

Sign Language & Interpreting Department

Advisory Committee Meeting Minutes

March 30, 2021 1:00pm via Zoom

Attendance/Introductions:

Dr. Karelyn Hoover, Dean of Humanities & Social Sciences

Dr. Jeanne Marie Velickovic, Associate Dean of Humanities & Social Sciences

Ann Walker, Department Chair Sign Language and Interpreting Department, working interpreter

Lauren Greenberg, Faculty Sign Language and Interpreting Department, working interpreter

Irene Robles, Faculty Sign Language and Interpreting Department, mentor, working Deaf interpreter

Selena Flowers: Mt SAC Interpreting Program Alumni and working interpreter

Nancy Hammond: Mt SAC Interpreting Program Alumni

Christopher Morton: RCC Interpreting Program Alumni, mentor, working Deaf interpreter

Davena Burns Peters: Full-time Faculty at San Bernardino Valley College, working interpreter

Michael J Klyn: Director of Sorenson Communication - Riverside, CA

Agenda:

Welcome by Ann Walker

Welcome and Remarks by Dr. Karelyn Hoover

Updates about our Department By Ann Walker, Lauren Greenberg, and Irene Robles (See Slides)

- General Updates
- Grants and Funding
 - Perkins
 - Strong Workforce
 - Mini Grant
 - SEAP: Student Equity and Achievement Program
 - RISE: Re-Imagining the Student Experience
- Upcoming Funding Opportunities
- Curriculum
 - New Deaf Studies Degree/Certificate
 - Revise Interpreting Degree/Certificate
 - Dissolving - SIGN 210, 220, 225, 240, 250
 - Creating - see graphic
- CCIE - Commission on Collegiate Interpreter Education - seek for accreditation
- More
- Closing

Qualtrics Survey

Due to the synchronous remote nature of our meeting and also to assist us documenting the input, we provided the participants with a qualtrics link to provide their responses. We followed the agenda and would present, discuss, and take questions, then the participants could submit their responses.

1

Qualtrics Question:

Do you think our Department would benefit from Perkins Funds?

Responses:

Definitely yes

Definitely yes

Definitely yes

Definitely yes

Definitely yes

Definitely yes

Definitely yes

2

Qualtrics Question

Please prioritize the necessity of funds

Responses:

#	Field	1	2	3	4	5	Total
1	Hiring working interpreters for one-on-one Mentoring	70.00% 7	10.00% 1	10.00% 1	10.00% 1	0.00% 0	10
2	Hiring Mt. SAC students for one-on-one interpreting tutoring	10.00% 1	20.00% 2	40.00% 4	20.00% 2	10.00% 1	10
3	Marketing materials for our Program to Reach Non-traditional students	0.00% 0	30.00% 3	30.00% 3	30.00% 3	10.00% 1	10
4	Hiring Student Ambassadors to Market our Program to Reach Non-traditional students	10.00% 1	20.00% 2	20.00% 2	20.00% 2	30.00% 3	10
5	Purchasing clear masks for faculty and students for use in the classrooms	10.00% 1	20.00% 2	0.00% 0	20.00% 2	50.00% 5	10

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Qualtrics Question:

What are others ideas to use funding?

Responses:

Conference

Let us know about masks and we will seek CARES Act funding for the department

To host a weekend workshops (only if possible to be safe for face-to-face)

Bring in more BIPOC interpreters, that can provide representations for the "non-traditional" students.

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Qualtrics Question:

What would be the benefits to students from the funding requested above?

Responses:

Mentoring

Allow students to obtain all the necessary materials to thrive while remaining in a healthy environment without the need to worry about their overall health.

The first two items would support student success and outreach

Yes it will benefit

The mentoring program allows students to be paired up with a contact that allows them to ask the questions that can only be asked in a working situation. It also allows for the development of a network, which is critical in getting started in the field. Finally, it provides a safe person for them to receive feedback and develop skills.

To have more materials.

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Qualtrics Question:

Please prioritize the interpreting electives:

Responses

#	Field	1	2	3	4	5	6	7	8	Total
1	Creative Uses of ASL	14.29% 1	14.29% 1	0.00% 0	0.00% 0	28.57% 2	0.00% 0	28.57% 2	14.29% 1	7
2	K-12 Interpreting	0.00% 0	42.86% 3	14.29% 1	14.29% 1	14.29% 1	0.00% 0	14.29% 1	0.00% 0	7
3	Post-secondary Interpreting	14.29% 1	0.00% 0	28.57% 2	28.57% 2	0.00% 0	28.57% 2	0.00% 0	0.00% 0	7
4	Interpreting with Diverse Consumers (DeafBlind)	14.29% 1	28.57% 2	14.29% 1	28.57% 2	0.00% 0	14.29% 1	0.00% 0	0.00% 0	7
5	Community Interpreting	42.86% 3	14.29% 1	14.29% 1	14.29% 1	14.29% 1	0.00% 0	0.00% 0	0.00% 0	7
6	Trilingual Interpreting	14.29% 1	0.00% 0	14.29% 1	0.00% 0	14.29% 1	14.29% 1	28.57% 2	14.29% 1	7
7	Complex Topics in Interpreting	0.00% 0	0.00% 0	14.29% 1	14.29% 1	28.57% 2	28.57% 2	14.29% 1	0.00% 0	7
8	Performing Arts Interpreting	0.00% 0	0.00% 0	0.00% 0	0.00% 0	0.00% 0	14.29% 1	14.29% 1	71.43% 5	7

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Qualtrics Question:

What other classes could we offer in our Deaf Studies Degree or Interpreting Degree?

