

Diversity Dimensions

Spring 2012

MESSAGE from Angela P. McCaskill, Ph.D.



Visit our Web site at
<http://diversity.gallaudet.edu>



IN THIS ISSUE

- * Deaf Jam Screening
- * SBG New President and Vice President
- * Increasing the Representation of Diverse Students in Research
- * Celebrating the Life and Legacy of Dr. Martin Luther King, Jr.
- * Diversity Lecture Series
- * National Collegiate Athletic Association: Transgender Policy Approved
- * Diversity Advisory Board
- * Diversity Inventory
- * Gallaudet University Diversity Plan
- * Religion Perspectives
- * Introducing... "Lead On!"
- * The Big Question
- * Black Deaf Doctorates Panel Discussion
- * Inclusion is Our Middle Name: How we try to make everyone a part of our mission at Gallaudet
- * The Lavender Graduation



on campus. In the 6 months since the last issue of Diversity Dimensions, we have made progress toward achieving the University's diversity goals. On the ODI Web site, we list all the exciting things we have accomplished so far, and I encourage you to visit and learn more about our work. Here are a few highlights that I'd like to share with you:

Each year, the ODI conducts 3 to 4 campus-wide dialogues to provide the community with opportunities to discuss various topics and to foster diversity opinions. On March 6, 2012, the dialogue allowed the community to collectively review, discuss, and rank their preferences of the 4 recommendations from the Language and Communication Work Group that was led by Diversity Fellow Dr. Carolyn McCaskill.

We have drafted and distributed the Diversity Plan, the feedback period for which was extended to March 20, 2012. We appreciate the time and effort that many of you took to provide critical feedback on the current draft. Your comments will help shape this document further. We look forward to sharing more information about the next steps for

reviewing feedback and incorporating recommendations in the coming months.

We finished compiling the results of the spring 2011 Diversity Inventory, which captured the University's combined efforts related to diversity, social justice, equity, and inclusion. I am pleased to report that 66 units provided a description of their current diversity initiatives, programs, policies, and research that will serve as a guide for the University in moving from where we are to where we want to be.

The Office of Diversity and Inclusion established a Diversity Advisory Board (DAB), which held its first meeting on March 26, 2012. The board comprises 21 members representing faculty, staff, students, and the external community.

Finally, the Office of Diversity and Inclusion wishes to thank the diversity fellows for a great year. The current fellows' term ends this academic year. Watch for the September issue of Diversity Dimensions for information on how to get involved!

Diversely and inclusively yours,

Angela P. McCaskill

Chief Diversity Officer

"Diversity is not about how we differ. Diversity is about embracing one another's uniqueness."

---Ola Joseph

DEAF JAM Screening, Panel Discussion and Poetry Performances Draw Enthusiastic Crowds

March 22nd was an evening on campus to long be remembered! In celebration of ASL poetry Gallaudet hosted a screening of the DEAF JAM documentary, a panel discussion, and a jam session featuring students and alumni skilled in the art of ASL poetry and storytelling.

DEAF JAM is the story of deaf teen Aneta Brodski's bold journey into the spoken word slam scene. In a wondrous twist, Aneta, an Israeli immigrant living in the Queens section of New York City, eventually meets Tahani, a hearing Palestinian slam poet. The two women embark on a collaboration/performance duet. Poetry, friendship, and respect transcend politics as the two young women create a new form of slam poetry. DEAF JAM had its U.S. broadcast premiere on the Emmy® Award-winning PBS series "Independent Lens" in November 2011.

Aneta Brodski joined the panel discussion, along with film director Judy Lieff, ASL storyteller, poet and teacher Manny Hernandez and, as a surprise addition, Gallaudet student Robert Haughton who was also in the film. Key points of the panel were the need for access to ASL poetry for young children, seeing ASL poetry as a distinct art form, and performing it as a life-changing experience.

Following the panel discussion the audience moved to the Rathskeller for a jam session that included current and former students of Professor Ben Bahan's ASL Literature



course. Hands were waving for the more than 90 minute performance of poems and stories that roamed in concept from poignant to frightening to hysterically funny to erotic. Impromptu performances by members of the audience further demonstrated the power and value in ASL poetry and storytelling. Director Judy Lieff described the evening as "awe inspiring."

