

08/23/2012 It Takes A Village ... Taking a Closer Look at Interpreter Education and Community Capacity

>> I approached use a Webinar format to explore these questions about capacity and the challenges that we might be facing as interpreter educators. Also the strengths and strategies that we are incorporating and using and to bring this to a collective conversation which we're kind of doing this evening. I've invited very well respected colleagues. They offer programs that offer bachelor's degrees and associates degrees. I don't come to this thinking there's a specific finite source of resources, but I do think that by exploring some of the questions together that's an important process. And certainly our responses and insights on this is important. So are the questions that may be raised as a result of these conversations that we'll use this Webinar as a means for starting to explore some of these questions and raising more questions. And we can start collectively start packing together. And the start of this conversation and every one of the questions that the panelists are asked.

>> After this conversation I encourage you to think about your thoughts and perspectives on this and make sure to share your ideas and questions. And throughout the evening you will have the opportunity to type your questions in this chat box and I will go over those and kind of review those and offer those up to the panelists as our time allows. And if there are questions we don't get to or you don't have an opportunity to share in the chat box, I'll make summary statements. So without further ado I would like to introduce our panelists. We have Linda Staffer from the University of Arkansas at Little Rock. We have Stacy Storm in Overland Park, Kansas. And I'm going to ask each of them now to introduce themselves more fully. And Linda you want to get us started? Thank you.

>> Thank you for the invitation to be here tonight. I'm a program coordinator for the education program. I've been here 26 and a half years. Hard to believe but I still love it. And we offer starting today as a matter of fact a new 2-year associate degree in American Sign Language studies. This replaces our AA degree in interpreting which we terminated last year. We also have a bachelor's degree in interpretation, ASL English and a required interpreting minor. We also offer sign language study for non majors. We've been asked to tell the faculty we have close to 400 students but we also offer ASL at our university to satisfy the second language requirement, the foreign language requirement. So we have a variety of students pursuing different things out of that are eighty majors at the moment. I think we do partnership very well with our local community college they offer sign language classes we coordinate course numbers, curriculum, even tests, we share tests so their students are getting the exact same course including testing that the students here get. We also offer our bachelor's degree in Oklahoma on the campus of Tulsa community college and we'll be graduating in the spring of 13 and I believe one of the participants from

our first cohort is on tonight and we do believe partnership is important. Thank you.

>> Thank you very much, Linda. Next I'd like to introduce Lauren [inaudible] from even Kentucky University.

>> All right. Thank you. This is Lawrence. I appreciate the opportunity to tune in. I think looking back as a start as one person like many programs are out there one or two faculty maybe a staff person I've watched the evolution and we are located in Richmond, Kentucky, about 35,000 people, 16,000 students. We're a public university, 25 south of Lexington Kentucky. In terms of our program we offer a bachelor's degree in ASL English interpretation and we offer a bachelor's degree in deaf studies. We became a stand alone department. Before that we were joined with special education which traditionally and historically -- we're very fortunate and I chair the department I am faculty and chair. 3 of those faculty are involved in outreach and I'll explain what that is in just a minute and we have 3 full-time lab people and our graduates, the Kentucky school for the deaf and I'll explain about that in a little bit too. Our key distinction is I think one of the things we do is our outreach we do outreach full-time we offered about 30 workshops around the state. Last year we brought in people from the local level and national level. We interact with the community because our area specifically Richmond doesn't have a large deaf community so we try to provide opportunities to interact with a variety of professionals variety of agencies throughout outreach and workshop. Thank you.

>> Thanks Lawrence. Next I'd like to introduce Stacy Storm who is representing Jackson county community college. Thank you.

>> This is Paula. I'm not hearing Stacy. Do you want to chime in and help us here?

>> Stacy? Can you turn on your microphone, the talk button?

>> This is Paula and it looks like Stacy does have her microphone on. Her little icon is on and she's typing that in our chat box. I think what I'd like to do is perhaps have Jessie and Stacy kind of converse on the chat box a bit and I'll move on to Lori Metcalf and have her introduce hers and come back to you. Thanks.

>> Lori, can you click on your microphone and share an introduction with us?

>> Can you hear me now?

>> Yes we sure can thank you.

