



Beacons of Light  
in a Sea of Dreams:  
Celebrating the Achievements  
and Potential of Our  
Organization




Becky Carlson and Anna Witter-Merithew

"If you would understand  
anything, observe its  
beginning and  
its development."

Aristotle


2



“Whoever wishes to contribute  
to the future must consult the  
past; for human events  
ever resemble those  
of preceding times.”

*Machiavelli-Renaissance Philosopher*

3



“Insight refers to that depth  
of understanding that comes  
from setting experiences –  
yours and mine...new and old –  
side by side, learning by letting  
them speak to one another.”

*Mary Catherine Bateson, Peripheral Visions,  
1994*

4

## List of Registrants of the 1<sup>st</sup> CIT

- Janet Acevedo
- Darlene Allen
- Crystal Anderson
- Alice Beardsley
- Betti Bonni
- Daniel Burch
- Becky Carlson
- Laura Carr
- S. Melvin Carter
- Deborah Cassell
- Betty Colonomos
- Paul Culton
- Leo Dicker
- Richard Dirst
- Janet Dobecki
- Rita Dominique DeVries



5

## 1<sup>st</sup> CIT Registrants Continued

- Jonnie Duncan
- William Floerke
- Eileen Forestal
- Agnes Foret
- Nancy Frishberg
- Barbara Garrison
- Richard Hagen
- Jenna Harper
- Karen Heller
- Rick Hernandez
- Lyle Hinks
- Virginia Hughes
- Alan Hurwitz
- Betty Ingram
- Bob Ingram
- Margaret James
- Peter Llewellyn-Jones
- Sally Koziar



6

## 1<sup>st</sup> CIT Registrants Continued

- Robert Lauritsen
- Annette Long
- Gil Magee
- Jan McCready
- Beverly McKee
- Julie Ann McNeilly
- Susan Morgan
- Joseph Myklebust
- Winifred Northcutt
- Ursula Palmer
- Jeanne Audrey Powers
- Lottie Riekohof
- Anna Rinaldi
- Cynthia Roy
- Ken Rust




7

## 1<sup>st</sup> CIT Registrants Continued

- Ruth Sandefur
- Shirley Shisler
- Shannon Simon
- Linda Siple
- Michael Smith
- Theresa Smith
- Mike Stever
- Mary Stotler
- Carol Vandebusch
- Jacqueline Vidrine
- Diane Vincent
- Jeanne Wells
- Eve West
- Anna Witter-Merithew
- Irma Young
- Sarah Young



8



“Impacting change is about being engaged in a vision of ‘what can and should be’ for the long-haul, because real change is slow.”

*Joe Flower, The Five Fundamentals of Dealing with Change, 1996*

9



### Goals of the 1<sup>st</sup> CIT Conference:

- Form a special interest group for interpreter trainers
- Explore certification of interpreter trainers
- Provide opportunities for professional development of interpreter trainers

10

## Benefits of CIT Membership

- #1 Professional Development Opportunities – 87%
- #2 Access to Teaching Resources – 83%
- #3 Position Papers Regarding Teaching Practices – 80%

CIT-ASLTA Task Force Survey, 2002

11

“Success is the dynamic  
confluence of timing  
and opportunity.”

*Amelia Earhart*

12

## Original NITC Members

- California State University Northridge
- Gallaudet College
- New York University
- Seattle Central Community College
- St. Paul Technical Vocational Institute
- University of Tennessee

13

## RSA Regional IPP Projects

### Region

- 1: Northeastern University
- 2: CUNY/LaGuardia  
Community College
- 3: Gallaudet University
- 4: The University of Tennessee
- 5: The College of St. Catherine

14

## RSA Regional IPP Projects

### Region

- 6: University of Arkansas at Little Rock
- 7: Johnson County  
Community College
- 8: Front Range Community College –  
DO IT Center
- 9: El Camino Community College/RITC
- 10: Western Oregon University

15

## RSA National Projects

1990

Curriculum for interpreters working in  
**Rehab Settings** - Northwestern Connecticut  
Community College

Curriculum for interpreters working in  
**Educational Settings** - University of Tennessee

16

## RSA National Projects

1995

Curriculum development in the area of interpreting for individuals who are **deaf-blind** - Northwestern Connecticut Community College

Curriculum development in the area of the interpreting needs of **culturally diverse** communities - El Paso Community College

17

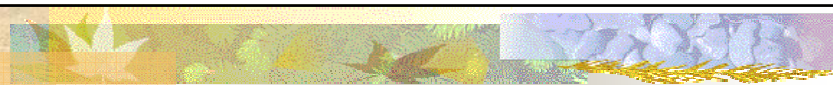
## RSA National Projects

2000

**Distance education** as a medium for interpreter training - Front Range Community College

**Training interpreter educators** - University of Colorado, Boulder; Northeastern University


18



"We are in a long-distance race...we are writing a story, not a sentence...and therefore, we must have a long-term view."

