits resulted in a number of achievements to realize the University's vision of a Global Gallaudet. In accordance with the University's renewed emphasis on racial equality, OIA staff served Gallaudet's international students, who hail from 35 nations, disseminated a statement pledging to foster a truly "Global Gallaudet," and worked diligently to ensure that these students have equal opportunities for success and fulfillment. In particular, OIA strove to accomplish this through its Global Learning initiative, increase the number of students of color who participate in study abroad programs and internships,

VII. Office of International Affairs (cont'd.)

and encourage the University's global partners to create safe and welcoming environments.

Education Abroad and International Fellowships

The mission of Education Abroad and International Fellowships (EA) is to support all students who wish to take classes, conduct research, or complete internships outside the U.S. In addition, the program supports all students, recent graduates, staff, and faculty applying for international fellowships and scholarships. Another important function of EA is to advance opportunities to "internationalize the learning experience" for Gallaudet students. The number of students applying for fellowships, engaging in advising appointments, and participating in study abroad programs has steadily increased during the past four years.

Continuing with this upward trend and enthusiasm expressed by students, EA has ambitious plans to help an ever-increasing number of students engage in international learning initiatives. While COVID-19 curtailed these goals, looking forward, EA is confident that Study Abroad will resume in summer 2022. Countries to date include France, Spain, Italy, Tunisia, and likely a program in Latin America. (See Internationalization section for more details.) A good example of increasing virtual study abroad opportunities is demonstrated by math major Octavio Maldonaldo, who took courses during the spring 2021 semester through Budapest Semesters in Mathematics Education. This program, which typically takes place in Hungary, was available virtually during the spring 2021 semester due to the pandemic and included cultural activities in addition to coursework. When international travel fully resumes, five Gallaudet students who were recently awarded Gilman Scholarships by the U.S. Department of State will have the option of taking their internships abroad or participating in a virtual international program.

A U.S. Fulbright Student award was won by Gideon Firl, a 2019 graduate of Gallaudet's Biology Department. Through his Fulbright project, "The Intersection of Indian Sign Language and Gestural Communication," Firl is observing and researching the ways that Indian Sign Language and Mudras [hand signs] intersect in Indian society. Angela Rogers, who graduated in 2020 with degrees in government and international studies, was a semifinalist for the Fulbright award for her proposed project, "Analyzing the Impact of the National Languages Development Act on the Taiwanese Deaf Community." OIA is proud to note that Education Abroad and International Fellowships Manager Becca Aburakia-Einhorn won a Fulbright International Education Administrators Seminar award to Japan for 2022.
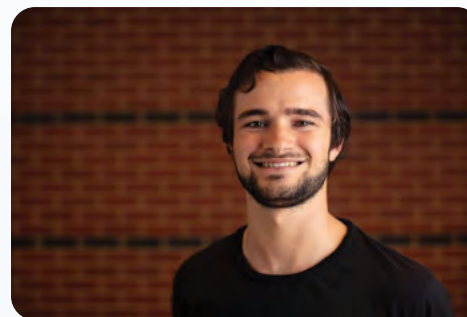
Gideon Firl

To help ensure that campus community members are safe outside the U.S., the University received no-cost, high-level advising in global crisis management from the Forum on Education Abroad. In cooperation with campus stakeholders, in FY2021 EA updated its central health and safety guidelines for education abroad and implemented additional risk management strategies to mitigate risk while students are traveling internationally.

Travel restrictions during FY2021 gave EA the opportunity to expand its virtual exchange opportunities such as Collaborative Online International Learning/Virtual Exchange (COIL/VE), that offers viable opportunities for students to engage in an intercultural learning experience from Gallaudet's campus or anywhere in the U.S. with other parts of the world. At Gallaudet, global learning activities are being spearheaded by the Office of International Affairs, including Education Abroad and International Fellowships, with support from the Office of Continuing and Online Education.

As mentioned in the Internationalization section of this report, COIL/VE courses for Gallaudet students took place with colleges and universities in Norway, Italy, The Philippines, and Japan. Related to the latter, EA helped secure a subgrant of approximately $55,000 from Japan College of Social Work (JCSW) to co-teach a second collaborative COIL/VE course and to fund an additional JCSW deaf Japanese student to study at Gallaudet. The subgrant is a sign of JCSW's confidence in the value of a Gallaudet education -- and an act of generosity: JCSW is funded by The Nippon Foundation of Tokyo, Japan, which also funds Gallaudet's World Deaf Leadership and Sasakawa Scholarship programs, and JCSW, in turn gave part of its Nippon funding to Gallaudet to continue its partnership.In FY2021, JCSW gave Gallaudet approximately $83,000 for a COIL/VE course and to enroll a student in the International Special Student Program, mentioned later in this chapter, that OIA oversees. In addition, training sessions for faculty were hosted by EA during FY2021, so it is likely that more nations will be added to the list of COIL/VE offerings in FY2022.

Finally, Dr. Franklin Torres, appointed last year as Gallaudet's first Faculty Administrator for Global Learning, worked closely with EA Manager Becca Abu-Rakia-Einhorn to help academic departments examine discipline-specific forms of experiential learning that will advance global learning. The two also conferred with the University's Student Success and Academic Quality and the Academic and Career Advising units on the implications for shaping students' career aspirations triggered by education abroad and "internationalization at home" experiences, a timely endeavor in light of restrictions posed by COVID-19.

International Student and Scholar Services (ISSS)

The International Student and Scholar Services (ISSS) unit of OIA serves as a resource for schools, faculty, and administrators engaged globally and for international students and scholars at Gallaudet.

ISSS ensures the University is in compliance with U.S. immigration laws, facilitates international students' transition to a culture that may be very different from their own, and helps them adjust to life in this country. To address the unique challenges posed to Gallaudet's international students during COVID-19, which included not only travel restrictions to the U.S., but continuing their education totally online, and frequently from countries with poor Internet service, ISSS grappled with these dilemmas to come up with creative solutions to keep international students informed and motivated to continue their studies. SSS disseminated numerous FAQs, through email and video, to assure international students that its foremost goal during the pandemic is to continue providing them the best possible service and support. The messages pertained to the Department of Homeland Security's ruling on taking online courses through the Spring 2020 semester, the importance of maintaining F-1/J-1 status as full-time students, procedures to follow when departing the U.S., tax filing updates, engaging in optional practical training, and non-U.S. students working for Gallaudet while out of the country. ISSS continues to actively seek collaboration with other campus units on improving services to international students, particularly during these trying times.

ISSS served 85 international students (12 non-developing countries and 10 developing countries) during FY2021. The top five countries these students represented were Canada, Saudi Arabia, Oman, China, and Nigeria. ISSS hosted e-town hall activities for these students to keep them informed of the University's plans and procedures during the coronavirus pandemic, and to answer their questions.

ISSS and the Division of Equity, Diversity, and Inclusion hosted two virtual panel discussions this spring: an International Alumni Panel on Facebook Live March 26 and an International Senior Students Panel and Graduation Celebration on April 30 to engage alumni, both new and from previous class years, with current and incoming international students. Both events provided a venue for members of the campus community to discuss their challenges, successes, experiences, and aspirations, and the second, which also involved the Office of Alumni Relations, had the added bonus of applauding the success of the international members of the Class of 2021. ISSS also held a training session with the University's Undergraduate

Admissions Office in September 2021 to help its staff understand the need to clarify expectations and realistic goals for international students and their families about outcomes for success when pursuing an academic degree at the University.

GU

INTERNATIONAL AFFAIRS HOSTS

INTERNATIONAL SENIOR STUDENTS PANEL AND GRADUATION CELEBRATION FOR INTERNATIONAL STUDENTS

IN COLLABORATION WITH THE DIVISION OF EQUITY, DIVERSITY, AND INCLUSION (DEDI) AND THE OFFICE OF ALUMNI RELATIONS

APRIL 30, 2021 | 3:00 P.M. ET

REGISTER HERE: gu.live/Er0Qg

MODERATOR

Lindsay Dunn

PANELISTS

Molly Feanny | Chelesan Jackson | Afan Nyam | Huda Abuahmad

The International Senior Students Panel boosted morale among Gallaudet's community of international scholars, celebrating their achievements and recognizing the graduates of December 2020 and MAY2021 during the time of COVID-19.

International Special Student Program (ISSP)

The International Special Students Program (ISSP) provides a tremendous learning experience for non-U.S. students who are not pursuing an academic degree at Gallaudet. While at Gallaudet, they can audit courses, be exposed to what is happening on campus, and visit schools, organizations, and agencies. International special students, or non-degree-seekers, are now offered an opportunity to develop a customized "learning agreement" to assist them in choosing the courses and support services that they need to reach their goals at Gallaudet, including preparing to enter a degree program. In FY2021, Gallaudet had five ISSP participants, two each from China and Japan and one from Iran.

International Visiting Researcher Program (IVRP)

The International Visiting Researcher Program (IVRP) was established to accommodate a limited number of scholars who wish to use the facilities at Gallaudet during the academic year to work on research studies. Visiting researchers are sponsored by a variety of organizations, including the U.S. State

VII. Office of International Affairs (cont'd.)

Department's Fulbright Scholars program. The Fulbright program aims to increase mutual understanding between the people of the U.S. and other countries through the exchange of knowledge and skills.

During FY2021, Gallaudet welcomed Dr. Alysson LePeut from the University of Namur, Belgium and a guest lecturer at University of Lille 3, Villeneuve-D'Ascq, as a visiting researcher. She is spending two semesters here working on a research project entitled "Gesture and Sign Beyond Borders: A study of gesture in American and French Belgian signers' and speakers' interactions." A second international visiting researcher is Dr. Eyasu Tamene from Addis Ababa University, Ethiopia, who is at Gallaudet for one semester, hosted by the Department of Black Deaf Studies, working on a proposal to develop an action plan for a new continental platform called the African Sign Languages Resource Center.

International Scholarships

Support for international students to attend Gallaudet is provided by individuals and organizations from the U.S. and other nations. Gallaudet works with donors to seek ways for more people outside the U.S. to study at the University, thereby enriching their lives and the cultural diversity of the campus community. The Nippon Foundation is the world's foremost educational benefactor for deaf and hard of hearing people. Its mission is to create a society without barriers to an individual's ability to achieve a fulfilling, productive life. The generosity of the Nippon Foundation of Tokyo, Japan, has continued to produce benefits for individuals from developing nations through the Sasakawa International Scholarship Fund and the World Deaf Leadership (WDL) endowed scholarship. Since WDL was founded in 2003, 18 scholarships have been awarded to students pursuing a Gallaudet education. Gallaudet selects WDL Scholars from developing nations who demonstrate the ability to become international leaders and make significant contributions to their nation and the world. The WDL scholarship covers their full tuition, room and board, and a stipend for personal expenses.

Phieter Angdika, of Jakarta, Indonesia, and Kwadwo Addo, of Mampong-Akuapem, Ghana, were selected from a field of 425 applicants as 2021 recipients of Gallaudet- Nippon World Deaf Leadership (WDL) scholarships and began their studies at Gallaudet this fall. The highly-competitive selection was made by Gallaudet's WDL committee, in collaboration with undergraduate and graduate admissions offices. The WDL scholarship, which is funded by the Nippon Foundation of Tokyo, Japan, and administered by Gallaudet's Office of International Affairs (OIA), makes it possible for deaf and hard of hearing leaders from developing nations to attend Gallaudet University, with the provision that they return home after graduation and work towards improving the lives of deaf people in their home countries through education, advocacy, and partnering with influential leaders and organizations. Since the program was established in 2003, 17 WDL scholarships have been awarded. Angdika, who is employed by University of Indonesia's Indonesian Sign Language Research Center, enrolled in Gallaudet's Master's in Sign Language Education program. Addo, an Information

and Communication Technology instructor at Mampong Senior High School for the Deaf in Ghana, enrolled in the Master in Public Administration Program.

The Sasakawa International Scholarship (SIS) Fund provides financial assistance to qualified, deserving, deaf international students who are enrolled in at least their second year of a degree-granting program at Gallaudet to help ensure they have the financial means to complete their degree, graduating. Preference is given to students who are residents of developing countries. Thanks to SIS scholarships, there were 22 new and continuing SIS scholars from 13 countries working on degrees at Gallaudet in FY2021. In addition, the Fulbright-Roberto Wirth Grant in Deafness and 12 smaller scholarships help make a Gallaudet education possible for international students each year.

President Cordano with new World Deaf Leadership scholars Phieter Angdika (left) and Kwadwo Addo (right) at New Student Orientation.

International Strategic Visitors

The University regularly receives visitors from around the world. Visitors range from international leaders in higher education and special education looking to learn from Gallaudet's expertise in improving opportunities for the deaf and hard of hearing population, to individuals and small groups visiting the U.S. who are familiar with Gallaudet's world-renowned reputation and want a tour of campus while visiting Washington, D.C. Due to the coronavirus pandemic, the program was put on hold in mid-March of 2020, but it recently resumed, with restrictions to ensure the health and safety of both visitors and the campus community. A subset of international visitors is regarded as representing a strategic opportunity to advance Gallaudet's student recruiting, academic exchanges, and institutional partnerships. Working with the offices of the president and provost, Gallaudet welcomed the distinguished politician and global leader Dr. Mlambo-Ngcuka to campus in September 2021 before returning to South Africa after completing her term of service to the United Nations (UN) as outgoing Executive Director of United Nations Women. She is a respected politician, both in South Africa, where she became the first woman to hold the office of Deputy President, and the UN, as well as being an influential member of the World Bank Group's Advisory Council on Gender and Development.

Partnerships

Gallaudet's formal agreements with universities and institutions around the globe aim to advance opportunities to share knowledge, primarily through student exchange. Due to the very fluid situation Gallaudet faced, like all institutions of higher learning, because of COVID-19, OIA regularly updated its international partners about policies in place to safeguard the campus community, including the status of virtual versus in-person learning and corresponding changes in the University's fee structure to provide equitable charges for services provided during the pandemic.

As mentioned above, Gallaudet's Department of Social Work and the Japanese College of Social Work continued its partnership by collaborating with online learning initiatives. The intent is to expand this relationship to two-way exchanges, including Gallaudet students to Japan. Finally, the Japanese ASL Signers Society (JASS), a non-profit organization certified by the Tokyo Department of Justice, is regarded as a good fit with Gallaudet's American Sign Language (ASL) and Deaf Studies Department because of its dedication to introducing ASL and deaf culture to the Japanese. It may also be an avenue for sending more deaf Japanese students to Gallaudet.

A four-year cooperative agreement between Gallaudet and the World Federation of the Deaf (WFD), the world's preeminent organization international body that advocates for deaf people, with associations from 125 countries on every continent, expresses a shared commitment to the advancement of deaf people globally. The agreement connects the international government visitors it receives to WFD member associations, and WFD offers learning opportunities to Gallaudet students. The University and WFD also partner to promote matters of mutual importance for deaf, hard of hearing, and deafblind people, such as a bilingual lifelong education, support for national sign languages, and the right to economic opportunity.

A key highlight of the University's partnership activity in FY2021 was continued progress by the Gallaudet in Nigeria-Africa project (covered in more detail in a separate section of this report), a three-year agreement between Gallaudet, Wesley University (Ondo State), and the Nigerian National Association of the Deaf to promote international academic cooperation and the strengthening of educational and career opportunities for deaf and hard of hearing citizens of Nigeria and other African countries.

Internationalization FY2021

Gallaudet University is world renowned for its outreach and advocacy that empowers deaf people through education, training, and communication in their native sign language. To achieve this goal, Gallaudet has entered the second phase of the American Council on Education's (ACE) Internationalization Laboratory (IZN) to implement the goals that the University set for itself during the first phase of this ambitious global undertaking, which took place from 2017 to 2019, that will lead to a stronger integration of international dimensions in every aspect of its operations.

ACE glowingly referred to the strategic plan Gallaudet developed in Phase I of the IZN lab as a "stellar" directive. The plan consists of three grand themes to achieve the integration of international learning opportunities, activities, and development possibilities within the curriculum, faculty policies, administrative structure, global collaborations, and student opportunities: (1) internationalize the learning experience, (2) advance international students as assets and ensure their equitable participation in all campus activities, and (3) favor multi-faceted global partnerships and transformative partnerships.

Taking the lead on implementing recommendations made during the IZN study, the Office of International Affairs (OIA) continued working in tandem with faculty, the offices of the president and provost, and other key leaders in FY2021 to refine its focus "to fulfill the University's mission to create a 'Global Gallaudet' that positively impacts the quality of life for the full spectrum of Deaf identities worldwide." OIA is expanding its "Global Knowledge Base" about nations and deaf communities of interest that serves as a reference site for various individuals and departments at Gallaudet looking for information on a specific nation and plans to host campus dialogues on issues of global importance. Likewise, OIA is actively identifying solutions for incorporating an international dimension and cultural sensitivity into all campus planning, operations, and activities. Despite the fact that many of these goals have been put on hold due to the coronavirus pandemic (e.g., hosting strategic visitors), fortunately, OIA has been able to move forward on a number of initiatives, such as fostering the faculty's incorporation of "global learning" into the reformed General Education curriculum and instituting a Global Opportunity Assessing League (GOAL) to evaluate overseas opportunities.

Moving forward, IZN has narrowed its focus to four areas:

- Making "Global Learning for all" the nucleus for internationalizing the University through establishing an array of global learning offerings and elaborating on the theme of global citizenship in the general education curriculum.
- Ensuring academic success for international students and scholars by examining testing and placement methods, financial aid opportunities, and academic and career advising; clarifying international students' academic and career ambitions and helping them achieve these goals; identifying innovative approaches to help international students overcome obstacles such as lack of English language proficiency, and employing customized learning activities and technical assistance, both on and off campus.
- Making institutional changes to assess University-wide measures of success for all global learning activities and providing professional development for faculty in applying these assessments.
- Elevating internationalization to share equal footing with other institutional priorities; synching leadership and structure with global aims.

The following summary documents additional progress Gallaudet has made in implementing recommendations in the IZN plan under the three grand themes.

VII. Office of International Affairs (cont'd.)

Internationalize the Learning Experience

The IZN study revealed a crucial need for Gallaudet to move global learning to the forefront of academics. This is being accomplished by creating international opportunities for faculty to broaden their knowledge and advance global learning in the classroom, and internationalizing the general studies with thematic clusters interwoven in the curriculum and program/majors. On OIA's request, the University engaged Jon Rubin, founder and past director of the SUNY Collaborative Online International Learning/Virtual Exchange (COIL/VE) Center, the national leader in this endeavor, to lead intensive planning to add COIL/VE to the University's repertoire of teaching-learning approaches. The University also appointed Dr. Franklin Torres, associate professor in the English Department, as the University's first Faculty Administrator for Global Learning, Language, Education, and Culture to build cooperation between its Education Abroad and International Fellowships Office and the University faculty. OIA is pleased to have successfully laid the foundation for Gallaudet's pilot with Norway, Japan, Italy, and The Philippines to ensure inclusion of "global learning" in general education and academic clustering. As a result, the COIL/VE courses took place in FY2021 between Gallaudet and colleges and universities in Norway, Japan, Italy, and The Philippines, and with faculty training underway, it is likely that more nations will be added soon. Dr. Joseph Murray, a professor of Deaf Studies at Gallaudet, taught "International Sign and International Connections in Deaf Communities" with his international partner, Dr. Hilde Hauland, at Oslo Metropolitan University, Oslo, Norway; the Japanese College of Social work and Gallaudet offered "Japan and America Deaf Studies and Social Services"; Tawny Holmes Hlibok, Esq., an assistant professor in the Department of ASL and Deaf Studies, taught "Sign Language Rights and Advocacy" with six students at the University Pennsylvania and 17 students at Gruppo SILIS in Italy; and Dr. Franklin Torres, Global Learning Faculty Administrator, taught "Mira, Latin America" in collaboration with his international partner, Mr. Michael Vea at De La Salle - College of Saint Benilde in the Philippines.

Advance International Students and Scholars as Assets AND Ensure their Equitable Participation in Campus Life

In light of the tremendous potential that international students present to build Gallaudet's enrollment numbers, OIA has developed a strategic international recruiting proposal, hired an International Student Success Specialist to advance goals that help ensure international students' equitable participation in all aspects of campus life, and showcased how international students, scholars, and personnel contribute to Gallaudet's success. IA also hosted a number of "All Hands On" in FY2021 — a series of virtual activities to improve international students' experience on campus — including an International Alumni Panel on Facebook Live March 26 and an International Senior Students Panel and Graduation Celebration on April 30, collaborations between OIA's International Student and Scholar Services unit and the University's Division of Equity, Diversity, to engage alumni — both new and from previous class years — with current and incoming international students. Both events provided a venue for members of the campus community to discuss their challenges, successes, experiences, and aspirations, and the second, which also involved the Office of Alumni Relations, had the added bonus of applauding the success of the international members of the Class of 2021.

Favor Multi-facted Relationships and Transformative Collaborations

In the interest of developing clear communication with global organizations that contact Gallaudet expressing interest in exploring the possibility of forming partnerships, seeking learning or research opportunities for scholars, or seeking the University's expertise, OIA takes the lead in deciding if a proposed initiative fits with the University's mission and resources, if it is sustainable, and it holds potential benefit to Gallaudet's Internationalization goals. GOAL is a prime example of the importance of reviewing potential partnerships to ensure a good fit with the University's goals and mission, and a program that is, indeed, a "transformative collaboration." GOAL closely scrutinizes potential partnerships to determine their likelihood in bolstering strategic recruiting, study abroad opportunities, research exchanges, and other ways that benefit the University and enhance its Internationalization objectives. While forming new partnerships is important to Gallaudet's interests, the University continues to be mindful of its prior commitments and ensure there are adequate resources for implementation and post agreement management.

International Development Master of Arts Degree Program

The International Development Master of Arts Degree Program (IDMA) prepares students to design, implement, monitor, evaluate, and advocate for social change activities at local, national, and international levels in collaboration with deaf, deafblind, hard of hearing people, and those with disabilities. Students in the IDMA obtain practical experience examining legal and social policy frameworks, political and economic conditions, sociocultural and language-centered values and rights, and other features of contemporary life that contribute to or impede social participation and social justice.

Highlights for IDMA in FY2021 included graduate student achievements, programmatic development and related research, and international programming to advance initiatives by deaf organizational leadership in disaster and humanitarian initiatives.

Graduate student accolades garnered during FY2021 included the selection of Christine Marshall and Kristina Miranda for the United Nations Association of the National Capital Area's highly competitive Graduate Fellows Program (January to April 2021), and the selection of Neha Balachandran and Karina Baker for the Clinton Global Initiative University to implement their deaf education and food-justice project titled "Seeds & Signs." Student accolades garnered in the past fiscal year included professional field placements in spring and fall of 2021. During the spring, four students conducted field placements: Nageena Ahmadzai (FHI 360; Gender Equity and Social Inclusion Hub); Paul Kozak (Discovering Deaf Worlds; Global Partnerships Intern); Christine Marshall (InterAction; Diversity, Equity, and Inclusion); and Hanna Royer (Oregon Center for Independent Living; Public Policy Intern). In the fall, seven students conducted field placements: Neha Balachandran (FHI 360; Gender Equity and Social Inclusion Hub); Marlena Demmon (Humanity and Inclusion; Inclusion in Humanitarian Action); Grace Kelleher (EnCompass; Democracy, Human Rights, and Governance);

Irisa MacAulay (Women Enabled; Advocacy Intern); Julia Mills (Save the Children; Disability Inclusion Fellow); Kristina Miranda (Humanity and Inclusion; Inclusive Education); Jamison Oslund (Association on Higher Education and Disability; Disability Rights and Education Activism); and Eboni Robinson (National Association of Mental Illness; HelpLine Information and Resources).

With respect to programmatic development and research, the IDMA advanced a Stage 2 proposal for New Program Review to establish an interdisciplinary graduate certificate track in Global Leadership in Deaf-Centered Disability Inclusive Disaster Risk Reduction and Emergency Planning. The University approved the proposal in August 2021, with the program opening anticipated for summer 2022. In connection with Deaf-centered Disaster Risk Reduction, in fall 2021, Dr. Audrey C. Cooper, IDMA associate professor and program director, published original research with five co-researchers representing deaf clubs in northern, central, and southern Việt Nam. This research was funded by a 2019 National Endowment for the Humanities grant (FT-265390). Cooper, AC, Bùi TTH, Nguyễn TL, Nguyễn KP, Nguyễn THT, & Phan NDP. 2021. *Deaf-Led Organizations and Disaster Communication in Việt Nam: Interdisciplinary Insights for Disaster Risk Reduction Planning.* International Journal of Disaster Risk Reduction (65).

With respect to international programming to advance international Deaf disaster and humanitarian initiatives, in summer 2021 the IDMA joined activities led by Gallaudet University's Provost's Office to collaborate with the University of Central Missouri and Howard University's Emergency Management programs, including presenting at a Gallaudet-National Geospatial-Intelligence Agency GeoSpectrum conference in May 2021. In fall 2021, IDMA Program faculty collaborated with faculty from the School of Civic Leadership, Business, and Social Change to co-host a three-part event series with the Global Alliance for Disaster Resource Acceleration. The event series was titled "Deaf Leadership in Disaster Resilience" and commenced with an international webinar on September 24, 2021, titled "Deaf-Led Disaster Action." The webinar featured presentations from the Japanese Federation of the Deaf, Deaf Empowerment and Advancement Foundation of Trinidad and Tobagao, and the Psycho-Education and Applied Research Center of Việt Nam. More than 445 people registered for the event, and 230 attended from around the world. Subsequent events are scheduled for FY2022: "Deaf Leadership in International Disaster Policy," on October 29, 2021, featuring expert panelists Emmanuel Jacq (International Deaf Emergency; UN Inter-Agency Steering Committee on Inclusion of Persons with Disabilities in Humanitarian Action) and Leilani Craig (Craigs Consultants International; Disability inclusive Disaster Risk Reduction (DiDRR) researcher, trainer, and consultant, and an online event in November 2021, featuring interviews with deaf youth leaders on disaster experiences and action in Nigeria and Japan, respectively.

Students on their way to classes outside of one of Gallaudet's residence halls.

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VIII. The Center for Continuing and Online Education

The Center for Continuing and Online Education (CCOE) provides courses, programs, and services to address the needs and interests of diverse internal and external constituencies. It includes both credit and noncredit offerings within a bilingual learning environment and provides leadership in online teaching and learning.

To meet participants' learning needs, instruction is conducted in multiple formats, face-to-face, online, blended, or customized as requested by constituents, to deliver professional development and enrichment courses, programs, and services both on campus and at sites around the country, through its network of Gallaudet University Regional Centers.

CCOE manages a diverse portfolio with its new Instructional Designer Services, online and blended course and program development, the Online Degree Completion Program (ODCP), and Professional Studies and Training (PST).

Online, Blended, and Remote Course and Program Development — the Pandemic Shift

Gallaudet University offers a wide selection of online and hybrid courses and programs for undergraduate, graduate, and professional studies credit. These "anytime, anywhere" learning opportunities allow students to engage in learning from a distance, doing so at the time and place of their choosing. The number of online and hybrid classes offered at Gallaudet has risen steadily over recent years. Since the COVID-19 pandemic led to the University's decision to make all of its courses remote, there has been a shift toward greater support for online and blended course development.

CCOE emerged as a leader in the institution-wide response to the pandemic and continues to lead Gallaudet endeavors to build more online, hybrid, and flexible learning opportunities for its students and provide training to faculty and students to improve their teaching and learning experience. As shown in the figures below, there was a 31% increase in online course offerings between AY2019 and AY2020.

Online and Hybrid Classes by Academic Year (AY)

	AY 2016-2017[1]	AY 2017-2018[1]	AY 2018-2019[1]	AY 2019-2020[1]	AY 2020-2021[1]
Number of hybrid classes	48	51	48	10	15
Number of online classes	183	208	224	311	405
Total	231	259	272	321	420

1- Remote courses are not calculated in these figures.

Online and Hybrid Classes by Academic Year (AY)

	Number of Hybrid Classes	Number of Online Classes
AY 2016-2017	48	183
AY 2017-2018	51	208
AY 2018-2019	48	224
AY 2019-2020	10	311
AY 2020-2021	15	405
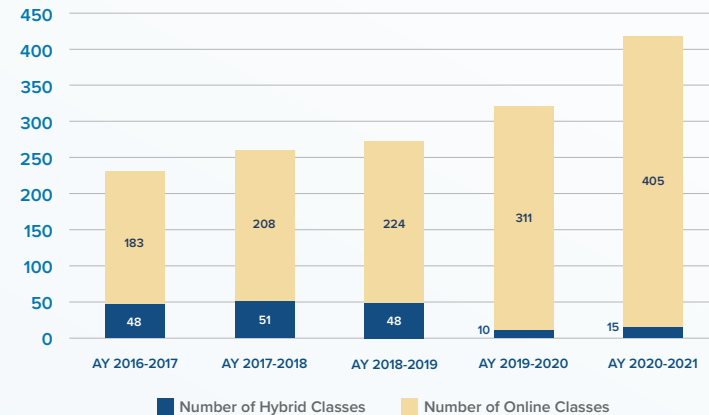
Full-time Faculty and Adjuncts Who Taught Online and Hybrid Courses

	FA 2016	SP 2017	SU 2017	FA 2017	SP 2018	SU 2018	FA 2018	SP 2019	SU 2019	FA 2019	SP 2020	SU 2020	FA 2020	SP 2021	SU 2021
Male	27	29	13	32	27	18	27	29	13	18	27	42	34	30	41
Female	27	33	12	26	38	15	17	19	9	20	26	28	38	35	35
Total Distinct Count	54	62	25	58	65	33	44	48	22	38	53	70	72	65	76

	Full-Time Faculty	Adjunct Faculty
FA 16	27	27
SP 17	29	33
SU 17	13	12
FA 17	32	26
SP 18	27	38
SU 18	18	15
FA 18	27	17
SP 19	29	19
SU 19	13	9
FA 19	18	20
SP 20	27	26
SU 20	42	28
FA 20	34	38
SP 21	30	35
SU 21	41	35
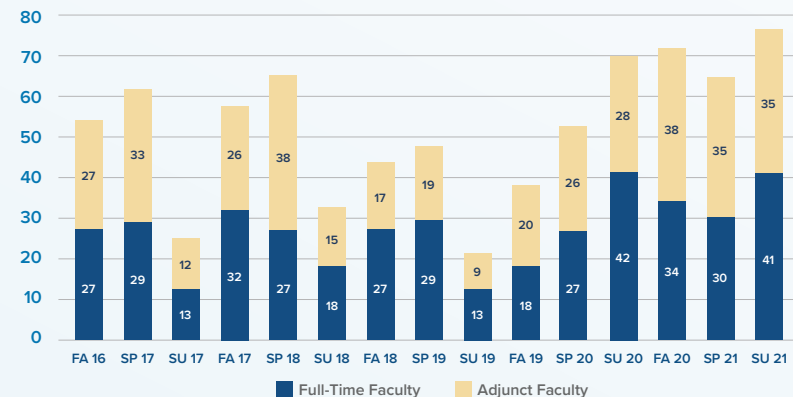
Instructional Designer Services

In January, 2021, CCOE implemented new Instructional Designer Services with one lead instructional designer and five instructional designers. They work with academic programs to build online and hybrid programs. They also oversee the Online Teaching Certificate as well as provide strategies and training for implementing online and hybrid courses that are most conducive to the students Gallaudet serves.

Gallaudet University Online Teaching Certification

AY2020 – 2021 had the highest number of faculty certified to teach online courses and had its first group to update their certification. Faculty and adjuncts are to be fully certified prior to teaching online and hybrid courses and CCOE coordinates this certification process. Since its implementation in 2014, 205 faculty and adjuncts have successfully undergone a rigorous training program, which includes Applying the Quality Matters Rubric, and have been certified to teach online.

In May 2020, the requirement for faculty and adjuncts to have their Online Teaching Certificate (OTC) was suspended by the Faculty Senate in response to all courses becoming remote and was reinstated August 30, 2021, while training for the OTC continued throughout the year. We have seen a 20% increase between AY2019- AY2020 and AY2020-2021 in the number of faculty and adjuncts who earned their OTC.

	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020	AY 2020-2021
Number of faculty and adjuncts who earned their OTC	13	29	10	19	34
Number of certified faculty updating their training	0	0	0	0	8
Total Certified Online Faculty	113	142	152	171	205

Online Degree Completion Program

ODCP is an online undergraduate degree attainment avenue for degree-completion students who have accumulated 80 hours of college credits, are unable to finish their degree program on campus full-time, and seek a study program in deaf studies or psychology. (Starting Fall 2021, ODCP will reduce its transfer credit requirement from 80 to 60, add two minors, Deaf Studies and Psychology, and add an option to graduate with University Honors.) ODCP prepares its graduates to be bilingual, critical thinkers who are knowledgeable about their field of study and mindful of their ethical and social responsibilities, while mastering the technological skills necessary to succeed in a rapidly changing world. Students can earn college credits through coursework offered in a variety of settings. Those include online courses owned by the University and taught by its faculty, as well as online courses from the Online Consortium of Independent Colleges and Universities (OCICU), of which Gallaudet is a participating institution.

ODCP Students by Degree Program

	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020	AY 2020-2021
Deaf Studies	12	12	18	12	16
Psychology	2	0	2	3	8
Total	14	12	20	15	24

ODCP Graduates by Degree

	AY 2016-2017	AY 2017-2018	AY 2018-2019	AY 2019-2020	AY 2020-2021
Deaf Studies	3	7	8	5	5
Psychology	1	0	0	0	2
Total	4	7	8	5	7

Professional Studies and Training

PST courses are offered on campus, online, and at sites across the United States. The following tables show enrollment figures for students enrolled in PST classes from FY2017 through FY2021.

A majority of PST courses were ASL courses, and some continuing studies operations were housed in another unit, ASL Connect. In October 2020, ASL Connect in its entirety moved under the Chief Bilingual Officer (CBO). Beginning FY2021, the Professional Studies ASL courses are reported under the CBO. In the meantime, CCOE continued to invest its resources in online, blended, and remote learning opportunities.

PST Annual Headcount Enrollment Trend

	FY 2017[1]	FY 2018[1]	FY 2019[1]	FY 2020[1]	FY 2021[1]
Students Enrolled only in PST/PSG Courses	551	715	931	819	225
Undergraduate/Graduate Students also Enrolled in PST/PSG Courses	63	68	67	70	20

PST Enrollment Counts per Class by Student Type

	FY 2017[1]	FY 2018[1]	FY 2019[1]	FY 2020[1]	FY 2021[1]
Students Enrolled only in PST Courses	807	977	1,276	1,118	291
Graduate Students Enrolled in PST Courses	63	67	68	79	25
Undergraduate Students Enrolled in PST Courses	13	17	25	19	8
Total	883	1,061	1,369	1,216	324
Faculty/Staff	72	70	63	46	7
Online	415	654	922	1,081	299
Extension	-	-	-	-	17

1 - Does not include consortium student enrollment
2 - Does not include consortium student enrollment or ASL Connect student enrollment

VIII. The Center for Continuing and Online Education (cont'd.)

PST Fall Census Enrollment Trend[1]

	Fall 2016	Fall 2017	Fall 2016	Fall 2019	Fall 2020
Students	151	138	219	199	306

1- Excludes graduate and undergraduate students enrolled in PST/PSG classes.

Non-Credit Program Offerings

In January, 2021, CCOE began offering the University's first revenue-based webinars beginning with a seven-webinar series in collaboration with Deaf Studies Digital Journal on audism followed by a two-webinar series on ASL depiction.

Each webinar was 90 minutes and followed a general format that consisted of 10 minutes for introductions, 50 minutes for expert presentation, and 30 minutes for Q&A. The webinars were presented in American Sign Language with English voice interpretation and live captions provided by CART. During the Q&A portions of the webinar, a Certified Deaf Interpreter appeared on screen to submit the questions to the presenters.

Webinar Series	No. of Webinars	Total Attendance	Avg. Attendance per webinar
Audism (in partnership with DSDJ)	7	2174	311
ASL Depiction	2	404	202

IX. English Language Institute

Gallaudet's English Language Institute (ELI) is a non-federally funded, self-supported English as a Second Language (ESL) program for deaf students. It is the only ESL program serving deaf students to have been accredited by the Commission on English Language Accreditation (CEA). In Spring 2021, the English Language Institute had a new home under the School of Language, Education, and Culture. There were four students who made it to the undergraduate program in Fall 2021. During Fall 2021, the ELI Program added the screening of new prospective students as part of their admissions process. The screening section of the ELI admissions focused more on those who are college-bound by giving written English and ASL assessments. Those who qualified were then placed in either intermediate or high-intermediate ESL courses.

Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
57	52	45	43	32	28	38	27	18	14

A photojournalism professor presents to his class in a Washburn Arts Building classroom.

X. Youth Programs

Gallaudet's Youth Programs office serves deaf and hard of hearing students from elementary through high school. The offered programs promote academic excellence, provide learning opportunities, and encourage social interaction among deaf and hard of hearing students. This is achieved through the Academic Bowl, the Battle of the Books, the National Literary Competition, Summer Youth Camps, Trivia Cup, and the Youth Debate Bowl.

National Academic Bowl

FY2021 marked the 25th anniversary of the Gallaudet University Academic Bowl for deaf and hard of hearing high school students. This event was established with the goal of promoting academic excellence and achievement among deaf and hard of hearing students. In addition to promoting a spirit of academic competition and sportsmanship, the Academic Bowl provides social opportunities for development and collegiality among students from around the country. It serves as public recognition for the honor and importance of academic achievement and is a major recruitment program for the University. In 2021, California School for the Deaf, Fremont won the National championship.

During FY2021, we held three virtual regional Academic Bowl competitions and one virtual national Academic Bowl competition. During the 2021 competition year, 57 high school teams participated, with a total of 218 students and 103 coaches. Of the 69 seniors participating in the competitions, 15 (22%) enrolled at Gallaudet this fall.

Participation in National Academic Bowl for Deaf and Hard of Hearing Students Trend

	FY 2019	FY 2020	FY 2021
Schools/Programs	77	76	57*
Teachers/Staff	150	148	103
Students	299	289	218

*Reduced numbers due to the COVID-19 pandemic

Regional Academic Bowls

Hosting the four regional competitions requires collaboration between Youth Programs and the host schools. For FY2021, we held virtual competitions, and they were hosted entirely by the Youth Programs unit.

FY2021 Regional Academic Bowl Host Institutions

Region	Host Institution
West	Virtual competition (hosted by Youth Programs unit)
Central	Virtual competition (hosted by Youth Programs unit)
East	Virtual competition (hosted by Youth Programs unit)

FY2021 Participation in Regional Academic Bowl for Deaf and Hard of Hearing Students

	WEST	CENTRAL	EAST
Schools/Programs	19	19	19
Teachers/Staff	33	36	34
Students	74	68	76

Battle of the Books

During FY2021, Gallaudet's Battle of the Books entered its ninth year. The purpose of the Battle of the Books is multi-faceted: to promote literacy, foster a spirit of academic competition and good sportsmanship, and to develop critical thinking and independent reading skills among deaf and hard of hearing middle school students. In 2021, we held a virtual National competition due to the COVID-19 pandemic. California School for the Deaf, Fremont won the Buff Division, TOPS K-8 won the Blue Division, and Heathlands School for Deaf Children won the Green Division.

During the 2020-2021 competition, 68 teams from 34 schools or programs participated, with a total of students and 62 chaperones. Out of a total of 182 eligible seniors who competed in at least one year, 32 enrolled at Gallaudet for an enrollment rate of 18%.

Participation in Battle of the Books Trend

	FY 2019	FY 2020	FY 2021
Schools/Programs	54	45	34*
Teachers/Staff	88	72	62
Students	386	356	254

*Reduced numbers due to the COVID-19 pandemic

National Literary Competition

During FY2021, Gallaudet held its fifth annual National Literary Competition (NLC) open to all deaf and hard of hearing students in grades 2-12 across the nation. There are two categories in the competition: ASL and Writing. The purpose of the ASL competition is to further the development of academic ASL, promote creativity and originality in the use of ASL, and to foster a sense of pride in ASL among students. The purpose of the Writing Competition is to allow students to showcase their ability to express themselves in written English and to instill pride and ownership in their work. Out of the 82 seniors who participated in the NLC at least once, 15 (18%) enrolled at Gallaudet this fall.

Participation in the National Literary Competition Trend

	FY 2019	FY 2020	FY 2021
Students	569	780	250*

*Reduced numbers due to the COVID-19 pandemic

X. Youth Groups (cont'd.)

Summer Youth Camps

During FY2021, we were unable to host our Summer Youth Camps (SYC) at Gallaudet due to the ongoing COVID-19 pandemic. Instead, we had three virtual webinars: Immerse into ASL, Deaf Youth Pride, and Got Skills? The Immerse into ASL webinar was a virtual program in which deaf, hard of hearing, and hearing high school students learned ASL via Zoom. The Deaf Youth Pride webinar was a program designed for deaf and hard of hearing LGBTQIA+ high school students and provided them with the opportunity to learn new skills to become an advocate for themselves and others in the community. The Got Skills? webinar was a program for deaf and hard of hearing middle school students in which they participated in a variety of enriching activities. Out of the 54 seniors who have participated in at least one SYC session since FY2018, 8 (15%) enrolled at Gallaudet this fall.

Total Participation in Summer Youth Camps Trend (Webinars for 2020)

	FY 2019	FY 2020	FY 2021
Campers	102	34*	24*

*Reduced numbers due to the COVID-19 pandemic

FY2021 Participation in Summer Youth Camps

	Participants
Immerse Into ASL	10
Deaf Youth Pride	4
Got Skills?	10

Trivia Cup

During FY2021, we started a new competition during the COVID pandemic. The Trivia Cup is a new annual hybrid competition sponsored by Gallaudet University through its Youth Programs office. The Trivia Cup is open to individual high school, middle school, and elementary deaf and hard of hearing students currently enrolled in any K-12 school in the world. Individuals may come from residential schools, day schools, mainstream programs, homeschooling programs, or any other type of educational program having High School, Middle School, or elementary-aged deaf or hard of hearing students. The purpose of the Trivia Cup is to foster the pursuit of academic excellence, promote a spirit of academic competition and good sportsmanship, and encourage social opportunities and collegiality among students.

Participation in the Trivia Cup Trend

	FY2021
Students	254

Youth Debate Bowl

During FY2021, we also started another new competition during the COVID pandemic. The Youth Debate Bowl is a new annual hybrid competition sponsored by Gallaudet University through its Youth Programs office. The Youth Debate Bowl is open to all deaf and hard of hearing students in middle and high school. Individuals may come from residential schools, day schools, mainstream programs, homeschooling programs, or any other type of educational program having high school, middle school, or elementary-aged deaf or hard of hearing students. The purpose of the Debate Bowl is to foster critical thinking and public speaking skills; healthy democratic skills and habits; promote a spirit of academic competition and good sportsmanship; and encourage social opportunities and collegiality among students.

Participation in the Youth Debate Bowl Trend

	FY2021
Students	19

Two teams compete against each other during Gallaudet's annual National Academic Bowl.

QUESTION 6
SCIENCE AND MATHEMATICS

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"

I had countless opportunities and many rich experiences, and I grew as a person and a student. It was an amazing journey, and I know that my Gallaudet degree will open many doors for me in the future.

"

VANITA DAMA, '16

Priority Two: Knowledge Creation and Discovery

Furthering Gallaudet's creative edge through the creation and dissemination of research and new knowledge by, about, and for deaf people and visual languages to benefit humanity, foster knowledge sharing, advance interdisciplinary and translational science and scholarship.

Students engaged during a study group session.

I. Research and Outreach

Gallaudet University's ongoing commitment to research that benefits deaf and hard of hearing people and all humanity around the world led to a higher research reclassification by the Carnegie Classification of Institutions of Higher Learning in 2019. For the first time since the classification system was created in 1970, Gallaudet was recognized as a research university in Carnegie's "Doctoral Universities: High Research Activity (R2)." This accomplishment is an immense and extraordinary achievement for Gallaudet University, recognizing the multitude of important contributions from the various research teams and faculty researchers.

Gallaudet's research in FY2021 was guided by a set of research priorities that were adopted in 2018. Although the University's research priorities were condensed from 13 to five, with those five being Education, Diversity, Accessibility, Deaf Experience, and Language and Cognition, they continue to perpetuate an unwavering resolve to advance the quality of life for deaf and hard of hearing people around the world and to benefit humankind in general. These outcomes are reflected in a wide array of academic disciplines. (Examples follow in the FY2021 Research Overview and Research Activities sections.)

Introduction

Gallaudet's Interim Provost, Dr. Jeffery Lewis, along with Dr. Poorna Kushalnagar, Special Assistant to the Provost for Research and Engagement, continues to lead the University's Division of Academic Affairs and effectively manages its resources to achieve its strategic goals and objectives. The Office of the Provost includes several units that support the research mission of the University, including the Office of Sponsored Programs and Research Activities. Also included are the following research centers: Visual Language and Visual Learning (VL2) and its research hubs, the Deaf/Hard of hearing Technology Rehabilitation Engineering Research Center, the Technology Access Program, The Center for Deaf Health Equity, and the Drs. John S. and Betty J. Schuchman Deaf Documentary Center/Gallaudet University Museum. (See "Scholarly and Creative Activity" and Research and Scholarly Activities by Research Centers.)

During FY2021, Gallaudet, like other institutions of higher learning, operated on a remote status, conducting research and academic activities almost entirely online. This created a range of operational challenges supporting and facilitating the expansion of national and international activities in training and technical assistance, exhibits and social media-based information sharing, and online and extension teaching. There were also challenges related to American Sign Language teaching, intellectual exchanges with faculty and staff from other universities, and establishing cooperative agreements with domestic and international organizations. Nevertheless, Gallaudet's faculty, research centers and labs, Institutional Review Board (IRB), research support administrators and staff responded, worked through focus groups and task forces to ensure these activities could continue safely through remote means. Through these significant efforts, new ways of researching, studying, and working collaboratively across multiple disciplines were discovered. By enhancing and building upon this knowledge and sharing it with those who are eager to benefit from it, Gallaudet continued to strengthen the principles of its Strategic Plan.

The University demonstrated ongoing progress in FY2021, in terms of its commitment to be a global center of research, development, and outreach leading to the advancements in knowledge and practice for deaf and hard of hearing people and all humanity. Faculty and students—often in collaboration—vigorously pursued a wide range of research interests related to their academic disciplines and displayed perseverance and innovation in adapting to the barriers limiting in-person activities. In doing so, they are fortifying the foundation of knowledge Gallaudet has built over the past 157 years and continuing to build upon its reputation as an esteemed center of academics and research to enlighten and empower others.

Gallaudet continued its emphasis on training a new generation of researchers in FY2021 by encouraging experienced faculty and staff researchers to serve as mentors to newer faculty, undergraduate, and graduate students, joining them in a multitude of studies. As a result of this interdisciplinary approach, Gallaudet's research products and other innovative projects were enriched by students, faculty, and staff across contrasting academic disciplines who made unique connections between ideas and concepts. This innovative approach allows students to learn how to incorporate ideas and apply the knowledge they have gained in multiple ways, ultimately achieving a more meaningful, enriching higher education experience.

An example of students and faculty actively engaging in mutual reciprocity while benefiting from the research initiatives is the Research Experiences for Undergraduates, supported by a grant from the National Science Foundation (NSF). This grant was awarded to faculty member Dr. Raja Kushalnagar and aimed to support undergraduate research experiences for students in universities all across the country. From among over 100 applications received, 10 students were selected in 2021 to participate in a summer-long research training program, provided with mentorship from several of faculty members at Gallaudet University.

Another fine example of student engagement in research activities, Dr. Ilaria Berteletti, director of the Numeracy and Educational Neuroscience Lab (NENS), and doctoral students SaraBeth Sullivan, a student in the Program in Educational Neuroscience (PEN) and Lucas Lancaster, a student in the Hearing, Speech, and Language Sciences program published a research paper in the *Journal for Numerical Cognition* titled "The unexplored role of handshape similarity in processing numbers on the hands." The researchers found that pairs of hand shapes sharing more features were harder to recognize than pairs sharing fewer features, and that this interacted with numerical processing. The study will bring empirical evidence in support of educational strategies working on maximising the ability to recognize hand shapes when teaching numbers on the hands.

Emerging faculty researchers also contributed to Gallaudet's progress as a global center. Dr. Deanna Gagne, an esteemed professor of Linguistics, from the School of Language, Education, and Society, delved into research on ProTactile sign language, with a focus on how and in which ways children acquire and develop language, including varying language experiences in relation to cognitive development.

I. Research and Outreach (cont'd.)

Dr. Lori Day, a professor in the Department of Psychology in the School of Human Services and Sciences, was awarded a five-year, $2.9 million grant from the Substance Abuse and Mental Health Services Administration (SAMHSA). This grant aims to support the Project Center for Advancing Trauma Informed Care for Deaf and Hard of hearing Children, a new center to be led by Dr. Day in collaboration with students, researchers, and clinicians specializing in mental health and language development. The project will support the creation of a Treatment and Service Adaptation Center at Gallaudet, where mental health interventions that are trauma-focused will be adapted, taught, and implemented for deaf and hard of hearing children, adolescents, and their families.

The above mentioned brilliant and innovative opportunities for outreach and collaborative research were largely supported not only by various stakeholders at Gallaudet University, but also by the newly expanded Office of Sponsored Programs and Research Services (OSPRS). The Research Support unit of the former Research Support and International Affairs joined the Office of Sponsored Programs in 2020 and continued to provide research support and services to the faculty, staff, and student researchers throughout 2021. OSPRS aims to continue to provide support to Gallaudet and Clerc Center faculty and professional staff who are seeking internal and external funding for research, training, and other sponsored projects to benefit the University community.

FY2021 Overview

Thanks to grant writing and new and ongoing studies, research flourished in Gallaudet's academic departments, as well as in its dedicated research centers. A strong emphasis continues to be placed on how research findings can be broadened to encompass instruction and the advancement of deaf and hard of hearing people.

Gallaudet reinforced its commitment to global education and outreach in FY2021, continuing to cultivate international partnerships that benefit its students and the worldwide deaf community. At the same time, it is encouraging personal and academic growth for faculty and students through international and intercultural education opportunities. A key component that continued to lead this effort was announced in the summer of 2021 as Gallaudet University was awarded a three-year, $2.05 million grant from the United States Agency for International Development (USAID) to support initiatives to advance education, employment, and life opportunities toward the empowerment of deaf, hard of hearing, and deafblind children and youth in the Federal Republic of Nigeria. This project, Gallaudet in Nigeria-Africa (GAIN), was formally known as the Deaf-E3 Project, aims to promote Education, Employment, and Empowerment, and is also a partnership between Gallaudet, the Nigerian National Association of the Deaf (NNAD), and Wesley University.

II. Gallaudet Research Priorities

As mentioned in the beginning of this section, Gallaudet adopted a new set of research priorities in FY2018 following a three-year internal and external review. Although these priorities were condensed from 13 to five, they continue Gallaudet's unique and long-standing responsibility and commitment to encourage research that addresses the diversity of the deaf and hard of hearing population on campus, across the United States, and around the world. These priorities provide a foundation for the research efforts of the University and the Clerc Center that will ultimately benefit these populations, and all of humanity.

The Education of the Deaf Act (EDA) requires the University to establish its research priorities through input from constituent groups, consumers, and heads of federal agencies. Gallaudet faculty, staff, and students are offered the opportunity to provide their input by working together to identify areas that they feel are most essential to the University's mission to educate and empower deaf and hard of hearing people.

The five priorities, as mentioned above, are:

Priority #1: Education. The status and impact of current practices and policies related to the education, professional and technical training, and career preparation of 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 deaf, hard of hearing, and deafblind communities, including underserved populations, as represented through the arts, humanities, allied fields, demographic studies, and genetics, along with ethical and policy issues surrounding these manifestations of diversity.

Priority #3: Accessibility. Accessibility for 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 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 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 Projects Organized by Research Priorities

Project	Priorities (Numbers correspond to priorities earlier in this section)				
	1	2	3	4	5
"Can you see/touch me?" Preliminary Development of Nursing Students' awareness training of Deaf Japanese Patients' needs			•	•	
'Deaf Studies Digital Journal'	•	•	•	•	•
A Brief Cognitive Screening Tool for The Deaf Population: A Pilot Study.			•	•	•
A Case Study Evaluation of a Formal ASL-English Mentorship Program	•				
A Case Study of Mentoring Deaf Academics: The PAH!* (Success) Academic Writing Retreat	•		•	•	
A Translation of the Childhood Trauma Questionnaire-Short Form to American Sign Language			•	•	
Accessibility features in ZOOM to improve equity in the MPA classroom. Journal of Public Affairs Education	•	•	•		
Adaptations of Parent Child Interaction Therapy for Deaf Families				•	
Analysis of the lexicon, phonology, morphology, and syntax of ZEI.		•		•	•
ASL Discourse Structure of Personal Experience Narratives		•			•
ASL Translation of the VCI from WISC-V	•	•	•	•	•
Assessing the Effectiveness of Can-Do Statements for ASL	•				•
Assessing the effectiveness of the Anacostia River tunnel in reduction of eutrophication	•		•		
Assessing the Fairness of the Teacher Work Sample	•				
Behavioral and neural responses to American Sign Language avatars	•		•	•	•
Bilingual ASL/English storybook apps for children	•		•	•	•
Bimodal Bilingual Code-blending: Language Synthesis					•
Biological Motion Perception in Deaf Native Signers					•

II. Gallaudet Research Priorities (cont'd.)

Research Projects Organized by Research Priorities (cont'd.)

Project	Priorities (Numbers correspond to priorities earlier in this section)				
	1	2	3	4	5
Bismuth Telluride and Molybdenum Disulfide Nanomaterials	•	•			
BL2 Near-Infrared Spectroscopy (NIRS) Basic Certificate Program	•	•	•	•	•
BRIDGES- Bias Reduction Intervention: Deaf Gain in Employment Settings	•	•	•	•	
Case Studies of the Cognitive Apprenticeship Approach to Develop Writing Skills of American Sign Language-English Interpreting Students					•
Characterizing Deaf Children's Early Communication Services: An Online Parent Survey	•			•	•
Chinese Students' Deaf Identities: To and From a Deaf-Centric University		•		•	
Cochlear implants and the brain: The biological basis for language and cognition in infants, children, and adults with cochlear implants	•	•	•	•	
Cognitive and affective predictors of language and socioemotional outcomes in deaf and hard of hearing individuals	•				•
Cognitive, Social and Affective Components of Academic Outcomes	•				•
Communication of sexual health knowledge and attitudes by deaf and hard of hearing undergraduates with their parents				•	
Comparative Analysis of Novice and Experienced Interpreters Cognitive Aptitude					•
Computer Simulations to Understand Disease Mechanisms	•				
Crisis lifecycle, policy response, and policy effectiveness	•	•			
d/Deaf Disabled Experiences with the Deaf Community		•	•	•	
Deaf and Hard of Hearing Audiology Students: Student and Preceptor Perspectives	•		•	•	
Deaf and Hard of Hearing College Students' Cognitive Strategies for Equal Sharing Problems	•				
Deaf and Hard of Hearing Students' Skills and Needs for Academic Success	•	•		•	
Deaf NYC	•			•	

Research Projects Organized by Research Priorities (cont'd.)

Project	Priorities (Numbers correspond to priorities earlier in this section)				
	1	2	3	4	5
Deaf Perspective on English to ASL Interpreting Repair Strategies			•	•	
Designing Serious Games for Chemistry	•			•	
Do expert signers recruit signed phonology processes while solving single digit multiplication problems?	•			•	•
Effectiveness of mentoring in science research	•		•	•	
Effectiveness of Telemental Health Services Among a Clinical Sample of Deaf and Hearing Consumers			•	•	
Efficacy of Parent-Child Interaction Therapy with Deaf/Hard Of Hearing Children and Families			•	•	•
Encouraging work-life balance in academia: A study of campus child care.		•			
Examining how Deaf translators negotiate concepts that are not conventionalized in Hong Kong Sign Language		•		•	•
Exploring Cultural Responsiveness: Guided Scenarios for Communication Science and Disorders Professionals	•	•			
Eyeth 3D: A Deaf Folktale Transformed for the 21st Century	•		•	•	
Family ASL: Bimodal bilingual acquisition by deaf children of hearing parents					•
Help-Seeking Behavioral Among Deaf and Hard of Hearing Individuals		•	•	•	
High Risk Sexual Behaviors and Deaf Males: A Look at Systems, Resources and Culture	•	•		•	
Higher Education Institutional Responses to COVID-19	•	•	•		
HINTS-ASL: Deaf Signers' Experience with Seeking Health Information			•		
Honors Capstone	•	•	•	•	•
How We Rise-Social Networks in Charlotte: Policy Choices, Policy Opportunities	•	•	•		
How2Sign: A Large-scale Multimodal Dataset for Continuous American Sign Language.			•		•

II. Gallaudet Research Priorities (cont'd.)

Research Projects Organized by Research Priorities (cont'd.)

