

# ANNUAL REPORT OF ACHIEVEMENTS



  
**GALLAUDET**  
UNIVERSITY





Front cover photos, left to right.

Inside the "2": A recent Gallaudet graduate smiles and signs 'ily,' short for "I love you", to the camera at her graduation.

Inside the "0": Two student collaborate on an assignment.

Inside the "2": KDES teacher aide Page Lasko supports ECE students through puzzle play, which builds cognitive and fine motor skills.

Inside the "0": GU postal worker, Andrew Fernandez gives a thumbs up while practicing safety precautions during COVID-19.

Background image: The beautifully-manicured central green of the campus, with Chapel and College Halls.

This page: Two students engage in a conversation on the steps of Gallaudet's historic Chapel Hall.

Note: Some photographs in this year's Annual Report of Achievements were taken prior to the COVID-19 pandemic.

# ANNUAL REPORT OF ACHIEVEMENTS

October 1, 2019–September 30, 2020

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OFFICE OF THE PRESIDENT

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

Dear Secretary DeVos:

On behalf of Gallaudet University (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 2020. 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 2020 was a time unlike any other in the history of Gallaudet. With threats to the health and well-being of our community caused by COVID-19 and sparked by the national conversation over racism, discrimination, and prejudice, Gallaudet has undergone extensive reflection, analysis, and adjustments, and will continue to do so, in order to make sure that all members of our community feel welcome, respected, and safe at Gallaudet.

The COVID-19 pandemic was and is an extraordinary challenge. Our students returned home in March 2020 and all classes moved online for the remainder of the semester. This unprecedented move to protect our students, faculty, teachers, and staff was incredibly disruptive, but Gallaudet rose to the challenge. The University’s students finished strong, with 98.4% of undergraduates and 99.5% of graduate students retained to the end of the spring semester.

At the Clerc Center, the Kendall Demonstration Elementary School and the Model Secondary School for the Deaf successfully pivoted to providing special education services to their students through a fully online format. School personnel assessed a range of approaches to online instruction during the initial months of the shutdown to ensure an effective approach for the varied needs of students and their families. The National Services unit of the Clerc Center similarly moved all consultative, training, and support services for families of, and professionals working with, deaf and hard of hearing children nationwide online to ensure support continued uninterrupted. We are incredibly proud of how the Gallaudet and Clerc Center communities responded and adapted to the adjustments needed due to the coronavirus.

Not only has Gallaudet adapted to meet the changed environment caused by COVID-19, but we have been able to accelerate the growth and development of the skills and capacity for online and digital teaching, positioning us to provide better service for our students going forward. As one example, during Summer 2020, over 95% of our faculty took online certification courses to learn effective practices for teaching online, as well as courses in trauma-informed, multicultural teaching and bilingual pedagogy. Our faculty showed remarkable commitment to enhancing the online, remote learning experience for our students. Guided by the data demonstrating how COVID-19 has affected all students, with a disproportionate impact on low-income students and those from BIPOC communities, we invested in maintaining the student experience virtually, with support services and student affairs activities engaging with students remotely. As a result of these changes, Gallaudet is enhancing our approach and offerings to better serve everyone, both in this temporary environment caused by the pandemic, and in the future.

Further, we implemented an initiative called Connected Gallaudet that focuses on improving technology access and skills for our community. As part of Connected Gallaudet, the University distributed tablets and accessories at no charge to all degree-seeking students and faculty at the beginning of the Fall 2020 semester. Staff members who work directly with students received them as well. This initiative ensures that all students can be connected regardless of socioeconomic background and that faculty and staff members are appropriately equipped to support these students remotely. Gallaudet aims to transform the academic classroom physically and virtually by integrating this technology

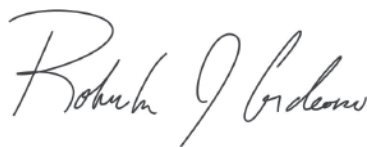
within our curriculum. Additionally, the University is partnering with major technology corporations to provide students opportunities, such as designing bilingual apps, to gain relevant, real-world experience in order to become competitive candidates in the ever-changing job market.

Additionally, during Fiscal Year 2020, there was increased focus and energy to transform institutional systems to ensure Gallaudet continues to create a place where all members feel valued, and that they belong. Gallaudet is analyzing systems, policies, and practices across the University and building plans and metrics, implementing change that will create a welcoming environment for everyone. Our micro website, <https://gallyshare.com/belonging-equity/>, shares updates and progress with the community in the spirit of transparency and accountability. Similarly, the Clerc Center also developed an equity plan that was heavily based on feedback from families and personnel. Substantial anti-racism work began at the Clerc Center over the summer of 2020 and will continue throughout the 2020-2021 academic year. Gallaudet is committed to transformative change and will continue to prioritize this work to ensure the University and the Clerc Center are places of connection and belonging for everyone.

As part of our efforts to increase knowledge and understanding about minority groups within the deaf community, Gallaudet established a Center for Black Deaf Studies in August 2020 with Dr. Carolyn McCaskill as the founding director. Dr. McCaskill is a tenured professor in the Deaf Studies program who is an internationally renowned authority on the Black Deaf experience and on Black American Sign Language. The Center for Black Deaf Studies comes in response to the heightened interest in African and African American Deaf studies as an academic discipline and is the first step in creating and developing multicultural Deaf Studies centers over the next several years.

On behalf of our students, faculty, staff, and alumni, I want to express my deep gratitude to the Department and Congress for their continued support of the University and the Clerc Center, especially during this unprecedented time.

With our appreciation and warm regards,

A handwritten signature in black ink, reading "Roberta J. Cordano". The signature is fluid and cursive, with the first name "Roberta" being more prominent and the last name "Cordano" following in a similar style.

Roberta J. Cordano  
President





Students smile for the camera on Kendall Green, next to the Edward Miner Gallaudet (EMG) statue.





Gallaudet's College Hall, completed in 1877 and pictured here on a crisp spring morning, is a national landmark.

## ..... FISCAL YEAR 2021 HIGHLIGHTS

All of the data contained in this chapter was collected for the fall semester of academic year 2020-2021, which is the first quarter of Fiscal Year (FY) 2021. The data in subsequent chapters covers FY 2020. 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.

# 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 students in the entering class 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 FY 2015 and 8% for FY 2016 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.

**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.

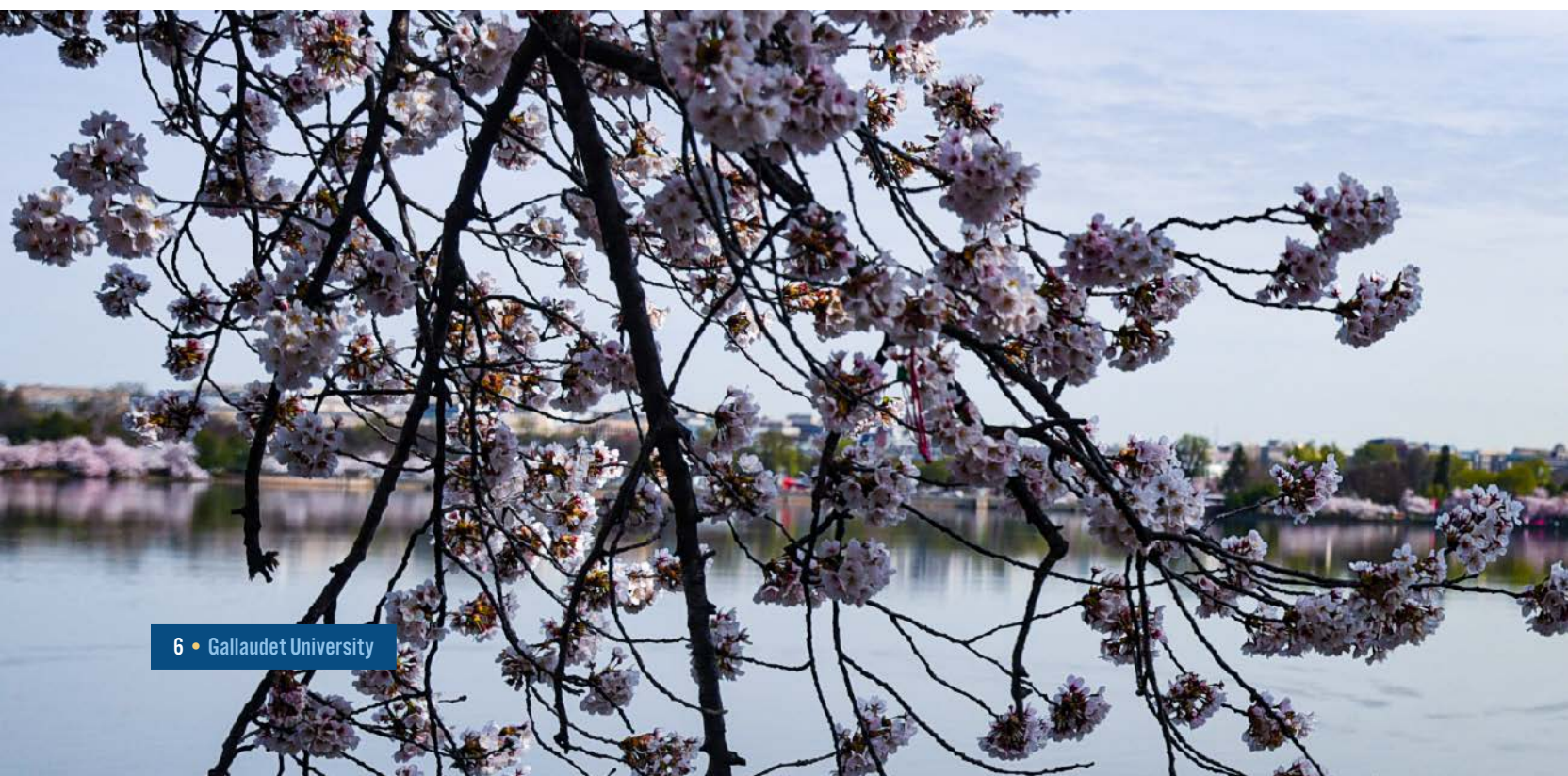
**Retention rate:** The percentage of first-time bachelor's (or equivalent) degree-seeking undergraduates from the previous fall who are enrolled in the current fall.

**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.



## Reporting Periods for the Annual Report of Achievement

Data in this annual report cover several different “years.” Primarily, the report covers Fiscal Year 2020 (from October 1, 2019, to September 30, 2020). However, this chapter (“Fiscal Year 2021 Highlights”) covers the beginning quarter of FY 2021 from October 1, 2020, to December 31, 2020. Below are variations of reporting periods within this report:

Partial Calendar Year 2018 (by month)					Calendar Year 2019 (by month)										Calendar Year 2020 (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 2018	Fiscal Year 2019													Fiscal Year 2020 (Note: This report primarily covers this time period.)										Partial Fiscal Year 2021 (Note: This chapter primarily covers this time period.)				
Academic Year 2018–2019											Academic Year 2019–2020											Partial Academic Year 2020–2021						
Fall Semester 2018					Spring Semester 2019					Sum-mer 2019	Fall Semester 2019					Spring Semester 2020					Sum-mer 2020	Fall Semester 2020						

**Fiscal Year 2020** – October 1, 2019, to September 30, 2020.

**Academic Year 2019–2020:** August 26, 2019, to August 30, 2020, with fall semester from August 26, 2019, to December 16, 2019, spring semester from January 21, 2020, to May 11, 2020, and summer semester from May 18, 2020, to August 30, 2020.

**Partial Academic Year 2020–2021** – August 31, 2020, to December 21, 2020, with fall semester only.

**Partial Fiscal Year 2021** – October 1, 2020, to December 31, 2020.

Cherry blossoms are a beautiful part of the landscape in Washington, D.C., home to Gallaudet’s 99-acre campus. In the distance stands the Washington Monument.



## 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	
<b>Total undergraduate</b>	<b>905</b>	<b>114</b>	<b>1,019</b>	<b>60%</b>
Graduate degree-seeking	256	167	423	
Graduate non-degree-seeking	0	9	9	
<b>Total graduate</b>	<b>256</b>	<b>176</b>	<b>432</b>	<b>25%</b>
English Language Institute	18	0	18	1%
<b>Total undergraduate, graduate, &amp; ELI</b>	<b>1,179</b>	<b>290</b>	<b>1,469</b>	
Kendall Demonstration Elementary School	95	0	95	
Model Secondary School for the Deaf	139	0	139	
<b>Total Clerc Center</b>	<b>234</b>	<b>0</b>	<b>234</b>	<b>14%</b>
<b>Total undergraduate, graduate, ELI, &amp; Clerc Center</b>	<b>1,413</b>	<b>290</b>	<b>1,703</b>	<b>100%</b>
Professional Studies <sup>1</sup>	0	306	306	

<sup>1</sup> 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 2020 Degree-Seeking Diversity by Career Level

Race/Ethnicity	Undergraduate	Graduate	Total
International/ Resident 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	Undergraduate	Graduate	Total
Male	453	98	551
Female	551	315	866
Unknown	0	10	10

Hearing Status	Undergraduate	Graduate	Total
Deaf/Hard of hearing	894	213	1,107
Hearing	110	204	314
Unknown	0	6	6

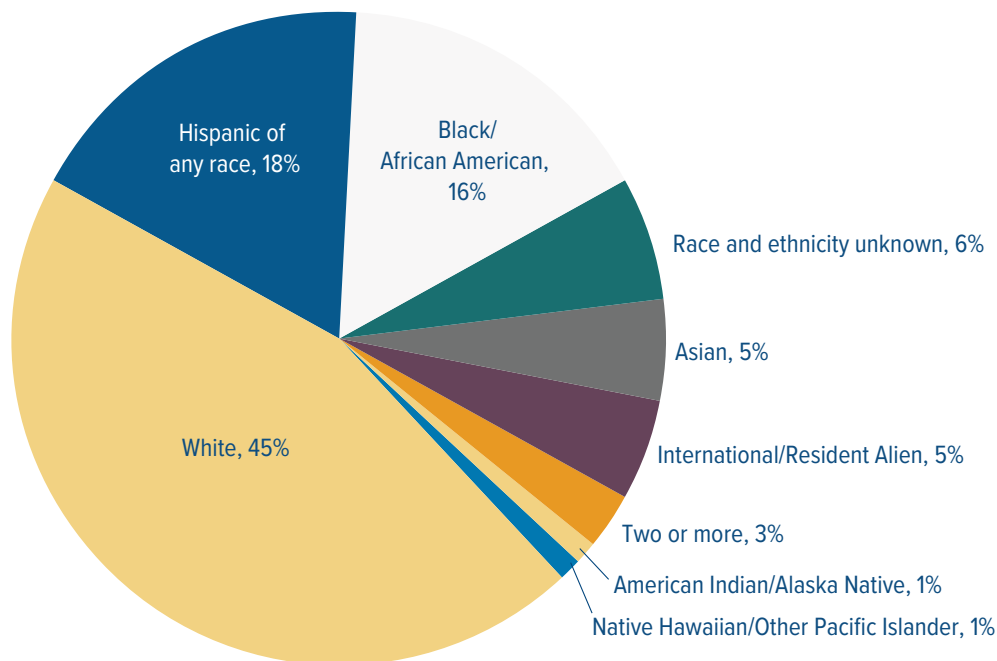
Academic Load	Undergraduate	Graduate	Total
Full-time	905	256	1,161
Part-time	99	167	266
<b>Total for each category</b>	<b>1,004</b>	<b>423</b>	<b>1,427</b>



### Fall 2020 Undergraduate Degree-Seeking Diversity by Class Year

Race/Ethnicity	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
International/Resident 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	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
Male	129	89	109	121	5	453
Female	138	101	157	150	5	551
Hearing Status	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
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	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
Full-time	264	182	255	197	7	905
Part-time	3	8	11	74	3	99
<b>Total for each category</b>	<b>267</b>	<b>190</b>	<b>266</b>	<b>271</b>	<b>10</b>	<b>1,004</b>

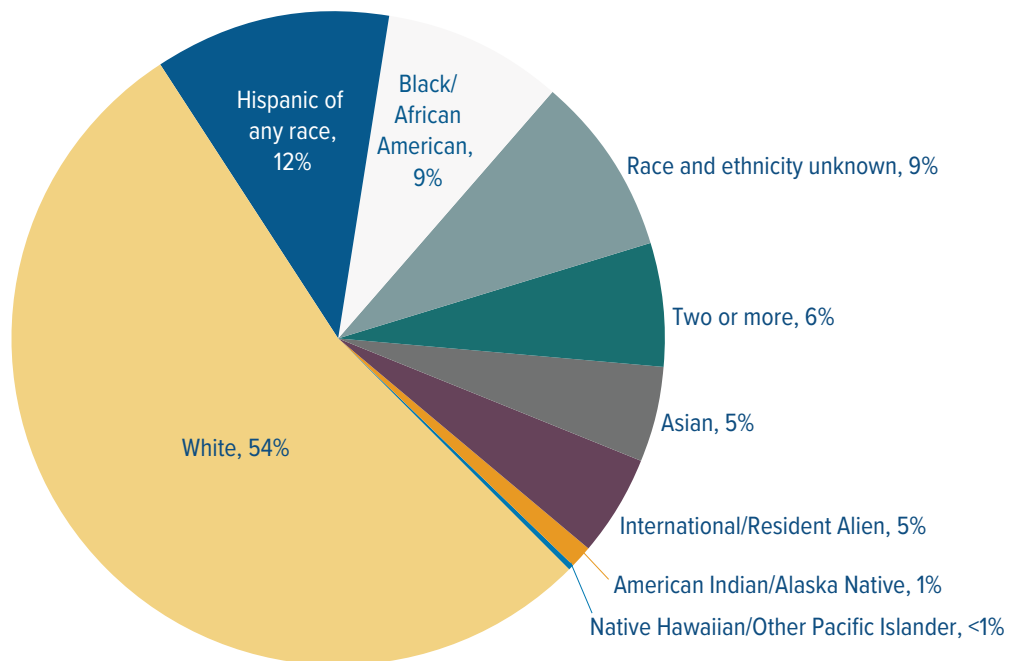
### Fall 2020 Degree-Seeking Undergraduate Students by Race and Ethnicity



### Fall 2020 Graduate Degree-Seeking Diversity by Degree Level

Race/Ethnicity	Certificates	Master's	Specialists	Doctorates	Total
International/Resident 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	Certificates	Master's	Specialists	Doctorates	Total
Male	0	62	6	30	98
Female	4	198	12	101	315
Unknown	0	8	2	0	10
Hearing Status	Certificates	Master's	Specialists	Doctorates	Total
Deaf/Hard of hearing	3	167	9	34	213
Hearing	1	97	11	95	204
Unknown	0	4	0	2	6
Academic Load	Certificates	Master's	Specialists	Doctorates	Total
Full-time	0	188	9	59	256
Part-time	4	80	11	72	167
<b>Total for each category</b>	<b>4</b>	<b>268</b>	<b>20</b>	<b>131</b>	<b>423</b>

### Fall 2020 Degree-Seeking Graduate Students by Race and Ethnicity



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

	Undergraduate	Graduate	Total
Alabama	10	2	12
Alaska	4	0	4
Arizona	18	3	21
Arkansas	2	2	4
California	138	50	188
Colorado	13	5	18
Connecticut	8	1	9
Delaware	6	1	7
District of Columbia	28	43	71
Florida	39	18	57
Georgia	33	8	41
Guam	0	0	0
Hawaii	5	2	7
Idaho	1	0	1
Illinois	30	7	37
Indiana	30	7	37
Iowa	0	0	0
Kansas	5	2	7
Kentucky	9	4	13
Louisiana	7	2	9
Maine	1	0	1
Maryland	115	51	166
Massachusetts	21	10	31
Michigan	21	7	28
Minnesota	14	6	20
Mississippi	5	1	6
Missouri	6	3	9
Montana	2	0	2

	Undergraduate	Graduate	Total
Nebraska	5	1	6
Nevada	5	2	7
New Hampshire	2	3	5
New Jersey	27	8	35
New Mexico	4	5	9
New York	62	31	93
North Carolina	18	13	31
North Dakota	0	0	0
Ohio	27	8	35
Oklahoma	2	2	4
Oregon	8	4	12
Pennsylvania	27	13	40
Puerto Rico	0	4	4
Rhode Island	3	1	4
South Carolina	11	5	16
South Dakota	1	0	1
Tennessee	12	3	15
Texas	88	18	106
Utah	7	2	9
Vermont	0	3	3
Virginia	39	29	68
Virgin Islands	0	0	0
Washington	21	6	27
West Virginia	2	1	3
Wisconsin	6	3	9
Wyoming	0	0	0
Other <sup>1</sup>	2	1	3
<b>Total</b>	<b>950</b>	<b>401</b>	<b>1,351</b>

<sup>1</sup>Includes students who are U.S. citizens with a 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 (Islamic Republic Of)	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
<b>Total</b>	<b>54</b>	<b>22</b>	<b>76</b>

### Fall 2020 Degree-Seeking Hearing Undergraduates

Fall 2020	Enrollment	% of Total
<b>Total degree-seeking undergraduate</b>	<b>1,004</b>	
Hearing undergraduate	69	
Online Degree Completion Program (ODCP) <sup>1</sup>	6	
Non-ODCP	63	
Bachelors of Interpretation (BAI) <sup>2</sup>	41	
<b>Total hearing</b>	<b>110</b>	<b>11%</b>
<b>Total HUG<sup>3</sup></b>	<b>69</b>	<b>7%</b>

<sup>1</sup>Hearing students enrolled in the Online Degree Completion Program are not counted toward the hearing undergraduate (HUG) enrollment prior to Fall 2018.

<sup>2</sup>Bachelors of Interpretation (BAI) students are not counted in the hearing undergraduate (HUG) enrollment. Because hearing students may be enrolled as a hearing undergraduate (HUG) and major in Bachelors of Interpretation (BAI), the counts may not add up to the total number of hearing students.

<sup>3</sup>The 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 Degree-Seeking Hearing Undergraduate (HUG)  
Enrollment by Declared Majors**

	2020
Art and Media Design	1
Biology - BA	1
Biology - BS	3
Chemistry - BS	1
Deaf Studies	3
Deaf Studies (ODCP)	4
Education	1
English	1
Government	1
History	2
Information Technology	1
International Studies	1
Philosophy	1
Psychology	6
Psychology (ODCP)	2
Self Directed Major	2
Social Work	2
Sociology	1
Spanish	1
Undeclared	35
<b>Total majors declared<sup>1</sup></b>	<b>70</b>
<b>Total headcount<sup>2</sup></b>	<b>69</b>

<sup>1</sup>Dual program enrollments are included.

<sup>2</sup>HUG headcount includes students who have not yet declared a major.

A Gallaudet staff member helps pack surprise kits for the class of 2020 virtual graduates.





## Fall 2020 Undergraduate Degree-Seeking Enrollment Trend by Declared Majors and Minors

	Majors	Minors
Accounting	14	0
American Sign Language	8	3
Art	n/a	3
Art and Media Design	34	n/a
Athletic Coaching	n/a	22
Biology	n/a	4
Biology, B.A.	3	n/a
Biology, B.S.	20	n/a
Business Administration	26	4
Chemistry	n/a	4
Chemistry, B.A.	0	n/a
Chemistry, B.S.	8	n/a
Communication Studies	26	6
Dance	n/a	2
Deaf Studies	9	2
Deaf Studies (ODCP)	14	n/a
Education	18	6
English	23	8
Family & Child Studies	n/a	24
Government	18	3
History	19	0
Information Technology	31	4
International Studies	15	n/a
Interpretation	47	n/a

	Majors	Minors
Linguistics	n/a	3
Mathematics	n/a	4
Mathematics, B.A.	10	n/a
Mathematics, B.S.	6	n/a
Philosophy	4	0
Physical Education & Recreation	49	n/a
Psychology	46	6
Psychology (ODCP)	4	n/a
Public Health	7	5
Recreation and Sports Program	n/a	1
Risk Management and Insurance	16	2
Self-directed Major	3	n/a
Social Work	53	n/a
Sociology	9	1
Spanish	8	6
Theatre Arts	5	3
Undeclared	476	n/a
<b>Total plan enrollment<sup>1</sup></b>	<b>1,029</b>	<b>126</b>
<b>Headcount</b>	<b>1,004</b>	<b>117</b>

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



Students draw a portrait of a model, who poses under a studio spotlight, in an introduction to drawing class.

### Fall 2020 Graduate Degree-Seeking Enrollment by Degree Program and Discipline

Certificates	2020
ASL/Deaf Studies	4
ASL/English Bilingual Early Childhood Education	1
Deaf and Hard of Hearing Infants, Toddlers, and Families	2
Deaf Students with Disabilities	1
<b>Certificates total</b>	<b>8</b>
Master's	2020
Counseling	6
Clinical Mental Health Counseling	4
School Counseling	2
Deaf Studies	22
Education	36
Deaf Education Advanced Studies	8
Deaf Education Special Programs	0
Education	28
Deaf Education	11
Early Childhood and Deaf Education	5
Elementary Education and Deaf Education	10
Secondary Education and Deaf Education	2
International Development	17
Interpretation and Translation	26
Interpreting Practice/Research	26
Interpreting Research	0

Linguistics	19
Public Administration	32
Sign Language Education	59
Social Work	36
Speech-Language Pathology	25
<b>Master's total</b>	<b>278</b>
Specialists	2020
Deaf Education	7
School Psychology	13
<b>Specialists total</b>	<b>20</b>
Doctorates	2020
Audiology, Au.D.	46
Clinical Psychology	32
Critical Studies in the Education of Deaf Learners	5
Educational Neuroscience	6
Hearing, Speech, and Language Sciences	8
Interpretation and Translation	22
Interpretation	19
Translation and Interpretation Studies	3
Linguistics	12
<b>Doctorates Total</b>	<b>131</b>
<b>Total program enrollment<sup>1</sup></b>	<b>437</b>
<b>Headcount</b>	<b>423</b>

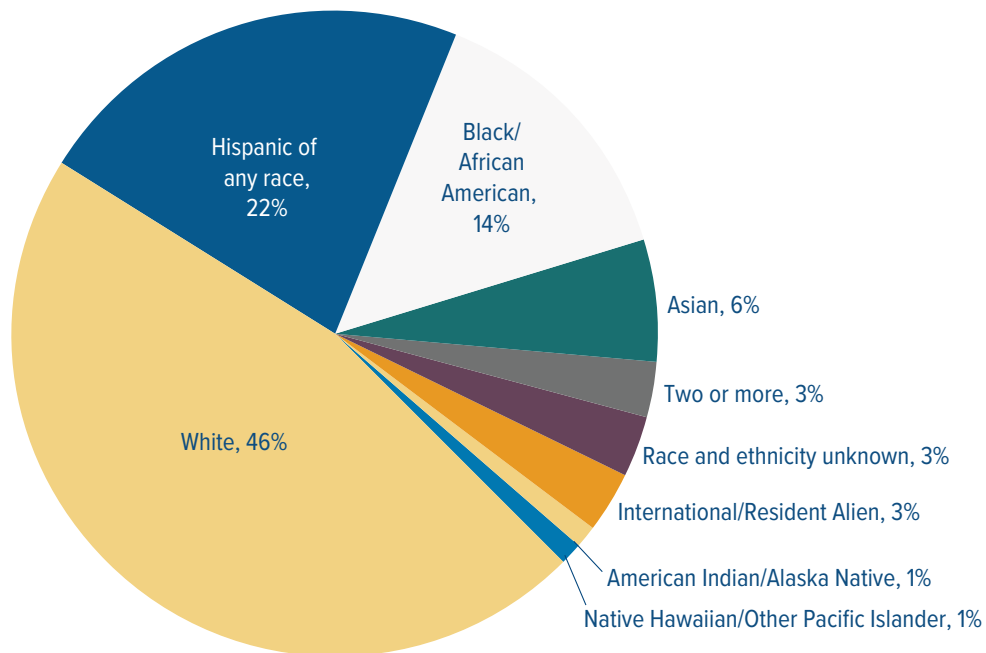
<sup>1</sup>Dual-program enrollments are included.

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

Race/Ethnicity	Applied	Admitted	Enrolled
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	Applied	Admitted	Enrolled
Male	223	144	99
Female	391	231	132
Unknown	5	0	0
Hearing Status	Applied	Admitted	Enrolled
Deaf/Hard of hearing	449	308	186
Hearing	170	67	45
Application Type	Applied	Admitted	Enrolled
First-time freshmen	412	258	152
Transfers	196	115	79
Second degree	11	2	0
<b>Total for each category</b>	<b>619</b>	<b>375</b>	<b>231</b>

### Fall 2020 New Degree-Seeking Enrolled Undergraduate by Race and Ethnicity



### Fall 2020 New Undergraduate Degree-Seeking Average ACT

	All New	First-Time Freshmen
English	15.0	14.4
Math	17.2	16.8
Reading	18.4	18.0
Science	18.6	18.3

### Fall 2020 New Degree-Seeking Hearing Undergraduates

Fall 2020	Enrolled	% of total
<b>Total degree-seeking new undergraduate enrollment</b>	<b>231</b>	
Hearing undergraduate	25	
Online Degree Completion Program (ODCP) <sup>1</sup>	4	
Bachelors of Interpretation (BAI) <sup>2</sup>	21	
<b>Total hearing enrollment</b>	<b>45</b>	<b>19%</b>
<b>Total HUG enrollment<sup>3</sup></b>	<b>25</b>	<b>11%</b>

<sup>1</sup>Hearing students enrolled in the Online Degree Completion Program are not counted toward the HUG enrollment prior to Fall 2018.

<sup>2</sup>BAI students are not counted in the hearing undergraduate HUG enrollment.

<sup>3</sup>The new 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.

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

Race/Ethnicity	Applied <sup>1</sup>	Admitted <sup>1</sup>	Enrolled
International/ Resident 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	Applied <sup>1</sup>	Admitted <sup>1</sup>	Enrolled
Male	108	59	35
Female	347	221	130
Unknown	28	8	7
Hearing Status	Applied <sup>1</sup>	Admitted <sup>1</sup>	Enrolled
Deaf/Hard of hearing	221	149	102
Hearing	254	135	66
Unknown	8	4	4
<b>Total</b>	<b>483</b>	<b>288</b>	<b>172</b>

<sup>1</sup>Applied and Admitted Count are not distinct count.

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

Certificates	Applied	Admitted	Enrolled
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
Master's	Applied	Admitted	Enrolled
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	Applied	Admitted	Enrolled
Deaf Education	5	3	1
School Psychology	9	8	3
Doctorates	Applied	Admitted	Enrolled
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
<b>Total program enrollment<sup>1</sup></b>	<b>522</b>	<b>318</b>	<b>200</b>
<b>Headcount</b>	<b>478</b>	<b>305</b>	<b>194</b>

<sup>1</sup>Dual program enrollments are included.





Proud graduates celebrate in front of historic Chapel Hall, built in 1870.

**Gallaudet University** is the world leader in liberal education and career development for deaf and hard of hearing students. The University enjoys an international reputation for its outstanding undergraduate and graduate programs for deaf, hard of hearing, and hearing students, as well as for the quality of 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 Model Secondary School for the Deaf — and through its national mission of developing, implementing, and disseminating innovative educational strategies throughout the United States. Gallaudet was founded

in 1864 by an act of Congress (its charter) that was signed into law by President Abraham Lincoln. 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 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

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

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.

## 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 Kendall School Division II Memorial to honor the 24 Black students and four teachers who paved the way for *Brown v. Board of Education* in 1954.

### 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, as well as 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 Career Center. 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 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 FY 2019. Other ongoing initiatives include a robust equity, diversity, and inclusion program; 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.

As FY 2020 began, the university began a new 10-year vision campaign, called The Gallaudet Promise: Excellence in Learning and Discovery. Midway through the fiscal year, the COVID-19 pandemic caused the university to adopt remote learning and remote working. The fall semester of the 2020-2021 academic year is being conducted remotely. The university is following federal and District of Columbia guidance and adhering to its own guiding principles in deciding how and when to resume face-to-face learning.

## V. INSTITUTIONAL CHRONOLOGY

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 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.

## VI. FAST FACTS

### Location

800 Florida Avenue, NE, Washington, DC 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 our 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 10 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 degrees in a variety of fields involving professional service provision to deaf and hard-of-hearing people; and the Doctor of Audiology 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 and disseminate innovative curriculum, materials, and teaching strategies 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 new ASL Connect online program, enrichment and youth programs, international programs, and its regional centers. Those regional center locations are: East—Northern Essex Community College, MA.; Midwest—John A. Logan College, IL; South—Austin Community College, TX; and West—Ohlone College, C).

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 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. Students are encouraged to bring a computer to campus, and popular software is available at a discounted price. This year, through the Connected Gallaudet initiative with Apple Inc., all students received Apple iPad Pro tablets, preloaded with a number of productivity applications, an Apple Smart Folio Keyboard, and an Apple Pencil.

For students interested in technology careers, majors in graphic arts, 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 as a university 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.

During FY 2020, the Office of Sponsored Programs assumed research support functions. It is now known as the Office of Sponsored Programs and Research Services, and its director was elevated to an Assistant Dean.

## Enrollment

For the fall semester of academic year 2020–2021, the institution reported the following enrollments:

University	Enrollment
Undergraduate (degree/non-degree, full and part-time)	1,019
Graduate (degree/non-degree, full and part-time)	432
English Language Institute	18
<b>University subtotal</b>	<b>1,469</b>
Laurent Clerc National Deaf Education Center	Enrollment
Kendall Demonstration Elementary School	95
Model Secondary School for the Deaf	139
<b>Clerc Center subtotal</b>	<b>234</b>

Total Fall Enrollment, Academic Year 2019–2020	Enrollment
University subtotal	1,469
Clerc Center subtotal	234
<b>Total fall academic year 2019–2020</b>	<b>1,703</b>

In addition, on the fall census date, we had 306 students enrolled in Professional Studies activities.

International students comprise 5.48% of the degree-seeking student body.

## Annual University Tuition and Room and Board (Academic Year 2020–2021)

	Undergraduate	Graduate
U.S. student tuition <sup>1</sup>	\$14,036	\$15,462
International student tuition (non-developing countries) <sup>1</sup>	\$28,072	\$30,924
International student tuition (developing countries) <sup>1</sup>	\$21,054	\$23,184
Room and board <sup>2</sup>	\$4,480	\$4,480
Board ("Dining Dollars") <sup>3</sup>	\$4,800	\$4,800

<sup>1</sup>This figure is reduced by 15% per semester due to the novel coronavirus pandemic. It does not include unit or health service fees.

<sup>2</sup>Room rate varies depending on the residence hall and type of room chosen. Carlin Hall was used in this calculation.

<sup>3</sup>For this year, "Dining Dollars" were offered at a flat rate, with the ability to add more.

Additional charges are applied for student activities and health-related fees. For a full explanation of the details of all charges, including those in the preceding table, refer to the [Gallaudet University website](#).

No tuition is charged for students at KDES or the MSSD..

## Alumni

Gallaudet has more than 22,000 alumni around the world. The Gallaudet University Alumni Association, organized in 1889, has 54 chapters. According to a survey conducted by the University, 96% of the undergraduate student respondents who graduated

between December 2016–August 2017 are either employed or furthering their education. Of the survey respondents who graduated with graduate degrees during the same timeframe, 99% are employed or furthering their education. Of the MSSD students who graduated in 2018, 88% 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](http://giving.gallaudet.edu).

## Employees

At the end of FY 2020, the University and Clerc Center together had 903 employees, 541 of whom are deaf or hard of hearing. A total of 243 employees are faculty members or teachers.



## Funding

Total revenues and other support for FY 2020 were approximately \$184.6 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.

## Endowment

As of the end of FY 2020, the University's endowment was approximately \$198.8 million. We are fortunate that our investments have "held" during the first six months of the COVID-19 pandemic.

# VII. ACCREDITATION

Gallaudet University is accredited by:

Middle States Commission on Higher Education (MSCHE)

[www.msche.org](http://www.msche.org)

3624 Market Street

Philadelphia, PA 19104

Telephone: (267) 284-5000

E-mail: [info@msche.org](mailto: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).

## Community Impact

Gallaudet is one of the area's largest businesses, with direct salaries, wages, and benefits totaling more than \$123.9 million in FY 2020. Direct salaries and wages are up because we offered a Voluntary Retirement or Resignation Program for eligible employees. The University spent another \$65 million on goods and services and \$16.8 million on capital improvements. Both of these numbers are lower than in the past because of COVID-19.

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).

## VIII. BOARD OF TRUSTEES

### Executive Committee



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Arkansas  
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Claire Bugen  
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Vice Chair



The Honorable  
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Ohio



The Honorable  
Larry Bucshon  
Indiana



The Honorable  
Donna Shalala  
Florida

# 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.

## 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 Three: Enhance Student/Learner Success and Experience: Creating Learners, Leaders, Innovators, and Change-Makers as Part of Gallaudet’s Mission” on page 80.)

Gallaudet students take a break on campus. The University’s small class sizes and inclusive environment foster collaboration, and relationships among students outside of class.



- (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 Three: Enhance Student/Learner Success and Experience: Creating Learners, Leaders, Innovators, and Change-Makers as Part of Gallaudet’s Mission” on page 80.)

- 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 Three: Enhance Student/Learner Success and Experience: Creating Learners, Leaders, Innovators, and Change-Makers as Part of Gallaudet’s Mission” on page 80.)

- 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 Three: Enhance Student/Learner Success and Experience: Creating Learners, Leaders, Innovators, and Change-Makers as Part of Gallaudet’s Mission” on page 80.)

- 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 Three: Enhance Student/Learner Success and Experience: Creating Learners, Leaders, Innovators, and Change-Makers as Part of Gallaudet’s Mission” on page 80 and “Laurent Clerc National Deaf Education Center” on page 305, respectively.

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

Refer to the chapter entitled “Priority Three: Enhance Student/Learner Success and Experience: Creating Learners, Leaders, Innovators, and Change-Makers as Part of Gallaudet’s Mission” on page 80.

- 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 Three: Enhance Student/Learner Success and Experience: Creating Learners, Leaders, Innovators, and Change-Makers as Part of Gallaudet’s Mission” on page 80.

- 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 305.



- (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 Five: Enhance Academic and Community Vitality: Positioning Gallaudet as a Thought-Leader Related to Deaf, Hard of Hearing, and DeafBlind People and for All of Humanity” on page 134.

- (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 Five: Enhance Academic and Community Vitality: Positioning Gallaudet as a Thought-Leader Related to Deaf, Hard of Hearing, and DeafBlind People and for All of Humanity” on page 134 and “Laurent Clerc National Deaf Education Center” on page 305.

- (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 Five: Enhance Academic and Community Vitality: Positioning Gallaudet as a Thought-Leader Related to Deaf, Hard of Hearing, and DeafBlind People and for All of Humanity” on page 134; this summary has been incorporated into the annual report.

## II. GOVERNMENT PERFORMANCE AND RESULTS ACT REPORT

This section contains the performance indicators for both the University and the Clerc Center for FY 2020, 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, so they 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.*

**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

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

**Frequency of Data Collection:** Annual.

**Data Quality.** Gallaudet University reported a total of 905 full-time, degree-seeking undergraduate students enrolled in the fall of 2020 (FY 2021), representing a decrease of 100 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.

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

**Target Context.** The target for the number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University was reduced in FY 2009 from 1,180 students to 1,020 students. At that time, the decision to reduce the enrollment target was based on the anticipated impact from policy changes in

the University's admission requirements and the implementation of more rigorous academic standards.

**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 2020 (FY 2021), the number of full-time, degree-seeking undergraduate students enrolled at Gallaudet University decreased by 100 students compared to the previous year. This number did not meet the University's target of 1,020 by 115 students. From FY 2017 to FY 2019, this number steadily decreased by 0.7% each year and then by 5.7% from FY 2019 to FY 2020. From FY 2020 to FY 2021, this number decreased by 10%. The University reported that most of the change in its 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 COVID-19. Three key factors include: 1) a higher number of undergraduate students enrolled part-time (more than double compared to FY 2020); 2) both new and returning students' preference in face-to-face learning over remote learning; and 3) concerns of college affordability as a recruitment barrier especially for students who are first-generation applicants with zero Expected Family Contribution (EFC). The University also recognized that this recent admissions cycle was unlike any other—not just for Gallaudet, but for all universities across the nation. Gallaudet saw a melt rate of 14.8% which translates to 40 deposits lost. This melt rate was 6.4% higher than the previous year, which had a melt rate of 8.4% or 24 deposits lost. Prior to Gallaudet's announcement of remote learning for fall 2020, deposits were 1% higher compared to the previous admissions cycle in the month of April. This number declined after Gallaudet's announcement and by the start of the fall semester, deposits were 12% lower compared to the previous admissions cycle.

To address these factors, as well as achieve its enrollment goals for Fall 2021, Gallaudet has temporarily reduced the fall tuition by 15% for all degree-seeking students. The University gave iPad Pros and MiFi (upon request), free of charge, to all degree-seeking students, along with a keyboard, to meet their technological needs and ensure they had access to remote learning for Fall 2020. Enrollment efforts are in place, including dual enrollment, key campaigns to recruit readmitted

and transfer students, and reducing the admissions requirements for the Online Degree Completion Program to achieve the enrollment goals for Fall 2021 and beyond. Undergraduate Admissions also redesigned the traditional fall recruitment strategies by shifting them to a virtual format, which includes

remote recruitment visits, webinars, information sessions, and youth program webinars. In addition, a chat feature on the admissions web page was added to allow immediate connection with potential students, generating leads..

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

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



**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

**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 grant 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.

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

**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.** Gallaudet exceeded the target of 295 enrolled students in Fall 2020 (FY 2021) by 136 students. The University reported that most of the increase was due to an increase of 107 Professional

Studies students and 46 part-time degree-seeking undergraduate students compared to the previous fall.

**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

**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 below table 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	n/a	413
2012	382	28	410
2013	410	36	446
2014	437	32	469
2015	390	53	443
2016	390	54	444
2017	377	49	426
2018	336	101	437
2019	331	80	411
2020	326	80	406
2021	300	100	423

**Target Context.** In FY 2008, 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 its target for this measure in Fall 2012 (FY 2013), Fall 2013 (FY 2014), and again in Fall 2014 (FY 2015), the department increased the target to 440 graduate students for Fall 2015 (FY 2016) and subsequent years.

**Explanation.** There are three primary influences on total enrollment: the recruitment of new students, the persistence rate, and the graduation rate. From FY 2019 to FY 2020, the graduation rate among graduate students increased by 9%, as shown in Measure 1.11, which resulted in a reduction in overall enrollment from the previous year. This reduction was offset by a 7% increase in the persistence rate among graduate students, as shown in Measure 1.7. A 20% increase in new graduate student enrollment, with 187 new students enrolled in FY 2021 as compared to 155 new students in FY 2020, also contributed to the improvement in overall enrollment. There is an upward trend in the number of students enrolled in an online program, suggesting an increasing demand for programs that are offered in an online or hybrid format. In response to this demand, the MA in Sign Language Education (a hybrid program), increased new student enrollment by 34% over the previous year.

Another significant factor is COVID-19's impact on the U.S. economy, which is attributed to the decrease in employment opportunities. Nationally, there is a positive correlation between unemployment rate and graduate enrollment. According to the Bureau of Labor Statistics, the national unemployment rate for September 2020 is 7.9%, which is the highest in the past seven (7) years and Gallaudet saw a corresponding increase in enrollment.

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

Year	Target	Actual (or date expected)	Status
2003	225	190	Target Not Met
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
2021	165	139	Target Not Met

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

**Frequency of Data Collection:** Annual.

**Data Quality.** On September 15 of each school year, census data is collected on the number of students enrolled at the Model Secondary School for the Deaf (MSSD). Gallaudet University states that this number is reviewed by 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 (FY 2012) 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 FY 2021 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. The only new students admitted were 12 students who completed eighth grade at KDES and moved on to ninth grade at MSSD, and two students whose families moved to the immediate area around MSSD (one moved to the Gallaudet campus). The reduced enrollment number reflects the pause in admissions. The Clerc Center anticipates an increase to target enrollment numbers after a return to on-campus learning, once housing capacity can be assessed.

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

Year	Target	Actual (or date expected)	Status
2003	140	152	Target Exceeded
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

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

**Frequency of Data Collection:** Annual.

**Data Quality.** On September 15 of each school year, census data is collected on the number of students enrolled at 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 (FY 2012) to more closely reflect actual enrollment trends.

**Explanation.** KDES serves the local tri-state area, which includes 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 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 FY 2021 was unmet. Due to the COVID-19 pandemic, in March 2020, the KDES campus was closed and all students transitioned to remote learning. Remote learning continued when school opened for the 2020-2021 academic year. From March 13-August 2020, 10 students withdrew from KDES and admissions for all students in the kindergarten to eighth grade range was paused. Two new students were admitted—one to the Parent-Infant Program, and one to the preschool program. The reduced enrollment number reflects this pause in admissions. The Clerc Center anticipates an increase to target enrollment numbers after a return to on-campus learning, after the physical space needs for appropriate physical distancing can be assessed.

**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

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

**Frequency of Data Collection:** Annual.

**Data Quality.** The calculation for this measure on the persistence of first-time, full-time freshmen students from one fall semester to the next fall semester is

consistent with the Integrated Postsecondary Education Data System (IPEDS) methodology.

**Target Context.** Gallaudet University's 2010-2015 Strategic Plan identified a goal for retaining 75% of its first-time, full-time degree seeking freshmen cohort by FY 2015; that is, 75% of this cohort would return from their first fall semester to their second fall semester. In

order to meet this goal, the targets for FY 2012 through FY 2015 were incrementally raised to 72%, 73%, 74%, and 75%, respectively.

Gallaudet University noted that, in comparison, the National Center for Educational Statistics data indicates that four-year public colleges and universities with open admissions have an average persistence rate of 63%, and four-year private nonprofit colleges and universities with open admissions have an average persistence rate of 65% (Undergraduate Retention and Graduation Rates: updated April 2020). Gallaudet University also reported that data from the ACT Educational Services for 2018 indicated students with similar ACT scores at four-year public colleges and universities with open admissions have a persistence rate of 57.7%, and at four-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). 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 FY 2020 was 74% and did not meet the target of 75%. Gallaudet notes that the retention rate is the fourth highest retention rate since FY 2009 (Fall 2008) and if one additional student had been retained, the retention rate would have been 75%. 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 FY 2020 and will continue through FY 2021 with student success (recruitment, retention, and graduation) as the driver for change. Some of the changes include: 1) Academic Affairs restructure, effective Fall 2020, where 48 departments were restructured into five schools to create opportunities for interdisciplinary studies for students who declare a major within one of the five schools, because the earlier 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 will undergo curriculum changes to meet the needs of our 21st century learners, effective starting 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) hiring a Student Success Technology Specialist who will be dedicated to maximizing the use of Navigate for our students, faculty, and support staff. [Proposal Ruberic](#)

**Measure 1.7 of 12: The Gallaudet University Masters 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

**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 FY 2012, FY 2013, and FY 2014. This target was increased by the Department to 80% for FY 2015 and subsequent years, as Gallaudet University exceeded the target each year from FY 2012 to FY 2014.

**Explanation.** This measure was designated as a long-term measure. In FY 2020, Gallaudet University exceeded its graduate persistence target of 80% by 11%. While Gallaudet University has consistently exceeded the target for this measure since FY 2012, 91% represents the highest recorded persistence rate between FY 2006 and FY 2020.



**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

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

**Frequency of Data Collection:** Annual.

**Data Quality.** The MSSD dropout rate was calculated from data obtained from the PowerSchool databases, withdrawal forms from the Clerc Center Admissions Office, transcript requests from the MSSD 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 FY 2004 to FY 2008, 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:

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

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 students who dropped out 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 individuals who withdrew from the University and who meet any of the following conditions:

- **Transferred**—The student transferred to and is attending another educational institution leading toward a high school diploma or its equivalent.
- **Completed program**—The student received a high school diploma from MSSD or another high school program or its equivalent.
- **Early college enrollment**—The student enrolled in and is attending a college offering a degree program without first receiving a high school diploma.
- **Moved to another country**—The student voluntarily or involuntarily moved out of the U.S.
- **Temporary absence**—The student has a temporary school-recognized absence due to suspension, illness, or unresolved immigration issues.
- **Late enrollment**—The student is planning to enroll shortly after September 15.
- **Death**—The student is deceased.
- **Incomplete graduation requirements**—The student completed all course requirements for graduation but did not meet other graduation requirements.
- **Declared dropout**—The student declares him- or herself to be dropping out of school.
- **Re-enrollment**—The student dropped out during the previous school year but re-enrolled by September 15 of the current school year.
- **Multiple events**—The student dropped out multiple times during a school year and is reported as a dropout only once for a single school year.

Dropouts also include individuals who meet any of the following criteria:

The Clerc Center has met the target for this measure each year from FY 2009 to FY 2017. The target was not met for FY 2018 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 FY 2019 and FY 2020.

A member of the Gallaudet basketball team dribbles the ball up the court at a home game in the Field House



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

Year	Target	Actual (or date expected)	Status
2009	Not available	94	Historical Actual
2010	Set baseline	94	Baseline
2011	94	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	--

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

**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 (FY 2009, 2010, and 2011) were 94%, 94%, and 95%, respectively. Based on this data, the target was established in September 2011 at 95%.

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

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

The Clerc Center has met this measure each year from FY 2011 to FY 2015 and from FY 2017 to FY 2018. The target was not met for FY 2019.

During FY 2020, 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 FY 2020, 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 vs the number they were scheduled to attend each week. Traditional daily attendance was not reported for the

fourth quarter; therefore, the attendance rate for FY 2020 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.

**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

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

**Frequency of Data Collection:** Annual.

**Data Quality.** This measure is consistent with the standard Integrated Postsecondary Education Data System (IPEDS) methodology that uses a six-year cohort graduation rate, based on the same entering cohort as the IPEDS first-year persistence indicator; that is, the percentage of all incoming first-time, full-time freshmen students in one semester who have graduated by the end of six years after entry. Using the IPEDS methodology of calculating this graduation rate allows for comparisons with other colleges and universities. Gallaudet University reported the FY 2020 data on the percentage of first-time, full-time degree-seeking undergraduate students who graduate within six years

of enrollment (that is, those who initially enrolled in the 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 FY 2015. In order to get closer to meeting this goal, the targets for FY 2013 through FY 2016 were incrementally raised from 32% to 35%, 39%, 40%, and 42%, respectively. The targets were raised again in FY 2017 and subsequent year to 45%.

Comparisons with the National Center for Education Statistics data for four-year public and private colleges and universities indicate that four-year public colleges and private nonprofit colleges have a six-year graduation rate of 61% and 67% respectively (Undergraduate Retention and Graduation Rates: updated April 2020). Gallaudet University reports



that data from ACT Educational Services for 2018 indicates that students with ACT scores in the range of 17–22 at four-year public colleges and universities have an average six-year graduation rate of 37.5%, and four-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). Thus, these targets represent an ambitious, yet achievable, goal for Gallaudet University. In Fall 2020, 36% of the Gallaudet undergraduate students received a Pell Grant, one indicator of low-income status, and current research indicates that students from low-income families or from lower socioeconomic status (SES) tend to graduate at a lower rate than those from families with a higher SES. 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 and 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 did not meet the target. Gallaudet notes that this number fell short by two students and 12 students from this cohort are enrolled this fall. Gallaudet continues to focus on implementing action plans outlined in the University's Short-Term Strategic Plan 2017 – 2020 Priority Three – Enhance Student/Learner Success and Experience: Creating Learners, Leaders, Innovators, and Change-makers as part of Gallaudet's mission in an effort 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, and increasing the number of students declaring their major by their third year.

**Measure 1.11 of 12: The graduation rate of Gallaudet University Masters 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

**Source:** Gallaudet University, Office of Graduate Admissions database.

**Frequency of Data Collection:** Annual.

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

graduate program as a new student. This methodology parallels established formulas used to calculate undergraduate graduation rates.

**Target Context.** Based on historical data, the Department set the target at 74% for FY 2012 and subsequent years.

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

**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

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

**Data Quality.** In determining the four-year adjusted cohort graduation rate (ACGR), the Clerc Center is using the department's definition as the percentage of students who graduate from secondary school with a regular diploma in the standard number of years, which is set at four and is referred to as the "on-time graduation rate." The cohort is "adjusted" by adding any student 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:

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

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

This calculation did not require tracking of transfer students in and out of the program for students who were not in the two-year cohort (underclassmen). MSSD calculated graduation rates based on first-time seniors. This was limited to first-time seniors at MSSD as systems were not yet in place to track if a student had been classified as a senior at another school/program. Documentation of diploma type was also not included as 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 FY 2015 through FY 2020.

Students hang out and study in a Gallaudet residence hall.

## Objective 2 of 4:

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

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

Year	Target	Actual (or date expected)	Status
2003	41.0	54	Target Exceeded
2004	50.0	91	Target Exceeded
2005	55.0	56	Target Exceeded
2006	55.0	84	Target Exceeded
2007	55.0	89	Target Exceeded
2008	55.0	54	Target Not Met
2009	55.0	43	Target Not Met
2010	55.0	34	Target Not Met
2011	55.0	31	Target Not Met
2012	55.0	181	Target Exceeded
2013	55.0	113	Target Exceeded
2014	120.0	187	Target Exceeded
2015	120.0	77	Target Not Met
2016	120.0	360	Target Exceeded
2017	140.0	99	Target Not Met
2018	140.0	215	Target Exceeded
2019	140.0	84	Target Not Met but Improved

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

**Frequency of Data Collection:** Annual.

**Data Quality.** The Clerc Center noted that this measure, starting in FY 2012, is a reflection of the sum of the number of programs that invested considerable resources in Clerc Center products, reported to the Clerc Center that they were using Clerc Center resources, and had multiple viewers for a Clerc Center webinar. Any program that may have been in more than one category or appeared multiple times within a category was counted only once.

**Target Context.** The department is working with the Clerc Center to develop more meaningful measures related to its national mission activities as alternatives to this measure. The alternative measure(s) would assess the impact of evidence-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 FY 2012 to include schools and organizations that arranged for multiple individuals to view online webinars offered by the Clerc Center. In FY 2016, training and services included online webcasts that captured audiences from more diverse sources. Meanwhile, in FY 2017, the training and services involved fewer sites but garnered considerably more participants per site than in previous years. In addition, in FY 2017,



the indicator was expanded once again to include schools and organizations that had 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 2020–Sept 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. The Clerc Center anticipates a return to previous counts once programs return to normal operations. As stated above, this indicator will be revised in future years to better reflect the work of the Clerc Center and its impact on programs

### 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’s degree 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

**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 of graduates one year after graduation. It includes questions about advanced education or training status, types of employment, salary, satisfaction with the employment, and

qualifications for the job. The employment rate reported in this indicator is defined as those working full-time and those working part-time divided by the total respondents to this survey.

In previous years, about 30 - 35% of the graduates (approximately 50 students) responded to the survey. To improve the response rate, the University began in the 2011-2012 academic year to collect new addresses immediately after graduation and to send out a web-

based survey with electronic reminders, as well as the mailed survey. At the same time, the University also sought information about its recent alumni through the National Clearinghouse's Student Tracker service on alumni attendance at other universities. The additional information impacted the distribution of alumni between this category and 3.2.

**Target Context.** In FY 2011, the target for this measure was revised to 75% to reflect changes made in Measure 3.2 and the fact that each alumnus would be counted only once. This allows the total percentage across all three categories (Measures 3.1, 3.2 and 3.3) to equal 100% of the alumni who submitted responses to the survey or who were identified in the Student Tracker service. The target was revised again in FY 2012 (data for this fiscal year was submitted in October 2013) to reflect the impact of collecting data from various sources, including Student Tracker's information on enrolled students at other colleges and universities. The target is being increased to 53% for FY 2015 and forward.

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

Each alumnus is counted once in their primary category as: (1) working 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 2017 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	Count
Employed	90
Education	46
Neither	5
<b>Total Respondents</b>	<b>141</b>
Unknown/not responded	47
<b>Total Graduates</b>	<b>188</b>

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's undergraduate students who graduated in 2018 and who are employed during their first year after graduation decreased 6 percentage points from the previous year. Gallaudet University stated that this might be due to an increased percentage of students pursuing additional education. Gallaudet is addressing this target with the inclusion of workforce preparedness as one of the priorities.

**Measure 3.2 of 5: The percentage of Gallaudet bachelor's degree 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

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

**Explanation.** Gallaudet University reports each alumnus in only one category—either employed, pursuing additional education, or neither employed nor pursuing additional education, resulting in a lower number

of those pursuing additional education when those employed were removed from this category.

Each alumnus is counted once in their primary category as: (1) working 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 2014 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	Count
Employed	90
Education	46
Neither	5
<b>Total Respondents</b>	<b>141</b>
Unknown/not responded	47
<b>Total Graduates</b>	<b>188</b>

(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 2018 and who are in advanced education or training during their first year after graduation increased 7 percentage points compared to the previous year. Gallaudet University states that this increase is due to the decrease of graduates who are employed during their first year after graduation. Gallaudet is addressing this target with the inclusion of workforce preparedness as one of the priorities.

**Measure 3.3 of 5: The percentage of Gallaudet bachelor's degree 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

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

**Frequency of Data Collection:** Annual.

**Data Quality.** The source of this data is from an annual standardized survey to graduates one year after graduation. This survey asks questions about advanced education or training status, types of



employment, salary, satisfaction with the employment, and qualifications for the job. The rate reported in this indicator is defined as those who are not employed (both those seeking work and those not seeking work) nor in advanced education or training, divided by the total respondents to this survey.

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

**Target Context.** In 2012, the target for this measure 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 FY 2015 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 2017 graduates when their answers indicated they fit the qualifications of more than one category.

Survey Respondents	Count
Employed	90
Education	46
Neither	5
<b>Total Respondents</b>	<b>141</b>
Unknown/not responded	47
<b>Total Graduates</b>	<b>188</b>

The percentage of Gallaudet University undergraduate students who graduated in 2018 and who are not employed nor in advanced education or training during their first year after graduation remained the same compared to the previous year.

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

Year	Target	Actual (or date expected)	Status
2007	Not available	0	Historical Actual
2008	Set Baseline	7	Baseline
2009	7	0	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

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

**Frequency of Data Collection:** Annual.

**Data Quality.** Since FY 2008, the Clerc Center has been conducting 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 FY 2014, the Clerc Center implemented a new method of collecting data from its graduates to address the historically low response rates to the surveys. Through a combination of contacting each graduate or graduate's family directly or getting results from a query to the National Student Clearinghouse's Student Tracker service, the Clerc Center was able to get one-year follow-up data on 67% of the 2019 graduating class.

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

Since FY 2014, the Clerc Center has achieved a significantly higher response rate to the survey and has acquired data from the National Student Clearinghouse's Student Tracker service. 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	32
Doing neither one year after graduation	1
<b>Total respondents</b>	<b>33</b>
Unknown/not responded	16
<b>Total Clerc Center 2018 Graduates</b>	<b>49</b>

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

Year	Target	Actual (or date expected)	Status
2013	100	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

**Source.** Gallaudet University, Laurent Clerc National Deaf Education Center’s Office of Planning, Development, and Dissemination, survey on graduates’ status.

**Data Quality.** This is a new measure combining the percentage of MSSD graduates who are in jobs and/or who are in advanced education or training within one year after graduation. To address the previous low response rates, the Clerc Center revised its data collection methods in FY 2014 and achieved a higher response rate than that of previous years. For this new measure, the data on the outcomes of 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 FY 2020, the Clerc Center was able to get one-year follow-up data on 67% of the 2019 graduating class.

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

Since FY 2014, the Clerc Center has achieved a significantly higher response rate to the survey

and has acquired data from the National Student Clearinghouse’s Student Tracker service. This data provided a more complete and accurate picture 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 Model Secondary School graduates who are in advanced education or training programs within one year after graduation.” An aggregated indicator is a better measure of outcomes, as students who graduate from high school are often engaged in competitive employment and enrolled in a 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 2019 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	32
Doing neither one year after graduation	1
<b>Total respondents</b>	<b>33</b>
Unknown/not responded	16
<b>Total Clerc Center 2018 Graduates</b>	<b>49</b>

## Objective 4 of 4:

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

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

Year	Target	Actual (or date expected)	Status
2003	Not available	227,487	Historical Actual
2004	Not available	227,453	Historical Actual
2005	Not available	219,897	Historical Actual
2006	Not available	230,214	Historical Actual
2007	Set Baseline	245,356	Baseline
2008	245,356	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	(January, 2021)	Pending

**Source.** Gallaudet University, Administration and Finance.

**Frequency of Data Collection:** Annual

**Data Quality.** The FY 2019 data on the Federal cost per graduate, as reported by Gallaudet University, is an average of the cost per graduate from FY 2014 to FY 2019. The Federal cost per graduate includes graduates who receive bachelor, master's, and doctoral degrees, and graduate and specialist certificates from Gallaudet University.

**Target Context.** In determining the appropriate target each year for the federal cost per graduate, future inflation must be considered, as well as the variation in the number of students who graduate each year from Gallaudet. When the department originally set the targets for the two efficiency measures (federal cost per graduate and total cost per graduate) for FY 2010, 2011, and 2012, the Consumer Price Index (CPI) projections of inflation—as calculated by the Congressional Budget Office (CBO)—at a rate of 2.2% per year was used to guide target setting, with the overall goal for Gallaudet

to record increases in the efficiency measures that are at or less than the CPI rate each year.

In 2012, the department chose to use the CPI-U estimates, as calculated by the Office of Management of Budget (instead of the CBO), to set the targets for FY 2013, 2014, 2015, which would be annually adjusted for the next fiscal year, based on the most recent projected and agreed-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 percent

2016: 2.1 percent

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 six-year educational expenses and the average 6-year Federal appropriations have increased by 2.4% and 3.0% from FY 2018, respectively; while the number of students graduating decreased by 1.9%. The Federal and total educational costs per graduate increased in FY 2019 mainly due to the decline in the number of graduating students.



**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	(January, 2021)	Pending

**Source:** Gallaudet University, Administration and Finance.

**Frequency of Data Collection:** Annual.

**Data Quality.** The FY 2019 data on the total educational cost per graduate, as reported by Gallaudet, is an average of the cost per graduate from FY 2014 to FY 2019. The total educational cost per graduate includes graduates who receive bachelor's, master's, and doctoral degrees, and graduate and specialist certificates from Gallaudet.

**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. When the department originally set the targets for the two efficiency measures (federal cost per graduate and total cost per graduate) for FY 2010, 2011, and 2012, the Consumer Price Index (CPI) projections of inflation—as calculated by the Congressional Budget Office (CBO)—at a rate of 2.2% per year was used to guide target setting, with the overall goal for Gallaudet

to record increases in the efficiency measures that are at or less than the CPI rate each year.

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

2013: 1.9 percent  
2014: 2.0 percent  
2015: 2.0 percent

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

2015: 2.1 percent  
2016: 2.1 percent

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 six-year educational expenses and the average six-year federal appropriations have increased by 2.4% and 3.0% from FY 2018, respectively; while the number of students graduating decreased by 1.9%. The federal and total educational costs per graduate increased in FY 2019 mainly due to the decline in the number of graduating students.

Students study and work together on projects in the Merrill Learning Center



A photograph of President Cordano, a woman with short blonde hair and glasses, wearing a black short-sleeved shirt and grey trousers. She is gesturing with both hands open, palms facing up, as if speaking or explaining something. The background is a light blue gradient.

# SHORT-TERM STRATEGIC PLAN 2017–2020: CREATING CONDITIONS TO BE READY FOR TRANSFORMATION

When President Cordano began her tenure at Gallaudet University, the University was in the final year of the Gallaudet Strategic Plan 2010–2015 (GSP). The Board of Trustees, in collaboration with Cordano, agreed to extend the GSP one year to give her time to get to know the community and its needs. Following a period of extensive dialogue and discussion, themes emerged that evolved into a set of priorities: 1) Bilingualism; 2) Campus Climate, Diversity, Equity, and Inclusion; 3) Student Success; 4) Institutional Leadership and Strategic Planning; 5) Academic Vitality and Strategic Positioning; and 6) Strengthening and Diversifying Revenue Streams.

These priority areas served as the foundation for a transition from the previous strategic plan to a short-term plan. Key initiatives in each priority area were identified, with implementation beginning in FY 2017 and continuing through FY 2018 as part of the Short-Term Strategic Plan.

The experiences and learning that took place during President Cordano's first 18 months at Gallaudet led to further clarity around the foundational work needed over the next three years. Following the process that established the University's six priority areas and the initiation of critical activities in each area during FY 2017, the University began developing a short-term strategic plan to meet these needs. Development took place during the summer and fall of 2017, and the Gallaudet community was invited to provide feedback online and via a series of stakeholder input sessions. The short-term strategic plan priorities built on those established in FY 2017, as well as the work from the Gallaudet 2010–2016 strategic plan.

The intent was to design a strategic plan and implementation process that would give the community the time and experience needed to adapt to new conditions and manners of working. Emphasizing the need to understand and build necessary operational and programmatic systems, structures, and processes, the goal was to support and accelerate innovation and progress toward excellence in achieving Gallaudet's unique mission in the world. The Short-Term Strategic Plan was presented to and endorsed by the Board of Trustees in October 2017, and it will run through FY 2020. In FY 2020, Gallaudet shared its 10-year vision, the Gallaudet Promise: Excellence in Learning and Discovery. This vision will guide Gallaudet from 2020-2030. The vision will be supported by a series of strategic plans. Due to the need for a University-wide coordinated

While the University remained remote due to the COVID-19 pandemic, President Cordano provided her annual Welcome Home address virtually.



planning response to address the COVID-19 pandemic, the first Gallaudet Promise strategic plan is expected to be completed in FY 2021.

The short-term strategic plan is shared in full below, along with major actions taken during FY 2020. The remaining content of this Annual Report of Achievements is framed by the plan's six priorities.

## I. SHORT-TERM STRATEGIC PLAN PRIORITIES

*The goal of this short-term strategic plan is to allow the community time to adapt to new conditions and ways of working, as well as to support and accelerate innovation and progress toward excellence in achieving Gallaudet's unique mission in the world.*

### Priority One: Define Gallaudet's Bilingual Mission: Validating and Enriching Bilingualism and Our Multicultural Identities Within Our Community

Establish the foundation for Gallaudet's bilingual (ASL/English) mission through the vision, values, and practices that will guide how we work, learn, engage, and innovate together.

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**Rationale** While we are a community of visual communicators and learners, we have not yet fully defined what it means for us to work, learn, and live together as a diverse, multilingual, and multicultural community committed to our ASL/English bilingual academic mission.

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**Goal** Establish the foundation for Gallaudet's bilingual (ASL/English) mission through the vision, values, and practices that will guide how we work, learn, engage, and innovate together.

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**Objectives**

1. Define the vision, values, and practices for Gallaudet's bilingual (ASL/English) mission.
2. Ensure that an actionable implementation plan is in place to test and validate our ideas.

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**Strategies**

1. Complete a framework for Gallaudet's bilingual (ASL/English) mission based on major University documents that relate to:
  - a. Communication, language, and Gallaudet's bilingual mission;
  - b. Interdisciplinary perspectives and research findings related to bilingualism, bilingual education, audism, and, especially, deaf and DeafBlind ASL/English bilingualism;
  - c. Theoretical and empirical work from a wide range of disciplines.
2. Complete the community input and feedback process.
3. Engage in critical conversations to understand what is essential for implementation success (structural, academic, cultural, and emotional).
4. Establish a working group and complete development of a multi-year implementation plan that includes, designs, and conceptualizes the systems, processes, and procedures required to capitalize on and address the unique attributes and needs of our ASL/English bilingual learning community.

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<b>FY 2020 Major Actions</b>	<ul style="list-style-type: none"> <li>• Created the position of Chief Bilingual Officer and selected Dr. Laurene Simms to serve in this role.</li> <li>• Began development of Bilingual Framework implementation plan</li> <li>• Began development of an ASL-related evaluation and testing systems, including               <ul style="list-style-type: none"> <li>- ASL Proficiency Interview (evaluation)</li> <li>- Classroom Discourse Observation (summative assessment)</li> <li>- Teaching and Learning Support (formative assessment) for faculty during instruction</li> <li>- Providing an ASL language Development program for faculty and ASL language support for staff.</li> </ul> </li> <li>• Began development on a Cultural and Language Planning Program for all undergraduate, graduate, and international students</li> </ul>
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## Priority Two: Diversity, Equity, and Inclusive Excellence: Creating a Thriving Community

Address the most critical issues and needs to ensure that Gallaudet continues to build a campus climate in which every member of the University community supports each other in feeling welcomed, included, and valued for their unique qualities and individual contributions.

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<b>Rationale</b>	Gallaudet's unique niche in the world requires us to actively work toward creating a sense of belonging for all members in order to support transformation and a robust future.
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<b>Goal</b>	Address the most critical issues and needs to ensure that Gallaudet continues to build a campus climate in which every member of the University community supports each other in feeling welcomed, included, and valued for their unique qualities and individual contributions.
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<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Strengthen the sense of belonging for all students, faculty, teachers, and staff with a focus on people from traditionally underrepresented, disempowered, and marginalized groups.</li> <li>2. Define the strategies and actions that will strengthen diversity, equity, and inclusive excellence in all aspects of the University.</li> <li>3. Build shared governance principles and practices that strengthen diversity, equity, and inclusion.</li> </ol>
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**Strategies**

1. Develop and implement a plan to prepare and engage the community in ways that move Gallaudet forward toward the healing, growth, and sense of community well-being that are essential for true transformation. This includes the following:
    - a. Create a University-wide diversity strategy and action plan built on available data, as well as on past and current programming that demonstrated positive results and achieved equity and racial healing.
    - b. Systematically implement strategies to improve access and inclusion in a way that recognizes intersectionality and the multiple strategies of support and access required to assure a sense of belonging and capability to thrive.
    - c. Develop a plan that strengthens the practices, procedures, communications, professional development, and training programs that attract, hire, retain, and promote diverse faculty, teachers, and staff, particularly deaf people of color.
    - d. Continue President Cordano's meetings with all major staff units and faculty members.
  2. Invest in teaching and learning to strengthen the bilingual, multicultural, and digital literacy of our student body.
  3. Clarify roles and responsibilities for all governance groups to advance the principles and practices of shared governance and to ensure diversity, inclusion, and equity in their representation and decision-making processes.
  4. Establish and pilot staff- and faculty-led mentoring programs for staff and faculty.
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**FY 2020  
Major Actions**

- Completed drafts of Anti-Racism Plans for the University, Clerc Center, and Board of Trustees, designed to eradicate inequities and racism with a focus on both system transformation and individual change. The University plan incorporated key actions from the draft Diversity Strategic Plan, developed during FY19 and early FY20.
  - Provided leadership for the University's anti-racism efforts, hosting webinars, dialogues, and trainings
  - Continued training and development with the Inclusive Ambassadors
  - Established the President's Pipeline Scholarship
  - Led diversity training for faculty, in partnership with Academic Affairs
  - Led diversity training and dialogue with students of color, in partnership with the Athletics Department
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## Priority Three: Enhance Student/Learner Success and Experience: Creating Learners, Leaders, Innovators, and Change-Makers as Part of Gallaudet’s Mission

Address the most crucial aspects of student life to immediately improve the Gallaudet experience for undergraduate, graduate, and special students, both on campus and online.

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**Rationale** Learning is at the core of Gallaudet’s mission and all aspects of student matriculation, including academic and social experiences, must support and strengthen their lifelong learning competencies.

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**Goal** Address the most crucial aspects of student experience to immediately improve the Gallaudet experience for undergraduate, graduate, and special students, both on-campus and online.

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- Objectives**
1. Enhance student success, career readiness, and the overall student experience for all Gallaudet students, with a particular emphasis on students of color.
  2. Address issues that will improve student persistence to graduation, with a particular emphasis on students of color.
  3. Strengthen birth–12th grade ASL/English bilingual academic achievement at KDES and MSSD, and define a University-wide vision to impact birth-to-five early bilingual language acquisition in preparation for the long-term strategic plan.
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- Strategies**
1. Identify and institute improvements to the most crucial aspects of Gallaudet’s physical, digital, and community environment, with special attention to digital technology, classrooms, student living and convening spaces, the library, and the University’s landscape.
  2. Enact the first phase of a student success plan with special attention to making data available to students, faculty, staff, and administrators; to the financial, social, developmental, and emotional supports needed; and to the role of faculty.
  3. Develop a multi-year mid- and long-term plan defined by shared goals to improve the Gallaudet student experience by addressing the campus’s physical, digital, and community environments.
  4. Establish and communicate campus-wide, University-level undergraduate Student Learning Outcomes (SLO) benchmarks.
  5. Identify and address obstacles to matriculation, retention, and graduation for undergraduate, graduate, and PST students.
  6. Assure that standards for web and course accessibility for students with disabilities (including DeafBlind students) are understood and used University-wide.
  7. Develop and enact a multi-year recruitment and retention plan to further strengthen efforts to increase and maintain the diversity of our student community, particularly students of color, students with disabilities, and international students.
  8. Establish a career education task force to review current efforts and to guide the identification and development of high-impact career readiness strategies, including those related to student internships.
  9. Implement the 2012–2018 Excellence by Design (accreditation) plan at KDES and MSSD, as well as the related annual school improvement plans they have developed.
  10. Create a University-wide center of excellence concept for birth-to-five learning for children and families, and explore the feasibility of a commitment to building bilingual educational programs in the United States over the next 10 years.
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**FY 2020  
Major Actions**

- First-Time, Full-Time Freshman (FTTF) retention rate improved from 72% to 75%, the second highest it has been in the last 10 years, with significant progress in closing the gap between white students and those of color. The gap has decreased from 8% for cohort 2016 to 3% for cohort 2018. Our six-year graduation rate has also improved and is at its second-highest in the last 10 years.
- During the 2019-2020 academic year, Student Success and Academic Quality (SSAQ) continues to train academic departments, advisors, and professional staff on Navigate, our student success virtual platform and mobile app. The app helps students navigate roadblocks to graduation and make better choices along the way through interactive checklists, reminders, and alerts. Faculty and professional staff, including tutors and student advisors, can interact with students and schedule appointments with them through the app. Navigate has proven to be an extremely effective coordinated care network, especially during the COVID-19 pandemic, when everything is done remotely. To date, we have over 1,160 students (up from 415 in May 2019) who have downloaded the app. We have a proactive marketing plan to reach out to all undergraduate and graduate students, faculty, and professional staff to utilize this important student success tool.
- The Office for Student Success hired three amazing Student Success Coaches. All are Gallaudet alumni with a combined demographic profile of being first-generation and BIPOC. They are a critical part of our Academic Intervention Team (AIT), and meet weekly to triage student concerns that become evident as faculty raise alerts through the Navigate platform. The Student Success Coaches, along with Peer Coaches, have continued to reach out to our students to ensure their academic success during the COVID-19 pandemic. Using Navigate as a coordinated care network, they provide case management notes and alerts whenever necessary.
- The Career Center, in collaboration with ASL Connect, developed comprehensive and robust career readiness modules that were unveiled during the virtual webinar, “Strategies in Working with Deaf/Hard of Hearing Employees.” More than 300 employers participated in the webinar.
- Seven (7) students were admitted to the NextGen Leaders Initiative program in September 2019. Participation in the program, which is hosted by Disability:In, is highly sought.
- Gallaudet hosted the 2nd Annual Information Technology Summit, which 115 people attended, including 65 students and five sponsors. Sponsors were the Gallaudet Career Center, PNC Bank, Procter & Gamble Company, Ernst & Young, Microsoft Corporation, and General Dynamics Information Technology. Other employers attended, as well as Gallaudet administrators, faculty, and staff.
- Gallaudet established the university-wide use of Watermark, an institutional assessment platform and guiding framework that enables departments to connect and track their course/program learning outcomes toward institutional outcomes. Provided intensive training to academic departments and assessment coordinators.
- The institution continued the redesign of the Academic Advising & Career Center, with the goal of integrating services into a holistic model of inclusive advising where students are introduced to the importance of both academic and career success during their first semesters.
- The cross-divisional collaboration between Academic Affairs, the Office of Equity, Diversity, and Inclusion, and Student Affairs continued through the co-chairing of the Student Success Council (formerly the Retention Council). The specific charge was given to work with various units to maximize engagement with students during Gallaudet’s response to the COVID-19 pandemic.

## Priority Four: Building Blocks of Success: Improving Our Infrastructure and Investing in Our People

Develop focused plans to address and invest in our human capital, critical infrastructure needs (especially digital and campus infrastructure), and Gallaudet's internal and external relationship-building capacity.

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**Rationale** Gallaudet must improve its structure (systems and decision-making) and culture (personal development and social systems) to release the talent, energy, and commitment required for transformational impact across this nation and the world.

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**Goal** Develop focused plans to address and invest in our human capital, critical infrastructure needs (especially digital and campus infrastructure), and Gallaudet's internal and external relationship-building capacity.

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- Objectives**
1. Support a faculty-led redesign process to reconceptualize the function and roles of faculty to expand possibilities for supporting the teaching, research, and community-engagement aspects of Gallaudet's mission.
  2. Develop the digital infrastructure to support internal operations, communications, and digital learning, as well as to prepare Gallaudet to be a leader in global, lifelong, and digital learning innovations.
  3. Establish the foundation for vertically and horizontally integrated planning and alignment throughout the University.
  4. Create leadership and professional learning opportunities that will enhance and support the development of Gallaudet community members, especially faculty and staff, in a manner that also supports University-wide succession planning and organizational effectiveness.
  5. Establish a University-wide relationships and communication plan and structure to strengthen Gallaudet's internal and external relationships and increase local and national visibility.
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- Strategies**
1. Based on identified priorities, develop, resource, and begin the first phase of a plan to address those aspects of Gallaudet's structural and cultural systems—including its digital infrastructure and human capital developmental needs—that will have the greatest immediate positive impact on the University community.
  2. Develop a workforce analysis to better understand the human capacity available and needed for leadership, knowledge, skill, and personal development of faculty, staff, and student employees.
  3. Develop systems for strategic plan implementation and monitoring at all levels: University, division, unit, and individual.
  4. Use the ACAO/Gates Foundation Digital Fellows campus project to accelerate building Gallaudet's digital, classroom, and learning infrastructure for lifelong learning.
  5. Continue to expand relationship-building with key stakeholders, including Congress, federal officials, congressional leaders, Washington, D.C. leaders, corporations and non-profits, universities, and community members and leaders in Gallaudet's neighborhood (co-listed for Priority Six).
  6. Complete a comprehensive review and develop a plan to prioritize and integrate international learning opportunities, activities, and development possibilities within Gallaudet's curriculum, faculty policies, administrative structure, overseas collaborations, and student opportunities.
  7. Complete a comprehensive review and develop a plan for a technology infrastructure that is robust, relevant, up to date, and scalable enough to achieve the institution's digital learning goals.
  8. Complete stages two and three of the Adapting by Design process for faculty redesign.
  9. Create a University media and marketing strategy and related plan.
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**FY 2020  
Major Actions**

- Continued to operationalize efforts to identify and reallocate resources for continued investment in what truly matters to Gallaudet’s learners, researchers, and innovators, as well as the nation and the world, to understand and realize the cultural, linguistic, social, and economic value of deaf, hard of hearing, and DeafBlind people.
- Established the Gallaudet Promise: Excellence in Learning and Discovery, Our 10-Year Vision, 2020-2030, which received strong community affirmation as the vision for the University.
- Instituted the first phase of Connected Gallaudet, a partnership with Apple to create digital solutions for innovative teaching and learning as part of our academic experience.
- Began the initial phase of a human resources redesign.
- Operationalized the Living, Well-Being, and Belonging Initiative, which includes the Gallaudet Food Pantry and Student Hubs. In response to student needs stemming from the COVID-19 pandemic, Gallaudet established a plan and fund to support students who had housing and/or food insecurity.
- Completed renovations on the Ballard North residence hall.
- Furthered the work of the Accessibility Council and a Disability Advisory Group to address needs and concerns, as well as raise awareness about access and belonging for people with disabilities on the Gallaudet campus. Work included addressing individual student needs when Gallaudet moved to remote learning in response to the COVID-19 pandemic and procuring a Braille printer for campus-wide use.
- Continued the Digital Fellows partnership with Smart Sparrow on Phase 1: Learning Design and Discovery, following its course development approach, which divides the process into stages. Those stages are empathy, definition, ideation, refinement, and course architecture. In early FY 2020, Phase 1 was 80%-90% completed, as measured by Smart Sparrow metrics. Work continued to define and describe ASL/bilingual pedagogy within the context of digital adaptive learning. Gallaudet has made available Level 1 of an online training program entitled Bilingual Approaches Seminar, and all four of the Digital Fellows completed this training. Due to COVID-19, late spring and summer plans were paused to focus on the shift to remote learning. FY 2021 work includes finding a partnership that will ultimately result in a transformation of the digital adaptive landscape for deaf and ASL/English-bilingual lifelong learners, nationally and internationally. The ultimate long-term goal of the initiative includes the integration of digital teaching and learning into the culture and practice of the University. It also includes partnering with digital courseware vendors to produce bilingual ASL/English versions of their courseware, for use with students of all disciplines nationwide who are ASL/English-bilingual learners.
- Completed a draft internationalization strategic plan based on Gallaudet’s participation in the American Council on Education’s Internationalization Laboratory. The plan was based on three Grand Themes that will lead to a stronger integration of international dimensions in every aspect of the University’s operations. Those themes are: Internationalize the Learning Experience; Advance International Students as Assets and Ensure their Equitable Participation in all Campus Activities; and Favor Multi-Faceted Global Relationships and Transformative Partnerships.
- Announced a restructuring of Academic Affairs to shift from 16 departments to five schools, which included consolidation under one interim dean of faculty.



<b>FY 2020 • Major Actions</b>	<p>Planned and participated in meetings with national, state, local, and District of Columbia legislators and officials to further an understanding of Gallaudet’s mission and impact, leadership role during and response to the COVID-19 pandemic, and how the University is creating deaf, DeafBlind, and hard of hearing innovators, leaders, and changemakers nationally and internationally.</p> <ul style="list-style-type: none"> <li>Created a university media and marketing plan.</li> </ul>
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## Priority Five: Enhance Academic and Community Vitality: Positioning Gallaudet as a Thought-Leader Related to Deaf, Hard of Hearing, and DeafBlind People and for All of Humanity

Continue to build, articulate, and implement Gallaudet’s vision for Creativity Way Knowledge Studios (and the overall Sixth-Street development) to drive innovation and excellence in Gallaudet’s overall academic vitality and contributions to society.

**Rationale** The Sixth Street development (which will drive and benefit from the structural and cultural improvements in Priority Four) provides a unique opportunity to be a crucible in accelerating cultural change, advancing research, and teaching vitality, thus improving Gallaudet’s position as a higher education leader in the nation and world.

**Goal** Continue to build, articulate, and implement Gallaudet’s vision for Creativity Way (and the overall Sixth Street development) in order to drive innovation and excellence in Gallaudet’s overall academic vitality and contributions to society.

**Objectives**

1. Frame the vision, goals, and desired outcomes of Creativity Way; determine the capacity and resources needed to undertake potential long-term transformational initiatives.
2. Strengthen support, structures, and direction for the Creativity Way Knowledge Studios and for University-wide research, scholarship, creative activity, and innovation.
3. Achieve defined program goals for the Sixth Street Project: Creativity Way consistent with Gallaudet’s Master Plan and a commitment to increasing campus language vibrancy and density.
4. Engage in the planning process for a new campus learning commons to be built by end of FY 2023.
5. Increase our impact through service to professionals and families nationwide consistent with the Clerc Center’s federal mission as outlined in the Education of the Deaf Act.

