

**ROCHESTER SUMMER RESEARCH
TRAINING INSTITUTE**
With Deaf and Hard-of-Hearing Scientists
and Their Mentors



Hosted by:
**University of Rochester Medical Center
and RIT/NTID**

June 11- 13th, 2017

Sunday, June 11, 2017

1:30PM-7PM

Monday, June 12, 2017

8:15AM-7PM

Tuesday, June 13, 2017

8:15AM-1PM

**Saunders Research Building
University of Rochester**

About our program:

ROCHESTER SUMMER RESEARCH TRAINING INSTITUTE

Welcome to the Rochester Summer Research Training Institute (RSRTI) with Deaf and Hard-of-Hearing Scientists and Their Mentors. The RSRTI is a joint program of the University of Rochester and the National Technical Institute for the Deaf (NTID) of Rochester Institute of Technology (RIT), with funding from the National Institute of General Medical Sciences (NIGMS) of the National Institutes of Health (NIH). The goal of the Rochester Summer Research Institute is to advance the success of deaf and hard-of-hearing individuals in biomedical and behavioral sciences research careers.



Steve Dewhurst, PhD

Vice Dean for Research, School of Medicine & Dentistry
Professor and Chair, Microbiology & Immunology
University of Rochester Medical Center

Dr. Dewhurst is Vice Dean for Research at the School of Medicine and Dentistry (SMD), and Associate Vice President for Health Sciences Research at the University of Rochester (UR). He joined the faculty of UR in 1990 and serves as the Director of the UR's NIH-funded Center for AIDS Research, as well as the director (or Co-Director) of several graduate training programs. He co-directs (with Dick Doolittle at RIT) the Rochester Partnership for Research and Academic Career Training Program of Deaf Postdoctoral Scholars, which offers unique, transformative mentored postdoctoral research training in biomedical and behavioral sciences for Deaf and Hard-of-Hearing (D/HH) Scholars.



Peter C. Hauser, PhD

Professor
Director, NTID Center on Cognition and Language
Director, Rochester Bridges to the Doctorate
Program Training Co-Director, Rochester Postdoc
Partnership
Rochester Institute of Technology

Dr. Peter C. Hauser is the director of the NTID Center on Cognition and Language (NCCL) at Rochester Institute of Technology where he and his research team study the language and sociocultural factors that have an impact on deaf individuals' cognitive development, health, and psychosocial well-being. He has published several books and over 50 articles and book chapters. His work has been presented all over the world to scientists, educators, and the deaf community. His research center is also a hub for providing mentored research experiences for deaf students who want to become scientists. Hauser is

the RIT PI and Director of the Rochester Bridges to the Doctorate Program and the training co-director of the Rochester Post-Doc Partnership. He has presented and published on topics relevant to RSRTI, such as how to work with designated interpreters and how to mentor deaf aspiring scientists. Hauser's research and training programs are funded by both NIH and NSF.



Steve Barnett, MD

Associate Professor, Departments of Family Medicine and Public Health Sciences

Director, Rochester Prevention Research Center: National Center for Deaf Health Research (RPRC/NCDHR)

Co-director at UR, Rochester Bridges to the Doctorate University of Rochester Medical Center

Dr. Steve Barnett is a sign language skilled family physician researcher with a career focus on healthcare and collaborative health research with deaf sign language users and people with hearing loss, their families, and communities. He is director of the Rochester Prevention Research Center: National Center for Deaf Health Research (RPRC/NCDHR). RPRC/NCDHR research and training programs have been funded by NIH, CDC, AHRQ, and New York State. Dr. Barnett co-directs (with Peter Hauser at RIT) the Rochester Bridges to the Doctorate Program.



Scott Smith, MD, MPH

Research Associate Professor

Program Director, Rochester Institute of Technology

Research Initiative for Scientific Enhancement (RIT-RISE)

Scientists-In-Training Program for Deaf and Hard-of-Hearing Undergraduates

Co-Director, Deaf Health Laboratory

Doctoral Readiness Director, Rochester Bridges to the Doctorate

RIT/NTID

Dr. Scott R. Smith, a deaf developmental-behavioral pediatrician by training, is now a Research Associate Professor in the Office of the Associate Dean for Research at the National Technical Institute for the Deaf at Rochester Institute of Technology. He is the Program Director of the new Rochester Institute of Technology Research Initiative for Scientific Enhancement (RIT-RISE) Program for Deaf and Hard-of-Hearing Undergraduates. Scott is also the Chair of the NTID Healthcare Careers Implementation Commission to increase the number of deaf/hard-of-hearing health care professionals and research scientists. He also serves as the Doctoral Readiness Director for the Rochester Bridges to Doctorate Program and he is also involved in the Rochester Postdoctoral Partnership Program as a faculty mentor. Dr. Smith's research focuses on

improving deaf people's health by improving their health knowledge and health literacy and his vision is to establish a National Hub of Excellence and Innovation for Deaf and Hard-of-Hearing Healthcare Professionals and Research Scientists in Rochester, New York.



PJ Simpson-Haidaris, PhD

Associate Professor of Medicine

Co-Director, PhD Program in Translational Biomedical Science

Director, Infection and Immunity: From Molecules to Populations TBS-PhD

Science Education Director, Rochester Bridges to the Doctorate

Program Training Director, Rochester Postdoc Partnership University of Rochester Medical Center

Dr. Simpson-Haidaris obtained her PhD in Microbiology from the University of Notre Dame. Prior to joining the University of Rochester in 1985, PJ worked for 12 years in the pharmaceutical industry. In 2011, Dr. Simpson-Haidaris was appointed Director of the PhD Program in Translational Biomedical Science. She has 32 years of experience mentoring junior faculty, postdoctoral fellows and 80+ pre-doctoral students. She has received near-continuous NIH and other agency grant support to address important questions on the molecular mechanisms regulating the expression of fibrinogen, and its functional significance in wound repair, lung infection, vascular disease, and breast cancer. Dr. Simpson-Haidaris has served on NIH-NHLBI grant review panels for mentored career development K-awards and institutional T32 training grants. Her commitment to the NIH-supported training programs at the UR and RIT for deaf and hard-of-hearing graduate students and postdocs is reinforced by personal, firsthand knowledge of the barriers to language acquisition and opportunities for education for her niece (deaf since birth) and embracing Deaf culture for hearing family members.