Project	Priorities (Numbers correspond to priorities earlier in this section)				
	1	2	3	4	5
Impact of Language Experience on Early Numerical Cognition	•			•	•
Incorporating Original Research into Undergraduate Chemistry Curriculum	•			•	
Infusing the Reggio Emilia Approach in Deaf Education	•				
Investigation of young ASL signing children's counting skills through online testing	•				•
Investigations of the effect of catalyst loading on cross-metathesis reaction	•		•		
Investment Liberalization, Credit Constraints, and International Trade	•		•		
Language Attitudes about Interpreters					•
Language disorder in deaf and hard of hearing (D/HH) children: Typical acquisition and profiles of specific language impairment	•				•
Language Emergence, Evolution, and Acquisition					•
Learning ASL as a Late Second Language Depends on the Strength of the First Language Foundation	•			•	•
Listening Effort and Developmental Neuroplasticity in Children with Hearing Aids and Cochlear Implants	•	•	•	•	•
Mental Health Literacy & Black Men: A Critical Exploration of Intersecting Black Male Perspectives		•			
Merging Deaf Talent with 21st Century Digital Skill Sets: Scaling a solution to technological employability and literacy for deaf, hard of hearing, and deaf people with additional disabilities	•	•	•	•	•
ML2: VL2 Storybook Apps and Storybook Creator	•	•	•	•	•
Motivated Look at Indicating Verbs in ASL (MoLo)	•	•		•	•
Navigating Social Distancing with DeafBlind Children: ProTactile Language Acquisition in an Online Learning Environment			•	•	•
Neural Bases of Tactile and Visual Language Processing	•				•
Neural Correlates of Observing and Producing Sign Language	•			•	•

Research Projects Organized by Research Priorities (cont'd.)

Project	Priorities (Numbers correspond to priorities earlier in this section)				
	1	2	3	4	5
Neural investigation on the impact of a visual language on arithmetic processing: an fMRI approach	•			•	•
New Signers: Acculturation and Coping	•	•	•	•	
NSF IUSE: Creating Validated Learning Objectives to Improve Course Design and Student Outcomes in Introductory Biology.	•				
Parental Disclosure of Adverse Childhood Experiences in Deaf and Hard Of Hearing Children				•	
Partnership in reduced dimensional materials (PRDM): Preparation of molybdenum disulfide nanomaterials					
Patient Reported Outcomes, COVID-19 Knowledge and Percieved Risks, and Healthcare Among Deaf and Hard of Hearing Adults in the U.S.			•	•	
Perception of COVID-19 physical distancing effectiveness and contagiousness of asymptomatic individuals: A cross sectional survey of deaf and hard of hearing adults in U.S.	•	•	•	•	•
Performance Anxiety in Adults Who Gesture	•	•	•	•	•
Philadelphia signs		•		•	•
Population genetics of connexin 26 deafness		•		•	
Priority Research Fund	•	•	•	•	•
Prosody in Cochlear Implant Users					•
Prosody in Individuals with Intellectual and Developmental Disabilities					•
Qualities of Good Audiologists					
Recognizing and using emotional and grammatical facial expressions in deaf children with Autism Spectrum Disorders					•
Reducing Language Obstacles Deaf Students Face When Developing Scientific Competencies	•	•	•	•	•
Representation of Deaf Characters in Mainstream Television Watched by Adolescents			•	•	
Representation of deaf characters in television watched by adolescents and young adults				•	

II. Gallaudet Research Priorities (cont'd.)

Research Projects Organized by Research Priorities (cont'd.)

Project	Priorities (Numbers correspond to priorities earlier in this section)				
	1	2	3	4	5
RERC on Technology for the Deaf and Hard of Hearing			•		
REU Accessible Information and Communications Technologies			•		•
REU Site: Undergraduate Research Experiences in Estuarine Processes	•				
Semantic Congruity Effects in Non-Native ASL Interpreters with Signed Sentences: An ERP Study	•				•
Serving During Crisis: A Case Study of Public Servants Demonstrating Engagement, Empathy, Equity, and Ethics		•	•	•	
Sexual and Gender-Based Violence in European Asylum Reception Facilities: Disclosure Experiences		•			
Sign language comprehension and mental rotation abilities	•	•		•	•
Sign-to-voice interpreting considering clients with differing language preferences.		•	•		•
Signed Coreference Resolution			•		•
Signing Avatars & Immersive Learning (SAIL)	•	•	•		•
Small Research Grants		•	•		
Smoking and Aging Effects on the Auditory System	•	•			
Speech Recognition Threshold (SRT) Assessment in Children		•	•		
Stress, Social Support, and Life Experience				•	
Synthesis of bismuth telluride nanomaterials	•	•			
Targeting America's Defectives: the Exclusion of Deaf People from State Sterilization Programs				•	
The Acquisition of ASL Morphosyntax in New Signers	•	•		•	•
The American Dream: Deaf history through deaf art				•	

Research Projects Organized by Research Priorities (cont'd.)

Project	Priorities (Numbers correspond to priorities earlier in this section)				
	1	2	3	4	5
The Climate of the ASL Profession: ASL Pedagogy, Curriculum, and Assessment	•				•
The Diagnosis of Attention Deficit Hyperactivity Disorder in College-Aged Deaf Individuals: An examination of the Barkley Adult ADHD Rating Scale (BAARS-IV)	•			•	•
The Effects of Reflected Appraisals on Interpreter Self-Concept	•				
The Impact of COVID-19 and Emergency Online Learning on Deaf College Students' Experience of Social Isolation and Well-being			•	•	
The impact of language experience on the neural activations of arithmetical processing (EEG)	•	•			•
The impact of language modality on number sense and arithmetic processing (adult study)	•				•
The Influence of Language on Cognitive Development				•	
The Perception of Fingerspelling Using Point Light Displays	•				•
The RAVE Revolution for Children with Minimal Language Experience During Sensitive Periods of Brain and Language Development	•	•	•	•	•
The reading habits of professional signed and spoken language interpreters					
The semantics of space in Sign and Gesture	•			•	•
Transitioning from high school to college: Student perceptions of preparation	•			•	
Twenty-First Century Captioning Technology, Metrics and Usability (Captioning DRRP)			•	•	
Un-telling "The Eugenist's Tale": Early 20th Century Deaf Writers on A.G. Bell and Eugenics				•	
Understanding the Impact of the Low Interest Rate Environment on Retirement Security in the United States: A Review of Academic and Practitioner Research	•		•		
vHIT Uses and Procedures: A Survey of Audiologists					
Virtual Vestibular Screening Compared to On-site Assessment			•		
What are some of the barriers for Black Deaf college students pursuing bachelor's and/or master's degrees?	•				

II. Gallaudet Research Priorities (cont'd.)

Research Projects Organized by Research Priorities (cont'd.)

Project	Priorities (Numbers correspond to priorities earlier in this section)				
	1	2	3	4	5
What experiences do American Sign Language – English Interpreters from the United States have when working abroad?			•		
What information is provided to families of newly identified deaf/hard of hearing children?	•		•	•	•
Women Writers Buried in Virginia	•	•		•	
Word skipping in deaf and hearing bilinguals: Cognitive control over eye movements remains with increased perceptual span					•
'We all want what's best for our kids' Discussions of D.C. public school options in an online forum	•	•	•		
Total 131 projects reported	**74**	**47**	**55**	**68**	**60**

A student gets feedback from their professor during a drawing class.

III. Students Actively Engaged in Research

Perpetuating Gallaudet's legacy as a highly respected global center of research with a unique role in serving deaf and hard of hearing people is of paramount importance. Cultivating future generations of researchers is a responsibility of seasoned faculty researchers who serve as mentors to and collaborators with students on research studies. Students frequently approach long-standing problems in new ways and lend fresh perspectives that may otherwise be overlooked.

From serving as assistants for faculty investigators to carrying out their own studies, students are major contributors to the vitality of campus research scholarship. Across the University, there is a growing number of student researchers, from those in the physical sciences to social sciences to deafness-related disciplines. Of the 131 research projects reported herein, 52 graduate and undergraduate students were involved in 36 projects. In FY2021, there were 29 Small Research Grant (SRG) awards; of these SRG awards, 27 were led by student researchers. This number included both new awards and extensions from the previous fiscal year. The pinnacle of student contribution to knowledge is the doctoral dissertation. In FY2021, 17 students completed their doctoral studies, as shown below.

Department of Education
Kim, D. (2021). *The Impact of Graphic Novels on Reluctant Deaf Readers* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Misener Dunn, K.M. (2021). *Capturing voices through ASL storytelling: Portraits of Deaf storytellers in the upstate of South Carolina* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Educational Neuroscience Program
Berger, L. (2020). *The role of sensory experience and communication modality in the neural mechanisms supporting social communicative processes: A fNIRS hyperscanning study* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Department of Interpretation and Translation
Ford, F.M. (2021). *Interpreting while Black: A phenomenological study of the lived reality of African American ASL-English interpreters* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Reinhardt, L.R. (2021). *Swift trust formation: Experience of deaf consumers and ASL-English interpreters* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Wessling, D.M. (2020). *Stories of leaving: A multiple case study of the attrition of novice American Sign Language-English interpreters* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Williamson, A.C. (2020). *Deaf students' experience of engagement in a mediated education: It is what it is* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Department of Linguistics
Tomita, N. (2021). *Breaking free from text: One JSL user's discourse journey over time* (Doctoral dissertation). Gallaudet University, Washington D.C.

Department of Psychology
Owens, L. (2021). *A phenomenological study of Deaf student-parents and their experiences* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Roberts, R.L. *d/Deaf Disabled experiences with the Deaf community: A focus group study* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Rodríguez, Y.S. (2020). *Exploring the beliefs and attitudes about deaf education of Mexican-American parents in the south Texas/Mexico border* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Strasser, A. *Influence of pre-reading parent and child behaviors on early alphabet knowledge: An investigation of children with hearing differences* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Barrett, G.E.S. (2020). *An exploration of questions as they apply to signing and oral deaf children participating in the baseline session of Parent-Child Interaction Therapy (PCIT)* (Doctoral Dissertation). Gallaudet University, Washington, D.C

Fedlan, D. (2020). *Examining the relationship between perceived parenting style and attachment in deaf adults* (A replication study) (Doctoral Dissertation). Gallaudet University, Washington, D.C.

Lopetegui, S.A. (2020). *Impact of parent openness to and style of communication on the emotion regulation of their d/Deaf youth* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Silvasi, P.M. (2020). *Warnings that fell on deaf ears: A three-pronged analysis of encounters between deaf individuals and law enforcement* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Sterling, B. (2020). *Attachment and acculturation as catalysts for a meaningful life in individuals who are deaf* (Doctoral dissertation). Gallaudet University, Washington, D.C.

IV. Research and Scholarly Activities by Research Center

The research and scholarly activity sections lists the FY2021 research projects and achievements by the dedicated research centers, including the Rehabilitation Engineering Research Center on Improving the Accessibility, Usability, and Performance of Technology for Individuals who are Deaf or Hard of hearing (DHH-RERC); Technology Access Program (TAP); National Science Foundation/Gallaudet Science of Learning Center (SLC) on Visual Language and Visual Learning (VL2) and its four hubs, including the Brain and Language Laboratory for Neuroimaging (BL2); and the Drs. John S. and Betty J. Schuchman Deaf Documentary Center (SDDC). (The work done in department laboratories is shown later under "Research and Scholarly Activities by Academic Units".)

When a project has two principal investigators from different units, a cross-reference note guides the reader to the placement of the full project profile. For each research project, the following fields are shown: the project's title, status and timing, abstract, investigator(s) and their affiliation, funding sources, and products derived from that project.

Following each unit's entry is a list of citations of scholarly and creative products by faculty and staff that are not associated with a research project. These scholarly achievements are strong evidence of Gallaudet's intellectual vitality, and demonstrate the high caliber of professionalism, knowledge, and skill these individuals possess to prepare the university's students for successful careers and fulfilling lives.

In FY2021, 30 campus researchers, who are either students or faculty members, were awarded grants by virtue of the OSPRS and the former Research Support and International Affairs (RSIA) administration of the Priority Research Fund and Small Research Grants programs.

Research Services

The Research Services component of Gallaudet's newly expanded Office of Sponsored Programs and Research Services (OSPRS) strives to support the University's legislated obligation to conduct research and disseminate findings on topics of concern to deaf people and those who live, work with, and educate them. To this end, Research Services aspires to stimulate students, faculty, and staff in the pursuit of new knowledge of value to their scholarly growth and to their discipline, and by providing access to editing assistance with grant proposals.

Research Services enhances Gallaudet's intellectual climate by facilitating scholarly opportunities on campus. Early-career researchers can turn to Research Services for editing assistance for research grant proposals, and all faculty and staff members can receive methodological consultation from Research Services to facilitate all phases of their research. Further, Research Services, in partnership with the Office of the Provost and Academic Affairs deans, hosts the annual Gallaudet Research Expo, an event to recognize and share the exciting research and scholarly inquiry being conducted at the university.

In addition, Research Services compiles a database and report of the University's achievements in research and scholarship, consults on studies within its areas of expertise, and provides access to the archived Annual Survey of Deaf and Hard of hearing Children and Youth. Finally, OSPRS has continued its ongoing research and activity on bilingual language planning.

Audrey Wineglass Foster, Assistant Dean of the Office of Sponsored Programs and Research Services

Susan Larrison, Coordinator, Research Services and Special Projects

Research Projects

Small Research Grants

Status: Ongoing
Start date: October 2007
Gallaudet's Small Research Grants Program (SRG) fosters research activity by Gallaudet and Clerc Center faculty and professional staff, as well as University students, by funding small studies of durations of one year or less. We accept proposals for studies on any topic of academic significance, using any accepted research method. The Office of Sponsored Programs and Research Services reviews, awards, and administers the grants in collaboration with faculty members and academic departments. Details on all of the funded studies can be seen, as listed under the various academic departments in this chapter.

Principal investigators
Larrison, Susan • Office of Sponsored Programs and Research Services
Audrey Wineglass Foster • Office of Sponsored Programs and Research Services
Funding sources
Gallaudet funding

Priority Research Fund

Status: Ongoing
Start date: October 2007
Gallaudet's Priority Research Fund (PRF) supports campus research studies in five areas that have been determined to be of high importance to the University. Studies are supported for up to three years. The review and administration processes are aligned with standard and federal grant application processes, in order to help prepare campus researchers to effectively apply for external funding. Applicants are expected to first seek external funding. If funded by PRF, researchers should be actively applying by study's end externally for continuance.

Principal investigators
Larrison, Susan • Office of Sponsored Programs and Research Services
Audrey Wineglass Foster • Office of Sponsored Programs and Research Services
Funding sources
Gallaudet funding

Center for Deaf Health Equity

The lab's mission is to do research that links accessibility to health outcomes among deaf/hard of hearing individuals. The lab's goals are to:

- Design and evaluate health research projects
- Share results through presentations and publications
- Engage in community partnership, training, and education

Our researchers at Deaf Health and Quality of Life are involved in a wide range of biobehavioral and applied research projects. In addition, our faculty, students, and community members, all from a variety of academic backgrounds, contribute to the lab.

Dr. Poorna Kushalnagar, Center for Deaf Health Equity director

Research Projects

"Can you see/touch me?" Preliminary Development of Nursing Students' awareness training of Deaf Japanese Patients' needs

Status: Completed
Start date: November 2020
End Date: MAY2021

Efforts to make the healthcare environment responsive to patients' needs, preferences and values help increase the quality of nursing care, which improves patient satisfaction and long-term health outcomes. The proposed study will develop an online-based training module using patient simulation scenarios based on the actual experiences of deaf patients. The ultimate objective is to improve nursing students' perceptions and attitudes as well as knowledge to ensure Patient-Centered Care (PCC) for patients who are deaf.

Principal investigators
Takayama, A • ASL and Deaf Studies

Additional investigators
Bauman, Dirksen • ASL and Deaf Studies
Kushalnagar, Poorna • Psychology

Funding sources
Gallaudet Small Research Grant

HINTS-ASL: Deaf Signers' Experience with Seeking Health Information

Status: Completed
Start date: August 2015
End Date: December 2020

The National Cancer Institute's Health Information National Trends Survey (HINTS) is heavily dependent on English, which presents serious language barriers to deaf patients who use American Sign Language (ASL). The availability of HINTS and similar surveys in ASL and English that are valid for users of accessible technology and services will provide important insights on understanding the trends in deaf people's use of the internet for health-related purposes, therefore, improving health communication models that will lead to better personal and public health within this underserved population.

Principal investigators
Kushalnagar, Poorna • Psychology

Funding sources
National Institutes of Health (NIH)

Patient Reported Outcomes, COVID-19 Knowledge and Perceived Risks, and Healthcare Among Deaf and Hard of hearing Adults in the U.S.

Status: Ongoing
Start date: MAY2020
End Date: April 2021

Current widely used NIH-funded patient reported outcome measurement systems (PROMIS) include domains that assess global, physical, mental, and social health from the patient's perspective. PROMIS is heavily dependent on English, which is a serious barrier to DHH patients who use American Sign Language (ASL) and demonstrate low English proficiency. In 2015, PI Kushalnagar was awarded an R01 to address this knowledge gap through (1) linguistic and psychometric validation of PROMIS- Deaf Profile in ASL and (2) cross-sectional analysis of patient reported outcomes (PROs) in an U.S. sample of DHH adults who use ASL. We have added revised aims to address the urgent issues related to coronavirus. This revision application addresses an immediate need to create an online ASL/English survey to quickly deploy and assess an underserved DHH population's knowledge/attitude toward physical distancing, self-perceived risk for COVID-19, patient-physician communication, and healthcare access experience. This study will also gather new data from key stakeholders that works with this population; and will be used to inform the correct interpretation of the quantitative findings from PROs and COVID-19 data. Together, using mixed methods approach, the team will integrate quantitative PROs and COVID-19 data with stakeholder qualitative data to enlighten new findings and provide the necessary foundation for public health policy and program strategies aimed at improving human communication in DHH population.

Principal investigators
Kushalnagar, Poorna • Psychology

Funding sources
National Institutes of Health (NIH)

Products
Engelman, A., Paludneviciene, R., Wagner, K., Jacobs, K., & Kushalnagar, P. (2021). Food Worry in the Deaf and Hard of Hearing Population During the COVID-19 Pandemic. Public Health Reports, 136(2), 239–244.
https://doi.org/10.1177/0033354920974666

Moreland, C. J., Paludneviciene, R., Park, J. H., McKee, M., & Kushalnagar, P. (2021). Deaf adults at higher risk for severe illness: COVID-19 information preference and perceived health consequences. Patient Education and Counseling, S0738 3991(21)00191-9. Advance online publication.
https://doi.org/10.1016/j.pec.2021.03.020

Paludneviciene, R., Knight, T., Firl, G., Luttrell, K., Takayama, K., & Kushalnagar, P. (2021). Perception of COVID-19 Physical Distancing Effectiveness and Contagiousness of Asymptomatic Individuals: Cross-sectional Survey of Deaf and

IV. Research and Scholarly Activities by Research Center (cont'd.)

Hard of hearing Adults in the United States. Journal of medical Internet research, 23(2), e21103. **https://doi.org/10.2196/21103**

Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC)

The Rehabilitation Engineering Research Center on Improving the Accessibility, Usability, and Performance of Technology for Individuals who are Deaf or Hard of hearing (DHH-RERC) is funded by the National Institute on Disability, Independent Living, and Rehabilitation Research under the Administration for Community Living at the U.S. Department of Health and Human Services. The mission of the DHH-RERC is to provide consumers who are deaf or hard of hearing, as well as their families and clinicians, with the knowledge and tools necessary to:

- Take control of their communication and hearing technologies, adapt those technologies to their needs in real-world environments, and achieve greater autonomy in their technology use.
- Derive full benefit from the shift from special purpose devices to increasingly powerful and interconnected consumer electronics.

Consumers who are deaf or hard of hearing, if given appropriate ways to control the technologies that they use, will be in the best position to meet their needs and make technology work for them. This is preferred to relying on clinical practitioners, hearing health providers, and other types of service providers, all of whom are removed from the firsthand experiences deaf and hard of hearing consumers. The technologies that are needed for the kind of paradigm shift in which deaf and hard of hearing consumers can be in charge of their communication needs have begun to emerge in recent years. As a result, people and devices have become increasingly interconnected. With respect to hearing loss, many rehabilitation and training activities that formerly could only take place face to face—such as in a clinical setting or at dedicated events in buildings—can now potentially be done using consumer devices, online, and at every individual's own pace. Parallel to this development, the advent of interconnected mobile and wearable devices, which are more powerful than the desktop computers of yesterday, is leading to a convergence of hearing devices and consumer electronics in which they are becoming increasingly integrated. Apps are already on the market to control hearing-aid settings from a mobile device, and there are countless opportunities for closer integration between apps and hearing devices. The DHH-RERC supports this paradigm shift through research, development, and knowledge of translation activities.

Dr. Christian Vogler, RERC director
Linda Kozma-Spytek, RERC co-director

Research Projects

Project D1: Development of a model for a consumer-centric, technology-focused train-the-trainer program

Status: Completed
Start date: October 2014
End date: October 2020

Technology is ubiquitous, playing a role in the lives of individuals from all generations. It is frequently viewed as a great equalizer that can improve the quality of a person's life, including the lives of people with hearing loss. Moreover, the trend toward interconnected smart devices offers consumers unprecedented opportunities to take control of their assistive technologies and hearing devices. However, consumers who are hard of hearing or deaf can take advantage of these opportunities only if they have knowledge of these technologies and how to use them.

Unfortunately, research has shown that these consumers have trouble using their own hearing devices properly. Consumers may not even be aware of technologies included in hearing devices, such as telecoils, or their purpose. When technology problems arise, consumers may not know how to engage with technology providers or industry manufacturers to try to solve their problem. They may also be unaware of their rights to communication access or when and how to inform policymakers if engaging with industry is not successful in solving a problem. Training is the key to addressing these issues in order to provide consumers who are hard of hearing or deaf themselves or who are parents of hard of hearing or deaf children with the knowledge and skills to achieve the level of empowerment and control necessary to take full advantage of hearing devices and other assistive and emerging technologies they might want or need to use.

The RERC is developing a consumer-based technology-focused train-the-trainer (TTT) program in collaboration with the Hearing Loss Association of America (HLAA) and Hands & Voices (HV), a parent-driven, non-profit organization dedicated to providing unbiased support to families with children who are deaf or hard of hearing. This TTT model emphasizes an active role for consumers who are hard of hearing or deaf and parents of children with hearing loss, one in which they share in the process of addressing their hearing healthcare needs, particularly those related to assistive and emerging communications technologies.

Principal investigators
Compton-Conley, Cynthia • Hearing Loss Association of America
Devlin, Lisa • Hearing Loss Association of America
Hamlin, Lise • Hearing Loss Association of America
Josias, Liza • American Institutes for Research
Julstrom, Stephen • Consultant
Kovacs, Lisa • Consultant
Kozma-Spytek, Linda • Technology Access Program (TAP)
Overton, Cynthia • American Institutes for Research
Shaewitz, Dahlia • American Institutes of Research

Funding sources

U.S. Dept. of Education-National Institute on Disability & Rehabilitation Research (NIDRR)-Rehabilitation Engineering Research Center on Telecommunications Access (RERC-TA)—UW-Madison subgrant

Project D2: Context-sensitive assessment of real-world listening situations via integrated smartphones and hearing aids

Status: Completed
Start date: October 2016
End date: October 2020

In order to improve hearing aid outcomes, it is critical to understand listeners' perceptions of hearing aids in the real world so that problems/factors with them can be identified. To achieve this goal, field assessment tools are required that collect: (1) perception data; (2) listening context information, which includes characteristics of listening activities, situations, and environments; and (3) hearing aid configuration. To overcome the many disadvantages of retrospective self-report assessments, a computer-based Ecological Momentary Assessment (EMA) system was developed. This system immediately and repeatedly records listeners' perceptions and listening TAPcontext information in natural environments using mobile phones. AudioACE will be developed for this project, which builds on the previous system by adding capabilities to respond to changes in listening context and intelligently recording information that is relevant to the specific context (e.g., silence and noisy conversational environments demand different types of data and responses). AudioACE will integrate hearing aids and mobile phones to capture hearing aid configurations for each listening context. Additionally, AudioACE will incorporate intelligent sampling techniques that trigger the delivery of momentary assessments based on the properties of the listening context, e.g., signal-to-noise ratio level. We will compare the sensitivity and efficiency of AudioACE and the previous system as part of a field study that evaluates the outcomes of directional microphone hearing aids.

Principal investigators
Wu, Yu-Hsiang • Speech Pathology & Audiology, University of Iowa
Chipara, Octav • University of Iowa
Additional investigators
Kozma-Spytek, Linda • Technology Access Program (TAP)
Funding sources
National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) within the Administration for Community Living, U.S. Department of Health and Human Services (NIDILRR grant number 90RE5020)

Project D3: Interactive learning environment for optimizing technology use

Status: Completed
Start date: October 2014
End date: September October 2020

For a person with hearing loss, technological developments continue to expand the sensory management options available through hearing devices. The diversity and sophistication of these new hearing enhancement options bring about an ever-increasing need for guidance and support in becoming a knowledgeable and effective user of a hearing device. There is also a growing realization that more realistic conditions during training may lead to greater transfer of acquired skills. Similarly, the importance of realistic expectations in setting aural rehabilitation goals, both on the part of the hearing device user and the clinician/audiologist, is universally acknowledged.

The goal of this project is to develop a prototype training/counseling program to simulate in some relevant ways a variety of real-life listening situations so that a person can experience both the benefits and limitations of their new hearing device and develop more realistic auditory rehabilitation goals and expectations. To accomplish this, the training program will utilize an interactive learning environment based on self-directed exploration of the relationship between: (1) acoustic factors that affect hearing/sound processing and (2) technological solutions and communication strategies that are aimed at improving sound detection, speech comprehension, and the overall listening experience. The proposed training program is aimed at providing an alternative to the prevailing intensive learning paradigm and is believed to address several of its shortcomings. Realistic simulations of real-life listening situations will allow the direct, structured experience that neither auditory training nor informational counseling provide.

Principal investigators
Barac-Cikoja, Dragana • Hearing, Speech, and Language Sciences
Kozma-Spytek, Linda • Technology Access Program (TAP)
Additional investigators
Cole, Kevin • NOVA Web Development
Julstrom, Stephen • Consultant

Funding sources

National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) within the Administration for Community Living, U.S. Department of Health and Human Services (NIDILRR grant number 90RE5020)

Project R1: Enhanced aural rehabilitation for cochlear implant users via telerehab technology

Status: Completed
Start date: October 2014
End date: October 2020

The project aims to improve performance of cochlear implant (CI) users with enhanced aural rehabilitation (AR) strategies via telehealth technology, maximizing both access to auditory information and functional outcomes for individuals with hearing loss. Using a randomized controlled trial of AR via telerehab, we will be

IV. Research and Scholarly Activities by Research Center (cont'd.)

able to demonstrate greater performance and usability of technology and, at the same time, yield significantly greater accessibility to this effective intervention. Although there is great potential in AR services for CI users, there are both financial and non-financial barriers to AR service delivery. In surveys of U.S. adults, 21% reported non-financial barriers, including accessibility (mobility, distance, and transportation problems), accommodation (too busy with work or caring for family), and availability. Those from rural areas report limited qualified providers, financial constraints, and reduced transportation access. As the population ages, comprising a sizable portion of adults receiving CIs, mobility issues contribute a noteworthy barrier to AR access. Telehealth technologies are commonly regarded as promising options to improve access to health services. The previous RERC on Hearing Enhancement developed a state-of-the art rehabilitation program conducted in clinical settings. Adapting this successful rehabilitation protocol for telerehab has the potential to greatly extend access to much needed rehabilitative services. It also lets consumers take advantage of the increasingly interconnected world in which they live.

Principal investigators
Bernstein, Claire • Hearing, Speech, and Language Sciences
Brewer, Diane • Speech and Hearing Sciences, George Washington University

Additional investigators
Parmanto, Bambang • University of Pittsburgh

Funding sources
National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) within the Administration for Community Living, U.S. Department of Health and Human Services (NIDILRR grant number 90RE5020)

Project R2: User-driven customization of cochlear implant programming
Status: Ongoing
Start date: October 2014
End date: October 2020
Essential to outcomes with a cochlear implant (CI) is the manner in which the external portion of the device, the speech processor, is programmed. Research has shown that each CI user requires an individualized set of programming parameters to achieve optimal performance. Importantly, no one set of parameters has been found to be optimal for all CI users. Presently, programming the speech processor is typically done heuristically in clinics following a manufacturer-recommended procedure. Given the complexity of the programming space and limited guidance on effective programming protocols, clinicians tend to rely on "default" manufacturer-recommended programming parameters. These default parameters may be used without exploration of other options, eliminating individualized optimization to achieve maximum performance. This trend is exacerbated by non-scientific factors such as limited manpower and clinic resources as well as low reimbursement for audiology services. As a result, individual customization of programming parameters for optimized speech

understanding is not being accomplished. In this project, we aim to develop a consumer-driven, user-interface system assisting the programming process. The most notable feature of the proposed system is that it will allow CI users to control the programming of the device themselves and enable them to personally explore a wider range of programming parameters. Consequently, individual customization can be achieved to maximize performance at the individual level with less time from the audiologists. This also opens the door for user-driven customization of other types of hearing devices in the future, thereby giving consumers with hearing loss greater control over their use of technology.

Principal investigators
Kwon, Bomjun • Hearing, Speech, and Language Sciences
Firszt, Jill • Washington University in St. Louis
Holden, Laura • Washington University in St. Louis

Funding sources
National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) within the Administration for Community Living, U.S. Department of Health and Human Services (NIDILRR grant number 90RE5020)

Project R3: Validation of hearing aid fitting for infants and toddlers
Status: Completed
Start date: October 2015
End date: October 2020
Current assessment protocols cannot be used to evaluate hearing aid settings in infants younger than 2.5 years of age, which poses a significant challenge when fitting amplification at such an early age. The inherent variability of unconditioned behavioral responses in infants older than 6 months adds difficulty when making a clinical judgment of appropriate amplification. Identification of hearing in the newborn period requires a physiological protocol because reliable conditioned behavioral responses cannot be obtained in the first 6 to 7 months of life. In the newborn period, a physiological protocol is also needed to validate hearing aid fitting of children with a speech discrimination procedure, as obtaining a behavioral response for speech discrimination is not possible at this age. Likewise, there is a critical need to develop an objective behavioral measure of speech discrimination that can be reliable and valid for children between 7 and 9 months of age and 2.5 years of age, when auditory discrimination, the current standard for validation of hearing aid fitting, can be used. The project aims to fill the current gaps in validating amplification fitting for infants and toddlers below the age of 3 years, demonstrating that physiological measures can be used immediately after the first hearing aid fitting, followed by a behavioral validation beginning at 7 to 9 months of age. Coupled with improvements to parent report instruments, the project also aims to provide a procedure for assessing auditory development after the fitting of amplification that is developmentally sensitive. These instruments will be used for progress monitoring rather than as an inadequate validation of hearing aid fitting in infants.

Principal investigators
Yoshinaga-Itano, Christine • University of Colorado-Boulder
Gilley, Phillip • University of Colorado-Boulder
Funding sources
National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) within the Administration for Community Living, U.S. Department of Health and Human Services (NIDILRR grant number 90RE5020)

Standards work and technical assistance
Status: Ongoing
Start date: October 2014
End date: October 2020
Standards work and technical assistance from the RERC is being provided to stakeholders (e.g., consumers, industry, standards bodies) across a range of issues that include, but are not limited to: (1) Compatibility and Connectivity between hearing devices and other technologies: ANSI ASC C63 on Electromagnetic Compatibility S8 WG19, compatibility between wireless communication devices and hearing aids, standards activity within the International Telecommunications Union and the Bluetooth Special Interest Groups on hearing device connectivity, and the Wireless HAC Refresh, (2) Policy and Regulatory Intersection between emerging mainstream wearable technologies that can provide hearing assistance and more traditional hearing assistive technology and devices: Consumer Technology Association activities on personal sound amplification products, (3) Technology Design Considerations for use in cases specific to consumers who are hard of hearing or deaf: Results from the RERC's focus groups in Project D1 will inform this issue by helping to develop a better understanding of the user experience from the perspective of hard of hearing and deaf consumers and then helping to effectively communicate that to industry for use in products beginning at the design and development phase, and (4) Other technical standards activity, including real-time text policy and standardization: ATIS IMSESINet real-time text standardization, FCC rulemaking on real-time text.
Principal investigators
Kozma-Spytek, Linda • Technology Access Program (TAP)
Vogler, Christian • Technology Access Program (TAP)
Funding sources
National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR) within the Administration for Community Living, U.S. Department of Health and Human Services (NIDILRR grant number 90RE5020)

Technology Access Program (TAP)
The Technology Access Program (TAP) is a research center at Gallaudet. TAP's primary mission is to advance accessibility and usability of communication technology for people with all types of disabilities. The current program is designed both to lay the foundation for access in next generation technologies and to create the bridge technologies needed to allow users to migrate to new

technologies without losing the ability to communicate with colleagues and family who are still on older technologies. TAP currently maintains the Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC). In addition, TAP currently conducts research into relay service technologies funded by a contract under the FCC and MITRE and accessible home alerting funded by the Consumer Technology Association and TAP's operational budget. TAP also partners with the Department of Interpreting on a project with SignAll for real-world sign language recognition.
Dr. Christian Vogler, RERC director

Research Projects
RERC on Technology for the Deaf and Hard of Hearing
Status: Ongoing
Start date: September 2019
End Date: September 2024
Gallaudet University, in partnership with the University of Colorado-Boulder, the University of Iowa, the University of Minnesota, American Institutes for Research, Hearing Loss Association of America and other key deaf and hard of hearing stakeholders will, in the course of this five-year RERC, address the accessibility and usability of technology for people who are deaf or hard of hearing. The goal of the RERC is to facilitate fundamental shifts in the role of technology for consumers who are deaf or hard of hearing, their family, and friends. The objectives are to effect: (1) a shift from clinic to consumer-centric health care models, (2) integration of data-driven approaches into practice, (3) integration of hearing technology into an interconnected mainstream ecosystem, and (4) access built into mainstream products. Anticipated outcomes include (1) improved fit of hearing devices to both children and adults, (2) improved decision-making on intervention strategies for children with hearing loss, (3) evidence of effective rehabilitation strategies and cognitive function in older adults with CIs, (4) improved integration of hearing technology and mainstream products with greatly improved usability, (5) accessible and usable voice assistants for people who are unable to speak clearly, (6) policy and technical standards that incorporate RERC findings, and (7) increased opportunities and training for people with hearing loss in the field. The expected products are materials on successful intervention strategies for children and older adults and accessibility of voice assistants, an industry-consumer portal on designing accessible products, a toolkit for integrating hearing devices into the Internet of Things, and a system to improve evaluation and fitting of hearing devices.
Principal investigators
Bernstein, Claire • Hearing, Speech, and Language Sciences
Brewer, Diane • Speech and Hearing Sciences • George Washington University
Gilley, Phillip • University of Colorado-Boulder
Kozma-Spytek, Linda • Technology Access Program (TAP)
Kushalnagar, Raja • Science, Technology, and Mathematics
Lennon, Victoria • Communications • American Institutes for Research
Medwetsky, Larry • Hearing, Speech, and Language Sciences
Nelson, Peggy • Speech and Language Sciences • University of Minnesota

IV. Research and Scholarly Activities by Research Center (cont'd.)

Thornton, David • Hearing, Speech, and Language Sciences
Vogler, Christian • Technology Access Program (TAP)
Yoshinaga-Itano, Christine • University of Colorado-Boulder
Additional investigators
Williams, Norman • Technology Access Program (TAP)
Funding sources
National Institute on Disability, Independent Living, and Rehabilitation Research
Products
Audio Sense Plus. Mobile app for captuirng moments in hearing device use.

Bragg, D., Caselli, N., Hochgesang, J. A., Huenerfauth, M., Katz-Hernandez, L., Koller, O., Kushalnagar, R., Vogler, C., Ladner, R. E (2021). The FATE Landscape of Sign Language AI Datasets: An Interdisciplinary Perspective. ACM TRANSACTIONS ON ACCESSIBLE COMPUTING, 14(2), 1-45.

Kushalnagar, R., Vogler, C. (2020). Teleconference Accessibility and Guidelines for Deaf and Hard of hearing Users.In N/A (Ed.), ASSETS 2020 (pp. 1-6). N/A: ACM.

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Sabin A, Jensen J, Chipara O, Wu Y.H (2021). Comparing population coverage between hearing aids using presets vs Bose CustomTune. Hearing Review, 28(6), 28-29.

Uhler, K., Hunter, S., & Gilley, P. M (2021). Mismatched response predicts behavioral speech discrimination outcomes in infants with hearing loss and normal hearing. Infancy, 26(2), 327-348.

Wu, Y. H., Xu, J., Stangl, E., Pentony, S., Vyas, D., Chipara, O., . & Galster, J (2021). Why Ecological Momentary Assessment Surveys Go Incomplete: When It Happens and How It Impacts Data. Journal of the American Academy of Audiology, 32(1), 16-26.

Xu, J., Wu, Y. H., Stangl, E., Crukley, J., Pentony, S., & Galster, J (2020). Using Smartphone-Based Ecological Momentary Assessment in Audiology Research: The Participants' Perspective. American Journal of Audiology, 29(4), 935-943.

Twenty-First Century Captioning Technology, Metrics and Usability (Captioning DRRP)
Status: Ongoing
Start date: October 2018
End Date: September 2023

Captioned video is essential for the 36 million Americans who are deaf or hard of hearing. Access to captioned video has a direct impact on participation in society. In the twenty-first century, video is everywhere: entertainment, news, political engagement, government, schools, postsecondary education, at-home learning, social engagement, and much more. However, captioning has not kept up with the shift from broadcast TV to video that can be produced by anyone. The technology and processes for creating captions are fundamentally the same as in the 1980s and 1990s, and do not serve the needs of consumers today. Today, our personal devices have high-quality screens and can support customized captions. At the same time, automatic speech recognition has much potential to both improve caption quality and the availability of captions for us. We are in the middle of a disruptive transition to captions that can be viewed anywhere, anytime. These new technologies create different types of caption errors, compared with human captioning techniques that have evolved over 40 years. As a result, there has been much consumer frustration. With these new technologies, it is critical to understand how caption errors impact consumers who rely on captioned video. We need a way to measure whether captions on a video are good enough for consumers, or not. We also need to understand how modern consumer electronics could support better caption usability and viewer experiences. The Twenty-First Century Captioning Usability & Metrics project has two goals to support the technology transition: First, to develop consumer-focused metrics for caption quality. Second, to improve caption usability on all devices. We have formed a deaf-led five-year research partnership between Gallaudet University, Rochester Institute of Technology and AppTek to achieve these goals. Our approach embraces the perspective of a diverse range of stakeholders, including consumers, caption providers, broadcasters, and other video distributors.

Principal investigators
Huenerfauth, Matt • School of Computing • Rochester Institute of Technology
Jiang, Jintao • N/A • AppTek
Kushalnagar, Raja • Science, Technology, and Mathematics
Vogler, Christian • Technology Access Program (TAP)
Funding sources
National Institute on Disability, Independent Living, and Rehabilitation Research
Products
A. A. Amin, S. Hassan, M. Huenerfauth. 2021. Caption-Occlusion Severity Judgments across Live-TelevisionGenres from Deaf and Hard of hearing Viewers. In Proceedings of the 18th International Web for All Conference(W4A'21). ACM, New York, NY, USA. DOI: **https://doi.org/10.1145/3430263.3452429**

Akhter Al Amin, Abraham Glasser, Raja Kushalnagar, Christian Vogler, Matt Huenerfauth. 2021 "Preferences of Deaf or Hard of hearing Users for Live-TV Caption Appearance." Universal Access in Human-Computer Interaction. Lecture Notes in Computer Science. Springer, Cham.

Akhter Al Amin, Saad Hassan, Matt Huenerfauth. 2021. "Effect of Occlusion on Deaf and Hard of hearing Users' Perception of Captioned Video Quality." Universal Access in Human-Computer Interaction. Lecture Notes in Computer Science. Springer, Cham.

Datta, P., Jakubowicz, P., Vogler, C., & Kushalnagar, R. (2020). Readability of Punctuation in Automatic Subtitles.In N/A (Ed.), International Conference on Computers Helping People with Special Needs (pp. 195-201). N/A: Springer.

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M. Seita and M. Huenerfauth. 2020. Deaf Individuals' Views on Speaking Behaviors of Hearing Peers when Using an Automatic Captioning App. In Extended Abstracts of the 2020 CHI Conference on Human Factors in Computing Systems (CHI EA '20). Association for Computing Machinery, New York, NY, USA, 1–8. DOI: **https://doi.org/10.1145/3334480.3383083**

Yeung P., Alonzo O., Huenerfauth M. (2020) Interest and Requirements for Sound-Awareness Technologies Among Deaf and Hard of hearing Users of Assistive Listening Devices. In: Antona M., Stephanidis C. (eds) Universal Access in Human-Computer Interaction. Applications and Practice. HCII 2020. Lecture Notes in Computer Science, vol 12189. Springer, Cham. **https://doi.org/10.1007/978-3-030-49108-6_11**

REU Accessible Information and Communications Technologies
Status: Ongoing
Start date: January 2018
End Date: February 2022
The Research Experiences for Undergraduates (REU) Site on Accessible Information and Communication Technology (AICT) provides undergraduate participants with research experiences on projects that enhance accessibility of information and communication technologies, such as mobile phones or streaming videos for consumers who are deaf, hard of hearing, or deaf-blind (DHHDB). The participants will collaborate with DHHDB peers and mentors on a research project for 10 weeks. The diverse teams provide students with the experience and knowledge to recognize the range and complexity of accessibility challenges in accessing information and communication technology and to evaluate the efficacy of proposed solutions in a unique research environment. DHHDB students are extremely underrepresented in academics at the graduate level, especially in STEM. The AICT REU site creates a critically needed pipeline of these students for graduate school and encourages them to participate in undergraduate and graduate programs in accessible information and communications technology. Each research project addresses unsolved accessibility challenges for deaf, hard of hearing, or deafblind consumers in using existing information and communication technology that undergraduate researchers can easily understand, analyze, and solve. The inclusion of undergraduate and faculty researchers who have aural disabilities increases accessibility and usability of information and communication technologies. The interactive and personal nature of the research projects provides a link between research and practice, and a diverse, inclusive, and collaborative research experience for the participants. They will learn to create and disseminate their research outcomes through seminar training and participation in college and institutional conferences. The AICT REU Site website (**http://accessiblemultimedia.com**) provides additional information.

Investigators
Kozma-Spytek, Linda • Technology Access Program (TAP)
Kushalnagar, Poorna • Psychology
Kushalnagar, Raja • Science, Technology, and Mathematics
Vogler, Christian • Art, Communication and Theatre
Williams, Norman • Technology Access Program (TAP)
Funding sources
National Science Foundation (NSF)
Products
A. A. Amin, S. Hassan, M. Huenerfauth. 2021. Caption-Occlusion Severity Judgments across Live-Television Genres from Deaf and Hard of hearing Viewers. In Proceedings of the 18th International Web for All Conference (W4A'21). ACM, New York, NY, USA. DOI: **https://doi.org/10.1145/3430263.3452429**

Schuchman Deaf Documentary Center (SDDC)
The Schuchman Deaf Documentary Center (SDDC) educates students in the documentary arts and explores the lives of deaf people through research, documentation, and dissemination.

Through the process of discovery and documentation, the center focuses on significant historical issues and endangered cultural knowledge specific to deaf peoples. Using film, photography, and narrative writing, the center disseminates stories of the deaf experience. Programs and products advance discourse on deaf lives, promoting a new level of awareness. The center also serves as a humanities-based resource for information on culturally and technically accessible documentary presentation.

SDDC adds to the public's knowledge of the humanities in four focused areas: (1) Discovery: SDDC conducts research on deaf-specific topics through a variety of methods, (2) Documentation: SDDC engages in the creation of film, photographs, and narrative writing, (3) Dissemination: SDDC organizes and hosts film screenings, lectures, and discussions in public and classroom settings, develops exhibitions, publishes articles, and produces multimedia website presentations and online bilingual (ASL/English) publications, and (4) Education: SDDC trains students in the documentary process, including concept development and technical skills in film, photo, and text formats.

IV. Research and Scholarly Activities by Research Center (cont'd.)

Gallaudet University's Schuchman Deaf Documentary Center seeks to enhance humanities scholarship through newly revealed perspectives on the meaning of deaf life, and by contrast, what it means to be hearing. Harnessing dispersed expertise, the center takes an ambitious approach to building partnerships and offering courses, workshops, summer institutes, lectures, online and print publications, documentary films, exhibitions, and web-based media that bring deaf history and contemporary life to the University and the public. A diverse team collaborates to discover, document, educate, and disseminate humanities content. Through fieldwork, the center identifies significant historical issues and endangered cultural knowledge.

Dr. Brian Greenwald, SDDC director

Jean Bergey, SDDC associate director

Research Projects

Deaf NYC

Status: Ongoing
Start date: October 2015
End date: September 2021
A critical mass of deaf people in urban settings forms a unique cultural linguistic environment. For example, hundreds of deaf people, mostly Jewish and Italian first-generation Americans, lived within a one-mile radius of the Gravesend section of Brooklyn, N.Y., in the 1950s, 60s, and 70s. A designated bus to transport children to the nearest school for deaf students in Manhattan served the community. Deaf people lived in concentrated areas that were affordable, close to jobs, and offered an interwoven community. Very little documentation has been conducted on urban deaf life, with minimal "oral history" interviews on the mid-20th century city experience. Over 80 people have been identified as potential interviewees, and the SDDC has formed a team of advisors to guide research. Comparison and contrast with hearing communities is part of this humanities research that examines the way groups wrestle with linguistic, educational, and employment challenges.

Principal investigators

Bergey, Jean • Schuchman Deaf Documentary Center (SDDC)

Greenwald, Brian H. • Schuchman Deaf Documentary Center (SDDC)

Additional investigators

Thomas, Samuels • SDDC • SDDC

Weiner, Stephen • Communication Studies

Weinstock, Janet • Consultant • Schuchman Deaf Documentary Center (SDDC)

Funding sources

National Endowment for the Humanities

Products

DiGiovanni, Brianna (moderator); Aguilo, Roxanna; Aponte-Salcedo, Jr. Carlos; Creamer, Patrice; Fanshteyn, Marina; and Pucciarelli-Miller, Alexandria (2020, May 12). Deaf NYC: Apart + Connected. Virtual panel. Schuchman Center, Gallaudet University, Washington, DC.

Documenting Deaf NYC Stories

Status: Completed
Start date: October 2019
End date: September 2020
This is a joint presentation on documenting deaf life in New York City through filmed interviews.

Principal investigators

DiGiovanni, Brianna • Schuchman Deaf Documentary Center (SDDC)

Greenwald, Brian H. • Schuchman Deaf Documentary Center (SDDC)

Funding sources

National Endowment for the Humanities

Schuchman Deaf Documentary Center

Science of Learning Center on Visual Language & Visual Learning (VL2)

Visual Language and Learning (VL2)

Hosted by Gallaudet University, the Science of Learning Center (SLC) on Visual Language and Visual Learning (VL2) is one of six SLCs funded by the National Science Foundation (NSF). These Science of Learning Centers were established by NSF to support interdisciplinary and cross-disciplinary research that introduces new lines of thinking and inquiry into the science of learning. A driving question in contemporary neuroscience is how the human brain and human learning are impacted by different sensory experiences in early life. Much scientific focus has examined the role of sound and auditory processes in building abstract linguistic, cognitive, and social representations, leaving one of our species' most critical senses—vision—underspecified regarding its contribution to human learning. Within VL2, we focus on how early experience with a visual language changes the brain's visual attention as well as its higher cognitive systems, language learning in monolingual and bilingual contexts, and reading and literacy—indeed, changes that are distinct and separable from sensory differences (deaf or hearing). How vision impacts learning in these domains constitutes a vital "missing piece" of knowledge in the promotion of productive, successful lives for all humans. A strong revolution in purpose derives from the strength and depth of the involvement of and collaboration with deaf individuals in this research endeavor—individuals who rely significantly on vision, acquire naturally visual signed languages, and learn how to read and write fluently without prior mastery of the spoken form of written languages. The formal properties of visual languages, the enabling learning contexts, and the multiple pathways used to derive meaning from the printed word are leading to a better understanding of how visual language and visual learning are essential for enhancing educational, social, and vocational outcomes for all humans, deaf and hearing individuals alike. This better understanding is consequently transforming the science of learning. Moreover, the identification of specific processing advantages in young "visual learners" has already provided a significant conceptual challenge to prevailing societal views by

offering an alternative to prior "deficit models." They provide new approaches to helping all young learners capitalize on visual processes.

Glenn Lockhart, Executive Director

Dr. Laura Ann Petitto, VL2 co-principal investigator and science director

Research Projects

Bilingual ASL/English storybook apps for children

Status: Ongoing

Start date: September 2012

VL2 released the first of its planned ASL/English storybook apps, "The Baobab," in early 2013. The research-based design of storybook apps will encourage children to be immersed in a bilingual environment, with ASL storytelling and active vocabulary words. Selected vocabulary comes with video components, including signed and fingerspelled words. Storybook apps are designed for the iOS, and runs on all iPad versions. More stories are forthcoming: "The airplane who could" and "The boy who cried wolf." Development is underway for an Author App Program, a website portal, which allows developers and educators to download code and assets to build their own bilingual and interactive storybook apps.

Principal investigators

Herzig, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)

Malzkuhn, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)

Funding sources

National Science Foundation (NSF) - Directorate for Social, Behavioral & Economic Sciences (SBE)

Sign language comprehension and mental rotation abilities

Status: Ongoing

Start date: September 2019

End Date: October 2020

Past work investigating spatial cognition suggests better mental rotation abilities for those who are fluent in a signed language. However, no prior work has assessed whether fluency is needed to achieve this performance benefit or what it may look like on the neurobiological level. We conducted an EEG experiment and assessed accuracy on a classic mental rotation task given to deaf fluent signers, hearing fluent signers, hearing non-fluent signers, and hearing non-signers. Two of the main findings of the study are as follows: (1) Sign language comprehension and mental rotation abilities are positively correlated and (2) Behavioral performance differences between signers and non-signers are not clearly reflected in brain activity typically associated with mental rotation. In addition, we propose that the robust impact sign language appears to have on mental rotation abilities strongly suggests that "sign language use" should be added to future measures of spatial experiences.

Principal investigators

Kubicek, Emily (Student) • PhD in Educational Neuroscience (PEN)

Quandt, Lorna • PhD in Educational Neuroscience (PEN)

Funding sources

Gallaudet Small Research Grant

Visual Language & Visual Learning (VL2)

Motion and Light Lab (ML2)

Motion Light Lab is a space where creative literature meets digital technology to create new knowledge. Our projects aim to explore bilingual interfaces through visual narratives for a learning experience. We are an interdisciplinary lab bringing people from different departments that include Art, Deaf Studies, Deaf Space and Urban Planning, Communications, Psychology, and the Science of Learning Center on Visual Language and Visual Learning. Motion Light Lab (ML2) is one of three labs housed under the Science of Learning Center on Visual Language and Visual Learning. Motion Light Lab started in 2009 by a collective group of people who wanted to explore creativity, art, design, aesthetics, and our understanding of the world as mapped by the academia. Inspired by knowledge, research findings, and scientific evidence coupled with an innate desire to explain and realize ideas, we started a few projects, which ended with more questions that we sought to explore. Our team consists of people that are insanely curious about the world and have no answer. And that lies within the core philosophy of the lab: what we don't know, we will know by doing. While we're making our coffee, and talking about coffee, we have a few tricks to show.

Research Projects

Eyeth 3D: A Deaf Folktale Transformed for the 21st Century

Status: Ongoing

Start date: August 2019

End Date: August 2021

The Motion Light Lab will create an animated short story using motion capture technology to build a 3D signing avatar to tell the story of Eyeth. Eyeth is a traditional folktale in the deaf community. The aims of this project are to revive the folktale and create a version that emulates our outlook to the future, expand our production pipeline in 3D development, and contribute to our ASL literature in new forms.

Principal investigators

Malzkuhn, Melissa • Motion Light Lab (ML2)

Additional investigators

Hoglind, Jamilee • Motion Light Lab (ML2)

Lamberton, Jason • Motion Light Lab (ML2)

Wang, Jianye • Motion Light Lab (ML2)

Wang, Yiqiao • Motion Light Lab (ML2)

IV. Research and Scholarly Activities by Research Center (cont'd.)

Funding sources
Sorenson Communications

Merging Deaf Talent with 21st Century Digital Skill Sets: Scaling a solution to technological employability and literacy for deaf, hard of hearing, and deaf people with additional disabilities
Status: Ongoing
Start date: January 2018
End Date: December 2021
The Motion Light Lab will implement a "train-the-trainers" model in order to empower deaf individuals with the digital technology and app development skills necessary to create storybook apps. These storybook apps support deaf children's access to literacy. We are rolling out a nationwide curriculum using our award-winning VL2 Storybook Creator platform; this effort will facilitate deaf participation in STEM fields and increase their experience and skills for future employability.
Principal investigators
Malzkuhn, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)
Additional investigators
Baer, Connor • Motion Light Lab (ML2)
Hoglind, JamiLee • Motion Light Lab (ML2)
Mills, Julia (Student) • Motion Light Lab (ML2)
Wang, Yiqiao • Motion Light Lab (ML2)
Funding sources
Mitsubishi Electric America Foundation

Brain and Language Laboratory (BL2)
The state-of-the-art Brain and Language Center for Neuroimaging (BL2) is led by Dr. Laura-Ann Petitto, the Science Director and Co-Principal Investigator of the National Science Foundation and Gallaudet University's Science of Learning Center, "Visual Language and Visual Learning (VL2)." The BL2 Center consists of Petitto and Dr. Bradley White, Neuroimaging Scientist and Post-Doc, Ms. Cryss Padilla, M.A., Science Manager, and a brilliant team of outstanding undergraduate and graduate students who contribute to the basic cognitive neuroscience studies.

The BL2 laboratory features one of the world's most advanced brain imaging systems, called functional Near Infrared Spectroscopy (fNIRS), as well as an Infant Habituation Lab, Video-Recording and Editing studios, Video-Conferencing facilities, Experimental and Observation Chambers, Library and more.

BL2 is the site of neuroimaging and behavioral studies that provides knowledge about the biological mechanisms and environmental factors, which, together, make possible the human capacity to learn and convey language, achieve reading mastery, and become a skilled bilingual. Our discoveries have included answers to the following questions: What is the impact of learning two languages on the developing brain? When is the optimal time to expose a young child to two languages and two reading systems? What are the most optimal programs for teaching a young bilingual child to read? What are the normal developmental stages of bilingual language and reading acquisition, and how can we ensure that bilingual children are achieving the greatest academic success?

Whereas the fNIRS measures aspects of the brain's structures and neural systems associated with higher cognition, BL2 also is the home of an advanced Thermal Infrared imaging system which measures aspects of human emotions and change in emotions over time. Beyond discrete systems, the team presently has among the world's only integrated fNIRS + Thermal Infrared imaging systems, which is also integrated with + sophisticated eye-tracking technology for the measurement of behavioral markers of attention. Together, these powerful integrated technologies permit BL2 scientists to study the role of higher cognition, emotion, and attentional processes that underlye human learning (and the impact of emotions on learning). Further, BL2 has a complex of fNIRS systems, a total of 4 such brain imaging, which permits the advancement of multiple research projects, and crucially, makes possible the intensive neuroimaging training Certificate Programs that the BL2 Center offers to PEN, Gallaudet University, and as a meaningful service to the greater community of students in the Washington DC area.
Dr. Laura-Ann Petitto, Director

Research Projects
BL2 Near-Infrared Spectroscopy (NIRS) Basic Certificate Program
Status: Ongoing
Start date: July 2020
End Date: July 2023
The BL2 Near-Infrared Spectroscopy (NIRS) Basic Certificate Program guides students, staff, and faculty researchers through the basic scientific principles, experimental procedures, safe usage policies, and ethical standards for NIRS brain imaging. Uniquely, trainees receive contemporary neurotics training for basic science research with special and diverse populations, especially deaf and hard of hearing. This BL2 Certificate Program open to the Gallaudet University community and is led by the BL2 Neuroimaging Scientist (Dr. Bradley E. White) and supervised by the BL2 Scientific Director (Prof. Laura-Ann Petitto). NIH-Certified, FDA-Approved
Principal investigators
Petitto, Laura-Ann • Brain and Language Laboratory (BL2)
White, Bradley • Brain and Language Laboratory for Neuroimaging (BL2)
Products
White, B. E., & Petitto, L. A. (August 6, 2020). fNIRS applications and uses and doing fNIRS research at BL2. Presentation at Gallaudet University, Washington, DC.
White, B. E., & Petitto, L. A. (July 16, 2020). fNIRS equipment and safety and laboratory environment. Presentation at Gallaudet University, Washington, DC.