**Strategies**

1. Define outcomes and develop a comprehensive implementation plan that clearly identifies resources required for Creativity Way and the Sixth Street development project overall.
2. Assess current efforts and identify and resource concrete actions that will strengthen the pre- and post-grant award systems and processes, including training and guidance for prospective grant applicants.
3. Develop a system to frame and identify the necessary resources (human, fiscal, material, and time) for potential long-term transformational initiatives.
4. Review and update the campus Master Plan to reflect current guiding principles and the Sixth Street development project.
5. Plan and implement pilot Knowledge Studios as part of Creativity Way development.
6. Establish a team and develop a plan to build a new learning commons by FY 2023; identify strategies to strengthen the current library facilities and offerings in the interim.
7. Implement the remaining birth–grade 12 initiatives from the Clerc Center Strategic Plan 2020.

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**FY 2020  
Major Actions**

- Continued development of Creativity Way, which has been underway for several years. It combines innovation, research, and multidisciplinary collaboration to create a site and experience that provides state-of-the-art knowledge, learning, and discovery. Creativity Way will be a destination designed to advance policy and education in ways that positively impact the lives of all people, especially deaf children and adults. Knowledge Studios, such as the one focused on Gestural Literacy, allow Gallaudet to create and advance the latest knowledge that will captivate, compel, and ignite great conceptual change.
  - Furthered development of the Kendall School Division II Memorial Project (KSDII), which will create an abundant, Black deaf-centric space. This project, in the design and planning stages in FY2020, has evolved into the leading edge of the development of Creativity Way. It is intended to inspire institutional and personal accountability at Gallaudet University and beyond. The KSDII will serve as recognition of systemic racism and injustice toward the Black deaf community. As a memorial and cultural landscape, it will form a serene and sensory-rich environment to spatialize the enduring impact of Louise Miller and KSDII. Miller filed a 1952 suit against the Washington, DC, Board of Education, to allow her son and other Black children to attend the Kendall School for the Deaf. The memorial will foster multiple paths of discovery and offer a platform that activates storytelling and activism. It will also further opportunities for learning, dialogue, and truth telling to occur on Gallaudet's campus and increase the number of people who know Miller's story and the history of the Kendall School Division II.
  - Continued to operationalize institutional efforts to identify and reallocate resources to further invest in things that truly matter for Gallaudet's learners, researchers, and innovators, as well as the nation and the world, to understand and realize the cultural, linguistic, social, and economic value of deaf, hard of hearing, and DeafBlind people.
  - Completed implementation of Cayuse, a grants management system that is becoming the system of record for Gallaudet's sponsored projects portfolio. The system is centralizing and streamlining grants management across campus, from proposal creation to award closeout, while mitigating risk and safeguarding the University against compliance issues.
  - Operationalized the Strategic Space and Capital Projects Committee (SSCPC) structure to guide capital project planning, space allocation, and the review of the 2022 Campus Plan to ensure overall alignment with the strategic plan, University priorities, evolving local and national contexts, as well as the impact of the COVID-19 pandemic.
  - Completed a building assessment and began the design phase for the renovation of the University's physical library space. It will be designed to enhance library programs and services. There was also an expedited expansion of digital resources and services to support remote teaching and learning as part of the University's COVID-19 pandemic response.
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## Priority Six: Optimize Resources: Improving Financial Planning and Management Practices and Strengthening and Diversifying Revenue Streams

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**Rationale** Improving Gallaudet’s short and long-term financial planning, budgeting processes, and decision-making will create new opportunities to unleash innovative ideas and encourage informed risk-taking. This is the key to strengthening and diversifying revenue and positioning Gallaudet for the investments, processes, and entrepreneurship that will be required for its long-term strategic plan.

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**Goal** Strengthen Gallaudet’s long-term financial well-being by growing and diversifying revenue streams and by improving the efficiency and effectiveness of financial planning and management practices.

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**Objectives**

1. Revise Gallaudet’s budgeting and financial management processes to create an environment that supports programmatic, operational, and strategic decision-making.
2. Assure Gallaudet has the necessary infrastructure to support and optimize giving.
3. Continue the planning and construction of the landmark building at Sixth Street and Florida Avenue and development of Creativity Way within budget and timelines for roll-out in 2021.
4. Identify, explore the feasibility of, and select new revenue-generating activities.
5. Strengthen federal, state, and local government relations as well as organizational collaborations to grow revenue, positively impact public policy, increase overall enrollment, and develop public, private, and international partnerships.

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**Strategies**

1. Establish an interim process to align resource allocation with identified strategic priorities phased in during FY 2018 for use during FY 2019 and FY 2020.
2. Assess the current status, create, and implement new multi-year, University-wide budget and financial planning processes that reflect strategic initiatives, necessary resources, and defined timelines.
3. Educate and engage faculty and staff in the new financial data-gathering and analysis systems, and educate them on program and operational costs.
4. Develop two to three-year budget forecasts to more fully comprehend the level of resources that are and will be available to implement and sustain essential operations, physical infrastructure, and strategic priorities.
5. Develop and strengthen the capacity necessary, including expanding the role of academic leaders, to support and optimize giving and ensure the University is able to undertake funded initiatives.
6. Establish a methodology to calculate the cost for long-term program implementation and facilities total-cost-of-ownership.
7. Continue to expand relationship-building with key stakeholders, including Congress, federal officials, congressional leaders, Washington, D.C. leaders, corporations and non-profits, universities, and community members and leaders in Gallaudet’s neighborhood (co-listed for Priority Four).
8. Engage the Real Estate Foundation to develop a proposal for the Board of Trustees regarding a long-term real estate strategic plan that includes defining its role in the local neighborhood and the city.
9. Revisit the 2012 Facilities Master Plan and confirm priorities for construction and renovation.

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**FY 2020**  
**Major Actions**

- Implemented the use of new reporting and forecasting tools at the division level for increased financial discipline and transparency. Further engaged the community to foster an understanding of, and shared responsibility for, the alignment of Gallaudet's resources with strategic priorities.
  - Completed division-level budget forecasting for FY 2020 based on multi-year expenses and revenue review. Began FY 2021 budget forecasting in early January 2020 and adapted processes to be agile and responsive to the impact of the COVID-19 pandemic.
  - Within the context of the COVID-19 pandemic, made decisions and investments that would benefit Gallaudet in the short-term and position the University toward achieving the goals of The Gallaudet Promise: Excellence in Learning and Discovery, our 10-year vision.
  - Continued to operationalize institutional efforts to identify and reallocate resources to further invest resources in the things that truly matter for Gallaudet's learners, researchers, and innovators, as well as the nation and the world, and to maximize opportunities to realize the cultural, linguistic, social, and economic value of deaf, hard of hearing, and DeafBlind people.
  - Furthered the work of the Accessibility Council and a Disability Advisory Group to address needs and concerns, and raise awareness about access and belonging for people with disabilities on the Gallaudet campus. Work included addressing individual student needs when Gallaudet moved to remote learning in response to the COVID-19 pandemic and procuring a Braille printer for campus-wide use.
  - Planned and participated in numerous meetings with national, state, local, and District of Columbia legislators and officials to further an understanding of Gallaudet's mission and impact, leadership role during and response to the COVID-19 pandemic, and how the University is creating deaf, DeafBlind, and hard of hearing innovators, leaders, and change-makers nationally and internationally.
  - Operationalized the Strategic Space and Capital Projects Committee (SSCPC) structure to guide capital project planning, space allocation, and the review of the 2022 Campus Plan to ensure overall alignment with the strategic plan, University priorities, evolving local and national contexts, and the impact of the COVID-19 pandemic.
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Dr. Deborah Chen Pichler of the Department of Linguistics teaches students in her Generative Linguistics class.

# ..... **PRIORITY ONE: DEFINE GALLAUDET'S BILINGUAL MISSION: VALIDATING AND ENRICHING BILINGUALISM AND OUR MULTICULTURAL IDENTITIES WITHIN OUR COMMUNITY**

*Establish the foundation for Gallaudet's bilingual (ASL/English) mission through the vision, values, and practices that will guide how we work, learn, engage, and innovate together.*

## **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 the faculty via Zoom, a video conferencing tool. A new rubric has been developed to note students' comprehension of the faculty, and the faculty's comprehension of the students.

In AY 2019–2020, a total of 13 faculty participated in the CDO process.

### Teaching and Learning Support

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

In AY 2019–2020, a total of three faculty members participated in the TLS process. Note: This program began in 2020, therefore there was none in 2019.

### 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.

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. BILINGUAL MISSION FRAMEWORK TASK FORCE

A task force was established in FY 2017 to begin the work of developing a framework for the comprehensive implementation of the University's mission to ensure the intellectual and professional advancement of deaf and hard of hearing individuals through ASL and written English. The framework will articulate assumptions, concepts, and values to inform guidelines, policies, and practices related to all domains of campus life.

During AY 2019–2020, the task force accomplished the following:

- Developed comprehensive goals and action plans
- Worked with Interim Executive Director of Language Education and Experience.
- Began BAS 1 and BAS 2 seminars incorporating Faculty Online Training Team (FOTT).
- Hosted Advisory Group Kickoff meeting.
- Developed a video production plan of the Bilingual Mission Framework.



Dr. Poorna Kushalnagar of the Center for Deaf Health Equity speaks with a student in the classroom.

# ..... PRIORITY TWO: DIVERSITY, EQUITY, AND INCLUSIVE EXCELLENCE: CREATING A THRIVING COMMUNITY

*Address the most critical issues and needs to ensure that Gallaudet continues to build a campus climate in which every member of the University community supports each other in feeling welcomed, included, and valued for their unique qualities and individual contributions.*

## I. DIVISION OF EQUITY, DIVERSITY, AND INCLUSION (EDI)

In August 2020, Gallaudet appointed Dr. Elizabeth Moore as Interim Chief Diversity Officer. She is leading the Division of Equity, Diversity, and Inclusion (EDI)'s continued efforts in transforming Gallaudet into a fully equitable institution, where all students not only feel at home, but thrive in an engaged learning environment. The Black Lives Matters (BLM) movement increased the need for anti-racism work on campus. To that end, EDI works to create collaborative opportunities with the new Center for Black Deaf Studies, Academic Affairs, Student Affairs, Student Success, the President's Office, the Clerc Center, and other departments across campus.

### Achievement Highlights

EDI is driven to **Listen, Collaborate, and Transform**. These guiding principles have enabled EDI to make an impact on the well-being of the campus community. Due to COVID-19, the University shifted its focus, working virtually across all units and serving as a catalyst for community transformation. This report distills the Division's achievements into three areas of focus:

- Systemic change efforts
- Programmatic and strategic successes
- Direct student and employee impact

## Systemic Change Efforts

**Camp Catch Them Young** is a two-week youth leadership and cultural immersion program for deaf and hard of hearing high school students of color nationwide (grades 9-12). It is designed to address the college readiness of these students and empower them to pursue career planning, education, and leadership opportunities.

**The Anti-Racism Commitment Team (ARCT)** was formed by the VP of EDI as a collaborative, cross-divisional entity designed to promote the agenda of nonviolent advocacy for change. This team, fueled by the momentum caused by the BLM movement, created the webinar series, Gallaudet's Stand Against Systemic Racism. These webinars are explained further in the Programmatic and Strategic Successes section of this report.

**The President's Pipeline Scholarship** is designed to develop the leadership capacities of deaf Americans who are members of ethnic communities that are underrepresented in Gallaudet's faculty, staff, and administration demographic. The program enables the University to educate and produce future faculty and administrative leaders that represent the rich diversity of our community.

**Keeping the Promise and Multicultural Transition Program (KTP)** has been refreshed and expanded with a new mission to transform the educational experiences of students from diverse communities. KTP provides engaging and development activities to increase academic success, leading to future opportunities for graduate school or careers.

**The Mentoring Program** is key as investing in the academic success of students from diverse communities is paramount to ensuring continued progress and representation of Gallaudet's student population. With the leadership of a Mentoring Board, a cross-campus representation of faculty, staff, graduate, and undergraduate students, the Mentoring Program pairs students of color with faculty and staff who provide guidance, monitor benchmarks, and model strategies for effective problem-solving to successfully navigate college milestones. The Mentoring Program is designed with flexibility for in-person and

e-mentoring opportunities. This program also serves LGBTQA+ students.

**Anti-Racism Plans** The Diversity Strategic Plan was updated after the division held community feedback sessions on its fifth draft, with engagement from leaders of various campus divisions, departments, and units. Feedback gathered from the sessions resulted in the development of a sixth draft, which will continue to inform ongoing work until a final document is produced.

The Anti-Racism Plan was subsequently developed during the Black Lives Matter Movement by the Gallaudet University executive team, in response to the petition of the Black Student Union and Student Body Government. The Black Student Union and Student Body Government called for change and identified six specific changes designed to address systemic racism. As a result, the Diversity Strategic Plan is merged with the Anti-Racism Plan.

The Anti-Racism Plan was presented in the eight key stakeholder sessions that were organized by the executive team in collaboration with the Board of Trustees and Division of Equity, Diversity, and Inclusion. Feedback collected from the sessions resulted in the expansion of the Anti-Racism Plan. The Anti-Racism Plan was also posted on the Gallaudet University Belonging and Equity webpage for public comment, and comments were then incorporated in the Anti-Racism Plan. The final version of the Anti-Racism Plan was shared with the Board of Trustees.

While the Anti-Racism Plan had been communicated with the many communities, particularly the Division of Equity, Diversity, and Inclusion, the Division of Academic Affairs, and the Division of Student Affairs, other units had been occupied with carrying out some plans across the campus, such as dialogues and training.

In addition to the University Anti-Racism Plan, the Gallaudet Board of Trustees and the Clerc Center are also in the process of developing their own Anti-Racism Plans. Implementation of all plans will continue into FY 2021, along with ongoing plan reviews and revisions.



## Programmatic and Strategic Successes

### **Mindful Conversations for Students of Color—**

Spring 2020 offered three different weekly mindful conversations for Asian and Pacific Islander students, Black students, and Latino/a/x and Hispanic students via Zoom. The goals of these programs are: a) nurture well-being and self-actualization; b) engage in sustained and transformational courageous intergroup dialogues in a safe and brave space; and c) build a support system for students of color.

**Deaf Youth Pride Camp—**The inaugural camp for deaf and hard of hearing LGBTQ+ youth was held July 29–August 1, 2020. This was a collaborative effort between the LGBTQ Resource Center and Youth Programs. Workshops, ice-breakers, and social opportunities were provided via Zoom. The camp will continue to work within an intersectional framework, particularly for LGBTQ youth of color.

**Gallaudet's Stand Against Systemic Racism webinar series—**These conversations via Zoom allowed students, staff, and faculty to share their experiences with racism on campus, vent their anger, and talk about their aspirations. They also shared ideas and recommendations for eradicating systemic racism on campus through emphatically anti-racist policies and actions and by providing important insights for driving real, anti-racist change.

## Direct Student and Employee Impact

**Rap Sessions—**While continuing to remain connected to our student body and address systemic racism, EDI, through its Office of Multicultural Student Development and Mentoring units, established weekly Rap Sessions.

Workshops on topics and issues related to equity, diversity and inclusion. EDI professionals held a variety of workshops and class presentations that benefited students, staff, and faculty across campus in an effort to deepen their appreciation of these topics from historical and contemporary viewpoints.

**Monitoring and Evaluation—**In an effort to support the needs of students of diverse communities on campus, an assessment strategy is being refined to measure milestones and retention indicators of students of color,

including international students of color. This will also identify students' need for additional support during the BLM and coronavirus era.

**Personal check-ins—**When the University started working and learning remotely, several EDI staff decided to personally check in with the students they work with. This was to ensure students were adjusting to a novel virtual environment and that they were healthy, and their families were okay. When needed, an EDI staff member connected them to other resources.

- For example, the LGBTQ Resource Center emailed over 100 students personally, and received responses from nearly 50% of the students. The students appreciated the personal attention and were glad to see EDI cared enough to reach out.

**Office Hours.** Several EDI staff members maintained office hours and the ability to request appointments, so students, staff, and faculty had as much support as they needed. Often, it was a way to vent, express concerns, and find resources to help.

**Virtual graduation celebration for LGBTQ+ students—**Instead of Lavender Graduation, the LGBTQ Resource Center hosted a Zoom party for LGBTQ+ graduating students. Based on their desire to experience Lavender Graduation, we will be planning a large ceremony for all classes affected by COVID. This would be the classes of 2020, 2021 and possibly 2022.

- The LGBTQ Resource Center is working to build collaborations with other divisions to partner in this effort.
  - Among the collaborative parties is Student Affairs, which organizes Commencement. The LGBTQ Resource Center volunteered to assist as needed, in return for Student Affairs' assistance in promoting Lavender Graduation for graduating students.

Students assess lab samples.







A student paints a set for an upcoming production in Elstad auditorium.

## ..... **PRIORITY THREE: ENHANCE STUDENT/LEARNER SUCCESS AND EXPERIENCE: CREATING LEARNERS, LEADERS, INNOVATORS, AND CHANGE-MAKERS AS PART OF GALLAUDET'S MISSION**

*Address the most crucial aspects of the student experience to immediately improve the Gallaudet experience for undergraduate, graduate, and special students, both on campus and online.*

# I. ENROLLMENT

## Fall 2019 Census University and Clerc Center Enrollment

	Full-time	Part-time	Total	% of Enrollment
Undergraduate degree-seeking	1,005	53	1,058	
Freshmen	294	2	296	
Sophomores	220	1	221	
Juniors	245	6	251	
Seniors	235	40	275	
Second degree	11	4	15	
Undergraduate non-degree-seeking	0	17	17	
<b>Total undergraduate</b>	<b>1,005</b>	<b>70</b>	<b>1,075</b>	<b>60%</b>
Graduate degree-seeking	267	139	406	
Graduate non-degree-seeking	0	4	4	
<b>Total graduate</b>	<b>267</b>	<b>143</b>	<b>410</b>	<b>23%</b>
English Language Institute (ELI)	38	0	38	2%
<b>Total undergraduate, graduate, &amp; ELI</b>	<b>1,310</b>	<b>213</b>	<b>1,523</b>	
Kendall Demonstration Elementary School	111	0	111	
Model Secondary School for The Deaf	161	0	161	
<b>Total Clerc Center</b>	<b>272</b>	<b>0</b>	<b>272</b>	<b>15%</b>
<b>Total undergraduate, graduate, ELI, &amp; Clerc Center</b>	<b>1,582</b>	<b>213</b>	<b>1,795</b>	<b>100%</b>
Professional Studies <sup>1</sup>	0	199	199	

<sup>1</sup>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

	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020
Undergraduates	1,163	1,249	1,244	1,245	1,179
Graduates	515	508	513	489	492
English Language Institute	84	66	56	43	45
Professional Studies	592	627	795	1,014	894
<b>Total University</b>	<b>2,354</b>	<b>2,450</b>	<b>2,608</b>	<b>2,791</b>	<b>2,610</b>
<b>Distinct headcount enrollment</b>	<b>2,274</b>	<b>2,368</b>	<b>2,514</b>	<b>2,681</b>	<b>2,504</b>
<b>Enrolled in more than one category</b>	<b>80</b>	<b>82</b>	<b>94</b>	<b>110</b>	<b>106</b>

## Fall Census University and Clerc Center Enrollment Trend

	2015	2016	2017	2018	2019
Undergraduate degree-seeking	989	1,112	1,111	1,112	1,058
Undergraduate non-degree-seeking	22	9	18	26	17
<b>Total undergraduate</b>	<b>1,011</b>	<b>1,121</b>	<b>1,129</b>	<b>1,138</b>	<b>1,075</b>
Graduate degree-seeking	444	426	437	411	406
Graduate non-degree-seeking	22	19	12	8	4
<b>Total graduate</b>	<b>466</b>	<b>445</b>	<b>449</b>	<b>419</b>	<b>410</b>
English Language Institute	73	57	45	32	38
Consortium	5	N/A1	N/A1	N/A1	N/A1
<b>Total undergraduate, graduate, ELI, &amp; consortium</b>	<b>1,555</b>	<b>1,623</b>	<b>1,623</b>	<b>1,589</b>	<b>1,523</b>
Kendall Demonstration Elementary School	106	111	103	111	111
Model Secondary School for the Deaf	166	166	174	160	161
<b>Total Clerc Center</b>	<b>272</b>	<b>277</b>	<b>277</b>	<b>271</b>	<b>272</b>
<b>Total undergraduate, graduate, ELI, &amp; Clerc Center</b>	<b>1,827</b>	<b>1,900</b>	<b>1,900</b>	<b>1,860</b>	<b>1,795</b>
Professional Studies <sup>2</sup>	115	151	138	219	199

<sup>1</sup>Per an agreement with the Consortium of Universities of the Washington Metropolitan Area, consortium enrollment is not included in the counts as of late Spring 2016.

<sup>2</sup>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 2019 Degree-Seeking Diversity by Career Level

Race/Ethnicity	Undergraduate	Graduate	Total
International/ Resident Alien	48	19	67
American Indian/ Alaska Native	9	0	9
Asian	52	20	72
Black/ African American	181	38	219
Hispanic of any race	155	44	199
Native Hawaiian/ Other Pacific Islander	9	0	9
Two or more	33	18	51
White	501	230	731
Race and ethnicity unknown	70	37	107

Gender	Undergraduate	Graduate	Total
Male	482	101	583
Female	576	300	876
Unknown	0	5	5

Hearing Status	Undergraduate	Graduate	Total
Deaf/hard of hearing	944	194	1,138
Hearing	114	208	322
Unknown	0	4	4

Academic Load	Undergraduate	Graduate	Total
Full-time	1,005	267	1,272
Part-time	53	139	192
<b>Total for each category</b>	<b>1,058</b>	<b>406</b>	<b>1,464</b>



### Fall Degree-Seeking Diversity Trend

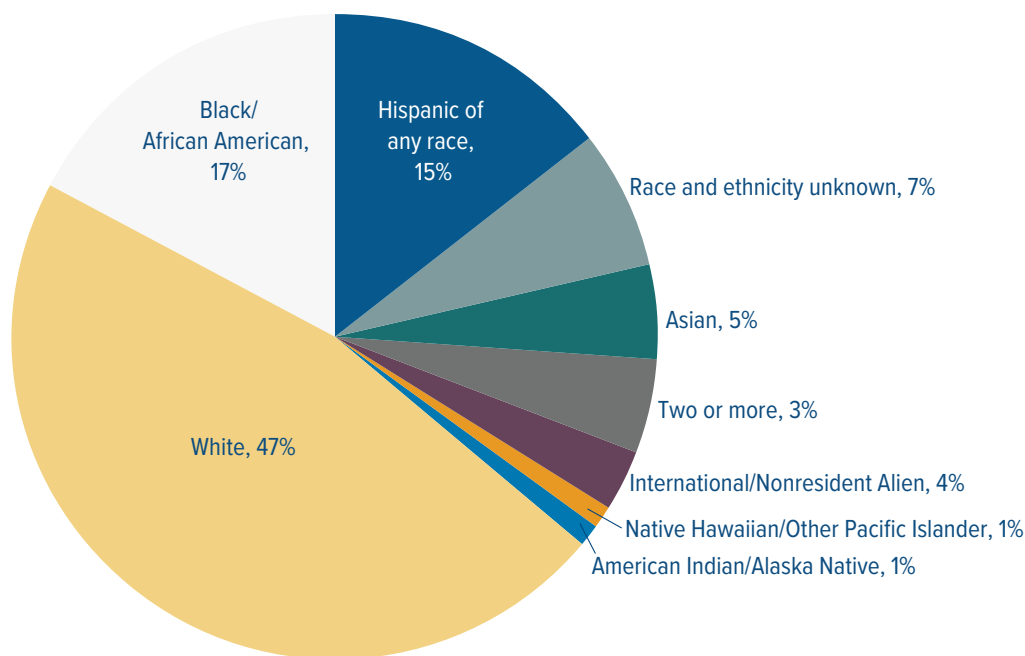
Race/Ethnicity	2015	2016	2017	2018	2019
International/ Nonresident Alien	105	101	81	67	67
American Indian/ Alaska Native	8	7	9	9	9
Asian	44	61	66	64	72
Black/African American	158	208	211	209	219
Hispanic of any race	155	150	148	186	199
Native Hawaiian/ Other Pacific Islander	1	6	8	6	9
Two or more	157	50	60	57	51
White	716	831	819	800	731
Race and ethnicity unknown	89	124	146	125	107

Gender	2015	2016	2017	2018	2019
Male	585	638	604	621	583
Female	848	900	936	892	876
Unknown	0	0	8	10	5
Hearing Status	2015	2016	2017	2018	2019
Deaf/Hard of hearing	1,093	1,197	1,182	1,176	1,138
Hearing	334	335	365	345	322
Unknown	6	6	1	2	4
Academic Load	2015	2016	2017	2018	2019
Full-time	1,254	1,379	1,362	1,341	1,272
Part-time	179	159	186	182	192
<b>Total for each category</b>	<b>1,433</b>	<b>1,538</b>	<b>1,548</b>	<b>1,523</b>	<b>1,464</b>

### Fall 2019 Undergraduate Degree-Seeking Diversity by Class Year

Race/Ethnicity	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
International/Resident Alien	18	6	8	11	5	48
American Indian/Alaska Native	4	1	2	2	0	9
Asian	16	8	14	12	2	52
Black/African American	75	29	43	33	1	181
Hispanic of any race	63	31	35	26	0	155
Native Hawaiian/Other Pacific Islander	3	4	2	0	0	9
Two or more	9	6	7	11	0	33
White	99	118	122	158	4	501
Race and ethnicity unknown	9	18	18	22	3	70
Gender	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
Male	144	101	111	120	6	482
Female	152	120	140	155	9	576
Hearing Status	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
Deaf/Hard of hearing	287	200	224	221	12	944
Hearing	9	21	27	54	3	114
Hearing undergraduate (HUG)	9	19	22	23	3	76
Non-HUG	0	2	5	31	0	38
Academic Load	Freshmen	Sophomores	Juniors	Seniors	Second Degree	Total
Full-time	294	220	245	235	11	1,005
Part-time	2	1	6	40	4	53
<b>Total for each category</b>	<b>296</b>	<b>221</b>	<b>251</b>	<b>275</b>	<b>15</b>	<b>1,058</b>

## Fall 2019 Degree-Seeking Undergraduate Students by Race and Ethnicity



## Fall Degree-Seeking Hearing Undergraduate Trend

	2015	%	2016	%	2017	%	2018	%	2019	%
<b>Total degree-seeking undergraduate enrollment</b>	<b>989</b>		<b>1,112</b>		<b>1,111</b>		<b>1,112</b>		<b>1,058</b>	
Hearing undergraduate (HUG)	66		77		82		78		76	
Online Degree Completion Program (ODCP) <sup>1</sup>	4		0		4		9		4	
Non-ODCP	66		77		82		69		72	
Bachelors of Interpretation (BAI) <sup>2</sup>	27		46		53		49		38	
<b>Total hearing enrollment</b>	<b>97</b>	<b>10%</b>	<b>114</b>	<b>10%</b>	<b>132</b>	<b>12%</b>	<b>127</b>	<b>11%</b>	<b>114</b>	<b>11%</b>
<b>Total HUG enrollment<sup>3</sup></b>	<b>66</b>	<b>6%</b>	<b>77</b>	<b>7%</b>	<b>82</b>	<b>7%</b>	<b>78</b>	<b>7%</b>	<b>76</b>	<b>7%</b>

<sup>1</sup>Hearing students enrolled in the Online Degree Completion Program (ODCP) are not counted toward the Hearing Undergraduate (HUG) enrollment prior to Fall 2018.

<sup>2</sup>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.

<sup>3</sup>The hearing undergraduate (HUG) enrollment percentage cap is 8%, and the HUG enrollment percentage is the percentage used to compare against the cap percentage.

### Fall 2019 Graduate Degree-Seeking Diversity by Degree Level

Race/Ethnicity	Certificates	Masters	Specialists	Doctorates	Total
International/Resident Alien	0	14	2	3	19
American Indian/Alaska Native	0	0	0	0	0
Asian	0	14	2	4	20
Black/African American	0	25	1	12	38
Hispanic of any race	0	26	2	16	44
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or more	0	13	1	4	18
White	5	135	11	79	230
Race and ethnicity unknown	0	14	4	19	37
Gender	Certificates	Masters	Specialists	Doctorates	Total
Male	0	59	6	36	101
Female	5	178	16	101	300
Unknown	0	4	1	0	5
Hearing Status	Certificates	Masters	Specialists	Doctorates	Total
Deaf/Hard of hearing	2	144	12	36	194
Hearing	3	95	11	99	208
Unknown	0	2	0	2	4
Academic Load	Certificates	Masters	Specialists	Doctorates	Total
Full-time	0	184	15	68	267
Part-time	5	57	8	69	139
<b>Total for each category</b>	<b>5</b>	<b>241</b>	<b>23</b>	<b>137</b>	<b>406</b>

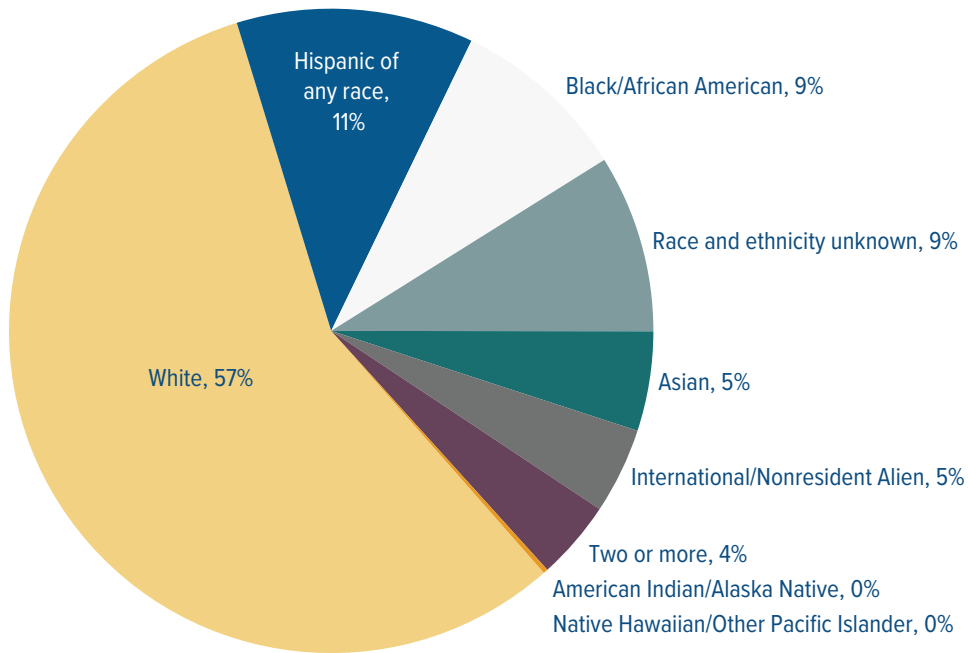
### Fall Graduate Degree-Seeking Diversity Trend

Race/Ethnicity	2015	2016	2017	2018	2019
International/Nonresident Alien	26	22	22	21	19
American Indian/Alaska Native	2	0	1	1	0
Asian	14	20	19	16	20
Black/African American	32	35	32	35	38
Hispanic of any race	35	39	50	48	44
Native Hawaiian/Other Pacific Islander	0	0	0	0	0
Two or more	44	11	11	16	18
White	235	242	250	236	230
Race and ethnicity unknown	56	57	52	38	37

Gender	2015	2016	2017	2018	2019
Male	111	98	117	113	101
Female	333	328	312	288	300
Unknown	0	0	8	10	5
Hearing Status	2015	2016	2017	2018	2019
Deaf/Hard of hearing	201	199	203	191	194
Hearing	237	221	233	218	208
Unknown	6	6	1	2	4
Academic Load	2015	2016	2017	2018	2019
Full-time	295	297	288	275	267
Part-time	149	129	149	136	139
<b>Total each category</b>	<b>444</b>	<b>426</b>	<b>437</b>	<b>411</b>	<b>406</b>

## Fall 2019 Degree-Seeking Graduate Students by Race and Ethnicity



## Online and Hybrid Courses Enrollment Trend

	AY 2015–2016	AY 2016–2017	AY 2017–2018	AY 2018–2019	AY 2019–2020
Course Enrollment <sup>1</sup>	1,869	2,063	2,441	2,584	3,040
Enrolled Count <sup>2</sup>	1,242	1,356	1,635	1,812	1,972
Distinct Students <sup>3</sup>	924	1,004	1,233	1,410	1,519

<sup>1</sup>Course enrollment is the total count of online or hybrid courses students took 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 four).

<sup>2</sup>Enrolled count is the total head count 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 two).

<sup>3</sup>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 one).

# Fall 2019 U.S. Degree-Seeking Students by State/Territory

State	Undergraduate	Graduate	Total
Alabama	8	3	11
Alaska	2	0	2
Arizona	14	6	20
Arkansas	3	0	3
California	150	40	190
Colorado	15	6	21
Connecticut	7	3	10
Delaware	5	3	8
District of Columbia	38	38	76
Florida	54	22	76
Georgia	34	8	42
Guam	0	0	0
Hawaii	4	0	4
Idaho	3	0	3
Illinois	26	6	32
Indiana	31	6	37
Iowa	2	2	4
Kansas	8	3	11
Kentucky	14	2	16
Louisiana	8	2	10
Maine	0	1	1
Maryland	122	51	173
Massachusetts	19	9	28
Michigan	18	5	23
Minnesota	22	5	27
Mississippi	6	2	8
Missouri	8	4	12
Montana	3	0	3

State	Undergraduate	Graduate	Total
Nebraska	6	2	8
Nevada	3	2	5
New Hampshire	2	1	3
New Jersey	30	11	41
New Mexico	8	6	14
New York	67	30	97
North Carolina	19	10	29
North Dakota	0	0	0
Ohio	32	6	38
Oklahoma	3	1	4
Oregon	5	2	7
Pennsylvania	31	15	46
Puerto Rico	0	1	1
Rhode Island	3	1	4
South Carolina	7	3	10
South Dakota	0	0	0
Tennessee	8	4	12
Texas	85	17	102
Utah	4	3	7
Vermont	1	4	5
Virginia	41	27	68
Virgin Islands	0	0	0
Washington	20	5	25
West Virginia	1	1	2
Wisconsin	9	6	15
Wyoming	0	0	0
Other <sup>1</sup>	1	2	3
<b>Total</b>	<b>1,010</b>	<b>387</b>	<b>1,397</b>

<sup>1</sup>Includes students who are U.S. citizens with home addresses in another country.



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

State	2015	2016	2017	2018	2019
Alabama	14	12	13	10	11
Alaska	2	2	1	1	2
Arizona	7	36	30	28	20
Arkansas	23	5	6	3	3
California	124	149	166	181	190
Colorado	17	18	15	25	21
Connecticut	20	19	17	8	10
Delaware	3	5	8	11	8
District of Columbia	95	85	86	71	76
Florida	73	87	91	85	76
Georgia	29	39	40	41	42
Guam	1	0	0	0	0
Hawaii	4	8	9	5	4
Idaho	2	3	4	2	3
Illinois	38	44	32	35	32
Indiana	29	30	32	35	37
Iowa	2	4	3	4	4
Kansas	13	13	10	12	11
Kentucky	11	15	15	18	16
Louisiana	13	10	15	12	10
Maine	2	0	3	3	1
Maryland	188	189	169	176	173
Massachusetts	30	30	29	31	28
Michigan	26	25	22	28	23
Minnesota	37	27	26	30	27
Mississippi	4	9	12	13	8
Missouri	15	19	18	13	12
Montana	2	4	3	3	3

State	2015	2016	2017	2018	2019
Nebraska	7	5	6	6	8
Nevada	4	8	8	9	5
New Hampshire	5	4	6	5	3
New Jersey	34	47	44	43	41
New Mexico	15	17	14	13	14
New York	87	104	110	94	97
North Carolina	31	27	36	34	29
North Dakota	1	1	1	1	0
Ohio	24	18	31	29	38
Oklahoma	9	5	4	3	4
Oregon	7	9	10	7	7
Pennsylvania	38	37	43	50	46
Puerto Rico	6	3	2	1	1
Rhode Island	4	2	5	3	4
South Carolina	9	8	11	12	10
South Dakota	2	3	3	1	0
Tennessee	14	17	11	10	12
Texas	60	85	113	117	102
Utah	13	10	7	9	7
Vermont	4	3	3	4	5
Virginia	92	92	80	81	68
Virgin Islands	0	0	0	0	0
Washington	20	24	28	24	25
West Virginia	1	1	0	0	2
Wisconsin	17	16	14	16	15
Wyoming	1	2	1	0	0
Other <sup>1</sup>	1	2	1	0	3
<b>Total</b>	<b>1,330</b>	<b>1,437</b>	<b>1,467</b>	<b>1,456</b>	<b>1,397</b>

<sup>1</sup>Includes students who are U.S. citizens with home addresses in another country.

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

State	2015	2016	2017	2018	2019
Alabama	13	12	11	9	8
Alaska	2	2	1	1	2
Arizona	4	31	24	21	14
Arkansas	23	4	6	3	3
California	90	108	126	150	150
Colorado	10	12	12	16	15
Connecticut	9	7	10	4	7
Delaware	3	5	8	9	5
District of Columbia	36	35	36	26	38
Florida	51	66	60	63	54
Georgia	20	28	33	34	34
Guam	1	0	0	0	0
Hawaii	4	6	7	5	4
Idaho	2	2	3	0	3
Illinois	30	35	26	23	26
Indiana	24	27	26	28	31
Iowa	1	3	1	2	2
Kansas	12	11	8	10	8
Kentucky	9	13	13	17	14
Louisiana	11	8	12	10	8
Maine	1	0	2	2	0
Maryland	121	120	114	125	122
Massachusetts	22	22	23	21	19
Michigan	18	19	15	20	18
Minnesota	28	23	23	24	22
Mississippi	4	9	12	11	6
Missouri	10	12	15	8	8
Montana	2	4	3	3	3

State	2015	2016	2017	2018	2019
Nebraska	6	5	6	5	6
Nevada	2	3	3	4	3
New Hampshire	4	4	4	2	2
New Jersey	23	34	31	34	30
New Mexico	10	11	7	7	8
New York	63	84	79	71	67
North Carolina	22	20	26	25	19
North Dakota	1	1	1	1	0
Ohio	17	15	25	27	32
Oklahoma	5	3	3	3	3
Oregon	2	5	6	5	5
Pennsylvania	21	19	22	32	31
Puerto Rico	4	1	0	0	0
Rhode Island	4	2	5	2	3
South Carolina	6	5	7	8	7
South Dakota	2	3	3	1	0
Tennessee	11	15	9	7	8
Texas	45	71	93	96	85
Utah	10	10	7	7	4
Vermont	1	1	1	1	1
Virginia	60	64	54	55	41
Virgin Islands	0	0	0	0	0
Washington	15	15	17	18	20
West Virginia	1	1	0	0	1
Wisconsin	12	13	11	10	9
Wyoming	1	2	1	0	0
Unknown	0	2	1	0	1
<b>Total</b>	<b>909</b>	<b>1,033</b>	<b>1,052</b>	<b>1,066</b>	<b>1,010</b>

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

State	2015	2016	2017	2018	2019
Alabama	1	0	2	1	3
Alaska	0	0	0	0	0
Arizona	3	5	6	7	6
Arkansas	0	1	0	0	0
California	34	41	40	31	40
Colorado	7	6	3	9	6
Connecticut	11	12	7	4	3
Delaware	0	0	0	2	3
District of Columbia	59	50	50	45	38
Florida	22	21	31	22	22
Georgia	9	11	7	7	8
Guam	0	0	0	0	0
Hawaii	0	2	2	0	0
Idaho	0	1	1	2	0
Illinois	8	9	6	12	6
Indiana	5	3	6	7	6
Iowa	1	1	2	2	2
Kansas	1	2	2	2	3
Kentucky	2	2	2	1	2
Louisiana	2	2	3	2	2
Maine	1	0	1	1	1
Maryland	67	69	55	51	51
Massachusetts	8	8	6	10	9
Michigan	8	6	7	8	5
Minnesota	9	4	3	6	5
Mississippi	0	0	0	2	2
Missouri	5	7	3	5	4
Montana	0	0	0	0	0

State	2015	2016	2017	2018	2019
Nebraska	1	0	0	1	2
Nevada	2	5	5	5	2
New Hampshire	1	0	2	3	1
New Jersey	11	13	13	9	11
New Mexico	5	6	7	6	6
New York	24	20	31	23	30
North Carolina	9	7	10	9	10
North Dakota	0	0	0	0	0
Ohio	7	3	6	2	6
Oklahoma	4	2	1	0	1
Oregon	5	4	4	2	2
Pennsylvania	17	18	21	18	15
Puerto Rico	2	2	2	1	1
Rhode Island	0	0	0	1	1
South Carolina	3	3	4	4	3
South Dakota	0	0	0	0	0
Tennessee	3	2	2	3	4
Texas	15	14	20	21	17
Utah	3	0	0	2	3
Vermont	3	2	2	3	4
Virginia	32	28	26	26	27
Virgin Islands	0	0	0	0	0
Washington	5	9	11	6	5
West Virginia	0	0	0	0	1
Wisconsin	5	3	3	6	6
Wyoming	0	0	0	0	0
Unknown	1	0	0	0	2
<b>Total</b>	<b>421</b>	<b>404</b>	<b>415</b>	<b>390</b>	<b>387</b>

#### Cumulative U.S. University Enrollment Since 1864<sup>1</sup>

State	Enrollment
Alabama	235
Alaska	34
Arizona	332
Arkansas	184
California	2,050
Colorado	290
Connecticut	405
Delaware	96
District of Columbia	575
Florida	834
Georgia	430
Guam	6
Hawaii	104
Idaho	91
Illinois	1,068
Indiana	548
Iowa	319
Kansas	325
Kentucky	269

State	Enrollment
Louisiana	270
Maine	116
Maryland	1,858
Massachusetts	591
Michigan	489
Minnesota	634
Mississippi	94
Missouri	422
Montana	91
Nebraska	214
Nevada	52
New Hampshire	97
New Jersey	670
New Mexico	158
New York	1,696
North Carolina	555
North Dakota	112
Ohio	761
Oklahoma	129

State	Enrollment
Oregon	231
Pennsylvania	1,140
Puerto Rico	33
Rhode Island	88
South Carolina	216
South Dakota	137
Tennessee	253
Texas	1,027
Utah	135
Vermont	65
Virgin Islands	6
Virginia	1,060
Washington	461
West Virginia	160
Wisconsin	482
Wyoming	24
<b>TOTAL</b>	<b>22,722</b>

<sup>1</sup>Includes enrollment through Fall 2020.

#### Fall 2019 International Degree-Seeking Enrollment by Country

Country	Under-graduate	Graduate	Total
Botswana	2	0	2
Brazil	1	0	1
Canada	11	2	13
Cayman Islands	1	0	1
China	4	3	7
Columbia	0	1	1
Denmark	1	0	1
Gabon	2	1	3
India	1	0	1
Iran (Islamic Republic Of)	0	1	1
Iraq	0	1	1
Italy	0	1	1
Japan	0	2	2
Kuwait	1	0	1
Mexico	1	0	1
Nigeria	2	2	4
Oman	8	0	8
Philippines	1	1	2

Country	Under-graduate	Graduate	Total
Russian Federation	0	1	1
Saint Kitts and Nevis	1	0	1
Saudi Arabia	9	2	11
Sri Lanka	0	1	1
Taiwan	1	0	1
Turkey	1	0	1
<b>Total</b>	<b>48</b>	<b>19</b>	<b>67</b>

### Fall International Undergraduate Degree-Seeking Enrollment by Country Trend

Country	2015	2016	2017	2018	2019
Botswana	5	5	2	2	2
Brazil	0	0	1	1	1
Cameroon	0	0	1	0	0
Canada	31	25	14	16	11
Cayman Islands	0	1	1	1	1
China	10	9	11	5	4
Denmark	0	0	0	1	1
France	1	1	0	0	0
Gabon	0	0	0	0	2
Germany	1	1	0	0	0
Ghana	1	0	0	0	0
Hong Kong	1	1	1	1	0
India	1	0	0	1	1
Iran	1	0	0	0	0
Japan	1	1	0	0	0
Jordan	0	0	1	1	0
Kuwait	0	0	1	1	1
Mexico	1	1	1	0	1
Mongolia	1	1	1	1	0
Nigeria	5	5	4	3	2
Oman	0	0	0	0	8
Pakistan	0	1	1	1	0
Paraguay	1	1	0	0	0
Philippines	0	0	0	1	1
Qatar	1	1	0	0	0
Russian Federation	1	1	1	0	0
Saint Kitts and Nevis	0	0	1	1	1
Saudi Arabia	9	15	13	8	9
Sri Lanka	1	1	1	0	0
Sweden	3	1	0	0	0
Taiwan	2	2	1	0	1
Turkey	0	0	0	0	1
United Arab Emirates	0	4	1	0	0
United Kingdom	0	0	1	1	0
Vietnam	1	1	0	0	0
<b>Total</b>	<b>79</b>	<b>79</b>	<b>59</b>	<b>46</b>	<b>48</b>



### Fall International Graduate Student Degree-Seeking Enrollment by Country Trend

Country	2014	2015	2016	2017	2018
Argentina	1	0	0	0	0
Australia	1	1	0	0	0
Belgium	1	0	0	0	0
Canada	3	5	5	3	2
Chad	0	1	0	0	0
China	2	1	0	1	3
Columbia	0	0	0	0	1
Egypt	0	1	1	0	0
Ethiopia	0	0	1	1	0
France	0	0	1	0	0
Gabon	0	0	0	0	1
Greece	0	0	0	1	0
Hong Kong	2	1	1	1	0
Iceland	0	1	1	0	0
India	1	0	1	1	0
Iran (Islamic Republic Of)	0	1	1	2	1
Iraq	0	0	0	1	1
Italy	0	0	0	1	1
Japan	3	2	2	2	2
Korea, Republic of	2	1	0	0	0
Malaysia	1	1	1	0	0
Mexico	0	0	1	0	0
Netherlands	1	0	0	0	0
Nigeria	1	1	1	1	2
Panama	1	1	0	1	0
Philippines	0	0	1	1	1
Russian Federation	0	0	0	1	1
Saudi Arabia	1	3	2	2	2
Spain	1	0	0	0	0
Sri Lanka	0	0	0	1	1
Sweden	0	0	1	0	0
Venezuela	0	1	1	0	0
Vietnam	1	0	0	0	0
<b>Total</b>	<b>23</b>	<b>22</b>	<b>22</b>	<b>21</b>	<b>19</b>

# Cumulative International Enrollment Since 1864<sup>1</sup>

Country	Enrolled	Country	Enrolled	Country	Enrolled
Argentina	4	Greece	5	Peru	3
Australia	19	Guatemala	3	Philippines	22
Austria	2	Guyana	2	Poland	1
Bahamas	4	Haiti	1	Portugal	1
Bangladesh	1	Honduras	1	Russian Federation	3
Barbados	2	Hong Kong	4	Rwanda	1
Belgium	13	Hungary	2	Saint Kitts and Nevis	1
Benin	1	Iceland	4	Samoa	1
Bermuda	1	India	64	Saudi Arabia	30
Bolivia	1	Indonesia	3	Sierra Leone	2
Botswana	11	Iran	4	Singapore	21
Brazil	21	Iraq	1	Slovakia	2
Bulgaria	1	Ireland	15	Slovenia	1
Burkina Faso	1	Israel	16	South Africa	19
Cameroon	5	Italy	12	Spain	9
Canada	878	Jamaica	6	Sri Lanka	7
Cayman Island	1	Japan	63	Sweden	44
Chile	3	Jordan	5	Switzerland	5
China	85	Kenya	10	Taiwan, Province of China	21
Colombia	3	Korea, Republic of	19	Tanzania	1
Costa Rica	6	Kuwait	3	Thailand	10
Cote D'Ivoire	1	Lebanon	3	Trinidad and Tobago	3
Croatia	2	Liberia	1	Turkey	1
Cyprus	1	Malaysia	19	Uganda	4
Czech Republic	1	Mali	1	United Arab Emirates	8
Denmark	11	Mexico	12	United Kingdom	23
Egypt	1	Mongolia	3	Uzbekistan	1
El Salvador	2	Nepal	1	Venezuela	4
Eritrea	1	Netherlands	14	Vietnam	3
Ethiopia	6	New Zealand	4	Yugoslavia	1
Fiji	1	Nigeria	80	Zambia	2
Finland	7	Norway	15	Zimbabwe	1
France	10	Oman	1	<b>Total</b>	<b>1,811</b>
Gabon	6	Pakistan	6	<b>Countries</b>	<b>104</b>
Germany	17	Panama	2		
Ghana	18	Paraguay	2		

<sup>1</sup>Includes enrollment through Fall 2020.

### Fall 2019 New Undergraduate Degree-Seeking by Applied, Admitted, and Enrolled

Race/Ethnicity	Applied	Admitted	Enrolled
International/ Nonresident Alien	61	16	9
American Indian/ Alaska Native	7	5	3
Asian	44	32	13
Black/African American	119	66	54
Hispanic of any race	129	78	55
Native Hawaiian/Other Pacific Islander	2	2	2
Two or more	20	12	8
White	254	166	104
Race and ethnicity unknown	39	26	15

Gender	Applied	Admitted	Enrolled
Male	286	169	116
Female	385	234	147
Unknown	4	0	0
Hearing Status	Applied	Admitted	Enrolled
Deaf/Hard of Hearing	538	362	234
Hearing	137	41	29
Application Type	Applied	Admitted	Enrolled
First-time freshmen	477	292	183
Transfers	183	103	74
Second Degree	15	8	6
<b>Total for each category</b>	<b>675</b>	<b>403</b>	<b>263</b>

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

	2015	2016	2017	2018	2019
Applied	638	752	810	748	675
Admitted	387	482	482	416	403
Enrolled	276	358	346	302	263
<b>Enrollment yield</b>	<b>71%</b>	<b>74%</b>	<b>72%</b>	<b>73%</b>	<b>65%</b>

### Fall New Undergraduate Degree-Seeking Diversity Trend

Race/Ethnicity	2015	2016	2017	2018	2019
International/ Resident Alien	14	19	12	7	9
American Indian/ Alaska Native	4	3	4	3	3
Asian	6	19	15	11	13
Black/ African American	46	61	62	53	54
Hispanic of any race	21	22	22	70	55
Native Hawaiian/ Other Pacific Islander	0	4	3	1	2
Two or more	20	10	17	2	8
White	141	185	170	141	104
Race and ethnicity unknown	24	35	41	14	15
Gender	2015	2016	2017	2018	2019
Male	140	170	139	142	116
Female	136	188	207	160	147
Unknown	0	0	0	0	0

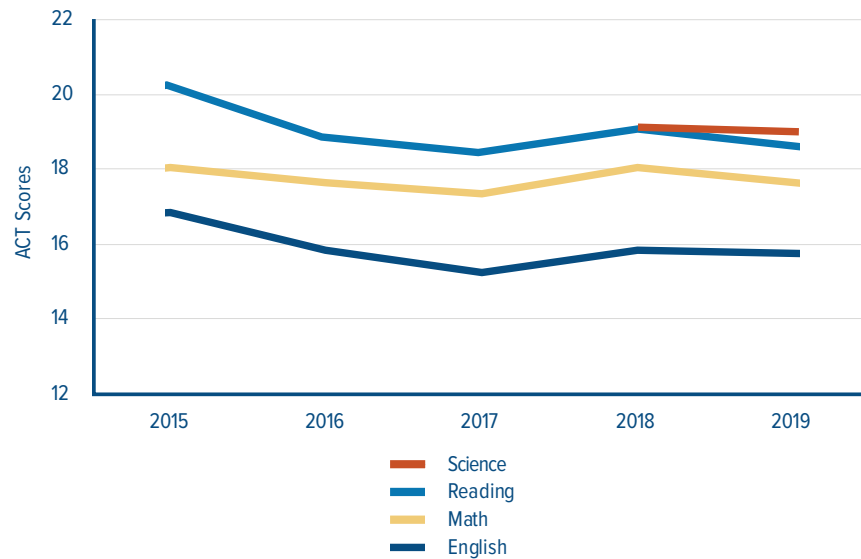
Hearing Status	2015	2016	2017	2018	2019
Deaf/Hard of hearing	232	306	291	254	234
Hearing	44	52	55	48	29
Application Type	2015	2016	2017	2018	2019
First-time freshmen	178	245	247	201	183
Transfers	96	111	94	100	74
Second Degree	2	2	5	1	6
<b>Total for each category</b>	<b>276</b>	<b>358</b>	<b>346</b>	<b>302</b>	<b>263</b>

### Fall New Undergraduate Degree-Seeking Average ACT Trend

	2015	2016	2017	2018	2019
English	16.9	15.9	15.3	15.9	15.7
Math	18.1	17.7	17.4	18.1	17.4
Reading	20.3	18.9	18.5	19.1	18.4
Science <sup>1</sup>				19.0	18.9

<sup>1</sup>Gallaudet began tracking Science ACT scores in Fall 2018.

### Fall New Undergraduate Degree-Seeking Average ACT Trend



### Fall Undergraduate Degree-Seeking Diversity Trend

Race/ethnicity	2015	2016	2017	2018	2019
International/Nonresident Alien	79	79	59	46	48
American Indian/Alaska Native	6	7	8	8	9
Asian	30	41	47	48	52
Black/African American	126	173	179	174	181
Hispanic of any race	120	111	98	138	155
Native Hawaiian/Other Pacific Islander	1	6	8	6	9
Two or more	113	39	49	41	33
White	481	589	569	564	501
Race and ethnicity unknown	33	67	94	87	70
Gender	2015	2016	2017	2018	2019
Male	474	540	487	508	482
Female	515	572	624	604	576
Hearing status	2015	2016	2017	2018	2019
Deaf/hard of hearing	892	998	979	985	944
Hearing	97	114	132	127	114
Academic load	2015	2016	2017	2018	2019
Full-time	959	1,082	1,074	1,066	1,005
Part-time	30	30	37	46	53
<b>Total for each category</b>	<b>989</b>	<b>1,112</b>	<b>1,111</b>	<b>1,112</b>	<b>1,058</b>

### Fall New Degree-Seeking Hearing Undergraduate Trend

	2015	%	2016	%	2017	%	2018	%	2019	%
<b>Total degree-seeking new undergraduate enrollment</b>	<b>989</b>		<b>1,112</b>		<b>1,111</b>		<b>1,112</b>		<b>1,058</b>	
Hearing undergraduate (HUG)	66		77		82		78		76	
Online Degree Completion Program (ODCP) <sup>1</sup>	4		0		4		9		4	
Non-ODCP	66		77		82		69		72	
Bachelors of Interpretation (BAI) <sup>2</sup>	27		46		53		49		38	
<b>Total new hearing enrollment</b>	<b>97</b>	<b>10%</b>	<b>114</b>	<b>10%</b>	<b>132</b>	<b>12%</b>	<b>127</b>	<b>11%</b>	<b>114</b>	<b>11%</b>
<b>Total new HUG enrollment<sup>3</sup></b>	<b>66</b>	<b>6%</b>	<b>77</b>	<b>7%</b>	<b>82</b>	<b>7%</b>	<b>78</b>	<b>7%</b>	<b>76</b>	<b>7%</b>

<sup>1</sup>Hearing students enrolled in the Online Degree Completion Program are not counted toward the hearing undergraduate (HUG) enrollment prior to Fall 2018.

<sup>2</sup>Bachelors of Interpretation (BAI) are not counted in the Hearing Undergraduate (HUG) enrollment.

<sup>3</sup>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.



### Fall 2019 New-to-Program Degree-Seeking Graduate Students by Applied, Admitted, and Enrolled

Certificates	Applied	Admitted	Enrolled
ASL/English Bilingual Early Childhood Education	2	0	0
ASL/Deaf Studies	6	1	1
Deaf and Hard of Hearing Infants, Toddlers, and Families	10	10	7
Deaf Students with Disabilities	0	0	0
Masters	Applied	Admitted	Enrolled
Counseling: Mental Health	11	6	2
Counseling: School	1	0	0
Deaf Education: Advanced Studies	2	0	0
Deaf Education: Special Programs	6	2	0
Deaf Studies	16	9	9
Education	31	11	9
International Development	15	9	7
Interpretation	24	10	8
Linguistics	14	9	7
Public Administration	24	17	10
Social Work	37	25	18
Sign Language Education	66	42	34
Speech-Language Pathology	100	33	12

Specialists	Applied	Admitted	Enrolled
Deaf Education	5	3	3
School Psychology	14	11	7
Doctorates	Applied	Admitted	Enrolled
Audiology	73	31	16
Clinical Psychology	15	6	5
Critical Studies in the Education of Deaf Learners	0	0	0
Educational Neuroscience	4	2	1
Hearing, Speech, and Language Sciences	5	4	4
Interpretation	0	0	0
Linguistics	3	2	2
<b>Total program enrollment<sup>1</sup></b>	<b>484</b>	<b>243</b>	<b>162</b>
<b>Headcount</b>	<b>459</b>	<b>239</b>	<b>160</b>

<sup>1</sup>Dual-program enrollments are included.

### Fall 2019 New-to-Graduate Career Degree-Seeking Diversity by Applied, Admitted, and Enrolled

Race/Ethnicity	Applied	Admitted	Enrolled
International/Resident Alien	45	15	8
American Indian/Alaska Native	1	0	0
Asian	28	16	9
Black/African American	46	18	14
Hispanic of any race	48	19	14
Native Hawaiian/Other Pacific Islander	0	0	0
Two or more	14	11	8
White	238	131	82
Race and ethnicity unknown	47	22	16

Gender	Applied	Admitted	Enrolled
Male	91	49	30
Female	354	176	117
Unknown	22	7	4
Hearing Status	Applied	Admitted	Enrolled
Deaf/Hard of hearing	197	112	81
Hearing	267	118	68
Unknown	3	2	2
<b>Total for each category</b>	<b>467</b>	<b>232</b>	<b>151</b>

<sup>1</sup>Applied and admitted count are not distinct count.

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

	2015	2016	2017	2018	2019
Applied	598	471	516	502	467
Admitted	280	245	253	249	232
Enrolled	158	147	172	156	151
Enrollment yield	56%	60%	68%	63%	65%

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

Race/ethnicity	2015	2016	2017	2018	2019
International/ resident alien	10	7	6	10	8
American Indian/ Alaska Native	1	0	1	0	0
Asian	9	8	8	6	9
Black/African American	12	14	5	17	14
Hispanic of any race	15	13	27	18	14
Native Hawaiian/ Other Pacific Islander	0	0	0	0	0
Two or more	12	1	7	8	8
White	79	84	100	92	82
Race and ethnicity unknown	20	20	18	5	16

Gender	2015	2016	2017	2018	2019
Male	43	31	51	42	30
Female	115	116	114	109	117
Unknown	0	0	7	5	4
Hearing status	2015	2016	2017	2018	2019
Deaf/Hard of hearing	84	79	91	88	81
Hearing	72	66	81	67	68
Unknown	2	2	0	1	2
<b>Total for each category</b>	<b>158</b>	<b>147</b>	<b>172</b>	<b>156</b>	<b>151</b>

## 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 targeted and visited 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 this chapter for a description of these programs.

### Percent New U.S. Degree-Seeking Students of Color (SOC)<sup>1</sup> Undergraduates, Fall 2016–Fall 2020

	2016	2017	2018	2019	2020
% New SOC Enrollment	35%	37%	47%	53%	49%

<sup>1</sup>SOC or students of color, each represent the following racial or ethnic groups: American Indian/Alaska Native; Asian; Black/African American; Hispanic of any race; Native Hawaiian/Other Pacific Islander; or two or more racial or ethnic groups.

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 137 merit scholarships to students, including four who did not disclose their ethnicity. Of the 133 merit scholarships awarded to students with known ethnicity, 72 (54 percent) went to students of color.

### Fall 2020 Scholarships Awarded by Race/Ethnicity

	President's Distinguished Honors	President's Honors	Provost's Excellence	Dean's Prestige	Academic Recognition	TOTAL
American Indian/Alaska Native	0	0	1	1	0	2
Asian	0	0	2	3	8	13
Black/African American	1	0	0	7	7	15
Hispanic of any race	0	0	6	9	24	39
Native American/Other Pacific Islander	0	0	0	1	0	1
Two or more	0	0	0	1	1	2
<b>Total SOC<sup>1</sup></b>	<b>1</b>	<b>0</b>	<b>9</b>	<b>22</b>	<b>40</b>	<b>72</b>
White	5	3	12	23	18	61
<b>Total awards</b>	<b>6</b>	<b>3</b>	<b>21</b>	<b>45</b>	<b>58</b>	<b>133</b>
Percentage SOC <sup>1</sup>	17%	0%	43%	49%	69%	54%

<sup>1</sup>SOC = Students of color, comprised of the following racial or ethnic groups: American Indian/Alaska Native, Asian, Black/African American, Hispanic of any race, Native Hawaiian/Other Pacific Islander, or Two or More.

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 for the last several months of the 2019-2020 recruitment cycle, Gallaudet shifted its focus to hosting several webinars through Zoom. In early June, a webinar was hosted for

Vocational Rehabilitation (VR) counselors to answer any questions they might have. Between June and August, four onboarding webinars were hosted for admitted students to help ease their transition into the new school year. All of the webinars were very well-received and garnered overwhelmingly positive feedback.

#### Recruitment Visits by Location Trend

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Schools for the Deaf	63	66	65	78	60
Mainstream/Public schools – Deaf/Hard of Hearing prospects	116	234	266	161	155
Public schools – Hearing (BAI/HUG prospects)	8	21	19	14	18
Postsecondary programs – Deaf/Hard of Hearing prospects	10	12	5	18	6
Postsecondary programs – Hearing (BAI/HUG prospects)	5	17	19	9	7
Conventions/conferences/fairs	47	38	51	37	17
High school/Vocational Rehabilitation counselor meetings	10	18	1	9	11
Parent events	5	10	12	8	5
Athletic events	2	2	10	9	4
Open houses	6	6	5	4	4
Camps	11	9	12	8	2
Community relations/alumni/youth	19	14	9	4	8
Home visits	4	8	3	14	15
<b>Total</b>	<b>306</b>	<b>455</b>	<b>477</b>	<b>373</b>	<b>312</b>

### III. PERSISTENCE AND GRADUATION DATA

Fall 2019 to Fall 2020 Undergraduate Degree-Seeking Attrition/Persistence by Diversity

Race/Ethnicity	Fall 2019 Enrollment	Graduated	Academically Dismissed	Withdrew	Returned Fall 2020 <sup>1</sup>
International/Resident Alien	48	7	1	3	37
American Indian/Alaska Native	9	2	0	1	6
Asian	52	12	2	6	32
Black/African American	181	19	2	38	122
Hispanic of any race	155	19	3	23	110
Native Hawaiian/Other Pacific Islander	9	2	0	0	7
Two or more	33	9	1	4	19
White	501	113	2	69	317
Race and ethnicity unknown	70	14	0	6	50
Gender	Fall 2019 Enrollment	Graduated	Academically Dismissed	Withdrew	Returned Fall 2020 <sup>1</sup>
Male	482	78	7	75	322
Female	576	119	4	75	378
Hearing Status	Fall 2019 Enrollment	Graduated	Academically Dismissed	Withdrew	Returned Fall 2020 <sup>1</sup>
Deaf/Hard of hearing	944	159	11	135	639
Hearing	114	38	0	15	61
Hearing undergraduate (HUG)	76	17	0	11	48
Non-HUG	38	21	0	4	13
Class	Fall 2019 Enrollment	Graduated	Academically Dismissed	Withdrew	Returned Fall 2020 <sup>1</sup>
Freshmen	296	0	8	72	216
Sophomores	221	0	1	37	183
Juniors	251	19	0	23	209
Seniors	275	175	2	16	82
Second degree	15	3	0	2	10
Academic Load	Fall 2019 Enrollment	Graduated	Academically Dismissed	Withdrew	Returned Fall 2020 <sup>1</sup>
Full-time	1,005	172	9	144	680
Part-time	53	25	2	6	20
<b>Total for each category</b>	<b>1,058</b>	<b>197</b>	<b>11</b>	<b>150</b>	<b>700</b>

<sup>1</sup>Counts are based on undergraduate degree-seeking students returning as an undergraduate degree-seeking student.

**Graduate Degree-Seeking Fall 2019 to Fall 2020 Attrition/Persistence by Diversity**

Race/Ethnicity	Fall 2019 Enrollment	Graduated	Withdrew	Returned Fall 2020
International/Resident Alien	19	8	0	11
American Indian/Alaska Native	0	0	0	0
Asian	20	9	3	8
Black/African American	38	13	2	23
Hispanic of any race	44	17	2	25
Native Hawaiian/Other Pacific Islander	0	0	0	0
Two or more	18	4	0	14
White	230	91	16	123
Race and ethnicity unknown	37	12	3	22
Gender	Fall 2019 Enrollment	Graduated	Withdrew	Returned Fall 2020
Male	101	42	5	54
Female	300	111	19	170
Unknown	5	1	2	2
Hearing Status	Fall 2019 Enrollment	Graduated	Withdrew	Returned Fall 2020
Deaf/Hard of hearing	194	90	14	90
Hearing	208	62	12	134
Unknown	4	2	0	2
Degree	Fall 2019 Enrollment	Graduated	Withdrew	Returned Fall 2020
Certificates	5	4	0	1
Masters	241	119	17	105
Specialists	23	6	3	14
Doctorates	137	25	6	106
Academic Load	Fall 2019 Enrollment	Graduated	Withdrew	Returned Fall 2020
Full-time	267	81	15	17 <sup>1</sup>
Part-time	139	73	11	55
<b>Total for each category</b>	<b>406</b>	<b>154</b>	<b>26</b>	<b>226</b>

<sup>1</sup>Counts are based on undergraduate degree-seeking students returning as an undergraduate degree-seeking student.



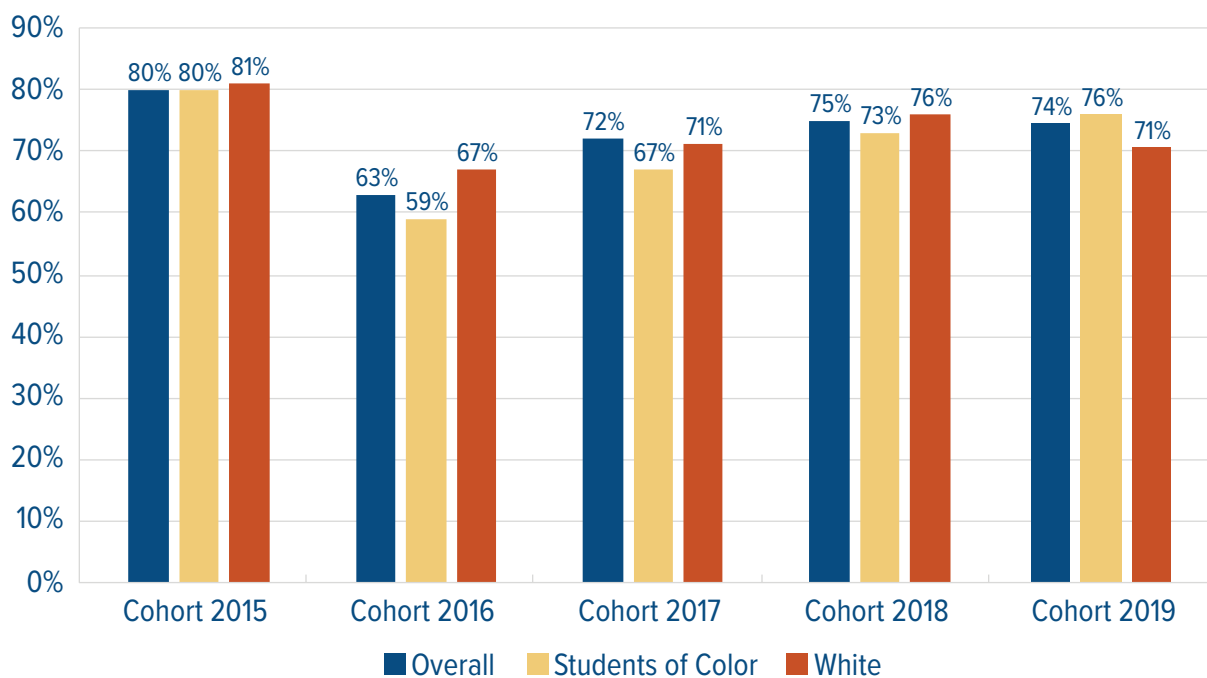
# Persistence of Full-Time, First-Time Freshmen by Diversity

Group in the Cohort	Cohort 2015	Cohort 2016	Cohort 2017	Cohort 2018	Cohort 2019
Number in Cohort	178	245	247	201	183
Male	99	124	99	100	83
Female	79	121	148	101	100
Students of color <sup>1</sup>	60	83	88	93	94
White	91	124	122	93	77
Deaf/Hard of hearing	172	234	233	191	174
Hearing	6	11	14	10	9
Hearing undergraduate (HUG)	6	8	13	9	9
Non-HUG	0	3	1	1	0
<b>Percent Retained to Year 2</b>	80%	63%	72%	75%	74%
Male	79%	55%	67%	75%	72%
Female	82%	71%	75%	74%	76%
Students of color <sup>1</sup>	80%	59%	67%	73%	76%
White	81%	67%	71%	76%	71%
Deaf/Hard of hearing	80%	63%	72%	73%	74%
Hearing	83%	55%	64%	100%	89%
Hearing undergraduate (HUG)	83%	50%	62%	100%	89%
Non-HUG	N/A	67%	100%	100%	N/A
<b>Percent Retained to Year 3</b>	71%	54%	60%	57%	
Male	69%	48%	54%	57%	
Female	73%	60%	64%	56%	
Students of color <sup>1</sup>	63%	48%	52%	52%	
White	78%	60%	65%	60%	
Deaf/Hard of hearing	73%	55%	59%	57%	
Hearing	17%	36%	71%	60%	
Hearing undergraduate (HUG)	17%	25%	69%	67%	
Non-HUG	N/A	67%	100%	0%	
<b>Percent Retained to Year 4</b>	66%	49%	53%		
Male	66%	40%	46%		
Female	67%	58%	58%		
Students of color <sup>1</sup>	63%	43%	45%		
White	70%	55%	60%		
Deaf/Hard of hearing	67%	49%	54%		
Hearing	50%	45%	50%		
Hearing undergraduate (HUG)	50%	38%	46%		
Non-HUG	N/A	67%	100%		

Group in the Cohort	Cohort 2015	Cohort 2016	Cohort 2017	Cohort 2018	Cohort 2019
<b>Percent Retained to Year 5</b>	42%	31%			
Male	45%	31%			
Female	37%	31%			
Students of color <sup>1</sup>	33%	31%			
White	44%	30%			
Deaf/Hard of hearing	42%	32%			
Hearing	17%	9%			
Hearing undergraduate (HUG)	17%	13%			
Non-HUG	N/A	0%			
<b>Percent Retained to Year 6</b>	15%				
Male	17%				
Female	11%				
Students of color <sup>1</sup>	13%				
White	14%				
Deaf/Hard of hearing	15%				
Hearing	17%				
Hearing undergraduate (HUG)	17%				
Non-HUG	N/A				

<sup>1</sup>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



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

Gender	Cohort 2012	%	Cohort 2013	%	Cohort 2014	%	Cohort 2015	%	Cohort 2016	%
Male	91	22%	86	26%	83	12%	99	17%	124	7%
Female	121	30%	114	27%	98	24%	79	25%	121	26%
Race/Ethnicity	Cohort 2012	%	Cohort 2013	%	Cohort 2014	%	Cohort 2015	%	Cohort 2016	%
International/Resident Alien	20	25%	10	30%	11	18%	12	17%	17	12%
Male	11	27%	4	25%	8	25%	8	25%	14	14%
Female	9	22%	6	33%	3	0%	4	0%	3	0%
American Indian/Alaska Native	0	N/A	1	0%	0	N/A	3	0%	1	0%
Male	0	N/A	0	N/A	0	N/A	1	0%	1	0%
Female	0	N/A	1	0%	0	N/A	2	0%	0	N/A
Asian	6	33%	4	0%	6	33%	3	67%	12	33%
Male	6	33%	2	0%	1	100%	1	0%	6	0%
Female	0	N/A	2	0%	5	20%	2	100%	6	67%
Black/African American	23	17%	26	19%	35	20%	28	4%	47	2%
Male	10	10%	15	27%	18	11%	18	0%	31	3%
Female	13	23%	11	9%	17	29%	10	10%	16	0%
Hispanic of any race	30	20%	31	16%	29	7%	11	36%	15	7%
Male	12	17%	9	11%	12	8%	6	33%	7	0%
Female	18	22%	22	18%	17	6%	5	40%	8	13%
Native Hawaiian/ Other Pacific Islander	1	0%	1	0%	1	100%	0	N/A	4	50%
Male	1	0%	0	N/A	1	100%	0	N/A	1	0%
Female	0	N/A	1	0%	0	N/A	0	N/A	3	67%
Two or more	10	0%	11	9%	6	0%	15	33%	4	25%
Male	5	0%	3	0%	0	N/A	9	33%	1	0%
Female	5	0%	8	13%	6	0%	6	33%	3	33%
White	122	32%	116	34%	93	22%	91	24%	124	21%
Male	46	26%	53	30%	43	7%	48	21%	52	10%
Female	76	36%	63	37%	50	34%	43	28%	72	29%
Unknown	0	N/A	0	N/A	0	N/A	15	7%	21	14%
Male	0	N/A	0	N/A	0	N/A	8	0%	11	9%
Female	0	N/A	0	N/A	0	N/A	7	14%	10	20%
Students of color <sup>1</sup>	70	17%	74	15%	77	16%	60	20%	83	11%
Male	34	15%	29	17%	32	16%	35	14%	47	2%
Female	36	19%	45	13%	45	16%	25	28%	36	22%
Hearing Status	Cohort 2012	%	Cohort 2013	%	Cohort 2014	%	Cohort 2015	%	Cohort 2016	%
Deaf/Hard of hearing	205	26%	196	26%	174	18%	172	20%	234	16%
Hearing	7	43%	4	50%	7	29%	6	33%	11	27%
Hearing undergraduate (HUG)	3	0%	3	67%	6	33%	6	33%	8	13%
Non-HUG	4	75%	0	N/A	1	0%	0	N/A	3	67%
<b>Total within the cohort</b>	<b>212</b>	<b>26%</b>	<b>200</b>	<b>27%</b>	<b>181</b>	<b>19%</b>	<b>178</b>	<b>21%</b>	<b>245</b>	<b>16%</b>

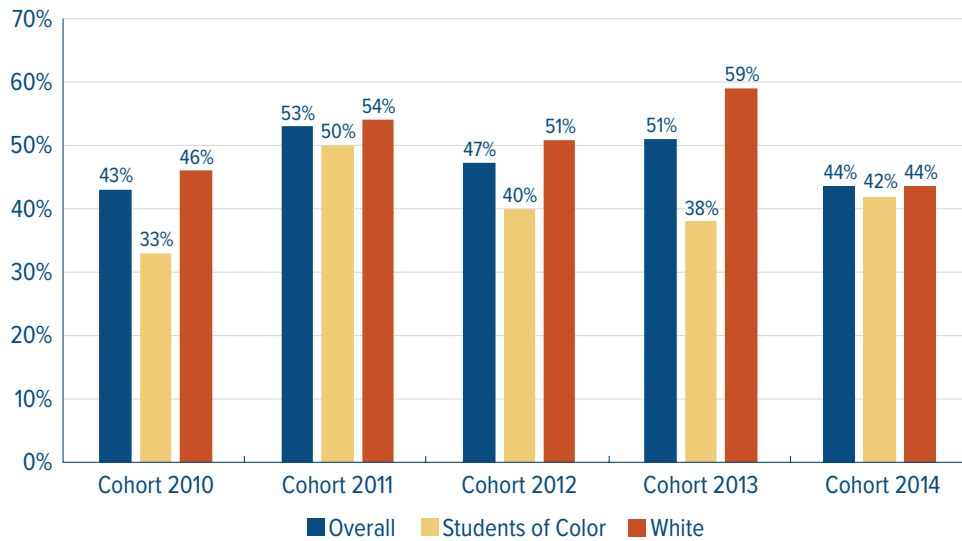
<sup>1</sup>Students of Color includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

### Six-Year Graduation Rate of Full-Time, First-Time Freshmen by Demographics

Gender	Cohort 2010	%	Cohort 2011	%	Cohort 2012	%	Cohort 2013	%	Cohort 2014	%
Male	91	35%	114	44%	91	44%	86	49%	83	35%
Female	107	50%	86	64%	121	50%	114	53%	98	51%
Race/Ethnicity	Cohort 2010	%	Cohort 2011	%	Cohort 2012	%	Cohort 2013	%	Cohort 2014	%
International/Resident Alien	12	67%	6	67%	20	50%	10	60%	11	55%
Male	3	100%	4	75%	11	55%	4	75%	8	50%
Female	9	56%	2	50%	9	44%	6	50%	3	67%
American Indian/Alaska Native	0	N/A	0	N/A	0	N/A	1	0%	0	N/A
Male	0	N/A	0	N/A	0	N/A	0	N/A	0	N/A
Female	0	N/A	0	N/A	0	N/A	1	0%	0	N/A
Asian	9	89%	10	70%	6	50%	4	50%	6	50%
Male	4	100%	5	60%	6	50%	2	50%	1	100%
Female	5	80%	5	80%	0	N/A	2	50%	5	40%
Black/African American	24	4%	33	42%	23	39%	26	35%	35	40%
Male	13	0%	20	35%	10	30%	15	33%	18	33%
Female	11	9%	13	54%	13	46%	11	36%	17	47%
Hispanic of any race	27	41%	20	45%	30	47%	31	42%	29	41%
Male	11	27%	13	46%	12	50%	9	11%	12	33%
Female	16	50%	7	43%	18	44%	22	55%	17	47%
Native Hawaiian/ Other Pacific Islander	1	0%	0	N/A	0	N/A	1	100%	1	100%
Male	0	N/A	0	N/A	0	N/A	0	N/A	1	100%
Female	1	0%	0	N/A	0	N/A	1	100%	0	N/A
Two or more	5	40%	13	62%	10	20%	11	27%	6	33%
Male	4	25%	6	67%	5	40%	3	33%	0	N/A
Female	1	100%	7	57%	5	0%	8	25%	6	33%
White	120	46%	115	54%	122	51%	116	59%	93	44%
Male	56	38%	64	41%	46	43%	53	58%	43	30%
Female	64	53%	51	71%	76	55%	63	59%	50	56%
Unknown	0	N/A	3	33%	0	N/A	0	N/A	0	N/A
Male	0	N/A	2	50%	0	N/A	0	N/A	0	N/A
Female	0	N/A	1	0%	0	N/A	0	N/A	0	N/A
Students of color <sup>1</sup>	66	33%	76	50%	70	40%	74	38%	77	42%
Male	32	25%	44	45%	34	41%	29	28%	32	38%
Female	34	41%	32	56%	36	39%	45	44%	45	44%
Hearing Status	Cohort 2010	%	Cohort 2011	%	Cohort 2012	%	Cohort 2013	%	Cohort 2014	%
Deaf/Hard of hearing	193	44%	195	53%	205	47%	196	51%	174	44%
Hearing	5	0%	5	40%	7	57%	4	75%	7	43%
Hearing undergraduate (HUG)	5	0%	3	33%	3	100%	3	100%	6	50%
Non-HUG	0	N/A	2	50%	4	25%	1	0%	1	0%
Total within the cohort	198	43%	200	53%	212	47%	200	51%	181	44%

<sup>1</sup>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.

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



### Six-Year Graduation Rate of All<sup>1</sup> New Undergraduate Students Cohort

Gender	Cohort 2010	%	Cohort 2011	%	Cohort 2012	%	Cohort 2013	%	Cohort 2014	%
Male	136	44%	160	49%	130	52%	119	52%	122	48%
Female	153	58%	141	65%	168	55%	167	60%	159	60%
Admit Type	Cohort 2010	%	Cohort 2011	%	Cohort 2012	%	Cohort 2013	%	Cohort 2014	%
First-time freshmen	198	43%	200	53%	213	47%	201	51%	182	43%
Transfer/Second degree	91	69%	101	65%	85	71%	85	72%	99	75%
Hearing Status	Cohort 2010	%	Cohort 2011	%	Cohort 2012	%	Cohort 2013	%	Cohort 2014	%
Deaf/Hard of hearing	261	49%	272	56%	264	52%	254	56%	247	52%
Hearing	28	68%	29	62%	34	68%	32	66%	34	71%
Hearing undergraduate (HUG)	15	67%	14	50%	17	53%	18	61%	25	72%
Non-HUG	13	69%	15	73%	17	82%	14	71%	9	67%
<b>Total within the cohort</b>	<b>289</b>	<b>51%</b>	<b>301</b>	<b>57%</b>	<b>298</b>	<b>54%</b>	<b>286</b>	<b>57%</b>	<b>281</b>	<b>54%</b>
<b>Total graduated</b>		<b>148</b>		<b>171</b>		<b>160</b>		<b>163</b>		<b>153</b>

<sup>1</sup>Includes part-time students, transfers, and second-degree-seeking students.

### Undergraduate Degrees Awarded by Major Trend

Major	2015-16	2016-17	2017-18	2018-19	2019-2020
Accounting	7	11	8	5	8
American Sign Language	5	14	7	7	7
Art and Media Design	13	8	10	10	10
Biology, B.A.	4	2	1	3	2
Biology, B.S.	4	3	4	3	6
Business Administration	19	13	11	26	14
Chemistry, B.A.	0	1	0	0	0
Chemistry, B.S.	1	1	3	1	1
Communication Studies	28	31	19	18	17
Deaf Studies	13	21	14	19	15
Deaf Studies	12	18	7	11	10
Deaf Studies (ODCP)	1	3	7	8	5
Education	11	13	6	7	6
English	7	6	5	3	6
Government	10	8	12	6	11
History	7	5	3	4	6
Information Technology	6	8	4	8	10
International Studies	9	8	10	6	9
Interpretation	16	8	21	19	22
Mathematics, B.A.	4	3	3	1	1
Mathematics, B.S.	3	2	3	2	4
Philosophy	2	1	0	1	0
Physical Education	1	0	0	0	0
Physical Education & Recreation	21	16	12	16	10
Psychology	21	17	14	15	12
Psychology	21	16	14	15	12
Psychology (ODCP)	0	1	0	0	0
Public Health	0	0	0	0	3
Risk Management and Insurance	0	1	1	8	7
Self-directed Major	0	2	5	1	2
Social Work	19	13	14	18	21
Sociology	3	1	3	1	3
Spanish	2	1	4	4	2
Theatre Arts	1	1	4	3	1
<b>Total degrees awarded</b>	<b>237</b>	<b>219</b>	<b>201</b>	<b>215</b>	<b>216</b>
<b>Distinct headcount of graduates</b>	<b>218</b>	<b>207</b>	<b>188</b>	<b>204</b>	<b>200</b>

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

	2015–16 <sup>1</sup>	2016–17 <sup>2</sup>	2017–18 <sup>3</sup>	2018–2019 <sup>4</sup>	2019–2020 <sup>5</sup>
American Sign Language	0	0	0	1	0
Communication Studies	1	3	2	1	3
Deaf Studies	4	7	1	5	9
Deaf Studies	4	7	1	4	8
Deaf Studies (ODCP) <sup>6</sup>	-	-	-	1	1
Education	1	1	1	1	2
Government	0	1	2	0	1
International Studies	2	1	1	1	2
Interpretation	3	2	5	5	0
Philosophy	0	0	0	1	0
Physical Education and Recreation	0	0	0	1	0
Psychology	3	1	1	2	0
Psychology	3	1	1	2	0
Psychology (ODCP) <sup>6</sup>	-	-	-	0	0
Self-directed Major	0	0	2	0	0
Social Work	0	0	1	0	1
Sociology	0	0	0	0	1
Spanish	0	0	1	2	0
<b>Total degrees awarded</b>	<b>14</b>	<b>16</b>	<b>17</b>	<b>20</b>	<b>19</b>
<b>Distinct headcount of graduates</b>	<b>14</b>	<b>16</b>	<b>16</b>	<b>18</b>	<b>19</b>

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).