CONFERENCE ADMINISTRATIVE STAFF



Stefanie Fingler, MBA

Center Administrator,
Center for Vaccine Biology & Immunology
Conference Administrative Chair,
Rochester Summer Research Training Institute (RSRTI)
University of Rochester Medical Center



Erin Lee

Administrative Assistant,
Center for Vaccine Biology & Immunology
Conference Administrative Co-Chair,
Rochester Summer Research Training Institute (RSRTI)
University of Rochester Medical Center



Jeanne Paiko, MS, CMP

Center Administrative Manager,
Center for Human Experimental Therapeutics / Clinical
Translational Science Institute
Conference Administrative Co-Chair,
Rochester Summer Research Training Institute (RSRTI)
University of Rochester Medical Center

ROCHESTER SUMMER RESEARCH TRAINING INSTITUTE

Sunday, June 11th, 2017

1:30 p.m. - 7:00 p.m.

Saunders Research Building (SRB) and Helen Wood Hall (HWH) Auditorium

1:15 – 2:00 PM

**SHUTTLE SERVICES RIT to
URMC SAUNDERS RESEARCH BUILDING**

Shuttle Pickup Following AMPHL @ Lyndon Baines Johnson (LBJ) Building
Shuttles will run at 1:15pm and 2:00pm

1:30 – 2:30 PM

REGISTRATION, POSTER SET-UP & LUNCH

URMC Saunders Research Building Atrium

2:30 – 3:00 PM

WELCOME AND INTRODUCTION

Gerard Buckley, EdD, Steve Dewhurst, PhD, Alan Hurwitz, EdD
URMC Helen Wood Hall Auditorium

3:00 – 3:50 PM

**KEYNOTE PRESENTATION:
IF AT FIRST YOU DON'T SUCCEED...**

Carol Padden, PhD
URMC Helen Wood Hall Auditorium

3:50 – 4:10 PM

BREAK WITH REFRESHMENTS

4:15 – 5:15 PM

**BREAKOUT GROUPS BY STAGE:
OVERCOMING OBSTACLES AND HOW TO SUCCEED**

Carol Padden, PhD

Undergrad/Graduate

Facilitators:

Matt Lynn, PhD
Lorne Farovitch, MS
HWH Fiaretti 1W-501

Postdoc/Jr Faculty

Facilitators:

Steve Dewhurst, PhD
Sarah Latchney, PhD
SRB 3434

Mentors

Facilitators:

PJ Simpson-Haidaris, PhD
Peter C. Hauser, PhD
SRB 1.416

5:20 – 6:00 PM COCKTAILS & POSTER SESSION

URMC Saunders Research Building Atrium

6:00 – 7:00 PM DINNER RECEPTION

URMC Saunders Research Building Atrium/ Helen Wood Hall Atrium

ROCHESTER SUMMER RESEARCH TRAINING INSTITUTE

Monday, June 12th, 2017

8:15 a.m. – 7:00 p.m.

Saunders Research Building (SRB) and Helen Wood Hall (HWH) Auditorium

8:15 – 9:00 AM

CONTINENTAL BREAKFAST

URMC Saunders Research Building Atrium

9:00 – 9:50 AM

**BEST PRACTICES TO MENTOR
AND COLLABORATE WITH
DEAF AND HARD-OF-HEARING SCIENTISTS**

Derek Braun, PhD, PJ Simpson-Haidaris, PhD

URMC Helen Wood Hall Auditorium

9:50 – 10:00 AM

BREAK WITH REFRESHMENTS

10:00 – 11:15 AM

**BREAKOUT GROUPS BY STAGE:
FROM CHOOSING A MENTOR TO BEING A MENTOR**

Undergrad/Graduate

Facilitators:

PJ Simpson-Haidaris, PhD
Lorne Farovitch, MS
SRB 1.416

Postdoc/Jr Faculty

Facilitators:

Peter C. Hauser, PhD
Tiffany Panko, MD, MBA
SRB 3434

Mentors

Facilitators:

Matthew Lynn, PhD
Derek Braun, PhD
HWH Fiaretti 1W-501

11:15 – 11:30 AM

BREAK WITH REFRESHMENTS

11:30 – 12:30 PM

**KEYNOTE PRESENTATION:
ENHANCING DIVERSITY IN THE SCIENTIFIC WORKFORCE:
AN OPPORTUNITY AND IMPERATIVE FOR EXCELLENCE**

Charlene E. Le Fauve, PhD

URMC Helen Wood Hall Auditorium

12:30 – 1:30 PM

LUNCH

URMC Saunders Research Building Atrium/ Helen Wood Hall Atrium

ROCHESTER SUMMER RESEARCH TRAINING INSTITUTE

Monday, June 12th, 2017

8:15 a.m. – 7:00 p.m.