White, B. E., & Petitto, L. A. (July 23, 2020). Brain structure and function and localizing fNIRS measurements. Presentation at Gallaudet University, Washington, DC.

White, B. E., & Petitto, L. A. (July 30, 2020). fNIRS and brain imaging ethics and experiment procedures. Presentation at Gallaudet University, Washington, DC.

White, B. E., & Petitto, L. A. (July 9, 2020). Introduction to brain imaging and basic principles of fNIRS. Presentation at Gallaudet University, Washington, DC.

Cochlear implants and the brain: The biological basis for language and cognition in infants, children, and adults with cochlear implants

Status: Ongoing
Start date: September 2011
End Date: October 2022
Controversy abounds regarding the impact of differences in language experience on the acquisition of spoken language in deaf individuals with cochlear implants (CIs). Noteworthy is that early exposure to a signed language causes deviance to auditory language tissue development. Related claims are that young children with CIs should not receive early exposure to a signed language for fear that the tissue devoted to auditory processes will be "taken over" by signed language processing. We ask whether early exposure to a visual signed language impacts negatively and/or causes neural deviance or abnormality to classic left-hemisphere spoken language tissue development in deaf individuals with early cochlear implantation, including left Inferior Frontal Gyrus (LIFG) and Superior Temporal Gyrus. We find that early exposed deaf CI individuals showed entirely normal activation in classic LIFG. By contrast, late exposed deaf CI individuals showed greater activation in the right-hemisphere. This supports the hypothesis that early signed language exposure facilitates normal language processing and does not cause neural deviance or abnormality to classic left-hemisphere language tissue. Strong evidence of neural plasticity was not at work—auditory processes were not "taken over" by signed language processing in early-sign exposed individuals with CIs. Instead, their language tissue activity was entirely normal. Rather than neural plasticity, findings suggest that aspects of left hemisphere language tissue thought to be "auditory" is not, but dedicated to processing highly specific patterns in natural language. We conclude that early, not later, exposure to a signed language supports typical, healthy, and normal language development.

Principal investigators
Petitto, Laura-Ann • Brain and Language Laboratory (BL2)

Additional investigators
Aaron-Lozano, Kailyn (Student) • Brain and Language Laboratory (BL2)
Gallagher, Grady (Student) • Brain and Language Laboratory (BL2)
Gore, Jad • Research Center/Lab - Brain and Language Lab (BL2)
Harris, Charles • Research Center/Lab - Brain and Language Lab (BL2)
Horner, Ryan • Research Center/Lab - Brain and Language Lab (BL2)
Jasinska, Kaja • University of Delaware

Kim, Yeh • Research Center/Lab - Brain and Language Lab (BL2)
MacDonald, Nthabeleng • Research Center/Lab - Brain and Language Lab (BL2)
Maynard, Sheila • Research Center/Lab - Brain and Language Lab (BL2)
McKinnie, Kristina • Research Center/Lab - Brain and Language Lab (BL2)
Morini, Giovanna • University of Delaware
Morlet, Thierry • University of Delaware
Nematova, Shakhlo • University of Delaware
Padilla, Cryss • Research Center/Lab - Brain and Language Lab (BL2)
Palagano, Joseph • Research Center/Lab - Brain and Language Lab (BL2)
Robles, Anthony • Research Center/Lab - Brain and Language Lab (BL2)
Smistek, Claudia • Research Center/Lab - Brain and Language Lab (BL2)
Sortino, Rachel (Student) • Brain and Language Laboratory (BL2)
White, Bradley • Brain and Language Laboratory for Neuroimaging (BL2)
Zinszer, Benjamin • University of Delaware

Funding sources
National Science Foundation (NSF)

Products
Nematova, S., Zinszer, B., Morlet, T., Morini, G., Petitto, L.A, Jasinska, K. (October 21-24, 2020). Early-life signed language exposure does not impede the development of spoken language: A functional near infrared spectroscopy investigation of phonemic discrimination in cochlear implant (CI) users. Poster presented The Twelfth Annual Meeting of the Society for the Neurobiology of Language, Philadelphia, PA.

Nematova, S., Zinszer, B., Morlet, T., Morini, G., Petitto, L.A., Jasinska, K. (Submitted, September 2021). Impact of signed language exposure on spoken language development in cochlear implant users: A functional near-infrared spectroscopy investigation of phonemic discrimination. *Neuropsychologia*.

Listening Effort and Developmental Neuroplasticity in Children with Hearing Aids and Cochlear Implants

Status: Ongoing
Start date: October 2020
End Date: September 2022
A widely used treatment for reduced hearing across the lifespan has been a growing use of hearing aids and cochlear implants. A broad motivation for this practice is the assumption that these devices provide robust augmentation of sound, and, hence, robust access to language and reading. By contrast, new research has provided challenges to this prevailing view and has revealed that adults who experience early and protracted degraded auditory processing, as made available from sound augmentative devices, show changes to the human brain's neural structures and circuitry underlying language processing (e.g., reduced prefrontal cortex activity, reduced neural network functional connectivity). In turn, this has been demonstrated to have a deleterious impact on adults' language and higher cognitive processes (e.g., higher levels of effort, increased errors, longer response time). In this novel study of children, we seek to discover an-

IV. Research and Scholarly Activities by Research Center (cont'd.)

swers to basic science problems in early childhood learning and their implications for optimal educational outcomes in young deaf and hearing children. We ask what is the impact of protracted use of hearing aids and cochlear implants on learning in young children, especially on language, reading, executive cognitive functions, and both children's emotion recognition and self-perceptions of effort and ease that impact a child's sustained attention for optimal learning. The findings will render relevant new knowledge important for deaf and all children, advance Gallaudet University research priorities, and contribute to innovations in the nation's educational policies for young deaf and hearing children.

Principal investigators
Petitto, Laura-Ann • Brain and Language Laboratory (BL2)
White, Bradley • Brain and Language Laboratory for Neuroimaging (BL2)

Additional investigators
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Funding sources
Gallaudet Priority Research Fund

Products
White, B. E., Gallagher, G., & Petitto, L. A. (2021). School readiness and developmental neuroplasticity in children with hearing aids and cochlear implants. Presentation at the Virtual Joint Meeting of the Midwest Conference on Cochlear Implants (CI CRASH) and the Mid-Atlantic Symposium on Hearing (MASH), Madison, WI.

White, B. E., McKinnie, K., Smistek, C., & Petitto, L. A. (MAY2021). School readiness and developmental neuroplasticity in children with hearing aids and cochlear implants. Blitz Presentation at the Cognitive Neuroscience Institute, Gallaudet University, Washington, DC.

White, B. E., Padilla, C., McKinnie, K., Smistek, C., Palagano, J., Gallagher, G., Horner, R., Aaron-Lozano, K., Kim, Y., Antonio, J., & Petitto, L. A. (February 2021). School readiness and developmental neuroplasticity in children with hearing aids and cochlear implants. Full Presentation at the Cognitive Neuroscience Institute, Gallaudet University, Washington, DC.

Performance Anxiety in Adults Who Gesture
Status: Ongoing
Start date: October 2020
End Date: September 2023
Question: Why do some people perform better with gesture than others? Goal: To identify factors that impact gesture performance and gesture fluency to inform the development of gesture assessments and curricula. Collaboration: This is our collaborative study with Prof. Ben Bahan and the Gesture Literacy Knowledge Studio at Gallaudet Innovation: Sprouted from organic scientific observation, advanced through innovative eye-tracking (attention) and thermal infrared (emotion) imaging.

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Products
White, B. E., Aaron-Lozano, K., Gallagher, G., & Petitto, L. A. (MAY2021). Performance Anxiety in Adults Who Gesture. Blitz Presentation at the Cognitive Neuroscience Institute, Gallaudet University, Washington, DC.
White, B. E., Padilla, C., Aaron-Lozano, K., Kim, Y., Antonio, J., Guity, A., Palagano, J., Horner, R., Gallagher, G., & Petitto, L. A. (February 2021). Performance Anxiety in Adults Who Gesture. Full Presentation at the Cognitive Neuroscience Institute, Gallaudet University, Washington, DC.

The RAVE Revolution for Children with Minimal Language Experience During Sensitive Periods of Brain and Language Development
Status: Ongoing
Start date: October 2015
End Date: October 2022
In this NSF INSPIRE grant, Petitto (PI), leads an international team to create and explore new methods to promote early learning gains for populations of children

who would otherwise be at a lifelong disadvantage, especially infants with minimal or no early language exposure. We expand the boundaries of traditionally separate sciences, and unite synergistically interdisciplinary science teams to create a transformative learning tool and research platform called the Robot AVatar Thermal-Enhanced learning tool (RAVE), which makes available multiple components of human language in socially interactive and conversational ways to young children during critical periods of human brain and behavior development vital for lifelong strength in reading and language learning. To overcome such devastating early language exposure barriers that vast numbers of children face, RAVE is intended to be augmentative for young deaf visual learners during vital early-life critical/sensitive periods of development, and inclusive of many other children. RAVE is to be placed near a baby's high-chair, so as to augment and lift young infants who would otherwise have only minimal language input into a honed sensitivity to, and integrated use of, multiple linguistic cues at the core of human language structure. RAVE has the potential to provide a new aid to children with minimal or no early language input; provide the nation with a competitive science and technological edge; train students from multiple disciplines in interdisciplinary science; advance involvement of under-represented groups in STEM; and train young deaf scientists in the advancement of scientific knowledge with transformative translational significance for all of society.

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Stone, Adam (Student) • Education
Traum, David • • USC Institute for Creative Technologies, Playa Vista, CA
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Funding sources
National Science Foundation (NSF)
National Science Foundation (NSF) - INSPIRE (Integrated NSF Support Promoting Interdisciplinary Research and Education)
Products
Filippini, C., Cardone, D., Perpetuini, D., Chiarelli, A.M., Petitto, L.A., & Merla, A. (In press, 2021). Assessment of autonomic response in 6–12-month-old babies during the interaction with robot and avatar by means of thermal infrared imaging. Peer-reviewed journal. International Quantitative InfraRed Thermography Journal.

Filippini, C., Merla, A., Cardone, D., Spadolini, E., Padilla, C., Gallagher, G., Sortino, R., Aaron-Lozano, K., Antonio, J., & Petitto, L.A. (Revise and Resubmit, 2021). Emotion and human language learning: Insights from combined Thermal IR and fNIRS brain imaging of human infants in communicative interactions with a robot and avatar artificial agents. Peer-reviewed journal.

Ph.D. in Educational Neuroscience (PEN)
Students in our pioneering PEN program gain state-of-the-art cognitive neuroscience training in how humans learn, with a special strength in the neuroplasticity of visually guided learning processes. While cognitive neuroscience includes studies of learning and higher cognitive processes across the lifespan, its sister discipline, educational neuroscience, includes intensive study of five core domains that are crucial in early childhood learning, including language and bilingualism, reading and literacy, math and numeracy, science and critical thinking (higher cognition), and social and emotional learning. It also includes the study of action and visual processing. PEN students become experts in one of the world's cutting-edge neuroimaging methods in the discipline of cognitive neuroscience (e.g., fNIRS, EEG, fMRI, and beyond), study neuroethics, gain strong critical analysis and reasoning skills in science, and develop expertise in one of the core content areas of learning identified above. While becoming experts in both contemporary neuroimaging and behavioral experimental science, students also learn powerful, meaningful, and principled ways that science can be translated for the benefit of education and society today.

Research Projects
The Perception of Fingerspelling Using Point Light Displays
Status: Completed
Start date: January 2021
End Date: September 2021
While there is research on how sign language and fingerspelling is generally perceived among signers with different language experiences, perception of fingerspelling in varying visual environments is not well understood. Given that signed language users communicate in a wide array of sub-optimal environments, such as in the dark or from a distance, it is important to know more about how signers read fingerspelling in such circumstances. Signed languages such as American Sign Language (ASL) rely on visuospatial information that combines

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IV. Research and Scholarly Activities by Research Center (cont'd.)

linguistic features such as hand and bodily movements, facial expressions, and fingerspelling. Linguistic information in ASL is conveyed with movement and spatial patterning, which leads to the possibility of studying the perception of both movement and language by using dynamic Point Light Display (PLD) stimuli to represent the joint movements of sign language. The stimuli used in this study consisted of fingerspelled location names. The location names were either real (e.g., KUWAIT) or made-up (e.g., CLARTAND), and the PLDs were made up of either high or low numbers of markers. We present results from a behavioral study in which deaf, hard of hearing, and hearing ASL users (total n = 292) watched the 28 PLD stimulus videos (half real, half made-up; half high # markers, half low # markers). After viewing each video, participants typed the fingerspelled word that was displayed in the video and self-rated on how confident they were about their answer. We predicted that when ASL fingerspelled letter strings are seen in a suboptimal visual environment, language experience in ASL will be positively correlated with accuracy and self-rated confidence scores. We also predicted that real location names would be more readily understood than made-up names. Our preliminary findings show that participants were more confident with their responses when the fingerspelled words were real than when they were fake (f(1,269) = 451.43, p < .001, η2 = 0.55). Participants were also more confident with typing their responses when the fingerspelled videos had the high number of markers than the lower number (F(1,269) = 101.364, p < .001, η2 = 0.019). We will also present analyses of response accuracy and effects of language experience. Studying the relationship between language experience with PLD fingerspelling perception will allow us to explore how hearing status, varying ASL fluency levels, age of language acquisition, and other language experiences affect the core abilities of understanding fingerspelling in varying visual environments.

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Funding sources
Gallaudet Small Research Grant

Behavioral and neural responses to American Sign Language avatars
Status: Ongoing
Start date: February 2020
End Date: October 2021
This is the first neuroscience and Human-Computer Interaction (HCI) study to examine how the biological and synthesized motions of signing avatars will impact neural responses to ASL. Investigating which technology modality of ASL is able to provide users with embodied cognition engagement that comes with fluent biological motions in signing avatars will help us improve the design of signing avatars as embodied interface. The signing avatars can then be used to inform and develop technology design with ASL and novel systems. This will lead to improved ASL resources and HCI design for signing avatars while answering

current neuroscience questions on embodied cognition and sign languages. This study will collect user rating and EEG signals as deaf fluent signers and hearing nonsigners imitate signs from human signer video, synthesized motion avatar, and biological motion avatar. Our hypotheses are that in both signing deaf and hearing non-signing groups, both video of human signer and signing avatar with biological motion will elicit significantly better HCI user rating than the signing avatar with synthesized motion. Secondly, there will be significant differences in brain activity for the synthesized motion signing avatar because the signing deaf group will be able to draw on their ASL experience.

Principal investigators
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Funding sources
Gallaudet Small Research Grant

Biological Motion Perception in Deaf Native Signers
Status: Completed
Start date: October 2018
End Date: October 2021
We conducted two studies to test how deaf signed language users perceive biological motions. We created 18 Biological Motion point-light displays (PLDs) depicting everyday human actions, and 18 Scrambled control PLDs. First, we conducted an online behavioral rating survey, in which deaf and hearing raters identified the biological motion PLDs and rated how easy it was for them to identify the actions. Then, we conducted an EEG study in which Deaf Signers and Hearing Non-Signers watched both the Biological Motion PLDs and the Scrambled PLDs, and we computed the time-frequency responses within the theta, alpha, and beta EEG rhythms. From the behavioral rating task, we show that the deaf raters reported significantly less effort required for identifying the Biological motion PLDs, across all stimuli. The EEG results showed that the Deaf Signers showed theta, mu, and beta differentiation between Scrambled and Biological PLDs earlier and more consistently than Hearing Non-Signers. We conclude that native ASL users exhibit experience-dependent neuroplasticity in the domain of biological human motion perception.

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Funding sources
Gallaudet Small Research Grant
Products
Quandt, L. C. & Kubicek, E., Willis, A. S., & Lamberton, J. (2021). Enhanced biological motion perception in deaf native signers. Neuropsychologia, 161, 107996, 1-10.

Cognitive and affective predictors of language and socioemotional outcomes in deaf and hard of hearing individuals

Status: Ongoing
Start date: January 2021
End Date: January 2027
This research will explore how negative emotional experiences in language contexts may be associated with detrimental language outcomes for deaf, deafblind and hard of hearing (DDBHH) individuals. Language anxiety, defined here as negative emotional experiences associated with understanding, learning, or expressing language, may reduce language proficiency. The vast majority of deaf children are born to hearing parents. If hearing parents cannot access adequate language-learning resources for themselves and their DDBHH children, such as learning American Sign Language or additional language support, this puts DDBHH children at increased risk for negative experiences with language development, such as language delay or adverse childhood communication experiences (ACCE). This research will explore how language anxiety, secondary to ACCE, is related to a lower level of language proficiency, avoidance, increased negative emotion, and decreased performance and learning in a second language. Addressing language anxiety as a challenge for developing language fluency represents an understudied line of research and may revolutionize our understanding of the role of emotion in language development. This approach is innovative because it considers the important role that a bilingual immersion environment may play in reducing the impact of language anxiety on linguistic and socioemotional development. Establishing language anxiety as a factor predicting language outcomes, neural measures of language representation, and socioemotional outcomes represents a novel way to conceptualize the vital role of emotion in language development.

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Funding sources
Gallaudet University

Cognitive, Social and Affective Components of Academic Outcomes

Status: Ongoing
Start date: January 2021
End Date: September 2025
Academic performance is influenced by many cognitive factors, including our own goals and abilities, but also by social and emotional factors, including our emotional experiences and interactions with others in academic environments.

In this project, we aim to gain a better understanding of how emotions, social relationships, and cognitive performance are associated with academic outcomes. Specifically, our research will focus on multiple components of academic anxiety, including: math anxiety, the pattern of negative affect and math performance deficits associated with anxious avoidance of math, spatial anxiety, or anxiety associated with thinking about visualization and other spatial tasks, and language anxiety, or patterns of negative affect that may similarly have detrimental influences on language outcomes. This research will explore how negative emotional experiences in academic contexts may have detrimental outcomes for learning and development, including individuals who are hearing, deaf and hard of hearing. Further, this project will explore how implementing different interventions to interrupt or regulate various aspects of academic anxiety is associated with biological, behavioral and educational outcomes. This project explores how math anxiety is reciprocally influenced by a variety of cognitive, emotional, and social factors, and how these components relate to self-reported academic outcomes and experiences.

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Funding sources
Gallaudet funding
Products
Burr, D. A., Pizzie, R. G. , & Kraemer, D. J. M. (2021). Do you know how you regulate your emotions? Comparing self-report versus multivariate psychophysiological measures of emotion regulation. PLOS ONE, 16(3): e0247246.
https://doi.org/10.1371/journal.pone.0247246

Pizzie R. (2021) Mind, Brain, and Math Anxiety. In: Danesi M. (eds) Handbook of Cognitive Mathematics. Springer, Cham.
https://doi.org/10.1007/978-3-030-44982-7_29-1

Pizzie, R. G., & Kraemer, D. J. M. (2021). The association between emotion regulation, physiological arousal, and performance in math anxiety. Frontiers in Psychology: Emotion Science, 12, 639448,
https://doi.org/10.3389/fpsyg.2021.639448

Pizzie, R. G., McDermott, C. L., Salem, T. G., & Kraemer, D. J. M. (2020). Neural Evidence for Cognitive Reappraisal as a Strategy to Alleviate the Effects of Math Anxiety. Social Cognitive and Affective Neuroscience, 15(12), 1271–1287.
https://doi.org/10.1093/scan/nsaa161

IV. Research and Scholarly Activities by Research Center (cont'd.)

Do expert signers recruit signed phonology processes while solving single digit multiplication problems?

Status: Ongoing
Start date: August 2020
End Date: December 2021

The project aims at investigating the role of ASL phonology and the underlying neural substrates in solving single digit multiplication problems. In spoken languages, phonology and the left lateralized language areas are recruited when verbally retrieving single digit multiplication problems. The role of ASL phonology in arithmetic in general and specifically in the retrieval of multiplication problems is unknown despite abundant literature addressing reading in ASL users. In this study, we will recruit deaf participants with profound to severe hearing loss who have been exposed to ASL prior to age 2 and have had substantial exposure throughout their educational upbringing. Participants will have no history of neurological or developmental disorders and no known learning disability. Results will inform on the typical network involved in multiplication problems for ASLsigners and outline a model to then investigate the impact of late ASL sign language exposure or math learning disability in ASL signers.

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Funding sources
Gallaudet Small Research Grant

Impact of Language Experience on Early Numerical Cognition

Status: Ongoing
Start date: July 2019
End Date: December 2021

The objective of the study is to evaluate, longitudinally, the impact of language modality and early language experience on the core numerical representation and on the acquisition of the concept of exact number. To do this, 180 children aged 3 to 5 will be followed for up to two years. Leveraging the natural variability occurring within the deaf community, 60 children will be native American Sign Language (ASL) users, 60 children will have been exposed to a visual language after 24 months of age (e.g., deaf children with late cochlear implant and no in-home visual language), and the remaining will be English speaking children with no hearing loss and no delay in language exposure. Children will be evaluated at ~8 months intervals, between 2 to 4 times, on basic number skills until they reach proficient understanding of the exact number concept. They will also be assessed for language skills and general IQ. Parents will fill out a comprehensive survey on their child's language use and in-home language. This paradigm will allow to determine the impact of language modality and proficiency on the developmental trajectory of the core numerical representation. It will also allow to determine if the stages for reaching a full understanding of the exact number concept can be delayed or facilitated depending on language modality. Could the use of fingers in ASL to represent numbers facilitate early number concept acquisition? Does a delay in language exposure impact both the core number system and the acquisition of formal number concepts? Are the different stages impermeable to early language experience? What role does language play in the relation between the core numerical representation and the acquisition of exact number concept? These long-standing questions in the field of numerical cognition can be uniquely answered through the perspective of a visual language and time of language exposure.

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Funding sources
National Science Foundation

Investigation of young ASL signing children's counting skills through online testing

Status: Completed
Start date: July 2020
End Date: November 2020

We are testing the use of online conferencing to evaluate the development of counting skills in 3 to 5 years old signing children. This was a pilot study to evaluate the feasibility of using video conferencing as a tool to gather quality research data.

Principal investigators
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Funding sources
Gallaudet University

Neural Bases of Tactile and Visual Language Processing

Status: Ongoing
Start date: April 2017
End Date: December 2020

The proposed experiments in this project build towards addressing questions about neuroplasticity and resilience in the human cortex. To understand the neuroplasticity and resilience of the neural systems that underlie human communication, it is vital to include in a program of study populations with variations in (1) timing of first and second language exposure, (2) modality of language (i.e. tactile, auditory, visual), and (3) sensory experience (deafblind, hearing, and deaf populations.) The proposed project here focuses specifically on a deafblind population that uses a tactile language (i.e. ProTactile ASL, PTASL). We know that human language processing neural networks are constrained, yet flexible, and permits our species to learn and use a wide range of language structures and languages encoded in multiple modalities (visual, tactile, and auditory) and by including deafblind PTASL signers in the corpus of cognitive neuroscience literature, we advance understanding of the mechanisms that make this possible and, vitally, we illuminate possible overarching principles that guide human neural reorganization and resilience. Furthermore, the proposed experiments in this project begin to address key questions that have very strong relevance to society (particularly deafblind populations) surrounding debates about whether observed neural reorganization are instances of "maladaptive plasticity" or "functional resilience." By clarifying the scientific principles that underlie neuroplasticity findings and their interpretation, policies revolving around learning (e.g., optimizing language acquisition, sensory intervention for infants, reading practices, etc.) can be optimized greatly and the community may benefit indirectly from this proposed research project.

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Funding sources
Gallaudet Small Research Grant

Neural Correlates of Observing and Producing Sign Language

Status: Ongoing
Start date: September 2019
End Date: October 2020
Large cognitive neuroscience EEG project with 60+ participants enrolled in a multi-part study to examine how signers and non-signers process written English, perceive ASL, and imitate ASL signs.

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Funding sources
Visual Language & Visual Learning (VL2)

Products
Quandt, L. C. & Willis, A. S. (2021). Earlier and more robust sensorimotor discrimination of ASL signs in deaf signers during imitation. Language, Cognition, & Neuroscience. 10.1080/23273798.2021.1925712

Neural investigation on the impact of a visual language on arithmetic processing: an fMRI approach

Status: Ongoing
Start date: July 2019
End Date: October 2021
One question of relevance is whether the neural networks for solving single-digit arithmetic problems is modality-dependent or -independent. It could be that the different experiences of learning in distinct modalities impacts this processing. Calculation-based strategies, often used for addition and subtraction, call upon the classic number processing areas in the parietal cortex. Conversely, multiplication utilizes the classic left-lateralized language areas, using a verbal retrieval strategy in recalling simple, rote multiplication problems. When considering the modality debate of arithmetic fact retrieval, it calls into question the reliance of multiplication fact retrieval on the language networks. Might using a visual language impact the neural networks for calculating multiplication problems? This has yet to be investigated within the deaf signing population, rendering the extent of the impact of learning experience on the different operations still unclear. Examining the neural networks in participants native in languages that differ in their modality could be a way to investigate how deeply the learning experience impacts the networks for simple arithmetic. In learning arithmetic, a child using a visual language might rely more on visuo-spatial processes but also rely more on internal representations of manual number signs. Evidence suggests that the brain of adult fluent signers automatically activates areas related to sensorimotor representations when processing linguistic information. Fluent signers have also shown to have increased proficiency in mental representation and mental rotation, indicating a heightened visuo-spatial capability over their hearing non-signing peers. As a result, we expect to find more visuo-spatial and fine motor activations in adult native signers compared to non- signers when solving single-digit arithmetic problems. Additionally, if operations are indeed intrinsically different, we should find distinct neural networks for multiplication and subtraction problems evident in native signers. Because native signers process linguistic information in the same left-lateralized language areas, we can expect to see that multiplication facts are also stored in the language network. The current body of research on arithmetic processing does not take into account a visual modality. Gaining a better understanding of the neural networks involved, and to what extent they are involved in deaf native signers, would deepen our understanding

IV. Research and Scholarly Activities by Research Center (cont'd.)

of this learning mechanism, allowing for more nuanced research beyond these foundational findings. If we find that native signers' learning displays a unique network for computing arithmetic, remediation of the current system for educating native signers may be beneficial to the deaf learner. As deaf students historically lag behind their hearing peers in academic achievement, improving access and quality of education is paramount to ensuring optimal learning and development. Disseminating these findings to policymakers and educators may encourage a closer look at how we can better serve our deaf students. The project's aim is to compare native adult ASL signers to native adult English speakers using functional Magnetic Resonance Imaging (fMRI) as a lens into the neural networks involved in small and large single-digit arithmetic problems.

Principal investigators
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Funding sources
Gallaudet University

Signing Avatars & Immersive Learning (SAIL)
Status: Ongoing
Start date: August 2018
The aim of the proposed work is to develop and test a system in which signing avatars (computer-animated virtual humans/characters built from motion capture recordings) help deaf or hearing individuals learn ASL in an immersive virtual environment. The system will be called Signing Avatars & Immersive Learning (SAIL). Interactive speaking avatars have become valuable learning tools, whereas the potential uses of signing avatars have not been adequately explored. Due to the spatial and movement characteristics of natural sign languages, this project leverages the cognitive neuroscience of action perception to test the SAIL system. We will use motion capture recordings of native deaf signers, signing in ASL, to create signing avatars. The avatars will be placed in a virtual reality landscape which can be accessed via head-mounted goggles. Users will enter the virtual reality environment by wearing the goggles, and the user's own movements will be captured via gesture-recognition system (e.g., smart gloves). When using SAIL, users will see a signing avatar from a third person perspective, and they will also see a virtual version of their own arms, from a first person perspective. This first-person perspective can be matched onto their actual movements in the real world. By using gesture recognition systems users will imitate signs and learn through interactive lessons given by avatars. SAIL helps users to visualize and embody a spatial and visual language. This creates an embodied, immersive learning environment, which may revolutionize ASL learning. SAIL will provide us the opportunity to understand the cognitive process of visual perception of

ASL in a controlled 3d digital environment. Following the development of SAIL, we propose an electroencephalography (EEG) experiment to examine how the sensorimotor systems of the brain are engaged by the embodied experiences provided by SAIL. The action observation network of the human brain is active during the observation of others' movements. The extent of this activity during viewing of another person signing will provide insight into how the observer's own sensorimotor system processes the observed signs within SAIL.

Principal investigators
Quandt, Lorna • PhD in Educational Neuroscience (PEN)

Additional investigators
Lamberton, Jason (Consultant) • Science of Learning Center on Visual Language & Visual Learning (VL2)
Malzkuhn, Melissa • Motion Light Lab (ML2)
Wang, Yiqiao • Science of Learning Center on Visual Language & Visual Learning (VL2)
Willis, Athena (Student) • PhD in Educational Neuroscience (PEN)

Funding sources
National Science Foundation (NSF)

Products
Schwenk, M., Willis, A. S., Weeks, K., Ferster, R., & Quandt, L. C. Attitudes towards sign language avatars in the practice of teletherapy and assessment. (2021). Presented at the 2021 convention of the American Psychological Association, Society of Clinical Psychology (Division 12).
Shao, Q., Sniffen, A., Blanchett, J., Hillis, M. E., Shi, X., Haris, T. K., Liu, J., Lamberton, J., Malzkuhn, M., Quandt, L. C., Mahoney, J., Kraemer, D. J. M., Zhou, X., & Balkcom, D. Teaching American Sign Language in mixed reality. Talk to be given at UbiComp 2021.

The impact of language experience on the neural activations of arithmetical processing (EEG)
Status: Ongoing
Start date: March 2018
End Date: October 2021
The aim is to investigate the differences and similarities in the neural correlates, through the EEG recordings, of native ASL users and English native speakers while performing single-digit arithmetic problems.

Principal investigators
Berteletti, Ilaria • PhD in Educational Neuroscience (PEN)

Additional investigators
Berger, Lauren (Student) • PhD in Educational Neuroscience (PEN)
Bowen, Amanda (Student) • Psychology
Carter, Hannah (Student) • Psychology
Griswold, Bryn (Student) • Speech Pathology & Audiology
Kimbley, Sarah (Student) • PhD in Educational Neuroscience (PEN)
Lancaster, Lucas (Student) • Speech Pathology & Audiology
Quandt, Lorna • PhD in Educational Neuroscience (PEN)

Scott, Kayla (Student) • PhD in Educational Neuroscience (PEN)
Sullivan, Sarabeth (Student) • PhD in Educational Neuroscience (PEN)
Funding sources
Gallaudet Small Research Grant
Products
Berteletti, I., Sullivan, S.J.*, Kimbley, S.*, Berger, L.*, Quandt, L., and Miyakoshi, M. Language modality does not change how our brain processes different mathematical operations. (psyarxiv Lea– to be submitted).

The impact of language modality on number sense and arithmetic processing (adult study)
Status: Ongoing
Start date: October 2019
End Date: December 2021
In this research project we investigate how using a visual language might support and impact basic number and arithmetic processing abilities. We specifically investigate processing of non symbolic number quantities, symbolic Arabic digit comparison, symbolic ASL number comparison and single digit arithmetic problems in native, early exposed, American Sign Language users.
Principal investigators
Sullivan, Sarabeth (Student) • PhD in Educational Neuroscience (PEN)
Berteletti, Ilaria • PhD in Educational Neuroscience (PEN)
Additional investigators
Berger, Lauren (Student) • PhD in Educational Neuroscience (PEN)
Lancaster, Lucas (Student) • Speech Pathology & Audiology
Funding sources
Gallaudet Small Research Grant
Products
Berteletti, I., Sullivan, S.J.*, & Lancaster, L.* (2021). The unexplored role of handshape similarity in processing numbers on the hands. Journal of Numerical Cognition, 7(2), 156-171.

A student presenter during Gallaudet University's research expo.

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V. Research and Scholarly Activities by Academic Unit

The research and scholarly activities section reports the FY2021 research projects and achievements of individuals within Gallaudet's academic units, including departmental research laboratories. The list of academic units is organized by each School and their respective programs are organized alphabetically.

When a project has two principal investigators from different units, a cross-reference note guides the reader to the placement of the full project profile. For each research project, the following fields are shown: the project's title, status, and timing, abstract, investigator(s) and their affiliation, funding sources, and products derived from that project. At the end of each unit's part there is also a list of citations of scholarly and creative products that are not associated with a research project.

School of Arts and Humanities
Deaf Studies

The Department of Deaf Studies is at the forefront of research and publication of issues relating to the language and culture of deaf people. Students collaborate with expert faculty to explore the complexities of deaf communities and their signed languages through interdisciplinary approaches. Resources and courses in the department help students acquire an understanding of the deaf community as part of human diversity. Programs prepare students to spend their professional or social lives after graduation in the deaf community or to make further contributions in a chosen academic discipline. One hundred percent of recent department alumni are employed or in graduate school within one year of graduation. Read more about our alumni outcomes.

Research Projects
Chinese Students' Deaf Identities: To and From a Deaf-Centric University
Status: Ongoing
Start date: December 2020
End Date: December 2021
Deaf identity is a topic worthy of attention. The United States has been one of the choices for deaf people in China to study abroad for many years. So I propose to examine in-depth identity formation, that is, how Chinese deaf students at Gallaudet University develop identities between the deaf world and the hearing world as well as Chinese and U.S. cultures. I am also a deaf Chinese student at Gallaudet University. Many deaf Chinese students at Gallaudet have a strong and clear identity. It seems that it is more the place, surrounded by politicized/radicalized deaf people, that feeds identity formation rather than learning the language or finding community through a shared signed language among deaf Chinese students at Gallaudet. This study aims to understand the development of deaf identities of deaf Chinese students of Gallaudet University during and after their studies.
Principal investigators
Li, Qiwei • Deaf Studies
Additional investigators
Robinson, Octavian • Deaf Studies

Funding sources
Gallaudet Small Research Grant

Semantic Congruity Effects in Non-Native ASL Interpreters with Signed Sentences: An ERP Study
Status: Ongoing
Start date: April 2019
A cognitive neuroscience experiment of how ASL experience changes neural processing of ASL grammatical errors.
Principal investigators
Thornton, David • Hearing, Speech, and Language Sciences
Additional investigators
Quandt, Lorna • PhD in Educational Neuroscience (PEN)
Funding sources
Gallaudet Small Research Grant

The American Dream: Deaf history through deaf art
Status: Ongoing
Start date: October 2020
End Date: August 2021
Terra foundation grant sponsored a historical retrospective of deaf communities through the work of deaf artists from 1900-1988.
Principal investigators
Robinson, Octavian • School of Arts and Humanities - Deaf Studies
Funding sources
Terra Foundation
Products
"Disability and Covid-19: A Roundtable," Organization of American Historians, Virtual Conference, April 2021.

"Gender and historical memory in Deaf Protests," Deaf Academics Conference, Canada, 2021.

"Legacy of Eugenics in Deaf Discourses," Legacies of Eugenics in New England conference, Harvard University, 2021.

"Should We Take Matters into Our Own Hands?... That is the Question"! European Forum of Sign Language Interpreters, 2021.

"The American Dream: Deaf history through deaf arts," arts exhibition at Dyer Arts Center, 2021-2022.

"The Personal is Historical: creating narratives through reciprocal processes," Deaf History Conference, Germany, 2021.

"Valuing Deaf Input in Accessibility AI Research," AI & Sign Language conference, 2021.

Robinson, O. (2021). "Hearing Happiness: Deafness Cures in History by Jaipreet Virdi (Review)." Endeavour. **https://doi.org/10.1016/j.endeavour.2021.100755**

Robinson, O. with Henner, J. (2021). "Signs of Oppression in the Academy: The Case of Signed Languages" in Linguistic Discrimination in Higher Education, New York: NY, Routledge Press.

Sheneman, N. and Robinson, O. "Helpers, professional authority, and pathologized bodies: ableism in interpretation and translation" in Translating Asymmetry-Rewriting Power, edited by O. Carbonelli i Cotes and E. Monzo-Nebot. John Benjamins Press, 2021.

Toward a Crip Linguistics, Language Across Modalities at the University of Michigan, 2021.

"Puppets, Jesters, and Memes: The Spectacle of Access," Society for Cinema and Media Studies, Chicago, IL, March 2021.

"The Right to be Deaf," Northeastern University, Zoom, November 2020.

What are some of the barriers for Black Deaf college students pursuing bachelor's and/or master's degrees?
Status: Ongoing
Start date: January 2021
End Date: April 2022
I am identifying the most common barriers of Black deaf students. This project focuses on the academic and personal barriers of 10 Black deaf college students from 3 institutions: Gallaudet University, Rochester Institute of Technology, and California University Northridge within the year students graduated (2016 to 2021-22) and to propose strategies to address these issues in the deaf and Black deaf community.
Principal investigators
McKinnie, Kristina • Deaf Studies
Additional investigators
Moriarty-Harrelson, Erin • Deaf Studies
Funding sources
Gallaudet Small Research Grant

History
Students who study history make connections that help them understand the world in which they live and the diverse forces that have shaped both past and present. As students study history, they will also make connections that help them understand the world in which we live and the diverse forces that have shaped both past and present. They will collaborate with faculty who are focused in many areas of diversity, including deaf history, women's history, gay/lesbian/transgender history, Latino/Latina history, disability history and African history. Graduates have gone on to careers in museum work, government services, education, business, social vocations, and public history. Students will be well prepared for graduate study in law or education or for any career requiring strong research, analytical and communication skills.

Research Projects
Targeting America's Defectives: the Exclusion of Deaf People from State Sterilization Programs
Status: Ongoing
Start date: January 2016
End Date: October 2022
Harry H. Laughlin, best known as the expert on sterilization in the United States, drafted a model sterilization law for states to consider adopting. Laughlin identified people with deafness as a target for sterilization. However, none of the states that adopted sterilization laws in the United States included the deaf on the list. What is the rationale for leaving deaf people out of state eugenic programs? Why was deafness, a condition typically a category eligible for sterilization, never actually in the law? This project seeks to explore the processes of excluding deaf people, and its rationale, as a target of sterilization.
Principal investigators
Greenwald, Brian H. • Schuchman Deaf Documentary Center (SDDC)
Funding sources
Gallaudet Priority Research Fund
Products
Brian H. Greenwald, Erin Timberlake, and Tammy Wilson. "Deaf Education During the American Eugenics Movement: A Preliminary Analysis and Case Studies from CSD - Berkeley" Virtual Presentation April 21, 2021.

Scholarly and Creative Activity
Greenwald, Brian H. "Two Centuries of Deaf Education and Deaf Agency in the United States" in Discussing Bilingualism in Deaf Children: Essays in Honor of Robert Hoffmeister" Eds. Charlotte Ennis, Jonathan Henner, and Lynn McQuarrie. New York: Routledge Press, 2021, pp. 3-16.

School of Civic Leadership, Business, and Social Change
The School of Civic Leadership, Business, and Social Change is designed for students who are interested in studying and researching business, accounting, government, sociology, social work, Pre-law, and pre-MBA options are also available. The school offers various levels of education, including MA degrees and non-degree options (via CCOE), for students who are interested in preparing to become a professional who leads with cultural sensitivity and sets out to make a difference in the world, whether it is through civic, social, or entrepreneurial change.

V. Research and Scholarly Activities by Academic Unit (cont'd.)

Government

For students interested in government, law, or politics, Gallaudet offers unparalleled opportunities. The University combines a central location in the nation's capital with a long history of advocacy for the rights of deaf and hard of hearing individuals, so they can gain firsthand experience in government and public affairs.

Work on communication access policy in an internship. Explore political parties, international relations or civil rights in a class project. Our experienced faculty will help you make full use of the national and international resources in Washington, D.C. and at Gallaudet.

Our graduates have gone directly into careers in government agencies, private business, international agencies and organizations, education, and political campaigns and activism.

Many have gone on to become lawyers, professors, and researchers. If you are considering law school, look into our Pre-Law Program, which includes specialized advising and LSAT preparation.

Research Projects

Accessibility features in ZOOM to improve equity in the MPA classroom. Journal of Public Affairs Education

Status: Completed
Start date: January 2021
End Date: MAY2021
There are 61 million people in the United States that live with a disability. This figure is expected to rise in the coming decades through both an aging population and the long-term impacts of the global pandemic. Improving accessibility in the MPA classroom is imperative, and one step toward improvement is to implement the use of assistive technology tools. This technology review presents two tools available in ZOOM, the spotlight feature and backchannel buttons, that enhance the accessibility of the learning experience for all students. Incorporating these tools in online spaces is critical for changing systemic oppression toward people with disabilities.

Principal investigators
Dolamore, Stephanie • Government

Products
Dolamore, S. (2021). Accessibility features in ZOOM to improve equity in the MPA classroom. Journal of Public Affairs Education [online first], **https://doi.org/10.1080/15236803.2021.1929020**

Crisis lifecycle, policy response, and policy effectiveness

Status: Completed
Start date: June 2019
End Date: September 2021

The dimension of time has been neglected in the practice and research of public administration for decades. By developing a framework to guide the quantification and operationalization of the crisis lifecycle model, this study explores how the timing, sequence, and tempo of government policy response impact policy effectiveness. Quantitative analysis of COVID-19-related data in 152 countries/regions from 1 January to 31 July 2020 shows that direct policies on curtailing infection sources in the early outbreak stage are key to controlling the pandemic. This article concludes by identifying different time tactics that may help policymakers improve strategic decision-making.

Principal investigators
Li, Hongxia • School of Public Administration • South China University of Technology
Sun, Hao • School of Civic Leadership, Business, and Social Change - Government
Zheng, Shiming • School of Public Administration and Emergency Management • Jinan University

Encouraging work-life balance in academia: A study of campus child care.

Status: Completed
Start date: September 2019
End Date: June 2021
Women face tremendous obstacles to success in academic institutions. While we have witnessed incredible progress in some areas of representation of students, staff, or faculty who are women, outcomes by gender continue to be impacted by structural challenges in higher education. One structural barrier is the availability of child care. The article examines the availability and characteristics of child care centers at institutions with a public service commitment to social equity, as evidenced by offering degree programs accredited by the Network of Schools of Public Policy, Public Affairs, and Public Administration (NASPAA). Findings indicate that, of the 173 schools with NASPAA-accredited programs, 127 schools (73%) provide some type of child care for students, faculty, or staff members. However, the average full-time cost per child exceeds affordability guidelines, which indicates a significant structural factor in child-care accessibility. While findings are descriptive, this study provides evidence of institutional barriers for women in academia.

Principal investigators
Carrizales, Tony • Marist College
Dolamore, Stephanie • Government
Henderson, Alexander • Marist College

Products
Dolamore, S., Carrizales, T., & Henderson, A. (2021, forthcoming). Encouraging work-life balance in academia: A study of campus child care. Journal of Public Management and Social Policy.

Higher Education Institutional Responses to COVID-19

Status: Completed
Start date: March 2020
End Date: June 2021

Across the globe, communities are grappling with the COVID-19 pandemic. The implications of this evolving public health crisis include responses from individuals as well as public and private institutions. While individual responses are imperative (i.e., social distancing), organizational level responses (i.e., closing office spaces, allowing remote work, etc.) are a fundamental part of allowing individuals to respond. In the current COVID-19 crisis, the organizational-level responses from anchor institutions of democracy, such as colleges and universities (Dexter and Blankenberg 2016; Holden and Tryhorn 2013), play an exceptionally pivotal role in supporting or preventing individuals and communities from being responsive. Research into how these institutions respond is imperative, both for immediate guidance and for developing best practices over the long term. This study seeks to analyze organizational responses through content analysis of institutional emails sent to faculty, staff, and students in higher education settings. This project will use emails as the primary form of data for analysis. Emails reflect a core artifact of organizational culture as established in public administration literature (Dolamore 2019, Gooden 2014, Testa and Sipe 2013). Organizational culture encompasses the structural (i.e., space, policies, logos, etc.) and personal (i.e., leadership, socialization, learning) elements of an organization that influence individual behavior through the collective impact of each element (Chao and Moon 2005; Shafritz and Ott 1992). As a result, this project will explore the representations of various organizational culture domains (i.e., discourse, policies, leadership behavior) through the content of the email artifacts.

Principal investigators

Collins, Haley • Alvin Community College
Dolamore, Stephanie • Government
Kline, Angela • West Chester University
Lovell, Darrell • West Texas A&M University

Products

Lovell, D., Dolamore, S., & Collins, S. (2021). Examining public organization communication misalignments during COVID-19 through the lens of higher education. Administration & Society [online first], **https://doi. org/10.1177/00953997211026949**

How We Rise-Social Networks in Charlotte: Policy Choices, Policy Opportunities

Status: Completed
Start date: August 2020
End Date: December 2020

Charlotte, NC is a city rich with opportunities; but those opportunities are not equitably shared. In 2014, Charlotte ranked 50th out of 50 in a ranking of cities for upward mobility. Now the city aspires to be a horizon community, one where all can rise. Social networks, providing access to support, information, power, and resources, are a critical and often neglected element of opportunity structures. Social capital matters for mobility. We analyzed over 10,000 interpersonal network connections in the city, drawing on rich data from 177 representative residents of Charlotte. These networks were then evaluated for size (i.e., number of people), breadth (i.e., range of connection types, such as familial or professional), and strength (i.e., the value of connection as a source of assistance). We compared social networks by demographic groups, especially race, income, and gender. In particular, we assessed networks in terms of their value for access to opportunities and resources in three domains: jobs, education, and housing.

Principal investigators

Busette, Camille • Governance Studies • Brookings Institution
Reeves, Richard • Economic Studies • Brookings Institution

Additional investigators

Sun, Hao • Government

Funding sources

Bill & Melinda Gates Foundation
Brookings Institution

Investment Liberalization, Credit Constraints, and International Trade

Status: Completed
Start date: December 2019
End Date: June 2021

This paper investigates the effect of bilateral investment treaties (BITs) on the extensive and intensive product margins of exports in sectors with different credit constraints. The model in this paper demonstrates that such investment liberalization increases the extensive product margin by lowering the variable costs of selling abroad, while it decreases the intensive product margin by lowering both the fixed investment costs and the variable costs. Moreover, the effects of investment liberalization are stronger in financially more vulnerable sectors. Using a detailed dataset of 190 countries and 27 manufacturing sectors from 1988 to 2006, this paper furnishes robust evidence that BITs increase the extensive margin of exports from developed countries and decrease the intensive margin of exports. It further shows that BITs decrease the intensive margin of exports from developed countries more in the sectors that are more dependent on external finance. Similarly, the intensive margin of exports from developed countries in low tangibility sectors falls by 11.81% because of BITs, while the intensive margin in high tangibility sectors is quite stable with BITs.

Principal investigators

Sun, Hao • School of Civic Leadership, Business, and Social Change - Government
Xiong, Tingting • Economics • Howard University

V. Research and Scholarly Activities by Academic Unit (cont'd.)

Serving During Crisis: A Case Study of Public Servants Demonstrating Engagement, Empathy, Equity, and Ethics

Status: Ongoing
Start date: December 2020
End Date: December 2021

The defining characteristic of 2020 is life interrupted. Across the globe, we have seen wholesale stay-at-home orders, closure of businesses and schools, loss of jobs and income, increases in intimate partner violence and mental health crises, decreases in routine health care, and declines in public service provision. Furthermore, 2020 has forced institutions across the administration spectrum to confront both the global pandemic and international attention to systemic racism in the United States. The burden of these interruptions largely falls on individuals to adapt, respond, and survive the changing dynamics. But inequalities sustained in our social and institutional systems of oppression are heightened during 2020. Just one example is how COVID-19 pandemic disproportionately affect historically marginalized communities, especially communities of color (CDC, 2020). These disproportionalities are made possible by racism at multiple levels, white supremacy, patriarchy, ableism, and more. As an applied discipline, public administration faces a reckoning regarding its roles in creating, maintaining, and perpetuating inequity in the public sector (i.e., government and nonprofit organizations) and society at large. But as a field of practice, for those that work in government or nonprofits: What are the skills that public administrators need in this time of profound crisis to respond and account for the systemic challenges? Historically, the values that have guided public administration were the traditional "Es": efficiency, effectiveness, and economy (Hummel, 1991). But scholars note how these values do not provide ample support for either the type of micro-encounters typical of contemporary citizen-state interactions (Guy, 2019; Stout & Love, 2017; Zavattaro & Brainard, 2019) or the skills that contemporary public servants need to connect and respond to the communities they serve in (Dolamore et al., 2020; Edlins & Dolamore, 2018; Guy, 2019). This work explores the role of public administrators who promote a corrected set of "Es": engagement, empathy, equity, and ethics. Through a series of qualitative interviews with American Sign Language interpreters, this research project aims to understand how this group of public administrators' embraces a set of public service values fundamentally connected to the people they serve. The purpose of this work is to establish the lessons that other public servants can learn from sign language interpreters who performed important work during 2020, a year of tremendous crisis, for a group that is historically marginalized from public service, the deaf community.

Principal investigators
Dolamore, Stephanie • Government
Whitebread, Geoffrey • Government

Products
Dolamore, S., & Whitebread, G. (In)visible and (mis)understood: The public service work of American Sign Language (ASL) Interpreters during emergencies. Book chapter submission for Serving in Silence: The Unheard Stories of Essential Public Servants edited by Zavatarro, S., Sowa, J, Henderson, A., & Edwards, L.

Understanding the Impact of the Low Interest Rate Environment on Retirement Security in the United States: A Review of Academic and Practitioner Research

Status: Completed
Start date: August 2019
End Date: MAY2021

After decades of declines in real and nominal interest rates, intensified by the Great Recession, COVID-19, and monetary policy responses, the United States has been and may continue to be in a protracted period of low interest rates. Persistent low-interest rates could affect the retirement security of Americans profoundly through direct impacts on investment returns and through impacts on the capacities of governments and the private sector to finance Social Security, pension funds, and other retirement savings mechanisms. This report examines academic and practitioner research on these topics critically, with an eye toward drawing common themes and conclusions, while reconciling and explaining discrepancies.

Principal investigators
Boyd, Don • Center for Policy Research, Rockefeller College • University at Albany - State University of New York

Additional investigators
Sun, Hao • School of Civic Leadership, Business, and Social Change - Government
Yin, Yimeng • Center for Policy Research, Rockefeller College • University at Albany - State University of New York

Funding sources
Society of Actuaries (SOA)

'We all want what's best for our kids' Discussions of D.C. public school options in an online forum

Status: Completed
Start date: July 2020
End Date: March 2021

Combining data from the online parent forum, commonly known as "DC Urban Moms," and publicly available school data, this paper explores how an online community, one that appears to be dominated by privileged parents, discusses its local school system. The results suggest that if there is a market for schools in the District, the commenters on DC Urban Moms are participating in a highly segregated version of it. A large percentage of schools in the District are almost never discussed on the forum, and those rarely mentioned schools have higher rates of poverty and serve students that are almost exclusively Black. The inattention to these schools can be explained only in part by the city's neighborhood segregation. Moreover, the wealthiest and whitest schools not only have more thorough consideration of their academic and extracurricular offerings, but conversations about these schools are also more likely to refer, rather than to demographic categories, to the people that make up the schools, using words like "moms," "children," "families," and "teachers." The individuals

attending lesser-attention schools are thus doubly invisible to the DC Urban Moms participants. Finally, much of the discussion on the forum focuses on how to gain access to the relatively narrow band of preferred schools. The two mechanisms of school access, residence and the lottery, are not seen as competing strategies, but rather as systems to be used in tandem, in ways that give well-off parents repeated opportunities to self-segregate. Though school diversity is no panacea for the societal ills that stem from centuries of systemic racism and economic exploitation, the findings present a challenge for opponents of school segregation—and its attendant resource hoarding—and for the hope of a more equal and integrated society.

Principal investigators
Williamson, Vanessa • Governance Studies • Urban-Brookings Tax Policy Center
Additional investigators
Gode, Jackson • Governance Studies • The Brookings Institution
Sun, Hao • School of Civic Leadership, Business, and Social Change - Government
Funding sources
Walton Family Foundation

Department of Social Work
The mission of the Department of Social Work is to promote a learning climate that teaches the knowledge, values, and skills of generalist social work practice consistent with the educational program standards of the Council on Social Work Education.

The department incorporates an empowerment model of social work practice that emphasizes strengths, embraces diversity of people, cultures, and ideas, and provides quality social work education to deaf, hard of hearing and hearing students in a bilingual environment where American Sign Language and English are equally valued. The graduate and undergraduate curriculum promotes social and economic justice and the well being of individuals, families, groups, communities, and nations.

Research Projects
Stress, Social Support, and Life Experience
Status: Ongoing
Start date: September 2020
End Date: December 2021
Adverse life experiences are connected to a number of negative health outcomes, including a higher likelihood of substance abuse and psychiatric disorders. Individuals who have developed positive coping mechanisms, such as resilience skills, can mitigate the negative effects of stress and negative life experiences. However, much is unknown about deaf individuals. Studies of negative life experiences, substance use, resilience, and well-being among deaf adults are

few. The purpose of this study is to investigate the following research questions: Is there a significant relationship between stress, psychosocial support, and life experiences among a sample of deaf and hard of hearing participants? How do the levels of stress, psychosocial, and life experiences of deaf and hard of hearing adults compare with findings of non-deaf samples?

Principal investigators
Crowe, Teresa • Social Work

Effectiveness of Telemental Health Services Among a Clinical Sample of Deaf and Hearing Consumers
Status: Ongoing
Start date: July 2020
End Date: December 2022
In the United States, serious mental illnesses are associated with lower quality of life, lower physical health, increased mortality rates, and lower functioning levels. In addition, those who are underserved and members of vulnerable populations are at greater risk for mental health outcome disparities. There is limited research about culturally diverse individuals in the public mental health sector. The purpose of this retrospective case study study is to examine psychosocial factors among a clinical sample of 2,189 deaf adults receiving face-to-face and telemental health public behavioral health services in Maryland.

Principal investigators
Crowe, Teresa • Social Work

Help-Seeking Behavioral Among Deaf and Hard of hearing Individuals
Status: Ongoing
Start date: January 2018
When deaf and hard of hearing individuals seek help for behavioral health services, many are looking for services that meet their needs in terms of linguistic skill and cultural knowledge in addition to behavioral health expertise. However, little is known about help-seeking behavior and associated beliefs among deaf and hard of hearing individuals. The purpose of this study is to examine help-seeking behaviors and self-efficacy in relation to psychosocial factors and individual demographics among a sample of 234 deaf individuals. Results of an anonymous survey indicated that self-efficacy scores improved with stronger social networks. The interaction between parents' communication method and social network influenced negative life events scores. Negative life events and parents' communication method were significant predictors of help-seeking behavior. Practitioners can incorporate these findings into their practice assessments and treatment as well as outreach efforts and program implementation.

Principal investigators
Crowe, Teresa • Social Work

V. Research and Scholarly Activities by Academic Unit (cont'd.)

The Impact of COVID-19 and Emergency Online Learning on Deaf College Students' Experience of Social Isolation and Well-being
Status: Ongoing
Start date: April 2020
End Date: December 2021
As many other universities in the United States, Gallaudet University switched to online learning as a result of the COVID-19 pandemic during the spring semester of 2020. This study explores the experiences and coping strategies of deaf and hard of hearing college students, including factors such as well-being, self-efficacy, loneliness, social support, and transition to online learning.
Principal investigators
Bowman, Miriam Elizabeth • Social Work
Crowe, Teresa • Social Work.

Scholarly and Creative Activity
Bowman, M. E. (submitted 2021). Vulnerable populations and sex trafficking: An overview of challenges. Chapter in book: Human Trafficking: Interdisciplinary Perspectives, 3rd ed.

School of Human Services and Sciences
Through the School of Human Services and Science, students can launch their career in psychology and counseling, the hearing, speech and language sciences, or physical education and recreation. Our School of Human Services and Sciences is the place for all movers and shakers looking to make a difference among people, society, and well-being.

Hearing, Speech, and Language Sciences
The Hearing, Speech, and Language Sciences Department at Gallaudet University offers master's degree program in speech-language pathology, clinical doctorate degree program in audiology (Au.D.), and Doctor of Philosophy (Ph.D.) degree program in Hearing, Speech, and Language Sciences. The Master's of Science education program in speech-language pathology and Clinical Doctorate in Audiology (Au.D.) education programs at Gallaudet University are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association, 2200 Research Boulevard, #310, Rockville, MD 20850, 800-498-2071 or 301-296-5700. The Department serves many functions and responsibilities within the University by:

- Providing graduate training in Speech-Language Pathology and Audiology, and Hearing, Speech, and Language Sciences;
- Offering a range of clinical services to the Gallaudet and metropolitan DC communities;
- Offering undergraduate courses relating to speech, hearing and consumerism, and graduate courses in audiology and amplification to other departments on campus;
- Supporting research aimed at a broad range of areas affecting deaf and hard of hearing individuals.

