

# David Peikoff Chair of Deaf Studies Western Canadian Centre for Deaf Studies

“Working together to bridge research and community development.”



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## Executive Summary

The David Peikoff Chair of Deaf Studies (DPCDS) works in collaboration with the Western Canadian Centre of Deaf Studies (WCCDS), bridging research, teaching excellence, and community development. This report summarizes the Centre’s accomplishments over the period of July 01, 2009 to June 30, 2010.

The fiscal year ending March 31, 2010 saw continued growth within the Centre with increased funding while also managing the activities despite a reduction in endowment allocations. The following are highlights of the past year.

Over the year, Dr. Russell was invited to deliver several presentations, seminars, and sessions including:

- **London, UK:** *Mediated Education for Deaf Children: Realities and Realizations.* Research presentation presented for the University College of London, Deafness, Cognition and Language Research Centre
- **Tirana, Albania:** *Interpreting: Working from Models of Discourse Analysis.* Three-day seminar presented for the Albanian National Association of the Deaf.
- **Santa Fe, New Mexico:** *Interpreted education panel.* Session conducted at the 2010 CASA Conference.
  - *Illusion of inclusion? Realities and consequences.* Presentation for CASA 2010 Partnering for Success conference.

- *Interpreting and teaching: Never the twain shall meet?* Presentation for CASA 2010 Partnering for Success conference. **Whitby, ON:** *Getting to Meaning: What is Skopos and Why the heck do I need to find it?* One-day seminar presented for the Durham District School Board.
- **Winnipeg, MB:** *Interpreting Research – Building Evidence into our Practice.* Presentation for the University of Manitoba, Dept of Linguistics.
- **London, ON:** *I just don't See It: ASL to English Interpretation Strategies.* 2-day seminar presented for the Ontario Interpreting Services, Staff Retreat.
- **Toronto, ON:** *Supporting Interpreter Development and Telling the Truth – Can you do both?* Three-hour seminar presented for the George Brown College.
- **Kuala Lumpur, Malaysia:** *Malaysia Interpreter Education Seminar.* 4-day seminar presented for the RC Deaf Missions and SAITO College.
- **St. John, NB:** *Legal Interpreting and the Deaf Community.* Two-day seminar presented for the St. John Deaf and Hard of Hearing Society.

As well, she accepted a European Science and Research Council Collaborative Fellowship to spend one month working with Dr. Christopher Stone at the Deafness, Cognition, and Language Research Centre in London, UK.

## Upcoming.....

- **Ottawa, ON:** *Current Practices in Signed Language Interpreting in Legal Settings in North America.* Paper to be presented at the AVLIC conference.
- **Vancouver, BC:** *Getting to Skopos in a Mediated Education Environment: bridging research and practice.* Paper to be presented at the International Congress on the Education of the Deaf conference.
- **Melbourne, Australia:** *Team Interpreting.* Presentation to be given to the Australian Sign Language Interpreters Association.
  - *Getting to Meaning.* Presentation to be given to the Australian Sign Language Interpreters Association.

Dr. Debra Russell produced three book chapters this year. In addition, the research focus of the Peikoff Chair continued to work on the following projects:



Dr. Betsy Winston

*Mediated Education Study Applying a Think Aloud Protocol to the Analysis of Interpretation with Dr. Betsy Winston*

- *Legal Interpreting Study* with Dr. Len Roberson and Dr. Risa Shaw
- *The Relationship Between Cognitive Work, Physical Work, and the Initiation of Musculoskeletal Fatigue During Sign Language Interpreting: Developing*

*Evidence-Based Work to Rest Ratios* with Dr. Kathryn Woodcock, Dr. Sri Krishnan, Dr. Mohammad Abdoli-Eramaki, Stephen Fischer, and Katia Lessard

The David Peikoff Chair of Deaf Studies supported the Department of Educational Psychology by teaching courses at the undergraduate and graduate levels over the 2009-2010 period. This included *EDPY 497/597: Studies in Sign Language and Deaf Culture* and *EDPY 456: Consultation and Collaboration in Special Education*.