Saunders Research Building (SRB) and Helen Wood Hall (HWH) Auditorium

1:30 – 2:30 PM

MAKING WAVES:

NAVIGATING THE WORLD OF STEM

Caroline Solomon, PhD

URMC Helen Wood Hall Auditorium

2:30 – 2:40 PM

BREAK WITH REFRESHMENTS

2:40 – 3:40 PM

MAKING THE INVISIBLE VISIBLE:

**IDENTIFYING ALLIES AND CREATING STRATEGIC
CONNECTIONS IN ACADEMIC ENVIRONMENTS**

Wyatte C. Hall, PhD, Marlene Elliott, CI, CT, BA

URMC Helen Wood Hall Auditorium

3:40 – 4:00 PM

BREAK WITH REFRESHMENTS

4:00 – 5:30 PM

PANEL DISCUSSION:

**FOSTERING SUCCESSFUL INCLUSION IN ACADEMIC AND
LABORATORY ENVIRONMENTS: THE ROCHESTER EXPERIENCE**

Moderator: Elizabeth Ballard, CI, CT, MS

Panel Members: Ian DeAndrea-Lazarus, BA; Amanda Kernahan, NIC, CHI;

Trisha Zeller; Nikki Cherry, MEd; Tiffany Taylor, NIC, BA;

Lorne Farovitch, MS

URMC Helen Wood Hall Auditorium

5:30 – 7:00 PM

COCKTAILS & DINNER RECEPTION

URMC Saunders Research Building Atrium/ Helen Wood Hall Atrium

ROCHESTER SUMMER RESEARCH TRAINING INSTITUTE

Tuesday, June 13th, 2017

8:15 a.m. – 1:00 p.m.

Saunders Research Building (SRB) and Helen Wood Hall (HWH) Auditorium

8:15 – 9:00 AM

BREAKFAST

URMC Saunders Research Building Atrium

9:00 – 10:00 AM

GRANT WRITING:

PITFALLS TO AVOID AND LESSONS LEARNED

Peter C. Hauser, PhD, Brenda Kavanaugh

URMC Helen Wood Hall Auditorium

10:00 – 10:20 AM

BREAK WITH REFRESHMENTS

10:25 - 11:40 AM

BREAKOUT GROUPS BY STAGE:

GRANT WRITING

NRSA Grants Pre/Postdoc

Facilitator:

PJ Simpson-Haidaris, PhD

Lorne Farovitch, MS

SRB 1.416

Career Development

Grants

Facilitators:

Scott Smith, MD, MPH

Jeff Shaul, BS

SRB 3434

'R' Mechanism Grants

Facilitators:

Sanjay Maggirwar, PhD

Meera Singh, PhD

HWH Fiaretti 1W-501

11:45 – 12:15 PM

CLOSING REMARKS

Peter C. Hauser, PhD

URMC Helen Wood Hall Auditorium

12:15 – 1:00 PM

LUNCH

URMC Saunders Research Building Atrium/ Helen Wood Hall Atrium

1:00 PM

UR LAB TOURS (OPTIONAL)

*Sunday, June 11, 2017
3:00 - 3:50 p.m.*

CAROL PADDEN, PhD

Dean, Division of Social Sciences
Sanford I. Berman Endowed Professor
Department of Communication and Center for Research in Language
University of California, San Diego

“If At First You Don’t Succeed,...”

Being a deaf scientist often means having to find an alternative way to accomplish what you need. Many will agree that the most important challenge is arranging for interpreters in the work place, at conferences, and at research sites. But there are other needs as well: how to work equitably with your colleagues, how to supervise your students, and how to get your writing done. The best research is creative at its core; it is important to work in an environment that challenges and excites you. I conclude with essential tools and practices to maintain creativity in a competitive academic setting.



Carol Padden is Professor of Communication and Dean of the Division of Social Sciences at the University of California, San Diego. Her areas of research include language emergence and change. She studies newly emerging sign languages at various places around the world, including in a community of Bedouins in southern Israel and in a farming community in

southern Turkey. Her work explores how gestural language arises in a community and is transformed into sign language as it is transmitted across generations. She has written numerous academic and popular articles as well as books about sign language grammars and comparative language structure across sign languages. Her work has been supported by the US Department of Education, the Spencer Foundation, the National Science Foundation and National Institutes of Health. In 1992, she was awarded a John D. Simon Guggenheim Fellowship, and in 2010, a John D. and Catherine T. MacArthur Foundation Fellowship. She is a Fellow of the American Association for the Advancement of Science (AAAS), and the Linguistic Society of America.

*Monday, June 12, 2017
9:00 - 9:50 a.m.*

DEREK BRAUN, PhD

Professor, Department of Science
Director of the Biology Program
Director of the Molecular Genetics Laboratory
Gallaudet University

PJ SIMPSON-HAIDARIS, PhD

Associate Professor of Medicine
Co-Director, Ph.D. Program in Translational Biomedical Science
Director, Infection and Immunity: From Molecules to Populations TBS-PhD
Science Education Director, Rochester Bridges to the Doctorate
Program Training Director, Rochester Postdoc Partnership
University of Rochester Medical Center

*Best Practices to Mentor and Collaborate with Deaf and
Hard-of-Hearing Scientists*

Underrepresented individuals in the nation's scientific workforce face barriers to success resulting in disproportionate numbers of "dropouts" as the training level increases compared to the majority population. Federal grant funding agencies have recognized the need to diversify the nation's biomedical, behavioral and clinical research enterprise by including those who are deaf or hard-of-hearing (D/HH). Proof of this is NIH's recent funding of the "Bridges to the Doctorate" (2013), "Rochester Postdoc Partnership" (2015), and the RIT-Rise: Scientists-In-Training Program (April 2017!) at the UR and RIT. However, we need to do more to bring the mentoring faculty who represent the majority hearing population to the pool of mentors for D/HH Scientists. Success in mentoring D/HH trainees occurs when mentors understand key aspects of cultural competency: 1) Deaf Community Capital (the history of the community, its memory, cultural intuitions, and language); 2) Asking for Accommodations; and 3) Communication Access, including the "informal curriculum" or "water-cooler talk." Our goal in this presentation is to inform individuals that everyone needs an effective mentoring environment no matter where you are in your training or career stage to be successful. We will include topics such as: 1) Deaf cultural competency (including a brief introduction for hearing mentors who are afraid to ask); 2) What distinguishes a "Mentor-for-Life" from a "Boss"; 3) What is expected from Mentors as well as from Trainees; 4) The purpose of a career development plan; and 5) The importance of institutional commitment and change to increase the number of qualified D/HH individuals at all stages of the academic career trajectory. During the breakout session that follows—"From Choosing a Mentor to Being a Mentor"—individuals can discuss barriers as well as share best practices for success.