>> So this is Lori Metcalf and I thought I was on before. We're in San Antonio, Texas. We happen to be the one in Texas and I believe that many of

you were here with us in San Antonio a couple of years ago and also at RID before that our program started in 1994. There had been ASL classes for a long time. I was hired to start that program. We have an associates in applied science and deaf support specialties for people who want to become paraprofessionals in public schools or job coaches working with deaf people in addition to interpreting. We have 10 full-time faculty, 8 of which are tenured and 800 students taking courses. As Linda said we have people taking courses to become interpreters or deaf support specialties and also people using it for their foreign language requirement. This is my 39th year in the field of deafness interpreting deaf education and owe my goodness people way before me and I'm still going and loving my job as Linda said and I'm happy to do that. I think one of the things we're proud of just like many of the program with us tonight we recently received our accreditation and that was a long process and something we're proud of. Our college is the largest community college, 23,000 students here and support from our president who's been with us since the beginning of the program along with our Dean and vice president. So we are feeling we're in a good place with a lot of support from our college.

>> Wonderful. Thank you, Lori. Stacy, I'm going to come back and see if your mic is working yet.

>> We're still working on it so just go ahead with another presenter. Thanks.

>> Okay Jessie thank you. We've introduced all of our panelists with the exception of Stacy so I think I'll watch for the signal that says Stacy is ready to role. I think we'll start with our first question and that first question in terms of exploring this idea is generally speaking how is your community involved in your program? And when I say community, I would like each of you to just explain how you define community. We have a question a little bit later that talks about the deaf community but this question is more generally speaking and if you could say what community you are speaking of when you talk about their involvement in your program and what changes have you noticed in this involvement over the years. Have you noticed any signs of reaching capacity with that community as far as involvement in your program and why or why not is that the case?

>> I think this is a fine line whether it's the deaf community or what we're talking about tonight. Let me go ahead and talk about the community that we interact with and ultimately may provide mentoring for our students. A couple of things we've done is to try and reach a balance which is always difficult to do with our faculty and staff I tried really hard to bring that part of the community the professional faculty and staff, into our program who are deaf and we've been very fortunate that about 50 percent of our faculty and staff are deaf and that brings something to us that we have people on faculty and staff that help bring that unique language internally. We really don't have a large metropolitan community. Let me tell you how we're doing that I mentioned earlier our out research and 3 faculty that's their primary duty. Provide workshops. We're

working with people in mental health trying to provide some of the workshops that focus on them and their needs and trying to provide training for people who may wish to go into legal interpreting but beyond that we're also partnering with those entities for example we're trying to share what we do a bigger picture than just the interpreter so they will better understand what our university can do to provide workshops and training and out research to them. We invite them in. They have partnered with us in a sense of providing us grant funding. And this hasn't happened over night by any stretch. It has taken years. So that has provided us with a partnership so that we go to them find out the need try and provide that training and outreach to them but we also invite them to come in and see what we do. That seems to have helped a lot. In terms of interpreters it helps us to network and work with other professional interpreters across the state so that we can build a rapport with them and if we're working with the deaf community at those workshops they provide mentoring and work with our students so that's one of the ways we try and do this. In terms of not wearing out the agencies one of the things we have done is we've gone to an approach where we take a new group of students this fall they go through full-time no part-time student's junior and senior year and graduate. In that last semester a full-time internship and so we're only approaching agencies locally, statewide, regionally and nationally every 2 years and asking them to take our students and I've heard it said from a number of people that we know pretty well, because you are only coming in every 2 years it makes it a lot easier so it's a program that works well for us. Our freshman and sophomore students are admitted to the program and again go through at a cohort. So the outreach component we have to help build those bridges to help reach out to folks and the other part not to wear out our welcome is to try and do that major push every two years for our internships to answer an earlier question yes I have definitely seen a shift in terms of capacity used to be that it seemed easier to make those connections because people were seeing us as emergency protection and now that we've been around for a while and we're professional I think it's harder to keep that motivation by the agencies going at the same level. As you work with people over the years people are either more interested in helping or partnering or they just simply say we can't do this day in and day out. So thank you.

>> Wonderful. Thank you very much, Lawrence. Thank you. I'm going to ask Lori to make a brief response to Lawrence's comments and then offer her own and we will do this as you can see on the slide Linda will do the same for Lori's and Stacy I think I would like you to add your introduction and go ahead and do your response. Okay we'll take it that way. So, Lori?

