

# NTID Community & You

Guard Law Training July 2021

# Agenda

- **Introductions**
- **History & Mission of NTID**
- **NTID Demographics**
- **NTID's Antiracism Plan & Some Demographics**
- **Deaf Culture**
- **Collaboration**
- **Resources**

## Introductions

- **Tim Albert**, Director of the NTID Student Life Team
- **Keven Poore**, Director of Substance & Addiction Intervention Services for the Deaf (SAISD)
- **Tommie Sarchet**, Assistant Dean & Director of the Center for International Educational Outreach
- **Kiersten Blankley**, Director of Student & Academic Services

## NTID Student Life Team (SLT)

- **Tim Albert**, Director
- **Scott Gentzke**, Assistant Director
- **Erin Clegg**, Coordinator
- **Sarah McCormick**, Sr. Staff Assistant
- **BL Williams**, Coordinator





# SAISD Team



Keven Poore  
*Director*



Earl Allen  
*Senior  
Staff  
Specialist*



Mistie Munton  
*Counselor*



Jennifer Taylor  
*Counselor*

# Services

- Provide drug & alcohol information, education, prevention, intervention & referral services
- Provide drug & alcohol screenings
- Help advocate for accessible services
- Provide services off campus at other schools, agencies, clinics or sites that request our services
- Opportunities to talk about personal concerns or concerns about others related to alcohol, drug use or other addictive behaviors



## Kiersten & Public Safety

- **Receive all PS reports for deaf/hoh students**
- **Copied on all Student Conduct letters and oversees the NTID Liaisons who are at hearings**
- **Works closely with Crisis Interpreting Team**
- **Attends Student Behavior Consultation Team (SBCT)**
- **Reviews and follows up on Public Safety reports and TCRS as needed/appropriate**
- **Crisis response (hospitalizations, emergencies, etc)**



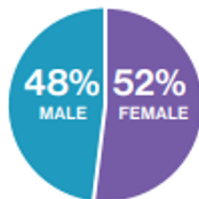
RIT is proud to have been chosen by President Lyndon B. Johnson and the U.S. Congress in 1966 as the home of the National Technical Institute for the Deaf. In 2018, we celebrated our 50<sup>th</sup> year of educating deaf and hard-of-hearing students.

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# NTID Community Demographics



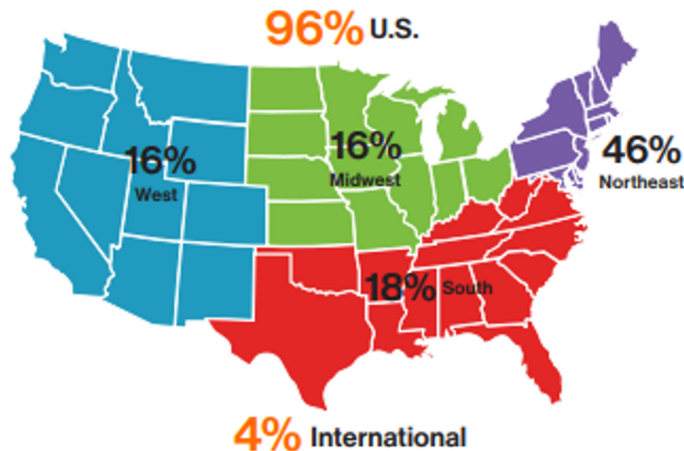
## BREAKDOWN BY GENDER:



## Student Enrollment

**1,129** TOTAL ENROLLMENT

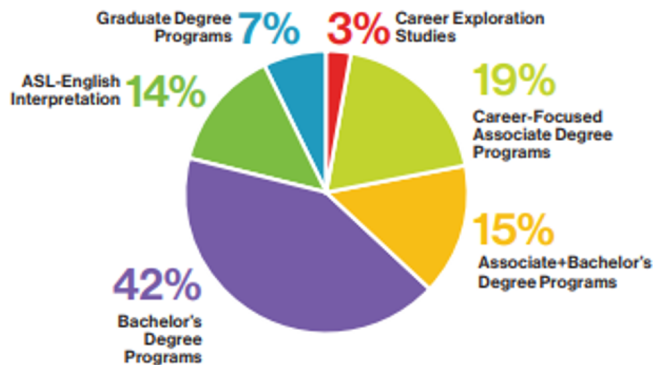
## BREAKDOWN BY GEOGRAPHIC REGION:



**73% Mainstream**  
(PUBLIC + PRIVATE)

**27% Schools for the Deaf**

## Academics



## Student Access Services

### Hours provided

	In Classroom	Outside Classroom
Interpreting	100,270	45,014
Captioning	23,154	2,824
Notetaking	47,181	