<sup>1</sup>Eleven additional hearing undergraduates graduated in 2015-16 with degrees in Interpretation. These students are not considered HUGs and had graduated from the Bachelor of Interpretation (BAI) program.

<sup>2</sup>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.

<sup>3</sup>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 undergraduate graduated from the Online Degree Completion program in 2017-18 with a degree in Deaf Studies.

<sup>4</sup>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.

<sup>5</sup>Twenty-one additional hearing undergraduates graduated in 2019-2020 who are not considered HUGS with a degree in Interpretation.

<sup>6</sup>Students enrolled in the ODCP program were not counted in HUG prior to Fall 2018

### Graduate Degrees Awarded by Program Trend

Certificates	2015 –16	2016 –17	2017 –18	2018 –19	2019 –20
ASL/Deaf Studies	1	0	1	0	1
ASL/English Bilingual ECE	0	1	0	0	0
Deaf/HOH Infants, Toddlers, and Families	2	8	6	1	5
Deaf History	0	0	0	0	0
Educating Deaf Students with Disabilities	1	1	1	3	0
<b>Certificates total</b>	<b>4</b>	<b>10</b>	<b>8</b>	<b>4</b>	<b>6</b>
Master's	2015 –16	2016 –17	2017 –18	2018 –19	2019 –20
Counseling: Mental Health	4	4	2	4	4
Counseling: School	0	8	2	2	5
Deaf Education: Advanced Studies	3	1	5	3	3
Deaf Education: Special Programs	1	2	1	2	2
Deaf Studies	2	6	4	0	1
Developmental Psychology	5	5	5	5	6
Education	6	7	3	6	10
Hearing, Speech, and Language: Non-clinical	10	11	8	14	10
International Development	3	4	3	6	6
Interpretation	12	9	9	9	7
Linguistics	6	7	4	9	7
Psychology	9	6	6	3	6
Public Administration	14	21	18	18	13
Sign Language Education	29	26	36	24	30
Social Work	17	12	26	17	15
Speech-Language Pathology	17	15	14	15	17
<b>Master's total</b>	<b>138</b>	<b>138</b>	<b>144</b>	<b>146</b>	<b>137</b>

Specialists	2015 –16	2016 –17	2017 –18	2018 –19	2019 –20
Deaf Education, Ed.S.	6	6	2	1	2
School Psychology, Psy.S.	4	5	6	4	5
<b>Specialists total</b>	<b>10</b>	<b>11</b>	<b>8</b>	<b>5</b>	<b>7</b>
Doctorates	2015 –16	2016 –17	2017 –18	2018 –19	2019 –20
Audiology, Au.D.	12	12	10	9	9
Audiology, Ph.D.	0	0	0	1	0
Educational Neuroscience	0	1	0	3	1
Critical Studies	0	2	1	1	2
Deaf Education	2	1	0	0	0
Hearing, Speech, and Language Sciences	0	0	0	0	3
Interpretation	4	2	5	3	3
Linguistics	4	1	2	0	0
Clinical Psychology	3	3	10	3	7
<b>Doctorates total</b>	<b>25</b>	<b>22</b>	<b>28</b>	<b>20</b>	<b>25</b>
<b>Total degrees awarded</b>	<b>177</b>	<b>187</b>	<b>190</b>	<b>166</b>	<b>180</b>
<b>Headcount</b>	<b>176</b>	<b>178</b>	<b>188</b>	<b>165</b>	<b>177</b>

Note: Includes programs awarding dual degrees to single graduates. Cut-off dates for each year are as follows: 2014-2015 (10/28/15), 2015-2016 (9/13/16), 2016-2016 (9/13/17), 2017-2018 (9/11/18) and 2018-2019 (9/6/19); 2019-2020 (9/15/20)

# Cumulative Listing of U.S. Alumni by State/Territory since 1864<sup>1</sup>

State	Alumni
Alabama	103
Alaska	17
Arizona	190
Arkansas	86
California	1,175
Colorado	157
Connecticut	267
Delaware	49
District of Columbia	329
Florida	509
Georgia	228
Guam	3
Hawaii	59
Idaho	52
Illinois	597
Indiana	291
Iowa	145
Kansas	165
Kentucky	140

State	Alumni
Louisiana	150
Maine	64
Maryland	1,143
Massachusetts	341
Michigan	285
Minnesota	354
Mississippi	38
Missouri	224
Montana	51
Nebraska	102
Nevada	31
New Hampshire	57
New Jersey	441
New Mexico	94
New York	1,115
North Carolina	308
North Dakota	61
Ohio	426
Oklahoma	59

State	Alumni
Oregon	115
Pennsylvania	676
Puerto Rico	27
Rhode Island	58
South Carolina	93
South Dakota	70
Tennessee	114
Texas	564
Utah	65
Vermont	33
Virgin Islands	5
Virginia	630
Washington	229
West Virginia	80
Wisconsin	282
Wyoming	13
<b>Total</b>	<b>12,960</b>

<sup>1</sup>Includes all those who graduated through Summer 2020.

Students from every corner of the United States, many territories and over 90 countries have brought their flair for learning to Gallaudet University.



#### Cumulative Listing of International Alumni by Country since 1864<sup>1</sup>

Country	Alumni	Country	Alumni	Country	Alumni
Argentina	4	Guyana	1	Paraguay	2
Australia	10	Haiti	1	Peru	3
Austria	2	Honduras	1	Philippines	16
Bahamas	2	Hong Kong	3	Poland	1
Bangladesh	1	Hungary	1	Portugal	1
Barbados	1	Iceland	2	Russian Federation	3
Belgium	7	India	42	Rwanda	1
Benin	1	Indonesia	3	Saudi Arabia	16
Botswana	7	Iran	4	Sierra Leone	2
Brazil	7	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	518	Japan	33	Spain	8
Chile	3	Jordan	5	Sri Lanka	7
China	65	Kenya	8	Sweden	20
Colombia	2	Korea, Republic of	14	Switzerland	3
Costa Rica	3	Kuwait	1	Taiwan, Province of China	13
Cyprus	1	Lebanon	2	Tanzania	1
Czech Republic	1	Liberia	1	Thailand	5
Denmark	1	Malaysia	17	Trinidad and Tobago	2
El Salvador	2	Mali	1	Turkey	1
Ethiopia	5	Mexico	9	Uganda	3
Fiji	1	Mongolia	2	United Arab Emirates	3
Finland	3	Nepal	1	United Kingdom	12
France	5	Netherlands	11	Uzbekistan	1
Gabon	2	New Zealand	3	Venezuela	2
Germany	6	Nigeria	61	Vietnam	2
Ghana	14	Norway	7	Zambia	1
Greece	4	Pakistan	5	<b>Total</b>	<b>1,120</b>
Guatemala	3	Panama	2	<b>Countries</b>	<b>91</b>

<sup>1</sup>Includes all those who graduated through Summer 2020.

## IV. SUPPORT PROGRAMS AND STRATEGIES

The University promotes and encourages student learning and development in all activities throughout the campus that support students' persistence to graduate and help prepare them for careers or graduate education. Student Affairs, the Office of Student Success and Academic Quality, and the Office 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 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

## Academic Advising

Academic career advisors work with students in collaboration with academic departments and student support offices to enhance student academic performance for retention purposes. The office provides academic and career advising primarily for students who have not decided on 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. Other services include, but are not limited to, assistance with course registration, individual and group advising, career advising, and guidance in selecting an academic major and/or minor during their years at Gallaudet.

During AY 2019–2020, advisors partnered with Student Success Coaches, with each Advisor working with a Student Success Coach to support the students in their caseload. The average Advisor-to-student caseload is 160:1. 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 pivot to the virtual service delivery model due to Navigate appointment scheduling offering the ability to

persistence. The following section provides brief descriptions of the significant impact these programs have on persistence and graduation rates..

schedule virtual appointments and include Zoom links. Advisors and Coaches collaboratively monitor 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 ensure 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 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.

## Athletics and Intramurals Programs

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

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

Intramural programs provide students who are not on an intercollegiate team an opportunity to participate in sports, providing the benefits of team membership and fostering connections to the Gallaudet community.



During FY 2020, as college sports stopped abruptly in March and students were sent home due to the COVID-19 pandemic, the Gallaudet athletics staff pivoted to stay connected with Bison student-athletes remotely. Head coaches hosted Zoom chats with their teams while the department developed a Wellness Wednesday survey to check on the mental well-being of the student-athletes. The Gallaudet strength and conditioning program recorded and released over 100 home workout videos during a two-month span for the Gallaudet community and athletic teams. The Gallaudet women's soccer team recorded a children's story in ASL for deaf and hard of hearing children stuck at home. Fourteen spring sport seniors were still recognized on their respective Senior Days even though their seasons were cut short. The Athletic Department hosted its annual Awards Banquet virtually and announced the award winners. During a 43-minute produced video, 100 people were honored. The department also had to make the tough decision to suspend all fall sport activities as Gallaudet continued remote learning for fall 2020 due to COVID-19. The Athletics Department also created five committees for its staff members to pivot their attention to: Back to Sports; Student Success; Recruiting and Enrollment; Racial Equity; and Athletic Operations. A special thank you to the committee chairs and department staff for stepping up in these unprecedented times.

Athletics and Intramural Programs highlights for the year include:

- The Athletics Department received a generous \$100,000 anonymous donation to help support the Bison Athletics Endowment Fund. This donation will help make a positive impact on our student-athletes and department.
- Members of the Athletics Department and student-athletes responded to the racial and social injustice issues impacting the country. Members of the Gallaudet men's and women's basketball programs made an inspiring Black Lives Matter video. Softball infielder Lennette Butler produced a Black Lives Matter ASL Video that was shared by the NCAA Division III social media accounts. Butler was also featured in the NCAA's Juneteenth social media campaign as she signed in ASL what Juneteenth meant.

- The Athletic Department launched the Faculty-Mentorship Program during the 2019-2020 school year. Ten Gallaudet faculty members were paired with the 14 varsity sports and one club program during the school year. The program aimed to better facilitate the integration of athletics and academics, promote student-athlete success, engage faculty and student-athletes; and advance the NCAA Division III philosophy. The benefits of this program involve providing student-athletes positive models, providing faculty members an inside look at the student-athlete experience, and building bridges between the faculty body, the student body, and the athletic department.
- Gallaudet was accepted by the Colonial States Athletic Conference (CSAC) as an associate member in men's and women's outdoor track and field for the 2020-2021 season.
- The Athletic Department partnered with Phenom Works Productions, a deaf-owned company, to produce 10 recruitment videos that featured different sports and an overall department-wide video.
- Gallaudet Athletics' social media platforms (Facebook, Instagram and Twitter) remained ranked at the top of NCAA Division III social media for the 2019–2020 school year.
- Gallaudet won its fourth North Eastern Athletic Conference (NEAC) men's swimming and diving championship.
- Gallaudet women's volleyball earned its 12th American Volleyball Coaches Association (AVCA) Team Academic Award as it posted a team GPA of 3.69.
- Gallaudet women's soccer earned its first United Soccer Coaches Team Academic Award after they posted a team GPA of 3.33.
- Gallaudet softball earned six National Fastpitch Coaches Association (NFCA) All-America Scholar-Athlete honors.
- Gallaudet finished in the Final Four of the Helmet Bowl III presented by Helmet Tracker.
- The Gallaudet men's basketball program released a history book (1904-2019) during the annual Alumni Madness Day in February; it was written by Gallaudet Athletics Hall of Famer Barry Strassler.
- Thirty-three confirmed student-athletes, coaches, and managers who were on an active roster during the 2019–2020 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. Three Gallaudet student-athletes graduated with University Honors, including Hannah Neild (women's basketball, soccer and softball), Brynn Schmidt (women's volleyball) and Raelyn Fuechtmann (women's volleyball).

- Women's soccer forward Hannah Neild was selected to the 2019 Academic All-America Division III Women's Soccer Third Team, as selected by the College Sports Information Directors of America (CoSIDA). This was the third time Neild earned CoSIDA Academic All-American honors in the 2019 calendar year, as she was honored in women's basketball and softball during the 2018-2019 school year. Neild became the first Gallaudet women's soccer player to earn Academic All-American honors. She also accomplished the rare feat on the national level to earn CoSIDA Academic All-America honors in three sports.
- Senior guard Noah Valencia was selected to the 2019-2020 Academic All-American Division III Men's Basketball Second Team, as selected by CoSIDA.
- Senior offensive lineman Matthew Cracraft was one of 185 semifinalists for the 2019 William V. Campbell Trophy, which recognizes an individual as the absolute best scholar-athlete in the nation, as presented by the National Football Foundation (NFF).
- Sixty-four student-athletes earned a spot on the 2019-2020 North Eastern Athletic Conference (NEAC) Scholar-Athlete list for having a grade point average (GPA) of 3.4 or better; Bison honorees represented 24 states and three countries. Twenty were repeat recipients, and two earned scholar-athlete honors all four years they were student-athletes.
- Eight football student-athletes earned a spot on the ECFC All-Academic list. To be honored, a student-athlete must have reached sophomore academic standing, have participated a minimum of two years with the team and achieved a cumulative GPA of at least 3.3 or higher following the fall semester.
- Thirteen student-athletes were inducted into the Chi Alpha Sigma National College Honor Society for demonstrating excellence in athletics and academics.
- Gallaudet senior offensive linemen Malik Amann, Matthew Cracraft, and Everett Polzin were named to the 2020 NFF Hampshire Honor Society, which is composed of college football players from all divisions of play who maintained a cumulative 3.2 GPA or better throughout their college careers.
- Sixty-five student-athletes earned all-conference honors for their respective sport.
- Gallaudet earned 13 Eastern Collegiate Football Conference (ECFC) all-conference team honors. Gallaudet had five players on the first team, one on the second team, and seven received honorable mention. Over half of the recipients were repeat honorees.
- Gallaudet men's basketball guard Noah Valencia was named a finalist for the 2020 Jostens Trophy, awarded to the outstanding NCAA Division III men's and women's basketball players who excel on the court, in the classroom, and in the community. Valencia is the second Jostens Trophy finalist in Gallaudet's history. This was the second straight season Gallaudet had a Jostens Trophy finalist.
- Gallaudet earned several NEAC awards, including 2019-2020 NEAC Men's Swimmer of the Year (Benjamin Sealts) for a third straight season, and 2019-2020 NEAC Men's and Women's Swimming & Diving Coach of the Year (Larry Curran).
- Gallaudet senior offensive lineman Matthew Cracraft was named a 2019 Mayo Clinic Comeback Player of the Year Award nominee. He was one of only 30 college football players, from all levels, to be honored.
- Senior guard Noah Valencia was picked to his fourth straight all-conference team as he landed on the NEAC second team. He was also honored by D3hoops.com with a selection to the All-Region third team. Valencia finished his career with 1,874 points in 102 games.
- Men's basketball head coach Kevin Kovacs and the Bison team were featured on the Olympic Channel in Body+, a docuseries about inspiring athletes who are redefining what it means to have the perfect body. The Bison were shadowed by the Olympic Channel crew during the end of the 2018-2019 season.
- Gallaudet men's basketball was on ESPN3 when it played a November game at the University of

Vermont against former Bison Head Coach John Becker (1997-1999).

- Current Gallaudet student-athletes, Bison alumni, and Head Coach Lynn Ray Boren helped the USA women's volleyball national team bring home the gold medal at the 2019 Pan American Deaf Volleyball Regional Qualification in Brazil.
- Current Gallaudet student-athletes and Bison alumni helped the USA men's soccer national team win the 2019 Deaf Pan American Games.
- Associate Athletic Director for Communications Sam Atkinson was elevated to President of CoSIDA. He is only the second CoSIDA president to come from a Division III program. Atkinson is part of CoSIDA's most diverse officer group in the 60-plus year history of the organization.
- Assistant Athletic Director and Women's Volleyball Head Coach Lynn Ray Boren was selected as the

USA Deaf Women's Volleyball Head Coach, as announced by the USA Deaf Sports Federation and USA Deaf Volleyball. Boren has a 46-10 record in 12 seasons leading Team USA.

- Atkinson was the 2020 recipient of CoSIDA's Mary Jo Haverbeck Trailblazer Award, presented annually to an individual who is a pioneer in the field of sports information, who has mentored and helped improve the level of ethnic and gender diversity within CoSIDA.
- Baseball head coach Curtis Pride was featured in Major League Baseball (MLB) social media posts celebrating the 30th anniversary of the Americans with Disabilities Act (ADA).
- Nick Pezzarossi was selected as the new men's and women's swimming and diving head coach in May after former head coach Larry Curran announced his retirement.

## Career Center

The Career Center prepares students for life after Gallaudet through a variety of services and learning opportunities, including internships, job fairs, job search workshops, resume reviews, mock interviews, and career consultation. The Career Center's goals are to educate and empower students so they can learn lifelong career development skills, make effective career decisions, and achieve professional success. During the pandemic, many employment opportunities were frozen or reduced. Despite these challenges, the Career Center staff have been able to provide a number of career information sessions, mock interviews, and virtual fairs in the online environment, including the upcoming Fall 2020 Virtual IT Summit and Fall 2020 Career and Internship Fair using AbilityFair Virtual Platform.

As the most notable highlight for AY 2019-2020, with new leadership in the Career Center, consultants from the Career Leadership Collective were invited to conduct a strategic landscape analysis of career education and career services at Gallaudet. Findings from this will be presented to the Board of Trustees during the October 2020 Board Meeting and plans are underway to restructure and realign career services to better serve Gallaudet students and alumni.

Recommendations from the report are outlined below:

- Provide campus-wide vision, clarity, and a new brand for career success
- Transform the career development experience for students starting with General Education and moving the five schools in alignment with new curriculum
- Strategic cultivation of employer partnerships and ongoing alumni engagement
- Bolster big career data and the overall story of career success
- Restructure and reorganize the dedicated career team

The top four immediate areas of focus for AY 2020-2021 will focus on the following:

- Reorganization and Restructuring of Career Services
- Providing a campus-wide vision, clarity, curriculum map, and a new brand for career success
- Conceptualize Career Success Partners with faculty departments, employer relations and alumni
- Pursue alumni data (alumni in their first-, fifth-, and 10-year marks)

Career Center brief highlights for the year include:

- The Fall 2019 Internship and Job Fair hosted 60 employers, with approximately 350 participants (students and alumni) in attendance. The Spring 2020 Internship and Job Fair had 70 employers and 231 students completed evaluations.
- In Fall 2019, the Career Center, in partnership with the Department of Business and Risk Management, sponsored the Second Annual IT Summit. One hundred fifteen participants attended, including 65 students and five sponsors. Those sponsors included

Gallaudet Career Center, PNC, Procter & Gamble, Ernst and Young, Microsoft, and General Dynamics Information Technology. Employers, Gallaudet administrators, faculty, and staff attended the event.

- In Fall 2019, approximately 130–150 students participated in mock interviews at the Department of Transportation as part of a class assignment in GSR 110 and COM 320.
- In Fall 2019, 70 students completed the Workforce Recruitment Programs (WRP) application and interview process.

## 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.

In March, when COVID-19 caused Gallaudet to move to remote learning, CAPS staff provided only crisis and emergency appointments through the spring semester. 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 a national certification as a Certified Life Coach. This allows CAPS to provide a supportive service to Gallaudet students during their remote studies for fall 2020.

Counseling and Psychological Services highlights for the year include:

- Three hundred twenty-five students were served. Out of those students served, 304 received ongoing individual counseling (54 of those also received psychiatric services) and 22 received assessment services.

- The number of crisis appointments significantly increased this year due to COVID-19 and the cessation of regular counseling sessions. A total of 449 crisis appointments were provided during the year. One hundred fifty-nine of those appointments occurred before COVID-19, with 290 appointments after March 15.
- Fifty-seven percent of students receiving services identified themselves as deaf, and 11% 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 54%; Latina/o/x/Hispanic 18%; Black/African American 16%; Asian 9%; mixed race 8%.
- Eighty-eight percent of students receiving services reported that the problems that brought them to CAPS were improved.
- Fifty-five percent of students received services because of problems in school. Of those students, 62% reported that CAPS services helped them stay in school, and 62% reported that services helped them do better in class.
- Ninety-three percent rated CAPS services as being above average to outstanding.
- Ninety-five percent would recommend CAPS to other students.
- CAPS provided support groups for Latina/o/x/Hispanic and Black/African American students.
- CAPS collaborated with the Athletics Department during the fall semester, hosting a suicide prevention theme during a football game. T-shirts with a hotline number were distributed, along with information on suicide prevention and supportive friends.

- CAPS hosted the International Survivors of Suicide Loss Day with a movie and discussion about suicide. The event was open to all faculty, staff, students, and community members.
- Staff and faculty participated in the fifth 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.
- With Health and Wellness, CAPS provided six Suicide Prevention Workshops (Question, Persuade, Refer–QPR) to 72 students and employees.
- CAPS screened approximately 70 students at National Depression Screening Day and hosted an online National Alcohol Screening Day in April.
- CAPS provided two training sessions for CAPS staff and trainees on Racial Trauma in Counseling and Psychotherapy.
- Eighteen presentations on a variety of mental health topics were provided to paraprofessional groups, new students during New Student Orientation, faculty, and parents.
- CAPS produced several ASL videos on mental health topics for outreach and training.
- CAPS presented to high school students in the “Catch Them Young” program for students of color and the “All Stars” program for students of color enrolled at Gallaudet.
- In collaboration with Residence Life, CAPS provided weekly training for the peer advisors.
- CAPS provided clinical training for 10 interns from Gallaudet’s Counseling, Psychology, and Social Work Departments, as well as for a psychiatric resident from George Washington University School of Medicine.
- CAPS staff taught five courses in the departments of psychology and counseling.
- The CAPS director presented to professionals in the Netherlands on “Language Development and Social Emotional Development of Deaf Children” and “Access to Medical Care for Deaf Persons in the U.S.”

## 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.

This list highlights OSWD’s accomplishments during the unusual 2019–2020 academic year, when in-person operations were suspended during Spring Break in March 2020 because of the COVID-19 pandemic. Since that time, OSWD staff have been teleworking.

OSWD highlights for the year include:

- The creation of several new videos presenting content in ASL, so that several pages now feature bilingual presentation of content in both ASL and written English to make the web page more accessible.
- The first video was a promotion describing how OSWD students could get involved with the OSWD Student Advisory Board. Next, OSWD Coordinators James Akridge and Karen Terhune presented an “Introduction to OSWD,” which became the ASL form of the [“Welcome to OSWD”](#) page.
- During the summer of 2020, a former OSWD graduate assistant created ASL videos for all of the pages, except for documentation guidelines, of the section called [“Applying for Disability Accommodations from OSWD.”](#)
- The project of revitalizing the OSWD Student Advisory Board (SAB) continued with a few updates to generate interest and provide information. In Fall 2019, OSWD’s three then-graduate assistants scripted and produced their own video in a question-and-answer format, with information about why an OSWD student might want to get involved with the SAB and how to do it. In support of accepting online SAB applications, a new Adobe Sign Form was created and some behind-the-scenes updating to administrative email accounts occurred. All of these elements made their appearance on the page called [“OSWD Student Advisory Board \(SAB\).”](#)
- During in-person operations, OSWD provides proctoring for extended-time tests, and facilities for OSWD students to take their tests in our offices. With the shift to remote operations, OSWD was unable to

continue to offer this popular service to students and faculty, necessitating some changes in the “extended time for tests” accommodations.

- In answer to some faculty questions in the early days of remote operations, OSWD prepared a new policy statement and guidelines document about how to implement the accommodation, which is now available on the web page as [“Testing Accommodations During Remote Operations.”](#)
- In 2013, OSWD prepared a document called “Gallaudet University OSWD Policy Guidelines: Accommodations for Distance Learners, for Students & Faculty.” “Distance Learners,” now “Remote Students,” have changed substantially, as nearly all of our students are remote students, and practices and expectations have also greatly changed. To replace that earlier guidelines document and extend our testing guidelines document for remote operations, OSWD has produced a new “OSWD Guide to Accommodating Remote Learners.” The document is being finalized and readied for distribution at the time of this writing (mid-September 2020).
- OSWD provided consulting services for campus-related improvement projects, which included architectural accessibility and accommodations for the Student Academic Center and the Braille Printing Station in the library.
- On January 30, 2020, Karen Terhune, along with OSWD student Precious Barlow, was interviewed by a Russian documentary-film team about students with disabilities at Gallaudet.
- OSWD provided subject-matter expertise on issues of accessibility and providing services for deaf people with disabilities to the Greater Washington Board of Trade’s “Accessibility for All Working Group”

and the GAIN (Gallaudet in Nigeria-Africa) Steering Committee, specifically a delegation from the Nigerian National Association of the Deaf (NNAD), and Wesley University, Ondo City, Nigeria.

- In AY 2019-2020, OSWD served a total of 241 students; 176 (73%) were undergraduates, 55 (23%) were graduate students, and 10 (4%) were professional studies students.
- Testing services was the most utilized accommodation provided to OSWD students. The testing accommodation typically combines an allowance for extended test-taking time (150% of classroom time) and allows the test to be taken in OSWD’s lowered-distraction testing rooms. Note that because of the change to remote operations during Spring Break in March 2020, the numbers for Spring 2020 are markedly reduced, and there were no tests given during the Summer 2020 term.
- During AY 2019-2020, 504 individual tests were given in OSWD facilities over the course of three terms: 226 tests in Fall 2019; 28 tests in Spring 2020; and no tests in Summer 2020. The number of students who used the service in Fall 2019 was 46. That number decreased to 19 for Spring 2020. No students used the service in Summer 2020.
- Alternative print services produced 5,067 pages of large-print, scanned, and e-book pages, 300 Braille pages, and 246,614 e-books for 17 students.
- In AY 2019-2020, there were 44/38 (Fall/Spring) classes with note-takers; 18/17 (Fall/Spring) OSWD students requesting note-takers; and 14/15 (Fall/Spring) total note-takers involved. (Some note-takers took notes in more than one class, and some OSWD students requested note-takers for multiple classes).

## Office of Residence Life and Housing

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

Before COVID-19 (October 2019–March 2020)

- Residence Life partnered with the Health and Wellness Programs to set up the “First 40 days” series of programs and events

- In the fall and spring semesters, the Residence Life team participated in the Transformational Leader as a Coach classes led by Jackie Woodside, CPC, LICSW
- In October, selected Residence Life team members attended the Restorative Justice training hosted by the Office of Equity, Diversity, and Inclusion.

After COVID-19 (March 2020–September 2020)

- In response to the COVID-19 outbreak in March 2020, Residence Life and the Office of the President collaborated to ensure students' safety and transition back to their home states and countries.
- In support of the deaf ecosystem, the Residence Life contracted with reFort to pack and ship students' belongings during spring break in March 2020.
- The Residence Life team collaborated with Student Affairs to pack graduation care packages for students

who graduated during AY 2019-2020 (December 2019, May 2020, and August 2020).

- Programs and events were modified and offered virtually to ensure all students could participate regardless of their location.
- The Residence Life team collaborated with the Public Health and Safety team to ensure residents complied with the COVID-19 guidelines while residing on campus.
- The Residence Life team successfully completed the Census 2020 Electronic Response Enumeration count of Gallaudet residents with a 99% response rate.

## Student Center Programs and Services

### Campus Activities

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

Campus Activities highlights for the year include:

### Programming

- Campus Activities continued to provide large-scale events for students, with over 900 attendees at them before COVID-19. The largest events of the year were the Student Organization Fair, Holiday Market, and the Welcome Back event.
- Social media increased with over 4,000 viewers. Different videos and Instagram posts related to campus events such as contests, fairs, trainings, and other activities were posted by Campus Activities student paraprofessionals.
- For the first time, Campus Activities offers digital advertising on the JSAC atrium TVs in which members of the Gallaudet community and student organization leaders can upload fliers or videos

for the community to view (more information under office operations.)

### Student Organizations

- Campus Activities had 32 student organizations registered with over 600 students participating. Three new student organizations were established and they are the African Student Union, Deaf Muslim Student organization, and the Art Club. One of our student organizations, Rainbow Society, was reactivated for the first time in almost three years.
- Campus Activities hosted the Student Organization Fair for the first time with 19 student organizations participating and over 100 students in attendance. This will become an annual event.

### Leadership Training

- The Bison Leadership Training Program began its pilot with a total of seven workshops starting in late fall and going through the spring semester. One of the goals of the Bison Leadership Training Program was to provide students leadership tools, such as in student organizations. Topics ranged from "Parliamentary Workshop," "How to Run Effective Meetings," "Cultural Competence," "Budget Management," and "How to Write Bylaws."
- Gallaudet's chapter of the National Society of Leadership and Success (NSLS) has grown, with 70 new members and a total of 142 active members. NSLS has hosted eight leadership presentations featuring faculty, staff, and Gallaudet alumni members sharing their leadership experiences and offering



tips for the aspiring leaders of NSLS. A number of members volunteered and participated in cleaning up the creeks near the parks in Washington, DC.

## Office Operations

- Room requests are the center of Campus Activities operations. The office handled and oversaw 524 events with occurrences, which totaled 1,267 events in 29 locations for the community in the JSAC Multipurpose Room, JSAC 1011 Conference Room, JSAC hallways, Ely Center and the Andrew Foster Auditorium.
- Campus Activities provided a total of 900-plus requests for services, ranging from printing banners, approving fliers and color printing to butcher paper requests and lamination services. These numbers are as of March 21, when the University moved to remote work. These services were put on hold due to this shift.
- Digital TV was a new feature for the campus community. It allows student organizations and departments to request, upload, and advertise their fliers and videos for their events on TV. The Digital TV supports the bilingual mission of the University and it was a very popular feature that generated 50 requests from October to winter break, and again from January-March.

## Game Room

- The Game Room continued to provide games on weekends and weeknights for our students. We had a total of eight tournaments from fall to late spring before the COVID-19 pandemic. Students continued to participate in various numbers during the week and weekends, during the year and remotely starting in March during the COVID-19 pandemic.
- Game Room staff also assisted Campus Activities with other programming and activities, which contributed to the Game Room staff's marketing efforts. This was the beginning of a long-term goal of cross collaboration between departments in Campus Activities to provide a broader range of services and activities to help enhance the student experience.

## Commuter Programs

Commuter Programs provides a place for commuter students to stay between classes and offers a number

of amenities, such as a place to rest, watch TV, and study. There is a small kitchenette, a computer lab, lockers, and a playroom for kids to play while their parents do their school work. Commuter Programs also serves as a resource for commuter students.

- Commuter Programs had an increase of locker loans. Lock loans, on average, were about 30. During AY 2019-2020, about 40 students requested use of the lockers.
- The Game Room staff also redesigned the furniture setup to create a comfortable and cozy space, which resulted in more commuters in the lounge.
- Graduate students were frequent users of the Commuter Lounge during the week at peak times, which were from 11:00 a.m. to 2:00 p.m. and before evening classes. Commuter Programs worked with the Graduate Student Association to help increase marketing of the availability of the lounge to graduate students.
- Commuter Programs monthly workshops included "Emergency Preparedness/Welcome Back," "Don't Drop the GPA," "Speed Dating," and the popular "Cooking Tips with Jacquelyn Lally."

## Health and Wellness Programs

Health and Wellness Programs promotes the enhanced well-being of Gallaudet University students by empowering them to make informed health and lifestyle choices.

The Health and Wellness Programs (HWP) highlights for the year include:

- Offered 145 programs and interventions to 1,868 students (duplicated) on the various dimensions of health including, physical, emotional, social, and sexual, during the 2019-2020 academic year. Due to COVID-19, two of HWP's biggest events (Condom Fashion Show and Get Moving) were cancelled. Operations, programs, and services continued, in smaller numbers and online.
- Provided training and a paraprofessional experience to two interns and seven Peer Health Advocates who helped increase messaging about health and wellness to the student community. Even with internet issues, these students continued their work to promote health "on-campus" virtually.

- Continued utilizing the research-based programs, “Brief Alcohol Screening for College Students (BASICS),” and “Cannabis Screening for College Students (CASICS).” There were 19 students seen, 29 sessions facilitated, and 15 evaluations completed. Of participants, 87% said they would think about changing their use and 93% gave the sessions a very good or excellent rating.
- Continued providing food pantry services through which food, toiletries and clothes were given to students. COVID-19 forced shifts in the way HWP approached working with students, but despite this, since March 12, 2020, HWP served 33 students (duplicated) with around three to six coming weekly.

## 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 emphasizes students’ 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 serves as a campus-wide resource, providing consultation on issues related to student conduct, classroom management, restorative practices, and bias-related harassment. SARP updated specific restorative justice language to the student conduct process in the 2020-2021 Student Handbook. SARP is also responsible for assisting the University with regard to both Title IX Sexual Harassment and Sexual Misconduct policies, procedures, and compliance as it relates to students.

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

- Renamed the Office of Student Conduct (OSC) Student Accountability and Restorative Practices (SARP). This was done to engage students regarding their behaviors and responsibilities, recognizing that concern for self and others in a community of individuals can have a powerful impact.
- Updated the University’s Title IX Sexual Harassment Policy in compliance with the new federal regulations for responding to complaints of Title IX sexual harassment on campus, and revised the Sexual Misconduct Policy to address other sex-based incidents that do not rise to the Title IX level of sexual harassment definition, as violations of University policy.
- Enhanced prevention education efforts through collaboration with academic departments, Student Body Government (SBG), Residence Life, and other Student Affairs units.
- Prevention education programs included “Consent Kick-Off,” Title IX Booths in the Commuter Lounge and Residence Halls, and a Self Defense workshop. Due to the COVID-19 pandemic, SARP did not host programming for Sexual Assault Awareness Month (SAAM) in April 2020.
- Provided 10 Title IX training sessions for students and paraprofessionals including JumpStart paraprofessional staff and students, Residence Life Resident Assistants (RA), Graduate Peer Coaches, Peer Mentors, and New Student Orientation (NSO).
- Provided 10 Student Conduct training sessions for students and paraprofessionals, including Multicultural Student Development and Mentoring (MSDM) peer mentors, JumpStart students, NSO, New Faculty Orientation, RAs, and Peer Mentors.
- Continued to serve as a community resource for infusing restorative practices into the student conduct program in addressing low-level infractions.
- Served as a campus-wide resource for cross divisional committees, i.e., Integrated Response Team; Persona-Non-Grata (PNG) Panel; Title IX Team, to address various issues including bias related harassment; Title IX policy, procedures and compliance; and diversity, equity and inclusion.

## 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 Office of Campus Ministries highlights for the year include:

- Hosted High Holiday events, Shabbat events, and other social dinners. The birthright trip to Israel and a mission trip to Thailand during the summer of 2020 was cancelled due to COVID-19.
- Provided weekly and monthly events, game nights, prayer walks, leadership training, retreats, weekend

outings, social events, weekly Mass, field trips, and Bible study.

- Provided pastoral counseling to both students and staff throughout the year.
- Held Christmas, Ash Wednesday, Good Friday, and Easter Sunday gatherings and services.
- Hosted an ice cream social event at the beginning of each semester.
- Participated in ongoing dialogue on creating an interfaith space on campus.
- walks, leadership training, retreats, weekly mass, field trips, and Bible study.
- OCM provided pastoral counseling to both students and staff throughout the year.
- OCM held Christmas, Ash Wednesday, Good Friday, and Easter Sunday gatherings and services.
- OCM produced monthly email newsletters.
- OCM hosted an ice cream social event each semester.
- OCM participated in ongoing dialogue on creating an interfaith space on campus.

## Student Success

During AY 2019-2020, Student Success received a generous donation of \$150,000 from the Coca-Cola Foundation to support student success initiatives. With these funds, the Student Success office was able to hire three Student Success Coaches to provide Academic Success Coaching to new students. Student Success will hire an additional Success Coach in the new fiscal year who is dedicated to supporting deafblind students. All coaches are undergoing training by JSTCoaching to become certified Academic Success Coaches, with an emphasis on ADHD and Executive Function Coaching. Each coach 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, NSO and the Peer Leadership program.

## New Student Orientation

New Student Orientation (NSO) is a transition program for undergraduate students that seeks to provide them the information and resources they need to successfully begin their academic journeys. NSO introduces students to Gallaudet's resources and to what the

Washington, DC, community has to offer. NSO provides opportunities for 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 2020, due to the pandemic, the Student Success office pivoted to offer NSO in the virtual environment to new students and their family members over a four-week period during August. This was a great opportunity to venture into virtual service delivery and consider future hybrid approaches for orientation delivery post-pandemic.

## 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. Due to the pandemic, the JumpStart: ASL program was offered virtually. 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 networking 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.

## Tutorial & Instructional Programs

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

Tutorial & Instructional Programs highlights for the year include:

- TIP continued to maximize the use of Navigate, Gallaudet's student success platform, which allows students to use their mobile devices to schedule tutoring appointments and services. With this, TIP services were able to seamlessly make the transition

Student Success highlights for the year include:

- Eight undergraduate students, one graduate assistant, and one program assistant were hired for the JumpStart: ASL program. Three ASL interns from the ASL program worked with faculty instructors teaching the ASL curriculum.
- Twenty-eight students participated in the JumpStart: ASL program.
- One JumpStart Program Assistant, two Graduate Assistants, one Orientation Team Leader, 16 Peer Leaders and one media specialist were recruited to work in Student Success for Fall 2020.
- NSO welcomed 231 new undergraduate and transfer students in August 2020.
- After NSO, 17 Peer Leaders partnered with 17 Faculty Instructors to support students in 17 sections of the GSR 101: First Year Seminar course.
- One hundred sixty-four first-year students were assigned a Peer Leader as part of the required GSR 101: First Year Seminar.

to the virtual service delivery environment in March 2020 during the COVID19 pandemic.

- For AY 2019-2020, approximately 38% of TIP's resources were dedicated to English tutoring, 24% to math tutoring, 11% to general tutoring, 9% to Business, 7% to ASL/MASLED tutoring, and 10% to TIP's program support staff to coordinate tutoring services.
- TIP provided English drop-in services for summer courses.
- Developmental English, developmental mathematics, and higher mathematics courses received "in-class tutoring" support.
- In collaboration with the Office of Student Success and Academic Quality, TIP expanded the drop-in tutoring services for gateway and developmental courses, which had been limited due to tutor resources.

## V. ALUMNI SURVEY INFORMATION

This section contains excerpts of data available from respondents to our Annual Survey of Recent Graduates (December 2017 – August 2018 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

- Sixty-four (64%) of bachelor's degree alumni who responded to the survey stated that they worked either full-time or part-time.
- Eighty-four percent (84%) of graduate degree alumni worked either full-time or part-time.
- Thirty-three (33%) of bachelor's degree alumni were pursuing additional education.
- Twelve percent (12%) of graduate degree alumni were pursuing additional education.

### Employment Fields

- The most common fields of employment for all recent Gallaudet alumni are:
- Thirty-five percent (35%) – **education, training, and library** occupations.
- Twenty-one (21%) – **healthcare practitioners and technical** occupations.
- Thirteen (13%) – **community and social services** occupations.
- Sixty-nine (69%) of Gallaudet University alumni are working in the three occupational fields listed above.

### Internship Participation

Eighty-one percent (81%) of all responding alumni participated in an internship while at Gallaudet—eighty-six (86%) of bachelor's level alumni and seventy-nine percent (79%) of graduate degree alumni.

### Hearing Undergraduate Outcomes

- Fifty percent (50%) of the hearing undergraduates who responded to the survey stated that they were employed.
- Twenty-five percent (25%) of the hearing undergraduates who responded to the survey stated they were pursuing additional education.



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

Major Standard Occupational Group	Undergraduate (N=22) <sup>1</sup>	Graduate (N=41) <sup>1</sup>	Total (N=63) <sup>1</sup>	Undergraduate Providing Service to Deaf or HH People <sup>2</sup>	Graduate Providing Service to Deaf or HH People <sup>2</sup>	Total Providing Service to Deaf or HH People <sup>2</sup>
Architectural and engineering						
Arts, design, entertainment, sports, and media	14%		5%	67%		67%
Business and financial	5%	7%	6%	100%	67%	75%
Community and social services	23%	20%	21%	100%	100%	100%
Computer and mathematical						
Education, training, and library	23%	41%	35%	100%	71%	77%
Food preparation and serving related		2%	2%		0%	0%
Healthcare practitioners and technical		20%	13%		75%	75%
Healthcare support	9%		3%	100%		100%
Installation, maintenance, and repair						
Legal	5%		2%	100%		100%
Life, physical, and social Science		2%	2%		0%	0%
Management	5%	2%	3%	0%	0%	0%
Military	5%		2%	0%		0%
Office and administrative support		2%	2%		0%	0%
Personal care and service	14%	2%	6%	100%	100%	100%
Sales and related						
Transportation and material moving						
<b>Total</b>				<b>86%</b>	<b>71%</b>	<b>76%</b>

<sup>1</sup>Percentages may not total 100 percent due to rounding.

<sup>2</sup>Percent of total for each row who provide service to deaf or hard of hearing people by occupational group.



Gallaudet partnered with the D.C Department of Health and CVS Pharmacy to provide COVID-19 testing and flu shots to on-campus students and employees, and other campus residents.



# PRIORITY FOUR: BUILDING BLOCKS OF SUCCESS: IMPROVING OUR INFRASTRUCTURE AND INVESTING IN OUR PEOPLE

*Develop focused plans to address and invest in our human capital, critical infrastructure needs (especially digital and campus infrastructure), and Gallaudet's internal and external relationshipbuilding capacity.*

## I. ADAPTIVE DIGITAL LEARNING FY 2020 HIGHLIGHTS

Gallaudet's former Provost, Dr. Carol Erting, was selected in June 2017 as one of 32 provosts and chief academic officers (CAOs) from colleges and universities around the nation to participate in the Association of Chief Academic Officers (ACAO) Digital Fellows Program. Since then, the Provost, Digital Learning core team, and first-year digital fellows acknowledged the importance of a new, more innovative, transformative approach necessary to support our ASL/English bilingual mission. Gallaudet had attempted to utilize off-the-shelf adaptive courseware to produce a bilingual adaptive learning experience for our students, but, ultimately, all participants agreed it was not optimal. Commercially developed courseware is primarily monolingual and heavily text-oriented, and usually does not incorporate robust visual learning materials. The Digital Fellows — two English department

faculty members, two ASL faculty members, and one (continuing) math faculty member — decided to work as a learning community with Smart Sparrow and its instructional design team. They did so to build an adaptive digital learning module for first-year students, designed visually and bilingually from the ground-up. The module was being designed for first-year students and was to be one of several curricular modules all undergraduates would take as part of their first-year experience. When completed, the full-year, foundational course delivered as a hybrid course would address three institutional student learning outcomes (SLOs): One focused on language and communication; another focused on culture and identity; and the final one on critical thinking.

Two students engaged in a classroom discussion using ASL.



The Digital Fellows continued their work with Smart Sparrow on Phase 1: Learning Design and Discovery, following its course development approach, which divides the process into stages. Those stages are empathy, definition, ideation, refinement, and course architecture. On September 19, 2019, Phase 1 was 80%-90% completed as measured by Smart Sparrow metrics. We continue to make progress on defining and describing ASL/bilingual pedagogy within the context of digital adaptive learning. Fortunately, the University had recently made available level one of an online training program entitled, Bilingual Approaches Seminar, and we agreed that the spring semester focus for the Digital Fellows would be to complete level one of the training. All four of the Digital Fellows completed this assignment. The core team hoped the Digital Fellows would resume the project in May 2020, but COVID-19 disrupted our lives, shifting our work from a face-to-

face teaching and learning environment to a remote one. Nevertheless, although the project is on pause, we recognize how much we have learned and what will be required to move forward. We continue to seek a partnership that will ultimately result in a transformation of the digital adaptive landscape for deaf and ASL/English-bilingual lifelong learners, both nationwide and international. In the process, we expect that our work will reveal visual ways of knowing and learning that will benefit all lifelong learners.

The ultimate long-term goal of the initiative includes the integration of digital teaching and learning into the culture and practice of the University. It also includes partnering with digital courseware vendors to produce bilingual ASL/English versions of their courseware, for use with students nationwide of all disciplines who are ASL/English-bilingual learners.

## II. ACADEMIC AFFAIRS RESTRUCTURING

The basis for the restructuring of Academic Affairs is to create student cohorts and learning communities to better serve our students, to engage them earlier and more often in their academic careers, and to make them feel welcome and included. The potential outcomes for restructuring include: 1) student success, both academically and socially 2) opportunities for faculty to do interdisciplinary work 3) faculty engagement with both students and other faculty.

The history of the idea for restructuring Academic Affairs has not been a linear one. Administrators and faculty contributed to the germination of the idea. The previous faculty chair began work on the Faculty Redesign Initiative three years ago. In the middle of that work it became clear that restructuring the curriculum was vital to the redesign. That led to some very preliminary conversations about restructuring. At the 2018 Research Expo in October, an opportunity to discuss interdisciplinary work led to further discussions about restructuring Academic Affairs. Soon after, the faculty officers called for a meeting with department and program chairs (or their representatives) to begin a discussion with faculty about the possibility of restructuring. In January 2019, the faculty continued learning about restructuring and narrowing the focus of

their work. In late spring they considered restructuring through the lens of deaf students in higher education.

The conversations in FY 2019 allowed faculty to explore the ideas about and reactions to the idea of restructuring. The Senate Executive Committee (SEC) worked with the Academic Affairs Senior Administrators (AASA) to assume the planning and implementation for the restructuring of Academic Affairs.

In September 2019, the SEC/AASA shared with the university faculty a call for proposals for restructuring academic programs within Academic Affairs. The proposals were due on October 31, 2019, and both individual faculty and collective groups of faculty submitted a total of 12 proposals. Between October 31, 2019, and March 1, 2020, the SEC/AASA reviewed all proposals and from there, drafted its own proposal for faculty consideration. On January 15, 2020, during Faculty Development Week, SEC/AASA shared the first draft of their proposal with the faculty. Between this time and January 31, the SEC/AASA met over 10 times with different faculty constituencies to answer questions, address concerns, and solicit feedback.

On Monday, March 2, 2020, the final proposal was endorsed by the Faculty Senate. President Roberta

Cordano and then-Provost Dr. Carol Erting announced on April 3 that the university accepted the SEC/AASA proposal and the university would move forward with the Academic Affairs restructuring. With significant input from the Faculty Senate, Dean Dr. Khadijat Rashid announced on June 1 the appointment of the five school directors: Emilia Chukwuma; Dr. Dan Koo; Dr. Roberto Sanchez; Dr. Caroline Solomon; and Dr. Helen Thumann. This represented an important transition in the work to restructure Academic Affairs. The five school directors, along with Dean Rashid, Dean Gaurav Mathur, Interim Provost Jeff Lewis, and Associate Provost

Thomas Horejes, comprise the new Academic Affairs Implementation Team (AAIT).

The implementation work, to take place in FY 2021, involves aligning the five new schools with the revised general education curriculum and working with the Office of Institutional Research on ongoing assessment. It also includes training the five new directors in interdisciplinary strategies, anti-racism, and leadership. The overarching goal for the AAIT is to develop degree programs that are interdisciplinary, relative, marketable, and innovative.

### III. BUDGET RECONCILIATION AND REINVESTMENT INITIATIVE

In FY 2020, Gallaudet continued its efforts to maintain a sustainable financial model and further diversify its revenue sources via the Budget Reconciliation and Reinvestment Initiative (BRRRI). This work began in early FY 2018 through a number of projects, including the Rapid Response Team, the Academic Portfolio Review (APR), and the Administrative Services Review (ASR).

Through BRRRI, Gallaudet commits to invest its energies and resources in the things that truly matter: its learning community, its researchers and innovators, and its impact on the world. BRRRI is allowing the University to increase its ability to realize the cultural, linguistic, social, and economic value of people within the spectrum of deaf identities.

In FY 2020, Gallaudet continued implementation of strategies based on data and recommendations that resulted from the APR and ASR. Based on findings from the APR, the provost, deans, and department chairs continued their work to establish savings targets and design efficiency opportunities. ASR information was integrated into the review and reorganization of the finance and operations functions. Gallaudet's response to the COVID-19 pandemic furthered its cost-saving and efficiency efforts.

Going forward, the work and results of BRRRI will be integrated into the planning, actions and efficiencies of both finance and operations.

### IV. INTERNATIONALIZATION PROCESS

Gallaudet 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, the University is eagerly embracing the American Council on Education's Internationalization Laboratory (IZN). The University worked diligently from 2017 to 2019 on IZN to develop a strategic plan that will lead to a stronger integration of international dimensions in every aspect of Gallaudet's operations. Guided by Gallaudet's "Connect. Discover. Influence." spirit, the IZN workgroups identified 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. Those are: 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 (IA), formerly the Office of Research Support and International Affairs, worked in tandem with faculty, the offices of the president and provost, and other key leaders in FY 2020 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." IA 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. It plans to host campus dialogues on issues of global importance. Likewise, IA is actively identifying solutions for incorporating an international dimension and cultural sensitivity into all campus planning, operations, and activities.

The following summary documents additional progress Gallaudet has made in implementing recommendations in the IZN plan under the three grand themes.

## 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. IA is pleased to have successfully laid the foundation for Gallaudet's pilot Collaborative Online International Learning (COIL) with Norway and Japan to ensure inclusion of global learning in general education and academic clustering. On IA's request, the University engaged Jon Rubin, founder and past director of the SUNY COIL Center and the national leader in COIL development, to lead intensive planning from May 2020 to September 2021 to add COIL to the University's repertoire of teaching-learning approaches. The University has appointed a Global Learning Faculty Administrator to build cooperation between its Education Abroad office and the faculty.

Many of these goals have been put on hold due to the coronavirus pandemic (e.g., hosting strategic visitors). Fortunately, IA 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. IA has also moved forward on operating Gallaudet in Nigeria for Africa, learning from this initiative on ways to improve the University's involvement with international entities.

## 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, IA drafted a strategic international recruiting development proposal in FY 2020. To advance other issues that will help ensure international students' success and make them a valued asset, IA also hired an International Student Success Specialist to advance goals that help ensure international students' equitable participation in all aspects of campus life. The unit is showcasing how international students, scholars, and personnel contribute to Gallaudet's success. IA also hosted a number of "All Hands On" events in FY 2020. All Hands On is a series of activities to improve international students' experiences on campus.

## Favor Multifaceted Relationships and Transformative Collaborations

In the interest of developing clear communication with global organizations that contact Gallaudet with interest in exploring the possibility of forming partnerships, or in seeking the University's expertise or learning or research opportunities for scholars, IA takes the lead in determining a number of things. Those include deciding if a proposed initiative fits with the University's mission and resources, if it is sustainable, and if it holds potential benefit to Gallaudet's Internationalization goals. GOAL and GAIN, two initiatives mentioned in this section, are examples of the importance of reviewing potential partnerships to ensure a good fit with the University's goals and mission, and a "transformative collaboration." GOAL will closely scrutinize 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, it continues to be mindful of its prior commitments and ensure there are adequate resources for their implementation and post-agreement management. GAIN is a groundbreaking program with Gallaudet, in partnership with Wesley University, an accredited Nigerian Tertiary Education Institute, and the Nigerian National Association of the Deaf, that promotes institutional and national academic cooperation in Africa. The objective is to deliver bilingual education to deaf, DeafBlind, and hard of hearing communities, positioning them to reach their full potential, open career pathways, and thrive as their countries' citizens.

## V. LIVING, WELL-BEING, AND BELONGING (LWB) INITIATIVE

The Living, Well-Being, and Belonging (LWB) initiative began in FY 2018 to address key issues related to three foundational aspects of the student experience at Gallaudet: students' physiological well-being, safety, and belonging. Designed to be a series of activities over time, LWB has focused on three areas: 1) community hubs; 2) food security; and 3) the Persona-Non-Grata Panel.

- **The Community Hubs Project** intends to improve community building and increase students' sense of belonging at Gallaudet by identifying, repurposing, and renovating campus spaces to serve as community hubs. During FY 2020, there were several ongoing projects:

1. **The Rathskellar** is undergoing renovations concurrently with the MarketPlace renovations. Student and community input on the Rathskellar and MarketPlace preliminary designs had been fabulous while they were on campus and remote; 378 and 348 students responded to two separate online surveys for feedback on Rathskellar furniture, respectively, while finishing the spring semester at home due to COVID-19.

2. **The Student Kitchen** exterior is being renovated to improve visual sightlines, with the interior renovations scheduled during FY 2021. Once completed, University students will fully operate the kitchen and provide an assortment of appetizers, subs, drinks, and other student creations, as was the case with the pre-2001 Abbey and the original Rathskellar.
3. Students provided valuable library function, design, and furnitur input for the partial redesign of the first and lower levels of the **Merrill Learning Center** (library) to our design firm and the Library Renovation Committee at feedback-gathering sessions held during the spring semester. The project charter and scope for the renovation project are currently being revised and expanded to address additional building deficiencies identified during the design process. Student input will continue to be relevant and desired during this renovation project.

Community Hubs projects proposed for FY21 include converting the JSAC Chapel to an **Interfaith Space** as well as repurposing the **Hanson Plaza**.



- **The Food Security** initiative was a cross-divisional effort to address food insecurity among students at Gallaudet. The Gallaudet Food Pantry opened in October 2019. It provides food, school supplies, winter coats, laundry money, and toiletries to students in need. The most in-demand items are food and toiletries, such as shampoo, soap, deodorant and feminine hygiene products. Generally, the food pantry is open Monday through Friday and by appointment. When COVID-19 hit, the Food Pantry explored a number of options to remain open and maintain safety. During Fall 2020, it will operate by appointment. Since the pandemic, the Food Pantry has served 33 students. The commitment remains strong to continue serving students throughout COVID-19 and in the future.
- **The Persona Non-Grata (PNG)** Panel consists of representatives from EDI, the Office of Student Conduct, Residence Life, the Admissions Office, and DPS, as well as a Faculty Representative. This past fiscal year, the PNG Panel had developed a policy which was submitted for approval. With the announcement of a full DPS assessment in August 2020, the DPS Assessment Team will be doing a full evaluation of the policy, panel membership, and the process for how PNG lists are maintained. During FY 2020, the PNG Panel reevaluated the entire PNG list and was able to reduce it by more than 15%, while continuing to support the process of review by any formal request to have a name removed from the list. The ultimate intent is to protect Gallaudet's students, staff, and faculty while remaining fair, equitable, transparent, and sensitive to the needs of the University and the community at-large.

Students helped design hubs where they can spend time together on campus including the game room in the JSAC.







Students work on a project in one of Gallaudet's many computer labs where they have access to the most current technology.

## PRIORITY FIVE: ENHANCE ACADEMIC AND COMMUNITY VITALITY: POSITIONING GALLAUDET AS A THOUGHT-LEADER RELATED TO DEAF, HARD OF HEARING, AND DEAFBLIND PEOPLE AND FOR ALL OF HUMANITY

*Continue to build, articulate, and implement Gallaudet's vision for Creativity Way (and the overall Sixth-Street development) to drive innovation and excellence in Gallaudet's overall academic vitality and contributions to society.*

### I. ACADEMIC PROGRAMS

During FY 2020, the Division of Academic Affairs implemented several initiatives. They include:

1. **Student Success and Academic Quality (SSAQ)**  
Academic Re-Imagining that began with the faculty and Academic Affairs several years ago is being implemented at a robust pace. Since May 2020, the Provost's office has led a process that deeply engaged faculty in selecting leaders for each of the

five schools where our undergraduate and graduate programs reside. Our 16 departments have been folded into these five schools:

- School of Human Services and Sciences (SHSS)
- School of Language, Education, and Culture (SLEC)
- School of Arts and Humanities (SEH)
- School of Science, Technology, Accessibility, Mathematics, and Public Health (STAMP)

- School of Civic Leadership, Business and Social Change (SCLBSC)
2. **The Graduate School** was selected to participate in a new initiative to support the mental health and wellness of master's and doctoral students. The two-year project, led by the Council of Graduate Schools (CGS), in collaboration with the Jed Foundation, will lay the groundwork to develop evidence-based policies and resources that promote graduate student mental health and well-being, prevent psychological distress, and address barriers to effective support and care.
  3. Gallaudet established a new **Center for Black Deaf Studies**, which is led by Dr. Carolyn McCaskill. The Center came in response to the heightened interest in African and African American Deaf studies as an academic discipline and is the first step in creating and developing multicultural Deaf Studies centers.
  4. The COVID-19 pandemic has had a significant impact on academic programs across the University. It has forced faculty, students, and staff to teach, learn, and work remotely since the week of March 16. Faculty shifted from face-to-face classes to remote delivery with very short notice—a Herculean team effort requiring campus-wide support. All faculty, departments, and units have continued to meet to ensure students have the support they need across the board to have a successful fall semester. The Center for Continuing and Online Education (CCOE) team participated in Faculty Online Training Team (FOTT), and in the process, created a faculty development course, PST 500—Digital Teaching and Learning Series, which includes four training modules: Quality Matters; Bilingual Approach Seminars I and II; Trauma-

Informed Diversity Training; and Blackboard Ultra. CCOE coordinated the Quality Matters training, and, as a result, created institution-wide capacity for online teaching and learning. Over 90% of Gallaudet faculty members have completed this module.

5. Carrying on Gallaudet's internationalization aims, **International Affairs (IA)** is spearheading a Global Learning for All initiative through which the University will build a foundation of expansive learning that transcends borders, and helps instill intellectual global curiosity and engagement for students, faculty, and staff. An essential innovation is the new Collaborative Online International Learning program (COIL Virtual Exchanges), especially timely given the coronavirus pandemic, and the uncertainty of when international academic travel will resume. A renowned expert in this area has been engaged in an intensive period of planning and faculty training through June 2021 to enrich the University's repertoire of teaching-learning approaches.
6. **The Center for Deaf Health Equity (CHE)**—previously the Deaf Health Communication and Quality of Life Center (DHCQoL), directed by Dr. Poorna Kushalnagar, completed the baseline data collection for the COVID-19 study funded by the National Institutes of Health. They are now gathering follow-up data. Several manuscripts have been submitted for publication. The Center recently submitted a new grant application in collaboration with the Center for Black Deaf Studies to support Black deaf people's cancer care, and is currently managing a contract with Rhode Island to gather health care data for their deaf health project.

## Faculty

The University began the 2020-2021 academic year with 193 full-time, regular faculty members. Seven faculty members retired in 2019-2020, and 18 new full-time, regular faculty members joined the following departments and programs:

- ASL
- Deaf Studies
- Business

- Education
- Government and Public Affairs
- Hearing, Speech, and Language Sciences
- Linguistics
- Interpretation and Translation
- Psychology
- Ph.D. Program in Educational Neuroscience
- Social Work
- Science, Technology, and Mathematics

## II. INSTITUTIONAL STUDENT LEARNING OUTCOMES

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

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

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

Gallaudet collected data on literacy measures for the first time in AY 2008–2009 in all GSR courses at the freshman and sophomore levels. During AY 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 and rubrics used to assess the four other SLOs.

Based on this work, the following values have been 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)

### Language and Communication

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

#### Assessment of this SLO

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

#### Assessment of ASL

##### GSR AY 2019–2020 ASL Public Presentation Data

The tables and graphs 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 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	%
1's	44	7%	49	7%	53	8%	79	12%	63	9%
2's	253	38%	257	39%	246	37%	258	39%	260	39%
3's	230	35%	219	33%	238	36%	202	30%	197	30%
4's	139	21%	141	21%	129	19%	127	19%	145	22%
N	666	100%	666	100%	666	100%	666	100%	665	100%
Mean	2.7		2.68		2.67		2.57		2.64	

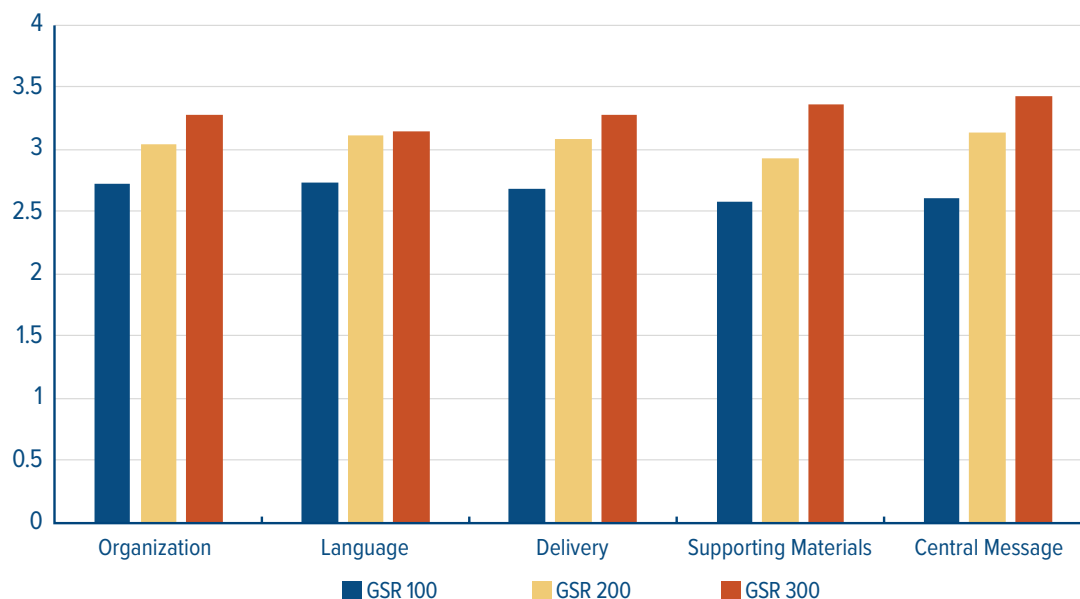
**GSR 200 Course Level ASL Public Presentation Data**

	Organization	%	Language	%	Delivery	%	Supporting Materials	%	Central Message	%
1's	19	4%	15	3%	16	3%	24	5%	19	4%
2's	82	17%	86	18%	83	17%	115	24%	91	19%
3's	231	49%	192	40%	210	44%	198	42%	200	42%
4's	143	30%	182	38%	166	35%	138	29%	165	35%
N	475	100%	475	100%	475	100%	475	100%	475	100%
Mean	3.05		3.14		3.11		2.95		3.08	

**GSR 300 Course Level ASL Public Presentation Data**

	Organization	%	Language	%	Delivery	%	Supporting Materials	%	Central Message	%
1's	1	1%	2	2%	0	0%	2	2%	1	1%
2's	8	8%	11	11%	11	11%	6	6%	5	5%
3's	51	52%	54	55%	50	51%	46	46%	44	44%
4's	39	39%	32	32%	38	38%	45	45%	49	49%
N	99	100%	99	100%	99	100%	99	100%	99	100%
Mean	3.29		3.17		3.27		3.35		3.42	

## GSR Average ASL Public Presentation Rubric Scores



## Assessment of Writing

### GSR AY 2019–2020 Written Communication Data

The following tables and graphs compare the average written communication scores for students at the three course levels of the General Studies Program and indicate 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. While the majority of the GSR 200 students met or exceeded the benchmark

score of 3, more than 25% of the students did not meet or exceed the benchmark score of 3 in all categories except for the Context and Purpose for Writing category. At least 80% 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	%
1's	59	9%	69	11%	95	14%	123	19%	60	9%
2's	222	34%	288	44%	284	43%	243	37%	250	38%
3's	251	38%	194	30%	186	28%	187	29%	244	37%
4's	124	19%	105	16%	91	14%	103	16%	101	15%
N	656	100%	656	100%	656	100%	656	100%	655	100%
Mean	2.67		2.51		2.42		2.41		2.59	

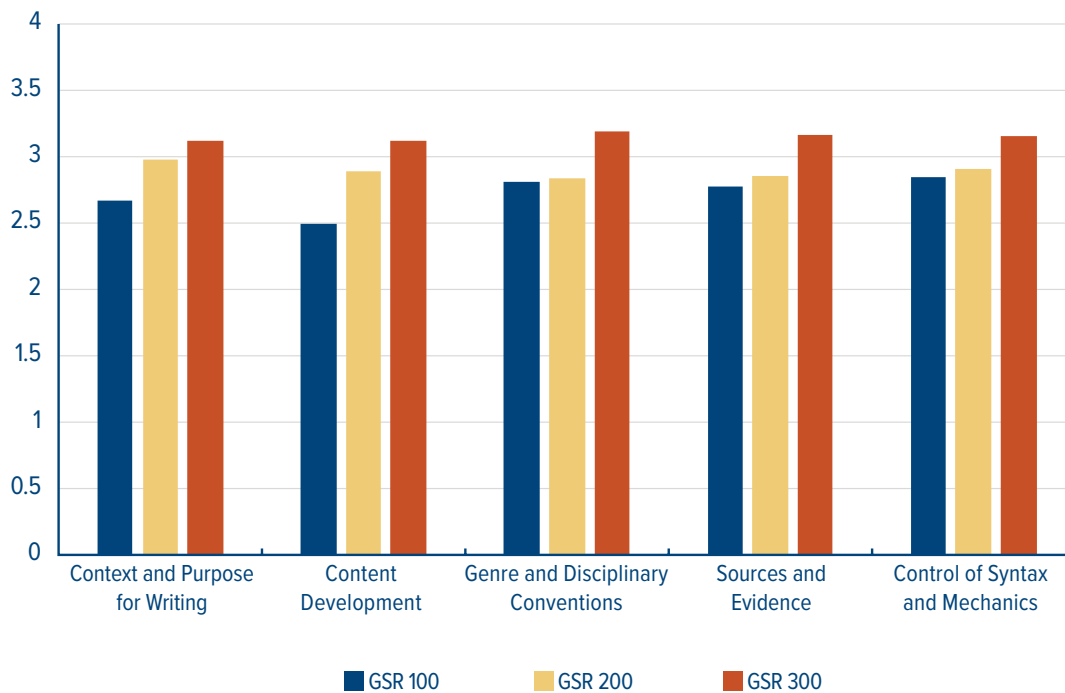
#### GSR 200 Course Level Written Communication Data

	Context and Purpose for Writing	%	Content Development	%	Genre and Disciplinary Conventions	%	Sources and Evidence	%	Control of Syntax and Mechanics	%
1's	25	5%	32	7%	29	6%	41	9%	37	8%
2's	86	18%	116	24%	125	26%	122	26%	108	23%
3's	239	50%	206	43%	218	46%	182	38%	189	40%
4's	128	27%	124	26%	104	22%	132	28%	144	30%
N	478	100%	478	100%	476	100%	477	100%	478	100%
Mean	2.98		2.88		2.83		2.85		2.92	

#### 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	%
1's	4	3%	4	3%	3	2%	5	4%	5	4%
2's	18	15%	18	15%	18	15%	16	13%	19	15%
3's	61	49%	59	48%	53	43%	53	43%	52	42%
4's	41	33%	43	35%	50	40%	50	40%	48	39%
N	124	100%	124	100%	124	100%	124	100%	124	100%
Mean	3.12		3.14		3.21		3.19		3.15	

#### GSR Average Written Communication Rubric Scores





## Critical Thinking

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

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

### Assessment of Critical Thinking

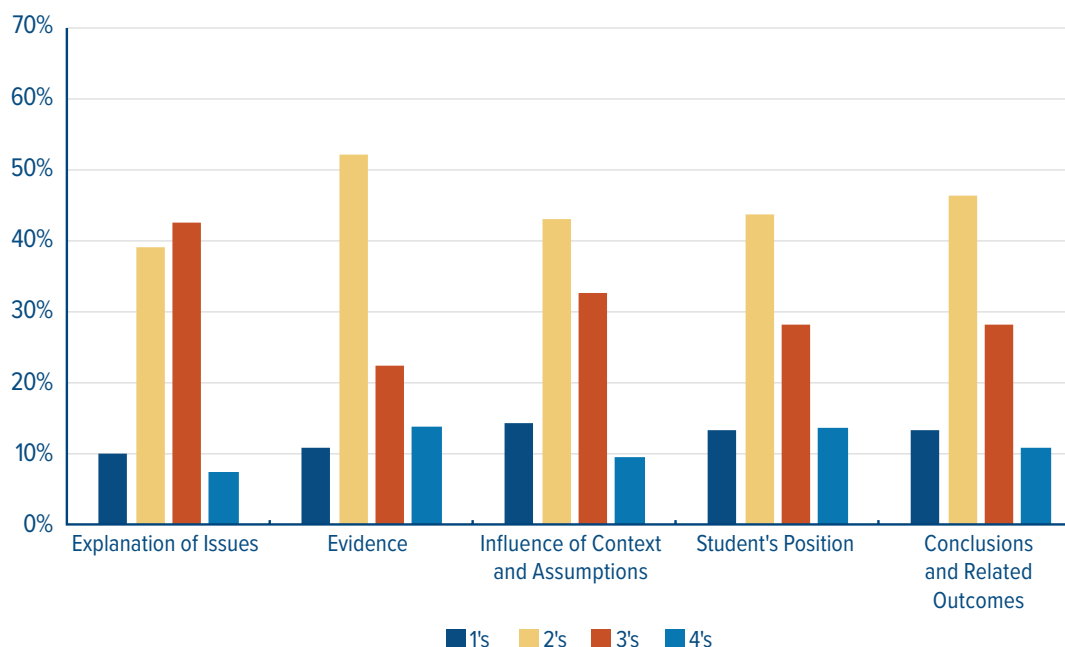
#### GSR AY 2019–2020 Critical Thinking Data

While there were students (less than or equal to 14% 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 a significant majority scored 2s and 3s.

#### GSR AY2019-2020 Critical Thinking Data

	Explanation of Issues	%	Evidence	%	Influence of Context and Assumptions	%	Student's Position	%	Conclusions and Related Outcomes	%
1's	30	10%	32	11%	42	14%	40	14%	40	14%
2's	117	40%	155	53%	128	43%	130	44%	138	47%
3's	126	43%	67	23%	97	33%	84	28%	84	28%
4's	22	7%	41	14%	28	9%	41	14%	33	11%
N	295	100%	295	100%	295	100%	295	100%	295	100%
Mean	2.47		2.4		2.38		2.43		2.37	

#### GSR 100 Critical Thinking Rubric Scores



## Identity and Culture

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

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

### Assessment of Identity and Culture

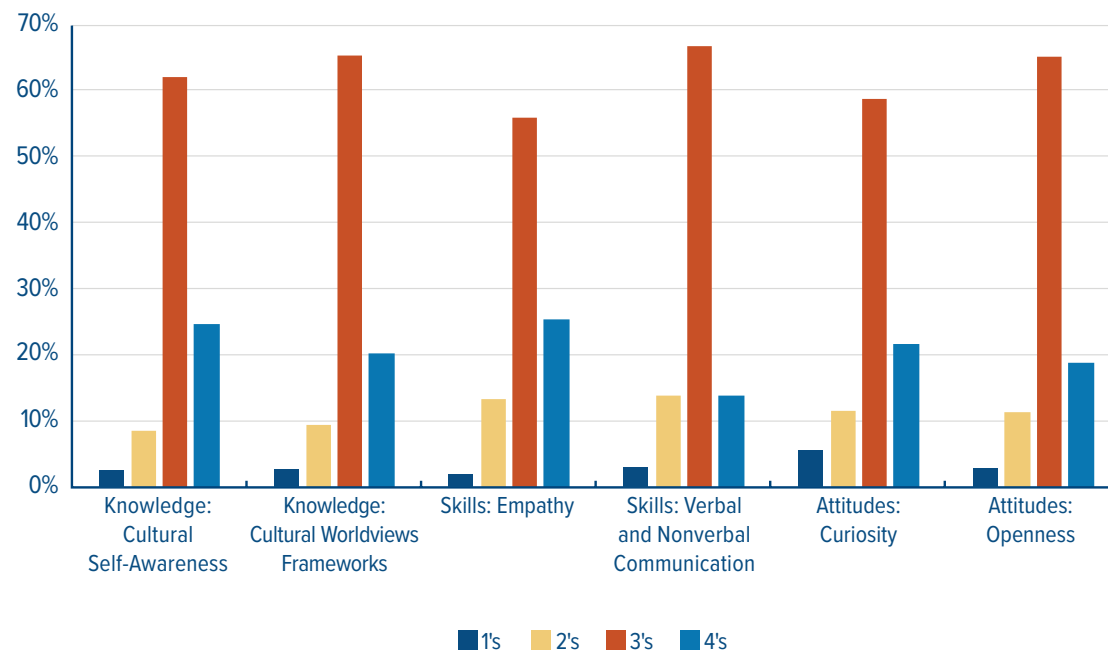
#### GSR 200 AY 2019–2020 Identify and Culture Data

At least 80% of the 200-course-level students showed scores of 3 or 4 for all six skill areas, meeting or exceeding the benchmark. The skill and attitude areas with the most 3s were Empathy, followed by Cultural Self-Awareness and Knowledge of Cultural Worldview Frameworks.

#### GSR 200 Intercultural Knowledge and Competence Data

	Knowledge: Cultural Self-Awareness	%	Knowledge: Knowledge of Cultural Worldview Frameworks	%	Skills: Empathy	%	Skills: Verbal and Nonverbal Communication	%	Attitudes: Curiosity	%	Attitudes: Openness	%
1's	3	3%	3	3%	3	3%	4	4%	7	6%	3	3%
2's	10	9%	11	10%	16	14%	16	14%	13	11%	13	11%
3's	73	63%	77	67%	66	57%	78	68%	69	60%	77	67%
4's	29	25%	24	21%	30	26%	16	14%	26	23%	22	19%
N	115	100%	115	100%	115	100%	114	100%	115	100%	115	100%
Mean	3.11		3.06		3.07		2.93		2.99		3.03	

#### GSR 200 Intercultural Knowledge Rubric Scores



## Knowledge and Inquiry

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

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

### Assessment of Knowledge of Inquiry

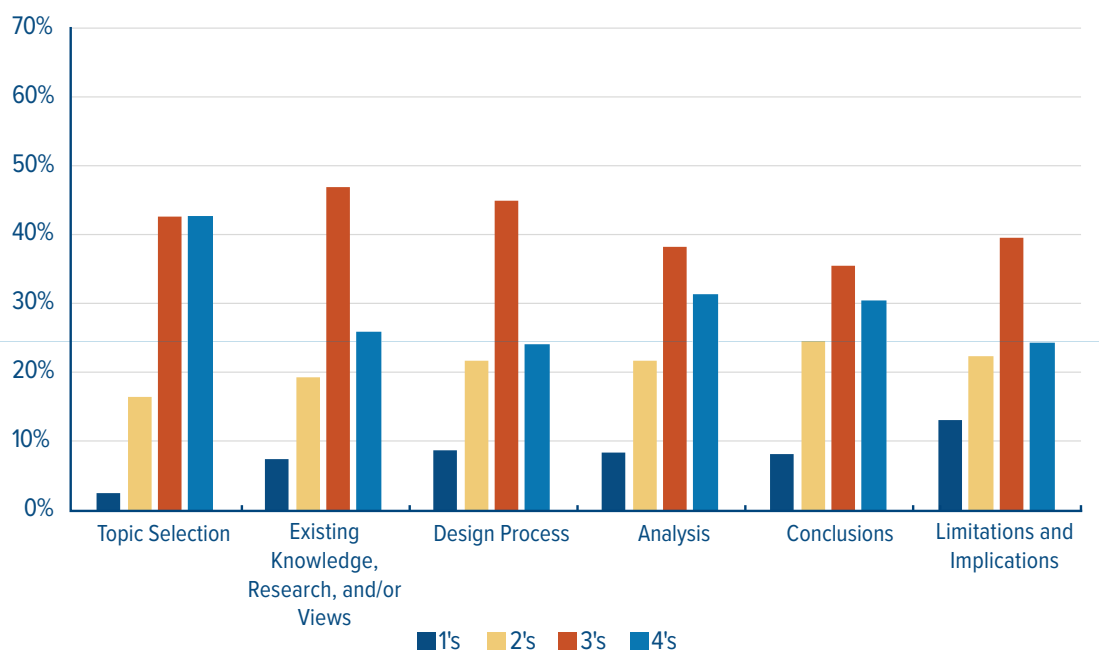
#### GSR 200 AY 2019–2020 Knowledge and Inquiry Data

Mean scores exceeded the benchmark of 3 in all six areas. “Limitations and Implications” is an area with 13% of students scoring 1. However, “Existing Knowledge, Research, and/or Views” and “Design Process” are the strongest areas with 47% and 45% of students meeting the benchmark. “Topic Selection” is close behind with 43% of students meeting the benchmark.

#### GSR 200 Knowledge and Inquiry Data

	Topic Selection	%	Existing Knowledge, Research, and/or Views	%	Design Process	%	Analysis	%	Conclusions	%	Limitations and Implications	%
1's	5	3%	15	8%	17	9%	17	9%	17	9%	26	13%
2's	31	17%	38	19%	43	22%	43	22%	49	25%	44	23%
3's	79	43%	92	47%	88	45%	75	38%	70	36%	77	39%
4's	70	38%	51	26%	48	24%	61	31%	60	31%	48	25%
N	185	100%	196	100%	196	100%	196	100%	196	100%	195	100%
Mean	3.16		2.91		2.85		2.92		2.88		2.75	

#### GSR 200 Knowledge and Inquiry Rubric Scores



## Ethics and Social Responsibility

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

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

### Assessment of Ethics and Social Responsibility

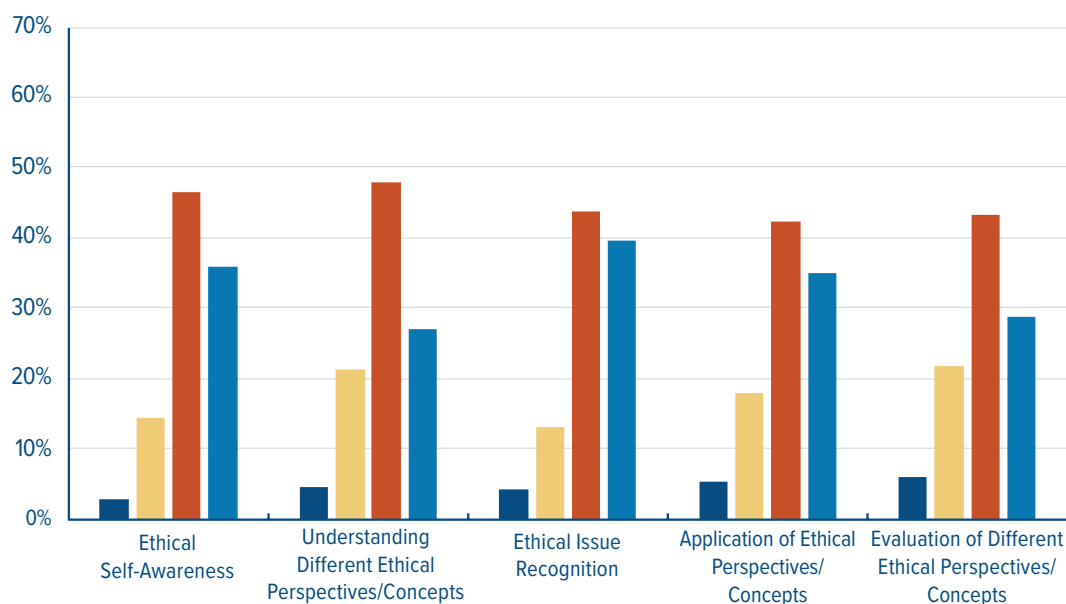
#### GSR 200 AY 2019–2020 Ethical Reasoning Data

This 200-course-level SLO has the plurality of students scoring 3 in all categories with “Understanding Different Ethical Perspectives/Concepts” leading with 48% of students scoring 3 and 27% scoring 4, compared with 25% scoring 2 or 1. The areas of great strength, with most scores clustering around 3 and 4, are “Ethical Self Awareness,” “Understanding Different Ethical Perspectives and Concepts,” “Ethical Issue Recognition,” and “Evaluation of Different Ethical Perspectives and Concepts.”

#### GSR 200 Ethical Reasoning Data

	Ethical Self-Awareness		Understanding Different Ethical Perspectives and Concepts		Ethical Issue Recognition		Application of Ethical Perspectives and Concepts		Evaluation of Different Ethical Perspectives and Concepts	
	1's	%	2's	%	3's	%	4's	%	5's	%
1's	5	3%	7	4%	7	4%	9	5%	10	6%
2's	24	14%	35	21%	22	13%	30	18%	37	22%
3's	78	46%	80	48%	73	43%	71	42%	73	43%
4's	61	36%	45	27%	66	39%	58	35%	48	29%
N	168	100%	167	100%	168	100%	168	100%	168	100%
Mean	3.16		2.98		3.18		3.06		2.95	

#### GSR 200 Ethical Reasoning Rubric Scores



### GSR 300 AY 2019–2020 Civic Engagement Data

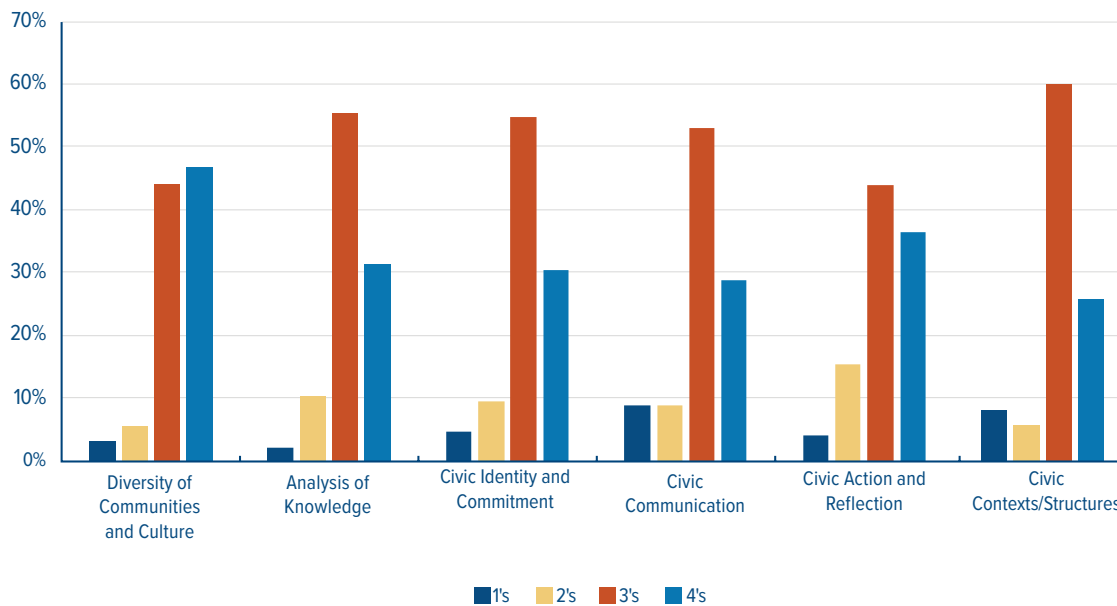
In the past years, Civic Engagement Data was collected, but the data collected was too small for inclusion in the report. Now with 124 students, the data is included for the first time. Over 80% of students scored 3 and 4

in all areas, indicating strengths in Civic Engagement. The area with the highest percentage (19%) of students scoring 2 and 1 is “Civic Action and Reflection,” which suggests some attention to that area in the future.