Dr. Simpson-Haidaris obtained her PhD in Microbiology from the University of Notre Dame. Prior to joining the University of Rochester in 1985, she worked for 12 years in the pharmaceutical industry. In 2011, Dr. Simpson-Haidaris was appointed Director of the PhD Program in Translational Biomedical Science. She has 32 years of experience mentoring junior faculty, postdoctoral fellows and 80+ pre-doctoral students. She has received near-continuous NIH and other agency grant support to address important questions on the molecular mechanisms regulating the expression of fibrinogen, and its functional significance in wound repair, lung infection, vascular disease, and breast cancer. Dr. Simpson-Haidaris has served on NIH-NHLBI grant review panels for mentored career development K-awards and institutional T32 training grants. Her commitment to the NIH-supported training programs at the UR and RIT for deaf and hard-of-hearing graduate students and postdocs is reinforced by personal, firsthand knowledge of the barriers to language acquisition and opportunities for education for her niece (deaf since birth) and embracing Deaf culture for hearing family members.



Derek C. Braun, PhD is a professor at Gallaudet in the Department of Science, Technology, & Mathematics. He is director of the Biology Program and director of the Molecular Genetics Laboratory. He has taught Honors Introductory Biology, an Honors seminar in Bioterrorism, and has served as an advisor and second reader for Honors senior capstone projects at Gallaudet. As a graduate student at the University of Maryland, Dr. Braun was a NIH National Service Research Award fellow. His graduate research uncovered a novel mechanism for the regulation of gene expression in *Neisseria*. Dr. Braun then worked at the National Cancer Institute where he studied signal transduction pathways important in cancer and pain. Dr. Braun was awarded a provisional patent for developing a fluorescent chimeric protein for high-throughput screening of potential anticancer drugs. His current research projects are in the population genetics of connexin deafness, cancer pharmacology, and improving outcomes for deaf students pursuing STEM careers.

*Monday, June 12, 2017
11:30 a.m. - 12:30 p.m.*

CHARLENE E. LE FAUVE, PhD

Senior Advisor to the Chief Officer for Scientific Workforce Diversity,
Office of the Director, National Institutes of Health

*Enhancing Diversity in the Scientific Workforce:
An Opportunity and Imperative for Excellence*

Dr. Le Fauve's presentation will discuss strategies and methods through the lens of four diversity challenges: expanding the science of diversity; building an evidence base on recruitment, retention, and career development; understanding and mitigating the effects of sociocultural factors on biomedical careers; and sustaining workforce diversity nationwide.

Dr. Le Fauve, Senior Advisor - supports Dr. Hannah Valantine, the NIH Chief Officer of Scientific Workforce Diversity, as she leads NIH's effort to diversify the biomedical research workforce by developing a vision and comprehensive strategy to expand recruitment and retention, and promote inclusiveness and equity throughout biomedical research.



Charlene E. Le Fauve, Ph.D., was appointed the first Senior Advisor to the National Institutes of Health (NIH) Chief Officer for Scientific Workforce Diversity (COSWD) in December 2016. Dr. Le Fauve supports Dr. Hannah Valantine as she leads NIH's effort to diversify the biomedical research workforce by developing a vision and comprehensive strategy to expand recruitment and retention, and promote

inclusiveness and equity throughout the biomedical research.

Dr. Le Fauve has a wide array of government experience in other offices at the NIH, the Department of Health and Human Services, and the Substance Abuse and Mental Health Services Administration.

She served as an Assistant Professor of Human Genetics and Psychiatry at the Medical College of Virginia (MCV), Virginia Commonwealth University (VCU). Dr. Le Fauve received her undergraduate degree at Howard University, studied clinical psychology and behavioral science at the University of Georgia and completed her post-graduate work at MCV/VCU.

*Monday, June 12, 2017
1:30 p.m. – 2:30 p.m.*

CAROLINE SOLOMON, PhD

Chair of the Faculty Senate

Professor, Biology

Gallaudet University

“Making waves: navigating the world of STEM”

Dr. Solomon will discuss her journey as a deaf scientist from college to a Fulbright fellowship to graduate school before becoming a science faculty member. She will reflect on some strategies that have helped her deaf and hard-of-hearing students and herself navigate the world of college and graduate school, especially academia and conferences. Dr. Solomon will also briefly discuss what was learned at the 2012 Workshop for Emerging Deaf and Hard of Hearing Scientists.



Caroline M. Solomon, Ph.D. has been a faculty member at Gallaudet since 2000. She is also an adjunct at the University of Maryland Center for Environmental Science, based at Horn Point Laboratory on Maryland's eastern shore.

After graduation from college, Dr. Solomon spent a year in Australia as a Fulbright Fellow studying the Great Barrier Reef with collaborators from the Commonwealth Scientific and Industrial Research Organisation (CSIRO) and the University of Queensland.

Currently, Dr. Solomon performs research on nutrient dynamics and its influence on the phytoplankton assemblage in the Anacostia River. She also studies urea utilization by different microbes in various coastal areas. She collaborated with Dr. Richard Ladner at the University of Washington on the ASL-STEM forum, an online sign wiki for the science, technology, engineering and mathematics (STEM) lexicon that got press in the New York Times and Takeaway radio show. She, with other colleagues, hosted the Workshop for Emerging Deaf and Hard-of-Hearing Scientists, at Gallaudet University in May 2012. The results from this workshop were released in a white paper.

Additionally, Dr. Solomon recently won the 2017 Ramón Margalef Award for Excellence in Education from the Association of the Sciences of Limnology and Oceanography and was a speaker at the national March for Science in Washington, D.C. this past April.