Over the year, WCCSD has supported the Deaf and hard of hearing communities in Alberta through its coordination and leadership, building on strengths through multi-sectored partnerships, cooperation and collaboration, and using community-based approaches. Coordination and support provided by the WCCSD helps strengthen the efforts, overall initiatives, and activities of the University of Alberta and community agencies, practitioners, and other key stakeholders throughout Canada and North America.

WCCSD carries out its activities in four core areas, which include: research; program support for training and educational access; leadership and liaison; and acting as a community resource. Recognizing that the needs of the Deaf and hard of hearing communities are truly diverse in nature, priority setting is critical and has guided the Centre's activities over the past year. WCCSD's priority areas of focus are determined by a set of criteria to ensure capturing the needs of the entire province. Priority setting criteria take the following factors into consideration:

Practices informed by evidence and research results (i.e. potential for success, effectiveness of strategies).

- Community-identified needs and expressed interest to work with the WCCSD.
- Opportunities for partnerships with community and educational organizations.
- Availability of human and financial resources.
- Ability to further WCCSD's goals and alignment with the priorities of the overall University.

In carrying out its vision and mission, WCCSD demonstrates excellence in the programs and services it provides by applying a relevant and ethical scientific approach in its research, education, and advocacy. WCCSD sets measurable objectives and monitors outcomes that result in effectiveness in all programs and services. An innovative and flexible approach to the work and development of partnerships allows the Centre to continue to grow and meet the needs of the communities it serves.

WCCSD recognizes the contributions of its stakeholders and respects their views and approaches and to this end has structured an advisory group. That group has provided feedback and direction via electronic means, in order to help WCCSD determine its future direction. AS WCCSD approaches its 25<sup>th</sup> anniversary, we are making plans for a celebration of our past and present, while we envision our future.

## Vision and Values

Over the past year, we held conversations between Deaf community members, academics and university administrators about the centre's name. In keeping with a view of the Deaf community as a linguistic community to be viewed through a lens of cultural appreciation, we sought and received approval from the Dean and Trustees to call the centre the Western Canadian Centre of Deaf Studies (WCCDS). While this may seem as a minor change in our name, it reflects current understanding of not approaching the community of deaf and hard of hearing from a medical or pathological lens that is often associated with terms such as "deafness". Our new name reflects our way of being with deaf and hard of hearing people.

The WCCSDS and David Peikoff Chair of Deaf Studies Strategic Plan identifies core activities that include support for conducting and disseminating research, training, enhancing educational access for deaf and hard of hearing students, leadership and liaison, and serving as a community resource. The vision and values that guide the work of the Centre are:

*The David Peikoff Chair of Deaf Studies (DPCDS) works in collaboration with the Western Canadian Centre of Deaf Studies (WCCSD), bridging research and community development. The vision is to demonstrate leadership in Canada in the areas of research and development in the area of hearing loss. By cooperating with the Deaf and hard of hearing communities, WCCSD will support the development of post-secondary opportunities for deaf and hard of hearing learners and programs for these students throughout Western*

*Canada. In addition WCCSD will cooperate with the deaf and hard of hearing communities in order to support community capacity building.*

We continue to do the following:

- Function as a research and development base.
- Advocate for the accommodation needed for students at all levels of education.
- Provide leadership in development of programs and services for deaf and hard of hearing people.
- Evolve as a Centre that cooperates with the hard of hearing and deaf communities in order to support community connections and community development.

The values that guide our work include:

- Respect for deaf and hard of hearing people regardless of language and communication preferences.
- Incorporate current literature and research into strategic planning.
- Create professional and collegial relationships with all internal and external stakeholders, including within the University community and the external community.

## Achievements and Progress on Goals

The following information is a summary of the activities of the David Peikoff Chair of Deaf Studies and the Western Canadian Centre of Deaf Studies from July 01, 2009 to June 30, 2010, and how those activities supported the goals of the Centre.