### GSR 300 Ethical Reasoning Data

	Diversity of Communities and Cultures	%	Analysis of Knowledge	%	Civic Identity and Commitment	%	Civic Communication	%	Civic Action and Reflection	%	Civic Action and Reflection	%
1's	4	3%	3	2%	6	5%	11	9%	5	4%	10	8%
2's	7	6%	13	10%	12	10%	11	9%	19	15%	7	6%
3's	55	44%	69	56%	68	55%	66	53%	54	44%	74	60%
4's	58	47%	39	31%	38	31%	36	29%	45	37%	32	26%
N	124	100%	124	100%	124	100%	124	100%	123	100%	123	100%
Mean	3.35		3.16		3.11		3.02		3.13		3.04	

### GSR 300 Ethical Reasoning Rubric Scores



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

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

A tour guide presents information through an interpreter to students at the National Air and Space Museum in Washington, DC, which is minutes from Gallaudet University's campus.





### III. ACADEMIC ENROLLMENT TRENDS

In addition to the data provided in this chapter, the “Fiscal Year 2021 Highlights” chapter also contains information regarding enrollment at the University. The “Overview of the Clerc Center” chapter contains enrollment data for the Kendall Demonstration Elementary School and for the Model Secondary School for the Deaf.

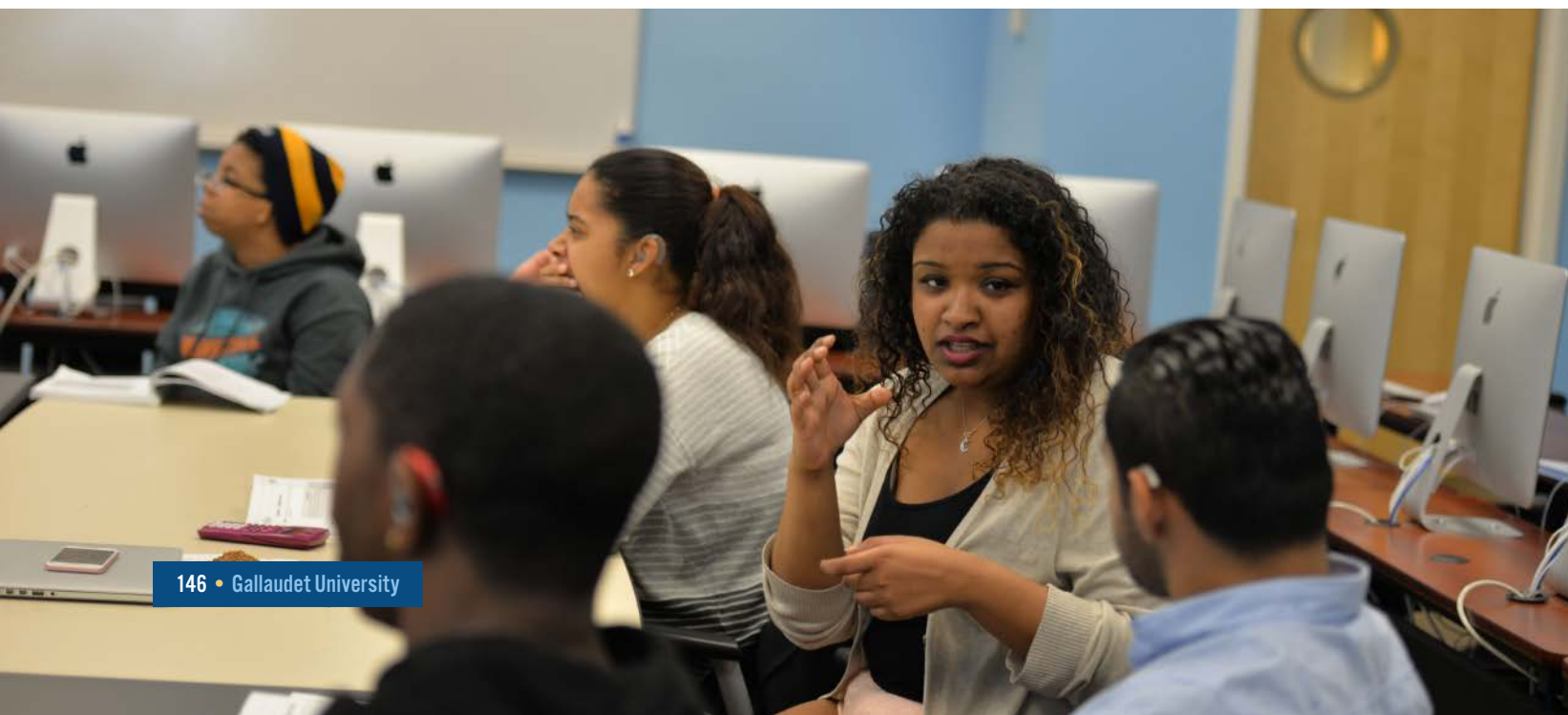
#### Fall Undergraduate Degree-Seeking Enrollment Trend by Declared Major

	2015	2016	2017	2018	2019
Accounting	23	25	19	17	15
American Sign Language	12	17	10	10	10
Art and Media Design	17	19	21	30	39
Biology, B.A.	6	3	1	3	5
Biology, B.S.	9	12	15	15	15
Business Administration	33	32	38	42	30
Chemistry, B.A.	2	1	0	0	0
Chemistry, B.S.	3	5	5	7	5
Communication Studies	55	47	35	36	37
Deaf Studies	27	32	22	30	22
Deaf Studies	18	20	11	14	12
Deaf Studies (ODCP)	9	12	11	16	10
Education	26	20	12	18	18
English	13	12	20	17	22
Government	25	24	30	25	26
History	13	11	10	12	14
Information Technology	18	14	16	27	35
International Studies	22	24	24	20	18
Interpretation	36	46	59	52	43
Mathematics, B.A.	8	7	5	4	6
Mathematics, B.S.	5	8	6	8	9
Philosophy	3	1	0	2	1
Physical Education	2	0	0	0	0

	2015	2016	2017	2018	2019
Physical Education & Recreation	46	46	37	39	34
Psychology	42	40	37	39	42
Psychology	40	39	37	37	39
Psychology (ODCP)	2	1	0	2	3
Public Health	0	0	0	1	5
Risk Management and Insurance	0	0	10	17	16
Self-Directed Major	0	2	4	1	1
Social Work	36	40	47	54	52
Sociology	7	5	5	5	5
Spanish	6	6	7	7	5
Theatre Arts	5	5	8	9	6
<b>Total plan enrollment<sup>1</sup></b>	<b>500</b>	<b>504</b>	<b>503</b>	<b>547</b>	<b>536</b>

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

Students take part in a course in a DeafSpace classroom, which allows for visual access and active engagement.



**Fall Undergraduate Degree-Seeking Enrollment Trend by Declared Minor**

Declared Minor	2015	2016	2017	2018	2019
Accounting	0	0	0	0	0
American Sign Language	1	1	0	5	1
Art	3	9	12	11	11
Athletic Coaching	20	14	13	14	12
Biology	4	2	1	3	5
Business Administration	7	2	1	3	3
Chemistry	2	1	2	4	1
Communication Studies	4	5	3	1	3
Dance	5	4	4	5	3
Deaf Studies	6	6	5	13	5
Education	0	1	2	4	5
English	8	6	3	8	8
Family & Child Studies	9	19	29	25	20
Government	2	1	2	1	4
History	0	0	2	1	0
Information Technology	6	4	3	2	1
Linguistics	11	16	18	15	9
Mathematics	3	2	2	0	2
Philosophy	1	0	0	0	0
Psychology	7	6	8	8	14
Public Health	0	0	0	3	3
Recreation and Sports Program	3	0	1	2	1
Risk Management and Insurance	0	0	1	2	2
Sociology	8	5	3	1	0
Spanish	5	9	8	8	9
Theatre Arts	5	5	3	2	4
<b>Total plan enrollment<sup>1</sup></b>	<b>120</b>	<b>118</b>	<b>126</b>	<b>141</b>	<b>126</b>

<sup>1</sup>This is not a headcount; dual-degree enrollments are included. Declared minors reflect total as of census date.

**Fall Hearing Undergraduate (HUG) Enrollment Trend by Declared Majors**

Declared Major	2015	2016	2017	2018	2019
American Sign Language	0	0	0	1	0
Art and Media Design	0	0	0	0	1
Biology, B.A.	0	0	0	0	1
Biology, B.S.	0	0	1	0	2
Business Administration	0	0	1	0	0
Chemistry, B.S.	0	0	0	0	1
Communication Studies	1	2	3	3	3
Deaf Studies	6	7	2	13	10
Deaf Studies	6	7	2	5	7
Deaf Studies ODCP	0	0	0	8	3
Education	2	4	1	3	4
English	0	0	0	0	0
Government	1	2	2	0	1
History	0	0	0	0	1
Information Technology	0	0	0	0	1
International Studies	4	1	1	4	2
Interpretation	7	9	9	0	0
Mathematics	1	1	0	0	0
Philosophy	0	0	0	1	0
Physical Education and Recreation	0	0	2	0	0
Psychology	3	3	3	4	6
Psychology	3	3	3	3	5
Psychology ODCP	0	0	0	1	1
Self-Directed major	0	0	2	0	0
Social Work	0	1	1	1	2
Sociology	0	0	0	1	1
Spanish	0	0	1	1	0
Undeclared	41	47	55	47	40
<b>Total majors declared<sup>1</sup></b>	<b>66</b>	<b>77</b>	<b>89</b>	<b>79</b>	<b>76</b>
<b>Total headcount<sup>2</sup></b>	<b>66</b>	<b>77</b>	<b>82</b>	<b>78</b>	<b>76</b>

<sup>1</sup>Dual-program enrollments are included. Declared majors and minors reflect totals as of census. Total majors declared could exceed headcount because some students have dual majors.

<sup>2</sup>Headcount includes students who have not yet declared a major.

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

Certificates	2015	2016	2017	2018	2019
ASL/Deaf Studies	2	0	0	3	2
ASL/English Bilingual Early Childhood Education	0	2	0	0	0
Deaf and Hard of Hearing Infants, Toddlers, and Families	13	14	8	3	7
Deaf Students with Disabilities	0	1	3	6	2
<b>Certificates total</b>	<b>15</b>	<b>17</b>	<b>11</b>	<b>12</b>	<b>11</b>
Master's	2015	2016	2017	2018	2019
Counseling: Mental Health	9	9	10	15	9
Counseling: School	12	10	9	12	7
Deaf Education: Advanced Studies	6	3	4	8	4
Deaf Education: Special Programs	4	3	2	7	2
Deaf Studies	15	9	5	3	17
Education	22	20	19	22	23
International Development	13	14	16	19	17
Interpretation	22	18	25	24	23
Interpreting Research	4	2	1	2	1
Linguistics	13	11	16	19	17
Public Administration	44	50	50	37	29
Sign Language Education	35	33	39	30	36

Master's	2015	2016	2017	2018	2019
Sign Language Teaching	1	0	0	0	0
Social Work	42	42	45	34	32
Speech-Language Pathology	32	29	31	32	29
<b>Master's total</b>	<b>274</b>	<b>253</b>	<b>272</b>	<b>264</b>	<b>246</b>
Specialists	2015	2016	2017	2018	2019
Deaf Education	2	3	3	4	5
School Psychology	16	17	17	15	18
<b>Specialists total</b>	<b>18</b>	<b>20</b>	<b>20</b>	<b>19</b>	<b>23</b>
Doctorates	2015	2016	2017	2018	2019
Audiology, Au.D.	44	43	43	37	44
Audiology, Ph.D.	1	1	1	1	0
Clinical Psychology	40	41	39	34	36
Critical Studies in the Education of Deaf Learners	14	12	10	9	8
Deaf Education	3	1	0	0	0
Educational Neuroscience	5	7	7	8	5
Hearing, Speech, and Language Sciences	7	7	5	6	10
Interpretation	35	33	28	24	22
Linguistics	9	9	13	10	13
<b>Doctorates total</b>	<b>158</b>	<b>154</b>	<b>146</b>	<b>129</b>	<b>138</b>
<b>Total program enrollment</b>	<b>465</b>	<b>444</b>	<b>449</b>	<b>418</b>	<b>418</b>
<b>Total headcount</b>	<b>444</b>	<b>426</b>	<b>437</b>	<b>411</b>	<b>406</b>

## IV. 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, specifically, in Carnegie's "Basic" Category for Doctoral Universities: High Research Activity (R2).

Gallaudet's research in FY 2020 was guided by a set of research priorities that was 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 FY 2020 Research Overview and Research Activities sections.)*

### Introduction

Gallaudet's former Provost, Dr. Carol J. Erting, leads 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. These include the Center for Bilingual Teaching and Learning (see Short-Term Strategic Plan 2017-2020, Priority One: Define Gallaudet's Bilingual Mission) and the Office of Sponsored Programs and

Research Activities “IX. Sponsored Programs” on page 244. The units also include the following research centers: the National Science Foundation/Gallaudet Science of Learning Center on 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 Number “Scholarly and Creative Activity” on page 170 of this section, Research and Scholarly Activities by Research Centers.)

During FY 2020, Gallaudet, like other institutions of higher learning, grappled with quickly changing circumstances posed by the global coronavirus pandemic, along with challenges in supporting and facilitating expansions of national and international activities in training and technical assistance, exhibits and social media-based information sharing, online and extension teaching, English language instruction for international students, American Sign Language teaching, intellectual exchanges of faculty and staff with other universities, and cooperative agreements with domestic and international organizations. Gallaudet’s faculty, research centers and labs, Institutional Review Board (IRB), and research support administrators and staff responded quickly, establishing task forces that focused on ensuring these activities continue safely through remote means. This challenge was not without its rewards. New ways of researching, studying, and working collaboratively across multiple disciplines were discovered. In enhancing and building upon this knowledge and sharing it with those who are eager to benefit from it, Gallaudet continues to stay on course in strengthening the principles of its Strategic Plan.

As well as coping with the far-reaching impacts of COVID-19, the University demonstrated ongoing progress in FY 2020 in terms of its goal to be a key 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 156 years, and continuing to build upon its reputation as an esteemed center of academics and research to enlighten and empower others.

In the Brain, Language, and Learning Lab (BL2), Dr. Bradley White, lab manager, hosted five online functional near-infrared spectroscopy (fNIRS) training webinars where participants learned the basic principles and ethics of using fNIRS brain imaging and earned credits toward their necessary certification for NIRS Basic certification. Ten departments were represented by a mixture of undergraduate and graduate students, faculty, and staff.

The Drs. John S. & Betty J. Schuchman Deaf Documentary Center hosted a virtual panel discussion as part of its Deaf NYC research project, which receives major funding from the National Endowment for the Humanities and ZVRS/Purple Communications. This event addressed issues of importance to deaf communities, particularly one in New York City. Panel discussion topics ranged from accessibility to language barriers posed by mask usage during the pandemic. Topics also included the increased awareness of and insight on rapidly changing linguistic considerations due to the new language and terminology that COVID-19 brought to the forefront.

In light of the COVID-19 restrictions on in-person research activity, the Action and Brain Lab adapted its research program to large-scale online research. Student researchers worked alongside graduate students in the interdisciplinary Ph.D. in Educational Neuroscience Program (PEN) and its lab director, Dr. Lorna Quandt. Since the physical closure of Gallaudet’s campus in March, the Action and Brain Lab has presented a “virtual showcase” at the Immersive Learning Research Network, a demonstration at The International ACM SIGACCESS Conference on Computers and Accessibility and a poster at the Society for Neurobiology of Language. It has also published a peer-reviewed paper in the Journal of Deaf Studies and Deaf Education.

During the initial phases of the COVID-19 outbreak in the US., COVID-19 information was not easily accessible in sign language or captioning. In April 2020, the Center for Deaf Health Equity at Gallaudet surveyed

over 500 deaf Americans about COVID-19 awareness and risk perceptions, food security, worry about deaf people staying home and being lonely, and access to information sources related to COVID-19. From May through August, Dr. P. Kushalnagar's team conducted Zoom and VP interviews with approximately 275 deaf Americans about their experiences accessing health care, including telehealth and ambulatory care services. This project is in the three-month follow-up phase where deaf participants are contacted again and asked about their experiences with accessing health care during the pandemic. Dr. P. Kushalnagar and her collaborators recently published a paper in a special collection of COVID-19 Responses in the Public Health Reports. Published since 1878, Public Health Reports is the official journal of the U.S. Public Health Service and the U.S. Surgeon General. Several manuscripts have been submitted and are being reviewed for publication in other peer-reviewed journals. The Deaf COVID-19 project was funded by the National Institutes of Health/ NIDCD (NIH Award: 3R01DC014463-05S4).

The outreach to the Gallaudet and other signing communities in the greater D.C. metropolitan area and across the nation continued with the Motion and Light Lab's ASL Literacy Activities, which was established in response to COVID-19. The centerpiece is the lab's award-winning VL2 ASL Storybook Apps. Every week, the Motion Light Lab offers a free Storybook App, which includes daily offerings in ASL and English, live storytelling "sign aloud" on Mondays, and an ASL/ English literacy lesson live-streamed every Wednesday on YouTube featuring deaf narrators and accompanying worksheets for a deeper dive into each story. To date, five Storybook Apps have been introduced. Currently, more than 3,000 families are participating. Other ASL Literacy Activities have included a variety of curated resources to help deaf children and their families during this stay-at-home time. Those resources have included ASL stories and explanations of what coronavirus is to kids, ASL literature by Deaf People of Color, important information on language development for deaf children, community-based and shared resources such as #OperationASLStorytime and #DeafEdAtHome, sample daily at-home schedules, and games and other free resources.

Gallaudet continued its emphasis on training a new generation of researchers in FY 2020 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.

During these brilliant and innovative opportunities for outreach, the Research Support unit of the former Research Support and International Affairs began its transition to the Office of Sponsored Programs in February 2020. The new and expanded Office of Sponsored Programs and Research Services (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.

## FY 2020 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 in general.

Gallaudet reinforced its commitment to global education and outreach in FY 2020, continuing to cultivate international partnerships that benefit its students and the worldwide deaf community, while 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 the University's Education Abroad program (see section on International Affairs), which identifies and develops opportunities for students to enrich their education by studying, interning, and



conducting research abroad. While students who were studying abroad were asked to return to the States due to the global pandemic, International Affairs continued its focus on establishing global learning partnerships

through International Affairs' exploration of collaborative online international learning (COIL). (See more information in International Affairs, page "International Student and Scholar Services" on page 271)

## V. GALLAUDET RESEARCH PRIORITIES

As mentioned in the beginning of this section, Gallaudet adopted a new set of research priorities in FY 2018 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 d/Deaf, hard of hearing, and deafblind people through the lifespan, from birth through postgraduate education and beyond, aimed at the development of evidence-based best practices and policies.

**Priority #2: Diversity.** Diversity within and between d/Deaf, hard of hearing, and deafblind communities, including underserved populations, as represented through the arts, humanities, and allied fields, demographic studies, and genetics, along with ethical and policy issues surrounding these manifestations of diversity.

**Priority #3: Accessibility.** Accessibility for d/Deaf, hard of hearing, and deafblind people in the workplace and in society at large, as made possible by a wide range of technologies in several domains, including, but not limited to, telecommunications, captioning, robotics, avatars, speech/sign recognition, and ergonomics.

**Priority #4: Deaf Experience.** The subjective experience of living as a d/Deaf, hard of hearing or deafblind individual, as understood through a variety of methodologies used in the fields of biology, psychology, economics, sociology, anthropology, linguistics, political science, and history and philosophy, among others..

**Priority #5: Language and Cognition.** The relationship between linguistic and cognitive phenomena and the underlying physical substrate of the brain in d/Deaf, hard of hearing, and deafblind individuals, as studied through the processing of visual, tactile, and auditory stimuli in multiple contexts, including language development and learning throughout the lifespan.



## Research Projects Organized by Research Priorities

Priority numbers in this table correspond to priorities earlier in this section.

PROJECT	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
Visual-Gestural Communication: A Workbook in Nonverbal Expression and Reception	●	●	●	●	●
Deaf Studies Digital Journal	●	●	●	●	●
Adaptations of Parent Child Interaction Therapy for Deaf Families				●	
Address practices of deaf undergraduate students and deaf faculty: A study of language use, identity, and community	●				●
American Girl Consultant for American Girl's 2020 Girl of the Year	●	●		●	
Analysis of Eye Gazes and Attention Management in a Preschool Class	●				
Analysis of the lexicon, phonology, morphology, and syntax of ZEL.		●		●	●
Apophenoesis & the Origins of Creativity: Virtual Pattern Recognition, Error, Paths to Consciousness & Augmenting the Evolution of Self	●				●
ASL Connect and the Future of Language Learning Online with Families	●				
ASL Discourse Structure of Personal Experience Narratives		●			●
ASL Music Videos: Audience, Aesthetics, and Culture			●	●	
ASL Translation of the VCI from WISC-V	●	●	●	●	●
Assessing the assessment: Reliability and fairness in the Teacher Work Sample	●				
Assessing the effectiveness of the Anacostia River tunnel in reduction of eutrophication			●		
Assessment, What's That?	●				
Attachment and Acculturation as Catalysts for a Meaningful Life	●			●	
Attitudes and Skills of Teachers toward Inclusion of Deaf and Hard of Hearing Students with Disabilities	●	●			
Auditory Cortical Deactivation in American Sign Language Users During Word Production	●				●
Behavioral and neural responses to American Sign Language avatars	●		●	●	●
Behavioral Health Services Modules		●	●	●	
Bilingual ASL/English storybook apps for children	●		●	●	●
Bimodal Bilingual Code-Blending: Language Synthesis					●
Bismuth Telluride and Molybdenum Disulfide Nanomaterials	●	●			
BRIDGES- Bias Reduction Intervention: Deaf Gain in Employment Settings	●	●	●	●	
Capstone Honors	●	●	●	●	●
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	●			●	●
Cochlear implants and the brain: The biological basis for language and cognition in infants, children, and adults with cochlear implants	●	●	●	●	
Computational Investigation of Ataxia Disease-Causing Mutations	●				
Computer Simulations to Understand Disease Mechanisms	●				
d/Deaf Disabled Experiences with the Deaf Community		●	●	●	

PROJECT	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
Deaf and Hard of Hearing Audiology Students: Student and Preceptor Perspectives	●		●	●	
Deaf Christian church members' perspectives on interpreters in a worship service			●	●	
Deaf Cochlear Implant Users' Perspectives on Successful Device Outcome Measures				●	●
Deaf Cochlear Implant Users' Perspectives on Successful Device Outcome Measures			●	●	
Deaf Gay Men: Negotiating Identities		●		●	
Deaf mental health professionals' perspectives on desired attributes of ASL-English interpreters when working with hearing clients			●	●	
Deaf NYC	●			●	
Deaf Perspective on English to ASL Interpreting Repair Strategies			●	●	
Designing Serious Games for Chemistry	●			●	
Developmental Neuroplasticity and Timing of First Language Exposure in Infants	●				●
Do expert signers recruit signed phonology processes while solving single digit multiplication problems?	●			●	●
Documenting Deaf NYC Stories				●	
Does absent vestibular function mitigate virtual reality simulator sickness?	●				
Does Absent Vestibular Function Mitigate Virtual Reality Simulator Sickness?	●				
Effect of Preference for Handedness on Direction of Subjective Visual Vertical Tilt	●				
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			●	●	●
EL2: An Efficacy Study of Strategic and Interactive Writing Instruction: Teacher Development and Student Outcomes	●				
EL2: ASL assessment tool kit	●				●
EL2: Language, Mathematics, Cognition, and Learning: The Extended Educational Longitudinal Study (EELS-II)	●		●		
EL2: Ongoing analysis and follow-up study of the Early Education Longitudinal Study Participants	●		●		●
EL2: Visual Communication and Sign Language Checklist: Online	●				
EL2: VL2 national research volunteer program			●	●	
EL2: VL2 shared data resource			●	●	
Electrophysiological Differences in Autism Spectrum Disorder					●
ERPs and Syntactic Processing: Investigating Hearing Aid Efficacy in Restoring Auditory Access to Hard of Hearing Adults					●
Examining how deaf translators negotiate concepts that are not conventionalized in Hong Kong Sign Language		●		●	●
Examining the Relationship Between Perceived Parenting Style and Attachment in Deaf Adults (A Replication Study)				●	

PROJECT	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
Experiences of Deaf Gay Males in Interpreted Interactions with Medical Professionals		●	●	●	
Exploring Attrition of Novice American Sign Language-English Interpreters Using Multiple Case Study		●	●		
Exploring Language Exposure's Relationship to Neurobiological Linguistic Outcomes in d/Deaf Infants		●			●
Exploring the Experiences of Deaf Student Athletes at a Deaf University	●			●	
Eyth 3D: A Deaf Folktale Transformed for the 21st Century	●		●	●	
Family ASL: Bimodal bilingual acquisition by deaf children of hearing parents					●
Funding for Accommodations Provided to People with Disabilities Including Mandates Under the Americans with Disabilities Act			●		
Health and DHH	●	●	●	●	●
Help-Seeking Behavior 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			●		
How We Rise-Social Networks in Charlotte: Policy Choices, Policy Opportunities	●	●	●		
Hygge and Halloween Spirit in Hallmark's Good Witch on The Hallmark Channel: Essays on Faith, Race, and Feminism	●	●			
Image processing for NASA applications	●				
Impact of Language Experience on Early Numerical Cognition	●			●	●
Impact of Parent Openness to and Style of Communication on Emotion				●	●
Incorporating Original Research into Undergraduate Chemistry Curriculum	●			●	
Interpreting for deaf professionals: Linguistic comparison of a novice and expert ASL-to-English interpretation			●		
Investigation of young ASL-signing children's counting skills through online testing	●				●
Investigations of the effect of catalyst loading on cross-metathesis reaction	●		●		
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					●
Letter or Spirit of the Law: An Institutional Ethnography of Effective Communication Access in U.S. Hospitals			●		
Literacy in Emerging Sign Language Communities: The Impact of Social, Political, and Educational Resources	●			●	●
Meaning and the open-8 handshake in ASL: Implicit and explicit categorization					●
Media Objectification and Implicit Gender Bias	●				
Mental Health Literacy & Black Men: A Critical Exploration of 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	●	●	●	●	●

PROJECT	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
ML2: Designing the 3D Landscape for Signing Avatars and the Signing Experience	●		●		●
ML2: Development of ASL Wordplay Rhymes and Patterned Texts for Young Deaf Children Motion Capture to Better Understand ASL Nursery Rhymes, their Temporal Patterns and Structure	●		●		
ML2: Object-Oriented Hand Classifier Recognition with LEAP and Unity		●	●		●
ML2: U.S.-Russian Literacy for Deaf Children	●	●	●		
ML2: VL2 Storybook Apps and Storybook Creator	●	●	●	●	●
Monosyllable, Trochee, Spondee (MTS) Test Scores and Communication Self-Evaluation Scores in Spoken Language Environments of Deaf Adult Hearing Aid Users			●	●	
Motivated Look at Indicating Verbs in ASL (MoLo)	●	●		●	●
Navigating Social Distancing with DeafBlind Children: ProTactile Language Acquisition in an Online Learning Environment			●	●	●
Neural Basis of Tactile and Visual Language Processing	●				●
Neural Correlates of Biological Motion Perception in Sign Language Users	●			●	●
Neural Correlates of Observing and Producing Sign Language	●			●	●
Neural investigation of multiplication processes in expert sign language users	●				●
Neural investigation on the impact of a visual language on arithmetic processing: an fMRI approach	●			●	●
New Signers: Acculturation and Coping	●	●	●	●	
Parenting Stress and Linguistic Environment on Language Acquisition in Children in Poverty and Deaf Children		●			●
Partnership in reduced dimensional materials (PRDM): Preparation of molybdenum disulfide nanomaterials					
Partnerships for material research (PREM)	●			●	
Patient-reported outcomes, COVID-19 knowledge and perceived risks, and healthcare among deaf and hard of hearing adults in the U.S.			●	●	
Ph.D in Sign Language Education at Gallaudet University: A Viability Study	●	●	●	●	●
Ph.D. in Sign Language Studies at Gallaudet University: A Feasibility Study	●				●
Phenomenological Study on Deaf Student-Parents and Their Experiences	●		●	●	
Philadelphia signs		●		●	●
Phonotactic Constraints in ASL					●
Population genetics of connexin 26 deafness		●		●	
Predictors of Interpersonal Suicide Risk in Deaf and Hard-Of-Hearing Groups		●		●	
Priority Research Fund	●	●	●	●	●
Project D1: Development of a model for a consumer-centric, technology-focused train-the-trainer program			●		
PROMIS-ASL: Inclusion of Deaf Adults in Patient-Reported Outcomes Research				●	
Prosody in Individuals with Intellectual and Developmental Disabilities					●
Prosody in Speech-Language Pathology					●

PROJECT	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
Recognizing and using emotional and grammatical facial expressions in deaf children with Autism Spectrum Disorders					●
Repertory Set Design, National Players 72nd Touring Season		●			
Representation of Deaf Characters in Mainstream Television Watched by Adolescents			●	●	
Representation of deaf characters in television watched by adolescents and young adults				●	
RERC on Technology for the Deaf and Hard of Hearing			●		
REU Accessible Information and Communications Technologies			●		●
Semantic Congruity Effects in Non-Native ASL Interpreters with Signed Sentences: An ERP Study	●				●
Sensory Orientations and the Emplacement of DeafBlind Individuals in Educational Ecosystems	●	●	●	●	●
SEXUAL GENDER-BASED VIOLENCE IN FRENCH REFUGEE CAMPS: DISCLOSURE PATTERNS AS DISCUSSED BY HUMANITARIAN WORKERS		●			
Sign Language Annotation, Archiving and Sharing (SLAASH)	●	●	●	●	●
Sign language comprehension and mental rotation abilities	●	●		●	●
Sign language intervention in a deaf child with specific language impairment	●				●
Sign-to-voice interpreting considering clients with differing language experiences	●	●	●	●	
Signing Avatars & Immersive Learning (SAIL)	●	●	●		●
Small research grants		●	●		
Sociological Perspectives on Deaf Identities	●	●		●	
Spatial Navigation Abilities in Deaf Older Adults With and Without Vestibular Impairment			●		●
Strengthening Community-Based Health and Human Services in the Shadow of Structural Inequality: A Critical Case Study of the Collective Impact Model		●			
Stress, Social Support, and Life Experience				●	
Supporting the Needs of Deaf/Hard of Hearing Students in School	●				●
Synthesis of bismuth telluride nanomaterials	●	●			
Targeting America's Defectives: the Exclusion of Deaf People from State Sterilization Programs				●	
Telemental Health Services as a Targeted Intervention for Individuals who are Deaf and Hard of Hearing				●	
The Acquisition of ASL Morphosyntax in New Signers	●	●		●	●
The Center for Democracy in Deaf America	●	●		●	
The Deaf Acculturative Stress Inventory: Development and Validation of an Acculturative Stress Inventory for Deaf Adults		●		●	
The effects of early visual language exposure on deaf children's linguistic and non-linguistic visual processing: An eye-tracking and fNIRS brain imaging investigation of emergent readers	●	●	●	●	●
The Ethical Impact of Communication Technology and Social Media on Social Work Practice in the Deaf Community		●	●	●	
The Impact of COVID-19 and Emergency Online Learning on Deaf College Students' Experience of Social Isolation and Well-Being			●	●	

PROJECT	Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
The impact of language experience on the neural activations of arithmetical processing	●	●		●	●
The impact of using a bilingual approach in writing instruction on the writing performance of deaf students	●			●	●
The Influence of Language on Cognitive Development				●	
The RAVE Revolution for Children with Minimal Language Experience During Sensitive Periods of Brain and Language Development	●	●	●	●	●
The Relationship Between Young Bimodal-Bilinguals (Coda) Matching of the Interlocutor Modality and Their Executive Function					●
The Role of Auditory Experience in the Neurocognitive Systems for Everyday and Effortful Listening			●	●	●
The Role of Empathy in Organizational Communication During Times of Crisis	●	●			
The semantics of space in Sign and Gesture	●			●	●
TL2: Benefits and Risks Assessment	●				
TL2: Efficacy Study: Measuring the Efficacy of the Storybook Apps in Facilitating Vocabulary Development			●		
TL2: Ethical practices website		●			
TL2: Family Information Package	●				●
TL2: Signwise for Kids	●		●		
TL2: Usability Study: The Deaf Children's User Experiences with Storybook Apps	●				
TL2: VL2 Storybook Apps Lesson Plans and Activities for Educators: Training and Materials	●				
Transitioning from high school to college: Student perceptions of preparation	●			●	
Translation and Interpretation Studies Special Edited Issue					●
Twenty-First Century Captioning Technology, Metrics and Usability (Captioning DRRP)			●	●	
vHIT Uses and Procedures: A Survey of Audiologists					
Vicarious Trauma in Interpreters			●		
Vocal Emotional Detection in Cochlear Implant Users					●
What information is provided to families of newly identified deaf/hard of hearing children?	●		●	●	●
<b>Totals: 171 projects reported</b>	<b>94</b>	<b>57</b>	<b>70</b>	<b>87</b>	<b>75</b>

## VI. 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. Research by students benefits the institution as well. Gaining the insights of

younger deaf and hard of hearing people is essential to many topics that support Gallaudet's mission. Young minds frequently approach long-standing problems in new ways and lend fresh perspectives that may otherwise be overlooked.

From serving as assistants for faculty investigators to carrying out their own studies, students are major contributors to the vitality of campus research



scholarship. Across the University, there is a growing number of student researchers working on their own studies or assisting other researchers, from those in the physical sciences to social sciences to deafness-related disciplines. Student research assistants play vital roles in collecting Of the 171 research projects reported herein, 96 graduate and undergraduate students were involved in 56 projects. In FY 2020, there were 46 small research grant awards. Those included both new awards and extensions from the previous fiscal year to students conducting their own research or who are working with faculty members. The pinnacle of student contribution to knowledge is the doctoral dissertation. In FY 2020, 16 students completed their doctoral studies, as shown below.

#### Department of Education

Santini, J.R. (2020). *A grounded theory examination of faculty experiences of bilingual professional development programs at Gallaudet University* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Tibbitt, J. (2020). *Formative assessment as a catalyst: Teachers and administrators on formative assessment with deaf learners* (Doctoral dissertation). Gallaudet University, Washington, D.C.

#### Educational Neuroscience Program

Kubicek, E. (2020). *The behavioral and neurobiological relationship between sign language knowledge and mental rotation abilities* (Doctoral dissertation). Gallaudet University, Washington, D.C.

#### Department of Hearing, Speech, and Language Sciences

Kulsar, S.T. (2019). *Investigating the effects of mouthings and hand placement on fingerspelling accuracy in deaf adults* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Kokx-Ryan, M. (2020). *Evaluation of low-gain hearing aids as treatment for auditory processing deficits in service members with normal hearing thresholds and history of MTBI* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Zaleski-King, A.C. (2020). *Oculomotor and perceptual measures of visual motion sensitivity in individuals with chronic dizziness* (Doctoral dissertation). Gallaudet University, Washington, D.C.

#### Department of Interpretation and Translation

Collins, P.F. (2019). *The social organization of ASL-English interpreters: An institutional ethnography of getting scheduled* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Muroski, K.A.S. (2019). *Authoring a profession: A historiography of book publishing and educational usage of books in ASL-English interpretation* (Doctoral dissertation). Gallaudet University, Washington, D.C.

## Department of Psychology

Adams, F.P. (2019). *Does the crab theory hold water? Investigating intragroup discriminatory attitudes within the Deaf Community* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Aldalur, A. (2020). *The Deaf Acculturative Stress Inventory (DASI): Development and validation of an acculturative stress inventory for deaf adults* (Doctoral dissertation). Gallaudet University, Washington, D.C.

Barreto Abrams, J.O. (2020). *Vicarious trauma as a psychosocial occupational hazard in the field of sign language interpreting* (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.

## VII. RESEARCH AND SCHOLARLY ACTIVITIES BY RESEARCH CENTER

The research and scholarly activity sections list the FY 2020 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), as well as the Drs. John S. and Betty J. Schuchman Deaf Documentary Center (SDDC).

Note that 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.

### 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, 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 editing assistance with grant proposals.

In FY 2020, 34 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 enhances Gallaudet's intellectual climate by facilitating scholarly opportunities on campus. It has expanded its technical support to campus researchers by making available a robust research survey software called REDCap.

Early-career researchers can turn to Research 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. A newsletter that Research Services produces, *Research at Gallaudet*, provides another means of sharing news of interesting studies University researchers are engaged in. It is also a way to share news of the research-related honors and awards they or their departments have received, as well as any other news that demonstrates the University's successes and innovations in this area.

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 Research Support and International Affairs reviews, awards, and administers the grants in collaboration with faculty members and academic departments. Details on all of the funded studies can be seen, as listed under the various academic departments in this chapter, and by searching the "Research & Scholarship at Gallaudet" database at <http://research.gallaudet.edu/ara>.

#### Principal investigators

**Larrison, Susan** • Office of Sponsored Programs and Research Services

**Audrey Wineglass Foster** • Office of Sponsored Programs and Research Services

**Reilly, Charles** • Office of International Affairs

#### Funding sources

- Gallaudet funding

### Priority Research Fund

**Status:** Ongoing

**Start date:** October 2007

Gallaudet's Priority Research Fund (PRF) supports campus research studies in 13 areas that have been determined to be of high importance to the University. Studies are supported for up to three years. The review and administration processes are aligned with standard and federal grant application processes, in order to help prepare campus researchers to effectively apply for external funding. Applicants are expected to first seek external funding; if funded by PRF, they should

be actively applying by study's end for externally for continuance.

#### Principal investigators

- Larrison, Susan • Office of Sponsored Programs and Research Services

## 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

## Research Projects

### HINTS-ASL: Deaf Signers' Experience with Seeking Health Information

**Status:** Ongoing

**Start date:** August 2015

The National Cancer Institute's Health Information National Trends Survey (HINTS) is heavily dependent on English, which presents serious language barriers to deaf patients who use American Sign Language (ASL). The availability of HINTS and similar surveys in ASL and English that are valid for users of accessible technology and services will provide important insights on understanding the trends in deaf people's use of the Internet for health-related purposes, therefore improving health communication models that will lead to better personal and public health within this underserved population.

#### Principal investigators

- Kushalnagar, Poorna • Psychology

#### Funding sources

- National Institutes of Health (NIH)

#### Products

Argenyi M, Kushalnagar P. Social Media Use and HIV Screening Uptake Among Deaf Adults in the United States: Cross-Sectional Survey Study. *JMIR Public Health Surveill.* 2019 Oct 2;5(4):e13658. doi: 10.2196/13658. PMID: 31579021; PMCID: PMC6777274.

- Audrey Wineglass Foster • Office of Sponsored Programs and Research Services
- Reilly, Charles • Office of International Affairs

#### Funding sources

- Gallaudet funding

Our researchers at Deaf Health and Quality of Life are involved in a wide range of biobehavioral and applied research projects. In addition, our faculty, students, and community members—all from a variety of academic backgrounds—contribute to the lab. Dr. Poorna Kushalnagar, Center Director

Kushalnagar P, Holcomb J, Sadler GR. Genetic testing and eHealth usage among Deaf women. *J Genet Couns.* 2019 Oct;28(5):933-939. doi: 10.1002/jgc4.1134. Epub 2019 Jun 10. PMID: 31180177; PMCID: PMC6777990.

### 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:** May 2020

**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)

#### PROMIS-ASL: Inclusion of Deaf Adults in Patient-Reported Outcomes Research

**Status:** Ongoing

**Start date:** September 2015

Current patient-reported outcome measures are heavily dependent on English, which present serious language barriers to deaf and hard of hearing (D/HH) patients who use American Sign Language (ASL). The availability of patient-reported outcome measures in ASL and English that is valid for users of accessible technology and services will provide important insights on improving prevention and treatment models that will lead to better personal and public health within the underserved D/HH population. The research plan builds on Dr. Kushalnagar's prior research on communication and quality of life outcomes with the D/HH population. Communication-related fatigue is relevant to health care outcomes.

#### Principal investigators

- Kushalnagar, Poorna • Psychology

#### Funding sources

- National Institutes of Health (NIH)

#### Products

Kushalnagar P, Hill C, Carrizales S, Sadler GR. Prostate-Specimen Antigen (PSA) Screening and Shared Decision Making Among Deaf and Hearing Male

Patients. *J Cancer Educ.* 2020 Feb;35(1):28-35. doi: 10.1007/s13187-018-1436-3. PMID: 30353474; PMCID: PMC6478572.

Kushalnagar P, Miller CA. Health Disparities Among Mid-to-Older Deaf LGBTQ Adults Compared with Mid-to-Older Deaf Non-LGBTQ Adults in the United States. *Health Equity.* 2019 Oct 30;3(1):541-547. doi: 10.1089/heq.2019.0009. PMID: 31681905; PMCID: PMC6822573.

Kushalnagar P, Paludneviciene R, Kallen M, Atcherson S, Cella D. PROMIS-deaf profile measure: cultural adaptation and psychometric validation in American sign language. *J Patient Rep Outcomes.* 2020 Jun 9;4(1):44. doi: 10.1186/s41687-020-00208-7. PMID: 32519000; PMCID: PMC7283401.

Kushalnagar P, Reesman J, Holcomb T, Ryan C. Prevalence of Anxiety or Depression Diagnosis in Deaf Adults. *J Deaf Stud Deaf Educ.* 2019 Oct 1;24(4):378-385. doi: 10.1093/deafed/enz017. PMID: 31369098; PMCID: PMC6786504.

Kushalnagar P, Ryan C, Paludneviciene R, Spellun A, Gulati S. Adverse Childhood Communication Experiences Associated With an Increased Risk of Chronic Diseases in Adults Who Are Deaf. *Am J Prev Med.* 2020 Oct;59(4):548-554. doi: 10.1016/j.amepre.2020.04.016. Epub 2020 Jul 4. PMID: 32636047; PMCID: PMC7508773.

Kushalnagar, P., Paludneviciene, R., Kallen, M., Atcherson, S., & Cella, D. (2020). PROMIS-deaf profile measure: cultural adaptation and psychometric validation in American sign language. *Journal of patient-reported outcomes*, 4(1), 44. <https://doi.org/10.1186/s41687-020-00208-7>

# 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:** September 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:** September 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 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:** September 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 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 percent 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)

### Products

Claire Bernstein, Diane Brewer, and Victoria Lennon. (2019). *New Training Video for KTH Speech Tracking Software*. <http://www.deafhhtech.org/rerc/products/kth/video/>

Claire Bernstein, Diane Brewer, and Victoria Lennon. (2019) *Clinician Directed Auditory Training with KTH Speech Tracking Software*. Webpage that enables free digital access to auditory training software, an instructional video, and training materials for clinicians to use with adults with hearing loss. <http://www.deafhhtech.org/rerc/products/kth/>.

### Project R2: User-driven customization of cochlear implant programming

**Status:** Ongoing

**Start date:** October 2014

**End date:** September 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:** Ongoing

**Start date:** October 2015

**End date:** September 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:** September 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 unit at Gallaudet. TAP's primary mission is to advance accessibility and usability of communication technology for people with all types of disabilities. The current program is designed both to lay the foundation for access in next generation technologies and to create the bridge technologies needed to allow users to migrate to new technologies without losing the ability to communicate with colleagues and family who are still on older technologies.

### 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

TAP currently maintains the Rehabilitation Engineering Research Center on Technology for the Deaf and Hard of Hearing (DHH-RERC). In addition, TAP currently conducts research into relay service technologies funded by a contract under the FCC and MITRE, and accessible home alerting funded by the Consumer Technology Association and TAP's operational budget. TAP also partners with the Department of Interpreting on a project with SignAll for real-world sign language recognition.

Dr. Christian Vogler, Director, TAP

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
- **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

Jensen, J., Vyas, D., Garudadri, H., Chipara, O., & Wu, Y. H. (2020). *Evaluation of hearing aid personalization algorithms. Annual Conference of the American Auditory Society* (pp. N/A). Scottsdale, AZ.

Kozma-Spytek, L., Tucker, P., & Vogler, C. (2019, October). *Voice Telephony for Individuals with Hearing Loss: The Effects of Audio Bandwidth, Bit Rate and Packet Loss. In The 21st International ACM SIGACCESS Conference on Computers and Accessibility* (pp. 3-15).

Nelson, P., Anderson, A., Beechey, T., Waggenspack, M and Westman, M (2020). *Virtual Scenarios for evaluation communication, sensory aids, and social engagement. American Auditory Society.*

Nelson, P., Anderson, E., and Beechey, T (2020). *Laboratory simulations of conversation scenarios: questionnaire results from patient and partner. Proceedings of Meetings on Acoustics*, 178

Vogler, C. (2020, March) *Accessibility Tips for a Better Zoom/Virtual Meeting Experience*. Online: <https://www.deafhhtech.org/rerc/accessible-virtual-meeting-tips/> (Last retrieved: 10/26/2020)

Vogler, C., Childress, T., McKee, M., Moreland, C., Roth, R., Ruffin, C. (2020, May). *Webinar Accessibility for Deaf and Hard of Hearing People*. Online: <https://www.deafhhtech.org/rerc/webinar-accessibility-for-deaf-and-hard-of-hearing-people/> (last retrieved: 10/26/2020)

### 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

Berke, L, Seita, M, and Huenerfauth, M (2020). *Deaf and hard-of-hearing users' prioritization of genres of online video content requiring accurate captions. Proceedings of the 17th International Web for All Conference (W4A '20)* (pp. 1-12). New York, NY: ACM.

Glasser, A, Riley, E. M., Weeks, K. and Kushalnagar, R. (2019). *Mixed Reality Speaker Identification as an Accessibility Tool for Deaf and Hard of Hearing Users. ACM Symposium on Virtual Reality Software and Technology (VRST '19)*. New York, NY: ACM.

Kafle, S and Huenerfauth, M (2020). *Usability Evaluation of Captions for People who are Deaf or Hard of Hearing. SIGACCESS Accessibility and Computing, 122, N/A. Kafle, S, Alm, Co. O., and Huenerfauth, M* (2019). Fusion Strategy for Prosodic and Lexical Representations of Word Importance. Proceedings of the 20th Annual Conference of the International Speech

Communication Association. Graz, Austria: International Speech Communication Association.

Li, J, Luetzgen, M, Huenerfauth, M, Al-khazraji, S, Bailey, R, and Alm, C. O. (2020). *Gaze Guidance for Captioned Videos for DHH Users. Journal on Technology and Persons with Disabilities, 8, N/A. Vogler, C* (2019). Comments on TDI et al. Petition for Declaratory Ruling and/or Ruling Making on Live Closed Captioning Quality Metrics and the Use of Automatic Speech Recognition Technologies. <https://www.fcc.gov/ecfs/filing/101630433070>: FCC.

## Scholarly and Creative Activity

Bragg, D., Koller, O., Bellard, M., Berke, L., Boudreault, P., Braffort, A., & Vogler, C. (2019, October). *Sign Language Recognition, Generation, and Translation: An Interdisciplinary Perspective. In The 21st International ACM SIGACCESS Conference on Computers and Accessibility* (pp. 16-31). Best paper award.

## 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.

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

### 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 eugenics programs? Why was deafness, a condition typically a category eligible for sterilization, never actually in the law? This project seeks to explore the processes and rationale behind excluding deaf people as targets of sterilization.

#### Principal investigators

- **Greenwald, Brian H.** • Schuchman Deaf Documentary Center (SDDC)

## Science of Learning Center on Visual Language & Visual Learning (VL2)

Hosted by Gallaudet University, the Science of Learning Center (SLC) on Visual Language and Visual Learning (VL2) is one of six SLCs funded by the National Science Foundation (NSF). These Science of Learning Centers were established by NSF to support interdisciplinary and cross-disciplinary research that 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.

Dr. Laura Ann Petitto, VL2 co-principal investigator and science director

Dr. Thomas Allen, VL2 co-principal investigator

While all the work of VL2 is collaborative and interdisciplinary, the activities of the Center are focused around four resource hubs:

**Petitto Brain and Language Laboratory for Neuroimaging (BL2; Dr. Laura Ann Pettito, Scientific Director)**

*See in Petitto Brain and Language Laboratory for Neuroimaging*

**Early Education and Literacy Lab (EL2; Dr. Thomas Allen, Director)**

The EL2 team studies individual and group differences among children and the impact that these differences have on emerging cognition and literacy, especially in young deaf and hard of hearing children. The team conducts classroom and home-based studies and has made novel discoveries about the factors that contribute to the development of healthy and optimal literacy in a deaf child's early years.

EL2 develops, validates, and distributes new assessment toolkits that measure the language and cognitive development of young deaf and hard of hearing children. The EL2 team has pioneered state-of-the-art statistical modeling approaches to analyze large longitudinal databases and provides a host of student training opportunities to engage in Big Data statistical analyses.

**Motion Light Lab (ML2; Melissa Malzkuhn, Creative Director; Dr. Lorna Quandt, Science Director)**

ML2 innovates technologies to help improve and advance research-based translation. Malzkuhn has pioneered the creation of the world's first interactive ASL English bilingual storybook apps and a storybook creator platform, based on research from BL2 and EL2, as well as other reading and learning tools for bilingual language and reading development. Malzkuhn leads collaborations with other countries to develop bilingual storybook apps in their signed and written languages.

Dr. Quandt leads pioneering research involving motion-capture and EEG brain recording experiments to understand how the use of signed language may enhance the perception of motion and action.

Ongoing cross-hub projects include collaboration with BL2 to use motion capture technology to create avatars for incorporation in a robot-avatar-thermal enhanced learning tool (Funding: Petitto, PI). ML2 keeps Gallaudet on the front line of advances in visually based learning technologies, and interactive learning experiences. It offers students rich opportunities for training in computational and digital media innovation.

**Translation in the Science of Learning Lab (TL2; Dr. Melissa Herzig, Director)**

TL2 translates VL2 research discoveries for application in the wide range of learning environments that deaf children experience. The goal of TL2 is to provide a gateway between the center's discoveries and the society including Clerc Center, P-12 schools, families,

and homes, museums, libraries, medical clinics, policymakers, and more by sharing the research and their applications.

TL2 produces publications and resources - such as research briefs, information packages, and websites - that summarize research in easy-to-read language for parents, educators, doctors, policymakers, and other professionals. Also, TL2 will take the lead in ensuring and promoting quality and risk assessment for products from VL2 and community. TL2 also works closely with PhD in Educational Neuroscience program in training the future generation of scholars in "the principled ways in which science can be translated for the benefit of education and society" through translational activities.

TL2 staff also provides training for educators on bilingual education and language policy, and they oversee mechanisms for quality control and risk assessment for publically available products from VL2 and elsewhere.

## Research Projects

### Behavioral and neural responses to American Sign Language avatars

*See in PhD in Educational Neuroscience (PEN)*

### 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)

### Products

Malzkuhn, M., & Baer, C. (2019). *Buck and Bull*. VL2 Storybook App, 2019. Vers. 1.0. Apple App Store, <https://apps.apple.com/us/app/buck-bull/id1449739216>.

Malzkuhn, M., & Kettering, T. (2019). VL2 Storybook Creator, Software, Vers. 2.0.

### Cochlear implants and the brain: The biological basis for language and cognition in infants, children, and adults with cochlear implants

*See in Brain and Language Laboratory (BL2)*

## **EL2: An Efficacy Study of Strategic and Interactive Writing Instruction: Teacher Development and Student Outcomes**

**Status:** Ongoing

**Start date:** August 2017

EL2 Director Thomas Allen is serving as the Co-Principal Investigator with researchers from the University of Tennessee, University of Connecticut, and Arizona State University on an evaluation of the efficacy of the Strategic and Interactive Writing Instruction (SIWI) curriculum. Funded by the National Center for Special Education Research, the SIWI project is a “Goal Three” project that assesses the efficacy of curricula developed and established through successful Goal One and Goal Two projects. The SIWI curriculum itself is developed specifically to address the writing challenges faced by deaf and hard of hearing students. Importantly, it is not a scripted curriculum but a framework to foster strong and creative writing skills in deaf students. It is designed to be used in elementary school classrooms with deaf and hard of hearing children from a variety of communication backgrounds. The project also has a strong focus on developing professional development opportunities for elementary school teachers.

### **Principal investigators**

- **Graham, Steve** • Arizona State University
- **Allen, Thomas** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Dorsal, Hannah** • University of Connecticut
- **Wolbers, Kimberly** • University of Tennessee

### **Funding sources**

- University of Tennessee, sub award, through the US Office of Education, Institute for Educational Science, National Center for Special Education Research

## **EL2: ASL assessment toolkit**

**Status:** Ongoing

**Start date:** October 2011

Since its inception, VL2 has made an ongoing effort to develop and validate measures of ASL skill, especially those that are suitable for tracking and monitoring the development of ASL skill among young children. The researchers at VL2 have also been working to adapt and modify a broad array of neurocognitive measures

with ASL translations and methods that are suitable for both children and adults. Ultimately, the goal is to build a “one-stop shop” ASL assessment portal that will provide access to the tools themselves and an online means for test administration.

### **Principal investigators**

- **Allen, Thomas** • Education
- **Morere, Donna** • Psychology
- **Fernandez, Ralph** • Science of Learning Center on Visual Language & Visual Learning (VL2)

### **Additional investigators**

- **Cappetta, Kelsey** (Student) • Psychology
- **Fedlan, Denise** (Student) • Psychology
- **McLaren, Connor** (Student) • Psychology
- **Rodriguez, Yessica** (Student) • Visual Language and Visual Learning, (VL2)

### **Funding sources**

- National Science Foundation (NSF)

## **EL2: Language, Mathematics, Cognition, and Learning: The Extended Educational Longitudinal Study (EELS-II)**

**Status:** Ongoing

**Start date:** May 2017

Little research tracks achievement for deaf children with a view toward identifying the role of language in later cognitive and academic development. The current research, initiated in the spring of 2017 and funded by the Priority Research Fund starting in FY 2018, will contribute basic knowledge through building on a previous longitudinal study that tracked deaf children and their emergent literacy skills from ages 3 to 7. We seek to investigate whether previously observed relationships between early language skills and emergent literacy among these children predicts later literacy and numeracy outcomes. We hypothesize that the impact of language skills on early reading will persist through all stages of reading skill development, as well as cognitive skills associated with numeracy through middle school. The proposed research would follow this cohort of children for an additional three years (beginning at age 10) with math and reading assessments, and allow us to develop and test models of learning that include indicators of early

visual language experience and reading, writing, and math outcomes. Influences of home and classroom strategies on academic growth trajectories for children with different language histories and demographic backgrounds will be evaluated.

#### **Principal investigators**

- **Allen, Thomas** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Berteletti, Ilaria** • PhD in Educational Neuroscience (PEN)
- **Eyer, Sherry** • Psychology
- **Morere, Donna** • Psychology

#### **Additional investigators**

- **Fedlan, Denise** (Student) • Psychology
- **Hernandez, Brianna** (Student) • Psychology
- **McLaren, Connor** (Student) • Psychology
- **Rodriguez, Yessica** (Student) • Psychology

#### **Funding sources**

- Gallaudet Priority Research Fund

### **EL2: Ongoing analysis and follow-up study of the Early Education Longitudinal Study Participants**

**Status:** Ongoing

**Start date:** July 2016

The VL2 Early Education Longitudinal Study (EELS), conducted between the years 2010 and 2013, yielded a database rich in information about the early literacy development of deaf pre-school aged children as they entered school. To date, the EELS database has been utilized to study the important relationship between early sign skills and later skills in emergent literacy. Going forward, we intend to continue our analysis of the rich EELS dataset. In the past year, we have completed analyses on: the relationship of language skills to social competence; early visual language and its relationship to growth rates in reading over a three year period; early writing skills; differences in beliefs and attitudes toward deaf education among parents from Hispanic and non-Hispanic families; early literacy of children with cochlear implants with varying levels of ASL skill; and multilingualism and early literacy. Manuscripts are in varying stages of completion.

#### **Principal investigators**

- **Allen, Thomas** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Eyer, Sherry** • Psychology
- **Morere, Donna** • Psychology

#### **Additional investigators**

- **Fedlan, Denise** (Student) • Psychology
- **Hernandez, Brianna** (Student) • Psychology
- **McLaren, Connor** (Student) • Psychology
- **Rodriguez, Yessica** (Student) • Psychology
- **Strassler, Amanda** (Student) • Psychology

#### **Funding sources**

- National Science Foundation (NSF) - Directorate for Social, Behavioral & Economic Sciences (SBE)

### **EL2: Visual Communication and Sign Language Checklist: Online**

**Status:** Ongoing

**Start date:** October 2013

Developed as a paper-pencil checklist and distributed by EL2, the VCSL is the first standardized assessment tool that documents language growth and identifies gaps or delays in typical language development in children between birth and five years of age. It assists teachers and early childhood education service providers in planning language development activities for individual children. In FY 2017, we developed an online version that automates the administration and scoring, provides links to video exemplars to help raters understand the language element being rated, creates PDF reports, and saves the data in a national database that we have begun to use for research and analysis. During FY 2018, we began to analyze what had been collected through the online database.

#### **Principal investigators**

- **Allen, Thomas** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Fedlan, Denise** (Student) • Psychology
- **Fernandez, Ralph** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Simms, Laurene E.** • Education

#### **Additional investigators**

- **Allemang, Linda Noelle** (Student) • Hearing, Speech, and Language Sciences



- **Rodriguez, Yessica** (Student) • Psychology

#### **Funding sources**

National Science Foundation (NSF)

#### **EL2: VL2 national research volunteer program**

**Status:** Ongoing

**Start date:** May 2011

One of the difficult challenges faced by researchers working with culturally Deaf participants is the recruitment of these participants. To help facilitate this, VL2 is designing a web-based volunteer program whereby Deaf adults can volunteer over the web to become participants in research projects, and parents of deaf children can volunteer on behalf of their children to become research participants. The VL2 Research Volunteer Program includes a brief online background questionnaire to help researchers to define and select subgroups of a broader d/Deaf population with specific characteristics for inclusion in proposed studies. Address information submitted to the database may also be used to disseminate valuable information about VL2 research and upcoming events of interest to a broad national constituency of deaf individuals and their families.

#### **Principal investigators**

- **Allen, Thomas** • Education

#### **Additional investigators**

- **Fernandez, Ralph** • Science of Learning Center on Visual Language & Visual Learning (VL2)

#### **Funding sources**

- National Science Foundation (NSF)

#### **EL2: VL2 shared data resource**

**Status:** Ongoing

**Start date:** May 2011

The NSF requires that data collected with NSF funding be made available for sharing for the benefit of future researchers. VL2 is developing an online resource for VL2 data that has been collected. In this resource, data sets developed with Center funding will be described, their code books published, and strategies for access to Center data will be presented. This resource will help ensure ongoing statistical analysis and publication from

archived data covering the range of research topics undertaken by the Center.

#### **Principal investigators**

- **Allen, Thomas** • Education

#### **Additional investigators**

- **Fernandez, Ralph** • Science of Learning Center on Visual Language & Visual Learning (VL2)

#### **Funding sources**

- National Science Foundation (NSF)

#### **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**

*See in Motion Light Lab (ML2)*

#### **ML2: Designing the 3D Landscape for Signing Avatars and the Signing Experience**

**Status:** Ongoing

**Start date:** October 2016

This project is an investigation of story world building in virtual reality environments using the Oculus VR technology and systems, through Unity 3d platform. To build our “worlds,” we took assets from our existing storybook apps and implemented on Unity where users can “enter” through VR. The goal of this project is to better understand the deaf experience in virtual reality and the role of signers in a 3d-built world. How do we want to define the signing 3d landscape, and design fully accessible immersive learning experiences?

#### **Principal investigators**

- **Lamberton, Jason** • Motion Light Lab (ML2)
- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Wang, Yiqiao** • Science of Learning Center on Visual Language & Visual Learning (VL2)

#### **Funding sources**

- National Science Foundation (NSF)

## **ML2: Development of ASL Word Play Rhymes and Patterned Texts for Young Deaf Children Motion Capture to Better Understand ASL Nursery Rhymes, their Temporal Patterns and Structure**

**Status:** Ongoing

**Start date:** May 2014

This working project is to develop new and original ASL material for young deaf learners with patterned and phonological sign rhymes to create a robust learning experience. We are using motion capture to best study and identify the rhythmic temporal patterns that shows most engagement. We are interested in setting standards in nursery rhymes in ASL and to further understand the approaches in creating material for young readers, and to improve our storytelling patterns..

### **Principal investigators**

- **Bahan, Benjamin** • ASL and Deaf Studies
- **Czubek, Todd** • Boston University
- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)

### **Funding sources**

- National Science Foundation (NSF)

## **ML2: Object Oriented Hand Classifier Recognition with LEAP and Unity**

**Status:** Ongoing

**Start date:** February 2017

We are investigating sign recognition interfaces to utilize interactivity in learning. LEAP Motion is a motion sensor system that tracks the hands and implements in 3D environments. Our goal is to utilize LEAP Motion to identify parameters of different ASL handshapes that are object-specific classifiers. The purpose of this project is to create an immersive game experience, where young deaf learners will learn the correct handshapes and movements to guide the object. Through this project, we want to understand the integration of LEAP Motion and Unity (game engine) to better define sign/movement recognition that can contribute to language learning programs.

### **Principal investigators**

- **Lamberton, Jason** (Staff) • Science of Learning Center on Visual Language & Visual Learning (VL2)

- **Wang, Yiqiao** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)

### **Funding sources**

- National Science Foundation (NSF)

## **ML2: US-Russian Literacy for Deaf Children**

**Status:** Ongoing

**Start date:** October 2016

Early language exposure is crucial in both deaf and hearing children alike for vocabulary and literacy development. Hence, early exposure to sign language for deaf or hard of hearing children is imperative.

To help deaf and hard of hearing children, Eurasia Foundation's US-Russian Social Expertise Exchange (SEE) program facilitated a partnership between Austin, Texas-based Communication Services for the Deaf (CSD) and Ya Tebya Slyshu (YTS; "I Hear You" in Russian) in St. Petersburg, Russia. YTS is a parent-run nonprofit that provides resources, support, and advocacy for deaf and hard of hearing children and their families. With funding from SEE, CSD and YTS are implementing the Russian-American Project for Children's Literacy (RAP4CL).

Using innovative software developed by Gallaudet University's Visual Language and Visual Learning Center (VL2), the RAP4CL team is helping children by creating storybooks accessible in mobile apps that include video clips of signing and finger-spelling of vocabulary words, promoting language acquisition for deaf and hard of hearing children.

### **Principal investigators**

- **Herzig, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Wang, Yiqiao** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Siebert, Robert** • Communication Service for the Deaf (CSD)

### **Funding sources**

- Communication Service for the Deaf (CSD)

## **ML2: VL2 Storybook Apps and Storybook Creator**

**Status:** Ongoing

**Start date:** October 2012

VL2 Storybook Apps are designed based on VL2 research foundations in language acquisition and reading to provide optimal reading experience for young and emerging Deaf readers. VL2 Storybook Apps are custom designed on a platform called The VL2 Storybook Creator, a template for Xcode, which allows people with no programming experience to create bilingual reading apps. The goal is to build a global digital library, by offering training and setting collaborations.

### **Principal investigators**

- **AlGhamdi, Abdulrahman** (Student) • ASL and Deaf Studies
- **Hoglind, JamiLee** (Student) • Art, Communication and Theatre
- **Wang, Yiqiao** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)

### **Funding sources**

National Science Foundation (NSF)

## **TL2: Benefits and Risks Assessment**

**Status:** Ongoing

**Start date:** October 2013

To achieve the mission of the Science of Learning Center on Visual Language and Visual Learning (VL2) to bridge research and education and to support Gallaudet University's strategic goal of public outreach, VL2 has created and disseminated various research-based products, including: Parent Information Packages, Storybook Apps, and a Visual Communication Sign Language Checklist Assessment. Society benefits when products about language acquisition and development are shared with families, educators, and other interested people. However, it is important to withhold potentially harmful products from the marketplace. VL2 has created a review and evaluation process to test products for value and efficacy through a Benefits and Risks Assessment Committee (BRAC). A handbook has been created that serves as a guide for

product developers, regardless of any past connection to VL2, as well as a resource to the BRAC organizer and members, VL2 staff, and other relevant individuals assisting with the review process. The goal is to hand it over to Gallaudet University for use with other departments and programs.

### **Principal investigators**

- **Malzkuhn, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)

### **Funding sources**

- National Science Foundation (NSF)

## **TL2: Efficacy Study: Measuring the efficacy of the Storybook Apps in Facilitating Vocabulary Development**

**Status:** Ongoing

**Start date:** October 2016

By understanding how the target audience of emerging readers (children ages 4 to 8) gains awareness of new vocabulary words through VL2 storybook apps, we have conducted a study of whether children improve their vocabulary through interaction with the apps. This project will also bring new perspectives on early intervention approaches to the United States. Information collected from this study will help us determine design approaches in future app editions and type of activities and resources will be shared with parents, professionals, early intervention services and resource providers, and advocacy organizations. Seven schools and 100 students have participated in this study. Data collections have been completed, and data analyses and write-up are ongoing.

### **Principal investigators**

- **Allen, Thomas** • Science of Learning Center on Visual Language & Visual Learning (VL2)
- **Herzig, Melissa** • Science of Learning Center on Visual Language & Visual Learning (VL2)

### **Funding sources**

- National Science Foundation (NSF)

## **TL2: Ethical practices website**

**Status:** Ongoing

**Start date:** September 2008

Through the VL2 Center, deaf and hearing scientists from many research institutions are engaged in collaborative studies investigating questions about how the brain adapts to different sensory experiences and early exposure to a visual language. Many of the research projects funded by the VL2 Center involve research participants who are deaf and who use American Sign Language. With the Center's collective experience we offer a set of guidelines for responsible and ethical conduct for researchers whose projects involve individuals who are deaf. VL2 is currently designing a website on which these principles will be presented, discussed, and sample ASL informed consent videos will be available for download and use by researchers in the future.

### **Principal investigators**

- Singleton, Jenny • Georgia Institute of Technology
- Herzig, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)

### **Additional investigators**

- Allen, Thomas • Education

### **Funding sources**

- National Science Foundation (NSF)

## **TL2: Family Information Package**

**Status:** Ongoing

**Start date:** October 2017

The family information package, "Growing Together," is a collection of appealing and accessible resources for hearing parents of deaf children. It is intended to share the science of learning or research-based information related to ASL/English bilingualism. The primary audience this product is intended for is hearing parents of deaf or hard of hearing children. Other groups may use this package to share with their customers, clients, or stakeholders, such as educators, practitioners, and the medical professionals usability study, which involves focus group, survey, and individual interviews with the stakeholders. Currently, the package is going through revisions based on input from the usability

study, and including recent research in the content. The parent information package has been renamed family information package (to be as inclusive as possible.) After the final revisions and publications of the package, the next step will be to follow up with another usability study to ensure the contents are accessible and comprehensible for parents and other groups.

### **Principal investigators**

- Herzig, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)

### **Funding sources**

- National Science Foundation (NSF) - Directorate for Social, Behavioral & Economic Sciences (SBE)
- National Science Foundation (NSF)

## **TL2: Signwise for Kids**

**Status:** Ongoing

**Start date:** October 2015

TL2 will take the lead in ensuring and promoting quality and risk assessment for products from VL2 and community- protecting the integrity, reliability, and accuracy of science and languages used in products. By doing this, the Signwise, a quality assurance resource center, was created. With the committee composed of individuals from the community, school grades K-12, parents, and professionals from Gallaudet University, the categories and rubrics were formed. A website will be set up. This site will feature reviews of products and resources for young children from infant to school age and help parents find the right products for their children. Our committee reviews a wide range of products including apps, DVDs/videos, e-books, printed books, and websites. These products mostly feature sign language designed for children from birth to age 8 and their families. We also accept requests to do reviews.. Finally, Signwise© helps provide support for developers to produce high-quality products. Requests for consultation and review services will be offered.

### **Principal investigators**

- Herzig, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Malzkuhn, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)

- Wang, Yiqiao • Science of Learning Center on Visual Language & Visual Learning (VL2)

#### **Additional investigators**

- McLaren, Connor (Student) • Psychology

#### **Funding sources**

- National Science Foundation (NSF)

### **TL2: Usability Study: The Deaf Children's User Experiences with Storybook Apps**

Status: Ongoing

Start date: October 2015

Touchscreen technology makes it possible to seamlessly integrate ASL videos and English text on a single screen, and to serve as a reading device for children, providing a rich bilingual immersion for learning. The child participants in the study are being observed and asked how they browse through the VL2 Storybook App, which is based on theoretical design and research about visual sign phonology, and language and reading acquisition/development. The language, reading, and attitudes of parents are also being examined in this study. By understanding the target audience (children ages 5 to 8) and how they use, read, and interact with VL2 storybook apps, we gain further insights through observing the users to best determine design approaches in future app editions, in translating research into educational resources suitable for that age group, and what type of additional material would support parents and educators. Data has been collected, we are doing data analyses, and will write up a manuscript for publication.

## **Brain and Language Laboratory (BL2)**

The state-of-the-art Brain and Language Laboratory for Neuroimaging (BL2), led by Dr. Laura-Ann Petitto (Scientific Director, and Founder), functions much more as a Gallaudet University Center, and a national resource, on early brain development underlying language, reading, bilingualism and sign language processing. BL2 is a member of the NSF Science of Learning Center at Gallaudet University, Visual Language and Visual Learning, VL2. The team studies language and bilingualism, reading and literacy,

#### **Principal investigators**

- Allen, Thomas • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Malzkuhn, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Herzig, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)

#### **Funding sources**

- National Science Foundation (NSF)

### **TL2: VL2 Storybook Apps Lesson Plans and Activities for Educators: Training and Materials**

Status: Ongoing

Start date: October 2012

The goal for the creation of lesson plans is to incorporate the VL2's research by developing and disseminating VL2's research-based resources to support educators and parents in maximizing the students' potential in learning. This involves creation of lesson plans, activity sheets, and guide to go with the VL2 Storybook Apps and providing training and workshops to educators and parents.

#### **Principal investigators**

- Herzig, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Hoglind, JamiLee • Motion Light Lab (ML2)
- Malzkuhn, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Wang, Yiqiao • Science of Learning Center on Visual Language & Visual Learning (VL2)

#### **Funding sources**

- National Science Foundation (NSF)

including the important role of Visual Sign Phonology in successful reading in young deaf children. They are further committed to powerful innovative translation and to providing meaningful knowledge to society, spanning parents, teachers, and educational policymakers. The team seeks to uncover the biological foundations and environmental influences underlying linguistic, reading and cognitive processing in monolingual and bilingual infants, children, and adults. A wide range of methods (behavioural, neuroimaging, genetic), languages



(signed, spoken) and populations (infants, children, and adults, both monolingual and bilingual, deaf and hearing, and cochlear implant users) are used to understand the fascinating processes by which infants discover the basic building blocks of their language as well as the most optimal conditions of learning language, reading, and literacy. Another important goal of BL2 is to provide state-of-the-art training to Gallaudet students in the world's most advanced neuroimaging. We are especially proud to be the neuroimaging training home for Gallaudet's pioneering PhD in Educational Neuroscience (PEN) program - the site where all PEN students receive their foundational neuroimaging and Cognitive Neuroscience training in methods and theory. BL2 also features one of the world's most advanced brain imaging systems, called functional Near Infrared Spectroscopy (fNIRS), which, remarkably, is made available to undergraduate and graduate student training, leading to new career and post-graduate study opportunities. The lab also houses an advanced Thermal IR Imaging system to study higher cognitive functions involving emotional arousal and attention in learning, whereupon its integration with fNIRS and Eye-tracking is further being pioneered (with unique student participation and training). The lab also has as an Infant Habituation Lab, Video-Recording, and Editing studios, Video-Conferencing facilities, Cognitive Neurogenetic analysis studio, Experimental and Observation Chambers, State-of-the-art Tobii Eye-Tracking studio, Library, and Student Research Brain/Behavioral Analysis Work Stations, and more. BL2 provides laboratory tours and presentations of our research to visitors of Gallaudet University and the VL2 center. This year (October 1, 2016 - September 30, 2017) more than 200 people have visited the Laboratory from more than 9 countries. BL2 has undergraduate, graduate students, and doctoral students from multiple programs and departments across the university (e.g. psychology, interpretation, education, linguistics, hearing speech & language sciences), and particularly, has 5 doctoral students from the PhD in Educational Neuroscience program. Further, we enjoy PEN MOU's with over 22 Universities. Our BL2 students have traveled to some of the universities and representatives from outside universities come here.

Dr. Laura Ann Petitto, Cognitive Neuroscientist and Scientific Director, BL2

## Research Projects

### **Cochlear implants and the brain: The biological basis for language and cognition in infants, children, and adults with cochlear implants**

Status: Ongoing

Start date: September 2011

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 • Science of Learning Center on Visual Language & Visual Learning (VL2)

### Additional investigators

- Aaron-Lozano, Kailyn (Student) • Brain and Language Laboratory (BL2)
- Gallagher, Grady (Student) • Brain and Language Laboratory (BL2)
- Jasinska, Kaja • University of Delaware
- Kaplan, Brittany (Student) • Brain and Language Laboratory (BL2) - *Educational Neuroscience (PEN)*
- Mata, Gregorio (Student) • Brain and Language Laboratory (BL2)
- Padilla, Cryss (Student) • Brain and Language Laboratory (BL2)
- Sortino, Rachel (Student) • Brain and Language Laboratory (BL2)

### Funding sources

- National Science Foundation (NSF)

### The effects of early visual language exposure on deaf children's linguistic and non-linguistic visual processing: An Eye-Tracking and fNIRS brain imaging investigation of emergent readers

Status: Ongoing

Start date: September 2013

How do young children learn to read when using contemporary learning tools such as reading apps? How do young deaf children use, visually examine, and process complex visual information on a moving screen—especially involving early reading apps for the young deaf reader? For these questions, no studies exist, and our present studies are the first of their kind. We examine whether differences in early life visual language experience (AoE) impact visual attention and allocation in young deaf and hearing emergent readers. Early visual language experience affords enhanced visual gaze-shifting and visual attention in the young deaf visual learner which subsequently impacts book-sharing and literacy behaviors in toddlers and yields linguistic, reading, and cognitive benefits. We examine whether differences in AoE impact visual attention and allocation in the young emergent reader. If early visual language is a significant factor in task performance in early sign-exposed children, it may suggest that select

visual properties at the heart of visual sign phonology selectively enhances visual sight word recognition in ways that positively impacts those children's acquisition of English reading. Also, it will provide insights into what age young deaf children are best exposed to sign languages as to promote bilingual mastery and enhancements to English reading acquisition. Results from the present study have begun to provide first-time research-based insights into all young children's visual attention to linguistic and non-linguistic visual information in dynamic moving scenes, as are commonly used in today's e-literacy technology.

### Principal investigators

- Petitto, Laura-Ann • Brain and Language Laboratory (BL2)

### Additional investigators

- Aaron-Lozano, Kailyn (Student) • Brain and Language Laboratory (BL2)
- Gallagher, Grady (Student) • Brain and Language Laboratory (BL2)
- Kaplan, Brittany (Student) • Brain and Language Laboratory (BL2) - *Educational Neuroscience (PEN)*
- Mata, Gregorio (Student) • Brain and Language Laboratory (BL2)
- Padilla, Cryss (Student) • Brain and Language Laboratory (BL2)
- Sortino, Rachel (Student) • Brain and Language Laboratory (BL2)

### Funding sources

- W.M. Keck Foundation
- Gallaudet funding

### 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 2021

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.

#### **Principal investigators**

- Petitto, Laura-Ann • Brain and Language Laboratory (BL2)

#### **Additional investigators**

- Aaron-Lozano, Kailyn (Student) • Brain and Language Laboratory (BL2)
- Archangelo, Merla • Institute of Advanced Biomedical Technologies • University Gabriele D'Annunzio, Chieti, Pescara
- Brawer, Jake • Social Robotics Lab • Yale University

- Gallagher, Grady (Student) • Brain and Language Laboratory (BL2)
- Gilani, Setareh Nasihati • USC Institute for Creative Technologies, Playa Vista, CA
- Kaplan, Brittany (Student) • Brain and Language Laboratory (BL2) - *Educational Neuroscience (PEN)*
- Kartheiser, Geo (Student) • Brain and Language Laboratory (BL2)
- Lamberton, Jason (staff) • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Malzkahn, Melissa • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Manini, Barbara Consultant • Brain and Language Laboratory (BL2)
- Mata, Gregorio (Student) • Brain and Language Laboratory (BL2)
- Padilla, Crystal (Student) • Brain and Language Laboratory (BL2)
- Scassellati, Brian • Computer Science, Cognitive Science, and Mechanical Engineering NSF Expedition on Socially Assistive Robotics • Yale University
- Shapiro, Ari • USC Institute for Creative Technologies, Playa Vista, CA
- Sortino, Rachel (Student) • Brain and Language Laboratory (BL2)
- Stone, Adam (Student) • Education
- Traum, David • USC Institute for Creative Technologies, Playa Vista, CA
- Tsui, Katherine • Social Robotics Lab • Yale University
- Walker, Zoey (Student) • Brain and Language Laboratory (BL2)
- Wang, Yiqiao • Science of Learning Center on Visual Language & Visual Learning (VL2)

#### **Funding sources**

- National Science Foundation (NSF) - INSPIRE (Integrated NSF Support Promoting Interdisciplinary Research and Education)
- National Science Foundation (NSF)

## VIII. RESEARCH AND SCHOLARLY ACTIVITIES BY ACADEMIC UNIT

The research and scholarly activities section reports the FY 2020 research projects and achievements of individuals within Gallaudet's academic units, including departmental research laboratories. The list of academic units is organized alphabetically. For research-related work by units such as the Center for Bilingual Teaching and Learning and the Office of Research Support and International Affairs, see Office of the Provost.

When a project has two principal investigators from different units, a cross-reference note guides the reader to the placement of the full project profile. For each research project, the following fields are shown: the project's title, status and timing, abstract, investigator(s) and their affiliation, funding sources, and products derived from that project. At the end of each unit's part there is also a list of citations of scholarly and creative products that are not associated with a research project.

### Art, Communication, and Theatre

This body of work is reflective of the mission of the Department of Art, Communication, and Theatre. The Department strives to provide a quality, bilingual, interdisciplinary, liberal arts focus in its teaching, service, and research.

#### Research Projects

##### Visual-Gestural Communication: A Workbook in Nonverbal Expression and Reception

Status: Completed

Start date: October 2019

End date: December 2019

Visual-Gestural Communication is a truly unique volume in non-language communication devoted to the study of universal gestures, facial expressions, body language, and pantomime. Readers develop the skill and confidence to interact -- sans shared language -- with individuals, such as someone who is deaf or hard of hearing, or who speaks a foreign language.

##### Principal investigators

- Conley, Willy • Art, Communication and Theatre

##### Products

Conley, Willy. (2019). Visual-Gestural Communication (1st ed., Vol. I). New York, New York: Routledge/Taylor & Francis.

##### Apophenoesis & the Origins of Creativity: Virtual Pattern Recognition, Error, Paths to Consciousness & Augmenting the Evolution of Self

Status: Completed

Start date: October 2009

End date: August 2020

This research defines apophenoesis as a convergent practical tool that can enhance one's creative process by introducing deviations from the familiar in such a way to allow new creative pathways to form and result in new innovations. With foundations in Roy Ascott's technoetics, which is defined as a "convergent field of practice that seeks to explore consciousness and connectivity through digital, telematic, chemical or spiritual means, embracing both interactive and psychoactive technologies, and the creative use of moistmedia" (Ascott, 2008, p. 1), apophenoesis more specifically provides a framework to demonstrate the value of disruption within technoetic art while demonstrating the relationships between creativity and perception. I have conducted an auto-ethnomethodological approach to analyze my own creative practice, which culminated in the following apophenoetic artworks: Gesture's of Change (2013), Dabarithms (2014) and Poseidon's Pull: Revisited (2018). Each artwork represents the wide range of impact apophenoesis has had once integrated into the formation of artistic intent, establishment of the creative

process, as well as the content experienced within the work of art by participants and observers. Since apophenosis has a direct relationship to perception, it can be used both as a tool within the creative process as well as a mechanism within the content of the experience, thereby generating experiences of apophenosis for participants within each technoetic artwork. In addition to Henri Bergson, who thoroughly models the relationship of perception to one's reality, and Leonardo DaVinci, who used apophenosis within his creative practice, a pivotal contributor to this research is the German psychiatrist, Karl Conrad, who discovered the phenomenon and called it apophanie during his clinical analysis of injured soldiers returning from war that exhibited what he then believed to be pre-schizophrenic characteristics. Conrad describes apophanie as phenomenon where one over-attributes significance in reference to patternless stimuli. This research highlights how Conrad's discovery evolved into the establishment of the apophenoetic model and its relationship to interactive media art practice, culminating in the discovery that these characteristics can be used to define a new category of innovative practice entitled apophenoetic art. Rooted in technoetic arts, this practice-based research will reveal that the disruption introduced in applying apophenosis to one's creative practice is a fundamental tool to producing exponential boosts in creative productivity. Since Conrad's clinical research found detailed evidence of

how the mind mistakenly attributes significance via the senses through the perception of actual stimuli, his research regarding apophanie as being characteristic of an illness has been challenged. This introduces the consideration that the phenomenon may actually be a common, naturally occurring experience within the mind of healthy individuals, and often occurs subconsciously as a disruption in perception. How Conrad chose to define apophanie reveal his interest in fostering cross-disciplinary research. When apophenie is used in creative practice, it can be transformed into apophenosis, or a method for accessing creativity and extending creative practice. Further analysis of apophenosis reveals essential contributions to understanding the roots of creativity, inspiration, innovative thought, learning and how one's mind and body work to access creativity."

#### **Principal investigators**

- Kazemzadeh, Max • Art, Communication and Theatre

#### **Funding sources**

- Gallaudet University

#### **Products**

Kazemzadeh, Max B. (2020). Apophenosis & the Origins of Creativity: Virtual Pattern Recognition, Error, Paths to Consciousness & Augmenting the Evolution of Self, University of Plymouth, Plymouth, UK). Retrieved from the University of Plymouth (PEARL).

## **ASL and Deaf Studies**

ASL and Deaf Studies faculty engage graduate and undergraduate students in interdisciplinary research projects dedicated to producing new knowledge about deaf communities and their signed languages. Central areas of inquiry include sensory orientation, DeafSpace, bioethics, identity formation, human rights, language teaching, transnationalism, and the contributions of deaf individuals to human diversity.

## **Research Projects**

### **ASL Connect and the Future of Language Learning Online with Families**

Status: Completed

Start date: March 2020

End date: March 2020

Constraints in Early Intervention services using deaf and hard of hearing (DHH) adults with families of DHH children are magnified by limitations in training,

programming sustainability, funding, ability to connect to rural areas, and retention of qualified personnel. A pilot study was conducted to assess the effectiveness of short lessons designed for families of deaf and hard of hearing infants and toddlers. The initial findings will share that through the experience of eight weekly video conferencing sessions with Deaf language mentors, we show an immediate shift in caregivers' attitudes as they discover and develop sign language skills, with the goal to reach proficiency. This workshop will display tools and strategies that ASL Connect offers parents of

DHH children to maximize their language proficiency and family engagement via telepractice. Participants will be able to identify connections between research on language acquisition and early visual communication strategies presented in ASL Connect videos. Participants will be able to articulate the resources offered by the larger ASL Connect project and ASL Connect: Families in particular. Participants will evaluate the website components and prepare feedback for the ASL Connect team.