- The Department's M.S. program in speech-language pathology provides a broad background in speech-language-hearing development, differences, and disorders with an emphasis on the communication needs of deaf and hard of hearing individuals. The non-clinical M.S. in HSLS is an individually-designed degree with master's level course work without a clinical focus.

The audiology degree program (Au.D.) is designed to produce audiologists fully trained to work with hard of hearing and deaf individuals, offering a broad and intense academic curriculum and an integrated sequential clinical experience. The program is unique in that it trains audiologists to be proficient in American Sign Language with an understanding of the deaf community.

The department also offers a Ph.D. program that prepares post-masters SLPs and AUDs for faculty teaching and research positions in universities and other research facilities.

Research Projects
Deaf and Hard of hearing Audiology Students: Student and Preceptor Perspectives
Status: Ongoing
Start date: September 2020
End Date: September 2021
This project is an ongoing research survey on the perspectives of deaf and hard of hearing AuD students and audiology preceptors.
Principal investigators
Sparks, Sarah • Hearing, Speech, and Language Sciences

Deaf and Hard of hearing Students' Skills and Needs for Academic Success
Status: Ongoing
Start date: March 2021
End Date: May 2022
There is a persistent gap between deaf and hard of hearing (D/HH) college students and their typically developing peers in terms of academic success. Educators in post-secondary education who work to engage D/HH students with curriculum can offer insight into the trends for post-secondary success. This study will distribute a survey to undergraduate professors at Gallaudet University in order to ascertain the types of learning opportunities used in the classroom, the students' success with these learning opportunities, the students' independent use of literacy skills, and the frequency of tutoring referrals. Descriptive analysis will be used to showcase student success with learning opportunities and literacy skills, and thematic analysis will be used to analyze the professors' responses to open-ended questions about prerequisite skills for college and successful course completion. Information from this survey will be used to develop a curriculum-based tutoring program for D/HH college students.

Principal investigators
Heskey, Caryn • Hearing, Speech, and Language Sciences
Additional investigators
Garrido-Nag, Karen • Hearing, Speech, and Language Sciences
Funding sources
Gallaudet Small Research Grant

Exploring Cultural Responsiveness: Guided Scenarios for Communication Science and Disorders Professionals

Status: Completed
Start date: October 2020
End Date: November 2020
Case studies regarding cultural responsiveness in communication sciences and disorders clinical practice. Individual chapters address: (1) gender identity and expression, (2) misdiagnosis in second language acquisition, and (3) gender, generational, and multilingual variables in diagnosis of hearing ability.
Principal investigators
Ramkissoon, Ishara • Hearing, Speech, and Language Sciences
Additional investigators
Rivera-Perez, Jean • Texas Christian University
Products
Ramkissoon, I. (2020). Cognition and Hearing Loss: Gender, Generational and Multilingual Considerations in Differential Diagnosis. In A.B. Hamilton, C.A. Ramos-Pizarro, J.F. Rivera-Perez, W. Gonzalez, & K. Beverly-Ducker (Eds.) Exploring Cultural Responsiveness: Guided Scenarios for Communication Science and Disorders Professionals (pp. 237-242 Rockville, MD: ASHA.

Ramkissoon, I. (2020). Engendering Cultural Responsiveness in Clinical Practice: Regarding Gender Identity and Expression. In A.B. Hamilton, C.A. Ramos-Pizarro, J.F. Rivera-Perez, W. Gonzalez, & K. Beverly-Ducker (Eds.) Exploring Cultural Responsiveness: Guided Scenarios for Communication Sciences and Disorders (CSD) Professionals (pp. 37-42). Rockville, MD: ASHA.

Rivera Perez, J. F. & Ramkissoon, I. (2020). Listening to Silence: Second Language Acquisition and Preventing Misdiagnosis. In A.B. Hamilton, C.A. Ramos-Pizarro, J.F. Rivera-Perez, W. Gonzalez, & K. Beverly-Ducker (Eds.) Exploring Cultural Responsiveness: Guided Scenarios for Communication Science and Disorders Professionals (pp. 43-50). Rockville, MD: ASHA.

Language disorder in deaf and hard of hearing (D/HH) children: Typical acquisition and profiles of specific language impairment

Status: Ongoing
Start date: December 2019
End Date: September 2021
There is a need for assessments of sign language development that have utility in the educational and clinical setting for discriminating typical language acquisition from atypical language acquisition. While procedures have been used for research purposes, they require specialized training and/or require an extensive amount of time to analyze. There are a limited number of available assessments designed for assessment in real-world educational settings including checklists for early childhood or assessment of specific areas (e.g., receptive ASL syntax). They have a restricted scope of age range or domains of language skills, however. The current study is investigating a variety of measures of language development to identify those that are effective and efficient in differentiating typical from disordered sign language development.
Principal investigators
McCann, James • Hearing, Speech, and Language Sciences
Funding sources
Gallaudet Small Research Grant

Prosody in Cochlear Implant Users

Status: Ongoing
Start date: September 2019
End Date: September 2025
The purpose of this study is to assess how individuals with cochlear implants understand and express prosodic features of language.
Principal investigators
Hawthorne, Kara • Hearing, Speech, and Language Sciences
Products
Uguccioni, K. & Hawthorne, K. (2020). Vocal emotion detection in cochlear implant users. American Academy of Audiology 2020 + HearTECH Expo, New Orleans, LA. (Conference cancelled due to COVID-19.)

Prosody in Individuals with Intellectual and Developmental Disabilities

Status: Ongoing
Start date: September 2017
End Date: September 2025
The purpose of this project is to develop a profile of prosodic strengths and weaknesses between and within etiologies of intellectual and developmental disabilities.
Principal investigators
Hawthorne, Kara • Hearing, Speech, and Language Sciences
Loveall, Susan • University of Nebraska-Lincoln
Products
Hawthorne, K., & Loveall, S.J. (2020) Interpretation of ambiguous pronouns in adults with intellectual disabilities. Journal of Intellectual Disability Research, 65(2), 125-132.

Loveall, S.J., Hawthorne, K., & Gaines, M. (2021). A meta-analysis of prosody in autism, Williams syndrome, and Down syndrome. Journal of Communication Disorders, 89.

V. Research and Scholarly Activities by Academic Unit (cont'd.)

Qualities of Good Audiologists
Status: Completed
Start date: September 2020
End Date: August 2021
The purpose of this survey is to describe what audiologists view as characteristics that are reflective of a good audiologist, once they have attained the minimal competency necessary for license to practice. This is an exploratory survey in an attempt to identify themes and need for further studies. While the professional accreditation agencies (Council on Academic Accreditation for Audiology and Speech-Language Pathology [CAA], 2017; Accreditation Commission for Audiology Education [ACAE], 2016) detail the professional competencies that graduates from accredited programs must achieve, and, therefore, leading to a minimum qualification to enter the practice of audiology, very little is discussed or published about audiologists' perception of what marks one a good audiologist. This exploration of the audiologists' perception of desirable and undesirable qualities as audiologists are important in least three ways. First, the knowledge of desirable qualities as professionals can help improve the overall caliber of audiologists, by assisting each audiologist in identifying and selecting specific professional improvement goals. Moreover, it may identify gaps in continuing education and training opportunities that target professional qualities that are expressed to be important in the field. Second, the expressed audiologists' values can be examined to determine the areas of discrepancy and potential conflict with the perceptions and values of those served by audiologists (patients, students, families, communities). For example, noncongruence between audiologist and patient preferences for patient-centeredness has been found and reported (Manchaiah et al., 2017). This survey may identify other areas which may be further studied. . Third, values of audiologists directly or indirectly influence who among the professionals advance in the professional communities; including at a workplace as well as in the state and national organizations. Literature suggests that implicit biases in the healthcare field impact both the student experiences and career advancement for women (e.g., Girod et al., 2016, Rogus-Pulia et al., 2018) and people of color (e.g., Fallin-Bennett, 2015, Jackson et al., 2019, Kaplan et al., 2018, Yates et al., 2017). The concept of ableism in the healthcare field is also starting to get a foothold (Neilson, 2020); healthcare providers with physical or other disabilities are grossly underrepresented (e.g., Schwarz & Zetkulic, 2019), with the various technical standards limiting participation of those with disabilities into the healthcare professions While this particular survey does not target impact of biases, the exploration of the professional qualities that audiologists consider to be desirable or undesirable may yield potential need to study implicit biases.
Principal investigators
Tamaki, Chizuko • Hearing, Speech, and Language Sciences
Additional investigators
Mack, Brandie • Hearing, Speech, and Language Sciences
Sparks, Sarah • Hearing, Speech, and Language Sciences
Products
Tamaki C, Mack B, & Sparks, S. (2021). Beyond Minimum Qualifications: What

Qualities Make Audiologists Admirable? Poster. AAA 2021 Virtual.
Tamaki C, Sparks S, & Mack B. (2021). Characteristics of Good Audiologists - Are We Biased? Poster. CAPCSD 2021 Virtual Annual Conference.

Recognizing and using emotional and grammatical facial expressions in deaf children with Autism Spectrum Disorders
Status: Ongoing
Start date: September 2019
End Date: September 2025
The purpose of this study is to assess how deaf signers, with or without diagnosed intellectual or other communication disorders, use facial expressions during signed communication using the newly developed Evaluation of Prosodic Elements of ASL (EPE-ASL).
Principal investigators
Hawthorne, Kara • Hearing, Speech, and Language Sciences
Quimby, Sierra • Hearing, Speech, and Language Sciences
Funding sources
Gallaudet Small Research Grant
Products
Quimby, S. & Hawthorne, K. (2020). Recognizing and using emotional and grammatical facial expressions in deaf children with Autism Spectrum Disorders. American Speech-Language Hearing Association Convention, Orlando, FL.

Smoking and Aging Effects on the Auditory System
Status: Ongoing
Start date: December 2020
End Date: April 2022
The impact of cigarette smoking on adults continues to be an international public health concern, and one of the leading causes of preventable disease. The link between cigarette smoking and exacerbation of chronic disease conditions, such as hearing loss, is starting to become more thoroughly documented in scientific literature. Aging is also known to play an important role in auditory and central nervous system changes over the lifespan. It is possible that audiologists could observe a higher proportion of smokers among their client caseloads as they reach advanced ages. The impacts of smoking and aging on the central nervous system are intertwined, and the combination of the two could have many effects on the auditory pathways of adults. One objective way to monitor the effects of extrinsic factors such as cigarette smoking and intrinsic factors such as biological aging on the central auditory nervous system is to measure an electrophysiological waveform called the auditory middle latency response (AMLR). In order to supplement the clinical and research utilizations of the AMLR, there is an ongoing need for additional knowledge about the effects of subject factors such as age and smoking behavior on the AMLR. The AMLR is an ideal measure for the current study because it reflects physiology of the auditory pathway; it is sensitive to age-related changes in the auditory central nervous

system; and it is influenced by the same central structures with which nicotine interacts. Taking the known relationship between smoking, aging, and hearing loss into consideration for the current study, the researchers sought to evaluate the effects of long-term, chronic cigarette smoking compared to acute smoking by measuring the AMLR in younger (aged 19-29 years) versus older (aged 45-72 years) adults, including both smokers and nonsmokers. The current study intends to expand our understanding about how acute smoking effects might be influenced by stimulus type in four groups of participants: younger smokers, younger nonsmokers, older smokers, and older nonsmokers. AMLR waveforms collected from 22 participants are currently being analyzed using Evoked Potential (Intelligent Hearing Systems) software. The outcomes of this study could provide further information about the outcome of nicotine's effects on central auditory pathways, positive or negative.

Principal investigators
Ramkissoon, Ishara • Hearing, Speech, and Language Sciences
Gehm, Margaret • Hearing, Speech, and Language Sciences

Speech Recognition Threshold (SRT) Assessment in Children
Status: Ongoing
Start date: October 2020
End Date: November 2020
Diagnostic auditory evaluation includes assessment of the hearing threshold for speech signals through the Speech Recognition Threshold (SRT) test. The test stimuli are English spondees. The standard SRT test is not always valid for clients who are not native speakers of English, have limited English proficiency, have a language delay or disorder, or are multilingual speakers. An alternate test, the Digit-SRT was developed by the principal investigator and is currently being evaluated in pediatric populations.

Principal investigators
Ramkissoon, Ishara • Hearing, Speech, and Language Sciences

Additional investigators
Beverly, Brenda • Speech Pathology & Audiology • Univ of South Alabama
Estis, Julie • Speech Pathology & Audiology • Univ of South Alabama
Sibley, Payton • Speech Pathology & Audiology • Univ of South Alabama

Products
Ramkissoon, I. (November 2020). Oral Presentation. South African Speech Hearing Language Association (SASHLA)/ ASHA 2020 Virtual Conference. "Paired Digits vs. Pediatric Words: Measuring SRT in Children with Language Disorder or Non-Native English Background."

vHIT Uses and Procedures: A Survey of Audiologists
Status: Completed
Start date: July 2020
End Date: MAY2021
The vHIT measures semicircular canal function in patients with a suspected vestibular disorder. The clinician creates small but brisk head turns in the

directions of the six semicircular canals. Each head turn results in reflexive eye movement to the opposite direction of the head turn, which will allow the subject to maintain focus on a visual target. When the reflex loop between the semicircular canals and the eyes is interrupted, the timing of the eye movements are delayed and measured by the vHIT system. The vHIT has been added to vestibular test batteries in many clinics that provide vestibular services. Because vHIT is a novel assessment tool, the protocols are not solidified. Therefore, modifications to these protocols may be needed depending on the patient population for other factors. In many audiologic assessment tools, a large contributing factor to the need for modification is age. For vHIT, in particular, a client's age must be taken into account during setup, performance, and data analysis. It would be beneficial to the audiology community to see a comparison of more than two populations in regard to various trends for vHIT procedures and results, since few studies have reported on this. It also is not known whether or not the modifications used in some studies are adopted by the community and how successful they are. This study should provide important data to fellow researchers who utilize this procedure in their vestibular test battery to aid them in maintaining consistency when testing and in choosing which techniques to implement into their practice.

Principal investigators
ONeal, Johnathon • Hearing, Speech, and Language Sciences

Additional investigators
Sparks, Sarah • Hearing, Speech, and Language Sciences
Tamaki, Chizuko • Hearing, Speech, and Language Sciences

Products
O'Neal, J., Tamaki, C., & Sparks, S. (2021). vHIT Uses and Procedures: A Survey of Audiologists. Oral Presentation at AAA Virtual.

Virtual Vestibular Screening Compared to On-site Assessment
Status: Ongoing
Start date: July 2021
End Date: September 2021
The growing use of telehealth during the COVID-19 pandemic has sparked the need for alternative modalities of assessment and intervention. Vestibular assessments are included among services that audiologists may provide via telehealth; however, continued work is needed to provide additional support for the use of virtual assessments. The Dynamic Visual Acuity test (DVA) has the potential to be used as a virtual screener to identify patients with vestibular dysfunction who need further diagnostic assessment. The results of this study will provide evidence for the feasibility of telehealth for vestibular screening.

Principal investigators
Mack, Brandie • Hearing, Speech, and Language Sciences
Nusbickel, Emily • Hearing, Speech, and Language Sciences
Parks, Emily • Hearing, Speech, and Language Sciences

Additional investigators
Sparks, Sarah • Hearing, Speech, and Language Sciences
Tamaki, Chizuko • Hearing, Speech, and Language Sciences

V. Research and Scholarly Activities by Academic Unit (cont'd.)

What information is provided to families of newly identified deaf/hard of hearing children?
Status: Completed
Start date: January 2020
End Date: December 2020
When a child is identified as deaf/hard of hearing, parents are faced with the decision of cochlear implantation (CI). There is currently no policy regarding what information must be provided during the informed consent process. The purpose of this project is to investigate the informed consent process for pediatric cochlear implantation with a focus on the frequently omitted psychosocial, linguistic, and cultural aspects of development with a CI. More specifically, the project is designed to: (1) Identify what information is provided to parents during the informed consent process, (2) Determine the percentage of audiologists providing alternatives to CIs, (3) Determine the percentage of audiologists present all available communication modalities, (4) Determine the percentage of audiologists discuss the long-term risks of cochlear implantation It was hypothesized that: All communication modalities are not discussed by 50%, or more, of audiologists. All long term risks associated with cochlear implantation (e.g. psychosocial implications) are not discussed by 50%, or more, of audiologists. Alternatives to CI are not discussed by 50%, or more, of audiologists. Pediatric audiologists were recruited via a mailing list of 500 individuals, obtained from American Academy of Audiology (AAA). Further recruitment was through private social media groups dedicated to audiologists. Seventeen responses were obtained. The survey was conducted online through Research Electronic Data Capture (REDCap). Future implications of this study may indicate the need for development of a structured policy to ensure parents have equal access to the information prior to proceeding with CI. The research may also reveal a need for restructuring audiology curricula to include a more in-depth education on CI alternatives.

Principal investigators
CastroArias, Rebecca • Hearing, Speech, and Language Sciences
Additional investigators
Bakke, Matthew • Hearing, Speech, and Language Sciences
Tamaki, Chizuko • Hearing, Speech, and Language Sciences
Funding sources
Gallaudet Small Research Grant

Psychology

Gallaudet's Department of Psychology provides a rigorous academic and applied curriculum and is committed to producing scholarly work in scientific and applied areas of psychology. Students and faculty often collaborate with other University departments in Gallaudet's leading-edge research related to deaf and hard of hearing individuals.

Students develop knowledge of the field of psychology in a bilingual, diverse, multicultural educational context. The psychology major prepares students for

graduate study and careers in teaching, counseling, research, and administration. Nationally accredited and recognized graduate programs in school psychology and clinical psychology prepare graduates to work with a variety of clients, with a focus on deaf and hard of hearing individuals. All programs include extensive research and field experience.

Research Projects

A Brief Cognitive Screening Tool for The Deaf Population: A Pilot Study.

Status: Ongoing
Start date: June 2021
End Date: September 2022
The aging of the United States population has led to an increased need for measures that can accurately identify neurodegenerative diseases (Prince et al., 2015). Cognitive screening tools assist in early identification and tracking of cognitive decline, which can facilitate more positive outcomes and increased quality of life (Langa et al., 2017). A recent cognitive screening measure was developed for British deaf individuals and found to be valid and reliable in identification of dementia in older deaf signers (Atkinson et al., 2015). Using this research as a foundation, the current study will attempt to develop a novel measure of cognitive functioning in ASL for use with deaf and hard of hearing adults in the United States. This study will evaluate the linguistic and cultural appropriateness of the measure for use with deaf and hard of hearing adults.

Principal investigators
Timperlake, Erin (Student) • Psychology
Additional investigators
Pick, Lawrence H. • Psychology
Funding sources
Gallaudet Small Research Grant

A Translation of the Childhood Trauma Questionnaire-Short Form to American Sign Language

Status: Ongoing
Start date: June 2021
End Date: June 2022
Childhood maltreatment is a critical public health issue with long-lasting effects on physical and psychological health outcomes. In the United States, the definition of childhood maltreatment has included physical abuse, emotional (or psychological) abuse, sexual abuse, and neglect that occurs in childhood and is perpetuated by a parent or a caregiver. The current literature on childhood maltreatment among deaf, hard of hearing, and deafblind (DHHDB) people is limited. In the existing literature, there is evidence for higher rates of childhood maltreatment in this population along with unique forms of trauma-related to DHHDB people's communication and language experiences. For this reason, there is a need for a reliable, valid, and accessible measure that screens for childhood maltreatment

experiences among DHHDB people. To address this need, this research project will translate a widely used childhood maltreatment measure, the Childhood Trauma Questionnaire-Short Form (CTQ-SF) into American Sign Language (ASL) for use with DHHDB people. To achieve that aim, this project will translate the instructions, items, and response options of the CTQ-SF from English text to ASL video using a team of bilingual deaf interpreters; evaluate the language and content of the CTQ-SF to increase the measure's relevancy to DHHDB individuals' lived experiences; and examine the psychometric elements of CTQ-SF-ASL in a pilot study with signing DHHDB adults in the United States. At the study's conclusion, there will be an ASL version of the CTQ-SF with preliminary data on its psychometric properties for use with DHHDB people.

Principal investigators
Holcomb, Tara (Student) • Psychology

Additional investigators
Pick, Lawrence H. • Psychology

Funding sources
Gallaudet Small Research Grant

Adaptations of Parent Child Interaction Therapy for Deaf Families
Status: Ongoing
Start date: October 2014
End Date: October 2025
The mental health field has recognized the importance of utilizing evidence-based treatments when serving individuals and families. One specific psychological treatment, Parent-Child Interaction Therapy (PCIT), has been designated as an evidence-based treatment for young children with disruptive behaviors. While our field has made significant strides in providing evidence to support its treatments, the evidence is often gathered at the exclusion of minority populations. This is particularly true for deaf people, given the unique communication needs and cultural knowledge required to adapt treatments to be accessible to this population. Since fall 2014, Dr. Day has been studying how to effectively adapt PCIT for families with one or more deaf members and who communicate via American Sign Language. This research project has now expanded into a clinical and research training clinic where she provides accessible PCIT services for local deaf families. It also provides formal training in PCIT Therapist Certification to advanced graduate students, allows for graduate and undergraduate student involvement in research, and provides clinical consultation to therapists across the country who are providing PCIT to deaf individuals.

Principal investigators
Day, Lori • Psychology

ASL Translation of the VCI from WISC-V
Status: Ongoing
Start date: June 2018
End Date: August 2021

Psychological testing is often problematic for deaf people. Many psychologists avoid exploring language-based reasoning in this population given numerous validity concerns and a general lack of understanding of how one might administer these tests in a way that is sensitive to one's language history. This approach, however, leaves a large area of cognition unexplored. Those who do assess language-based reasoning are at risk of drawing inaccurate conclusions given the complex nature of language-based reasoning in individuals with a unique language background. As a follow-up to Bridgett (2018), this study was originally developed to investigate the validity of the VCI with a sample of deaf children to better understand what the construct was actually measuring with them. However, due to COVID-19 and the resulting limitations of in-person data collection, this study's focus has shifted towards developing a standardized version of ASL administration for the VCI. This will include gathering feedback from the signing community and a formal recording of a standardized ASL administration for the VCI. This will allow other psychologists to show or replicate this standard administration during their own administration with deaf children who speak ASL fluently. Limitations of the study and future steps will also be discussed.

Principal investigators
Bridgett, Tiffany (Student) • Psychology

Additional investigators
Day, Lori • Psychology

Funding sources
Gallaudet Small Research Grant

BRIDGES- Bias Reduction Intervention: Deaf Gain in Employment Settings
Status: Ongoing
Start date: September 2017
End Date: September 2025
This project is a collaboration between faculty in the undergraduate and graduate clinical programs in psychology to address bridges and barriers our students experience on their way to becoming professional psychologists. Anecdotally, we have observed barriers our students experience in their educational careers. Students have described experiences of bias and discrimination that have impacted their progress through their degrees. Nationally, there is a need for deaf mental health professionals to serve deaf populations, but bias against deaf students may result in an underrepresentation of deaf clinicians. We created a participatory research community of students and faculty in the Department of Psychology to assess ways in which our classes, departmental programs, and external training programs can support all students in achieving success. Ongoing projects are informing curricular modifications, interventions, and other programming changes in our department and training programs.

Principal investigators
Day, Lori • Psychology
Schooler, Deborah • Psychology

V. Research and Scholarly Activities by Academic Unit (cont'd.)

Additional investigators
Miller, Cara • Psychology
Wagner, Kathryn • School of Human Services and Sciences - Psychology
Funding sources
Gallaudet Priority Research Fund
Products
Schooler, D., Day, L.A., Maynard, S., Rosier, R., Pabon, A., Miller, C.A., & Wagner, K. (2021). Becoming psychologists: Barriers and bridges encountered by deaf and hard of hearing students in education and training settings. JADARA, 54(2), 31-64.

Communication of sexual health knowledge and attitudes by deaf and hard of hearing undergraduates with their parents

Status: Ongoing
Start date: October 2020
End Date: December 2021
Among hearing youth transitioning into adulthood, communication with their parents is a major factor influencing the development of knowledge, attitudes, and behavior (Eisenberg et al., 2006; Heisler, 2005; Jaccard et al., 2002; Shtarkshall et al., 2007). Parents and other adults can play a critical role in fostering or undermining a child's sexual health learning (Knafo-Noam & Schwartz, 2004). Very few studies have investigated the experiences of deaf and hard of hearing (DHH) youth concerning communication about sexual health knowledge and attitudes with their parents. Furthermore, little is known about which parent-youth communication approaches are likely to foster greater knowledge, as well as healthier attitudes and behavior toward sexual health among DHH emerging adults. Thus, this research project attempts to explore the relationship between past and present communication practices among parents and their DHH emerging adults' sexual health knowledge and attitudes.
Principal investigators
Bailey, Kallissa (Student) • Psychology
Additional investigators
Pick, Lawrence H. • Psychology
Funding sources
Gallaudet Small Research Grant

d/Deaf Disabled Experiences with the Deaf Community

Status: Ongoing
Start date: February 2020
End Date: December 2020
Most people consider deafness to be a disability. However, individuals who identify as being part of Deaf culture often reject the label of disability. This presents a unique situation for those who are both d/Deaf and also disabled. It is estimated that individuals who have a hearing loss are 30-55 percent more likely to have an additional disability than individuals who are hearing. The experiences of d/Deaf and Disabled individuals is largely absent from existing literature despite their prevalence. The purpose of this study is to explore, in-depth, the lived experiences of deaf and disabled individuals' interactions with the deaf community. The voice and experience of this population is largely absent in the literature. The goal of this study is not to determine trends and prevalence rates, but to document their lived experience. It consisted of 2 online focus groups of 3-4 participants each. Participants were over 18, identify as both being deaf and disabled, and have experiences with the culturally deaf community. All focus groups were conducted in American Sign Language. The recorded focus groups were analyzed using the Interpretative Phenomenological Analysis.

Principal investigators
Roberts, Rachel (Student) • Science of Learning Center on Visual Language & Visual Learning (VL2)
Additional investigators
Morere, Donna • Psychology
Funding sources
Gallaudet Small Research Grant

Efficacy of Parent-Child Interaction Therapy with Deaf/Hard of Hearing Children and Families

Status: Ongoing
Start date: October 2018
Deaf and hard of hearing communities experience barriers to obtaining fully accessible and affirmative mental health care services. These barriers include limited research on the efficacy of mental health treatments and outcomes of clinical services with individuals who are deaf and hard of hearing and lead to the disparity in the number of deaf and hard of hearing individuals who are able to obtain culturally and linguistically affirmative mental health services. Parent-Child Interaction Therapy (PCIT) is one of the few interventions that has been adapted for and studied with diverse deaf and hard of hearing families. Post-treatment outcomes from a small sample of clinically-referred families include an increase in parenting skills, a reduction in disruptive child behaviors, and overall parental treatment satisfaction.
Principal investigators
Day, Lori • Psychology
Additional investigators
Adams Costa, Elizabeth • The River School

High Risk Sexual Behaviors and Deaf Males: A Look at Systems, Resources and Culture

Status: Ongoing
Start date: July 2020
End Date: MAY2021
The current study will assess the prevalence, knowledge, and awareness of high-risk sexual behaviors among college-aged adult men who are deaf. These issues will be viewed through ecological lenses such as available resources, culture, and systems at play. This approach will then look at the same or differing resources, systems, and culture in hearing individuals. A sample of deaf

college-aged adult men will be recruited and given measures to assess their current engagement in high-risk sexual behaviors (frequency of condom usage, alcohol/drug use, number of sex partners, etc.), their current sexual health, their current sexual education knowledge, and their current HIV/AIDS knowledge. Data will be examined to determine whether there are significant differences in high-risk sexual behaviors in deaf college-aged males compared to their hearing peers.

Principal investigators
Shelenhamer, Garret • Psychology
Additional investigators
Corbett, Carolyn • Psychology

Mental Health Literacy & Black Men: A Critical Exploration of Intersecting Black Male Perspectives

Status: Ongoing
Start date: January 2020
End Date: December 2021
Depression has been cited as the leading cause of disability globally, affecting more than 300 million people. Much research has been conducted on the topic, yet there is still a dearth of research on mental health among young Black men. Black men are likely to experience greater psychosocial stressors and higher mortality rates than their White counterparts. However, rates of depression among Black men remain consistently lower, with some suggesting that that though less frequent, instances of depression in Black men are more severe. The purpose of this study is to facilitate a discussion of mental health knowledge with Black men. As Black men are a heterogenous group, it is imperative that we consider many intersecting identities of Black men. This particular study examines the experiences of deaf, hard of hearing and hearing Black men. This study aims to explore their knowledge related to signs/symptoms of mental illness, preventative and self-help measures, mental health resources and mental health first-aid along with the sources of that knowledge. The study asks how Black men learn about mental health, from whom, and how formal knowledge relates to community experience.

Principal investigators
Rosier, Ryanne • Psychology
Additional investigators
Corbett, Carolyn • Psychology
Funding sources
Gallaudet Small Research Grant

New Signers: Acculturation and Coping

Status: Ongoing
Start date: October 2014
Previous research has examined the transition to college among ethnic minority youth and found that appropriately managing acculturative stress is a significant predictor of psychological adjustment and success during the college transition

(Crokett et al., 2007). For example, Mexican-American youth who report higher levels of acculturative stress during their college transition report more frequent symptoms of depression and anxiety. Active coping and parental support, however, can buffer the effects of acculturative stress. Deaf and hard of hearing youth grow up in a culturally diverse settings and arrive at college with varying degrees of experience with deaf and hearing cultures (Maxwell-McCaw & Zea, 2010). Whereas some youth may have vast experiences with deaf culture, and a high level of cultural practice including proficiency in ASL and deaf cultural norms, other youth may have grown up immersed primarily in hearing culture, with little or no exposure to ASL or deaf culture. Consequently, students matriculating at Gallaudet face a diverse set of challenges relating to acculturation. To date, the acculturative experiences of this population have been understudied. The proposed study examines acculturative stress, coping, and mental and physical health among new Gallaudet students, with specific emphasis on the experiences of new signers.

Principal investigators
Maxwell-McCaw, Deborah • Psychology
Schooler, Deborah • Psychology
Funding sources
Gallaudet Small Research Grant

Parental Disclosure of Adverse Childhood Experiences in Deaf and Hard of Hearing Children

Status: Ongoing
Start date: October 2021
End Date: September 2022
Deaf and hard of hearing (DHH) individuals of all ages may be at higher risk of experiencing language deprivation and neglect, along with other forms of abuse and neglect (Schenkel et al., 2014; Anderson et al., 2017). It is especially challenging for DHH individuals and caregivers of DHH youth to seek trauma-informed treatments that are both evidence-based practices and accessible in their preferred language. The focus of this study is the parent's disclosure of the traumatic experiences of their DHH child and to identify the protective factors for the DHH child. This is a qualitative study and will be using semi-structured interviews to learn more about the phenomenon of parent's lived experiences while coping with their child's traumatic experience(s). This study will explore the unique stressors that parent(s) or caregiver(s)' experience as a parent of a DHH child who experienced trauma and how clinicians can support the parents in the disclosure of their child's trauma history.

Principal investigators
Maynard, Sheila • Research Center/Lab - Brain and Language Lab (BL2)
Additional investigators
Day, Lori • Psychology
Funding sources
Gallaudet Small Research Grant

V. Research and Scholarly Activities by Academic Unit (cont'd.)

Perception of COVID-19 physical distancing effectiveness and contagiousness of asymptomatic individuals: A cross sectional survey of deaf and hard of hearing adults in U.S.

Status: Completed
Start date: January 2021
End Date: December 2021
Paludneviciene, R., Knight, T., Firl, G., Luttrell, K., Takayama, K., & Kushalnagar, P. (2021). Perception of COVID-19 physical distancing effectiveness and contagiousness of asymptomatic individuals: A cross sectional survey of deaf and hard of hearing adults in U.S. Journal of Medical Internet Research. 07/02/2021:21103

Principal investigators

Additional investigators
Paludneviciene, Raylene • Psychology

Funding sources
National Science Foundation

Products
Perception of COVID-19 physical distancing effectiveness and contagiousness of asymptomatic individuals: A cross sectional survey of deaf and hard of hearing adults in U.S.

Representation of Deaf Characters in Mainstream Television Watched by Adolescents

Status: Ongoing
Start date: September 2019
End Date: April 2021
Youth seek connections with television characters as part of the identity formation process. Traditionally, deaf youth have had few opportunities to connect with deaf television characters. In recent years, there has been increased representation of deaf people on television, including scripted television programs *Switched at Birth* and *This Close*, which feature deaf adolescents and young adult characters, and reality television programs *America's Next Top Model* and *Dancing with the Stars*, which recently featured deaf contestant Nyle DiMarco. These programs provide opportunities for deaf youth to engage with deaf media models in new ways, but research has yet to determine how young viewers experience these media models. The current study will use a focus group approach to investigate deaf and hard of hearing adolescents' engagement with and perspectives on deaf and hard of hearing media models.

Principal investigators
Kobek Pezzarossi, Caroline • Psychology

Additional investigators
Schooler, Deborah • Psychology

Funding sources
Gallaudet Small Research Grant

Representation of deaf characters in television watched by adolescents and young adults

Status: Ongoing
Start date: April 2017
End Date: September 2022
Youth seek connections with television characters as part of the identity formation process. Deaf and hard of hearing youth have traditionally had few opportunities to connect with deaf television characters, but there has been an increase in the representation of deaf people on television in recent years. The current project examines how deaf and hard of hearing youth engage with deaf media models using survey and focus group approaches.

Principal investigators
Kobek Pezzarossi, Caroline • Psychology
Schooler, Deborah • Psychology

Additional investigators
Paglieri, Taylor • School of Human Services and Sciences - Psychology

Funding sources
Gallaudet Small Research Grant

Products
Paglieri, T.A., Kobek Pezzarossi, C.M., Schooler, D. (in press). Social media use, acculturation, and self-esteem of deaf and hard of hearing adults. JADARA.

Sexual and Gender-Based Violence in European Asylum Reception Facilities: Disclosure Experiences

Status: Ongoing
Start date: June 2021
End Date: June 2022
Sexual and gender-based violence (SGBV) is a known widespread public health issue as well as a human rights violation, deeply rooted in both gender norms and power inequities (Muoo et al, 2020). In refugees, migrants, and asylum seekers, high levels of SGBV are suspected, and those living in European asylum reception facilities are especially vulnerable to SGBV, yet little is known in terms of prevalence, causes or even preventable measures in place. One of the ways to improve detection of and, therefore, better response to SGBV among refugees and migrants is to better facilitate survivors to disclose their experiences to service providers (De Schrijver et al, 2018; Muoo et al, 2020). Unfortunately, social and structural factors can affect one's ability, opportunity and motivation to disclose (UNCHR, 2019). In order for those factors to be accounted in terms of services provided, they must first be acknowledged. The aim of this study is, therefore, to look at the services currently provided to refugees, migrants, and asylum seekers and factors supporting or impeding their disclosure of SGBV.

Principal investigators
Vincent, Morgane • Psychology

Additional investigators
Pick, Lawrence H. • Psychology

Funding sources
Gallaudet Small Research Grant

The Diagnosis of Attention Deficit Hyperactivity Disorder in College-Aged Deaf Individuals: An Examination of the Barkley Adult ADHD Rating Scale (BAARS-IV)
Status: Ongoing
Start date: November 2020
End Date: September 2021
Attention Deficit Hyperactivity Disorder (ADHD), which has been found to impair one's social, familial, scholastic, and occupational adjustment. For deaf individuals, language and executive functioning have important implications for cognitive and academic functioning, but it is not clear to what extent those functioning are impacted in deaf individuals with ADHD. There are many areas that need to be explored in relation to ADHD, executive dysfunction, deaf individuals, and language acquisition/ secondary language delay. In relation to evaluating and assessing D/HH individual for ADHD, Farber (2019) investigated whether or not the Barkley Adult ADHD Rating Scale-IV (BAARS-IV) demonstrated evidence of validity as a screening measure for ADHD in college-aged deaf students. For this study, we aim to examine whether or not the validity of the BAARS-IV as a screener for discriminating ADHD from non-ADHD among college-aged D/HH students can be replicated and whether additional evidence of concurrent validity is available. Also, this study aims to provide a clearer understanding of the significant role that executive functions play in the overall functioning of deaf and hard-of hearing individuals with ADHD by investigating executive functioning skills in deaf individuals with ADHD and those without ADHD.
Principal investigators
Farber, Gregory (Student) • Psychology
Additional investigators
Day, Lori • Psychology
Funding sources
Gallaudet Small Research Grant

Scholarly and Creative Activity
Aldalur, A., Pick, LH., Schooler, D., & Maxwell-McCaw, D. (2020). Psychometric properties of the SAFE-D: Acculturative stress in deaf undergraduate students. Rehabilitation Psychology. 65(2), 173-185. **https://doi.org/10.1037/rep0000315**

Andres Gonzalez, D., Mullane, A., Pick, LH., & Macias Strutt, A. (2020). Language in neuropsychology: Part I, linguistic diversity and determining assessment language. National Academy of Neuropsychology Bulletin, 32(1), 16-19.

Cornwell, M.A., Cicero, B., Grunwald, I., Hall, S., Krause, W., Myers., T., Pick, L., Piedmont., K., Saveage, K., Schmidt, M.S., Twaite, J., Viscovich, N., & Borod, J.C. (2021, February). Early childhood circumstances predict anger bias in older adulthood. Presented at the International Neuropsychological Society 2021 Annual Meeting, San Diego, CA.

Cornwell, M.A., Cicero, B., Grunwald, I., Hall, S., Krause, W., Myers., T., Pick, L., Piedmont., K., Saveage, K., Schmidt, M.S., Twaite, J., Viscovich, N., & Borod, J.C. (2021, February). Integrating affect perception tasks from the New York Emotion Battery into a comprehensive measure of neuropsychological change across the lifespan. Presented at the International Neuropsychological Society 2021 Annual Meeting, San Diego, CA.

Pick, LH, Barreto Abrams, JO, Gonzalez, DA., Suarez, P, & Strutt, AM. (2021). Language in Neuropsychology Part II - Interpreter-mediated neuropsychological services. National Academy of Neuropsychology Bulletin, 32(1), 13-16.

Pick, LH. (2020, November). The role of language diversity in neuropsychological assessment. Presented at the 2020-2021 Psychology Colloquium Series, The Graduate School and University Center of the City University of New York, New York, NY.

Schaefer, L. & Pick, L.H. (2021, February). Promoting equitable and inclusive psychological practices for older adults who are Deaf or disabled. Presented at the 23rd Annual Rehabilitation Psychology Conference (Division 22 and the American Board of Rehabilitation Psychology).

Schaefer, LA & Pick, LH. (2021, August). Clinical assessment of older adults who identify as Deaf or disabled. Skill building session presented at the America Psychological Association 2021 Virtual Conference.

School of Language, Education, and Culture
A student starts its journey to an impactful career in education, writing, linguistics, and international development. The Gallaudet School of Language, Education and Culture develops students into world-changing leaders in their fields.
- Preparing students for leadership
- Increasing the worldwide number of deaf and hard of hearing professionals in fields that aspire to solve global challenges
- Train to become a teacher of English, American Sign Language, Spanish, and bilingual education.
- Specialize in international development, teaching, writing, interpreting, linguistics or multiple cultures and languages.
- Learn in a technology-rich environment.
- Join other deaf and hard of hearing students aspiring to excel in their fields and solve global challenges.
- Immerse yourself in world languages and cultures.

Gallaudet, the school that introduced American Sign Language to the world, offers a fully immersive bilingual environment, so you can study languages, education, and culture simultaneously in English and ASL. At Gallaudet, you'll also find opportunities for collaborative learning, research, internships, and studying abroad in both languages. You can add Spanish or French to your studies to become multilingual.

V. Research and Scholarly Activities by Academic Unit (cont'd.)

For International and American deaf or hard of hearing students who need to strengthen their English skills for education, professional, or personal purposes, Gallaudet's English Language Institute offers the only officially credited English as a Second Language program for deaf students in the United States.

American Sign Language

The American Sign Language program is at the forefront of research and publication of issues relating to the language and culture of deaf people. Students collaborate with expert faculty to explore the complexities of deaf communities and their signed languages through interdisciplinary approaches. Resources and courses in the department help students acquire an understanding of the deaf community as part of human diversity. Programs prepare students to spend their professional or social lives after graduation in the deaf community or to make further contributions in a chosen academic discipline. One hundred percent of recent department alumni are employed or in graduate school within one year of graduation. Read more about our alumni outcomes.

Research Projects

A Case Study of Mentoring Deaf Academics: The PAH!* (Success) Academic Writing Retreat

Status: Completed
Start date: October 2020
End Date: January 2021
While the goal of increasing numbers of underrepresented faculty members, especially deaf professionals, has been accomplished to some extent, many are stymied in publishing their dissertation findings in peer-reviewed journals, and, therefore, have difficulty earning tenure. To address this need, a case study approach was utilized to investigate the development of deaf professionals' academic writing during a five-day writing retreat. This paper discusses specific academic writing challenges including organizing ideas, finding an appropriate journal, editing, submitting, as well as handling peer reviews, rejections, and revisions. Information is provided on the final writing products, types of support, guidance, and mentorship that were employed. Findings showed that 75% of papers worked on during the retreat were successfully published in peer-reviewed journals. The importance of published work by deaf scholars and plans for future retreats are described.

Principal investigators
Marchut, Amber • Department of Deaf Studies and Deaf Education • Lamar University
Pudans-Smith, Kim • School of Language, Education, and Culture - American Sign Language
Additional investigators
Andrews, Jean • Lamar University
Clark, Diane • Lamar University

Gietz, M • Department of Communication Sciences and Disorders • University of Houston
Products
Marchut, A. , Pudans-Smith, K. , Gietz, M. , Andrews, J. and Clark, M. (2021) A Case Study of Mentoring Deaf Academics: The PAH!* (Success) Academic Writing Retreat. Creative Education, 12, 176-192. doi: 10.4236/ce.2021.121013.

Assessing the Effectiveness of Can-Do Statements for ASL

Status: Ongoing
Start date: October 2020
End Date: September 2022
This research project examines the NCCSL/ACTFL Can-Do Statements to determine whether they are an effective tool for assessing ASL students' language proficiency. The literature shows little evidence on the effectiveness of the Can-Do statements (Tigchelaar et al., 2017). Language instructors and experts used their shared experiences and beliefs as the basis to create can-do statements. None of them represented ASL and that means current Can-Do statements are largely centered on one particular modality, written/spoken. As ACTFL has recognized ASL and its visual/manual modality, they inserted "signed" into all proficiency benchmarks next to "spoken" and "written." However, their Can-Do statements have not been modified accordingly, which has a potential impact on the effectiveness of Can-Do statements for ASL students. This presentation will share preliminary findings based on survey responses, self assessments, and video recordings by ASL students who enrolled in upper level ASL courses from three universities.

Principal investigators
Pudans-Smith, Kim • School of Language, Education, and Culture - American Sign Language
Products
Pudans-Smith, K.K., Buchanan, B., Pirone, J. S., Hauschildt, S. and MacGlaughlin, H. M. (2021, August 1). Assessing the Effectiveness of Can-Do Statements for ASL. American Sign Language Teachers Association (ASLTA). ASLTA Virtual Conference.

How2Sign: A Large-scale Multimodal Dataset for Continuous American Sign Language.

Status: Completed
Start date: January 2021
End Date: December 2021
One of the factors that have hindered progress in the areas of sign language recognition, translation, and production is the absence of large annotated datasets. Towards this end, we introduce How2Sign, a multimodal and multiview continuous American Sign Language (ASL) dataset, consisting of a parallel corpus of more than 80 hours of sign language videos and a set of corresponding modalities including speech, English transcripts, and depth. A three-hour subset

was further recorded in the Panoptic studio enabling detailed 3D pose estimation. To evaluate the potential of How2Sign for real-world impact, we conduct a study with ASL signers and show that synthesized videos using our dataset can indeed be understood. The study further gives insights on challenges that computer vision should address in order to make progress in this field.

Principal investigators
De Haan, Kenneth J. •School of Language, Education, and Culture - American Sign Language

Products
De Haan, K., Duarte, A., Ghadiyaram, D., Giro-i-Nieto, X., Metze, F., Palaskar, S., Torres, J., & Ventura, L. (2021, June 17). How2Sign: A Large-scale Multimodal Dataset for Continuous American Sign Language. In the 2021 IEEE/CVF Conference on Computer Vision and Pattern Recognition (CVPR), June 17, 2021, Virtually. **http://cvpr2021.thecvf.com**

Reducing Language Obstacles Deaf Students Face When Developing Scientific Competencies

Status: Ongoing
Start date: February 2021
End Date: December 2021
People who identify as deaf/hard of hearing (deaf/hoh) are highly underrepresented in research. (1) For example, only 1.3% of the 39,435 doctorates awarded in 2017 went to people who were deaf/hoh. (2,3) Moreover, only 40% of deaf/hoh adults earned doctorates in life sciences, physical sciences, or engineering compared to 78% of hearing individuals. (4) This Momentum Fund Teaming seeks to address this disparity by bringing together for the first time experts in deaf studies, artificial intelligence, communication science, and biomedical informatics. Our team includes faculty from the School of Medicine (SOM: Boyce), School of Health and Rehabilitation Sciences (HRS: Pratt), School of Computing and Information (SCI: Alikhani), and co-investigator from the Department of American Sign Language and Deaf Studies at Gallaudet University (GU: Kenneth De Haan). This project proposal is the result of a collaboration that began three years ago with the goal of increasing the inclusion of deaf/hoh students in biomedical science education at the University of Pittsburgh. Deaf/hoh students face significant obstacles to advancing in STEM including issues in accommodations, self-advocacy, and establishment of a support system. The degree to which these obstacles present insurmountable barriers varies greatly. This is because the deaf/hoh are highly diverse in many respects, including the etiology of deafness, possible benefits of auditory interventions, necessary exposure and acquisition to ASL and English, and access to accommodations. Our Momentum Fund Teaming project will develop and test a novel technology that supports deaf/hoh students while learning biomedical topics using material available on the internet including educational videos, scientific articles, and websites. We hypothesize that interactively linking highly visual material to specific terms and phrases in existing online learning materials will improve

students' topic comprehension. Our long-term goal is to develop a scalable technological intervention that is effective at reducing the language barriers deaf/hard of hearing students face when developing scientific competencies. The basis for the intervention will be a novel combination of methods from deaf studies, communication sciences, multimodal learning, artificial intelligence, and computational linguistics.

Principal investigators
Boyce, Richard • School of Medicine • University of Pittsburgh
De Haan, Kenneth J. •School of Language, Education, and Culture - American Sign Language

Additional investigators
Alikhani, Malihe • School of Science and Technology • University of Pittsburgh
Boone, David • UPMC Hillman Cancer Center Academy • University of Pittsburgh
Pratt, Sheila • School of Health and Rehabilitation Sciences • University of Pittsburgh

Funding sources
University of Pittsburgh

Products
Boyce, R., DeHaan, K., Pratt, S., Alikhani, M., & Boone, D. (2021). Reducing Language Obstacles Deaf Students Face When Developing Scientific Competencies.

Signed Coreference Resolution

Status: Ongoing
Start date: June 2021
End Date: December 2021
Coreference resolution is key to many natural language processing tasks and yet has only been explored for spoken languages. In signed languages, space is primarily used to establish reference. Solving coreference resolution for signed languages would not only enable higher-level Sign Language Processing systems, but also enhance our understanding of language in different modalities and of situated references, which are key problems in studying grounded language. In this paper, we: (1) introduce Signed Coreference Resolution, a new challenge for coreference modeling and Sign Language Processing, (2) collect an annotated corpus of German Sign Language with gold labels for coreference together with an annotation software for the task, (3) explore features of hand gesture, iconicity, and spatial situated properties and move forward to propose a set of linguistically informed heuristics and unsupervised models for the task, and (4) put forward several proposals about ways to address the complexities of this challenge effectively. Finally, we invite the NLP community to collaborate with signing communities and direct efforts towards SCR to close this gap.

Principal investigators
Alikhani, Malihe • School of Science and technology • University of Pittsburgh

V. Research and Scholarly Activities by Academic Unit (cont'd.)

De Haan, Kenneth J. • School of Language, Education, and Culture • American Sign Language
Yin, Kayo • Language Technologies Institute • Carnegie Mellon University
Products
De Haan, K., Alikhani, M. & Yin, K. (2021). Signed Coreference Resolution.

The Climate of the ASL Profession: ASL Pedagogy, Curriculum, and Assessment.
Status: Ongoing
Start date: October 2020
End Date: September 2022
ASL is one of the most widely studied languages in the United States, especially in secondary and postsecondary education. The literature is scant on ASL pedagogy, curriculum, and assessment. The standard was not established in the field of ASL profession specifically focusing on ASL pedagogy, curriculum, and assessment (Rosen, 2010; Quinto-Pozos, 2011). Most ASL professionals focus primarily on ASL pedagogy and less on engaging in research to identify best practices for teaching ASL as an L2 (Quinto-Pozos, 2011; Cooper, Reisman, & Watson, 2008). A lack of standards and empirical evidence raises a concern about how that affects the current quality of our ASL profession. In order to address the concern, we conduct a series of focus group discussions with ASL experts and a nationwide survey to build a better understanding of the climate of ASL profession concerning pedagogy, curriculum, and assessment. For our presentation, we share preliminary results and interpretations of our data collection.
Principal investigators
Pudans-Smith, Kim • School of Language, Education, and Culture - American Sign Language
Additional investigators
Ivy, Tracy • World Languages Department • Minnetonka High School
Listman, Jason • Deaf Studies Laboratory • Rochester Institute of Technology
Pirone, John • ASL Program • University of Vermont
Products
Pudans-Smith, K.K., Pirone, J. S., Ivy, T. and Listman, J. D. (2021, July 31). The Climate of the ASL Profession: ASL Pedagogy, Curriculum, and Assessment. American Sign Language Teachers Association (ASLTA). ASLTA Virtual Conference.

Education
The Department of Education established in 1891, is an ASL and English bilingual, diverse, multicultural learning community devoted to preparing teachers, researchers, educational leaders, and international development advocates. Using a transformative framework the students are mentored to enhance critical thinking, obtain experiences with interdisciplinary connections, explore multiple social and professional identities, and assume social responsibility. Our mission is to promote the intellectual, linguistic, and social potential of deaf and hard of hearing individuals and the creation of systems oriented toward social inclusion at home and abroad.

In compliance with program accreditation, licensure and certification requirements, and state and federal mandates for high-quality teacher preparation and the dissemination of research-based educational practices, the mission of the Gallaudet University Department of Education is to nurture and mentor pre- and in-service teachers, teacher educators, clinical supervisors, educational leaders, and classroom-based agents for change.

Toward this end, roles and responsibilities of Department faculty members include: (1) the art and craft of teaching, including the modeling of educational content, strategies, performance assessment, student advisement, and curriculum building and revision, (2) research and the dissemination of knowledge through publication, and other creative endeavors, and (3) a commitment to service through a variety of activities at local, national and international levels.

Research Projects
Assessing the Fairness of the Teacher Work Sample
Status: Completed
Start date: August 2015
End Date: December 2020
A longitudinal study of the impact of the TWS based on race, gender, and hearing status.
Principal investigators
Yuknis, Christina • Education
Products
Yuknis, C. (2020). Assessing the assessment: Fairness of the teacher work sample. In P. Jenlink (Ed.), Teacher Preparation & Practice: Reconsideration of Assessment for Learning (pp. 35 – 52). Lanham, Maryland: Rowman & Littlefield.

Deaf and Hard of hearing College Students' Cognitive Strategies for Equal Sharing Problems
Status: Completed
Start date: August 2020
End Date: August 2021
Deaf and hard of hearing (DHH) students' performance on fraction story problems is a cause for concern given that knowledge of fractions in the elementary grades is essential for learning algebra in secondary school and advanced mathematics in college. Using grounded theory, the current study investigated DHH college students' cognitive strategies for solving equal sharing story problems presented to them in two distinct conditions: Interpreted and Co-constructed. Students watched the American Sign Language (ASL) renditions in pre-recorded videos of the English version of the equal sharing story problems in the interpreted condition. In the co-constructed tasks, the researcher and each participant co-constructed equal sharing story problems. Thirteen DHH college students who

were at least 18 years old participated in the study. Data were collected through Think Aloud Protocol and interviews in which students explained their strategies for solving six interpreted and four co-constructed equal sharing mathematical tasks. Data were analyzed through coding and constant comparison analyses. Findings of the study indicated DHH college students used a broad range of cognitive strategies similar to the existing framework on students' cognitive strategies for equal sharing. In particular, the study yielded four broad themes (a) No-Link to Context (NLC), defined as students who used the wrong values or operations or who saw the problem as unsolvable, (b) Non-Anticipatory Coordination (NAC), defined as students who failed to pre-coordinate the number of individuals with the number of items being shared from the onset of the sharing activity, (c) Emergent Anticipatory Coordination (EAC), defined as students who pre-coordinated the number of shares with the number of items being shared right from the onset of the sharing activity, but they shared one item or group of items at a time, and (d) Anticipatory Coordination (AC), defined as students who used the long division operation or multiplicative a/b operation. In addition to these four broad cognitive strategies, this study identified emerging strategies, such as executive function skills, fraction conversion, and efficacy of the two conditions based on students' comments. Implications for practice and recommendations for research are discussed.

Principal investigators
Adeoye, Sulaiman • School of Language, Education, and Culture - Education
Funding sources
Gallaudet Small Research Grant

Infusing the Reggio Emilia Approach in Deaf Education
Status: Ongoing
Start date: December 2016
End Date: October 2021
This study explored conducting project studies with young deaf children in two American Sign Language (ASL) and English bilingual schools for deaf children. Project studies involve teachers' facilitation of exploration on a topic that interests young children. In projects, children learn by doing, starting with questions based on children's curiosity about a topic and finding answers to the questions through investigation, field trips, and play. Children then represent their understanding and ideas about the topic in various ways. This study used ethnographic methods by observing specific strategies that teachers used to facilitate deaf children's learning in multiple early childhood classrooms. The study also included focus group interviews to listen to the perspectives of families and teachers about using the project approach with young children in deaf education. The findings include descriptions of deaf children's experience conducting projects that took place in both schools. It revealed the benefits of conducting project studies with young deaf children to enhance their learning experiences.

Principal investigators
Mitchiner, Julie • Education

Batamula, Christi • Education
Kite, Bobbie Jo • Education
Funding sources
Gallaudet Small Research Grant
Products
Batamula, C., Kite Herbold, B.J., & Mitchiner, J. (2020). "Can a snowman have more than three snowballs?" Conducting project studies with young deaf children. Perspectives in Early Childhood Psychology and Education, 5(2), 179-218

Transitioning from high school to college: Student perceptions of preparation
Status: Ongoing
Start date: August 2015
End Date: August 2021
There is a disconnect between the number of students who enter college and the number who graduate. Research demonstrates that a high percentage of deaf students enter postsecondary education; however few persist to graduation. The question we are left with is how to identify the barriers preventing deaf students from graduating at the same rate as their hearing counterparts. The study will interview first-year deaf college students in order to understand their perspectives regarding their transition to college. Moreover, the study will examine how they describe preparedness and resolve perceived challenges.

Principal investigators
Yuknis, Christina • Education
Tibbitt, Julie (Student) • Education
Zimmerman, Heather (Student) • Education
Products
Yuknis, C., Tibbitt, J., & Zimmerman, H. (2021). Acquiring adulthood: A grounded theory of transitioning to college. Future Review. Retrieved from: **https://se-cureservercdn.net/198.71.233.106/f0s.3d9.myftpupload.com/wp-content/up-loads/2021/02/FR-Article-4.2.pdf**

Scholarly and Creative Activity
Batamula, C., Kite Herbold, B.J. & Mitchiner, J. "Family Language Planning with Deaf and Hard of hearing Children: Fostering Multilingual Development." Odyssey Magazine, October 2020

Batamula, C., Kite Herbold, B.J., & Mitchiner, J. (2020). Can a snowman have more than three snowballs? Conducting Project Studies with Young Deaf Children. Perspectives on Early Childhood Psychology and Education, 5(1), 179-217.

Mitchiner, J., Kite Herbold, B.J., Batamula, C. & Nicolarakis, O. (2021, March 3). Infusing Anti-Bias Education in Early Intervention Programs & Early Childhood Education with Deaf and Hard of hearing Children [Conference Presentation]. Early Hearing Detection and Intervention Annual Conference, Virtual.