Gene Rancone, Pastor

19



"...your purpose is to establish an organization of interpreter trainers so that this and future conferences will provide opportunities for your professional growth. DO NOT stop there - move on to the next level. Self-interest can never maintain motivation for long UNLESS it is also under girded by a larger goal of 'being for others'."

Jean Audrey Powers  
1979 CIT Keynote Speaker

20

## Preamble to the CIT Mission Statement

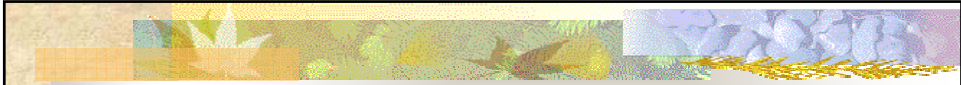
The CIT recognizes the minority status of D/deaf people and the long history of linguistic and cultural oppression that they have endured. We, therefore, publicly proclaim our respect and support for D/deaf people's **right to self-determination and true communication access.**- CIT, 1990

21

## Members of the Organizational Committee

- Dan Burch, SW
- Becky Carlson, Midwest
- Mel Carter, East Coast
- Betty Colonomos, East Coast
- Rita DeVries, SW
- Eileen Forestal, NW
- Barbara Garrison, SE
- Lyle Hinks, West Coast
- Julie McNeilly, NW
- Linda Siple, NE

22



Establish an organizational infrastructure to...

- Develop professional growth opportunities for interpreter teachers
- Create IPP accreditation
- Create a resource list of materials
- Function as a liaison with other disciplines which interact with interpreter preparation
- Facilitate political awareness for advocacy purposes
- Engage in grant writing for program funding
- Provide a central location for job opportunity information for interpreter teachers


23



Final Action of  
Teacher Certification Work Group:

- Create accreditation of programs, not certification of teachers
- Generate a list of research areas
  - English/ASL issues
  - Task Analysis of Interpreting Process
  - Predictors of successful interpreters
- Advocate for a program to prepare interpreter teachers


24



“What appears to be repetition  
is often a return at the next  
level of a spiral.”

*Mary Catherine Bateson, Peripheral Visions,  
1994*


25



“Accreditation initiatives that result in  
quality of service improvements always  
require additional resource investment  
up front. The total amount of additional  
resources needed and potential funding  
sources for a national accreditation and  
quality improvement initiative should be  
determined at the beginning of the design  
phase of an accreditation effort.”

*Michael Heerey & Edgar Necochea, An Overview of  
Accreditation and Certification Models, 2002*


26



“Reaching consensus on the design of the model to be implemented, on the standards for accreditation, and on the processes to be followed is usually a time-consuming and difficult task. This task can be greatly facilitated, however, if there is broad stakeholder involvement, consensus, and clarity on the purposes and structure of the accreditation effort early on in the process.”

*Michael Heerey and Edgar Necochea, An Overview of Accreditation and Certification Models, 2002*


27



“Lessons too complex to grasp in a single occurrence spiral past again and again, small examples gradually revealing greater and greater implications.”

*Etienne Wenger, Communities of Practice, 1998*


28



“Leadership is stewardship  
versus ownership.  
Leaders leave behind them  
assets and a legacy.”

*Max DePree, Leadership is an Art, 1998*

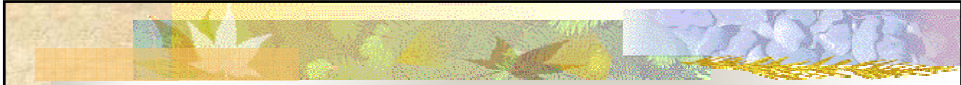
29



CIT Presidents

Jan (Kanda) Humphries	1981-1986
Jo Ann Dobecki Shopbell	1986-1988
Betty Colonomos	1988-1990
Carol Patrie	1990-1992
Mary Wright	1992-1994
Jona Maiorano	1994-1998
Christine Smith	1998-2000
Carolyn Ball	2000-2004


30



"The greatest achievement  
of the human spirit is to  
live up to one's opportunities,  
and to make the most  
of one's resources."