#### **Principal investigators**

- Chen Pichler, Deborah • Linguistics
- Purdans-Smith, Kim • ASL and Deaf Studies

#### **Products**

Pudans-Smith, K. (2020) ASL Connect and the future of learning language online. Presented at the 19th Annual Early Hearing Detection & Intervention Meeting (EHDI), Kansas City, MO, March 8-10, 2020. Pudans-Smith, K., Chen Pichler, D., Crace, J. (2020) ASL Connect and the future of learning language online. Poster presented at 46th Annual Association of College Educators—Deaf and Hard of Hearing International Conference (ACE-DHH), Atlanta, GA, Feb 13-15, 2020.

#### **ASL Music Videos: Audience, Aesthetics, and Culture**

Status: Completed

Start date: November 2019

End date: March 2020

Music videos that incorporate American Sign Language (ASL) in the performance reach viral status when uploaded into social media platforms like YouTube and Vimeo. The impact of a viral video can bring many benefits as it is a tool Deaf performers use to promote their stance against audism by demonstrating their ability to hear does not affect their ability to make works of art. However, disadvantages present when sign language's novelty boosts a video virality over raising awareness about the sign language's culture. Hearing students in ASL classes sometimes practice their vocabulary knowledge by signing the lyrics of well-known songs, which triggered a surplus of "ASL" music videos. Additionally, Deaf performers make ASL music videos that maintain cultural, linguistic integrity in their work but are not as successful at going viral. That reflection projects the individual attractions toward a

particular aesthetics that produced an ASL music video. This study will also explore deaf, hard of hearing, and hearing young adults' attitudes towards the variety of representation of Deaf culture in viral ASL music videos. Because in the end, an accurate reflection of the deaf biodiversity shown on screen, the better the representation may be upon deaf individuals in the future.

#### **Principal investigators**

- Aaron-Lozano, Kailyn (Student) • ASL and Deaf Studies

#### **Additional investigators**

- Bauman, Dirksen • ASL and Deaf Studies

#### **Funding sources**

- Gallaudet Small Research Grant

#### **Assessment, What's That?**

Status: Completed

Start date: August 2020

End date: August 2020

For this virtual workshop, the participants will recognize the importance of ASL assessment by illustrate areas of language proficiency for beginning level of ASL course to create a simple assessment tool. The participants will then view the videos, discuss their assessment of each video, and then explain the rationale for their assessment. Next, there will be a question and answer discussion. The goal of this workshop is for the participants to understand how to assess students' ASL skills using rubrics and prepares to use rubrics in their classrooms.

#### **Principal investigators**

- Purdans-Smith, Kim • ASL and Deaf Studies

#### **Deaf Gay Men: Negotiating Identities**

Status: Ongoing

Start date: August 2019

End date: December 2020

This project is an exploration of men who self-identify as deaf and gay, and how they negotiate their identities. While deaf and gay identities are the focus, this project also will explore how these men's deaf and gay identities are negotiated by other intersectional

identities. Intersectional identities include, but are not limited to: race/ethnicity, religion, family background, socio-economic class

#### **Principal investigators**

- Biskupiak, Andrew • ASL and Deaf Studies

#### **Additional investigators**

- Murray, Joseph • ASL and Deaf Studies
- Robinson, Octavian • ASL and Deaf Studies

#### **Funding sources**

- Gallaudet Small Research Grant

### **Ph.D in Sign Language Education at Gallaudet University: A Viability Study**

Status: Completed

Start date: September 2019

End date: July 2020

Gallaudet University is proposed to be the home to the world's first Ph.D. in Sign Language Education program situated in the emerging discipline of sign language pedagogy. There is a need for qualified sign language instructors and leaders at all levels of education. Gallaudet University's New Program Review requires a proposal to pass through series of stages. This study focused on the viability component of the overall feasibility study in Stage 2. The purpose of the study is to analyze the viability of the proposal by looking into the value, need, and interest for the proposed program. The main research questions that guided this study are: "do current and past graduates of a sign language master degree program value and see a professional need for a Ph.D. in Sign Language Education program at Gallaudet University?" and "are current and past graduates of a sign language master degree program interested in pursuing a Ph.D. in Sign Language Education at Gallaudet University?". A quantitative approach utilizing the survey methodology was developed and administered to 280 prospective students. The survey collected data from 114 participants who completed the survey in its entirety. The sample group consisted of 24 current graduates and 90 past graduates of the Master in Sign Language Education program. This study is important in terms of setting the stage for elevating the long-awaited discipline of sign language pedagogy in line

with other world language disciplines. A major finding revealed by this study has shown that current and past graduates of a sign language master degree program value and see a professional need for a Ph.D. in Sign Language Education. An overwhelming majority of the respondents indicated that such program should be implemented at Gallaudet University. Overall the prospective students are interested in pursuing a Ph.D. in Sign Language Education at Gallaudet University, especially within 10 years.

#### **Principal investigators**

- De Haan, Kenneth J. • ASL and Deaf Studies

### **Ph.D. in Sign Language Studies at Gallaudet University: A Feasibility Study**

Status: Ongoing

Start date: May 2019

End date: May 2020

American Sign Language (ASL) has a heavy presence in the United States and Canada. Its use is growing at a rapid pace, and can be seen in multiple media outlets and social media platforms today throughout the world. According to a report written by Goldberg, Looney & Lusin (2015) for the Modern Language Association (MLA), ASL is the 3rd most studied language in the U.S. behind Spanish and French in higher education. Popular world language courses such as German, Chinese and Arabic trails behind. To illustrate this rapid growth and demand for ASL in higher education institutions, ASL has an upward trajectory of a 19% increase in a mere 4 years between 2009-2013 (Goldberg et al., 2015). Though the MLA report focuses primarily on higher education, the upward trend is also true of primary and secondary schools across the United States. While studies have shown a strong growth of ASL courses, a growing body of literature now suggests with this success also comes a challenge in hiring qualified ASL academics with advanced or terminal degrees to fill faculty or leadership roles. At the time of writing there are only two graduate programs from two higher education institutions in the U.S. awarding degrees in sign language pedagogy in the world, and no Ph.D. programs to prepare its graduates to assume faculty or leadership roles. Apart from the two sign language pedagogy programs, there are many programs that offer the study of ASL such as Interpreting, which is



an entirely different field often misconstrued to be an eligibility for ASL positions (Harris & Thibodeau, 2016). Consequently individuals with varying backgrounds, experiences and qualifications often hold faculty and leadership roles. With the ever-growing 200+ ASL programs at all sectors of education across the U.S., this presents us with a challenge. Presented with a challenge, and an opportunity. This study asks, is it feasible to build a Ph.D. in Sign Language Studies degree program at Gallaudet University?

#### **Principal investigators**

- De Haan, Kenneth J. • ASL and Deaf Studies

#### **Sensory Orientations and the Emplacement of DeafBlind Individuals in Educational Ecosystems**

Status: Ongoing

Start date: October 2019

End date: September 2020

In recent years, with development of the ProTactile Movement and insights from DeafBlind leaders, institutions have begun to acknowledge the gaps between sighted and DeafBlind students and the need for improved services, but many are not sure how to do so. This research considers the sensory worlds of DeafBlind children and sensory cultures of these institutions. Interviews with interveners focus on the DeafBlind children's emplacement in the classroom and their ways of learning, their relationships with other students and staff (specifically their intervener). Through conversation with DeafBlind leaders this research attempts to reimagine educational environments which foster DeafBlind ways of knowing. This ethnographic study began with the research question; "what sensory orientations are present in educational environments for DeafBlind children?". Utilizing a mixed

methods approach, the study incorporates a review of existing literature and six interviews with three DeafBlind leaders in the ProTactile movement and three interveners. Participants were chosen based on personal networks, interest in participating in the study and with the intention to be as inclusive as possible. As this research is ongoing, results of this study are not yet conclusive.

#### **Principal investigators**

- Steffen, Nichelle • ASL and Deaf Studies

#### **Additional investigators**

- Bauman, H-Dirksen • ASL and Deaf Studies

#### **Funding sources**

- Gallaudet Small Research Grant

#### **Scholarly and Creative Activity**

- Robinson, O and Sheneman, N. and Henner, J. (2020). Abled Resistance/Toxic Ableism, Proceedings of the World Association of Sign Language Interpreters, Geneva, Switzerland.
- Robinson, O. with Sheneman, N. (2020). Deaf Epistemology in Interpreting. Proceedings of the World Association of Sign Language Interpreters, Geneva, Switzerland.
- Robinson, O. with Sheneman, N. (2020). Fika in a Cup. Proceedings of the European Forum of Sign Language Interpreters, Malmo, Sweden, 2019. Discusses the relationship between sign language interpreters, deaf communities, and interpreter education training programs to improve outcomes of sign language interpreting for deaf people.
- Robinson, O. with Sheneman, N. (2020). Deaf Epistemology in Interpreting. Proceedings of the World Association of Sign Language Interpreters, Geneva, Switzerland.

## **Education**

The Department of Education engages in research and innovation in teaching and learning contexts with an eye to the kind of intellectual, linguistic, and social development that is optimal and congruent with the strengths inherent in deaf and hard of hearing learners as human beings who are by nature visually-inclined.

## Research Projects

### Assessing the assessment: Reliability and fairness in the Teacher Work Sample

Status: Ongoing

Start date: August 2016

End date: August 2020

This study will present the results of a reliability and fairness evaluation of the Teacher Work Sample (TWS), a performance assessment for preservice teachers, used at one university. The TWS is a high-stakes assessment and, as such, issues of fairness and reliability are critical, particularly when trying to promote increased diversity in the teacher workforce. Dimensions of ethnicity, gender, and hearing status are reviewed as part of this study.

#### Principal investigators

- Yuknis, Christina • Education

### Attitudes and Skills of Teachers towards Inclusion of Deaf and Hard of Hearing students with disabilities

Status: Completed

Start date: August 2019

End date: May 2020

The purpose of this study is to determine what inclusion of Deaf and Hard of Hearing (DHH) students with disabilities look like in a school for the Deaf. What the attitudes and beliefs of teachers hold as well as what strategies they may have for inclusion in schools for the Deaf. Six teachers who work with DHH students with disabilities for inclusion in school for the Deaf were interviewed. This study used a grounded theory methodology for data analysis. The results were a grounded theory that presents an explanation of how teachers promote inclusion of DHH students with disabilities in schools for the Deaf.

#### Principal investigators

- Hashimoto, Shigehito • Education

#### Additional investigators

- Yuknis, Christina • Education

#### Funding sources

- Gallaudet Small Research Grant

### EL2: ASL assessment toolkit

See in *Science of Learning Center on Visual Language & Visual Learning (VL2)*

### EL2: Visual Communication and Sign Language Checklist: Online

See in *Science of Learning Center on Visual Language & Visual Learning (VL2)*

### EL2: VL2 national research volunteer program

See in *Science of Learning Center on Visual Language & Visual Learning (VL2)*

### EL2: VL2 shared data resource

See in *Science of Learning Center on Visual Language & Visual Learning (VL2)*

### Exploring the Experiences of Deaf Student Athletes at a Deaf University

Status: Ongoing

Start date: May 2019

End date: December 2019

There is minimal research regarding deaf student athletes who play sports for National Collegiate Athletic Association (NCAA) institutions. Thus, little is known about the experiences of deaf student athletes. This qualitative case study seeks to explore the experiences of a select group of deaf student athletes who attend Gallaudet University, the world's only university designed specifically for deaf and hard of hearing people. Potential findings from this study will contribute to the limited literature and provide stakeholders with a better understanding of this specific population of NCAA student athletes.

#### Principal investigators

- Nowak, Stacy (Student) • Education

#### Funding sources

- Gallaudet Small Research Grant

### **The impact of using a bilingual approach in writing instruction on the writing performance of deaf students**

Status: Completed

Start date: March 2019

End date: September 2020

This collaborative study with a school for the deaf will investigate the impact of the use of a bilingual approach in writing instruction on the writing performance of deaf students. The study will provide information on the value of students using their first language, American Sign Language to discuss their writing during peer and teacher conferences. This research will provide information to educators of the deaf on the use of a bilingual approach in the writing instruction of deaf students. Results of this study will be significant for teacher preparation programs that prepare teachers for the deaf on the value of using a bilingual approach to teach writing. Participants will include seventeen 3rd grade students and their teachers from a school for the deaf with a bilingual philosophy in deaf education. Students will participate in the peer and teacher conferences during the writing process in their regular language arts classroom. Writing samples will be scored by two raters. All students will be interviewed on their value and perception of their writing. Interview data will be analyzed using the grounded theory approach. A focus group will be held with the teachers to determine their perceptions of their students' writing performance.

#### **Principal investigators**

- Appanah, Thangi • Education

#### **Additional investigators**

- Brown, Krista • Texas School for the Deaf

#### **Funding sources**

- Gallaudet Small Research Grant

### **Products**

Appanah, T. & Brown, K. (Spring 2020). The Impact of Using a Bilingual Approach in Writing Instruction on the Writing Performance of Deaf Students. Association of College Educators-Deaf and Hard of hearing Annual Conference, Atlanta, GA

### **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

#### **Scholarly and Creative Activity**

Appanah, T. & Neild, R. (Spring 2020). Teacher Leadership in Deaf Education. Association of College Educators- Deaf and Hard of hearing Annual Conference, Atlanta, GA

Appanah, T. & Tibbitt, J. (Spring 2020). Strategic Decision Making: Optimizing Educational Outcomes for Deaf and Hard of Hearing Students. Presented at the 2020 Education & Advocacy Summit: Deaf Education, Gallaudet University, Washington, DC

## **English**

The English Department provides a high-quality academic environment that involves students in critical thinking, discussing, and writing about literature and writing.

## Research Projects

### American Girl Consultant for American Girl's 2020 Girl of the Year

Status: Completed

Start date: March 2016

End date: January 2020

Since 2016, Dr. Pajka has worked with American Girl on a possible book series that included a deaf character. By 2019, the series was determined to be part of American Girl's 2020 Girl of the Year. The consultation work included reviewing two publications connected to the doll's story as well as marketing materials. In January 2020, Dr. Pajka worked with American Girl and Mattel PR to complete an interview for Canvas8, an insights agency that explores behavior through a cultural lens. The focus of the interview was on inclusivity and child's play.

#### Principal investigators

#### Additional investigators

- Pajka, Sharon • English

#### Products

Pajka, Sharon (2020). "Telling the Whole Story: Deaf Characters Step into the Spotlight" (July/ August 2020 ed.). Hearing Life Magazine. Retrieved from <https://www.hearingloss.org/magazines/2020-july-aug/>

#### Capstone Honors

*See in Honors Program*

### Hygge and Halloween Spirit in Hallmark's Good Witch" in The Hallmark Channel: Essays on Faith, Race and Feminism

Status: Completed

Start date: May 2020

End date: May 2020

This collection of new academic essays explores the network's problematic relationship with race, the

dominance of Christianity and heteronormativity, the significance placed on nostalgia, and the hiring and re-hiring of a group of women who thrived as child stars. Hallmark viewers put aside the troubles and stresses of the day to both escape reality and appreciate an environment that provides some comfort. In my chapter, I focus on how the increased popularity of the Hallmark Channel; the increased appreciation of hygge; and the increased readership of cozy mysteries, which provide connectable characters in a world with little to no violence, sex, or gore, all converged during a time when Americans appeared to need it most.

#### Principal investigators

#### Additional investigators

- Pajka, Sharon • English

#### Products

Pajka, Sharon. "Hygge and Halloween Spirit in Hallmark's Good Witch" in The Hallmark Channel: Essays on Faith, Race and Feminism edited by Emily L. Newman and Emily Witsell, McFarland & Co. May 13, 2020.

#### Scholarly and Creative Activity

Pajka, Sharon. (2020) "Beyond the Veil and 'Behind the Veil': Clinton Dangerfield in Woodland Cemetery" a presentation at the Association for Gravestone Studies Virtual Mini-Conference in Greenfield, MA. Pajka, Sharon. (June 2020). "Student Engagement with University History- reviewing the paranormal investigation of House One" a presentation at the Life & Death Event in Shepherdstown, WV. Invited Speaker

## Government and Public Affairs

The Government and Public Affairs program emphasizes the links between research, learning, and activism. Much of the research effort by both faculty and students focuses on issues such as international and domestic human rights and influencing political processes, often integrating the areas of law, politics, and organizational behavior.

## Research Projects

### Comprehension of text in ASL: Impact of linguistic complexity

*See under Interpretation and Translation*

### Analysis of Eye Gazes and Attention Management in a Preschool Class

Status: Completed

Start date: March 2016

Following a new paradigm that the issue of sustained attention observed among young deaf students is due to limited exposure to language, this study attempts to quantitatively document attention behavior during a book-reading lesson in a preschool class where everyone has full access to communication.

#### Principal investigators

- Kuntze, Marlon • Government and Public Affairs

#### Additional investigators

- Schott, Lynda • General Studies Program

### Funding for Accommodations Provided to People with Disabilities Including Mandates under the Americans with Disabilities Act

Status: Completed

Start date: October 2019

End date: September 2020

The Americans with Disabilities Act, using a standard of “reasonable accommodation”, mandates that governments and businesses take steps to ensure that people with disabilities have access to employment, government services, and businesses. Such access comes with costs, although not providing such access also imposes costs. There is very little research that documents or estimates these costs. This project is an attempt to take a significant step in the direction of a data-based discussion of this issue. Methodology The goal of this work was to understand different expenses that are incurred by governments or private organizations in order to provide accommodations to people with disabilities, especially those required under the ADA. This was driven by our research questions: (1) What are the financial expenses incurred by the government and private sectors to accommodate

people with disabilities? (2) What are the expenses related to compliance with the ADA? In the public sector, we investigated spending at the federal level. To accomplish this work, we identified federal agencies that either (a) provide direct programs or services to support individuals with disabilities, or (b) funding to support programs or services to support individuals with disabilities. We started this list using existing scholarship and expanded our work to include other programs relevant for analysis. We obtained financial data from publicly available information on government agency websites or central repositories. For the public sector we chose a sample of states to streamline our preliminary research efforts. The sample was determined by both region and size, according to data available from the U.S. Bureau of Economic Statistics (BES). For federal spending, the BES divides the United States into eight regions. Within each region, we selected two states for our sample (for the Mideast region 1 state and the District of Columbia were selected for inclusion in the sample). For state spending, all fifty states were initially examined and then a more focused analysis was conducted on 10 states selected from the 5 BES regions. Two states were selected from each region of the United States. For the private sector spending, a different approach was used due to the nature of private businesses and the challenges with accessing information on costs associated with ADA compliance. The methodology selected to identify costs and spending involved two stages of data collection and analysis. The first stage was to identify and collect information on any tax-related credits or deductions available to businesses that related in some way to the disabled population. This included the Work Opportunity Tax credit, the Disabled Access Tax Credit and the Architectural Barrier Removal Tax Deduction. The second stage of work entailed an extensive news search was undertaken on a sample of 13 states and the District of Columbia. This effort was undertaken to identify and collect news articles addressing ADA lawsuits or efforts to comply with the mandate for private businesses. For an article to be selected, it needed to mention explicitly the following: (1) one of the 15 states or DC, (2) an ADA lawsuit, (3) the type of business; and (4) the subject of the lawsuit (e.g., inaccessible bathrooms). Within these

articles, we sought to identify the amount of spending or costs by businesses.

#### **Principal investigators**

#### **Additional investigators**

- Dolamore, Stephanie • Government and Public Affairs
- Farley, Erin • Sociology
- Penna, David • Government and Public Affairs
- Whitebread, Geoffrey • Government and Public Affairs

#### **Funding sources**

- Sorenson Communications

#### **Products**

Penna, D., Whitebread, G., Farley, E., & Dolamore, S. (2020) Funding for accommodations provided to people with disabilities including mandates under the Americans with Disabilities Act. Report to Sorenson Communications LLC.

#### **Higher Education Institutional Responses to COVID-19**

Status: Ongoing

Start date: March 2020

End date: December 2020

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 and Public Affairs
- Kline, Angela • West Chester University
- Lovell, Darrell • West Texas A&M University

#### **Products**

Dolamore, S., Lovell, D., Collins, H., and Kline, A. (2020). The Role of Empathy in Organizational Communication During Times of Crisis. *Administrative Theory & Praxis*. 10.1080/10841806.2020.1830661

#### **How We Rise-Social Networks in Charlotte: Policy Choices, Policy Opportunities**

Status: Ongoing

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
- Sun, Hao • Government and Public Affairs

#### **Funding sources**

- Brookings Institution
- Bill & Melinda Gates Foundation

#### **Products**

Busette, C.M., Farrow-Chestnut, T., Reeves R.V., Frimpong, K & Sun, H. (2020.09.22), "Social Networks in Charlotte: Policy Choices, Policy Opportunities." The Brookings Institution Report

#### **Strengthening Community-Based Health and Human Services in the Shadow of Structural Inequality: A Critical Case Study of the Collective Impact Model**

Status: Completed

Start date: October 2019

End date: September 2020

Many funders of health and human service organizations require collaborative networks that work together to achieve community-wide outcomes. One such model is Collective Impact, an approach that has gained support as a way to promote collaboration and track progress. However, the limitations of Collective Impact imposed on small or community-led organizations may be crippling, given the technical and human capital needed to sustain demands for data collection and reporting. As a result, it is problematic that Collective Impact, which aims to enhance accountability and effectiveness in the decision-making process, is also creating unintended bias and inequity in funding relationships. The purpose of this research is to identify the challenges of using the Collective Impact model within an urban environment plagued by historical and on-going structural inequalities. This is accomplished through a critical case study of a large funder of health and human service organizations in an urban region of the mid-Atlantic. Analysis of primary and secondary data reveal

disparate funding to large nonprofit organizations, despite organizational goals for equitable and inclusive funding across the nonprofit sector as part of the Collective Impact model. Consequently, the funding patterns represent a perpetuation of the status quo with problematic implications given the context of the region's racial structural inequalities and organizational goals. This article concludes with recommendations for more inclusive approaches for funders working with small and community-based health and human service organizations.

#### **Principal investigators**

- Dolamore, Stephanie • Government and Public Affairs

#### **Additional investigators**

- Kline, Angela • West Chester University

#### **Products**

Dolamore, Stephanie, and Kline, Angela. (2020). Strengthening Community-Based Health and Human Services in the Shadow of Structural Inequality: A Critical Case Study of the Collective Impact Model. Journal of Health and Human Services. (DOI not yet assigned, in production)

#### **The Center for Democracy in Deaf America**

Status: Ongoing

Start date: June 2020

End date: September 2020

Launched the Center for Democracy in Deaf America, which is committed to developing healthy democratic skills by fostering disagreement, debate and civic engagement through ASL and English.

#### **Principal investigators**

- Stern, Brendan • Government and Public Affairs

#### **The Role of Empathy in Organizational Communication During Times of Crisis**

Status: Completed

Start date: October 2019

End date: September 2020

Teaching workplace communication is vitally important as we expect public servants to have the skills to draft, review, and revise written communication materials. Less explicitly demanded, and more often implicitly

expected, we assume public servants know how to respond to individuals with empathy while also meeting technical obligations, such as adhering to conventional formats and meeting regulations imposed by administrative or statutory law. The compounding nature of these requirements provides a challenging context for public servants to write responsive and appropriate messages. Using a second-person narrative to heighten empathic skill development, this case study explores how a public servant at the Housing Authority of Baltimore City navigates writing formal responses to members of the community amid difficult circumstances. This case study presents an opportunity for public

servants to learn about combining interpersonal and technical skills while communicating on the job.

#### **Principal investigators**

- Dolamore, Stephanie • Government and Public Affairs

#### **Products**

Dolamore, S. (2020). Written communication by public servants: Responding with the right words amid challenging contexts at the Housing Authority of Baltimore City. *Journal of Public Affairs Education*. 10.1080/15236803.2020.1830668

## **Hearing, Speech, and Language Sciences**

The Department of Hearing, Speech, and Language Sciences conducts extensive research on communication access technology and rehabilitation for deaf and hard of hearing people through its Rehabilitation Engineering Research Center on Hearing Enhancement. Faculty, staff, and students conduct research on hearing, speech, spoken and visual language, and balance assessment and intervention across the human lifespan.

### **Research Projects**

#### **Auditory Cortical Deactivation in American Sign Language Users During Word Production**

Status: Ongoing

Start date: February 2019

End date: March 2020

The goal of this preliminary study is to identify inhibitory activity in auditory regions, detected during the production of American Sign Language (ASL), observed by electroencephalography (EEG) analysis; and, observe how this activity compares to speech inhibition during spoken language. The population of interest includes native ASL users who are prelingually deaf. The recruitment will occur on Gallaudet University's campus during spring semester 2019. The target number of participants is five to seven (N=5-7) adults, over the age of 18. Face-to-face data collection will last approximately 90 minutes, per participant. Clinically, results will have potential applicability to future studies regarding neural plasticity and speech processing during self-production of language.

#### **Principal investigators**

- Griswold, Bryn (Student) • Hearing, Speech, and Language Sciences

#### **Funding sources**

- Gallaudet Small Research Grant

#### **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 Cochlear Implant Users' Perspectives on Successful Device Outcome Measures**

Status: Completed

Start date: August 2019

End date: August 2020

In the United States, candidacy and insurance coverage for cochlear implant (CI) technology is largely determined by guidelines set forth by the Food and Drug Administration (FDA). Current FDA guidelines

for CI candidacy include meeting a minimum age requirement, having a certain degree of hearing loss, and demonstrating limited benefit from traditional hearing aid technology as determined by performance on speech perception tests. Given the heavy reliance on measures of speech perception in determining CI candidacy, research surrounding device outcome measures have also generally been based upon the acquisition and understanding of spoken language. While speech perception assessments may be accurate tools to measure or determine device success for the majority of CI users, this pattern of measurement potentially omits a subset of the population, CI users with a preference for communicating via American Sign Language (ASL). The purpose of this study is to shed light on the perspectives of CI users who identify ASL as their preferred or primary language. More specifically, this project aims to: (1) Evaluate what CI users, who are also members of the Deaf community, view as the purpose of their implant; (2) Assess whether or not the purpose of their CI relates to or affects their identity; and (3) Examine the ways that CI users who prefer to communicate via ASL define successful outcomes of implantation.

#### **Principal investigators**

- Turner, Cassandra • Hearing, Speech, and Language Sciences

#### **Additional investigators**

- Bakke, Matthew • Speech and Hearing Sciences
- Tamaki, Chiz • Speech and Hearing Sciences

#### **Funding sources**

- Gallaudet Small Research Grant

### **Deaf Cochlear Implant Users' Perspectives on Successful Device Outcome Measures**

Status: Completed

Start date: February 2019

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and demonstrating limited benefit from traditional hearing aid technology as determined by performance on speech perception tests. Given the heavy reliance on measures of speech perception in determining CI candidacy, research surrounding device outcome measures have also generally been based upon the acquisition and understanding of spoken language. While speech perception assessments may be accurate tools to measure or determine device success for the majority of CI users, this pattern of measurement potentially omits a subset of the population, CI users with a preference for communicating via American Sign Language (ASL). The purpose of this study is to shed light on the perspectives of CI users who identify ASL as their preferred or primary language. More specifically, this project aims to: Evaluate what CI users, who are also members of the Deaf community, view as the purpose of their implant; Assess whether or not the purpose of their CI relates to or affects their identity; and Examine the ways that CI users who prefer to communicate via ASL define successful outcomes of implantation.

#### **Principal investigators**

- Turner, Cassandra • Hearing, Speech, and Language Sciences

#### **Additional investigators**

- Bakke, Matthew • Hearing, Speech, and Language Sciences
- Buxton, Claire • Hearing, Speech, and Language Sciences
- Hunt, Danielle • Interpretation and Translation
- Tamaki, Chizuko • Hearing, Speech, and Language Sciences

#### **Funding sources**

- Gallaudet Small Research Grant

### **Does Absent Vestibular Function Mitigate Virtual Reality Simulator Sickness?**

Status: Completed

Start date: April 2019

End date: May 2020

This study is comparing three different groups of individuals: those with absent vestibular function and are deaf, those with normal vestibular function and

are deaf, and those with normal vestibular function that are hearing. Participants will be between the ages of 18-30 and will be recruited from Gallaudet University's campus. The target number of participants (N) is 30. These appointments will be conducted in person. The total time requirement will be two separate appointments lasting one hour and a half each, totaling three hours. The level of cybersickness will be evaluated using a self-report questionnaire requesting them to rate their feeling of various symptoms.

#### Principal investigators

- Allemang, Linda Noelle (Student) • Hearing, Speech, and Language Sciences

#### Additional investigators

- Danner, Emalee (Student) • Hearing, Speech, and Language Sciences
- Sparks, Sarah • Hearing, Speech, and Language Sciences
- Tamaki, Chizuko • Hearing, Speech, and Language Sciences

#### Funding sources

- Gallaudet Small Research Grant

#### Effect of Preference for Handedness on Direction of Subjective Visual Vertical Tilt

Status: Completed

Start date: July 2017

End date: August 2020

Subjective visual vertical (SVV) testing under static, clockwise rotation, and counterclockwise rotation visual background conditions, delivered through an Oculus Rift headset, was administered. Results indicate background rotation has an impact on SVV and head tilt. Handedness may play a role in degree and direction of SVV and head tilt.

#### Principal investigators

- Danner, Emalee (Student) • Hearing, Speech, and Language Sciences

#### Additional investigators

- Brungart, Douglas • Walter Reed National Military Medical Center
- Pinto, Robin • Walter Reed National Military Medical Center

- Tamaki, Chizuko • Hearing, Speech, and Language Sciences
- Zaleski-King, Ashley (Student) • Hearing, Speech, and Language Sciences

#### Products

Danner, E.; Zaleski-King, A.; Tamaki, C. (2020, April 1-4) Evaluation of Subjective Visual Vertical with Dynamic Background Using Head-Mounted Display [Conference session]. American Academy of Audiology Conference, New Orleans, LA, United States. (Conference cancelled)

Danner, E.; Zaleski-King, A.; Tamaki, C. (2020, April 1-4) Evaluation of Subjective Visual Vertical with Dynamic Background Using Head-Mounted Display [Poster session]. American Academy of Audiology Conference, New Orleans, LA, United States. (Conference cancelled)

#### Electrophysiological Differences in Autism Spectrum Disorder

*See in Biology*

#### ERPs and Syntactic Processing: Investigating hearing Aid Efficacy in Restoring Auditory Access to Hard-of-Hearing Adults

Status: Completed

Start date: March 2019

End date: August 2020

Given our understanding of how hearing aids (HAs) function and the benefits they provide by spectrally tailoring acoustic stimuli to the individual user, two assumptions can be made. First, that hard-of-hearing (HH) individuals with a history of HA use should have sufficient auditory access to the speech signal when properly fit and using their HAs, and second that those same individuals should have the ability to detect syntactic incongruities when aided. The first purpose of this study was to support the assumption that HAs sufficiently restore enough spectral detail to allow for the comprehension of speech and the identification of syntactic errors within that speech. The second was to provide evidence that analysis of the P600, a late-occurring event-related potential, the presence of which is indicative of syntactic cognitive processing, could be used as the objective tool to assess the efficacy and benefit of HAs. It was hypothesized that HH individuals would have P600 responses only with

the use of their HAs and that the brain would not be able to correct or supplement missing information in the absence of the appropriate acoustic signals. Results showed that the P600 was only present in the aided condition and in response to sentences with incorrect syntax structures. This not only supported the assumption that HAs provide sufficient spectral detail, but also the hypothesis that the brain would not be able to supplement missing syntactic information, even in peri- and postlingually deafened adults. Though only based on data gathered from a very small sample size (N=6), the study was able to accomplish both objectives. However, further research is needed to determine if there is a more practical clinical utility for the analysis of the P600.

#### **Principal investigators**

- Flowers, Arielle (Student) • Hearing, Speech, and Language Sciences

#### **Funding sources**

- Gallaudet Small Research Grant

### **Exploring Language Exposure's Relationship to Neurobiological Linguistic Outcomes in d/Deaf Infants**

Status: Ongoing

Start date: October 2018

End date: December 2019

The advantages of early exposure to language in order to firmly establish a first language during early childhood have long been documented for d/Deaf children, as this is critical in future language development and literacy skill. This pilot study seeks to describe D/deaf children's language experience and exposure, to explore how these factors may contribute to successful language development. The proposed study will recruit 5 d/Deaf babies of both hearing and Deaf parents, ages 6-36 months to participate in a battery of language measures. Infant language exposure in American Sign Language (ASL) and spoken English will be reported utilizing the Language Exposure Assessment Tool (LEAT) and parents will also complete the Language Experience and Proficiency Questionnaire (LEAP-Q) to report their own language abilities. Language measures will include: a language sample, the Battelle Developmental Inventory-2nd Ed, parent report of infant language ability using

the MacArthur-Bates Communicative Development Inventory- ASL (ASL-CDI), and a vowel contrast speech perception event-related potential (ERP) task. Due to small sample size, results from all measures will be analyzed as components of a linguistic profile of each participant.

#### **Principal investigators**

- Cristiano, Veronica (Student) • Hearing, Speech, and Language Sciences

#### **Funding sources**

- Gallaudet Small Research Grant

### **Language disorder in deaf and hard-of-hearing (D/HH) children: Typical acquisition and profiles of specific language impairment**

Status: Ongoing

Start date: January 2020

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

### **Monosyllable, Trochee, Spondee (MTS) Test Scores and Communication Self-Evaluation Scores in Spoken Language Environments of Deaf Adult Hearing Aid Users**

Status: Completed

Start date: February 2019

End date: August 2020

The purpose of this study is to identify connections between the Monosyllable, Trochee, Spondee (MTS) test scores and participants' real-life experiences with spoken English. This study will aim to achieve this with a correlation analysis between the MTS test scores and the Communication Self-Assessment Scale Inventory for Deaf Adults-Abbreviated (CSDA) scores. The MTS test is a closed-set task that has 3 columns, one with monosyllabic words, one with trochaic words, and one with spondaic words; the participant can have the word recognition correct or the category correct and receives credit for both, the category, or neither (Tyler, n.d.). The MTS tests the patient's ability to detect pattern perception and to recognize the word. The results from this test may help the clinician decide realistic expectations of amplification (Buxton et al, 2018).

#### **Principal investigators**

- Delp, Ellen (Student) • Hearing, Speech, and Language Sciences

#### **Additional investigators**

- Tamaki, Chizuko • Hearing, Speech, and Language Sciences

#### **Funding sources**

- Gallaudet Small Research Grant

### **Parenting Stress and Linguistic Environment on Language Acquisition in Children in Poverty and Deaf Children.**

Status: Ongoing

Start date: September 2019

End date: May 2020

Rich language input during the early years is critical for the development of language and social skills that support positive literacy, academic, and vocational outcomes. Healthy parent-child interactions are known to contribute to increased quality and quantity

of adult language in a child's linguistic environment. However, children living in poverty and deaf/hard of hearing children with hearing parents are at risk for impoverished language input due to environmental or physiological deprivation and parenting stress experienced by caregivers. This pilot study will explore the relationship between early language environment, parenting stress, and language acquisition in cases of potential language deprivation. Participants will be children ages 18- to 24-months with typical hearing born into poverty and children ages 18- to 24-months with hearing loss born to hearing parents, as well as their parents. Parent-child dyads will complete a battery of observational, behavioral, and physiological measures of adult language input and speech, language and social-emotional development. Parents will complete standardized questionnaires on the degree of parenting stress present in the parent-child relationship. Performance on these measures will be compared to identify strengths and weaknesses for each child, as well as group differences and associations between variables across groups.

#### **Principal investigators**

- Aquilino, Zoe • Hearing, Speech, and Language Sciences

#### **Additional investigators**

- Garrido-Nag, Karen • Hearing, Speech, and Language Sciences
- McCann, James • Hearing, Speech, and Language Sciences

#### **Funding sources**

- Gallaudet Small Research Grant

#### **Products**

Aquilino, Z., McCann, J., & Garrido-Nag, K. (2020, March 17-20). Parenting Stress and Linguistic Environment on Language Acquisition in Children in Poverty and Deaf Children. American Speech-Language Hearing Association Convention, Herndon, VA (Conference Canceled).



## **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**

Rapp, J., Loveall, S., & Hawthorne, K. (2019). Are verbal or nonverbal abilities more related to prosody in adults with intellectual disability? American Speech-Language Hearing Association Convention, Orlando, FL.

Thome, E.K., Loveall, S., & Hawthorne, K. (2019). The prosodic abilities of individuals with Prader-Willi Syndrome. American Speech-Language Hearing Association Convention, Orlando, FL.

## **Prosody in Speech-Language Pathology**

Status: Completed

Start date: September 2018

End date: July 2020

Prosodic impairments occur in many clinical populations, including those with autism and motor speech disorders. These impairments can negatively impact intelligibility, as well as an individual's ability to signal and understand linguistic contrasts and emotions. For this study, we surveyed 245 Speech-Language Pathologists (SLPs) to assess their clinical practices with regards to prosody and to identify potential barriers to addressing prosody in the clinic. While a majority of respondents agreed that prosody was within their scope of practice, they reported that they rarely assessed or treated prosody when they suspected that a client had a prosodic impairment. Overall, respondents felt they were lacking in knowledge of the nature of prosody, experience with clients who have prosodic impairments, and knowledge of assessment and treatment methods for prosody. Recommendations

include increasing training opportunities, encouraging collaboration between researchers and SLPs with expertise in prosody, and the development of a clinically feasible prosody assessment.

### **Principal investigators**

- Hawthorne, Kara • Hearing, Speech, and Language Sciences

### **Additional investigators**

- Fischer, Sarah • n/a

### **Products**

Hawthorne, K. & Fischer, S. (2020). Speech-language pathologists and prosody: Training and clinical practices. *Journal of Communication Disorders*.

## **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

## **RERC on Technology for the Deaf and Hard of Hearing**

*See in Technology Access Program (TAP)*

### **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) - *Educational Neuroscience (PEN)*

#### **Funding sources**

- Gallaudet Small Research Grant

### **Sign language intervention in a deaf child with specific language impairment**

Status: Completed

Start date: May 2019

End date: May 2020

Hearing loss is frequently an exclusionary criteria for specific language impairment (SLI). Researchers have observed unexplained language disorders in children who have received accessible visual language from birth, however. There are limited language intervention studies that have measured the efficacy of language therapy when the child uses a natural signed language. This case study examined the outcomes of language intervention provided weekly using focused stimulation. Gains were made in frequency and variety of verbs used. While there were no changes observed in sentence use during probes, changes were noted during intervention activities that were more interactive. Caregiver report also indicated positive outcomes in overall language use at home and in the community. The intervention was disrupted by the COVID-19 pandemic, so results from the 7 week in person sessions are promising.

#### **Principal investigators**

- Kelley, Lauren • Hearing, Speech, and Language Sciences

#### **Additional investigators**

- McCann, James • Hearing, Speech, and Language Sciences

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

Status: Ongoing

Start date: October 2016

End date: October 2019

The purposes of this 3-year project are to: 1. develop and adapt spatial memory and spatial navigation assessment tools to be administered to the deaf/Deaf population; 2. characterize the spatial memory and spatial navigation abilities in young adults who are deaf, with and without vestibular impairments (VI); and 3. assess the role of ASL in spatial memory and navigation abilities in older adults. Older individuals with VI may present with difficulty in spatial memory and navigation, which increases the risk of falling or wayfinding difficulties. High prevalence (54-85%) of VI in the deaf population puts older deaf individuals at risk, while evidence of high visuo-spatial IQ in ASL users suggests that the spatial cognitive functions among deaf ASL users with VI may not be as affected as those among deaf non-ASL users with VI. To address purposes #1 and #2, spatial memory and spatial navigation assessment tools (virtual reality navigation and memory tasks, sense-of-direction questionnaire) will be normed and adapted to the young deaf adult population (ages 21-35). To address purpose #3, these spatial memory and navigation tasks are administered to subjects 60 years or older with different experiences in hearing status, ASL use, and VI.

#### **Principal investigators**

- Maul, Kristen • Hearing, Speech, and Language Sciences
- Tamaki, Chizuko • Hearing, Speech, and Language Sciences

#### **Funding sources**

- Gallaudet Priority Research Fund

#### **Products**

Maul, K., Maier, D., & Tamaki, C. (2020, March 17-18th). Language Experience and use of spatial features in ASL story re-tell [Poster presentation]. Psycholinguistic

and Neurolinguistic Aspects of Bilingualism and Multilingualism Workshop. CUNY Graduate Center, NY, NY, USA. (Workshop cancelled).

Maul, K., Maier, D., & Tamaki, C. (2020, November 20-22). Use of visual-manual language predicts self-reported sense of direction [Poster presentation]. High Desert Linguistics Society 14th Biennial Conference. Albuquerque, New Mexico, USA.

Maul, K., Tamaki, C., & Scott, G. (2020, May 1). Assessment adaptation: issues in spoken language to visual-manual (ASL) adaptation – focus on semantic fluency [Oral seminar] District of Columbia Speech Language Hearing Association Annual Conference, Rockville, MD, USA. (conference cancelled).

Tamaki C & Maul K (2019, Nov). Spatial navigation abilities & self-reported sense of direction in Deaf individuals. Poster. American Speech-Language-Hearing Association Annual Convention, Boston, MA.

### **The Relationship Between Young Bimodal-Bilingual's (Coda's) Matching of the Interlocutor Modality and Their Executive Function**

Status: Completed

Start date: May 2019

End date: May 2020

This project investigated how bimodal bilinguals, age 2-5, matched the modality of interlocutors using ASL or spoken English in two contexts: 1) when only one language is being used in the environment, 2) when both a signed and spoken language were used by in an alternating pattern. Then, the study investigated the relationship between a parent report of executive functioning and matching of the interlocutor's modality. A word was considered to match the interlocutor's modality if they provided a response in the target language regardless of whether code-blending was present. Hearing bimodal bilinguals matched the English speaking interlocutor during one-on-one interactions 100% of the time. There was more variability with ASL matching with a range of 30-100% and a mean of 81.58%. In the alternating condition, 7 of 8 participants matched English 100% of the time. In the alternating condition, the participants matched the ASL interlocutor with a range of 33-100% and a mean

of 70.11%. Wilcoxon Signed-Rank test indicated no differences between matching in the single language condition and the alternating language conditions for ASL or English. A Kendall's Tau-b correlation indicated no relationship between parent-reported executive functioning and interlocutor matching for these participants. The findings of this study support previous research suggesting that bimodal bilinguals are sensitive to the communication modality of their interlocutor. There were not differences in matching when only one language was used compared to two languages alternating. It is important to note that this study investigated matching, not linguistic competency.

### **Principal investigators**

- Carson, Leah • Hearing, Speech, and Language Sciences

### **Additional investigators**

- McCann, James • Hearing, Speech, and Language Sciences

### **Funding sources**

- Gallaudet Small Research Grant

### **vHIT Uses and Procedures: A Survey of Audiologists**

Status: Ongoing

Start date: July 2020

End date: May 2021

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**

- O'Neal, Johnathon • Hearing, Speech, and Language Sciences

#### **Additional investigators**

- Sparks, Sarah • Hearing, Speech, and Language Sciences
- Tamaki, Chizuko • Hearing, Speech, and Language Sciences

#### **Vocal Emotional Detection in Cochlear Implant Users**

Status: Ongoing

Start date: February 2019

End date: May 2020

The purpose of this study is to identify patterns and differences in voice emotion recognition within cochlear implant (CI) users when certain prosodic cues are manipulated. The target sample in this study is 25 cochlear implant users as well as a control group of 25 adults with normal hearing. The recruitment is to occur within Gallaudet University by posting recruitment material in Gallaudet's Daily Digest as well as contacting Hearing Loss Association of America (HLAA). Prior to testing, participants will complete an online questionnaire regarding background information such as age of implantation, type of cochlear implant, onset of hearing loss, etc. In the lab, participants will listen to a variety of sentences spoken by a male and female speaker that will portray four different emotions: happiness, sadness, anger, and neutral. The sentences will be manipulated in pitch, duration, and intensity and the listener chooses which emotion is conveyed from a closed set based on these prosodic cues. The time required for each participant should be about 1.5

hours. Results will portray which prosodic cue (pitch, duration, or intensity) is most important for detecting emotions in cochlear implant users and individuals with normal hearing.

#### **Principal investigators**

- Hawthorne, Kara • Hearing, Speech, and Language Sciences
- Uguccioni, Kelsey (Student) • Hearing, Speech, and Language Sciences

#### **Funding sources**

- Gallaudet Small Research Grant

#### **What information is provided to families of newly identified deaf/hard of hearing children?**

Status: Ongoing

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

## **History, Philosophy, Religion, and Sociology**

The History, Philosophy, Religion, and Sociology program incorporates traditional and innovative historical methods and approaches in its teaching and research, and it maintains a strong tradition of high-quality research. Research interests include deaf history, the history of disability, Latin American history, French history, and urban history.

### **Research Projects**

#### **Sociological Perspectives on Deaf Identities**

Status: Completed

Start date: October 2020

End date: October 2020

This chapter delineates three foundational social questions covering identity and its confluence with society. The authors, deaf academics, use these foundational questions as a framework to examine sociological perceptions of deaf identities. These questions guide the reader to an understanding of the structure of the deaf community, where it stands in human history, and who succeeds in the greater context of society in general. The authors integrate their own personal experiences within an academic framework grounded in sociology to explore the impact of social institutions, including the family, medical and

educational systems, and the community influences on the social construction of deaf identities.

#### **Principal investigators**

#### **Additional investigators**

- Horejes, Thomas • History, Philosophy, Religion, and Sociology

#### **Products**

Holcomb, L., Horejes, T., Santini, J., & Ocuto, O. (2019). Sociological Perspectives on Deaf Identities. In I. Leigh & C. O'Brien (eds.), *Lens On Deaf Identities* (pp. 27 - 52). Oxford University Press.

#### **Scholarly and Creative Activity**

Greenwald, Brian H. "From the Ideal to the Real": Engaging in Strategic Visioning and Implementation for Diversity and Inclusion." Panelist. 2019, October 17. Oral History Association, Salt Lake City, Utah

## **Honors Program**

The Honors Program provides a comprehensive undergraduate program from recruitment to Honors graduation. It features in-depth critical thinking, research opportunities, and the personal and professional skill development needed for achievement in both the arts and the sciences, as well as in technical fields and a variety of professions.

## Research Projects

### Honors Capstone

Status: Ongoing

Start date: October 2019

End date: September 2020

The Honors Capstone is the pinnacle of an undergraduate experience. During their Capstone experience, Honors graduates produce their first original, scholarly work. Motivated and capable students from all disciplines are invited to embark on this year-and-a-half journey. During this process, students select their committee, find a topic, propose their original work, and then create their Capstone. Each student invests a huge portion of their time and energy in completing their projects. The Capstone Presentation is the final requirement for graduation with University Honors.

#### Principal investigators

- Nelson, Jennifer • English
- Shultz Myers, Shirley • Honors Program

#### Products

Dortch, Jaleah. (2020). A Memoir: Masked Butterfly. (University Honors Capstone). Gallaudet University. Gallaudet University, Washington, DC.

Kamra, Aashni. (2020). Investigating Birth Outcomes Among Deaf Mothers: Hospital vs. Home Births.

(University Honors Capstone). Gallaudet University. Gallaudet University, Washington, DC.

Newman, Tayla. (2020). "That's My Blue Crayon!": Development of A Bilingual Storybook App. (University Honors Capstone). Gallaudet University. Gallaudet University, Washington, DC.

Peck, Casey Lee. (2020). Vaccine Literacy Among Deaf Adult American Sign Language Users of Hearing Parents. (University Honors Capstone). Gallaudet University. Gallaudet University, Washington, DC.

Rogers, Angela. (2020). The Filipino Sign Language Act in Philippines: Policy Analysis. (University Honors Capstone). Gallaudet University. Gallaudet University, Washington, DC.

Sarkic, Stefania. (2020). Linguistic Barriers in Mathematics Word Problems for Deaf Students. (University Honors Capstone). Gallaudet University. Gallaudet University, Washington, DC.

Schmidt, Patricia Brynn. (2020). An Analysis of Emerging Technology's Impact on Accounting: Creating a Brand—accountABLE—to Update Professionals in the Field. (University Honors Capstone). Gallaudet University. Gallaudet University, Washington, DC.

Whitmer, Micayla. (2020). An Exploration of Kinesics in Black American Sign Language. (University Honors Capstone). Gallaudet University. Gallaudet University, Washington, DC.

## Interpretation and Translation

The Interpretation Program offers a multidisciplinary approach, with a special focus placed on theory and research. Course research, as well as encouraged research, is conducted as a way for students to exercise theories and explore new strategies in problem-solving. The results of research done by students, faculty, and staff continually provide new insight to the interpretation field. Through its recently established Center for the Advancement of Interpreting and Translation Research (CAITR), the Interpretation Program also offers opportunities for scholars and students to collaborate on projects and promote initiatives that advance interpreting/translating research nationally and internationally.



## Research Projects

### 'Deaf Studies Digital Journal'

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

### Address practices of deaf undergraduate students and deaf faculty: A study of language use, identity, and community

Status: Ongoing

Start date: February 2018

End date: December 2019

In this study, we investigate the use of American Sign Language to establish and maintain social distance between deaf undergraduate students and deaf faculty members. One of the functions of language is to mark social standing and convey respect between

interactants. Drawing on prior studies of spoken language in postsecondary settings, in this study we examine the use of address terms, reference terms, and introductions in ASL. Address terms are used in language to get attention, to single out an addressee, and to convey social and interpersonal meanings between individuals; reference terms convey social and interpersonal meanings, and provide cues for the existing relationship between the speaker and the referred person; and introductions reflect the current relationship between people, and how people expect the newly acquainted individuals to address each other. We will engage in two types of data collection: (a) observational data of natural language interaction, and (b) interview data with deaf undergraduate students and deaf faculty about their use and perceptions of these linguistic forms. The results will shed light on how deaf students and faculty create and sustain social distance and boundaries in the postsecondary setting.

#### Principal investigators

- Nicodemus, Brenda • 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 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

**Deaf Christian church members' perspectives on interpreters in a worship service**

Status: Completed

Start date: September 2019

End date: May 2020

In “Deaf Christian church member’s perspectives on interpreters”, Kylah Gonzalez investigates the questions “what characteristics and signing skills do Deaf Christians who attend a Christian church regularly want to see from an interpreter during an interpreted worship service?” and “what do Deaf Christians who attend a church regularly consider to be a qualified interpreter for their worship services?” The results of this study aim to shed light on church interpreter preferences of Deaf people, and therefore help church interpreters provide improved services.

**Principal investigators**

- Gonzalez, Kylah • Interpretation and Translation

**Additional investigators**

- Shaw, Emily • Interpretation and Translation

**Funding sources**

- Gallaudet Small Research Grant

**Deaf mental health professionals' perspectives on desired attributes of ASL-English interpreters when working with hearing clients**

Status: Completed

Start date: January 2020

End date: June 2020

Deaf mental health professionals may elect to utilize the services of ASL-English interpreters when providing therapy to hearing clients. Although several studies and books discuss Deaf mental health therapy to date, no studies have examined the attributes that Deaf therapists seek in interpreters who work with hearing clients. In this study, I examine the perspectives of three Deaf mental health professionals regarding their preferred interpreter attributes. Drawing on both quantitative data (attribute ratings) and qualitative data

(interview comments), I report findings on the necessary educational, professional, and personal attributes that Deaf therapists seek in ASL-English interpreters. The aim of this study is to enhance the performance, traits, and qualifications of interpreters when working Deaf therapists.

**Principal investigators**

- Martin, Anne • Interpretation and Translation

**Additional investigators**

- Nicodemus, Brenda • 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; 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

#### **Experiences of Deaf Gay Males in Interpreted Interactions with Medical Professionals**

Status: Completed

Start date: January 2020

End date: June 2020

Deaf gay males represent an intersectional minority group in the U.S. Studies suggest that Deaf gay males may have a higher than average rate of sexually transmitted diseases and related health issues. Critically, Deaf gay males may have reduced access to medical information and treatment due to language barriers, a situation amplified by having overlapping Deaf and gay identities. In this study, I gather interview data from five Deaf gay males about their lived experiences in medical settings; specifically, I explore their experiences with signed language interpreters in medical settings. The goal of this study is to document the experiences and perspectives of Deaf gay males in medical settings with the ultimate aim of improving interpreting practice for this population.

#### **Principal investigators**

- Rutland, Austin • Interpretation and Translation

#### **Additional investigators**

- Shaw, Emily • Interpretation and Translation

#### **Funding sources**

- Gallaudet Small Research Grant

#### **Exploring Attrition of Novice American Sign Language-English Interpreters Using Multiple Case Study**

Status: Completed

Start date: October 2019

End date: September 2020

Communication access is a legislated right for deaf people in many settings in the United States; however, the number of professional signed language interpreters does not meet the demand for services (NCIEC, 2009b; NIEC, 2015). One factor of the demand-supply imbalance may be attributed to the number of individuals who exit the interpreting profession at an early stage in their career while still novice interpreters. Using the theoretical framework of attraction, selection, and attrition (ASA) from applied and organizational psychology (Schneider, 1987), along

with person-organization fit (PO Fit) as described by Caplan (2011), I examined attrition of individuals from early professional interpreting practice. I surmised that throughout the cycle of ASA, individuals and the profession are continuously examining dimensions of PO Fit and, for some, disruptions arise in the conceptualization of fit. The results of this multiple case study will increase understanding of attrition in the signed language interpreting profession and may lead to a set of strategies to help individuals assess their fit with the profession. Further, the findings may assist the members of the interpreting profession to develop ways to address issues of fit when barriers arise. Critically, retention of signed language interpreters may result in a greater number of available practitioners to provide communication access for the deaf community.

#### **Principal investigators**

- Wessling, Dawn • Interpretation and Translation

#### **Additional investigators**

- Hunt, Danielle • Interpretation and Translation

#### **Funding sources**

- Gallaudet Small Research Grant

#### **Interpreting for Deaf professionals: Linguistic comparison of a novice and expert ASL-to-English interpretation**

Status: Ongoing

Start date: December 2018

End date: May 2020

This shift in workplace dynamics continues to see a growth in the number of active Deaf professionals (DPs), a phenomenon which requires an increase in the pool of interpreters with advanced ASL to English competencies. In an effort to meet the needs of this population, additional attention has been given to the “Deaf professional-Designated interpreter” model of linguistic and cultural mediation; however, the challenges surrounding DPs’ access to qualified interpreters on the job persists. Previous research has examined this issue from the perspective of DPs and documented the impact of interpreter’s work on the perceptions of DP’s hearing, non-signing colleagues. Yet, those studies have not focused on effective linguistic tools employed by expert interpreters in

practice. Through comparison of a novice and expert interpretation, this study aims to identify linguistic strategies that can be used to refine ASL to English interpretations and bridge the gap between general practitioner and specialist with regard to business and government related subject matter. Study results gathered through discourse analysis, interviews and focus groups can elevate the level of awareness and effectiveness of interpreters working with Deaf professionals in the workplace which can result in more socioeconomic success among the wider Deaf community.

#### **Principal investigators**

- Morrison, Shannon (Student) • Interpretation and Translation

#### **Funding sources**

- Gallaudet Small Research Grant

#### **Language Attitudes about Interpreters**

Status: Ongoing

Start date: August 2017

The notion of language attitudes has a place in psychology, sociology, anthropology, education, and history, among other disciplines Bilingualism and minority languages are not topics that are confined to linguistics or language studies, but are debated in a wide variety of fields, including Interpretation and Translation Studies. Drawing from data on social media sites, this study addresses the following questions: 1) What language attitudes do signed and spoken language interpreters, translators, and lay persons hold, specifically in relation 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

### **Letter or Spirit of the Law: An Institutional Ethnography of Effective Communication Access in U.S. Hospitals**

Status: Ongoing

Start date: February 2019

End date: October 2020

Federal legislation mandates effective communication for deaf U.S. hospital patients. Despite this directive, evidence indicates that access to healthcare remains inadequate, inappropriate, or unethical. This study employs an institutional ethnographic approach to investigate established policies for legislative compliance vis-à-vis medical professional actions and deaf patient experiences within a U.S. health care system. Participant observation, interviews, and textual analysis can isolate points of disjuncture and reveal institutional processes implicated in negotiating access. The aim is to identify systemic factors contributing to disparities reported by deaf patients.

#### **Principal investigators**

- Rodrigues, Jennifer (Student) • Interpretation and Translation

#### **Funding sources**

- Gallaudet Small Research Grant

### **Motivated Look at Indicating Verbs in ASL (MoLo)**

*See in Linguistics*

### **Sign-to-voice interpreting considering clients with differing language experiences**

Status: Ongoing

Start date: October 2019

End date: September 2021

This study is designed to investigate ASL-English interpreters' management of signed texts from different sources, including individuals who are early and late/emergent learners of ASL. The aims are twofold: 1) to document linguistic patterns that are produced by early and late learners, (e.g., pronominal forms, use of tense and temporal adverbials, etc.), and 2) to examine the management of those linguistic forms by professional

ASL-English interpreters. The first phase of this study will involve creation of the signed texts. We will recruit four deaf signers to tell a twenty-minute narrative, two who are native signers and two who have been signing for one year or less. These texts will be analyzed for linguistic patterns and differences and will serve as the source texts for the second phase of the study. Up to twenty interpreters will each interpret one native and one emergent signer text into spoken English. These interpretations will be analyzed for patterns for each type of signer. Additionally, the impact of preparation materials on interpretation will be investigated. The results are expected to shed light on late language acquisition and strategies that interpreters leverage during simultaneous interpretation.

#### **Principal investigators**

- Quinto-Pozos, David • Linguistics • University of Texas, Austin
- Nicodemus, Brenda • Interpretation and Translation

#### **Additional investigators**

- Miner, Cami • Interpretation and Translation

#### **Funding sources**

- Gallaudet Small Research Grant

### **Translation and Interpretation Studies Special Edited Issue**

Status: Ongoing

Start date: September 2017

Translation and Interpreting Studies (John Benjamins) accepted proposals for a special thematic issue on signed language interpretation and translation to be published in April of 2018. The editors bring together papers that address critical issues in the linguistic analysis of interpretations and translations that occur between a signed language and spoken or written language. The volume includes data driven papers on the spectrum between a microanalysis of one specific lexical item to the examination of a full interpreted or translated discourse. Papers may take a descriptive, applied, or theoretical approach to interpreting and translation of a signed language. The editors encourage a broad range of methodological approaches and theoretical frameworks, including qualitative, quantitative, and mixed methods.

### Principal investigators

- Nicodemus, Brenda • Interpretation and Translation

## Linguistics

The Department of Linguistics is heavily dependent on research for both learning and teaching because sign language linguistics is a field that has so much more to discover. The ongoing, innovative research carried out by the linguistics faculty and graduate students is contributing substantially to what is known about the structure and use of sign languages.

### Research Projects

#### 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 Connect and the Future of Language Learning Online with Families

*See in ASL and Deaf Studies*

#### 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 Cudas), 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 Cudas 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 Cudas 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

#### **Products**

Lillo-Martin, D., Müller de Quadros, R., Bobaljik, J. D., Gagne, D., Kwok, L., Laszakovits, S., & Mafra, M. (2020) Constraints on Code-blending: Evidence from Acceptability Judgments. Talk presented at the Annual Meeting of the Linguistics Society of America. New Orleans, Louisiana.

### **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

### Products

Rademacher, T. (2020) Characterizing Deaf Children's Early Communication Services: An Online Parent Survey. Poster presented at the 19TH Annual Early Hearing Detection & Intervention (EHDI) Meeting. Kansas City, MO.

### 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)

### Products

Chen Pichler, D. and Lillo-Martin, D. (2019, November 8-10). Motivation for L2 ASL learning by hearing parents with deaf children [Poster presentation. Boston University Conference on Language Development (BUCLD), Boston, MA, United States.

Chen Pichler, D., Gale, E. and Lillo-Martin, D. (2019, March 8-10). How to support ASL as an L1 for children and L2 for parents: An interactive discussion [Conference presentation]. Annual Early Hearing

Detection and Intervention Meeting (EHDI 2020), Kansas City, MO, United States.

### 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

### Literacy in Emerging Sign Language Communities: The Impact of Social, Political, and Educational Resources

Status: Completed

Start date: September 2019

End date: July 2020

Deaf and hard-of-hearing (DHH) children who receive a strong foundation in a signed first language often show age-appropriate literacy skills in their second (written) language. These skills are commensurately weakened when the foundation in the signed first language is weak, for example, when a DHH child receives accessible language input later in development. Another potential route to a weak language foundation is acquiring an emerging sign language. Emerging languages have short histories, are still developing, and exhibit less agreement among their users regarding their linguistic structures. Therefore, a foundation in an emerging language may be weak simply because not all grammatical rules have been developed or standardized across users. Further, the socio-linguistic contexts of emerging languages pose unique social, educational, and political challenges given the relative novelty of the language and deaf community in that region. While no published studies to date directly measure reading and writing outcomes for signers of emerging languages, two studies investigate literacy in the sign language, and several studies

have identified language and cognitive skills that predict literacy outcomes (in the spoken language). Our goal is to identify gaps in the research pertaining to literacy in emerging languages in order to develop research programs that address and enhance literacy outcomes for DHH children in all contexts. We begin by describing emerging languages and their contexts and situating them with regard to more established sign languages. We then summarize studies linking DHH children's proficiency in their first (sign) language with greater success in cognitive development, which is also associated with higher academic achievement. We link these findings in established sign languages with results found among users of emerging sign languages. Finally, we discuss the social, political, and educational dimensions of emerging languages and their influence on literacy attainment in emerging language communities.

#### **Principal investigators**

- Coppola, Marie • University of Connecticut
- Gagne, Deanna • Linguistics

#### **Products**

Gagne, D. & Coppola, M. (2020) Literacy in Emerging Sign Language Communities: The Impact of Social, Political, and Educational Resources. The Oxford Handbook of Deaf Studies in Literacy. Ed. By S. Easterbrooks & H. Dostal. Oxford University Press.

#### **Meaning and the open-8 handshape in ASL: Implicit and explicit categorization**

Status: Completed

Start date: October 2019

End date: September 2020

Historically the field of linguistics has drawn a fundamental delineation between phonology and morphology. The building blocks of language have been divided as independently meaningful (morphology) and independently meaningless (phonology). The relationship between form and meaning viewed as nearly entirely arbitrary. However, there are a growing number of researchers who view handshape and other phonological units as meaningful (see Occhino, 2016; Occhino, 2017; Lepic 2015). These form-meaning associations may be quite schematic but do call into question arbitrary phonology. This study

explores the open-8 and related handshapes (8-family handshapes) as gradient meaningful phonological forms. 8-family handshapes were investigated for meaningful correlations based on elicited participant data. Deaf ASL fluent participants engaged in teamed and group activities in which they were instructed to organize 8-family signs into meaning-based categories of their own creation. Data was coded for handshape, location, movement and participant-based meanings. The findings of this study indicate that phonology does associate with meaning and is not fully arbitrary. Handshape, location, and movement were all found to exhibit patterning in association with certain meaning-based categories. Phoneme distribution indicates that meaningful associations are gradient, sometimes existing as more arbitrary units and at other times associating more strongly with meaning. These findings support the theory of phonology and morphology as existing on a spectrum rather than a binary divide.

#### **Principal investigators**

- Willow, Nic • Linguistics

#### **Additional investigators**

- Villanueva, Miako • 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
- Rankin, Miako • Linguistics
- Shaw, Emily • Interpretation and Translation

#### **Funding sources**

- Gallaudet Priority Research Fund

### **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

### **Philadelphia Signs**

Status: Ongoing

Start date: August 2015

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

## Phonotactic Constraints in ASL

Status: Ongoing

Start date: December 2018

End date: December 2019

This dissertation will contribute to the literature on phonotactic constraints in American Sign Language (ASL). In spoken languages, examining phonotactic constraints often involves testing how users of a language adapt nonce words or borrowed words from other languages. When incorporated into a new language, nonce and borrowed words are often changed to reflect the phonotactic regularities of the borrowing language. To date, most of the research on phonotactics in signed languages has studied borrowed words by examining changes lexicalized fingerspelling has undergone. Examining changes undergone in borrowed words from other signed languages, as well as examining the reproduction of foreign words, should tell us more about phonotactic constraints of ASL. I propose to compare the phonological production of words borrowed into ASL to the phonological production in their signed language of origin and the reproduction of Japanese Sign Language (JSL) words by ASL users to that of the form produced by native Japanese signers. I will examine feature-level changes made to signs using narrow phonetic-level transcriptions. Assuming that ASL users rely on their phonological representation of ASL to perceive and reproduce signs, the changes undergone in the borrowed and reproduced words will reveal information about phonotactic knowledge in ASL.

### Principal investigators

- Hamilton, Heather (Student) • Linguistics

### Funding sources

- Gallaudet Small Research Grant

## Sign Language Annotation, Archiving and Sharing (SLAASh)

Status: Ongoing

Start date: September 2014

End date: December 2019

SLAASh focuses on the construction of infrastructure to support the archiving and distribution of sign language corpora, focusing upon previously collected longitudinal

samples of the development of child ASL. It is also developing the ASL Signbank, an online resource to maintain ID glosses, unique identifiers for signs that enable machine-readability that also serves as a lexical database in which information is stored about each sign. ASL Signbank can be used to create a continually-updated ECV for ELAN (meaning that people who annotate ASL videos can use ASL Signbank and don't need to create their own).

### Principal investigators

- Lillo-Martin, Dianne • University of Connecticut
- Hochgesang, Julie • Linguistics

### Additional investigators

- Becker, Amelia (Student) • Linguistics
- Catt, Donovan (Student) • Linguistics
- Guity, Ardavan (Student) • Linguistics
- Kennedy, Carmelina • Linguistics
- Peterson, Deborah • Center for Bilingual Teaching and Learning

### Funding sources

- National Institutes of Health (NIH)
- Haskins Lab

### Products

Becker, A., Catt, D. H., & Hochgesang, J. A. (2020). Back and Forth between Theory and Application: Shared Phonological Coding Between ASL Signbank and ASL-LEX. In E. Efthimiou, S.-E. Fotinea, T. Hanke, J. A. Hochgesang, J. Kristoffersen, & J. Mesch (Eds.), *Proceedings of the LREC2020 9th Workshop on the Representation and Processing of Sign Languages: Sign Language Resources in the Service of the Language Community, Technological Challenges and Application Perspectives* (pp. 1– 6). European Language Resources Association (ELRA). <https://www.sign-lang.uni-hamburg.de/lrec/lrec/pubs/20039.html>

Becker, A., D. Catt, & J.A. Hochgesang. (2020, May). Back and Forth between Theory and Application: Shared Phonological Coding Between ASL Signbank and ASL-LEX. Presentation at the 9th Workshop on the Representation and Processing of Sign Languages: Sign Language Resources in the Service of the Language Community, Technological Challenges and Application Perspectives. LREC, Marseille, France, May 16 2020. (Workshop canceled).



Hochgesang, J. A., D.H. Catt, D. Chen Pichler, C. Goodwin, C. Kennedy, L. Prunier, D. Simons, D. Diane Lillo-Martin. (2019). Sign Language Acquisition, Annotation, Archiving and Sharing: The SLAAASH Project Status Report. Conference Poster presented at TISLR13, the 13th Conference of Theoretical Issues in Sign Language Research, Hamburg, Germany (September 26-28, 2019). <https://doi.org/10.6084/m9.figshare.9742529>

Hochgesang, J.A., O. Crasborn, and D. Lillo-Martin. (2017-2020) ASL Signbank. New Haven, CT: Haskins Lab, Yale University. <https://aslsignbank.haskins.yale.edu/>

Hochgesang, J.A. (2020), ASL Signbank. Invited presentation at “Building Connections with ASL Corpora” workshop, University of Pennsylvania.

Hochgesang, J.A. (2020). SLAAsh ID Glossing Principles, ASL Signbank and Annotation Conventions, Version 3.0. figshare. <https://doi.org/10.6084/m9.figshare.12003732.v1>

Lillo-Martin, D., J. A. Hochgesang, D. Chen-Pichler (2019). “SOS: Doing Sensitive Open Science” Invited presentation at “Doing Reproducible and Rigorous Science with Deaf Children, Deaf Communities, and Sign Languages: Challenges and Opportunities” Deaf X Lab Pre-TISLR13 Workshop at Humboldt University of Berlin, 23 September 2019

### **Sign-to-voice interpreting considering clients with differing language experiences**

*See in Interpretation and Translation*

### **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) • ASL and Deaf Studies

#### **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

## **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), 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.

Dr. Laura-Ann Petitto, chair, PEN Steering Committee

Dr. Thomas Allen, PEN program director

Dr. Melissa Herzig, PEN assistant program director

## **Research Projects**

### **Behavioral and neural responses to American Sign Language avatars**

Status: Ongoing

Start date: February 2020

End date: September 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**

- Willis, Athena • PhD in Educational Neuroscience (PEN)
- Quandt, Lorna • PhD in Educational Neuroscience (PEN)

#### **Funding sources**

- Gallaudet Small Research Grant

#### **Developmental Neuroplasticity and Timing of First Language Exposure in Infants**

Status: Ongoing

Start date: February 2018

End date: August 2020

This research project seeks to understand the mechanisms that underlie learning (i.e. language acquisition) in the developing brain in order to improve understanding of typical and atypical cognition. Much controversy exists in both science and speech, language, and hearing professionals regarding the optimal age (if at all) to expose young children to a visual signed language. This study promises to have high impact to broader society as our understanding from this study will ameliorate barriers to the successful use of hearing enhancement technologies by identifying optimal developmental timing of language exposure in conjunction with cochlear implantation. We utilize functional near infrared spectroscopy (fNIRS) and behavioral techniques that are compatible with young children and particularly recipients of cochlear implants to capture the modulation of the language neural networks as a function of different language exposure experiences. Congenitally deaf infants with cochlear implants provide scientists with an extraordinary natural experiment in which exposure to auditory-based and visual-based language permits investigation into controlled timing of linguistic exposure. Thus, in this first-time targeted study of brain tissue development in young cochlear implanted infants, we will better

understand the neural network that underlies language acquisition and processing in terms of its neurobiological maturational sensitivity as well its neuroplasticity and resilience to modality of language.

#### **Principal investigators**

#### **Additional investigators**

- Andriola, Diana (Student) • PhD in Educational Neuroscience (PEN)
- Berger, Lauren (Student) • PhD in Educational Neuroscience (PEN)
- Langdon, Clifton • PhD in Educational Neuroscience (PEN)

#### **Do expert signers recruit signed phonology processes while solving single digit multiplication problems?**

Status: Ongoing

Start date: August 2020

End date: August 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 problem for ASL signers and outline a model to then investigate the impact of late ASL sign language exposure or math learning disability in ASL signers.

#### **Principal investigators**

- Sullivan, SaraBeth • PhD in Educational Neuroscience (PEN)
- Berteletti, Ilaria • PhD in Educational Neuroscience (PEN)

#### **Funding sources**

- Gallaudet Small Research Grant

## **EL2: Language, Mathematics, Cognition, and Learning: The Extended Educational Longitudinal Study (EELS-II)**

*See in Science of Learning Center on Visual Language & Visual Learning (VL2)*

### **Impact of Language Experience on Early Numerical Cognition**

Status: Ongoing

Start date: July 2019

End date: December 2022

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.

#### **Principal investigators**

- Berteletti, Ilaria • PhD in Educational Neuroscience (PEN)

#### **Additional investigators**

- Allen, Thomas • Science of Learning Center on Visual Language & Visual Learning (VL2)
- Carter, Hannah (Student) • Psychology
- Kimbley, Sarah (Student) • PhD in Educational Neuroscience (PEN)
- Mitchiner, Julie • Education
- Timperlake, Erin (Student) • Psychology

#### **Funding sources**

- National Science Foundation

### **Investigation of young ASL signing children's counting skills through online testing**

Status: Ongoing

Start date: July 2020

End date: March 2021

We are testing the use of online conferencing to evaluate the development of counting skills in 3 to 5 years old signing children.

#### **Principal investigators**

- Berteletti, Ilaria • PhD in Educational Neuroscience (PEN)
- Harrison, Jerry Douglas • PhD in Educational Neuroscience (PEN)
- Harrison, Jerry Douglas • PhD in Educational Neuroscience (PEN)
- Kimbley, Sarah • PhD in Educational Neuroscience (PEN)
- Kimbley, Sarah • PhD in Educational Neuroscience (PEN)
- Kimbley, Sarah • PhD in Educational Neuroscience (PEN)

#### **Additional investigators**

- Guerrero, Hannah • Psychology

#### **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 (deaf-blind, 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.

### Principal investigators

- Berger, Lauren (Student) • PhD in Educational Neuroscience (PEN)

### Additional investigators

- Andriola, Diana (Student) • PhD in Educational Neuroscience (PEN)

- berteletti, ilaria • PhD in Educational Neuroscience (PEN)
- Hirsch, Joy • Yale University
- Langdon, Clifton • PhD in Educational Neuroscience (PEN)
- White, Bradley • Brain and Language Laboratory for Neuroimaging (BL2)

### Funding sources

- Gallaudet Small Research Grant

## Neural Correlates of Biological Motion Perception in Sign Language Users

Status: Ongoing

Start date: September 2019

End date: September 2020

Although widely studied in typically developing populations, the neural basis of biological motion perception has not yet been studied amongst a group that uses action as their primary mode of communication: sign language users. We hypothesized that the continuous perception of biological motions used in sign language may mean that native signers show an increased ability to extract relevant action information. With this EEG study we test whether Deaf signers' (N = 19) sensorimotor systems are differentially sensitive to biological motion presented in two conditions (scrambled vs. unscrambled) compared to hearing non-signers. We predicted greater central alpha event-related desynchronization (ERD) for the unscrambled condition, due to greater demands on sensorimotor cortices when understanding movement. Everyday actions (e.g., jumping jacks, jump rope) were presented using point light displays (PLD). Time-frequency activity in the alpha and beta ranges was computed for each condition at frontal electrodes and central sites overlying the sensorimotor cortex. Paired comparisons showed significantly greater ERD at central electrode sites in response to scrambled PLDs as compared to unscrambled PLDs ( $p < .05$ , bootstrapped). This finding suggests that deaf signers may recruit sensorimotor systems more strongly in response to unintelligible actions than coherent action, contrary to our prediction. Frontal electrodes showed the same pattern of ERD ( $p < .05$ , bootstrapped), suggesting that executive functions are involved in parsing scrambled PLDs. The results from Deaf native signers

were statistically compared to the EEG responses of hearing non-signers. This work provides the first investigation of sensorimotor EEG in Deaf signers during PLD observation.

#### **Principal investigators**

- Quandt, Lorna • PhD in Educational Neuroscience (PEN)

#### **Additional investigators**

- Kubicek, Emily (Student) • PhD in Educational Neuroscience (PEN)

#### **Funding sources**

- Gallaudet Small Research Grant

#### **Products**

Quandt, L. C., Kubicek, E., & Lamberton, J. (2020). Superior discrimination of complex biological motions in native ASL signers. Presented at the annual meeting of the Cognitive Neuroscience Society.

#### **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.

#### **Principal investigators**

- Quandt, Lorna • PhD in Educational Neuroscience (PEN)

#### **Additional investigators**

- Kubicek, Emily (Student) • PhD in Educational Neuroscience (PEN)
- Majrud, Naseem (Student) • Psychology
- Wardle, Taylor (Student) • Psychology
- Willis, Athena (Student) • PhD in Educational Neuroscience (PEN)

#### **Funding sources**

- Visual Language & Visual Learning (VL2)

#### **Products**

Kubicek, E. & Quandt, L. C. (2019). Sensorimotor system engagement during ASL sign perception: an EEG study in deaf signers and hearing non-signers. *Cortex*, 119, 457-469.

#### **Neural investigation on the impact of a visual language on arithmetic processing: an fMRI approach**

Status: Ongoing

Start date: July 2019

Investigate the neural network, brain structures and cognitive processes involved in arithmetic processing for native ASL signers compared to hearing English speakers. Brain activation from adults performing single digit arithmetic problems, subtraction and multiplication problems, will be recorded. Different brain areas will be independently localized to identify which cognitive components are involved and to which extent depending on language modality. We will adopt a numerical processing localizer, a verbal rhyming localizer (ASL or English) and a hand movement localizer. Within the areas identified by the localizers we expect to find similar numerical quantity processes across language modality groups. We expect language based activation for multiplication processes if both groups rely on verbal retrieval memory, regardless of modality. We expect increased motor movement activation in the ASL signing group given the observation in previous studies that ASL signers activate motor and supplementary motor areas when processing linguistic information regardless of whether presented in written English or ASL.

#### **Principal investigators**

- Berteletti, Ilaria • PhD in Educational Neuroscience (PEN)

#### **Additional investigators**

- Berger, Lauren (Student) • PhD in Educational Neuroscience (PEN)
- Lancaster, Lucas (Student) • Hearing, Speech, and Language Sciences
- Sullivan, Sarabeth (Student) • PhD in Educational Neuroscience (PEN)

#### **Funding sources**

- Gallaudet University

## 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) - *Educational Neuroscience (PEN)*
- Quandt, Lorna • PhD in Educational Neuroscience (PEN) - *Educational Neuroscience (PEN)*

### Funding sources

- Gallaudet Small Research Grant
- Visual Language & Visual Learning (VL2)

### Products

Kubicek, E. & Quandt, L. C. (in press). A positive relationship between sign language comprehension and mental rotation abilities. *Journal of Deaf Studies and Deaf Education*.

## 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) - *Educational Neuroscience (PEN)*
- 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)

#### **The impact of language experience on the neural activations of arithmetical processing**

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)
- Quandt, Lorna • 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
- Scott, Kayla (Student) • PhD in Educational Neuroscience (PEN)
- Sullivan, Sarabeth (Student) • PhD in Educational Neuroscience (PEN)

#### **The Role of Auditory Experience in the Neurocognitive Systems for Everyday and Effortful Listening**

Status: Ongoing

Start date: January 2018

End date: December 2019

Current models of auditory cognition suggest that cognitive resources for processing degraded acoustic information are limited, creating a trade-off between effort and comprehension. Indeed, everyday listening frequently occurs under a wide range of inescapable suboptimal and adverse conditions, challenges which are exacerbated by reduced hearing acuity and the use of imperfect hearing amplification and prosthetic devices. In a cognitive neuroscience experiment using optical neuroimaging, we assess: (A) the effects of early-life sensitive windows on the neuroplasticity and stability of language processing networks in response to early-life, chronic exposure to acoustically degraded speech; and (B) the strength of the relationship between self-reported global health, subjective mental effort ratings, and neural activation patterns for different listening conditions. Advancing these scientific questions allows us to better understand of the complex nature of neuroplasticity and early-life sensitive windows for language processing, and ultimately informs us of the underlying cognitive mechanisms that play a role in spoken language outcomes for hearing aid and cochlear implant users. This work has profound implications for transformative translational impacts across several domains, such as educational practice and policy, aural (re)habilitation clinical practice approaches, and assessment of clinical health outcomes. Ultimately, this work will advance several scientific and societal questions regarding the role of deafness mediated by hearing technologies in certain cognitive functions, such as language processing and comprehension, effort, stress, and fatigue. These advancements could improve overall health and quality of life outcomes in those with hearing loss.

#### **Principal investigators**

- White, Bradley • Brain and Language Laboratory for Neuroimaging (BL2)
- Langdon, Clifton • PhD in Educational Neuroscience (PEN)

### Additional investigators

- Andriola, Diana (Student) • PhD in Educational Neuroscience (PEN)
- Berger, Lauren (Student) • PhD in Educational Neuroscience (PEN)
- Walker, Zoey (Student) • Brain and Language Laboratory (BL2)

### Funding sources

- Gallaudet Small Research Grant

### Products

White, B. E. (2020, February). *Listening Effort and Neurocognitive Plasticity in Hearing Aid and Cochlear Implant Users*. Presentation at the Department of Linguistics and Cognitive Science, University of Delaware, Newark, DE.

### Neural investigation of multiplication processes in expert sign language users

Status: Ongoing

Start date: October 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 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

- Sullivan, Sarabeth (Student) • PhD in Educational Neuroscience (PEN)

### Additional investigators

- Berteletti, Ilaria • PhD in Educational Neuroscience (PEN)

### Funding sources

- Gallaudet Small Research Grant

## Physical Education and Recreation

The Department of Physical Education and Recreation promotes an active and healthy lifestyle that can be passed on through teaching others. Research is an important part of making sure the information and methods used are up to date and effective, as well as of helping provide programs that are well suited for the University.

### Scholarly and Creative Activity

Humberstone, B., & Riddick, C. (2020). Ethical issues and practicalities in outdoor studies. In B. Humberstone & H. Prince (Eds.), *Research methods in outdoor studies*. Abingdon, UK: Routledge.

## Psychology

The Psychology Department provides a rigorous academic and applied curriculum that addresses important core areas of psychology; encourages students to explore the implications of psychological research, theory, and practice; and includes the application of psychology in internship settings. The department also commits itself to producing scholarly work in scientific and applied areas.

### Research Projects

#### 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

**Attachment and Acculturation as Catalysts for a Meaningful Life**

Status: Completed

Start date: April 2019

End date: September 2020

The current study sought to explore the ways in which attachment style and acculturation may impact one's perception of a meaningful life. When someone has a secure attachment style, they are more likely to explore their surroundings, express a range of positive and negative emotions, and are more likely to develop healthy relationships and assume leadership positions through nominations from their peers (Siegel, 2001; Sroufe, et al., 2005). Individuals with secure attachment style are less likely to have mental health problems than their insecurely attached peers (Siegel, 2001; Sroufe, et al., 2005). Individuals reporting living a meaningful life are more likely to report overall wellbeing as well. The mental health results of acculturation are more varied (Lawton, et al., 2018; Schwartz, et al., 2010). The present study conducted a multivariate analysis to find whether individuals with a secure attachment style are more likely to report an increased sense of belonging, purpose, transcendence, and therapeutic storytelling; the four variables Emily Esfahani Smith (2017) refers to as the "four pillars for a meaningful life." The study also consisted of multivariate analyses to determine whether individuals highly acculturated in general, and specifically to Deaf culture, reported an increased sense of a meaningful life compared to their less highly acculturated peers. Results indicated that high acculturation to Hearing culture had a significant association with perceiving life as meaningful. Participants reporting greater Deaf acculturation

endorsed significantly higher scores on transcendence. A multivariate analysis found secure attachment style had a significant association with participants' perceptions of a meaningful life.

**Principal investigators**

- Sterling, Brittany (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

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

**Additional investigators**

- Miller, Cara • Psychology

**Funding sources**

- Gallaudet Priority Research Fund

## Products

Day, L., Schooler, D. Miller, C., Wagner, K. (2020). Building Inclusive Training Sites for Deaf and Hard of Hearing Clinical Psychology Trainees, Presentation accepted for the 2020 APPIC Membership Conference, San Diego, CA. (Note: conference was cancelled due to COVID-19 pandemic)

## 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 d/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

## Products

Cappetta, K., Previ, D., & Day, L. (2020). An Examination of the Dyadic Parent-Child Interaction Coding System (DPICS) in American Sign Language, Poster session presented at the 2020 American Psychological Association Convention, Washington, DC

Day, L.A. (2019, October). Evidence-Based Practices for Whom? Lessons Learned from Parent-Child Interaction Therapy. Presented at The Mental Health Conference, Natick, MA.