V. Research and Scholarly Activities by Academic Unit (cont'd.)

English

The study of language and literature is the heart of a liberal arts education. The creative teachers and scholars on the faculty of Gallaudet's Department of English prepare students with the advanced reading and writing abilities that are essential to employment in the professional world and full participation in modern society.

Through a range of interdisciplinary courses, students explore the great tradition of American and British literature and gain critical thinking skills and information and digital literacies. The department's major- and minor-level programs prepare students for careers in education, professional and creative writing, and a variety of professional fields and graduate study. The major includes a required internship.

Research Projects

Un-telling "The Eugenist's Tale": Early 20th Century Deaf Writers on A.G. Bell and Eugenics

Status: Completed
Start date: August 2020
End Date: August 2021
Abstract: In Memoir Upon the Formation of a Deaf Variety of the Human Race (1883), Alexander Graham Bell proposed several preventative eugenic measures to reduce the transmission of deafness, including oralism, or the pedagogical approach for the exclusive teaching of speech and lipreading, and the reduction of deaf-deaf intermarriage. In answer, writers in deaf community publications made appeals for autonomy embedded within hegemonic social norms related to race, class, gender, and able-bodiedness. Because marriage autonomy was often conflated with labor and class rather than treated as one of several interwoven strategies in Bell's eugenic argument, it has been argued that deaf community leaders underestimated the threat they faced from rising nativist beliefs merged with eugenics in the post-bellum era on into early 20th century America. However, in their fiction, deaf creative writers of this era, namely Douglas Tilden, Hypatia Boyd, Guie Deliglio, and Howard Terry, complicated, reinscribed, and countered these ideologies.

Principal investigators
Harmon, Kristen • English
Products
Harmon, K. (2021). "Un-Telling 'the eugenist's tale': early twentieth-century deaf writers on A. G. Bell and eugenics." Journal of Literary and Cultural Disability Studies, 15, (2), 151-168. DOI: **https://doi.org/10.3828/jlcds.2021.12**

Women Writers Buried in Virginia

Status: Ongoing
Start date: June 2020
End Date: November 2021
Research on women writers buried in Virginia. Forthcoming publication, November 15, 2021. Book description: America has an array of women writers who have made history, and many of them lived, died and were buried in Virginia. Gothic novelists, writers of westerns, and African American poets, these writers include a Pulitzer Prize winner, the first woman writer to be named poet laureate of the Commonwealth of Virginia and the first woman to top the bestseller lists in the twentieth century. Mary Roberts Rinehart was a best-selling mystery author often called the "American Agatha Christie." Anne Spencer was an important figure in the Harlem Renaissance. V.C. Andrews was so popular that when she died, a court ruled that her name was taxable, and the poetry of Susan Archer Talley Weiss received praise from Edgar Allan Poe. Professor and cemetery history enthusiast Sharon Pajka has written a guide to their accomplishments in life and to their final resting places.

Principal investigators
Pajka, Sharon • English
Products
Pajka, S. (2021, October 7). Episode 53 - happy One Year anniversary ordinary extraordinary cemetery podcast! The Ordinary, Extraordinary Cemetery. Retrieved October 12, 2021, from **https://www.theordinaryextraordinarycemetery.com/episode-53-happy-one-year-anniversary-ordinary-extraordinary-cemetery-podcast/.**

Scholarly and Creative Activity

Pajka, S. (2020). Notable Women Authors: Their Writing Gave Voice to Women's Suffrage. A Gateway into History, 11(2), 6–8.

Pajka, S. (2021, June 24). Women Writers Buried in Virginia Cemeteries. In Association for Gravestone Studies Virtual Conference.
Pajka, S. (2021, June 3). Nevermore to Visit: Shockoe Hill Cemetery's most famous non-resident, Edgar Allan Poe. In American Culture Association, PCAACA.

Interpreting and Translation

The department offers undergraduate and graduate programs in interpretation to prepare hearing, deaf, and hard of hearing students for entry-level interpreting work in a variety of settings. Settings include medical, educational, business, mental health, and legal interactions where there may be also direct, relay, and/or deafblind interpretation. The department prepares graduates to interact and communicate fluently with deaf, hard of hearing, and hearing people, with an appreciation of diversity in deaf and hearing communities.

The BA in Interpretation (BAI) and MA in Interpretation (MAI) programs provide an interdisciplinary approach to interpretation, accompanied by a state-of-the-art interpreting laboratory and extensive fieldwork. The BA program focuses on face-to-face, interactive, community interpreting, and thus a dialogic approach to interpreting. The MA program focuses on both interactive and monologic approaches to interpreting, with an increased emphasis on theory and research. Seven experienced full-time faculty members with national and international reputations teach and advise students in the program. The MA program offers two concentrations. The department also offers a Ph.D in Interpretation as well.

Our Mission

The multi-faceted mission of the Department of Interpretation & Translation is to:

- Prepare undergraduate and graduate students to work as professional interpreters who exemplify quality interpreting in a variety of settings with diverse individuals;
- Provide undergraduate students with coursework and other experiences to translate, interpret consecutively and simultaneously, form ethical decisions, apply research findings, and assess interpreting skills;
- Prepare graduate students in the same manner with a more intense engagement with theory, research, and practice;
- Conduct research on interpreting or a language-related study to inform practice and advance the field of interpreting studies;
- Participate in department and university wide administration and governance in a way that encourages collegiality and supports students;
- Participate in our profession, through work as a practitioner, involvement with professional organizations, service grants, and professional journals and presentations.

Research Projects

Deaf Studies Digital Journal

Status: Ongoing
Start date: September 2008
End Date: January 2025

The *Deaf Studies Digital Journal* (DSDJ) is a peer-reviewed, digital journal in American Sign Language and English text dedicated to advancing the cultural, creative, and critical output of work in and about sign languages and its communities, in the form of scholarly video articles, original works of signed literature, interviews, reviews, and historical resources. This project will preserve and migrate past issues of *DSDJ* to a new open-access, technologically sustainable platform, which adheres to and advances accessibility standards in publishing through fully bilingual video and text articles, advanced interactive videos, integration into library databases, and innovative peer-review processes that support the exclusive use of sign language to produce the next iteration of *DSDJ* in an effort to transform scholarly communication.

Principal investigators
Bauman, H-Dirksen • ASL and Deaf Studies
Boudreault, Patrick • Interpretation and Translation

Funding sources
Sorenson Legacy Foundation
School of Education, Business and Human Services
Office of the Provost
College of Arts and Sciences
Graduate School and Continuing Studies
National Endowment for the Humanities

A Case Study Evaluation of a Formal ASL-English Mentorship Program

Status: Completed
Start date: March 2020
End Date: November 2021

Across the United States, many ASL-English interpreters engage in mentoring to improve their skills; however, few structured programs have reported on assessments of their program efficacy. This study conducted a program evaluation of one track of an ASL-English interpreting mentorship program using a case study method to address two research questions: (1) How do participants in a formal, time-specific, distance mentorship program rate the helpfulness of each of the mentorship program's activities and interventions to their overall language and interpreting skill development? (2) How do participants in a formal, time-specific, distance mentorship program rate their confidence in the value of the mentorship program in improving their overall language and interpreting skills? The study adopted a constructivist and interpretivist qualitative orientation guided by logic modeling, a widely used program evaluation model. The primary participants in this study consisted of eight novice, state-certified, or EIPA rated, ASL-English interpreters participating in an eight-month grant-funded mentorship track focused on advancing their state certification to the professional level. In addition, data was gathered from the mentorship program director, ASL language mentors, and ASL-English interpreter mentors. Multiple data collection techniques were employed including questionnaires, surveys, and document reviews. The data was coded and analyzed to assess perspectives of participants on the helpfulness of the mentorship program's activities and interventions and the level of language and interpreting skill confidence that participants experienced while in the mentorship. The ultimate aim of the study was to provide empirical data to be used by ASL-English interpreter mentorship programs to create more effective programming.

Principal investigators
Drewek, Amy (Student) • Interpretation and Translation

Funding sources
Gallaudet Small Research Grant

Case Studies of the Cognitive Apprenticeship Approach to Develop Writing Skills of American Sign Language-English Interpreting Students

Status: Ongoing
Start date: August 2017

Effective writing is taken to be a measure of academic development at both the undergraduate and graduate levels, but interpreter education has not provided guidance for how to develop these skills in our students. Using a case study approach, the co-investigators will focus is on the development of students' cognitive maturity and self-authorship by examining their perceptions of the Cognitive Apprentice instructional approach during their writing coursework. An ultimate aim of this study is to determine whether cognitive apprenticeship may be a useful approach in guiding interpreting students in the development

V. Research and Scholarly Activities by Academic Unit (cont'd.)

of their academic writing skills and, if so, to disseminate this information to other interpreter educators.

Principal investigators
Ehrlich, Suzanne • Interpretation and Translation
Nicodemus, Brenda • Interpretation and Translation

Comparative Analysis of Novice and Experienced Interpreters Cognitive Aptitude

Status: Completed
Start date: February 2021
End Date: October 2021

In the field of American Sign Language Interpreting, many strive to be successful language brokers in the matter of a few short years, not realizing the acquisition of their mother tongue took constant exposure over several years. An interpreters' ability to properly process information and retain the information long enough to find meaning is a skill that is not developed in a short span of time. As novice interpreters journey through this field, a question that is frequently asked is how do I improve my skill? This study will identify the cognitive aptitude of nationally certified professional ASL-English interpreters compared to novice ASL-English interpreters. To measure cognitive aptitude and agility a quantitative study will be conducted, testing cognitive tasks. Results from the identified groups will be compared and analyzed.

Principal investigators
Carter, Tierra • School of Language, Education, and Culture - Interpreting and Translation

Additional investigators
Harrelson, Paul • Interpretation and Translation

Funding sources
Gallaudet Small Research Grant

Deaf Perspective on English to ASL Interpreting Repair Strategies

Status: Completed
Start date: November 2019
End Date: October 2020

This study explores the deaf perspective of five interpreting repairs utilized in English to American Sign Language (ASL) interpreting events by means of analyzing the group discussion amongst ten deaf professional participants. This paper discusses various interpreting repair categorizations and highlights the heretofore gap in interpretation and translation research that considers the deaf consumer's perspective of the effectiveness and various impacts resulting from interpreting repairs. This study uses academic interpreting source samples and involves only deaf professionals and deaf Ph.D. students from Gallaudet University in order to examine the successfulness of English to ASL interpretations through the lens of deaf individuals in advanced and technical settings. The analysis of the focus group data will focus on Deaf participants' identification of interpreting repairs, the change in interpersonal dynamics between interlocutors

and interpreters, and the feelings of trust in an interpreter and his/her ongoing interpreting work. This study will be the first of its kind to address the growing community of deaf individuals in advanced academic and professional settings, along with their perceptions of accuracy and trust regarding common interpreting repair strategies.

Principal investigators
Mize, Emily • Interpretation and Translation

Additional investigators
Shaw, Emily • Interpretation and Translation

Funding sources
Gallaudet Small Research Grant

Examining how Deaf translators negotiate concepts that are not conventionalized in Hong Kong Sign Language

Status: Ongoing
Start date: August 2017
End Date: August 2022

In American Sign Language (ASL), fingerspelling is often used to represent English proper nouns, technical words, or other concepts that have yet be lexicalized. Conversely, in Hong Kong Sign Language (HKSL), fingerspelling is used on a very limited basis. As a result, sign language interpreters in Hong Kong who work from Cantonese to HKSL frequently report difficulty in relaying concepts for which a conventionalized sign has not yet been developed. This research proposes to engage with the Hong Kong deaf community to investigate this issue. Translation data will be collected from deaf bilinguals in Hong Kong who are recognized for their work with translating and interpreting between deaf monolinguals and the hearing society. Research participants will translate written Chinese materials in either of these two settings: (1) A monologic environment where no specific audience is present, and (2) An environment where deaf audience with specific background and relationship with the deaf translator is present. Qualitative data will be collected pre-, mid-, and post-task. The aim of this research is to produce a taxonomy of discourse strategies that are used by the deaf translators and to characterize the cognitive processes that underlie the strategies.

Principal investigators
Chan, Yi Hin (Student) • Interpretation and Translation

Additional investigators
Shaw, Emily • Interpretation and Translation

Funding sources
Gallaudet Small Research Grant

Language Attitudes about Interpreters

Status: Ongoing
Start date: August 2017

The notion of language attitudes has a place in psychology, sociology, anthropology, education, and history, among other disciplines. Bilingualism and minority languages are not topics that are confined to linguistics or language

studies, but are debated in a wide variety of fields, including Interpretation and Translation Studies. Drawing from data on social media sites, this study addresses the following questions:(1) What language attitudes do signed and spoken language interpreters, translators, and lay persons hold, specifically in relation interpretation and translation work? (2) What attitudes do signed and spoken language interpreters, translators, and lay persons hold about languages, specially in relation to one another's work? The aim of this project is to confront issues of attitudes within interpretation and translation and to show that they will refine and improve our understanding of how we view one another in Interpretation and Translation Studies.

Principal investigators
Nicodemus, Brenda • Interpretation and Translation
Petitta, Giulia • Interpretation and Translation
Stevens, Tara (Student) • Interpretation and Translation

Sign-to-voice interpreting considering clients with differing language preferences.
Status: Ongoing
Start date: September 2018
End Date: September 2023
How can the use of ASL pronominal forms be characterized for early and late/emergent signers? What is the relationship between ASL pronominal patterns of early and late/emergent signers and semantic equivalents that appear in spoken English simultaneous interpretations? In particular, what types of pronouns are interpreted most accurately and least accurately? In addition, if ASL pronouns are not matched with English pronouns, are there common patterns that characterize the resulting interpretation? What aspects of the pronominal system of ASL are challenging for interpreters? How are these challenges impacted by the degree of ASL fluency of the signer in the source text?

Principal investigators
Miner, Cami • Interpretation and Translation
Quinto-Pozos, David • Linguistics • University of Texas, Austin
Funding sources
Gallaudet Small Research Grant

The Effects of Reflected Appraisals on Interpreter Self-Concept
Status: Completed
Start date: January 2020
End Date: MAY2021
The perceptions we believe others have of us, known as reflected appraisals, are significant to our self-concept. However, there is little known about how the self-concept of interpreters may be affected by the perceptions they encounter during their work. The current study used a sociological framework to examine how six interpreters in the experimental group perceived negative reflected appraisals from deaf audience members during an interpreting task, if

their self-views were negatively affected, and if they were affected, whether they led to diminished self-concept according to measures of self-esteem, mastery, and self-rated signing competency. The results were compared to a control group of five interpreters. Findings revealed that even though the experimental group did not believe the audience's feedback was negative in nature, the appraisals still led to negative self-views. However, self-concept was not diminished to a statistically significant level. The implications of the current study may be used to improve the quality of interpreting services by deepening our understanding of what affects interpreter personhood.

Principal investigators
DeHart, Christina • Interpretation and Translation
Funding sources
Gallaudet Small Research Grant

The reading habits of professional signed and spoken language interpreters
Status: Completed
Start date: August 2016
End Date: October 2021
Reading is a critical process for conscious learning and enhancing knowledge; however, little is known about reading in interpreters' professional lives. We used an online survey to collect information about the reading habits of signed language interpreters (n = 1,382) and spoken language interpreters (n = 601) to examine overall patterns, as well as variations, between the groups. The interpreters responded to questions regarding (a) engagement with reading types, (b) hours spent reading, (c) motivations for reading, (d) factors that reduce engagement in reading, (e) reading in which interpreters should engage, (f) relevance of reading to professional practice, and (g) priority of research topics for reading. Similarities were found between the groups, with divergence in three areas – reading preparation materials, reading research studies, and the types of research studies the participants wish to read. The results provide insights into professional interpreters' engagement with reading and its application to their professional practice.

Principal investigators
Nicodemus, Brenda • Interpretation and Translation
Additional investigators
Liu, Minhua • Hong Kong Baptist University • Hong Kong Baptist University
McClure, Sandra (Student) • Interpretation and Translation
Products
https://www.jbe-platform.com/content/journals/10.1075/tis.20079.nic

What experiences do American Sign Language – English Interpreters from the United States have when working abroad?
Status: Completed
Start date: March 2021
End Date: October 2021

V. Research and Scholarly Activities by Academic Unit (cont'd.)

The concept of interpreting abroad as an American Sign Language-English interpreter may seem unusual; however, previously the possibility of traveling and interpreting for deaf individuals appeared to be limited to international trips and cruises, higher education, and workshops abroad. In today's era, higher education is becoming more accessible to the deaf community which can lead to higher-level positions within companies. Those companies may have various locations across the globe, in turn allowing individuals to move to live and work abroad. Deaf individuals may have interpreters provided to provide language access. I will investigate the experiences that interpreters have when providing American Sign Language interpreting services abroad.

Principal investigators
Winn, James • School of Language, Education, and Culture - Interpreting and Translation

Additional investigators
Harrelson, Paul • Interpretation and Translation

Funding sources
Gallaudet Small Research Grant

Linguistics

Gallaudet's Department of Linguistics is unique in its focus on both spoken and signed languages, particularly American Sign Language. The innovative research carried out by the linguistics faculty and students is advancing global knowledge of the structure and use of sign languages.

ASL is not only the subject of faculty and student research, but also the language of communication in the classroom.

Students in the department gain a broad understanding of language with a specialist's understanding of ASL. The master's program prepares students for work in fields such as language teaching, interpreter education, language planning, bilingual education, and language assessment. Students who complete the M.A. program may apply to the department's Ph.D. program to pursue advanced studies in a range of theoretical and applied areas related to sign language.

Research Projects

Analysis of the lexicon, phonology, morphology, and syntax of ZEI.

Status: Ongoing
Start date: February 2020
End Date: September 2021
My dissertation research will create a grammatical sketch and archives of Zaban Eshareh Irani (ZEI), the sign language used in Iran. ZEI is in critical need of empirical and usage-based research. A grammatical sketch describes a language's phonology, morphology, lexicon, and syntax. This corpus-based/language-documentation approach results in replicable, accountable and accessible products. Very little is known about ZEI, what is available is inaccurate, prescriptive, and seeks to dramatically alter ZEI (Lotfi, Younes, et al., n.d.). This creates an environment of endangerment for ZEI as actually used by the deaf communities in Iran. ZEI is not officially recognized by the government. No empirical research is available for training interpreters, creating an accurate dictionary, providing backing for advocacy, or for continued linguistic research. Funding is needed to support annotation and development of archives. Annotation is a type of linguistic micro-analysis that is used computationally to abstract patterns from archives for macro-analysis. Best practices require annotation be carried out by fluent researchers who conduct micro-analyses. The result is research that is more representative of the language than that derived from few participants and a single researcher's analysis. This research will support the creation of a ZEI grammatical sketch.

Principal investigators
Guity, Ardavan (Student) • Linguistics

Additional investigators
Hochgesang, Julie • Linguistics

Funding sources
Gallaudet Small Research Grant

ASL Discourse Structure of Personal Experience Narratives

Status: Ongoing
Start date: October 2018
End Date: December 2020
This linguistic study examines the usage patterns of constructed dialogue as a discourse strategy in personal experience narratives in American Sign Language (ASL) and compares them to that of English within a similar discourse context. Constructed dialogue is a discourse strategy that encodes the conceptualization of the addresser and their particular viewing of dialogue, the interlocutor(s) involved, and the manner in which the interlocutors present dialogue from a previous or imagined discourse event. Linguistic research on constructed dialogue in ASL has paralleled early English research by primarily focusing on the identification, description, and classification of constructed dialogue and its types (see Metzger, 1995; Lillo- Martin, 1995; Liddell, 2003; Dudis, 2007; Thumann, 2010). This study diverges from previous research by examining how native ASL and English users pattern constructed dialogue within a personal narrative context. Additionally, this study examines the identified patterns of constructed dialogue use by ASL and English users under a cognitive linguistic framework by using the notion of construal to examine the impacts the patterns have on meaning. Finally, the patterns of usage in ASL and English will be compared to identify in what ways do ASL users differ from English users in their patterns of constructed dialogue use.

Principal investigators
Johnson, Sareeta (Student) • Linguistics

Additional investigators
Villanueva, Miako • Linguistics

Funding sources
Gallaudet Small Research Grant

Bimodal Bilingual Code-blending: Language Synthesis

Status: Ongoing
Start date: September 2019
End Date: December 2021

The project investigates the mental language faculty from the perspective of bimodal bilingualism, or bilingualism in a sign language and a spoken language. The project studies the language of American adults with normal hearing who grew up in households with at least one deaf parent using sign language (such adults are known as Codas), and so they learned both spoken English and American Sign Language (ASL) together. Some of the studies will involve deaf native signers to provide a comparison baseline against which the ASL performance of the Codas is measured. The main focus of the proposed project is to investigate code-blending, the simultaneous production of (parts of) a proposition in both sign and speech, with the goal of refining a previously proposed theoretical model, the Language Synthesis model. Data will be collected using experiments that include interviews, narrative production, elicitation, and grammaticality judgments. We will also use the data to see whether Codas behave linguistically as Heritage language users, whose home language is different from the dominant community language.

Principal investigators
Lillo-Martin, Diane • Linguistics • University of Connecticut

Additional investigators
Gagne, Deanna • Linguistics

Funding sources
National Science Foundation

Characterizing Deaf Children's Early Communication Services: An Online Parent Survey

Status: Ongoing
Start date: March 2020
End Date: December 2021

Language deprivation among deaf children is a serious issue, leading the U.S. government to establish the Early Hearing Detection and Intervention (EHDI) program. In spite of these efforts, Gallaudet's most recent survey of deaf children and youth from 2013 reports that almost 7,000 deaf children had not been identified via newborn hearing screening. This suggests that EHDI's screening and follow-up reports do not capture the current number of children requiring and receiving early intervention services. To understand this better, the National Center for Hearing Assessment and Management (NCHAM) surveyed families of deaf or hard of hearing children to better understand the early intervention experiences that they receive. However, this data was only a snapshot of parent perceptions of the early intervention system and only surveyed families from 10 states. Therefore, only limited or outdated data exists; a more current and comprehensive data set is needed. This survey will elicit parent/guardian ratings of early intervention experiences and bring into focus unnoticed gaps in the early identification system across the United States. Upon survey completion, this data will be available for service providers and researchers as a valuable resource for understanding the scope of current Early Intervention needs.

Principal investigators
Rademacher, Tess • Linguistics

Additional investigators
Gagne, Deanna • Linguistics

Funding sources
Gallaudet Small Research Grant

Family ASL: Bimodal bilingual acquisition by deaf children of hearing parents

Status: Ongoing
Start date: August 2019
End Date: July 2024

Five-year project tracking development of both American Sign Language (ASL) and spoken English by young deaf children whose hearing parents are learning ASL as a second language. The study documents parents' process of ASL learning and investigates the extent to which early but non-native ASL input, alongside a bimodal bilingual approach in school-based programs, supports linguistic and cognitive development for deaf children growing up in the most prevalent context, within hearing families.

Principal investigators
Chen Pichler, Deborah • Linguistics
Lillo-Martin, Diane • Linguistics • University of Connecticut

Funding sources
National Institutes of Health (NIH)-National Institute of Deafness and Other Communication Disorders (NIDCD)

Language Emergence, Evolution, and Acquisition

Status: Ongoing
Start date: August 2018
End Date: January 2025

This is an ongoing project investigating the structures that emerge in newly-formed sign languages (e.g., Nicaraguan Sign Language) across dimensions such as phonology, morphology, syntax, and discourse. Factors including social network size (number and type of interlocutors) and the bi-directional influence of cognition and language are investigated as contributing (or not) to language emergence.

Principal investigators
Gagne, Deanna • Linguistics

Learning ASL as a Late Second Language Depends on the Strength of the First Language Foundation

Status: Completed
Start date: November 2020
End Date: November 2020

V. Research and Scholarly Activities by Academic Unit (cont'd.)

Parents of deaf children typically receive two competing sets of recommendations about how they should support their child's language development (Humphries et al., 2012; Napoli et al., 2015; Mauldin, 2016). One approach advocates for exposure to both a signed and a spoken language, or bimodal bilingualism (Emmorey, Giezen, & Gollan, 2015). The other approach advocates for exposure to a spoken language only, or oralism (Meristo et al., 2007). While proponents of both approaches are in agreement that deaf children benefit tremendously from early exposure to language in some form (Napoli et al., 2015; Hall, Hall, & Caselli, 2019; Fulcher, Purcell, Baker, & Munro, 2012; Geers & Nicholas, 2013), they disagree about the role of sign language in a deaf child's early language environment. This disagreement is compounded by the fact that most deaf children are born to hearing parents (Mitchell & Karchmer, 2004) who are unlikely to know a sign language, highlighting a need to better understand which approach is most beneficial for deaf children's long-term language development. Two major areas of debate, critical periods for language acquisition and bilingualism in one versus two modalities for deaf children are reviewed, followed by results from the current study, which investigated the benefits of early bimodal bilingualism versus oralism on language comprehension outcomes in adulthood. Results suggest that an exclusive focus on spoken language may leave deaf children at risk for poor language acquisition outcomes in their first language, as well as when learning a signed second language as a fallback. Early bimodal bilingual experience seems to mitigate this risk.

Principal investigators
Kraus, Kaj (Student) • Linguistics

Additional investigators
Gagne, Deanna • Linguistics

Funding sources
Gallaudet Small Research Grant

Motivated Look at Indicating Verbs in ASL (MoLo)
Status: Ongoing
Start date: September 2019
End Date: September 2022
Our three-year pilot study is inspired by a British Sign Language (BSL) corpus-based study on indicating verbs and uses of space. Indicating verbs can be directed towards present individuals or spatial representations of these individuals when they are not present. These representations are generally viewed in signed language linguistics to either be motivated by spatial relationships in the world or be purely arbitrary, lacking any spatial relationships whatsoever. The BSL study found strong preference of indicating verbs for motivated space, putting to question the actual role of arbitrary space in signed languages. Our corpus-based study addresses a similar question on the preferences of ASL indicating verbs for the use of arbitrary space and motivated space, but also considers five subtypes of motivated space (whereas the BSL study considers a single general type). Video data will be annotated for linguistic features relevant to indicating verbs

and the use of space, followed by (a) statistical analysis revealing ASL indicating verb preferences and (b) a Conversation Analysis task of indicating verb tokens pinpointing possible interactional influences over indicating verb usage.

Principal investigators
Hochgesang, Julie • Linguistics
Dudis, Paul • Linguistics
Lepic, Ryan • School of Language, Education, and Culture - Linguistics
Shaw, Emily • Interpretation and Translation
Villanueva, Miako • Linguistics

Funding sources
Gallaudet Priority Research Fund

Products
Dudis, P. G., Hochgesang, J. A., Shaw, E., & Villanueva, M. (2020, November). Introduction to "Motivated Look at Indicating Verbs in ASL (MoLo)" Project. HDLS14, Virtual Conference. **https://doi.org/10.17605/OSF.IO/H8GK4**

Navigating Social Distancing with DeafBlind Children: ProTactile Language Acquisition in an Online Learning Environment
Status: Ongoing
Start date: September 2020
End Date: February 2022
Blanket directives to practice social distancing, while crucial to stopping the spread of COVID-19, do not consider vulnerable populations such as deafblind children, who under such conditions, are at risk for social isolation and lack of critical language exposure. This project asks: How can social and linguistic channels for supporting language acquisition and cognitive development be maintained, while also adhering to rules of social engagement that are in place during the pandemic, and what can we learn about language and language creation in studying that process? Over the past decade, groups of deafblind adults in the United States began communicating directly with one another via reciprocal, tactile channels—a practice known as "protactile". These practices are leading to an emergent grammatical system that has yet to be acquired by any deafblind children. This project introduces a cohort of deafblind children to skilled protactile signers who will be employing novel educational materials and uniquely designed technology to facilitate language acquisition. This learning environment offers a rare opportunity to analyze the effects of the natural acquisition process as the language is transmitted from deafblind adult users of protactile language, who knew American Sign Language before protactile language, to deafblind children, who are acquiring protactile language as a first language. It is predicted that deafblind children will follow the general course of first language acquisition and will develop core lexical items earlier than verbs with componential morphology, thereby diverging from the path that adult signers have taken, creating forms with componential morphology before creating core lexical items. We also predict that the lexical forms created by children will adhere to protactile phonological principles more broadly than the forms created by adult protactile

signers, who rely on protactile phonological principles only in a much more restricted set of signs. If confirmed, the findings will demonstrate that deafblind children are capable of acquiring and expanding language under conditions of social distancing, and it will shed light, for the first time, on how language at the phonological level is optimized to the tactile modality as that process unfolds from adult to child.

Principal investigators

Additional investigators

Brentari, Diane • Linguistics • University of Chicago
Edwards, Terra • Anthropology • St. Louis University
Gagne, Deanna • Linguistics

Funding sources
National Science Foundation

Philadelphia signs
Status: Ongoing
Start date: August 2015
End Date: September 2022
The purpose of this study is to collect interviews of native deaf Philadelphians in order to capture the Philadelphia ASL dialect for language documentation.

Principal investigators
Tamminga, Meredith • University of Pennsylvania
Fisher, Jamie • University of Pennsylvania
Hochgesang, Julie • Linguistics

The Acquisition of ASL Morphosyntax in New Signers
Status: Ongoing
Start date: January 2020
End Date: December 2020
A growing number of deaf students are arriving at Gallaudet without signing experience, calling for a need to understand their unique language learning situation. Deaf learners like these have not been a focus of signed second language (M2L2) research. The influence of deaf people's early visual experiences and the strength of their early language experience on their later visual linguistic structures has not been sufficiently explored. This project aims to address this by studying how deaf new signers' acquisition of morphosyntactic structures in ASL is affected by their early language and visual experiences. The productions of two grammatical structures in ASL are explored: (1) grammaticized pointing and (2) narrative referent control. To disambiguate the contributions of first language (strong vs. weak) and sensory experiences (hearing vs. deaf), three groups are represented: hearing M2L2, deaf M2L2 with a strong English foundation, and deaf M2L2 with a weak English foundation. The five measures are: (1) a language background questionnaire; (2) the PIAT-R (reading comprehension); (3) the ASL-CT (ASL comprehension); (4) a morphosyntactic pointing sentence repetition task; and (5) a narrative retelling task. It is hypothesized that deaf people's language-independent visuo-spatial abilities positively influence their use of pointing and other visuo-spatial structures.

Principal investigators
Kraus, Kaj (Student) • Linguistics
Additional investigators
Gagne, Deanna • Linguistics
Funding sources
Gallaudet Small Research Grant

The Influence of Language on Cognitive Development
Status: Ongoing
Start date: August 2018
End Date: June 2023
This project investigates the impact of varying language experiences (language deprivation, emerging language environments, full language exposure) on cognitive abilities such as social cognition (Theory of Mind, Socio-cognitive responsiveness), Executive Functioning (working memory, inhibitory control), and Spatial Cognition. Participants include infants and adults in the United States, children and adults in Nicaragua, and children and adults in Peru.

Principal investigators
Gagne, Deanna • Linguistics
Additional investigators
Coppola, Marie • Department of Psychological Sciences • University of Connecticut
Lieberman, Amy L • Wheelock College of Education and Human Development • Boston University

The semantics of space in Sign and Gesture
Status: Ongoing
Start date: August 2018
End Date: December 2020
We investigate the various ways that space can be used to indicate the quantity or size of the domain across various structures in sign (verbs, quantifiers, pronouns). This is an international investigation, pulling together data from Japanese Sign Language, American Sign Language, and Nicaraguan Sign Language. We compare and contrast the results of this use of space to those used by hearing, non-signing gesturers in each of those countries/cultures to understand the elements of spatial productions that may be universal (given general human cognition) versus those that are language, or culture, specific.

Principal investigators
Gagne, Deanna • Linguistics
Additional investigators
Davidson, Kathryn • Harvard University
Matsuoka, Kazumi • Keio University

Scholarly and Creative Activity
Bragg, D., Caselli, N., Hochgesang, J. A., Huenerfauth, M., Katz-Hernandez, L., Koller, O., Kushalnagar, R., Vogler, C., & Ladner, R. E. (2021). The FATE Landscape

V. Research and Scholarly Activities by Academic Unit (cont'd.)

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World Languages and Culture

Research Projects

Word skipping in deaf and hearing bilinguals: Cognitive control over eye movements remains with increased perceptual span
Status: Completed
Start date: September 2000
End Date: February 2021
Deaf readers may have larger perceptual spans than ability-matched hearing native English readers, allowing them to read more efficiently (Belanger & Rayner, 2015). To further test the hypothesis that deaf and hearing readers have different perceptual spans, the current study uses eye-movement data from two experiments in which deaf ASL-English bilinguals, hearing native English speakers, and hearing Chinese-English bilinguals read semantically unrelated sentences and answered comprehension questions after a proportion of them. We analyzed skip rates, fixation times, and accuracy on comprehension questions. Additionally, we analyzed how lexical properties of words affected skipping behavior and fixation durations. Deaf readers skipped words more often than native English speakers, who skipped words more often than Chinese-English bilinguals. Deaf readers had shorter first-pass fixation times than the other two groups. All groups' skipping behaviors were affected by lexical frequency. Deaf readers' comprehension did not differ from hearing Chinese-English bilinguals, despite greater skipping and shorter fixation times. Overall, the eye-tracking findings align with Belanger's word processing efficiency hypothesis. Effects of lexical frequency on skipping behavior indicated further that eye-movements during reading remain under cognitive control in deaf readers. ID: 4093

Principal investigators
Traxler, Matthew • University of California, Davis
Corina, David • University of California, Davis
Piñar, Pilar • World Languages and Cultures
Additional investigators
Bahn, Timothy • Psychology • UC Davis
Brothers, Trevor • Psychology • Tuft University
Craft, Madeline • Psychology • UC Davis

Hoversten, Liv • Psychology • UC Santa Cruz
Winsler, Kurt • Psycholoary • UC Davis
Funding sources
National Institutes of Health (NIH)

School of Science, Technology, Accessibility, Mathematics, and Public Health

Your interest in contributing to the field of science, technology, accessibility, mathematics, and public health (STAMP) will be right at home at the School of STAMP.

The School of STAMP offers two types of undergraduate degrees and minors in most of its major programs as well as various research opportunities and professional development. STAMP also offers a data science minor.

Bachelor of Arts programs are designed for majors who are seeking employment directly after college or for education majors who plan to become high school science teachers.

Bachelor of Science programs are designed for majors who plan to continue to graduate, medical, dental, or veterinary school.

We also offer Pre-Medicine and Pre-Veterinary Programs, designed to give you the advantage such as one-on-one advising and a full range of courses needed as prerequisites for medical school and to prepare for the MCATs. We will help you prepare for medical, dental, pharmacy, veterinary, or other health-related careers. Gallaudet pre-med students most often major in biology or chemistry.

Biology

Work with Gallaudet's internationally recognized educational neuroscience team and get certified in neuroimaging. Or earn a summer grant to research cancer, nanotechnology, or river water quality.

As a biology major, you will work closely with our faculty of talented scholars. Gallaudet professors are dedicated to teaching, mentoring and providing exceptional undergraduate research opportunities. Combine the B.S. option with our Pre-Medicine Program to prepare for medical, dental, veterinary, pharmacy, and other professional schools. Several alumni have also obtained professional research fellowships after graduation.
Or choose the B.A. option if you plan to directly enter a career, or if you are an education major who plans to become a high school science teacher.

Research Projects
Assessing the effectiveness of the Anacostia River tunnel in reduction of eutrophication
Status: Ongoing
Start date: February 2018
End Date: January 2022

The Anacostia River is among the most polluted tributaries in Chesapeake Bay. With substantial algal blooms and bacterial contamination, it has placed those who recreate on the water at considerable health risk. A recently completed, and soon to be fully implemented multi-billion dollar infrastructure project, has been completed to retain and divert sewage and storm water effluent, with the goal of improving water quality in this important river. This project will address the hypothesis that the diversion of water and its associated nutrients will lead to an improvement in water quality, a shift in the community composition of phytoplankton species, and a reduction in sewage-associated bacteria. Building on a considerable body of work on baseline conditions over the past few years, this project will bring new seasonal water column measurements, enclosure enrichment studies, and molecular approaches to determine if, indeed, a success story can be written. We will use established relationships with the Anacostia Riverkeeper and the Anacostia Waterfront Trust to communicate with community groups via meetings, social media, and the local press, and implement a citizen science program to allow for rapid response regarding water safety.
Principal investigators
Glibert, Patricia • UMCES
Solomon, Caroline • Science, Technology, and Mathematics
Funding sources
Maryland Sea Grant

Effectiveness of mentoring in science research
Status: Ongoing
Start date: October 2014
End Date: August 2030
Disabled individuals, women, and cultural and ethnic minorities continue to be underrepresented in STEM. Research has shown that mentoring increases success for underrepresented individuals. Available mentoring survey instruments have all been developed for the majority population and were not intended to capture factors for successful mentoring of underrepresented groups. In this project, we are developing and validating a next-generation mentoring survey drawing from prior mentoring instruments, and incorporating capital theory and critical race theory. From critical race theory, this survey includes community cultural wealth, which is thought to be instrumental to the success of individuals from minority communities. Our survey focuses on mentoring relationships between deaf and hard of hearing protégés and their research advisors. From the pilot survey results we have identified three segregating factors. The first two factors contain traditional capitals. The third factor, community cultural wealth, was well conferred when Deaf protégés were paired with mentors who were either deaf or had knowledge of American Sign Language and deaf culture. This next-generation survey is geared for improving the success of underrepresented groups in STEM and can be used for hypothesis testing or for generating constructive feedback for mentors. Our results so far suggest that cultural awareness training may be a strategy for improving mentoring effectiveness.

V. Research and Scholarly Activities by Academic Unit (cont'd.)

Principal investigators
Braun, Derek • Science, Technology, and Mathematics
Clark, Diane • Lamar University
Gormally, Cara • Science, Technology, and Mathematics
Additional investigators
Kushalnagar, Raja • Science, Technology, and Mathematics
Nuzzo, Regina • Science, Technology, and Mathematics
Solomon, Caroline • Science, Technology, and Mathematics
Funding sources
Beverley Taylor Sorenson Student Fellowship

NSF IUSE: Creating Validated Learning Objectives to Improve Course Design and Student Outcomes in Introductory Biology.
Status: Ongoing
Start date: August 2020
End Date: July 2023
NSF IUSE: Creating Validated Learning Objectives to Improve Course Design and Student Outcomes in Introductory Biology. $598,031. With Scott Freeman, Rebecca Orr, and Peggy Brickman.
Principal investigators
Gormally, Cara • Science, Technology, and Mathematics
Funding sources
National Science Foundation (NSF)

Population genetics of connexin 26 deafness
Status: Ongoing
Start date: January 2010
End Date: January 2030
The researchers aim to explore three explanations for the high genetic prevalence and mutational diversity of deafness-causing GJB2 mutations in the North American population, as well as the association of specific GJB2 mutations within ethnic groups. One possibility is mutation-selection equilibrium: novel GJB2 mutations are perhaps being introduced at the same rate that mutations in the gene pool are being eliminated. Evidence showing a mutational hotspot at GJB2, particularly for deletion mutations, would provide support for this hypothesis. A second explanation is linguistic homogamy, meaning in this case that culturally deaf individuals have actively sought mates with compatible fluency in signed languages. This mate-selection phenomenon may have begun ~200 years ago with the introduction of signed language in residential schools for the deaf. A third possibility is that of balancing selection. Unrelated to studying deafness, Tran van Nhieu, Clair et al. have shown in tissue culture experiments that Shigella flexneri requires GJB2 connexons for egression into the intestinal epithelia, raising the possibility that the three common GJB2 deletions could confer resistance to Shigella dysentery. This project studies all three of these hypotheses.

Principal investigators
Braun, Derek • Science, Technology, and Mathematics
Additional investigators
Armstrong, David F. (Retired)
Arnos, Kathleen S. • Science, Technology, and Mathematics
Gray, Margaret • Science, Technology, and Mathematics
Greenwald, Brian • History, Philosophy, Religion, and Sociology
Herlod, Brienna (Student) • Science, Technology, and Mathematics
Nance, Walter E. • Virginia Commonwealth University
Pandya, Arti • Virginia Commonwealth University
Tekin, Mustafa • Miller School of Medicine • University of Miami
Funding sources
Mellon Foundation
NASA-Space Grant
Sorenson Legacy Foundation
Products
Braun D. C., Jain, S., Epstein, E., Greenwald, B.H., Herold, B., & Gray, M. Deaf intermarriage has limited effect on the prevalence of recessive deafness and no effect on underlying allelic frequency. Plos One. 2020;15(11):e0241609. doi: 10.1371/journal.pone.0241609

REU Site: Undergraduate Research Experiences in Estuarine Processes
Status: Ongoing
Start date: April 2018
End Date: March 2023
This project funds Dr. Solomon to provide mentoring and coordinate accessibility services for Gallaudet students with the Maryland Sea Grant REU internship program.
Principal investigators
Additional investigators
Solomon, Caroline • Science, Technology, and Mathematics
Funding sources
National Science Foundation (NSF)

Scholarly and Creative Activity
Gormally C, R Inghram. 2021. "Goggles & white lab coats:" Students' perspectives on scientists and the continued need to challenge stereotypes. JMBE.

Chemistry
Chemistry is the study of the composition and reactions of substances. The study of chemistry can apply to a wide variety of fields, including forensic science, environmental studies, the development and testing of medicines, chemical engineering, agriculture and food processing, and research into new energy sources.

Research Projects

Bismuth Telluride and Molybdenum Disulfide Nanomaterials
Status: Ongoing
Start date: October 2016
End Date: October 2020
This project aims to develop a protocol for large scale synthesis of molybdenum disulfide and bismuth telluride nanomaterials using the chemical exfoliation method.
Principal investigators
Sabila, Paul • Science, Technology, and Mathematics
Additional investigators
Gutierrez, Jonathan (Student) • Science, Technology, and Mathematics
Lalescu, Jaquelyn (Student) • Science, Technology, and Mathematics
Snyder, Henry David • Science, Technology, and Mathematics
Funding sources
National Science Foundation (NSF)

Computer Simulations to Understand Disease Mechanisms
Status: Ongoing
Start date: September 2016
This project utilizes multiscale computer simulation methods to understand Mendelian disease mechanisms at the molecular level. Computer simulations use the tools of math and physics to solve problems in chemistry, biology, and medicine. Mendalian diseases are monogenic disorders caused by a variation in one gene and sometimes run in families. In general, these are rare genetic disorders with no cure. Our approach is to understand how a single variation in a single gene can cause a disease at the molecular level. This is done by simulations of the natural and variant proteins and comparing various properties. Once we understand the effects of single variations, our next step is to possibly design drugs to reverse the harmful effects. Currently, computer simulations are being run in our HPC Limulus supercomputer, as well as Clemson Palmetto Supercomputing cluster through our collaboration.
Principal investigators
Kucukkal, Tugba G • Science, Technology, and Mathematics
Additional investigators
Alexov, Emil • Physics • Clemson University

Designing Serious Games for Chemistry
Status: Ongoing
Start date: September 2017
End Date: October 2020
Blended learning techniques such as game-based learning has always been viewed as an effective tool in various levels from grade school to higher education. However, despite the popularity of gaming in youth and its potential in student engagement and motivation, it has not been exploited extensively particularly in higher education. With these in mind, we develop "serious games" to be used in chemistry (and possibly other) courses to increase student engagement and motivation, and eventually the learning. Recently, we designed the "PChem Challenge Game" with rather ancient "snakes and ladders" game mechanics in mind, but transforming it into a unique blend of pure luck and knowledge. The game now is part of the curriculum at Gallaudet and currently, we are testing its efficacy in different institutions across the country. Similarly, the project is being extended to other courses at Gallaudet. An unexpected benefit of the approach has been that it helps improve students' technical ASL since the game requires players to read questions for other players and provide clues when needed.
Principal investigators
Kahveci, Ajda • Chemistry Education • DePaul University
Kucukkal, Tugba G • Science, Technology, and Mathematics

Incorporating Original Research into Undergraduate Chemistry Curriculum
Status: Ongoing
Start date: September 2017
End Date: October 2020
Incorporating original research into undergraduate chemistry courses is still in infancy despite the fact that it has a great potential to promote the 21st century skills such as collaboration, critical thinking, and problem-solving. Integrating research into classroom teaching also expected to stir deep learning through inquiry as well as leading to better student engagement. Within the context of this project, we develop and test original research projects suitable for undergraduate teaching at various levels. One such project was applied in a first semester physical chemistry course in Fall 2017. Besides longer-term benefits described above, the original research incorporated in the classroom sparked an immediate interest in pursuing further research in one of the students. Also, we report the challenges such as finding a suitable research problem, adjusting the difficulty and dividing the work evenly among students. Currently, we are in collaboration or looking for collaborating with faculty in science, math and computer fields to develop similar original research to be incorporated in their classrooms.
Principal investigators
Kucukkal, Tugba G • Science, Technology, and Mathematics
Funding sources
Conference Grant from Counsel for Undergraduate Research

Investigations of the effect of catalyst loading on cross-metathesis reaction
Status: Ongoing
Start date: October 2012
End Date: December 2020
Investigations were carried out using various cross-metathesis catalysts to determine effect of catalyst concentration on the reaction. This has a potential application in chemical, polymer, and pharmaceutical industries, as it could potentially lead to reduced cost of production.

V. Research and Scholarly Activities by Academic Unit (cont'd.)

Principal investigators
Sabila, Paul S. • Science, Technology, and Mathematics

Funding sources
National Science Foundation (NSF)

Partnership in reduced dimensional materials (PRDM): Preparation of molybdenum disulfide nanomaterials

Status: Ongoing
Start date: October 2012
End Date: December 2020
The project worked on developing strategies for the preparation of molybdenum disulfide nanomaterials, which have potential applications in fabrication of electronic devices and semiconductors. Two approaches for synthesis of nanomaterials were explored. The first strategy was successful in depositing molybdenum disulfide films on silicon wafers. The resulting products were analyzed using a Scanning Electron Microscope, which produces images of a sample by scanning it with a focused beam of electrons and contains information about the sample's surface composition and features. Further analyses are done using Energy Dispersive X-Ray Spectroscopy and Profilometer.

Principal investigators
Sabila, Paul • Science, Technology, and Mathematics

Additional investigators
Cha, John (Student) • Science, Technology, and Mathematics
Garcia, Nicolas (Student) • Science, Technology, and Mathematics
Habtemichael, Amelework (Student) • Science, Technology, and Mathematics
Herlod, Brienna (Student) • Science, Technology, and Mathematics
Houghton, Mandy (Student) • Science, Technology, and Mathematics

Funding sources
National Science Foundation (NSF)

Synthesis of bismuth telluride nanomaterials

Status: Ongoing
Start date: May 2015
End Date: August 2024
To synthesize nanomaterials of bismuth telluride using chemical exfoliation method. We have successfully used chemical exfoliation to prepare molybdenum disulfide nanomaterials and films. We wanted to see if the same approach could be applied to bulk bismuth telluride to prepared thin films (2-dimensional materials). Bismuth telluride has been shown to exhibit interesting thermoelectric properties that convert heat to electricity. The goal of this project is to design a method for producing bismuth telluride films on silicon wafers. The films will be analyzed using Scanning Electron Microscopy (SEM), optical microscopy and Raman spectroscopy. We are also interested in studying the depth and density of deposited bismuth telluride films on silicon wafers.

Principal investigators
Sabila, Paul • Science, Technology, and Mathematics

Additional investigators
Marceaux, Brandt (Student) • Science, Technology, and Mathematics

Funding sources
National Science Foundation (NSF)

Students learn the basics of pro-tactile American Sign Language under the watchful eye of the Chief Bilingual Officer.
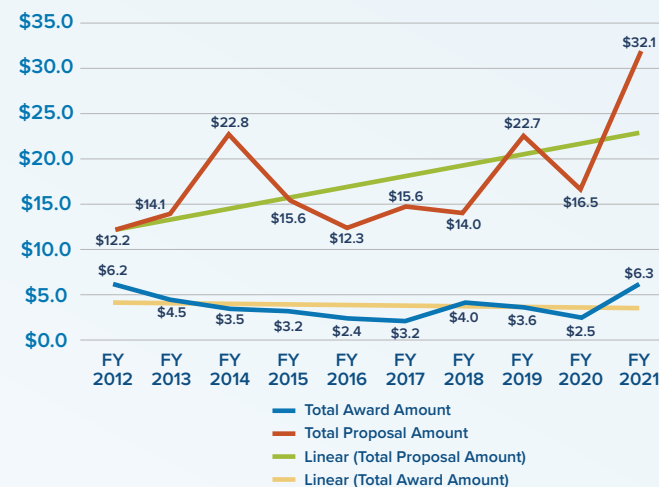
VI. Sponsored Programs and Research Services

Office of Sponsored Programs and Research Services

Amid a global pandemic during FY21, faculty/staff worked with the Office of Sponsored Programs and Research Services (OSPRS) to achieve a 9-year record $6,340,617 in new and continuing federal grant awards. The OSPRS continued working successfully in a remote environment as the Gallaudet community moved towards returning to campus and creating a new normal. The newly expanded office was designed to centralize and improve grant-related services for faculty/staff and other units we work with and support. OSPRS moved to the Office of Research led by Dr. Poorna Kushalnagar, Special Assistant to the Provost for Research, to address and resolve long-standing issues related to streamlining processes and post-award management. The establishment of the Office of Research provided an initiative for faculty/staff to work more closely with the OSPRS on preparation and submission of grant applications. These changes have helped contribute to the centralization of the internal pre-proposal process and increased the amount of federal funding Gallaudet received in grant awards for FY21.

As part of the expanded services being offered, OSPRS managed the Small Research Grant (SRG) and Priority Research Fund (PRF) internal grant programs and administered awards to both faculty and students. The SRG and PRF internal grant programs foster research and provide seed funding to further on campus analysis, exploration, and investigation.

Gallaudet faculty and professional staff seek, apply, and receive competitive grants and contracts supporting innovative research and training opportunities. The primary source of these funds comes from awarded federal grants, contracts, and occasionally cost-reimbursable awards from non-federal sponsors with federal-like requirements. The OSPRS remains committed to increasing institutional resources in order to enhance the University's research and educational programming. The OSPRS continues to offer support in the development of external grant and contract applications and budgets. In addition, OSPRS is responsible for the formal submission of grant applications, negotiating contracts, and finalizing and accepting awards on behalf of the university. Visit the OSPRS website for more information at: **https://www.gallaudet.edu/office-of-sponsored-programs-and-research-services**

Dollar Amounts in Millions for Proposals and Awards, FY2012–2021

Legend:
- Total Award Amount
- Total Proposal Amount
- Linear (Total Proposal Amount)
- Linear (Total Award Amount)

Sponsored Programs: An Overview

Like most of the Gallaudet community, OSPRS continued to work remotely for most of FY21 due to the Coronavirus pandemic. Despite the remote working environment, faculty and staff increased their grant seeking activity and submitted 46 new and continuing proposals totaling $32,128,965, doubling the number of new and continuing proposals submitted in the previous year. In the current fiscal year, Gallaudet was awarded 25 new and continuing awards totaling $6,340,617, which is more than 145% increase over the previous fiscal year of 22 new and continuing awards totaling $2,577,692. In addition to serving the research administration needs of the University, an article written by Ms. Ashuantay Houston, OSPRS Associate Director, and Ms. Audrey Wineglass Foster, Assistant Dean of the OSPRS was published in the National Council of University Research Administrator's peer reviewed journal, the *Research Management Review*. Presented as a case study, the article discusses the OSPRS business continuity plan and how it was used to successfully transition from a face-to-face setting to a remote, virtual environment due to the COVID-19 pandemic.

Dr. Qi Wang, professor and Program Director in the School of Civic Leadership, Business, and Social Change, was awarded three years funding in the amount of $133,918 from the National Science Foundation for her project titled *Collaborative Research: Advancing STEM Online Learning by Augmenting Accessibility with Explanatory Captions and AI*. This project aims to devise cost-efficient technologies to generate explanatory captions as well as create novel chatbot-based solutions to enable interactive companionship for student learning in STEM fields.

VI. Sponsored Programs and Research Services (cont'd.)

Amanda Mueller, Program Officer for Gallaudet in Africa-Nigeria (GAIN), received funding in the amount of $2,050,000 for three years from USAID for her project titled *Strengthening Deaf Education, Empowerment & Employment - Deaf-E[3]*. This grant aims to address the educational disparities and marginalization faced by many deaf, hard of hearing, and deafblind (D/HH/DB) children and youth in Nigeria.

Mr. Ethan Sinnott, professor and chair of Theatre Arts department in the School of Arts and Humanities was awarded funding in the amount of $3,330 for 16 months from Mid Atlantic Arts Foundation with fiscal support from National Endowment for the Arts. His project focused on hosting a production called *Music for Your Eyes* Performance and Community Workshop by a theatre company from Mexico named Sena y Verbo.

Dr. Lorna Quandt and Ms. Melissa Malzkuhn from The Science of Learning Center on Visual Language and Visual Learning (VL2) received three years funding in the amount of $849,999 from the National Science Foundation for their project titled *New Dimensions of ASL Learning: Implementing and Testing Signing Avatars & Immersive Learning (SAIL 2)*. The SAIL project yielded a working prototype of an immersive sign language learning environment. The SAIL 2 project will expand past the prototype stage into a fully-fledged ASL learning experience. In the next version of SAIL, called SAIL 2, the research team will build a more complete system where users enter virtual reality and interact with signing avatar, and allow for mechanistic observations of the engagement of sensorimotor cortices.

Dr. Raja Kushalnagar, professor of STAMP recently received funding in the amount of $135,756 from National Security Agency for his project titled, "*Gallaudet GenCyber Camp for Deaf and Hard of hearing High School Students.*" The Gallaudet University GenCyber Camp for the deaf and hard of hearing (DHH) high school students will be held at Gallaudet University, from June 19-25, 2022. This summer camp will provide cybersecurity information from peers, teachers, and cybersecurity professionals who are fluent in American Sign Language (ASL) and English. Dr. Poorna Kushalnagar, Special Assistant to the Provost for Research and Director/ Professor of Center for Deaf Health Equity, received a five years cooperative agreement award in the amount of $4,422,938 from National Institutes of Health for her project titled, "*Using technology-enhanced approaches to advance cancer health equity among diverse deaf, deafblind, and hard of hearing populations.*" This cooperative agreement project involves research and development activities as well as a clinical trial to increase cancer screening adherence in the deaf, deafblind, hard of hearing communities in the US.

Dr. Lori Day from Psychology received five years funding in the amount of $2,915,290 from Substance Abuse & Mental Health Services Administration for her project titled, "*Center for Advancing Trauma Informed Care for Deaf and Hard of Hearing Children.*" The proposed Center will begin a multi-tiered approach to improve outcomes for traumatized deaf and hard of hearing children, adolescents, and their families and take action to address the behavioral health disparities within the deaf and hard of hearing population.
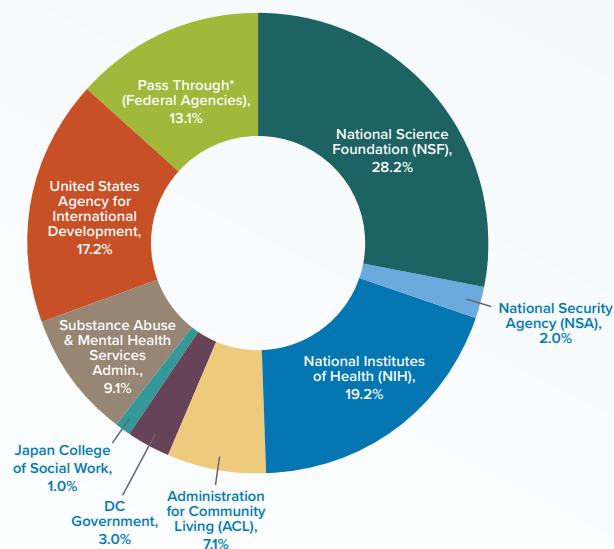
Through these various alliances, concerted efforts are made between Gallaudet University faculty/staff and sponsored program staff to prepare grant submissions to support student learning opportunities. As the University seeks to diversify its revenue streams, the OSPRS remains open to pursuing and collaborating on projects from new and non-traditional sources while cultivating and maintaining older partnerships and collaborations.