The documentary screening was supported by the Office of Diversity and Inclusion, the Department of ASL and Deaf Studies, the Dean of the College of Liberal Arts, Sciences and Technologies, and Dean of the Graduate School and Professional Programs.

To learn more about the film, visit the Deaf Jam Web site (<http://www.deafjam.org/>).



Ashley Bergeron

Student Body Government New President and Vice President

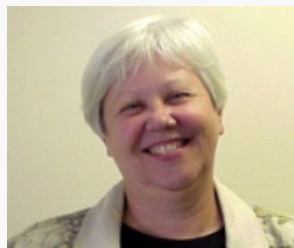
Stephanie Johnston and Brandon Williams

**Congratulations to the
upcoming SBG leadership team**





Increasing the Representation of Diverse Students in Research



Dr. Diane Clark

RESEARCH is often an elite endeavor with many students reporting that they “hate” research or that “math” and “statistics” are skills that they do not possess. Often underrepresented groups do not see opportunities to become involved in research or do not see it as relevant to their

own education or life. An important issue here is that these diverse students, when they look at researchers, do not see people like themselves involved.

The Science of Learning Center on Visual Language and Visual Learning (VL2), supported by the National Science Foundation, believes that ALL students have the necessary skills to do research AND that their perspectives bring important contributions to understanding the results that are collected. This philosophy is an insider of emic perspective and one that VL2 believes challenges the status quo and allows research to provide important insights to resolve long-standing puzzles.

Given this philosophy, VL2 has worked with a highly diverse group of students to expose them to the research tradition. Many of these students were from the psychology department and joined VL2 for one or two semesters to gain hands-on experience in how to conduct research. They worked with Dr. M. Diane Clark on a series of projects and learned how to design research, write up IRB proposals as well as how to apply for GRI Small Grants. These students then collected data, analyzed the results, and submitted abstracts to present their research at national meetings. They then created posters and presented them to their peers and to senior faculty who attended these meetings. Some of these students even had the opportunity to be involved in writing up the results of their research and seeing the findings published in peer-reviewed journals. Many of these students then went on to graduate school to continue their research.

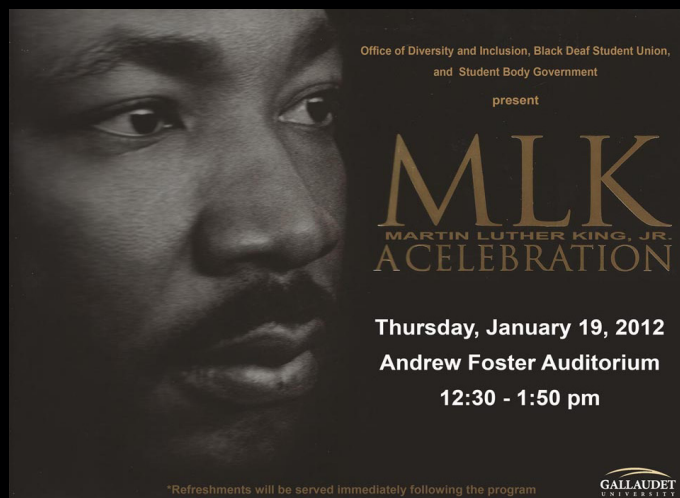
As an extension of this work, summer funds were obtained from the National Science Foundation in 2009 to host an REU—Research Experience for Undergraduates—project. Four deaf undergraduates, two of whom were black, participated in this 10-week project. VL2 graduate assistants, many of whom are from underrepresented groups, helped to mentor these students as they worked to design and complete their research project in 10 weeks. Two of these REU students published their projects in the *journal Psychology*, and all four, in conjunction with the four graduate assistants, presented their work at the Association for Psychological Science’s meeting in Boston.