## EL2: ASL assessment toolkit

*See in Science of Learning Center on Visual Language & Visual Learning (VL2)*

## **EL2: Language, Mathematics, Cognition, and Learning: The Extended Educational Longitudinal Study (EELS-II)**

*See in Science of Learning Center on Visual Language & Visual Learning (VL2)*

## **EL2: Ongoing analysis and follow-up study of the Early Education Longitudinal Study Participants**

*See in Science of Learning Center on Visual Language & Visual Learning (VL2)*

## **EL2: Visual Communication and Sign Language Checklist: Online**

*See in Science of Learning Center on Visual Language & Visual Learning (VL2)*

## **Examining the Relationship Between Perceived Parenting Style and Attachment in Deaf Adults (A Replication Study)**

Status: Completed

Start date: August 2018

End date: September 2020

The practice of replication of research is a rising yet controversial topic within the field of psychology due to researchers' struggles to reproduce or replicate findings. The controversy of replication may stem from how researchers define "replication failures" or "successful replication" and statistical considerations. The purpose of this study was to expand current psychological perspectives on replication that emphasize significance testing by conducting a broader analysis of data trends in addition to statistical significance through a conceptual replication of Fedlan (2018). Fedlan (2018) explored the association between perceived parenting style, attachment style, and self-concept in deaf and hearing adults. The outcomes of the current study varied across these constructs. Although some conceptual trends were identified and supported, evident differences between studies occurred across analyses in areas of significance, direction, strength, and the nature of the effects. In view of sample heterogeneity and the effects of small and underpowered samples, the determination of replication outcomes remains debatable. The current study underlines the intricacies of replication from multiple

viewpoints, which involves the importance of study methodology, the statistical considerations of small and underpowered samples, sample heterogeneity, the determination of replication outcomes, and the nuances involved in developing an appropriate threshold for "success" in replication studies.

### **Principal investigators**

- Fedlan, Denise (Student) • Psychology

### **Additional investigators**

- Lori, Day • Psychology

### **Funding sources**

- Gallaudet Small Research Grant

## **High Risk Sexual Behaviors and Deaf Males: A Look at Systems, Resources and Culture**

Status: Ongoing

Start date: July 2020

End date: May 2021

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

## **HINTS-ASL: Deaf Signers' Experience with Seeking Health Information**

*See in Center for Deaf Health Equity*



### **Impact of Parent Openness to and Style of Communication on Emotion**

Status: Ongoing

Start date: April 2019

End date: December 2019

The current study aims to examine parent to child openness to communication and communication style, and how these factors may be related to the emotion regulation (ER) skills of their child. The individuals being surveyed will be deaf, hard of hearing, and hearing parents of DHOH children ages 7-12 years old. The first hypothesis is that communication styles such as the tendency to communicate in a way that is clear and understandable, as well as appropriately labeling one's feelings to another, will be associated with stronger ER skills in the sample. Conversely, traits such as verbal aggression and interrogative-like communication, will be associated with weaker ER skills. The second hypothesis is that the former communication styles will be associated with increased openness to communication skills, therefore more effective ER skills. The final hypothesis is that DHOH parents of DHOH children will present more openness to communication due to fewer challenges with communication during the early years of their child's life, therefore acquiring more effective emotion regulation skills than children whose parents are not as open with communication.

#### **Principal investigators**

- Lopetegui, Stephanie (Student) • Psychology

#### **Funding sources**

- Gallaudet Small Research Grant

### **Media Objectification and Implicit Gender Bias**

Status: Ongoing

Start date: May 2016

End date: December 2019

This project evaluates the effects of sexually objectifying advertisements placed in the context of news stories about men and women in positions of power. The studies in this project use experimental design to examine the effects of the objectifying ads on implicit gender bias.

#### **Principal investigators**

- Schooler, Deborah • Psychology

#### **Additional investigators**

- Anderson, Ashley (Student) • Psychology
- Doleac, Kelly (Student) • Psychology
- Fleischer, Ryssa (Student) • Psychology

### **Mental Health Literacy & Black Men: A Critical Exploration of Black Male Perspectives"**

Status: Completed

Start date: November 2019

End date: August 2020

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 was to facilitate a discussion of mental health knowledge with Black men. This study aimed 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 current study asked how Black men learn about mental health, from whom and how formal knowledge compared to community experience. Findings suggest that the experience of depression is fairly common among young Black men, although the topic is not often directly discussed. Participants expressed that many suffer with depression in silence and work to hide their struggles from others. Regardless of attempts to suppress one's struggles, they may manifest in unexpected ways e.g. anger and acting out linking depression to incarceration rates. Finally, the importance of early and continued mental health support emerged as a significant theme, with participants emphasizing the importance of safety in seeking and accepting help.

#### **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 (Crockett 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

**Patient Reported Outcomes, COVID-19 knowledge and Perceived Risks, and Healthcare Among Deaf and Hard of Hearing Adults in the U.S.**

See in Center for Deaf Health Equity

**Phenomenological Study on Deaf Student-Parents and Their Experiences**

Status: Ongoing

Start date: August 2019

End date: September 2020

This research study is focused on the experiences of Deaf student-parents enrolled in college. Student-parents refer to students that are enrolled in college courses and also maintain the status of a parent or primary caregivers to children under the age of 18 years old. Common themes will be uncovered through interviews with participants.

**Principal investigators**

- Owens, Lakitha • Psychology

**Additional investigators**

- Corbett, Carolyn • Psychology

**Funding sources**

- Gallaudet Small Research Grant

**Predictors of Interpersonal Suicide Risk in Deaf and Hard-Of-Hearing Groups**

Status: Ongoing

Start date: November 2018

End date: December 2019

Suicide is a leading cause of premature death in minority groups; however, neither prevalence nor risk of suicide in Deaf and Hard-of-hearing (HH) populations is known. According to the interpersonal theory of suicide (Joiner, 2005), the desire for suicide, derived from perceived burdensomeness and thwarted belongingness, along with a fearlessness about death and capability for suicide, acquired through painful physiological experiences, combine to create a highly predictive model of lethal self-harm. As Deaf and Hard-of-hearing groups are often marginalized from their hearing peers, these groups may be at a high risk for suicide. Thus, the aim of this study is to examine the relationship between acculturation and risk for suicide via variables that comprise the interpersonal theory of suicide. Further, attachment theory can be thought as a theoretical foundation to the interpersonal theory of suicide, as the attachment style one develops predicts whether one seeks or avoids closeness

when distressed (Bowlby, 1983) and has also been linked to suicidal behaviors. Therefore, the role of adult attachment style within the relationship between acculturation and risk for suicide will also be assessed.

#### **Principal investigators**

- Beckman, Allison (Student) • Psychology

#### **Funding sources**

- Gallaudet Small Research Grant

#### **PROMIS-ASL: Inclusion of Deaf Adults in Patient-Reported Outcomes Research**

*See in Center for Deaf Health Equity*

#### **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

#### **Sexual Gender-based Violence in French Refugee Camps: Disclosure Patterns as Discussed by Humanitarian Workers**

Status: Completed

Start date: November 2019

End date: February 2020

As of 2019 the refugee crisis is officially one of the highest the world has ever seen with a total of 79.5 millions individuals forcibly displaced worldwide (UNCHR, 2019 and at least 50% are reported to be women and girls (Freedman, 2016; UNCHR, 2017). Gender-based violence is violence directed against a person based on their gender (EIGE, 2015). Studies and reports have shown refugee camps to be places where gender-based violence occurs quite often and where reports are rarely made to individuals in position to help. Organizations such as Call for Action have launched programs focusing on protection from gender-based violence in emergency settings (Wirtz et al., 2013; Women's Refugee Commission, 2016). Despite the understanding of gender-based violence and its outcomes among the general public, little is known regarding these discussions in relation to refugee women (Wirtz et al., 2013). The present study aimed to better understand disclosure patterns and the perceived barriers that are faced by female refugees when reporting sexual violence to humanitarian workers in French refugee camps in the hopes of shedding light on this under-researched issue.

#### **Principal investigators**

- Vincent, Morgane • Psychology

#### **Additional investigators**

- Pick, Lawrence H. • Psychology

#### **Funding sources**

- Gallaudet Small Research Grant

#### **Products**

Vincent, M. & Pick, L. (2020, March). Gender-based violence among females with disabilities in refugee camps: Help-seeking behavior and service utilization. Presented at the Association for Women in Psychology 2020 Conference, Austin, TX.

## Supporting the Needs of Deaf/Hard of Hearing Students in School

Status: Completed

Start date: February 2020

End date: February 2020

Participants will be able to better describe how assessment results can be used to determine needs of deaf/hard of hearing students. Participants will be able to better describe how assessment results can be used to create goals (and strategies/services) for deaf/hard of hearing students. Participants will be able to better describe how assessment results can be used to monitor progress and guide instructional decisions for deaf/hard of hearing students.

### Principal investigators

- Miller, Bryan • Psychology

### Products

Miller, B. D. (2020). Supporting the needs of deaf/hard of hearing students in school. Presentation at the National Association of School Psychologists 2020 Annual Convention, Baltimore, MD

## The Deaf Acculturative Stress Inventory: Development and Validation of an Acculturative Stress Inventory for Deaf Adults

Status: Ongoing

Start date: February 2019

End date: January 2020

Acculturative stress represents the effects of the struggles involved in acculturation, including pressures to retain or acquire aspects of one's heritage culture, as well as pressures to acquire aspects of the dominant culture (Rodriguez, Myers, Mira, Flores, & Garcia-Hernandez, 2002; Schwartz & Zamboanga, 2008). To date, no measure exists for assessing the acculturative stress experiences of deaf individuals, a unique culturally minoritized group within the dominant society. A previous study examined levels of acculturative stress among a sample of deaf university students using a modified version of the 24-item Societal Attitudinal Familial and Environmental Acculturative Stress Scale (SAFE; Mena, Padilla, & Maldonado, 1987), named the SAFE-D (Aldalur, 2017). Results indicated that the SAFE-D demonstrated excellent reliability among

the sample and that the deaf participants reported experiencing levels of acculturative stress similar to late immigrant university students (Mena et al., 1987) and English as a Second Language students (Hovey, 2000). It was noted during the modification of the scale and analyses of the data, however, that the acculturation experiences of deaf individuals differ in significant ways from those of ethnically and racially minoritized individuals (Aldalur, 2017). Also, the results suggested that a bidirectional model of acculturative stress would more accurately capture the experiences of deaf individuals (Aldalur, 2017). Therefore, the development of a separate scale specific to the acculturative stress experiences of deaf individuals is necessary. The goal of the current study is to develop the Deaf Acculturative Stress Inventory (DASI) and collect information regarding the reliability and validity of the scale for use with deaf adults.

### Principal investigators

- Aldalur, Aileen (Student) • Psychology

### Funding sources

- Gallaudet Small Research Grant

### Products

Aldalur, A., Pick, L.H., 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>

## Vicarious Trauma in Interpreters

Status: Completed

Start date: May 2019

End date: July 2020

Vicarious traumatization is the pervasive and cumulative effect on an individual that results from working with traumatized individuals due to having an empathic connection with these individuals (McCann & Pearlman, 1990). Vicarious traumatization is understood as the changes a professional experience in his or her inner world due to the cumulative effect of exposure to a client's traumatic material (Pearlman & Saaktvine, 1995). This phenomenon is an occupational hazard that has been found to affect human service providers (Pearlman & Saaktvine, 1995; Hammerslough, 2005).

Sign language interpreters are not exempt from the pervasive effects of vicarious traumatization (Harvey, 2001; Harvey, 2015; Barreto Abrams, 2018). Interpreters work in trauma-influenced settings where both hearing and Deaf consumers may discuss traumatic content, affecting the interpreter's life in personal and occupational contexts (Barreto Abrams, 2018). This study is an expansion of a pilot study and a pre-dissertation project that investigated the effects of vicarious trauma in sign language interpreters. This study will sample interpreters' vicarious trauma and coping strategies through well-established psychometric measures.

#### **Principal investigators**

- Barreto-Abrams, Jesus (Student) • Psychology

#### **Funding sources**

- Gallaudet Small Research Grant

#### **Products**

Barreto Abrams, J., Pick, L., & Corbett, C. (2019, November) Vicarious trauma in sign language interpreters: Exploring interpreters' experiences of working in trauma-influenced environments. In *Qualitative Approaches to the Study of Stress*. Presented at the Work, Stress and Health Conference, Philadelphia, PA.

#### **Health and DHH**

Status: Ongoing

Start date: January 2019

End date: January 2021

Various publications related to health and the deaf community, including language neglect, language deprivation, VRI use, COVID-19 related data, etc.

#### **Principal investigators**

- Paludneviene, Raylene • Psychology

#### **Products**

Kushalnagar, P., Paludneviene, R., & Kushalnagar, R. (2019). Video Remote Interpreting Technology in Health

Care: Deaf Patients' Experiences. *JMIR Rehabilitative and Assistive Technologies*.

Kushalnagar, P., Paludneviene, R., Kallen, M., Atcherson, S., & Cella, D. (2020). PROMIS-Deaf Profile Measure: Cultural Adaptation and Psychometric Validation in American Sign Language. *Journal of Patient-Reported Outcomes*.

Kushalnagar, P., Paludneviene, R., Rivera, D., Bruce, S., Mirus, K., Ryan, C., Kallen, M., Minakawa, A., & Cella, D. (2019, July). Making reported outcomes measure accessible in signed languages for deaf people. Poster presented at the World Federation for the Deaf, Paris, France.

Kushalnagar, P., Ryan, C., Paludneviene, R., Spellun, A., & Gulati, S. (2020). Adverse Childhood Communication Experiences Associated with an Increased Risk of Chronic Diseases in Deaf Adults. *American Journal of Preventive Medicine*.

Kushalnagar, P., Ryan, C., Paludneviene, R., Spellun, A., & Gulati, S. (2020, August) Adverse childhood communication experiences associated with an increased risk of chronic diseases in deaf adults. Poster presented at the American Psychological Association conference, Washington, DC.

#### **Scholarly and Creative Activity**

Fujii, Judd, T., Morere, D.A. & Byrd, D. (In press).

Multicultural Issues in Neuropsychological Assessment.

K. Stucky, M. Kirkwood & J. Donders (Eds.) *Neuropsychology study guide & board review 2nd edition*. Oxford. Morere, D.A. (2020). Executive functioning, memory, and literacy in deaf learners: Reading and writing involve more than just words and grammar.

M. Marschark & H. Knoors (Eds.) *Oxford handbook of deaf studies in learning and cognition*. Oxford. Morere, D.A. (2020). Psychoeducational assessment, classroom testing, and the measurement of literacy in deaf learners.

## Science, Technology, and Mathematics

Research challenges faculty and students to transform learning, observations, and ideas into new solutions and products. This unit has active research in nanotechnology, remote sensing, limnology, pharmacognosy, organic synthesis, and biomedical areas. Mentored research, university collaborations, and internships provide students experience for work, advanced degrees, and medical/pharmaceutical professional careers.

### Research Projects

#### Assessing the effectiveness of the Anacostia River tunnel in reduction of eutrophication

Status: Ongoing

Start date: February 2018

End date: January 2020

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

- Solomon, Caroline • Science, Technology, and Mathematics

#### Additional investigators

- Glibert, Patricia • UMCES

#### Funding sources

- Maryland Sea Grant

### Products

Officer, R., Mitchell, T., Arora, G. and C.M. Solomon (2020). Pre- and post-tunnel comparison of nitrogen and microbial community dynamics of Anacostia River, D.C. Ocean Sciences Meeting: Association for the Sciences of Limnology and Oceanography. San Diego, CA. Solomon C.M. (2019). Urea uptake and urease activity in Chesapeake Bay. In: Glibert, P.M., M. Altabet, J. Montoya and D. McGillicuddy (eds), The Sea, Volume 18: The Current and Future Ocean: Advancing Science from Plankton to Whales. Celebrating the Contributions of James J. McCarthy. Journal of Marine Research 77; Supplement. Yale Univ. Press.

#### 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)



## Computational Investigation of Ataxia Disease-Causing Mutations

Status: Ongoing

Start date: February 2017

End date: October 2019

Friedreich's ataxia is an inherited disease that causes progressive damage to the nervous system. Initial symptoms include poor coordination and often times it causes scoliosis or heart disease and diabetes. Currently, there is no cure for Friedreich's Ataxia. Our research aims to understand how DNA variations cause the disease. There are numerous fast computational methods that can be used for this purpose. However, they are not accurate enough and cannot be relied on. We hypothesize that if the current fast methods can be used in conjunction with smart conformational search, the accuracy can be significantly increased. We use replica-exchange molecular dynamics to generate different conformations of the frataxin protein and then use those conformational with current fast methods. After that we compare our results with known experimental values and iteratively improve the conformational search until we develop a method that is both efficient (fast) and accurate. Once the method is completed, it will be applicable to studying other inherited monogenic (caused by single DNA mutation) diseases.

### Principal investigators

#### Additional investigators

- Estrada, Kiana (Student) • Science, Technology, and Mathematics
- Evans, Ian (Student) • Science, Technology, and Mathematics
- Kucukkal, Tugba G • Science, Technology, and Mathematics

## Computer Simulations to Understand Disease Mechanisms

Status: Ongoing

Start date: September 2016

This project utilizes multiscale computer simulation methods to understand Mendelian disease mechanisms at the molecular level. Computer simulations use the tools of math and physics to solve problems in chemistry, biology, and medicine. Mendelian diseases

are monogenic disorders caused by a variation in one gene and sometimes run in families. In general, these are rare genetic disorders with no cure. Our approach is to understand how a single variation in a single gene can cause a disease at the molecular level. This is done by simulations of the natural and variant proteins and comparing various properties. Once we understand the effects of single variations, 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

#### Additional investigators

- Kahveci, Ajda • Chemistry Education
  - DePaul University
- Kucukkal, Tugba G • Science, Technology, and Mathematics

#### 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.

#### 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

#### Products

Braun, D. C., Clark, M. D., Marchut, A. E., Solomon, C. M., Majocha, M., Davenport, Z., et al. (2018). *Welcoming Deaf Students into STEM: Recommendations for University Science Education*. CBE-Life Sciences Education, 17(3), es10. <http://doi.org/10.1187/cbe.17-05-0081>

Braun, D.C. (2019, October). *Welcoming Deaf Students into STEM: Recommendations and Research*. Presented at Opening the Pathway Conference; Rochester Institute of Technology (NY).

Braun, D.C. (2020, August). *Mentoring Deaf Students in UREs: The Value of Cultural Competency*. Presented at Cultivating Scientific Curiosity; BIOME Institute.

Majocha, M., Davenport, Z., Braun, D. C., & Gormally, C. (2018). "Everyone Was Nice...But I Was Still Left Out": An Interview Study About Deaf Interns' Research Experiences in STEM †. *Journal of Microbiology & Biology Education*, 19(1). <http://doi.org/10.1128/jmbe.v19i1.1381>

#### Image processing for NASA applications

Status: Ongoing

Start date: May 2002

End date: January 2020

Software is being developed to improve geolocating Corona spy satellite photos from the 1960s. The winter and spring (2014) studies were done of how the accuracy of mapping depended on the starting point for optimization software. Five hundred good starting points were identified for each frame of a Corona image, and automated searches were done to minimize mapping error. It was expected that these searches would identify a few local minima where the search

software would get stuck and some of the searches would find a true minimum error state. It was discovered that the lowest minimum error corresponded to the 30m resolution of the images used for calibrating the mapping. Other minima were scattered over the parameter space instead of clustering at a few points. At the suggestion of a National Aeronautic Space Administration colleague, mapping points were recalibrated on higher resolution imagery over several months. The starting point studies need to be repeated. Work continues on providing and updating data resources for the [www.oceanmotion.org](http://www.oceanmotion.org) educational website. The updates are typically done twice a year.

#### Principal investigators

- Snyder, Henry David • 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

##### Additional 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.

#### 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)

#### **Partnerships for material research (PREM)**

Status: Ongoing

Start date: October 2010

End date: September 2020

This research is on nanotechnology-related projects at Howard University. Students were able to use lithography to prepare nanotechnology samples. They also had hands-on experience with various instrument techniques, including Scanning Electron Microscopy, Nuclear Magnetic Resonance Spectroscopy, FTIR spectroscopy, and mass spectrometry. The students synthesized a variety of organic precursors that will be used for the synthesis of nanomaterials by chemical vapor deposition method. Three Gallaudet students participated in an internship under the supervision of Dr. Sabila. This internship also tested a new template that could be used for future research collaborations between Gallaudet and other universities where Deaf and hard of hearing Gallaudet students work in a hearing research environment.

#### **Principal investigators**

- Sabila, Paul S. • Science, Technology, and Mathematics

#### **Additional investigators**

- Habtemichael, Amelework (Student) • Science, Technology, and Mathematics
- Houghton, Mandy (Student) • Science, Technology, and Mathematics
- Marceaux, Brandt (Student) • Science, Technology, and Mathematics
- Van Wey, John (Student) • Science, Technology, and Mathematics
- Yang, Fang (Student) • Science, Technology, and Mathematics

#### **Funding sources**

- National Science Foundation (NSF)

#### **Population genetics of connexin 26 deafness**

Status: Ongoing

Start date: January 2010

End date: January 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 homogeneity, 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 - *Molecular Genetics Laboratory*
- 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 does not increase the prevalence of deafness alleles. *bioRxiv* 2020. doi: 10.1101/2020.04.09.034728

### RERC on Technology for the Deaf and Hard of Hearing

*See in Technology Access Program (TAP)*

### 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 deaf-blind 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.

### Principal investigators

#### Additional investigators

- Kozma-Spytek, Linda • *Technology Access Program (TAP)*
- Kushalnagar, Poorna • Psychology
- Kushalnagar, Raja • Science, Technology, and Mathematics
- Vogler, Christian • Art, Communication and Theatre - *Technology Access Program (TAP)*
- Williams, Norman • Technology Access Program (TAP)

### Funding sources

- National Science Foundation (NSF)

### Products

Bragg, D., Morris, M. R., Vogler, C., Kushalnagar, R., Huenerfauth, M., & Kacorri, H. (2020). Sign Language Interfaces: Discussing the Field's Biggest Challenges. Extended Abstracts of the 2020 CHI Conference on Human Factors in Computing Systems, 1–5. <https://doi.org/10.1145/3334480.3381053>



Datta, P., Jakubowicz, P., Vogler, C., & Kushalnagar, R. (2020). Readability of Punctuation in Automatic Subtitles (pp. 195–201). [https://doi.org/10.1007/978-3-030-58805-2\\_23](https://doi.org/10.1007/978-3-030-58805-2_23)

Santhalingam, P. S., Du, Y., Wilkerson, R., Hosain, A. A., Zhang, D., Pathak, P., Rangwala, H., & Kushalnagar, R. (2020). Expressive ASL Recognition using Millimeter-wave Wireless Signals. 2020 17th Annual IEEE International Conference on Sensing, Communication, and Networking (SECON), 1–9. <https://doi.org/10.1109/SECON48991.2020.9158441>

Santhalingam, P. S., Hosain, A. A., Zhang, D., Pathak, P., Rangwala, H., & Kushalnagar, R. (2020). mmASL. Proceedings of the ACM on Interactive, Mobile, Wearable and Ubiquitous Technologies, 4(1), 1–30. <https://doi.org/10.1145/3381010>

Wojtanowski, Gabriella; Gilmore, Colleen; Seravalli, Barbra; Fargas, Kristen; Vogler, Christian; Kushalnagar, Raja. (2020). “Alexa, Can You See Me?” Making Individual Personal Assistants for the Home Accessible to Deaf Consumers. <http://hdl.handle.net/10211.3/215984>

### 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)

### Twenty-First Century Captioning Technology, Metrics and Usability (Captioning DRRP)

*See in Technology Access Program (TAP)*

### Scholarly and Creative Activity

Cooper KM1, AJJ Auerbach, JD Bader, AM Beadles-Bohling, JA Brashears, E Cline, SL Eddy, DB Elliot, E Farley, L Fuselier, HM Heinz, M Irving, T Josek, AK Lane, SM Lo, J Maloy, M Nugent, E Offerdahl, J Palacios-Moreno, J Ramos, JW Reid, RA Sparks, AL Waring, M Wilton, C Gormally1, SE Brownell1. 2020. Fourteen recommendations to create a more inclusive environment for LGBTQ+ individuals in academic biology. CBE-LSE. 1 lead authors who contributed equally

Gormally C. 2020. The Comics Project: Synthesizing and communicating science with comics. CourseSource. <https://www.coursesource.org/courses/the-comics-project-synthesizing-and-communicating-science-with-comics>

Gormally C. 2020. Using comics to make science come alive. CourseSource. <https://www.coursesource.org/courses/using-comics-to-make-science-come-alive>

Gormally C. Achieving Science Literacy. Presentation, AAC&U Annual conference, Washington, D.C.

Gormally C. Getting personal: Using Graphic Medicine to re-envision and empower science learning and communication. Graphic Medicine. Accepted for Toronto, July 2020. Conference cancelled due to coronavirus.

Gormally C. Invited panelist, STEAM Collaborations: Women’s Environmental Leadership Workshop. Smithsonian Anacostia Community Museum, Washington, D.C.

Gormally C. The Science Stories Project: Connecting Science with Society via Comics. Presentation, AAC&U Transforming STEM Education, Chicago, IL.



Gormally C. What can we learn when science gets personal? Opportunities for making science relevant. Invited talk, Georgetown University School of Medicine, Washington, D.C., February 2020.

Gormally C., A Heil, P Brickman. Characterizing the learning landscape for non-science majors and identifying opportunities for change. HHMI working

group on learning objectives for non-science and science majors, Washington, D.C., February 2020.

Heil, Austin, C. Gormally, P. Brickman. Low level learning: leaving behind most students—the non-majors. Presentation, Society for the Advancement of Biology Education Research (SABER), Zoom, July 2020.

## Social Work

The Department of Social Work provides an atmosphere to prepare students for a career in their field by emphasizing the application of knowledge and theories that are acquired. Research is a large part of applying this knowledge in a way that fosters experimentation and develops skills needed for their career.

### Research Projects

#### Behavioral Health Services Modules

Status: Completed

Start date: September 2019

End date: September 2020

This project includes a number of peer-reviewed publications related to various behavioral health concerns for the purposes of training providers.

#### Principal investigators

- Crowe, Teresa • Social Work

#### Products

Crowe, T. (2019). Intimate partner violence: Prevalence, Indicators, and Theories (Module 1). Butte, MT: Ce4Less.

Crowe, T. (2020). Intimate partner violence: Assessment, trauma, and perpetrator dynamics (Module 2). Butte, MT: Ce4Less.

Crowe, T. (2020). Intimate partner violence: Culturally diverse groups and special populations (Module 5). Butte, MT: Ce4Less.

Crowe, T. (2020). Intimate partner violence: Evidence-based interventions, part 1 (Module 3). Butte, MT: Ce4Less.

Crowe, T. (2020). Intimate partner violence: Evidence-based interventions, part 2 (Module 4). Butte, MT: Ce4Less.

Crowe, T. (2020). Telemental health. Butte, MT: Ce4Less.

#### 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

#### **Products**

Crowe, T. (2020). Factors associated with help-seeking and self-efficacy among a sample of deaf adults. *Journal of Developmental and Physical Disabilities*. Advance online publication. <https://doi.org/10.1007/s10882-020-09739-9>

#### **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

#### **Telemental Health Services as a Targeted Intervention for Individuals who are Deaf and Hard of Hearing**

Status: Completed

Start date: October 2017

Deaf and hard of hearing individuals who have chronic mental illness are a population that is underserved. Like their hearing counterparts with mental illness, individuals who are Deaf and hard of hearing often face medical and treatment disparities. The purpose of this paper is to propose the use of telemental health (TMH) services, or services provided via videoconferencing technology, as a targeted intervention that may provide relief to Deaf and hard of hearing individuals with mental health problems. This paper addresses several areas that are important when considering service provision to Deaf and hard of hearing individuals, including a working definition of TMH, clinical efficacy of TMH, the challenges and advantages of using TMH, and considerations for establishing a TMH service for Deaf and hard of hearing individuals.

#### **Principal investigators**

- Crowe, Teresa • Social Work

#### **The Ethical Impact of Communication Technology and Social Media on Social Work Practice in the Deaf Community**

Status: Ongoing

Start date: March 2018

End date: December 2019

Technology in the 21st century revolutionizes the methods of social work practice intervention, which has ethical implications for Physical Education and Recreation practice with deaf and hard of hearing populations. In particular, the dearth of research on the ethical impact of communication technology and social media on social work practice with deaf and hard of hearing populations necessitates an extensive description of the experiences and perspectives of social workers using technology and social media at their work. To accomplish this goal, 175 participants-BSW interns, MSW interns, social work practitioners, agency administrators, field instructors, field liaisons,

and field education program directors in the field of social work-will be invited to fill out a survey by using Monkey Survey that consists of quantitative and qualitative questions. Microsoft Excel, SPSS, and HyperRESEARCH will be utilized to analyze data to answer the following questions: 1. How do the social work practitioners adhere to ethical standards in using communication technology and social media? 2. Do the agencies that serve deaf and hard of hearing populations have communication technology and social media policies in place?

#### Principal investigators

- Moore, Elizabeth A. • Social Work
- Pucci, Concetta • Social Work

#### Funding sources

- Gallaudet Small Research Grant

#### 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

## World Languages and Cultures

The department seeks to broaden student perspectives through language and cultural studies pertaining to both Deaf and hearing communities worldwide. Research interests and creative endeavors tend to focus on pedagogy, community building, literary study, and linguistic analysis of both signed and written/spoken languages.

#### Scholarly and Creative Activity

Morford, J. P., Occhino, C., Zirnstein, M., Kroll, J. F., Wilkinson, E., & Piñar, P. (2019). What is the Source of Bilingual Cross-Language Activation in Deaf Bilinguals?. *The Journal of Deaf Studies and Deaf Education*, 24(4), 356-365.

## IX. SPONSORED PROGRAMS

During FY 2020, Gallaudet University's Office of Sponsored Programs was redesigned to improve grant-related services and to focus on research compliance, research support, and research development. The newly expanded office, now called the Office of Sponsored Programs and Research Services (OSPRS), will continue to provide support to Gallaudet and the Clerc Center faculty and professional staff who are seeking external funding for research, training, and other sponsored projects to benefit the Gallaudet community. As part of the expanded services, OSPRS will oversee internal grant funding to both faculty and students. OSPRS now houses the Small Research Grants and Priority Research Fund, which fosters research and provides seed funding to further on-campus analysis, exploration, and investigation. A

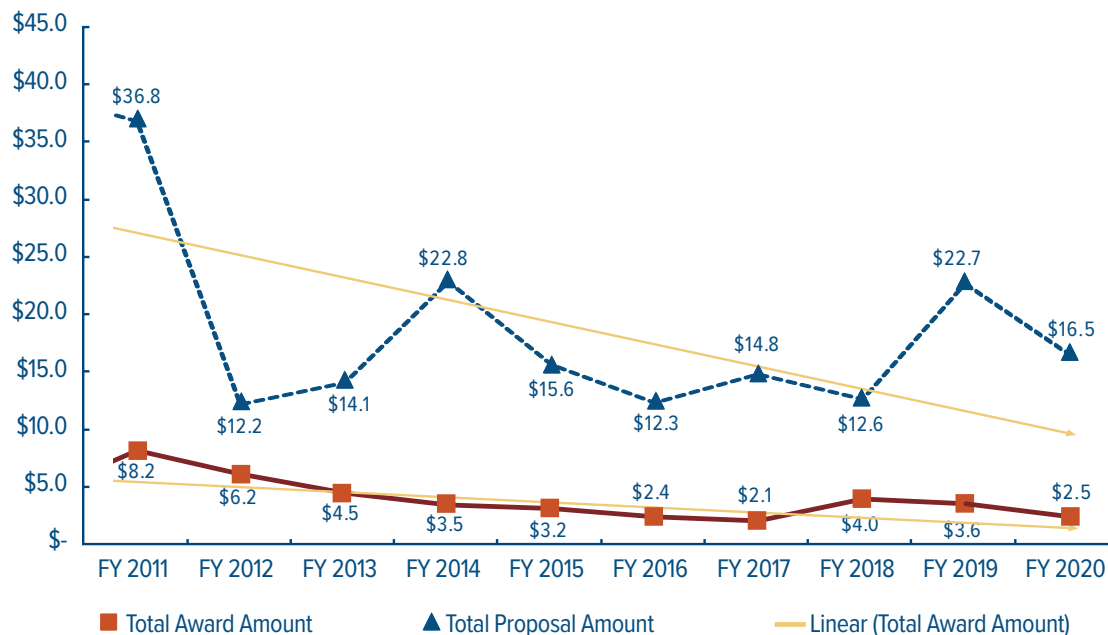
new addition to OSPRS is a research compliance administrator position created to focus on developing policy, disseminating compliance-related information, and providing training to raise awareness about compliance-related issues. A new collaboration with Dr. Poorna Kushalnagar in the Provost's Office helps OSPRS proactively seek and work with faculty on research and development opportunities. These changes expand our services, centralize grant-related activity, and help make sure that research activities comply with government and institution regulations.

Gallaudet faculty and professional staff develop competitive grants and contracts supporting innovative research and training opportunities. The primary source of these funds comes from federal grants, contracts,

and occasionally cost-reimbursable awards from non-federal sponsors with federal-like requirements. The OSPRS remains committed to increasing institutional resources to enhance the University's research and educational programming. The OSPRS will continue offering guidance in the development of external

grant and contract proposals and budgets, formally submitting, negotiating, finalizing, and accepting awards on behalf of the University. For information on the OSPRS, visit its website, which is located at: <https://www.gallaudet.edu/office-of-sponsored-programs-and-research-services>

**Dollar Amounts in Millions for Proposals and Awards, FY 2011–2020**



## COVID-19 Impact on Sponsored Programs

During the 2020 fiscal year, the OSPRS, like most of the Gallaudet community, transitioned to working remotely due to the Coronavirus pandemic. Even during these unprecedented times, faculty and staff continued to submit competitive external grants during a global pandemic and civil unrest. Gallaudet submitted and was successfully awarded two faculty-led COVID-19 and Coronavirus Aid, Relief, and Economic Security Act (CARES) grants. Ms. Angela Leppig, Director of the GU Press, was awarded a CARES grant, “Gallaudet University Press: Sharing Knowledge by and about Deaf People and Signing Communities through Scholarly Publishing,” in the amount of \$109,741. The grant came from the National Endowment for the Humanities (NEH) to support GU Press staff and the publication of a new book series and humanities journals. The NEH CARES: Cultural Organizations program specifically provided funding as an emergency relief to assist institutions and organizations working in the humanities that were

affected by the coronavirus. Dr. Poorna Kushalnagar, Director of the Deaf Health Equity Center, received a \$179,842 supplemental grant from the National Institutes of Health (NIH) for her ongoing PROMIS project called “Patient-reported outcomes, COVID-19 knowledge and perceived risks, and healthcare among deaf and hard of hearing adults in the U.S.” This was in support of creating an online ASL/English survey to quickly deploy and assess the underserved deaf and hard of hearing population’s knowledge/attitude toward physical distancing, their self-perceived risk of COVID-19, patient-physician communication, and health care access experience. The NIH released the funding opportunity in support of competitive revisions of existing projects to meet immediate needs to help address a specific public health crisis in a timely manner.

## Sponsored Programs: An Overview

The OSPRS is continuously in pursuit of “Establishing Gallaudet as the epicenter of research, development, and outreach leading to advancements in knowledge and practice for deaf & hard of hearing people and all humanity.” The OSPRS seeks to support the development and implementation of research-based educational innovations and the evaluation of their impact on student learning through research, PK-12 school and university partnerships, and cooperative relationships among community organizations, private foundations, museums, government programs, and industry. Through these various alliances, concerted efforts have been made with Gallaudet faculty/staff and sponsored program collaborators to create student learning and research 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 creating new collaborations.

Over the past fiscal year, sponsored programs at Gallaudet have resulted in a number of significant opportunities for the institution. Below are examples of major universities, nonprofits and for-profit organizations that have collaborated with Gallaudet.

- American Institutes for Research
- American University
- Apptek software company
- Auburn University
- Boston Museum of Science
- Boston University
- Brookings Institute
- Changing Perspectives
- Cleveland Clinic
- Columbia University
- Cornell University
- 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
- 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
- Prince George’s Community College
- Rhode Island Commission on the Deaf and Hard of Hearing
- Rochester Institute of Technology
- San Diego State University
- 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 Iowa
- University of Maryland, College Park
- University of Maryland Center for Environmental Sciences
- University of Pittsburgh
- University of Southern California
- University of Tennessee
- University of Washington
- Washington University in St. Louis
- World Learning, Inc.
- Yale University

This fiscal year, the University received a new grant award from the government of the District of Columbia’s Office of Victim Services and Justice grants, in the amount of \$200,000. Dr. M. Elizabeth Bowman received funding in support of the Incarceration Reduction Amendment Act (IRAA). Gallaudet’s project, “IRAA Peer Mentorship: Gallaudet University Department of Social Work and Changing Perceptions” is focused on high-quality peer mentorship for IRAA participants. It is based on case management best practices as well as lived experience from our peer mentors. The project combines this mentorship with a community-building atmosphere of support and job and housing pathways.

Dr. Cara Gormally recently won a new three-year grant in collaboration with the University of Washington from the National Science Foundation to study and publish how learning objectives differ between introductory biology courses for majors and non-majors and between different institutional and faculty groups. The project, “Validated Learning Objectives for Introductory Biology: A Resource for Improving Course Design, Faculty Practice, and Student Outcomes” was awarded \$22,967 for the first year. This research project will employ undergraduate student researchers and expose them to real-life research experience.

In partnership with the United Kingdom’s Heriot-Watt University in Edinburgh, Dr. Erin Moriarty Harrelson received a contract in the amount of \$15,191. The project, “Deaf Mobile,” studied deaf “tourist imaginaries” (Salazar 2012) and the branding of deaf cultural forms, spaces and practices—including signed languages—as products for tourist consumption. Gallaudet will conduct analysis of the data collected during fieldwork in Indonesia and publish the findings.

Gallaudet continues its collaboration with Harvard University and the National Science Foundation to support student researchers and provide them the opportunities to conduct research at various colleges, universities, and organizations, such as the Boston Museum of Science, Harvard University, Howard University, Massachusetts Institute of Technology, and Prince George’s Community College. This year, Dr. Paul Sabila’s Center for Integrated Quantum Materials project received supplemental funding in the amount of \$100,000 to increase awareness and visibility of STEM to Gallaudet and the wider deaf and hard of hearing community. The funds will also help steer more deaf and hard of hearing students toward the various STEM majors at Gallaudet. The activities will provide support to University students taking STEM courses, which will help with retention and improve STEM graduation rates. Gallaudet students will also receive information to help them transition to careers in STEM and related fields, or continue onto graduate and medical schools.

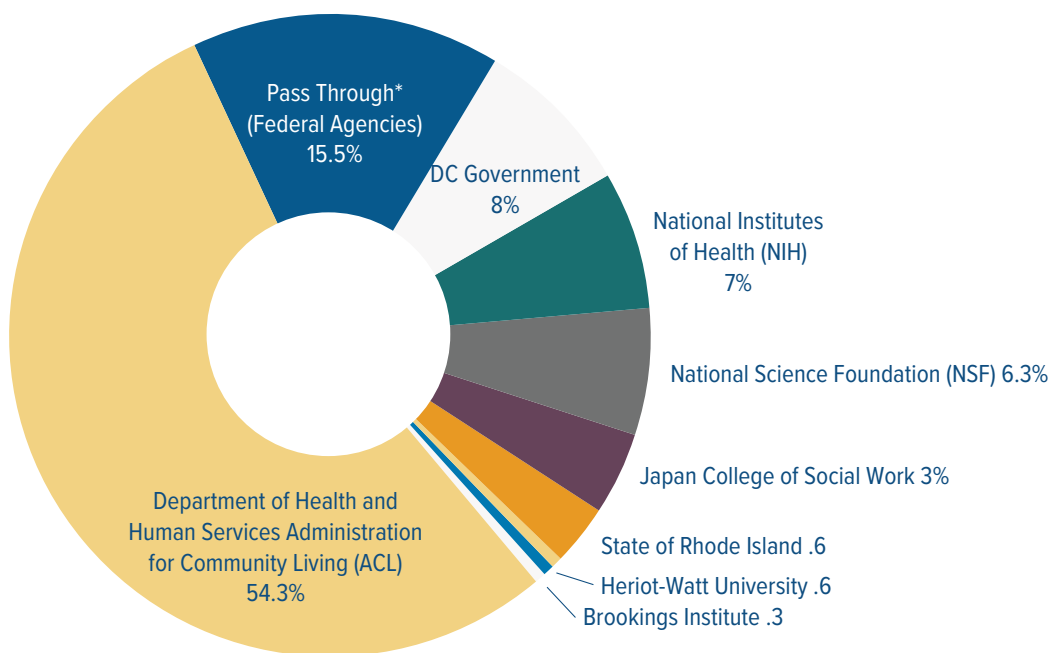
In recognition of their shared values and objectives in liberal arts higher education, the Japan College of Social Work (JCSW) and Gallaudet entered into a collaboration to build an institutional relationship through two shared activities. Together, both organizations agree to create a collaborative online international learning course and invite a JCSW student to study at Gallaudet. This collaboration is co-led by Dr. Charles Reilly and Dr. Elizabeth Moore in the amount of \$83,600.

In the face of the COVID-19 pandemic during FY 2020, Gallaudet received \$2,577,692 (\$2,146,951 in research-related awards and \$430,741 in training, scholarships, and various other types of awards) in grants and contracts.

Like other institutions of higher education in recent years, Gallaudet continues to contend with changes in federal policy and uncertain, dwindling program funding levels. This fiscal year, there was a decrease in award funding, however Gallaudet faculty and staff continued with trailblazing research and preparing students through training opportunities while trying to maintain a work-life balance during a global pandemic. Gallaudet continues to submit highly competitive proposals and innovative scholarly projects to federal agencies and private organizations. We look forward to continuing Gallaudet’s quest to diversify the university’s revenue streams through additional research and development contracts with federal agencies and private organizations. The below chart illustrates the percentage of awards received by particular sponsors.



## Total Awards by Percentage and Sponsor Received in FY 2020



\*Federal Pass-Through: American University (NASA) 4.8%; Embassy of Tunisia (State Department) 2.5%; Harvard University (NSF) 40%; University of Tennessee (IES) 4.1%; University of Connecticut (NIH) 42.8%; University of Washington (NSF) 5.7%;

## Sponsored Programs: Research Compliance

As a way to continue cultivating a culture of compliance, the former Research Compliance Specialist position was revamped to become the Research Compliance, Policy, and Training Administrator position. In order to increase compliance awareness campus-wide, the administrator in this new position, Ms. Sreemoti “Mo” Mukerjee Roy, who joined the office in July 2020, will be heavily involved with this effort. She will disseminate information and provide training about various areas of compliance that include, but are not limited to, conflict of interest, responsible conduct of research, data rights, and export control. Her desire is to establish a culture of compliance designed to enhance and build on the university’s commitment to sponsored programs-related compliance issues by establishing a training and mentoring program.

**FY 2020 Research Related Awards: Report Period October 1, 2019–September 30, 2020**

Principal Investigator/Project Director	School	Department	Title	Sponsor	Begin/End Dates	Award Amount	Award Date
PI: Allen, Thomas	Office of the Provost	Visual Language & Learning Center (VL2)	An Efficacy Study of Strategic and Interactive Writing Instruction (SIWI): Teacher development and student outcomes	University of Tennessee (Institute of Educational Sciences)	08/01/2020-07/31/2021	\$16,490	9/2/2020
PI: Gormally, Cara	CAS	Science, Technology, and Mathematics	Validated Learning Objectives for Introductory Biology: A Resource for Improving Course Design, Faculty Practice, and Student Outcomes	University of Washington (National Science Foundation)	10/01/2020-09/30/2021	\$22,968	9/3/2020
PI: Harrelson, Erin Moriarty	CAS	ASL and Deaf Studies	MobileDeaf	Heriot-Watt University	03/01/2020-02/28/2021	\$15,191	6/12/2020
PI: Kushalnagar, Poorna	Office of the Provost	Center for Deaf Health Equity	PROMIS: Patient-reported outcomes, COVID-19 knowledge and perceived risks, and healthcare among deaf and hard of hearing adults in the U.S.	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	05/01/2020-04/31/2020	\$179,842	5/5/2020
PI: Kushalnagar, Raja	CAS	Science, Technology, and Mathematics	REU Supplement for Wearable Sound Sensing and Feedback Techniques for Persons who are Deaf or Hard of Hearing	National Science Foundation	05/15/2020-07/14/2020	\$16,000	4/23/2020
PI: Lundberg, Daniel Co-PI: Kazemzadeh, Max	CAS	Science, Technology, and Mathematics	National Space Grant College and Fellowship Program	American University (National Aeronautics and Space Administration)	06/01/2020-05/31/2021	\$19,320	9/29/2020
PI: Mathur, Gaurav (Student: Berger, Lauren)	Office of the Provost	Graduate School and Continuing Studies	Graduate Research Fellowship Program (GRFP): Neural Bases of Tactile Language Processing	National Science Foundation	08/01/2018-07/31/2023	\$46,000	6/17/2020
PI: Pichler, Deborah Chen	CAS	Linguistics	Family ASL: Bimodal Bilingual Acquisition by Deaf Children of Hearing Parents	University of Connecticut (National Institutes of Health)	08/01/2020-07/31/2021	\$81,846	9/3/2020
PI: Pichler, Deborah Chen	CAS	Linguistics	Family ASL: Bimodal Bilingual Acquisition by Deaf Children of Hearing Parents	University of Connecticut (National Institutes of Health)	08/10/2019-07/31/2020	\$89,295	10/4/2019
PI: Quandt, Lorna Co-PI: Malzkuhn, Melissa	Office of the Provost	Ph.D. Program in Educational Neuroscience	NSF INCLUDES Planning Grant: Cultivating Research and Equity in Sign-Related Technology	National Science Foundation	06/01/2020-09/30/2021	\$99,999	4/8/2020

Principal Investigator/Project Director	School	Department	Title	Sponsor	Begin/End Dates	Award Amount	Award Date
PI: Sabila, Paul	CAS	Science, Technology, and Mathematics	Center for Integrated Quantum Materials	Harvard University (National Science Foundation)	10/01/2020-09/30/2021	\$30,000	8/24/2020
PI: Sabila, Paul	CAS	Science, Technology, and Mathematics	"Center for Integrated Quantum Materials: Deaf and Hard of Hearing Educational & Outreach at Gallaudet University Supplement"	Harvard University (National Science Foundation)	10/01/2019-09/30/2020	\$100,000	8/3/2020
PI: Sabila, Paul	CAS	Science, Technology, and Mathematics	Center for Integrated Quantum Materials	Harvard University (National Science Foundation)	10/01/2019-09/30/2020	\$30,000	11/7/2019
PI: Vogler, Christian Co-PI: Kushalnagar, Raja	Office of the Provost	Technology Access Program	Twenty-First Century Captioning Technology, Metrics ,and Usability	U.S. Department of Health and Human Services; Administration for Community Living	9/30/2020 - 9/29/2021	\$475,000	9/9/2020
PI: Vogler, Christian Co-PI: Kozma-Spytek, Linda	Office of the Provost	Technology Access Program	RERC on Technology for People who are Deaf or Hard of Hearing	U.S. Department of Health and Human Services; Administration for Community Living	09/30/2019-09/29/2020	\$925,000	7/14/2020
11 PI/PDs, 4 Co-PI/PDs			15 Awards			\$2,146,951	

**FY 2020 Training, Scholarships, and Other Awards: Report Period October 1, 2019–September 30, 2020**

Principal Investigator/Project Director	School	Department	Title	Sponsor	Begin/End Dates	Award Amount	Award Date
PD: Bowman, Elizabeth	SEBHS	Social Work	IRAA Peer Mentorship: Gallaudet University Department of Social Work and Changing Perceptions	Government of the District of Columbia	10/01/2019-09/30/2020	\$200,000	1/15/2020
PD: Kushalnagar, Poorna	Office of the Provost	Center for Deaf Health Equity	Rhode Island Deaf Healthcare Project	Rhode Island Commission on the Deaf and Hard of Hearing	07/20/2020-10/31/2020	\$14,400	8/13/2020
PD: Kushalnagar, Poorna	Office of the Provost	Center for Deaf Health Equity	Creating a Baby-Friendly District of Columbia	Government of the District of Columbia	10/01/2019-09/30/2020	\$5,000	1/29/2020
PD: Leppig, Angela	Finance Office	Gallaudet Press	Gallaudet University Press: Sharing Knowledge by and about Deaf People and Signing Communities through Scholarly Publishing	National Endowment for the Humanities	06/15/2020-12/31/2020	\$109,741	7/10/2020
PD: Reilly, Charles Co-PD: Moore, Elizabeth	Office of the Provost	Research Support and International Affairs	Japan and American Deaf Studies and Social Services In the Interdisciplinary Fields of American Sign Language (ASL) & Deaf Studies, Social Work, & Linguistics	Japan College of Social Work	05/01/2020-05/31/2021	\$83,600	5/7/2020
PD: Sun, Hao	SEBHS	Government and Public Affairs	Social Networks and Economic Mobility Project	Brookings Institute	08/16/2020-12/31/2020	\$8,000	9/18/2020
PD: Yuknis, Christina	SEBHS	Education	Supporting Tunisian Students with Disabilities	U.S. Embassy of Tunisia(U.S. Department of State)	10/01/2019-12/31/2020	\$10,000	10/21/2019
<b>6 PI/PDs, 1 Co-PI/PDs</b>			<b>7 Awards</b>			<b>\$430,741</b>	

**FY 2020 All Awards: Report Period October 1, 2019–September 30, 2020**

Type	Number of Investigators	Number of Awards	Award Totals
Research-related awards	11 PI/PDs, 4 Co-PI/PDs	15	\$2,146,951
Training, scholarships, and other awards	6 PI/PDs, 1 Co-PI/PD	7	\$430,741
<b>All awards</b>	<b>17 PI/PDs, 5 Co-PI/PDs</b>	<b>22</b>	<b>\$2,577,692</b>

**FY 2020 Research Related Proposals: Report Period October 1, 2019–September 30, 2020**

Principal Investigator	School	Department	Title	Sponsor	Begin/ End Dates	Proposed Amount	Proposed Date
PI: Berteletti, Ilaria	Office of the Provost	Visual Language & Learning Center (VL2)	REU Site: Undergraduate Summer School in Educational and Cognitive Neuroscience Methods for DHH Students	National Science Foundation	01/01/2021-12/31/2025	\$360,333	8/19/2020
PI: Boudreault, Patrick Co-PI: Kushalnagar, Raja	Office of the Provost	Knowledge Translation Center	Deaf Community's Vision of Sign Language AI	Microsoft Corporation, Inc.	09/08/2020-12/15/2020	\$41,442	9/11/2020
PI: Day, Lori	CAS	Psychology	Gallaudet University, Center for Advancing Trauma-Informed Care for Deaf and Hard of Hearing Children	Substance Abuse and Mental Health Services Administration	05/31/2020-05/30/2025	\$2,916,548	12/20/2019
PI: Day, Lori Co-PI: Pick, Lawrence	CAS	Psychology	The Development of a Web-Based Behavioral Health Hub for Deaf, Hard of Hearing, and Deaf-Blind People	U.S. Department of Health and Human Services; Administration for Community Living	10/01/2020-09/30/2023	\$599,990	
PI: Gagne, Deanna	CAS	Linguistics	Tracking the Acquisition of Pro-tactile Language by DeafBlind Preschoolers	St. Louis University (National Science Foundation)	07/01/2020-06/30/2021	\$6,400	6/11/2020
PI: Gagne, Deanna	CAS	Linguistics	Assessing the Contribution of Language to the Understanding of Others' False Beliefs Using Implicit and Explicit Measurements	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	07/01/2020-06/30/2023	\$423,637	10/28/2019
PI: Gormally, Cara	CAS	Science, Technology, and Mathematics	Validated Learning Objectives for Introductory Biology: A Resource for Improving Course Design, Faculty Practice, and Student Outcomes	University of Washington(National Science Foundation)	09/01/2020-08/31/2023	\$70,268	11/21/2019
PI: Kuntze, Marlon	SEBHS	Government and Public Affairs	Reading instruction strategies with ASL speakers in grades 1-4	Institute of Education Sciences	07/01/2021-06/30/2025	\$1,700,000	8/20/2020
PI: Kushalnagar, Poorna	Office of the Provost	Center for Deaf Health Equity	Identifying strategies for minimizing risks of deaf patients in ambulatory care settings during COVID-19	Partners and Peers, Inc. (Center for Disease Control)	09/01/2020-08/31/2022	\$174,302	7/23/2020

Principal Investigator	School	Department	Title	Sponsor	Begin/ End Dates	Proposed Amount	Proposed Date
PI: Kushalnagar, Poorna	Office of the Provost	Center for Deaf Health Equity	PROMIS: Patient-reported outcomes, COVID-19 knowledge and perceived risks, and healthcare among deaf and hard of hearing adults in the U.S.	National Institutes of Health; National Institute on Deafness and Other Communication Disorders	05/01/2020-08/31/2021	\$179,842	4/22/2020
PI: Kushalnagar, Poorna	Office of the Provost	Center for Deaf Health Equity	Leveraging Deaf eHealth Technology for Patient Engagement and Health Outcomes	National Institutes of Health; National Cancer Institute	10/01/2020-09/30/2025	\$2,953,085	10/28/2019
PI: Kushalnagar, Raja	CAS	Science, Technology, and Mathematics	REU Supplement for Wearable Sound Sensing and Feedback Techniques for Persons who are Deaf or Hard of Hearing	National Science Foundation	05/15/2020-07/14/2020	\$16,000	3/23/2020
PI: Lundberg, Daniel Co-PI: Kazemzadeh, Max	CAS	Science, Technology, and Mathematics	National Space Grant College and Fellowship Program	American University  (National Aeronautics and Space Administration)	06/01/2020 - 05/31/2021	\$19,320	3/4/2020
PI: Malzkahn, Melissa	Motion and Light Lab	Visual Language & Learning Center (VL2)	Development of Gaze Control for Integration of Language and Visual Information in Deaf Children	Boston University (National Institutes of Health)	04/01/2021-03/31/2023	\$26,543	6/24/2020
PI: Quandt, Lorna Co-PI: Malzkahn, Melissa	Office of the Provost	Ph.D. Program in Educational Neuroscience	NSF INCLUDES Planning Grant: Cultivating Research and Equity in Sign-Related Technology	National Science Foundation	06/01/2020-09/30/2021	\$99,999	12/3/2019
PI: Sabila, Paul	CAS	Science, Technology, and Mathematics	Center for Integrated Quantum Materials Supplement: Deaf and Hard-of-Hearing Educational & Outreach at Gallaudet University	Harvard University (National Science Foundation)	07/01/2020-06/30/2021	\$100,000	3/23/2020
PI: Tamaki, Chiz	SEBHS	Hearing, Speech, and Language Sciences	Vestibular Hypofunction in a Diverse Sample of Deaf Individuals	Brandeis University (National Institutes of Health)	09/01/2020-08/31/2021	\$98,208	2/11/2020
PI: Vogler, Christian	TAP	Research	FCC Telecommunications Relay Services	MITRE/FCC	7/1/2020-6/30/2021	\$350,000	6/1/2020
PI: White, Bradley Co-PI: Petitto, Laura-Ann	Office of the Provost	Visual Language & Learning Center (VL2)	School Readiness and Developmental Neurocognitive Plasticity in Children with Hearing Aids and Cochlear Implants	National Institutions of Health; National Institute on Deafness and Other Communication Disorders	04/01/2021-03/31/2026	\$1,066,560	6/12/2020



Principal Investigator	School	Department	Title	Sponsor	Begin/ End Dates	Proposed Amount	Proposed Date
PD: Yuknis, Christina	SEBHS	Education	Access & FAPE for Deaf and Hard of Hearing Students in Virtual Learning Spaces	American Educational Research Association	08/01/2020-07/31/2021	\$7,491	6/23/2020
16 PI/PDs, 5 Co-PI/PDs)			20 Proposals			\$11,209,96	

#### FY 2020 Training, Scholarships, and Other Proposals: Report Period October 1, 2019–September 30, 2020

Principal Investigator/Project Director	School	Department	Title	Sponsor	Begin/End Dates	Proposal Amount	Proposal Date
PD: Arora, Gaurav	CAS	Science, Technology, and Mathematics	Overcoming Barriers and Opening Doors to STEM Success for Deaf Undergraduates	National Science Foundation	01/01/2021-12/31/2025	\$867,066	4/22/2020
PD: Bergey, Jean	Provost Office	Center for Deaf Documentary Studies	Sensing Space	National Endowment for the Humanities	01/08/2020-08/31/2021	\$60,000	1/8/2020
PD: Bowman, Elizabeth	SEBHS	Social Work	IRAA Peer Mentorship: Gallaudet University Department of Social Work and Changing Perceptions	Government of the District of Columbia	09/01/2020-08/31/2021	\$200,000	5/27/2020
PD: Bowman, Elizabeth	SEBHS	Social Work	IRAA Peer Mentorship: Gallaudet University Department of Social Work and Changing Perceptions	Government of the District of Columbia	01/01/2020-12/31/2020	\$200,000	11/1/2019
PD: Hlibok, Tawny Holmes	CAS	ASL and Deaf Studies	National Center on Early Language and Access (NCELA2)	Health Resources & Services Administration	04/01/2020-03/31/2024	\$3,400,000	11/8/2019
"PD: Kelly, Arlene	SEBHS	Education	Supporting Tunisian Students with Disabilities	U.S. Embassy of Tunisia (U.S. Department of State)	10/01/2019–06/30/2020	\$10,000	9/6/2019
Co-PD: Murray, Joe"	CAS	ASL and Deaf Studies	COIL in Deaf Studies and Sign Language	Oslo Metropolitan University	01/01/2020-11/30/2021	\$27,867	2/17/2020
PD: Kushalnagar, Poorna	Office of the Provost	Center for Deaf Health Equity	Rhode Island Deaf Healthcare Project	Rhode Island Commission on the Deaf and Hard of Hearing	06/15/2020-06/30/2020	\$14,400	6/4/2020
PD: Kushalnagar, Poorna	Office of the Provost	Center for Deaf Health Equity	Breastfeeding Film in ASL	DC Department of Health	10/01/2019-9/30/2020	\$5,000	2/7/2020
PD: Leppig, Angela	Finance Office	Gallaudet Press	Gallaudet University Press: Sharing Knowledge by and about Deaf People and Signing Communities through Scholarly Publishing	National Endowment for the Humanities	06/15/2020-12/31/2020	\$137,147	5/8/2020

Principal Investigator/Project Director	School	Department	Title	Sponsor	Begin/End Dates	Proposal Amount	Proposal Date
PD: Peruzzi, Meredith	Office of the Provost	Gallaudet University Museum	Enhancing DeafBlind Access to Museum Services Post-Pandemic	Institute of Museum and Library Services	09/01/2020-08/31/2022	\$280,525	6/11/2020
PD: Peruzzi, Meredith	Office of the Provost	Gallaudet University Museum	National Deaf Life Museum Virtual Education Project	National Endowment for the Humanities	06/15/2020-12/31/2020	\$29,894	5/8/2020
PD: Reilly, Charles	Office of the Provost	Research Support and International Affairs	Japan and American Deaf Studies and Social Services In the Interdisciplinary Fields of American Sign Language (ASL) & Deaf Studies, Social Work, & Linguistics	Japan College of Social Work (The Nippon Foundation)	05/01/2020-08/31/2021	\$103,485	10/29/2019
PD: Sinnott, Ethan	CAS	Arts, Communication, and Theater	Hosting of a MUSIC FOR YOUR EYES Performance and Community Workshop by Sena y Verbo (Mexico)	Mid Atlantic Arts Foundation	07/01/2020-06/30/2022	\$2,860	7/24/2020
PD: Sun, Hao	SEBHS	Government and Public Affairs	Social Networks and Economic Mobility Project	Brookings Institute	08/16/2020-12/31/2020	\$8,000	9/4/2020
11 PI/PDs, 1 Co-PI/PDs)			14 Proposals			\$5,336,244	

**FY 2020 All Proposals: Report Period October 1, 2019–September 30, 2020**

Type	Number of Investigators	Number of Proposals	Proposal Totals
Research-related proposals	16 PI/PDs, 5 Co-PI/PDs	20	\$11,209,968
Training, scholarships, and other proposals	11 PI/PDs, 1 Co-PI/PD	14	\$5,336,244
<b>All proposals</b>	<b>27 PI/PDs, 6 Co-PI/PDs</b>	<b>34</b>	<b>\$16,546,212</b>

## X. NATIONAL OUTREACH

National outreach efforts bring a wealth of resources, services, and programs to deaf and hard of hearing students, as well as deaf and hard of hearing people, families, and professionals around the country. Outreach occurred through the work of the Gallaudet University Regional Centers (GURCs) and Gallaudet's Youth Programs, Bachelor of Interpreting Articulation Agreements, and the The Center for Continuing and Online Education.

### Gallaudet University Regional Centers

Through partnerships with 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. The regions and host institutions are indicated below.

#### Gallaudet University Regional Center Locations

Region	Regional Center	Location
East	Northern Essex Community College	Massachusetts
Midwest	John A. Logan College	Illinois
South	Austin Community College	Texas
West	Ohlone College	California

The GURCs play a significant role in accomplishing the goals and objectives of the current University Priorities. Each GURC develops and implements a plan of outreach that serves constituents in their respective region and responds to the current University Priorities, specifically the concepts of diversity and equity (Priority Number 2), student success (Priority Number 3), and academic vitality and strategic positioning (Priority Number 5). Guided by these priorities, the GURCs focused their efforts on 0-5 Language Acquisition (Research and Translation to Practice), Adaptive and Digital Learning (Teaching and Learning), and Career Readiness (Student Success). In addition to many other initiatives, examples of the centers' work include sponsoring conferences/exhibits, providing college and career readiness training, sharing resources with families and professionals, and presenting about Gallaudet.

This section focuses primarily on the GURCs' role in creating a campus climate and experience that welcomes all and is owned by everyone. Continuing

efforts to recruit, retain, and engage our students, as well as influence the world by sharing resources unique to Gallaudet, are central to achieving our mission. The GURCs promote Gallaudet as the first choice for deaf and hard of hearing students throughout the world, as well as hearing students who are pursuing fields related to deaf and hard of hearing people.

#### FY 2020 GURC Activities and People Served

	Activities	People Served
Training and technical assistance	214	14,975
Conferences/exhibits and performances/recruitment	54	3,754
Marketing and press release	83	65,375
Social Media Efforts	722	37,098
<b>Total</b>	<b>1,073</b>	<b>121,202</b>

\*\* Includes training, technical assistance, conferences, exhibits, performances, recruitment and marketing.  
Source: Student Information System Database.

### National-Level Initiatives

The GURCs work together as a team to accomplish national-level objectives. In addition, each of the GURCs conducts its own region-specific programs, specifically designed to meet the needs of Gallaudet's constituents within the region. During FY 2020, the scope of GURC initiatives continued to be streamlined, and priorities remained aligned in support of the current University Priorities.

#### Regional Academic Bowls

The GURCs continued to support Youth Programs at Gallaudet through the four Regional Academic Bowls held across the nation and one national competition at Gallaudet. This year marked a change in service, as well as an extensive program change due to COVID-19

which occurred before the regionals were concluded. While the first three regional competitions were held in-person, the East competition shifted to a virtual format. The GURCs were able to actively support the events that took place in a face-to-face environment and provide background support for other competition preparations as needed. Specifically, GURCs were able to provide onsite support to the South competition, hosted by the Model Secondary School for the Deaf in Washington, DC, as well as the West competition, hosted by the Hawai'i School for the Deaf and the Blind and Pearl City High School in Honolulu, HI. All GURCs engaged in promoting schools to become involved in the Academic Bowl. Regardless of the style of the event, they continue to promote academic excellence and achievement for all deaf and hard of hearing students while also introducing students, parents, and educators to the myriad opportunities available at Gallaudet.

### Social Media Efforts

A conscientious effort was put into maintaining our social media outlets during FY 2020 through conventional means as well as through social media platforms. However, due to the changes to Facebook's algorithm with updates causing repercussions in reach, the COVID-19 pandemic, protests in response to systemic racism, the internal and external changes at Gallaudet, and GURCs' host institutions, GURCs' outreach through social media was impacted. Nonetheless, the GURCs continued to utilize social media to the extent that was possible for disseminating information and resources during FY 2020 from Gallaudet, the Clerc Center, and local and regional organizations serving deaf and hard of hearing individuals, their families, and the professionals who serve them.

## Regional Initiatives

### GURC-East Region at Northern Essex Community College, Haverhill, Massachusetts

**Early Intervention and Family Involvement:** One of the GURCs' primary responsibilities is to actively connect and work with Early Intervention programs and family organizations. In FY 2020, GURC-East's Family Sign Language Program (FSLP), which reached its 10th year

in operation, served 79 families with deaf and hard of hearing children enrolled in Massachusetts' Early Intervention system. GURC-East also coordinated a similar program in Rhode Island, known as the Rhode Island Sign Language Initiatives (RISLI), which, in FY 2020, served nine families with deaf and hard of hearing children enrolled in the state's Early Intervention system. In mid-March, all FSLP and RISLI classes moved to a remote delivery format due to COVID-19.

In addition, GURC-East revamped the FSLP curriculum to better meet the needs of families enrolled in the program. It was released in early 2020 and received rave reviews from both families and tutors. A new family workbook was also developed to help families follow along the instruction and re-read information between weekly sessions.

GURC-East continued to hold Shared Reading Saturday (SRS) events in Lawrence, MA, attracting 29 families with deaf and hard of hearing children in FY 2020. Due to COVID-19, SRS events moved to Facebook and the first virtual event was held in April, which drew over 500 viewers.

**Training & Workshops:** By providing training and workshops, the GURCs can share resources, as well as the expertise of Gallaudet and the Clerc Center. GURC-East provided a workshop titled, Deaf Mentors: Key to the Map of a Whole New World, which highlighted the importance of involving deaf and hard of hearing adults in the Early Intervention system, as part of The Learning Center for the Deaf's Guide to Providing Services to Deaf and Hard of Hearing Infants and Toddlers conference.

In addition, the FSLP Coordinator presented on the Family Sign Language Program at the Parent-to-Parent Zoom meeting hosted by the Massachusetts Universal Newborn Hearing Screening Program and answered questions about the intake process, eligibility for the program, class structure and format, curriculum, and benefits of learning ASL.

The director of GURC-East was invited to be on the Deaf World panel at the University of New Hampshire in Durham, where he talked about his experiences growing up as a deaf individual, as well as his educational and professional journeys. He concluded by sharing strategies for working with deaf and hard of

hearing individuals in clinical settings; students were in attendance, most of whom were speech-language pathology majors.

**Regional Connections:** Building and maintaining relationships with schools, programs, organizations, and other stakeholders is essential to the process of sharing resources. In FY 2020, the director of GURC-East continued to attend meetings of the Massachusetts Universal Newborn Hearing Screening Advisory Committee, Rhode Island Early Intervention Advisory Committee, and Rhode Island Early Intervention Community of Practices, where he shared information and resources from Gallaudet and the Clerc Center.

The director of GURC-East attended the annual EHDI conference in Kansas City, MO, where he built connections and shared information about the Family Sign Language Program, Rhode Island Sign Language Initiatives, and Shared Reading Saturdays program with other professionals.

Due to the COVID-19 pandemic, GURC-East cancelled its 40th anniversary celebration in June, which would have featured Gallaudet President Roberta Cordano, both Clerc Center administrators, former and current NECC administrators, and former directors of GURC-East. Nonetheless, GURC-East appreciates its longstanding partnership with NECC since 1980 and looks forward to its continued collaboration with the college for years to come.

In his role on the Rhode Island Hands and Voices' Board of Directors, the director of GURC-East helped build connections between the chapter and other state chapters for information exchange and resource sharing. He also provided input and support for the webinars that the chapter hosted for families with deaf and hard of hearing children over the summer and in September.

**Transition Fairs/Conferences & Exhibits:** Another primary goal of the GURC is to provide ongoing visibility of Gallaudet through outreach and collaboration with families, students, and professionals in various communities. GURC-East helped connect Northeast Deaf and Hard of Hearing Services, Inc., with the Clerc Center for training resources for its annual Working Together Conference in Concord, NH, in October 2019.

The Clerc Center's training coordinator, Stacy Abrams, was the keynote speaker for the conference and gave a presentation titled Elements of Raising a Deaf Child.

GURC-East once again hosted an exhibit at the annual Conference on Mainstreaming Children with Hearing Loss, held by Clarke Schools for Hearing and Speech in Windsor, CT, as well as the annual Maine Hands and Voices Guide-By-Your-Side Conference in Augusta, ME, where information about the Family Sign Language Program, Shared Reading Saturdays, Visual Language and Visual Language Learning (VL2) labs, and Gallaudet, including Undergraduate and Graduate Admissions and Youth Programs, was disseminated.

GURC-East planned to share resources from Gallaudet and the Clerc Center by exhibiting at several events including, but not limited to, the annual Deaf and Hard of Hearing Constituents' Day at the Massachusetts and Rhode Island state houses, the third annual Willie Ross School for the Deaf Transition Fair, the third annual Deaf and Hard of Hearing Transition Fair in New Hampshire, and the annual Massachusetts Early Intervention Consortium, but they were all cancelled due to COVID-19.

### **GURC-Midwest Region at John A. Logan College, Carterville, Illinois**

**Early Intervention & GURC Developed Training:** GURC-Midwest partnered with the Family First Program at the Missouri School for the Deaf and attended their 2019 Family Learning Event in Fulton, MO, for families of young children. GURC-Midwest gave a workshop titled, Transition-Planning: Preparing Your Child for Success as an Adult, to families of deaf and hard of hearing children from birth through age 8.

GURC-Midwest partnered with the Illinois School for the Deaf Outreach Program and attended one of their 2020 Family Conferences in Illinois. GURC-Midwest led a workshop titled, "The Importance of Family Involvement, to families of deaf and hard of hearing children from birth through age 18 in the southern Illinois region. GURC-Midwest also shared information about different educational options for deaf and hard of hearing children.

GURC-Midwest attended the 2020 Family Learning event at the Wisconsin Lions Camp in early 2020.

GURC-Midwest led a workshop on the importance of family involvement for families of young deaf and hard of hearing children. GURC-Midwest also shared information about the Clerc Center and the Visual Language and VL2 labs.

GURC-Midwest collaborated with the Deaf/Hard of Hearing Program in Green Bay, WI, and visited two schools in early 2020. GURC-Midwest gave a self-advocacy workshop to deaf and hard of hearing students at Langlade Elementary School and at Southwest High School.

GURC-Midwest partnered with Augustana College in South Dakota and led an online training for ITP students and educational interpreters. The workshop focused on deaf and hard of hearing children in the mainstream setting. GURC-Midwest shared helpful information on mainstreaming and educational interpreting from the Clerc Center during the training.

**Marketing opportunities and Regional Connections:** GURC-Midwest represented Gallaudet and the Clerc Center by sharing resources and training opportunities with professionals, students, and their families. Over 2,130 professionals and family members on GURC-Midwest's listserv regularly received e-newsletters. GURC-Midwest circulated information about Gallaudet's undergraduate programs, the University's Fall, Spring and Summer online courses, its Youth Programs' 2020 Academic Bowl events and Summer Youth Camps, and the VL2 Bilingual and Interactive Storybook Apps. GURC Midwest also circulated information about the new National Training Program on Bilingual Storybook App Development and VL2 Storybook Creator, the Clerc Center's flipped learning opportunities for families and professionals, the Clerc Center's webcast focusing on Early Accessible Language, the 2020 Education and Advocacy Summit, and the Clerc Center's Cochlear Implant Education Center.

**COVID-19 in the Midwest:** Due to COVID-19 and the shutdown of schools, family organizations, outreach programs and camps in the Midwest region, many learning events that GURC-Midwest planned to attend during the spring, summer and fall of 2020 were cancelled. The cancelled events were:

- A Three Illinois parent conferences (Northwest IL Conference, Central IL Conference and Chicago Conference)
- A family learning event in Carbondale, IL
- The Michigan Family Matter Conference
- A Michigan transition event for families and children
- A Family Learning Vacation in Devils Lakes, ND

### **GURC-South Region at Austin Community College, Austin, Texas**

**Regional Connections:** GURC-South's ongoing collaboration with Gallaudet and Austin Community College (ACC) continues to be a work-in-progress. GURC-South invited ACC colleagues to attend college and transition fairs to help boost recruitment activity. In addition, GURC-South continues to work closely with Gallaudet and ACC to add additional course equivalencies to allow more transfer opportunities for future prospective students that will continue on through FY21. GURC-South offered two sponsorships this year for the diverse community in the region. One went toward the LGBTQIA workshop held in Texas that was co-hosted by Rainbow Deaf Social Austin and GURC-South, on the topic of "Coming Out: Reflecting on Academic and Career Experiences within the LGBTQIA+ Community." Another went toward offering instruction and marketing materials for Deaf Television Foundation's theatre workshop, also held in Texas. In addition, GURC-South represented and offered support for an ACC Law Enforcement training on deaf culture and language, got involved with a Texas vocational rehabilitation taskforce, and helped coordinate two high school deaf program tours on campus.

**Transition/Networking/Partnerships/Professional Development:** GURC-South's achievements wouldn't be possible without the support of local and regional organizations, agencies, and educational partners throughout the southern region. GURC-South presented at two transition events and attended two conferences in-person, one conference virtually, and three other virtual professional development events.

**Transition Fairs/Conferences and/or Event Exhibits:** GURC-South attended onsite or virtually and provided exhibition and technical assistance for: transition fairs; educational events; and conferences, where Gallaudet is one of the several trade schools, colleges,



universities, and employment agencies to appear in-person or virtually and provide information and resources to deaf and hard of hearing students, parents, and staff members who work with deaf and hard of hearing individuals. In FY20, GURC-South attended three transition fairs and had exhibits at one conference and four transition fairs/events, and sponsored one event for high school students that became a virtual event. These events provided prospective students and educational professionals the opportunity to learn about Gallaudet and develop awareness of opportunities that are available.

**Career Readiness and Early Intervention:** The College and Career Readiness training and the presentation, “The Importance of Family Involvement,” are a major part of GURC-South’s mission in supporting the success of deaf and hard of hearing students by providing them self-advocacy tools and guidance to prepare them for life beyond high school, and to provide them information, tools, and resources for families with deaf and hard of hearing children. In FY20, three College and Career Readiness trainings were provided to deaf and hard of hearing students and 10 The Importance of Family Involvement presentations were provided to families, educators, and Early Intervention providers of deaf and hard of hearing children across the South region. In addition, two topic-specific trainings were developed: “Conflict vs. Bullying,” which was presented at a high school in Texas; and “Inclusive Education Collaboration: The Roles and Boundaries of Educational Interpreters, Educators, Families, & Students Within Classroom Interpreting,” which was presented for a virtual event hosted by an agency in Tennessee.

### **GURC-West at Ohlone College, Fremont, California**

**Regional Connections:** Building relationships with schools and programs is essential to the process of providing opportunities to share resources. School and program visits during this year included topics of interest to potential first-time and transfer undergraduates, faculty and administration of K-12 schools and community colleges, Academic Bowl and Battle of the Books participants/schools and potential partners in professional development.

GURC-West’s ability to continue to support K-12 education in California through the annual California Educators of the Deaf (CAL-ED) Conference was disrupted by the COVID-19 pandemic. Though an attempt to reschedule this event for face-to-face opportunities was attempted, it was ultimately postponed.

GURC-West connected with the Orange County (California) Deaf and Hard of Hearing Program to begin building a Deaf Role Model experience for middle school and high school students, and to utilize existing partnerships in Washington to build upon similar opportunities.

**Early Intervention & Family Involvement:** To support Gallaudet’s efforts to reach Early Intervention providers, K-12 teachers, and parents, GURC-West engaged in multiple activities during the year. This included hosting exhibits, providing resources, recommending names of and/or logistical planning for presenters, and participating in presentations and meetings.

GURC-West co-chaired the committee for the Second Annual Collaborative & Educational Symposium of the California Early Hearing Detection & Intervention (EHDI) Stakeholders. Held at Ohlone College’s Newark campus, this event tapped into regional connections with the building of a multi-agency/organization effort to address Early Intervention. The partnership included representatives from the California Department of Education, the California Association of the Deaf, the California Schools for the Deaf in Fremont and Riverside, California Hands and Voices, CAL-ED (teachers’ organization), and an educational audiologist from the Los Angeles Unified School District. Each partner lent their organization’s expertise as well as their own to focus this conference on enhancing the knowledge of language acquisition within professionals in the EHDI system. By so doing, it enhanced partnerships and collaboration with deaf professionals. Presentations on Gallaudet and Deaf Education took place at the University of the Pacific, in its Doctorate of Audiology program. In collaboration with Hands & Voices and GURC-West, resources and connections for military families were provided.

Continuing a long-standing relationship to provide the families of the state of Montana with resources, GURC-

West provided support to the Montana School for the Deaf and the Blind (MSDB), presenters from Gallaudet, and materials from the University and Clerc Center for the Annual Family Learning Weekend. This year, the event was changed from being a face-to-face weekend event to a virtual one-day retreat because of COVID-19. Presenters from the Clerc Center were Stacy Abrams and Debra Nussbaum; the topic was “Focusing on Accessible Language with Deaf and Hard of Hearing Babies.” The unique circumstances allowed families who normally could not attend in-person to benefit because of the virtual format.

**Transition Fairs/Conferences and/or Event Exhibits:**

In an ongoing partnership with the Washington State agency, Center Deaf and Hard of Hearing Youth (CDHY), which is responsible for the Washington School for the Deaf and Statewide Outreach and Training, GURC-West continued to be involved with the planning of professional development, and youth/family activities. This included increased participation in the planning and operations of the annual BizTown and Finance Park activity run by CDHY within the state’s Junior Achievement (JA) program. The culminating event, “Deaf2Deaf Experience,” (working with deaf role models and the JA BizTown and Finance Park face-to-face program), was cancelled in light of COVID-19. Students who graduated in 2020 were invited to participate along with current high school students in the two-day virtual experience that replaced the face-to-face event.

**Transfer Students/Programs:** In ongoing support of transfer students through Ohlone College, GURC-

West provided onsite opportunities for the students to learn about Gallaudet’s programs for deaf and hearing students. This included face-to-face meetings and proctoring for Gallaudet’s ASL Proficiency Interview. Supporting students in higher education at Ohlone also included representing Gallaudet and facilitating the transfer processes during New Student Orientation and Welcome Day.

Strategic discussion continued this year to determine improved processes for assisting transfer students with successful pathways to Gallaudet.

**GURC Developed Training:** To support the development of training and to keep abreast of information that affects education, student development and professional development, GURC-West participated in learning opportunities on the topics of student support, COVID-19, anti-racism, and remote learning. Taking advantage of partnerships with Gallaudet and Ohlone College, GURC-West was able to access the learning opportunities connected with the California Department of Education’s Deaf and Hard of Hearing Unit, California Community Colleges’ Chancellor’s Office, the University of Southern California, the Rossier School of Education, the National Deaf Center of Postsecondary Outcomes, and the National Association of the Deaf.

GURC-West was also to provide College and Career Readiness at the Deaf2Deaf Experience in Washington State; this was cancelled due to COVID-19.

## 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, and Summer Youth Camps.

### National Academic Bowl

FY 2020 marked the 24th 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 the 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 across 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 2020, Montgomery County Public Schools of Maryland won the national championship.

During FY 2020, three regional Academic Bowl competitions were held in person. Due to the COVID-19 pandemic, we hosted one virtual regional Academic Bowl competition and one virtual national Academic Bowl competition. During the 2020 competition year, 76 high school teams participated, with a total of 289 students and 148 coaches. Of the 100 seniors

participating in the competitions, 17 (17%) enrolled at Gallaudet this fall.

#### Participation in National Academic Bowl for Deaf and Hard of Hearing Students Trend

	FY 2018	FY 2019	FY 2020
Schools/Programs	80	77	76
Teachers/Staff	154	150	148
Students	313	299	289

## Regional Academic Bowls

Hosting the four regional competitions requires collaboration between Youth Programs and the host schools. The regional competitions took place at four schools, with participation from about the same number of schools or programs across all four regions.

#### FY 2020 Regional Academic Bowl Host Institutions

Region	Host Institution
South	Model Secondary School for the Deaf, Washington, DC
West	Kapiolani Community College, Honolulu, HI
Midwest	Minnesota State Academy for the Deaf, Faribault, MN
East	Virtual competition (hosted by Youth Programs unit)

#### FY 2020 Participation in Regional Academic Bowl for Deaf and Hard of Hearing Students

	East	Midwest	South	West
Schools/Programs	18	18	20	20
Teachers/Staff	35	35	40	38
Students	66	68	77	78

## Battle of the Books

During FY 2020, Gallaudet's Battle of the Books entered its eighth 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 2020, we held a virtual national competition due to the COVID-19 pandemic. Indiana School for the Deaf won the Buff Division, Wisconsin School for the Deaf won the Blue Division, and Kendall Demonstration Elementary School won the Green Division.

## National Literary Competition

During FY 2020, Gallaudet held its fourth-annual National Literary Competition (NLC), open to all deaf and hard of hearing students across the nation in grades 2-12. There are two categories in the competition: ASL and Writing. The purpose of the ASL competition is to further the development of academic ASL, promote creativity and originality in the use of ASL, and foster a sense of pride in ASL among students. The purpose of the Writing competition is to allow students

## Summer Youth Camps

During FY 2020, we were unable to host our Summer Youth Camps (SYC) at Gallaudet due to the COVID-19 pandemic. Instead, we had three summer webinars: Immerse into ASL; Deaf Youth Pride; and ACT Prep. 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. It provided them the opportunity to learn new skills to become an advocate for themselves and others within the community. The ACT Prep webinar was a program for deaf and hard of hearing high school students in which they learned strategies and tips on how to do well on the ACT test. Out of the 57 seniors who have

During the 2020 competition, 85 teams from 45 schools or programs participated with a total of 356 students and 72 chaperones. Out of a total of 206 eligible seniors who competed at least one year, 38 enrolled at Gallaudet, for an enrollment rate of 18%.

### Participation in Battle of the Books Trend

	FY 2018	FY 2019	FY 2020
Schools/Programs	42	54	45
Teachers/Staff	72	88	72
Students	335	386	356

to showcase their ability to express themselves in written English, and instill pride and ownership in their work. Out of the 127 seniors who participated in the NLC, at least once, 21 (17%) enrolled at Gallaudet this fall.

### Participation in the National Literary Competition Trend

	FY 2018	FY 2019	FY 2020
Students	430	569	780

participated in at least one SYC session since FY 2016, 13 (23%) enrolled at Gallaudet this fall.

### Total Participation in Summer Youth Camps Trend (Webinars for 2020)

	FY 2018	FY 2019	FY 2020
Number of Campers	83	102	34*

\*Reduced number due to the COVID-19 pandemic.

### FY 2020 Participation in Summer Youth Camps

	Participants
Immerse Into ASL	15
Deaf Youth Pride	8
ACT Prep	11

## Social Media Efforts

A conscientious effort was put into maintaining our Youth Programs social media accounts during FY 2020, especially during the COVID-19 pandemic as audiences were more tuned to social media channels. In 2019-2020, the Youth Programs office posted 178 times and amassed a total of 793,577 views. Number of views is defined as the count of individual people who saw each

post, either by visiting the page or by scrolling through their news feed.