Vauvenargues - French Moralist


31



"Collegiality is the relationship between  
colleagues. Colleagues are those explicitly  
united in a common purpose and  
respecting each other's abilities  
to work toward that purpose. Thus, the word  
collegiality connotes respect for each other's  
commitment to the common purpose  
and the ability to work toward it in an open  
and cooperative manner."

<http://www.wordiq.com/definition/Collegiality>


32



"This is the beginning of a very important history. There are two main reasons why we gathered together here. The first is that we see an urgent and growing need to organize interpreter trainers from all over the United States. Secondly, we see a need to have some kind of standards and structure for interpreter training programs that have typically operated in isolation. A major tribute to you all for your very active participation and giving of yourselves during the conference."

*Alan Hurwitz, CIT Closing Address, 1979*


33



"Every institution needs community storytellers. The penalty for failing to listen is to lose one's history, one's historical context, one's binding values."

*Max DePree, Leadership is an Art, 1998*


34



"It is only with the heart  
that one can see rightly -  
what is essential  
is invisible to the eye."

*Antoine de Saint-Exupery,  
The Little Prince*


35



"We cannot become what  
we need to by remaining  
what we are."

*Max DePree, Leadership is an Art, 1998*


36



Share your own stories  
by asking each other:

“How did you get here?  
Who inspired you?  
How are you making a  
difference?”


37



“In vital organizations there is a  
common bond of interdependence,  
recognition of quality achievements,  
mutual interest in each other,  
interlocking contributions, and  
simple joy in the opportunity to  
pursue the collective potential.”

*Max DePree, Leadership is an Art, 1998*


38



“Inspiration can strike like a bolt of lightning out of a clear blue sky. You have to be open and receptive to attract the bolt.”

Norman Rockwell


39



“Yes, the message we send is frank: that we are living and working in a non-monolingual, non-monocultural context; that we move between the languages and cultures with respect for those languages and cultures and for each other; and that we, as an organization, support and encourage the greater use of ASL.”

Risa Shaw, Sept. 1997, CIT NEWS


40



“When we look back and compare the past with what is happening today, we see a much greater supply of interpreters. The question is, however, do we have qualified interpreters today? Unfortunately, we still see a critical shortage of qualified interpreters.”

Alan Hurwitz,  
CIT Closing Address, 1979


41



“Only a group of people who share a body of knowledge and continually learn together can stay vital and viable.”

Etienne Wenger, *Communities of Practice*,  
1998


42



“Any organization that strives to capture its full potential and its identified responsibilities, must commit its energy and talent towards the *common good of all* of its stakeholders.”

*Jane Watkins & Bernard Mohr, Appreciative Inquiry, 2001*

43



“Momentum is vital to an organization. It is the feeling among a group of people that their lives and work are intertwined and moving towards a recognizable and legitimate goal, that what they accomplish together matters and makes a real difference.”

*Max DePree, Leadership is an Art, 1998*

44



*Ask yourself this...*

- What models of successful interpreter preparation exist that we want to replicate?
- How do we achieve authentic collaboration between ASL and interpreter teachers?
- What constitutes competent interpreting practice?
- What do our graduate placement statistics tell us about our program effectiveness?

45



*Ask yourself this...*

- What does stakeholder feedback tell us about our program effectiveness?
- What is the role of the marketplace in determining program outcomes?
- How long does it take to prepare a competent practitioner?
- What distinguishes associates, baccalaureate, and graduate interpreter education? What distinguishes the competence of graduates from each?

46

"Men and women confronting growth and change are never fully prepared for the demands of the moment, but they are strengthened to meet uncertainty if they claim a habit of reflection and a history of improvisation."

Mary Catherine Bateson, *Peripheral Visions*,  
1994

47

## References

- Bateson, M.C. (1994). *Peripheral Visions: learning along the way*. NYC, NY: HarperCollins
- DePree, M. (1998). *Leadership is an Art*. NYC, NY: Doubleday
- Flower, J. (1996). The Five Fundamentals of Dealing with Change. <http://www.well.com/user/bbear/change2.html>
- Heerey, M. & Necochea, E. (2002) *An Overview of Accreditation and Certification Models*, John Hopkins School of Public Health.
- Watkins, J. & Mohr, B. (2001). *Appreciative Inquiry: Change at the Speed of Imagination*. NYC, NY: Jossey-Bass/Pfeiffer
- Wenger, E. (1998). *Communities of Practice: Learning, Meaning and Identity*. NYC, NY: Cambridge Press

48