Over many years, faculty and staff at Gallaudet have developed new and ongoing collaborations with major universities, nonprofits, and for-profit organizations.
- Allegheny Health Network
- American Institutes for Research
- American University
- Apptek
- Auburn University
- Boston Museum of Science
- Boston University
- Brookings Institute
- California School for the Deaf
- Changing Perspectives
- Cleveland Clinic
- Columbia University
- Cornell University
- Deaf Abused Women's Network (DAWN)
- Federal Communications Commission
- Georgetown University
- Hands and Voices
- Harvard University
- Hearing Loss Association of America
- Heriot-Watt University
- Howard University
- Japan College of Social Work
- Julstrom Consulting and Development
- Learning Center for the Deaf
- Massachusetts Institute of Technology
- Measuring Usability
- MITRE Corporation
- Michigan Publishing at the University of Michigan
- Northwestern University Feinberg School of Medicine
- Nova Web Development
- Ohio State University
- OsloMet UniversityPrince George's Community College
- Rhode Island Commission on the Deaf and Hard of hearing
- Rochester Institute of Technology
- Sam Houston State University
- San Diego State University
- Starship Health Technologies, LLC
- St. Joseph's Health
- Stony Brook Medicine
- The Nippon Foundation

- University of Arkansas at Little Rock
- University of California-Davis
- University of California-San Diego
- University of Colorado at Boulder
- University of Kentucky
- University of Illinois -- Urbana Champaign
- University of Iowa
- University of Maryland, College Park
- University of North Carolina at Greensboro
- University of Pittsburgh
- University of Rochester Medical Center
- University of Southern California
- University of Tennessee
- University of Virginia
- University of Washington
- Walden Community Services
- Washington University in St. Louis
- World Learning, Inc.
- Yale University

Sponsored Programs: Research Compliance

In recent years, the United States government has worked with various federal agencies as well as non-governmental entities to combat human trafficking. With our recent Gallaudet in Africa-Nigeria (GAIN) USAID grant award for the project titled *Strengthening Deaf Education, Empowerment & Employment - Deaf-E³*, Gallaudet satisfied the agency's requirement to establish policy related to this issue. OSPRS responded to this government initiative by working with Gallaudet's general counsel to develop policy on human trafficking with plans to provide campus-wide training. In an effort to continue fostering a culture of compliance, the OSPRS will continue to disseminate information and provide training about various areas of compliance that include, but not limited to conflict of interest, responsible conduct of research, data rights, and export control.

A student in the Arts and Media Design program concentrates on a design in one of the media labs.

Total New and Continuing Awards by Percentage and Sponsor Received in FY2021

Pass Through* (Federal Agencies), 13.1%

National Science Foundation (NSF), 28.2%

United States Agency for International Development, 17.2%

National Security Agency (NSA), 2.0%

Substance Abuse & Mental Health Services Admin., 9.1%

National Institutes of Health (NIH), 19.2%

Japan College of Social Work, 1.0%

DC Government, 3.0%

Administration for Community Living (ACL), 7.1%

* Federal Pass-Through: American University (NASA) 2.5%; IREX (State Dept.) 0.9%; Mid-Atlantic Arts Foundation (NEA) 0.4%; MITRE (CMS) 83%; St. Louis University (NSF) 0.8%; University of Connecticut (NSF) 9.7%; University of Washington (NSF) 2.8%
**Not shown: University of Pittsburgh and Oslo University. Both of these universities' funding are less than 1%.

VI. Sponsored Programs and Research Services (cont'd.)

Research Related Awards - FY2021 Awards: Report Period October 1, 2020 - September 30, 2021

Principal Investigator	School/Office	Title	Sponsor	Begin/End Dates	Award Amount	Award Date
PI: Berteletti, Ilaria	Graduate School, Research, and Continuing and Online Studies	Impact of Language Experience on Early Numerical Cognition	National Science Foundation	07/01/2019 - 08/31/2022	$351,603	6/1/2021
PI: De Haan, Kenneth	Language, Education, & Society	ASL & STEM	University of Pittsburgh	04/01/2021 - 06/30/2022	$20,000	6/18/2021
PI: Gagne, Deanna	Language, Education, & Society	Collaborative Research: Advancing Language Research and Outreach in a Language Museum	National Science Foundation	8/01/2021 - 7/31/2024	$73,236	8/19/2021
PI: Gagne, Deanna	Language, Education, & Society	RAPID: Navigating Social Distancing with DeafBlind Children: Protactile Language Acquisition in Online Learning Environment	St. Louis University (National Science Foundation)	07/01/2020 - 06/30/2021	$6,399	12/8/2021
PI: Gormally, Cara	Science, Technology, Accessibility, Mathematics, and Public Health	Validated Learning Objectives for Introductory Biology: A Resource for Improving Course Design, Faculty Practice, and Student Outcomes	University of Washington (National Science Foundation)	10/01/2020 - 09/30/2022	$23,419	9/13/2021
PI: Kushalnagar, Poorna	The Office of the Provost	COVID-19: Vocalization and Mask Use	National Institutes of Health	10/15/2020 - 11/30/2020	$11,628	10/28/2020
PI: Kushalnagar, Poorna	The Office of the Provost	Using technology-enhanced approaches to advance cancer health equity among diverse deaf, deafblind, and hard of hearing populations	National Institutes of Health	09/23/2021 - 08/31/2023	$1,052,016	9/23/2021
PI: Kushalnagar, Poorna	The Office of the Provost	CONSENT-ASL Toolkit for Deaf and Hard of Hearing People	National Institutes of Health	09/01/2021 - 08/31/2022	$142,498	8/9/2021
PI: Kushalnagar, Raja	Science, Technology, Accessibility, Mathematics, and Public Health	Designing Accountable Software Systems for People with Sensory Disabilities	National Science Foundation	09/01/2021 - 08/31/2024	$350,000	8/31/2021
PI: Kushalnagar, Raja Co-PI: Obiedat, Mohammad	Science, Technology, Accessibility, Mathematics, and Public Health	Gallaudet GenCyber Camp for Deaf and Hard-of-Hearing High School Students (GGC-DHHS)	National Security Agency	09/16/2021 - 12/31/2023	$135,756	9/16/2021

Research Related Awards - FY2021 Awards: Report Period October 1, 2020 - September 30, 2021 (cont'd.)

PI: Lundberg, Daniel Co-PI: Kazemzadeh, Max	Science, Technology, Accessibility, Mathematics, and Public Health	Proposal to the DC Space Grant Consortium, FY2021-2022	American University (National Aeronautics and Space Administration)	06/01/2021 - 05/31/2022	$20,883	7/9/2021
PI: Pichler, Deborah Chen	Language, Education, & Society	Family ASL: Bimodal Bilingual Acquisition of Deaf Children of Hearing Parents	University of Connecticut (National Institutes of Health)	08/01/2021 - 07/31/2022	$81,437	9/8/2021
PI: Quandt, Lorna Co-PI: Malzkuhn, Melissa	Graduate School, Research, and Continuing and Online Studies	Signing Avatars & Immersive Learning (SAIL) 2: Learning American Sign Language in Virtual Worlds	National Science Foundation	10/01/2021 - 09/30/2024	$849,999	7/13/2021
PI: Quandt, Lorna Co-PI: Malzkuhn, Melissa	Graduate School, Research, and Continuing and Online Studies	Cultivating Research & Equity in Sign-related Technology (CREST) — SUPPLEMENTAL FUNDING	National Science Foundation	6/01/2020 - 9/01/2021	$2,600	5/26/2021
PI: Vogler, Christian	Graduate School, Research, and Continuing and Online Studies	Twenty-First Century Captioning Technology, Metrics and Usability	U.S. Department of Health and Human Services; Administration for Community Living	9/30/2021 - 9/29/2022	$474,999	8/4/2021
PI: Vogler, Christian	Graduate School, Research, and Continuing and Online Studies	FCC Telecommunications Relay Services	MITRE (Centers for Medicare & Medicaid Services)	07/01/2021 -06/30/2022	$350,000	9/8/2021
PI: Vogler, Christian	Graduate School, Research, and Continuing and Online Studies	FCC Telecommunications Relay Services	MITRE (Centers for Medicare & Medicaid Services)	07/01/2020 - 06/30/2021	$350,000	11/2/2020
PI: Wang, Qi	Civic Leadership, Business, and Social Change	Research on Emerging Technologies for Teaching and Learning	National Science Foundation	09/01/2021 - 05/01/2024	$133,918	9/2/2021
			Total Research-Related Awards 10 proposals, 10 PI/PDs, 2 Co-PI/PDs		**$4,430,391**	

VI. Sponsored Programs and Research Services (cont'd.)

Training, Scholarships, and Other Awards - FY2021 Awards: Report Period October 1, 2020 - September 31, 2021

Principal Investigator	School/Office	Title	Sponsor	Begin/End Dates	Award Amount	Award Date
PI: Bowman, Elizabeth	SEBHS	IRAA Peer Mentorship: Gallaudet University Department of Social Work and Changing Perceptions	Government of the District of Columbia	10/01/2020 - 09/30/2021	$200,000	12/7/2020
PI: Day, Lori	Human Development and Well-being	Center for Advancing Trauma Informed Care for Deaf and Hard-of-Hearing Children	Substance Abuse & Mental Health Services Administration	09/30/2021 - 09/29/2022	$580,813	7/1/2021
PI: Mueller, Amanda	The Office of the Provost	Strengthening Deaf Education, Empowerment & Employment - Deaf-E[3]	United States Agency for International Development	05/07/2021 - 05/06/2024	$1,050,000	5/7/2021
PI: Kelly, Arlene Co-PI: Murray, Joe	CAS	COIL in Deaf Studies and Sign Language	Oslo Metropolitan University	01/01/2020 - 11/30/2021	$13,770	10/22/2020
PI: Sinnott, Ethan	Arts and Humanities	Sena y Cerbo: Teatro de Sordos	Mid-Atlantic Arts Foundation	09/11/2021 - 10/13/2021	$3,330	1/19/2021
PI: Reilly, Charles	International Affairs	Pilot in fostering Japan-USA students' global learning and exchange (JCSW-Gallaudet)	Japan College of Social Work	05/01/2021 - 05/06/2022	$54,000	5/24/2021
PI: Youbara, Gregoire	Language, Education, & Society	ASL Pre-Institute Activities and Virtual Toolkit	International Research and Exchange Board (U.S. Department of State)	05/01/2021 - 07/07/2021	$7,413	5/14/2021
Total Training, Scholarships, and Other Awards 7 proposals, 7 PI/PDs, 1 Co-PI/PDs					**$1,910,226**	

FY2021 All Awards: Report Period October 1, 2020 - September 31, 2021

Type	Number of Investigators	Number of Awards	Award Totals
Research-Related Awards	11 PIs/PDs, 3 Co-PI/PDs	18	$4,430,391
Training, Scholarships, and Other Awards	7 PIs/PDs, 1 Co-PI/PDs	7	$1,910,226
All Awards	18 PI/PDs, 4 Co-PI/Pds	25	$6,340,617

Research Related Proposals - FY2021 Proposals: Report Period October 1, 2020 - September 30, 2021

Principal Investigator	School/Office	Title	Sponsor	Begin/End Dates	Proposed Amount	Proposed Date
PI: Bahan, Benjamin Co-PI: Boudreault, Patrick	Arts and History	Integration of AI and Machine Learning Methods with Linguistic Modeling to benefit ASL and Spoken Language User Communities	Rutgers (National Science Foundation)	09/01/2021 - 08/31/2022	$47,268	4/30/2021
PI: Berteletti, Ilaria	Graduate School, Research, and Continuing and Online Studies	REU: VL2-PEN Summer School in Cognitive and Educational Neuroscience	National Science Foundation	02/01/2022 - 01/31/2027	$525,577	8/25/2021
PI: Berteletti, Ilaria	Graduate School, Research, and Continuing and Online Studies	CAREER: The Signing Ecosystem: A preliminary ethnography	National Science Foundation	01/01/2022 - 12/31/2026	$1,544,969	7/26/2021
PI: De Haan, Kenneth	Language, Education, & Society	ASL & STEM	University of Pittsburgh	04/01/2021 - 06/30/2022	$20,000	3/19/2021
PI: Ennis, William	Arts and History	Let's Talk Money: Building Community Understanding of the Institutional Compensation System	Rochester Institute of Technology (National Science Foundation)	10/01/2021 - 09/30/2026	$80,404	2/3/2021
PI: Gagne, Deanna	Language, Education, & Society	Quantity representation and number language in DeafBlind children	National Institutes of Health	02/01/2022 - 01/31/2027	$3,591,972	5/26/2021
PI: Gagne, Deanna	Language, Education, & Society	Collaborative Research: Advancing Language Research and Outreach in a Language Museum	National Science Foundation	8/01/2021 - 7/31/2024	$69,626	1/15/2021
PI: Greenwald, Brian	Graduate School, Research, and Continuing and Online Studies	Sensing Space	National Endowment for the Humanities	10/01/2021 - 09/30/2023	$149,999	1/6/2021
PI: Harrelson, Erin Moriarty	Language, Education, & Society	CAREER: The Signing Ecosystem: A preliminary ethnography	National Science Foundation	10/01/2021 - 09/30/2024	$590,177	7/26/2021
PI: Herbold, Bobbie Jo Kite Co-PI: Mitchiner, Julie	Language, Education, & Society	Effectiveness of Language Interventions for Deaf and Hard of Hearing Children: Laying the Groundwork	Temple University (National Institutes of Health)	07/01/2021 - 06/30/2023	$151,031	10/1/2020
PI: Lepic, Ryan	Language, Education, & Society	Collaborative Research: Function and form of the 'what' family of signs in American Sign Language	National Science Foundation	01/01/2022 - 12/31/2024	$199,727	7/15/2021
PI: Lundberg, Daniel Co-PI: Kazemzadeh, Max	Science, Technology, Accessibility, Mathematics, and Public Health	Proposal to the DC Space Grant Consortium, FY2021-2022	American University (NASA)	06/01/2021 - 05/31/2022	$20,883	2/11/2021

VI. Sponsored Programs and Research Services (cont'd.)

Research Related Proposals - FY2021 Proposals: Report Period October 1, 2020 - September 30, 2021 (cont'd.)

PI: Kobek Pezzarossi, Caroline	Human Development and Well-being	Collaborative Research: HCC: Medium: Interactive ASL: User-Centered Design of Near Real-Time Sign Language Processing Technology with RF/Optical Sensors	National Science Foundation	08/15/2021 - 08/14/2024	$204,606	11/12/2020
PI: Kucukkal, Tugba Co-PI: Ogunjirin, Adebowale	Science, Technology, Accessibility, Mathematics, and Public Health	The Alliance of Persons with Disabilities and Intersectionality for Inclusion, Networking, and Transition Opportunities in STEM	Auburn University (National Science Foundation)	06/01/2021 - 08/31/2022	$102,171	1/22/2021
PI: Kushalnagar, Poorna	The Office of the Provost	Using technology-enhanced approaches to advance cancer health equity among diverse deaf, deafblind, and hard of hearing populations	National Institutes of Health	09/01/2021 - 08/31/2026	$4,980,632	5/28/2021
PI: Kushalnagar, Poorna	The Office of the Provost	Building Community Health Worker Capacity to Support Deaf/Hard of Hearing Informal Caregivers of People with Dementia and Chronic Diseases	National Institutes of Health	10/01/2021 - 09/30/2026	$3,469,210	3/11/2021
PI: Kushalnagar, Poorna	The Office of the Provost	Deaf Patient Reported Outcomes and Communication: A Mixed Methods Study	National Institutes of Health	09/01/2021 - 08/31/2024	$1,737,689	11/5/2020
PI: Kushalnagar, Poorna	The Office of the Provost	CONSENT-ASL Toolkit for Deaf and Hard of Hearing People	National Institutes of Health	08/01/2021 - 07/31/2024	$449,990	10/23/2021
PI: Kushalnagar, Poorna	The Office of the Provost	COVID-19: Vocalization and Mask Use	National Institutes of Health	10/15/2020 - 11/30/2020	$11,628	10/16/2020
PI: Kushalnagar, Raja	Science, Technology, Accessibility, Mathematics, and Public Health	REU Site: Accessible Information and Communications Technologies	National Science Foundation	02/01/2022 - 01/31/2025	$405,000	8/25/2021
PI: Kushalnagar, Raja	Science, Technology, Accessibility, Mathematics, and Public Health	BPC-AE: AccessComputing Fourth Extension	University of Washington (National Science Foundation)	10/01/2021 - 09/30/2026	$139,773	5/27/2021
PI: Kushalnagar, Raja	Science, Technology, Accessibility, Mathematics, and Public Health	Designing Accountable Software Systems for People with Sensory Disabilities	National Science Foundation	08/01/2021 - 07/31/2024	$697,502	4/19/2021

Research Related Proposals - FY2021 Proposals: Report Period October 1, 2020 - September 30, 2021 (cont'd.)

PI: Kushalnagar, Raja Co-PI: Obiedat, Mohammad	Science, Technology, Accessibility, Mathematics, and Public Health	Gallaudet GenCyber Camp for Deaf and Hard-of-Hearing High School Students (GGC-DHHS)	National Security Agency	09/01/2021 - 08/30/2022	$135,756	4/2/2021
PI: Kushalnagar, Raja	Science, Technology, Accessibility, Mathematics, and Public Health	AI Institute: Hopkins Human Artificial and Augmented Intelligence Institute for Enhanced Elderly Care, Accessibility and Education	John Hopkins University (National Science Foundation)	07/01/2021 - 06/30/2025	$750,000	11/19/2020
PI: Kushalnagar, Raja	Science, Technology, Accessibility, Mathematics, and Public Health	Collaborative Research: CPS: Medium: A Wearable RF/IMU based Sign Recognizer	National Science Foundation	08/01/2021 - 07/31/2024	$299,906	11/12/2020
PI: Kushalnagar, Raja Co-PI: Obiedat, Mohammad	Science, Technology, Accessibility, Mathematics, and Public Health	Gallaudet GenCyber Camp for Deaf and Hard-of-Hearing High School Students (GGC-DHHS)	National Security Agency	04/30/2021 - 04/29/2022	$99,672	10/30/2020
PI: Mitchiner, Julie	Human Development and Well-being	Navigational Skill Development Program for Deaf Parents	Brandeis University (NIDILRR)	09/01/2023 - 08/31/2026	$31,303	4/23/2021
PI: Pizzie, Rachel	Graduate School, Research, and Continuing and Online Studies	Cognitive and affective predictors of language and socioemotional outcomes in deaf and hard-of-hearing individuals	National Institutes of Health	02/01/2021-01/31/2027	$2,613,153	5/26/2021
PI: Quandt, Lorna Co-PI: Malzkuhn, Melissa	Graduate School, Research, and Continuing and Online Studies	Cultivating Research & Equity in Sign-related Technology (CREST) -- SUPPLEMENTAL FUNDING	National Science Foundation	6/01/2020 - 9/01/2021	$2,600	2/15/2021
PI: Quandt, Lorna Co-PI: Malzkuhn, Melissa	Graduate School, Research, and Continuing and Online Studies	Signing Avatars & Immersive Learning (SAIL) 2: Learning American Sign Language in Virtual Worlds	National Science Foundation	07/01/2021 - 06/30/2024	$849,999	1/25/2021
PI: Rushing, Rosanne	Science, Technology, Accessibility, Mathematics, and Public Health	CDC Mask Observational Study	Center for Disease Control	01/18/2021 - 05/31/2021	$0	2/3/2021
PI: Sabila, Paul Co-PI: Ogunjirin, Adebowale	Science, Technology, Accessibility, Mathematics, and Public Health	MRI Instrument Grant Proposal – UDC-GU	University of the District of Columbia (National Science Foundation)	08/01/2021 - 07/31/2024	$0	12/24/2020
PI: Sun, Hao	Civic Leadership, Business, and Social Change	Excellence in Research: Analyzing and Addressing the Impact of the Digital Divide on the Participation of African-American Students in STEM Programs	Howard University (National Science Foundation)	06/01/2021 - 05/31/2023	$99,927	10/6/2020

VI. Sponsored Programs and Research Services (cont'd.)

Research Related Proposals - FY2021 Proposals: Report Period October 1, 2020 - September 30, 2021 (cont'd.)

PI: Vogler, Christian	Graduate School, Research, and Continuing and Online Studies	TRS Community of Expertise Research and Development	MITRE (Centers for Medicare & Medicaid Services)	07/01/2021 - 06/30/2022	$350,000	6/15/2021
PI: Vogler, Christian	Graduate School, Research, and Continuing and Online Studies	Next-Generation Bluetooth Connectivity for Hearing Devices	Georgia Institute of Technology (NIDLIRR)	9/30/2021 - 9/29/2026	$521,377	4/15/2021
PI: Wang, Qi	Civic Leadership, Business, and Social Change	Research on Emerging Technologies for Teaching and Learning	National Science Foundation	09/01/2021 - 05/01/2024	$75,055	1/25/2021
			Total Research-Related Proposals 36 proposals, 22 PI/PDs, 6 Co-PI/PDs		$25,055,378	

Two Gallaudet staff interpreters prepare for an assignment while following safe distance protocols.

Training, Scholarships, and Other Proposals - FY2021 Proposals: Report Period October 1, 2020 - September 30, 2021

Principal Investigator	School/Office	Title	Sponsor	Begin/End Dates	Proposed Amount	Proposal Date
PI: Arora, Gaurav	Science, Technology, Accessibility, Mathematics, and Public Health	Overcoming Barriers and Opening Doors to STEM Success for Deaf Undergraduates	National Science Foundation	01/01/2021 - 12/31/2026	$1,357,122	4/7/2021
PI: Day, Lori	Human Development and Well-being	Center for Advancing Trauma Informed Care for Deaf and Hard of Hearing Children	Substance Abuse & Mental Health Services Administration	09/30/2021 - 09/29/2026	$2,915,290	2/19/2021
PI: Hochgesang, Julie	Language, Education, & Society	Supporting and Providing Access for Deaf Students in Signed Language Research	University of Texas, Austin (National Science Foundation)	01/01/2022 - 12/13/2022	$0	7/15/2021
PI: Kushalnagar, Poorna	The Office of the Provost	CONSENT-ASL Toolkit for Deaf and Hard of Hearing People	National Institutes of Health; National Library of Medicine	08/01/2021 - 07/31/2024	$449,990	10/23/2020
PI: McCaskill, Carolyn Co-PI: Moore, Elizabeth	The Office of the Provost	Honoring the legacy of one mother's fight for her black deaf son's education in D.C.	National Endowment for the Arts	1/01/2022 - 12/31/2023	$100,000	2/23/2021
PI: Mueller, Amanda	The Office of the Provost	Strengthening Deaf Education, Empowerment & Employment - Deaf-E[3]	United States Agency for International Development	03/01/2021 - 02/29/2024	$2,050,000	1/21/2021
PI: Robinson, Octavian Co-PI: Harrelson, Erin Moriarty	Language, Education, & Society	Revitalizing Deaf Studies, Theorizing the Contemporary	National Endowment for the Humanities	02/01/2022 - 01/31/2025	$149,531	5/20/2021
PI: Villanueva, Miako	General Studies	Transformative Texts in General Education	The Teagle Foundation (National Endowment for the Humanities)	08/01/2021 - 07/31/2024	$19,241	3/15/2021
PI: Youbara, Gregoire	Language, Education, & Society	ASL Pre-Institute Activities and Virtual Toolkit	International Research and Exchange Board (U.S. Department of State)	5/26/2021 - 06/26-2021	$7,413	5/7/2021
PI: Yuknis, Christina	Language, Education, & Society	AACTE Video Observation Technology Implementation Grant	American Association of Colleges for Teacher Education	4/01/2021 - 9/30/2021	$25,000	12/7/2021
			Total Training, Scholarships. & Other Projects 10 proposals, 10 PI/PDs, 2 Co-PI/PDs		**$7,073,587**	

FY2021 All Proposals: Report Period October 1, 2020 - September 31, 2021

Type	Number of Investigators	Number of Proposals	Award Totals
Research-Related Proposals	22 PIs/PDs, 6 Co-PI/PDs	36	$25,055,378
Training, Scholarships, and Other Proposals	10 PIs/PDs, 2 Co-PI/PDs	10	$7,073,587
All Proposals	32 PI/PDs, 8 Co-PI/Pds	46	$32,128,965

VII. Center for Black Deaf Studies

The Center for Black Deaf Studies supports teaching, learning, and research in Black Deaf Studies and other disciplines that benefit from a more comprehensive coverage of the Black deaf experience, such as history, literature, psychology, sociology, and religion. Its aim is to preserve the history of the Black deaf community, as well as Black deaf education, culture, and language. It will pay particular attention to the Black deaf experience at Gallaudet and the Clerc Center, including the historic segregation of Black and White deaf students at Kendall School and the parent-driven push for integration.

The Center's advisory board continues to provide guidance and consultation to the Center Director on programs, policies, and procedures. They also supported a nationwide search to fill the position of Assistant Director.

Evon J. Black, '87, G-'96 was selected as Associate Director of the Center for Black Deaf Studies. This position leads Gallaudet University external and internal communications for the Center for Black Deaf Studies and directs exhibitions, and web and print publications; assumes a major role in fundraising for the Center; develops grant applications and works closely with the Office of Development to plan and execute potential sponsor/donor visits; supervises product creation and dissemination; and works to protect the interests of Gallaudet University and minimize risks that might arise from products and communication that have national and international impact.

Events that CBDS had in FY2021 were:
- CBDS hosted and moderated the panel, "Future Generation of Black Deaf Leaders", which consisted of students from KDES, MSSD and Gallaudet.
- CBDS collaborated with the Language of Life Project, a documentary about Signing Black in America. From this documentary, CBDS was featured in several major news media outlets.
- CBDS hosted webinars that focused on two of a four-part series on Awareness, Freedom, Remembrance, and Healing. The Remembrance and Healing will be future webinar topics to be covered.
- Dr. Carolyn McCaskill's Deaf Studies class Dynamics of Oppression participated in the webinar and presented their research part of the Miller Memory Project. This series is a memorial honoring Black Deaf Education and the changing of the name formally known as Kendall School Division II from the plaque located in front of Kellogg's Conference Center to the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children. This was unveiled at the CBDS's Welcome Reception with over 500 people in attendance.
- CBDS and the Division of Equity Diversity, and Inclusion, co-hosted the movie screening "John Lewis: Good Trouble," an intimate account of legendary U.S. Representative John Lewis' life, legacy, and more than 60 years of activism. A panel discussion included students and was well attended and inspiring.
- Lastly, CBDS and the Center for Democracy in Deaf America co-hosted a webinar, "Democracy in Color: A Multiracial, Multi-perspective Conversation on the Insurrection of January 6. The panel consisted of leaders from the Black deaf communities engaged in conversations on the insurrection.

Programs that were initiated and are continuing:
- Dr. Martreece Watson of the English program created an ALLSTAR program for deaf, hard of hearing, culturally and linguistically diverse students of color (SOC) and other marginalized students. Its mission is to strengthen comprehensive learning, cultivate academic skills, foster independence and confidence, and inspire lifelong learning. ALLSTAR offers mentoring and tutoring services in a collaborative, student-driven learning environment that promotes student success and college and career readiness.
  - In the Spring of 2020, ALLSTAR's official start date was February 11th, 2020. We started with 8 new participants (1-ENG 50; 1-GSR 102S) and 3 former participants. In March, due to the COVID-19 pandemic, the university transitioned to remote teaching and learning. ALLSTAR also transitioned from face to face to online. The research and data collection of the program was discontinued. However, ALLSTAR Online continued to be a place and space for students to get the academic and emotional support needed during this crisis faced by our nation. ALLSTAR also welcomed its first graduate students providing academic support in areas of writing. When online, the number of participants increased. We hosted anywhere from 10 to 15 students each session. Our last day of ALLSTAR Online for the spring semester was May 5th, 2020 with final exams for ENG 50 starting the following day. Of the 8 new participants, 7 were ENG 50 students. Five of the seven passed ENG 50 and matriculated on to GSR 102 courses.
  - ALLSTAR Online continued in the Fall of 2020 to the Spring of 2021. We started with 6 new participants all in ENG 50 in the fall and 7 new participants all in ENG 50 in the spring for a total of 21 focal (ENG 50 students) students being served this academic year. We also had returning students that brought additional friends, including both graduate and undergraduate students. Once again, we hosted anywhere from 10-15 students each session. Our last day of Fall 2020 was December 10th, 2020. Of the six new ENG 50 participants, four of six passed and matriculated on to GSR 102 courses. Our last day of the Spring semester was April 29th, 2021. Of the 7 new ENG 50 participants, five passed and matriculated on to GSR 102 courses.
  - How did we accomplish this success during a pandemic? ALLSTAR provided a safe, comfortable place and space for students to engage, one that was barrier free. In addition, ALLSTAR emphasized clear, explicit and engaged training in reading comprehension and writing. Lessons included hands-on activities engaging the participants. Academic lessons covered by ALLSTAR this year included:
    - subject-verb agreement
    - main ideas
    - supporting details
    - reading comprehension
    - paragraph development
    - parts of speech
    - vocabulary development

- To assess participants' learning and growth throughout the semesters, writing exams, equivalent to the final Gallaudet Writing Exam (GWE) and the Degrees of Reading Power Questar Assessment final reading exam (DRP), were administered. After each assessment, areas of weakness were identified, and lesson plans were adapted to reflect the most prevalent needs of further instruction and participant practice.
- To maintain consistency of the program online, ALLSTAR participants received academic training as well as training in study skills, time management, mental health awareness, financial aid, and health and wellness awareness via online presentations.
- A graduate student and ALLSTAR Mentor trained participants on study skill strategies and time management. Through an interactive dialogue, participants shared their challenges and, as a collective group, developed strategies that would help the participants be successful if they found themselves in similar situations again.
- A representative from the Financial Aid Office provided clear, concise instructions on how to apply for financial aid, how to work with Vocational Rehabilitation counselors as well as tips and strategies for students to build their financial competency and manage their finances better.
- Representatives from the Health and Wellness Department challenged participants to consider the impact taking care of their health and wellness had on their academic performance. As participants considered the impact, they were allowed to ask various questions that led to rich discussions, scenarios of best practices, and resources for participants should they have a need.
- Counseling and Psychological Services (CAPS) representatives educated participants about the value of seeking counseling and psychological services as well as dispelled some of their stereotypical thinking about counseling. Participants were free to ask questions on any topics related to counseling or mental health concerns. This allowed a free flow of dialogue resulting in clarity, understanding, and an awareness of the resources available to them as students.
- From the Spring of 2020 to the Spring of 2021, ALLSTAR served 21 ENG 50 students! Of the 21 ENG 50 students that participated in ALLSTAR during this time, 66% (14) of the 21 ENG 50 students passed and matriculated on to GSR 102 courses. ALLSTAR also served countless upperclassmen, including two graduate students as well. ALL STAR adapted to the changes brought on by the pandemic and continued growing to meet the needs of SOC as was intended as well as other underserved student groups at Gallaudet University.
- Students noted that ALLSTAR helped them focus and complete their homework during a challenging time. Students reported that they liked the fun environment as well as having tutors and faculty that gave them clear feedback on their work. The upperclassmen expressed appreciation for the opportunity to meet and engage with students that they might not have encountered with traditional, face-to-face learning.

The Center initiated these projects during FY2021 and will continue this work in FY2022:

- A proposal for a Black Deaf Studies Minor. It was reviewed and approved by the Faculty Review New Course Committee for Stage 1 and Stage 2. The next process is the Governance Review of Full Formal Proposal Development through the faculty governance system.
- CBDS continues its collaboration with the ALLSTAR program by providing a safe learning space, tutoring, and financial support.

Graduate students express their love on commencement day.

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"

I want my students to see what's possible when they think outside of the box.

"

MAX KAZEMZADEH
ASSISTANT PROFESSOR

Students participate in a Gallaudet lab class.

Priority Three: Signing Ecosystems and Career Success

The Signing Ecosystem encompasses the global community connected through visual and tactile signed languages, including the Deaf Ecosystem and its allies, united throughout:

- Existing and emerging sign languages and dialects.
- Rich cultural backgrounds and origins
- Conscious empowerment of each other

As an ecosystem, the Gallaudet community works together to advance the socioeconomic, ethical, and political betterment of diverse deaf, deafblind, deafdisabled, and late-deafened people across the world and foster the talent pipeline. Central to these efforts is the preparation of students to seize career furthering opportunities in an ever-evolving, 21st century, global society.

I. Office for Career Education & Professional Development

The Center for Employment and Professional Development shifted into the newly established Office for Career Education & Professional Development (CEPD) to prepare students for life after Gallaudet through a variety of services and learning opportunities, including experiential learning, infusing National Association for College & Employers (NACE) core competencies into academic curriculums making it academic + career curriculums, self-assessments for students' own career exploration, internships, job fairs, job search workshops, resume reviews, mock interviews, and career consultation to name a few. This transformation comes with a new mission to educate and empower students to reach their career goals as they navigate the career ecosystem, discover new career paths, engage in experiential learning, and build connections within and beyond the signing and deaf community.

This transformation is timely as it intentionally aligns its career education efforts with the new General Education curriculum as a foundation and springboard to early declaration of majors for students through the five Schools. The General Education curriculum includes mastery of career readiness as a part of its eight student learning outcomes, as well as a broader engagement strategy to partner with faculty and employers through the newly established *Career Ecosystem*. This ecosystem includes three key working groups: (1) Career Success Partners Network, (2) Experiential Learning & Internship Success, and (3) Employer & Alumni Engagement Council. Collectively, the Career Ecosystem will strengthen academic + career pathways by integrating career readiness more fully into the curriculum, developing best practices for experiential learning internships across campus, and focusing on multifaceted value propositions and strategic relationship engagement with key external partners such as employers and alumni. CEPD's goals are to educate and empower students so they can learn lifelong career development skills, make effective career decisions, and achieve professional success.

While Gallaudet is going through this career transformation during the pandemic, many employment opportunities were frozen or reduced. Despite these challenges, the Office has continued to provide a number of career information sessions, mock interviews, and virtual fairs in the online environment. A few highlights include:

- In partnership with ASL Connect, we hosted a webinar with 309+ employers showcasing five key modules on how to work with deaf/hard of hearing employees. The modules, developed by ASL Connect, are primed to become a revenue-generating mechanism for HR-professionals and corporations that are committed to being a part of the signing ecosystem and the success of deaf and hard of hearing employees.
- Gallaudet, in partnership with National Technical Institute for the Deaf (NTID), Communication Service for the Deaf (CSD), and National Association of the Deaf (NAD) hosted a webinar entitled: *Deaf/Hard of hearing Employees During COVID-19: Best Practices? Masks? Communicating with Customers?* that drew more than 563+ participants/employers.
- Although Gallaudet was remote, we hosted 11 employer virtual career fairs with about 100+/- student and alumni interactions including an Intelligence Community Virtual Job Fair, U.S. General Services Administration Info Session, Defense Intelligence Agency (DIA), Ernest Young, Defense Logistics Agency, U.S. Department of Defense (DOD) agencies recruitment fair, disABLED Virtual Career Fair, and Promotion of the Federal Asian Pacific American Council (FAPAC) on their virtual career fair and student workshops.
- Gallaudet hosted, in Fall 2020, a Virtual Internship & Job fair that had more than 253+ students and 33 employers. Gallaudet also hosted a Spring Career Fair Series that featured 19 employers and 100+ students.
- We completed 112 Workforce Recruitment Program (WRP) applications that connected federal and private-sector employers nationwide with highly motivated college students and recent graduates with disabilities who are eager to demonstrate their abilities in the workplace through summer or permanent jobs.
- Gallaudet hosted their third Virtual Information Technology Summit that included PNC Bank, Procter & Gamble, General Dynamics Information Technology, Ernst & Young, Apple, National Security Agency, Google, Northrop Grumman, and Microsoft to name a few.
- Gallaudet hosted GeoSpectrum with the National Geospatial-Intelligence Agency (NGA) NGA Summit that celebrated the signing of the Educational Partnership Agreement (EPA), which includes the creation of internship and career pipeline.
- Gallaudet remained strong with first-year students using at least one high-impact practice (HIP) when compared to peer institutions. HIPS are among key indicators for student academic and career success and will be more fully implemented in the General Education curriculum.

These efforts had a positive impact on our students:

- We supported one student, a Latina, single mother with two children who graduated in December of 2020 and accepted a full-time IT position as a Technology Development Analyst at PNC in Pittsburgh, PA. She joined PNC for their first-ever virtual Summer Intern Program last summer. She also was one of our Disability:IN NextGen Leaders last year (2019-2020). Initially, her major was in Early Childhood Education, and after going through several sessions with our Office, she came to realize the IT field was a perfect fit for her, given her interests and skill set. Her internships helped her with this decision.
- Another student, a Cuban born immigrant and his family moved to the United States at a young age. He graduated from Gallaudet in August 2020, after he completed his first-ever virtual internship at Procter and Gamble (P&G). He was offered a full-time position immediately after his internship in the IT division. He was the first Gallaudet graduate to be offered a full-time job at P&G. His deaf mentor, a veteran of P&G, set a good example as a professional working for a top Fortune 50 Company. These opportunities would not have happened for our Gallaudet graduates without partnership with our Office and support from mentors.
- A Gallaudet graduate is now a graduate student at UT-Austin for the accelerated one-year program, which is ranked number #1 in Accounting.

I. Office for Career Education & Professional Development (cont'd.)

Upon graduation this year, she is already promised a full-time position at Ernst & Young. Like others, she was also recruited from the IT Summit event for an Accounting internship last summer. She will be the second hire by Ernst & Young.

- A recent graduate from Spring 2021 was recently hired by a marketing and technology firm that provides data analysis on marketing and research along with management of customer relationships.

The top five priorities for AY2021-2022 are:

- Under the leadership of the new director, complete the reorganization and restructuring of Career Services, including a campus-wide vision, clarity, curriculum map, and a new brand for career success.
- Formalize the Career Champions Council with faculty, employers, and alumni to represent the Career *Ecosystem* (see below).
- Pursue alumni data (alumni at their first-, fifth-, and 10-year marks).
- In collaboration with the General Education director, transform the career development experience for students starting with General Education and into the five schools.
- Support a dedicated career team to align with this new philosophy of career education and professional development.

Career Success Champions Council, led by the *Career Education & Development* Director, will consist of a steering committee (5 - 8 members) to begin implementing the Career Ecosystem that includes three key working groups:

Career Success Partners Network (faculty, academic + career advisement, Student Success Coaches, & Peer Leaders)

Experiential Learning & Internship Success (curriculum)

Employer Engagement Council (networking)

II. Alumni Survey Information

This section contains excerpts of data available from respondents to our Annual Survey of Recent Graduates (December 2018 – August 2019 graduates). Data below includes employment experience, employment fields, internship participation, and satisfaction with their preparation. Finally, a full table of employment by occupational category and by whether the employment involves service to deaf or hard of hearing individuals is included. The survey is sent to recent undergraduate and graduate alumni approximately one year after graduation. The survey is administered in the fall to those who graduated December through August of the preceding year. The Office of Institutional Research produces the Gallaudet University Annual Survey of Recent Graduates.

Post-Graduation Employment Experience
During the year since graduation,
- Sixty-seven (67%) of bachelor's degree alumni who responded to the survey stated that they worked either full-time or part-time.
- Eighty-one percent (81%) of graduate degree alumni worked either full-time or part-time.
- Twenty-six (26%) of bachelor's degree alumni were pursuing additional education.
- Sixteen (16%) of graduate degree alumni were pursuing additional education.

Employment Fields
The most common fields of employment for all recent Gallaudet alumni are:
- Forty-four (44%): education, training, and library occupations.
- Fourteen (14%): community and social services occupations.
- Eleven percent (11%): health care practitioners and technical occupations.

Sixty-eight percent (69%) of Gallaudet University alumni are working in the three fields listed above.

Internship Participation
- Seventy-eight percent (78%) of all responding alumni participated in an internship while at Gallaudet: eighty-one (81%) of bachelor's level alumni and seventy-six percent (76%) of graduate degree alumni.

Hearing Undergraduate Outcomes
- Seventy-eight percent (78%) of the hearing undergraduates who responded to the survey stated that they were employed.
- Nineteen percent (19%) of the hearing undergraduates who responded to the survey stated they were pursuing additional education.

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

Major Standard Occupational Group	Undergrad (N=32)[1]	Graduate (N=41)[1]	Total (N=73)[1]	Undergraduate Providing Service to Deaf or HH People[2]	Graduate Providing Service to Deaf or HH People[2]	Total Providing Service to Deaf or HH People[2]
Architectural and Engineering						
Arts, Design, Entertainment, Sports, and Media	3%	2%	3%	100%	100%	100%
Business and Financial	13%	2%	7%	50%	100%	60%
Community and Social Services	9%	17%	14%	100%	86%	90%
Computer and Mathematical	9%		4%	67%		67%
Education, Training, and Library	44%	44%	44%	86%	72%	78%
Food Preparation and Serving Related						
Healthcare Practitioners and Technical		20%	11%		75%	75%
Healthcare Support	3%	2%	3%	100%	100%	100%
Legal						
Life, Physical, and Social Science	3%	2%	3%	100%	100%	100%
Management	6%	7%	7%	100%	67%	80%
Military	3%		1%	100%		100%
Office and Administrative Support	3%		1%	100%		100%
Personal Care and Service		2%	1%		100%	100%
Protective Care	3%		1%	100%		100%
Sales and Related						
Transportation and Material Moving						
Total				**84%**	**78%**	**81%**

1 - Percentages may not sum up to 100 percent due to rounding.
2 - Percent of total for each row who provide service to deaf or hard of hearing people by occupational group.

III. ASL Connect

ASL Connect | Education

ASL Connect | Education, ASL Connect's largest unit, continues to flourish in direct support of Gallaudet University's bilingual mission. In FY2021, it has employed over 103 deaf members employed, including ASL Education Specialists, ASL Pals Coordinator, ASL Instructors, ASL Language Mentors, ASL Instructional Designers, ASL Admissions Officers, and an Operations Support Specialist. ASL Connect | Education provides an array of non-credit ASL instruction to Gallaudet faculty, staff, and students as well as non-Gallaudet students in the U.S. and internationally. Course offerings include: ASL levels I-VI, Classifiers, Fingerspelling, and Visual Gestural Communication, and other ASL learning opportunities such as specialized courses and training that are tailored to the needs of specific disciplines, departments, or units. ASL Connect| Education continued its third year in providing ASL instruction, ASL I and II courses, for Georgetown University whose students enroll through the Washington area Consortium program.

Even with the impact of the campus closure in spring 2020 due to COVID-19, ASL Connect | Education was able to maintain enrollment numbers with a 36% increase in FY2021. The online platform boasted a 36% increase in enrollment, with a total of 1,114 students in FY2020 compared to 793 students in FY2019. While ASL Connect | Summer Residency Program 2021 still shuttered its door onsite; 369 students continued their ASL full immersion studies online.

ASL Connect | Education and Language First (Kimberly Sanzo) hosted our first ASL Summit last August 2020 with a total of 50 attendees and August 2021 was our second also with a total of 50 attendees. This summit is an opportunity for professionals to improve their ASL skills in an immersive environment with deaf instructors. It is perfect for any professional who works with deaf and hard of hearing children in ASL and wants to improve their language skills. It is a two-day event with two small group workshops and one large group presentation each day.

The 24-credit ASL certificate program was approved in summer 2020 and was initiated during the fall 2020. Over 107 students have registered for the ASL Certificate Program since Summer 2020. ASL Connect | Education is still in the process of developing a research-based, multi-cultural branded curriculum for ASL learning and the curriculum implementation is aimed for spring 2023.

ASL Connect: Education Classes and Enrollment

	FY2018				FY2019				FY2020				FY2021			
	FA 2017	SP 2018	SU 2018	Total	FA 2018	SP 2019	SU 2019	Total	FA 2019	SP 2020	SU 2020	Total	FA 2020	SP 2021	SU 2021	Total
On-Site Classes	8	10	27	45	12	8	29	39	11	11	0	22	2	2	0	4
Online Classes	13	14	8	35	19	21	11	51	19	19	28	66	36	27	24	87
Total Classes	21	24	35	80	31	29	40	90	30	30	28	88	38	29	24	91
On-Site Enrollment	75	75	252	402	99	69	311	479	98	71	0	169	13	18	0	31
Online Enrollment	125	138	102	368	190	238	146	574	232	202	379	813	424	372	321	1,117
Total Classes	203	213	354	770	289	307	457	1,053	330	273	379	982	437	390	321	1,148

ASL Connect | Business

ASL Connect | Business continues to provide Intercultural Communication presentations and customized ASL onsite and virtual workshops for some area businesses, government agencies, schools, and organizations such as:

- JPMorgan Chase
- Upside Business Travel
- Gilman Scholarship International
- SourceAmerica
- Numerated, Inc.
- Apple

ASL Connect | Business continues to create modules to support and educate businesses in intercultural engagement practices with deaf employees, colleagues, patients, and clients.

ASL Connect | Families

ASL Connect Families' language mentoring service continued its work in established regions and expanded into other states this year. This core service is called the Family Language Connector Program (FLCP). Our core team of eight providers will increase this fall to address an overflow of requests for intermediate ASL classes (level two services) for families that have already taken beginners ASL classes. These eight providers have served a total of 94 families since September 2020 to date. The number of families served verify the great need for remote services regardless of COVID related closure status.

The Connector program is continuing their collaboration with Gallaudet University's Clerc Center and the Alabama Institute of the Deaf & Blind (AIDB). This collaboration is known as the Southeast Regional Early Acquisition of Language (SE-REAL). This partnership supports curriculum development and developing service infrastructures across nine states, including Louisiana, Mississippi, Alabama, Florida, Georgia, North Carolina, South Carolina, and Tennessee. From August 1st, 2020 through September 30, 2021, 109 new families and 24 returning families have been served in this region.

ASL Connect | Families continued to use the second Cafritz Foundation grant of $250,000 in support of extending the FLCP in Virginia, Maryland and DC, and beyond, supplemented by a series of videos designed to support families with deaf children. A total of forty-seven families have been served between March and September 2021 in this geographical region.

A second foundation grant under the Beacon Initiative, in which an additional $100,000 was added to an earlier tranche of $500,000 was dedicated to expanding FLCP services and research efforts across the nation. As a result of this, early efforts have been made to serve four families in three states, including Idaho, Wyoming and Arkansas, in which services will start in August 2021. More states are in negotiations to receive services throughout FY2022. In the coming year, ASL Connect | Families are poised to support even more families. SE-REAL has "locked in" their financial commitment to serve one hundred families for the

entire 2022 calendar year divided into four quarters. Additional Connectors will be hired to support this demand, especially when we expand this service to other regions. The growth in this division has happened without advertising support. All of these opportunities gave ASL Connect Families' vendors insight on how to best provide virtual ASL learning experiences for families. This collaborative model will be duplicated to other prospective regions/states across the country, including territories. We look forward to this national rollout. ASL Connect | Families continues to partner with the SKI-HI Institute, Deaf Mentoring Program, to raise cross-branding awareness and networking opportunities.

ASL Connect | Creative | Marketing & Communications | Development

ASL Connect's Creative, Marketing & Communications, and Development division continued its growth in FY2021. In this cycle, with over 121 posts on our platforms (a fifty percent increase from the previous year), the number of subscribers increased from 50,708 to 71,390. The numbers of Facebook followers doubled from 12,762 to 24,500, quadrupling from 9,675 to 40,500 followers on Instagram and trebling from 503 to 1,646 Twitter followers. Giphy continues to demonstrate incredible growth, starting at 5.1 million to 14.7 million views in this year alone. Since February 5th, 2021, we have had a total of 543,401 page views.

The Creative Team was able to develop over 15 different film projects serving all divisions of ASL Connect, most notably content products for ASL Connect | Families. This team continued to innovatively create filmed works using a remote solution applying COVID safety protocols. This protocol was adopted by the Student Health Services to be used as a model for other units in the University. The ongoing collaboration with the Clerc Center to develop six videos of published titles in both ASL and English is near completion. These filmed works have employed innovative approaches, including visual prompts designed specifically to support early language learners. Additionally, this team created the first in a series of videos designed to promote language nutrition in families with deaf babies younger than two. Data on this video is now being gathered from participating families to determine the allocation of narrator and visual components that will be applied in the rest of the series. These videos will be shared with the SE-REAL's team as a supplement to their services, including our FLCP (described above).

IV. FY2021 Recent Efficiency Steps

Gallaudet University Transformation

In many ways, the COVID pandemic forced Gallaudet to begin a long-term transformation. Since March 2020, we had to shift to the Cloud and develop virtual ways of teaching and working. With the assistance of COVID funding, we were able to leverage this disruption to begin planning for the adoption new service delivery models and manage change readiness to deliver a reimagined experience for the Gallaudet community.

Beginning August 2021, Gallaudet officially embarked on a transformation journey. Our mission is to create an exceptional work experience for faculty, staff, and teachers, make it more efficient to get Human Resources (HR) and Finance work done, and work towards achieving the Gallaudet Promise by embedding multilingualism, equity, and belonging in our ways of working. Our transformation will occur across the Clerc Center and Gallaudet as a collective effort, and we will seek input from all our employees to shape the transformation vision. We have a tremendous opportunity to invest in our people, culture, processes, and technology to make it easier, faster, and safer to invest more time and energy on achieving the Gallaudet Promise. Technology, process design, and new operating models will increase our organizational effectiveness.

Here are the transformation goals:
- Amplifying our commitment to the Gallaudet Promise
- Emphasize inclusive behaviors and bilingualism
- Continuing digitization in HR and Finance processes allowing them to play a more strategic role
- Fueling energy, excitement and momentum for Gallaudet's future

These are a few transformation efforts that are underway:

Workday
We are investing in a technology called Workday that will make it more efficient for everyone to complete HR and Finance activities. It will eliminate the need for manual forms, reduce manual processes, and give direct access to the HR and Finance information you need.

Finance Changes
We are streamlining the planning and budgeting process for all divisions. We are implementing advanced reporting capabilities using Workday to enable increased transparency and visibility, including dashboards.

HR Changes
We are redesigning a career framework that will give employees new opportunities to grow and succeed in their careers. We are examining our hiring processes to incorporate new ways to attract and retain diverse, world-class talent. We are revamping the onboarding process for all new hires to emphasize Gallaudet and the Clerc center's mission, history, values, culture, and commitment to bilingualism, equity and belonging.

I. Recent Efficiency Steps (cont'd.)

ServiceNow
We are leveraging Gallaudet's use of ServiceNow by expanding its capabilities to additional departments. It will improve the student experience and student and employees' interaction with Human Resources, Financial Aid, Student Financial Services, and other administrative departments. It will serve as a single point of contact for all Gallaudet questions and requests. We are revamping the onboarding process for all new hires to emphasize Gallaudet and the Clerc center's mission, history, values, culture, and commitment to bilingualism, equit,y and belonging.

Consideration
We have considered different segments of our campus community when planning for this transformation, including students, faculty, staff, and Clerc Center teachers.

Clerc Center Inclusion
For our Clerc Center teachers and staff, Workday will reduce the amount of paperwork and manual processes required to hire new teachers, staff, student workers, and more. In our updated onboarding process, all new hires across the Clerc Center and Gallaudet will be introduced to key information about the Clerc Center's purpose and the important work done here.

Faculty Needs
For our faculty, we would like to note that Workday is a leading practice system among universities. Upgrades to our systems will free-up time spent on manual processes, allowing faculty to focus more on our students and research. Also, the hiring process will be streamlined, as faculty will be able to access candidates' application materials more easily.

Student leaders enjoy a laugh together during a Student Body Government (SBG) meeting.

II. The Gallaudet University 2022 Campus Plan

The Gallaudet University 2022 Campus Plan lays out an ambitious series of projects that aim to transform the current campus in support of the Gallaudet Strategic Plan, also known as The Gallaudet Promise. The ten-year plan includes several major renovations and constructions. The Campus Plan has three phases including renovation, new construction, and infrastructure improvements. The first phase occurred in 2012-15, the second phase in 2012-18, and the final phase is 2014-22. As of writing, the campus plan projects had entered the final phase.

The completed renovation projects include, Residential, Academic, and Campus enrichment buildings. In the residential categories, Ballard, Fay, + Denison Houses, and for Clerc Center, the Model Secondary School for the Deaf (MSSD) Student Residential Hall. For Academics, the completed projects included, Hall Memorial Building (HMB) 3rd + 4th Floors (Science, Technology, and Math) improvements. Our campus enrichment projects included Edward Miner Gallaudet Memorial Building Welcome Center, Field House Changing Rooms, I. King Jordan Student and Academic Center (JSAC) Interior Improvements (Game Lounge, MarketPlace, Rathskellar, Student Kitchen, and Inclusive Restrooms), and Kendall Hall. The inclusive restrooms are the first of their kind on the campus to align with the Gallaudet Promise, particularly, the imperative to center equity and belonging, which encompasses accessibility. Along with completed outdoor site improvement projects that focus on the built environment accessibility, and modernizing spaces for enjoyment, and use. On East Lincoln Circle, new ADA ramps + wider sidewalks and Ely Patio with new outdoor furniture, lighting strings, and canopy shades.

The intention of these improvements is to support the range of deaf experiences and culture guided by DeafSpace principles. These principles, formalized in 2013, are long-held cultural traditions that are expressed in the basic elements of an architectural expression unique to deaf experiences. The principles address five major aspects of the relationship between human experience and the built environment: Sensory Reach, Space + Proximity, Mobility + Proximity, Light + Color, and finally Acoustics. These design concepts presented in the Guidelines, were decided upon by a diverse group of stakeholders to incorporate into upcoming projects and reflect that deaf people inhabit a rich sensory world where vision and touch are primary means of spatial awareness and orientation. Ensuring that all new buildings and planning projects follow these principles, Gallaudet will support the rebuilding of campus ASL vibrancy and address the changing city with buildings that enable the campus community to thrive.

The 2022 Campus Plan is an official legal document and has not changed substantially since its approval by the District of Columbia government in 2013. In October 2021, Gallaudet submitted a Campus Plan Modification application to the District's Zoning Commission to extend the term of the current Plan to 2027, allowing for the University to develop its plans post COVID-19. The University anticipates a formal response to its application by Winter 2022.

See the next page for a map of the 2022 Campus Plan.

2022 Campus Plan

II. The Gallaudet University 2022 Campus Plan (cont'd.)

During the Fall 2019 semester, President Cordano tasked the Strategic Space and Capital Planning Committee (SSCPC) to develop an update to the 2012-2022 Campus Plan that could guide the development of the 2022-2032 Campus Plan or an extension thereof. The work on this plan continued through the summer of 2020 and culminated in the amendment presented to the District's Zoning Commission in October 2021. The extension would continue through 2027 and focus on the whole student experience as the priority including life-long learning and ASL vibrancy. Campus areas having the greatest potential impact include, but are not limited to, the library, the residence halls, and dining facilities. These high-density areas are considered "hot spots" that bring students, faculty, and staff together and facilitate language vibrancy. The diagram below illustrates the triangulation of these high-density locations and how they can foster language vibrancy.

KENDALL GREEN OF THE FUTURE
HIGH DENSITY AND REBIRTH OF LANGUAGE VIBRANCY

VIBRANCY LEVELS
LOW
HIGH
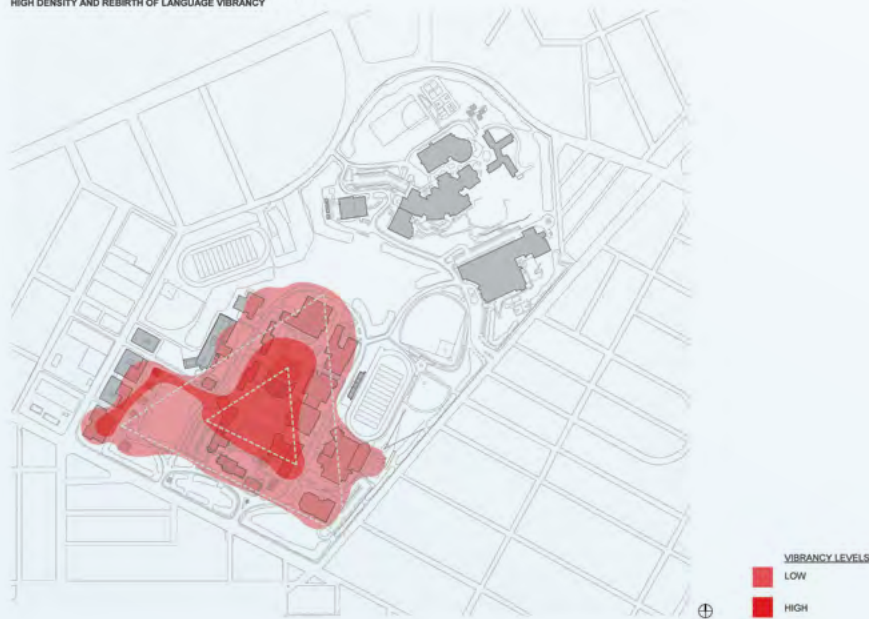
III. Creativity Way and the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children

Planning continued during FY2021 for Creativity Way and the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children (formerly named "Kendall School Division II Memorial").