Dr. Solomon teaches courses in the environmental sciences including ecology (BIO 241), marine biology (BIO 342), and courses related to the Chesapeake Bay (GSR 230 - The History and Science of the Chesapeake Bay). To these courses, she brings her research interests in phytoplankton ecology and nitrogen dynamics.

Monday, June 12, 2017
2:40 – 3:40 p.m.

WYATTE C. HALL, PhD

Postdoctoral Fellow, Clinical & Translational Science Institute
University of Rochester Medical Center

MARLENE ELLIOTT, CI, CT, BA

Designated Interpreter, Clinical & Translational Science Institute
University of Rochester Medical Center

Making the Invisible Visible: Identifying Allies and Creating Strategic Connections in Academic Environments

Social capital, such as identifying allies and creating strategic connections, is an important aspect of succeeding in an academic career. For deaf individuals, social capital can be very difficult to acquire for various reasons including communication access, ignorance, and general minority experiences, among others. Some aspects of developing social capital require learning colleagues' personalities, "knowing what is going on" institution-wise, and finding like-minded individuals. Here, we share some unique insights and strategies from a deaf professional – designated interpreter pairing that strives to create opportunities that increases the academic social capital of the deaf professional. As a hearing individual, the designated interpreter may be privy to specific institutional knowledge that enables more efficient networking and connecting to allies or champions that support the deaf professional's work. The goal is always to, as much as is feasible, equalize a deaf professional's knowledge, social standing, and culture of the environment that hearing colleagues already have – i.e., "level the playing field." Some strategies include building onto social knowledge ("that doctor is always grumpy, it's not you."), agreeing on best tone for an introduction (formal versus informal), and relaying breaking information ("the chair of psychiatry is stepping down") as well as others that will be discussed. In these different strategies and holistic approaches, the deaf professional – designated interpreter partnership "makes the invisible visible."



Wyatte Hall is currently a postdoctoral fellow in the Clinical & Translational Science Institute at the University of Rochester Medical Center. Funded under the Rochester Postdoc Partnership, Wyattte is especially interested in deaf population health and language acquisition as a social determinant of health. He is also part of an emerging generation of young deaf-focused academics focusing on the social epidemic of language deprivation in deaf people.



Marlene Elliott has been working with Wyatt Hall as a designated interpreter for more than three years. With more than 28 years of interpreting experience, especially in psychiatry, Marlene also does scholarly work focusing on interpreter training. As a social justice advocate, she utilizes the principles of popular education in her training and education work.

*Tuesday, June 13, 2017
9:00 – 10:00 a.m.*

PETER C. HAUSER, PhD

Professor

Director, NTID Center on Cognition and Language
Director, Rochester Bridges to the Doctorate
Program Training Co-Director, Rochester Postdoc Partnership
Rochester Institute of Technology

BRENDA KAVANAUGH

Associate Director

Office of Research and Project Administration
University of Rochester Medical Center

Grant Writing:

Pitfalls to Avoid and Lessons Learned

Undergraduate and graduate academic programs focus on theories, trends, and methods in scientific disciplines. They often do not provide training on how to work with federal grant agencies for proposal preparation, submission, or post-award reporting requirements. Junior faculty who do not have any prior grant experience often find grant management involving a steep learning curve. The goal of this presentation is to provide an overview of different grant mechanisms as well as pre- and post-award processes and procedures. Grant writing tips will be provided for graduate students, post-doctoral fellows, and junior faculty who are considering applying for a grant. The presenters will share lessons they learned the hard way and will end with an open discussion with the audience.



Dr. Peter C. Hauser is the director of the NTID Center on Cognition and Language (NCCL) at Rochester Institute of Technology where he and his research team study the language and sociocultural factors that have an impact on deaf individuals' cognitive development, health, and psychosocial well-being. He has published several books and over 50 articles and book chapters. His work has been presented all over the world to scientists, educators, and the deaf community. His

research center is also a hub for providing mentored research experiences for deaf students who want to become scientists. Hauser is the RIT PI and Director of the Rochester Bridges to the Doctorate Program and the training co-director of the Rochester Postdoc Partnership. He has presented and published on topics relevant to RSRTI such as how to work with designated interpreters and how to mentor deaf aspiring scientists. Hauser's research and training programs are funded by both NIH and NSF.



Brenda Kavanaugh currently serves as Associate Director of the Office of Research and Project Administration providing pre-award and non-financial post award support for a diverse portfolio of sponsored research projects and has signature authority in the absence of the Associate VP for Research Administration. She is responsible for the review and submission of grants and contracts to all types of funding agencies which requires a working knowledge of their electronic systems, the review of incoming and issuance of outgoing subagreements, award review and acceptance and the negotiation of clinical trial and research agreements. She also plays an instrumental role in training and educating University faculty and staff in research administration matters and currently serves as the NIH liaison for the University of Rochester. She serves side by side with the University's Compliance Officer as Faculty for the University of Rochester's mandatory certification program entitled "Continuous Learning for Administrators of Sponsored Programs (CLASP)" and has served as University faculty for the credit bearing "Practical Skills in Grant Writing" course for junior faculty and the "Junior Faculty Core Curriculum" course.

