

Individual conducting the phone interview:

Benedict

Date of phone interview:

6/6/2008

Program faculty interviewed:

Cal State – Fresno (undergraduate & graduate program, no doctoral program)

Paul Ogden

QUESTIONS

PROGRAM

1. Is your Program in any danger of closing?

1. Yes:
2. No: X
3. Maybe:

2. How many faculty teach the core education of DHH courses in your program?

1. Full Time:
 1. Tenure Track: 2
 2. NonTenure Track: 1
2. Part Time: 3
3. Comments: If include speech, hearing, and sign courses, total number of faculty would be 12.

3. Deaf Education Program & Faculty Positions:

1. During the course of the last five years, has your college searched for a Deaf Education faculty member?

1. Yes:
2. No: X
3. Comments: Last search was just a little over five years ago. Will begin another search this fall when Dr Ogden retires.

2. If yes, what comments can you share regarding the number and quality of candidates for the Deaf Education faculty position?

1. Comments: The last search was very frustrating. Had only 4 or 5 applicants. Majority did not have any classroom teaching experience....experience was limited to research (i.e. linguistics, deaf studies). Expecting to have a similar experience with upcoming search.

3. Were you able to fill the position?

1. Yes: X
2. No:

3. Comments: Individual that was hired was the ONLY qualified person. Were very “lucky” and “blessed” to find the person they did.

4. Did you fill the position with an individual with a ‘new’ doctorate or an individual who moved from another faculty position?

1. New: X

2. Moved:

3. Comments: New hire had 8 years of residential school experience, earned her doctorate and was hired. Should be put on tenure next year.

5. Do you expect your college will search for a an individual to fill a Deaf Education Faculty position in the next five years?

1. Yes: X

2. No:

3. Maybe:

4. Comments: Aware of and very concerned about the problem (of limited number of candidates).

6. Will this position be a tenure line position?

1. Yes: X

2. No:

3. Maybe:

4. Comments: University has had \$23 billion in budget cuts, but is still hopeful position will be a tenure line position.

7. Do you have any comments you would care to share regarding what you consider to be the "available pool" of Deaf Education faculty candidates?

1. Yes: X

2. No:

4. Comments: Few select choices today...were plenty 30 years ago.

8. What would you identify to be the critical characteristics, knowledge, skills and experiences that are needed by a Deaf Education faculty member at your college?

Individuals tend to come to a university with one of two goals – to focus on self and build their own name, or to build a program. People today seem to be more interested in their own needs – there is less involvement with community and professional organizations. An individual who has the ability to collaborate with the dean, vice president, etc and who has the ability to recognize the whole university outside of the department is critical.

9. How has your Deaf Education teacher preparation program changed during the course of the last five years and what changes do you expect to make in your program during the next five years?

Changes that have occurred:

Technology. University is really pushing for online courses. Younger faculty members assist entire staff in moving in this direction.

Changes that are expected to occur:

Student demographics. Specifically, “Baby Boomers” vs “Generation X’ers” vs “Millennials”. Deaf Education is not easy. There is not a lot of money involved. Education is not as enticing as it used to be...students are resisting the field and becoming more interested in interpreting. Colleagues in other areas of education indicate similar trend.

FACULTY

1. What are your areas of research interests?

1. parent education, working with families (specifically Spanish speaking families)

2. What are the areas of research of the other Deaf Education faculty in your program?

1. low expectations on the part of teachers and parents
2. special education/multiple disabilities

3. What are the topical areas that you consider your program to be particularly strong, e.g., parent/infant, working with D/HH students with additional disabilities, math education,etc.?

1. ESL – teaching English as either a first or second language. Students often recruited from Fresno’s program to teach middle school and high school students at the local residential school.

4. How many years do you project before you will retire from your Deaf Education teaching position?

1. This fall. However, will continue part-time for the next 5 years. California has a program enabling those nearing retirement to do this...FERP - Faculty Early Retirement Program.

5. How many years do you project before the other Deaf Education faculty in your program retire?

1. 15 - 20 years

6. Could you please describe the ethnic diversity represented by the Deaf Education faculty in your program?

1. All faculty is Caucasian. Two deaf males, one hearing female.

STUDENTS

1. During the course of this academic year, how many students were enrolled in:

1. Introduction to Deaf Education course?

1. Undergraduates: 40 (This number declines though as students progress in the program. Many drop out leaving about 20-25 that actually complete the program.)
2. Graduates: 10

2. Student Teaching?

1. Undergraduates: Do not student teach.
2. Graduates: 10

2. What changes, if any, have you noted in the number and ethnic diversity of students enrolling in your program during the course of the last five years?

1. Noted Changes: Number of students and ethnic diversity has remained steady. Program has a difficult time keeping Spanish and African-American students.

Questions 3, 4, and 5 not applicable.

6. On the average, how many students do you graduate from your program each year?

1. UG students: 20-25
2. MA students: 10
3. Comments: California has 2 levels of certification for their teachers. It is not the intention of Fresno's BA program to graduate students ready to teach. They are to return, earn their MA, and be ready for level 2 credentials.

7. Do you have any information concerning where your students go and what your students do following graduation from your program? How do you collect this information?

1. Yes: X
2. No:
3. Comments:
 1. Graduate follow-up data: Variety of placements – parent/infant programs, mainstream, state school
 2. Graduate follow-up procedures: Exit interview and informally keeping in touch.

Question 8 not applicable.

9. What do you now consider to be the critical knowledge, skills and experiences of teachers of students who are deaf/hard of hearing?

1. *Critical knowledge:* Rules of the English language.
2. *Critical Skills:* Strong communication, reading, and writing skills.

10. How, if at all, has your perspective of the critical knowledge, skills and experiences of teachers of students who are deaf/hard of hearing changed during the course of the last five years?

1. *Has not changed:*
2. *Has changed:* X
 1. *Description:* There are more students today with additional disabilities...ranging from more subtle LD issues to severe disabilities. Graduating students need to be ready to teach not only deaf ed but special ed as well.

11. Do you have any comments or suggestions that you would like to share concerning the design and implementation of a collaborative model of doctoral preparation for the field of deaf education?

1. No:

2. Yes: X

3. Comments: Would love to see more loans made available to teachers, thus enabling them to earn their PhD's. Some sort of "incentive program" where if you then return to the university to teach the loan could be forgiven. Universities should encourage their teachers to return to school to earn their PhD's after three years of teaching. Lastly, is very supportive of the idea of the collaborative model and is willing to be of assistance.