### FY 2020 Social Media Efforts

	Posts	Views
2019 Youth programs	231	857,626
2020 Youth Programs	178	793,577

## Articulation Agreements

The Department of Interpretation and Translation maintained collaborative agreements with interpreting training programs across the country to boost educational opportunities for future sign language interpreters. This partnership allows students in the two-year degree programs in Interpreter Training Education to transfer credits into Gallaudet's four-year Bachelor of Arts in Interpretation (BAI) program. FY 2020 includes 11 articulation agreements.

### BAI Articulation Agreements

Regional Center	Location
Central Piedmont Community College	Charlotte, North Carolina
Austin Community College	Austin, Texas
Front Range Community College	Westminster, Colorado
Ohlone College	Fremont, California
John A. Logan College	Carterville, Illinois
Northern Virginia Community College	Annandale, Virginia
Western Piedmont Community College	Morganton, North Carolina
Tidewater Community College	Virginia Beach, Virginia.
Florida State College	Jacksonville, Florida
Lansing Community College	Lansing, Michigan
Portland Community College	Portland, Oregon

## 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 (ASL/English) learning environment. To meet participants' learning needs, instruction is conducted in multiple formats—face-to-face, online, blended, or customized as needed 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 Professional Studies and Training (PST), the Online Degree Completion Program (ODCP), and Online and Hybrid Course and Program Development.

## 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 FY 2016 through FY 2020.

### PST Annual Headcount Enrollment Trend

	FY 2016	FY 2017	FY 2018 <sup>1</sup>	FY 2019 <sup>1</sup>	FY 2020 <sup>1</sup>
Students enrolled only in PST courses	521	551	715	931	819
Undergraduate/graduate students also enrolled in PST courses	68	63	68	67	70

### PST Enrollment Counts Per Class by Student Type

	FY 2016	FY 2017	FY 2018 <sup>1</sup>	FY 2019 <sup>1</sup>	FY 2020 <sup>1</sup>
Students enrolled only in PST courses	768	807	977	1276	1118
Graduate students enrolled in PST courses	68	63	67	68	79
Undergraduate students enrolled in PST courses	23	13	17	25	19
<b>Total</b>	<b>859</b>	<b>883</b>	<b>1061</b>	<b>1369</b>	<b>1216</b>
Faculty/Staff	68	72	70	63	46
Online	387	415	654	922	1081

<sup>1</sup>Does not include consortium student enrollment.

### PST Fall Census Enrollment Trend<sup>1</sup>

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Students	115	151	138	219	199

<sup>1</sup>Excludes graduate and undergraduate students enrolled in PST classes.

## 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. 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

Academic Year	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020
Deaf Studies	12	12	12	18	12
Psychology	4	2	0	2	3
<b>Total</b>	<b>16</b>	<b>14</b>	<b>12</b>	<b>20</b>	<b>15</b>

### ODCP Graduates by Degree

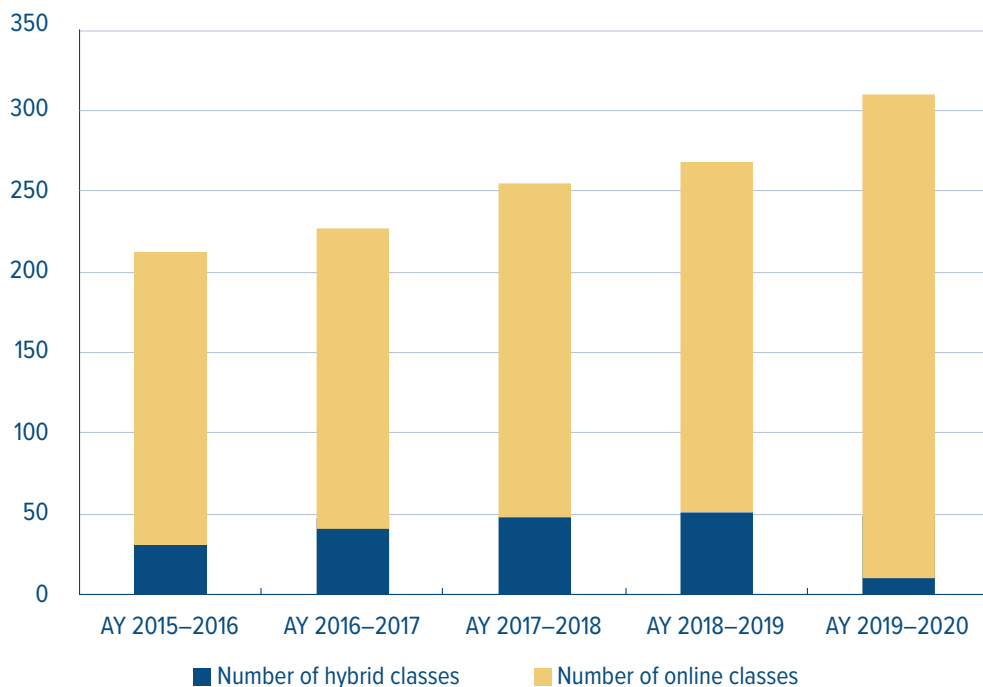
Academic Year	2015–2016	2016–2017	2017–2018	2018–2019	2019–2020
Deaf Studies	2	3	7	8	5
Psychology	0	1	0	0	0
<b>Total</b>	<b>2</b>	<b>4</b>	<b>7</b>	<b>8</b>	<b>5</b>



## Online and Hybrid 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, until March 2020, when the COVID-19 pandemic led to the University’s decision to make all of its courses remote.

Online and Hybrid Classes by Academic Year (AY)



Full-Time Faculty and Adjuncts Who Taught Online and Hybrid Courses

Semester	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020
Full-time faculty	31	28	16	27	29	13	32	27	18	27	29	13	18	27	42
Adjunct faculty	20	20	16	27	33	12	26	38	15	17	19	9	20	26	28
<b>Total distinct count</b>	<b>51</b>	<b>48</b>	<b>32</b>	<b>54</b>	<b>62</b>	<b>25</b>	<b>58</b>	<b>65</b>	<b>33</b>	<b>44</b>	<b>48</b>	<b>22</b>	<b>38</b>	<b>53</b>	<b>70</b>

CCOE emerged as a leader in the institution-wide response to the pandemic. CCOE joined the Faculty Online Training Team (FOTT), and in the process, created a faculty development course, PST 500-Digital Teaching and Learning Series, which includes four training series: Quality Matters; Bilingual Approach Seminar; Trauma-Informed Diversity Training; and Blackboard Ultra.

CCOE coordinated the Quality Matters training, and, as a result, created institution-wide capacity for online teaching and learning. By the end of the fiscal year, 174 faculty members completed Applying the Quality Matters Rubric (APPQMR) and 31 faculty members had advanced to and completed the Quality Matters Peer Reviewer Course (PRC) for online and hybrid courses.

Additionally, CCOE led the Student Online Training Team (SOTT), which developed PST 90-Student Orientation to Online Learning, to prepare new and returning students for learning in an online environment.

## Gallaudet University Online Teaching Certification

In AY2019-2020, 18 faculty and adjuncts were certified to teach Online and Hybrid Courses for Gallaudet University prior to the suspension of the Online Teaching Certificate.

Faculty and adjuncts are to be fully certified prior to teaching online and hybrid courses. CCOE coordinates the certification process. Since its implementation in 2014, 171 faculty and adjuncts have successfully undergone a rigorous training program, which includes Applying the Quality Matters Rubric, and have been certified to teach online.

After Gallaudet switched to remote teaching and learning in response to the COVID-19 pandemic, the Faculty Senate and CCOE jointly agreed to suspend the Online Teaching Certificate requirements in favor of training that would best support faculty development during the pandemic and the Black Life Matters movement. This resulted in the creation of PST 500 - Digital Learning and Teaching Series. PST 500 included four tracks, each to build and enhance instructor knowledge and understanding in four areas of teaching

PST 90 was launched in August. At the conclusion of the fiscal year, at least 70% of undergraduate students and at least 30% of graduate students successfully completed PST 90.

1. Bilingual Pedagogy (Bilingual Approach Seminar 1 and 2),
2. Quality Matters (Applying the QM Rubric and Peer Reviewer Course),
3. Diversity and Trauma Informed Teaching, and
4. Blackboard Ultra Training.

Completion rates by track for PST 500 are as follows:

296 faculty (full time, adjunct, staff teaching, etc) enrolled in PST 500

APPQMR - 156 submitted certificates (54%)

PRC - 29 submitted certificates (10%)

BAS 1 - 98 submitted certificates (33%)

BAS 2 - 46 submitted certificates (16%)

Diversity Training & Trauma-Informed Teaching - 119 submitted certificates (40%)

Ultra Training - 49 submitted screenshots of master course and completed checklists (17%)

## XI. INTERNATIONAL AFFAIRS

The Mission of the Office of International Affairs (IA) 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 of the University's 2017-2019 Internationalization Lab (IZN) led by the American Council on Education (ACE), IA leads and collaborates with other campus units in four key areas, summarized here, and explained in greater detail in the Internationalization section of this report. The four areas are:

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**Foster a truly "Global Gallaudet"** IA 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.** By mobilizing synergy between the faculty and IA’s Education Abroad unit, IA 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 as assets and ensure their equitable participation in campus life.** IA 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, IA 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. A prime example is IA’s operating the Gallaudet University in Nigeria for Africa (GAIN) program, in addition to initiatives with Japan, Norway, and the World Federation of the Deaf.

Keeping the campus aware of Gallaudet’s global presence has been a hallmark of the office for several years. However, in FY 2020, 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 collaboration with ACE in IZN that concluded in FY 2019. 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.

The revamped IA office comprises three programs: Education Abroad and International Fellowships; International Relations (which includes the GAIN program mentioned earlier in this chapter); and International Student and Scholar Services, as well as a Program Support team that coordinates global projects and provides writing, editing, and dissemination of material produced by the unit. IA continues to occupy the former RSIA offices in Gallaudet’s Dawes House, and is led by Dr. Charles Reilly, executive director and senior international officer.

Due to its concentration on internationalization, IA 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 IA at [global@gallaudet.edu](mailto:global@gallaudet.edu). IA 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 IA, which also serves as “... the point of contact for international students, partners, visitors, and scholars.”

IA works closely with the Offices of the President and Provost, and is actively expanding its “Global Knowledge Base” on nations and deaf communities of interest, and plans to host campus dialogues on issues of global importance. Likewise, IA is actively identifying solutions for incorporating an international dimension and cultural sensitivity into all campus planning, operations, and activities, as well as finalizing a report on internationalizing the campus. Related to this viewpoint, IA penned a statement praising the U.S. Supreme Court’s decision to protect Deferred Action for Childhood Arrivals (DACA) individuals, and reiterating the University’s ongoing support for “dreamers” and a pledge to make the campus a welcoming place for them. The statement was posted on Gallaudet’s homepage under the Belonging and Equity page. IA also composed an announcement praising the U.S. government’s recognition of the importance of international students to the fabric of the country’s

college campuses by rescinding an earlier ruling by the U.S. Immigration and Customs Enforcement to deport international students enrolled at U.S. colleges and universities, offering 100% online learning during COVID-19.

ACE's Peer Review Report 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." When the U.S. is able to control COVID-19 inside of its borders, and the University is able to safely and prudently return to

working in-person, it is highly likely that other countries may still be struggling with the virus. During this period of transition, IA is prepared to vigilantly attend to 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. While waiting for mobility to resume, IA seeks 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.

## Education Abroad and International Fellowships

To reflect the importance of fellowships to encourage and facilitate study and research outside the U.S., the Education Abroad component of IA was renamed in FY 2020 to include this important resource in its title. The mission of Education Abroad and International Fellowships (EA) remains the same: 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 three years.

Continuing with this upward trend, and enthusiasm expressed by students, the goal for 2020–2021 was to send 50 students abroad, although given the coronavirus pandemic, it is unclear when international academic travel will resume. However, virtual exchange opportunities such as Collaborative Online International Learning (COIL) offer viable opportunities for students to engage in an intercultural learning experience from Gallaudet's campus or anywhere in the U.S. On IA's request, the University has engaged Jon Rubin, founder and past director of the SUNY COIL Center—the national leader in COIL development—to an intensive period of planning, from May 2020–September 2021, to add COIL to the University's repertoire of teaching-learning

approaches. Exploring COIL is timely for Gallaudet in many ways, including increasing demand by students for global learning experiences, especially learning other "Deaf Ways" around the world. COIL opportunities can help level the playing field by offering students from diverse socioeconomic backgrounds the opportunity to enhance their intercultural competency, and it can help implement IZN goals of global engagement and internationalizing the learning experience.

To help fulfill Gallaudet's academic mission to embrace experiential global learning by helping faculty prepare students to meet new demands in the 21st century workplace, Dr. Franklin Torres was appointed Gallaudet's first Faculty Administrator for Global Learning. Torres, who has worked at Gallaudet for 18 years, is an associate professor in the Department of English. He is working closely with EA Manager Becca Abu-Rakia-Einhorn to help academic departments examine discipline-specific forms of experiential learning that will advance global learning. He also confers 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. To prepare for post-pandemic resumption of activities, Torres will help create and lead an advisory committee to evaluate new education abroad sites, review faculty program proposals, resolve issues involving faculty governance, produce policy drafts, and review risk management procedures.

EA was immensely gratified that, thanks to a timely response and close collaboration with other campus units, all of Gallaudet's study abroad students were quickly and safely evacuated at the beginning of the COVID-19 crisis. However, this emergency situation made it abundantly clear that ad hoc problem-solving is insufficient protection for the University, and institutional policies for international crises are needed. As a result, EA was instrumental in helping the University receive no-cost, high-level advising in international crisis management consulting by applying on Gallaudet's behalf to the Forum on Education Abroad, a standard-bearer in the field of education abroad, which offered complimentary crisis management consulting to a limited number of Forum members. This benefit is particularly timely due to the unprecedented challenges education abroad is facing.

In other highlights of FY 2020, EA hosted a very successful second annual Go Global Fair in November 2019, attracting over 200 students and community members. The fair provides a venue where students learn about scholarships, study abroad programs, internships, and jobs with an international component or focus. Organizations present included Chemonics, World Vision, Discovering Deaf Worlds, Council on International Educational Exchange (CIEE), Amideast, Gilman Scholarship, Fulbright Scholarship, Critical Language Scholarship, the Siena School of Italy, and several Gallaudet departments, including World Languages and Cultures and the International Development M.A. Program. Another key event for EA was a Passport Caravan in February. CIEE sponsored passports for 10,000 students around the country as part of its participation in a national initiative to double the number of U.S. students studying abroad this year by breaking down the main barriers: cost; curriculum; and culture. Gallaudet won the opportunity to host one of CIEE's passport caravans on campus and provide free passports to first-time applicants. As a result of the event, 32 Gallaudet students received their first passport free of charge.

The U.S. Department of State awarded five Gallaudet students the Benjamin A. Gilman International Scholarship in FY 2020: Emma Balderas; Anyia Brown; Anley Cardozo; Tracy Dunlap; and Jazleen Garcia. Balderas, Dunlap, and Garcia planned to do internships this summer with the Instituto Pedagógico Para Problemas de Lenguajes in Mexico, while Brown and Cardozo were to work with a

deaf-owned coffee shop in South Africa. The awardees have the option of deferring their internships to 2021 or participating in a virtual international program. In addition, AbuRakia-Einhorn was awarded the Fulbright International Education Administrators Seminar award to Japan to participate in an International Education Administrators (IEA) Seminar. The two-week seminar had been scheduled to take place this past summer, but due to the coronavirus pandemic, it was canceled by the Japan-U.S. Educational Commission (Fulbright Japan). However, the U.S. Department of State's Bureau of Educational and Cultural Affairs has allowed a special case exception, and the Commission has approved rescheduling the IEA in June 2021, if health and safety conditions allow it. Thus, the program would be postponed from June 2020 to June 2021. The award will allow Abu-Rakia Einhorn to learn more about Japan's higher education system and connect with our Japanese partners from the Japan College of Social Work (JCSW), a private higher education institution that is funded by the government. Gallaudet envisions partnering with JCSW to bring American and Japanese deaf students together to work on deaf human rights and the recognition of deaf culture and language.

Finally, EA received a one-year extension for a U.S. Department of State Capacity Building Grant for \$34,515 to research and disseminate best practices for including deaf/deafblind/hard of hearing students in study abroad. AbuRakia-Einhorn and Reilly, co-principal investigators, were awarded the grant in FY 2019. Funding for the Capacity Building project, SECAGD-18CA0068, "An Interactive Guide to Accessible Education Abroad for Deaf, Deafblind, and Hard of Hearing College Students," comes from the U.S. Department of State, Bureau of Educational and Cultural Affairs. The total award given to World Learning for all grantees, \$1,797,900, is 100% federally funded. The end product of the grant will be a website, [deafabroad.org](http://deafabroad.org), that is publicly accessible. The website will house information for deaf students, study abroad advisors, and program designers and provide resources to help make study abroad more accessible.

## International Student and Scholar Services

The International Student and Scholar Services (ISSS) unit of IA fulfills Gallaudet's authorization to operate programs that encourage students and scholars from outside the U.S. to come to the University for educational pursuits. 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 when the coronavirus pandemic struck, ISSS 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. For example, in May, at the end of the spring semester, ISSS staff held a Zoom meeting with representatives from Multicultural Student Development and Mentoring to discuss how collaboration between the two units can provide support mechanisms for international students beginning with the fall semester and beyond, and improve the overall referral process for international students.

A second meeting was hosted by ISSS with the Student Success Office to prepare this year's International Student Orientation (ISO) to help ensure a smooth acclimation to Gallaudet's 100% online learning for the semester to prevent the spread of COVID-19.

The result was Gallaudet's first virtual orientation to welcome the 16 new undergraduate, graduate, and ELI students from eight countries this fall, as well as the first e-business registration for students in the University's history. Student leaders and representatives from many departments across campus shared their time and expertise to assist ISO with informative activities, resources on immigration assistance, and tips on how to navigate academic expectations. Their efforts helped ease new students' transition to campus and Gallaudet academic life, and therefore help ensure their success and well-being.

During FY 2020, ISSS continued to host bi-weekly Global Connection Gatherings (GCG), a well-received activity that began in 2017 to provide an opportunity for international and domestic students to engage in conversations, create friendships, share cultures, and connect with the Gallaudet community in a casual and comfortable environment. Timely topics that were addressed at GCGs during FY 2020 included information on how international students should prepare to apply for a fall semester internship, receive a travel signature for summer break, and apply for Curricular Practical Training or Academic Training, which authorizes international students holding F-1 and J-1 visas to engage in off-campus employment experience in their major field of study.

## 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 FY 2020, there were six ISSP participants on campus—one from China, one from France/Maroc, two from the Netherlands, one from Japan, and one from Italy.



## 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 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.

The most recent visiting researcher welcomed to campus was Dr. Jihong (Lily) Wang, a lecturer in the Master of Arts in Chinese Translation and Interpreting program at the School of Languages and Cultures, University of Queensland, Australia. She arrived at Gallaudet at the start of the fall 2019 semester to

conduct research with Dr. Brenda Nicodemus, who retired in FY 2020 as director of the Center for the Advancement of Interpreting and Translation Research.

A second visiting researcher/intern was Silvia Palmieri, a former participant in the Italian Fulbright program, which is supported by the Roberto Wirth Fund. Palmieri's research at Gallaudet was under the supervision of Melissa Malzkun of the Motion Light Lab and Gesture Literacy Knowledge Studio, and Dr. Benjamin Bahan, professor and co-director of program development for the University's Sixth Street Project. Palmieri's research was in the area of visualization and perceptive potentials, with a special focus on the reticular perception and the predisposition for multimedia learning.

## 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. Three WDL scholars are continuing their education this year: Raphael V. Domingo (Manila, Philippines) is pursuing a

Ph.D. in linguistics; Olufemi Olaolu Ige (Abuja, Nigeria) is enrolled in the Master of Public Administration and International Development program; and Jorge Andrés Martínez Castiblanco of Colombia, who is enrolled in the Master of Linguistics 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 six new and continuing SIS scholars from Brazil, India, Mexico, Nigeria, and St. Kitts and Nevis working on degrees at Gallaudet in FY 2020.

In addition, the Fulbright-Roberto Wirth Grant in Deafness and 12 smaller scholarships help make a Gallaudet education possible for international students each year.

During FY 2020, two graduates from the Class of 2020 made history: Athar Quibin, from the Kingdom of Saudi Arabia, became the first deaf woman from Saudi Arabia to be awarded a Master of Arts in Education

degree from Gallaudet; and Luilly Segundo, from the Republic of Panama, became the first deaf male Panamanian to be awarded a Master of Arts in Sign Language Education degree from Gallaudet. He was a scholarship recipient of the Institute for Training and Development Human Resources. Other noteworthy achievements in the international field were made by Alex Mentkowski, who graduated this year with an M.A. in international development, and WDL scholar Ige won the Euphrasia Mbeve Award for Excellence in Social

## 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, DC. The program was put on hold in mid-March due to the coronavirus pandemic.

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 27 strategic visitors representing 19 countries in FY 2020. Four of these visitors hailed from Japan—three universities and a non-profit organization—who are seeking formal collaboration with Gallaudet.

## Partnerships

Gallaudet's formal agreements with universities and institutions around the globe aim to advance opportunities to share knowledge, primarily through student exchange. In 2020, there was substantial advancement of the activities under collaborations with entities in Norway, Japan, and Nigeria.

Seeing good progress between Gallaudet's Department of Social Work and the JCSW, supported by Virtual Exchange COIL consultant Jon Rubin and a grant from The Nippon Foundation, a "virtual exchange"

Advocacy for students who demonstrate excellence in social advocacy work. Mentkowski developed a global database on deaf organizational and signed language resources as a student worker in IA. Ige engaged in internships at the Inter-American Development Bank in Washington, DC, and CBM International in Abuja, Nigeria, advocating for changes in social policy and organizational structures that have historically marginalized deaf people and those with disabilities.

With the JCSW, mentioned earlier in this chapter, Gallaudet envisions a partnership that could bring American and Japanese deaf students together to work on deaf human rights and the recognition of deaf culture and language. With the Tsukuba University of Technology (NTUT), a government-funded institution that allows students with disabilities to complete their academic curricula by providing them an education and a support system, Gallaudet envisions a collaboration in which NTUT students study abroad at Gallaudet in exchange for Gallaudet students and researchers making use of NTUT's resources. Kwansei Gakuin University, an independent institution offering bachelor's, master's, and doctoral degrees in over 35 disciplines, has a new sign language research center that holds great promise to scholars from the linguistics programs at both universities. Also, Nigerian officials from the government, the Nigerian National Association of the Deaf, and Wesley University, Ondo State, came for a campus site visit in February as part of the GAIN program (see following section, Partnerships).

course is being held this fall that explores social work issues in both Japan and the U.S. as part of an initiative to develop COIL courses at Gallaudet. FJCSW also funded one Japanese student to come to Gallaudet, commencing in September 2020. 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 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 collaboration with Oslo Metropolitan University (OsloMet) in Norway is creating virtual exchange/COIL courses for the benefit of students from Gallaudet and Norway in the areas of language and deaf studies. The 15 years that have passed since a research fellowship at Gallaudet was started by Dr. Hilde Haualand, an associate professor in the Department of International studies and Interpreting at OsloMet, which included a number of site visits by faculty delegations, have seen a flow of knowledge created between scholars in Norway and Gallaudet experts in deaf studies, sign language linguistics, and interpreting. The prospects for formal collaboration have further increased since 2016, thanks largely to a visit by OsloMet's rector and delegation to Gallaudet, and a 2019 visit by Gallaudet's president and faculty experts to Norway. Funding from the Norwegian government and OsloMet is supporting the course development effort. For OsloMet, a formal collaboration will create opportunities to study and teach at Gallaudet and be inspired by the academic quality possible within a visual-centric, deaf-friendly, and bilingual ASL/written English campus. For Gallaudet, a formal collaboration with OsloMet will give access to learning about Norway's renowned human rights framework, including rights to bilingual education and interpreting services for deaf people, and to confer on programmatic development to implement these rights in areas of shared concern by deaf people.

A key highlight during FY 2020 was to continuing the impetus generated from GAIN, a three-year agreement initiated in FY 2019 between Gallaudet, Wesley University (Ondo State, Nigeria), and the Nigerian National Association of the Deaf (NNAD) to promote international academic cooperation and the strengthening of educational and career opportunities for deaf and hard of hearing Nigerian citizens. 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 Amanda Mueller, Interim Program Officer. Gallaudet's representatives on the GAIN Steering Committee are Heather Harker, Chief

of Staff for the President, and Charles Reilly, Senior International Officer.

To secure funding for the program, in FY 2020 GAIN submitted concept notes to apply for two grants from USAID to benefit deaf Nigerians: to improve Nigeria's basic educational system for deaf Nigerians, and a HELIX/SHARE grant to conduct research and development activities in Nigeria to engage with key stakeholders in improving Nigeria's educational system for deaf Nigerians in order to prepare them to enroll in higher education. GAIN is happy to report that it was verbally awarded a \$2 million three-year grant by USAID, and once the proposal is finalized, GAIN will be awarded the full amount of funding upfront. In a sign of USAID's level of interest in improving education for deaf Nigerians, its Mission Director called GAIN a "game changer" for Nigeria.

In February 2020, GAIN hosted officials from the Nigerian federal government, Wesley University, Ondo, and the NNAD, and the U.S. for a site visit at Gallaudet to expose them to the linguistic and learning differences of deaf people—who learn visually—to illustrate the benefits of a university that provides direct tertiary education to the deaf community versus deaf programs within a hearing university, and to illustrate the research and other exemplary work that comes from such an institute. Gallaudet was honored to welcome the following Nigerian and U.S. officials for the site visit: Chidi Olujie, NNAD secretary and GAIN Steering Committee representative; Fela Bank-Olemoh, senior special assistant to the president on education interventions; Ibrahim Abubakar Dauda, director of finance, Federal of Ministry Special Duties and Intergovernmental Affairs; Sandy Oleksy-Ojikutu, U.S. Agency for International Development senior education advisor; Professor Sunday Ukachukwu, vice chancellor, Wesley University; Sylvanus Ogenyi, Board of Trustees youth leader, Wesley University; Angelina Ogwuche, Governing Council member, Wesley University; and Malia Heroux of the U.S. Embassy Cultural Affairs Office.

Following the outbreak of the coronavirus pandemic, the full GAIN Steering Committee, consisting of representatives from NNAD, Wesley University and Gallaudet, met remotely on a weekly basis during the summer months to develop the mission and vision

statements and strategic goals. In addition, the GAIN U.S. team has been hosting community engagement forums via Zoom with deaf Nigerians/Africans based in the U.S., and NNAD held Whatsapp forums to engage their counterparts across Nigeria. These meetings solicit feedback and insights to develop a clear and effective process to achieve outcomes that reflect the Nigerian Deaf Community's values, aspirations, and access to quality higher education.

Another ongoing partnership that helped broaden the Gallaudet community's international perspective during FY 2020 was the Hubert H. Humphrey Fellowship Program at American University's Washington College of Law (AUWCL). The Humphrey Fellows, a group of accomplished international legal, law enforcement, and civil rights professionals from around the world, held a panel presentation on human rights on campus in March. The Fellows also visited campus last fall to explore ways to work with graduate and undergraduate students who are interested in entering law school after graduation.

The program, named for the late U.S. vice president and senator (D-Minn.), is an international exchange program sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, and a Fulbright

Exchange activity administered by the Institute of International Education.

Connecting the AU Humphrey Fellows with Gallaudet was the idea of William J. Snape, III, professor and assistant dean in the Washington College of Law and the former head coach of Gallaudet's swimming program. Snape proposed the collaboration to Gallaudet President Roberta Cordano, and she was excited by its potential to benefit pre-law students. To develop a plan, Snape was put in touch with Dr. David Penna, chair of Government and Public Affairs, and Dr. Charles Reilly, executive director of the Office of International Affairs.

To illustrate the breadth of their areas of expertise, the FY 2020 Humphrey Fellows include an assistant magistrate in the High Court of Cassation and Justice for Romania, an assistant director of public prosecutions with the Office of the Director of Public Prosecutions for Uganda, a former dean of the Faculty of Law at Prince of Songkla University for Thailand, the director of the Migration Office at the Gaziantep Metropolitan Municipality for Turkey, and a judge at the Sofia City Court for Bulgaria.

## 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, and 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.

Responding to the need for public information in sign languages during the COVID-19 pandemic, the IDMA Program developed a public database featured on the University's coronavirus website, titled "World Signed Languages Resources on COVID-19, Advocacy, & Risk Reduction Information."

IDMA student accolades garnered during FY 2020 included the selection of Karina Baker, who is studying in the IDMA program and public administration, to serve on the Graduate Fellows Program of the United Nations Association of the National Capital Area. Accolades also include spring 2020 professional internship placements for five students: Yair Davidowitz (Center for Equality and Shared Society; Givat Haviva, Israel); Dayamarali Espinosa (Colegio San Gabriel School for the Deaf, and the People with Disabilities Advocacy Office, Puerto Rico, U.S.); Alexander Mentkowski (Save the Children, Washington, DC); Nichelle Steffen (Chemonics, St. Anthony's School for the Deaf, Nkozi, Uganda); and Damir Tuzmukhamedov (United Nations High Commissioner for Human Rights, Moscow, Russia). Fall 2020 practicum placements for seven students and one internship include: Nageena Ahmadzai (Chemonics, Syria, Yemen, Iraq, and Afghanistan

Regional Unit; Stephanie Dorn (Chemonics, Security Management Unit); Paul Kozak (Chemonics, Executive Division, Diversity & Inclusion and Development Research); Irisa MacAulay (Humanity and Inclusion, Business Development Unit); Christine Marshall (Special Olympics, Communications and Grants); Hanna Royer (Chemonics, Quality Management Unit); and internship for George Schoinarakis (Hellenic Association of the Deaf, Greece).

On September 23, 2020, the IDMA Program held a webinar for the School of Language, Education, and Society in celebration of International Day of Sign Languages, titled “Sign Language Research, Teaching, and Advocacy in Six Countries.” The webinar was presented by Gallaudet graduate students and alumni from the Department of Interpretation and Translation, the Department of Linguistics, the M.A. Program in International Development, and the M.A. Program in Sign Language Education. It featured work with native sign languages from Argentina, Canada, Iran, Mexico, the Philippines, and Vietnam. Approximately 400 participants registered and 200 people joined the event from all around the world. In September 2020, the IDMA inaugurated a Mentorship Program that pairs recent alums with first-year students, and mid-career alumni with second year students. Sixteen students are participating.

It stands to reason that the coronavirus pandemic caused considerable disruption to IDMA plans. In FY 2020, IDMA Program Director Audrey C. Cooper and IDMA Program Assistant Maegan L. Shanks pursued interdisciplinary training and planning activities contributing to new programming at Gallaudet on Deaf Leadership in Disaster Risk Reduction and Emergency

Management, with assistance from Drs. Caroline Solomon, a professor in the Science, Technology and Mathematics (STM)/Biology program, and Rosanne Rushing, associate professor in the STM/Public Health program. The National Socio-Environmental Center selected Cooper, Shanks, and Solomon to train on Geographic Information Systems tools to explore a case example examining impacts of the category five Hurricane Maria of 2017 on deaf communities in Puerto Rico. Cooper, Rushing, and Solomon then developed an Education Abroad Summer Institute in Puerto Rico on Climate Change and Deaf Disaster Management, slated for June 2020. Due to circumstances related to COVID-19, the summer institute will be postponed to summer 2021. In the near-term, the Deaf Leadership and Summer Institute events that were canceled are being redeveloped for the 2020-2021 academic year’s programming.

Related to the focus on deaf and disability inclusion in development practice, the IDMA planned to host the fourth annual Deaf Leadership in International Development panel, centered on deaf professionals whose work promotes disability inclusion in economic, education, health, and sign language preservation sectors. Panelists included Mary Dakim, a lecturer in the Department of Civic Leadership, Business, and Social Change; Sachiko Flores, co-executive director for Discovering Deaf Worlds; Josh Josa, acting Quest Team lead and Disability Inclusive Education Team lead for USAID; and Matthew Thielker, associate nutrition advisor in the Bureau of Food Security for USAID. Scheduled for March 10, 2020—the night that restrictions on public gatherings were announced due to COVID-19—panelists and attendees were required to disperse.

## XII. 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). For AY 2019-2020, the ELI program was granted a 10 year reaccreditation by the Commission on English Language Accreditation (CEA) last December 2019 to December 2029. Last Spring 2020, the ELI Team

was able to transition well from face-to-face classroom to synchronous remote teaching and learning in mid-March until summer 2020 despite the sudden change due to the COVID-19 pandemic. In Fall 2020, four ELI students were accepted in the undergraduate program and one student in the International Special Student Program. However, due to the pandemic, there are no new students enrolled in the program.

English Language Institute Enrollment Trend

Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
73	71	57	52	45	43	32	28	38	27

## XIII. ASL CONNECT

### Education

ASL Connect | Education, ASL Connect's largest unit, continues to flourish in direct support of Gallaudet University's bilingual mission with over 80 deaf members employed during FY 2020, including ASL Education specialists, ASL instructors, and ASL language mentors. ASL Connect | Education provides an array of credit and non-credit ASL courses to Gallaudet faculty, staff, and students, as well as students from other area schools and colleges. Course offerings include ASL levels I-VI, Classifiers, Fingerspelling, and Visual Gestural Communication, as well as other ASL learning opportunities such as specialized courses and training tailored to the needs of specific disciplines, departments, or units. ASL Connect | Education continued its second year in providing ASL instruction, and ASL I and II courses, to Georgetown University, whose students enroll through the Washington Area Consortium program.

Even with the impact of the campus closure of onsite classes in Spring 2020 due to COVID-19, ASL Connect | Education was able to maintain overall program

enrollment numbers, with a 6 percent decrease in AY 2019-2020. Despite expected losses in onsite courses, the online platform boasted a 46% increase in enrollment over AY 2019-2020, with a total of 803 students compared to 550 students from the previous year. When the ASL Connect ASL Summer Residency program shuttered its doors onsite, 377 students continued their ASL full-immersion studies online, compared to 138 students who conducted their online studies in the previous summer.

The 24-credit ASL Certificate Program was approved in Summer 2020 and has been initiated for Fall 2020. Over 80 students are already registered to begin the ASL Certificate Program in Fall 2020. ASL Connect | Education is in the process of developing a research-based, multicultural branded curriculum for ASL learning and the curriculum implementation is aimed for Fall 2021. An online high school ASL program is also in the works and will be accepting applicants sometime in FY 2021.



## ASL Connect: Education Classes and Enrollment

Classes	Fall 2017	Spring 2018	Summer 2018	Total FY 2018	Fall 2018	Spring 2019	Summer 2019	Total FY 2019	Fall 2019	Spring 2020	Summer 2020	Total FY 2020
On-site	8	10	27	45	12	8	29	49	9	9	0	18
Online	14	13	8	35	17	19	10	46	19	19	28	66
<b>Total classes</b>	<b>22</b>	<b>23</b>	<b>35</b>	<b>80</b>	<b>29</b>	<b>27</b>	<b>39</b>	<b>95</b>	<b>28</b>	<b>28</b>	<b>28</b>	<b>84</b>
Enrollment	Fall 2017	Spring 2018	Summer 2018	Total FY 2018	Fall 2018	Spring 2019	Summer 2019	Total FY 2019	Fall 2019	Spring 2020	Summer 2020	Total FY 2020
On-site	75	75	252	402	99	69	311	479	75	46	0	121
Online	128	137	106	371	182	230	138	550	230	195	377	802
<b>Total classes</b>	<b>203</b>	<b>212</b>	<b>358</b>	<b>773</b>	<b>281</b>	<b>299</b>	<b>449</b>	<b>1029</b>	<b>305</b>	<b>241</b>	<b>377</b>	<b>923</b>

## Business

ASL Connect | Business continued to provide Intercultural Communication presentations and customized ASL onsite and virtual workshops for some area businesses, government agencies, schools, and organizations such as:

- JBG SMITH Properties
- U.S. Environmental Protection Agency Headquarters
- U.S. Environmental Protection Agency Regional Office
- USDA Animal and Plant Health Inspection Service
- USDA-APHIS Veterinary Services
- Northrop Grumman
- Aspire Autism Center

ASL Connect | Business completed the first phase of a year-long project to develop a 90-minute Intercultural Communication webinar containing modules to support and educate businesses in intercultural engagement practices with deaf employees, colleagues, patients, and clients. The second phase includes creation of additional modules with ASL signs, customized for individual disciplines and focuses. They are currently being scripted and produced. The ASL Virtual Tutoring Center is in development and will be available to public consumers in FY 2021.

## Families

ASL Connect | Families' language mentoring service was unofficially launched during FY 2020. This core service is called the Family Language Connector Program (FLCP). In October 2019, the FLCP program began a pilot study with two service providers. They served 16 families within two exploratory phases, including an IRB-approved

research study with five families from the Pennsylvania School for the Deaf. By August 2020, this grew to include nine providers, who served a total of 91 families, with approximately 175 service hours logged as of September 10. The program was able to continue, despite challenges posed by COVID-19.

In January 2020, the Connector program moved from the pilot phase to being a formal program, in 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.

Further, ASL Connect | Families secured a second Cafritz Foundation grant of \$250,000, in support of extending the Family Language Connector Program in Virginia, Maryland, and the District of Columbia and beyond, supplemented by a series of videos designed to support families with deaf children.

In the coming year, ASL Connect | Families is poised to continue its support of families. SE-REAL has confirmed their financial commitment for the entire 2021 calendar year and beyond. Additional service providers will be hired to support this demand, especially when this program expands this service to other regions. The growth in this division has happened without advertising support. All of these opportunities gave ASL Connect | Families staff insight on how to best provide virtual ASL

learning experiences for families. This collaborative model will be duplicated to other prospective regions and states across the country, including territories. Along with this national rollout, ASL Connect | Families continues to partner with the SKI-HI Deaf Mentoring institute to raise cross-branding awareness and networking opportunities.

## ASL Connect | Creative | Marketing & Communications | Development

ASL Connect | Creative | Marketing & Communications | Development division experienced exponential growth in FY 2020. In this cycle, with over 75 posts on its social media platforms, the number of subscribers jumped tenfold, from 5,500 to 50,708. The numbers of Facebook followers grew from 2,269 to 12,762, and from 1,249 to 9,675 followers on Instagram, and from 172 to 503 on Twitter. Giphy has shown incredible growth, starting at 1.1 million and going to 5.1 million in this year alone. Toward the end of FY 2020, ASL Connect reached 197,900 people, with 32,300 people actively engaged with the content.

The Creative team developed 17 film projects, serving all divisions of ASL Connect, most notably a key revenue webinar product under ASL Connect | Business. The team innovatively created filmed works using a remote solution that promoted and assured a COVID-19-safe environment for both the talent and crew. This kept the pipeline open for more projects. A collaboration between the Clerc Center to develop six to 11 published titles in ASL is underway. Those filmed works will be shared with the SE-REAL's team as a supplement to their services, including the Family Language Connector Program.

Prior to COVID-19, ASL Connect was working with the Nippon Foundation to provide ASL instruction for scholarship recipients who would come to Gallaudet University for an immersive academic and cultural experience that could be taken back to Japan. Until COVID-19 circumstances stabilize, ASL Connect will continue to seek collaborative opportunities while maintaining relationships with existing partners.

Professor Felicia Williams presents to her class in a space designed for full visual access.



## XIV. CENTER FOR BLACK DEAF STUDIES

Gallaudet announced the establishment of a new Center for Black Deaf Studies, to be led by Dr. Carolyn D. McCaskill, '77, G-'79, & Ph.D.'05. McCaskill, a tenured professor in the Deaf Studies program, is an internationally renowned authority on the Black deaf experience and on Black ASL.

The Center for Black Deaf Studies will support 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 will have an advisory board to provide guidance and consultation to the Center Director on programs, policies, and procedures.

The Center proposes to conduct research on the experiences of Black deaf people of African descent and offer a minor in Black Deaf Studies. It will promote the retention of Black deaf and hard of hearing students through an innovative and highly successful tutorial program. The Center also will organize lectures, films, speaker series, and discussion forums, and partner with community and campus organizations to sponsor lectures and workshops that create a better understanding of Black deaf people in the wider social, economic, and political spectrums.

The Center initiated these projects at the end of FY 2020 and will continue this work in FY 2021:

- The Center will create and submit for Council of Undergraduate Education approval an interdisciplinary Black Deaf Studies major, grounded like all of Gallaudet's programs in the liberal education tradition. Both existing and new courses will be part of the minor program.
- Dr. Martreece Watson of the English program created the ALLSTAR program for deaf, hard of hearing, culturally and linguistically diverse students of color 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. ALLSTAR will be housed within the Center for Black Deaf Studies, and will be augmented by a dedicated study area with a resource library and computer laboratory.
- Dr. McCaskill, Dr. Watson, and Dr. Joseph Hill, G-'04 & PhD '11, of Rochester Institute of Technology, plan to create a Black ASL dictionary, and are applying for fiscal support for this endeavor. The Center, with robust student participation, will conduct and disseminate research on the history, language, and culture of the Black deaf community. Presentations will be made both in academic and community settings. The Center will maintain an active online presence, and will disseminate its research widely.



Dr. Ceil Lucas, Professor Emerita; Candas Barnes, Gallaudet Interpreting Service; Dr. Matreece Watson, English; Dr. Carolyn McCaskill, American Sign Language and Deaf Studies; Evon Black, Undergraduate Admissions; Felicia Williams, American Sign Language and Deaf Studies; and Franklin Jones Jr., American Sign Language and Deaf Studies participated in an open dialogue after the premiere of *Signing Black in America: The Story of Black American Sign Language*.







Students from the Gallaudet Dance Company perform an elaborate choreographed performance.

## ..... **PRIORITY SIX: OPTIMIZE RESOURCES: IMPROVING FINANCIAL PLANNING AND MANAGEMENT PRACTICES AND STRENGTHENING AND DIVERSIFYING REVENUE STREAMS**

*Strengthen Gallaudet's long-term financial well-being by growing and diversifying revenue streams and by improving the efficiency and effectiveness of financial planning and management practices.*

# I. RECENT RESOURCE EFFICIENCY STEPS

FY2020 was an extraordinarily unusual year dealing with the impact of the COVID-19 pandemic on Gallaudet's operations. Both Gallaudet and the Clerc Center transitioned to remote learning during March 2020, at approximately the mid-year point in the fiscal year that runs from October 1, 2019–September 30, 2020, and continued with remote learning through fall 2020.

## Fiscal Year 2020

1. Gallaudet was recognized as the No. 3 "Best Value School" among national universities in the prominent 2021 U.S. News & World Report Best Colleges rankings. This follows a Number 18 ranking in the same category last year. The Number 3 honor places Gallaudet among some of America's most well-known universities, and ranks it higher than all other Washington, DC, schools.
2. Standard & Poor's, in its report on February 18, 2020, affirmed its A+, stable outlook rating for Gallaudet, citing the university's "unique status as a federally chartered private university," federal appropriation support, "niche demand profile," and low debt level relative to its revenue. Standard & Poor's also identified moderate enrollment fluctuations in the recent years, limited growth in student-related revenues, and high reliance on federal appropriations as offsetting the credit factors.
3. During FY 2020, Gallaudet continued making investments in its bilingual mission, appointing a new Chief Bilingual Officer, transferring several units to the new Officer's responsibilities, expanding the institution's STEM and student success programs, and undertaking numerous other initiatives.
4. Gallaudet's ongoing commitment to research that benefits deaf and hard of hearing people and all humanity around the world led to a R2 classification in December 2018 by the Carnegie Classification of Institutions of Higher Learning. This is in recognition of Gallaudet as a research university, specifically, in Carnegie's "Basic" Category for "Doctoral Universities: High Research Activity (R2)." The Carnegie Classification of Institutions of Higher Education was created by the Carnegie Commission on Higher Education as a framework for classifying U.S. colleges and universities, primarily for educational and research purposes. Institutions that conferred at least 20 research/scholarship doctorates in 2016-2017 and reported at least \$5 million in total research expenditures were assigned to a measure of research activity. The research activity, R1 or R2 classification, was determined by a formula that calculates the University's aggregate level of research and per capita research, using expenditures and staffing divided by the number of full-time faculty.
5. For the FY 2020 budget development work, Gallaudet assumed the zero-based budgeting approach with the intention of reallocating funds toward high-priority initiatives and activities. Because of the COVID-19 pandemic, Gallaudet continued to use this approach for the FY 2021 budget development work.
6. To more effectively provide remote instruction activities, Gallaudet provided training during summer 2020. A four-course module was designed for all faculty, adjuncts, and staff who teach, in order to build and enhance their knowledge and understanding in several areas of teaching remotely.
7. Acting through the Office for Student Success and Academic Quality (SSAQ), Gallaudet continued to focus on retention efforts, which are critical for its overall enrollment strategy in terms of academic quality and revenue-generation. One effort Gallaudet has done to strengthen retention is by scaling Navigate across campus. Navigate is a platform through which departments can identify patterns of student success and failure, plan strategic interventions, coordinate student care, and measure impact. As a result, Gallaudet is happy to report that cohort 2020 first-time, full-time freshman retention rate is 74%, which is an 11% percentage point improvement from cohort 2016 (63%).



8. The University had previously approved a 0% increase in tuition and fees for Fall 2019 and Fall 2020, after modest annual increases of 3% for Fall 2016, 2017, and 2018. Because of the COVID-19 pandemic, the decision was later made to reduce the Fall 2020 tuition by 15% for all students. At the same time, the University increased its tuition discounting to a projected overall rate of 37% for FY 2020, up from 36% in FY 2019, and 34% in FY 2018.
9. In response to the COVID pandemic, Gallaudet announced a Voluntary Retirement and Resignation Program (VRRP) in July 2020 with incentive pay for eligible participants. Over 70 participants were approved for retirement or resignation by the end of calendar year 2020. VRRP is similar to the Budget Reconciliation and Reinvestment Initiatives (BRR) in rationale and approach. The goal is to reallocate resources toward functions and activities that more closely align with Gallaudet's strategic vision and mission, although cost savings may result from these initiatives. With the departure of employees through VRRP, Gallaudet leaders can redesign most of the position vacancies, close some of the positions as needed, and transform the direction of many of the affected departments.
10. The federal government appropriated additional funds to assist Gallaudet in responding to the COVID-19 pandemic. Under the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Gallaudet received \$7 million for such expenses as technology purchases for students, faculty, and staff (this included laptops, WiFi hotspots, data plans, instructional media content, and video meeting software), deep cleaning work and supplies, and personal protective equipment. This support could be used across two fiscal years, FY 2020 and FY 2021. In FY 2020, Gallaudet applied \$2.9 million of this sum toward its operations; it will use the remainder in FY 2021.
11. Furthermore, under the Higher Education Emergency Relief Fund (HEERF) component of the CARES Act, Gallaudet received an additional \$1.6 million. One half of this amount was to be provided as emergency financial aid grants to students for expenses related to the disruption of campus operations due to coronavirus. The other half could be used to defray Gallaudet's expenses in similar activities. Approximately \$1.4 million was used during FY 2020, with the remainder to be used in FY 2021.
12. Institutional Advancement (IA) closed the fiscal year reporting \$11.9 million in new gifts and pledges, which is a significant increase from \$4.9 million in the previous fiscal year. The University also collected nearly \$13.3 million in cash received from philanthropy, including collecting on previous years' pledges. These were incredible achievements, as the University, in response to the global pandemic of Covid-19, moved to remote learning for students and remote work for most faculty and staff halfway through the fiscal year. IA established a Covid-19 fund for university students, including international students and students of color. A similar fund was also established to support Clerc Center families and students. Nearly \$90,000 was raised in support of the Covid-19 funds. All of the university's Board of Trustees and Executive Leadership Team members contributed the Covid-19 funds.
13. Gallaudet also received a \$5 million dollar current-use scholarship donation, making this the largest donation from an individual donor. In addition, Gallaudet received an \$800,000 gift from the Mellon Foundation to transform pedagogy and by extension, the entire academic culture and student learning experience at the University.
14. In order to adequately support the needs of a research institution, during FY 2020 Gallaudet's Office of Sponsored Programs (OSP) was redesigned to improve grant-related services and to focus on research compliance, research support, and research development. The renamed Office of Sponsored Programs and Research Services (OSPRS) uses a grants management system called Cayuse, which was implemented in 2019. This research suite supports grant-related activity from the management of internal grants to the

submission of federally sponsored projects, the tracking of human subject research, the closeout of grant awards, and the tracking of compliance with conflict-of-interest policies. Cayuse centralizes and streamlines grants management activity, from proposal creation to award closeout, and also provides much-needed data to the University for inclusion in Interfolio, a faculty activity reporting module.

15. Gallaudet is working with an energy services provider to develop an on-campus microgrid that will include 4.5 Megawatts (MW) of combined heat and power (CHP) and up to 3 MW of onsite renewables (solar). In coordination with a technical and financial advisor, Gallaudet management is evaluating contractual and financing structures that will provide the University the best financial return with the least amount of risk.
16. During FY 2020, Gallaudet began a contract and purchasing function modernization initiative in partnership with Astute Business Solutions, a PeopleSoft/Oracle consulting service. This initiative will allow for direct entry of purchase requisitions by requesters into the institution's PeopleSoft Financials system, rather than on paper or in PDFs, eliminating potential paperwork loss and duplication of data entry. With the lessons learned from this transition, Gallaudet will begin its digital workflows improvements in the human resources function. This will include absence management, electronic Personnel Action Form, and position control. The investments in this area will enable Human Resources Transformation, planned for the near future.
17. Sixth Street property redevelopment efforts continued to focus on the design and planning of Creativity Way, with delivery of the initial phase by 2025. Creativity Way is intended to seamlessly integrate Gallaudet's redeveloped Sixth Street property with the historic portion of campus, while highlighting the University's 21st-century innovation and discovery and becoming a DC destination point. Gallaudet is finalizing the submission of a second and final stage Planned Unit Development application and a Campus Plan Amendment application to the District of Columbia's Zoning Commission. Approval of the applications are expected in 2021 and construction and ground rent payments are expected to begin in 2022.
18. During FY 2019, the University began the first year of a three-year upgrade of its wireless capabilities, at an estimated cost of \$750,000 each year. Due to the impact of COVID-19, Gallaudet is accelerating the wireless deployment to take advantage of near-empty buildings/residence halls. The project is expected to be completed in early FY 2021 by reprioritizing some projects from FY 2020 in light of the COVID pandemic.
19. In the summer of 2020, the Connected Gallaudet initiative and partnership with Apple officially launched with a program to distribute iPad Pros to all faculty and students, and selected staff (those who interact with students). The intent of this program is to narrow the digital divide and ensure all students begin their studies from the same starting point. In addition to the iPads, Gallaudet also is deploying software/apps to these iPads more quickly and at scale. This partnership with Apple will lead to a "Coding Lab, where students and faculty will begin to build innovative solutions to challenges including, but not limited to, app development and pedagogical best practices as it relates to bilingual teaching/learning. This project also required a pivot from traditional technology infrastructure which is designed for on-campus work/interaction, but as people are now remote and all over the globe, this initiative allowed Gallaudet to re-architect its infrastructure to support this reality.
20. In summer 2020, Gallaudet established a formal IT governance process. The Information Technology Steering Committee (ITSC) is responsible for helping Gallaudet make more informed, strategic, and impactful technology-related decisions. The ITSC will work together to review proposals, provide feedback, and make recommendations for the co-chairs' review and final approval/decision rights. The

co-chairs are Dominic Lacy, Chief Operating Officer, and Dr. Jeffrey Lewis, Interim Provost. Having an IT governance structure will:

- a. make Gallaudet more efficient by having a review team for major software, apps, and more;
- b. facilitate future and ongoing sustainability;
- c. create more systematic, strategic, transparent, and consistent processes for presenting and making IT-related decisions throughout the institution;
- d. provide an institution-wide lens on smart decision-making needs before it reaches division-level governance;
- e. ensure that initiatives that have cross-functional and interdepartmental impact are thoroughly vetted, appropriately prioritized, and fully supported by leadership and the University's relevant stakeholder groups;
- f. and save the University money down the line so that it can do more.

Students, faculty, and administrators gather inside Gallaudet's Sorenson Language and Communication Center to celebrate International Day of Sign Languages, smiling for a photo.







## II. THE GALLAUDET UNIVERSITY 2022 CAMPUS PLAN

The Gallaudet University 2022 Campus Plan is a 10-year campus development plan required by the District of Columbia Zoning Commission. The Campus Plan was influenced by the 2010–2015 Gallaudet Strategic Plan to provide guidance for the development of capital projects to support the mission and goals of Gallaudet while ensuring the best use of the University’s physical assets and fiscal resources.

The Campus Plan sets a bold vision for the campus that builds upon the goals of the 2002–2012 Facilities Master Plan and responds to changes in higher education, the University’s strategic goals, and the surrounding community. Given the dynamic nature of academia in the 21<sup>st</sup> century and the University’s physical surroundings, the Campus Plan is intended as an aspirational guide and a vision for future development. It is also intended to serve as a foundation for the University’s capital budget planning process.

Led by a steering committee consisting of representatives from a cross-section of Gallaudet students, faculty, and staff, the Campus Plan is the culmination of input from the campus community and beyond. Over 18 months, students, faculty, and staff participated in a series of campus workshops

focusing on facility needs related to academics and research, sustainability and accessibility, campus life, and DeafSpace design concepts. The Urban Land Institute led a week-long workshop to assist Gallaudet planning staff in developing strategies for building stronger physical and programmatic connections with the surrounding community. Broadly stated, these workshops yielded a commitment to the following planning principles:

- Accommodate enrollment growth and support Gallaudet Strategic Plan goals.
- Increase and enhance on-campus housing.
- Revitalize the heart of the campus and increase density.
- Integrate physical accessibility and sustainability.
- Build new connections with the local community.

Gallaudet plans to submit a Campus Plan Modification application to the District of Columbia’s Zoning Commission during FY 2021, to extend the term of the current plan to 2025. This would allow the University to develop its plans post COVID-19. The outcome of this process will guide capital planning decisions for the 2032 Campus Plan.

See the next page for a map of the 2022 Campus Plan.



101 Chapel Hall  
 102 College Hall  
 103 Dawes House  
 104 Kendall Hall  
 105 Fowler Hall  
 106 Gate House  
 107 EMG Residence  
 108 Ballard House  
 109 Fay House  
 110 Denison House  
 115 Peikoff Alumni House  
 214 Kellogg Conference Center  
 219 Hall Memorial Building  
 223 Elstad Auditorium  
 229 Washburn Fine Arts Building  
 231 Student Union Building

232 Student Academic Center  
 243 Central Utilities Building  
 248 Field House  
 265 Sorenson Language & Communication Center  
 290 Penn Street  
 317 Peet Hall  
 318 Living Learning Residence Hall  
 327 Ballard Hall – West  
 328 Ballard Hall – North  
 335 Clerc Hall  
 336 Benson Hall  
 345 Carlin Hall  
 537 Health Center  
 538 University Dining Hall  
 569 Central Receiving  
 581 MSSD House 100/200

582 MSSD House 300/400  
 589 MSSD Gym & Pool Building  
 641 Kendall Demonstration Elementary School  
 771 Security Kiosk  
 772 Grandstand  
 791 Field House Parking Garage  
 792 Hanson Plaza Parking Garage  
 793 KDES Parking Garage  
 794 MSSD Parking Garage  
 795 Sixth Street Parking Garage  
 A New Student Learning Commons  
 B New Academic Building

C New Sixth Street Mixed-Use Apartments  
 D New Innovation Lab/Business Incubator  
 E New Visitors Center  
 F New Recreational Gym  
 G New MSSD Residence Hall  
 H New MSSD School



### III. CREATIVITY WAY & SIXTH STREET PLANNING

In FY 2017, the District of Columbia Zoning Commission approved the Gallaudet and JBG Smith stage one planned unit development (PUD) on the east and west sides of Sixth Street. Initial submission for the stage two PUD application for parcels two and three was presented to the District Office of Planning (OP) in August 2020. The final application is expected to be submitted in November 2020, with a hearing before the Zoning Commission before the end of the calendar year.

Creativity Way will be located on the east side of the Sixth Street development, where Gallaudet formerly housed its Transportation Department offices and maintenance facilities. The Creativity Way initiative is spearheaded by the Creativity Way Steering Committee, comprised of Gallaudet administrators, faculty, and staff. Creativity Way will provide flexible space to facilitate discovery and entrepreneurial partnerships, bolstering Gallaudet's "creative-edge" while building a new "front porch" to the University along Sixth Street. The Steering

Committee is developing high-level programmatic and architectural concepts for the project, which will be submitted in a Campus Plan Amendment Application to the Zoning Commission. It will be submitted concurrently with the final PUD submission.

The Campus Plan Amendment will establish the Creativity Way Alleyway as an off-site "open space" amenity for the PUD and as a pedestrian street and gathering place between parcel two and Gallaudet's Faculty Row. Additionally, the amendment will extend the endpoint of the existing Campus Plan from 2022 to 2025, allowing the University to focus on adjusting its operations to the Covid-19 pandemic. This extension will also allow it to set design and planning efforts to occur once the pandemic has resolved, while establishing parcel one as an interim surface parking facility. Gallaudet expects the stage two PUD and Campus Plan Amendment applications, barring any setbacks, to be approved by Spring 2021.

## IV. GALLAUDET INNOVATION AND ENTREPRENEURSHIP INSTITUTE

The Gallaudet Innovation and Entrepreneurship Institute (GIEI) continued its work in FY2020 despite the impacts of the COVID-19 pandemic.


- New Leadership Team—A new interim director was hired in June 2020.

Events that GIEI attended/hosted in FY 2020 were:

- Student Startup Career & Internship Fair at George Washington University
- DMV Top 150 Student Pitch Competition at George Mason University
- Online Courses in Entrepreneurship
- GIEI sponsored the Y-Summit, a two-day conference. About 25 students participated in this summit to meet successful deaf entrepreneurs and learn their stories virtually.
- “In-Class Roadshows,” with entrepreneurial thinking and leadership conversations
- Several virtual BisonTalks sessions, including Storm Smith, deaf entrepreneur/artist and Justin Folk, director/producer.
- Thanks to the support of JP Morgan Chase funding, GIEI invited entrepreneurs, as well as community leaders, to provide students virtual mentoring services through the end of the semester.
- Continued support with the University’s Intellectual Property (IP) and commercialization efforts (with the President’s Office). GIEI initiated the following projects at the end of FY 2020 and will continue this work in FY 2021:
- An update to the Deaf Business Database (national and international Deaf Business Directory).
- A revamp of the website, with more online resources being available to the students including online Bison Talk Series.
- Expansion of outreach through social media platforms by creating a campaign.
- Collaboration with the Career Center to establish mentorship/fellowship program for students and alumni (including PeopleGrove).
- Continued close work with the Career Center, the Center for Continuing and Online Education; the Burstein Center of Excellence, Leadership and Innovation (BCELI); and the Office of Alumni Relations, to provide resources and guidance.
- Worked closely with Student Support Services on building an online Mentoring Platform.
- Participated in several external conferences as presenters, in addition to providing workshops on entrepreneurship challenges during Covid-19 period.
- Began exploring the possibility of an incubator for BIPOC students

President Roberta Cordano signs “strong” to students on a live streamed Zoom webinar during the COVID-19 pandemic.



A group of graduates in black gowns and stoles are celebrating, throwing their caps into the air. In the background is a large, ornate building with a red roof and green trees. The scene is bright and festive.

Gallaudet University is  
grateful for the support of  
our friends, whose generous  
support keeps Gallaudet at  
the forefront of research,  
education, and outreach for  
the deaf, hard of hearing, and  
signing community.

**OUR HEARTFELT  
THANKS TO  
CONTRIBUTORS  
DURING THIS  
FISCAL YEAR**

Excited graduates celebrate their achievement.

## V. DEVELOPMENT AND ALUMNI RELATIONS

Institutional Advancement (IA) closed the fiscal year reporting \$11.9 million in new gifts and pledges, which is a significant increase from \$4.9 million in the previous fiscal year. The University also collected nearly \$13.3 million in cash received from philanthropic donations, including collecting on previous years' pledges. These were incredible achievements, as the University, in response to the global pandemic of Covid-19, moved to remote learning for students and remote work for most faculty and staff halfway through the fiscal year. IA established funds for Covid-19 to help students, including international and students of color, and for help with the Covid-19 response for the Clerc Center.

Nearly \$90,000 was raised in support of the Covid-19 funds. IA sent correspondence to all donors encouraging them to continue to support Gallaudet through our online giving site. All members of the university's

Board of Trustees and Executive Leadership Team also contributed the Covid-19 funds.

IA also received a magnificent \$5 million dollar current-use scholarship donation, making this the largest donation by an individual donor. In addition to receiving the largest donation from an individual, we received an \$800,000 gift from the prestigious Mellon Foundation to transform pedagogy and, by extension, the entire academic culture and student learning experience at Gallaudet.

Gallaudet's proud alumni continued their strong support of the University through donations, GUAA chapter functions and other engagement, helping to achieve a 74.5% engagement rating, a 4% increase over last fiscal year.

### Comparison Data for the Last Three Fiscal Years

Fiscal Year	Fundraising Total (new gifts plus pledges)	Cash Received (cash minus payments on pledges)	Bequest Pledge Amount	Pledge Amount (Non-Bequest)	Total Cash Received (includes payments on previous pledges)
2020	\$11,921,267.40	\$8,059,856.68	\$1,335,278.72	\$2,526,132.00	\$13,265,363.00
2019	\$4,962,146.20	\$2,842,697.80	\$170,000	\$1,949,448.45	\$5,421,032.90
2018	\$6,393,202.70	\$1,353,949.21	\$2,786,000	\$2,253,253.50	\$3,801,931.22

### FY 2020 Individual Gifts or Pledge Payments of \$10,000 and More

- Mr. Paul and Dr. Mary Jan Bancroft
- Mr. Clark A. and Mrs. Rosalee B. Connor
- Dr. Samuel K. Weisman and Dr. Nancy J. Crown
- Anonymous (4)
- Dr. Harvey and Mrs. Astrid A. Goodstein
- Mr. Robert J. and Mrs. Bea H. Grossman
- Mrs. Betty M. Lawson
- Mr. James Maguire
- Mrs. Frances M. Maguire\*
- Mr. Kenneth C. Mikos
- Miss Jacqueline A. Muller
- Mr. Arthur A. Roehrig
- Dr. Betty J. Schuchman
- Ms. Joni L. Henderson and Ms. Patricia A. Underbrink
- Mr. David and Mrs. Julie Van Scott
- Mr. Stephen and Mrs. Ann Van Scott
- Mr. J. Sterling White\*
- Ms. Joan Williams
- Mr. Paul Williams
- Dr. Roberto Wirth

\*donor deceased during FY

### FY 2020 Corporate and Foundation Gifts or Pledge Payments of \$10,000 and More

- APL Federal Credit Union
- The Morris and Gwendolyn Cafritz Foundation
- The Coca-Cola Company
- Anonymous
- Community Foundation of Southern Arizona
- Compass Group USA, Inc.

- Gallaudet University Alumni Association
- Google, Inc.
- The Theodore R. & Vivian M. Johnson Scholarship Foundation
- JP Morgan Chase Foundation
- The Maguire Foundation
- Microsoft Corporation
- Mitsubishi Electric America Foundation
- National Collegiate Athletic Association (NCAA)
- The Charlotte W. Newcombe Foundation
- Sorenson Communications, Inc.
- Student Body Government

## FY 2020 Bequest Gifts or Pledge Payments of \$10,000 and More

- Estate of Dr. Bernard N. Bragg
- Estate of Ms. Alice L. Burgess
- Estate of Dr. Gerald “Bummy” Burstein
- Estate of Mr. George J. Demetre
- Estate of Mr. Robert T. DeVenny
- Estate of Miss Mary L. Fenker
- Estate of Mrs. Eugenia W. Ferrell
- Estate of Ms. K. Cornelia Hesselbach
- Estate of Mr. Louis Wagner
- Estate of Mr. J. Sterling White\*

## FY 2020 Abraham Lincoln Legacy Society New Members With Planned Gift

- Estate of Mrs. June A. Akers
- Estate of Dr. Carol B. Cohen
- Ms. Yvonne M. Dunkle
- Mr. James B. and Mrs. Dorinda L. Jenkins
- Anonymous
- Mr. Robert P. and Mrs. June E. McMahon
- Mr. Mark Praigg
- Dr. Krishnan Raman

## FY 2020 New Members of the Abraham Lincoln Legacy Society for Endowment

- Mr. Stephen C. Demuth
- Mr. Alan M. and Mrs. Louise A. Fisch
- Dr. Ernest E. and Mrs. Mencie M. Hairston
- Mr. Harold and Mrs. Mary A. Mowl
- Mr. Arthur A. Roehrig

\*donor deceased during FY

## 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.

### Total of All Types of Employees as of October 1, 2020

	Male	Female	Deaf/ Hard of Hearing	Hearing	White	TUG	Total Each Cate- gory*
Administrators	34	56	60	30	70	25	90
Faculty	76	115	104	87	129	62	191
Clerc Center teachers	15	37	46	6	36	16	52
Professional staff (academic/student support)	57	104	129	32	104	57	161
Professional staff (administrators/institutional support)	77	123	120	80	130	70	200
Secretary/Clerical	5	39	17	27	16	28	44
Technical	19	9	21	7	11	17	28
Service	74	29	40	63	27	76	103
Maintenance	18	16	4	30	2	32	34
<b>Total<sup>2</sup></b>	<b>375</b>	<b>528</b>	<b>541</b>	<b>362</b>	<b>525</b>	<b>383</b>	<b>903*</b>

\*Totals include regular status, extended temporary, grant-funded, and auxiliary-funded employees.

### Regular Status Employees as of October 1, 2020

	Male	Female	Deaf/ Hard of hearing	Hearing	White	TUG	Total Each Cate- gory*
Administrators	35	57	55	37	65	27	92
Faculty	67	115	98	84	129	53	182
Clerc Center teachers	18	35	46	7	40	13	53
Professional staff (academic/student support)	48	104	112	40	99	53	152
Professional staff (administrators/institutional support)	70	115	103	82	117	68	185
Secretary/Clerical	6	25	14	17	12	19	31
Technical	20	9	23	6	14	15	29
Service	72	29	33	68	29	72	101
Maintenance	15	18	4	29	2	31	33
<b>Total</b>	<b>351</b>	<b>507</b>	<b>488</b>	<b>370</b>	<b>507</b>	<b>351</b>	<b>858</b>

<sup>1</sup>Traditionally Underrepresented Group, which includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, and two or more races.



### Extended Temporary Employees as of October 1, 2020\*

	Male	Female	Deaf/ Hard of hearing	Hearing	White	TUG	Total Each Cate- gory*
Administrators	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	2	0	1	1	2
Professional staff (administrators/institutional support)	0	6	5	1	6	0	6
Secretary/Clerical	0	1	1	0	0	1	1
Technical	1	1	2	0	2	0	2
Service	2	0	2	0	0	2	2
Maintenance	0	0	0	0	0	0	0
<b>Total<sup>2</sup></b>	<b>3</b>	<b>10</b>	<b>12</b>	<b>1</b>	<b>9</b>	<b>4</b>	<b>13</b>

<sup>1</sup>Three of the extended temporary employees have positions that are grant-funded; one of the extended temporary employees has a position that is income-funded; and the remaining are in positions that are federally funded.

### Grant-Funded Regular Status Employees as of October 1, 2020

	Male	Female	Deaf/ Hard of hearing	Hearing	White	TUG	Total Each Category
Administrators	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)	1	1	1	1	2	0	2
Professional staff (administrators/institutional support)	1	2	2	1	2	1	3
Secretary/Clerical	0	0	0	0	0	0	0
Technical	0	0	0	0	0	0	0
Service	0	0	0	0	0	0	0
Maintenance	0	0	0	0	0	0	0
<b>Total</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>5</b>

#### Auxiliary-Funded Regular Status Employees as of October 1, 2020

	Male	Female	Deaf/ hard of Hearing	Hearing	White	TUG	Total Each Category
Administrators	0	3	1	2	2	1	3
Faculty	2	1	0	3	2	1	3
Clerc Center teachers	0	0	0	0	0	0	0
Professional staff (academic/student support)	3	3	3	3	4	2	6
Professional staff (administrators/institutional support)	0	7	2	5	7	0	7
Secretary/Clerical	0	4	0	4	0	4	4
Technical	1	0	0	1	0	1	1
Service	2	3	5	0	2	3	5
Maintenance	0	0	0	0	0	0	0
<b>Total</b>	<b>8</b>	<b>21</b>	<b>11</b>	<b>18</b>	<b>17</b>	<b>12</b>	<b>29</b>

#### Deaf and Hard of Hearing Individuals in the Workforce by Percentage

Fiscal Year	Administrators %	Faculty %	Teachers %	Professional Staff %	Support Staff %	All %
2020	67%	60%	88%	69%	39%	60%

#### Members of Traditionally Underrepresented Groups in the Workforce by Percentage

Fiscal Year	Administrators %	Faculty %	Teachers %	Professional Staff %	Support Staff %	All %
2020	28%	32%	31%	35%	73%	42%

# FY 2020 Staff Hire Demographics by Grade for Regular Status Employees

Grade	# Pos.	# Appl.	White or Unknown Appl.	TUG <sup>1</sup> Appl.	Hearing or Unknown Appl.	Deaf or Hard of hearing Appl.	White or Unknown Hired	TUG <sup>1</sup> Hired	Male Hired	Female Hired	Other Sex or Not Available Hired	Hearing or Unknown Hired	Deaf or Hard of hearing Hired
Union	1	6	1	5	4	2	0	1	1	0	0	0	1
1-3 <sup>2</sup>	2	18	11	7	3	15	0	1	0	2	0	0	2
4	2	22	13	9	4	18	1	0	0	2	0	0	2
5	4	35	21	14	2	33	4	2	3	1	0	0	4
6	6	92	54	38	10	82	4	2	2	4	0	0	6
7	12	103	52	51	32	71	7	5	5	7	0	5	7
8	8	34	19	15	7	27	3	5	4	4	0	0	8
9	2	12	8	4	4	8	2	0	1	1	0	0	2
10	5	23	14	9	14	9	2	3	2	3	0	2	3
11-14 <sup>2, 3</sup>	3	41	34	7	4	37	3	0	3	0	0	0	3
Subtotal	45	386	227	159	84	302	26	19	21	24	0	0	38
Open positions <sup>4</sup>	41	-	-	-	-	-	-	-	-	-	-	-	-
Canceled positions <sup>5</sup>	22	-	-	-	-	-	-	-	-	-	-	-	-
Temporary positions	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Positions</b>	<b>108</b>	-	-	-	-	-	-	-	-	-	-	-	-

<sup>1</sup>Traditionally Underrepresented Group, which includes: Black or African American, Asian, Hispanic, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, and two or more races.

<sup>2</sup>Data are combined due to the small number of positions.

<sup>3</sup>Data does not include applicant data for positions filled through external hiring process.

<sup>4</sup>Final data are not available because these positions were opened or on hold at the end of the year.

<sup>5</sup>Hiring data are not available because these positions were canceled during the year.

## VII. 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 42 permanent staff employees including the GIS director. There are six members of the scheduling team who communicate between service requestors and service providers, receiving and reviewing requests and assigning interpreters. Two operations team members manage billing and payroll processes. GIS employs 33 staff interpreters. Two staff interpreters currently are in interim management positions and one serves in another department staffing a special project. 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.

### Service Requests

Content, setting, size, and scope of interpreting requests vary widely across administrative, operational, and educational areas and include:

- Legal and law enforcement
- Medical/mental health
- Large conferences and international events
- College classrooms from college preparation through the doctoral level
- Birth-12th grade school events and classrooms
- Campus administrative and operational activities

- Employment processes
- Campus visits
- Campus-wide presentations and dissertation defenses
- Student activities
- Student internships
- Government relations

## Service Programs

### Emerging Signer Program

While GIS is a service unit that supports communication access needs in educational, employment, and administrative functions, it also collaborates with the Office of Student Success to provide sufficient communication access for deaf and hard of hearing undergraduate students who are learning ASL. It also does so to provide cultural inclusion for these students. To accomplish this, GIS modifies how interpreting

services are provided to support their ASL acquisition and trains interpreters in this unique approach. 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.

### 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.

## 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 continues to provide in-person interpreting services in specific circumstances, but all other services and activities have been conducted virtually during Phase 1 of Gallaudet's COVID-19 plan. To support the new ways of teaching and learning in virtual classes, GIS implemented new translation service options. In addition to the service hour data provided below, GIS provided 230 hours of translation services between April 2020–September 2020.

## 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 Type of Service

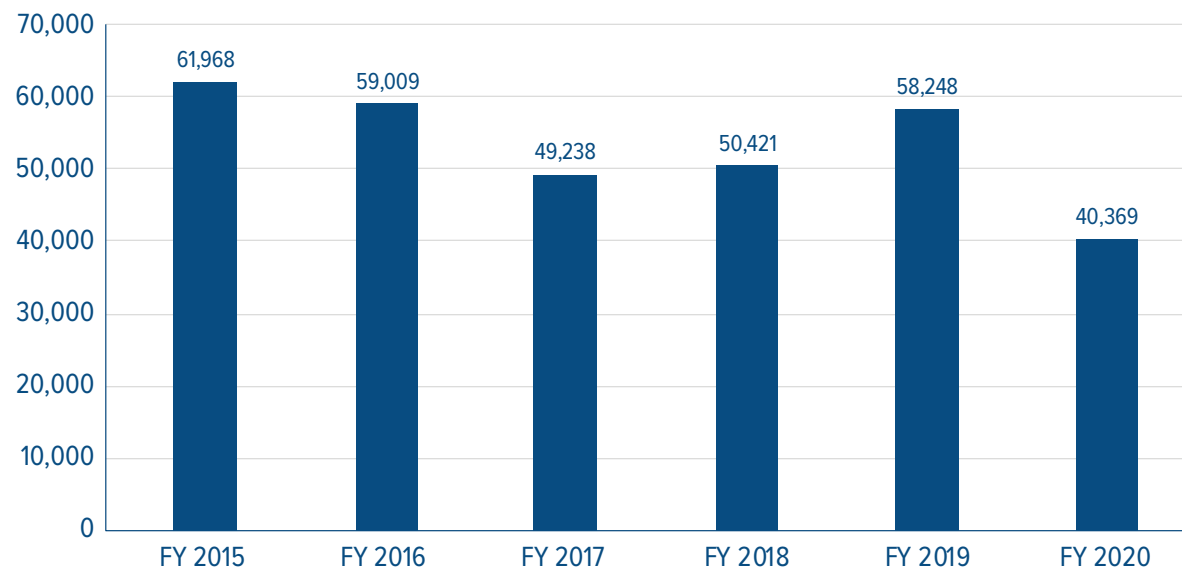
Service	Fall 2015	Spring 2016	Total AY 2016	Fall 2016	Spring 2017	Total AY 2017	Fall 2017	Spring 2018	Total AY 2018	Fall 2018	Spring 2019	Total AY 2019	Fall 2019	Spring 2020	Total AY 2020
Captioning	51	48	99	55	42	97	45	36	81	17	8	25	55	20	75
ASL-English	100	90	190	42	46	88	56	53	109	97	78	175	51	37	88
IntraLingual	-	-	-	-	-	-	-	-	-	-	-	-	35	5	40
DeafBlind	68	76	144	74	52	126	55	61	116	69	62	131	61	18	79
<b>Total</b>	<b>219</b>	<b>214</b>	<b>433</b>	<b>141</b>	<b>140</b>	<b>311</b>	<b>156</b>	<b>150</b>	<b>306</b>	<b>183</b>	<b>148</b>	<b>331</b>	<b>202</b>	<b>80</b>	<b>282</b>

### Direct Student Services Hours Provided by Fiscal Year and Area

Area	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
President	7	-	-	13	67	83
Administration and Finance	0	-	7	6	7	23
Academic Affairs	54,536	53,101	42,508	42,719	49,389	34,778
Clerc Center	7,425	5,909	6,722	7,683	8,785	5,486
<b>Total</b>	<b>61,968</b>	<b>59,010</b>	<b>49,237</b>	<b>50,421</b>	<b>58,248</b>	<b>40,369</b>



### Direct Student Services Hours Provided by Fiscal Year

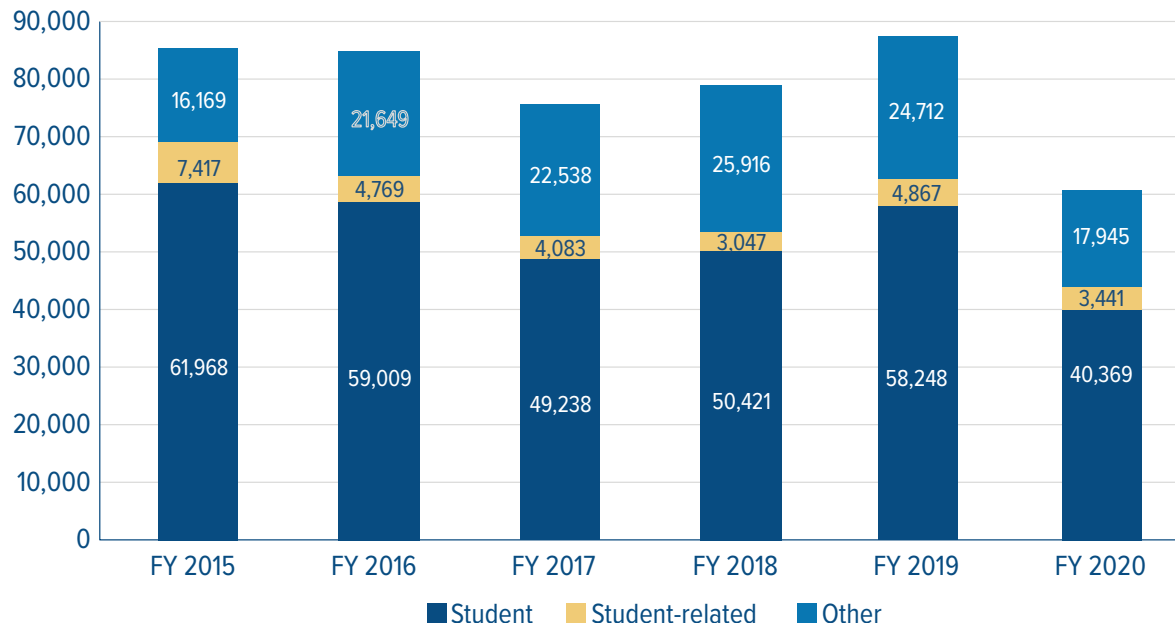


### Total Hours of Direct Services Provided University Wide by Fiscal Year and Type

Type	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Student	61,968	59,009	49,238	50,421	58,248	40,369
Student-related	7,417	4,769	4,083	3,047	4,867	3,441
Other	16,169	21,649	22,538	25,916	24,712	17,945
<b>Total</b>	<b>85,554</b>	<b>85,427</b>	<b>75,859</b>	<b>79,383</b>	<b>87,827</b>	<b>61,754*</b>

\*There was a significant reduction in the number of service requests from March through August due to COVID-19.

#### Total Hours of Direct Services Provided University Wide by Type



#### Percentage of Student Services (Direct and Related) Provided University-Wide

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Percentage of student services	81%	75%	65%	64%	66%	71%





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, the Model Secondary School for the Deaf, 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 Kendall Demonstration Elementary School (KDES) and the Model Secondary School for the Deaf (MSSD), the Clerc Center works in partnership with a network of programs and schools throughout the nation to identify and share best practices in the field. 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 cultural groups, or who live in rural areas. The Clerc Center publishes and disseminates materials and information, establishes and publicizes its research priorities through a process allowing for public input, and provides training and technical assistance to families of children who are deaf or hard of hearing as well as the professionals who work with them.



KDES kindergarten students read a book together and share their thoughts on the story.

## FY 2020 Highlights

The Clerc Center engaged in activities designed to improve the education and outcomes of deaf and hard of hearing children at the Clerc Center and throughout the nation during FY 2020. The Clerc Center's demonstration schools implemented refinements in instructional support, teacher training, and curricular and technology advances to continue enhancing teacher instructional skills and, ultimately, student achievement. The Clerc Center also continued

planning and implementing initiatives in national and demonstration school priority areas that comprise the Clerc Center Strategic Plan 2020 (CCSP 2020).

During the COVID-19 pandemic, the Clerc Center demonstration schools and national services successfully pivoted to providing instruction, services, and support through a fully online format, further described in the below section.

## Highlights from KDES and MSSD

FY 2020 highlights from the Clerc Center's demonstration schools included:

- Strengthening support for teachers' skills in the areas of assessment, curriculum development and coordination, and teaching and learning instruction by providing access to professional development opportunities with local organizations such as Teaching for Change and institutions such as Teachers' College.
- Developing and implementing a new program targeting teacher aides and other support staff in the school to ensure that aides are fully empowered with current teaching strategies and knowledge of bilingual teaching techniques.
- Developing and implementing a whole-school approach and piloting a new implementation of the Black Lives Matter at School curriculum with external speakers.
- Continuing to develop skills in new online instructional tools such as IXL and MAP Skills to



support student learning and progress. These tools facilitate formative assessment in order to see students' progress toward mastery of specific skills and empower teachers to better address student needs.

- 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.
- Developing professional development sessions for aides and teachers throughout the school to address our Excellence By Design goals by enhancing teacher/aide partnerships and Individualized Education Program goal development skills.
- Establishing a new 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 0-12.
- Developing a pilot for Second Step, a social-emotional learning curriculum purchased the previous year. The selection of this curriculum followed a rigorous vetting process oriented toward increasing the capacity of our elementary school team to

respond, intervene, and support students in learning about and improving behavioral and affective goals.

- Engaging in an unprecedented, well-coordinated effort to develop and provide an appropriate online instructional program for KDES and MSSD students, monitor families, and identify and respond to needs, all with existing resources. This work included the following:
  1. Repurposing iPads from classroom devices into tools for teacher-student instruction and communication.
  2. Developing a new website, Clerc@Home, that became the linchpin of an evolving approach to providing online instruction.
  3. Providing learning materials through Clerc Center social media, especially in the early days after the initial shutdown caused by the COVID-19 pandemic, while teachers, staff, and administrators were planning for a full shift to online learning.
  4. Implementing various versions of asynchronous and synchronous online learning throughout the spring of 2020 and assessing the effectiveness of each approach in order to identify the best blend of instructional approaches for students with a range of skills and needs.
  5. Developing innovative tools that support online learning, ranging from how-to videos for filming prop development to entirely new curricular material covering Black deaf history and literature.

## Highlights from the Clerc Center's National Service

During FY 2020, the Clerc Center continued to develop and provide resources that support professionals working with deaf and hard of hearing children across the country, ranging from those with significant knowledge of educational strategies for deaf and hard of hearing students to those who may only have had one deaf or hard of hearing student in their career. The public input work focused on learning more about select barriers identified by respondents in more detail.

During FY 2020, seven barriers were identified for focused analyses of comments: 1) early hearing detection and intervention, 2) family involvement and support, 3) lack of understanding, 4) language and

communication, 5) literacy, 6) resources, and 7) students with disabilities. Comments identified as "Other" were also included for analysis. Other highlights included:

- Developing a Clerc Center National Resources Showcase. This 33-minute video highlights Clerc Center resources that have been developed for professionals, parents, and caregivers with deaf and hard of hearing children birth to age 21. This video gives a brief description of over 20 resources that have been developed by the Clerc Center.
- Establishing an online platform to reach target audiences more effectively during the shift to fully online learning and work; several presentations



- originally scheduled to be given live were instead successfully held via Zoom. Additionally, support work normally done face-to-face continued to be effectively provided via Zoom and other video conferencing formats.
- Providing educational posts related to anti-racism and information about the accomplishments of Black deaf

and other Black individuals via social media as part of a response to the Black Lives Matter movement.

