

Amy C. Williamson

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Academic Experience

Ph.D.	<i>In progress</i> , Gallaudet University	Interpreting Studies-Research
M.A.	2015, Western Oregon University	Interpreting Studies-Pedagogy
B.A.	1998, University of Arizona	Sociology, Linguistics and Special Education and Rehabilitation

Professional Qualifications

Certificate of Interpretation (CI)	1995
Certificate of Transliteration (CT)	1996
Specialist Certificate: Legal (SC:L)	2001
Educational Certificate: K-12 (Ed:K-12)	2007 (Secondary PSE 4.8, Elementary ASL 5.0)

Professional Specialized Training

2002-2003, 2003-2004, 2004-2005, 2011-2012, Etna Project - Extensive study of the Integrated Model of Interpreting, Etna, NH (400 hours of instruction)
2004, Distance Learning and Technology Internship Training, DO IT Center, (70 hours of instruction)

Professional Experience: Program Coordination

2017-present: Co-Director, Project CLIMB (Cultivating Legal Interpreters from Minority Backgrounds), University of Northern Colorado
2015-2016: Instruction Coordinator, University of Northern Colorado-MARIE Center

Professional Experience: Interpreting

1990-present: Private Practice ASL/English Interpreter
2007-2008: Educational Interpreter, Lower Kuskokwim School District, Bethel, Alaska
1998-1999: Educational Interpreter Coordinator, Saipan, CNMI
1996-1998: Senior Interpreter/Transliterator, University of Arizona, Tucson, AZ
1994-1995: Visiting Interpreter, Gallaudet University, Washington, DC
1992-1993: Educational Interpreter/Tutor, Durham Public Schools, Durham, NC

Professional Experience: Consulting

2014-present: VRSII, COMPASS Program: An interpreter apprenticeship program for heritage users of ASL
2015-present: The Center for Research & Training: The Learning Center for the Deaf/Boston University

Professional Experience: Teaching

2015-2016, University of Northern Colorado/MARIE Center, Legal Interpreter Training Program
2014-2015, St. Catherine University, CATIE Center, Body Language Modules
2015, University of Northern Colorado, DOIT Center, ASL Linguistics
2015, William Woods University, Theory of Interpretation
2014, Phoenix College, Ethics & Decision Making for ASL/English Interpreters

Professional Experience: Curriculum Development

2014, NIEC, Train the Trainer: Interpreting in VR Settings
2011-2015, Utah State University, TAESE, Training Interpreters in Public Schools (TIPS)

Professional Experience: Presentations, Poster Sessions and Workshops

- “Finding the way home: Heritage language signers as guides”, Plenary speaker, Conference of Interpreter Trainers, October 2015, Lexington, KY.
- “Unleashing the power of diversity in the deaf community”, NJAD/NJRID joint conference, October 2015. Presented along with Merkin, L. & West Oyedele, E.
- “Panel: Interpreters with Deaf Parents in Leadership”, Interpreters with Deaf Parents Member Section, Registry of Interpreters for the Deaf Conference, August 2015, New Orleans, LA
- “Nourishing our roots: Heritage signed language users’ path to becoming a professional interpreter”, World Association of Signed Language Interpreters (WASLI) Conference, July 2015, Istanbul, Turkey
- “Codas as heritage language users” Signed Language Stewardship Roundtable, June 2015, Georgetown University, Washington, DC
- “Different doors same stage: How do sign language interpreters achieve professional status?” StreetLeverage-Live, April 2015, Boston, MA
- “Deaf-parented interpreters: A challenge to the status quo?” StreetLeverage-Live, April 2015, Boston, MA
- “Nourishing our Roots: Deaf-Parented Interpreters’ Onramp Experiences”, Conference of Interpreter Trainers, October 2014, Portland, OR

Professional Experience: Publications

- Williamson, A. (2016). Lost in the shuffle: Deaf-Parented interpreters and their path to interpreting careers. *International Journal of Interpreter Education* 8(1), 4-22.
- Williamson, A. (2016). Activist=interpreter=activist. In C. Grooms (Ed.), *Celebrating leadership: Turning passion into action* (pp. 71-78). Manuscript submitted for publication.
- Williamson, A. (2015). Educating the heritage signed language learner. *VIEWS* 31(3). 35-37.
- Williamson, A. (2015). *Heritage learner to professional interpreter: Who are deaf-parented interpreters and how do they achieve professional status?* (Master’s thesis. Western Oregon University) Retrieved from <http://digitalcommons.wou.edu/theses/22/>
- Williamson, A. (2015). Deaf-parented interpreters: A challenge to the status quo in sign language interpreter education? Retrieved from <http://www.streetleverage.com/2015/05/deaf-parented-interpreters-a-challenge-to-the-status-quo-in-sign-language-interpreter-education/>
- Williamson, A. (2012). The cost of invisibility: Codas and the sign language interpreting profession. Retrieved from <http://www.streetleverage.com/2012/11/the-cost-of-invisibility-codas-and-the-sign-language-interpreting-profession/>

Professional Experience: Service

- VL2 Student Network Scholar, Ad Hoc reviewer for Student Review Committee funding, 2015-present
- Journal for Undergraduate Interpreting Studies, Ad Hoc reviewer, 2016
- Vermont Deaf, Hard of hearing, & DeafBlind state advisory council, Governor appointed member, 2015-present
- Registry of Interpreters for the Deaf. Region I Treasurer, 2003-2005
- Interpreters with Deaf Parents Member Section, Treasurer, 2011-2013; Region I Rep 2009-2011
- Vermont Registry of Interpreters for the Deaf, President, 2003-2005; Treasurer, 2001-2003
- Children of Deaf Adults, International, Region II Representative, 2000-2001

Professional Affiliations

American Translators Association (ATA)
 World Federation of the Deaf (WFD)
 Conference of Interpreter Trainers (CIT)
 Vermont Registry of Interpreters for the Deaf (VTRID)
 Vermont Association of the Deaf (VTAD)
 National Association of the Deaf (NAD)

World Association of Sign Language Interpreters (WASLI)
 Registry of Interpreters for the Deaf (RID)
 Children of Deaf Adults, International (CODA)
 National Association of Interpreters in Education (NAIE)