POSTERS

Presenter(s) listed **BOLD**

1.	<p>LYCOPENE CONTENT IN TOMATOES (SOLANUM LYCOPERSICUM) GROWN WITH LEAD CONTAMINATED SOILS</p> <p>Andrea Amati¹, Corey Ptak¹ ¹Thomas H. Gosnell School of Life Sciences, Rochester Institute of Technology, Rochester, NY</p>
2.	<p>SURVIVING SCHOOL AND EMPLOYMENT DESPITE DEAFNESS</p> <p>Diane Bass¹ ¹Department of Nursing, University of Detroit, Detroit, MI</p>
3.	<p>REVERSING POLYCOMB REPRESSION IN SCHWANN CELLS AFTER NERVE INJURY</p> <p>P. Duong¹, J. Svaren¹ Waisman Center and Department of Comparative Biosciences, University of Wisconsin-Madison, Madison, WI</p>
4.	<p>USING A MEDICAL ECOLOGICAL APPROACH TO ASSESS TICK-BORNE DISEASES (TBD) IN TROPICAL AND NON-TROPICAL ENVIRONMENTS</p> <p>Lorne Farovitch¹, Brian Leydet², Benjamin Miller¹, Tim Dye¹ ¹Translational Biomedical Science, University of Rochester, NY, ²State University of New York College of Environmental Science and Forestry, & SUNY Upstate Medical University, Syracuse, NY</p>

5.	<p>PATTERNS OF SOCIAL NETWORKS AND COPING WITH DEAF COLLEGE STUDENTS</p> <p>Meghan L. Fox¹, Steven Barnett¹, and Peter Wyman¹ ¹Department of Psychiatry and Rochester Prevention Research Center National Center for Deaf Health Research, University of Rochester Medical Center, Rochester, NY</p>
6.	<p>“DEAF FRIENDLY” EMOTION ASSESSMENT WITH THE SELF-ASSESSMENT MANIKIN: CASE REPORT</p> <p>Emmanuel García-Lesy¹ ¹Department of Psychology, City University of New York-Graduate Center; Outpatient Mental Health, Lexington Center for Mental Health, New York, New York</p>
7.	<p>THE ASSOCIATION BETWEEN HEARING LOSS AND COMPLETION OF ADVANCE CARE PLANNING AMONG OLDER ADULTS</p> <p>Junghee Han¹ and Junghyun Park² ¹Graduate School of Social Service, Fordham University, New York, NY, ²Silver School of Social Work, New York University, New York, NY</p>
8.	<p>CREATING DIGITAL GAME-BASED LEARNING TOOL FOR LEARNING STATISTICS: AN EXPLORATORY PROJECT TO BENEFIT DEAF AND HARD-OF-HEARING STUDENTS</p> <p>Noella Kolash¹, Carol Marchetti¹, David Simkins¹, and Peter Hauser¹ ¹Research Center for Teaching and Learning, National Technical Institute of the Deaf, Rochester Institute of Technology, Rochester, NY</p>
9.	<p>HEALTH POLICY CHALLENGES FOR PRECISION MEDICINE AND BIOMARKERS: A REGULATORY SCIENCE CASE STUDY</p> <p>Steven W. Murdy¹, Joan E. Adamo², and Scott Steele² ¹ Rochester Institute of Technology, Rochester, NY ² Clinical and Translational Science Institute, University of Rochester School of Medicine and Dentistry, Rochester, NY</p>

10.	<p>CAN ANTIDEPRESSANTS EXACERBATE FAMILIAL PARKINSON'S PATHOLOGY?</p> <p>L. Caetano-Davies¹, R. Osborn¹, I. Miller¹, B. Panny¹, N. Seo¹, M. Lacagnina¹, K. Bisciotti¹, Mark Noble¹, Chris Pröschel¹ ¹University of Rochester, Department for Biomedical Genetics, Stem Cell and Regenerative Medicine Institute, Rochester, NY</p>
11.	<p>CANCER DIAGNOSIS, KNOWLEDGE, AND PREVENTION AMONG DEAF WOMEN IN THE 2015-2016 NATIONAL HEALTH INTERVIEW SURVEY</p> <p>Tiffany Panko¹, Richard Dirmyer¹, Deirdre Schlehofer¹, Jess Cuculick¹, Peter C. Hauser¹ ¹NTID Center on Cognition and Language, Rochester Institute of Technology, Rochester, NY</p>
12.	<p>THE EFFECT OF PARTICIPATION IN A MENTORING PROGRAM ON PSYCHOSOCIAL ADJUSTMENT AMONG DEAF ADOLESCENTS IN MAINSTREAM EDUCATION: FOCUSING ON THE ROLE OF THE DEAF MENTOR AND GROUP MENTORING</p> <p>Junghyun Park¹ ¹Silver School of Social Work, New York University, New York, NY</p>
13.	<p>COLD BLOODED KILLER: ELUCIDATING FROG VIRUS 3 VIRULENCE GENES</p> <p>Jazz Sanchez¹, Eva-Stina Edholm¹ and Jacques Robert¹ ¹Department of Microbiology and Immunology, University of Rochester Medical Center, Rochester, NY</p>
14.	<p>ANNOTATION OF P53 INTERACTIONS WITH LOCAL CHROMATIN ENVIRONMENTS</p> <p>Jeffrey Shaul¹, Feng Cui¹ ¹School of Life Sciences, Rochester Institute of Technology, Rochester, NY</p>

15.	<p>NANOPARTICLES CO-LOADED WITH FARNESOL AND MYRICETIN RESULT IN SUPERIOR ORAL BIOFILM INHIBITION IN VITRO</p> <p>Kenneth R. Sims Jr.^{1,2}, Geelsu Hwang³, Hyun Koo⁴, and Danielle S. W. Benoit^{2,5-7}</p> <p>¹ University of Rochester, Translational Biomedical Science PhD Program, Rochester, NY, ² University of Rochester, School of Medicine & Dentistry, Rochester, NY, ³ University of Pennsylvania, School of Dental Medicine, Philadelphia, PA, ⁴ University of Pennsylvania, Department of Orthodontics, Divisions of Pediatric Dentistry & Community Oral Health, School of Dental Medicine, Philadelphia, PA, ⁵ University of Rochester, Department of Biomedical Engineering, Rochester, NY, ⁶ University of Rochester, Department of Chemical Engineering, Rochester, NY ⁷ University of Rochester Medical Center, Department of Orthopaedics, Center for Musculoskeletal Research, Rochester, NY</p>
16.	<p>VISUAL PEDAGOGY AND OCULARCENTRIC DEAF EDUCATION: CONFLUENCES OF RESEARCH ON PEDAGOGY</p> <p>Michael E. Skyer¹</p> <p>¹Warner School of Education and Human Development, University of Rochester, National Technical Institute for the Deaf, Rochester Institute of Technology, Rochester, NY</p>
17.	<p>INITIAL DATA ON TEMPORAL SEQUENCE PROCESSING IN DEAF AND HEARING CHILDREN</p> <p>Brennan Terhune-Cotter¹, Sarah Kimbley¹, and Matthew Dye¹</p> <p>¹NTID Center on Language and Cognition, Rochester Institute of Technology, Rochester, NY</p>
18.	<p>APPLYING THE MEDICAL ECOLOGICAL FRAMEWORK TO ASSESS FLAVIVIRUS-HIV CO-INFECTION IN MARGINALIZED, AFFECTED COMMUNITIES OF PUERTO RICO: A MIXED METHOD INTEGRATED APPROACH</p> <p>Denisse Vega Ocasio¹, Craig Morrell¹, Timothy Dye¹</p> <p>¹University of Rochester School of Medicine and Dentistry, Rochester, NY</p>