Two of these alumni, one a former undergraduate and the

other a former research assistant, are now working with the Office of Diversity and Inclusion on the perceptions of diversity at Gallaudet University. Results from this study have been accepted for presentation at the 2012 Association for Psychological Science’s meeting in Chicago. This specific project built on prior work supported by the Office of Diversity and Inclusion and conducted by GRI. Results showed an improvement in the climate when compared to earlier studies. Both projects expand what we know about diversity within the deaf community, a research area that has not received much attention in the past. An additional project is using focus group methodology to obtain an insider’s perspective to follow up the earlier work. In addition to these two members of the REU team, another undergraduate is currently working with VL2.

So how do we increase the representation of diverse deaf individuals in research? We must provide mentors who will provide keys that allow access into this important field. As we then train a more diverse group of researchers, they themselves can become mentors to increase the cohort of deaf and hard of hearing diverse researchers across many disciplines.

MARTIN LUTHER KING, JR. CELEBRATION



The Office of Diversity and Inclusion, Office of Diversity and Equity for Students, Student Body Government, and the Black Deaf Student Union co-sponsored the first annual on-campus program, Celebrating the Life and Legacy of Dr. Martin Luther King, Jr. Students from the Model Secondary School for the Deaf and Kendall Demonstration Elementary School were also in attendance and won some of the grand door prizes for answering trivia questions.

DIVERSE LEARNING ENVIRONMENTS: Campus Climate, Effective Practices, and Student Success



Dr. Sylvia Hurtado, a professor at the University of California, Los Angeles and director of the Higher Education Research Institute, presented "Diverse Learning Environments: Campus Climate, Effective Practices, and Student Success" on September 22, 2011 in Foster Auditorium. "Some people look at diversity as a problem, some look at it as a number, and

others look at it as a resource," said Hurtado. She pointed out that colleges and universities need to closely examine the impact that campus climate and practices have on key educational outcomes for students, and she added that creating a climate that respects and welcomes diversity is everyone's responsibility. According to Hurtado, the president and provost play important roles in achieving a diverse environment on campus, but students are essential in making it succeed. "Every voice has to be heard," she said. Hurtado's presentation was sponsored by Gallaudet's Office of Diversity and Inclusion.

DIVERSITY IN HIGHER EDUCATION: Why It Matters



Dr. Daryl G. Smith is a professor of education and psychology at Claremont Graduate University. Prior to assuming her current faculty position at CGU in 1987, Smith served as a college administrator for 21 years. Most of her current research, teaching, and publications have been in areas related to the organizational implications of diversity – faculty diversity, building institutional capacity,

evaluation, leadership and change, student success, and diversity in STEM fields. She is the author of *Diversity's Promise for Higher Education: Making it Work*. In partnership with five other evaluators of national diversity projects, she has been a co-author of *To Form a More Perfect Union: Campus Diversity Initiatives*, *A Diversity Research Agenda*, and *Assessing Campus Diversity Initiatives*.



National Collegiate Athletic Association

Transgender policy approved By Marta Lawrence

(excerpted from the NCAA Web site at <http://www.ncaa.org/>)

A new policy approved by the NCAA Executive Committee will clarify opportunities for participation by transgender student-athletes.

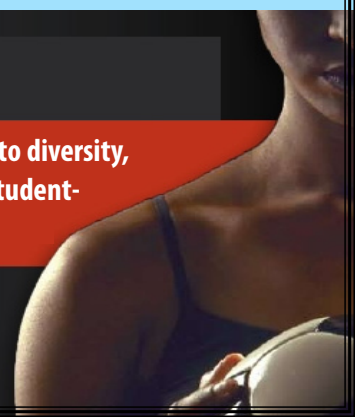
The policy is aimed at allowing student-athletes to participate in competition in accordance with their gender identity while maintaining the relative balance of competitive equity among sports teams.

Approved at the August meeting and distributed via mail September 7, 2012, the new policy will allow transgender student-athletes to participate in sex-separated sports activities so long as the athlete's use of hormone therapy is consistent with the NCAA policies and current medical standards, which state:

- A trans male (female to male) student-athlete who has received a medical exception for treatment with testosterone for gender transition may compete on a men's team but is no longer eligible to compete on a women's team without changing the team status to a mixed team. A mixed team is eligible only for men's championships.
- A trans female (male to female) student-athlete being treated with testosterone suppression medication for gender transition may continue to compete on a men's team but may not compete on a women's team without changing it to a mixed team status until completing one calendar year of documented testosterone-suppression treatment.