# Gender & Age Demographics

	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>Characteristics of Entering Students</b>					
Gender					
Male	59%	54%	63%	56%	51%
Female	41%	46%	37%	44%	49%
Mean Age at Entry	21	21	21	20	20



# Ethnicity of Entering Students

	FY 2017	%	FY 2018	%	FY 2019	%	FY 2020	%
<b>Deaf and Hard-of-Hearing Undergrad and Grad Students</b>								
American Indian or Alaska Native	*		*		*		*	
Asian	27	9.3%	25	9.3%	27	11.3%	31	12.8%
Black or African American	22	7.6%	26	9.6%	31	12.9%	21	8.7%
Hispanic/Latino	53	18.3%	50	18.5%	46	19.2%	44	18.2%
Native Hawaiian or Other Pacific Islander	*		*		*		*	
White	171	59.2%	153	56.7%	126	52.5%	131	54.1%
Two or More Races	10	3.5%	15	5.6%	10	4.2%	11	4.5%
Non-Resident Alien (International)	11		11		15		4	
Unknown Race/Ethnicity	5		8		4		1	
<b>Subtotal Minority Deaf and Hard-of-Hearing Undergrad and Grad Students</b>	<b>118</b>	<b>40.8%</b>	<b>117</b>	<b>43.3%</b>	<b>114</b>	<b>47.5%</b>	<b>111</b>	<b>45.8%</b>
<b>Subtotal Deaf and Hard-of-Hearing Undergrad and Grad Students</b>	<b>305</b>		<b>289</b>		<b>259</b>		<b>247</b>	

## Students

- **42% Minority enrollment**
- **45% Pell Eligible**

	FY 2019	%
<b>Deaf and Hard-of-Hearing Undergrad and Grad Students</b>		
American Indian or Alaska Native	*	
Asian	117	12.6%
Black or African American	91	9.8%
Hispanic/Latino	142	15.4%
Native Hawaiian or Other Pacific Islander	*	
White	539	58.3%
Two or More Races	31	3.4%
Non-Resident Alien (International)	49	
Unknown Race/Ethnicity	31	
Subtotal Minority Deaf and Hard-of-Hearing Undergrad and Grad Students	386	41.7%
<b>Subtotal Deaf and Hard-of-Hearing Undergrad and Grad Students</b>	<b>1,005</b>	

