

Matthew W. G. Dye
Assistant Professor, RIT/NTID

National Technical Institute for the Deaf
52 Lomb Memorial Drive
Rochester, NY 14623

(585) 371-6935
mwddls@rit.edu
<http://www.deafxlab.com/>

A. Professional Preparation

<u>College/University</u>	<u>Location</u>	<u>Major</u>	<u>Degree & Year</u>
Manchester Polytechnic	Manchester	Psychology	B.Sc., 1992
Stirling University	Stirling	Neural Computation	M.Sc., 1993
University of Southampton	Southampton	Psychology	Ph.D., 2001
University of Rochester	Rochester NY	Brain & Cognitive Sciences	Postdoc, 2002-2005

B. Appointments

2015-	Assistant Professor, National Technical Institute for the Deaf, RIT
2015-	Affiliate Assistant Professor, Department of Psychology, RIT
2013-2015	Assistant Professor, Department of Psychology, UIUC
2011-2015	Assistant Professor, Beckman Institute, UIUC
2009-2015	Assistant Professor, Speech and Hearing Science, UIUC
2008-2009	Senior Lecturer, Brain & Cognitive Sciences, University of Rochester
2005-2008	Research Associate, Brain & Cognitive Sciences, University of Rochester
2002-2005	Postdoctoral Fellow, Brain & Cognitive Sciences, University of Rochester
1999-2002	Assistant Professor, Deaf Studies, University of Bristol
1998-1999	Research Officer, Deaf Studies Trust

C. Publications

(i) Five products most closely related to proposal project

Dye, M.W.G., Seymour, J.L., and Hauser, P.C. (2016). Response bias reveals enhanced attention to inferior visual field in signers of American Sign Language. *Experimental Brain Research*, 234(4), 1067-1076.

Dye, M.W.G. & Bavelier, D. (2010). Attentional enhancements and deficits in deaf populations: an integrative review. *Restorative Neurology and Neuroscience*. Special Issue on Development and Plasticity of Multisensory Functions, 28 (2), 181-192.

Bavelier, D. (2009). Is visual attention in deaf individuals enhanced or deficient? The case of the Useful Field of View. *PLoS ONE*, 4 (5), e5640, doi:10.1371/journal.pone.0005640.

Bavelier, D., Dye, M.W.G. & Hauser, P.C. (2006). Do deaf individuals see better? *Trends in Cognitive Sciences*, 10 (11), 512-518.

Agrafiotis, D., Canagarajah, N., Bull, D.R. & Dye, M.W.G. (2003). Perceptually optimised sign language video coding based on eye tracking analysis. *Electronics Letters*, 39(24), 1703-1705.

(ii) Five other significant products

Dye, M.W.G. & Hauser, P.C. (2014). Sustained attention, selective attention, and cognitive control in deaf and hearing children. *Hearing Research*, 309, 94-102.

Dye, M.W.G. & Bavelier, D. (2013). Visual attention in deaf humans: a neuroplasticity perspective. In A. Kral, A.N. Popper, and R.R. Fay (Eds), *Springer Handbook of Auditory Research: Deafness*. New York, NY: Springer.

Dye, M.W.G. (2012). Processing. In R. Pfau, M. Steinbach, and B. Woll (Eds), *Sign Language: An International Handbook*. New York, NY: Mouton de Gruyter.

Dye, M.W.G. & Bavelier, D. (2010). Differential development of visual attention skills in school-age children. *Vision Research*, 50 (4), 452-459. Dye, M.W.G., Hauser, P.C. &

Dye, M.W.G., Hauser, P.C. & Bavelier, D. (2008). Visual attention in deaf children and adults: implications for learning environments. In M. Marschark & P.C. Hauser (Eds), *Deaf Cognition: Foundations and Outcomes*. OUP: New York, NY.

D. Synergistic Activities

(i) Ad-hoc peer reviewing for over 30 academic journals; grant reviewing for the National Science Foundation (EHR, SBE); conference abstract reviewing for Society for Research on Child Development;

(ii) Moderator of Symposium on Cross-modal Plasticity and Sensory Deprivation at Society for Neuroscience 2013;

(iii) Guest editor for *Frontiers in Psychology* (Research Topic: Sensation-Cognition Interface) and for *Journal of Deaf Studies and Deaf Education* (Special Section: Multimodal Multilingual Outcomes in Deaf and Hard-of-Hearing Children);

(iv) Organized and chaired Workshop on Multimodal Multilingual Outcomes in Deaf and Hard-of-Hearing Children (Stockholm, Sweden, June 2016);

(v) PI on NSF grant that includes funding to provide workshops and other data sharing efforts for teachers and parents of deaf and heard-of-hearing children across the United States.