"As a core value, the NCAA believes in and is committed to diversity, inclusion and gender equity among its student-athletes, coaches and administrators," NCAA Director of Inclusion Karen Morrison wrote in a memo to the NCAA membership. "Since participation in athletics provides student-athletes a unique and positively powerful experience, the goals of these policies are to create opportunity for transgender student-athletes to participate in accordance with their gender identity while maintaining the relative balance of competitive equity within sports teams."

"The NCAA believes in and is committed to diversity, inclusion and gender equity among its student-athletes, coaches and administrators"



DIVERSITY ADVISORY BOARD

Gallaudet University prides itself on not only having a community that is extremely diverse, but also one that has a diversity of opinions. Recognizing this, the Office of Diversity and Inclusion established the Diversity Advisory Board (DAB) to advise the CDO and to make recommendations and provide critical perspectives on the strategic plan diversity initiatives and leadership. DAB will also serve as a forum for discussing diversity issues of importance to the Gallaudet community and as a resource to the Office of Diversity and Inclusion.

The board consists of 21 members who represent faculty, staff, students, and the external community to ensure the many opinions of Gallaudet's diverse community are heard. The internal members are: Dr. Isaac Agboola, dean, CLAST; Dwight Benedict, dean, Student Affairs; Dr. Martina Bienvenu, professor, ASL/Deaf Studies; Dr. Jane Dillehay, professor, General Studies and chair, Faculty Senate; Lindsay Dunn, manager of education programs, ASL/Deaf Studies; Dr. Carol Erting, dean, Graduate School and Professional Programs; Joel Garcia, graduate student; Elvia Guillermo, coordinator, Multicultural Student Programs; Dr. Thomas Horejes, assistant professor, Sociology; Janice Johnson, program coordinator, Office of Diversity and Inclusion; Dr. Fred Mangrubang, professor, Education; Dr. Elizabeth Moore, assistant professor, Social Work; Danielle Previ, president, Graduate Student Association; Dr. Lillie Ransom, associate professor, Communication Studies; Dr. Paula Tucker, research associate, Technology Access Program; Elaine Vance, director, Human Resources Services; Brandon Williams, director of diversity, Student Body Government; and Dr. Cheryl Wu, associate professor, Counseling.

DAB's external members are Cheryl Nuñez, assistant to the president for diversity and equity, Xavier University in Cincinnati, Ohio; Howard Rosenblum, Esq., chief executive officer, National Association of the Deaf; Dr. Daryl Smith, professor, Claremont Graduate University, and Dr. Damon Williams, vice provost for diversity and climate and chief diversity officer, University of Wisconsin-Madison.

DAB held its first meeting on March 26, 2012 and will reconvene on September 25, 2012.

Gallaudet University Diversity Plan

On December 1, 2011, the Office of Diversity and Inclusion shared with the campus community a draft of the Gallaudet University Diversity Plan for the next five years. The plan was posted on Google Moderator and was open for community input until March 20, 2012. In addition, Chief Diversity Officer Angela McCaskill, along with the diversity fellows, met with many constituents to present the plan and answer questions.

It is critical that the campus community actively participate in this process so their diverse thoughts and views can be reflected in the final document. At its recent meeting, Gallaudet Board of Trustees Ad-Hoc Committee indicated "It is very pleased with the progress towards developing and implementing the Gallaudet University diversity plan. The Gallaudet Board of Trustees firmly believes that achieving diversity is a shared responsibility of each and every one of us. Achieving diversity requires leadership, commitment, resources and accountability. It is our request that the plan clearly defines the responsibilities of key personnel throughout the university and including the Board of Trustees in order to meet the goals within the Gallaudet strategic plan."