### ***CORE ACTIVITY 1: RESEARCH IN DEAF STUDIES***

**Strategic Initiative:** To conduct and disseminate current research in Deaf studies and to support research efforts of other institutions.

Activities that supported this core activity include:

#### **1. Research Projects**

- **The Relationship Between Cognitive Work, Physical Work, and the Initiation of Musculoskeletal Fatigue During Sign Language Interpreting: Developing Evidence-Based Work to Rest Ratios** – This study has received funding from WSIB in Ontario (\$60,000). Dr. Kathryn Woodcock of Ryerson is the principal investigator and with Dr. Debra Russell a co-investigator along with Dr. Dr. Abdoli-Ermaki and Dr. Sri Krishnan also of Ryerson University, and Steven Fisher (Ph.D. student) from University of Waterloo. Thus far we have consulted on the stimulus material to be used with interpreters on this study designed to identify evidence based work-to-rest schedules for interpreters, thus reducing the potential for short-term and long-term disability issues related

to repetitive strain injuries among interpreters.

- **Educational Interpreting Inclusive Settings Study** – Data analysis continues on this project. In January, Dr. Betsy Winston from Northeastern University in Boston worked with our centre on a specific element of the research that is a collaboration on the Think Aloud Protocol with the interpreting data.
- **Ukrainian Sign Language** – We are currently working on a handbook for teachers with Damien Karl replacing Greg Carrier on the project. Dr. Russell gave a video presentation to the CIDA project team through Centre for Disability Studies in Winnipeg on Feb 12, 2010. The Canadian and Ukrainian research team continue to meet monthly via Skype. Plans are in the beginning stages of bringing two Deaf researchers from Kiev to be with us for 10-12 weeks this autumn. Dr. Roman Petryshen will sponsor \$10000 of the costs and the other \$10000 will come from money earned via the WCCSD subgrant.



Dr. Len Roberson

**Interpreting in Legal Settings** – Dr. Len Roberson, University of North Florida, Jacksonville, FL, and Dr. Risa Shaw, Gallaudet University, Washington, DC and Dr. Debra Russell are working through the data

analysis of this collaborative study. They presented a paper AVLIC 2010 Conference in Ottawa (July 2010) and have targeted a journal article submission for autumn 2010.

- **Economic & Social Research Council – Social Science Research Council Collaborative Visiting Fellowship (\$10,000):** This fellowship with the Deafness Cognition and Language Research Lab at the University College of London began on May 06 and ended June 05, 2010. Dr. Chris Stone and Dr. Debra Russell developed collaborative research proposals for shared Canadian-UK studies related to interpreter aptitude testing, and another related to language attitudes of bilinguals, using a tool created with French-English bilinguals (Clement, 2008). The tool will be translated into ASL and British Sign Language for use in our respective communities. While there, Dr. Russell was able to have an orientation to the computer program they are using to analyze signed data (ELAN) and to tour the psycholinguistics laboratory. She also gave two research presentations during her visit.

## 2. Jones Memorial Research Lectures



October 2009: Dr. Marc Marschark of the Rochester Institute of Technology delivered the Jones Memorial Lecture on Oct 22/09. For the first time, we were able to

videoconference this lecture to Calgary by collaborating with the Calgary Board of Education, thus making it accessible to approximately 175 people in both locations.

## 3. Publications in the past year

- *Editorial Service:* Continue to serve as the Open Forum Editor on the Editorial Board of the International Journal of Interpreter Education and reviewer.

### Book Chapters:

Russell, D. (accepted for publication). Designing a research project: Beginning with the end in mind. In B. Nicodemus & L. Swabey (Eds.) *Essays in Interpreting Research* (pp. 331-376). John Benjamins: Amsterdam.