19. DOES UNIVERSAL HEALTH COVERAGE IMPLY EQUITABLE ACCESS TO INPATIENT CARE AMONG OLDER ADULTS IN CHINA: EVIDENCE FROM THE CHARLS BASELINE SURVEY

Huiwen Xu¹, Weijun Zhang, PhD² and Donghua Tian, MD, PhD²

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Rochester Postdoc Partnership (RPP) to Advance Research and Academic Careers of Deaf Postdoctoral Scholars

PJ Simpson-Haidaris,¹ PC Hauser,² S Barnett,¹ CA Martina,¹ MA Lynn,² R Doolittle,² and S Dewhurst¹

¹University of Rochester and ²Rochester Institute of Technology

The Rochester Postdoc Partnership (RPP) is a biomedical and behavioral research training program for deaf and hard-of-hearing (D/HH) scientists. Our mission is to create highly trained D/HH scientists who have the knowledge and skills to pursue academic careers. A strong mentoring environment allows postdoctoral fellows to grow valuable academic skills such as course development and teaching alongside intensive research training in their field of interest. This comprehensive training is made possible through the unique partnership between the University of Rochester (UR) and the Rochester Institute of Technology (RIT) with significant support from the National Technical Institute for the Deaf on RIT's campus. The foundation of the RPP's approach is the long-standing shared institutional commitments of both UR and RIT for increasing the diversity and inclusion of D/HH scholars.

The RPP is one of several National Institute of General Medical Sciences (NIGMS)-funded programs centered in Rochester, NY that share the aim of increasing the number of D/HH scientists. Our companion programs include the "Rochester Bridges to the Doctorate for Deaf and Hard-of-Hearing Students" that supports Masters-to-PhD students and the newly funded "RIT-RISE: Scientists-in-Training Program for Deaf and Hard-of-Hearing Undergraduates" for Undergraduate-to-PhD students.

To achieve our goals, the RPP continually develops, implements, and evaluates a curriculum that integrates individual and institutional activities. Some highlights include: 1) UR-mentored research experience; 2) RIT-mentored practicum teaching experience; 3) career development in collaboration with the UR-Clinical and Translational Science Institute's Mentor-Scholar development program; 4) mentoring D/HH undergraduate and graduate students from our companion training programs; and 5) training and education of mentors and lab personnel to increase D/HH cross-cultural competency.

In addition to training D/HH postdoctoral scholars, the program is designed to strengthen and modernize science educational offerings of RIT, and to further promote the research and educational links of UR and RIT.

For more information, please visit: www.deafpostdoc.urmc.edu

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Rochester Bridges to the Doctorate for Deaf and Hard-of-Hearing Students

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While the number of deaf and hard-of-hearing (D/HH) scientists is gradually increasing, there is still a shortage, as D/HH scientists continue to be underrepresented in the behavioral or biomedical sciences. The University of Rochester (UR) and Rochester Institute of Technology (RIT) have partnered together and established the Rochester Bridges to the Doctorate Program to address this gap. With funding from the NIH, our program aims to train and prepare eligible students while they are in one of the approved master's degree programs at RIT. The Bridges to the Doctorate Program is the first of its kind that provides mentoring for D/HH individuals to become strong candidates for doctoral degree programs in biomedical or behavioral science disciplines. The UR offers graduate lab research experiences, doctoral-level mentoring, and valuable networking opportunities. D/HH students in the Bridges to the Doctorate Program are paired with faculty, students, and staff from NTID, RIT, and UR to gain skills necessary for graduate studies and career advancement. In addition to the Bridges Scholars' master's degree requirements, the following activities will help Scholars prepare for their PhD aspirations:

First Year

- Bi-monthly Individual PhD Readiness Team Meetings
- World of Wonder in Science Seminar Series
- Professional Development Seminar Series
- Paid Research Assistantship at RIT Laboratory
- Attendance at a targeted doctoral discipline-specific conference
- Attendance at ABRCMS, a national conference for minority students
- Fall UR Course: Ethics and Professional Integrity in Research
- Spring UR Course: Workshop in Scientific Communication

Summer after 1st Year

10-week Research Assistantship at UR Laboratory

Second Year

- Bi-monthly Individual PhD Readiness Team Meetings
- World of Wonder in Science Seminar Series
- Professional Development Seminar Series
- Paid Research Assistantships at UR Laboratories
- UR Course: elective in Scholar's targeted doctoral discipline
- Present at a targeted doctoral discipline-specific conference
- Apply to competitive PhD programs in desired discipline

For more information, please visit: <http://deafscientists.com/>

*Funded by the National Institute of General Medical Sciences grant
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The PhD Program in Translational Biomedical Science in the Clinical and Translational Science Institute at the University of Rochester

Program Co-Directors: PJ Simpson-Haidaris, PhD, Tracey Baas, PhD,
Tim Dye, PhD

Program Coordinators: Katie Libby and Daisy Bird-Geer

Translational Biomedical Science takes basic science and turns it into ideas that will improve the health of our nation. Through this cutting-edge program, the University of Rochester is preparing people for academic, government, private sector or clinical careers that will change lives in extraordinary ways. A flexible curriculum in basic, translational and population health sciences and a dual mentoring approach for dissertation research make it a uniquely powerful way to prepare the research leaders of tomorrow.