Creativity Way will be designed with flexible space to facilitate learning, discovery, and entrepreneurial partnerships. It will bolster Gallaudet's creative edge while building a new proverbial "front porch" to the University along Sixth Street. Creativity Way will be located between the Sixth Street development and Gallaudet's Faculty Row, creating a 20,000 square foot park-like promenade to serve as an informal gathering and activity space and provide a new gateway between the campus and the increasingly vibrant commercial corridor to the west.

Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children

The first project of Gallaudet's "front porch" will be the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children (formerly the Kendall Division II Memorial). Planning and development, led in collaboration with the Center for Black Deaf Studies, continued in FY2021. Actively engaging members of the Black Deaf and Gallaudet communities, key activities included furthering the design and feel of the memorial, sharing its history and impact, and designing and implementing a formal naming process for the memorial.

The memorial space will consist of a series of paths, plantings, conceptual outdoor rooms, and a water feature that reimagine the footprint of the original Division II School. It will be located between the Kellogg Conference Hotel and Peikoff Alumni House (see diagram below for the conceptual site plan).

The Louise B. Miller Pathways and Garden will feature a rambling pathway, The Freedom Path, that will lead visitors from Gallaudet's 6th Street entrance as part of an introduction to the campus. The ramble is an intentional design, representing the indirectness of the route to freedom. It will include signage and markers explaining the chronology and history of the Kendall School Division II and those who played a role in its formation and its legacy. Gathering spaces will be available along the pathway, following the advice of stakeholders, who identified these important in Black Deaf communities.

This Memorial honors the steadfast efforts of Louise B. Miller, a group of other parents, and their children, who sued the District of Columbia Board of Education in 1952. Their victory led to the first group of 23 students being educated on the University's campus, creating the Kendall School Division II for the Deaf, 1952-1953. The memorial highlights the groundbreaking legal victory accomplished in advance of and is now known to have set the precedent for the landmark Brown v. Board of Education case.

The mission of Louise B. Miller Pathways and Gardens is to create a Black Deaf-centric space, addressing several of the drivers of inequality that remain persistent in our world today. It will educate, protect, and invest in vital public goods. It will generate opportunities for learning, dialogue, and truth-telling for students, the Gallaudet community, neighbors, and visitors.

Creativity Way & Sixth Street Planning

In FY2017, the District of Columbia Zoning Commission approved the first stage of the Gallaudet and JBG Smith Planned Unit Development (PUD) application for four parcels straddling the east and west sides of Sixth Street. The second stage PUD applications for Parcels Two and Three, representing approximately 780,000 square feet of new development, was submitted in October 2021 and presented to the Zoning Commission in November 2021. The Zoning Commission will present their Final Action in January 2022 with formal approval anticipated by the end of FY2022.

In coordination with the PUD applications, Gallaudet submitted a Campus Plan Amendment application to the Zoning Commission in October 2021. The amendment application introduced the Louise B. Miller memorial, as described above, and Creativity Way. Further, the amendment establishes the campus southwest corner as an interim surface parking facility and extends the validity of the existing campus plan from 2022 to 2027, allowing the University to reset campus design and planning efforts for a post-pandemic environment. Gallaudet expects the Campus Plan Amendment application to be approved in early 2022.

The Creativity Way initiative is spearheaded by the Creativity Way Steering Committee, composed of Gallaudet administrators, faculty, and staff. Creativity Way will be located between the Sixth Street development and Gallaudet's Faculty Row, creating a 20,000 square foot park-like promenade to serve as an informal gathering and activity space and provide a new gateway between the campus and the increasingly vibrant commercial corridor to the west (see renderings below). Creativity Way will be designed with flexible space to facilitate learning, discovery, and entrepreneurial partnerships, bolstering Gallaudet's creative edge while building a new proverbial front porch to the University along Sixth Street. Pending the Zoning Commission's approval, construction for the Sixth Street development and Creativity Way will commence in early 2023.

VI. Employee Demographics

The first five tables of this section provide the number of employees by various categories, with the first table providing a total number of all employees and the four subsequent tables each showing a different category of employee. Additional tables provide historical summaries of employees by category, as well as by staff hire demographics.

Human Resources - FY2021

Total All Type Employees

	Male	Female	Deaf/ Hard of Hearing	Hearing	White	TUG	Total Each Category
Administators	37	49	64	22	63	23	86
Faculty	72	107	87	92	111	68	179
Clerc Center Teachers	15	34	44	5	32	17	49
Professional Staff (Academic/Student Support)	53	107	137	23	97	63	160
Professional Staff (Administrators/Institutional Support)	84	144	151	77	143	85	228
Secretary/Clercial	5	39	20	24	13	31	44
Technical	22	6	21	7	12	16	28
Service	72	32	45	59	30	74	104
Maintenance	13	16	3	26	1	28	29
Total	**373**	**534**	**572**	**335**	**502**	**405**	**907**

Regular Status Employees

	Male	Female	Deaf/ Hard of Hearing	Hearing	White	TUG	Total Each Category
Administators	37	49	64	22	63	23	86
Faculty	72	107	87	92	111	68	179
Clerc Center Teachers	15	34	44	5	32	17	49
Professional Staff (Academic/Student Support)	53	103	133	23	94	62	156
Professional Staff (Administrators/Institutional Support)	83	141	148	76	140	84	224
Secretary/Clercial	5	39	20	24	13	31	44
Technical	21	6	20	7	11	16	27
Service	65	27	33	59	21	71	92
Maintenance	13	16	3	26	1	28	29
Total	**364**	**522**	**552**	**334**	**486**	**400**	**886**

Extended Temporary Employees

	Male	Female	Deaf/ Hard of Hearing	Hearing	White	TUG	Total Each Category
Administators	0	0	0	0	0	0	0
Faculty	0	0	0	0	0	0	0
Clerc Center Teachers	0	0	0	0	0	0	0
Professional Staff (Academic/Student Support)	0	4	4	0	3	1	4
Professional Staff (Administrators/Institutional Support)	1	3	3	1	3	1	4
Secretary/Clercial	0	0	0	0	0	0	0
Technical	1	0	1	0	1	0	1
Service	7	5	12	0	9	3	12
Maintenance	0	0	0	0	0	0	0
Total	9	12	20	1	16	5	21

Grant Funded Employees

	Male	Female	Deaf/ Hard of Hearing	Hearing	White	TUG	Total Each Category
Administators	0	0	0	0	0	0	0
Faculty	0	0	0	0	0	0	0
Clerc Center Teachers	0	0	0	0	0	0	0
Professional Staff (Academic/Student Support)	0	2	1	1	1	1	2
Professional Staff (Administrators/Institutional Support)	6	3	9	0	5	4	9
Secretary/Clercial	0	0	0	0	0	0	0
Technical	1	0	1	0	1	0	1
Service	0	0	0	0	0	0	0
Maintenance	0	0	0	0	0	0	0
Total	7	5	11	1	7	5	12

VI. Employee Demographics (cont'd.)

Auxilary Funded Employees

	Male	Female	Deaf/ Hard of Hearing	Hearing	White	TUG	Total Each Category
Administators	0	1	0	1	1	0	1
Faculty	2	1	0	3	2	1	3
Clerc Center Teachers	0	0	0	0	0	0	0
Professional Staff (Academic/Student Support)	2	1	3	0	2	1	3
Professional Staff (Administrators/Institutional Support)	0	6	2	4	6	0	6
Secretary/Clercial	0	4	0	4	0	4	4
Technical	1	0	0	1	0	1	1
Service	3	0	3	0	2	1	3
Maintenance	0	0	0	0	0	0	0
Total	8	13	8	13	13	8	21

Deaf and Hard of Hearing Individuals in the Workforce by Percentages

Fiscal Year	Administrators %	Faculty %	Teachers %	Professional Staff %	Support Staff %	All %
2021	74	49	90	74	43	63

Members of Traditionally Underrepresented Groups in the Workforce by Percentages

Fiscal Year	Administrators %	Faculty %	Teachers %	Professional Staff %	Support Staff %	All %
2021	27	38	35	38	73	45

Extended Temporary Employees

	# Pos.	# Appt	White or Unknown	TUG Appl	Hearing or Unknown	Deaf or HoH	White or Unknown Hired	TUG Hired	Male Hired	Female Hired	Other Sex or Unknown Hired	Hearing or Unknown Hired	Deaf or HoH Hired
Union	0	0	0	0	0	0	0	0	0	0	0	0	0
1—3	0	0	0	0	0	0	0	0	0	0	0	0	0
4	5	48	21	27	38	10	2	3	2	3	0	4	1
5	2	12	4	8	6	6	1	1	0	2	0	1	1
6	18	201	95	106	106	95	7	11	5	13	0	2	16
7	17	165	88	77	80	85	7	10	8	9	0	4	13
8	25	232	129	103	108	124	13	12	12	13	0	4	21
9	18	148	76	72	81	67	8	10	9	9	0	4	14
10	8	42	19	23	25	17	4	4	4	4	0	2	6
11—14	6	57	38	19	40	17	4	2	2	4	0	2	4
Subtotal	99	905	470	435	484	421	46	53	42	57	0	23	76
Open Positions	92												
Canceled Positions	30												
Termporary Positions	18												
Total Positions	239												

V. Development and Alumni Relations

Institutional Advancement (IA) concluded our first fiscal year that began and ended in the middle of a global pandemic with $4 million in new gifts and pledges. The University also collected nearly $5.9 million in cash received from philanthropic donations, including collecting on previous years' pledges. IA continued to work remotely for most of FY2021 with restrictions on travel, face-to-face meetings, and hosting on campus visits with donors. However, the pandemic created a unique opportunity for IA to experiment with virtual events, virtual visits, and direct mail solicitations. IA also focused on internal preparations in support of major fundraising priorities such as the Louise B. Miller Pathways and Gardens: A Legacy to Black Deaf Children.

Alumni Relations (AR) welcomed a new Alumni Relations Director, Rebecca Rydstrom, during fiscal year 2021, replacing longtime Alumni Relations Director Samuel M. Sonnenstrahl. Since the pandemic has shown new ways to connect virtually, AR aims to provide virtual alumni engagement opportunities. Since May, AR has hosted alumni virtual webinars on a monthly basis. To honor the University's longstanding tradition of hosting class reunions and alumni events during Homecoming, AR has shifted to provide these events virtually as well.

Gallaudet's proud alumni continued their strong support of the University through donations and GUAA chapter functions, helping to achieve an 11.55% alumni participation rate.

Fiscal Year	Fundraising (New Gifts & Pledges)	Cash Received (cash minus payments on pledges)	Bequest Pledge Amount	Pledge Amount (non-bequest)	TOTAL Cash Received (includes payments on previous pledges)
FY2021	$4,040,971.00	$1,553,909.65	$1,710,000.00	$785,000.00	$5,934,908.00
FY2020	$11,921,267.40	$8,059,858.68	$1,335,278.72	$2,526,132.00	$13,265,363.00
FY2019	$4,962,146.20	$2,842,697.80	$170,000	$1,949,448.45	$5,421,032.90

FY2021 Individual Gifts or Pledge Payments of $10,000 and More
- Ms. Mary S. Baremore and Ms. Roberta J. Cordano
- Mr. Clark A. and Mrs. Rosalee B. Connor
- Dr. Marie Coppola
- Mr. Robert M. and Mrs. Susan L. Endelke
- Mr. Alan M. and Mrs. Louise A. Fisch
- Ms. Joni L. Henderson and Ms. Patricia A. Underbrink
- Mr. Peter H. Kimball and Ms. Anne Bennett
- Mrs. Betty M. Lawson
- Mr. James Maguire, Sr.
- Anonymous (3)
- Mr. Harold and Mrs. Mary A. Mowl
- Miss Jacqueline A. Muller
- Dr. Betty J. Schuchman
- Mr. Louis J. and Mrs. Doris F. Schwarz
- Mrs. Carolyn F. Shettle

- Mr. David and Mrs. Julie Van Scott
- Ms. Mary P. Werner
- Ms. Joan Williams
- Mr. Paul H. Williams

FY2021 Corporate and Foundation Gifts or Pledge Payments of $10,000 and More
- The Morris and Gwendolyn Cafritz Foundation
- The Coca-Cola Foundation, Inc.
- Consumer Technology Association Foundation
- Google, Inc.
- Johnson Scholarship Foundation
- The Maguire Foundation
- Microsoft Corporation
- Mitsubishi Electric America Foundation
- National Collegiate Athletic Association (NCAA)
- The Charlotte W. Newcombe Foundation
- The Proctor & Gamble Fund
- Purple Moontower, LLC
- Roadwork
- Sorenson Communications, Inc.
- Hattie M. Strong Foundation
- United Healthcare Services Inc.
- Zenith Insurance Company

FY2021 Bequest Gifts or Pledge Payments of $10,000 and More
- Estate of Dr. Bernard N. Bragg
- Estate of Mr. Robert T. DeVenny
- Estate of Ms. Sandra Goldstein
- Estate of Dr. Jane Norman
- Estate of Ms. Frances M. Parsons
- Estate of Dr. LeMan Fotos

FY2021 Abraham Lincoln Legacy Society New Members with Planned Gift
- Mr. Matthew E. Davis and Mr. Michael L. Kaufer
- Mr. Louis J. and Mrs. Doris F. Schwarz
- Ms. Goldie Trboyevich

FY2021 New Members of the Abraham Lincoln Legacy Society for Endowment
- Ms. Claire LeBlanc
- Ms. Carla Williams

A graduate of the International Development program, takes a moment to celebrate during commencement weekend.

"

As an international student,
I not only obtain a quality education
in the classroom; I learn valuable
lessons about human rights and
accessibility that I can bring back
to my home country to help
improve the quality of life for
my fellow deaf citizens.

"

TIANQI ZHOU, '18

KDES kindergarten students read a book together and share their thoughts on the story.

Laurent Clerc National Deaf Education Center

The Laurent Clerc National Deaf Education Center, a division of Gallaudet University, includes Kendall Demonstration Elementary School (KDES); the Model Secondary School for the Deaf (MSSD); the Gallaudet University Regional Centers (GURCs); and associated research, evaluation, training, and dissemination services. The primary purpose of the Clerc Center is to fulfill its federal mandate to serve the nation by developing and disseminating innovative curricula, materials, and teaching strategies in order to improve the quality of education afforded to deaf and hard of hearing students from birth through age 21 across the nation.

I. Overview of the Clerc Center

While providing an exemplary education to the students attending KDES and MSSD, the Clerc Center works in partnership with a network of programs and schools throughout the nation to identify and share best practices in the field. These partnerships are the cornerstone of activities designed to have national impact. The goal is the provision of quality educational opportunities to all students, with emphasis on students who are lower achieving academically, who come from families that speak a language other than English in the home, who have additional disabilities, who are members of diverse racial or ethnic groups, or who live in rural areas. The Clerc Center publishes and disseminates materials and information, establishes and disseminates research priorities through a process allowing for public input, and provides training and technical assistance to families of children who are deaf or hard of hearing as well as the professionals who work with them. This work is supported by the outreach services of the GURCs through partnerships with host institutions.

All of the work of the Clerc Center—from direct instruction of deaf and hard of hearing students from birth through age 21, to research, to outreach for families and professionals working with deaf and hard of hearing children across the nation—is in support of the first priority of the Gallaudet Promise: Extraordinary Learning and Academic Excellence Across the Lifespan.

FY2021 Highlights
The Clerc Center, in response to the COVID-19 pandemic, invested significantly in the development and implementation of virtual teaching, learning, and professional development activities to support the education of deaf and hard of hearing students at the Clerc Center and throughout the nation during FY2021. Another important focus was equity, diversity, and inclusion work, with goals identified by the Clerc Center community and laid out in the draft Clerc Center Equity Plan.

Highlights from KDES and MSSD
FY2021 highlights from the Clerc Center's demonstration schools included:
- Working with community stakeholders to develop and begin the implementation of a five-year plan to address equity needs at the Clerc Center
- Developing and supporting teachers' skills in the areas of implementing equity and social justice in instruction by supporting department-led reading groups
- Establishing a school-wide, year-round training program with Andrea Sonnier of the Critical Consciousness School in order to provide teachers and staff with a solid grounding in the concepts of equity, social justice, and more
- Establishing a school-wide network of social justice representatives, including Student Life, both schools, and affinity groups such as the Black Professionals of the Clerc Center
- Developing and supporting new courses such as Black History and Literature, LGBTQ+ History, and Nuyorican Literature
- Reviewing and improving the new training programs established in the previous school year for teacher aides and other support staff in the school
- Supporting a teacher- and staff-led Multicultural Planning Committee to bring

opportunities for students to learn about diverse cultures and ethnicities and provide spaces for all students to lead and thrive
- Exploring new online resources and tools and experimenting with current tools to provide a new, fully inclusive environment for online learning
- Expanding our project-based curriculum and developing capacity to support that curriculum by collaborating with Project-Based Learning World
- Refining approaches to providing support for instructional planning by combining embedded professional learning opportunities for teachers with ongoing consultation assistance from instructional personnel, coordinating efforts under the leadership of the director of instruction, and continuing to focus on using research- and data-based approaches to instructional planning in a remote-learning environment
- Developing and populating our new STEAM labs in MSSD and KDES and arranging training for our teacher teams so that they can lead the way in teaching virtual reality, robotics, coding, and other skills now required for the workplace
- Expanding our Technology Steering Committee for the Clerc Center, including representatives from all Clerc Center divisions, in order to review community needs, improve collaboration with Gallaudet University, and provide a team to make educational technology recommendations appropriate for birth through grade 12 programs with assistance from Gallaudet's e-Learning department

Highlights from the Clerc Center's National Service
The Clerc Center has been offering virtual and/or web-based professional development activities to schools, programs, and/or professionals working with families of deaf and hard of hearing children. During FY2021, the Clerc Center evaluated how to improve its national reach to support professionals working with deaf and hard of hearing children across the country in a variety of (and new) settings due to the COVID-19 pandemic's impact on delivery of services and education. Reaching professionals with little or no knowledge to those with significant experience was especially urgent because deaf and hard of hearing children were receiving education and services remotely (at home), with limited on-site services, and/or on site with limited visual language access due to use of personal protective equipment and other health and safety requirements during the pandemic.

Additionally, education professionals and families faced challenges accessing information, resources, and communication in person, limiting their ability to access, receive, and/or provide critical support and services. As a result of this significant national need, it was imperative that the Clerc Center build, develop, and implement an online national learning and engagement portal to improve reach and access for families and professionals as quickly as possible as well as for the long term.

Families and professionals will be able to access resources, including, but not limited to, brief tutorials on teaching strategies, how-to videos, and informative content for use by education professionals, students, or family members. In

I. Overview of the Clerc Center (cont'd.)

addition to resources, there is the ability to establish a variety of needs-based or interest-based learning plans, for which there is content connected, including videos, PDFs, links, images, and other forms of media that create short courses for which the subscribers can earn badges or Certificates of Completion/Attendance. Additionally, through the portal, special interest groups can access a feature through which they can connect and communicate with other members of the same interest group and network as well as reach out to individuals. Through the portal, the Clerc Center will be able to offer online training opportunities, including, but not limited to, presentations, panel discussions, and/or webinars. In preparation for the September 2021 launch of the online learning portal, the team established guidelines on content creation and development to serve as resources for internal development; the same guidelines will be disseminated nationally for others interested in similar content creation and development activities.

During FY2021, two draft series of infographics, focused on public input quantitative results, were prepared for review with attention to content and equity. Focused analyses of public input qualitative data have been completed for 4 of 8 selected barriers. Eleven training and workshop evaluations were completed; a new evaluation review system to support evaluation management and oversight was set up for pilot testing. The first phase of qualitative data analysis for the Families of Color Advocacy Study was completed.

Other highlights included:
- The Clerc Center community was offered the opportunity during a period of time set aside to create and submit innovative media projects. These projects can be used for professional development efforts, both locally and nationally, through the new learning and engagement portal.
- The Clerc Center collaborated with Gallaudet Univerity's ASL Connect to create a series of bilingual book-sharing videos consisting of social justice themes for the Southeast Regional Early Acquisition of Language (REAL) Project.

The Clerc Center provided over 30 presentations and workshops, supporting over 1,558 individuals, not including those who were supported by its other online training and webcasts.

MSSD students take a quick photo together while checking out the view of the U.S. Capitol from a landing of MSSD's school building.

II. Education of the Deaf Act

The Education of the Deaf Act (EDA), reauthorized in 2008 (P.L. 110-315) and amended in 2015, directly impacts Gallaudet University and the Clerc Center, including KDES and MSSD. The EDA specifically outlines the primary responsibilities of the Clerc Center and the demonstration schools as well as the reporting requirements for Gallaudet University—many of which also apply to the Clerc Center. This section includes excerpts of the EDA that apply to the Clerc Center.

Note: Where "…" appears below, sections of the EDA that do not apply to the Clerc Center have been removed.

1 - Education of the Deaf Act of 1986. (2015). Pub. L. 99-371, 100 Stat. 781.

Primary Responsibilities of the Clerc Center

The EDA mandates activities specific to the Clerc Center. It authorizes the Board of Trustees of Gallaudet University to maintain and operate the Clerc Center to carry out exemplary elementary and secondary education programs, projects, and activities for the primary purpose of developing, evaluating, and disseminating innovative curricula, instructional techniques and strategies, and materials that can be used in various educational environments serving individuals who are deaf or hard of hearing throughout the nation (Education of the Deaf Act of 1986, 2015).[1]

The EDA requires the Clerc Center's elementary and secondary programs to serve students with a broad spectrum of needs, including students who are lower achieving academically, who come from families that speak a language other than English in the home, who have secondary disabilities, who are members of diverse racial or ethnic groups, or who are from rural areas.

The EDA states that the elementary and secondary programs must include:
- KDES, to provide day facilities for elementary education for individuals who are deaf or hard of hearing in order to provide such individuals with the vocational, transitional, independent living, and related services they need to function independently and to prepare such individuals for high school and other secondary study. (See section VII.)
- MSSD, to provide day and residential facilities for secondary education for individuals who are deaf or hard of hearing in order to provide such individuals with the vocational, transitional, independent living, and related services they need to function independently and to prepare such individuals for college, other postsecondary opportunities, or the workplace. (See section VII.)

The EDA also mandates the Clerc Center to:
- Provide technical assistance and outreach throughout the nation to meet the training and information needs of parents of infants and children who are deaf or hard of hearing. (See section VI.)
- Provide technical assistance and training to personnel for use in teaching students who are deaf or hard of hearing in various educational environments and students who are deaf or hard of hearing with a broad spectrum of needs …. (See section VI.)

To the extent possible, the Clerc Center must provide the services required in an equitable manner based on the national distribution of students who are deaf or hard of hearing in educational environments, including regular classes; resource rooms; separate classes; separate, public, or private nonresidential schools; separate, public, or private residential schools; and homebound or hospital environments. (See section VI.)

In 2008, the EDA added language requiring the University, for the purposes of KDES and MSSD, to:
- Select challenging academic content standards, challenging student academic achievement standards, and academic assessments of a state—adopted and implemented as appropriate—pursuant to the applicable provisions of the
  Elementary and Secondary Education Act of 1965 and approved by the Secretary; and implement such standards and assessments for such programs by no later than the beginning of the 2009-2010 academic year.
- Annually determine whether such programs at the Clerc Center are making adequate yearly progress ....
- Publicly report the results of the academic assessments, except where such reporting would not yield statistically reliable information or would reveal personally identifiable information about an individual student, and whether the programs at the Clerc Center are making adequate yearly progress.... (See section VII.)

Additionally, the EDA mandates Gallaudet University, through the Clerc Center, to establish and disseminate priorities for research, development, and demonstration activities that reflect public input through a process that includes consumers, constituent groups, and the heads of other federally funded programs. (See section III.)

Reporting Requirements for the EDA
The Board of Trustees of Gallaudet University ... shall prepare and submit an annual report to the Secretary and to the Committee on Education and Labor of the House of Representatives and the Committee on Health, Education, Labor, and Pensions of the Senate no later than 100 days after the end of each fiscal year, which shall include the following:
- The number of students who enrolled during the preceding academic year and whether these were first-time enrollments, as well as the number of students who graduated, who found employment, and who left without completing a program of study (i.e., elementary, secondary), all reported under each of the University's programs .... (See sections VIII and IX.)

For the preceding academic year, and to the extent possible, the following data on students (at all educational levels) and employees who are deaf or hard of hearing and from minority backgrounds:
- The number of students enrolled full-time and part-time (See sections VII, VIII, and IX.)
- The number of these students who completed or graduated from each of the educational programs (See sections VII and IX.)

- The disposition of these students on the date that is one year after the date of graduation or completion of programs at ... the University and its elementary and secondary schools in comparison to students from non-minority backgrounds (See section IX.)
- The number of students needing and receiving support services (e.g., tutoring or counseling) at all educational levels (See section VIII and IX.)
- Strategies used by the elementary and secondary programs and the extension centers to reach and actively involve minority parents in the educational programs of their children who are deaf or hard of hearing (e.g., parent groups and training classes in the development of Individualized Education Programs), as well as the number of parents who have been served as a result of these activities (See section VII.)

Note: This annual report satisfies these requirements.

MSSD's residence hall lobby, with its DeafSpace design elements addressing the five major touch points between deaf experiences and the built environment (i.e., space and proximity, sensory reach, mobility and proximity, light and color, acoustics), is the perfect setting in which to do homework and to socialize.
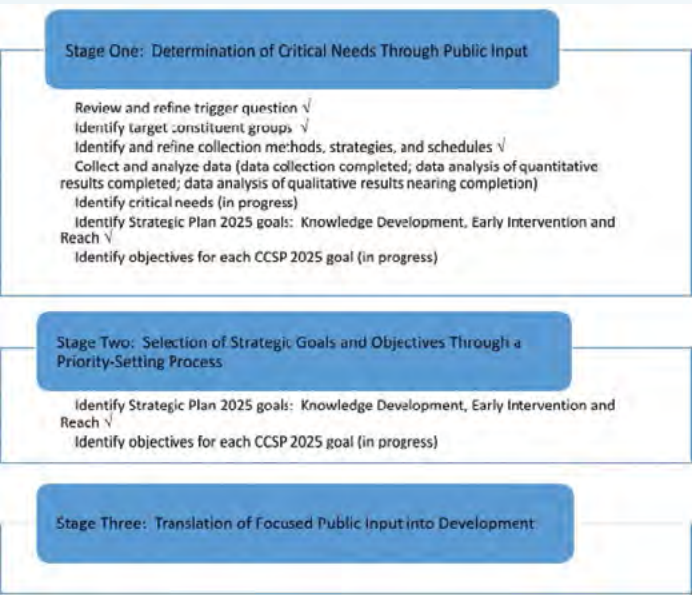
III. Public Input

Through the EDA, the Clerc Center is required by the United States Congress to "establish and disseminate priorities for their national mission with respect to deafness-related research, development, and demonstration activities that reflect public input through a process that includes consumers, constituent groups, and the heads of other federally funded programs. The priorities for the University shall include activities conducted as part of the University's elementary and secondary education programs under section 104" (2015).1 In 2009, the Clerc Center redesigned its system to collect input from a broad range of stakeholder groups. Supported by the U.S. Department of Education, the new system included input mechanisms and processes that ensure the Clerc Center has a broad perspective based on a range of experiences. The input collected is used to inform the selection of national service priorities for the Clerc Center Strategic Plans (CCSPs).

Education of the Deaf Act of 1986. (2015). Pub. L. 99-371, 100 Stat. 781.

Stages of the Public Input Process

The three-stage public input process for collecting, analyzing, and using public input was first established by the Clerc Center and accepted by the U.S. Department of Education in FY2010. The three stages include: (1) determination of critical needs, (2) selection of strategic goals and objectives, and (3) application of focused public input into development.

Timelines for the public input cycle were extended due to the impact of the pandemic. Stage one and two activities that are checked have been completed.

Stage One: Determination of Critical Needs Through Public Input

Review and refine trigger question √
Identify target constituent groups √
Identify and refine collection methods, strategies, and schedules √
Collect and analyze data (data collection completed; data analysis of quantitative results completed; data analysis of qualitative results nearing completion)
Identify critical needs (in progress)
Identify Strategic Plan 2025 goals: Knowledge Development, Early Intervention and Reach √
Identify objectives for each CCSP 2025 goal (in progress)

Stage Two: Selection of Strategic Goals and Objectives Through a Priority-Setting Process

Identify Strategic Plan 2025 goals: Knowledge Development, Early Intervention and Reach √
Identify objectives for each CCSP 2025 goal (in progress)

Stage Three: Translation of Focused Public Input into Development

Stage One: Determination of Critical Needs (FY2017-2019)

This stage is essential to identifying needs that the public thinks are critical for the Clerc Center to address in the education of deaf and hard of hearing students from birth through high school. The public input survey asked respondents this question, which was from the first public input cycle: "What are the barriers that prevent deaf and hard of hearing students from achieving their academic, linguistic, and social-emotional potential?" The survey also asked respondents to select from a list of areas of need what they considered to be most critical to address and to write comments about those needs. The survey was available in four languages: American Sign Language (ASL), English, Spanish, and Chinese.

The public input survey was taken by 1,438 people. Of the total number of respondents, 846 identified themselves as professionals only; 289 identified themselves as parents (including caregivers) only; and 165 identified as both parents (including caregivers) and professionals. Seventy-nine respondents were neither parents nor professionals, and 59 respondents did not provide their role information. Detailed demographic information is available in the FY2017-2020 Annual Reports of Achievement.

Quantitative Results

The public input survey included the question, "What are the barriers that prevent deaf and hard of hearing students from achieving their academic, linguistic, and social-emotional potential? Please select specific topics that you think are most critical." Fourteen barriers and an Others category were provided for survey respondents from which to select:
1. Collaboration
2. Curriculum, instruction, and assessment
3. Early hearing detection and intervention
4. Expectations
5. Family involvement and support
6. Lack of understanding
7. Language and communication
8. Literacy
9. Policy and legislation
10. Qualified direct service personnel
11. Resources
12. Social concerns
13. Students with disabilities
14. Technology
15. Other

Respondents had the option to choose more than one barrier, and all 14 barriers were selected by some respondents. The listing of the barriers is based on the frequency of the respondents' selections. None of the barriers reached 100 percent selection. Barriers identified by at least 50 percent of the respondents are indicated in tables with an asterisk (*), and barriers identified by 40-49 percent of the respondents are indicated in tables with a dagger (†). This was done to identify

the most frequently selected barriers to support the priority-setting effort for the CCSP 2025. Identified barriers based on quantitative data are reported for 1,438 survey respondents. Results are as follows:

Barriers Reported by Respondents (N=1,438)

Barriers Selected by Percentages of Respondents	
Language and Communication*	66%
Family Involvement and Support*	65%
Qualified Direct Service Personnel†	42%
Literacy†	41%
Curriculum, Instruction, and Assessment	38%
Lack of Understanding	36%
Early Hearing Detection and Intervention	36%
Resources	28%
Expectations	26%
Social Concerns	22%
Policy and Legislation	22%
Collaboration	21%
Students with Disabilities	15%
Technology	11%
Other	6%

Respondents frequently selected multiple barriers; this is based on frequency, not ranking, of barriers.

Preparations for dissemination of quantitative results began in FY2021. Two draft series of infographics were prepared; one focused on respondents' demographics and the other on barriers selected by respondents. A feedback process was established to review the content using an equity lens, assess information accessibility and representation, and identify, if any, potential bias in visual icons and captions.

Qualitative Data Analysis
Slightly more than 1,000 respondents wrote comments about the 14 barriers, as well as comments related to the selection of "Other." The first phase of data analysis, focused on coding these comments, was completed during FY2020.

From the list of 14 barriers with coded comments, eight were prioritized for the second phase of qualitative data analysis—focused analysis of comments to identify themes within and among barriers. The selection of these eight barriers

was based on discussions with internal stakeholders and reviews of barriers in relation to: (1) the Clerc Center's and Gallaudet's priorities, (2) the Clerc Center's current and future work (e.g., Regional Early Acquisition of Language [REAL] Project), (3) gaps in knowledge and research, (4) frequency of responses (e.g., language and communication), and (5) prior efforts by the Clerc Center to address specific needs as part of CCSP 2020. Based on discussions and data review, the following barrier codes were selected for focused data analysis:
1. Early hearing detection and intervention
2. Family involvement and support
3. Lack of understanding
4. Language and communication
5. Literacy
6. Resources
7. Students with disabilities
8. Other

The second phase of qualitative data analysis, focusing on identifying and categorizing themes within and among barriers and drafting a visual graphic to demonstrate connections among themes, continued in FY2021. The remote work due to the COVID-19 pandemic impacted data analysis processes and contributed to delays in completing qualitative analysis. For example, Zoom meetings required more time for people to get through the content, use multiple devices to view one another and data simultaneously, and work together as remote partners and work teams. Further, technical difficulties such as inconsistent Internet bandwidth contributed to the delays. Thus, data analysis processes took longer than usual as a result of this remote approach; therefore, the work will continue into FY2022.

Focused analyses have been completed for the following four of eight barriers: lack of understanding, resources, students with disabilities, and language and communication. Also, a new barrier has been identified as a result of a completed review of "Other" comments: underserved and underrepresented. This new barrier will be used to describe the needs of traditionally underserved groups.

Focused analyses of three barriers are nearing completion: early hearing detection and intervention, literacy, and other, with one barrier—family involvement and support—still in progress. These focused analyses are expected to be completed in FY2022.

IV. Clerc Center Strategic Plan 2020: Its Completion

The CCSP 2020 focuses on the Clerc Center's national service and demonstration school activities through 2020. The national service portion of the plan supports professionals and parents of students (birth through high school) who are deaf or hard of hearing in accordance with the EDA, the Clerc Center's guiding federal legislation. The national service goal focuses on three priority areas identified during the Clerc Center's National Priority-Setting Meeting, which took place in February 2013 on the Gallaudet University campus in Washington, D.C.

The process to focus each priority area, develop the objectives, and select the strategies that the Clerc Center would undertake through 2020 was based on input and information from a number of national sources. These included dialogue during the National Priority-Setting Meeting; collection and analysis of public input from 2010-2012, a summary of which can be found at **https://clerccenter. gallaudet.edu/national-resources/resources/our-resources/publications/ pi-summary.html**; evaluation feedback on select training and products; and current research, practices, and resources in the priority areas. The strategies were carefully selected based on their potential impact in each priority area and on the Clerc Center's ability to complete them with the limited human and fiscal resources available. The completed strategic plan was carefully reviewed to ensure compliance with the EDA and alignment with its strategies, as well as alignment with the Clerc Center mission, the national service goal, and other related objectives.

National Service Goal

The Clerc Center supports professionals and families through the dissemination of resources, training, and evidence-based information in the areas of professional development, family-school partnerships, and national collaborations to meet the linguistic, educational, and social-emotional needs of children (birth through high school) who are deaf or hard of hearing.

Professional Development

The Clerc Center supports the needs of professionals by addressing gaps in their knowledge and facilitating the growth of necessary skills to meet the linguistic, academic, and social-emotional development and achievement of children (birth through high school) who are deaf or hard of hearing. During FY2021, Clerc Center and Gallaudet University focused on the development and implementation of a national learning and engagement portal to enhance online learning and engagement of families, professionals, and other stakeholders interested in the education of deaf and hard of hearing children from birth through 21. The COVID-19 pandemic highlighted the critical need for an online portal to support re-mote teaching, learning, and engagement among professionals, families, and chil-dren. This significant investment will enhance the Clerc Center's current and future efforts to reach out to and provide opportunities for professionals and families in the United States to increase their knowledge, strengthen their skills and practice, and engage with one another with the common goal to provide deaf and hard of hearing children the best possible foundation for language, development, aca-demic excellence, and well-being.

Objective 1
Increase the understanding and awareness of teachers and professionals with limited knowledge or experience in teaching and/or working with children who are deaf or hard of hearing about how to foster student success and enrich their educational experiences through current teaching and professional practices.

FY2021 Major Activities	
	• Developed and modified the SKI-HI Deaf Mentor Program Training Curriculum for individuals participating in the REAL-sponsored training in Tennessee (virtually across a span of five days with eight participants) and Alabama during their REAL Retreat in person with a total of four participants • Provided face-to-face SKI-HI Snapshot training for 11 deaf and hard of hearing adults • Provided virtual training on language learning through the eye and ear using the Clerc Center resource with 11 deaf mentors in the state of Michigan • Provided two professional development presentations for 25 undergraduate and graduate students in the Psychology and Social Work Departments at Gallaudet University on how to work with LGBTQIA+ deaf and hard of hearing students

Objective 2
Increase knowledge and strengthen effective teaching and professional practices of educators and other professionals who are knowledgeable and experienced in working with children who are deaf or hard of hearing.

FY2021 Major Activities	
	• Early in FY2021, the Clerc Center hosted an innovation week during which members of the Clerc Center community identified topics they wanted to develop content for use with other professionals; one-third of the submissions were completed by the participants • Provided school-wide virtual "What is Bilingual Education Training?" for 140 participants from the Tennessee School for the Deaf • Provided virtual "Fingerspelling Your Way to Reading" with Virginia School for the Deaf and Blind professionals (20 participants) • Four professional development workshops for 135 professionals on how to work with LGBTQIA+ deaf and hard of hearing students

Objective 3

Adopt a comprehensive plan for improving the awareness of professionals with limited knowledge or experience in working with children who are deaf or hard of hearing as well as parents and caregivers of those children across the United States about the resources, support, and activities of the Clerc Center.

Strategies Worked on in FY2021	• None; completed this objective

Family-School/Agency Partnerships

The Clerc Center will promote the development of knowledge necessary for effective partnerships between families and professionals with schools or service agencies to effectively meet the linguistic, educational, and social-emotional needs of children (birth through high school) who are deaf or hard of hearing.

Objective 1

Disseminate resources and information to parents and caregivers to increase their knowledge so they can effectively advocate for the needs of their children who are deaf or hard of hearing when interacting with school or agency professionals.

FY2021 Major Activities	• Developed a series of five Families' Opportunities to Connect and Understand ASL Series (FOCUS) presentations with Gallaudet University's ASL Connect for 77 families that covered early language access and deaf studies-related topics for families of deaf and hard of hearing children (birth- age 3) from Southeast REAL and Pennsylvania • Developed a three-part series for families of young children at KDES covering bilingual education, early access to language, and book-sharing • Shared Clerc Center resources with 16 families from Maryland and Washington • Presented on "The Four E's of Raising Your Deaf or Hard of hearing Child" for over 300 family members across the United States; hosted by the Pennsylvania School for the Deaf • Collaborated with the GURC-East on "How to Use the Parent Advocacy App"; hosted by the Rhode Island Hands & Voices chapter for 156 participants

Objective 2

Disseminate resources and information to increase the awareness and understanding of school personnel and administrators with limited prior knowledge of or experience with children who are deaf or hard of hearing about how to foster home-school/agency partnerships that value the parent and caregiver advocate role.

FY2021 Major Activities	• Presented "Self-Advocacy and Self-Determination in Deaf and Hard of hearing Students" to 98 educational professionals in Michigan

Collaboration

The Clerc Center will facilitate the recognition that productive collaborations among organizations at the national level are essential for meeting the linguistic, educational, and social-emotional needs of children (birth through high school) who are deaf or hard of hearing.

Objective 1

Increase the internal capacity of Clerc Center professionals to identify and carry out activities that will promote meaningful dialogue in order to identify areas for potential partnerships with agencies at the national level that will foster/enhance the educational experiences of all children who are deaf or hard of hearing and their families.

FY2021 Major Activities	• Collaborated with the Alabama Institute for Deaf and Blind on the Southeast REAL Project: • Provided scholarships for 12 individuals to receive training from Gallaudet University's deaf and hard of hearing Infants, Toddlers and their Families (ITF) certificate program • REAL collaborated with Gallaudet University's ASL Connect to provide sign language-learning opportunities for 101 families with deaf children • REAL Project team organized a retreat for early intervention service providers and deaf mentors • The REAL team added personnel to collect program and contact information about each state's EHDI system for outreach • REAL Project team collaborated with Gallaudet University's ASL Connect to provide online ASL tutors to parents and caregivers of deaf and hard of hearing children from birth to 3 years old

The planning for the next strategic plan has been delayed due, in part, to the need to focus on other, more immediate priorities as a result of the COVID-19 pandemic, such as pivoting to a remote teaching and learning environment for KDES and MSSD students and to a virtual approach for professional development and knowledge development for teachers and families. However, three strategic plan goals have been identified: Knowledge Development, Early Intervention, and Reach. Work in FY2022 will focus on identifying objectives for each strategic plan goal and potential projects aligned with the strategic plan goals.

V. Research Plan, Priorities, and Projects

The Clerc Center's Research Agenda guides internal and collaborative research designed to improve the educational outcomes for deaf and hard of hearing children from birth through 21 years of age. Research efforts are intended to support the Clerc Center's federal mandate to carry out exemplary elementary and secondary education programs, projects, and activities for the primary purpose of developing, evaluating, and disseminating innovative curricula, instructional techniques and strategies, and materials that can be used in various educational environments serving individuals who are deaf or hard of hearing across the nation. These research activities reflect public input through a process that includes consumers, constituent groups, and the heads of other federally funded programs (Education of the Deaf Act of 1986, 2015).[1]

Education of the Deaf Act of 1986. (2015). Pub. L. 99-371, 100 Stat. 781.

Research Agenda 2020: Its Completion

The Clerc Center's Research Agenda was established in the spring of 2015 using data from its 2009-2012 public input process. It is aligned with the priority areas of the CCSP 2020.

Resource 1: Public Input

The formal collection of public input assists the Clerc Center in establishing and publishing priorities for research, development, and demonstration as required by Congress. During the three-year cycle of collection, as accepted by the U.S. Department of Education, input was sought from diverse stakeholder groups and individuals to ensure a broad range of perspectives was obtained. Public input findings from 2009-2012 were published in 2013 as Critical Needs of Students Who Are Deaf or Hard of hearing: A Public Input Summary. This summary included an analysis of over 1,400 comments from 775 respondents who provided input based on the following trigger question: "What are the barriers that prevent deaf and hard of hearing students from achieving their academic, linguistic, and social-emotional potential?" The analysis identified four thematic areas in and five major barriers to the education of children who are deaf or hard of hearing.

The themes identified were:
1. Deaf and hard of hearing students' need for language and communication access
2. Limited resources (e.g., information, training and education, services) available for parents, teachers, and professionals as well as for students who are deaf or hard of hearing
3. Need to address deaf and hard of hearing students' social-emotional needs and development
4. Lack of direct service personnel (e.g., teachers, professionals) qualified to meet the various needs of students who are deaf or hard of hearing in K-12

The overarching barriers identified were:
- Need for knowledge and education among caregivers, professionals, and the general public
- Need for collaborative efforts
- Need for qualified professionals and services
- Meeting the needs of the student within a given school system
- Child's own development of self-concept

The themes and barriers were similar for all respondents regardless of their background, race, ethnicity, communication modality, or setting in which they worked. This suggests that identified barriers to educating children who are deaf or hard of hearing transcend language, setting, and location. Complete public input findings are available on the Clerc Center website at **https://clerccenter.gallaudet.edu/national-resources/resources/our-resources/publications/pi-summary.html.**

Planning for the next research agenda will commence in FY2021, drawing from public input findings, the Clerc Center's priorities for its schools and national service, Gallaudet's priorities, and gaps in knowledge and research.

Research Agenda Areas of Focus

The Research Agenda focused on three areas: (1) Family Engagement, (2) Educational Best Practices, and 3) Social and Emotional Well-Being. The areas of focus are designed to advance knowledge, best practices, curricula, intervention strategies, and resources for children who are deaf or hard of hearing, their families, and those who serve them.

The COVID-19 pandemic significantly impacted research activities involving the Clerc Center's two demonstration schools. In-person research activities were suspended since KDES and MSSD instruction were provided remotely for the 2020-2021 school year. Other research studies could not be supported because of the two schools' focus on providing remote learning and support to deaf and hard of hearing students during the 2020-2021 school year and intensive preparations, in compliance with safety and health protocols, for KDES and MSSD students' return to school in Fall 2021. As a result, the only significant research activity during FY2021 was an internal study: Families of Color Advocacy Study.

Scope of the Research Agenda

The scope of the Clerc Center's Research Agenda covers applied research that will be carried out by the Clerc Center and other programs and organizations with which it collaborates. For example, while the Clerc Center may not initiate basic research in language acquisition and learning, it will encourage collaborative research in those areas in which significant knowledge gaps exist through networking with other programs and organizations.

The Clerc Center also welcomes ongoing collaborations with research partners who engage in basic and applied research in identified priority area topics. Cooperative research includes research in which the Clerc Center has not been involved in the study design but agrees to participate by recruiting subjects and participating in data collection. The principal investigators will be encouraged to share their research findings with the Clerc Center to further its innovation and outreach work.

Research projects are implemented in two categories:
1. Current projects that fit the priority research topics identified in this Research Agenda and other immediate, important projects that can be conducted with currently available resources.
2. Future research studies under consideration that will require additional resources, including grant funding or collaborative agreements, to plan and implement.

Project Types Defined
Subsequent to the following sections, which summarize projects and activities in the three areas of focus, is a data table that includes the names of the projects, each project's type and funding, and an estimated number of Clerc Center staff who were involved with the project. Both internal and external funding sources are reported.

Projects at the Clerc Center include:
- **Internal**—Projects conducted solely by Clerc Center personnel
- **Internal and collaborative**—Projects that originated with and were funded by the Clerc Center and involve researchers outside of the institution
- **External**—Projects funded and led by researchers outside of the Clerc Center but that involve Clerc Center personnel

More specifically, internal funding refers to a project with fiscal resources allocated primarily by the Clerc Center. Where appropriate, the project budget—the internal fiscal allocation for FY2020—is provided. External funding sources are those that were provided by outside researchers, collaborators, or organizations. As such, no budget information is provided. External projects often require Clerc Center personnel to participate in the research study or to facilitate logistics or data collection, but they do not necessitate the contribution of fiscal resources. Research projects resulting from both Clerc Center and outside funding are considered to be both internal and external.

Evaluation and Research Activities
In accordance with the EDA, the Clerc Center leads the development, evaluation, and dissemination of innovative curricula, instructional techniques and strategies, and materials that can be used in various educational environments by educators and families of deaf and hard of hearing students throughout the nation. The

COVID-19 pandemic has impacted evaluation and research activities, resulting in project focus shifts and suspension of specific activities.

Evaluation staff members provided evaluation support for the Clerc Center's training team. In FY2021, 11 training and workshop evaluations were completed.

Evaluation staff focused on refining and finalizing an evaluation request review system to manage evaluation priorities and resources as well as to support survey development and evaluation reporting. This system will strengthen Clerc Center leaders' monitoring and resource management.

Evaluation staff members also worked with the Clerc Center's National Programs and Outreach, Gallaudet Technology Services (GTS), and other Gallaudet units to support the development and implementation of a national engagement platform. Evaluation staff provided a revised demographic survey to be implemented with the new customer relations management (CRM) system. Staff members also worked with GTS to ensure all of the data contained in the Radius-based CRM was accurately migrated to the new CRM, and they were involved in testing the new system for functionality. Once the system is in place, it will be used by evaluation staff members to collect key demographic information to meet federal reporting requirements.

In-person research activities and review of new research activities were suspended during FY2021 due to challenges of schools' participation in research activities while still providing remote instruction during the 2020-2021 school year. The suspension was also due, in part, to schools' transition to in-person teaching and learning in compliance with safety and health protocols in fall 2021.

In FY2021, five research and evaluation staff members and three research assistants within Monitoring, Evaluation, and Research supported research and evaluation activities consistent with the above federal mandates. The costs of research activities in FY2021 were $161,040 in payroll and $2,000 in non-payroll expenses.

Summary of FY2021 Research Projects and Activities
Area of Focus #1: Family Engagement
Families of Color Advocacy Study
(Internal Research Project. Principal Investigators: Dr. Susan Schatz and Dr. Lori Lutz, Clerc Center)

The Families of Color Advocacy Study is based on the work of two internal research projects: the Parent Advocacy Survey project and the Literature Review on Families of Color and Parent Advocacy project (completed in FY2017). The purpose of the Families of Color Advocacy Study is to gain a better understanding of the strategies and resources families of color use to advocate for their deaf or

V. Research Plan, Priorities, and Projects (cont'd.)

hard of hearing children's education, the challenges they face when supporting their children's education, and the types of supports families want for their advocacy efforts. Exploration of these families' challenges and needs relates to the overall question asked in the public input survey, which addresses some of the limitations associated with the survey methodology of collecting public input.

During FY2021, the research team focused on coding and preliminary analysis of data collected from four completed focus groups. A coding process system was developed and implemented. Coders completed NVivo training used for qualitative data analysis and training in coding processes. Doing data analysis remotely proved to be challenging due to working with different time zones, facing occasional technical and Internet connectivity issues, and the slower pace of reviewing and achieving consensus as a team. In spite of these challenges, the first phase of data analysis was successfully completed.

Fiscal Year	Administrators %	Faculty %	Teachers %	Professional Staff %	Support Staff %	All %
2021	27	38	35	38	73	45

2 - The costs were lower than planned due to cancelation of planned focus groups due to the COVID-19 pandemic.

The planning for the next research agenda has been delayed due, in part, to the need to focus on other priorities as a result of the COVID-19 pandemic and to review research practices that promote equity. Planning will begin in FY2022, drawing from public input, the Clerc Center's national and school goals, and the Gallaudet Promise as well as new knowledge about equity in research.

VI. Training and Technical Assistance

There are approximately 76,000 deaf and hard of hearing students in the United States, and 87% are placed in general education settings across the country. Due to the low incidence of being deaf, some school districts, schools, and teachers may not have the knowledge, expertise, or training to provide the best education to the deaf and/or hard of hearing students in their classrooms. The technical assistance offered through the Clerc Center continues to be essential in providing information and resources to these education professionals. The Clerc Center provided over 44 presentations and workshops, supporting over 2,165 individuals, not including those who were supported by its other online training and webcasts.

During FY2021, the Clerc Center strategically allocated resources to reach professionals who work with those students as well as the families raising them. The Clerc Center continues to find ways to provide training and technical assistance to the broad range of stakeholders of educators and families. The Clerc Center also provides technical assistance, as mandated in the EDA, through distribution of web-based and video-based products and publications, direct outreach by exhibiting and presenting at relevant conferences, and professional development sessions both online and in person. To effectively broaden its effort, the Clerc Center collaborates with agencies and organizations serving professionals and families.

National Portal for Learning and Engagement

During FY2021, the Clerc Center began building an online national learning and engagement portal to improve reach and access for families and professionals as quickly as possible and also for the long term.

Families and professionals will be able to access resources, including, but not limited to, brief tutorials on teaching strategies, how-to videos, and informative content for use by education professionals, students, or family members. In addition to resources, there is the ability to establish a variety of needs-based or interest-based learning plans for which there is content connected, including videos, PDFs, links, images, and other forms of media that create short courses for which the subscribers can earn badges or Certificates of Completion/Attendance. Additionally, through the portal, special interest groups can access a feature through which they can connect and communicate with other members of the same interest group and network with others as well as reach out to individuals. Through the portal, the Clerc Center will be able to offer online training opportunities, including, but not limited to, presentations, panel discussions, and/or webinars. In preparation for the September 2021 launch of the online learning portal, the team established guidelines on content creation and development to serve as resources for internal development; the same guidelines will be disseminated nationally for others interested in similar content creation and development activities.

Web-Based Video Resources

New products created and disseminated in FY2021 included two web-based resources.

Six ASL Book-Sharing Videos with ASL Connect for REAL

The Clerc Center provided Gallaudet University's ASL Connect team with consultation support to create bilingual book-sharing videos for the Southeast REAL project. Six books were selected based on their social justice and age appropriateness for children from birth to age 3. Selected books were:

Sulwe by Lupita Nyong'o

I Am Enough by Grace Byers

I Believe I Can by Grace Byers

Antiracist Baby by Ibram X. Kendi

Mirror, Mirror on the Wall by Leniqua'dominique Jenkins

A is for Activist by Innosanto Nagara

These books were shared in American Sign Language (ASL) by deaf and hard of hearing signers of color from the deaf community with support from two Black deaf and hard of hearing professionals. The videos were created using bilingual strategies with the Clerc Center's consultation. ASL Connect supported this work by providing support with coordination, video editing, and language accessibility of videos.

Clerc Center-GURC Midwest Collaboration: Bullying and Conflict Video

A 24-minute video was developed to support deaf education professionals dealing with bullying and conflict resolution challenges. The director of the GURC Midwest developed the script and signed for the video while receiving coaching support from the Clerc Center. The video-editing process was a collaborative one. Bullying was a frequently requested presentation topic received by GURC directors in their regions.

Distribution of Publications and Resources

During FY2021, resources and publications were shared through virtual conferences and exhibits as well as through downloads from the website, e-mail distributions, social media, and sales.

Conferences and Exhibits

Clerc Center representatives participated through presentations; panel discussions; and virtual booths at state, regional, and national conferences. Events included: the Council on Exceptional Children, Division for Early Childhood; the Early Hearing Detection and Intervention Annual Meeting; the Council for Administrators in Special Education; the National ASL and English Bilingual Consortium for Early Childhood Education Summit; the Building Bridges Virtual

Conference; National Deaf Education Conference; the REAL Retreat; the Education & Advocacy Virtual Summit: Deaf Education; the DEA's 6th Deaf Education Virtual Summit 2021; and the Alabama Early Intervention and Preschool Conference.

Creation of Videos

As a result of an increased need for training videos for presentations and video resources for the purpose of ASL-English bilingual communications, video production has significantly increased. During FY2021, 111 videos were produced, including videos for internal communication at the Clerc Center's demonstration schools and videos for national resources.

The Clerc Center's creative team produced six videos in FY2021 that became a part of training, workshops, conferences, and online learning communities. They created a new, web-based video resource for virtual presentations: Bullying vs. Conflict. They also created two presentations for the National Deaf Education Conference. There were also videos produced for the Clerc Center Online Community. Videos for national resources are delivered with full communication access, which includes captions, spoken English, ASL, and English text. Video creation continues to be in high demand for training and outreach needs along with in-house communications.

Professional Development and Family Training

In FY2021, the Clerc Center provided 30 presentations and workshops to 1,562 individuals who work with students who are deaf or hard of hearing; this was 337 more participants served than during FY2020. The goal of Clerc Center trainings was to provide skills and knowledge to educators, service providers, and families who work with students who are deaf or hard of hearing with a range of abilities and needs.

During FY2021, the Clerc Center provided a wide variety of training, mostly pre-recorded and real-time virtual training. It included 10 workshops on language planning and nine workshops on deaf education and services. Eleven workshops were offered for families of deaf and hard of hearing children.

In FY2021, the types of programs requesting Clerc Center services varied considerably. Those making requests included early intervention professionals, school professionals that serve deaf and hard of hearing students, teachers and administrators in general education, professionals in medical settings, professors in teacher training programs, and nonprofit organizations.

SKI-HI Deaf Mentor Program Training

Through a working partnership, the Clerc Center provided a trainer to join a national team of trainers sharing the SKI-HI Deaf Mentor Program curriculum. Two virtual Deaf Mentor trainings were provided through our Southeast REAL partnership with a total of 12 participants. SKI-Hi Snapshot training was provided to a total of 11 participants. The demand for this training continues to grow across the United States.

VI. Training and Technical Assistance (cont'd.)

General Education Modules

Educating Students Who Are Deaf or Hard of hearing: A Guide for Professionals in General Education Settings is our online, three-module resource. It continues to support K-12 educators by providing the knowledge and skills they need for working with deaf and hard of hearing students in the classroom or school environment. This course continues to make an impact, with 148 new educators registered in FY2021 for a total of 1,457 registered users. This resource is currently being transitioned to the new learning and engagement portal.

Parent Advocacy App

The collaboration efforts among four programs—the Clerc Center, the American Society for Deaf Children, the National Association of the Deaf, and Hands & Voices—led to the development of the Parent Advocacy app. In FY2021, there were 2,900 active usages on Apple devices as compared with 499 on Android devices. At present, there have been over 35,700 views of the homepage of the Parent Advocacy app, with over 4,200 actual downloads.

Shared Reading Project

In FY2021, the Shared Reading Project (SRP) continued its beta testing for SRP training coordinators across the nation. Currently, there are 101 individuals registered and trained via Blackboard. This year, 20 new subscribers registered and received training. This resource is currently being transitioned to the new learning and engagement portal.

K-12 ASL Content Standards

Since the release of the K-12 ASL Content Standards in FY2018, we have had over 18,109 YouTube views to date, an increase of 2,623 from last year. There were 42 different videos explaining the content standards with a glossary and explanations. As resources are scarce in this content area, there has been a demand for more presentations on the K-12 ASL Content Standards. In FY2020, we created What Is Bilingual Education?, a video to support the content standards, as well as bilingual training and workshops that support the use of the content standards.