Russell, D. & Malcolm, K. (2009). Assessing ASL-English interpreters: The Canadian model of national certification. In C. Angelelli & H. Jacobson (Eds.) *Testing and assessment in translation and interpreting*. John Benjamins: Amsterdam.

### Referred Publications:

Russell, D., Shaw, R., & Malcolm, K. (accepted for publication). Effective strategies for teaching consecutive interpreting. *International Journal of Interpreter Education*, 2 (1).

Russell, D. & McLeod, J. (2009). Educational interpreting: Multiple perspectives of our work. In J. Mole (Ed.), *International perspectives on educational interpreting* (pp. 128-144). Direct Learned Services Ltd: Brassington, UK.

Russell, D. (2009). Insights from a Scholar: An interview with Dr. Risa Shaw. *International Journal of Interpreter Education*, 1 (1).

#### 4. Presentations

##### Referred Presentations at Scholarly Meetings and Conferences

Russell, D. *Interpreted education panel*. (2010, April). Session conducted at the 2010 CASA Conference, Santa Fe, New Mexico, April 16-17, 2010.

Russell, D. (2010, April). *Illusion of inclusion? Realities and consequences*. Presentation for CASA 2010 Partnering for Success conference: Santa Fe, New Mexico.

Russell, D. (2010, April). *Interpreting and teaching: Never the twain shall meet?* Presentation for CASA 2010 Partnering for Success conference: Santa Fe, New Mexico.

Russell, D. (2009, November). *Interpreting Research – Building Evidence into our Practice*. Presentation for the University of Manitoba, Dept of Linguistics, Winnipeg, MB.

##### Upcoming Presentations:

Roberson, L., Russell, D., & Shaw, R. *Current Practices in Signed Language Interpreting in Legal Settings in North America*. Paper to be presented at the AVLIC conference in Ottawa, ON, July 06, 2010

Russell, D. *Getting to Skopos in a Mediated Education Environment: bridging research and practice*. Paper to be presented at the International Congress on the Education of the Deaf conference in Vancouver, BC, July 18, 2010

##### Seminars Taught Nationally and Internationally

Russell, D. (2010, May). *Interpreting: Working from Models of Discourse Analysis*. Three-day seminar presented for the Albanian National Association of the Deaf: Tirana, Albania.

Russell, D. (2009, December). *Getting to Meaning: What is Skopos and Why the heck do I need to find it?* One-day seminar presented for the Durham District School Board, Whitby, ON.

Russell, D. (2009, September). *I just don't See It: ASL to English Interpretation Strategies*. 2-day seminar presented for the Ontario Interpreting Services, Staff Retreat, London, ON.

Russell, D. (2009, September). *Supporting Interpreter Development and Telling the Truth – Can you do both?* Three-hour seminar presented for the George Brown College, Toronto, ON.

Russell, D. (2009, August). *Malaysia Interpreter Education Seminar*. 5-day seminar presented for the RC Deaf Missions and SAITO College, Kuala Lumpur, Malaysia. The participants were from Vietnam, the Philippines, Macau, Singapore, Ireland, Cambodia, Indonesia and Malaysia.



Russell, D. & Howard, N. (July 2009). *Legal Interpreting and the Deaf Community*. Two-day seminar presented for the St. John Deaf and Hard of Hearing Society, St. John, NB.

## **CORE ACTIVITY 2: SUPPORT FOR TRAINING & EDUCATIONAL ACCESS**

**Strategic Initiative:** To provide support for on-going research, training, and educational access for deaf and hard of hearing students.

Activities that supported this core activity include:



**WCCSD/ACSD ASL Immersion:** We held a successful ASL immersion last summer. From

July 6 -10, 2009 we conducted the immersion at Campus St. Jean. During the Edmonton immersion we had four deaf people mentored by the more experienced ASL teachers and we hope that these potential teachers will work with us next year. The total number of participants was 105.