Responses

Set up weekly meet ups on campus inviting Deaf individuals to socialize with the students. Also make it part of their grade (maybe extra credit) to go to social events.

include exposure to various settings

I'm not knowledgeable enough to weigh in here

Under video interpreting, I would separate focus between VRS and VRI. Separate demands to each.

More Diverse Deaf cultures, breakdown of Latinx, Black, and other cultures.

7

Qualtrics Question:

Should the prerequisite to enter the Interpreting Program be ASL 4 or ASL 5?

Responses:

ASL 4

ASL 4

ASL 5

ASL 5

ASL 5

ASL 5

ASL 5

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Qualtrics Question:

Right now we are considering one semester of prerequisites: ASL 4 or 5, Intro to Deaf Studies, Intro to Interpreting, and English IA. How important is it to have these classes before beginning the interpreting program?

Responses:

Somewhat important

Very important

Very important

Very important

Very important

Very important

Very important

9

Qualtrics Question:

What ideas do you have for exit requirements for the program?

Responses:

Experience many diverse fields of interpreting and encourage a few interpretations outside their comfort zone.

Board/panel interview. An exit assessment.

The national exam you mentioned - is it possible to have that as an exit requirement?

Some programs have students take the ASLPI but the timing of that may be challenging. Maybe a standardized assessment with a community based panel using rubrics to measure and training for the panel. Maybe a funding idea. :-)

a weighted minimum skills assessment

I think we should have specific learning objectives that should be met. Perhaps utilizing an exit exam, if that is at all possible.

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Qualtrics Question:

How can we improve our program? Where are there gaps?

Responses:

Continue adding interpreters' input and suggest meetings with both facilities and students to see how we could work together. Development in the area of feedback provided to students.

We can work with School of Continuing Ed to prepare students for the national exam. I'd like to talk with you next time we meet about how we might partner with SCE.

There are missing gaps between ASL and Introductory to interpreting courses. Students were unfamiliar with the terminology or situations/scenarios. How about like Course A and Course B.

The gaps are certainly in the representation. As a former graduate, who is in touch with my fellow MtSAC ITP graduates, we have noticed a great lack of diversity. As such, this impacted our ability to connect with the professors who are teaching us, and led to daily microaggressions. The interpreting field is white dominant, and the training programs reflect that heavily. Often times we are taught what is effective in the classroom, and then when we are in the field, we are told, "I know you learn this in the classroom, but here is how it is done in the field." What we learn in the classroom strictly adheres to white supremacist heteronormative patriarchal standards. This is the lens we are taught to view the Deaf community through, that being Deaf is an exclusively white realm. This is inaccurate. We need to expose ITP students to real working BIPOC interpreters, both Deaf and hearing. We also need more DEI training for the professors, so when approaching students who are coming from diverse backgrounds we do not perpetuate the microaggressions that they so often face from white educators.

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Qualtrics Question:

Other thoughts about curriculum?

Responses:

I would love to be involved with student experiences with the nursing school.

My only thoughts about the pre-reqs and cert is that the pre-reqs listed are often part of the program itself. From a CCC perspective, the number of units is quite high even with those courses being pre-requisites. I understand the purpose, but still a concern, one that I struggle with as well. The other thought was ASL 5 being a pre-req is a challenge for those transferring in due to no standard for ASL 5 at the current time.

Yes, I would love to talk more in depth about my ideas relating to equity, "bridging the gap", and having a more broad scope to the content to our curriculum.

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Qualtrics Question:

I think it is advisable to become CCIE accredited.

Responses:

Strongly agree

Strongly agree

Strongly agree

Somewhat agree

Somewhat agree

Somewhat agree

Neither agree nor disagree

Neither agree nor disagree

13

Qualtrics Question:

CCIE accreditation costs thousands of dollars. I think it is a worthwhile investment.

Responses:

Strongly agree

Strongly agree

Somewhat agree

Somewhat agree

Somewhat agree

Neither agree nor disagree

Neither agree nor disagree

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Qualtrics Question:

What opportunities can you provide for Mt. SAC students?

Responses:

Internships

Advertise opportunities for professionals to host more workshops on school grounds.

Tutoring. Possibly mentoring.

do offer school to work program

I can put students in touch with BIPOC interpreting mentors, and provide real life interpreting experience in the field. Interpreting in spaces that are low-risk and high reward.

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Qualtrics Question:

Other thoughts in general?

Responses:

Nice to see the development that's happening!

Regarding the CCIE, I would be more interested in knowing how it benefits the students and the campus.

thank you for allowing me to participate!

I am excited to see the change we can bring to the interpreting field.