1. Faculty position being proposed

Interpreter Preparation Program Faculty/Coordinator

2. Proposal Being Made by (List Name(s) and Title(s))

Sandra Ammons, Associate Professor, ASL/Deaf Studies
Sandra Klopping, Professor, ASL/Deaf Studies

3. Summary description of the position

A full-time faculty/coordinator position to coordinate the Interpreter Preparation Program and teach relevant courses. Duties other than teaching and other usual responsibilities such as conducting program review, coordinating program review and PIO processes include but not limited to; serving as liaison with the national and local offices of the Registry of Interpreters for the Deaf (RID), representing Ohlone at the federally funded National Consortium of Interpreter Education Centers (NCIEC); providing one-to-one counseling with potential students in person or through email and phone, responding to people requests for information on interpreting, handling volunteer requests, working with the local interpreter agencies, organizing screening day activities for applicants, representing Ohlone at various job fairs, and conferences; and hiring, supporting, and mentoring adjunct faculty.

4. Rationale for filling this position: include examples of how this position impacts students, program needs, and college goals

With the upcoming retirement of Shelley Lawrence in May, 2015 who has been in this position for the past 35 years, an immediate replacement is needed to ensure the continuation of the program. The scope of the program is such that a full-time person is imperative.

The Interpreter Preparation Program is one of the CTE programs available on campus. The Interpreter Preparation Program serves a vital role in the community by supplying skilled interpreters to allow deaf and hard-of-hearing people access to education, employment, and public events as mandated by the Americans with Disabilities Act and California Department of Education (Chapter 3, Subchapter 2, Article 5). With one of the largest deaf communities in the world, the demand for qualified interpreters in Fremont and its surrounding areas is enormous. Likewise, with a large deaf student enrollment, Ohlone College is constantly struggling to hire enough interpreters to meet the interpreting demands of its students and faculty members. Consequently, Ohlone’s interpreting department relies heavily on the Interpreter Preparation Program to supply the college with skilled interpreters. The Interpreter Preparation Program is one of only two in all of Northern California. The other program is located in Sacramento.

The success and reputation of the Interpreter Preparation Program simply cannot continue without a full-time person at its helm and the college cannot afford not to have a full-time person to ensure the continuation of this critical program. At present, the program is staffed by one full-time faculty member and 7 adjunct faculty. Despite these numbers, it additionally requires one DEAF department faculty to be loaned out to the IPP to teach three courses during the year.

5. Are there any externally imposed requirements such as a specialized program accreditation that would put this program in jeopardy if a full time position is not filled? If so, please explain.

There is a national movement to get all interpreter preparation programs accredited. It’s the goal of the Program to participate in this process within the next few years. It is a huge endeavor requiring a lot of people-power to get the self-study completed (http://ccie-accreditation.org/PDF/CCIE_Standards_2010.pdf).

6. Any other rationale to support the position proposal:

The Interpreter Preparation Program has been identified as one of several areas to be considered for a Bachelor’s degree option at the community college level. Ohlone College is well-positioned to take on this challenge. The program is recognized nationally for its excellence in preparing competent interpreters and is an important component of the Deaf Studies Division. It is important that we have a full-time faculty on board, fully prepared to make this transition from an associate degree program to a bachelor option. This would include designing the program, developing the curriculum, and guiding the
A survey of alumni carried out in 2012 revealed that 88% of our graduates are working as interpreters. Others are continuing their education or working in related fields of research, social work, and teaching.

The remaining questions to be completed by Deans

7. A statement by the Dean of the division housing this position, which includes data, evidence, and analysis.

With the Student Success Act being implemented, and the Ohlone Interpreter Preparation Program being considered for the BA degree program as a candidate, the program is ripe for growth. We are actually doing our community a disservice by not supporting the growth of the program. For this growth to be achieved, we need to move the program forward with a full-time faculty member who can concentrate on all the tasks associated with running the program including scheduling classes, maintaining IPP lab, coordinating curriculum development, managing the assessment of outcomes and functioning as the liaison person between Interpreters and Deaf communities and the college.

DATA SUMMARY:

8. What is the department FTES?
The department FTES is 11 per full-time.

9. What is the ratio of full-time to part-time faculty in the department?
The ratio is approximately 46% full-time to 54% part-time.

10. What is the ratio of full-time faculty to department FTES?
1.10 (Note: At present with full-time faculty on a reduced workload, the program is staffed by 7 adjunct faculty members and one full-time faculty member loaned 40% in the fall semester and 61.91% in spring semester from the Deaf Preparation Program to teach four courses during the year.)

11. What is the current WSCH/FTEF in the department?
168

12. What is the number of sections taught by full-time faculty and number taught by part-time faculty?
4 sections are being taught by full-time, and 11 sections taught by part-time.

13. Does the position address an area of growth? If yes, include a three-year trend line for FTES.
The FTES changes showed 33% growth from 2010FA: 9.49 to 2014FA: 12.63. This is small percentage growth however; it is with a great potential growth if we take the direction into BA degree program. If Ohlone IPP were not picked to involve with the BA program pilot testing, then we would take into 2+2 program in collaboration with Gallaudet University and CSU.