### **International Congress of the Deaf:**

Dr. Joe McLaughlin and Dr. Debra Russell chaired the committee responsible for interpreting services for this event. This congress will be held in July 2010. They have successfully created an international team of interpreters to make this event accessible for deaf and hard of hearing educators.

Organized room bookings to deliver three of the courses that are part of the **ASL**

**Instructors Certificate Program**, offered in collaboration with Douglas College and the Alberta Cultural Society for the Deaf.

WCCSD participated in the writing of a proposal that received \$5000.00 in funding from the **Calgary Association of the Deaf**. The funding will be used as seed money to begin a small research project to identify the mental health needs of deaf and hard of hearing Albertans.

**Faculty of Medicine:** Collaborated with the ASL Student Club in the Faculty of Medicine to recruit them a guest speaker who is an oncologist and uses ASL in his practice in Winnipeg. We used the video-conferencing facilities in Education. The student response was very positive and we have agreed to help them connect with one of the two deaf medical students studying in Canada for an autumn lecture.

**Roger Carver Student Award:** WCCSD and the Fund Development office are in the process of initiating a fundraising plan to create a student award in honour of Roger Carver, one of WCCSD's earliest Deaf employees. This award will be unveiled in autumn 2010. As well, WCCSD and the Dean's Office were able to provide a travel grant to a Deaf doctoral student attending the International Congress on the Education of the Deaf in Vancouver.

Dr. Russell served on the doctoral committee for Joe McLaughlin with the Hufstедler School of Education, Alliant International University; Joe is well known to the Alberta community and our congratulations to him on successfully defending in April 2010.

### ***CORE ACTIVITY 3: LEADERSHIP AND LIAISON***

**Strategic Initiative:** To provide leadership and liaison in the field of Deaf studies.

Activities that supported this core activity include:

**Lakeland College:** WCCSD and Lakeland College continued to collaborate on the successful delivery of the Program of Signed Language Interpretation, which took in its first cohort of students in August 2008 and graduated them in Dec 2009. The next year will see Lakeland College refine their curriculum materials and complete the Deaf Studies program for the current cohort in preparation for interpreting students in January 2011.

**Canadian Ukraine Research Team:** The Sign Language Research Project has received a portion of the CIDA grant (\$69,000) which will be dedicated to bringing a Ukrainian research fellow to study in Canada, complete phase one and two of data analysis and produce materials suitable for parents and teachers. We have completed a parent resource handbook that will be translated.

**Northeastern University, Boston, MA:** We continue to provide on-going consultation to Northeastern University regarding the evolution of the masters degree program in teaching ASL and interpreting. Dr. Russell taught two on-line courses for them over the 2009-2010 period.



### **World Association of Sign Language Interpreters:**

Continue to provide support and consultation as the North American representative serving Canada, the United States, and Mexico. Represented WASLI at the Registry of Interpreters for the Deaf conference in Philadelphia in July 2009. While there, hosted a Regional meeting with the presidents of the three organizations representing interpreters in Mexico, Canada and the US. Attended the WASLI Board meeting in Buenos Aires, Argentina in November 2009. As well am chairing an international committee on the development of education and training for signed language interpreters.

### ***CORE ACTIVITY 4: COMMUNITY RESOURCE***

**Strategic Initiative:** To act as a community resource.

Activities that supported this core activity include:

**University of Alberta Community:** Provided guest lectures to the EDPY 310 and EDPY 542 class within the Faculty of Education. As well, three faculty and support staff orientations on working effectively with deaf and hard of hearing people were delivered.

**Mental Health Group:** WCCDS will help to coordinate a mental health conference in 2010/11 with the funding received for this project.

**Additional Consultations** on a range of issues related to hearing loss and working

with deaf children and adults were provided to the Dept of Justice; NWT; Calgary Board of Education; Government of Alberta; Alberta Learning; Deaf and Hard of Hearing Services; Edmonton Public School District.

**Website:** We updated our website to include both English and ASL as part of the interactive information display in two languages. Released two newsletters per year.