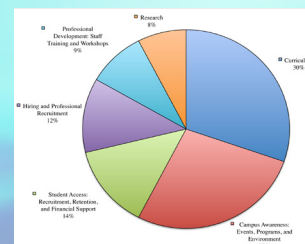
Thanks to all who submitted feedback on the plan. Information will be forthcoming about the next steps for revisions to the current draft.

Diversity Inventory

In an effort to keep the community informed of the diversity initiatives and efforts on campus, I am pleased to present the results of the spring 2011 Diversity Inventory. The Diversity Inventory captured Gallaudet University's combined efforts related to diversity, social justice, equity, and inclusion. While this report may not reflect all of the diversity programs or initiatives offered by the community, it is a compilation of what was reported to this office.

I embarked on this project by asking each budget unit head/department chair to provide a description of their current diversity initiatives, programs, policies, and research. I was delighted that 66 units responded and presented a varied landscape of diversity initiatives. As we work on the goals proposed in the Gallaudet Diversity Plan, I know that we will achieve an array of innovative programs and ideas that are among the best. I anticipate seeing an increase in both the breadth and depth of our efforts to become a model of diversity and inclusion.

The final report of the Diversity Inventory is the first of many publications of this kind to be disseminated by the Office of Diversity and Inclusion (ODI). The report contains a chart identifying the contributing units and their diversity initiatives as well as an analysis of the data submitted by departments and units. Gallaudet employees and students can access the report at <http://tinyurl.com/7q9bztu> (login required). The baseline information contained in the Diversity Inventory will guide the University in moving from where we are to where we want to be.



MEET

Kirk A. VanGilder, Ph.D.

Department of Philosophy and Religion



One question I ask in all my religion and general studies classes is, "Why is it so difficult for people to talk about religion?" Religious studies scholars notice this awkwardness in the general American population, and I notice it here at Gallaudet, too. The conversations my classes have tend to identify

two themes in responding to this question. "We don't feel we know enough about religion to really talk about it," is often a response. Many of us assume that a lack of access to religious services and information results in us not knowing as much as hearing people do. Last semester, we had a campus-wide event, "The Big Question," which included taking the Religious Knowledge Survey developed by the Pew Forum on Religion and Public Life. What I found most interesting from the results is that the Gallaudet community answered questions correctly at about the same level as the national average for a similar level of education. This would indicate that we're not all that different from the general hearing community in our struggle to learn more about different religions!

A second response to the question of why religion is so difficult to talk about is that religion is a deeply personal matter for many people and that makes it hard to open up and discuss it with others who may not understand. While I understand the desire to protect and preserve that which is most important to us, our community doesn't seem to let that stop us from things about other important personal issues like those of Deaf culture, language, and identity which form the core of our community's unique character. I've yet to meet anyone who doesn't have a strong personal opinion about such issues or someone who isn't willing to talk about them when given the chance!

One thing that I think gets in the way of us talking about religion at Gallaudet is that many of us have very negative experiences with religions telling us we are somehow flawed creations or in need of healing of some sort because of the uniqueness of our physical being as Deaf people. Either personal experiences of this sort or what I call 'inherited fears' based on what Deaf people have experienced in the past leave us suspicious and distrustful of what religion has to offer us as Deaf people. Of course we cannot ignore the truth behind these painful incidents where religious doctrines of various traditions were wielded like weapons against us. We need to talk

about them and process what they really mean for us and find ways to move beyond the fears to discover what else might be there.

One of my favorite scholars of mission studies, Lamin Sanneh, is an African writer who has done a lot of research on how African people perceived and experienced the various forms of mission work that were sometimes partners of colonial occupation and sometimes a source of resistance against the damage that colonization brought to Africa. What interests me the most about his work is how the unintended consequences of missionary work led to unexpectedly empowering results. For example, missionaries arrived in Africa with the goal of converting Africans to Christianity. To achieve this, they studied the local languages and developed the first writing systems for many languages in order to translate scriptures into local idioms. In the worldview of many Africans, there were no topics that were more important than those of the spirits. From an African point of view, if the white men needed to learn our language to talk about the most important things, then our languages and cultures must have high value despite what some of those white men are saying about abandoning our ways to adopt theirs. This was not the intention of missionaries, but nevertheless led to an unexpected result that empowered Africans to resist the colonial attacks on their cultures and languages.