>> Okay great you know Lawrence, we're not a great big metropolitan area you know Austin is kind of the Mecca of the deaf community because of the school for the deaf there and how large it is and when we started the program we said oh my gosh it will never make it because there's not a strong organized deaf community no deaf club here when we started still no deaf club but I think we have become the place where deaf people gather for some different events because we have a lot of rooms in our program that are available and the college

has been very supportive of letting us sponsor different events for the deaf community lots of town hall meetings and the deaf community gets together using our facilities so I think that's a process where we're giving back to the community. We had a faculty meeting and some of the faculty were saying the deaf community is not as involved as they were 15 years ago when we had a lot of deaf events you know we had parties, a Halloween party or party every month. And we certainly don't have that as much anymore and part of that the college culture is not as willing to sponsor those things as they did before I grew up in Denver in the deaf community the silent athletic club I was just there last week my mother passed and you know the deaf club in Denver Austin and in most other places the deaf community is not coming there like they did in my parent's generation or era and I think we see that here as well the deaf community has lots of other avenues now with videophones and all the other places that they have as well as texting and Facebook and the social media. So we don't see as much deaf community as we did in the past. One of the things that's really unique is that about 6 years after the program started I went to the college administration and asked if they would consider putting interpreter services under our umbrella and after a lot of talking and convincing they went ahead and did that and now the interpreter training is deaf and hard of hearing services so that gives us a whole different avenue because we employ or 6 full-time interpreters and fifty part-time interpreters and so we have a lot of different avenues for our students to go to that we really don't have with the community as much because of having the interpreter services under our umbrella and we're able to provide interpreting for every event on campus so our students get to have a lot of different experiences town hall meetings and you know the Catholic men's group and as well as what we do in the community we don't do a lot with agencies so we don't have the burnout issues and part of that we've had problems with agencies that want to use interpreters in a different way. We wanted our students to have different experiences as opposed to being in one third grade classroom all day so having a deaf and hard of hearing services under us has given us a little bit more flexibility I think than we had in the past before that. So you know our situation is a little bit different.

>> All right. Thank you very much, Lori, excellent. Linda would you respond to Lori's comments and add your own add your own thoughts please?

>> Yes. I think both Lawrence and Lori mentioned the importance of giving back. It becomes neutral ye possible not just the students taking, taking, taking, but there's a benefit and give and take that the deaf community or any community is much more likely to be excited about being involved. As far as our program we did have deaf instructors full-time and part-time. Our lab assistant who works full-time is deaf and she takes literally students under her wing and takes them to deaf community events and even national conferences out of state so she lives to interact with students and that's been wonderful, wonderful addition to our program. We have a stakeholders group they meet every year anyone with any interest or stake in our program that includes members of the deaf community and deaf blind community. We have language tutors. We also

are strong on service learning. We have a service learning project for the deaf blind and under the tutelage of our instructor we have deaf blind camp a several day event and it's become multistate and I believe parts of Texas is now joining this students love it and it provides a real service to deaf blind consumers. We also have a large program of interpreted music during this semester when we have our artistic interpreting class and the kids from the school attend it's free open to the public and we feel -- we have deaf members involved in our exams and an arrangement with the school for the deaf where by we rate their employees and they rate our students and that's all free of charge which is a wonderful way to approach it and there are deaf members on our state credential exam. We have in the recent years not required ASL one students to go out in mass to you know community events in order to full fill an assignment to talk to someone. We encourage them to go but it's okay to sit back watch and interact as they feel comfortable. We reduce the number of interactions until the students have more language. Talking to students if the students can actually participate in a discussion or communication so we seriously looked at how we program those requirements. We have deaf students on campus they tend to hang out in the lab and so within the deaf community we find a variety of ways we have video phones and some people are more than happy to speak to students over the video phones. So we seek people's permission first. We work with the larger community, we're not a terribly large state like Texas so it's easy to get around our state we have the school for the deaf here services here the court interpreter the administration law of the court here so we're fortunate that we have a considerable amount of resources outside our door we also work with public schools the association for the deaf, we have a Sorenson video here. They say about 60 percent of their interpreters are graduates of our program at some point and they want to do more to reach out to our students. Public schools it just goes on and on I really think that by being purposeful about who and where you send out to the community and also making sure that there's ample opportunity for students to give back we do have volunteer services that have to come through me or one other person for example there's 10 units that are a big retirement center that's set aside for people that are deaf so they need interpreters for bingo. To have fun and interact but they are providing a service not taking away from a paid position so we're really looking at ways to appropriately being involved and foster that spirit of giving back. And so we try to be innovative I think because of that there's less repetition of going and asking the same people the same questions and kind of a more intentional way of trying to incorporate deaf people into our program and students into the community in appropriate ways.