Bilingual Education Professional Development

The Clerc Center provided bilingual education professional development tailored to address the needs of individual programs and audiences at the following schools: the Tennessee School for the Deaf and the Lexington School for the Deaf.

National Deaf Education Conference

In June 2021, this virtual annual conference provided professional learning opportunities to over 200 participants, including teachers and other professionals in school districts and in schools for the deaf. The Clerc Center produced two videos and had representatives on a panel.

Webcasts as a Tool for Online Learning

In FY2021, the Clerc Center continued to offer e-Learning opportunities in the form of webcasts for professionals and educators in general education settings.

Once a webcast is produced, it becomes archived. Webcasts become static resources that can be repurposed for various training and presentations and made available for group or individual viewings.

Views of Clerc Center Webcast Videos by Fiscal Year

	FY 2021 YouTube (as of 9/1/21)	FY 2020 YouTube (as of 9/15/20)	FY 2019 YouTube (by 9/12/19)	Net Gain in FY 2020	FY 2018 CRM	FY 2018 Ning
Families' Panel After Focusing on Accessible Language event	267	207	127	80	N/A	N/A
Professionals' Panel After Focusing on Accessible Language event	186	143	93	50	N/A	N/A
Focusing on Early Accessible Language (Nussbaum/Abrams)	3565	2,238	1,348	890	503	184 new
Optimizing Outcomes for Deaf and Hard of Hearing Students (Naeem/Santini)	1793	1480	1,104	376	147	N/A
K-12 ASL Content Standards (42 videos)	18,109	15,486	12,429	3,057	N/A	N/A
Educational Interpreting (Schick)	13,783	10,730	7,545	3,185	1,267	1,118
Language Learning Through the Eye and Ear (Chen Pichler)	4,328/2,050	3,730/1,693	2,547/1,077	1,183/616	N/A	N/A
Dispelling Myths of Language Acquisition (Cordano/Stern)	3,704	3,307	2,547	760	N/A	N/A
Cochlear Implant Educational Guide (Kinsella-Meier and Schatz)	6,559	5,218	3,878	1,340	N/A	N/A
Maximizing Language Acquisition (Simms et al.)	23,957	20,448	16,165	4,283	N/A	N/A
What the Eyes Reveal About the Brain (Petitto)	17,315	16,157	14,525	1,632	N/A	N/A
Visual Split-Attention (Mather)	*Information not available	3,324	2,519	805	N/A	N/A
Early Intervention (Benedict)	2,667	2,098	1,808	290	N/A	N/A
Total**	101,607	86,259	15,348	709	546	1,302

*CRM is an acronym for "customer relationship management," the system the Clerc Center uses to manage subscription data.

**Some data is not available. This may impact the totals shown above.

Implications

In FY2021, there was a net gain of at least 15,348 new views of Clerc Center webcasts and videos on YouTube, bringing the lifetime total to at least 101,607 views. The number of viewers, as listed above, implies that the Clerc Center's archived webcasts continue to be relevant and utilized by stakeholders. It shows that people are still relying on Clerc Center resources as their one-stop center for information.

Collaboration, Consultation, and Other Technical Assistance

In FY2021, the types of programs requesting Clerc Center services varied considerably. Those making requests included early intervention professionals, school professionals that serve deaf and hard of hearing students, teachers and administrators in general education, professionals in medical settings, professors in teacher training programs, and nonprofit organizations.

Conference of Educational Administrators of Schools and Programs for the Deaf

In February 2021, the Clerc Center hosted the fourth annual Education & Advocacy Summit: Deaf Education for professionals, which was offered virtually for the first time due to the COVID-19 pandemic. This event was co-sponsored with the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD); the National Association of the Deaf and Gallaudet's Deaf Studies and Government Affairs Departments were also involved with the program. The key theme of the Education & Advocacy Summit was "Transformative Action in Deaf Education." Approximately 429 people, including administrators from schools for the deaf and special education, registered and attended the summit. A Clerc Center representative also served on the CEASD board.

Joint Committee on Infant Hearing

A Clerc Center representative serves on the national Joint Committee on Infant Hearing (JCIH) in an advisory capacity. This representative assisted in the development of an updated JCIH report.

Hands & Voices

The Clerc Center partnered with Hands & Voices in FY2021. Through this partnership, the Clerc Center provided support for family language and literacy in the states served by the Southeast REAL Project. A Clerc Center representative also served on the Hands & Voices Deaf and Hard of hearing Advisory Board.

VL2: Science of Learning Center on Visual Language and Visual Learning

The Clerc Center continues to disseminate the materials of the National Science Foundation's Science of Learning Center on Visual Language and Visual Learning (VL2) at Gallaudet.

ASL Connect

The Clerc Center provided technical assistance and consultation to Gallaudet's

ASL Connect team to create six bilingual book-sharing videos. With the Clerc Center's support, the ASL Connect team also created videos on five topics. This entailed getting permission from authors, considering language use while book-sharing, use of language support features, age-appropriate use of language, and selection of signing models and consultants who were deaf people of color in the community.

Southeast Regional Early Acquisition of Language (REAL) Project Partnership with the Alabama Institute for Deaf and Blind

Gallaudet University received funding to create a regional partnership with the Alabama Institute for Deaf and Blind (AIDB) called the Southeast Regional Early Acquisition of Language (REAL) Project. This program focuses on identifying strategies that positively impact early language acquisition for children who are deaf or hard of hearing. Gallaudet provided training and technical assistance to the REAL team using Clerc Center resources, such as the Shared Reading Project, the SKI-HI Deaf Mentor Program, and strategies for working with families. The Clerc Center also provided the Southeast REAL project team with consultation and training to support a REAL Retreat for early intervention service providers in August 2021.

State of Michigan Department of Education and the Michigan School for the Deaf

The Clerc Center presented about self-advocacy and self-determination for deaf and hard of hearing students to Michigan Department of Education administrators during their statewide Building Bridges Virtual Conference for teachers of the deaf and families. The Clerc Center provided consultation and technical assistance to the Michigan School for the Deaf in four areas: instruction, leadership and operations, school climate, and family involvement. Four "how to" instructional videos on digital learning were also shared with the Michigan School for the Deaf in Fall 2020 as professional development for their teachers and staff.

Bilingual Education Consultation and Support

The Clerc Center provided consultation and support to programs for the deaf and professionals on topics related to professional development needs, language and communication policy changes, curriculum and instruction, bilingual strategies, language planning, Fingerspelling Our Way to Reading, ASL assessment, program planning, consultative support toward bilingual book-sharing videos with ASL Connect, and classroom instruction planning.

Gallaudet University Regional Centers

The Clerc Center continued its collaboration with the three directors working at their respective Gallaudet University Regional Centers (GURCs) to coordinate training and technical assistance opportunities for professionals working with deaf or hard of hearing students and to increase dissemination in each region. As of August 2019, the management of the GURCs has moved from Gallaudet University to the Clerc Center.

VI. Training and Technical Assistance (cont'd.)

National Outreach
National outreach efforts bring a wealth of resources, services, and programs to deaf and hard of hearing people, families, and professionals around the country through the work of the GURCs.

Overview: Gallaudet University Regional Centers
Through partnerships with the GURCs' host institutions, the regional centers share Gallaudet's undergraduate and graduate programs and the Clerc Center's resources and expertise through training programs, workshops and conferences, youth programs, technical assistance, and consultation.

During FY2021, the geographical regions for the GURCs were reconfigured; a few states were moved to different regions, territories were added, the GURC-Midwest center was relocated, and the GURC-South center was re-established with a new partnership with Alabama Institute for Deaf and Blind.

The GURC regions and host institutions are indicated below:
East: Northern Essex Community College, Haverhill, Massachusetts—Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont, and West Virginia

Midwest: Austin Community College, Austin, Texas—Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Oklahoma, South Dakota, Texas, and Wisconsin

South: Alabama Institute for Deaf and Blind, Talladega, Alabama—Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, Puerto Rico, and the U.S. Virgin Islands

West: Ohlone College, Fremont, California—Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming, American Samoa, Commonwealth of the Northern Mariana Islands, Guam, and the Republic of the Marshall Islands

Transformation
The GURCs engaged in transformative planning, during which they provided input about the unique needs of their region and the resources available from their region to support the efforts of deaf education throughout the country. This engagement was crucial to the redefinition and transformation of outreach priorities for the GURCs in collaboration with the Clerc Center.

GURC-South: This fiscal year, transformative planning included re-envisioning the needs of the GURC-South region. The Clerc Center's growing collaborations in the area of early intervention and language development led to a partnership with the Alabama Institute for Deaf and Blind (AIDB). This partnership and the resources available through AIDB's leadership guided the decision to relocate the GURC-South from Texas to Alabama. The GURC leadership position for this location was posted during FY2021.

Building Internal Capacity: The GURCs engaged in professional development focused on informing transformational change with the aim of developing the tools necessary to provide improved programming to better address the specific needs of families and professionals throughout the states/regions.

The focus of effort, upon gaining a better understanding of audism, racism, societal pressures, lack of access to information and language, and laws regarding education and access, was in response to the systemic impact of these issues across the nation.

Building Internal Capactiy by Theme
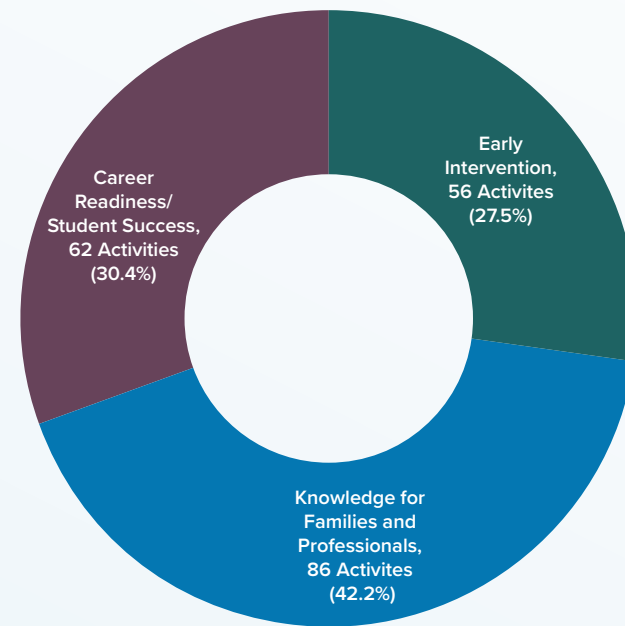
FY2021 Highlights:
The GURCs engaged in the development of knowledge for students, families, and the professionals who serve them, built connections and worked with early intervention providers and family-based organizations, increasing the impact of the work done by Gallaudet University, the Clerc Center, and their partners. These activities provided increased opportunities for the GURCs to further support diversity, equity, and language acquisition in obtaining student success, college and career readiness, and academic vitality in deaf education.

Collaborations: Collaborative work was an essential component of the GURCs' outreach efforts. Collaborations included serving on task forces, sponsoring

conferences and/or events, participating in board meetings, developing and providing training/workshop content with other partners and stakeholders, and providing consultation for projects. This fiscal year, all collaborative work was done virtually.
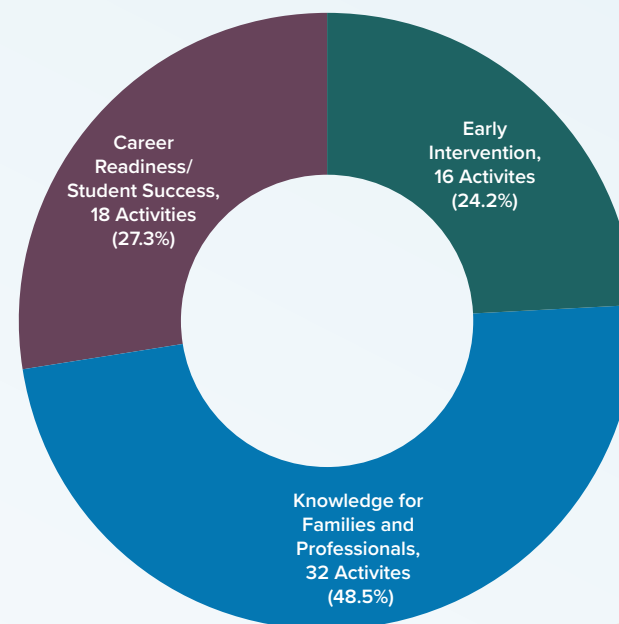
Washington State Financial Literacy Project: In partnership with the Washington Center for Deaf and Hard of hearing Youth, GURC-West supported the curriculum and corpus development of videos on financial literacy skills for middle school and high school students. These videos were posted on the Washington State Open Educational Resources (OER Commons) available for professionals and families across the country. In the long run, students benefit from the curriculum because the sign language skills of the adults around them improve.

The same partnership, with the addition of the Clerc Center, began work on a new project for curriculum and corpus development for videos on financial literacy with a focus on K-5. This project included collaboration with Junior Achievement (JA) USA, for which the JA curriculum was refocused for the educational needs of deaf and hard of hearing children, by providing the same access to language growth for the families and professionals as the middle school/high school project mentioned above. The filming has been completed. After post-production has been completed, the videos will be available across the United States on an open platform.

Vocational Rehabilitation Training: GURC-Midwest collaborated with the Texas Association of the Deaf and several Texas Vocational Rehabilitation (VR) professionals in identifying topics and objectives to guide selected training development team members in developing training modules for all professionals that work with deaf and hard of hearing clients. The purpose of this training initiative was to educate all Texas VR professionals on four modules of focus in order to provide better service to deaf, hard of hearing, and deafdisabled clients. These four modules were developed with a focus on: [Module 1] Deaf Culture and Community Members; [Module 2] Accommodation and Legal considerations; [Module 3] Texas Workforce Commission Procedures and Policies, Accessible Academic Institutions; and [Module 4] Valuable Frameworks (Self-Advocacy, Self-Determination, Mentoring and Work-Based Learning, and Mental Health). Clients of VR will also have access to this training directly to become well informed on VR processes and to better advocate for themselves. Phase one of this multi-year project is complete, and the next phase will continue over the next fiscal year.

Early Intervention: GURC-South collaborated with organizations from Tennessee and South Carolina to develop and provide knowledge and training on Social Language Supporting Language Acquisition and Inclusive Education Collaboration. These topics were developed by the collaboration members in response to specified state needs and became widely requested throughout the GURC-South and Midwest regions.

Collaborations by Theme

Career Readiness/Student Success, 18 Activities (27.3%)

Early Intervention, 16 Activites (24.2%)

Knowledge for Families and Professionals, 32 Activites (48.5%)

Language Development and Family Involvement: In support of the priority of early intervention, each GURC made connections and worked with early intervention providers and organizations, parent and teacher organizations, and providers of family learning events as well as represented Gallaudet University and the Clerc Center during virtual events and meetings related to language acquisition and/or early intervention at the regional level. These virtual events included family weekends, state-based Early Hearing Detection and Intervention (EHDI) collaborations, and training and/or presentations.

GURC-East's Early Intervention-Funded Programs: In FY2021, GURC-East's Family Sign Language Program and Rhode Island Sign Language Initiatives continued to serve families with deaf and hard of hearing children enrolled in the early intervention system in Massachusetts and Rhode Island. Due to the ongoing pandemic, these services were offered virtually. This showed that the online delivery format could be effective for families living in remote parts of either state for which in-person services could be scarce; other families could easily continue their sessions during inclement weather or the traditional cold and flu season; and some would benefit from re-watching recordings of their online sessions. Since their inception, the goal of these two statewide programs was to introduce parents and guardians of deaf and hard of hearing children between birth and the age of 3 to ASL so that they could communicate with their children at the earliest age possible.

VI. Training and Technical Assistance (cont'd.)

Due to the satisfactory performance of the Family Sign Language Program, the Massachusetts Department of Public Health extended GURC-East's contract for another five years, allowing it to continue operating the statewide program through FY2026.
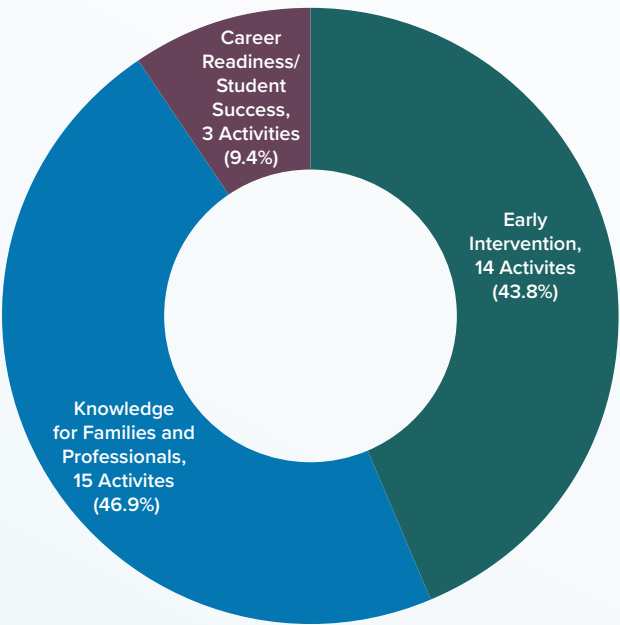
During this fiscal year, GURC-East held several Shared Reading Saturday virtual sessions for families with young deaf and hard of hearing children on its Facebook page and YouTube channel in ASL with spoken English and Spanish translations. These sessions were so popular that GURC-East fielded queries from schools and organizations from different parts of the country wanting to learn more about its Shared Reading program. In response, GURC-East laid the groundwork for the development of a webinar on how its Shared Reading Saturday program was funded and operated. GURC-East also received a generous donation from a family of a deaf child enrolled in its Family Sign Language Program who enjoyed learning ASL so much that they decided to support the Shared Reading Saturday program and its goal of addressing the literacy needs of deaf and hard of hearing children.

Training: This fiscal year, knowledge development for families, professionals, and students was an active part of the GURCs' work. This included developing and implementing several training sessions tailored to the specific needs of regions and audiences. They were primarily focused on early intervention, language acquisition, self-advocacy and self-determination, and college and career readiness. Due to the COVID-19 pandemic, only virtual training and pre-recorded content were provided throughout the GURC regions.

College and Career Readiness Training (CCRT): CCRT has been a major component of the GURCs' work over the past several years. The training was developed by the GURCs and had only been offered in person. The pandemic gave the GURCs the opportunity to review, revise, and adapt the training to a virtual platform; this allowed for broader reach to underserved student populations. CCRT's Career Assessments and Options After High School videos were filmed, edited, captioned, and voiced over, ready for future use.

Self-Advocacy & Self-Determination (SASD): GURC-Midwest and the Clerc Center developed a presentation on SASD in collaboration with Michigan's Department of Education—"Low Incidence Outreach"—as a requested topic to present during a virtual event. This was presented to families and educators of deaf and hard of hearing students, encouraging the initiation of self-advocacy and self-determination in early childhood and fostering it throughout the student's educational life-cycles.

Trainings by Theme

Career Readiness/ Student Success, 3 Activities (9.4%)

Early Intervention, 14 Activites (43.8%)

Knowledge for Families and Professionals, 15 Activites (46.9%)

Marketing (Social Media and Listserv): Marketing was a major part of the GURCs' work in supporting regional and national outreach efforts and extending the GURCs' reach. Each GURC cultivated partnerships and collaborations with various organizations, schools, agencies, and other stakeholders that allowed for information sharing with a wider reach. In return, this fostered new connections and opportunities.

Information received from those connections, along with information shared from Gallaudet University, the Clerc Center, VL2, and other departments, was disseminated through the GURCs' listservs and Facebook pages. (Data covers September 16, 2020-July 31, 2021.)

GURC Marketing Efforts by Type

321,015   24,509   **345,524 TOTAL**

ListServ   Facebook
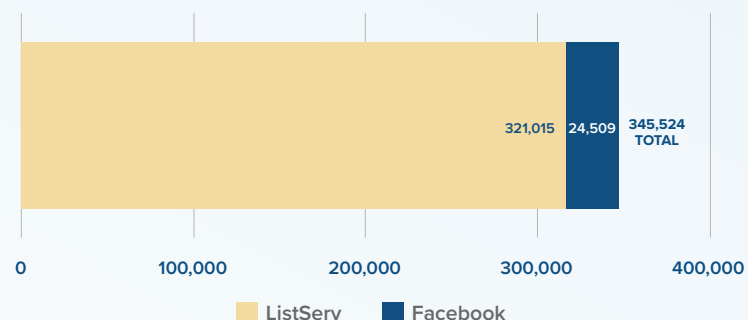
Dissemination via Social Media

Facebook
The Laurent Clerc National Deaf Education Center Facebook page showed an increase in Facebook followers to 6,924, with a gain of 319 new followers.
- 60 postings: 627 likes and reactions in response; 195 shares
- 22,192 Facebook page reach
- 6,406 total page likes

Twitter
The Clerc Center shared information on Twitter 82 times this year with 46,803 impressions (which measures reach). Currently, 1,307 people follow the Clerc Center's Twitter account, which is 274 more than last year.

Subscribers
The Clerc Center thoroughly audited subscribers' records in the process of migrating the subscribers' information to the new learning and engagement portal, ensuring there were no duplicates or invalid mailing and email addresses. After removing invalid records from the system, there are approximately 17,000 subscribers representing key stakeholder groups: parents/family members, educators, itinerant teachers, related service providers, outreach and early interventionists, and administrators.

The Clerc Center will continue to expand its outreach efforts to reach identified audiences as a part of its strategic planning effort, and it will actively participate in the development of a new strategic plan.

VII. Demonstration Elementary and Secondary Schools

Both KDES and MSSD play a vital role in the Clerc Center's national mission. They are a place in which innovative ideas, strategies, training, and technology applications begin and can later become national mission projects. Students in the schools are representative of deaf and hard of hearing students across the United States, making the schools excellent sites for developing and evaluating promising educational practices that could be replicated at other schools and programs throughout the country.

As we move forward with implementing standards-based instruction and assessment, the following overarching objectives continue to guide our thinking and planning:

- Planning a long-range strategy to implement change following the above model progression
- Infusing equity and social justice into classes, school procedures, policies and hallways according to the equity plan to ensure every student who attends the Clerc Center's schools feels valued and empowered to thrive
- Continuing ongoing focus on the Maryland-adopted Next Generation Science Standards for science and the Common Core State Standards (CCSS) for English/language arts (ELA) and mathematics; these serve as the foundation for curriculum and instruction by implementing newly developed curricular units aligned with these standards for all classes from grades K-12
- Emphasizing the incorporation of the national Social Justice Standards to support teachings in considering diversity and equity during the course of their work and collaboration with local organizations supporting equity and social justice
- Continuing integration of the K-12 ASL Content Standards and the development of an ASL Content Corpus and other tools for ASL assessment
- Using information from research and evidence-based practice to redesign instructional efforts to meet the needs of all students
- Providing support for teacher instructional planning through connections to external opportunities, allocated planning time on professional development days and other times throughout the year, and a variety of job-embedded professional learning opportunities (e.g., weekly meetings; professional learning communities; mini-workshops; and individual consultation with instructional support personnel, including master teachers and coordinators of instructional support/differentiation and inclusion)
- Planning for multi-year allocation of resources
- Planning and training for all teachers in using bilingual educational strategies
- Planning and training for all teachers in the use of technology, data, modern coding, and STEAM tools and applications
- Planning and training for all teachers in the development of equitable curricula and culturally responsive classrooms
- Providing training to the leadership teams for both schools in the areas of supporting and managing staff with an emphasis on student resilience, equity, and IEP development
- Incorporating new training for support staff (e.g., teacher aides, long-term substitutes)

Shift to Online Learning

When the COVID-19 pandemic hit the D.C. area in March 2020, it became clear that both Clerc Center schools would need to enter a period of remote learning for a variety of reasons. As a school within the D.C. area, the 2020 school closures and the stay-at-home orders issued by the local D.C. government meant that the Clerc Center had to shift to online learning with little to no warning. As a part of the Gallaudet campus, the Clerc Center was also impacted by the need for Gallaudet to shift to remote learning. Last, but certainly not least, were concerns about students' safety as well as that of the wider Clerc Center community.

The COVID-19 pandemic put the Clerc Center through a crucible in which the Clerc Center rapidly evolved to meet student needs. As the schools moved to create learning environments in remote spaces, equity issues began to arise: inequity in technology and learning access; the challenges faced by students with additional needs who struggled with online technology; the isolation impacting families, particularly deaf children needing language support; and the economic impact and insecurity that arose for some families. The Clerc Center worked to find solutions to meet these challenges to student socioemotional well-being.

The initial few months spent online before the completion of the 2019-2020 school year provided much feedback to Clerc Center leadership teams about customizing remote learning for deaf and hard of hearing students. In order to support the growth of this learning and the development of confidence in Clerc Center teachers and staff, the Clerc Center supported an Innovation Summer period, during which teachers and staff were asked to develop instructional methods, strategies or curricula to share with the school or implement during the 2020-2021 school year. This Innovation Summer resulted in new courses being offered by the Clerc Center (e.g., Black History and Literature), which were added to the MSSD course list in Fall 2020.

August 2020 saw the Clerc Center's schools still in remote status. In order to allow focus on existing students, particularly with the limitations of online learning, the Clerc Center worked with its Student Life teams to provide additional aides for teachers running online classrooms. As with many schools, the Clerc Center was unable to provide standardized assessments due to the limitations of testing applications in providing security during remote situations. During this year, the Clerc Center emphasized communication with families to inform teacher understanding of student progress. The Clerc Center emphasized using teacher observations and student work samples to assess student progress. The Clerc Center also worked with existing contracted services, such as PowerSchool, to receive training to better implement the modules and sections needed for online learning.

The following is a list, roughly in chronological order, outlining the various initiatives in which the Clerc Center invested in order to provide and sustain remote learning.

Initial Response: Clerc Center@Home

The leadership teams at both schools worked to coordinate teachers at every subject and grade level in order to create a guiding document for parents and students. This document grouped content by grade level and subject/course area and contained a full program of instruction. These initial documents helped provide a transition between in-person and remote learning while students were still receiving support for establishing learning spaces at home.

Creating a Network of Support—In some cases, students' remote learning revealed the need for basic resources at home. The Clerc Center's schools created packets with learning resources and materials, in some cases provided desks and furniture to use for learning, and purchased book packets to be sent home. School leadership teams also worked with families to access their Internet needs, and, with the support of GTS, provided Internet access to families at home so that they could attend classes and school events.

Task Force—Representatives from the leadership teams at both schools and from the Student Life department were brought together into an ad-hoc committee that met on a biweekly basis with representatives from GTS and their e-Learning department to coordinate a response to student and staff needs, track and respond to hundreds of requests for support throughout the year, and ensure families' communication needs were met in the process.

Formalized Response: Zoom, iPads and a Clerc Center/E-Learning Task Force

Zoom and iPads—In 2019, the Clerc Center had provided iPads to all its students. This infrastructure proved essential during the COVID-19 pandemic. Thanks to this support, Clerc Center teachers were able to coordinate live, scheduled classes via Zoom in ASL as well as hours for tutoring. Further, Clerc Center teachers and staff were able to employ various apps to give students interactive experiences and create community-building events with Student Life. A full daily schedule was provided to students both at KDES and MSSD.

Digital Learning Tools—The Clerc Center worked with teachers to provide robust tools to support the provision of online learning. KDES invested in a family-friendly Learning Management System, Seesaw, which centralized family communications and student work. KDES also invested in programs such as Reading A-Z and Epic! to support student reading development at home. MSSD's instructional teams invested heavily in expanding existing online tools, providing instructional resources such as Kahoot! Premium to teachers and Student Life as a tool for online engagement, and expanding the existing NewsELA subscription to include social studies and science components in order to provide tools for their learning. MSSD's leadership team also supported teachers with tools such as GradeTransferer, which digitally bridges between PowerSchool systems and learning management systems such as Google Classroom to ensure the seamless transference of grades and feedback.

Biweekly E-Learning Task Force Meetings—The Clerc Center and GTSs formalized these biweekly meetings begun in Spring 2020 into a steering committee reviewing the needs of KDES and MSSD. These meetings were supplemented by a service review meeting for each school to ensure no requests for support were missed throughout the 2020-2021 school year.

Creating Conduits for Family Communication: Calls Home and Town Halls

During remote learning, it became apparent that the Clerc Center needed to be intentional in communicating and gathering/sharing information with parents. The Clerc Center schedule and families' schedules were affected both by the pandemic and by the necessities of remote learning, and the dynamics of casual communication afforded by in-person learning changed greatly. The Clerc Center's Communications team worked with school leadership teams to set up webinars and meetings using Zoom technology to deliberately ensure channels of communication were open, families' concerns were addressed, and vital information was shared with the Clerc Center community.

Providing Support Services

The Clerc Center's Support Services team includes speech-language professionals (SLPs), audiologists, and occupational therapy (OT)/physical therapy (PT) providers. These individuals work with MSSD's and KDES's instructional and leadership teams. They help provide IEP-mandated services and accommodations for students in many ways, from providing occupational training and therapy, to speech and language support, to Multilingual Translation Services (MTS) support. During this year of remote learning, the department worked to create innovative approaches to meet the needs of students during remote learning. Various strategies were incorporated to ensure students received as much support as possible, including:

- Redesigning how services were provided to meet the needs of the remote context—The SLPs, audiologists, and OT/PT providers worked to find ways to provide services during Zoom classes by increasing the number of co-treatments and interdepartmental collaborations to reduce student screen time and increasing familiarity with and usage of online instructional tools such as interactive PowerPoint presentations, document cameras, and other apps/digital materials.
- Coordinating with teachers to support school-wide efforts—Members of the Support Services team led or supported instructional leaders by taking roles in projects such as the nationwide KDES Mock Election; they also supported departments by engaging in extensive support work and group readings with identified students.
- Changing the way services are provided—The Support Services team developed a new set of best practices guiding the use of ASL interpreters during the provision of therapy services. The SLPs using interpreters also began using Certified Deaf Interpreters to support student language growth.
- Supporting students at home—Recognizing that the dynamics of the school environment had changed due to the COVID-19 pandemic, the Support

VII. Demonstration Elementary and Secondary Schools (cont'd.)

Services team developed a unique playgroup to provide students with space to participate in social language exchanges with their peers. The team organized and held 26 sessions along with the school counselor. This informal social-language support was provided to 10 K-2 students at risk for a regression and/or a delay in pragmatic language and/or social-emotional skills. This support was provided in addition to existing IEP services. The SLPs also set up a Zoom lunchtime event to help provide the opportunity for appropriate conversation and encourage language expansion.

- Supporting families at home—The Support Services team sent weekly newsletters home to families. The school audiologist provided remote support and troubleshooting for listening equipment at home and joined sessions with the SLPs to help assess the quality of listening environments in family homes. MTS supported the Language Line, which provided families with a different primary language access to communication with the schools and additionally strategized handling four times the volume of translation requests during the remote learning period in order to ensure all families were included.

Student Life Community Events
The MSSD Student Life department provided an important cornerstone of the Clerc Center remote learning plan. After the initial period of online learning, the school leadership teams identified several needs on the part of Clerc Center families. Some students had no ASL access at home. Others were isolated in their communities. Still others lacked the academic support and tutoring at home that they benefited from while living on campus. To respond to these needs, Student Life coordinated a year-round program to keep all students engaged and stimulated during remote learning. Some became teaching assistants to help ensure teachers could have smaller groups of students during the online learning period. Others coordinated campus-wide video game competitions; established and held tutoring sessions for MSSD and KDES students; and set up evening events with movies, sports, and guest speakers. Student Life staff also offered support to ensure the yearbook and other school traditions could continue. Further, the Student Life team maintained several student groups, including the Jr. BDA, that were essential in ensuring students had support networks to continue with robust online learning.

Tracking Student Progress
The Clerc Center contracts with the state of Maryland and the company Cognia in order to provide standardized national assessments such as MCAP and MISA to both MSSD and KDES students. The Clerc Center also supports the use of Measured Assessment of Progress (MAP) for internalized measurement of student learning. During the period of remote learning, however, Maryland suspended its standardized assessment schedule and the Clerc Center followed suit as schools were unable to provide tests without their support. Further, MAP issued guidance that it would not be appropriate to provide MAP assessments at home without proper proctoring and support from the school. As a result, for the 2020-2021 school year, the Clerc Center relied heavily on teacher observations, samples of student work, and informal assessments from programs such as Reading A-Z and

IXL in order to help gauge student learning, and consultation with families and support teams helped provide contextual feedback about student socioemotional wellness to ensure that these assessments were on target.

Excellence By Design Accreditation Protocol
The Clerc Center follows the Excellence By Design (EBD) protocol from the Middle States Association (MSA) and achieved full accreditation from both MSA and the Conference of Educational Administrators of Schools and Programs for the Deaf in FY2018. As a part of the self-study process, the Clerc Center schools reviewed and edited the mission, belief statements, and profile of graduates according to EBD parameters. The planning committee, representative of all aspects of the Clerc Center, discussed and approved planning ethic, periodic review, and communication plan outlines. In addition, they reviewed assembled reports on student achievement and a profile of the organization's capacity to support that achievement.

The planning committee also surveyed Clerc Center personnel, students, and parents on the 12 accreditation standards in the EBD protocol. Using the results of this survey and follow-up discussions with the planning committee, we have identified school climate as our organizational capacity goal area.

Using the results of the student achievement report, the planning committee has also identified the following two areas for student achievement goals for the next accreditation plan: (1) ASL and ELA, and (2) mathematics.

In FY2020, we focused on the implementation of our new 2025 EBD plans. The goals outlined in the 2025 EBD plans include school climate; math; and reading, writing, and ASL. Each goal area has several objectives and an action plan to achieve yearly success, with the target of full mastery by 2025. We also developed an EBD Dashboard to track our progress toward success in all areas and worked to assign individuals and teams to help ensure progress was made toward specific goals. In MSSD in FY2021, the goal was to finalize a new Project-Based Learning (PBL) curriculum and pilot it for an additional year. A team was created to attend PBL World, a national conference to help develop capacity within the school.

Assessments
The mandates of the EDA require the Clerc Center to partner with a state, use its standards and assessments, and publicly report results. The Clerc Center partnered with the state of Ohio for six years and then entered into a partnership with the Maryland State Department of Education (MSDE) in 2015.

Maryland uses the Maryland College and Career-Ready Standards for language arts and mathematics in all schools across the state. These Maryland standards are based on the CCSS. Since they align so closely with the CCSS, little change in curriculum was needed. In 2013, Maryland adopted the Next Generation Science Standards. This is a set of rigorous and internationally benchmarked standards for K-12 science education. Work continues on aligning curriculum and resources with

these new standards. Following Maryland's assessment plan, the Clerc Center administered the following state assessments this year: the MCAP for ELA and math; the MISA, the MISA-Alt, and HSA in science; and the Multi-State Alternate Assessment (MSAA) for ELA and math for students with significant cognitive disabilities.

These assessments were designed to measure the full range of the CCSS, the Next Generation Science Standards, and the full continuum of student abilities, including the performance of high- and low-performing students. Included in the Partnership for Assessment of Readiness for College and Careers (PARCC), these assessments tested writing skills at every grade level as well as critical thinking- and problem-solving skills in an in-depth manner. The assessments feature a mix of items—short answer, longer open-response questions, richer multiple-choice items, and technology-enhanced items—to better reflect the full range of content and skills found in the CCSS.

The assessments are all delivered online in a computer-based format. This allows for additional technology enhancements in both the content presented and in student response modes. The Clerc Center invested a significant amount of time and resources in planning, preparing teachers and staff, ensuring technological support, and administering these five assessments. The online format was relatively new to most, if not all, of our students, and they will require a few years to adjust to the change.

FY2021 Assessments
The state of Maryland announced in the spring of 2021 that they would not be adhering to their normal state standardized assessment schedule and issued additional guidance that it would not be appropriate to have students participate in state assessments at home during distance learning periods absent proper proctoring and support from the school. The state also announced that schools will administer assessments in the fall of the 2021-2022 academic year. As the Clerc Center has adopted Maryland's assessments and relevant accountability measures, the Clerc Center notified the U.S. Department of Education that state assessments would be administered to KDES and MSSD students according to the new timelines the state of Maryland announced for the 2021-2022 academic year.

Report Card
The U.S. Department of Education requires that state education agencies (SEAs) and local education agencies (LEAs) prepare and disseminate report cards each year on school performance and progress. As per guidance from the U.S. Department of Education, report cards must be posted annually on SEA and LEA websites on or before December 31 for the preceding school year. The Clerc Center has posted the annual report card for the 2019-2020 school year at **https://clerccenter.gallaudet.edu/wp-content/uploads/2021/04/Clerc-Center-Report-Card_4-7-21.pdf.**

Accountability
Accountability principles at the Clerc Center, like elsewhere in the country, are meant to ensure processes, programs, and systems are in place and functioning well to support continuous improvements in student achievement. Under the accountability provision of the EDA, the Clerc Center is required to calculate annually the proportion of students scoring at or above the "proficient" level of performance on the spring assessment and to report this information publicly. With an online report now operational, the Clerc Center has fulfilled this requirement in the following ways:

- Reported MCAP, MISA, Alt-MISA, HSA, and MSAA results in accordance with EDA requirements via the Clerc Center website
- Met all other Maryland and federal assessment and reporting requirements within the designated timelines
- Provided ongoing communication about progress with teachers, staff, families, and the community

The Clerc Center's results for the 2019-2020 school year are available online at **https://clerccenter.gallaudet.edu/wp-content/uploads/2021/04/Clerc-Center-Report-Card_4-7-21.pdf.**

A MSSD student discusses her diorama with social studies teacher Jesse Thomas in World Geography class while, in the background, another student makes a video of herself discussing her work.

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VIII. KDES Student Characteristics, Related Educational Services Received, and Achievement

Enrollment

KDES serves students from birth through age 15 who reside in the Washington, D.C., metropolitan area. On September 15, 2020, 95 students were enrolled at KDES. Eleven eighth grade students completed the KDES program in June 2021.

AY2020-2021 Enrollment at KDES: ECE, Elementary (1-5), and Middle (6-8)

Enrollment	All Students	ECE[1]	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
September 15, 2020	95	29	4	12	8	6	8	10	7	11
First-time Enrollments	7	5	0	0	1	0	0	0	0	1
Left Before Completing Program	11	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	11
Completed Program	2	1	0	1	0	0	0	0	0	0

1 - Early Childhood Education (ECE) includes the Parent-Infant Program, preschool, and kindergarten.

Student Characteristics

Hearing Levels of KDES Students

Forty-nine percent of KDES students had hearing losses measured at the profound level (91 decibels and greater). In 2020-2021, the number of KDES students with cochlear implants was 19, or 20% of the school population. Sixteen of those students were still using their implants.

KDES Students by Hearing Level and Instructional Grouping

	All Students	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
Mild (27-40 dB)	5	6%	0	0%	3	8%	2	8%
Moderate (41-55 dB)	6	8%	3	16%	2	6%	1	4%
Moderately Severe (56-70 dB)	12	15%	5	26%	5	14%	2	8%
Severe (71-90 dB)	17	22%	5	26%	4	11%	8	33%
Profound (91 dB & above)	39	49%	6	32%	22	61%	11	46%
All Levels	79	100%	19	100%	36	100%	24	100%

Note: Hearing level categories are based on the Better Ear Average. Percentages may not sum to 100 percent due to rounding.
1 - Test data available for 16 students.

Traditionally Underserved Racial/Ethnic Groups

Sixty-four percent of KDES students were members of traditionally underserved racial/ethnic groups.

KDES Students by Race/Ethnicity and Instructional Grouping

	All Students	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
White	34	36%	10	35%	11	29%	13	46%
Traditionally Underserved Racial/Ethnic Groups	61	64%	19	65%	27	71%	15	54%
Black/African American	23	24%	3	10%	13	34%	7	25%
Hispanic of any race	18	19%	9	31%	5	13%	4	14%
Asian	10	11%	1	3%	6	16%	3	11%
Two or More or Other Racial/Ethnic Groups	10	11%	6	21%	3	8%	1	4%
All Groups	95	100%	29	100%	38	100%	28	100%

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

Additional Disabilities

Twenty-three percent of KDES students were identified as having additional physical or cognitive disabilities.

KDES Students with Disabilities by Instructional Grouping

	All Students	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
No Disabilities	73	77%	28	97%	29	76%	16	57%
Deaf Students with 1 or More Additional Disabilities[1]	22	23%	1	3%	9	24%	12	43%
All conditions	95	100%	29	100%	38	100%	28	100%

Note: Percentages may not sum to 100 percent due to rounding.
1 - Specific disabilities are not listed due to the small number of students in some groups.

Support Services

Eighty percent of KDES students received one or more support services. At KDES, students from traditionally underserved racial/ethnic groups received higher rates of support services than other students.

KDES Students Receiving Support Services by Instructional Grouping

	All Students (N=95)	% of All	ECE (N=29)	% of ECE	Elem. (N=38)	% of Elem.	Middle (N=28)	% of Middle
No Support Services	19	20%	13	45%	2	5%	4	14%
1 or More Support Services	76	80%	16	55%	36	95%	24	86%

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

KDES Students Receiving Support Services by Race/Ethnicity

	All Students (N=95)	% of All	White (N=34)	% of White	Traditionally Underserved[1] (N=61)	% of Traditionally Underserved
No Support Services	19	20%	13	38%	6	10%
1 or More Support Services	76	80%	21	62%	55	90%

Note: Percentages may not sum to 100 percent due to rounding.
1 - Due to the small number of students in some racial/ethnic groups, information for the specific racial and ethnic categories is not reported.

IX. MSSD Student Characteristics, Related Educational Services, and Outcomes

Enrollment

MSSD serves high school students between the ages of 14 and 21 from the United States and its territories. On September 15, 2020, 139 students were enrolled at MSSD. Thirty-seven seniors graduated in June 2021.

AY2020-2021 MSSD Enrollment

	All Students	Grade 9	Grade 10	Grade 11	Grade 12
September 15, 2020	139	22	36	42	39
First-time Enrollments	24	15	6	2	1
Left Before Completing Program	10	2	2	4	2
Completed Program	37	n/a	n/a	n/a	37

Student Characteristics

Hearing Levels of MSSD Students

Eighty-three percent of MSSD students had hearing losses measured at the severe or profound levels. In 2020-2021, 31 MSSD students—22 percent of the school population—had cochlear implants. Nineteen of those students were currently using their implants.

MSSD Students by Hearing Level and Grade

	All Students	% of All	Grade 9	% of Grade 9	Grade 10	% of Grade 10	Grade 11	% of Grade 11	Grade 12	% of Grade 12
Normal2 (<27dB)	2	2%	2	11%	0	0%	0	0%	0	0%
Mild (27-40 dB)	3	2%	2	11%	1	3%	0	0%	0	0%
Moderate (41-55 dB)	4	3%	0	0%	1	3%	2	5%	1	3%
Moderately Severe (56-70 dB)	12	10%	1	5%	5	17%	3	8%	3	8%
Severe (71-90 dB)	29	23%	3	17%	5	17%	13	33%	8	21%
Profound (91 dB & above)	76	60%	10	56%	18	60%	22	55%	26	68%
All Levels	126	100%	18	100%	30	100%	40	100%	38	100%

Note: Hearing level categories are based on the Better Ear Average. Percentages may not sum to 100 percent due to rounding.
1 - Test data not available for 13 students.
2 - Two students had unilateral hearing loss.

Traditionally Underserved Racial/Ethnic Groups

Fifty-two percent of MSSD students were members of traditionally underserved racial/ethnic groups.

MSSD Students by Race/Ethnicity and Grade

	All Students	% of All	Grade 9	% of Grade 9	Grade 10	% of Grade 10	Grade 11	% of Grade 11	Grade 12	% of Grade 12
White	67	48%	9	41%	21	58%	25	60%	12	31%
Traditionally Underserved Racial/Ethnic Groups	72	52%	13	59%	15	42%	17	40%	27	69%
Black/African American	38	27%	8	36%	8	22%	8	19%	14	36%
Hispanic of any race	15	11%	2	9%	3	8%	2	5%	8	21%
Asian	15	11%	3	14%	4	11%	6	14%	2	5%
Two or More or Other Racial/Ethnic Groups	4	3%	0	0%	0	0%	1	2%	3	8%
All Groups	139	100%	22	100%	36	100%	42	100%	39	100%

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

Additional Disabilities

Thirty-six percent of MSSD students were identified as having additional physical or cognitive disabilities.

MSSD Students with Disabilities by Grade

	All Students	% of All	Grade 9	% of Grade 9	Grade 10	% of Grade 10	Grade 11	% of Grade 11	Grade 12	% of Grade 12
No Disabilities	89	64%	10	46%	24	67%	30	71%	25	64%
Deaf Students with 1 or more Additional Disabilities[1]	50	36%	12	54%	12	33%	12	29%	14	36%
All Conditions	139	100%	29	100%	38	100%	28	100%	28	100%

Note: Percentages may not sum to 100 percent due to rounding.
1 - Specific disabilities are not listed due to the small number of students in some groups.

IX. MSSD Student Characteristics, Related Educational Services, and Outcomes (cont'd.)

Support Services

Fifty-nine percent of all MSSD students received one or more support services. At MSSD, 82% of students from traditionally underserved racial/ethnic groups received some type of support service compared to 34% of white students.

MSSD Students Receiving Support Services by Grade

	All Students (N=39)	% of All	Grade 9 (N=22)	% of Grade 9	Grade 10 (N=36)	% of Grade 10	Grade 11 (N=42)	% of Grade 11	Grade 12 (N=39)	% of Grade 12
No Support Services	57	41%	3	14%	18	50%	21	50%	15	39%
1 or More Support Services	82	59%	19	86%	18	50%	21	50%	24	61%

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

MSSD Students Receiving Support Services by Traditionally Underserved Race/Ethnicity

	Traditionally Underserved (N=72)	%	Black/African American (N=38)	%	Hispanic of Any Race (N=15)	%	Asian (N=15)	%	Two or More & Other (N=4)	%
No Support Services	13	18%	6	16%	2	13%	3	20%	2	50%
1 or More Support Services	59	82%	32	82%	13	87%	12	80%	2	50%

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

MSSD Students Receiving Support Services by Race/Ethnicity Support Services

	All Graduates (N=39)	% of All	White (N=67)	% of White	All Traditionally Underserved (N=72)	% of Traditionally Underserved
No Support Services	57	41%	44	66%	13	18%
1 or More Support Services	82	59%	23	34%	59	82%

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

Disposition of 2020 MSSD Graduates

A one-year follow-up was conducted for the 35 students who graduated from MSSD in 2020. Twenty-six graduates responded to the survey, for a response rate of 74%.

Fifty-seven percent of graduates were enrolled in a postsecondary program. Nine percent were enrolled in a postsecondary program and working, three percent were working, and six percent were neither enrolled in a postsecondary program nor working.

MSSD 2020 Graduates' One-Year Outcomes by Race/Ethnicity

	All Graduates	% of All	White	% of White	All Traditionally Underserved	% of Traditionally Underserved
Entered College or University	20	57%	12	80%	8	40%
Working	1	3%	0	0%	1	5%
Working and Enrolled in a Postsecondary Program	3	9%	1	7%	1	10%
Neither Working Nor Enrolled in a Postsecondary Program	2	6%	1	7%	2	5%
Unknown	9	26%	1	7%	8	40%
All Outcomes	35	100%	15	100%	20	100%

MSSD transition specialist Tyese Wright gives a student work-related guidance, including resume preparation and interviewing tips and job search strategies.

X. Equity, Diversity, and Inclusion

Equity, diversity, and inclusion have always been central to the Clerc Center. Indeed, part of the MSSD belief statement says that "we believe in an inclusive community, enhanced by the various cultures, experiences, and abilities of its members ...." During the 2019-2020 and 2020-2021 academic years, the United States experienced unprecedented amounts of protest due to police violence targeting people of color. These protests are known as the Black Lives Matter movement. The Clerc Center had been incorporating the Black Lives Matter at School curriculum in several classes both at MSSD and KDES, and Clerc Center families and the wider Clerc Center community were greatly impacted by these protests. Further, due to the nature of remote learning during this period, families and students were physically separated from the school, adding a new level of challenge to providing support to ensure equity and inclusion. Additionally, the school was greatly impacted by other incidents targeting racial minorities in the United States.

During this period, the Clerc Center expanded and refined its infrastructure for equity, diversity, and inclusion work. New social justice groups were added in different departments to support staff, teachers, students, and administration. Teachers and staff who joined these programs worked ceaselessly to provide opportunities for the community to learn, engage, and transform around these issues.

Designing the Road Ahead

One of the most important steps in developing a plan to address equity and social justice in the workplace is to develop a comprehensive plan that incorporates all members of the community in a robust way. The Clerc Center Equity Plan, as our guiding document to reach our goals of a fully inclusive, collaborative community, is a cornerstone in our process.

Initial Draft Developed with Input from Stakeholders

The Chief Administrative Officer and Chief Academic Officer (CAOs) worked together to draft an initial plan using feedback from the community and existing concerns. This document covered five main areas:

- **Creating anti-racist space** by declaring the Clerc Center's institutional values and statements of anti-racism and providing training for all employees in their discipline using a learn, discuss, and apply model to maximize skill development
- **Dismantling systemic racism** by redesigning Human Resources practices, finding new ways to support employees, and establishing new staff teams for social justice
- **Anti-racist curriculum** by partnering with local organizations, continuing to implement the Black Lives Matter at School curriculum, supporting the Innovation Summer work, and providing support with an equity consultant
- **BIPOC families: Inclusion and support** by giving parents more involvement with the school, establishing a Parent Advisory Council, and including families when interviewing for school-based high-level positions
- **National training and outreach** by including BIPOC perspectives in product reviews, seeking and disseminating innovative strategies for culturally responsive instruction, and intentionally expanding the pool of trainers and presenters to include more BIPOC professionals

A website containing this content in English, Spanish, and ASL was subsequently released to the community.

Feedback Sessions Led by Clerc Center Social Justice Teams

Feedback sessions for this original draft were offered for families, teachers, and staff throughout Spring 2021. Data collected from these feedback sessions was synthesized into bullet points and reviewed by Clerc Center social justice teams for clarity and accuracy.

Updated Draft and Website for Equity Plan

The changes recommended by participating families, teachers, and members of the school staff were finalized by the CAOs, and the Clerc Center website was updated to reflect the current draft.

2021-2022 School Year

In the coming year, Clerc Center leadership will work with parents to ensure the schools are on track with the goals of the equity plan and ascertain whether timelines need to be revised. With feedback from school leadership teams, professional development for this year will focus on learning about restorative justice and strategies for forming strong relationships with students and family members.

Establishing an Infrastructure for Clerc Center Social Justice

Representation at Every Level from the Ground Up

Recognizing that social justice requires societal change, the Clerc Center invested in existing staff- and teacher- led social justice teams and identified spaces for the new teams. Currently, the Student Life, MSSD, and KDES departments each have a team as well as the Black Professionals of the Clerc Center. These affinity groups provide spaces for discussion and clarification and often provide support to the school leadership in terms of feedback, such as on the equity plan. Members of these groups have provided leadership in terms of hosting town halls to collect community feedback. Finally, they have also hosted workshops in Fall 2021 to introduce students to the concepts of social justice and equity.

Support with Curriculum Transformation

Part of the Clerc Center's equity plan included support for curriculum transformation. This was seen during the 2020 Innovation Summer, when the Clerc Center funded several staff- and teacher-proposed projects in order to stimulate the development of new curricula and teaching strategies. In addition, the Clerc Center hired an expert on education and social justice, Andrea Sonnier, founder of Critical Consciousness School, to work with teachers as a consultant in terms of developing existing courses. Teachers were given the option of being able to schedule consultation time and review content, lessons, or ask for classroom observations.

X. Equity, Diversity, and Inclusion (cont'd.)

Creating an Anti-Racist Curriculum

Critical Consciousness School Training

The Clerc Center invested in a year-round program of anti-racist workshops from Critical Consciousness School, led by Andrea Sonnier. Critical Consciousness School emphasizes the use of self-reflection to promote healing and transformation within schools; Sonnier has worked with several deaf programs in the United States. Sonnier was hired to provide training to each Clerc Center division.

Training consisted of one-hour presentations followed by breakout groups in which participants engaged through discussion questions. Workshop topics covered a range of issues, from trauma-responsive instruction, to accountability, to critical race theory, to disability studies, to restorative and transformative justice. Teachers and staff were encouraged to unpack their biases, share concerns, engage in critical dialogue, and proactively work to develop solutions for problems, and most importantly, to apply these solutions to the work being done with students. A total of 22 hours of workshops and discussion groups were held throughout the 2020-2021 school year.

Leadership Team Equity Training

The Clerc Center Leadership Team attended Critical Consciousness School training and additionally had several training sessions of their own targeted toward the needs of school leaders. Liz Stone, Gallaudet University Ombuds, led discussions on how to have difficult conversations with employees. Shea Jefferson, a Clerc Center teacher, also led a workshop with this group to share anti-bias education in the context of the experiences of an in-service teaching professional.

Affinity Reading Groups

After several months of working with Critical Consciousness School, various departments on campus became interested in a more close-up exploration of how equity, diversity, and inclusion could be integrated into their specific discipline. Teachers and staff had begun to fully engage with the concepts shared by Critical Consciousness School In order to meet this developing need. The director of instruction worked with department leaders to identify recent publications addressing, for example, equity and curriculum planning in mathematics, English instruction, student assessment, and many more topics. Each department developed and implemented its own reading groups with the primary goal of increasing teachers' abilities to provide equitable learning experiences in Clerc Center classrooms and the secondary goal of supporting a culture of mutual respect and learning within different school departments.

Shared Reading Project Transformation

The SRP is a program that teaches families of younger deaf students how to read to their child. KDES maintains an SRP that provides books, videos, and lessons, now virtual, to families to support parents' learning about both how to sign the stories and how to read to their deaf child. The KDES SRP team worked with the director of instruction and families to revise its content library to include more diverse texts with diverse characters; this year, 36 new titles were selected to serve 13 participating students.

Creating School-Wide Events to Educate About Nationwide Events

During the 2019-2020 and 2020-2021 academic years, several historic nationwide events occurred. In order to provide students with the opportunity to witness these events and develop a nuanced understanding of them, the Clerc Center developed and held school-wide watches remotely with teachers and staff present.

2020 March on Washington

This event drew thousands of attendees and recalled the original 1963 March on Washington. Both MSSD and KDES coordinated a schoolwide viewing of the March, with social studies teachers providing context for students and volunteer teachers and staff providing ASL interpretation.

Vigil for Jacob Blake

A father of three young children became a nationwide symbol of police violence. Many teachers and students were impacted by his story. In order to respond to this incident as a community, the Clerc Center held a "Vigil for the Life of Jacob Blake." Student videos were shown, staff gave presentations, and Dr. Elizabeth Moore gave a keynote speech.

Supporting Community-Based Initiatives: Multicultural Planning Committee

Mission and Vision

The Multicultural Planning Committee (MPC) developed a mission and vision to guide their work and process throughout the year: "The Multicultural Program will hold the Clerc Center accountable and lead the community in creating an atmosphere of dignity as the Clerc Center community, embracing diversity, and celebrating diversity throughout all walks of life! We pledge to transform the future of our community by creating community-based, community-led events, and opportunities for multicultural education. We will empower students to provide their presentations and improve communication and support throughout the school year; we are also celebrating and embracing multiple cultures."

Guiding Principles

In order to empower themselves with the ability to realize this ambitious mission and vision, the MPC has worked to develop age-appropriate activities in order to ensure community-led events are inclusive of all ages within the Clerc Center. In addition, event development follows a philosophy incorporating both monthly celebrations and year-round celebrations by recognizing diversity within each monthly celebration. For example, a month celebrating the LGBTQIA+ community could also have events honoring or spotlighting the U.S. Black LGBTQIA+ community and so on.

Examples of Work

During the 2020-2021 academic year, the MPC coordinated dozens of events. Some highlights of their extensive work include:

- Dr. Melanie McCoy and Damara Goff Paris led presentations for Native American Heritage Month
- A full month of student-led events during Black Heritage Month, including speakers such as Evon Black, Antines "NuNu" Davis, and Ritchie Bryant
- A Clerc Center-wide celebration of Holi led by Clerc teachers
- A panel on "Misconceptions of Asian Culture"
- A panel of LGBTQIA2S+ individuals from the Clerc Center
- A presentation, "Climate Change and the Deaf Earth," by Dr. Caroline Solomon addressing climate equity
- Read-alouds for KDES students with age-appropriate books, including texts such as Nibi Is Water, and The Earth Book

These presentations provided context and in-depth information as well as an opportunity for students to engage with deaf and hard of hearing adults from diverse backgrounds.

A pre-K student participates in a hands-on activity that involves sensory learning as well as fine motor, language, and attention skills with KDES teacher aide Amber Hajek.

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KDES teacher aide Maureen Cingel and a
first grade student discuss a story.