So what does this mean for Deaf people as we struggle to find ways of talking about religions and non-religious belief systems? It means moving beyond the fears of what religious and non-religious teachings have done to our community and seeing how unintended consequences have yielded unexpected results that build up and affirm our communities. A Deaf woman in England has written a great book, *Deaf Liberation Theology*, that begins to frame discussion about Christianity in this way. (Our library has it if you're interested!) I think that if we move beyond our awkwardness and fears and begin to share with one another and listen to one another about our various religious and non-religious beliefs, we can begin to learn more about one another. In a strange way, learning about what makes our beliefs different helps us come together and understand how to be stronger together as a diverse and respectful community.



Introducing... "Lead On!"

As the graduate assistant for ODI, I am proud to announce a new addition to the available programs for students of diverse backgrounds at Gallaudet University: the "Lead On!" series.

"Lead On!" is a four-part training series developed by Brandon Williams, SBG director of diversity, and myself. After noticing that the student body is divided based on various social factors, Brandon and I established "Lead On!" to promote individual and group empowerment among diverse populations and/or allies of historically marginalized groups at Gallaudet. We are committed to ensuring that "Lead On!" is student-based, for students, by students. Graduate student in Deaf Studies: Cultural Studies and former SBG director of diversity, Joel Garcia, undertook a critical role in the development and implementation of "Lead On!" as well, offering his wealth of knowledge and experience with student diversity work at the University.



Brandon Williams and Elena Ruiz

To date, we have hosted three sessions of "Lead On!" on October 1 and November 12, 2011, and February 11, 2012. These sessions included participants from the Asian-Pacific Association, Black Deaf Student Union, Latino Student Union, Rainbow Society, International Student Club, English Language Institute Student Organization, and Student Body Government, as well as students from the general campus community. During these sessions, we covered topics pertaining to student self- and group awareness, different forms of oppression, empowerment, and visions for our future at Gallaudet.

"Lead On!" has had a great start and is growing in size and support. Brandon and I remain very enthusiastic and dedicated to nurturing this effort, with the aim of individual and collective student empowerment and collaboration. We also look forward to working with other campus diversity resources, collaborating with staff in this student-based project. Stay tuned as we take on Fall semester 2012!

The Big Question

The White House launched the President's Interfaith and Community Service Campus Challenge inviting colleges and universities to lead yearlong interfaith service initiatives. It involves people from different religious and non-religious backgrounds tackling community challenges together. By submitting our interfaith service plan last summer, Gallaudet joined over 300 higher education institutions that are participating in the President's Interfaith and Community Service Campus Challenge this academic year.

Our ambitious plan includes many different initiatives that started with the 9/11: 10-Year Reflection and Vigil led by the Student Body Government and Graduate Student Association in September 2011. Other initiatives include specific course offerings, service opportunities in our surrounding community, interfaith dialogues, and book readings/films pertaining to religion, civility, and so forth.

On October 4, 2011, the Office of Diversity and Inclusion hosted the thought-provoking event, "The Big Question" in the Jordan Student Academic Center Multipurpose Room. Through a variety of interactive activities, we discussed the questions we ask about life in order to know each other and ourselves better. For the event, there were four "Big Question" stations centered on the following topics:

Religious Knowledge Quiz

Participants at this station took a nationwide religious knowledge test. Upon completing the 15-question quiz, participants could compare their scores with the national averages.

The Golden Rule

The principle of compassion lies at the heart of most religious, ethical, and spiritual traditions. One example is to always treat others as we wish to be treated. Participants at this station were given the opportunity to express, in writing or by video, the "golden rules" they live by.

Interfaith Service

This Interfaith Service station gave participants the opportunity to sign up for various service initiatives scheduled during the year to make a difference in our community.

The Living Room

In the Living Room, participants joined in discussions about religious knowledge in America, how individuals of different religious beliefs, faiths, or non-religious beliefs share common goals and can work together, and more.