>> Wonderful. Thank you Linda. See, I'm watching the chat box and I just want to go back to Lori just for a moment. Lori I apologize if I prematurely cut you off. Did you have anything more you wanted to add? Someone asked why I interrupted you I apologize I thought the pause was my cue. So if you have anything to add, please do that now and we'll move on to Stacy.

>> You know me. I could talk forever. No, you didn't cut me off at all. No, we're good. And some of the things I thought of afterwards we'll get to after so I'm just fine.

>> All right. Thank you very much. All right. Ms. Stacy is that microphone working can we have you introduce yourself and respond to this question, please?

>> Sure. Can everybody hear to me?

>> Yes I believe so thank you.

>> I apologize for the technical glitch. For some reason my microphone stopped working. So Jessie got me connected through the phone bridge. So I'm Stacy Storm working at Johnson County community college we're in Overland, Kansas. Where the deaf school is the deaf club etc. So we're very close to a large deaf community here. I have been here for 10 years I actually just got my tenure pin from the college and I am currently co chair with Daryl Luton, a professor here in the program. We offer 2 main programs an ASL study certificate what's called a secondary certificate at this institution. Several of those. Recently our foreign language department. We have yet to work with them for continuing education but postsecondary certificates is something Johnson county does quite a bit. We have the ASL study certificate which is not at all intended for people to become an interpreter some people take the ASL studies then decide to apply for our interpreting program but it's basically for folks who want to learn about the deaf community, values. We also have our applied science program our AAS degree and that's in ASL English interpretation. I think it's been since 1983 we've been offering that program. And so those two programs are what we offer. We currently have 13 faculty, 4 of whom are full-time and 9 adjunct. Out of the nine we have 7 deaf professors and two who are either hearing or hard of hearing. Anything else? We are very thrilled that we were accredited by accredited by the CCRE and we are working very hard on pursuing ways to do a bachelor's degree of some sort so that's our focus at this point. All right I will move on to answering the question. I know it feels a little awkward in terms of timing so I thank you all for bearing with me. In terms of the first question that we have on the PowerPoint, the way that I'm thinking of community for this question is the greater community since the next question we have we'll get to the deaf community I'll save the response related to deaf people in our community our community and how they are involved. We do a lot of work trying to involve our interpreting community as well as the non deaf community in any way we can. The interpreting community we of course rely a great deal on the experienced interpreters in our area to mentor and supervisor our students in their third and 4th semesters I can't begin to thank those people enough. They are so critical for our students to have the success of actually doing the work being able to observe the experienced interpreters as well as being able to start doing the work themselves with supervision and support. There are probably oh I would say 15 to 20 interpreters and or agencies that continue to work with us as

we place our students in this area. We also work very hard to incorporate our alumni in our program many graduates stay in touch with students. We are on Facebook and continue to facilitate you know currently students with alumni and connecting them via social media and I see that helps. Just yesterday our classes started this last Monday Paul was saying we are definitely in our first week of classes already and somebody who graduated last year was sending out supportive messages on Facebook so our alumni are involved with students as well as in the classroom. I often invite graduates to come back and join us. If we're doing a translation assignment I'll ask alumni to come and join us it provides a way for current students to see where they could end up in a year or 2. So kind of refresh some of the things that we do in the program. We also have working interpreters from the community come in as much as we can. We do some ethical decision-making discussions and panels where we institute a TAP where we think aloud about different scenarios or when we have guests for interpreting practice and observe and provide feedback in a classroom setting where we have mock situations so we do a lot of that throughout the year. We also have been able to Skype with interpreters throughout the country. So we have made agreements to you know have an interpreter in another state Skype with us while we're all in a classroom and that interpreter will share his or her experiences advice the students can ask questions that sort of thing that's been really fun to do I incorporate commentary or surveys I guess from working interpreters throughout the country on our online courses and I share that with students. We also have a great event that we do I think it's been about 6 years now in the spring a community presentation event the secondary students who are seniors do a presentation they present on some topic that they have a particular interest in and they present in American sign language and then the community is invited. Deaf people, practicum supervisors the hearing family members college community and they come and attend this. They provide interpretation for one another and there's forms available for people to provide feedback if they so choose so it's been a nice way to involve the community and it sort of takes on a senior showcase quality. Current students that work with us are good at tapping into their community of non signers so the hearing community members come into the classroom and engage in a conversation with deaf students or deaf people in the community so that's a great way to have folks involved as well so I guess I'll stop for now I have more that I'll talk about on the next question.