What makes our program different: Our program was designed to provide you with the most effective learning environment. Whether you want to work on new vaccines, develop smartphone apps for mobile health, or engage international communities, you will learn the skills you need to make an impact.

- **We are global.** The program is embedded with a range of global and community health opportunities that help bridge basic and population sciences that serve real communities and their needs, including local and global Deaf communities.
- **A true multidisciplinary program.** Our students work with world-renowned scientists from highly diverse backgrounds.
- **Tailored to your needs.** Together with program directors, you design your program of study to fit your research interests and career goals.
- **Mentor approach.** To provide a broader perspective on how your research can be applied to the world, our program uses a dual mentoring model.
- **Survival skills for research.** You will learn what it takes to survive and thrive in an academic environment, such as how to write grants, give presentations, how to write and review manuscripts, and how to find postdocs and jobs after graduation through the Center for Professional Development and URBEST programs.
- **We are diverse.** Over 56% of the TBS students represent diversity in culture, race and ethnicity, including >8% of our students identifying as culturally Deaf with ASL as their native language. We support and advocate for deaf and hard-of-hearing trainees in other PhD programs in the School of Medicine & Dentistry to foster an all-inclusive training environment.

For more information, please visit:

<https://www.urmc.rochester.edu/education/graduate/phd/translational-biomedical-science.aspx>

Funded in part by an institutional training grant (TL1 TR002000) from the National Center for Advancing Translational Sciences.

University of Rochester's Broadening Experiences in Scientific Training (URBEST)

Authors: Tracey Baas, Sarah Peyre and Steve Dewhurst

URBEST provides a flexible, autonomy-supportive learning program that allows trainees to better prepare themselves for diverse research-related career paths.

The program combines foundational instruction in leadership and professionalism with access to educational programs and aligned experiential learning opportunities. Unlike traditional graduate curricula, which often have rigidly defined course requirements, the URBEST program will allow for a very high degree of flexibility to ensure that trainees meet their own self-defined learning needs. Many variations of program study can be created and is amenable to preparing UR trainees for leadership roles at UR and beyond. The program also contains elements that will help foster effective mentoring practices of faculty, ultimately supporting trainee autonomy and promoting diverse research-related career outcomes.

For more information, please visit:

<https://www.urmc.rochester.edu/education/graduate/best-program.aspx>

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Center for Professional Development

Contributors: Sharon McCullough, Director of the CPD; Eric Vaughn, Life Sciences Career Coach; and Elaine Smolock, Life Sciences Writing Specialist.

The Center for Professional Development (CPD) is an initiative of the Office of Graduate Education and Postdoctoral Affairs (GEPA), and was the #1 graduate education priority of the University of Rochester School of Medicine and Dentistry (URSMD) strategic plan. The CPD's mission is to supplement every trainee's scientific education with the professional and career development opportunities most appropriate to each individual trainee's interests and skills to ensure that all trainees will have impactful, fulfilling, and prosperous careers.

The CPD team includes a full-time Life Science Career Coach, Eric Vaughn, and a full-time Life Sciences Writing Specialist, Dr. Elaine Smolock. The CPD team offers individual services and group workshops related to skills development with a primary focus on career planning (CV/resume/cover letters, job search strategies, professional communication and networking) and writing (grants/fellowships, manuscripts, presentations, literature reviews, and qualifying exams). The CPD website offers over 500 self-study resources from various sources including University of Rochester faculty and alumni, Science Careers, Nature Jobs, the Chronicle for Higher Education, the NIH, and more. Other self-study resources include a lending library, Bio Careers and Versatile PhD memberships, and the weekly Opportunities to Explore newsletter. The CPD supports the programming offered by the Graduate Student Society and the Postdoctoral Association. In addition, several professional development courses and seminars are hosted by the CPD throughout the year, including Ethics and Responsible Conduct of Research and the Leadership and Management for Scientists in collaboration with URSMD's NIH-funded BEST program.

For more information, please visit:

<https://www.urmc.rochester.edu/education/graduate/professional-development.aspx>

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**RIT-RISE Scientist-In-Training Program
for Deaf and Hard-of-Hearing Undergraduates**

Scott R. Smith, MD, MPH and the RIT-RISE Team (TBD)

Office of the Associate Dean for Research, National Technical Institute for the
Deaf, Rochester Institute of Technology

The RIT-RISE Scientists-In-Training Program for Deaf and Hard-of-Hearing Undergraduates (RIT-RISE) is a new training program funded by NIH/NIGMS to increase the number of deaf and hard-of-hearing biomedical, behavioral health, and clinical research scientists. The RIT-RISE program will reinforce and supplement Scholars' academic and professional preparation with undergraduate research experiences essential for entry into PhD programs. RIT-RISE Scholars will benefit from a network of more than 40 research faculty mentors at RIT as well as more than 15 research faculty mentors outside of RIT supplemented by salary support, laboratory supplies, communication access support, and faculty mentoring programs. These resources will ensure that Scholars are able to access meaningful and successful research experiences over 3 academic years and 2 summers with eventual conference presentations and publications. RIT-RISE Scholars will also receive an Individualized Development Plan, career advice and support, professional development workshops and presentations, and specialized research classes and camps to ensure their success.

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Thank you for your participation and helping make this event a great success!!

**WE WOULD APPRECIATE YOUR FEEDBACK
PLEASE VISIT... <https://is.gd/2017RSRTIsurvey>**