- Continuing to provide relevant information to stakeholders through archived webcasts. During FY 2020, 13 archived webcasts were viewed a combined total of 73,712 times.

## II. EDUCATION OF THE DEAF ACT

The Education of the Deaf Act (EDA), reauthorized in 2008 (P.L. 110-315) and amended in 2015<sup>1</sup>, 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.

### 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).<sup>1</sup>

The EDA requires the Clerc Center’s elementary and secondary programs to serve students with a broad spectrum of needs, including students who are lower achieving academically, who come from families that speak a language other than English in the home, who have secondary disabilities, who are members of diverse racial or cultural groups, or who are from rural areas.

The EDA states that the elementary and secondary programs must include:

- KDES, to provide day facilities for elementary education for individuals who are deaf 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 ...; and
- Publicly report the results of the academic assessments, except where such reporting would not

yield statistically reliable information or would reveal personally identifiable information about an individual student, and whether the programs at the Clerc Center are making adequate yearly progress.... (See section VII.)

- 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.*



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.

### 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”

#### Priority Setting

The Clerc Center convened a National Priority-Setting Meeting in February 2013 to establish its priorities. Participants included parents, teachers, school professionals, early intervention service providers, organizational leaders, and university professionals from across the nation. The Clerc Center used the Structured Dialogic Design Process (SDD) designed by Dr. Alexander “Aleco” Christakis. The process resulted

(2015).<sup>1</sup> 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).

in the identification of three priorities that serve as the foundation for the CCSP 2020:

**Professional Development**—The Clerc Center will support the needs of professionals by addressing gaps in their knowledge and facilitating the growth of necessary skills to meet the linguistic, academic, and social-emotional development and achievement of

<sup>1</sup> Education of the Deaf Act of 1986 (2015), Pub. L. 99-371, 100 Stat. 781.

children (birth through high school) who are deaf or hard of hearing.

**Family-School Partnerships**—The Clerc Center will promote the development of knowledge necessary for effective partnerships between families and professionals with schools or service agencies to effectively meet the linguistic, educational, and social-emotional needs of children (birth through high school) who are deaf or hard of hearing.

**Collaboration**—The Clerc Center will facilitate the recognition that productive collaborations among organizations at the national level are essential in meeting the linguistic, educational, and social-emotional

needs of children (birth through high school) who are deaf or hard of hearing.

The Clerc Center has developed resources to address each of the CCSP 2020 priority areas, which are described in more detail later in this chapter. The resource development phase of the CCSP 2020 is coming to a close.

Priority setting for the 2020-2025 strategic plan is underway. The goals for the 2020-2025 strategic plans have been identified as:

- Early Language Acquisition
- Knowledge Development
- Reach

The second public input and strategic plan cycle, which will lead to the development of the CCSP 2025, is also underway. The timelines for the CCSP 2020 and 2025 cycles are provided below.

CCSP 2020	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Phase 3: Development and Dissemination									
CCSP 2025	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Phase 1: Public Input									
Phase 2: Priority Setting									
Phase 3: Development and Dissemination									

## Public Input Cycle: FY 2017–2019

In FY 2017, the Clerc Center completed its review of its three-stage public input process. As a result of this review, the Clerc Center utilized new approaches to communicate about and disseminate the public input survey, which was shared with the U.S. Department of Education. Changes include use of current technologies to improve survey design, dissemination strategies, and data collection as well as the development of a survey that includes both ASL videos and English text. These changes were intended to enhance the Clerc Center's efforts to maximize its reach to key stakeholders in the education of deaf and hard of hearing students from birth through high school.

Although the number of survey respondents exceeded expectations based on the last public input cycle, demographics of survey respondents suggested a need

to improve representation based on ethnicity and race because members of ethnic and racial groups are one of the traditionally underserved groups identified by the U.S. Department of Education. Under-representation of these groups may be due to several factors, including: 1) inability to complete the survey due to lack of access to technology, 2) lack of awareness of or knowledge about the public input survey, and 3) challenges with reaching out to traditionally underserved groups. Modifications to the public input process were made to address these concerns:

- Refining data-collection strategies to work more closely with organizations and with schools and programs for deaf and hard of hearing students to involve parents in the public input process.

- Providing hard copies of surveys in English and Spanish for parents and caregivers upon request from a school for the deaf.

Outreach efforts to disseminate the survey ended in September 2018. Overall, the outreach efforts resulted in an increase in the number of parents responding to the survey; results for other groups (e.g., teachers and professionals, respondents who are both parents of deaf or hard of hearing children as well as work with deaf and hard of hearing children) remained relatively consistent.

Outreach efforts to parents in relation to ethnicity and race produced mixed results. They resulted in an increase of parents who are people of color from 23 percent in November 2017 to 30 percent in October 2018. The biggest percentage increase was seen for Hispanic/Latino parents (from 9 percent to 17 percent). Although there was an increase in the numbers of African American/Black parents, a percent decrease was observed (from 8 percent to 5 percent) based on the number of respondents reporting ethnicity and race.

Outreach gains made in relation to educational setting reported by parents were also mixed. The largest increase was observed for parents with children in early intervention settings. Results for public schools (including programs for deaf students in this setting) showed that the percentage based on representation dropped from 47 percent to 34 percent in 2018,

although the number of public schools increased. Sustained efforts to improve outreach to parents in these settings will be important for future public input activities.

The 2018 results indicate that 53 percent of professionals reported working in public schools, including programs for deaf students within this setting, followed by schools for the deaf (26 percent) and early intervention programs (6 percent). Other professional settings included college or technical training programs (4 percent); private practice, hospital or community-based practice (3 percent); private school (1 percent); and nontraditional educational programs (<1 percent). Seven percent reported other types of settings, and less than 1 percent did not respond to this question.

While ethnicity and race of parents were the primary focus for outreach efforts, there was also general interest in the ethnicity and race of respondents who identified themselves as professionals. Eighty-six percent of professionals identified themselves as White, followed by Hispanic/Latino (4 percent), Black/African-American (3 percent), two or more races (3 percent), Asian (1 percent), American Indian/Alaskan Native (<1 percent), and Native Hawaiian/Other Pacific Islander (<1 percent). Two percent did not provide ethnicity and/or race information.

## Stages of the Public Input Process

The three-stage public input process for collecting, analyzing, and using public input was first established by the Clerc Center and accepted by the U.S. Department of Education in FY 2010. These stages are cyclical, and the Clerc Center has now begun its second public input cycle.

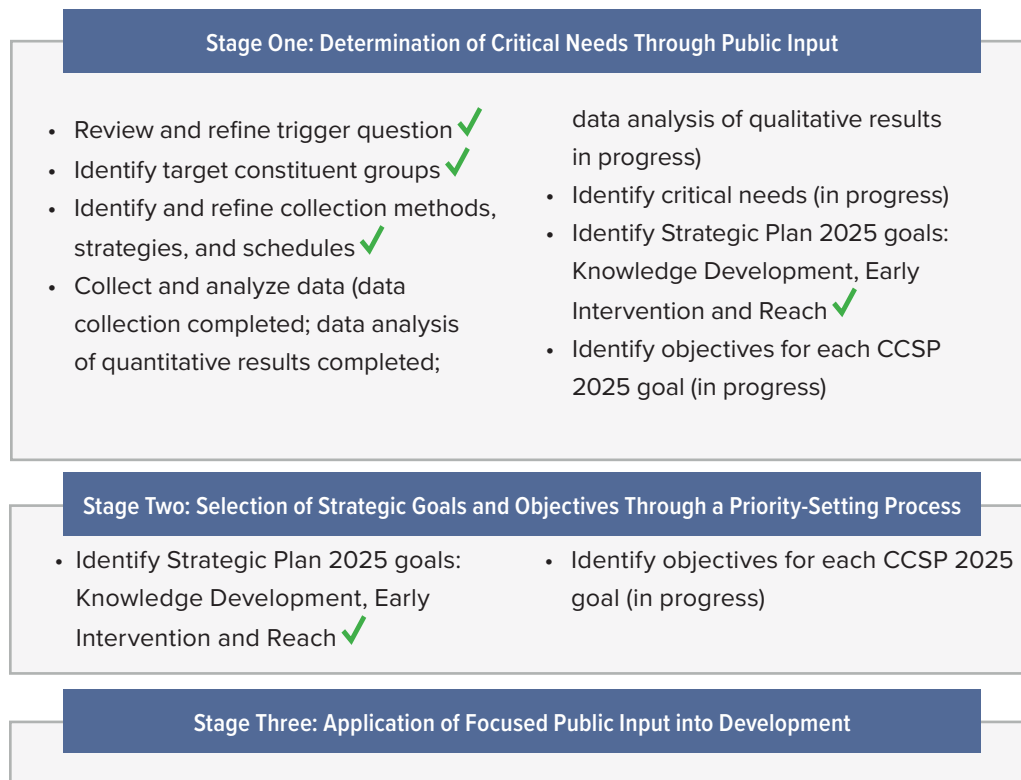
The framework for the three-stage public input process continues to guide the second public input cycle. The three stages include: 1) determination of critical needs,

2) selection of strategic goals and objectives, and 3) application of focused public input into development. Current work focuses on the first stage, which is expected to be completed during FY 2020—an extension of the timeline due, in part, to the number of survey respondents exceeding expectations. Stage one activities that are checked have been completed; current ongoing activities involve coding and analysis of public input data.



## Strategic Planning Five-Year Cycle

(As projects near completion, cycle begins again.)



### Stage One: Determination of Critical Needs

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. Stage One activities during FY 2017 primarily focused on data analysis of quantitative and qualitative data.

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 that they consider to be most critical to address and to write comments about these needs. The survey was available in four languages: American Sign Language (ASL), English, Spanish, and Chinese.

The 2017 public input survey was taken by 1,438 people. Of the total number of respondents, 289 identified themselves as parents (including caregivers) only. They did not have a role working with deaf and hard of hearing students.



## Stage One: Determination of Critical Needs

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, 289 individuals identified themselves as parents (including caregivers) only.

They did not have a role working with deaf and hard of hearing students.

### Demographics of Parents

Sixty-eight percent of parents identified themselves as hearing and 19 percent as deaf; 11 percent identified themselves as hard of hearing. The race and ethnicity of parent respondents are as follows:

#### Parent Respondents by Ethnicity/Race (N=289)<sup>1</sup>

Race/Ethnicity	Percentage
White	69%
Hispanic	17%
Black/African American	5%
Two or more races	3%
Asian	2%
American Indian/Alaskan Native	2%
Native Hawaiian/Other Pacific Islander	1%
No response	<1%

<sup>1</sup>Based on 2018 data representing the final count of the public input survey respondents.

Parents were also asked to indicate whether or not they were members of traditionally underserved groups. Thirty-five percent of parents reported they were not. Thirty-one percent of parents reported that they have a deaf or hard of hearing child with disabilities, and 25 percent reported that they have a deaf or hard of hearing child who is lower achieving academically.

#### Parent Self-Identification as Members of Traditionally Underserved Groups (N=289)<sup>1</sup>

Traditionally Underserved Groups	Percentage
Have a deaf or hard of hearing child with disabilities	31%
Have a deaf or hard of hearing child who is lower achieving academically	25%
Rural	22%
Speak a language other than English	17%
Are members of a racial or ethnically diverse group <sup>2</sup>	9%
None of the above	35%

<sup>2</sup> Percentages may not reflect the Race/Ethnicity percentages. This may be due to respondents completing the race and ethnicity question and not completing the question referring generally to membership in a racial or ethnic group.

Most parent respondents (65 percent) reported that their deaf or hard of hearing children were currently enrolled in an early childhood program through high school.

#### Child's Educational Status as Reported by Parent Respondents (N=289)<sup>1</sup>

Child's Current Educational Status	Percentage
Is currently enrolled in an early childhood program (including preschool) through high school	65%
Is currently receiving early intervention services or is too young to go to school	17%
Has graduated from high school	10%
Other	4%
Is currently enrolled in a nontraditional educational program (e.g., home school, correspondence program, GED program)	2%
No response	<1%

<sup>1</sup> Based on 2018 data representing the final count of the public input survey respondents.

Responses related to educational settings showed some variation. *Schools for the deaf* was most frequently selected (35 percent), followed by *public schools* (25 percent), *early intervention programs* (13 percent), *programs for deaf students within public school settings* (9 percent), and *private schools* (6 percent).

#### Child's Educational Setting as Reported by Parent Respondents (N=289)<sup>1</sup>

Child's Current Educational Setting	Percentage
Schools for the deaf	35%
Public schools	25%
Early intervention programs	13%
Programs for deaf students within public school settings	9%
Private schools	6%
Other	5%
College/technical training program	3%
Nontraditional educational program (e.g., home school, correspondence program, GED program)	<1%
Private practice, hospital, community-based practice	<1%
No response	3%

<sup>1</sup> Based on 2018 data representing the final count of the public input survey respondents.

## Demographics of Teachers and Professionals

Seventy-four percent of teachers and professionals identified themselves as hearing; 17 percent identified themselves as deaf; and 7 percent identified themselves as hard of hearing. Two percent of teachers and professionals did not identify their hearing status. The race and ethnicity of the teachers and professionals are:

### Teachers and Professionals by Ethnicity/Race (N=846)<sup>1</sup>

Teachers' and Professionals' Race/Ethnicity	Percentage
White	86%
Hispanic	4%
Black/African American	3%
Two or more races	3%
Asian	1%
American Indian/Alaskan Native	<1%
Native Hawaiian/Other Pacific Islander	<1%
No response	2%

<sup>1</sup>Based on 2018 data representing the final count of the public input survey respondents.

The role of classroom teacher was most frequently selected (22 percent), followed by itinerant teacher (17 percent); audiologist/speech-language professional (13 percent); other (including Deaf Mentor, CART provider, and VR providers (11 percent); and interpreter (10 percent).

### Teachers' and Professionals' Roles (N=846)<sup>1</sup>

Role	Percentage
Classroom teacher	22%
Itinerant teacher	17%
Audiologist/speech-language professional	13%
Other (e.g., Deaf Mentor, transition coordinator, coach, CART provider, VR provider)	11%
Interpreter	10%
School/district administrator	8%
Early intervention professional	4%
Outreach service provider	4%
Social worker, psychologist, counselor, behavior specialist	4%
University faculty, staff member, researcher	3%
Classroom aide or other resource staff	2%
Allied medical professional (e.g., pediatrician, nurse, ENT)	<1%
Undergraduate or graduate student	<1%
No response	<1%

<sup>1</sup>Based on 2018 data representing the final count of the public input survey respondents.

Responses related to work settings indicated that *public school* was most frequently selected (35 percent), followed by *school for the deaf* (26 percent) and *program for deaf students within a public school setting* (18 percent).

#### Teachers' and Professionals' Work Settings (N=846)<sup>1</sup>

Work Setting	Percentage
Public school	35%
School for the deaf	26%
Program for deaf students within a public school setting	18%
Other (e.g., adult services programs, county office of education, government)	7%
Early intervention	6%
College/technical training program	4%
Private practice, hospital, community-based practice	3%
Private school	1%
Nontraditional educational program (e.g., home school, correspondence program, GED program)	<1%
No response	<1%

MSSD students benefit from the rich diversity of their peers who come from all across the country



## Demographics of Parent-Professionals

Some respondents indicated that they were both parents of deaf or hard of hearing children as well as teachers and professionals who work with deaf and hard of hearing students. This group is classified as parent-professionals. Of the 1,438 respondents, 165 (11%) reported they were parent-professionals.

Of parents-professional, 59% were hearing, 34% were deaf, 6% were hard of hearing, and 1% did not provide hearing status information. The race and ethnicities of the parent-professionals are as follows:

**Parent-Professionals by Ethnicity/Race (N=165)<sup>1</sup>**

Race/Ethnicity	Percentage
White	81%
Hispanic	7%
Black/African American	4%
Two or more races	4%
Native Hawaiian/Other Pacific Islander	1%
American Indian/Alaskan Native	<1%
Asian	<1%
No response	2%

<sup>1</sup>Based on 2018 data representing the final count of the public input survey respondents.

Parent-professionals were also asked to indicate whether they were members of traditionally underserved groups; 38% reported they were not, 24% reported that they have a deaf or hard of hearing child with disabilities, and 22% reported they have a deaf or hard of hearing child who is lower-achieving academically.

**Parent-Professionals' Self-Identification as Members of Traditionally Underserved Groups (N=165)<sup>1</sup>**

Traditionally Underserved Groups	Percentage
Have a deaf or hard of hearing child with disabilities	24%
Have a deaf or hard of hearing child who is lower achieving academically	22%
Rural	19%
Speak a language other than English	18%
Are members of a racial or ethnically diverse group <sup>2</sup>	8%
None of the above	38%

<sup>2</sup>Percentages may not reflect the Race/Ethnicity percentages. This may be due to respondents completing the race and ethnicity question and not completing the question referring generally to membership in a racial or ethnic group.

The following section describes the educational status and settings of deaf and hard of hearing children of parent-professionals.

Of parent-professionals surveyed, 46% reported their deaf or hard of hearing children were enrolled in an early childhood program through high school, and 39% indicate % their deaf or hard of hearing children had graduated from high school.

#### Child's Educational Status as Reported by Parent-Professional Respondents (N=165)<sup>1</sup>

Child's Current Educational Status	Percentage
Is currently enrolled in an early childhood program (including preschool) through high school	46%
Has graduated from high school	39%
Other	7%
Is currently receiving early intervention services and/or is too young to go to school	5%
Is currently enrolled in a nontraditional educational program (e.g., home school, correspondence program, GED program)	4%
No response	<1%

<sup>1</sup> Based on 2018 data representing the final count of the public input survey respondents.

Responses related to parent-professionals' children's educational settings showed some variation. School for the deaf was most frequently selected (36%), followed by *public school* (21%); *other* (12%); *program for deaf students within public school settings* (11%); *college/technical training program* (8%); *early intervention program* (6%); *nontraditional educational program* (4%); *private school* (2%); and *private practice, hospital, or community-based practice* (less than 1%).

#### Child's Educational Setting as Reported by Parent-Professionals (N=165)

Child's Current Educational Setting	Percentage
School for the deaf	36%
Public school	21%
Other (e.g., finished college and employed)	12%
Program for deaf students within a public school setting	11%
College/technical training program	8%
Early intervention	6%
Nontraditional educational program (e.g., home school, correspondence program, GED program)	4%
Private school	2%
Private practice, hospital, or community-based practice	<1%
No response	<1%



The following section describes the roles and work settings of parent-professionals.

The most frequently selected category was *Other* (which includes roles such as advocate, guidance counselor, board member, and VR counselor) (22%) followed by *Classroom teacher* (21%)

#### Parent-Professionals' Work Roles (N=165)

Role	Percentage
Other (e.g., advocate, guidance counselor, board member, VR counselor)	22%
Classroom teacher	21%
Interpreter	8%
Outreach service provider	7%
School/district administrator	7%
Audiologist/speech-language provider	7%
Classroom aide or other resource staff	7%
Itinerant teacher	6%
Early intervention professional	6%
University faculty, staff member, researcher	4%
Social worker, psychologist, counselor, behavior specialist	3%
No response	3%
Students with disabilities	16%
Technology	10%
Other	8%

<sup>1</sup>Based on 2018 data representing the final count of the public input survey respondents.

Responses related to work settings indicated that *school for the deaf was most frequently selected (33%)*, followed by *public school (19%)*, *program for deaf students within a public school setting (11%)*, and *other (11%)*. **Parent-**

#### Professionals' Work Settings (N=165)

Work Setting	Percentage
School for the deaf	33%
Public school	19%
Program for deaf students within a public school setting	11%
Other (e.g., area education agency, freelance interpreter, social services agency, VR)	11%
Early intervention	7%
College/technical training program	6%
Nontraditional educational program (e.g., home school, correspondence program, GED program)	6%
Private school	3%
Private practice, hospital, or community-based practice	2%
No response	3%

## 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 were provided for survey respondents to select, including:

- Collaboration
- Curriculum, instruction, and assessment
- Early hearing detection and intervention
- Expectations
- Family involvement and support
- Lack of understanding
- Language and communication
- Literacy
- Policy and legislation
- Qualified direct service personnel
- Resources
- Social concerns
- Students with disabilities
- Technology
- 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’ selection. 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)

Barrier	Percentage
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.

In addition to selection of barriers from the list, slightly more than 1,000 respondents wrote comments about barriers. The work to analyze comments represented the qualitative data analysis phase, which began in FY 2017. Training in qualitative coding of comments was led by the principal investigator and a consultant expert in qualitative analysis in FY 2017. Qualitative coding and analysis involved a team of coders that included the Clerc Center evaluation and research staff members, research assistants, and consultants. For the duration of this phase, seven individuals coded comments working in pairs to ensure coding reliability. The coding of comments culminated in a list of coded comments for each of the 14 barriers. Comments that were identified as “Other” by respondents and comments that did not fall within the barrier as defined were coded as “Other” to be analyzed separately.

- 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 the 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., the 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:

- Early hearing detection and intervention
- Family involvement and support
- Lack of understanding
- Language and communication
- Literacy
- Resources
- Students with disabilities
- Other

Comments assigned as "Other" were included for analysis to identify new issues and/or needs.

The focused analyses were the main activity for this fiscal year. A team of six individuals was involved with this level of analysis. Each person was responsible for analyzing comments coded to a specific barrier, identifying and categorizing themes within the barrier, and drafting a visual graphic to demonstrate connections among themes. Results of each individual's analysis went through peer and group reviews for feedback regarding clarity, trustworthiness, and credibility. This review took several rounds of revisions before a draft summary of findings and visual graphics was shared internally with key leaders to support the Clerc Center's thinking about its new strategic plan priorities for the next cycle.

The COVID-19 pandemic impacted the team's analytic processes. Each team member needed to work remotely (and in different states), and the transition from a physical work environment to a remote work environment required time and adjustment for everyone in the midst of uncertainty and change. The transition included new activities to support remote working and meeting arrangements—from setting up work spaces, to getting the technology support and equipment needed to work effectively, to learning new ways to communicate and work virtually, to engaging in peer or group work remotely. Zoom meetings also required more time for people to get through the content as well as use multiple devices to view one another and data simultaneously and work together as remote partners and work teams. Thus, the data analysis process took longer than usual. As a result, analyses of some barriers were completed later than planned; others are not yet completed and thus will continue into FY 2021.

Focused analyses have been completed for the following three of eight barriers: lack of understanding, resources, and students with disabilities. The other five are currently in progress: early hearing detection and intervention, family involvement and support, language and communication, literacy, and other. These are expected to be completed in FY 2021.

Preparations for dissemination of quantitative results have just begun and will continue into FY 2021.



Author Jason Reynolds visits with Clerc Center students as part of the Black Lives Matter at School Week of Action.

## IV. CLERC CENTER STRATEGIC PLAN 2020

The CCSP 2020 focuses on the Clerc Center's national service and demonstration school activities through 2020. The national service portion of the plan supports professionals and parents of students (birth through high school) who are deaf or hard of hearing in accordance with the EDA, the Clerc Center's guiding federal legislation. The national service goal focuses on three priority areas identified during the Clerc Center's National Priority-Setting Meeting, which took place in February 2013 on the Gallaudet University campus in Washington, D.C.

The process to focus each priority area, develop the objectives, and select the strategies that the Clerc Center will undertake through 2020 was based on input and information from a number of national sources. These included dialogue during the National Priority-Setting Meeting; collection and analysis of public input from 2010–2012, a summary of which can be found at [www3.gallaudet.edu/clerc-center/our-resources/publications/pi-summary.html](http://www3.gallaudet.edu/clerc-center/our-resources/publications/pi-summary.html); evaluation feedback on select trainings 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 will support the needs of professionals by addressing gaps in their knowledge and facilitating the growth of necessary skills to meet the linguistic, academic, and social-emotional development and achievement of children (birth through high school) who are deaf or hard of hearing.

### Objective 1

Increase the understanding and awareness of teachers and professionals with limited knowledge or experience in teaching and/or working with children who are deaf or hard of hearing about how to foster student success and enrich their educational experiences through current teaching and professional practices.

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|---------------------------------|--|
| <b>FY 2020 Major Activities</b> | <ul style="list-style-type: none"><li>Published the 2020 issue of Odyssey: New Directions in Deaf Education magazine (Theme: “Diversity and Fostering Inclusive Learning”)</li></ul> |
|---------------------------------|--|
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### 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.

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|--|---|
| <b>Strategies worked on in FY 2020</b> | <ul style="list-style-type: none"><li>Plans to complete two additional focus groups were canceled due to the COVID-19 pandemic</li><li>Developing an implementation and dissemination action plan to support the K-12 ASL Content Standards</li></ul> |
|--|---|
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- |                                 |   |
|---------------------------------|---|
| <b>FY 2020 Major Activities</b> | <ul style="list-style-type: none"><li>Developed and hosted a webinar for the Educational Audiology Association: “Research to Practice: A Multidisciplinary Discussion of How Educational Audiologists Can Support Language Learning”</li><li>Published the 2020 Odyssey: New Directions in Deaf Education issue (see Priority 1, Objective 1)</li><li>Completed online training for the effective use of Students with Cochlear Implants: Guidelines for Educational Program Planning</li></ul> |
|---------------------------------|---|
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### Objective 3

Adopt a comprehensive plan for improving the awareness of professionals with limited knowledge or experience in working with children who are deaf or hard of hearing as well as parents of those children across the United States about the resources, support, and activities of the Clerc Center.

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|--|--|
| <b>Strategies worked on in FY 2020</b> | <ul style="list-style-type: none"><li>None; completed this objective</li></ul> |
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## 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.

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|---------------------------------|--|
| <b>FY 2020 Major Activities</b> | <ul style="list-style-type: none"><li>• Developed materials and resources to support parents and caregivers to share with school/agency professionals and allied professionals to support their child(ren)'s needs</li></ul> |
|---------------------------------|--|
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### 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.

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|---------------------------------|--|
| <b>FY 2020 Major Activities</b> | <ul style="list-style-type: none"><li>• None; completed this objective</li></ul> |
|---------------------------------|--|
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## 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 the 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.



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**FY 2020 Major  
Activities**

- Collaboration with Hands & Voices for the Family Leadership in Language and Learning (FL3) federal grant continued
    - Developed an online community site for exploring the Clerc Center resource Setting Language in Motion with Hands & Voices parent leaders
  - Collaboration with Alabama Institute for Deaf and Blind on the Regional Early Acquisition of Language (REAL) Project
    - Developed a logic model for each of the REAL target audiences: first responders, early interventionists, early educators, and parents and caregivers
    - Provided scholarships for five individuals to receive training from Gallaudet University's Infants, Toddlers and Families (ITF) certificate program
    - REAL collaborated with Gallaudet's ASL Connect to provide sign language learning opportunities for 40 families with deaf children from Alabama, Florida, Mississippi, and Tennessee
    - REAL Project team had the opportunity to attend a meeting of the Alabama Early Hearing Detection and Intervention (EHDI) directors and coordinators
    - REAL Project team presented to the Interagency Coordinating Council, a quarterly meeting to advise and assist the Alabama Department of Rehabilitation Services in the general administration, supervision, and monitoring of programs and activities used by the state to carry out Part C
    - REAL Project team collaborated with Gallaudet'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
  - During the 2020 EHDI conference in Kansas City, Mo., in March 2020, the team hosted a summit to begin learning more about each of the nine states and their unique EHDI systems; the information from this summit was then used to design more specific plans to engage with the EHDI systems in each state
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## V. RESEARCH PLAN, PRIORITIES, AND PROJECTS

The Clerc Center's Research Agenda guides internal and collaborative research designed to improve the educational outcomes for deaf and hard of hearing children from birth through 21 years of age. It is aligned with the CCSP 2020 and addresses identified gaps in knowledge and research as they relate to national service and demonstration school priority areas. This published list of priorities within the Research Agenda fulfills mandates set forth by the EDA and agreements made with the U.S. Department of Education to establish and disseminate priorities for their national mission with respect to deafness-related research, development, and demonstration activities. These 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).<sup>2</sup>

Knowledge gaps noted in the Research Agenda are based on current available research and practices as well as on the Clerc Center's national public input process. The agenda serves to delineate priority areas of focus for internal research, to establish

priorities for collaborations with external researchers, and to call attention to key areas that researchers and agencies across the country should consider when identifying areas of research need. The Clerc Center's research efforts support its mandate by the U.S. Congress and the EDA 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. The Clerc Center intends to communicate and disseminate findings concerning methods, materials, and ways of organizing research that are shown to be effective or ineffective in the education of students who are deaf or hard of hearing. The Clerc Center recognizes the need for collaboration with external researchers to address key priority areas within its Research Agenda. External researchers who are interested in working with the Clerc Center should use these priorities as a guide for ideas and topics that would be acceptable for collaborative research.

### Establishing the Research Agenda

The Clerc Center's Research Agenda was established in the spring of 2015 using data from its 2009–2012 public

input process. 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:

- Deaf and hard of hearing students' need for language and communication access.
- The limited resources (e.g., information, training and education, services) available for parents, teachers,

<sup>2</sup> Education of the Deaf Act of 1986. (2015). Pub. L. 99-371, 100 Stat. 781.

and professionals as well as for students who are deaf or hard of hearing.

- The need to address deaf and hard of hearing students' social-emotional needs and development.
- The 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:

- The need for knowledge and education among caregivers, professionals, and the general public.
- The need for collaborative efforts.
- The need for qualified professionals and services.

- Meeting the needs of the student within a given school system.
- A 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 [www3.gallaudet.edu/clerc-center/our-resources/publications/pi-summary.html](http://www3.gallaudet.edu/clerc-center/our-resources/publications/pi-summary.html).

## Research Agenda Areas of Focus

The Clerc Center's Research Agenda highlights three areas of focus: 1) family engagement, 2) educational best practices, and 3) social and emotional well-being. The areas of focus are designed to advance knowledge, best practices, curricula, intervention strategies, and resources for children who are deaf or hard of hearing, their families, and those who serve them. Information about the Research Agenda is available online at [www3.gallaudet.edu/clerc-center/research/research-agenda.html](http://www3.gallaudet.edu/clerc-center/research/research-agenda.html).

Each area of focus is described below.

### Area of Focus #1: Family Engagement

Promoting parental engagement and family-school partnerships emerged as a priority during both the Clerc Center's National Priority-Setting Meeting and the KDES/MSSD school accreditation process. This need is consistent with current research and educational practices, which indicate the importance of understanding and promoting consistent and substantial parental engagement as crucial to the academic, linguistic, and social-emotional development of young deaf and hard of hearing children. These sources further suggest that a better understanding of how parents perceive their engagement and how schools and professionals foster involvement can minimize barriers and maximize student success.

The Clerc Center's focus on family engagement offers opportunities to contribute to the expansion of research, particularly since gaps have been identified in the research addressing the engagement of families in the education of deaf and hard of hearing children with and without disabilities. Results generated by research in this area will also support the Clerc Center's use of evidence to develop resources and information related to family engagement and advocacy, including a Parent Advocacy Literature Review and development of a Parent Advocacy app. It will further assist the demonstration schools in selecting possible strategies to facilitate family engagement and enhance school climate.

## Area of Focus #2: Educational Best Practices

Professional development for educators new to working with children who are deaf or hard of hearing and for experienced educators addressing new content standards, instructional practices, and related assessments was identified as a priority during the Clerc Center National Priority-Setting Meeting and for educators in the Clerc Center's demonstration schools.

The majority of professionals responsible for teaching or providing services to deaf and hard of hearing children are not deaf or hard of hearing themselves, and they likely have limited experience or training in working with students who are deaf or hard of hearing (see, e.g., Ferrell, Bruce, & Luckner, 2014). This limited experience, coupled with the ever-evolving demands on professionals, creates further challenges to effectively planning for and meeting the needs of individual students. Teachers experienced in working with deaf

and hard of hearing students face their own challenges, including increasing accountability, a need to implement rigorous standards-based instruction and related assessments, and the ongoing move toward data-based decision making.

The Clerc Center's focus on educational best practices will contribute to a better understanding of effective practices in the classroom, at school, and at home. Results in this area will support the Clerc Center's development of resources and information, including new training, workshops, and printed resources for professionals. Further, the research will assist the demonstration schools in their practice of using research and data to inform instruction and implement effective classroom instruction and related student interventions.

## Area of Focus #3: Social and Emotional Well-Being

Furthering knowledge about the social and emotional well-being of deaf and hard of hearing children and young adults was identified as a need by the Clerc Center's public input process and the National Priority-Setting Meeting. The public input summary reports that while there is considerable information about what deaf and hard of hearing children and young adults cannot do or do not do well related to their social and emotional well-being, little is known about the characteristics or strengths of those children who are happy and healthy. Research in this area has historically had a "weakness-based" or mental-health focus (see, e.g., Fellingner et al., 2005; Fellingner et al., 2007; Fellingner et al., 2009) rather than a "strength-based" one. Emerging research suggests the importance of identifying the proactive social and emotional strategies successful deaf and hard of hearing young adults use to navigate daily challenges as well as those

associated with critical milestones in their lives, such as transitioning from school to college and/or work (Cawthon, Schoffstall, & Garberoglio, 2014; Luft, 2013; Luft & Huff, 2011).

The Clerc Center's focus on social and emotional well-being as part of its Research Agenda offers opportunities to better understand the whole child and family using a lens of strengths rather than deficits. Results generated by efforts in this area will also support the Clerc Center's development of resources and information, including an online training designed to teach professionals how to foster social and emotional well-being in their students. Furthermore, research will support the demonstration schools in maintaining their commitment to promoting positive behavior, reducing the prevalence of bullying, and fostering a positive sense of community.

## Scope of the Research Agenda

The scope of the Clerc Center's Research Agenda covers applied research that will be carried out by the Clerc Center and other programs and organizations with which it collaborates. For example, while the Clerc Center may not initiate basic research in language acquisition and learning, it will encourage collaborative research in those areas where significant knowledge gaps exist through networking with other programs and organizations.

The Clerc Center also welcomes ongoing collaborations with research partners who engage in basic and applied research in identified priority area topics. Cooperative research includes research in which the Clerc Center has not been involved in the study design but agrees

to participate by recruiting subjects and participating in data collection. The principal investigators will be encouraged to share their research findings with the Clerc Center to further its innovation and outreach work.

Research projects are implemented in two categories:

1. Current projects that fit the priority research topics identified in this Research Agenda and other immediate, important projects that can be conducted with currently available resources.
2. Future research studies under consideration that will require additional resources, including grant funding or collaborative agreements, to plan and implement.

## Project Types, Defined

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 FY 2020—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 Planning, Development, and Dissemination unit of the Clerc Center leads the development, evaluation, and dissemination of innovative curricula, instructional techniques and strategies, and materials that can be used in various educational environments by educators and families of deaf and hard of hearing students throughout the nation. In FY 2020, five research and evaluation staff members and six research assistants within Planning, Development, and Dissemination

supported research and evaluation activities consistent with the above federal mandates. The costs of research and evaluation activities in FY 2020 were \$219,117 in payroll and \$15,880 in non-payroll expenses. Non-payroll expenses were lower than budgeted due to the suspension of focus groups for a research study.

During FY 2020, the Clerc Center continued the implementation of its Research Agenda, which is aligned with the CCSP 2020. It engaged in a major

internal research project and supported a limited number of external research projects. The Clerc Center also focused research and evaluation resources to support the planning and development of selected CCSP 2020 national service projects. Staff worked with CCSP project leaders and Clerc Center leaders to review demographic and evaluation information regarding reach, relevance, usefulness, and quality of its new resources and to review training and technical assistance activities.

Examples of these activities included:

- Meetings with CCSP 2020 project leaders to discuss findings about reach and evaluations of resources, evaluation needs, and training and technical assistance activities.
- Implementation of a multi-year research study focusing on advocacy and educational involvement experiences of families of color with deaf and hard of hearing children.

- Collaboration with the Michigan State Department of Education to support evaluation needs.
- Meetings with and collaborations among the Clerc Center, Gallaudet University, and the Alabama Institute for Deaf and Blind to identify key audiences and outcomes to support the planning, implementation, and evaluation of the Southeast Regional Early Acquisition of Language (REAL) Project activities.
- Meetings with Clerc Center personnel to support internal research and evaluation projects.

The COVID-19 pandemic has impacted evaluation and research activities. Evaluations of training and technical assistance were suspended from March through September 2020. The Clerc Center announced its suspension of review of new research activities, with the exception of those focused on remote learning and teaching practices, through September 30, 2020. Some research activities were adapted and/or postponed to the following fiscal year.

## Summary of FY 2020 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 FY 2017). 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 hard of hearing children's education, the challenges they face when supporting their children's education, and the types of support 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.

Two focus groups were scheduled for the spring of 2020. However, both were canceled due to the COVID-19 pandemic. As a result of the far-reaching and significant impact of the pandemic for the long term, additional focus groups will not be conducted. Options for collecting information about parent advocacy in the midst of a public health crisis will be explored in FY 2021.

The focus shifted from focus group planning to developing a data system for analysis of focus group data collected to date. Data analysis has begun during summer 2020 and will continue into FY 2021.



## Literature Review on Family/Parent Advocacy for Parents Who Are Disconnected, Alienated, and Underserved

(Internal Research Project. Project Manager: Dr. Mary Ann Kinsella-Meier, Clerc Center)

To better understand the parent advocacy needs of families who may be disconnected, alienated, and underserved, the Clerc Center completed a review of the current literature and practices related to parent advocacy in this area. It explored parent advocacy generally, as well as specifically, for families of deaf and/

or hard of hearing children. It also explored challenges that diverse families face with their advocacy efforts and the implications of this research for consideration of future work. The work to prepare the foundational document as an informational web-based resource was suspended in FY 2020.

## Area of Focus #2: Educational Best Practices

### Measuring the Efficacy of the Storybook Apps in Facilitating Vocabulary Development

(External Research Project. Principal Investigators: Dr. Melissa Herzig and Dr. Thomas Allen, Gallaudet University)

The purpose of this study was to learn about emerging readers' gain in awareness of new vocabulary words through teachers' use of VL2 storybook apps in their classrooms. Participating teachers provided vocabulary lessons with storybook apps using ASL and English text. Findings from the study will enable researchers

and developers to design future app editions, including app vocabulary activities. The efficacy study has been completed; the principal investigators are expected to share findings with the Clerc Center community in FY 2021.

### Let's Text at School: Visual Connections Across Cultures

(External Research Project. Principal Investigator: Colleen Smith, Claremont Graduate University)

The purpose of this study was to examine the relationship between children's text-talking (conversation in text) and their writing skills. The study adopts an ASL/English bilingual pedagogy framework. Findings from the study will contribute to a better understanding of best practices in ASL/

English bilingual instruction, thus expanding educators' instructional tools to improve students' academic writing skills. The study was completed during FY 2019. The principal investigator is expected to share results with the Clerc Center in FY 2021.

## Area of Focus #3: Social and Emotional Well-Being

### Resilience in Deaf Children with Additional Disabilities: Factors That Protect Social and Adaptive Skills

(External Research Project. Principal Investigator: Angela Turner)

The purpose of this study was to learn from parents how their deaf or hard of hearing child who has a disability or special needs develops social skills. Findings from the study are intended to help other parents, educators, and healthcare professionals learn more about the needs and social skills of deaf and hard of hearing students with disabilities. The study was completed during FY 2017; the principal investigator provided a summary of findings to be shared with parents, educators, and professionals during FY 2018. Dissemination of this information will take place once

appropriate web pages are established to support this effort.

## Deaf Youth Identification with Deaf and Hard of Hearing Media Models

(External Research Project. Principal Investigators: Dr. Carol Kobek Pezzarosi and Dr. Deborah Schooler, Gallaudet University)

The purpose of this study is to examine how interpretations of television representations of deaf and hard of hearing characters may differ among deaf students who attend residential schools for the deaf and those who attend mainstream schools.

The study was scheduled for spring 2020; however, it was canceled due to the COVID-19 pandemic. Future plans for this study will be determined at a later date.

## FY 2020 Research Projects Summary Information

Project Title	Funding Source	Type of Project	Internal Fiscal Year Allocation FY 2020	Estimated Number of Clerc Center Staff Involved
Families of Color Advocacy Study	Internal	Internal	\$23,902 <sup>2</sup>	3 staff, 2 research assistants
Literature Review on Family/Parent Advocacy for Parents Who Are Disconnected, Alienated, and Underserved	Internal	Internal	N/A	N/A
Measuring the Efficacy of the Storybook Apps in Facilitating Vocabulary Development	External	External	N/A	1 staff
Let's Text at School: Visual Connections Across Cultures	External	External	N/A	1 staff
Resilience in Deaf Children with Additional Disabilities: Factors That Protect Social and Adaptive Skills	External	External	N/A	N/A
Deaf Youth Identification with Deaf and Hard of Hearing Media Models	External	External	N/A	2 staff

<sup>2</sup> The costs were lower than planned due to cancelation of planned focus groups due to the COVID-19 pandemic.

Cawthon, S. W., Schoffstall, S. J., & Garberoglio, C. L. (2014). How ready are institutions for students who are d/Deaf or hard-of-hearing? Education Policy Analysis Archives, 22(13). <http://dx.doi.org/10.14507/epaa.v22n13.2014>

Fellinger, J., Holzinger, D., Dobner, U., Gerich, J., Lehner, R., Lenz, G., et al. (2005). Mental distress and quality of life in a deaf population. Social Psychiatry and Psychiatric Epidemiology, 40(9), 737-742.

Fellinger, J., Holzinger, D., Gerich, J., & Goldberg, D. (2007). Mental distress and quality of life in the hard of hearing. Acta Psychiatrica Scandinavica, 115(3), 243-245.

Fellinger, J., Holzinger, D., Sattel, H., Laucht, M., & Goldberg, D. (2009). Correlates of mental health disorders among children with hearing impairments. Developmental Medicine & Child Neurology, 51(8), 635-641.

Ferrell, K. A., Bruce, S., & Luckner, J. L. (2014). Evidence-based practices for students with sensory impairments (Document No. IC-4). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>

Luft, P. (2013). Independent living services for deaf and hard of hearing students: Results of a nationwide survey of school programs. Journal of Applied Rehabilitation Counseling, 44(1), 18-27.

Luft, P., & Huff, K. (2011). How prepared are transition-age deaf and hard of hearing students for adult living? Results of the Transition Competence Battery. American Annals of the Deaf, 155(5), 569-579.

## VI. TRAINING AND TECHNICAL ASSISTANCE

There are approximately 76,000 deaf and hard of hearing students in the United States, and 87 percent 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 educational professionals. The Clerc Center provided over 44 presentations and workshops, supporting over 2,165 individuals, not including those who were supported by our other online training and webcasts.

During FY 2020, 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.

### Web-Based Video Resources and Publications

New products created and disseminated in FY 2020 included two web-based resources and one publication

#### Clerc Center National Resources Showcase

This 33-minute video highlights Clerc Center resources that have been developed for professionals, parents, and caregivers with deaf and hard of hearing children birth to age 21. It gives a brief description of over 20 resources that have been developed by the Clerc Center.

#### What Is Bilingual Education?

This 24-minute video shares what components make a successful bilingual education experience. It gives a brief overview of what a bilingual education is as well as what it means for deaf and hard of hearing children and their access to language acquisition.

#### 2020 Odyssey Magazine, Theme: “Diversity and Fostering Inclusive Learning”

The 2020 issue of *Odyssey: New Directions in Deaf Education* on how schools, professionals, and families are working together to create and foster inclusive environments for all deaf and hard of hearing children and students.

Commitment to inclusive practices has become a mainstay of American education in response to rapidly changing demographics. Schools and programs are rising to the challenge of meeting the needs of diverse populations of students who may come from homes and families that vary by race, ethnicity, culture, sexual orientation, gender identity, socio-economic status, locality, age, level of education, disability, and language use.

The 2020 issue, which includes 16 articles written by a total of 31 professional and parent authors, explores

how families and professionals in deaf education programs are responding to these needs, how they are ensuring the inclusion of social justice and social-emotional growth along with high academic expectations for deaf and hard of hearing children. Article topics include:

- Family language planning with deaf and hard of hearing children in a multilingual environment
- Making arts education accessible to children with multiple disabilities
- Gender inclusion
- How military families glean support
- Fostering equity and inclusion
- Suspensions and social justice
- Shared cultural connections

## Distribution of Publications and Resources

During FY 2020, resources and publications were distributed at conferences and exhibits as well as through downloads from the website, e-mail distributions, social media, and sales. The number of materials distributed at conferences and through sales, at no cost in response to requests, are as follows:

### Conferences and Exhibits

To expand outreach efforts, the Clerc Center sent materials for sharing and dissemination to various events. Clerc Center staff provided seven showcase presentations and poster sessions, and they attended caucuses, board meetings, and other small group events at select conferences. Through these events, the Clerc Center shared print materials, online resources, and technical support to thousands of participants.

Representatives also attended seven events and conferences to make presentations, distribute and showcase materials, and provide information and support to event attendees. Events are carefully selected to ensure attendees are representing a wide cross-section of families and professionals, with an emphasis on those who work with deaf and hard of hearing students from traditionally underserved groups and in general education, public school programs. Through these outreach efforts, the Clerc Center provided approximately 5,000 stakeholders at conferences and training events with 9,907 print

- **Material distribution**—9,907 resources and products were distributed to approximately 5,000 participants at conferences, exhibits, and training presentations
- **Conferences and exhibits**—Clerc Center staff exhibited at seven conferences and events to showcase materials and provide information on educating deaf and hard of hearing students

materials, including 3,400 copies of *Odyssey: New Directions in Deaf Education* (copies disseminated outside of mailing and e-mailing).

Events included the following national and state conferences:

- American Speech-Language-Hearing Association
- Early Hearing Detection and Intervention Annual Meeting
- Council for Exceptional Children
- Working Together Conference
- OCALION Conference
- National Council of Teachers of English

Due to the COVID-19 pandemic, travel was suspended in March 2020. Online conferences and meetings, in lieu of in-person meetings, included:

- National Deaf Education Conference
- Montana Resource and Family Learning Vacation
- Florida Professional Development

### 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 FY 2020, 95 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 18 videos in FY 2020 that became a part of training, workshops, conferences, and online learning communities. They created two new web-based video resources for virtual presentations: National Deaf Education

Resources, and What Is Bilingual Education? They also created two presentations for the National Deaf Education Conference that garnered over 1,200 registrations. They put together a summary of the 2019 Education & Advocacy Summit, and provided an overview of the upcoming summit. Twelve videos were created as part of the Family Leadership in Language and Learning (FL3) collaboration effort to introduce Setting Language in Motion for parent leaders within Hands & Voices. During the Educational Audiology Association collaboration, a video of mixed discussions was compiled and shared after the online learning community.

There were also videos produced for the Clerc Center's Online Community. Videos for national resources are delivered with full communication access, which includes captions, spoken English, ASL, and English

## Professional Development and Family Training

In FY 2020, the Clerc Center provided 36 presentations and workshops (both in person and virtual) to 1,221 individuals who work with students who are deaf or hard of hearing. Those presentations and workshops took place at mainstream and residential academic programs, professional conferences, training centers, Family Learning Weekends, community programs for families, and small group meetings. The total number of individuals includes visitors to the Clerc Center from different schools and programs. The Clerc Center is now in charge of professional visits, and this year we conducted six different professional training visits that included 60 individuals. The goal of the Clerc Center training was to provide skills and knowledge to educators, service providers, and families who work with students who are deaf or hard of hearing with a range of abilities and needs.

During FY 2020, the Clerc Center provided a wide variety of training, including training on site, eLearning events, and hybrid training opportunities. Training included eight workshops on language planning, eight workshops on Deaf education, and several workshops on working with students with autism and transgendered students. The Clerc Center hosted two online learning communities, one in a collaboration effort with the Educational Audiology Association and one with the FL3 collaboration with Hands & Voices.

Clerc Center representatives provided eight presentations at six different state, regional, and national conferences. Examples include the Early Hearing Detection and Intervention Conference, the National Deaf Education Conference, the OCALION Conference, the National Council of Teachers of English, and the Working Together Conference.

The Clerc Center provided over 16 hours of on-site training to parents of deaf and hard of hearing children at four different family learning events in Michigan, Minnesota, New Hampshire, and South Dakota.

text. Video creation continues to be in high demand for training and outreach needs along with in-house communications.

In FY 2020, 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, nonprofit organizations, etc.

**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. Due to scheduling conflicts, there was no Deaf Mentor Training in 2020, although several were scheduled. However, with the COVID-19 pandemic, the training was postponed. Instead, there was a monthly meeting for various Deaf Mentor Program coordinators and professionals in early intervention. There was a presentation about the Deaf Mentor Program and what makes a program flourish at the Early Hearing Detection and Intervention Conference in Kansas City, Mo. The demand for this training continues to grow across the United States.

**Michigan School for the Deaf Partnership**—In FY 2020, the Clerc Center committed to a partnership with the Michigan School for the Deaf (MSD) and the Michigan Department of Education to provide an array of training and workshops to support families and all educational and support staff at MSD and in the state of Michigan serving all deaf and hard of hearing children. Prior to the COVID-19 pandemic, the Clerc Center provided 11 workshops serving over 346 individuals at MSD and in the state. The Clerc Center also spent more than 100 hours observing teachers and staff in school to determine what kind of support and training they will need for professional development to support their deaf and hard of hearing students further in Michigan.

**Families with Babies Who Are Deaf or Hard of Hearing**—In FY 2019, the Clerc Center launched the first video with families as the primary stakeholders.



This video, Focusing on Early Accessible Language with Deaf and Hard of Hearing Babies, was a part of our FL3 partnership efforts for Year Two. The video was first launched through the Online Community site, where families had the opportunity to view the video at their convenience during the first three days. A total of 503 individuals registered for the Online Community event. Participants had an opportunity to watch a panel of professionals sharing their perspectives on early accessible language, after which they were able to observe and learn from three different families on a live panel. They were also given opportunities to interact in the Ning Online Community. After the event, the Focusing on Early Accessible Language with Deaf and Hard of Hearing Babies webcast and panels were accessible on the website. They have since garnered 2,238 views—an increase of over 890 for FY 2020.

**Setting Language in Motion**—This year, we had a collaborative effort with Hands & Voices as part of the last year of the FL3 cycle to use the seven different modules in Setting Language in Motion, an early intervention resource to use with Hands & Voices parent leaders. For two weeks, the parent leaders had opportunities to review the seven modules, watch videos, and engage in an online learning community dialogue amongst themselves and with other professionals from the Clerc Center in the field of early intervention. There were 95 parent leaders and administrators within Hands & Voices who committed to the modules. This event also took place during the COVID-19 pandemic.

**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 260 new educators registered in FY 2020 for a total of 1,276 registered users.

**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 FY 2020, there were 2,565

active usages on Apple devices as compared with 903 on Android devices. At present, there have been 24,145 views of the homepage of the Parent Advocacy app, with 4,035 actual downloads.

**Shared Reading Project**—In FY 2020, the Shared Reading Project (SRP) continued its beta testing for SRP training coordinators across the nation. Currently, there are 81 individuals registered and trained via Blackboard.

**K-12 ASL Content Standards**—Since the release of the K-12 ASL Content Standards in FY 2018, we have had over 15,486 YouTube views to date, an increase of 3,057 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 response, we developed a workshop to support educators in understanding how they can unpack the content standards. In FY 2020, 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 Oklahoma School for the Deaf, the Horace Mann School for the Deaf, the Lexington School for the Deaf, and the Alabama School for the Deaf.

**Prince George's County Public Schools**—A series of professional development sessions was provided to Prince George's County Public Schools personnel who work with deaf and/or hard of hearing students.

**National Deaf Education Conference**—A Clerc Center representative has served on the National Deaf Education Conference board in an advisory role, providing responses to presentation proposals. In June 2020, this annual conference was virtual and 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 three videos in the area of social justice.

## Webcasts as a Tool for Online Learning

In FY 2020, the Clerc Center continued to offer eLearning 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 2020 YouTube (as of 9/15/20)	FY 2019 YouTube Views (by 9/12/19)	Net Gain in FY 2020	FY 2018 CRM*	FY 2018 Ning
Families' panel after Focusing on Accessible Language event	207	127	80	N/A	N/A
Professionals' panel after Focusing on Accessible Language event	143	93	50	N/A	N/A
Focusing on Early Accessible Language (Nussbaum/Abrams)	2,238	1,348	890	503	184 new
Optimizing Outcomes for Deaf and Hard of Hearing Students (Naeem/Santini)	1,480	1,104	376	147	N/A
K-12 ASL Content Standards (42 videos)	15,486	12,429	3,057	N/A	N/A
Educational Interpreting (Schick)	10,730	7,545	3,185	1,267	1,118
Language Learning Through the Eye and Ear (Chen Pichler)	3,730/1,693	2,547/1,077	1,183/616	N/A	N/A
Dispelling Myths of Language Acquisition (Cordano/Stern)	3,307	2,547	760	N/A	N/A
Cochlear Implant Educational Guide (Kinsella-Meier and Schatz)	5,218	3,878	1,340	N/A	N/A
Maximizing Language Acquisition (Simms et al.)	20,448	16,165	4,283	N/A	N/A
What the Eyes Reveal About the Brain (Petitto)	16,157	14,525	1,632	N/A	N/A
Visual-Split Attention (Mather)	3,324	2,519	805	N/A	N/A
Early Intervention (Benedict)	2,098	1,808	290	N/A	N/A
<b>TOTALS</b>	<b>86,259</b>	<b>67,712</b>	<b>18,547</b>	<b>1,917</b>	<b>1,302</b>

\* CRM is an acronym for "customer relationship management," the system that the Clerc Center uses to manage subscription data.

### Implications

In FY 2020, there was a net gain of 18,547 new views of Clerc Center webcasts and videos on YouTube, bringing the lifetime total to 86,259 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 FY 2020, 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, nonprofit organizations, etc.

### Conference of Educational Administrators of Schools and Programs for the Deaf

In February 2020, the Clerc Center hosted the third Education & Advocacy Summit for professionals. Various presenters were on the program, including administrators from the U.S. Department of Education's Office of Special Education Programs and the Health

Resources and Services Administration's Maternal and Child Health Bureau. This event was co-sponsored with the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD) and included the involvement of the National Association of

the Deaf and Gallaudet's Deaf Studies and Government Affairs departments. Approximately 124 people, including administrators from schools for the deaf and special education, registered and attended the summit. Also, a Clerc Center representative 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 has partnered with Hands & Voices on their collective agreement with the Health Resources and Services Administration for the Family Leadership in Language and Learning (FL3) project. Through this partnership, the Clerc Center provides support for family language and literacy in the state-level Early Hearing Detection and Intervention (EHDI) system. The Clerc Center provided an online learning opportunity for families with children ages 0-5, with Hands & Voices marketing the event to their chapter leaders throughout the nation. In turn, chapter leaders shared the event with families with newly identified deaf or hard of hearing babies. One representative from VL2 and two from the Clerc Center served on Hands & Voices' two advisory boards: the Deaf and Hard of Hearing Advisory Board and the Scientific Language and Literacy 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, and it partners with VL2 in providing language and literacy expertise for FL3 efforts.

## **ASL Connect**

Technical assistance was provided to ASL Connect as they develop a new ASL learning platform for parents with deaf or hard of hearing children.

## **Southeast Regional Early Acquisition of Language (REAL) Project (formerly known as ELAP Southeastern Early Language Acquisition Project) Partnership with the Alabama Institute for Deaf and Blind**

Gallaudet University has received funding to create a regional partnership with the Alabama Institute for Deaf and Blind (AIDB) called the Southeast Regional Early Language Acquisition (REAL) Project. This program focuses on identifying strategies that positively impact early language acquisition for children who are deaf or hard of hearing. Gallaudet will provide training and technical assistance to early educators, families, and early interventionists who work with infants and children who are deaf or hard of hearing in nine southeastern states: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, and Tennessee.

## **Maryland's Early Hearing Detection and Intervention Advisory Council**

A Clerc Center representative serves on the Maryland Early Hearing Detection and Intervention (EDHI) advisory council overseeing the state's EHDI services in Maryland.

## **D.C. Hears**

The Clerc Center provided continued support to D.C. Hears, the newborn infant hearing screening program for the District of Columbia. A Clerc Center representative functions as chair of the intervention committee of the D.C. Hears board. This committee oversees early intervention services for all children identified as deaf or hard of hearing in the District of Columbia. Clerc Center support included providing meeting space and interpreters for intervention committee meetings and D.C. Hears board meetings. Members of the Clerc Center community were also actively involved in providing human resources for committee work and resource development.

## **Gallaudet University Regional Centers**

The Clerc Center continued its collaboration with the four 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.

## Michigan School for the Deaf

The Clerc Center provided a series of workshops on instructional planning for students who are deaf or hard of hearing to both the educational and residential staff at the Michigan School for the Deaf. These workshops were also attended by Michigan Department of Education (MDE) administrators. Topics included access to language and early language learning as a part of family education, bilingual literacy instructional techniques, and K-12 ASL Content Standards for teachers and administrators. The Clerc Center's chief academic officer and chief operating officer met with MDE administrators to offer partnership in supporting the statewide deaf education effort. They also provided

consultation and technical assistance to the school for the deaf in the areas of instruction, leadership and operations, school climate, and family involvement. Prior to the COVID-19 pandemic, the Clerc Center provided 11 workshops serving over 346 individuals at MSD and in the state. The Clerc Center also spent more than 100 hours observing teachers and staff in school to determine what kind of support and training they will need for professional development to support their deaf and hard of hearing students further in Michigan.

## 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, language planning, ASL assessment, program planning, and classroom instruction planning.

## Dissemination via Social Media

### Facebook

The Clerc Center has seen an increase in its number of Facebook followers to 6,605—a gain of 540 new followers. It had a total of 28 postings with 328 likes, along with 225 shares of its posts.

### Subscribers

The Clerc Center gained 901 new subscribers this year. A thorough audit of these subscribers was done, ensuring there were no duplicates or bounced back addresses/e-mail addresses. After working through the system, there are currently 35,347 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 for FY 2020-2025.

### Twitter

The Clerc Center shared its information on Twitter 17 times this year, with 56 likes and 33 re-tweets. Currently, 1,033 people follow the Clerc Center on Twitter—38 more than last year..

## VII. DEMONSTRATION ELEMENTARY AND SECONDARY SCHOOLS

Both KDES and MSSD play a vital role in the Clerc Center's national mission. They are a place where innovative ideas, strategies, training, and technology applications begin and can later become national mission projects. Students in the schools are representative of deaf and hard of hearing students across the United States, making the schools excellent sites for developing and evaluating promising educational practices that could be replicated at other schools and programs throughout the country.

As we move forward with implementing standards-based instruction and assessment, the following overarching objectives continue to guide our thinking and planning:

- Planning a long-range strategy to implement change following the above model progression.
- 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.
- Continuing integration of the K-12 ASL Content Standards and the development of an ASL Content Corpus.
- 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; PLCs; 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 education strategies.
- Planning and training for all teachers in the use of technology and data.
- 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).

### Instruction

Implementing standards-based instruction continues to evolve within the Clerc Center. The 2019-2020 school year witnessed ongoing focus on implementing more socially just standards and exploring the STEAM philosophy of education. In science, our teams began to

develop new STEAM labs, and a team of teachers was identified to become certified STEAM support teachers. Simultaneously, we piloted a new Project-Based Learning Curriculum with an emphasis on support for students with additional needs.

### Reading and Writing

- Opened the school year with a focus on diverse student needs and team building to develop the skills necessary to meet the students of today.
- Added an all-day technology training to familiarize teachers with the requirements of new Clerc Center technology.

- Provided training on transition, new assessments, classroom management, equity in the curriculum, and PBIS.
- Continued to refine implementation the Leveled Literacy Intervention (LLI) program to promote growth in reading comprehension with more direct support and a new housing for all LLI materials.
- Continued training teachers in the use of the MAP Skills system.
- Incorporated Reading A-to-Z as a content library for our students.
- Continued flexible grouping of 3-8 to implement ASL/English bilingual strategies and develop linguistic skills in both languages.
- Created share-outs for teachers to share successful strategies and approaches such as symbol-supported writing.

## Mathematics

- Attended professional learning sessions on incorporation of IXL in mathematics courses and incorporated IXL generally as a support tool for intervening and refining student learning.
- Brought a new algebra course to the middle school level to address the needs of advanced mathematics students.
- Continued work on unpacking the math standards and reviewing math progressions across grades.
- Implemented instructional activities that mirror the more complex expectations contained in the Next Generation assessments (e.g., MCAP).
- Provided students with additional opportunities to take CCSS practice mathematics assessments online.
- Implemented a new hybrid math textbook and online series for K-8 and continued evaluation of the online curriculum.
- Continued plans to add the MAP Skills formative assessment in order to track student growth at any time of the year. This assessment will supplement and contextualize the summative end-point assessments.

The schools have followed a similar path as described in the previous “Reading and Writing” section with regard to math instruction. In the time since accreditation in 2011, the school community has reviewed research-based instructional strategies from general, special, and deaf education; adopted the CCSS; developed an

- Developed and provided instructional activities to practice the types of multi-step, complex processes students must use to respond to questions on the Next Generation assessments.

Raising the reading and writing achievement levels of the deaf and hard of hearing students attending our programs remains a significant challenge. Two years ago, we adopted the MAP assessment, which allows us to track student growth and provide specific interventions. We also began incorporating IXL as a support system for struggling students. Finally, we incorporated visually supported symbol writing for students with cognitive difficulties. The interruption of the COVID-19 pandemic in early 2020 meant we were unable to obtain summative data for the 2019-2020 school year.

entirely new CCSS-aligned curriculum; and provided training and support to teachers for planning and implementing the new curriculum. New instructional support positions have been created to work directly with teachers, coaching them on planning and implementing research-based instructional strategies.

This year, the schools’ focus remained on teaching math concepts that incorporate a continuum of skills, from concrete, to representational, to abstract. With younger students, training and coaching focused on the use of specific manipulative techniques to build math concepts: the use of dot cards and 10 frames to build number sense, and the use of open number lines to develop the foundation for fraction and other number concepts. We also obtained manipulable teaching tools to help integrate various math concepts for younger students and students with cognitive challenges. During the course of the previous year, we saw a significant rise in achievement in mathematics across the board after the incorporation of these systems. During the coming year, we plan to more closely integrate the different aspects of our system—using the CCSS as a guide—with a new STEAM philosophy, providing concrete opportunities for students to apply math skills.



## STEAM

- Established new labs to implement the STEAM (science, technology, engineering, the arts, and mathematics) approach at both schools.
- Established the STEAM master teacher position with the goal of providing support for both MSSD and KDES.
- Arranged training with STEAM.edu for a certification program for six teachers to build infrastructure at both schools to implement the STEAM curriculum.
- Established a connection and grant with VEX Robotics to provide robotics parts and curriculum and associated training to MSSD and KDES; a pilot course was conducted online during April 2020.

Science and technology are essential parts of education for the students of today, and the new STEAM philosophy aims to combine subjects formerly considered individual and separate—science, technology, engineering, the arts and mathematics—into an approach to learning that allows students to draw from various aspects of science and the humanities in order to solve problems. In the fall of 2019, MSSD unveiled its new STEAM Lab, a combination

makerspace and technical center where students will incorporate various materials and approaches to solve problems and develop the next generation of technology. KDES completed construction on its own STEAM lab in April 2020. The goal of incorporating the STEAM lab and STEAM philosophy is to provide a top-notch STEAM curriculum incorporating real-world application in which students learn academic skills, soft skills, and a technological toolset, with guidance from industry leaders, to help them prepare for success in today's digital, high-paced world.

In order to ensure this philosophy can better spread throughout the school, the Clerc Center contracted with STEAM.edu and sent a cohort of teachers through its certification training. Teachers came from both schools within the Clerc Center and from various grade levels. We also began to work with the VEX robotics team and received support to begin implementing a robotics curriculum. Further, we provided a pilot online course during April and May 2020 led by the VEX teachers with our teachers in support.

## Social Justice

- Released the 13 Principles of the Black Lives Matter Movement video.
- Provided training for the community developed with Gallaudet's Division of Equity, Diversity, and Inclusion.
- Provided workshops at the DC Area Educators for Social Justice event.
- Released the A is for Activist video.
- Incorporated the Black Lives Matter at School curriculum.
- Conducted workshops about our integration of the curriculum, and our work with diverse students, at the National Deaf Education Conference.

The Clerc Center has worked to incorporate the national Social Justice Standards into our instruction. In FY 2019, the Clerc Center began to intentionally incorporate

the Black Lives Matter at School curriculum that was established in 2016 when thousands of educators came together in an action to support the needs of diverse students. This gathering became a national coalition that worked to support and deepen school incorporation of Black Lives Matter at School curricula across the United States. At the end of this initial year, we released a student video, the first version of the 13 Principles of the Black Lives Matter Movement, in ASL. During FY 2020, the Clerc Center worked with advisors from Teaching Tolerance and the DC Area Educators for Social Justice to refine this work, developing more specific curricular elements for each grade group. Our work in FY 2020 culminated with the release of our students' ASL version of the book A is for Activist.

## Hands on Deck

Hands On Deck (HOD) was implemented at KDES during FY 2017. KDES enrolls a significant percentage of students who have additional disabilities, who

have experienced physical or emotional trauma, and who exhibit challenging behaviors. Some students have long bus rides to school and come from homes

in which communication can be a challenge. HOD recognizes that students often arrive at school carrying experiences that can interfere with their ability to attend to classroom academics. HOD provides 30 minutes of structured and unstructured “play” interaction at the start of the school day. Involving all students, teachers, and staff, the purpose of this social-emotional learning time is to build positive relationships, trust, community, and a safe school environment. A significant part of this process involves modeling positive and supportive language to assist students in developing a healthy sense of self and building resiliency.

## Bilingual Education Training

In FY 2018 and FY 2019, the Clerc Center developed and implemented training for all teachers and staff regarding the foundational concepts behind bilingual ASL and English instruction. The Clerc Center began implementing training in KDES in 2018 and completed a

## Leveled Literacy Intervention

In FY 2017, KDES selected a reading intervention program, the Fountas and Pinnell Leveled Literacy Intervention (LLI), to use with students who are falling behind in learning how to read. This intervention was selected for its accessibility to deaf readers. LLI is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. LLI works to deepen and expand comprehension with close reading. It also elevates the expertise of teachers with successful, research-based methods of reading instruction. The intervention works to increase reading volume by engaging students in large amounts of successful daily reading and increasing student engagement with books that build knowledge.

In FY 2017, the focus was on a pilot implementation among teachers in grades 3-5. Two staff members attended a training session on LLI and returned to train teachers and staff. Teachers in grades 3-5 implemented the intervention reading lessons and collected data. Teachers and staff met to discuss results, assess placement and groupings, and plan adaptations necessary for an ASL-centric approach.

As a result of HOD, we have noticed a decrease in morning behavior problems exhibited by students. Informal questionnaires asking students about their feelings before and after HOD indicated an increase in positive feelings after HOD in the mornings.

In FY 2020, we saw HOD expand to include volunteer students from MSSD and incorporate makerspace activities, which led to plans for student creations to become community installations and play spaces. Plans for FY 2021 include identifying strategies with which we can provide similar opportunities online.

second year in 2019; in FY 2020, the training continued with the 6-8 age group and began to be provided at the high school level. Training was provided during the initial school week and continued at scheduled professional sessions throughout the year.

Preliminary results were promising, with many students making progress in catching up toward grade-level reading expectations.

In FY 2018, implementation of LLI was expanded school-wide, with a significant increase in the number of teachers across content areas involved in implementing the program. Plans for more structured data collection will be implemented to better assess the impact of the intervention. In FY 2019, we saw the continued implementation and expansion of this system, with teachers at every grade level implementing the system and noting progress with various students. FY 2020 saw us continue this system and make the system more accessible to teachers by adding a new LLI center with materials organized in our school library and overseen by our coordinator of instructional support, with LLI used in one-on-one and group situations with students throughout the school. Due to the online nature of our current instruction, the use of LLI has been discontinued due to the challenges of providing these texts online, and current plans include supplementing English instruction with guided reading and sending packets of books home to students.

## Excellence By Design Accreditation Protocol

In FY 2012, the demonstration schools began executing the action plans in reading/writing, mathematics, and enhancing school climate. Numerous projects in these goal areas have been implemented under the action plans. In FY 2015, the schools completed a mid-cycle report as directed by the Excellence By Design (EBD) protocol. This report included a review of the action plans, the improvement objectives, all student achievement data since accreditation, and our context, planning process, and accreditation standards. During this review process, the action plans were streamlined to focus on strategies most likely to improve student achievement.

FY 2017 ushered in the official start of the 18-month self-study process leading to re-accreditation. The schools followed the 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 FY 2018. 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

## Emerging Signers Program

The Emerging Signers Program (ESP) is a systematic, comprehensive, and individualized support system designed to ensure academic success and linguistic development for deaf and hard of hearing students who have been raised with spoken language only, have minimal sign language skills, or come from a country that educates deaf and hard of hearing students in a signed language other than ASL. Providing interpreting support until the student is able to function in class independently, the ESP provides a process for an emerging signer to make a smooth transition into a visual learning environment. Additionally, the ESP seeks to create an environment that supports social development and emotional intelligence.

Each student's needs are different, and students attain linguistic independence at different paces. Therefore,

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 FY 2020, 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. In MSSD in FY 2020, the goal was to establish and develop a new Project-Based Learning curriculum in order to meet our goals in the area of supporting students with cognitive disabilities. The goal for FY 2021 is to finalize this new curriculum and pilot it for an additional year.

students are provided with the services that best meet their needs, and services are gradually reduced in direct correlation to their expanding skills and independence.

As part of the ESP, direct ASL instruction and social-emotional support are put in place for a full academic year. The emerging signer's teachers and the interpreters working with them observe and document how the student is functioning. In addition, the lead interpreter, the interpreter coordinator, and/or the ESP coordinator also observe the student in class regularly. Information about the student's abilities, progress, and continued needs, as well as information about accommodations that are no longer needed, are then discussed with the IEP team for decisions on whether to continue, decrease, or terminate services. The focus of the ESP in FY 2020 was to maintain the effectiveness of

the program and to recruit and retain a diverse team of interpreters who more accurately reflect the diversity of the student body. These interpreters are able to bring lived experiences to the work that more closely align with those of the students they serve, and they are able to share diverse perspectives to strengthen the work of the entire ESP team. Due to recognizing that student

needs in this area incorporate both socioemotional development as well as the development of a toolset to incorporate sign language, we are currently implementing a more group-centric approach for the ESP with support from our counseling team with the goal of documenting how this different approach impacts student progress toward fluency in ASL.

## Assessments

The mandates of the EDA require the Clerc Center to partner with a state, use its standards and assessments, and publicly report results. The Clerc Center partnered with the state of Ohio for six years and then entered into a partnership with the Maryland State Department of Education (MSDE) in 2015.

Maryland uses the Maryland College and Career-Ready Standards for language arts and math in all schools across the state. These Maryland standards are based on the CCSS. Since they align so closely with the CCSS, little change in curriculum was needed. In 2013, Maryland adopted the Next Generation Science Standards. These are a set of rigorous and internationally benchmarked standards for K-12 science education. Work continues on aligning curriculum and resources with these new standards. Following Maryland's assessment plan, the Clerc Center administered the following state assessments this year: the 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 of our students, if not all, and they will require a few years to adjust to the change.

## FY 2020 Assessments

During the spring of AY 2019-2020, KDES and MSSD moved to an online learning model as part of the response to shelter-in expectations during the initial months of the COVID-19 pandemic. The state of Maryland similarly moved to an online learning model during the spring of 2020 and obtained a waiver for the administration of state assessments for AY 2019-2020. Even though the Clerc Center conducts its assessments independently of Maryland, under the circumstances based on Maryland's waiver, Maryland did not have an assessment that the Clerc Center can use. Therefore, because the Clerc Center has adopted Maryland's

assessments and relevant accountability measures, the United States Department of Education agreed to excuse the Clerc Center from its assessment and accountability obligations under the EDA for the school year 2019-2020.

## Report Card

The U.S. Department of Education requires that SEAs and LEAs prepare and disseminate report cards each year on school performance and progress. As per guidance from the 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 2018-2019 school year at <https://www.gallaudet.edu/clerc-center/assessments>.

Due to the COVID-19 pandemic and subsequent school closings, the Clerc Center received a waiver from the

U.S. Department of Education exempting KDES and MSSD from all report card requirements for the 2019-2020 school year. According to the waiver, the Clerc Center was not obligated to administer statewide assessments to students or make accountability determinations. As a result, no report card information for the 2019-2020 school year is included in the *Annual Report of Achievements* for FY 2020.

## Accountability

Accountability principles at the Clerc Center, like elsewhere in the country, are meant to ensure that 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/HSA/Alt-MISA, 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 results for the 2018-2019 school year, the most recent year results were reported, are available online at [www3.gallaudet.edu/clerc-center/about-us/our-demonstration-schools/assessments.html](http://www3.gallaudet.edu/clerc-center/about-us/our-demonstration-schools/assessments.html).

## VIII. KDES STUDENT CHARACTERISTICS, RELATED EDUCATIONAL SERVICES RECEIVED, AND ACHIEVEMENT

### Enrollment

KDES serves students from birth through age 15 who reside in the Washington, D.C., metropolitan area. On September 15, 2019, 111 students were enrolled at KDES. Thirteen eighth grade students completed the KDES program in June 2020.

#### AY 2019-2020 Enrollment at KDES: ECE, Elementary (1-5), and Middle (6-8)

Enrollment	All Students	ECE <sup>1</sup>	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
September 15, 2019	111	33	15	6	6	10	10	7	11	13
First-time enrollments	26	12	1	1	0	3	1	0	4	4
Completed program	13	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	13
Left before completing program	7	3	1	0	0	2	0	0	1	0

<sup>1</sup>Early Childhood Education (ECE) includes the Parent-Infant Program, preschool, and kindergarten.

### Student Characteristics

#### Hearing Levels of KDES Students

Fifty-two percent of KDES students had hearing losses measured at the profound level (91 decibels and greater).

In 2019-2020, the number of KDES students with cochlear implants was 23, or 21 percent of the school population. Sixteen of those students were still using their implants..

#### KDES Students by Hearing Level and Instructional Grouping

Hearing Level	All Students <sup>1</sup>	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
Normal <sup>2</sup> (<27dB)	2	2%	0	0%	0	0%	2	7%
Mild (27-40 dB)	6	6%	0	0%	3	7%	3	10%
Moderate (41-55 dB)	6	6%	3	12%	2	4%	1	3%
Moderately severe (56-70 dB)	13	12%	5	19%	5	11%	3	10%
Severe (71-90 dB)	22	22%	6	23%	10	22%	6	19%
Profound (91 dB & above)	53	52%	12	46%	25	56%	16	52%
All levels	102	100%	26	100%	45	100%	31	100%

Note: hearing level categories are based on the Better Ear Average. Percentages may not sum to 100 percent due to rounding.

<sup>1</sup>Current test data available for 9 students.

<sup>2</sup>One student had unilateral hearing loss.



## Traditionally Underserved Racial/Ethnic Groups

Sixty-two percent of KDES students were members of traditionally underserved racial/ethnic groups.

### KDES Students by Race/Ethnicity and Instructional Grouping

Racial/Ethnic Group	All Students	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
White	42	38%	13	39%	17	36%	12	39%
Traditionally underserved racial/ethnic groups	69	62%	20	61%	30	64%	19	61%
Black/African American	30	27%	5	15%	15	32%	10	32%
Hispanic of any race	16	14%	8	24%	4	9%	4	13%
Asian	12	11%	1	3%	7	15%	4	13%
Two or more or other racial/ethnic groups	11	10%	6	18%	4	9%	1	3%
All groups	111	100%	33	100%	47	100%	31	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

Disability Status	All Students	% of All	ECE	% of ECE	Elem.	% of Elem.	Middle	% of Middle
No disabilities	85	77%	31	94%	36	77%	18	58%
Deaf students with 1 or more additional disabilities <sup>1</sup>	26	23%	2	6%	11	23%	13	42%
All conditions	111	100%	33	100%	47	100%	31	100%

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

<sup>1</sup>Specific disabilities are not listed due to the small numbers 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

Support Services	All Students (N=111)	% of All	ECE (N=44)	% of ECE	Elem. (N=37)	% of Elem.	Middle (N=30)	% of Middle
No support services	22	20%	14	42%	5	11%	3	10%
1 or more support services	89	80%	19	58%	42	89%	28	90%
Speech-language	74	67%	17	52%	38	81%	19	61%
Transition	12	11%	0	0%	0	0%	12	39%
Other services <sup>1</sup>	54	49%	12	36%	32	68%	10	32%

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

<sup>1</sup>Includes audiology, ASL, counseling, home visits, behavioral support, and transition.

### KDES Students Receiving Support Services by Race/Ethnicity

Support Services	All Students (N=111)	% of All	White (N=37)	% of White	Traditionally Underserved <sup>1</sup> (N=74)	% of Traditionally Underserved
No support services	22	20%	17	41%	5	7%
1 or more support services	89	80%	25	60%	64	93%
Speech-language	74	67%	18	43%	56	81%
Transition	12	11%	3	7%	9	13%
Other services <sup>2</sup>	54	49%	16	38%	38	55%

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

<sup>1</sup>Due to the small numbers of students in some racial/ethnic groups, information for the specific racial and ethnic categories is not reported.

<sup>2</sup> Includes audiology, ASL, counseling, home visits, behavioral support, and transition.

KDES teacher aide Maureen Cingel and a first grade student discuss a story.



# 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, 2019, 161 students were enrolled at MSSD. Thirty-five seniors graduated in June 2020.

### AY 2019–2020 MSSD Enrollment

Enrollment	All Students	Grade 9	Grade 10	Grade 11	Grade 12
September 15, 2019	161	36	46	35	44
First-time enrollments	61	34	16	7	4
Left before completing program	6	2	4	0	0
Completed program	35	N/A	N/A	N/A	35

## Student Characteristics

### Hearing Levels of MSSD Students

The percentage of MSSD students who had hearing losses measured at the severe or profound levels was 84. In 2019-2020, 39 MSSD students—24% of the school population—had cochlear implants. Nineteen of those students were currently using their implants.

### MSSD Students by Hearing Level and Grade

Hearing Level	All Students <sup>1</sup>	% All	Grade 9	% 9	Grade 10	% 10	Grade 11	% 11	Grade 12	% 12
Mild (27-40 dB)	3	2%	3	8%	0	0%	0	0%	0	0%
Moderate (41-55 dB)	5	3%	1	3%	2	5%	2	6%	0	0%
Moderately severe (56-70 dB)	18	11%	4	11%	4	9%	1	3%	9	21%
Severe (71-90 dB)	35	22%	6	17%	14	32%	6	17%	9	21%
Profound (91 dB & above)	98	62%	22	61%	24	55%	26	74%	26	59%
All levels	159	100%	36	100%	44	100%	35	100%	44	100%

Note: Hearing level categories are based on the Better Ear Average. Percentages may not sum to 100% due to rounding.

<sup>1</sup> Current test data not available for 2 students.

## 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

Racial/Ethnic Group	All Students	% All	Grade 9	% 9	Grade 10	% 10	Grade 11	% 11	Grade 12	% 12
White	78	48%	21	58%	27	59%	14	40%	16	36%
Traditionally underserved racial/ethnic groups	83	52%	15	42%	19	41%	21	60%	28	64%
Black/African American	39	24%	10	28%	9	20%	12	18%	8	18%
Hispanic of any race	19	12%	2	6%	3	7%	4	11%	10	23%
2 or more and other racial/ethnic groups	25	16%	3	8%	7	15%	5	14%	10	23%
All groups	161	100%	36	100%	46	100%	35	100%	44	100%

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

## Additional Disabilities

Thirty percent of MSSD students were identified as having additional physical or cognitive disabilities.

### MSSD Students with Disabilities by Grade

Disability Status	All Students	% All	Grade 9	% 9	Grade 10	% 10	Grade 11	% 11	Grade 12	% 12
No disabilities	112	70%	23	64%	37	80%	21	60%	31	71%
Deaf students with 1 or more additional disabilities <sup>1</sup>	49	30%	13	36%	9	20%	14	40%	13	30%
All conditions	161	100%	36	100%	46	100%	35	100%	44	100%

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

<sup>1</sup>Specific disabilities are not listed due to the small numbers of students in some groups.

## Support Services

Fifty-seven percent of all MSSD students received one or more support services. At MSSD, 78 percent of students from traditionally underserved racial/ethnic groups received some type of support service compared to 33 percent of white students.

### MSSD Students Receiving Support Services by Grade

Support Services	All Students (N=160)	% All	Grade 9 (N=31)	% 9	Grade 10 (N=28)	% 10	Grade 11 (N=46)	% 11	Grade 12 (N=55)	% 12
No support services	70	44%	12	33%	24	52%	16	46%	18	41%
1 or more support services	91	57%	24	67%	22	48%	19	54%	26	59%
Speech-language	80	50%	19	53%	21	46%	19	54%	21	48%
Other services <sup>1</sup>	19	12%	10	28%	2	4%	1	3%	6	14%

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

<sup>1</sup>Includes audiology, OT/PT, counseling, one-to-one aide, and transition.

### MSSD Students Receiving Support Services by Traditionally Underserved Race/Ethnicity

Support Services	All Traditionally Underserved (N=89)	%	Black/African American (N=34)	%	Hispanic of Any Race (N=24)	%	Two or More & Other (N=31)	%
No support services	18	22%	6	15%	4	21%	8	32%
1 or more support services	65	78%	33	85%	15	79%	17	68%
Speech-language	61	74%	30	77%	15	79%	16	64%
Other services <sup>1</sup>	8	9%	5	13%	2	11%	1	4%

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

<sup>1</sup>Includes audiology, OT/PT, counseling, one-to-one aide, and transition.

### MSSD Students Receiving Support Services by Race/Ethnicity

Support Services	All (N=160)	% All	White (N=71)	% White	Traditionally Underserved (N=89)	% Underserved
No support services	70	44%	52	67%	18	22%
1 or more support services	91	57%	26	33%	65	78%
Speech-language	80	50%	19	24%	61	74%
Other services <sup>1</sup>	19	12%	11	14%	8	9%

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

<sup>1</sup>Includes audiology, OT/ PT, ASL, counseling, 1:1 aide, and transition

## Disposition of 2019 MSSD Graduates

A one-year follow-up was conducted for the 49 students who graduated from MSSD in 2019. Thirty-three graduates responded to the survey for a response rate of 67 percent.

Sixty-one percent of graduates were enrolled in a postsecondary program. Two percent were working, 2 percent were enrolled in a postsecondary program and working, and 2 percent were neither enrolled in a postsecondary program nor working.

### MSSD 2019 Graduates' One-Year Outcomes by Race/Ethnicity

Outcomes	All Graduates	% All	White	% White	All Traditionally Underserved	% Underserved
Entered college or university	30	61%	14	70%	16	55%
Working	1	2%	1	5%	0	0%
Working and enrolled in a postsecondary program	1	2%	1	5%	0	0%
Neither working nor enrolled in a postsecondary program	1	2%	1	5%	0	0%
*Unknown	16	33%	3	15%	13	45%
All outcomes	49	100%	20	100%	29	100%

\*Parental contact indicated an unwillingness to share information or no information on the graduates' work or postsecondary status.



The Clerc Center's pep rally, held each spring, brings together KDES and MSSD students to show their school spirit.







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.