>> All right. Thank you thank you very much. Thank you very much. One of the things that -- a couple of things that I've heard throughout the responses of our panelists so far in terms of community involvement being around being innovative thoughtful involving community and being intentional about that. Other intentionality -- how can the students actively give back to the community in which they are drawing benefit from? Lawrence even talked to us about being intentional about requesting internship placements of the community. So not asking every year for a lot of support in terms of internship but being intentionally planned for in the curriculum and doing that only every 2 years so making the community involvement more a part of the system are themes I'm hearing so

thank you very much. Now, I do know that some of you have included in your responses already the deaf community involvement which is the next question. On the docket but actually what I'm going to do is include this lovely slide questions and comments from the participants in with this next question so panelists I'll ask you to respond to this question and if you have an additional thought that you didn't make earlier please feel free to do so if you feel you have explored that concept I'd like you to respond a question that Lucy James has offered and if you do involve your community within your academic institution, your college community so do you see that as a helpful community to involve actively involve in your interpretation education program and how do you do that. So we're going to incorporate Lucy's question and if you feel like you have done that sufficiently or if you would like to add a little bit to what you previously said, take a stab at Lucy's question because I think it's a good one. So Stacy about the involvement of the deaf community and what does that look like?

>> Sure. I'll start by taking a stab at Lucy's question. So it's awkward for me not to see the faces of everybody that I'm talking to however it's great to have your question, Lucy. So we do try to incorporate others within the college community. One thing that we do is earlier I mentioned having mock situations where our students are interpreting for interactive we utilize our math tutors other instructors we've had professors who have a deaf student come in they have a conversation for the students to be able to practice so that's one way that we use or work with our college community. We have an event going on tomorrow actually here that's called campus kick off and it's a large event that there's booths and vendors and programs with information about their program and employers in the area student area student clubs all kinds of things. And what we've done over the last 2 or 3 years something fun our interpreters who are at a level they are able to provide interpretation for deaf students who want to go around the booths for our faculty who have perspective students just asking general questions so it's a way for them to get an authentic experience so you wouldn't really hire an interpreter to be at every single booth. So that's a way for our college community to also be a part of or us to be a part of the greater college community so those are the two things that come to mind right away.

I'll move on to the second question which is members of the deaf community. This is one of the things I feel very grateful for in our area I mentioned that we're very close to the deaf club, the deaf cultural center and the deaf school and we are blessed to have a number of the people in the deaf community very involved in our program. As I mentioned before, about 70 percent of our faculty are deaf so in and of itself that provides us a link to the deaf community. We have lab assistants who have deaf and deaf students who are around sometimes in the lab or around campus, we also very much work to have deaf people come into our classroom as guests panelists as you know as often as we can. We have a silent weekend that happens for our students only. And at that weekend usually 20 deaf people from the community attend with us and they attend as quote unquote students also. We found that's a way for deaf people in the community to also learn more about their language we do activities

you know where the deaf people who have attended have comments that they have learned so much about the linguistics. It's a very mutual relationship. We also have a great partnership our student campus association our Sky club does silent dinners every month and they have created a great partnership with local organizations so every month they do a silent dinner at a restaurant that will give proceeds back and they pick one of the deaf organizations for the proceeds to go to. So next week they are having one at the Red Robin either the club for the deaf or deaf cultural center. We are one of the communities fortunate to have a deaf club that's active and our students attend that and sometimes volunteer to help with serving dinner beforehand and approximate those sorts of things so we try hard to provide opportunities as Linda mentioned to provide a service for the community and not just attend something for the purpose of learning the language and taking that if you will but also providing opportunities for them to give back so I'll stop there and let Lori takeover with her response.