A graphic titled "The Big Question" featuring a word cloud of questions and event details. The questions include: "How does your religious knowledge compare with the national average?", "What are your golden rules?", "How can all persons of different beliefs work together on a common service project?", and "Share your thoughts on answering the Big Question in the Living Room". At the bottom, it states: "The Big Question Tuesday, October 4th 12:30 - 1:50 p.m. JSAC Multipurpose Room Office of Diversity & Inclusion". It also mentions "FREE PIZZA" and "DOOR PRIZES".



Tuesday, February 21, 2012
12:30 - 1:50 p.m.
Andrew J. Foster Auditorium

BLACK HISTORY MONTH Presentation

Black Deaf Doctorates

Panel Discussion



Dr. Angela McCaskill
Chief Diversity Officer/Moderator

Dr. Raymond Merritt
Department of Biology



Dr. Elizabeth Moore
Department of Social Work



Dr. Ernest Hairston
Retired/ US Department of Education



Dr. Carolyn McCaskill
Department of ASL & Deaf Studies



Dr. Isaac O. Agboola
Dean, College of Arts, Sciences & Technologies



Dr. Laurene Simms
Department of Education



Dr. Nefitri Fellows
General Studies

Dr. Khadijat Rashid
Department of Business



Dr. Simon I. Guteng
G. "Bummy" Burstein Leadership Institute

Sponsored by Office of Diversity and Inclusion

A panel of 10 Black Deaf doctorates shared their stories of achieving the highest level academic degree with the Gallaudet community on Tuesday, February 21, 2012 in the Andrew Foster Auditorium. The *Washington Informer* newspaper was attracted to the event and published an article in their newspaper and on their Web site. In case you missed it, here is the link to the story:

<http://washingtoninformer.com/index.php/local/item/6021-black-deaf-doctoratesdiscuss-successes-struggles>.

Inclusion Is Our Middle Name: How we try to make everyone a part of our mission at Gallaudet

Gallaudet University's Human Resources Office, Equal Employment Officer, Career Center, and the Office of Diversity and Inclusion presented at the College and University Professional Association for Human Resources Conference (CUPA-HR) on "Inclusion is our middle name: How we try to make everyone a part of our mission at Gallaudet." Presenters included Agnes Muse and Elaine Vance of HR; Karen Cook, Career Center; Sharrell McCaskill, EEO Officer; and Angela McCaskill, Chief Diversity Officer.



The Lavender Graduation

Gallaudet University LGBTQA Resource Center collaborates with Office of Diversity and Inclusion to sponsor the first annual Lavender Graduation



On May 8, 2012, Lesbian, Gay, Bisexual, Transgendered, Queer, and Allied students will be recognized for remaining in college while dealing with many issues and obstacles as LGBTQ students and as allies supporting their friends. Lavender Graduation is a cultural celebration that recognizes LGBTQ students of all races and ethnicities and acknowledges their achievements and contributions to the university as students who survived the college experience. Through such recognition LGBTQ students may leave the university with a positive last experience of the institution thereby encouraging them to become involved mentors for current students as well as financially contributing alumni.

The color lavender is meaningful to LGBTQA history and culture, as it signifies the colors of the triangles that the gay community had to wear as prisoners in Nazi concentration camps. The LGBTQ civil rights movement reclaimed these symbols of hatred to create a color of pride. At the May 8th ceremony, we will recognize our graduating LGBTQA students and present them with lavender tassels and stoles, which they will use during the May 11th Graduation Commencement Ceremony. We celebrate their triumph for staying in school regardless of difficulties that they have endured and for being able to share this meaningful and personal experience with their friends and families.

Contact Information

Dr. Angela McCaskill
Chief Diversity Officer

Janice M. Johnson
Coordinator, operations and Activities

Office of Diversity and Inclusion
College Hall 203
VP: 202-250-2609
Voice: 202-448-7312
Fax: 202-448-7207
Email: Angela.McCaskill@gallaudet.edu
Email: Janice.Johnson@gallaudet.edu



Graphic Designer:
Ms. Jiayi Zhou
B.A. in Graphic Design and Studio Art
M.A. Candidate, International Development