WCCSD also collaborated with ASD and Connect Society to have Dr. Marschark offer a professional development workshop for teachers on Oct 23/09

This summary of progress on goals demonstrates how the activities have supported the core activities, goals, and objectives of the Centre during the period from July 01, 2009 to June 30, 2010.

## Alignment with University of Alberta Priorities

Our activities are congruent with the University of Alberta's cornerstones of talented people, learning, discovery and citizenship, connecting communities, and transformative organization and support, as demonstrated through the following examples.

**Talented People:** Our activities that support this cornerstone have included a focus on partnerships with organizations and colleges that serve non-traditional students. By virtue of language and culture, deaf and hard of hearing students are seen as non-traditional, and as a multi-cultural community of learners, they often face multiple barriers. We are building bridges between the University

community and the larger community, ensuring that prospective deaf and hard of hearing students consider the University of Alberta as a welcoming learning environment that can accommodate their learning needs. Our centre celebrates and draws upon diversity by hiring deaf employees who use American Sign Language and all of our research affiliates possess American Sign Language fluency. In addition, our research lectures focus on evidence based research in their field of Deaf Studies, and features scholars from Canada and from other countries.

**Learning, Discovery and Citizenship:** We support this cornerstone by creating national and international research collaborations. To date we have formed effective relationships with the University of British Columbia, Northeastern University in Boston, Institute of Special Pedagogy in Kiev, Ukraine, and Gallaudet University in Washington, DC. Finally, our centre has offered mentorship and learning opportunities to undergraduate and graduate students. As well, we have served as a work experience site for high school students from the Alberta School for the Deaf. By serving on the international board of directors for the World Association of Sign Language Interpreters, we are also building international relationships that create initiatives to foster mutual understanding, advance human rights agendas, and to further enhance the quality of life for all deaf and hard of hearing citizens.

**Connecting Communities:** Our partnerships with school boards in Edmonton and Calgary, our collaboration with many community organizations such as the Canadian Cultural Society of the

Deaf, the Alberta Cultural Society of the Deaf and the Canadian Hard of Hearing Association allow us to identify research challenges and to provide life-long learning opportunities. Teachers working with deaf and hard of hearing students are able to participate in our workshops, which provide access to new research outcomes and create a bridge between research and teaching practice. Our ASL Immersion experiences offer opportunities to learn American Sign Language and to learn how to meaningfully engage with this distinct linguistic minority. Our research lectures invite intellectual openness and opportunities for ongoing dialogue and discussion about areas of importance to the deaf and hard of hearing community. We continue to make the lectures accessible to all Canadians who have access to the Internet, through video-streaming technology.

**Transformation Organization and Support:** We have also maintained good stewardship of the David Peikoff Endowment Fund, ensuring the financial resources will continue to be available in the future. This will allow the University of Alberta to attract outstanding scholars to serve as the David Peikoff Chair of Deaf Studies. Finally, we have increased our ability to communicate among both the internal and external university community by producing regular newsletters, quarterly written reports to Peikoff Trustees, Dean Snart, and Dr. Everall, and maintaining a current web and electronic presence.

## Acknowledgements

I wish to thank the following people for their continued support, encouragement, wisdom and guidance:

The Peikoff Trustees: Dr. Marc Arnal, Dr. Larry Beuchamp, and Martin Coutts.

Dr. Robin Everall, Chair of the Department of Educational Psychology.

Dr. Fern Snart, Dean of Education.

I am also grateful for the support that I have enjoyed from Damian Karl, Megan Senechal, Sue Tompkins, Patty Conrad, and Greg Carrier who have been exceptional research assistants.

To Robin Demko, my administrative assistant, my sincere thanks for her exceptional work that continues to ensure our activities are carried out efficiently and effectively. Questions or feedback about the work conducted in our area can be directed to [debra.russell@ualberta.ca](mailto:debra.russell@ualberta.ca) or telephone: 780-492-1156.

Respectfully submitted,



Debra Russell  
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