# Some General Information on DHH Population

## ■ Misc & Deaf Culture/Community Stats

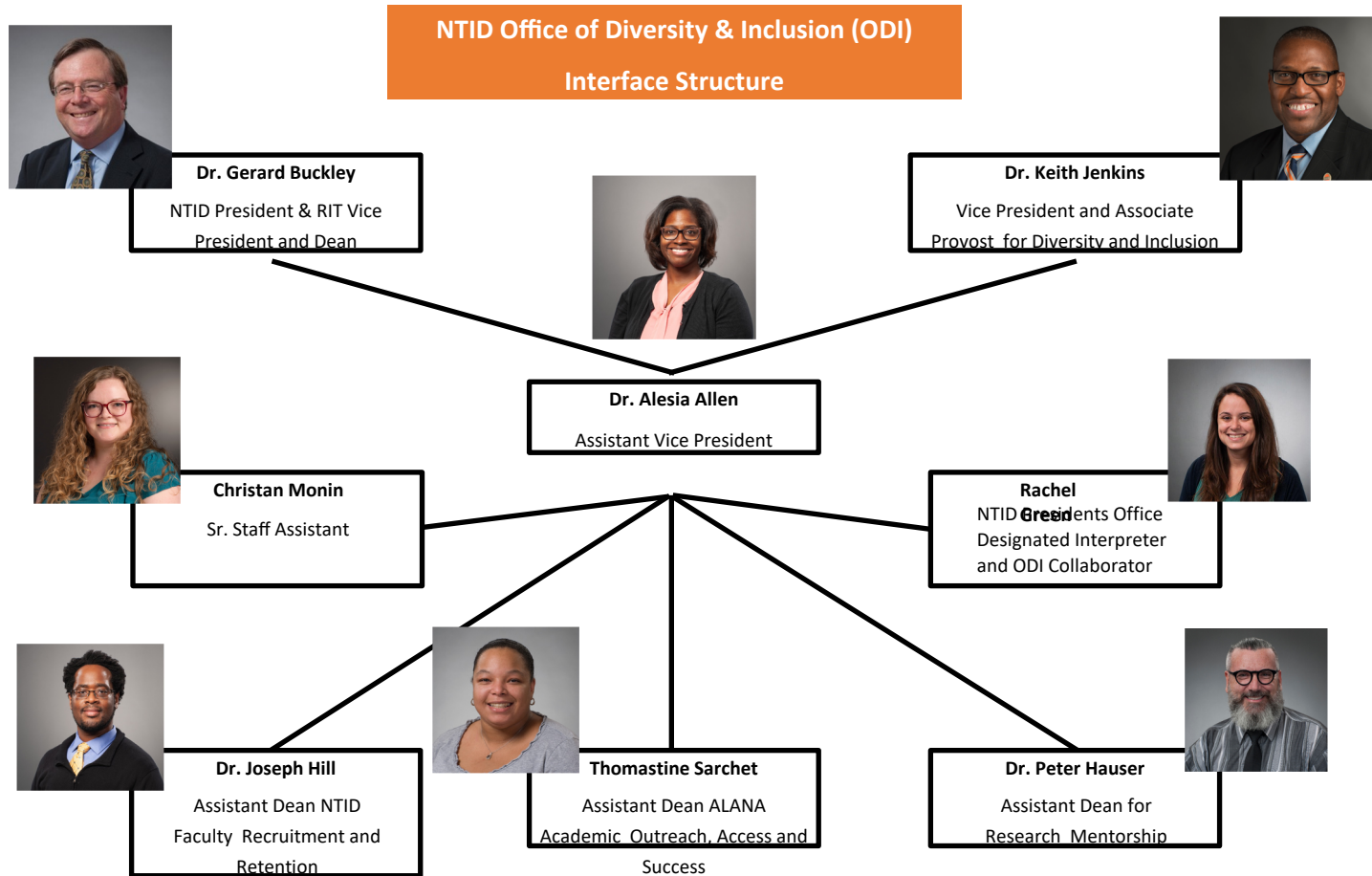
- How many deaf/hoh born to hearing families? ~90%
- How many families learn to sign? ~30%
- Language deprivation impact on our students
  - “cognitive delays, mental health difficulties, lower quality of life, higher trauma, and limited health literacy” Hall (2017)

# NTID Antiracism Plan



## **NTID Office of Diversity and Inclusion (ODI)**

- **Transform NTID into a more inclusive and diverse learning community**
- **Emphasis on access, success, and equity**
- **Strive to build a community (i.e. faculty, staff, students, alumni, and supporters of NTID) that values and promote inclusion and diversity**



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# Student Experiences & Concerns

- Communication
    - Limited ability to communicate
      - [Can You Read My Lips?](#)
      - [FlipSide - Lipreading](#) (FB video)
    - Students decide mode of communication
    - Time pressure of interaction with Public Safety
    - Proceeding without an interpreter
    - Facial expressions are ASL grammar
    - Power imbalance
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# Student Experiences & Concerns

- Physical Restraint
    - Handcuffing in the back prevents signing
  - Representation
    - Concerns about Public Safety officers not reflecting the student population in background and identity
  - Access
    - Concerns about communication both ways
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# Antiracism and Social Justice Plan

- **ASL:** [NTID's Antiracism and Social Justice Plan](#)
- **Website:** [NTID's Antiracism and Social Justice Plan | National Technical Institute for the Deaf | RIT](#)

# Antiracism and Social Justice Plan

- **RIT/NTID community education and training to support ALANA community**
- 2. Continue working with RIT and **Public Safety** to provide enhanced training on working effectively with deaf, hard-of-hearing, and hearing ALANA members of the RIT/NTID community. In addition, because law enforcement is often called to scenes that involve mental and/or emotional health issues for which they may not be adequately trained, we will review the support already provided from **Student Affairs** for such calls and consider necessary modifications to ensure that Public Safety is properly trained in de-escalation strategies. Work with RIT and Public Safety to ensure rapid investigation and response to any reports of bias on the part of Public Safety.

# Additional Demographics

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# International Students

- Current number of international students:

49 representing 23 countries

- In total:

291 international graduates representing over 60 countries

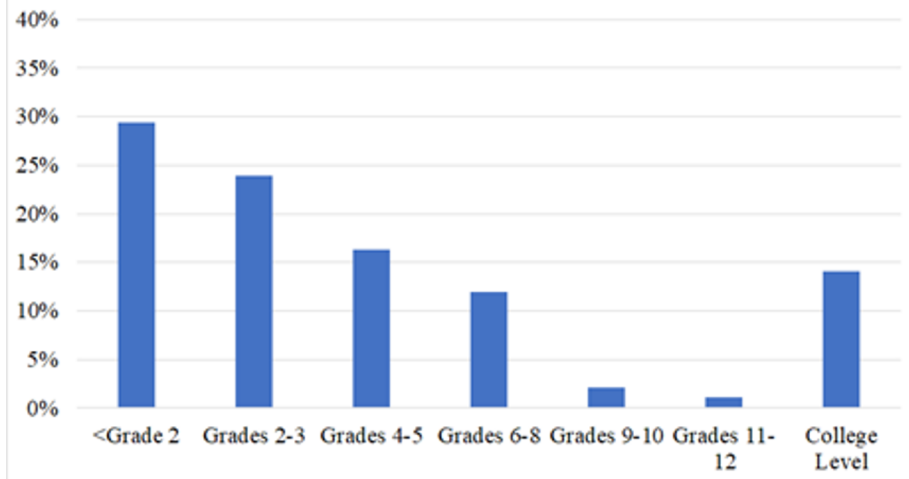
- Top Countries:

Canada, India, China, Nigeria, Ghana, Jamaica, Japan, &  
Thailand

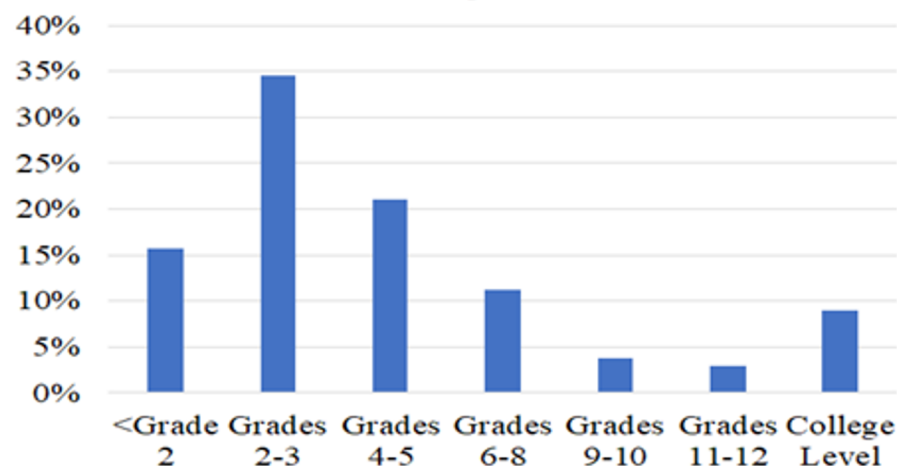
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## Comparing 2019 to 2020 on DRP

SVP 2019 Reading Levels N= 92



SVP 2020 Reading Levels N = 133



# Deaf Culture



## What You Need to Know

**DEAF CULTURE** is the set of social beliefs, behaviors, art, literary traditions, history, values, and shared institutions of communities that are influenced by deafness and which use sign languages as the main means of communication.

Source: Wikipedia

NTID students may identify themselves as culturally Deaf, deaf, Deaf Blind, Deaf-Disabled, Hard of Hearing, or Late Deafened.

## Deaf Culture Examples

- Eye Contact
- Facial Expressions
- Tap gently on the shoulder to get attention
- Hand waving
- Foot stomping
- Finger pointing at
- Hands/Signs
- ASL
- Videophone
- Interpreters
- Captioning
- Deaf events, clubs and organizations

## Never Use These Words

- **Hearing Impaired**
- **“deaf-mute”**
- **“deaf and dumb”**
- **Disabled**
- **Disability**
- **Handicapped**

## Another “ism”

- **Audism**

An attitude similar to racism/sexism which judges, labels, and limits individuals on the basis of whether a person hears or speaks (Humphrey and Alcorn 1995:85)

Current research, not yet published, shows that 87% of hearing individuals have negative biases towards deaf people

<https://youtu.be/FOnFFvb7ojs>

## Regional & International Differences

- **One English word can have multiple ASL signs**
  - Popcorn
  - Dangerous
  - Birthday
- **Black ASL**
- **International & Regional Differences**
  - Where a deaf person is born impacts their access to resources and the expectations of how they will serve/live in society

# Conclusion

# How Can We Work Together?

- **NTID & Public Safety Taskforce**
  - 3 Public Safety rep, 3 student rep, Kiersten
- **Student Behavior Consultation Team**
- **Understanding the Deaf/HoH Student Experience**
- **Attending NTID Events & Activities**
  - Pulse Happy Hour
  - NTID Student Congress
  - Club/Organization Events
- **Co-op/Internship Opportunities?**
  - Tiger Safe App, partnerships, new initiatives & projects



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# Questions?

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