>> Thanks, Stacy. Lori, great. I think we do lots of the same things that Stacy does. There are lots of different games and bingo that went on the third Saturday of the month maybe two years ago now she decided to host a gay night she had different games like Twister and different games and advertised it in the department so it started out with about 15 or 20 people and now usually she gets 60 people on the third Friday of the month. I think that's one thing I think the more formal thing we have a very strong advisory board meets twice a year and has a great representation from the deaf community we're fortunate to have a deaf doctor an MD who's very active on our advisory board a deaf Catholic priest and then graduates of our program who are deaf as well as VR counseling and deaf education teachers so our advisory board fifty percent of them are deaf very active in our program and kind of connect us to their specific groups. We do a lot of things in the community that include the deaf community. Every year we have a talent show really a fundraiser for the scholarships. We don't have judges and faculty get up there and we just make fools of ourselves lots of skits and we talk about being more deaf friendly deaf students performs a deaf student from Russia this year and Afghanistan performing poetry and a lot of members we have between 700 and a thousand people in the last couple years come to the talent show a lot from the deaf community come. On campus in terms of Lucy's question, because we have the deaf and hard of hearing services here, all the campus different events like black history month and Hispanic heritage month contact us and our students along with one of our certificated interpreters provide interpreting for all the different events on campus and that allows our deaf students which we have between 35 and 50 every semester to be able to walk into any event and know that it's going to be interpreted and also gives our students opportunities that they wouldn't normally get in terms of interpreting for a large audience on stage all of our plays are interpreted by some of our working interpreters as well as our interns that semester and we invite the deaf community to come we have a connection club our student club and they have been very active in giving back to the deaf community last year they provided turkey dinners and a whole weeks worth of food for deaf families same thing at Christmas and the connection club has given money to support the San Antonio

women's soft ball league for the uniforms and so our students have been very supportive of giving back to the community in terms of just going to different events but also in fund raising and giving money or things like that to the events. I think the rest of this we'll cover in different other questions so I'm going to hush for now we're getting short on time and lots of other people have things that they want to share.

>> All right Lori. Thank you so much for your comments. Lawrence, do you want to add anything else about the deaf community involvement or the campus community in your program?

>> I think that Stacy and Lori have covered a lot of the territory. We've done Kentucky school for the deaf and try and partner with them and give back to them and the Kentucky association of the deaf and the deaf community across Kentucky in different ways and what they said sounds familiar I think that's really important and I don't think we can ever do enough of that. Briefly in terms of the academic part I think we have made a real strong effort to serve on different college level communities and university level committees not only within our department of course which is easy for us to do with the communication but to go forth and make an effort to be involved and I think that's made a positive impact for the recognition of credibility and those types of things that we traditionally face becoming accredited certainly made an impact for us because some of the other departments and degree programs have sometime of accreditation with them required by the department to hold I think that's important. I think that becoming a department as I mentioned got us a different type of recognition so I think in academics it's always a bit of a struggle. I think one of the efforts we tried to do internally is getting back to us in a number of ways by getting support from the Dean's vice president and provost and getting that type of rapport to prosper in academics.

>> Thank you Lawrence. Linda do you want to add to the question about the deaf community and academic community?

>> Briefly. One of the ways the deaf students here on campus interact is that they did a first ASL flash mob so activities where the deaf students and interpreting students can intermingle together. We have courses where we're going to take the students into the community with deaf people in order to do the mock interpreting so rather than do in the classroom we decided we'd go to those environments where interpreters will work so a medical school a law school so we have ample opportunity to work with say resident doctors to you know provide real say a physical minor physical or advice on diabetes or something. And at the same time they maybe getting something of value. We'll go to the food stamp office religious services we'll spend five weeks at each setting so we may do a lawyer's office just so happens my son is a lawyer. And also in a courtroom so we're going to try to marry deaf community involvement with the greater community for the education of our interpreting students and also get a little bit more exposure so we'll let you know how it goes. And I think that many of the

things the previous panelist said I could echo, but I don't need to. So that's going to end. Thank you.

>> All right, Linda. Thank you. Thank you very much. I am noticing first of all I want to thank our panelists for so generously sharing these ideas because part of my hope this evening was to offer questions generate more questions collectively and share ideas and strategies and we'll talk more about that but so far these have been amazing very innovative ideas I want to come back to a couple of the comments here we have a comment from Suzette reminding us that they can be contracted through distance technologies and I just want to put that out there in this forum and I think this is a question that can generate a lot of cool ideas and I'll put that on the list serve so we can push that out a little bit more and Catherine is suggesting this idea of deaf folks being part of the activities and working with deaf children which is another nice twist on all of this to be able to look at resources within a community and look at that from a different light not only deaf adults but deaf children. I am cognizant of our time. We're sitting at 8:13. We've got several questions left. What I'd like to do because our panelists in some way shape or form mentioned internship placements I'd like to skip that question right now knowing of course that that question will be on the list serve so we can work through that a little bit more on that in that avenue but I'd like to go ahead and skip ahead to the next question which is what other challenges do you believe interpreter education programs maybe facing in the coming years so looking at this more from a projection of based on what we know so far what you have seen experienced what you have done what do you think are some of the challenges that interpreter education programs will be facing in the coming years in terms of community involvement and resources capacity in terms of resources in other areas? So Linda, I'm going to ask you to get us started on that question. What do you think?

>> Well, that's a very timely question. Today is our first day of classes, and we've been meeting all week the chancellors and Dean and department chair and these are exactly the questions being asked. Of course I don't have a crystal ball, but I know our issues are similar to others. We're leaning to reduced number of hours to guarantee graduation in 4 years the whole emphasis is on graduation so we've had to reduce our program to 124 hours having to seek legislative approval for that so I think how to do what we're doing with less time is a critical issue I think that money is going to be continued to be a problem I believe that grants are going to be harder to get more competitive and less money for students. Hence I think students are going to need more paid internships I think when we talk about distance ed and we participate in that where is the deaf community everything we've talked about tonight is generally using our local deaf community but I like the comment of using technology but I think we really need to think about who is our deaf community. Because they are changing they are not like the older deaf folks that I grew up so where are they and how can they be accessed so I think programs must deal with that. How to supervise at a distance. So we rather than face-to-face we may be Skyping in and having students record themselves and submit to us online which is already

which is already happening the push for more accountability greater number of graduates. It's almost like retention at all costs how do you retain or do you retain students who really need to be counseled out of the program how you balance those kinds of issues so I think retention versus quality a push for larger class sizes and higher graduation rates money and deliver ye of services is unique. We had an intern last summer go to the university in Austria and that necessitated some extra [inaudible] such as German and he was highly involved in research. So we also I think in higher education we're looking at the partnership which has been my involvement for a long time what's going to happen to 2 year interpreting degrees if they are not viable for certification testing. So I think partnership is vitally important what about master's programs we have several we probably need more and also I think that there is going to be a push from the private for profit educational company and the private for profit universities such as Phoenix that are going to be competing with the public or private 4-year institution we already see that happening in our university and what's going to happen if those folks decide to get involved in interpreting education. There's a lot of money behind those resources and profit making I don't know the answer to that but that's something we as a university are facing I think there's many many more we certainly need to move to more practices that are evidence based that will form our curriculum development so I think it's an exciting time it's kind of scary and I think many of these issues will be faced by our predecessors and we've seen that at work 4 years ago with the presidential thing and the learning curve is going to be very steep.

>> Thank you very much, Linda. Lawrence?

>> Linda, I think you hit a lot of topics that are important. I think retention and how many students are graduating and funding is always going to be an issue I think it's tougher in today's world. I'm just going to make a comment that Linda touched on. The deaf community has commented to me on this a little bit. I like that we continue to recognize that training is important. We've gone from the certificate program to 2-year programs bachelor programs heading towards graduate programs. One of my fears and challenges the whole movement is the deaf community saying you folks in academics are losing that deaf friendly aspect you are becoming ivory towers becoming one of those and I think we all have looked back at teacher training in regular education nursing you can look at different professions and they started out much like we started out and that's with certificate one or two year degrees so on and so forth and I think one of the challenges is to keep that connection with the community and to feel comfortable buying into and supporting what our mission is and what we're doing and for us in academics not to lose touch with that because I think it's a possibility I don't think people want that to happen I think people really are trying to keep that connection but there's also a tremendous push to push the number of degrees to push the number of degrees that we have at the graduate level to larger numbers and all those forces that can push us training interpreters to perhaps lose some of the connection with the community and the community will view it as not seeing us as people who are vested in them. Keeping our history and heritage

alive is important to and how do we do this type of question I wish I had an answer to but I'm trying to keep in touch with the community and with the academic part to and keep it balanced thank you.

>> Thank you, Lawrence. Stacy? Additional comments?

>> Yes. Hello.

>> Yep, we can hear you, Stacy. Go ahead.

>> Good. You can hear me okay? Wonderful. So I love the fact that Lawrence brought up this idea not losing the community involvement I think that's critical.

>> I have done a lot of co-teaching with deaf colleagues, and it's hard the deaf colleagues that I've worked with have been very frustrated at times to continue to teach language and culture and on top of that teach interpreting and that's frustrating to be pulled in both directions and the workload is so heavy so for me just being aware I guess the hearing privilege that many of us in interpreting education have and to just be aware of how we can continue to support our deaf colleagues in being very present in interpreter education not only as a community but also very much people who are either working to become interpreters themselves or want to be involved in the education of interpreters.

>> Thank you, Stacy. Lori, I'm going to give you the last couple of minutes of the evening to respond then I'll have a couple of comments to kind of summarize where we're going with this.

>> They talked about on Monday the push has been forever enrollment, enrollment now it's graduation and course completion and because we're a part of the professional technical education we have different requirements than the Arts and sciences and now the Arts and sciences are kind of having to catch up with us so to speak but we still are looking at graduation numbers and because we require our students to pass our state certification tests, that becomes even more challenges for us and what do we do if they don't pass it and what safe guards do we have in place so that if they don't pass it -- we have a mentoring program but one of the things we're looking at because we only have one bachelor's program in the State of Texas that's relatively new at the University of Houston our college has gone forward to the coordinating board to offer a bachelor's I've asked for a bachelor's of applied science degree to be offered at the community college level and we've certainly gotten support from the college and District not so much support from the 4-year colleges they feel like we're stepping on their toes but none of the 4-year colleges that feel that way are wanting to start a 4-year training program. So the things we're dealing with in the challenges of the future and the State of Texas is saying we have to have 15 graduates every year in order to maintain our program. So a small part of Texas

where they don't have a lot of enrollment and those numbers are difficult for them. We're just you know every day trying to be nor innovative do more with less and make sure we're serving the needs of our students and the deaf community and it's a balancing and juggling act every single day.

>> Lori I can't think of a better way to end our conversation than recognizing and honoring the juggling act we're doing every single day thank you very much. I'm just going to say I want to thank our panelists our interpreters and our participation for being involved in our conversation. The list server is going to be open. On the 27th, Monday. So head to the list server, take these thoughts and comments and unpack these a little bit more to get to some of those solutions and strategies that we can address collectively to address some of those challenges and at this point I'm going to hand it over to you.

>> Thank you Paula and our interpreters and our captionist. And we wouldn't be here without Jessie and their team at the National Clearing House.

Now reminder, completing the CEU request forms that will appear after the satisfaction is completed submit the survey and then you will see a screen where you can click on a form the form must be filled out to receive. If the survey doesn't automatically open when you close out go to the web page that was provided in the e-mail sent to you today with a link to access the Webinar tonight the link to the survey is at the bottom of the page. Also a group sign in sheet was attached to the e-mail that was sent to you today. If you watched a group of individuals have everyone sign in and submit the form or one person can fill out the form electronically save it and e-mail to me. CEU's can be rewarded with a sign in sheet or the survey. Everyone is encouraged to complete the survey including those who are not seeking CEU's the lists will begin on Monday and you will have an opportunity to explore this topic in depth. So I think that's it thank you very much for attending.

>> Thank you everybody. Good night.

>> Thank you.

>> Thank you this is Lawrence good night.

>> This is Linda.

>> This is Stacy thank you.

>> Thank you everybody. Good night. Night.